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Digital Entrepreneurship Competency And Digital Entrepreneurial Intention: Role Of Entrepreneurial Motivation

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Abstract

Purpose-The present study aim is to analyze the association between digital entrepreneurship competencies and digital entrepreneurial intention. In addition, to investigate the mediating role of entrepreneurial motivation between digital entrepreneurship competencies and digital entrepreneurial intention.

Design/methodology/approach-A survey of 423 students of different academic and professional courses was carried out near the Capital Region of India. The data has been collected with a structured questionnaire and analyzed using multiple regression analysis.

Findings-The result confirms that digital entrepreneurship competence (DEC) significantly impacts digital entrepreneurial intention (DEI) and entrepreneurial motivation (EM) mediates the relationship between DEC and DEI.

Research limitations/implications-DEC and EM are vital to prepare students and build their intention to become DE. The core outcome primarily consolidates the importance of DEC and EM for students to become entrepreneurs in the future. So, Academician should club the various digital competency skills in their curriculum, which are essential drivers of student's motivation and building their DEI. The policymakers and government should provide the platform to encourage the students to present their business model where they get recognition.

Originality/value-The technological advancement and rapid growth of digital technologies are renovating the market and society across the globe. The novelty of this study is to develop the significant impact of DEC on DEI and EM to mediate the relationship between DEC and DEI.

Keywords:- Digital entrepreneurship Competency, Entrepreneurial motivation, Digital Entrepreneurial Intention, and Mediation

I. Introduction

The feature of digital entrepreneurship (DE), digital transformation and how they are related is complex and essential to understanding (i.e., understanding of DE considered an essential pillar of growth, job creation, and innovation in the economic system). Entrepreneurship is one of the most critical and most emphasized fields of human characteristics and skills today. The traditional definition of entrepreneurship is expanded by DE because it involves a continually changing and highly diverse group of participants (Autio et al., 2018). DE can be defined as a new business model is taken the

shape of a venture with the help of technology, digital tools or media (Davidson and Vaast, 2010; Ngoasong, 2018). However, many DE problems are prevalent, preventing digitals entrepreneurs from maximizing the benefits that DE brings to business value. Recent research also suggested that sharp knowledge and command on information technology, keeps the entrepreneurs ahead in the market (Nurlan Kurmanov et al., 2020). Competencies based education specially for digital competencies helps the individuals to measures the readiness to tackle the digital issues with the entrepreneurial skills (Nurlan Kurmanov et al., 2020).

Today, DE differs from this concept because it includes entrepreneurial pursuits focused on a digital platform (with help of digital media, tools and ICT) to pursue entrepreneurial prospects (Giones and Brem, 2017). Piff et al. (2010) believe that DE occurs when a company's asset, a service it provides, or a critical component of its business is digitized. The classic, established participant is being replaced by an ever-changing assemblage of participants with varying powers, goals, and, ultimately, purposes. Innovative attitudes and skills generated through DE improve students' ability to turn ideas into action through imagination, innovation, risk-taking, ability to plan and execute projects (Giustina et al., 2017; Pardo-Garcia and Barac, 2020). “It is often said that a person cannot win a game that they do not play (Shane et al., 2003)”. So, with above extensive discussion we can draw the definition of DEC, one should have strong knowledge and skills of digital media, tolls and information technology to start their digital venture. In this digital era, it will advantage for people who hold competencies of digital tools, technique, ICT which enable them to tackle challenges during their business.

Motivation driver every activity of our life, it could be either internal and external, both stimulus the action (Locke et al., 2014). Previous investigation suggests that all human activity is the consequences of both cognitive and motivational factors, later comes the intelligence, ability, and skills (Shane et al., 2003). The one’s intention to start new venture and sustain is depend upon EM (Kuratko and Hodgetts, 2007). According to entrepreneurial intention theory one’s intention to start their new business depends upon personal and environmental factors (Boyd and Vozikis, 1994; Francisco Liñán et al., 2013; Malebana, 2014; Almodóvar-González et al., 2020). The literature also suggests that EM also determined by one’s abilities (Estay et al., 2013; Malebana, 2014; Raza et al., 2018). According to Johnson (1990), it is all about willingness to control, organize and convert one’s idea swiftly. Recent study confirm that one’s ability, knowledge leads to EM (Raza et al., 2018)**.** Previous examination advocated that entrepreneurial competencies have strong association with EM (Farhangmehr et al., 2016)**.** Through utilizing digital networking capabilities, a digital entrepreneur is a substantial opportunity. DE is an essential factor of DEC. Literature has evidence to say digital technology stimulate, influence and trigger for the one’s venture or enterprises. EM has been attracted the entrepreneurship scholar from different part of the world and they have explained their different view point of motivation for entrepreneurial intentions (Purwana and Suhud, 2018; Lusch and Nambisan, 2015; Neneh, 2014; Vardhan and Biju, 2012; Welter, 2011).

