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What Does it Take to Spark Digital Entrepreneurial Intention? The Role of Attitude as a Mediator

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Abstract

This study delves into the intricate dynamics of digital entrepreneurship among working adults in Malaysia, focusing on unraveling the interplay between digital entrepreneurship education, self-efficacy, social media usage, intention, and the pivotal role of attitude as a mediator. Rooted in the Theory of Planned Behavior, this research extends its scope by introducing attitude as a mediator, employing a comprehensive framework to evaluate the influence of these factors on digital entrepreneurial intentions. Utilizing a quantitative approach, the study harnesses primary data for analysis, with a robust dataset of 345 clean entries subjected to Structural Equation Modeling (SEM) techniques. Employing Smartpls4 software, the research meticulously examines multivariate data and tests proposed hypotheses. Model measurement and structural model assessment procedures are executed using Smartpls4, with construct reliability and validity assessments confirming convergent validity and reliability. Discriminant validity is then verified through cross-loadings and Hetrotrait-Monotrait (HTMT) ratios. The inner model undergoes scrutiny, revealing that digital entrepreneurship education plays a pivotal role in shaping positive attitudes, nurturing self-efficacy, and leveraging social media for entrepreneurial aspirations. The study underscores the importance of tailored educational programs, targeted skill development initiatives, and the creation of supportive ecosystems to bolster digital entrepreneurial intentions. Theoretical implications contribute to the literature by extending existing frameworks, while contextual implications offer practical guidance for stakeholders navigating Malaysia's evolving digital landscape. Practical implications outline actionable steps for educators, policymakers, and practitioners to cultivate an environment conducive to digital entrepreneurship. Suggestions for future research advocate for longitudinal studies, exploration of cultural variations, and investigations into the impact of emerging technologies. In conclusion, this study sheds light on the multifaceted nature of digital entrepreneurship dynamics, providing invaluable insights for fostering a resilient and

inclusive digital entrepreneurial ecosystem among working adults in Malaysia. These insights are deemed essential for the nation's aspirations in the digital era.
Keywords: Digital Entrepreneurship Education, Self-Efficacy, Social Media uUage, Attitude, Intention

Introduction

Digital entrepreneurial intention among working adults globally reflects a dynamic landscape shaped by technological advancements. Motivated by the potential for flexible income streams and autonomy, working adults increasingly consider digital ventures (Dabbous & Boustani, 2023). Access to online resources, coupled with a growing emphasis on digital skills, fuels this trend. Supportive ecosystems, including government policies and remote work acceptance, further amplify entrepreneurial aspirations (Lesinskis et al., 2023). However, challenges such as financial constraints and fear of failure persist (Bachmann et al., 2024). The influence of role models, the evolving digital economy, and regional variations underscore the multifaceted nature of working adults' intent to engage in digital entrepreneurship on a global scale (Upadhyay et al., 2023). In Malaysia, the digital entrepreneurial intention among working adults reflects a burgeoning interest in leveraging technology for economic empowerment. Motivated by the allure of flexible work arrangements and the potential for additional income, working adults are increasingly drawn to digital entrepreneurship (Vafaei-Zadeh et al., 2023). The Malaysian government's initiatives promoting digital literacy and fostering a supportive ecosystem play a pivotal role in shaping these intentions (Ngoo et al., 2023). Access to online platforms and a growing awareness of digital skills amplify the appeal of venturing into the digital realm. Despite these opportunities, challenges such as financial constraints and concerns about market competition persist (Fazil et al., 2022). Cultural factors, including attitudes toward risk-taking and innovation, also influence the entrepreneurial landscape (ABD Rahim et al., 2023). Understanding the unique Malaysian context, with its blend of tradition and modernity, provides valuable insights into the factors driving and hindering digital entrepreneurial intention among the country's working adults (Yu et al., 2022). The research problem of digital entrepreneurial intention among working adults in Malaysia centers on understanding the intricate dynamics influencing individuals in this demographic to engage in digital entrepreneurship (Ngoo et al, 2023). Exploring the motivational factors, such as the appeal of flexible work arrangements and the potential for supplemental income, is crucial et al., 2023). The impact of government initiatives promoting digital literacy, coupled with an analysis of the existing entrepreneurial support ecosystem, forms a significant aspect of the problem. Investigating the specific challenges faced by working adults, including financial constraints and market competition concerns, contributes to a comprehensive understanding (Feranita et al., 2022). This study on digital entrepreneurial intention among working adults in Malaysia holds substantial significance for policymakers, offering insights to shape supportive policies and initiatives that foster a conducive environment for digital entrepreneurship. For working adults, the findings provide a roadmap, identifying opportunities, addressing challenges, and enhancing preparedness for venturing into the digital realm. Financial institutions can benefit by tailoring services to meet the specific needs of this emerging entrepreneurial demographic, ensuring access to capital and financial resources. Overall, the research contributes valuable knowledge to empower policymakers, working adults, and financial institutions in navigating the evolving landscape of digital entrepreneurship in Malaysia. This study aims to assess the direct and indirect

