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How Does Student's Creativity and Environmental Support Matter on Digital Entrepreneurial Intention? A Mediation Model

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Abstract: This study aim investigating the effects of self-perceived creativity and environmental support on students' digital entrepreneurial intentions while also examining a mediation model. This research employs an empirical, conceptual model through a survey method. The data was collected involving undergraduate students in Economic Education from three universities in Central Java province. The study engaged 531 population and 229 sample selected using the proportionate random sampling method. SEM-PLS analysis was employed for data analysis. The findings suggest that digital entrepreneurial intention is positively, albeit not significantly, impacted by self-perceived creativity. Meanwhile, digital entrepreneurial intention is positively and significantly impacted by both environmental support and digital entrepreneurial self-efficacy. Moreover, digital entrepreneurial self-efficacy is also positively and significantly impacted by self-perceived creativity and environmental support. Then, the mediation models are also accepted. The results suggest fostering creativity-based learning programs, training, internships, and short courses to enhance students' confidence in digital entrepreneurship and entrepreneurial intentions. To this end, collaborating with universities, governments, and private sectors is crucial in executing such initiatives.

Key Words :
Creativity, Environmental Support, Digital Entrepreneurial Intention, Mediation Model

Introduction

The present era, many experts have been captivated by digital entrepreneurship due to its significant influence on traditional entrepreneurial paradigms and economic conditions (Satalkina & Steiner, 2020). Digital entrepreneurship is the process of creating, developing, and managing a business with digital technology to provide value to consumers and business owners (Akhter et al., 2022). Several studies have recognised the significant benefits of digital entrepreneurship, such as facilitating the expression of creativity and the generation of ideas crucial for entrepreneurial endeavours (Kraus et al., 2019). Consequently, experts in the field are keen on exploring digital entrepreneurship and looking for ways to extend the number of entrepreneurs participating in digital entrepreneurship (Wibowo et al., 2023).

The growth of digital entrepreneurship has been rapid on a global scale. From an Indonesian perspective, Wang et al. (2020) predict that digital entrepreneurship will experience substantial growth until 2030. Analysis of the development of digital entrepreneurship is reflected in data quoted by Clinten and Pertiwi (2023), indicating a massive increase in internet users in Indonesia over the past five years, peaking at 212.9 million people in 2023. Data from the Indonesian Ministry of Information (2022) underscores that the rapid increase in internet users has stimulated digital economic growth, reaching 52%, positioning Indonesia as the Southeast Asian leader.

Despite the growth of digital economics in Indonesia, Marlina et al. (2023) revealed that the adoption of digital technology among entrepreneurs for business development remains low, at 32%. Supporting this statement, the Indonesian Ministry of Information (2022) states that the number of digital entrepreneurs in Indonesia was projected to be 9.900 people in 2022,

a relatively low figure. The government intends to elevate this number, targeting 30 million entrepreneurs transitioning to digital platforms by 2024. Such a trend allows students to develop critical thinking skills, create jobs, and innovate in a world experiencing rapid transformations (Alferaih, 2022).

Therefore, it is crucial to delve deeper into gaining a more comprehensive understanding and in-depth insight regarding the actualisation of self-perceived creativity, environmental support and digital entrepreneurial intention in students. Given the urgency of this issue, it is noteworthy to highlight the scarcity of academic research dedicated to examining digital entrepreneurial intentions among State University Economics Education students in Central Java Province. Addressing this gap is vital for a more nuanced comprehension of the dynamics shaping digital entrepreneurial intentions among students.

Social Cognitive Theory (SCT), proposed by Bandura (2002), serves as the main framework explaining how personal and environmental factors influence the promotion of digital entrepreneurial intentions. SCT strongly emphasises how human behaviour is shaped by reciprocal determinism, self-efficacy, and observational learning (Bandura, 2002). Several previous studies on SCT in digital entrepreneurship reveal that social and cognitive processes are pivotal in shaping entrepreneurial intentions (Elnadi & Gheith, 2023). In a preliminary study conducted by Al-Mamary and Alraja (2022), those with a greater inclination towards digital entrepreneurship exhibit the corresponding behaviour. The theoretical model derived from SCT suggests that it can serve as a grand theory encompassing the variables of self-perceived creativity (reflected in personal factors), environmental support (reflected in environmental factors), digital entrepreneurial self-efficacy and intentions (both reflected in behavioural factors).

