



Informing Science: the International Journal of an Emerging Transdiscipline

An Official Publication
of the Informing Science Institute
InformingScience.org

Inform.nu

Volume 27, 2024

PREDICTORS OF DIGITAL ENTREPRENEURIAL INTENTION IN KUWAIT

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ABSTRACT

Aim/Purpose	This study aims to explore students' digital entrepreneurial intention (DEI) in Kuwait. Specifically, the aim is twofold: (i) to identify and examine the factors influencing and predicting students' DEI, and (ii) to validate a model of DEI.
Background	The advent of modern digital technologies has provided entrepreneurs with many opportunities to establish and expand their firms through online platforms. Although the existing literature on DEI has explored various factors, certain factors that could be linked to DEI have been neglected, and others have not been given sufficient attention. Nonetheless, there has been little research on students' DEI, particularly in Kuwait.
Methodology	To fulfill the research's aims, a study was conducted using a quantitative method (a survey of 305 students at a non-profit university in Kuwait).
Contribution	This study aimed to fill the research gap on the limited DEI research among Kuwait's students. Several recommendations were suggested to improve the DEI among students in Kuwait.
Findings	The study identified five factors that could influence an individual's intention to engage in digital entrepreneurship. These factors include self-perceived creativity, social media use, risk-taking and opportunity recognition, digital entrepreneurship knowledge, and entrepreneurial self-perceived confidence. Significant solid correlations were between all five identified factors and DEI. However, only self-perceived creativity and entrepreneurial self-perceived confidence were identified as significant positive predictors of DEI among undergraduates in Kuwait. Nevertheless, the main contributor to this intention was the students' self-perceived confidence as entrepreneurs.
Recommendations for Researchers	Researchers should conduct further longitudinal studies to understand better the dynamic nature of DEI and execution.

Accepting Editor Francesco Tommasi | Received: April 26, 2024 | Revised: May 22, June 29, July 7, 2024 | Accepted: July 12, 2024.

Cite as: Alzougool, B., (2024). Predictors of digital entrepreneurial intention in Kuwait. *Informing Science: The International Journal of an Emerging Transdiscipline*, 27, Article 7. <https://doi.org/10.28945/5339>

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Future Research	Additional research is required to utilize probability sampling approaches and increase the sample size for more generalizable findings.
Keywords	digital entrepreneurship, intention, self-perceived confidence, creativity, Kuwait

INTRODUCTION

The introduction of cutting-edge digital tools has revolutionized the entrepreneurial landscape (Y.-S. Wang et al., 2020), offering entrepreneurs plenty of possibilities to cultivate and grow their enterprises (Elia et al., 2016). Consequently, digital entrepreneurship (DE) has developed as a concept among scholars and practitioners. DE seeks new business opportunities arising from advancements in digital media and internet technology (Davidson & Vaast, 2010). DE enables individuals to start and run their businesses with the help of digital tools, making customer engagement more accessible and faster for them (Abubakre et al., 2021; Kraus et al., 2018). The growing prevalence of entrepreneurs in this domain exemplifies the beneficial impact of DE (Baierl et al., 2019; Elia et al., 2020). Digital technology alone does not provide business value. Entrepreneurs contribute value by engaging in the entrepreneurial process of digitization by creating novel products, services, or business models that capitalize on the digital trend (Parviainen et al., 2022). DE is often seen as a branch of traditional entrepreneurship when the tangible aspects of a business are transformed into a digital format (Hull et al., 2007). Despite the increasing interest and benefits of DE, academic definitions remain inconsistent. This study's term "digital entrepreneurship" encompasses enterprises primarily operating online (Al Omoush et al., 2018; Quinones et al., 2015).

Research indicates that most students opt for DE upon completing their university education, viewing it as a viable career path (Ezeh et al., 2020). DEI, the initial stage in venturing into DE, evaluates an individual's aspiration to establish their digital enterprise (Nowiński & Haddoud, 2019). Higher education institutions increasingly prioritize programs that cultivate entrepreneurial thinking and effective technology utilization, aiming to nurture a new generation of digital entrepreneurs. Universities can inspire and support students' enthusiasm for DE with their expertise, shaping their attitudes and intentions toward launching online ventures. To stay competitive in the global economy, universities must advocate for entrepreneurial education. Thus, it is imperative to understand the factors influencing university students' DEI and predict their intention level. This insight will aid instructional designers, lecturers, and experts in devising practical instructional approaches, ultimately enhancing students' digital entrepreneurial skills and producing high-quality human resources, particularly in Kuwait.

Despite significant investments in promoting DE, its adoption remains limited in many countries, including Kuwait. Therefore, identifying the factors influencing individuals' decisions to pursue DE-focused businesses is crucial. Previous entrepreneurship research has mainly focused on traditional entrepreneurial intention, with few studies exploring students' intentions toward DE (Alkhalailah, 2021; Mir et al., 2023). Thus, this study contributes to the field by exploring factors influencing students' inclination toward DE, particularly in Kuwait, where empirical research is scarce. Understanding the predictive factors influencing students' inclination toward DE is essential for shaping their attitudes and mindsets toward becoming digital entrepreneurs.

To the best of our knowledge, little research has been devoted to focusing on the students' DEI in Arab countries and Kuwait in particular. Moreover, although the existing literature on DEI has explored various factors, certain factors that could be linked to DEI, such as entrepreneurial opportunity recognition and self-confidence, have been neglected. Other factors like perceived creativity, risk-taking, digital entrepreneurial knowledge, and social media use have not been given sufficient attention. Therefore, this study examines the factors influencing and predicting students' DEI in Kuwait.

Hence, this study makes three contributions to the existing knowledge on DE. First, the study thoroughly evaluates previous research on DE to find the key factors influencing intention to engage in DE. Second, this study proposes a model that examines how six factors, including self-perceived creativity, entrepreneurial self-perceived confidence, risk-taking, opportunity recognition, DE knowledge, and social media use, affect DEI. Previous research has overlooked these factors and rarely examined them in a unified model. Finally, this study analyses how students in Kuwait form their intentions to become digital entrepreneurs.

Studying DEI in Kuwait is imperative for several reasons. (i) The Kuwait government recognizes the necessity to diversify the economy away from oil dependency (Zainal et al., 2022), and DE plays a crucial role in this diversification process by fostering a robust digital economy, which can stimulate growth in non-oil sectors and create a more resilient economic structure. (ii) Kuwait is confronted with a compelling need to provide adequate employment opportunities due to its relatively young population and high youth unemployment rate (World Bank Group, 2023). Although Kuwait boasts many individuals with aspirations to establish their businesses, the country's Small and Medium-Sized Enterprises (SMEs) only account for 3% of the national GDP (Zainal et al., 2022). This emphasizes the untapped potential for expansion within this sector. DE has the potential to create new job opportunities, particularly for young people, and startups in the technology sector can absorb a significant portion of the workforce. (iii) According to the Global Entrepreneurship Monitor GEM (2021), Kuwait has a conducive environment for beginning a firm. Kuwait Vision 2035 initiative seeks to enhance the development of an entrepreneurial ecosystem by focusing on economic diversification and providing support to private enterprises (Radwan & Malik, 2021). Therefore, studying DEI can provide insights into leveraging digital technologies to drive economic diversification, create employment opportunities, and support the growth of SMEs in Kuwait.

