



## The Role of Student Organizational Involvement in Shaping Digital Entrepreneurial Intentions

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### ABSTRACT

**Purpose:** The study investigates the role that involvement of students in university organizations plays concerning digital entrepreneurial intention among the university students during the digital economy era. The study seeks to understand organizational participation in shaping entrepreneurial skills and mindset among the students.

**Method:** The study design is quantitative in nature. The research sampled 69 computer science students. Analysis uses the TPB, utilizing regression and structural equation modeling to quantify the relationship of student organizational involvement with factors like attitudes, subjective norms, perceived behavioral control, and self-efficacy, added factors namely innovativeness and digital entrepreneurial education.

**Findings:** Results showed that while self-efficacy and student organizational involvement proved to be significant predictors of digital entrepreneurial intention, attitudes, innovativeness, and subjective norms were not. That could suggest a process of developing digital entrepreneurial intentions, which may place more importance on the confidence in one's abilities and active participation in organizations rather than general attitudes or social pressures from the outside.

**Originality:** Unique in its focus on the nexus between student organizational involvement and digital entrepreneurship, this study offers new insights into how universities can foster digital entrepreneurial intentions by enhancing the students' self-efficacy and fostering active engagement in student organizations.

## INTRODUCTION

### Background

Universities often encourage students to actively participate in various organizations, recognizing the a lot of value such involvement brings. This encouragement is shown in the facilities and resources provided by universities to support student activities. These organizations not only benefit the students by fostering personal growth, leadership skills, and a sense of community<sup>1</sup> but they also serve as a medium for universities to make meaningful contributions to society<sup>2</sup>.

Participation in student organizations offers many opportunities for personal and professional development<sup>3</sup>. Students can hone essential skills such as teamwork, communication, and problem-solving while engaging in activities that align with their interests and passions<sup>4</sup>. These experiences can be particularly valuable for those aspiring to become entrepreneurs, as they provide a practical foundation for understanding organizational dynamics, leadership, and project management<sup>5</sup>.

In recent years, the rise of digital entrepreneurship has created new avenues for student involvement. Universities are increasingly integrating digital entrepreneurship into their curricula and extracurricular offerings, such as creating a business incubator or establishing entrepreneur clubs. Digital entrepreneurship involves leveraging digital technologies to create, market, and manage businesses<sup>6</sup>. Student organizations focused on digital entrepreneurship

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<sup>1</sup> Hidayah, Y., Fen, C. S., Suryaningsih, A., and Mazid, S. "Promoting Student Participation Skills through Student Organizations." *Jurnal Civics: Media Kajian Kewarganegaraan*, 2022. <https://doi.org/10.21831/jc.v19i2.53422>.

<sup>2</sup> Kosasih, K. "Peranan Organisasi Kemahasiswaan dalam Pengembangan Civic Skills Mahasiswa." *Jurnal Pendidikan Ilmu Sosial*, 2016. <https://doi.org/10.17509/jpis.v25i2.6196>.

<sup>3</sup> Hidayah, Y., Fen, C. S., Suryaningsih, A., and Mazid, S. "Promoting Student Participation Skills through Student Organizations." *Jurnal Civics: Media Kajian Kewarganegaraan*, 2022. <https://doi.org/10.21831/jc.v19i2.53422>.

<sup>4</sup> Wender, L. "Organizational Learning in Student Organizations: Discovering How to Grow and Develop." *Organizational Studies Program University of Michigan*, 2011. <https://lsa.umich.edu/content/dam/orgstudies-assets/orgstudiesdocuments/oshonors/oshonorsthesis/LeaWendersthesis.pdf>.

<sup>5</sup> Sumague, R. P. "Influence of Involvement in Clubs and Organizations on the Leadership Development of Students." *World Journal of Advanced Research and Reviews*, 2023. <https://doi.org/10.30574/wjarr.2023.17.2.0228>.