relationship between digital entrepreneurship education, self-efficacy, and social media usage to become a digital entrepreneur with an attitude as a mediator among working adults.

Literature Review

Underpinning Theory

The underpinning theory for your research topic is the "Theory of Planned Behavior" (TPB). Developed by Ajzen (1991), TPB provides a comprehensive framework for understanding the direct and indirect relationships between digital entrepreneurship education, self-efficacy, social media usage, and the intention to become a digital entrepreneur, with attitude acting as a crucial mediator among working adults. According to TPB, individuals form behavioral intentions based on three key determinants: attitudes, subjective norms, and perceived behavioral control. In your study, attitudes represent individuals' positive or negative evaluations of engaging in digital entrepreneurship. Digital entrepreneurship education is likely to positively influence attitudes by providing knowledge and skills, while self-efficacy and social media usage contribute to a positive perception of one's capability and the feasibility of digital entrepreneurship. Self-efficacy, aligning with perceived behavioral control, reflects individuals' beliefs in their ability to perform the behavior. A strong sense of self-efficacy can enhance perceived control over becoming a digital entrepreneur. Meanwhile, social media usage provides exposure to success stories and collaborative opportunities, influencing subjective norms—the perceived social pressure to engage in digital entrepreneurship. Attitude serves as a critical mediator, encapsulating the cognitive and affective components of intention formation. Positive attitudes, fostered through education, self-efficacy, and social media interactions, mediate the pathways leading to the intention to become a digital entrepreneur among working adults. By applying TPB, your research can systematically examine how these interconnected factors influence the entrepreneurial mindset and actions of working adults in the digital realm.

Relationship between Digital Entrepreneurship Education, Attitude and Intention

The link between digital entrepreneurship education and digital entrepreneurial intention among working adults is intricately shaped by both direct and indirect pathways, with attitude serving as a crucial mediator (Sobaih & Elshaer, 2022). Directly, education imparts skills and knowledge, fostering a positive attitude towards digital entrepreneurship. Indirectly, education influences attitudes by creating awareness, shaping perceptions of feasibility, and enhancing perceived desirability (Tran et al., 2024). Attitude, in turn, becomes a pivotal mediator, translating the acquired knowledge and perceptions into concrete entrepreneurial intentions. A positive attitude towards digital entrepreneurship enhances the likelihood of individuals actively considering and pursuing ventures in the digital realm (Triyono et al., 2023). Understanding the nuanced interplay between digital entrepreneurship education, attitude, and intention provides a comprehensive framework for policymakers and educators to cultivate a supportive ecosystem that encourages working adults to engage confidently in the digital entrepreneurial landscape (Wang et al., 2023). As a mediator, attitude plays a transformative role, bridging the gap between digital entrepreneurship education and intention among working adults (Darmanto et al., 2023). A positive attitude cultivated through education serves as a motivational force, translating theoretical knowledge into actionable steps, thus reinforcing the pivotal role of attitude in the dynamic relationship between education and digital entrepreneurial intentions (Maheshwary & Ariokasamy, 2023). Therefore, the following hypotheses were proposed for this study:

H1: There is a relationship between digital entrepreneurship education and the attitude of digital entrepreneurial intention among working adults.
H2: There is a relationship between digital entrepreneurship education and digital entrepreneurial intention among working adults.
H3: There is a mediating effect of attitude on the relationship between digital entrepreneurship education and digital entrepreneurial intention among working adults.