Self-perceived creativity is a personal factor influencing digital entrepreneurial intentions (Maheshwari et al., 2022). Likewise, self-perceived creativity can be interpreted as an individual's ability to develop new ideas, identify opportunities, and offer solutions to encountered problems (Akhter et al., 2022). A person's creative potential, talents, and capacities collectively constitute self-perceived creativity (Al Halbusi et al., 2022). High creative students are more likely to be interested in launching their own firms, as empirical research has consistently shown (Abdelfattah et al., 2023). Individuals with a higher creative disposition tend to maintain positive attitudes and higher levels of self-confidence throughout the entrepreneurial process (Zhao et al., 2005). This accentuates how important it is for people's self-perceived creativity to influence their determination to become entrepreneurs in the digital sphere.

Previous research presents inconsistent findings when examining the influence of self-perceived creativity on digital entrepreneurial intentions. Akhter et al. (2022) and Cahyo et al. (2023) assert that self-perceived creativity positively and significantly affects students' intentions to become online entrepreneurs. Similarly, other studies by Abdelfattah et al. (2022) and Al Halbusi et al. (2022) confirm that self-perceived creativity significantly influences digital entrepreneurial intentions. Furthermore, the study by Rakib et al. (2020) demonstrates that creativity in entrepreneurship significantly affects students' entrepreneurial intentions. However, Anoraga et al. (2023) suggest that creativity does not significantly affect students' digital entrepreneurial intentions. Likewise, research by Mugiono et al. (2021) suggests that self-perceived creativity negatively and significantly affects online entrepreneurial intentions. These contradictory findings highlight the difficulty in comprehending the connection between self-perceived creativity and intentions to engage in digital entrepreneurship. Moreover, it emphasises the necessity for additional investigation and analysis specific to this research domain.

As an environmental factor, environmental support has been shown to have a substantial impact on digital entrepreneurs' intentions (Maheshwari et al., 2022). Environmental support is defined within entrepreneurship as support in forming an individual

instrumental readiness and subjective norms to commence an entrepreneurial endeavour. Environmental support comprises many components, such as family, social, environmental, financial, and university (Darmanto et al., 2022; Saeed et al., 2015). Despite its importance, studies concerning external antecedents such as environmental support are rarely considered when conducting entrepreneurial intention and behaviour studies. Much scholarly inquiry focuses on internal determinants (Akter & Iqbal, 2022). Thus, it is imperative to acknowledge the importance of external factors such as environmental support to comprehensively comprehend the complex influences that shape intentions to engage in digital entrepreneurship.

Previous research shows inconsistent findings when exploring the impact of environmental support on digital entrepreneurial intentions. Widiasih and Darma (2021) affirmed that a supportive family environment can enhance students' digital entrepreneurial intentions. Likewise, Alkhalaileh (2021) elaborated that the support of the university environment positively influences students' intentions to initiate their business. Also, Genoveva (2023) and Roca-Barcelo et al. (2021) discovered a positive correlation between students' intentions and behaviour regarding entrepreneurship and the university environment. However, Darmanto et al. (2022) put forward different research findings, asserting that he intentions of students to pursue digital entrepreneurship were not significantly impacted by environmental support.

Based on the findings, inconsistencies are evident in the results concerning self-perceived creativity and environmental support for digital entrepreneurial intentions among students. To improve the relationship between exogenous and endogenous variables, this study uses the digital entrepreneurial self-efficacy variable as a mediating variable. Digital entrepreneurial self-efficacy, identified as a personal factor, plays a pivotal role in influencing entrepreneurial intentions (Maheshwari et al., 2022). Individuals possessing entrepreneurial confidence, particularly with strong use of digital technology, tend to exhibit high digital entrepreneurial intentions. Thus, digital entrepreneurial self-efficacy is the most influential factor affecting digital entrepreneurial intentions (Darmanto et al., 2022).