<sup>6</sup> Uzunbacak, H. H., Karagöz, Ş., and Erhan, T. "A Conceptual Study on Entrepreneurship and Digital Innovation." In A. Rafiki, S. N. Ambad, and N. F. Aziz, *Entrepreneurial Strategies for the Internationalization and Digitalization of SMEs*, 2024. IGI Global. <https://doi.org/10.4018/979-8-3693-3518-5.ch001>.

provide a platform for students who aspire to become entrepreneur to explore innovative ideas, develop digital skills, and connect with like-minded peers and mentors<sup>7</sup>. The combination between student organizational involvement and digital entrepreneurship is needed for this generation educational context. Through those organizations, students can learn many useful things to deal with the new era but after their graduation they still prefer to apply to a job than creating one by themselves.

### **The Impact of Organizational Involvement on Students' Digital Entrepreneurial Intentions**

The involvement of students in university organizations has been seen as an important part of the university experience that provides opportunities for personal development, leadership, and social networking<sup>8</sup>. Nevertheless, little is known about the effect of these organizational activities on students' digital entrepreneurial intention. In a digital economy increasingly taking over the traditional one, universities should understand how organizational participation affects students' preparedness to engage in digital entrepreneurship<sup>9</sup>.

Organizational involvement exposes students to hands-on learning experiences concurrent with their classroom learning<sup>10</sup>. Many of these experiences involve project management, team collaboration, and initiative leadership which is essential skills required in entrepreneurship<sup>11</sup>. Students who are involved in organizational activities regularly face real problems that require creative solutions<sup>12</sup> thus cultivating an entrepreneurial orientation that is increasingly well-suited in the digital era with its demand for agility and creative

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<sup>7</sup> Alferaih, A. "Starting a New Business? Assessing University Students' Intentions Towards Digital Entrepreneurship in Saudi Arabia." *International Journal of Information Management Data Insights* , 2022. <https://doi.org/10.1016/j.jjime.2022.100087>.

<sup>8</sup> Wati, D. I. "The Effect of Student Participation in Student Organizations on Soft Skills Development: A Case Study at UINSU." *Abdi Masyarakat UIKA* 2, no. 4 (2023): 74-76. <https://doi.org/10.32832/amk.v2i4.2100>.

<sup>9</sup> Pham, T., and Jackson, D. "The Need to Develop Graduate Employability for a Globalized World." In T. L. Nghia, T. Pham, M. Tomlinson, K. Medica, and C. D. Thompson, *Developing and Utilizing Employability Capitals* , 21-40. Abingdon: Routledge Research in Higher Education, 2020. <https://doi.org/10.4324/9781003004660-1>.

<sup>10</sup> Coghlan, D. "Developing Interiority Through Insider Inquiry: Enabling Students' Learning from Organizational Experiences." *The International Journal of Management Education* , 2022. <https://doi.org/10.1016/j.ijme.2022.100696>.

<sup>11</sup> Mas'uda, N. A., Paryontri, R. A., and Fahmawati, Z. N. "Organizational Activity and Students' Learning Motivation Relationship to Academic Achievement in Teaching Secondary Schools." *Universitas Muhammadiyah Sidoarjo* , 2024. <https://doi.org/10.21070/ups.4904>.

<sup>12</sup> Willis, C. H., Merriman, C., Nair, A., and Fournet, A. C. "Innovative Extracurricular Student Engagement: The Community Problem Solving Challenge." *Sage Journal* , 2024. <https://doi.org/10.1177/25151274241232355>.

capability<sup>13</sup>

However, there are multiple challenges of organizational involvement that could impact on students' digital entrepreneurial intention. Firstly, the lack of synergy between organizational and digital entrepreneurship education. Most student organizations are not integrated with academic syllabus and this might result in a gap between the skills acquired from the participation in student organizations and the skills needed for digital entrepreneurship. Hence, students may not have clear understanding on how they can apply what they acquired from their experiences as member of student organization into their participation in digital entrepreneurship<sup>14</sup>. Secondly, it is possible that some students engage too much with extracurricular activities until procrastinating their graduation or dropping out<sup>15</sup>.