Relationship between Self-Efficacy, Attitude, and Intention

The relationships between self-efficacy, digital entrepreneurial intention, and attitude among working adults are intricate and pivotal. Directly, self-efficacy, or one's belief in their ability to execute specific tasks, positively influences digital entrepreneurial intention Al-Qadasi et al., 2023). When individuals possess a high level of self-efficacy, they are more likely to harbor the confidence needed to embark on digital entrepreneurial ventures (Taneja et al., 2024). Indirectly, attitude mediates this connection, as self-efficacy shapes a positive mindset toward the feasibility and desirability of digital entrepreneurship (Santhanamery et al., 2023). A strong self-efficacy fosters a positive attitude, influencing individuals to perceive challenges as surmountable and opportunities as attainable. This positive attitude, in turn, acts as a catalyst, translating self-efficacy into concrete entrepreneurial intentions among working adults (Sreejith & Sreejith, 2023). The dynamic interplay between self-efficacy and attitude underscores the importance of fostering a belief in one's capabilities as a means to cultivate a positive mindset toward digital entrepreneurship (Duong, 2023). Understanding these direct and mediated relationships provides valuable insights for educators, policymakers, and practitioners seeking to enhance digital entrepreneurial intention among working adults by focusing on building self-efficacy and fostering a positive attitude (Akhbari et al., 2024). Thus, the following hypotheses were proposed for this study:

H4: There is a relationship between self-efficacy and the attitude of digital entrepreneurial intention among working adults.
H5: There is a relationship between self-efficacy and digital entrepreneurial intention among working adults.
H6: There is a mediating effect of attitude on the relationship between self-efficacy and digital entrepreneurial intention among working adults.

Relationship between Social Media Usage, Attitude, and Intention

The interplay between social media usage, digital entrepreneurial intention, and attitude among working adults unveils a multifaceted relationship. Directly, extensive social media engagement correlates with heightened digital entrepreneurial intention, as it serves as a platform for networking, idea generation, and market exploration (Barerra-Verdugo et al., 2022). Indirectly, attitude emerges as a mediator, shaping the impact of social media usage on intentions. Positive attitudes fostered through social media interactions contribute to a belief in the feasibility and desirability of digital entrepreneurship (Hassan et al., 2022). Social media facilitates exposure to success stories, mentorship, and collaborative opportunities, influencing individuals to develop positive attitudes toward venturing into the digital realm (Huang et al., 2022). This positive attitude, in turn, mediates the connection between social media usage and concrete digital entrepreneurial intentions among working adults (Zulfiqar et al., 2022). Understanding these direct and mediated relationships is vital for educators,

policymakers, and business leaders aiming to leverage social media's potential in cultivating a supportive ecosystem for digital entrepreneurship (Hussein et al., 2022). By recognizing the role of attitude as a mediator, interventions can be designed to enhance positive perceptions, thereby bolstering the impact of social media on fostering entrepreneurial intentions in the ever-evolving landscape of digital business (Le & Ngoc, 2024). Hence, the following hypotheses were proposed for this study:

H7: There is a relationship between social media usage and the attitude of digital entrepreneurial intention among working adults.
H8: There is a relationship between social media usage and digital entrepreneurial intention among working adults.
H9: There is a relationship between attitude and digital entrepreneurial intention among working adults.
H10: There is a mediating effect of attitude on the relationship between social media usage and digital entrepreneurial intention among working adults.