This study is to identifying the mediating function of digital entrepreneurial self-efficacy while investigating the effects of self-perceived creativity and environmental support on students' digital entrepreneurial intention. This study contributes at least four important insights. Firstly, it seeks to address inconsistencies in previous research regarding the influence of self-perceived creativity and environmental support to fill gaps and resolve debates in the field. Secondly, this research clarifies the critical function that self-efficacy in digital entrepreneurship plays as a mediating element between one's own self-perceived creativity and environmental support with regard to one's digital entrepreneurial intentions. Such a paradigm has not been considered by entrepreneurship researchers. Thirdly, the study explores the variables affecting the self-efficacy of digital entrepreneurs. Fourthly, in order to enhance the proportion of university graduates who become digital entrepreneurs, the study offers crucial advice to Indonesian stakeholders and universities, urging the optimization of creativity-based digital entrepreneurship education and environmental support.

Research Method

This research uses an empirical, conceptual study model through a survey method with a quantitative approach. Data was collected through online research questionnaires via Google Forms from February to March 2024. The questionnaires were distributed to respondents via WhatsApp, Instagram, and Email. Four response alternatives on a modified Likert scale, from strongly disagree (1) to strongly agree (4), were used in the study (Sugiyono, 2019). The research population comprised all undergraduate students in the Economic Education study program at three universities located in Central Java Province. The total population is 531 students, with 229 research samples obtained through Slovin calculations with an error

tolerance of 5%. Probability sampling was employed, using the proportionate random sampling method to ensure the required sample adequately represented each university.

This study employed Structural Equation Modelling (SEM) in Partial Least Square (PLS) analysis, incorporating second-order confirmatory factor analysis in Smart PLS 3 with two-tailed testing. SEM is a multivariate analysis examining the intricate relationships between variables (Sarjono & Julianita, 2015). The testing stage in SEM-PLS involves evaluating the reflective measurement model (outer model). Convergent and discriminant validity assessments of the construct validity were used to achieve this. Construct reliability assessment was done with Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE). An assessment of the inner model, or structural measurement model encompasses various metrics, including effect size (f2), coefficient determination (R2), Q Square (Q2), the inflation variance factor (VIF), and hypothesis testing (Abdillah & Hartono, 2015). Figure 1 presents the research conceptual framework.

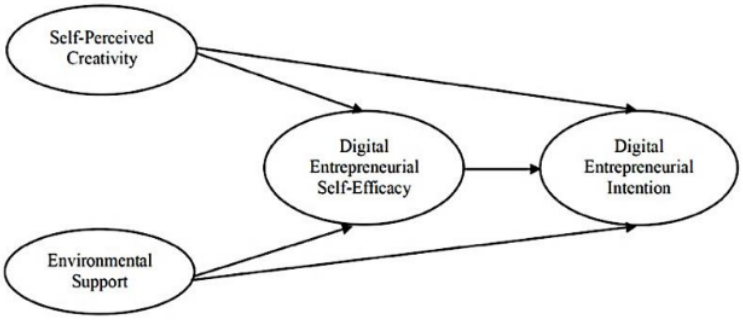

Figure 1. Conceptual Framework

Result and Discussion

This study used second-order confirmatory factor analysis to construct the research model. The testing involved latent dimensional constructs, carried out in two stages: initial measurement indicators were tested in the first stage, followed by the testing of dimensional constructs in the second stage. Environmental Support (ES), Digital Entrepreneurial Self-Efficacy (DESE), Self-Perceived Creativity (SPC), and Digital Entrepreneurial Intention (DEI) are the latent variables studied in this research. The assessment of reflective measurement models utilising Smart PLS, as illustrated in Figure 2.

Figure 2. Evaluation of Reflective Measurement Models

The degree of interdependence between latent variables and indicators is determined by evaluating the reflective measurement model. The validity and reliability of research variables are estimated using external model testing. The first step in evaluating a measurement model is ascertaining its convergent validity. The loading factor (LF) value needs to be higher than 0.7 in order to guarantee the validity of the convergent validity test results. Values of less than 0.7 indicate convergent validity failure. The following Table 1 presents the results of validity test.