Moreover, digital entrepreneurship is not supported and mentored well enough within organizational engagement<sup>16</sup>. Although universities provide entrepreneurial resources, these are not necessarily properly embedded in organizations. Consequently students lack guidance on how to translate their organizational-related learnings into actual entrepreneurship. Moreover, the time commitment of the organizational involvement itself may cause exhaustion or even overexertion<sup>17</sup>. This way it might not always be possible for students to allocate enough time and energy to their entrepreneurial project activities, especially when such projects necessitate considerably active and creative involvement.

While much research has been conducted on the antecedents of entrepreneurial intentions, most has focused on general entrepreneurship thus failing to provide insights into the effects of organizational involvement on the formation of digital entrepreneurship intentions. Organizational involvements exposes students to opportunities for leadership development, networking and

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<sup>13</sup> Kalorth, N., and Sagar, M. "Fostering Entrepreneurial Mindset in Media Education: A Framework for Preparing Students for the Future." In F. E. Future, and Fatima Al Hussein, Afzal Sayed Munna, 2024. IGI Global. <https://doi.org/10.4018/979-8-3693-4103-2.ch007>.

<sup>14</sup> Aarepattamanni, S. "Relationship Between Academic Motivation and Mathematics Achievement Among Indian Adolescents in Canada and India." *The Journal of General Psychology*, 2014. <https://doi.org/10.1080/00221309.2014.897929>.

<sup>15</sup> Patle, T. "School Extracurricular Activity." *Gurukul International Multidisciplinary Research Journal (GIMRJ)*, 2024. <https://doi.org/10.69758/GIMRJ2406I8V12P046>.

<sup>16</sup> Kukuev, E., Patrusheva, I., and Ogorodnova, O. "Subjective Well-being of Parents in an Inclusive School." *Psychological Science and Education*, 2024. <https://doi.org/10.17759/pse.2024290204>.

<sup>17</sup> Robbins, S. "A Burning Issue: A Quantitative Correlation Study on Students' Overinvolvement in Cocurricular Activities Contributing to Burnout." *Pillars at Taylor University*, 2022. <https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1199&context=mahe>.

experiential learning that are central in shaping entrepreneurial intentions, yet these mechanisms have received scant attention in relation to digital entrepreneurial career intentions. This research proposal seeks to address this gap by investigating how organizational involvement influences students' digital entrepreneurship intentions, aiming to provide insights that can help educational institutions and student organizations better support the growth of digital entrepreneurs in the evolving economy.

### **Theory of Planned Behavior**

According to TPB, these three components combine to form an individual's intention to engage in a behavior. The theory of planned behavior<sup>18</sup> explains that entrepreneurial intentions cannot be separated from three important factors, namely, self-efficacy, subjective norms and attitudes. This theory is widely acknowledged for its effectiveness in predicting and explaining behavior in specific contexts, including entrepreneurship<sup>19,20,21</sup>. Numerous studies (e.g., Gieure, Benavides-Espinosa, & Roig-Dobón, 2019<sup>22</sup>; Jadil, Rana, & Dwivedi, 2022<sup>23</sup>; Kautonen, Gelderen, & Tornikoski, 2011<sup>24</sup>) have demonstrated the reliability of the Theory of Planned Behavior (TPB) in understanding how individuals form intentions and take actions toward launching new ventures.

### **Application to Digital Entrepreneurship**

Generally, the DEI model is related to Theory of Planned Behavior, which stipulates that perceived intentions and feasibility are induced by factors such as education, experience, and the environment, all of which have an impact

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<sup>18</sup> Ajzen, I. "The Theory of Planned Behavior." *Organizational Behavior and Human Decision Processes* , 1991. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T).

<sup>19</sup> Ajzen

<sup>20</sup> Fayolle, A., and Liñán, F. "The Future of Research on Entrepreneurial Intentions." *Journal of Business Research* , 2014. <https://doi.org/10.1016/j.jbusres.2013.11.024>.

<sup>21</sup> Sabah, S. "Entrepreneurial Intention: Theory of Planned Behaviour and the Moderation Effect of Start-Up Experience." *Entrepreneurship - Practice-Oriented Perspectives* , 2016. <https://doi.org/10.5772/65640>.