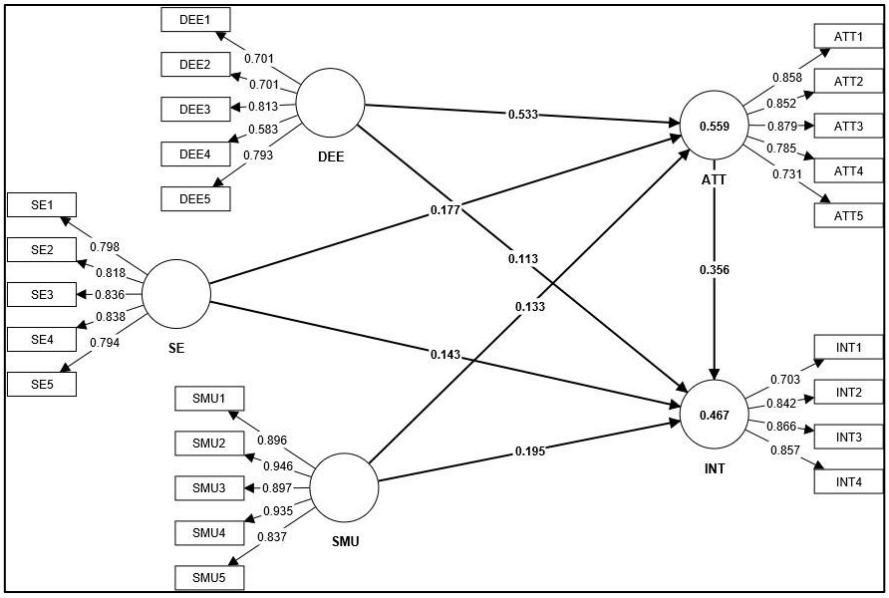

Figure 1: Research Model
Note: DEI=Digital Entrepreneurship Education SE=Self-Efficacy SMU=Social media Usage ATT=Attitude INT=Intention

Methodology

This study targeted working adults who work in the public and private sectors. Primary data was collected using a survey instrument, and the survey questionnaire utilized in the study was carefully developed based on previous research, ensuring reliability and validity. A non-probabilistic purposive sampling technique was employed, with participants receiving the survey questionnaire via email. The survey consisted of 24 observed variables, including exogenous and endogenous measurements. The exogenous variables encompassed constructs such as digital entrepreneurship education 5 items, Hasan et al (2020); Denanyoh et al (2015), self-efficacy 5 items, Chen et al (2001), and social media usage 5 items, Sarwar et al (2019) with measurement items adapted from established studies. The mediating variable was an attitude 5 items, Voon et al (2011), while the endogenous variable was the intention 4 items, Liñán & Chen (2009); Vejayaratnam et al (2019), both assessed using

specific measurement items. Participants rated each measurement item on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." Out of the 495 questionnaires distributed, 386 were collected, resulting in a response rate of 78%. After screening the data and removing outliers, 345 questionnaires remained for analysis. Table 1 provides an overview of the profile of the online distance-learning student respondents included in the sample. For data analysis and hypothesis testing, Smartpls4 software was employed, utilizing structural equation modeling (SEM) techniques. This choice was made due to the software's evaluation capabilities and its suitability for multivariate data analysis. Additionally, model measurement and structural model evaluation procedures followed the guidelines proposed by Ringle et al (2022), with Smartpls4 facilitating these assessments. The use of Smartpls4 enabled researchers to conduct comprehensive multivariate data analysis and test the proposed hypotheses effectively. The software's capabilities allow for a thorough evaluation of the measurement and structural models, aligning with the objectives of the study.

Table 1
Respondents' Profile

		Frequency	Percent (%)
Gender	Male	179	51.9
	Female	166	48.1
Age	< 30 years	14	4.1
	31 – 40 years	152	44.1
	41 – 50 years	152	44.1
	51 – 60 years	14	4.1
	> 60 years	13	3.8
Education	Secondary school	47	13.6
	Undergraduate	190	55.1
	Postgraduate	108	31.3
Income	< RM4,850	175	50.7
	RM4,851 – RM10,970	116	33.6
	> RM10,971	54	15.7
Marital Status	Married	239	69.3
	Single	105	30.4
	Widow	1	0.3
Recommendation	Yes	331	95.9
	No	14	4.1
	Total	345	100.0

Data Analysis

Common Method Bias

Kock (2015); Kock & Lynn (2012) introduced a comprehensive approach known as the collinearity test to assess both vertical and horizontal collinearity. The identification of pathological collinearity is based on variance inflation factors (VIFs) surpassing 3.3, signaling a prevalent common method bias concern within the model. Consequently, if the VIFs obtained from the overall collinearity assessment are below 3.3, it is inferred that the model is not affected by common method bias. As depicted in Table 2, the VIFs resulting from the total collinearity evaluation were below 3.3, affirming the absence of any common method bias issue in the model.