LITERATURE REVIEW

DE is “the intention of an individual to start a new business through means of digital technology including Internet, World Wide Web, Mobile technologies, Web 2.0 and related technologies” (Mir et al., 2023, p. 1751). Entrepreneurial intentions are crucial in understanding the entrepreneurial process and subsequent behavior (Shane & Venkataraman, 2000). Therefore, it is vital to understand the formation of these intentions in the digital context (Fitzsimmons & Douglas, 2011). Previous research has shown that the decision to create a new business needs concrete intentions (Farani et al., 2017). This DEI to form a new venture online is the first critical step in initiating the process of creating a new business (Farani et al., 2017). Generally, studies have shown that individuals who possess an intense need for achievement, a willingness to take risks, a belief in their ability to control their destiny, a high degree of creativity and inventiveness, a proclivity to act, a solid dedication to achieving their goals, and a high level of confidence in their abilities and self-esteem are inclined to have an intention to start a digital business (Elnadi & Gheith, 2023). In this regard, DE has gained much attention from researchers (e.g., Qermane & Mancha, 2021; Rodrigues-Pinto et al., 2021; Sahut et al., 2019). Extensive research has been undertaken across various domains to examine a wide range of subjects, including the inclination of entrepreneurs to initiate digital entrepreneurial ventures (Chang et al., 2020; Lai & To, 2020), e-commerce entrepreneurial firms and their advantages (Anwar, 2017; Chang et al., 2018), or the success factors of e-commerce ventures (Guo et al., 2017; Wongkhamdi et al., 2020), and intentions of entrepreneurs to use social media and mobile commerce (e.g., Al Mamun et al., 2020; Pipitwanichakarn & Wongtada, 2019).

Recently, a growing body of research has focused on DEI. Specifically, in China, Lai and To (2020) found that subjective norms and perceived behavior control significantly influenced the DEI of young Chinese adults, while their attitude towards DE did not significantly influence their DEI. According to research conducted in Oman by Abdelfattah et al. (2022), the intention of Omani entrepreneurs to engage in DE is greatly affected by their self-perceived creativity and social media usage.

University students' DEI in Saudi Arabia is significantly impacted by the following constructs: attitude, subjective norm, perceived feasibility, perceived desirability, propensity to act, innovativeness, and digital entrepreneurial education (Alferaih, 2022). Elnadi and Gheith (2023) also found that entrepreneurial alertness and digital innovativeness significantly impact DEI. In Indonesia, according to Wibowo and Narmaditya (2022), students' DE intents could be enhanced through DE education, with entrepreneurial knowledge mediating this relationship. In Bangladesh, Akhter et al. (2022) found that college students' likelihood of becoming digital entrepreneurs is favorably and significantly influenced by their digital literacy, creativity, innovativeness, self-efficacy, and entrepreneurship education level. According to Felix and Pandithasekara (2022), in Sri Lanka, e-entrepreneurship aspirations among Generation Z are strongly impacted by factors such as family orientation, social media support, and personality qualities. In India, Mir et al. (2023) found that innovativeness had the most significant impact on the goal intent to start new digital ventures, followed by the existence of role models. Additionally, digital competence significantly contributes to the propensity to launch digital ventures, whereas digital expertise has the most minor influence on this inclination. Several studies also examine DEI by considering personal traits and self-efficacy (e.g., Chang et al., 2020; Lai & To, 2020). Other studies focus on perceived risk and trust factors (e.g., Adiandari et al., 2020; Han & Li, 2020), digital entrepreneurial motivation (e.g., Y.-S. Wang et al., 2016), and the educational background of entrepreneurs (e.g., Cordero-Gutiérrez & Santos-Requejo, 2016).

A literature review identified the various factors influencing DEI. As shown in Table 1, most studies have investigated factors influencing DEI in non-Arab countries. However, there are insufficient studies in the Arab region, including Kuwait. Most studies have also concentrated more on specific factors (i.e., attitude, subjective norms, perceived behavioral control, entrepreneurial self-efficacy, entrepreneurial education, locus of control, and innovativeness). In contrast, some other factors have rarely been explored (i.e., entrepreneurial knowledge, risk-taking, self-esteem, proactiveness, social media use, self-confidence). Moreover, most studies examined factors derived from the theory of planned behavior (e.g., attitude, subjective norms, perceived behavioral control) and personality trait theory (e.g., extraversion, conscientiousness, agreeableness, innovativeness). However, other theories have rarely been investigated (i.e., social cognitive theory, self-determination theory, human capital theory). In addition, several studies have used various factors interchangeably, such as self-efficacy and competence, innovativeness and creativity, and entrepreneurial education and entrepreneurial knowledge, even though these factors truly have unique meanings.

The current literature on DEI has examined many factors in light of the above. However, certain DEI-related factors, such as entrepreneurial opportunity recognition and self-confidence, have been overlooked. Furthermore, insufficient emphasis has been devoted to other factors such as perceived creativity, risk-taking, digital entrepreneurial knowledge, and social media use. Moreover, exploring these factors among students in Kuwait is critical for establishing a solid entrepreneurial culture that can drive economic growth, stimulate innovation, and ensure the country's sustainable development in a fast-changing global market. These factors encompass the critical skills, attitudes, and knowledge that contribute to successful entrepreneurship in the digital age. They are essential for comprehending and cultivating the skills required for students to thrive as future entrepreneurs in Kuwait's transforming economy.

THEORETICAL MODEL AND HYPOTHESES

Drawing on the existing and related literature, a conceptual model of DEI was developed that illustrates the factors influencing intention to engage in digital enterprise (Figure 1). This model encompassed six factors: self-perceived creativity, entrepreneurial self-perceived confidence, risk-taking, opportunity recognition, DE knowledge, and social media use. Previous research has overlooked these factors and rarely examined them in a unified model. Hence, this paper presents the validation of the model using empirical quantitative data collected from university students in Kuwait. The six factors are described in Table 1.

