

INTERNSHIP REPORT

ON

DIGITAL ENTREPRENEURSHIP INTENTIONS AMONG PUBLIC UNIVERSITY STUDENTS IN BANGLADESH: THE ROLE OF TEXORT.

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29 June 2025

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Letter of Transmittal

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Subject: Submission of Internship Report on “Digital Entrepreneurship Intentions Among Public University Students in Bangladesh: The Role of Textort.”

Dear Sir,

It is a great pleasure to submit my internship report as the requirement of the MBA program. I have completed my internship report as required. I performed the duties assigned to me at my best and I have tried my level best to prepare this internship report as per your directions and the requirements of the program. However, this has been obviously, a great source of learning for me to conduct similar types of studies in the future.

I would like to express my sincere gratitude to you for your kind guidance and suggestions in preparing this report. It would be a great pleasure for me if you find this report worthwhile and informative to have an apparent perspective on the issue. I will be happy to provide any further explanation and query regarding this report or any other relevant matters, if required.

Yours sincerely,

Ariful Islam

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Students' Declaration

I do here by declare that the internship report on "**Digital Entrepreneurship Intentions Among Public University Students in Bangladesh: The Role of Texort.**" was originally prepared by me under the supervision Dr. Shahidul Islam of Associate Professor, Department of Marketing, Comilla University in partial fulfillment of the requirement for the degree of "Master of Business Administration (MBA)",

Department of Marketing, Comilla University. I also confirm that this paper is only prepared for my academic requirement, not for other purpose and this paper has not been submitted to any other place yet. I also want to assure that this paper was not submitted for any other degree, diploma and similar title or prizes.

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Supervisor's Declaration

This is to certify that this internship report on "**Digital Entrepreneurship Intentions Among Public University Students in Bangladesh: The Role of Texort.**" carried out by Ariful Islam, ID: 22307015, Session 2022-23 as the requirement of the Master of Business Administration (MBA) degree from the Department of Marketing, Faculty of Business Studies, Comilla University. I also certify that the internship report is an original one and has not been submitted elsewhere previously for publication in any form. He has completed the internship report under my guidance. He was found to be sincere and hardworking at the time of internship tenure.

I wish him every success in his future endeavors.

Dr. Shahidul Islam

Associate Professor

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Acknowledgement

At the very outset, I am very much thankful to Almighty Allah for giving me strength, courage and ability to accomplish the Internship report in a scheduled time in spite of various complications. It gives me immense pleasure to thank a large number of individuals for their cordial cooperation and encouragement which has contributed directly or indirectly in preparing this paper.

First of all, I would like to express my gratitude to my supervisor Dr. Shahidul Islam sir, Associate Professor, Department of Marketing, Comilla University for his guidance and feedback which made everything clear to me to complete this paper. Thank you for your patience, your inspiration, your passion, and your tremendous knowledge. His encouragement has helped me during my study and writing of this internship report paper. I could not have dreamed that I would have had a better consultant and mentor for my internship report paper.

Secondly, I would like to thank my internship Supervisor Fariha Yeasmin and team members at Texort. Because of them I could learn many things that I can use in future job fields. I also express gratitude to them for giving me opportunity and freedom to work and give opinions when necessary. I would also like to thank all the participants who have helped me to complete this report with their valuable input. The participants have given their valuable time from busy schedules to provide me with information for the report.

Moreover, I also wish to thank and give the due respect to my family members and friends for their cordial support and help they offered throughout the process of preparing the whole report.

Executive Summary

The research report titled “Digital Entrepreneurship Intentions Among Public University Students in Bangladesh: The Role of Texort.” is aimed at exploring what are the factor for digital entrepreneurs. This also explored the effectiveness of Texort contribution to the digital entrepreneurship ecosystem. There has not been enough research done on this concept of digital entrepreneurship. In this study, a sample of 100 university students, either in their final year of a bachelor's program or pursuing a master's degree, was examined. These students were enrolled in Public University in Bangladesh, with a particular focus on Comilla University. The research followed a quantitative approach and employed a survey questionnaire patterned after previous research. The questionnaire encompassed two sections: one for analyzing demographic information and the other for gauging study variables using Likert scales. To assess the reliability of the constructs, a Cronbach's alpha (α) coefficient value of 0.70 or higher was utilized. Hypotheses were evaluated through regression analysis. Data collection was carried out via an online survey questionnaire created on Google Forms, and a non-probability sampling method was employed. The analysis was executed using SPSS version 25.0. The findings suggest that digital literacy, entrepreneurship education, innovativeness, and creativity have a significant and positive impact on university students' inclination to pursue digital entrepreneurship. Notably, the regression outcomes highlight that students' innovativeness and exposure to entrepreneurship education exert a more substantial influence on their intentions to engage in digital entrepreneurship. This underscores the importance for policymakers and universities to incorporate policies that foster innovative and entrepreneurial activities within the academic curriculum.

Keywords: Digital Entrepreneurship, Creativity, Digital literacy, Entrepreneurship education, Innovativeness, Texort .

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Chapter 1

Introduction

1.1 Background of the Study

Postgraduate and undergraduate students have the opportunity to do internship in a company which helps them to know about corporate culture and opportunity to learn the work in the real-life job circumstance. Internship is a scheduled experience in the real-life work environment, which is correlative to a students' educational, proficient, and individual enhancement with the charge under a supervisor in the organization. Core objectives of internship for a student covers interpersonal efficiency, realizing job life professionalism, knowing career opportunities, establishing networking and references which gradually experiencing an intern for the future career path barriers. Completion of internship is required for the students of Comilla University for acquiring degree. I have prepared this paper on the basis of working at Texort for the three months' internship period conducting "Digital Entrepreneurship Intentions Among Public University Students in Bangladesh: The Role of Texort."

The entrepreneurship concept has been becoming a significant interest among emerging and developing countries as an alternative option in fostering the country's economic development (Wardana et al., 2020). As a result, an entrepreneur is viewed as a driver of economic growth, a source of job opportunities, and a source of competitiveness and innovation (Tan, 2021). Digital entrepreneurship has emerged as a dynamic and transformative force in the global economy, presenting new opportunities for innovation, economic growth, and job creation. In Bangladesh, a country with a burgeoning youth population and increasing access to digital technologies, fostering digital entrepreneurship holds immense potential (Hossain et al., 2021). Digital entrepreneurship, characterized by the use of digital technologies to create, develop, and manage business ventures, is reshaping traditional business models and industries. In Bangladesh, where digitalization and internet penetration have seen substantial growth in recent years, the digital entrepreneurship ecosystem is ripe for exploration and development. As a critical contributor to economic development, digital entrepreneurship not only aligns with national development goals but also empowers individuals to harness the opportunities presented by the digital age.

Digital entrepreneurship offers several advantages, including lower entry barriers, reduced operating costs, and the ability to reach global markets from local bases (Youssef et al., 2021). These advantages are particularly pertinent in Bangladesh, where traditional entrepreneurial endeavors may face resource constraints and logistical challenges. According to research results, students view entrepreneurship as a different career option, and more students are starting their own businesses right after graduating from college (Ezeh et al., 2020). Hence, this study enriches the field of entrepreneurship literature by investigating the factors influencing students' inclination towards pursuing a career in digital entrepreneurship, a subject scarcely explored through empirical research in the context of Bangladesh. Their intentions and motivations toward digital entrepreneurship are of paramount importance, as it can inform policies, educational strategies, and support mechanisms to nurture the next generation of digital entrepreneurs in the country.

Texort's role in this study is particularly significant, as it offers a practical case study of how such platforms can facilitate and support digital entrepreneurship. Understanding the impact and effectiveness of Texort in promoting digital entrepreneurship can provide valuable insights for the development and expansion of similar initiatives in Bangladesh and beyond.

1.2 Problem Statement

The development of digital technology like the internet has altered the entrepreneurial process and has already led to an increase in digital entrepreneurship (Wang et al., 2020). The development of enterprises has been made possible by a number of new opportunities provided by digital technologies. Entrepreneurs are currently moving their business operations to digital platforms because these platforms have lower operating costs, more opportunities to take advantage of untapped business opportunities, and more opportunities to interact with customers (Elia et al., 2016).