Ever since the invention of the wheel, the progress of humankind has been phenomenal. The digitalization of various processes has caught the students' attention, mainly since they are concerned with the current and futuristic models for study and adaptation. The explosive growth in internet usage around the world gives the birth of numerous opportunities through digital tools and media (Moraa and Gathege, 2013). However, we think minimal regarding DE (Okolo et al., 2014). Nevertheless, this research gap, the emphasis on DE is theoretically critical regarding the new venture creation where the digital tools, media information communication technology, one's talent and experience shape the new venture (Beckman et al., 2012; Ghobakhloo and Tang, 2013). The previous investigation claimed that competencies skills are needed to become a successful digital entrepreneur (Revell-Love and Revell-Love, 2016). Despite a lengthy discussion on competency-based methodology to education issues, it remains open for examination (Adelaja and Minai, 2018; Naushad, 2018; Wach and Bilan, 2021). This research paper aims to identify factors that would influence students to become an entrepreneur. The proliferation of digital

devices characterizes the current environment. Hence, it is considered appropriate to take up the present study.

Further, the study will assess the direction of this progress, particularly in the educational systems. Digital competencies cannot come by a single school; the subject does not necessarily require it. Instead, it needs a teaching method whose primary role is experiential learning and project work (Giustina et al., 2017). Entrepreneurship as a concept is very well known, but digitalization has a lot to offer-the result of the investigation explosion of Information Technologies and the availability of information. Current investigation, researchers aim to analyze the DEC and its impact on the students' EM and DEI. The author has also tried to explore whether the EM mediates the relationship between DEC and DEI or not.

2. Review of Literature and Development of Hypothesis

2.1 Digital Entrepreneurial Competency and Digital Entrepreneurial Intention

The rapid development of digital world is one of the causes of mammoth growth in the service industry and creates the opportunity to do business worldwide sitting in a small room. DE is a process of opening new business over the internet and technology (Davidson and Vaast, 2010, p. 8; Ngoasong, 2018). Several studies carried out on DE, digital literacy, behavior, and entrepreneurial intentions (EI) (Mojab et al., 2011; Man et al., 2002). The education system and extensive application of digital technology into education focus on improving digital competence among students that transform their behavior and motivate them to take the challenges of EI (Malebana, 2014). For example, Mojab et al. (2011) categorize the DEC into knowledge, characteristics and skills. Competency defined as a person's fundamental skills, knowledge and experience related to the effectiveness and performance on the job". According to previous researchers, "Six sorts of entrepreneurial competences in terms of entrepreneurial personality traits: opportunity, relational, conceptual, organizational, strategic, and commitment competencies" (Man et al., 2002).

Literature suggests, previous studies focused on the role of entrepreneurship courses and their impact on their decision to become an entrepreneur – most of them have found a positive association between entrepreneurship education and EI, along with few disagreements (Baubonienė et al., 2018; Karlsson and Moberg, 2013). Previous investigation has been concentrating on entrepreneurial education (EE) for the identification of EI among students (Li and Wu, 2019; Duval-Couetil et al., 2016; Duval-Couetil et al., 2011). They have ignored the competency skills which is critical in this digital era. Even recent examination suggests that entrepreneurial competency has a predictive influence on EI (Farhangmehr et al., 2016). The university and educational institution have either ignored the digital competency in their course or not understand the importance of the digital age. Recent studies have drawn attention towards digital education with the help of technology and the internet (Siegel and Wright, 2015; Shah and Pahnke, 2014). The most recent examination has suggested that the digital competency of the students enable them to create a new business creation (Nambisan, 2017). That is why the current examination proposed the below hypothesis.

H1: Digital Entrepreneurial Competency has association with Digital Entrepreneurial Intention.