Table 1. Factors influencing the DEI of individuals

Factors	References	Countries
Theory of planned behavior		
Attitude	Alferaih (2022), Al-Mamary and Alraja (2022), Alzamel et al. (2020), Farani et al. (2017), Lai and To (2020), Tseng et al. (2022), Younis et al. (2020)	Saudi Arabia Qatar
Subjective norms		Iran Taiwan
Perceived behavioral control	Al-Mamary and Alraja (2022), Farani et al. (2017), Lai and To (2020), Tseng et al. (2022), Younis et al. (2020)	China Malaysia Kenya Pakistan
Entrepreneurial self-efficacy	Alzamel et al. (2020), Batool et al. (2015), Chang et al. (2018, 2020), Darmanto et al. (2022), Koe et al. (2021), Mir et al. (2023), Salhieh and Al-Abdallat (2022), Shimoli et al. (2020), Soomro and Shah (2021)	Jordan Philippine Indonesia India Bulgaria
Entrepreneurial education	Akhter et al. (2022), Alferaih (2022), Darmanto et al. (2022), Mand et al. (2018), Suparno et al. (2020), Wibowo and Narmaditya (2022), Yordanova et al. (2020),	
Entrepreneurial knowledge	Farani et al. (2017), Younis et al. (2020)	
Locus of control	Batool et al. (2015), Ismail et al. (2012), Shimoli et al. (2020), Tseng et al. (2022), Younis et al. (2020)	
Perceived social support	Alzamel et al. (2020), Huang et al. (2022), Younis et al. (2020)	
Need for achievement	Batool et al. (2015), Ismail et al. (2012), Shimoli et al. (2020), Younis et al. (2020)	
Risk-taking	Darmanto et al. (2022), Ismail et al. (2012), Koe et al. (2021), Younis et al. (2020)	
Perceived barriers	Younis et al. (2020)	
Entrepreneurship policy	Lai and To (2020)	
Personality trait theory		
Extraversion	Shimoli et al. (2020), Y.-S. Wang et al. (2016), Yeh et al. (2020)	Saudi Arabia
Conscientiousness		Bangladesh
Openness to experience		Malaysia
Agreeableness		Kenya
Neuroticism		Pakistan
Intrinsic motivation	Huang et al. (2022), Y.-S. Wang et al. (2016), Yeh et al. (2020)	Philippine
Extrinsic motivation		Jordan
Creativity	Abdelfattah et al. (2022), Akhter et al. (2022), Batool et al. (2015)	Malaysia
Innovativeness	Akhter et al. (2022), Elnadi and Gheith (2023), Koe et al. (2021), Mir et al. (2023), Salhieh and Al-Abdallat (2022)	Taiwan Indonesia
Self-esteem	Batool et al. (2015)	India
Proactiveness	Koe et al. (2021)	Oman
Character of entrepreneurship	Felix and Pandithasekara (2022), Suparno et al. (2020)	Sri Lanka
Economic literacy		
Digital literacy	Belmonte et al. (2022), Suparno et al. (2020)	
Access to Capital	Belmonte et al. (2022)	
Theory of positive emotions		
Positive thinking	Chang et al. (2020)	Taiwan
Goal-setting theory		
Goal commitment	Chang et al. (2018)	Taiwan
Social cognitive theory		
Technopreneurial-related activities	Soomro and Shah (2021)	Pakistan
Technopreneurial motivation	Soomro and Shah (2021)	Pakistan
Self-determination theory		
Technology product disposition.	Huang et al. (2022)	Taiwan
Human Capital theory		
Digital entrepreneurship role models	Mir et al. (2023)	India
No theory		
Social media use/adroitness	Abdelfattah et al. (2022), Felix and Pandithasekara (2022), Mir et al. (2023)	India, Oman, Sri Lanka
Environmental support	Darmanto et al. (2022)	Indonesia
Unemployment	Mand et al. (2018)	India
University support with concept development		
University support with business development	Yordanova et al. (2020)	Bulgaria
University research excellence		
Entrepreneurial alertness	Elnadi and Gheith (2023)	Saudi Arabia
Family Orientation	Felix and Pandithasekara (2022)	Sri Lanka
Perceived feasibility		
Perceived desirability	Alferaih (2022)	Saudi Arabia
Propensity to act		

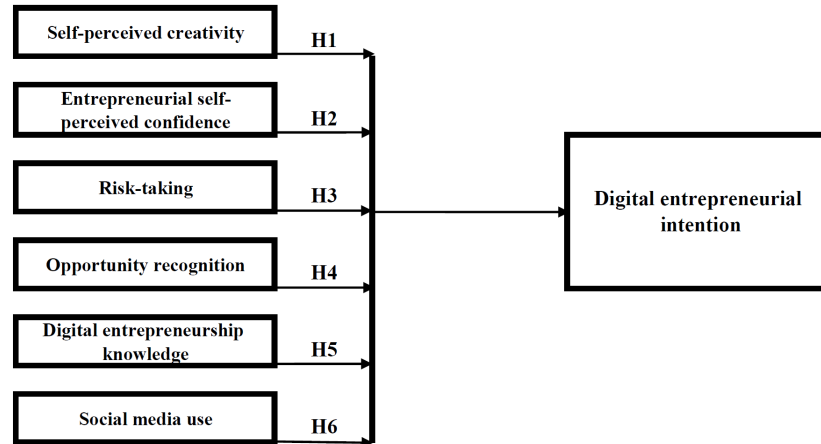


Figure 1. The research model

Self-perceived creativity

Self-perceived creativity pertains to an individual’s capability and skills in developing novel and valuable ideas. It encompasses an individual’s ability to create, skills, and abilities (Abdelfattah et al., 2022). These attributes are crucial in DE, as entrepreneurs are commonly associated with creativity (Laguía et al., 2019). The propensity for DE highly depends on an individual’s view of their creative abilities. Entrepreneurs’ characteristics require creativity to effectively run a prosperous firm, with creativity being the most essential attribute of entrepreneurship (Laguía et al., 2019). Hence, individuals with a strong belief in their creativity are likelier to view themselves as potential successful entrepreneurs, making entrepreneurship an appealing and viable career choice. Conversely, individuals who perceive themselves as lacking creativity may disregard entrepreneurship as a feasible career choice because they believe their qualities do not align with the entrepreneurial profile (Abdelfattah et al., 2022). Therefore, self-perceived creativity in one’s abilities is crucial in enhancing DEI. Moreover, various research studies indicate that creativity significantly impacts individuals’ inclination and drive to initiate their entrepreneurial ventures. Few researchers have posited a direct correlation between self-perceived creativity and DEI (Abdelfattah et al., 2022; Akhter et al., 2022; Batool et al., 2015). Thus, this study proposed the following hypothesis:

H1. Self-perceived creativity positively influences and predicts DEI.

Entrepreneurial self-perceived confidence

Self-confidence is one of the personality attributes connected with entrepreneurship; entrepreneurs have stronger self-confidence than non-entrepreneurs (Ferreira et al., 2012). Otache (2020) defined entrepreneurial self-confidence as the ability of an individual to possess unwavering certainty in their competence to carry out duties associated with entrepreneurship. It connects to an individual’s ability to plan and carry out tasks relating to entrepreneurship effectively. Entrepreneurial self-confidence is crucial at every level of the entrepreneurial process, from the business’s inception to the subsequent enterprise’s development and management. A young entrepreneur with solid self-confidence will find it easier to decide on starting their firm. This is because they can adapt to their surroundings, harness technological advancements, and proactively address potential hazards (Garaika & Margahana, 2019). Researchers frequently used the terms “self-confidence” and “self-efficacy” interchangeably, although they have distinct meanings. Entrepreneurial self-efficacy is defined as individuals’ conscious beliefs in their capabilities and skills as an entrepreneur (Soomro & Shah, 2021). Self-efficacy, however, serves as a precursor to self-confidence. It entails actively pursuing one’s objectives and dreams (Kay & Shipman, 2014). In contrast, various studies identified a significant relationship between self-efficacy and DEI (e.g., Darmanto et al., 2022; Koe et al., 2021; Salhieh & Al-Abdallat, 2022; Soomro & Shah, 2021). Very little research explored the impact of self-confidence on DEI. Existing research

on traditional entrepreneurship has validated entrepreneurial self-confidence as a predictor of entrepreneurial intention (Endratno, 2018; Garaika & Margahana, 2019; Otache, 2020; Otache et al., 2021). This study posits that the abovementioned effect may also hold for DEI. Thus, this study proposed the following hypothesis:

H2. Entrepreneurial self-perceived confidence positively influences and predicts DEI.