<sup>22</sup> Gieure, C., Benavides-Espinosa, M. d., and Roig-Dobón, S. "Entrepreneurial Intentions in an International University Environment." *International Journal of Entrepreneurial Behavior & Research* 25, no. 8 (2019): 1605-1620. <https://doi.org/10.1108/IJEBR-12-2018-0810>.

<sup>23</sup> Jadil, Y., Rana, N. P., and Dwivedi, Y. K. "Understanding the Drivers of Online Trust and Intention to Buy on a Website: An Emerging Market Perspective." *International Journal of Information Management Data Insights* , 2022. <https://doi.org/10.1016/j.jjime.2022.100065>.

<sup>24</sup> Kautonen, T., Van Gelderen, M., and Tornikoski, E. "Predicting Entrepreneurial Behaviour: A Test of the Theory of Planned Behaviour." *Applied Economics* , 2011. <https://doi.org/10.1080/00036846.2011.610750>.

on perceived behavioral feasibility with respect to entrepreneurship<sup>25</sup>. TPB also helps in understanding how, in the context of digital entrepreneurship; the development of the intention of students to become a digital entrepreneur will be influenced. The attitude can be influenced by beliefs in the benefit of digital entrepreneurship, such as innovation and financial independence. Subjective norms may be dictated by the entrepreneurial culture at university or by peer pressure from those who consider entrepreneurial activities important. It would seem that perceived behavioral control can be taught when digital tools, training in entrepreneurship and student organizations are supportive.

In separating it into these three components, researchers can explain not only how organizational involvement influences the intention to engage in digital entrepreneurship but also outline the path through which this participation leads to such an intention. This will be of immense importance in strategizing on how to improve entrepreneurial intentions among students and subsequent behaviors, especially since the world is embracing a fast-growing digital economy.

## RESEARCH METHOD

This study will employ a quantitative research method to investigate the impact of organizational involvement on students' digital entrepreneurship intentions. The theoretical framework guiding this research is the Theory of Planned Behavior (TPB), which posits that an individual's intentions are influenced by their attitudes towards the behavior, subjective norms, and perceived behavioral control. Using TPB as a foundation, the study will assess how participation in student organizations influences these three components, particularly in the context of digital entrepreneurship.

The research methodology for this study involved a targeted sampling approach within the population of computer science students. The total population consisted of 460 students of computer science faculty, from which a sample of 69 students was selected as respondents. The selection of these 69 students was carried out to ensure that the sample was representative of the larger population, allowing for the collection of relevant data while maintaining manageability in terms of data analysis. This sample size was deemed sufficient for obtaining meaningful insights and ensuring the reliability and validity of the findings within the context of the study.

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<sup>25</sup> Wibowo, A., Narmaditya, B. S., Saptono, A., Effendi, M. S., and Mukhtar, S. "Does Digital Entrepreneurship Education Matter for Students' Digital Entrepreneurial Intentions? The Mediating Role of Entrepreneurial Alertness." *Cogent Education* , 2023. <https://doi.org/10.1080/2331186X.2023.2221164>.

Data will be collected through a structured survey administered to a representative sample of university students involved in various organizational activities. The survey will measure key constructs of the TPB—attitudes towards digital entrepreneurship, perceived social pressure (subjective norms), and perceived ease or difficulty (perceived behavioral control) of becoming a digital entrepreneur, innovativeness<sup>26</sup> and digital entrepreneurship education<sup>27</sup>—as well as the extent and nature of their involvement in student organizations. Statistical analyses, such as regression analysis and structural equation modeling (SEM), will be employed to test the relationships between organizational involvement and the components of TPB, ultimately determining how these factors influence students' intentions to pursue digital entrepreneurship. The findings will provide empirical evidence on the role of organizational involvement in shaping digital entrepreneurship intentions, offering insights for educational institutions to enhance support for student entrepreneurs.