Table 2
Full Collinearity Test

	MINT	MDEE	MDE	MSMU	MATT
MINT		1.812	1.788	1.764	1.641
MDEE	2.238		2.114	2.218	1.834
MSE	2.013	1.927		1.83	2.009
MSMU	1.712	1.743	1.577		1.76
MATT	2.144	1.941	2.332	2.37	

Measurement Model

In this study, the approach Hair et al (2017) recommended was employed to assess each measurement in both the first and second order. This method aids in identifying items with loadings below the 0.7 threshold. The construct reliability and validity analyses revealed that the Average Variance Extracted (AVE) for all constructs ranged from 0.522 to 0.815, surpassing the 0.5 benchmark, indicating established convergent validity (Hair et al., 2017) (Table 3). The composite reliability for all constructs exceeded 0.7, ranging from 0.776 to 0.954. Additionally, the Cronbach's alpha values for all constructs were greater than 0.7, ranging from 0.768 to 0.943 (Table 3). To ascertain discriminant validity, the initial step involved evaluating cross-loadings to ensure appropriate representation and measurement of respective constructs (Table 3). Subsequently, the Hetrotrait-Monotrait (HTMT) ratio was employed for further assessment, following the recommended criterion for examining discriminant validity in Variance-Based Structural Equation Modeling (VB-SEM) (Henseler, Ringle & Sarstedt, 2015). Table 4 presented the HTMT ratios, original sample, and 95% confidence intervals, confirming compliance with the HTMT threshold of 0.85. The bias-corrected and accelerated bootstrap confidence intervals were all below 1, reinforcing the confidence in construct distinctiveness and their capacity to measure different aspects of the phenomenon under investigation.

Table 3
Construct Reliability and Validity & Item Loadings

Constructs	Items	Loadings	CA	CR	AVE
Attitude	ATT1	0.858	0.879	0.884	0.677
	ATT2	0.852			
	ATT3	0.879			
	ATT4	0.785			
	ATT5	0.731			
Digital Entrepreneurship Education	DEE1	0.701	0.768	0.776	0.522
	DEE2	0.701			
	DEE3	0.813			
	DEE4	0.583			
	DEE5	0.793			
Intention	INT1	0.703	0.834	0.839	0.672
	INT2	0.842			
	INT3	0.866			
	INT4	0.857			
Self-Efficacy	SE1	0.798	0.876	0.884	0.667
	SE2	0.818			
	SE3	0.836			
	SE4	0.838			
	SE5	0.794			
Social Media Usage	SMU1	0.896	0.943	0.954	0.815
	SMU2	0.946			
	SMU3	0.897			
	SMU4	0.935			
	SMU5	0.837			

Table 4
Hetrotrait-Monotrait (HTMT) Ratios

	ATT	DEE	INT	SE
DEE	0.857			
INT	0.726	0.689		
SE	0.673	0.762	0.627	
SMU	0.572	0.620	0.585	0.660

Structural Model

In this study, the evaluation of the structural model employed the methodology outlined by Hair et al (2017), simultaneously assessing pathway coefficients (β) and coefficients of determination (R2). The Partial Least Squares (PLS) method was utilized, employing 5000 subsamples to ascertain the significance level of path coefficients. The results of hypothesis tests for confidence intervals, which include the path coefficients (beta), associated t-statistics, and p-values, are detailed in Table 5. This thorough analysis offers valuable insights into the significance and strength of the relationships among the variables within the structural model. For *H1*, it was hypothesized that digital entrepreneurship education has a relationship with attitude, and the statistical analysis results showed that digital entrepreneurship education has a positive and significant influence on attitude (β=0.533, t-