Risk-taking

Risk-taking refers to an individual's inclination to take chances (Sitkin & Pablo, 1992). Entrepreneurs with high-risk insight exhibit superior business performance, as their ability to identify more risks leads to implementing preventive actions. Harrington and Niehaus (2004) observed that various types of risks exist in the business world and can be applied to entrepreneurship. Risk resilience fosters innovative entrepreneurship (Caliendo & Kritikos, 2011). In addition, establishing a new enterprise entails a procedure with inherent risks. To participate in an entrepreneurial process, individuals must successfully navigate loosely defined and highly unpredictable activities while confronting unforeseen outcomes. Entrepreneurship is regarded as a career choice that involves risk and uncertainty. Therefore, individuals with a pronounced inclination for taking risks generally exhibit more favorable attitudes towards entrepreneurship than individuals lacking such a tolerance. As a result, persons with a high-risk tolerance are drawn to initiating entrepreneurial endeavors (Stewart & Roth, 2001). Recently, a few studies identified a significant relationship between risk-taking and DEI (e.g., Darmanto et al., 2022; Ismail et al., 2012; Koe et al., 2021; Younis et al., 2020). Thus, this study proposed the following hypothesis:

H3. Risk-taking positively influences and predicts DEI.

Opportunity recognition

Opportunity recognition has been investigated in identifying and creating opportunities (Alvarez & Barney, 2007). So, it has become positively associated with the entrepreneurial process (George et al., 2016). Opportunity recognition refers to the ability of individuals to identify, examine, and act on exceptional business opportunities. It also pertains to the ability of individuals to identify and seize new opportunities, such as emerging markets and innovative ideas (Krakauer et al., 2018). Opportunity recognition must be robust enough for digital entrepreneurs to perceive environmental shifts, seize suitable possibilities, and proactively act upon these discovered opportunities (Elnadi & Gheith, 2023). It explores how business opportunities are recognized and perfectly utilized (Chavoushi et al., 2021; Li et al., 2020). Opportunity recognition starts with the aspiration to identify overlooked opportunities and the individual's relentless pursuit to actualize those prospects (Li et al., 2020). It facilitates an individual's ability to actively scan, create, and assess novel opportunities in a rapidly changing setting (Bhatt et al., 2020). Understanding opportunity recognition assists in identifying crucial aspects necessary for fostering entrepreneurial initiatives (Goedhuys & Sleuwaegen, 2010). The capacity to recognize opportunities is regarded as a critical skill that significantly impacts an entrepreneur's level of success or failure. Individuals who recognize opportunities can identify and utilize market opportunities through various methods (Man et al., 2002). Opportunity recognition is crucial for boosting an individual's confidence and fostering a favorable mindset toward establishing a new enterprise (Lim et al., 2023). Kuckertz et al. (2017) characterized opportunity recognition as being vigilant toward potential business possibilities, actively seeking them out, and acquiring information about novel concepts for products or services. Existing research on traditional entrepreneurship has validated opportunity recognition as a predictor of entrepreneurial intention. Individuals with high competency in recognizing opportunities are interested in being entrepreneurs (e.g., Bouarir et al., 2023; Hassan et al., 2020; Lim et al., 2023; Loan et al., 2021; Tian et al., 2022). This study posits that the effect above may also hold for DEI. Thus, this study proposed the following hypothesis:

H4. Opportunity recognition positively influences and predicts DEI.

Digital entrepreneurial knowledge

Knowledge is a crucial and valuable strategic asset for any organization. It improves the efficiency and effectiveness of both established companies and newly established enterprises (Farani et al., 2017). Acquiring and having access to knowledge are crucial resources in entrepreneurship, as they are essential for forming entrepreneurial intentions (Widding, 2005). Entrepreneurial knowledge is regarded as the core of entrepreneurship and dramatically influences the choice to partake in entrepreneurial endeavors. The acquisition of knowledge by individuals regarding the various stages of entrepreneurship, including opportunity identification and the assessment of available resources and funding, substantially influences their entrepreneurial intentions. Liñán (2004) also highlighted the correlation between an individual's entrepreneurial knowledge and intentions. Recently, very few studies identified a significant relationship between entrepreneurial knowledge and DEI (e.g., Farani et al., 2017; Younis et al., 2020). Thus, this study proposed the following hypothesis:

H5. Digital entrepreneurial knowledge positively influences and predicts DEI.

Social media use

Social media use refers to the capacity to utilize social media platforms to acquire, generate, and exploit knowledge (Abdelfattah et al., 2022; Zhang & Zhu, 2022). Engaging with external users on social media allows firms to exchange, discover, and generate novel ideas (Freixanet et al., 2020). Social media also supports enterprises in utilizing and implementing internal knowledge, including the dissemination and promotion of their products both domestically and abroad (Abdelfattah et al., 2022). Proficiency in the digital space equips entrepreneurs with the necessary skills to establish and maintain an online business and consumer base (Dhir et al., 2018; Khanra et al., 2021). Lester et al. (2012) defined a social media expert as very active and can effectively motivate and encourage others to utilize social media. This characteristic could serve as a strong predictor of intention. Thus, in digital platforms, an individual with the expertise and a profound understanding of cultivating online communities can effectively influence their family and friends to engage in social networking, thereby fostering a more profound determination to establish a digital enterprise. Social media facilitates the establishment of online communication with suppliers and the exchange of information among employees (Freixanet et al., 2020). Consequently, entrepreneurs employ collaborative digital technology to engage with consumers, suppliers, and staff to acquire fresh industry expertise and leverage business insights (Bhimani et al., 2019; Muninger et al., 2019). Social media use is appropriate for consolidating, contrasting, and evaluating information for entrepreneurial prospects. Consequently, new start-ups and entrepreneurs lacking expertise and resources are greatly swayed by social media, prevailing social media patterns, and potential prospects (Chen & Lin, 2019). Entrepreneurs leverage social media to enhance their proficient technological abilities, fostering DE's development (Abdelfattah et al., 2022). Social media use can alter previous planning and business models based on the entrepreneur's expertise and understanding (Dwivedi et al., 2021). People utilize social media to acquire knowledge that will aid them in discovering lucrative opportunities and ventures. Entrepreneurs could use social media to explore entrepreneurial opportunities and make informed decisions when identifying prospects for launching new enterprises (Nascimento & Da Silveira, 2017). Therefore, this study proposed the following hypothesis:

H6. Social media use positively influences and predicts DEI.