Based on its rate of economic growth, Bangladesh has long been seen as a developing nation with a difficult unemployment rate (Hossain & Asheq, 2020). Given that the unemployment rate among university graduates is relatively high, authorities and policymakers in Bangladesh are becoming increasingly concerned about the country's overall unemployment situation. In order to enhance and resolve the unemployment issue among Bangladeshi graduate students, fostering entrepreneurship-based activities may be an option.

In Bangladesh, a nation experiencing remarkable advancements in digital infrastructure, harnessing the potential of digital entrepreneurship is critical for economic growth and technological innovation (Hossain et al., 2021). While university students represent a promising demographic for nurturing digital entrepreneurs, there is a pressing need to understand the factors influencing their intention to engage in digital entrepreneurship and how entities like Texort contribute to this intention. Despite the growing enthusiasm for digital entrepreneurship among university students in Bangladesh, a significant gap exists in our understanding of the underlying factors that drive their intentions in this regard. This gap is exacerbated by the limited research conducted on the role of digital marketing agencies, like Texort, in shaping the entrepreneurial aspirations of these students (Alkhalaileh et al., 2021). The absence of empirical data regarding the motivations, skills, and support systems that influence digital entrepreneurship intention hampers the development of targeted educational programs, policies, and support mechanisms necessary to foster a robust digital entrepreneurship ecosystem

Therefore, the central problem addressed by this study is the lack of comprehensive knowledge regarding the factors driving digital entrepreneurship intention among university students in Bangladesh and the limited understanding of how entities like Texort contribute to the development of digital entrepreneurial aspirations within this demographic. By addressing this problem, we can pave the way for more targeted interventions, educational strategies, and policies that support the growth of digital entrepreneurship and harness the transformative power of digital technologies in Bangladesh.

1.3 Research Questions:

On the basis of the problem statement, following research question have been developed:

RQ 1: To investigate the factors influencing digital entrepreneurship intention among university students in Bangladesh.

RQ 2: To examine the role of Texort as a facilitator and promoter of digital entrepreneurship among university students.

1.4 Objective of the Study

The main objective of this study is Digital Entrepreneurship Intentions Among Public University Students in Bangladesh: The Role of Texort.

The specific objectives of this study are:

1. To explore and analyze the factors that impact the intention of university students in Bangladesh to engage in digital entrepreneurship
2. To find out how Texort helps university students get into digital entrepreneurship and supports them along the way.

1.5 Significance of the Study

This study holds significant importance in both theoretical and practical dimensions.

From a theoretical standpoint, it contributes to the academic understanding of digital entrepreneurship and the factors shaping entrepreneurial intentions among university students, particularly in the context of Bangladesh. By addressing RQ 1, it advances the theoretical framework surrounding entrepreneurship education and intention formation. This theoretical development is crucial for academia, as it enhances our knowledge of the complex interplay of factors influencing entrepreneurial aspirations among students.

This study also carries substantial implications. It can guide educational institutions and policymakers in Bangladesh to design more effective entrepreneurial education programs. Understanding the factors that drive students toward digital entrepreneurship can help institutions tailor their curriculum and support mechanisms to better align with students' aspirations, ultimately fostering a more entrepreneurial culture within the education system.

Additionally, the examination of Texort's role in promoting digital entrepreneurship (has direct practical implications. It can provide actionable insights for Texort and similar organizations on how to enhance their support systems and advocacy efforts. This knowledge can empower these organizations to more effectively assist aspiring student entrepreneurs in navigating the challenges and opportunities of the digital business landscape.

1.6 Scope of the Study

This report encompasses a comprehensive examination of the factors influencing digital entrepreneurship intentions among university students in Bangladesh, as well as an in-depth analysis of Texort's role as a facilitator and promoter of digital entrepreneurship in Bangladeshi university student. Digital technology offers new opportunities to people continuously where students can take this technological infrastructure to become new digital entrepreneurs for developing the nation (Akhter et al., 2022). This research will extensively investigate Texort's activities and initiatives aimed at fostering digital entrepreneurship among university students. The examination will include an assessment of Texort's programs, resources, and outreach strategies, allowing for an in-depth analysis of its impact on aspiring student entrepreneurs. The population of this study is university studying student of Bangladesh who are interested in digital entrepreneurship.

Chapter 2

Literature Review

2.1 Introduction

Digital entrepreneurship encompasses the process of starting, operating, and scaling businesses that leverage digital technologies and the internet. According to a study by Fang Zhao and Alan Collier, digital entrepreneurship has been viewed as a critical pillar for economic growth, job creation, and innovation by many countries. One of the key benefits of being a digital entrepreneur is scalability. Most digital entrepreneurs start by fulfilling a niche market or inventing a product or service, then scaling the business to a wider audience once it's achieved some measure of success. Working with digital markets can allow an entrepreneur to scale a company in a way that's both productive and cost-effective.

Digital entrepreneurship is a rapidly growing field in Bangladesh, with the government and private sector both taking steps to promote and support the growth of the digital economy. In June 2020, the World Bank approved financing for the Private Investment and Digital Entrepreneurship (PRIDE) Project, which aims to promote private investment, job creation, and environmental sustainability in participating economic zones and software technology parks in Bangladesh. The project is expected to create 150,000 jobs and establish Dhaka's first digital entrepreneurship hub.

Bangladesh still faces challenges in developing its digital entrepreneurship ecosystem. According to a report by the Asian Development Bank (ADB), Bangladesh ranked 96th among 113 economies in the Global Index of Digital Entrepreneurship Systems. The index measures the level of digitalization in eight areas, including culture and informal institutions, formal institutions, regulation and taxation, market conditions, physical infrastructure, human capital, knowledge creation and dissemination, finance, and networking and support. Bangladesh performed poorly in three areas: culture and informal institutions, market conditions, and human capital.

The rapid advancement of digital technologies has significantly impacted the business landscape, creating new opportunities for entrepreneurship. In recent years, the interest in digital entrepreneurship has grown among university students in Bangladesh, as they recognize the potential for economic growth and personal development. This literature review aims to explore the key factors influencing digital entrepreneurship intention among Bangladesh university students.

This chapter is dedicated to the review of relevant and contemporary literature in relation to the concepts and theory underpinning the study. This chapter review aims to explore the key factors influencing digital entrepreneurship intention among Bangladesh university students.

2.2 Digital Entrepreneurship

Digital entrepreneurship is a dynamic and evolving concept that has gained significant attention in the modern business landscape. The definition of digital entrepreneurship encompasses the use of digital technologies, such as the internet, mobile applications, social media, and data analytics, to identify new business opportunities and transform traditional business models (Young et al., 2020). Digital entrepreneurs leverage technology to drive innovation, improve efficiency, and address the evolving needs of consumers in a rapidly changing digital landscape. The concept of digital entrepreneurship has evolved over time, in parallel with advancements in digital technologies. Research Samara & Terzian (2021) traces the historical development of digital entrepreneurship from the early days of e-commerce to the emergence of digital platforms, sharing economy models, and the integration of artificial intelligence and blockchain in business ventures.

Digital entrepreneurship has become a significant driver of economic growth and innovation worldwide, and Bangladesh is no exception. Over the past decade, the country has witnessed a surge in digitalization, leading to the emergence of a thriving ecosystem of digital entrepreneurs. In Bangladesh, digital entrepreneurship is facilitated by several factors, including a growing internet penetration rate, increasing access to smartphones, and government initiatives to promote the digital economy. According to a study by Akhter et al. (2022). they found that creativity and innovation have a statistically significant and positive impact on students' intentions to engage in online entrepreneurship.

According to Aminova et al. (2020) the rise of digital entrepreneurship is further fueled by a young and tech-savvy population, which is driving innovation and creating new business models. Digital entrepreneurship offers numerous opportunities. The rise of e-commerce platforms has enabled entrepreneurs to reach a broader customer base both domestically and internationally. Ansong & Boateng (2019) noted that social media platforms, such as Facebook and Instagram, have also become powerful tools for marketing and customer engagement, creating new opportunities for micro and small digital enterprises.