## RESULT AND DISCUSSION

### Validity and Realibility

In this study, the reliability and validity of the measured constructs were evaluated using several statistical metrics, including Cronbach's alpha, composite reliability (rho\_a and rho\_c), and the average variance extracted (AVE). The Cronbach's alpha values for all variables range from 0.830 to 0.917, which indicate a high level of internal consistency across the items. Typically, values above 0.7 are considered acceptable for reliability; thus, the constructs demonstrate strong internal reliability. The composite reliability (rho\_a) values range from 0.833 to 0.918, while the composite reliability (rho\_c) values range from 0.790 to 0.942. Both reliability measures confirm that the constructs exhibit high composite reliability, as the values exceed the minimum threshold of 0.7, ensuring that the indicators consistently measure the underlying constructs.

Table 1. Validity and Realibility

| Variable | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|----------|------------------|-------------------------------|-------------------------------|----------------------------------|
| Attitude | 0.917            | 0.918                         | 0.942                         | 0.801                            |

<sup>26</sup> Walley, K., Goodall, S., Humphries, A., Huntington, J., White, D., and Asson, T. "Key Dimensions of Personal Innovativeness." *Open Research Online International Journal of Business Innovation and Research* 12, no. 2 (2017): 259–276. <https://oro.open.ac.uk/82307/>.

<sup>27</sup> Alferaih

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| <b>Digital Entrepreneurial Education</b>    | 0.9   | 0.833 | 0.79  | 0.503 |
| <b>Digital Entrepreneurial Intentions</b>   | 0.871 | 0.878 | 0.906 | 0.66  |
| <b>Innovativeness</b>                       | 0.886 | 0.895 | 0.916 | 0.687 |
| <b>Perceived Control Behavior</b>           | 0.83  | 0.856 | 0.895 | 0.741 |
| <b>Self-Efficacy</b>                        | 0.911 | 0.927 | 0.934 | 0.741 |
| <b>Students' Organizational Involvement</b> | 0.937 | 0.94  | 0.945 | 0.536 |
| <b>Subjective Norm</b>                      | 0.736 | 0.742 | 0.85  | 0.654 |

As far as convergent validity is concerned, the AVE values for the variables have remained predominantly above 0.5, satisfying the threshold for acceptability. For instance, the AVE values for Attitude are 0.801, for Digital Entrepreneurial Intentions the value is 0.660, while for Perceived Control Behaviour, the value is 0.741. These values mean that a great part of the variance in the constructs is accounted for by their respective indicators, further giving validity to the constructs in the model. Generally speaking, the constructs are highly reliable and valid, hence can be used to conduct further analysis within the model of the study.

### Path Analysis

The following analysis of the relationship between a number of constructs and Digital Entrepreneurial Intentions draws on useful insights on what factors are shaping entrepreneurial intentions in a digital context. The SEM results underlined self-efficacy and students' organizational involvement as significant predictors, while attitude, perceived control behavior, innovativeness and subjective norms presented non-significant relations to Digital Entrepreneurial Intentions.

Table 2. Path Analysis

| <b>Variable</b>   | <b>P values</b> |
|---|-----------------|
| Attitude -> Digital Entrepreneurial Intentions                          | 0.111           |
| Digital Entrepreneurial Education -> Digital Entrepreneurial Intentions | 0.201           |
| Innovativeness -> Digital Entrepreneurial Intentions                    | 0.736           |



|  |       |
|--|-------|
| Perceived Control Behavior -> Digital Entrepreneurial Intentions   | 0.251 |
| Self-Efficacy -> Digital Entrepreneurial Intentions  | 0.009 |
| Students' Organizational Involvement -> Digital Entrepreneurial Intentions                                     | 0.018 |
| Subjective Norm -> Digital Entrepreneurial Intentions  | 0.507 |
| Students' Organizational Involvement x Perceived Control Behavior -> Digital Entrepreneurial Intentions        | 0.569 |
| Students' Organizational Involvement x Subjective Norm -> Digital Entrepreneurial Intentions                   | 0.15  |
| Students' Organizational Involvement x Attitude -> Digital Entrepreneurial Intentions                          | 0.514 |
| Students' Organizational Involvement x Innovativeness -> Digital Entrepreneurial Intentions                    | 0.923 |
| Students' Organizational Involvement x Digital Entrepreneurial Education -> Digital Entrepreneurial Intentions | 0.766 |
| Students' Organizational Involvement x Self Efficacy -> Digital Entrepreneurial Intentions                     | 0.915 |