METHOD

RESEARCH INSTRUMENT

A cross-sectional study was carried out among students in Kuwait to achieve the study objectives. The questionnaire was used to obtain data regarding factors that predict their DEI. The online self-administered, voluntary, and anonymous questionnaire consisted of two parts including: (i) demographic information such as sex, age, marital status, ethnicity, education level, and employment; and

(ii) several scales used in previous studies were combined to come up with 37 items that measure different variables (for more details see the Appendix) including nine items to measure self-perceived creativity (e.g., I feel that I am good at generating novel ideas) (i.e., Abdelfattah et al., 2022; Poe, 2022), four items to measure entrepreneurial self-perceived confidence (e.g., I have skills and capabilities to succeed as an e-entrepreneur) (i.e., Vamvaka et al., 2020), four items to measure digital entrepreneurship knowledge (e.g., I have the knowledge related to how to start an e-entrepreneurship) (i.e., Wibowo & Narmaditya, 2022), four items to measure risk-taking (e.g., I believe the higher risk will bring more extraordinary results) (i.e., Poe, 2022), four items to measure opportunity recognition (e.g., I am able to recognize business opportunities in the market) (i.e., Poe, 2022), five items to measure social media use (e.g., I will use social media as a helping platform to contact customers) (i.e., Abdelfattah et al., 2022), and seven items to measure DEI (e.g., I plan to start an e-business in the future) (i.e., Abdelfattah et al., 2022; Wibowo & Narmaditya, 2022). The participants rated each item on a 5-point Likert scale, with 5 as strongly agree.

SAMPLING PROCEDURES AND SIZE

The objective of this study was to gather data on the intention of university students to engage in DE. Therefore, the researcher specifically focused on students who desired to establish an e-business in the future, as they could be regarded as potential entrepreneurs (Bueckmann-Diegoli et al., 2020; Elnadi & Gheith, 2023). Due to time and resources constraints, university students currently enrolled at a non-profit university in Kuwait were requested to participate in this study. Therefore, a purposive sampling method utilizing convenience sampling techniques was used. A minimum sample size of 305 responses was needed for proper analysis, as suggested by Cohen (2013). This was calculated using the G*power 3 program considering an intermediate effect size of 0.07, significance level of 0.05, power of 0.95, and number of independent variables of 6. Thus, 305 students participated in this study and were used in the analysis.

DATA COLLECTION AND PROCEDURE

A Weblink of the questionnaire was formulated using Google Forms and was open for approximately two months. Students were recruited through an email announcement with a link to the online questionnaire. This was done by promoting the advertisement of the questionnaire link among the students by sending it to their email addresses and asking staff to distribute it among their students as well. The nature and purpose of the study and instructions for completing the questionnaire were given on a cover page to ensure an understanding of the issue. Participants were assured anonymity and confidentiality, and participation was voluntary. The questionnaire completion took approximately 10 minutes. The Arab Open University in Kuwait gave ethics approval for the study.

DATA ANALYSIS

Data were analyzed using the statistical package for social science (SPSS) software (version 19.0). Descriptive statistics were computed to summarize the data, with means, standard deviations, frequencies, and percentages calculated where applicable. The scales were evaluated using exploratory factor analysis and Cronbach's alpha. The Pearson Correlation Test was used to explain the relationship between the identified factors and e-entrepreneurial intention. A regression analysis explored the factors predicting e-entrepreneurial intention. Statistical significance was established at $p < 0.05$ for all tests. In addition, the Harman single-factor method for measuring common method bias was used to check whether variance in the data can be primarily attributed to a single factor (Podsakoff et al., 2003). The single factor accounted for 47.4% of the variance found in the data. This is below the cut-off of 50%, suggesting no systematic standard method bias in the study (Harman, 1976).

FINDINGS

DEMOGRAPHIC DATA

The demographic characteristics of the study sample are listed in Table 2. Most participants in the study were female, comprising 58.7% of the sample, while males comprised the remaining 41.3%. The age distribution of the participants showed that a significant portion of the sample was young adults: 51.8% were aged between 18 and 25 years, making this the largest age group represented. Additionally, 37.4% of the participants were between 26 and 39 years old, indicating that more than a third of the sample fell within this middle-age range. Marital status varied among the participants, with approximately two-thirds (65.6%) being single. A smaller yet notable portion of the sample, 27.5%, were married, reflecting a diverse range of life stages among the respondents. In terms of nationality, a majority of the participants were non-Kuwaiti, accounting for 61.6% of the sample, while 38.4% were Kuwaiti. The educational background of the respondents was also varied. Nearly half of the participants, 47.9%, held a high school certificate as their highest level of education. This was followed by 29.2% who had obtained a diploma and 23% who had earned a bachelor's degree, indicating a broad spectrum of educational attainment among the participants. Employment status among the respondents showed that more than half of the sample, 58.4%, were employed. Conversely, a significant portion, 36.4%, were unemployed. This distribution highlights the range of employment experiences within the sample, providing a comprehensive view of the participants' professional statuses. These demographics illustrate the diverse characteristics of the study sample, providing a well-rounded view of the population under study. This diversity is crucial for understanding this group's perspectives and experiences on DE.

Table 2. Characteristics of the participants (n=305)

Characteristics	Categories	Freq.	%
Sex	Female	179	58.7%
	Male	126	41.3%
Age range	18-25 years	158	51.8%
	26-39 years	114	37.4%
	40-49 years	26	8.5%
	50-60 years	6	2.0%
	61 years and above	1	0.3%
Marital Status	Single	200	65.6%
	Married	84	27.5%
	Other	21	6.9%
Ethnicity	Kuwaiti	117	38.4%
	Non-Kuwaiti	188	61.6%
Education	High school certificate	146	47.9%
	Diploma degree	89	29.2%
	Bachelor's degree	70	23.0%
Employment	Employed	178	58.4%
	Not employed	111	36.4%
	Other	16	5.2%

FACTORS INFLUENCING AND PREDICTING DEI

Exploratory factor analysis with principal components analysis and Varimax rotation on the multi-item measures was conducted to identify the underlying factors of these items. This analysis was used to examine whether or not the load of the items on the specified factors was predicted. The overall and individual item measures of sampling adequacy were high, indicating the appropriateness of the

data for factor analysis. Both the scree plot and parallel analysis test suggested a five-factor solution (Table 3). The first factor has nine items and had loadings of 0.604 or more significant on this factor. It accounts for 19.2% of the variance. Cronbach alphas were checked for the reliability of each factor and rendered a result of 0.919 for Factor 1. This factor is labeled as self-perceived creativity following previous literature. The second factor has five items and had loadings of 0.853 or more significant on this factor. It accounts for 15.8% of the variance. Cronbach was 0.956 for this factor. This factor is labeled as social media use following previous literature. The third factor has eight items and had loadings of 0.524 or more significant on this factor. It accounts for 13.3% of the variance. Cronbach was 0.898 for this factor. The items of this factor combine items relating to both risk-taking and opportunity recognition. Therefore, this factor is labeled as risk-taking and opportunity recognition. The fourth factor has four items and had loadings of 0.649 or more significant on this factor. It accounts for 11.4% of the variance. Cronbach was 0.863 for this factor. This factor is labeled as e-entrepreneurship knowledge following previous literature. The last factor has four items and had loadings of 0.716 or more significant on this factor. It accounts for 10.6% of the variance. Cronbach was 0.930 for this factor. This factor is labeled as entrepreneurial self-perceived confidence following previous literature. The DEI dependent variable has seven items and Cronbach's alpha of 0.926.