The impact of digital entrepreneurship on Bangladesh's economy has been substantial. A study by Akhter et al. (2022) reported that the digital economy contributed significantly to the country's GDP growth and employment generation. Digital entrepreneurs have played a crucial role in fostering innovation and skill development, thereby promoting socio-economic development

2.3 Creativity

Creativity is considered a high level of desirability and motivation of entrepreneurial intentions. It is assessed based on two dimensions, namely usefulness and originality (Runco & Jaeger, 2012). Thus, creativity is defined as the human ability to modify, create, and discover new thinking and ideas through combining and reorganizing knowledge (Anjum et al., 2020).

Besides, creativity has a considerable influence on entrepreneurial intentions (Ahlin et al., 2014; Hamidi et al., 2008). Therefore, innovative persons can create and maintain self-confidence in their entrepreneurship, which helps to play a decisive role in becoming a digital entrepreneur (Zhao et al., 2005)

Creativity is acknowledged as an important component of entrepreneurship, where individuals must be inventive to spot and capitalize on opportunities (Anjum et al., 2020). Creativity is the ability to generate new ideas and ways of thinking by altering, merging, or repurposing existing ideas, inventing new forms, and producing inventive abilities and cognition (Dimitriadis et al., 2017). Another researcher also suggested that creativity plays a significant role in the process of an entrepreneur intention where the higher creative persons can create and maintain self-confidence in their entrepreneurship (Zhao et al., 2005)

Entrepreneurial creativity is defined as the discovery and utilization of business prospects for the generation and implementation of creative ideas that aid in the establishment of new businesses. Consequently, creativity is considered as the motivation of entrepreneurial intention (Chia & Liang, 2016) and it shows a high level of entrepreneurial desirability (Zampetakis, 2008). Another study also recommends that creativity has a positive and important stimulus on online entrepreneurship intentions (Mugiono et al., 2020).

2.4 Digital literacy

Digital literacy is the process of the ability to identify, manage, and assimilate digital resources for creating economic or social values (Young et al., 2020). Besides, digital literacy refers to the computer and media literacy that involves an individual's skills, knowledge, ability, attitude, and consciousness of using digital tools and techniques (Gourlay et al., 2013). However, digital literacy is considered e-literacy, which refers to the knowledge, skills, and ability to read and interpret media to reproduce information and evaluate data from the digital environment (Coskun, 2021).

According to Young et al. (2020), an entrepreneur must hold certain core competencies in a digitalized period to identify, manage, access, evaluate, integrate, synthesise, and analyse digital resources. Currently, the qualities of an individual are the notable elements of gathering, processing, and producing digital information. Therefore, digital literacy skills broadly intersect with information literacy skills and capabilities (Sorgo et al., 2017). On the other hand, digital literacy is defined as cognitive skills and abilities to use information, collaborate in teamwork, create social awareness and information, understand e-safety and encompass communication in the digital environment (Chan et al., 2017).

In recent years, the emphasis has been on digital literacy, because shortly, according to European Commission research, 90% of jobs will require a certain level of digital skills, however, currently 47% of the working population do not have the necessary digital literacy. It requires a conceptual innovation, which means a new approach to education through digital plays, open education for the masses, and the involvement of business in education. (Dvorakova, & Polents, 2021)

Consequently, from the past studies, it can be explained that digital literacy has a positive and significant encouragement on digital entrepreneurial intentions (Young et al., 2020). Moreover, it directly affects digital entrepreneurship intention through self-acknowledged confidence by a person (Hejazinia, 2015). Nevertheless, digital literacy positively influences online entrepreneurship intentions (Mugiono et al., 2020). Furthermore, digital literacy has a positive and significant effect on online entrepreneurship intentions.

2.5 Entrepreneurship Education

Entrepreneurship education refers to improving entrepreneurial skills, knowledge, abilities, and attitudes through educational courses and activities (Mei et al., 2020). Besides, entrepreneurship education supports creating linkage among society, individuals, economy, and higher education (Lingappa et al., 2020). Meanwhile, EE consists of courses, activities, and programs that aim at understanding and developing individual's knowledge about entrepreneurship (Heinonen & Poikkijoki, 2006). Henceforth, entrepreneurship education is regarded as the process of teaching students based on entrepreneurship, which includes different realistic opportunities for efficacious commercial ventures (Anwar & Saleem, 2019

It was noted that entrepreneurship education impacts digital entrepreneurship intentions (Mugiono et al., 2020). Another study also suggested that entrepreneurship education influences entrepreneurial self-efficacy, attitudes, norms, and values that assist in boosting the likelihood of entrepreneurial intentions (Anjum et al., 2018). According to Krueger and Brazeal (1994), entrepreneurship education assists in creating awareness among the entrepreneurs and increases self-confidence, entrepreneurial knowledge, and cognition on entrepreneurial feasibility. Additionally, entrepreneurship education significantly influences entrepreneurial intention (Wang et al., 2019). Several studies also showed that entrepreneurship education actively stimulates entrepreneurial intention (Walter & Block, 2016). Therefore, self-efficacy is regarded as a vital indicator of enhancing entrepreneurial intentions (Wilson et al., 2007; Zhao et al., 2005). Moreover, entrepreneurship education has a significant positive effect on entrepreneurial intention (Jiang et al., 2017).

2.6 Innovativeness:

Innovative thinking and ideas, as well as the realization of opportunities and innovations that lead to entrepreneurial intentions, are all part of the process of innovation (Wathanakom et al., 2020). Innovativeness is defined as the process through which an individual can willingly accept change and contributes to the creation of an idea, object, or practice that allows people to embrace change enthusiastically (Bhagat & Sambargi, 2019). As a result, innovation is described as the process of people participating in transactions with others generating and executing new ideas over time within an institutional framework (Ven, 1986). Furthermore, entrepreneurs' innovativeness is viewed as a crucial issue and success component. Entrepreneurs use it to solve problems, generate new ideas, and find solutions on a regular basis (Law & Breznik, 2017). In the context of digital entrepreneurship, innovativeness encompasses technological innovations, business model innovations, and innovative strategies to address evolving market dynamics (Ozaralli & Rivenburgh, 2016). Research consistently emphasizes the significance of innovativeness as a core attribute of successful digital entrepreneurs.

Therefore, creativity is the corporates of innovativeness that aids in creating, adapting, and implementing the value of expanding ideas (Baron et al., 2012). Furthermore, it is also regarded as human nature that enlarges awareness of the entrepreneur's decision-making (Syed et al., 2020). Similarly, innovativeness is critical to expand productivity, efficiency, competitiveness, and performance that impact entrepreneurial intentions. Past studies suggested that innovativeness is a vital factor of entrepreneurial intention (Ozaralli & Rivenburgh, 2016), which has a positive and momentous relationship with entrepreneurial intentions (Ahmed et al., 2010). However, innovativeness strongly impacts entrepreneurial intention (Robinson et al., 1991). Previous studies revealed that innovativeness is the key indicator of entrepreneurial intentions (Ozaralli & Rivenburgh, 2016) and it has a positive and significant relationship with entrepreneurial intentions (Ahmed et al., 2020).

2.7 Self-Efficacy

Self-efficacy is the process of self-perceptions of individual's skills, knowledge, and abilities that assist in making decisions to become a digital entrepreneur (Wilson et al., 2007). Besides, entrepreneurial self-efficacy plays a significant role in pursuing entrepreneurial behavior and careers (Newman et al., 2019). Therefore, entrepreneurial self-efficacy (ESE) is defined as an individual's belief that helps to perform duties and responsibilities to become an optimistic entrepreneur (Chen et al., 1998). It is also considered individual's beliefs and capabilities to successfully perform the tasks effectively and efficiently (Boyd & Vozikis, 1994). However, entrepreneurial self-efficacy is a mediator between high-growth entrepreneurial intentions and a proactive personality (Prabhu et al., 2012).