Self-efficacy exerts the strongest direct effect on Digital Entrepreneurial Intentions with a path coefficient at 0.481 ( $p = 0.009$ ). The finding is in agreement with existing literature that constantly puts emphasis on the role of self-efficacy in entrepreneurial behavior<sup>28</sup>. It is those individuals who have a high level of confidence in their entrepreneurial skills who are most likely to start entrepreneurship, especially in the digital economy where changes are occurring at a fast pace. This therefore calls for entrepreneurship education programs and digital skill development programs to focus more on enhancing students' self-efficacy with the aim of influencing entrepreneurial intention. Workshops on digital skills, mentorship, and experience can, therefore, be viable methods for developing self-efficacy among budding entrepreneurs.

The Students' Organizational Involvement also related to a Digital Entrepreneurial Intentions significantly in a positive way:  $O = 0.418$ ,  $p = 0.018$ . It is thus inferred that a student association is mainly formed by leadership, business, or technology because these are influential factors for entrepreneurial intention. Association with firms reflects likely practical experiences, social networks, and entrepreneurial exposure in antecedence to digital entrepreneurship intention among students. This is consonant with the social learning theory, since the latter suggests that people learn and develop certain

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<sup>28</sup> Bandura, Albert. Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice-Hall, 1986.

intentions due to observation by others and social interactions. In this regard, fostering students' membership in entrepreneurial clubs, incubators of start-ups, or industry-related organizations can be an efficient way of developing digital entrepreneurial intentions. Although theoretically relevant, Attitude, Perceived Control Behavior, Innovativeness, and Subjective Norms did not lead to significant effects on Digital Entrepreneurial Intentions.

While attitude towards entrepreneurship showed a positive coefficient of determination,  $O = 0.299$ , this has been found to be insignificant at  $p = 0.111$ . This is contrary to some of the previous studies in which attitude was found to be an adequate predictor of entrepreneurial intention<sup>29</sup>. It can, of course, be interpreted to mean that when speaking about the area of digital entrepreneurial attitude, the shaping should be through technical skills and more by way of self-confidence-as seen through the strong role of self-efficacy rather than a general predisposition towards entrepreneurship. Perceived control behavior is negatively and insignificantly related:  $O = -0.153$ ,  $p = 0.251$ . This may suggest that perceived control from the basis of entrepreneurial tasks does not strongly affect digital entrepreneurial intentions, probably because digital entrepreneurs find themselves in rapidly changing environments wherein the feeling of control becomes subordinate to uncertainty and adaptability. It could imply that what the entrepreneurial ecosystem should do is prepare people with skills on how to work in ambiguity or rapid technological changes rather than simply enhance perceived control.

Innovativeness - a factor often considered related to being an entrepreneur does not influence Digital Entrepreneurial Intentions:  $O = -0.054$ ,  $p = 0.736$ . This may be somewhat unexpected since innovativeness in general is considered to go along with the entrepreneurial process. An explanation can be that, in the digital economy, it takes more than innovativeness to create entrepreneurial intentions. Instead, other skills might be required, such as digital literacy and a basic knowledge of online business models, to enable the translation of innovative ideas into entrepreneurial action.

The findings of subjective norms, referring to the degree of social pressure or support received for entrepreneurship, also turn out to be no significant,  $O = 0.073$ ,  $p = 0.507$ . This may indicate a more internally driven entrepreneurial intention in the digital context since, through the digital economy; one can easily transcend traditional social and organizational structures, which, in turn, enable more autonomous entrepreneurship. Consequently, social norms would have less influence on intention compared to industries in which social networks and influence are more influential.