value=9.166, p-value=0.000). Therefore, *H1* was supported. Then, for *H2*, it was hypothesized that digital entrepreneurship education has a relationship with intention. The statistical results demonstrated that digital entrepreneurship education did not have a significant influence on intention (β=0.113, t-value=1.621, p-value=0.105). Hence, *H2* was not supported. For H*3*, it was hypothesized that attitude mediates the relationship between digital entrepreneurship education and intention. The data analysis results showed that there was a mediating effect of attitude on the relationship between digital entrepreneurship education and intention (β=0.190, t-value=4.549, p-value=0.00). For *H4*, it was hypothesized that self-efficacy has a relationship with attitude, and the statistical analysis results showed that self-efficacy has a positive and significant influence on attitude (β=0.177, t-value=3.015, p-value=0.003). Hence, *H4* was supported. Then, for *H5*, it was hypothesized that self-efficacy has a relationship with intention. The statistical results demonstrated that self-efficacy has a positive and significant influence on intention (β=0.133, t-value=1.982, p-value=0.048). Therefore, *H5* was supported. For *H6*, it was hypothesized that attitude mediates the relationship between self-efficacy and intention. The mediating analysis results showed that there was a mediating effect of attitude on the relationship between self-efficacy and intention (β=0.063, t-value=2.624, p-value=0.009). Thus, *H6* was supported. For *H7*, it was hypothesized that social media usage has a relationship with attitude, and the statistical analysis results showed that social media usage has a positive and significant influence on attitude (β=0.133, t-value=2.393, p-value=0.017). Therefore, *H7* was supported. Then, for *H8*, it was hypothesized that social media usage has a relationship with intention. The statistical results showed that social media usage has a positive and significant influence on intention (β=0.195, t-value=1.894, p-value=0.004). Hence, *H8* was supported. Subsequently, for *H9*, it was hypothesized that attitude has a relationship with intention. The statistical results showed that attitude has a positive and significant influence on intention (β=0.356, t-value=5.606, p-value=0.000). Therefore, *H9* was supported. For *H10*, it was hypothesized that attitude mediates the relationship between social media usage and intention. The mediating analysis results showed that there was a mediating effect of attitude on the relationship between self-efficacy and intention (β=0.047, t-value=2.256, p-value=0.024). Hence, *H6* was supported. The analysis undertaken in the study yielded robust evidence supporting the majority of the hypotheses, confirming the relationships among the variables under investigation. A comprehensive summary of the hypothesis testing results is provided in Table 5, inclusive of the effect size, measured independently of the sample size, as per Cohen's criteria (1992): small (0.020 to 0.150), medium (0.150 to 0.350), or large (0.350 or greater). The observed effect sizes ranged from small (0.010) to large (0.353). Intrinsic Value Inflation Factor (VIF) values, presented in Table 5, were all below the more lenient threshold of 5, with the highest value at 2.472. This level of collinearity facilitates meaningful comparisons of sizes and interpretation of coefficients within the structural model. A noteworthy degree of explained variance for the endogenous construct is evident, with an R^2 value of 0.467 (Figure 1). Concerning the mediator, the model accounted for approximately 55.9% of the variance in the structure, as indicated by an R^2 value of 0.559. The model's capacity to draw inferences and offer management suggestions was assessed through out-of-sample predictive analysis using the PLSpredict method, as delineated by (Shmueli et al., 2016, 2019). In Table 6, Q^2 predictions exceeding 0 signified superior performance of the predictions made by PLS-SEM compared to the standard naive mean predictions. Additionally, the root mean square error (RMSE) values of PLS-SEM predictions were consistently lower than those of the linear model (LM) prediction benchmark in seven out of nine instances, underscoring the predictive

prowess of the proposed model (Table 6). Hair et al (2022) introduced the Cross-Validated Predictive Ability Test (CVPAT) as an integral component in evaluating the predictive capabilities of PLS-SEM results. Liengaard et al (2021) assessed the model's predictive performance by conducting a CVPAT alongside PLSpredict analysis. The CVPAT utilized an out-of-sample prediction method, measuring the model's prediction error and calculating the average loss value. Two benchmarks were employed for comparison: the average loss value of predictions using indicator averages (IA) as a simple benchmark and the average loss value of a linear model (LM) forecast as a more conservative benchmark. To establish the model's superior predictive capabilities over the benchmarks, the average loss value of PLS-SEM should be lower, resulting in a negative difference in the average loss values. The CVPAT aimed to determine whether the difference in average loss values between PLS-SEM and the benchmarks was significantly below zero. The results presented in Table 7 confirm that the average loss value of PLS-SEM was indeed lower than that of the benchmarks, evidenced by the negative difference in the average loss values, substantiating the model's enhanced predictive capabilities. Ringle and Sarstedt (2016); Hair et al (2018) suggested using Importance Performance Analysis (IPMA) to assess the significance and effectiveness of latent variables in explaining acceptance. The findings of this analysis can be found in Table 8. In terms of overall impact, the strongest influence on intention was observed for attitude (0.356), followed by digital entrepreneurship education (0.302), social media usage (0.242), and self-efficacy (0.206). These values indicate the relative importance of each latent variable in the adoption context. In terms of performance scores, attitude achieved the highest score (74.702), while social media usage had the lowest score (69.177) on a scale ranging from 0 to 100. This suggests that attitude performed relatively well, while social media usage had the lowest level of achievement. Despite being the third most crucial factor for intention, social media usage demonstrated the lowest performance level. Based on these findings, it is recommended that working adults prioritize and emphasize activities that aim to improve their social media usage. By focusing on enhancing social media usage, it is possible to enhance overall performance.