Table 1. Results of Convergent Validity Tests

DEI	LF	DESE	LF	ES	LF	SPC	LF
DEI1A	0.847	DESE1A	0.727	ES1A	0.730	SPC1A	0.768
DEI1B	0.830	DESE1B	0.744	ES1B	0.753	SPC1B	0.841
DEI2A	0.779	DESE1C	0.751	ES1C	0.724	SPC2A	0.822
DEI2B	0.825	DESE2A	0.752	ES2A	0.758	SPC2B	0.776
DEI3A	0.784	DESE2B	0.749	ES2B	0.760	SPC3A	0.763
DEI3B	0.795	DESE2C	0.745	ES2C	0.776	SPC3B	0.802
DEI4A	0.804	DESE3A	0.810	ES3A	0.769	SPC4A	0.793
DEI4B	0.813	DESE3B	0.776	ES3B	0.783	SPC4B	0.765
		DESE3C	0.794	ES3C	0.790		
				ES4A	0.798		
				ES4B	0.805		
				ES4C	0.810		

The results of the outer loading test on the digital entrepreneurial intention (DEI) variable, digital entrepreneurial self-efficacy (DESE) variable, environmental support (ES) variable, and self-perceived creativity (SPC) variable shows values above 0.7. It is possible to conclude that every examined indicator has a loading factor value greater than 0.7 based on the test results shown in Table 1. Accordingly, all the indicators used effectively represent the latent variables tested, affirming that the research model meets convergent validity. Following the convergent validity testing, the next step involves testing discriminant validity as outlined in Table 2 below.

Table 2. Fornell-Larcker Criterion of Discriminant Validity

	DEI	DESE	ES	SPC
Digital Entrepreneurial Intention	0.810			
Digital Entrepreneurial Self-Efficacy	0.728	0.761		
Environmental Support	0.616	0.686	0.772	
Self-Perceived Creativity	0.696	0.804	0.690	0.792

The first and more careful method for determining discriminant validity is the Fornell-Larcker criterion. The criteria determine the difference in correlation between latent variables using the square root of the AVE value. A construct can only be more precise if its maximum correlation with other constructs is smaller than its AVE squared. According to Table 2 of the test results, the square root of the AVE shown diagonally is larger than the correlation. The study model has met the requirements for significant discriminant validity, according to the findings. The final step in assessing the reflective measurement model is to look at construct reliability, which is used to evaluate the reliability of the research constructs and is measured by looking at Cronbach's Alpha (CA) values above 0.7, Composite Reliability (CR) above 0.7, and AVE above 0.5 (Abdillah et al., 2015). Table 3 below displays the reliability test results.

Table 3. Results of the Reliability Tests

		CA	CR	AVE
Digital Entrepreneurial Intention	DEI	0.925	0.938	0.656
Digital Entrepreneurial Self-Efficacy	DESE	0.909	0.925	0.580
Environmental Support	ES	0.938	0.946	0.596
Self-Perceived Creativity	SPC	0.915	0.931	0.626

Results shows that the values of Cronbach's Alpha and Composite Reliability are greater than 0.7. More specifically, DEI has values of 0.925 and 0.938. DESE has values of 0.909 and 0.925. ES has values of 0.938 and 0.946. In addition, SPC has values of 0.915 and 0.931, demonstrating a high level of consistency. The internal consistency of the construct measurement is satisfactory, and the reliability is deemed adequate. The test findings indicate that the AVE value is over 0.5, with DEI at 0.656, DESE at 0.580, ES at 0.596, and SPC at 0.626, demonstrating adequate dependability. The results indicate that the construct's internal consistency and reliability are excellent, making it a highly useful model. Structural model evaluation in SEM analysis involves assessing parameters and metrics to assess the alignment between the research model, data, and underlying theory. Table 4 displays the findings of the Goodness of Fit Index Calculation assessment.

Table 4. Goodness of Fit Index Calculation

	f Square	R Square	R Square Adjusted	Q Square	VIF
DEI		0.576	0.570	0.368	
DESE	0.133	0.679	0.676	0.387	3.115
ES	0.026				2.107
SPC	0.048				3.149

The f-square assessment criteria state that a value ranging from 0.02 to 0.15 suggests little influence. In contrast, a value of 0.15 to 0.35 signifies a medium effect, and a value over 0.35 shows a strong effect (Henseler et al., 2009). Table 4 shows that the f square value for the DESE variable is 0.133, signifying a substantial effect. The ES variable has a value of 0.026, representing a moderate influence, whilst the SPC variable has a value of 0.048, showing a substantial effect. Based on these results, the latent variables in this conform well to the structural level. Furthermore, the R Square and R Square Adjusted tests are categorised as strong if the value exceeds 0.67, moderate if the value is between 0.33 to 0.67, and weak if it ranges from 0.19 from 0.33 (Abdillah & Hartono, 2015). Table 4 illustrates the test results indicating that the DEI variable has R Square and R Square Adjusted values of 0.576 and 0.570, falling within the moderate category. Similarly, the DESE variable shows the R Square and R Square Adjusted values of 0.679 and 0.676, categorised as strong.