2.2 Digital Entrepreneurial Competency and Entrepreneurial Motivation

Personal and environmental factors shape entrepreneurship and EM (Shane et al., 2003). Entrepreneurship theory has shown that personal and environmental factors can directly or indirectly affect entrepreneurship by influencing entrepreneurship and attitudes (Fransisco Liñán et al., 2013; Francisco Liñán et al., 2011; Boyd and Vozikis, 1994). A recent study on DE skills among students offer an approach to developing a model of DE skills (such as digital skills, entrepreneurial skills, interpersonal, communication and intercultural interaction, security skills and self-development) (Nurlan Kurmanov et al., 2020). In the same way, Markow et al. (2018) identified four blocks of basic digital skills described as domain knowledge, human skills, digital building skills, business enabler skills. A recent investigation suggested that one's

competencies enhance (i.e., knowledge, skill and experience) is critical element for DE (Markow et al., 2018; Meutia and Ismail, 2012).

Students who successfully gain new skills or did new tasks, gives positive reinforcement which internalize the self-rewarding system and a set of mastery objectives. The positive and long-term effect on their trust which help them to internalize their own set of standards, they intend to become independent and motivated to continue on their own. ICT has made a substantial contribution to education, facilitating the understanding of complex concepts and laws, improving student performance, and encouraging successful learning through engaging interactions (Nggadas and Ariswan, 2019). ICT classified as teaching tools that are essential for analyzing and visualizing information, performing experiments and communicating results. Several studies have shown that educational software and other ICT technologies are used in the classroom, enhancing students' understanding of scientific facts, which helps them create a new business (Tomy and Pardede, 2020; Nambisan, 2017). ICT provides students with access to richer data sources and information, help students become self-employed learners and increase students' motivation (Ellermeijer and Tran, 2019; Briones, 2018). Based on the above arguments, we proposed the following hypothesis:

H2: Digital Entrepreneurial Competency has significant effect on Entrepreneurial Motivation

2.3 Entrepreneurial Motivation and Digital Entrepreneurial Intention

Entrepreneurial motivation can define as craving and tendency to organize and benevolent the human beings or grasp the idea to excel in their work and behavior (Johnson, 1990; Solesvik, 2013). It is vital in translating EI into action. A meta-analysis investigation corroborates that EM highly influences students' EI and entrepreneurial path (Collins et al., 2004). Literature on EM suggests that higher EM will help individuals become entrepreneurs (Solesvik, 2013). Previous research suggests that EM has a significant association with EI (Murnieks et al., 2020; Barba-Sánchez and Atienza-Sahuquillo, 2017; Morgan and Sisak, 2016). Literature on EM suggests that how it leads to EI by different study such as process model belief that individual assume to get higher salary or rewards (Praag and Cramer, 2001) whereas, the economic-based model focused on risk factor which challenges individual for DEI (Shepherd and Douglas, 1999). The previous examination pointed out that EM diverges with culture, demographics and country (Carsrud and Brännback, 2011; Hessels et al, 2008). A meta-analysis suggested that EE, EM and EI vary between countries and even individuals (Collins et al., 2004; Shane et al., 2003). With the above extensive argument, the present investigation assumes the EM may influence DEI. So, we proposed below hypothesis.

H3: Entrepreneurial Motivation has significant influence on Digital Entrepreneurial Intention among students

2.4 Mediating role of Entrepreneurial Motivation

Previous literature related to entrepreneurship reflects the student problem and obstacle in adapting entrepreneurial activity and why students are not motivated towards entrepreneurial inclination (lack of support, administrative costs, structure, economic climate, knowledge, experience, self-confidence, entrepreneurial competencies and risk aversion (Ahmed et al., 2020; Giacomin et al., 2011). EM determined by the expectations of entrepreneurs of their world and their skill, which considered to be a subset of entrepreneurial competence (Estay et al., 2013), personal characteristics (Taormina and Kin-Mei Lao, 2007), related business environment, the particular business concept, and the entrepreneurial goals (Hornsby et al., 1994). Environmental aspects are thus crucial for the growth of entrepreneurship (Fogel & Gnyawali, 1994) and shed light on the determinants of EM. A recent study claimed that entrepreneurial competency has a significant association with EM but not entrepreneurial education (Farhangmehr et al., 2016). Previous study suggests that entrepreneurship education must provide knowledge, skills and help them to develop an attitude tor entrepreneurship (Joensuu-Salo et al., 2015). In comparison, DEC provides the individual's skills and makes them excel in their attitude, skills and knowledge, making them to feel motivated (Farhangmehr et al., 2016). Based on above

literature, the present investigation assumes that EM will enjoy the intercepting role between the DEC and DEI. So, we proposed the below hypothesis.