In the context of digital entrepreneurship, self-efficacy encompasses an entrepreneur's confidence in their capacity to leverage digital tools, adapt to technological advancements, and overcome challenges in the digital landscape (McGee et al., 2009). Research consistently underscores self-efficacy as a critical psychological factor influencing entrepreneurial behavior and success. Research by Shen et al. (2021) indicates that individuals with higher levels of self-efficacy are more likely to develop positive attitudes toward digital entrepreneurship and exhibit a greater inclination to pursue entrepreneurial activities in the digital realm. High self-efficacy fosters a sense of empowerment and resilience, which are essential for navigating the uncertainties and challenges of the entrepreneurial journey.

From the extensive literature review, digital entrepreneurial self-efficacy has a positive and substantial impact on entrepreneurial intention (Carr & Sequeira, 2007). Consequently, there is a relationship between self-efficacy and entrepreneurial intentions (Douglas & Fitzsimmons, 2013). Naktiyok et al. (2010) also stated that the self-efficacy forecasts entrepreneurial intention.

Chapter 3

Research Methodology

3.1 Introduction

In the previous chapter, the literature review has demonstrated various studies related to **factors of digital entrepreneurship intention among Bangladesh university students**. The variables that have been identified for investigation are; Creativity, Digital literacy, Entrepreneurship education, Innovativeness, Self-Efficacy. This chapter outlines the methodology used for the research. The research framework and hypothesis development from literature review have been discussed to show the relationship between the independent and dependent variables. The research design, data collection method and procedure and techniques of data analysis have been described in the following sections.

3.2 Research Framework

Drawing from the literature, a framework which leads to the complete developments of this study has been created emphasizing on the objective of the research. The framework will show the variables such as Creativity, Digital literacy, Entrepreneurship education, Innovativeness, Self-Efficacy and their influence on the **digital entrepreneurship intention among Bangladesh university students**.

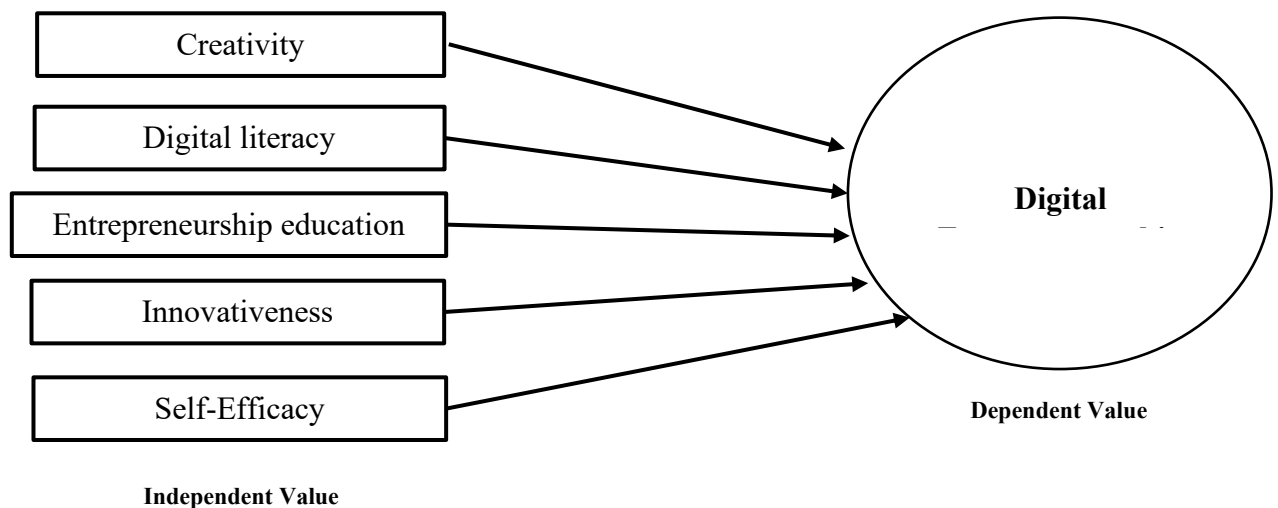


Figure 1: Research model

3.3 Hypothesis Formulation

The study aims to examine the determining factors of graduate students' entrepreneurial intention to start digital entrepreneurship-based business ventures in the Bangladeshi context. In this section, the relationship as **digital entrepreneurship**, creativity, digital literacy, entrepreneurship education, innovativeness and self-efficacy among are discussed. To examine this relationship between dependent and independent variables some research hypotheses are developed as follows:

H1: There is a positive relationship between creativity (CR) and student intention toward digital entrepreneurship (DE).

H2: There is a positive relationship between digital literacy (DL) and student intention toward digital entrepreneurship (DE).

H3: There is a positive relationship between entrepreneurship education (EE) and student intention toward digital entrepreneurship (DE).

H4: There is a positive relationship between innovativeness (INN) and student intention toward digital entrepreneurship (DE).

H5: There is a positive relationship between digital entrepreneurial self-efficacy (SE) and student intention toward digital entrepreneurship (DE).

3.4 Research Design

Once defined the research problem and developed research approach, the subsequent step involves crafting the research design. A research design provides a structured framework or a systematic plan of action for carrying out the research project (Zikmund & Babin, 2015). According to Kothari (2017), the research design essentially serves as the blueprint or framework for conducting a research project, as it precisely specifies the procedures required to gather the information necessary to structure or solve the research problem.

Research designs can be broadly categorized into three main streams: exploratory research, descriptive research, and causal research. (Zikmund, & Babin 2015) Exploratory research is aimed at achieving a deeper understanding of a concept or assisting in refining problem definitions (Hair 2013). The primary objective of exploratory research is to narrow the focus

of a research topic and clarify ambiguous research issues to facilitate the achievement of research objectives; (Clow, & James 2013). It can be used if there is a general idea or a specific question that needs to be studied, but there is no preexisting knowledge or paradigm with which to study it (Malhotra, 2015).

Causal research, is a type of study that evaluates whether two different situations have a cause-and-effect relationship (Clow, & James 2013). The primary aim of causal research is to determine the manner in which an independent variable influences a dependent variable within a specific context or under defined conditions (Malhotra 2015). Another prevalent research approach frequently employed in marketing research studies is the descriptive research design (Proctor 2005). Descriptive research is a methodology that seeks to provide a comprehensive description of the attributes of a particular phenomenon or population. It is commonly employed when the researcher possesses limited or minimal prior knowledge regarding the subject under investigation (Malhotra 2015).

However, the research design depends on how the research is carried out, including the methods and techniques employed. This study employs an exploratory research design because it explores a field with prior studies but still needs further investigation to address remaining unanswered questions. Exploratory research design can exist in either a quantitative or qualitative form (Lamb et al., 2011). In this study, the quantitative approach is chosen. The research involves conducting a survey among students at Bangladesh University who are interested in digital entrepreneurship. The choice of survey research is based on its effectiveness in gathering information from a sample of individuals through their responses to questions. It's a cost-effective and efficient method for collecting data from a large population compared to interviews, which are more expensive and time-consuming (Shukla, 2010) This research employs a quantitative approach to examine Digital Entrepreneurship Intention Among Bangladesh University Students because quantitative surveys are highly valuable for investigating social phenomena, utilizing statistical, mathematical, or computational techniques.

3.5 Population of the study

The target population in a study refers to the group of elements or entities that hold the information sought by the researcher and form the basis for making inferences (Malhotra 2015). Establishing the sample population is instrumental in directing the research and providing the study's conclusions and recommendations in a clear context for the intended audience. Therefore, for this study, the target population includes final year of a bachelor's program or pursuing a master's degree

3.6 Sample Size of the study

Malhotra and Birks (2007) highlight that determining sample size involves both qualitative and quantitative considerations. Hair et al. (2013) suggest that sample sizes of 100 or more are suitable for quantitative studies. According to these scholars, employing large sample sizes enhances the likelihood that mean values, percentages, and other statistical measures accurately represent the population's true estimates. Additionally, Malhotra and Birks (2007) argue that larger sample sizes help mitigate the effects of randomness and reduce the likelihood of errors as the sample size increases. In this particular study, a sample size of 100 has been employed.