Subsequently, the Q Square testing was then carried out using the criterion that if the Q Square value is more than 0, the research model shows good predictive relevance (Abdillah & Hartono, 2015). The Q Square values for the DEI and DESE variables are 0.368 and 0.387, respectively, based on the results shown in Table 4. These figures suggest that the predictive usefulness of the study model is sufficient. The VIF test was then conducted with the requirement that the VIF value be less than 5. Multicollinearity between constructs is indicated by a VIF score greater than 5 (Sarstedt et al., 2017). Based on Table 4, the VIF values for the DESE, ES, and SPC variables are 3.115, 2.107, and 3.149, respectively. Therefore, it may be said that the predictor variables in the research model do not exhibit multicollinearity. Based on the test results, it can be inferred that the research model is robust.

This study employed a bootstrapping method for hypothesis testing by assessing path coefficients using a two-tailed significance level of 5% and a 95% confidence level. The t-statistics and p-value are analysed to determine whether to accept or reject a hypothesis.

Acceptance of hypotheses is determined by the t-statistic surpassing 1.96 and the p-value falling below 0.05 (Abdillah, W., & Hartono, 2015). Table 5 displays the results of the hypothesis test.

Table 5. Results of the Hypothesis Tests

	Relationship	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values	Decision
H1	SPC → DEI	0.253	0.239	0.132	1.925	0.055	Rejected
H2	ES → DEI	0.153	0.151	0.049	3.114	0.002	Accepted
H3	DESE → DEI	0.420	0.436	0.128	3.283	0.001	Accepted
H4	SPC → DESE	0.631	0.631	0.066	9.592	0.000	Accepted
H5	ES → DESE	0.251	0.251	0.068	3.663	0.000	Accepted
H6	SPC → DESE → DEI	0.265	0.276	0.089	2.977	0.003	Accepted
H7	ES → DESE → DEI	0.105	0.110	0.045	2.330	0.020	Accepted

The first hypothesis (H1), asserting that SPC influences DEI, is rejected. The test results show that the p-value is 0.055 (greater than 0.05), the t-statistic is 1.925 (less than 1.96), and the positive value in the original sample is 0.253. As a result, it can be concluded that SPC exerts a marginally positive impact on DEI. This result contradicts Bandura's (2002) social cognitive theory, which emphasizes the part unique personal traits play in encouraging entrepreneurial intentions. Additionally, the research results contradict with previous research that suggested a substantial and favourable influence of SPC on DEI (Abdelfattah et al., 2022; Al Halbusi et al., 2022; Akhter et al., 2022; Cahyo et al., 2023). Contrarily, the results of this study are consistent with those of Anoraga et al. (2023), who concluded that while creativity does impact DEI in students, the effect is insignificant. The analysis posits that factors such as inadequate development of creativity and students perceiving themselves as incapable of implementing innovative concepts in entrepreneurial endeavours could contribute to students' restricted level of creativity. As a result, this underscores the importance of ongoing creativity cultivation via entrepreneurship education initiatives at academic institutions or extracurricular undertakings that aim to inspire and manifest creative capacities.

The second hypothesis (H2) posits that ES influences DEI is accepted. The test findings indicate that the p-value is 0.002 (below 0.05), the t-statistic is 3.114 (which exceeds 1.96), and the positive value in the original sample is 0.153. These findings support the notion that ES significantly and favorably affects DEI. The results are consistent with social cognitive theory developed by Bandura (2002), which emphasizes the contribution of contextual factors, including the ES variable, to the encouragement of entrepreneurial goals. In addition, the results are consistent with previous research indicating that environmental support, both family, social and university aspects, exerts a positive and significant effect on entrepreneurial intentions in the digital domain (Widiasih & Darma, 2021; Alkhalaileh, 2021; Genoveva, 2023; Roca-Barcelo et al., 2021). Based on the researchers' limited analysis, it is suggested that environmental factors play a crucial role in shaping students' attitudes and behaviour, influencing their positive or negative perceptions regarding digital entrepreneurship. Students harbouring the intention to venture into digital entrepreneurship will likely join social communities with similar preferences, facilitating knowledge-sharing among peers. Universities may have a big impact on the development of new digital entrepreneurs by providing education linked to digital entrepreneurship and establishing a supportive atmosphere. Additionally, parental involvement in entrepreneurship and sufficient parental education are examples of family support identified as an important environmental element influencing students' desire to pursue digital entrepreneurship.