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<sup>29</sup> Ajzen

## Interaction Effects of Students' Organizational Involvement

Since none of the interaction terms including Students' Organizational Involvement were significant, it follows that organizational involvement is not a moderator of other predictors upon Digital Entrepreneurial Intentions. Also, the interaction of Students' organizational involvement with Attitude,  $O = 0.204$ ,  $p = 0.514$  and Self-Efficacy,  $O = -0.035$ ,  $p = 0.915$  did not have any significant effect upon digital entrepreneurial intentions. These findings suggest that while organizational involvement is directly related to intentions, it does not moderate or weaken the effects of the other variables. This can be considered to mean that the benefits of organizational involvement in nurturing entrepreneurship are generally direct, in providing access to resources, experiences, and networks, as opposed to an amplification of individual traits like self-efficacy or attitude.

The main predictors of Digital Entrepreneurial Intentions are Self-Efficacy and Students' Organizational Involvement, according to this study. Path coefficient  $0.481$ ,  $p = 0.009$ ; hence, self-efficacy, meaning belief in one's ability, drives entrepreneurial intention onto digital space best. Organization: Participation by students in relevant organizations fosters entrepreneurship through the gaining of practical experience and networks.  $O = 0.418$ ,  $p = 0.018$ . Positive and significant relations of Self-Efficacy with Digital Entrepreneurial Intentions denote the importance of development of students' confidence in their abilities for successful digital entrepreneurship. According to the existing literature, self-efficacy is considered a crucial determinant for developing entrepreneurial intentions and behaviors (e.g., (Amani, Ismail, Makona, Changalim, & Kazungu, 2024<sup>30</sup>; Gregori, Holzmann, Krajger, Schwarz, & Harms, 2024<sup>31</sup>; Alzyoud, Harb, & Alakaleek, 2024<sup>32</sup>). It is also verified that joining a student organization would significantly contribute to the development of the intention of Digital Entrepreneurial Intentions. Other than exposure to

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<sup>30</sup> Amani, D., Ismail, I. J., Makona, A., Changalim, I. A., and Kazungu, I. "Extending the Mediation Role of Entrepreneurial Self-Efficacy on Enhancing Students' Entrepreneurial Intentions: A Moderated Mediation Model." *The International Journal of Management Education*, 2024. <https://doi.org/10.1016/j.ijme.2023.100915>.

<sup>31</sup> Gregori, P., Holzmann, P., Krajger, I., Schwarz, E. J., and Harms, R. "Entrepreneurship and Environmental Sustainability: The Effects of Passion and Self-Efficacy on Entrepreneurial Intentions." *Journal of Small Business and Enterprise Development*, 2024. <https://doi.org/10.1108/JSBED-10-2023-0488>.

<sup>32</sup> Alzyoud, S., Harb, A., and Alakaleek, W. "Factors Shaping the Entrepreneurial Intentions Among Hospitality Students in Jordan: The Mediating Role of Self-Efficacy." In *ICBT 2023. Lecture Notes in Networks and Systems*. Springer, Cham, 2024. [https://doi.org/10.1007/978-3-031-53998-5\\_5](https://doi.org/10.1007/978-3-031-53998-5_5).

real experience and teamwork with peers, as Wati<sup>33</sup> identified, it fortifies other psychological factors such as Innovativeness and Perceived Behavioral Control, important attributes for succeeding in entrepreneurship, as Almeida & Daniel<sup>34</sup> identifies. The findings thus indicate that self-efficacy enhancement strategies and active involvement in student organizations among educational institutions should be a priority in ensuring that their students develop an entrepreneurial mindset that is strong within the digital perspective.

By contrast, no significant effects of the Attitude, Perceived Control Behavior, Innovativeness, and Subjective Norms on entrepreneurial intentions are detected. These results imply that technical skills and self-confidence are more important in general attitude and pressures from outside within a digital context. Organizational involvement does not, therefore, enhance other factors, meaning its effects are direct and not interactive. It may be that the rapidly changing nature of the digital economy makes the technical skills and self-efficacy more salient and overrides influences of general attitudes or perceived control. Secondly, innovativeness in general, which has conventionally been linked to entrepreneurship, is not enough to digitally engage in entrepreneurial intentions without complementary skills such as digital literacy. These findings indicate a need for more practical, skill-based interventions targeted at the digital context. Future studies might seek to further examine the interaction among these variables-especially how these elements might mutually interact to influence entrepreneurial behavior across different environments or at different stages of the entrepreneurial process.