Therefore, five factors that could affect DEI were identified: self-perceived creativity, social media use, risk-taking and opportunity recognition, digital entrepreneurship knowledge, and entrepreneurial self-perceived confidence. Key features of these factors are provided in Table 3, which shows the number of items, mean, and standard deviation of each factor. As shown in Table 3, participants vary in identifying the five factors that could predict DEI. In this regard, participants highly perceived social media use (mean=3.99) and self-perceived creativity (mean=3.81). In contrast, entrepreneurial self-perceived confidence (mean=3.62), risk-taking, opportunity recognition (mean=3.54), and digital entrepreneurship knowledge (mean=3.28) were moderately perceived by participants.

In addition, the Pearson Correlation Test in Table 3 explained the relationship between the five identified factors and DEI. The findings show a significant relationship between all five identified factors and DEI. Therefore, these five factors could predict the DEI of participants.

To test the proposed hypotheses, a regression analysis was performed to explore if the five identified variables (i.e., self-perceived creativity and innovation, social media use, risk-taking and opportunity recognition, digital entrepreneurship knowledge, and entrepreneurial self-perceived confidence) could predict the DEI of participants (Table 4). The analysis here focuses on how strongly the variables are related rather than establishing a cause-and-effect relationship. In this context, the term "predictors" describes variables statistically associated with the outcomes of interest, emphasizing the strength of these associations rather than suggesting that one variable causes a change in another. The regression model was statistically significant and accounted for 53.2% of DEI ($R^2=.540$, adjusted $R^2=.532$, $F_{5,299}=70.075$, $P<.001$). Entrepreneurial self-perceived confidence and self-perceived creativity were significant predictors of DEI. This indicates that these two variables explained 53.2% of the variance in DEI.

The test also shows that the entrepreneurial self-perceived confidence of participants significantly contributes to 47.4% of variance towards their DEI. This means that entrepreneurial self-perceived confidence is the main contributor that predicts participants' DEI. The combination of both entrepreneurial self-perceived confidence and self-perceived creativity and innovation increases the significant contribution to 53.2%. Hence, only two hypotheses concerning the influence of identified factors on DEI were supported, as shown in Figure 2. On the other hand, the results showed that other variables (i.e., social media use, e-entrepreneurship knowledge, and risk-taking and opportunity recognition) were not significant predictors ($P>0.05$) of e-entrepreneurial intention. Consequently, these three hypotheses were not supported.

Table 3. Factor loadings for final 5-factor solution, mean, standard deviation, and the relationship between these identified factors and DEI (n=305)

The identified factors	Loadings	Variance (70.3)	Cronbach α	Mean	SD	DEI	
						r	p
Factor 1: Self-perceived creativity (SPC)							
		19.2	.919	3.81	.764	.661	.000*
SPC4 - I am good at finding creative ways to solve problems	.755						
SPC3 - I have a knack for further developing the ideas of others	.735						
SPC2 - I have confidence in my ability to solve problems creatively	.728						
SPC6 - I feel comfortable trying out new ideas	.710						
SPC7 - I prefer a job full of novelty instead of a routine activity	.699						
SPC5 - I have the talent and skills to do well in my work	.654						
SPC1 - I feel that I am good at generating novel ideas	.654						
SPC8 - I like changing my way of work whenever possible	.633						
SPC9 - I like improving the conventional and correct way of activities, not strictly following steps	.604						
Factor 2: Social media use (SMU)							
		15.8	.956	3.99	.966	.442	.000*
SMU1 - I may consider social media an excellent opportunity to start my e-business to obtain work-related information and knowledge	.882						
SMU3 - I may gain lots of knowledge from contacts/customers in social network systems	.870						
SMU5 - I will increase my knowledge contacts/customers in social network systems to improve my e-business	.859						
SMU2 - In my future e-business, I will use social media to maintain and strengthen communication with colleagues in my work	.858						
SMU4 - I will use social media as a helping platform to contact customers	.853						
Factor 3: Risk-taking and opportunity recognition (RTOR)							
		13.3	.898	3.54	.792	.557	.000*
RT2 - I believe higher risk will bring greater results	.704						
OR2 - I am always up to any opportunity that may arise	.667						
RT1 - I am not afraid to take long-term debt if the business opportunity is good	.648						
RT3 - My decisions are not always based on my comfort zone	.635						
OR3 - I feel able to identify business opportunities and profit from them	.585						
RT4 - No risk, no gain	.560						
OR4 - I believe I have the skill to understand, recognize, and make use of abstract data, also implied and in constant modification	.546						
OR1 - I am able to recognize business opportunities in the market	.524						
Factor 4: Digital entrepreneurship knowledge (DEK)							
		11.4	.863	3.28	.815	.477	.000*
DEK1 - I have knowledge related to how to start an e-entrepreneurship	.774						
DEK2 - I know how to find resources (e.g., financial capital) to start e-entrepreneurship	.754						
DEK3 - I have sufficient knowledge to do e-marketing or business	.753						
DEK4 - I have sufficient knowledge in selling e-entrepreneurship ideas	.649						
Factor 5: Entrepreneurial self-perceived confidence (ESPC)							
		10.6	.930	3.62	.879	.688	.000*
ESPC2 - I have the skills and capabilities to succeed as an e-entrepreneur	.746						
ESPC3 - I am confident that I would succeed if I started my own e-business	.745						
ESPC1 - If I tried to start an e-business, I would have a high chance of being successful	.744						
ESPC4 - I am certain that I can start an e-business and keep it viable	.716						

Note: Factor loadings and variance reported from final, rotated factor solution. *P<0.05

Table 4. Regression analysis for variables predicting DEI (n=305)

Variables	Unstandardized	Standardized	t	Sig.	Results of hypothesis
	coefficients B (Std. Error)	coefficients Beta			
Self-perceived creativity	.297 (.073)	.264	4.056	.000*	supported
Social media use	.078 (.043)	.087	1.795	.074	not supported
Risk-taking and opportunity recognition	.030 (.075)	.027	.396	.692	not supported
Digital entrepreneurship knowledge	.094 (.061)	.089	1.550	.122	not supported
Entrepreneurial self-perceived confidence	.383 (.061)	.391	6.302	.000*	supported