The third hypothesis (H3), asserting that DESE influences DEI, is accepted. The test results Based on the results, the original sample contains a positive value of 0.420, the p-value

is 0.001 (below 0.05), and the t-statistic is 3.283 (which exceeds 1.96). Thus, it can be concluded that DESE substantially and positively impacts DEI. The results are consistent with the social cognitive theory by Bandura (2002), which highlights the significance of behavioural factors, such as the DESE variable, in cultivating entrepreneurial intentions. The results also concur with previous research by Akhter et al. (2022) and Xin & Ma (2023), which stated that DESE positively and significantly affects DEI. Drawing from the analysis, students can enhance their confidence in participating in digital entrepreneurship by actively engaging in associated endeavours. These comprise attending techno-partnership short courses and workshops offered by the Indonesian Student Micro-Credentials program, participating in digital entrepreneurship-focused internships through the Young Wira program, attending seminars dedicated to digital entrepreneurship, organising student entrepreneurship weeks, and engaging in digital entrepreneurship seminars. Furthermore, prior experience in digital entrepreneurship activities can contribute to the development of student's confidence in their capability to engage in digital entrepreneurship. Participating in such endeavours and amassing digital entrepreneurship experience elevates students' competence, bolstering their self-assurance to initiate prosperous digital entrepreneurial pursuits.

The fourth hypothesis (H4), asserting that SPC influences DESE, is accepted. The test findings indicate that the p-value is 0.000 (below 0.05), the t-statistic is 9.592 (which exceeds 1.96), and the positive value in the original sample is 0.631. Therefore, it can be deduced that SPC exerts a substantial and favourable impact on DESE. These results are in accordance with social cognitive theory by Bandura (2002), which acknowledges that both personal and behavioural factors influence entrepreneurial intentions. Creative individuals can increase their self-confidence in entrepreneurship, which is a pivotal factor in their decision to pursue entrepreneurship (Zhao et al., 2005). Regarding this analysis, a creative mindset may influence students' convictions regarding digital entrepreneurship. Creative individuals frequently exhibit a high level of proficiency in identifying opportunities, which boosts their confidence in seizing existing prospects, specifically within digital entrepreneurship. According to the researcher's scant analysis, a creative mindset may influence students' convictions regarding digital entrepreneurship. Creative individuals frequently exhibit a high level of proficiency in identifying favourable circumstances, which boosts their assurance in capitalising on these prospects, specifically within the domain of digital entrepreneurship. This emphasizes how crucial it is to foster and encourage student's creativity in order to strengthen their sense of entrepreneurial mindset and self-assurance in traversing the digital entrepreneurial environment.

Hypothesis five (H5), which suggests ES impacts DESE, is accepted. The test findings indicate that the p-value is 0.000 (below 0.05), the t-statistic is 3.663 (which exceeds 1.96), and the positive value in the original sample is 0.251. Therefore, it may be inferred that ES has a notable and beneficial impact on DESE. The results are consistent with Bandura's social cognitive theory (2002), emphasising the interaction between environmental and behavioural elements in promoting entrepreneurial intentions. The researchers found that family, social, financial, and university support might boost an individual's confidence in entrepreneurship, especially when embracing digital technologies. This highlights how a supportive environment is crucial in influencing individuals' ideas and behaviours, underscoring that favourable environmental element boost confidence in digital entrepreneurship endeavours.