H4: Entrepreneurial Motivation among students has mediation effect between the Digital Entrepreneurial Competence and Entrepreneurial Intention.

The theoretical framework is drawn in Figure 1.

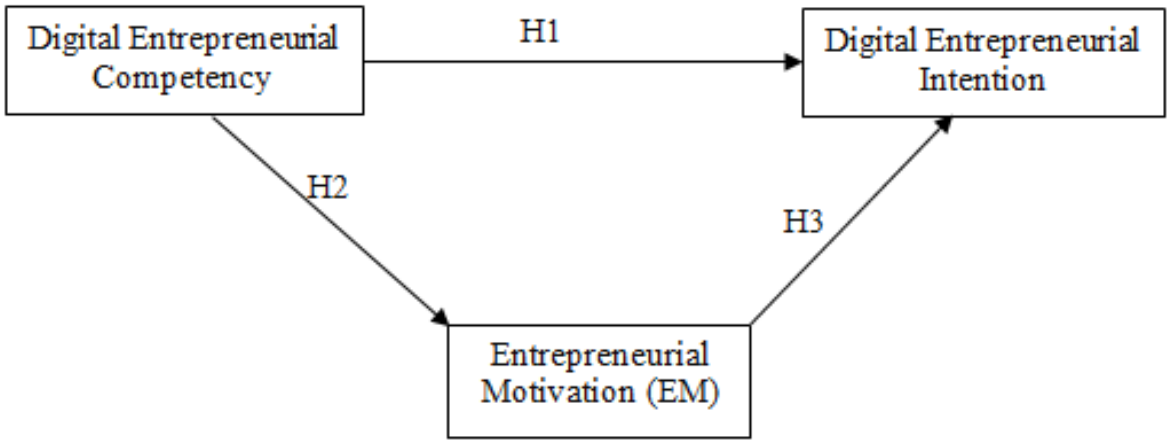

Figure 1: Theoretical Framework

3. Research Methodology

The current study based on empirical methodology. The primary data collected with the scale of DEC, EM and EI. The respondents are students of different academic and professional courses in different institutes of north India (i.e., Delhi and NCR region). Delhi & NCR is a capital of India and metropolitan of education (Shiksha, 2021). The researcher has collected response by students using a questionnaire. Previous investigation suggests that cross-sectional data collection is resourceful for examining the two variables, and participants are voluntarily willing to respond (Lavrakas, 2008). The questionnaire for Digital entrepreneurial competence and EM has developed scale with the help of different dimension. The DEC scale is developed with composite scale of Fundamentals of Digital Technologies, accessibility to digital information and their uses of digital information, how they communicate this digital information, competency in managing digital information, evaluating digital information. EM has developed with three dimensions, i.e., Economic, Personal and Service to the Society. EI was measured with adopted scale of three item (Zhao et al., 2005). Further, study have established the reliability and validity of scale and results revealed that value of the all three (DEC, EM and DEI) are above the 0.70 which is more than enough (Hair et al., 2010). According to Hair et al. (2010), 5-10 response is adequate, and the current investigation has above-suggested criteria (48*5=240). We received 445 responses; 423 responses are taken further analysis. We have taken the help of SPSS to check the internal consistency, reliability of the responses. The reliability statistics indicates that the data is a reliable one. The proposed research framework employed in this study in Figure 2.