3.7 Sampling Technique

Sampling techniques generally fall into two categories: probability and non-probability sampling. Probability sampling is commonly associated with survey and experimental research approaches. In this method, every element within the sample frame has an equally known chance of being included in the sample. Probability sampling is commonly associated with survey and experimental research approaches. In this method, every element within the sample frame has an equally known chance of being included in the sample. This allows researchers to answer research questions and fulfill objectives that require statistically estimating the characteristics of the population based on the sample Acharya et al. (2013).

In contrast, non-probability sampling limits the ability to make valid inferences about the population. All non-probability samples involve subjective judgments at some point in the selection process. Consequently, samples obtained using non-probability techniques may not be fully representative of the entire population, but researchers can still generalize about the population, according to Malhotra (2010).

Non-probability sampling methods include quota, purposive, snowball, and convenience sampling. Quota sampling entails selecting cases within non-random strata. Purposive sampling involves selecting cases based on the researcher's discretion. Snowball sampling starts with the random selection of initial respondents who then refer subsequent participants (Malhotra and Birks, 2007). Convenience sampling involves haphazardly selecting cases that are readily available for sampling, (Sedgwick 2013).

The current study intends to gather responses from final year of a bachelor's program or pursuing a master's degree University Students of Bangladesh especially in Comilla university and since the population is large, using non-probability sampling was deemed suitable. The sampling technique for this study was convenient sampling. Convenient sampling is a type of non-probability sampling based on individuals known by the researcher or readily available.

3.8 Data Collection Technique

This study has used quantitative methods to Factors of Digital Entrepreneurship Intention Among Bangladesh University Students. For preparing this study, a combination of primary and secondary sources of data has been used.

Primary Data: A questionnaire survey has been used to gather primary data. These questionnaires were given to a convenience sample of participants. Convenience sampling was chosen because it's useful when it's hard to get a large number of responses. To gather responses, online questionnaires were provided to respondents who were university students from various parts of Bangladesh, particularly Comilla university, in order to collect data from the respondents. To survey a selected sample of students, data were gathered for more than two weeks.

Secondary Data: Secondary data refers to information that has been previously gathered by individuals or entities for purposes other than the specific issue being investigated. This type of data has been sourced from various journals, diverse articles, books, and online resources. Furthermore, this study has established connections with related articles by adding the reference lists of the compiled articles.

3.9 Questionnaire Development and Item Source:

The questionnaire was designed in two sections. The first section was confined to general demographic questions, such as gender, age, education. The second section examined issues pertaining to the respondent's intention to become a digital entrepreneur among Bangladesh University students which focused on five major factors: creativity, digital literacy, entrepreneurship education, innovativeness and self-efficacy.

Variables	Number of items	Adapted from
Creativity	4	Akhter et al. (2022)
Digital Literacy	4	Sariwulan et al. (2020)
Entrepreneurship Education	4	Kusumojanto et al. (2021)
Innovativeness	4	Akhter et al. (2022)
Self-Efficacy	4	Wang et al. (2020)
Digital Entrepreneurship	4	Yaghoubi et al. (2017)

3.10 Techniques of Data Analysis

IBM SPSS 25, which is the most recent and readily available, was used to analyze and interpret the information collected from respondents. Regression, correlation, and other descriptive analyses are used to examine the relationship between the dependent and independent variables. SPSS 25 is also used to check the reliability and validity of all data collection methods.

3.11 Measurement Scale of Variables

This study aims to investigate the factors influencing university students' decisions to venture into digital entrepreneurship. A structured questionnaire with closed-ended questions and a five-point Likert scale (created by Likert in 1932) has been used to gather data from primary sources. A five-stage "Likert scale" was utilized to examine individual answers and measure the independent and dependent variables. Each statement in the questionnaire was rated as follows: 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly agree. This measurement allowed respondents to express their level of agreement or disagreement with each statement related the factors influencing university students' decisions to venture into digital entrepreneurship to on a scale from one to five.

Chapter 4

Company Profile

4.1 About Texort

Texort, a venture studio where ideas hatch and dreams are born. It is a full-service digital marketing agency that provides Graphic Design, Web design and development, digital advertising, strategy, and 360° marketing services & solutions to all over the world.

Company Name: TEXORT

Website: www.texort.com

Company Type: Digital Marketing Agency



4.2 Location of Texort

TEXORT Ltd.

Website: www.texort.com

Address: 51/C Khilgaon, Dhaka-1219, Bangladesh.

4.3 History of Texort:

We started our journey to the world of advertising in 2010. Since then we tend to intermeshed ourselves up for endurance in flying the road to success. Texort was named after Tech9 then; in 7 2018 it's rebranded by the name TEXORT & gathered, collected or accumulated. Relating with this nature, we've got taken honeybee as our company symbol that happens to collect or accumulate the purest of food found in the nature, the honey.

4.4 Focus of Texort

Creativity: Creativity is at the main of our strategy to online, social media and mobile events. We tend to don't simply engrains creative thinking in style and technology thought and implementation however furthermore insert it within the manner we tend to act planning a complete event. To us creative thinking isn't associate degree possibility for digital promotion however the manner of maintaining online communication is absolutely vital because the output is counting on the standard of the content, strategy furthermore.

Analytics: Analytics helps to measure. Nothing might be as philosophical as this statement. We tend to have faith in that whereas digital offers memorability in each side its possible to deliver insights still remains unexploited. This is often as a result of the general public explore for information and not analytics to drive insights. We tend to influence analytics to drive and deliver and improvement results.

Technology: Technology is often associate degree enabler however technology will in it be associate degree innovation furthermore. Technology are often cool however once it involves digital advertising world it's similarly essential on however technology is applied. We 've leveraged the capacity of improved reality, Social API, RFID and plenty of such tools for many of our campaigns.

4.5 Services of Texort

Texort provides 360° digital marketing solutions including:

4.5.1 Search Engine Optimization: SEO is the practice of optimizing a website to rank higher in search engine results pages (e.g., Google) for relevant keywords. Texort employs various strategies and techniques to improve a website's visibility in organic search results, which can lead to increased organic traffic and better online visibility.

4.5.2 Social Media Marketing: This service focuses on leveraging social media platforms like Facebook, Instagram, Twitter, and LinkedIn to promote a brand, products, or services. Texort helps businesses develop social media strategies, create content, manage social media accounts, and run paid advertising campaigns to increase brand visibility and engagement.

4.5.3 Content Writing & Marketing: Content writing involves creating written content, such as blog posts, articles, product descriptions, and website copy. Texort provides content creation services to help businesses produce high-quality and engaging content that resonates with their target audience. Content marketing strategies are also employed to distribute and promote this content effectively.

4.5.4 Email Marketing: Email marketing involves sending targeted emails to a list of subscribers or potential customers. Texort helps businesses design and execute email marketing campaigns, which can include newsletters, promotional offers, product updates, and more. The goal is to engage with the audience and drive conversions.

4.5.5 Graphic Design: Graphic design is the art of creating visual content, such as logos, banners, posters, and other marketing materials. Graphic designers at Texort work on creating compelling and eye-catching visuals that help businesses convey their brand identity and messages effectively.

4.5.6 Web Design & Development: This service involves creating and building websites for businesses and individuals. It includes designing the visual layout, user interface, and user experience of a website, as well as the actual coding and technical development to make the website functional. The goal is to create websites that are visually appealing, user-friendly, and optimized for performance.

In essence, Texort offers a comprehensive suite of digital marketing services that cover everything from designing and developing websites to creating compelling content, promoting brands on social media, and optimizing online visibility through search engines. These services are designed to help businesses reach their target audiences, engage with them effectively, and ultimately achieve their marketing and business goals.