### Practical Implications

The findings of the present study pose a number of practical implications for educational institutions and policy makers. First, it underlines the necessity to enhance Self-Efficacy by practical experience and confidence-enhancing activities. Because of this, the educational programs with hands-on learning, internships, and mentoring offer a good way for students to develop a sense of mastery in entrepreneurship. Second, promoting Students' Organizational Involvement through participation in business clubs, entrepreneurial organizations, and other extracurricular activities may act as a catalyst for digital entrepreneurial intentions.

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<sup>33</sup> Wati, D. I. "The Effect of Student Participation in Student Organizations on Soft Skills Development: A Case Study at UINSU." *Abdi Masyarakat UIKA* 2, no. 4 (2023): 74-76. <https://doi.org/10.32832/amk.v2i4.2100>.

<sup>34</sup> Almeida, J., and Daniel, A. D. "Student-Led Organisations' Impact on STEM Students' Entrepreneurial Behaviour: Insights from Portugal and Brazil." In *2022 IEEE Global Engineering Education Conference (EDUCON)*. Tunis, Tunisia: IEEE, 2022. <https://doi.org/10.1109/EDUCON52537.2022.9807265>.

Of course, the fact that Innovativeness and Subjective Norms did not turn out to be significant predictors does not diminish their importance in entrepreneurial ecosystems. It may be that such traits and social dynamics become more relevant in the actual execution and not in the intention-building phase of entrepreneurship. As such, these aspects could be incorporated into further advanced stages of entrepreneurial education and incubation in future programs.

## **LIMITATIONS AND FUTURE RESEARCH**

These limit the study in a number of ways and, simultaneously, provide avenues for future research. First, this is a cross-sectional design, which allows no real determination of causality. Longitudinal studies would reveal how Self-Efficacy and other predictors change over time and finally lead to entrepreneurial action. Second, the focus of this study has been digital entrepreneurship within a student population; thus, findings cannot be generalized across different demographic groups. Future research should investigate whether these associations extend to other settings, such as with experienced entrepreneurs or in non-university contexts.

## **CONCLUSION**

While analyzing findings in the present paper, the variables most impactful on Digital Entrepreneurial Intentions are Self-Efficacy and Student Organizational Involvement. This positive and significant correlation of Self-Efficacy with Digital Entrepreneurial Intentions focuses on developing the self-confidence of students in their entrepreneurial capabilities, particularly concerning digital aspects. The evidence here corresponds with previous studies that consistently show self-efficacy as among the strongest predictors of behavioral engagement in entrepreneurship. It is, therefore, significant that educational programs focus on practical, skills-based learning in developing self-efficacy and entrepreneurial competencies among students.

The study further affirms that Student Organizational Involvement is important in shaping the digital entrepreneurial intentions of students, where through such involvement; students will experience practical involvement, working together with their peers, and even leadership skill development, thereby helping them in their capability to engage in digital entrepreneurship. As such, universities should stimulate active engagement through these organizations for better growth of entrepreneurial competencies and attitudes within students.

Interesting facts, derived from this study, include a non-significant relationship between Attitude, Perceived Control Behavior, Innovativeness, and

Subjective Norms with Digital Entrepreneurial Intentions. It follows that even though these factors have been relevant in other entrepreneurial contexts, they will not be strong predictors of digital entrepreneurship in this study. Speed and technology-driven nature of the digital economy may place greater emphasis on technical skills and self-confidence than on general attitudes or perceived control. The innovativeness, usually regarded as one of the core characteristics of entrepreneurship, may require further digital and strategic abilities in order to transform the ideas into successful ventures within a digital environment.

These findings suggest that even more tailored and skill-based interventions are required, which focus on practical digital skills in concert with the development of self-efficacy. Further research, therefore, needs to explore longitudinally or in different conditions how these variables might interact in influencing digital entrepreneurial behavior across contexts. ■

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