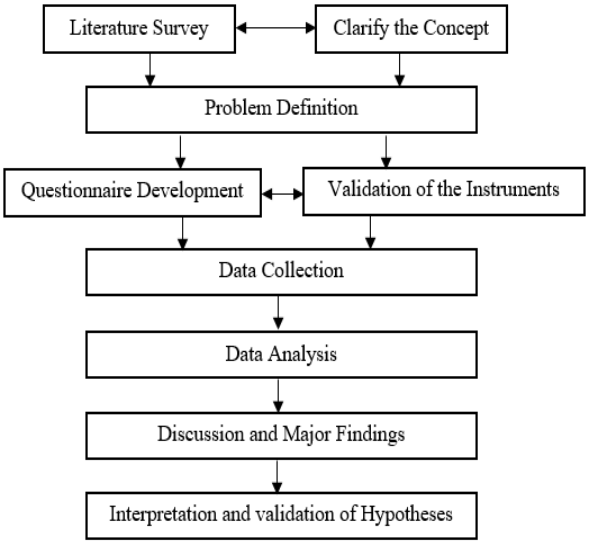

Figure 2: Proposed research framework employed in this study

4. Results and Analysis

4.1 Demographic

In the current digital environment, learners need to develop digital literacy skills to achieve success in their profession. Students are provided with different basis digital technologies to develop the skill required for DEC. Demographic information presented below (table 1) indicates 34 percent respondents are below the age 22 years. Another 30.0% of respondents indicated that they are in the age group of 23-25 years. 18.4% of respondents are in the age group 25-30 years, and 17.3% of respondents belong in the age group below 18 years. It observed that sample is the dominated by male (73.0%) respondents. However, a significant number of respondents (27%) is from the female categories. The majority of the respondents are from engineering courses (33.6%) followed by Legal and other related Qualification (28.6%), Business and Economics (16.5%), Medical and Health education (14.2%) and Humanities (6.1%). The above description of the sample indicates diversity and represents various classes of students, making the study more meaningful.

Table1: Demographic Characteristics of Respondents

	Categories	**Count**	**Percentage**
		423	100
Age	Less than 18 Years	73	17.3
	19-22 Years	145	34.3
	23-25 Years	127	30.0
	26 -30 Years	78	18.4
Gender	Male	309	73.0
	Female	114	27.0
Education Level	Humanities	26	6.1
	Business and Economics	70	16.5
	Medical and Health education	60	14.2
	Engineering and Science	142	33.6
	Legal and other related	121	28.6
	Qualification	4	.9
	Others		

4.2 Descriptive Analysis

Descriptive statistics examine with the help of Mean & Standard Deviation (SD). First, we did exploratory factor analysis to identify the factors of the study and their reliability, internal consistency. The reliability of the constructs ranges from 0.570 to .858, whereas the previous study indicates that more than 0.50 is sufficient. The outcome of the descriptive statistics of various factors of DEC as presented in Table 2 indicates the ability to evaluate digital information has scored the highest mean of 3.7861 with SD=.75710. The reliability of this factor was found to be 0.858. It was followed by student's ability in Creating digital information with a mean =3.4888 and Sd=.77602. The reliability of this factor was found to be 0.721. Finally, accessing digital information has scored the lowest mean of 3.2861 with SD=.79584.

Data presented below (Table-2) indicates the descriptive statistics of EM. **Economic Motives (m=**3.4404, SD=.53894) has scored the highest weightage in enhancing student's motivation towards DE. Service followed **the Society Motives (m=**3.4501, SD=.525320 and **Personal Growth Motives (m=**3.3877 and SD=.43098). Attribute "I want to use the features of my business" has scored the highest mean of 3.5177 and SD=.79634, followed by Attributes like" I want to earn the respect of people and enjoy the best luxuries of my life" with mean =3.5023 and Sd=.79336. The combined mean of EM was found to be 3.4261 and SD=.47415. The reliability (α) value of EM was found to be 0.948, which is sufficient for further statistical

analysis (Hair et al., 2010). Today, every educational organization, whether imparting academic, professional, or vocational education, motivates its students to become entrepreneurs. All competency-mapping practices focus on building a positive intention to become an entrepreneur. Thus, establishing an intention or goal to be an entrepreneur is essential as it reflects the desire to become an entrepreneur (Tiwari et al., 2020). The information presented below (Table 2) indicates reliability of EI which is 0.759, more than 0.70 suggested (Hair et al., 2010).

Table 2: Descriptive Statistics

Constructs	Reliability(α)	Mean	Stand. Deviation
DEC (Combined Mean)	**0.891**	**3.455**	**0.543**
FDT	0.724	3.4669	0.79324
ADI	0.594	3.4279	1.09669
UDI	0.57	3.3948	0.7815
CDI	0.721	3.4888	0.77602
Com DI	0.555	3.4594	0.76754
MDI	0.613	3.3089	0.68473
EDI	0.858	3.7861	0.7571
EM (Combined Mean)	**0.948**	**3.4261**	**0.47415**
Economic Motives	0.874	3.4404	0.53894
Personal Growth Motives	0.864	3.3877	0.43098
Service to the Society Motives	0.845	3.4501	0.52532
DEI	**0.759**	**3.4161**	**0.49082**

DEC=Digital Entrepreneurship Competency, DEI= Digital Entrepreneurial Intention, EM=Role of Entrepreneurial Motivation, EM= **Economic Motives**