Note: * $p < 0.001$

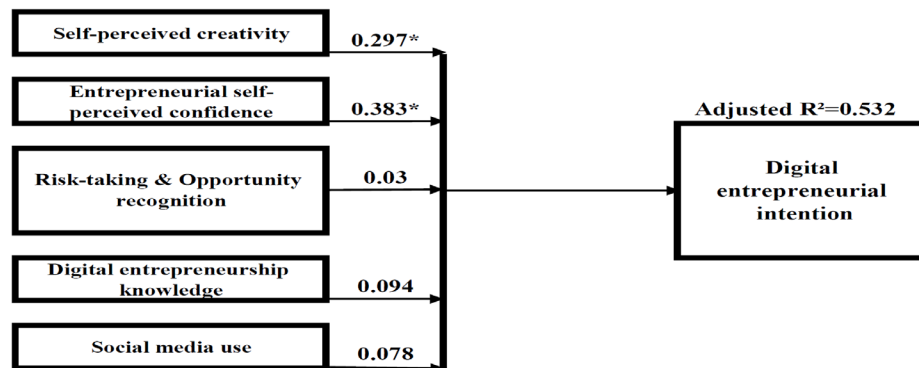


Figure 2. The validated research model

DISCUSSION

This study aimed to examine the influence of several variables on DEI among students in Kuwait. The study identified five factors: self-perceived creativity and innovation, social media use, risk-taking and opportunity recognition, digital entrepreneurship knowledge, and entrepreneurial self-perceived confidence. Participants strongly perceived social media use and their creativity and innovation. However, their perception of entrepreneurial self-confidence, risk-taking, opportunity recognition, and digital entrepreneurship knowledge was moderate.

Significant solid correlations were between all five identified factors and DEI. Only two factors were significant predictors of DEI among students in Kuwait: self-perceived creativity and innovation and entrepreneurial self-perceived confidence (Figure 3). This result implies that students with a strong perception of their creativity, innovation, and confidence are more inclined to have a digital entrepreneurial ambition. In other words, the students' DEI can be attributed to both factors' influence. Nevertheless, the person's self-perceived entrepreneurial confidence was the main contributor to this intention. This suggests that policymakers and educational institutions should prioritize attributes that have the potential to enhance people's entrepreneurial confidence. The remaining three factors, social media use, digital entrepreneurship knowledge, and risk-taking and opportunity recognition, did not demonstrate statistical significance in predicting DEI. This implies that these three factors cannot determine the DEI.

Specifically, H1 examined the positive influence of self-perceived creativity on DEI. The study's findings show that participants' self-perceived creativity is the second significant factor positively predicting their DEI. Thus, H1 is supported, which aligns with prior studies (e.g., Abdelfattah et al., 2022; Akhter et al., 2022). Participants who strongly perceive their creativity will likely have a DEI. Therefore, this study concluded that self-perceived creativity plays a vital role in the first stages of the entrepreneurial process by aiding in developing innovative products and services.

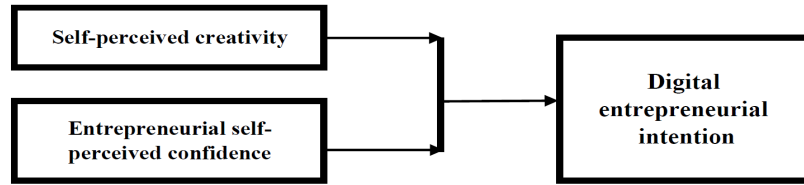


Figure 3. The revised research model

Also, H2 examined the positive influence of entrepreneurial self-perceived confidence on DEI. The findings indicate that participants' self-perceived confidence in their entrepreneurial abilities is the primary and significant positive predictor of their intention to engage in DE. Therefore, H2 is supported, and this result is consistent with previous research (e.g., Akhter et al., 2022; Mir et al., 2023). Consequently, individuals with higher entrepreneurial confidence will likely be more inclined towards DE.

Unexpectedly, H3 and H4, which examined the positive influence of risk-taking and opportunity recognition on DEI, did not find significant effects. This surprising result contradicts previous research on risk-taking (e.g., Darmanto et al., 2022; Koe et al., 2021; Younis et al., 2020) and suggests that participants may have a DEI regardless of their level of risk-taking and opportunity recognition. However, this result is surprising as opportunity recognition was combined with risk-taking as one factor. One potential explanation for this result could be attributed to the differentiation proposed by Lim et al. (2023) between the notion of opportunity recognition as a skill and an outcome. They contend that the proficiency in recognizing opportunities and the quantity of opportunities should be assessed independently and explicitly.

Furthermore, H5 examined the positive influence of digital entrepreneurship knowledge on DEI. The results suggest that participants' digital entrepreneurship knowledge does not positively affect their DEI. Therefore, H5 is not supported, and this result is inconsistent with previous limited research (e.g., Farani et al., 2017; Younis et al., 2020). This suggests that participants may form a DEI, regardless of their level of knowledge in digital entrepreneurship, given that their level of knowledge in digital entrepreneurship was moderate. This finding underscores the importance of understanding the role of digital entrepreneurship knowledge in shaping DEI. A plausible explanation for this result may be that students without a strong proficiency in DE are unlikely to develop the inclination to participate in DE. This is because entrepreneurial knowledge is deemed crucial for entrepreneurship and dramatically influences the decision to engage in entrepreneurial endeavors.

Lastly, H6 examined the positive influence of social media use on DEI. The results suggest that students' intention to engage in DE is not determined by their use of social media. Therefore, H6 is not supported and inconsistent with previous research (e.g., Abdelfattah et al., 2022; Felix & Pandithasekara, 2022). The findings imply that possessing expertise in social media usage does not necessarily imply that the students would be inclined to engage in online businesses. This means that participants' intention to engage in DE is not influenced by their use of social media. One potential rationale for this result may be that the participants were mainly young individuals already savvy at using social media.

CONCLUSION, LIMITATION, IMPLICATIONS, AND FUTURE RESEARCH

Through quantitative research, this study sheds light on the factors influencing DEI among students in Kuwait. The findings reveal compelling evidence that both self-perceived creativity and entrepreneurial self-confidence play pivotal roles in shaping the DEI of students in Kuwait. The findings underscore the importance of fostering an environment that nurtures and enhances students' creative

thinking abilities, as individuals who perceive themselves as creative are more likely to harbor intentions toward DE. Notably, entrepreneurial self-confidence emerged as the primary indicator of DEI. This suggests that students who strongly believe in their entrepreneurial capabilities are more inclined to pursue digital entrepreneurial endeavors. By elucidating the critical determinants of DEI, this study provides valuable insights for policymakers, educators, and stakeholders seeking to foster an entrepreneurial mindset among students in Kuwait. Moving forward, efforts to cultivate students' creative thinking skills and enhance their entrepreneurial confidence hold promise for fostering a vibrant DE ecosystem in Kuwait.