Chapter 5

Internship Experiences

Being an intern proved to be an exceptional journey, one that continually empowered, inspired, and expanded my knowledge. From the moment I walked in on my first day, I found myself accumulating a wealth of experience and insights I hadn't anticipated when I initially began.

My three-month internship at Texort, a digital marketing agency, was an enriching journey that allowed me to gain hands-on experience in various facets of the digital marketing world. Throughout my tenure, I was fortunate to work on a diverse range of projects, each contributing significantly to my growth and understanding of the field. Here are the key highlights of my internship experiences at Texort:

5.1 Social Media Marketing: One of my primary responsibilities as a digital marketing intern at Texort was managing and strategizing social media. This involved creating engaging content, scheduling posts, and analyzing performance metrics. I learned how to tailor content for different social media platforms, helping me understand the nuances of audience engagement.

5.2 Email Marketing: I was involved in crafting email marketing campaigns for clients. This included writing compelling email copy, designing visually appealing templates, and segmenting email lists. This hands-on experience allowed me to appreciate the importance of targeted communication in email marketing.

5.3 Graphic Design: Texort provided me with the opportunity to explore graphic design, a skill I had been eager to develop. I worked on designing graphics for social media posts and email campaigns, gaining proficiency in design software. This experience expanded my creative capabilities and added a valuable skill set to my digital marketing toolbox.

5.4 Content Creation: Content is the backbone of digital marketing, and I had the privilege of contributing to content creation efforts. I wrote blog posts, social media post copy etc. This experience enhanced my writing skills and emphasized the significance of high-quality, informative content in digital marketing strategies.

5.5 Strategic Planning: Texort exposed me to the strategic aspect of digital marketing. I participated in brainstorming sessions and strategy meetings, where I learned to align marketing tactics with clients' overarching goals. This experience broadened my perspective and taught me the importance of a well-thought-out marketing strategy.

5.6 Time Management: The fast-paced nature of digital marketing taught me the importance of time management and multitasking. Balancing multiple projects and deadlines enhanced my organizational skills and ability to prioritize tasks efficiently.

5.7 Problem-Solving: Throughout my internship, I encountered challenges and unforeseen obstacles. Texort encouraged me to approach these hurdles as opportunities for growth and creative problem-solving. This mindset has become an invaluable asset.

In conclusion, my internship at Texort was an immersive and transformative experience that equipped me with practical skills, strategic thinking, and a deep appreciation for the intricacies of digital marketing. I am grateful for the mentorship and guidance provided by the Texort team and look forward to applying the knowledge and experiences gained during my internship to my future career endeavors in the dynamic field of digital marketing.

Chapter 6

Data Findings and Analysis

6.1 Data Analysis and Interpretation

According to Cooper and Schindler (2008), data analysis and interpretation encompass a structured approach involving the observation of patterns and structures, the application of statistical techniques, and the presentation of a data summary. This systematic process allows for the comprehension of research findings in line with the research objectives.

In this context, the primary objective was to assess the reliability of data gathered from the questionnaire. This assessment was carried out through the utilization of regression analysis. Additionally, descriptive statistics and factor analysis were obtained to evaluate the collected data. The data itself was sourced from Student of University and was subsequently encoded using SPSS (Statistical Package for Social Studies) version 25.0. The topics include response rate, respondents' profile and frequency analysis, descriptive statistics analysis, reliability and validity analysis. This chapter also includes the summary of hypotheses testing results obtained from the data analysis.

6.2 Respondents' Profile

A total of 100 respondents participated in the study. This section provides a comprehensive overview of the respondents' demographic information, encompassing gender, age, education level. Table 6.1 illustrates that out of the 100 respondents, there are 73(73.0%) male and (27.0%) female respondents. The majority of respondents who participated in the survey are between 15 to 24 years. Regarding the age of the respondents, 88(88.0%) are 20-24 years old; 12 respondents are within the age of 25-28 which is 12 percent of total respondents;

Regarding educational level, 81 final year students of the bachelor's program and 19 students of the master's program participated in the study as respondent Hence, it can be said that the demographic profiles and general information of the respondents collected are logical and suitable for this study context.

Table 6.1: Demography of the Respondent

Demographics	Category	Frequency	Percentage
Gender	Male	73	73.0
	Female	27	27.0
Age	20-24	88	88.0
	25-28	12	12.0
Education level	Bachelor's Degree	81	81.0
	Master's Degree	19	19.0
Monthly income	Below tk. 10000	55	55.0
	Tk.10001-20000	35	35.0
	Above Tk. 20000	10	10.0

6.3 Reliability test

Reliability test is improved in the data analysis process. The reliability of a measure is established by testing for both consistency and stability, that's mean how well the items measuring a concept hang together as set (Malhotra, 2007). The reliability of the scale was assessed by using Cronbach alpha. Cronbach's alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. According to previous literature minimum value of Cronbach alpha must be 0. 60 but while it is 0. 70 more than 0.70 it is considered good or highly acceptable as suggested by (Hair et al., 2009; Sekaran & Bougie, 2016). In this study for understanding how accurate the Digital Entrepreneurship and its influencing factors scale measures Cronbach alpha value is identified

Table 6.2 Reliability and validity analysis

Factor	Items	Cronbach (α) value
Creativity (CR)	CR1 CR2 CR3 CR4	.740
Digital Literacy (DL)	DL1 DL2 DL3 DL4	.800

Entrepreneurship Education (EE)	EE1 EE2 EE3 EE4	.848
Innovativeness (INN)	INN1 INN2 INN3 INN4	.829
Self-Efficacy	SE1 SE2 SE3 SE4	.788
Digital Entrepreneurship	DE1 DE2 DE3 DE4	.895

As illustrated in Table: 6.2 above, the value for measuring Factors of Digital Entrepreneurship Intention Among Bangladesh University Students is that the variables used were good enough and able to measure the accuracy of intention on Digital Entrepreneurship. Reports that Cronbach (α) values of all constructs (i.e., DE, DIESE, DL, EE, INN, CR) were higher than 0.70, indicating that all constructs are reliable.

6.4 Descriptive Statistics Analysis

The descriptive analysis in this study involves a comprehensive statistical examination of the variables, encompassing their minimum, mean, maximum, and standard deviation. In this context, the "minimum" signifies the lowest recorded responses from the respondents, the "mean" represents the average responses provided by the respondents, the "maximum" indicates the highest recorded responses from the respondents, and the "standard deviation" quantifies the degree of variability in the distribution of a given variable.

For the purposes of this study, all responses were gathered using a five-point Likert scale, ranging from 1 (indicating strong disagreement) to 5 (indicating strong agreement). The table presented below provides a detailed overview of the descriptive statistics for the research variables, including Creativity, Digital literacy, Entrepreneurship education, Innovativeness, and Self-Efficacy, highlighting their minimum, maximum, mean, and standard deviation.

Table 6.3: Descriptive Statistics of Variables

Variables	Mean	Standard deviation	Maximum Value	Minimum value
Creativity	4.5175	.42530	5.00	3.75
Digital literacy	4.3125	.60550	5.00	3.25
Entrepreneurship Education	4.2800	.61266	5.00	3.00
Innovativeness	4.3375	.46922	5.00	3.75
Self-Efficacy	4.4350	.43319	5.00	3.50
Digital Entrepreneurship	4.2375	.32640	4.75	3.50

The table's descriptive statistics reveal that all variables exhibit a maximum response of 5.00. As for the minimum responses, Innovativeness and Creativity have the lowest scores at 3.75, while Digital literacy, Entrepreneurship Education, Self-Efficacy, and Digital Entrepreneurship have scores of 3.25, 3.00, 3.50, and 3.50, respectively. The mean values, displayed in the mean column, show that respondents generally agree with the questionnaire statements. Specifically, Creativity has a mean of 4.5175, Digital literacy is at 4.3125, Entrepreneurship Education stands at 4.2800, Innovativeness is at 4.3375, Self-Efficacy scores 4.4350, and Digital Entrepreneurship achieves 4.2375. These values indicate a high level of agreement among the 100 respondents. To assess variability, we can examine the standard deviation column. Standard deviation measures how data points are spread out from the mean. Smaller standard deviation values indicate a higher concentration of data around the mean, suggesting greater similarity among data points. In this case, all variables have standard deviation values below 1, implying that data points are closely clustered around their respective means.