Table 5
Hypotheses Testing Results, f^2 & VIF

Hypotheses	Beta	T statistics	P values	f^2	VIF	2.50%	97.50 %	*Decision*
H1: DEE -> ATT	0.533	9.166	0.000	0.353	1.827	0.411	0.640	*Supported*
H2: DEE -> INT	0.113	1.621	0.105	0.010	2.472	-0.028	0.246	*Not Supported*
H3: DEE -> ATT -> INT	0.190	4.549	0.000			0.117	0.285	*Supported*
H4: SE -> ATT	0.177	3.015	0.003	0.035	2.044	0.060	0.291	*Supported*
H5: SE -> INT	0.143	1.982	0.048	0.018	2.116	0.012	0.272	*Supported*
H6: SE -> ATT -> INT	0.063	2.624	0.009			0.024	0.119	*Supported*
H7: SMU -> ATT	0.133	2.393	0.017	0.024	1.658	0.020	0.237	*Supported*
H8: SMU -> INT	0.195	2.894	0.004	0.042	1.698	0.064	0.326	*Supported*
H9: ATT -> INT	0.356	5.606	0.000	0.104	2.270	0.236	0.489	*Supported*
H10: SMU -> ATT -> INT	0.047	2.256	0.024			0.010	0.093	*Supported*

Table 6
PLSpredicts

	Q^2predict	PLS-RMSE	LM-RMSE	PLS-LM
ATT1	0.398	0.726	0.735	-0.009
ATT2	0.413	0.601	0.605	-0.004
ATT3	0.414	0.622	0.625	-0.003
ATT4	0.324	0.658	0.659	-0.001
ATT5	0.275	0.626	0.611	0.015
INT1	0.241	0.665	0.667	-0.002
INT2	0.292	0.608	0.603	0.005
INT3	0.195	0.587	0.590	-0.003
INT4	0.263	0.563	0.567	-0.004

Table 7
Cross-Validated Predictive Ability Test (CVPAT)

	Average loss difference	t-value	p-value
ATT	-0.250	4.590	0.000
INT	-0.125	3.616	0.000
Overall	-0.194	4.661	0.000

Table 8
Importance-Performance Matrix Analysis

	Total Effect	Performance
ATT	0.356	74.702
DEE	0.302	70.772
SE	0.206	70.696
SMU	0.242	69.177

Discussion & Conclusion

The findings of the study underscore the critical role of digital entrepreneurship education, self-efficacy, and social media usage in shaping digital entrepreneurial intention, with attitude acting as a mediator among working adults. To enhance the impact of these factors on fostering a robust digital entrepreneurial mindset, several key considerations emerge. Firstly, digital entrepreneurship education programs should be designed to not only impart technical skills but also to instill a positive attitude towards innovation and risk-taking. Integrating practical experiences, case studies, and real-world applications within the educational framework can offer a more holistic understanding of digital entrepreneurship, contributing to the development of a positive attitude among learners. Secondly, initiatives to boost self-efficacy should be targeted at addressing specific skill gaps and fostering a sense of mastery. Tailored training programs and mentorship opportunities can provide individuals with the tools and resources needed to navigate the digital landscape confidently, positively influencing their self-efficacy beliefs. Additionally, social media platforms can be leveraged to create supportive ecosystems for aspiring digital entrepreneurs. Networking events, collaborative projects, and mentorship opportunities facilitated through social media can enhance exposure to success stories and role models, positively influencing attitudes and reinforcing the connection between social media usage and entrepreneurial intentions. Furthermore, policymakers and educational institutions should collaborate to integrate

digital entrepreneurship education into mainstream curricula, ensuring widespread access and relevance. This approach can contribute to a more inclusive and supportive environment, empowering a broader spectrum of working adults to explore and embrace digital entrepreneurship. By focusing on the design of educational programs, targeted skill development, leveraging social media platforms, and promoting inclusivity, stakeholders can collectively enhance the impact of digital entrepreneurship education, self-efficacy, and social media usage on digital entrepreneurial intention, with attitude as a mediator. These efforts can contribute to a more vibrant and resilient digital entrepreneurial landscape among working adults.