The sixth hypothesis (H6), which investigates the indirect effect of SPC influences DEI via DESE, is accepted. The examination outcomes indicate that the initial sample contains a positive value of 0.265, a t-statistic of 2.977 (exceeding 1.96), and a p-value of 0.003 (falling below 0.05). As a result, it can be deduced that SPC via DESE exerts a substantial and favourable impact on DEI. As indicated by the indirect effect cited in Hypothesis 6, full mediation has occurred. This suggests that the SPC variable cannot substantially impact the DEI variable without the DESE variable acting as an intermediary. The study's findings support

Bandura's (2002) social cognitive theory, which highlights the significance of behavioural and individual elements in encouraging entrepreneurial intentions. Based on a restricted analysis, it can be inferred that adding student creativity may not directly impact the development of digital entrepreneurial intentions. Nevertheless, adding digital entrepreneurial confidence greatly enhances the intentions of students to engage in digital entrepreneurship. This highlights the significance of prior digital entrepreneurial experience and participation in digital entrepreneurial activities in influencing student creativity and cultivating heightened intentions towards digital entrepreneurship.

The seventh hypothesis (H7), which investigates the indirect effect of ES influencing DEI via DESE, is accepted. The test findings indicate that the p-value is 0.020 (below 0.05), the t-statistic is 2.330 (which exceeds 1.96), and the positive value in the original sample is 0.105. Therefore, it can be inferred that ES exerts a substantial and beneficial impact on DEI via DESE. The partial mediation suggested by the indirect effect shown in Hypothesis 7 suggests that the ES variable may have a direct or indirect impact on the DEI variable through the DESE variable. These research findings align with Bandura's social cognitive theory (2002), emphasising the interplay of environmental and behavioural factors in fostering entrepreneurial intentions. From a limited analysis perspective, it is suggested that environmental support, encompassing family, social, financial, or university aspects, directly impacts students' digital entrepreneurship attitudes, behaviours, and intentions. Students' confidence in digital entrepreneurship gained through involvement and experience significantly enhances their digital entrepreneurial intentions. This underscores the intricate relationship between environmental support, digital entrepreneurial confidence, and the subsequent impact on students' intentions in the digital entrepreneurship realm.

Conclusion

The transition from traditional entrepreneurship to digital entrepreneurship is unquestionable. This generates an abundance of business venture opportunities via digital platforms. Such a transition capitalises on utilising the internet, mobile devices, and digital media, specifically targeting students exploring entrepreneurial pursuits. To bolster continuous entrepreneurial progress, it is imperative to comprehend the determinants that impact student's digital entrepreneurship intention. Five direct influence hypotheses and two indirect influence hypotheses are formulated in this study. As the test results indicate, one direct influence hypothesis holds; more precisely, self-perceived creativity influences inclination to pursue digital entrepreneurial intention favorably but not significantly. In contrast, the four remaining direct influence hypotheses demonstrate a positive and statistically significant influence. In examining the relationship between self-perceived creativity and environmental support, these factors also investigate how digital entrepreneurial intention is impacted by environmental support and digital entrepreneurial self-efficacy. Moreover, two hypotheses regarding indirect influence were examined. The findings derived from the examination of hypothesis 6 indicate that digital entrepreneurial intention is substantially influenced by self-perceived creativity, as mediated by digital entrepreneurial self-efficacy. This mediation is classified as full mediation. As indicated by the results of testing hypothesis 7, through digital entrepreneurial self-efficacy, environmental support has a positive and substantial impact on digital entrepreneurial intention; this falls under the category of partial mediation.

Recommendation

Sustained development of students' creativity is critical. It can be accomplished through entrepreneurial learning activities at universities as well as through non-academic endeavours that foster the enhancement of creative abilities. These endeavours are essential in enabling students to manifest their creative potential effectively. The influence of familial support on

developing digital entrepreneurial intention is crucial. Families with an entrepreneurial background are motivated to offer all-encompassing assistance, encompassing psychological and intellectual resources, to foster and direct the endeavours of ambitious student entrepreneurs. Moreover, students are strongly encouraged to participate in social environments or communities with a common interest in digital entrepreneurship. Universities can substantially augment the digital entrepreneurial climate by organising seminars and workshops about digital entrepreneurship. Furthermore, by linking students with funding programmes that specifically target the establishment of new enterprises, financial assistance is guaranteed for entrepreneurial pursuits. Also, the public and private sectors hold a vital function in fostering the development of university-educated digital entrepreneurs. This support may be extended by coordinating brief courses, internships, seminars, and training initiatives. Active participation of students in digital entrepreneurship initiatives enhances their self-assurance and reinforces their aspirations to achieve prosperity in the digital realm. Subsequent studies could investigate the impact of additional factors, such as financial capital, human capital, and role models, on forming digital entrepreneurial intentions.

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