4.3 Hypothesis Testing (Regression Analysis)

To test the association, we examine the regression analysis between DEC, EM and DEI. In the first step, regression analysis assesses the direct impact of DEC on DEI. In the next step, indirect DEC on EM. Third step, to investigate the association between EM and DEI (Hayes, 2018). The first objective of the investigation was to examine the association between the DEC and DEI (H1), and the results have enough support to say DEC has a strong association with DEI ($F = 1489.89$, $\beta = 0.798$, $P= 0.000$; $t=9.116$, $p=.000$, $R2 = 0.780$). Furthermore, the results are also supported by previous examinations (Tiwari et al., 2020; Adelaja and Minai, 2018; Baubonienė et al., 2018). Second, objective to explore the relationship between DEC and EM and result found significant ($F = 4101.61$, $\beta = 0.831$, $P= 0.000$; $t=12.195$, $p=.000$, $R2 = 0.907$) which supported by various research (Purwana and Suhud, 2017; Hsu et al., 2014). Third objective of the research to study the impact of EM on DEI and analysis found significant ($F = 2463.51$, $\beta = 0.957$, $P= 0.000$; $t=49.634$, $p=.000$, $R2 = 0.924$). Hence, H3 is accepted, supported by various studies (Purwana and Suhud, 2017; Hsu et al., 2014) and contradict by (Aima et al., 2020). Tables 4 (A& B) showed the results of Sobel test, Aroian test, and Goodman test performed to determine the influence of independent variable, i.e., DEC on a given dependent variable (DEI). Sobel test showed that p-values are less than 0.05 assuming that a two-tailed z-test is more significant than 1.96. Thus, the research hypothesis 4 is accepted and concluded that EM entertaining the mediates role between DEC and DEI which supported by previous study (Tiwari et al., 2020; Purwana and Suhud, 2017; Segal et al., 2005). Table 3 and Table 4 represent the summary of hypothesis results and influence of mediating variable respectively while Figure 3 shows the proposed model and hypothesis testing.

Table 3: Hypothesis Testing (Maximum Likelihood Estimates for Model)

IV	DV	SE (β)	t-statistic	R2	F-value	p-value
DEC	EI	0.798	9.116	0.78	1489.89	0

DEC	EM	0.831	12.195	0.907	4101.61	0
EM	EI	0.957	49.634	0.854	2463.05	0

DEC=Digital Entrepreneurship Competence EI=Entrepreneurial Intention EM= Entrepreneurial Motivation

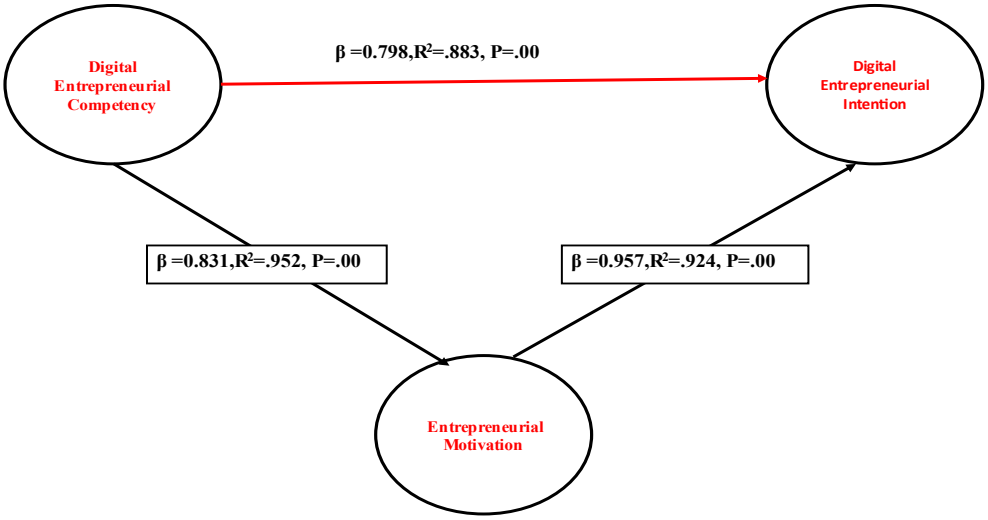

Figure 3: Proposed Model and Hypothesis testing

Table 4 (A): Influence of Mediating Variable using Sobel Test (A)