In summary, the results indicate that there is a high level of agreement among respondents, and the data points are closely packed around the mean values, demonstrating a significant degree of similarity in the responses.

6.5 Regression Analysis

A regression analysis is a statistical process to be performed for predicting the relationship between a dependent variable (Digital Entrepreneurship) and independent variables (Creativity, Digital literacy, Entrepreneurship education, Innovativeness, and Self-Efficacy). The dependent variable determined for this study remains unchanged as used through this analysis.

6.5.1: Predict the Relationship between Factors and Digital Entrepreneurship

Table 6.4: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822 ^a	.676	.659	.76246

Source: SPSS output based on primary data

The model summary of the regression analysis is shown in the table 6.4. Here, the independent variables are: Creativity, Digital literacy, Entrepreneurship education, Innovativeness, and Self-Efficacy.

The dependent variable is Digital Entrepreneurship. Here, the R square is 0.676 which close to 1, indicates that there is strong relationship between dependent variable and independent variables. The value of adjusted R square (R square is adjusted for the number of independent variables and the sample size to account for diminishing return) is 0.659 which is close to R square (and also close to 1). It suggests that each of the additional independent variables after adding the first independent variable makes a significant contribution in explaining the variation in the dependent variable.

Table 6.5 ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	114.104	5	22.821	39.255	.000 ^b
	Residual	54.646	94	.581		
	Total	168.750	99			

Source: SPSS output based on primary data

Table-6.5 reveals that the ANOVA is clarified that the overall model was significant and regression analysis which is conducted to evaluate the relationship between dependent variable (Digital Entrepreneurship) and independent variables (Creativity, Digital literacy, Entrepreneurship education, Innovativeness, and Self-Efficacy). Five factors are instructed and outcomes are computed in Table 6.6 and revealed in F-statistics created ($f = 39.255$) is significant at 1 percent level ($\text{sig. } f < 0.01$) with 5 and 94 degrees of freedom, therefore accepting the fitness for the model.

Table 6.6: Coefficients

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.337	1.054		9.804	.000
Creativity	.257	.087	.335	2.966	.004
Digital literacy	.931	.099	1.727	9.444	.000
Entrepreneurship education	.670	.064	1.258	10.454	.000
Innovativeness	.721	.098	1.037	7.375	.000
Self-Efficacy	-.336	.078	-.446	-4.320	.000

6.5.2 Factors that influence university students to become digital entrepreneurs

The findings of regression analysis for H1 as presents in 5 that There is a positive relationship between creativity (CR) and student intention toward digital entrepreneurship (DE) ($t\text{-value} = 2.966$; $p < 0.05$). H1 is accepted. The finding of the study indicated that creativity is considerably affected by student intention toward digital entrepreneurship.

The next one is There is a positive relationship between digital literacy (DL) and student intention toward digital entrepreneurship (DE). ($\beta_2 = .931$ $t\text{-value} = 9.444$; $p < 0.05$). H2 is accepted. The finding of the study indicated that digital literacy is considerably affected by student intention toward digital entrepreneurship.

Then, there is a positive relationship between entrepreneurship education (EE) and student intention toward digital entrepreneurship (DE) ($\beta_3 = .670$; $t\text{-value} = 10.454$; $p < 0.05$). H3 is accepted. Therefore, entrepreneurship education is influenced by student intention toward digital entrepreneurship.

After that, there is a positive relationship between innovativeness (INN) and student intention toward digital entrepreneurship (DE) ($\beta_4 = .721$; $t\text{-value} = 7.375$; $p < 0.05$). H4 is accepted. Thus, innovativeness is affected by student intention toward digital entrepreneurship.

The last one, there is a positive relationship between digital entrepreneurial self-efficacy (SE) and student intention toward digital entrepreneurship (DE). ($\beta_5 = -.336$; $t\text{-value} = -4.320$; $p < 0.05$). In this factor, the t value is negative and the t value is below than accepted value 1.9. So, H5 is not accepted which means H5 is rejected.

Table 6.6: Decisions on Hypotheses

Hypothesis	Description	Decision
H1	There is a positive relationship between creativity and student intention toward digital entrepreneurship.	Accepted
H2	There is a positive relationship between digital literacy and student intention toward digital entrepreneurship.	Accepted
H3	There is a positive relationship between digital literacy and student intention toward digital entrepreneurship	Accepted
H4	There is a positive relationship between innovativeness and student intention toward digital entrepreneurship	Accepted
H5	There is a positive relationship between digital entrepreneurial self-efficacy and student intention toward digital entrepreneurship	Rejected

6.6 Chapter Summary

According to the study's objectives, which were covered in chapter one, this chapter presented the findings from the research. The quantitative analysis' findings confirm the usefulness of the conceptual framework discussed in study chapter three. Tables and suitable wordings have been used to interpret the findings of the survey.

Chapter 7

Discussions and Conclusion

7.1 Introduction

The previous chapter presents the results of the quantitative analysis and discussion of the results of the study. This chapter presents the summary of the study, discussion on findings of the study, implications of the study, draws conclusions based on the objectives of the study, and prefers recommendations for further research.

7.2 Summary of the Study

The study inquired about several factors that make students interested in digital entrepreneurship. The data collected and discussed in this report reflects a bigger picture of the digital entrepreneurship ecosystem in Bangladesh. Pursuant to the objectives delineated in Chapter 1, the study reviewed extant literature on creativity, digital literacy, entrepreneurship education, innovativeness, self-efficacy, and digital entrepreneurship.

Five factors were identified to have influenced digital entrepreneurship. These factors were thus integrated into a conceptual framework for predicting student intention toward digital entrepreneurship, resulting in the formulation of applicable hypotheses. A survey strategy was adopted, and questionnaires were used as the instrument for data collection. The questionnaire was developed based on the theoretical framework and the objectives of the study. One hundred customers were purposefully and conveniently selected as the study's sample. Furthermore, data was analyzed using descriptive statistics and multiple regression analysis on the basis that quantitative data analysis techniques allow for numerical representation and manipulation of data for the purpose of explaining the phenomenon mirrored by the data and also for the testing of hypotheses and generalization of results.

7.3 Discussion on Findings

The focus of this study was to investigate the factors that influenced university students' intentions toward digital entrepreneurship. Evident from the analysis, all the factors that influence university students' intentions toward digital entrepreneurship are creativity, digital literacy, entrepreneurial education, innovativeness, and self-efficacy.

The regression analysis was administered to test the hypothesis, and a research model was proposed based on the previous extensive literature review. However, the regression result is deceptive in that Creativity (CR), Digital literacy (DL), Entrepreneurship Education (EE), Innovativeness (INN) have a positive and significant impact on entrepreneurship intention toward digital entrepreneurship of university students. In this study, Creativity (CR), Digital literacy (DL), Entrepreneurship education (EE), Innovativeness (INN) have detailed an 67.60 percent variance in entrepreneur intention toward digital entrepreneurship among university students, which delivers pragmatic outcomes in the current body of knowledge. These variables will undoubtedly help to create entrepreneurial intention toward digital entrepreneurship.

7.4 Implications for Management and Practice

The findings of the study suggest that several key implications for both management and practice in the context of digital entrepreneurship education. Academic institutions in Bangladesh should seriously consider adapting their curricula. The research highlights the importance of integrating courses that nurture creativity, Innovativeness, and entrepreneurial skills. These courses should be designed to align with the factors identified in the study as influential in shaping students' digital entrepreneurship intentions.

The study underscores the pivotal role of platforms like Texort in fostering digital entrepreneurship. To put these findings into practice, universities and educational management should actively explore strategies for seamless integration with Texort and similar platforms. This could involve forming strategic partnerships, creating Texort-specific programs or challenges, and providing students with guidance on how to effectively leverage these platforms for their entrepreneurial endeavors. Such integration can serve as a catalyst for practical experiences and networking opportunities.