Some of the study's limitations could not be addressed due to time and resource limitations. First, further longitudinal studies are necessary to provide a more comprehensive knowledge of the dynamic nature of DEI and execution, given that the survey conducted was cross-sectional. Second, the generalizability of the findings is further constrained by the absence of data on nonparticipants and the small sample size employed in the present study. Future studies must utilize probability sampling approaches and increase the sample size for more accurate and generalizable findings. Third, one limitation worth noting is the substantial impact of the CMB factor on our data, accounting for a considerable portion (47.4%) of the observed variance. Although this factor played a significant role in our analysis, its high-risk nature raises concerns about potential impacts on the reliability of our findings. Future investigations could explore this factor in greater depth to better understand its implications for similar analyses. Fourth, the absence of a unifying theory explaining the rationale behind the study underscores the need for further investigation. Finally, another limitation of this study lies within H3 and H4, which are merged into a single factor during the analysis. This unexpected finding prompts a reevaluation of the collective influence of opportunity recognition and risk-taking, suggesting an avenue for additional exploration and fine-tuning in future research.

In light of the findings above, this study holds implications in both theory and practice. Regarding theory, this study employed a quantitative approach to investigate DEI among students in Kuwait. Doing so contributes to the limited knowledge of DEI in the Arab Gulf nations, mainly focusing on Kuwait. Additionally, the findings of this research have the potential to facilitate comparisons between DEI in developing and developed countries.

Furthermore, this study delves into how students in Kuwait develop their intentions to become digital entrepreneurs. By analyzing this process, the research sheds light on the factors and dynamics influencing students' aspirations toward DE in the Kuwaiti context. Overall, the study aims to deepen our understanding of DE among students in Kuwait and its implications for both the local and global entrepreneurial landscape.

Regarding practice, the research findings offer valuable insights that could benefit educational institutions and policymakers in Kuwait by improving their support for DE. According to the results, students' self-perceived confidence and creativity influence their inclination toward DE. Therefore, it is essential to raise awareness among students about the significance of these qualities, motivating them to pursue entrepreneurial opportunities actively.

To achieve this, educational institutions should consider implementing DE programs to enhance students' skills and abilities in this field. These programs could focus on building students' confidence in entrepreneurship and providing them with the necessary technological skills to succeed in digital ventures. Additionally, universities should update their entrepreneurship courses to inspire students to explore entrepreneurial endeavors further (Jabeen et al., 2017). Furthermore, integrating creativity and innovation courses into the standard curriculum can nurture students' creative thinking abilities and cultivate an innovative mindset. Given the importance of information technology in DE, universities should also incorporate technology-related courses into their academic programs and entrepreneurial courses (L.-Y. Wang & Huang, 2022).

Moreover, organizing seminars and conferences and providing advisory and financial support can help students establish online businesses. Public campaigns can help identify individuals with strong

potential for DE based on their confidence and creativity levels. Tailored brochures and training courses designed for digital entrepreneurs can further enhance their confidence and competencies in pursuing digital ventures. Finally, considering the continuous need for support in maintaining creativity and innovation, offering free online consulting tools could assist individuals in making informed decisions about their entrepreneurial pursuits. These measures aim to support aspiring digital entrepreneurs in Kuwait and foster a conducive environment for digital enterprise growth.

In conclusion, this study aimed to fill the gap in the limited research on DEI among students in Kuwait. It is, therefore, crucial to ascertain individuals' inclination towards engaging in digital entrepreneurial endeavors to formulate the requisite DE strategies capable of addressing any observed disparities. Hence, the results obtained from this study can be utilized to enhance entrepreneurial endeavors among students in Kuwait.

SOURCE OF FUNDING STATEMENT

This study was supported and funded by the research sector, Arab Open University – Kuwait Branch under the grant number 22129.

ACKNOWLEDGMENT

The author would like to thank the anonymous reviewers for their valuable suggestions and comments.

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APPENDIX

Adopted items used in the questionnaire to measure the variables in the model

Variables	N	Adopted items	References
Self-perceived creativity (SPC)	9	SPC1 - I feel that I am good at generating novel ideas	Abdelfattah et al. (2022), Poe (2022)
		SPC2 - I have confidence in my ability to solve problems creatively	
		SPC3 - I have a knack for further developing the ideas of others	
		SPC4 - I am good at finding creative ways to solve problems	
		SPC5 - I have the talent and skills to do well in my work	
		SPC6 - I feel comfortable trying out new ideas	
		SPC7 - I prefer a job full of novelty instead of a routine activity	Poe (2022)
		SPC8 - I like changing my way of work whenever possible	
		SPC9 - I like improving the conventional and correct way of activities, not strictly following steps	
Entrepreneurial self-perceived confidence (ESPC)	4	ESPC1 - If I tried to start an e-business, I would have a high chance of being successful	Vamvaka et al. (2020)
		ESPC2 - I have the skills and capabilities to succeed as an e-entrepreneur	
		ESPC3 - I am confident that I would succeed if I started my own e-business	
		ESPC4 - I am certain that I can start an e-business and keeping it viable	
Digital Entrepreneurship Knowledge (DEK)	4	DEK1 - I have knowledge related to how to start e-entrepreneurship	Wibowo and Narmaditya (2022)
		DEK2 - I know how to find resources (e.g., financial capital) to start e-entrepreneurship	
		DEK3 - I have sufficient knowledge to do e-marketing or business	
		DEK4 - I have sufficient knowledge in selling e-entrepreneurship ideas	
Risk-Taking (RT)	4	RT1 - I am not afraid to take long-term debt if the business opportunity is good	Poe (2022)
		RT2 - I believe higher risk will bring greater results	
		RT3 - My decisions are not always based on my comfort zone	
		RT4 - No risk, no gain	
Opportunity Recognition (OR)	4	OR1 - I am able to recognize business opportunities in the market	Poe (2022)
		OR2 - I am always up to any opportunity that may arise	
		OR3 - I feel able to identify business opportunities and profit from them	
		OR4 - I believe I have the skill to understand, recognize, and make use of abstract data, also implied and in constant modification	
Social Media Use (SMU)	5	SMU1 - I may consider social media an excellent opportunity to start my e-business to obtain work-related information and knowledge	Abdelfattah et al. (2022)
		SMU3 - I may gain lots of knowledge from contact/customers in social network systems	
		SMU5 - I will increase lots of knowledge contacts/customers in social network systems to improve my e-business	
		SMU2 - In my future e-business, I will use social media to maintain and strengthen communication with colleagues in my work	
		SMU4 - I will use social media as a helping platform to contact customers	
Digital Entrepreneurial Intention (DEI)	7	DEI1 - I plan to start an e-business in the future	Abdelfattah et al. (2022), Wibowo and Narmaditya (2022)
		DEI2 - I am determined to create my e-business, even though I will encounter difficulties	
		DEI3 - I intend to start an e-business in the next five years	
		DEI4 - I have very seriously thought about starting an e-business	Wibowo and Narmaditya (2022)
		DEI5 - I am ready to do anything to become an e-entrepreneur	
		DEI6 - I am determined to create e-business in the future	
		DEI7 - My professional goal is to become an e-entrepreneur	

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