S.N.	Input		Test Statistics	Standard Error	P-Value
A	.831	Sobel test	21.46293286	0.03705304	.000
B	.957	Aroian test	21.46060302	0.03705707	.000
Sa	.013	Goodman test	21.46526346	0.03704902	.000
Sb	.042				

Table 4 (B): Influence of Mediating Variable using Sobel Test (B)

	Input			
t_a	13.054	Sobel test	11.84277689	0.000
t_b	100.567	Aroian test	11.84051076	0.000
		Goodman test	11.84504431	0.000

5. Discussion and Findings

The finding indicates that the DEC helps the student to build up DEI. Conforming to Adelaja and Minai, (2018) finding, the present work supports that DEC are critical determinants of building student DEI. In this digital era, digital competency becomes the survival elements for individuals. The study also supports the previous finding of Carretero et al. (2017), "who studied five areas of competence and Data Literacy Competence, Communication and Collaboration Competence, Digital Content Creation Competence, Safety Competence, Problem Solving in building EI among students". Motivation has always drawn the attention to pursue the task to individuals. The same way, EM also consists various dimensions (i.e., Economic, Personal, and Services to society motive) which keeps motivated the students to pursue their goal to become an entrepreneur. This study also confirms the previous findings (Tiwari et al., 2020; Segal et al., 2005). Our results are supported by Markow et al. (2018), who suggested that skills help to get EM and intention to become an entrepreneur. The findings of this study will aid policymakers and educators in encouraging entrepreneurial

activities at the institutional level. preparing the personnel and strengthening their DE and comprehensive activities capacity (like collaborations with industry, Patent applications, transformation of innovative ideas, entrepreneurial education of highly skilled individuals, technology transfer and business incubators) (Mian et al., 2016). While few characteristics are based on unspoken knowledge and personal connections, "current breakthroughs in digitalization demand for a modification and advancement of the academic entrepreneurship idea towards a digital focus, i.e., digital entrepreneurship" (Rippa and Secundo, 2019). Based on the finding, the educator may improve upon a technological support system to help and motivate the student to become a digital entrepreneur as their career choice. All competency mapping practices focus on building a positive intention to become an entrepreneur. Thus, establishing an intention or goal to be an entrepreneur is essential as it reflects the desire to become an entrepreneur.

The research work and its core outcome relate to the consolidation of various digital entrepreneurial competencies motivating students to become an entrepreneur in future. Various Entrepreneurial activities in the academic curriculum are essential drivers of student's motivation and building their EI. Research outcome builds the basis for a theoretical framework and understanding of how digital technologies influence the transformation entrepreneurial structures and accordingly provides an avenue not only for content and theory-related extensions but also for the further opportunity for identifying competencies that have a significant effect on DI. The study is helpful for academician, policymakers to incorporate digital programs and digital competencies-based curriculum to improve students' abilities to recognize opportunities, enhance skills, and information-seeking behavior, which leads to EI.

Conclusions

The perception of students is that there is adequate information available through various web pages, and it is for them to make use of them by proper training for extracting relevant information and understand the various aspects of entrepreneurship. DEC's proposed model aids in assessing the educational program's quality and, if necessary, adjusting the curricula. The goal of all skill mapping exercises is to cultivate a positive desire to become an entrepreneur. Therefore, it is essential to establish an intention or goal to be an entrepreneur, as it reflects a desire to become an entrepreneur. In a resource-constrained environment, it is necessary to list priorities for developing competencies based on an assessment of their importance to achievement of organizational objectives. Present research explains the importance of DEC and EM for EI. So, we must choose one that provides the intended results with appropriate training and development programs. This approach will give students a competitive advantage in the job market and help them build on their entrepreneurial skills and their intention to become an entrepreneur in the future.

As per the limitations, this study measured the digital entrepreneurial competencies and their influences in motivating the students and influencing them to become an entrepreneur on minimal sample size. Sample size impacts the results and may present true picture. The study has collected the data with cross-sectional methodology which have causality issues. Future study can investigate the association with random sample and adding more constructs to make the study more reliable and meaningful.

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Appendix A: Abbreviations (Complete explanations of abbreviations used in this study)

DEC	Digital Entrepreneurship Competence
DEI	Digital Entrepreneurial Intention
EM	Entrepreneurial Motivation
DE	Digital Entrepreneurship
EI	Entrepreneurial Intentions
ICT	Information and Communication Technology
EE	Entrepreneurial Education
NCR	National Capitalized Region
SD	Standard Deviation (SD