Theoretical Implications

The theoretical implications drawn from the above study provide valuable insights into the dynamics of digital entrepreneurship education, self-efficacy, social media usage, and attitude as mediators in shaping digital entrepreneurial intention among working adults. Firstly, the study contributes to the expansion of the Theory of Planned Behavior (TPB) by highlighting the nuanced role of attitude as a mediator, bridging the relationships between digital entrepreneurship education, self-efficacy, social media usage, and the intention to become a digital entrepreneur. This extends TPB's applicability in the context of the evolving digital landscape. Moreover, the study adds depth to the literature on self-efficacy, emphasizing its significance in influencing digital entrepreneurial intention. It highlights the specific areas where self-efficacy plays a crucial role, particularly in navigating the challenges and complexities of the digital entrepreneurship domain. Additionally, the findings contribute to the understanding of the interplay between social media usage and entrepreneurial intentions. By identifying the positive influence of social media on attitudes and intentions, the study sheds light on the mechanisms through which digital platforms contribute to the entrepreneurial mindset.

Contextual Implications

The contextual implications derived from the above study offer practical guidance for stakeholders, policymakers, educators, and working adults in Malaysia, shaping the landscape of digital entrepreneurship. Firstly, the study highlights the need for tailored digital entrepreneurship education programs in the Malaysian context. Policymakers can use these insights to design and implement initiatives that go beyond technical skills, emphasizing the development of a positive entrepreneurial attitude through innovative educational strategies. Furthermore, the emphasis on self-efficacy underscores the importance of targeted skill development initiatives. Policymakers and industry leaders can collaborate to offer training programs and mentorship opportunities that address specific skill gaps, empowering individuals to navigate the digital landscape with confidence. The study's insights into the positive impact of social media on entrepreneurial intentions have implications for both individuals and the broader business community in Malaysia. Entrepreneurs can leverage social media platforms for networking, collaboration, and mentorship, while policymakers can encourage the creation of supportive ecosystems through digital channels. The study advocates for a holistic approach to fostering digital entrepreneurship in Malaysia. By tailoring educational programs, addressing skill gaps, and leveraging social media, stakeholders can contribute to a vibrant and inclusive digital entrepreneurial ecosystem, aligning with the country's aspirations for digital transformation and economic growth.

Practical Implications

The practical implications stemming from the study offer actionable insights for practitioners, educators, and policymakers. Firstly, for educators and training providers, the emphasis should be on designing and delivering comprehensive digital entrepreneurship education programs that not only impart technical skills but also cultivate a positive attitude toward innovation and risk-taking. Incorporating real-world applications and practical experiences within these programs can enhance their effectiveness. Secondly, organizations and industry stakeholders can leverage the findings to implement targeted skill development initiatives and mentorship programs, addressing specific self-efficacy concerns among working adults. This could include workshops, seminars, and networking events to foster a sense of mastery and confidence in navigating the digital landscape. Lastly, policymakers can use the study's insights to inform the development of supportive ecosystems, both online and offline, encouraging social media usage for networking, collaboration, and mentorship opportunities. Creating an environment that nurtures positive attitudes and entrepreneurial intentions will contribute to a thriving digital entrepreneurial community. Overall, these practical implications provide actionable steps to foster a conducive environment for digital entrepreneurship among working adults.

Suggestions for Future Study

Future studies in the field of digital entrepreneurship among working adults could delve into the longitudinal effects of digital entrepreneurship education, self-efficacy, and social media usage on entrepreneurial intentions. Exploring the role of cultural and regional variations in shaping these relationships would offer a nuanced understanding. Additionally, investigating the impact of emerging technologies on digital entrepreneurial intentions and behavior could provide valuable insights. Further research might also focus on the effectiveness of specific interventions, such as mentorship programs or policy initiatives, in enhancing the identified factors. Lastly, examining the influence of external factors, such as economic conditions or regulatory environments, on digital entrepreneurial intentions, would contribute to a more comprehensive understanding of the dynamic landscape.

Conclusion

This study underscores the pivotal roles of digital entrepreneurship education, self-efficacy, social media usage, and attitude in shaping digital entrepreneurial intentions among working adults in Malaysia. The findings illuminate the interconnected nature of these factors and emphasize the significance of fostering a positive mindset through education and skill development. The practical, contextual, and theoretical implications provide actionable insights for educators, policymakers, and practitioners aiming to cultivate a vibrant digital entrepreneurial ecosystem. As Malaysia endeavors to embrace digital transformation, understanding and nurturing these key determinants will be essential for unlocking the full potential of working adults in contributing to the dynamic landscape of digital entrepreneurship.

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