7.5 Limitations of the Study and Future Research Directions

As with any study, the present study was conducted amid certain limitations. This study identifies the first limitation as the sample size. This investigation is limited to only 100 customers. The analysis is limited to only a few universities final-year students who used a questionnaire survey. The findings may vary over time and situational constraints. Another constraint is that some respondents were unwilling to convey their opinion, and they were not willing to expend a few minutes to respond accurately. This study uses some independent variables. As a result, there may be other variables that influence university students' intentions toward digital entrepreneurship.

7.6 Recommendations

This study finds out a broad range of related factors, which influenced university students' intentions toward digital entrepreneurship. By the findings of result & overall study obtained from the some recommends, this is the following.

- Universities in Bangladesh should prioritize the development and implementation of courses and programs that foster creativity, entrepreneurship education, and innovativeness among their students. These courses should be designed to provide hands-on experiences, encourage innovative thinking, and impart practical skills relevant to the digital entrepreneurship landscape. By doing so, universities can effectively equip their students with the essential attributes for success in digital entrepreneurship.
- Encourage a growth mindset among students, emphasizing that skills and self-efficacy can be developed and improved over time. By fostering a belief in continuous improvement, students may be more inclined to work on enhancing their digital entrepreneurial self-efficacy.
- Showcase successful digital entrepreneurs who have overcome challenges and setbacks. Sharing these stories can inspire students and demonstrate that it's possible to excel in digital entrepreneurship, even in the face of initial self-doubt.
- In light of the study's findings, universities should consider revising their curriculum to focus more on cultivating creativity and entrepreneurial thinking. Entrepreneurship education programs should be strengthened to include digital entrepreneurship components, reflecting the growing importance of the digital economy. Collaboration with industry experts and successful digital entrepreneurs can further enhance the relevance and impact of these programs.
- To harness the 67.60 percent variance in entrepreneurial intention toward digital entrepreneurship attributed to creativity, entrepreneurship education, and innovativeness, universities should create dedicated innovation hubs or incubators. These hubs can serve as environments where students can explore and develop their digital entrepreneurial ideas, receive mentorship, and access resources to turn their concepts into viable ventures.
- Texort can help promote digital entrepreneurship. They can provide valuable insights and practical knowledge to students interested in starting their own digital ventures. It can establish mentorship programs where experienced digital entrepreneurs or

professionals from the agency guide and advise students. Besides, internships provide hands-on experience and allow students to apply their classroom knowledge to real-world projects. This exposure can inspire and prepare students for their entrepreneurial journeys.

These recommendations aim to leverage the study's insightful findings to foster a more conducive environment for digital entrepreneurship among Bangladesh university students. By enhancing creativity, strengthening entrepreneurship education, nurturing innovativeness, and capitalizing on platforms like Texort, universities can play a pivotal role in equipping the next generation with the skills and mindset needed to thrive in the digital entrepreneurial landscape.

7.7 Conclusions

Digital technology continually presents fresh opportunities for individuals, enabling students to harness this technological landscape and emerge as new digital entrepreneurs, contributing to the nation's development. Even though there has been a trend of digital startups around the world, in Bangladesh, this trend is considerably new. The youth are the main target group who could involve themselves in digital innovation. There are a few major factors that can drive youths towards digital innovation and startups. These factors have been discussed in my report, along with the limitations that are hindering the process of building a digital ecosystem.

This study aimed to explore the factors that drive digital entrepreneurship and how Texort, as an organization, can contribute to this field. At the end of the study, I can say that Texort can be a key player in contributing to the startup ecosystem and adding value to society with their initiatives. Besides that, the study identified a few important external factors that drive a person's digital entrepreneurship.

The factors influencing digital entrepreneurial intentions also boost students' self-confidence in embarking on this path. Consequently, universities play a crucial role in shaping students' attitudes and intentions toward digital entrepreneurship. Furthermore, government support can be pivotal by encouraging employment counseling agencies and universities to incorporate digital entrepreneurship courses, fostering students' intentions to pursue entrepreneurial ventures.

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Appendix-A

Survey on “Exploring the Factors of Digital Entrepreneurship Intention Among Bangladesh University Students”

Dear respondents,

With honor, I am a student of MBA, Department of Marketing, Comilla University. The following questionnaire has been prepared as a part of my academic Internship purpose. I am conducting a survey on **Digital Entrepreneurship**. The purpose of this survey is to examine “**Exploring the Factors of Digital Entrepreneurship Intention Among Bangladesh University Students**” This will take only 2-3 minutes.

Please read carefully and select your opinion for each statement as properly as possible. All information gathered will be used only for research purpose and will be kept confidential.

Thank you for your kind cooperation.

You’re sincerely

Ariful Islam

Department of Marketing

Comilla University

Section A: Background Information

1. Gender

- ☐ Male ☐ Female

2. Age

- ☐ 20-24 years ☐ 25-28 years ☐ 29-31 years ☐ 32 years Above

3. Educational Qualification

- ☐ Bachelor’s Degree ☐ Master’s Degree

4. Income

- ☐ 20-24 years ☐ 25-28 years ☐ 29-31 years ☐ 32 years Above

4. University Name:

Section B:

Please provide information and specify the strength of your agreement with each statement by making one number on the scale. Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Creativity						
CR1	I believe I possess the creativity needed for success in digital entrepreneurship.	1	2	3	4	5
CR2	Creative thinking skills play a significant role in generating innovative business ideas for digital entrepreneurship.	1	2	3	4	5
CR3	Creativity motivates me to pursue a career in digital entrepreneurship	1	2	3	4	5
CR4	Creativity is a critical factor for achieving success in the field of digital entrepreneurship.	1	2	3	4	5
Digital Literacy						
DL1	Digital literacy is crucial for success in the field of digital entrepreneurship.	1	2	3	4	5
DL2	Digital literacy significantly boosts my confidence in pursuing digital entrepreneurship.	1	2	3	4	5
DL3	I feel comfortable using digital tools and technologies for digital entrepreneurship.	1	2	3	4	5
DL4	I rarely encounter challenges related to digital literacy when exploring opportunities in digital entrepreneurship.	1	2	3	4	5
Entrepreneurship Education						
EE1	Entrepreneurship education has adequately prepared me for pursuing digital entrepreneurship.	1	2	3	4	5
EE2	My entrepreneurship education has significantly influenced my intention to pursue digital entrepreneurship.	1	2	3	4	5
EE3	Entrepreneurship education is essential in fostering digital entrepreneurship intentions among students.	1	2	3	4	5
EE4	I find entrepreneurship education effective in preparing students for success in digital entrepreneurship.	1	2	3	4	5

Innovativeness						
INN1	Innovative thinking is crucial for generating novel solutions in digital entrepreneurship.	1	2	3	4	5
INN2	My innovative thinking motivates me to explore digital entrepreneurship as a career.	1	2	3	4	5
INN3	Innovative thinking is a key factor for achieving success as a digital entrepreneur.	1	2	3	4	5
INN4	I have a tendency to seek out innovative approaches when considering digital entrepreneurship opportunities.	1	2	3	4	5
Self-Efficacy						
SE1	High self-efficacy is crucial for the success of digital entrepreneurs.	1	2	3	4	5
SE2	My self-efficacy significantly influences my intention to pursue digital entrepreneurship.	1	2	3	4	5
SE3	Self-efficacy plays a significant role in managing a digital entrepreneurship venture successfully.	1	2	3	4	5
SE4	Self-efficacy It helps tackle the challenges and uncertainties of digital entrepreneurship.	1	2	3	4	5
Digital Entrepreneurship						
DE1	I have a strong intention to pursue a career in digital entrepreneurship.	1	2	3	4	5
DE2	Do you believe that digital entrepreneurship offers attractive opportunities for personal and professional growth?	1	2	3	4	5
DE4	Do you feel motivated to start your own digital business in the future?	1	2	3	4	5
DE5	I am actively planning and preparing to launch a digital entrepreneurial venture in the near future.	1	2	3	4	5