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Digital Entrepreneurship Intention among Bumiputera University Students and the Role of Entrepreneurial Education

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Abstract: The influence of digital technologies has transformed many aspects of life globally, including the way we do business. The shift from traditional business paradigms has created vast opportunities for value creation. With the increasing challenges, competition, and uncertainty in the job market, digital entrepreneurship has provided an alternative career path for young adults to create employment opportunities and become self-reliant. Digital entrepreneurship has emerged as a crucial driver of economic innovation, requiring a strong entrepreneurial mindset among university students. This study examines the factors that influence digital entrepreneurship intention. Utilizing a structured quantitative approach, key determinants from the Theory of Planned Behavior (personal attitude, subjective norms and perceived behavioral control) are analyzed alongside entrepreneurial education to assess the impact on Bumiputera students' readiness and motivation to engage in digital ventures through a survey questionnaire. 173 valid responses from students of University Technology MARA were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results showed that subjective norms and perceived behavioral control were positively significant in influencing digital entrepreneurship intention. However, attitude and entrepreneurial education have no significant effect on digital entrepreneurship intention within this demographic. Findings of the study provide an understanding of factors that shaped Bumiputera students' intention to explore new ventures of entrepreneurial aspirations in the digital domain. These counterintuitive results suggest that the current approach to entrepreneurial education may not be sufficient to ignite the specific intent among Bumiputera students to engage in digital ventures. These results offer valuable insights for educators and policymakers seeking to enhance entrepreneurship programs.

Keywords: *Digital entrepreneurship, entrepreneurship intention, entrepreneurial education, university students, young entrepreneurs, Bumiputera*

1. Introduction and Background

The influence of digital technologies has led to a significant transformation in the global economy. The shift has given rise to digital entrepreneurship, which reshapes traditional business models and opens up extensive opportunities for value creation. With the current job market challenges, increasing competition and uncertainty in the job market, digital entrepreneurship provides an alternative career path. This allows young adults to be self-reliant and create employment opportunities. As such, fostering entrepreneurial spirit, particularly among university students, has become a strategic imperative for socio-economic development worldwide. The establishment of the Entrepreneurship Action Plan-Higher Education Institutions (EAP-HEIs) 2021-2025 (Ministry of Higher Education, 2020) showed the commitment of the Malaysian government to promote and encourage higher involvement of university students in entrepreneurship. This study, therefore, aims to explore the influencing factors of digital entrepreneurship intention among Bumiputera university students and examines the pivotal role that entrepreneurship education plays in fostering this critical mindset.

Digital entrepreneurship is basically characterized by the establishment of a business activity with the utilization of online digital platforms and data networks for value creation. It is mostly defined as the creation of new ventures or the transformation of existing businesses that drive economic or social value by using novel digital technologies (Zhao & Collier, 2016; Sahut et al., 2021). This definition highlights the innovative use of digital technologies in creating value through the transition in business models. Other perspectives highlight digital entrepreneurship as a technological advancement in business performance (Hull et al., 2007) or the

pursuit of opportunities via digital media and information and communication technologies (Davidson and Vaast, 2010). In contrast to traditional entrepreneurs, which often constrained by location and limited resources, digital entrepreneurs can tap into global markets and leverage affordable digital marketing tools. The low barriers of entry, flexibility, low cost, and wider market reach afforded by digital technologies create a fertile ground for online business ventures, allowing individuals with business ideas and ready to offer products or services to launch quickly and with relative ease. These features alleviate a complicated traditional business start-up that normally requires more planning, resources and capital, especially among young entrepreneurs.

However, while digital entrepreneurship presents countless opportunities for young entrepreneurs, it also comes with challenges, particularly those rooted in personal traits. Successful digital entrepreneurs typically possess a unique blend of skills and characteristics. These include strong digital skills (Abubakre et al., 2022), such as the ability to set up websites, manage online sales, or handle social media, creativity for ideation and problem solving with limited resources (Fleck & Asmuth, 2020; Promthong & Chia-Han, 2021), adaptability to navigate changing technology and markets (Audretsch et al., 2024), leadership to make informed decisions (Anunthawichak & Kitcharoen, 2023; Renko et al., 2015) and networking abilities to build relationships with customers, suppliers, and promotional outlets (Mitrega et al., 2017; Äyväri & Jyrämä, 2007). A deep understanding of the underlying factors is important for the success of a digital business. As Bumiputera students represent a significant portion of Malaysia's youth population, fostering digital entrepreneurship can enhance their economic independence and help to boost the country's economic empowerment. According to Ting Ngoo et al. (2023), entrepreneurship is often seen as risky compared to traditional employment, which leads to lower entrepreneurial intention among Bumiputera students.

By utilizing the Theory of Planned Behavior (TPB), this research aims to investigate the key factors influencing intention to engage in digital entrepreneurship while identifying the vital role and effectiveness of entrepreneurial education in fostering such aspirations among Bumiputera university student populations. The TPB is widely utilized in entrepreneurial intention research because it offers a framework for explaining how intentions are formed through a rational cognitive process. The theory suggests that stronger positive attitudes, supportive subjective norms, and higher perceived behavioral control collectively lead to stronger entrepreneurial intentions (Mohd Noor & Malek, 2021; Utami, 2017; Batz Liñeiro et al., 2024; Mohamed Said & Mohamed, 2025). As Malaysian universities have been actively integrating entrepreneurship education into their programs to foster innovation and business skills among students (Ahmad & Buchanan, 2015), this study will explore the core relationship between education and intention; and examine the role of entrepreneurial education in shaping digital entrepreneurship intention, considering the unique characteristics and challenges of the evolving digital entrepreneurial ecosystem.

The predictive power of intention is widely acknowledged in behavioral and entrepreneurship studies. Intention is consistently regarded as the most reliable predictor of planned behavior, particularly for complex actions such as starting a new business, which necessitate deliberate decisions and may involve unpredictable time lags. Research suggests that by studying an individual's intentions to start a business, it is possible to forecast whether that individual will indeed establish a company. This predictive capacity elevates the study of entrepreneurial intention beyond a purely academic exercise to a field of strategic importance for practical application. If intention is a strong precursor to actual entrepreneurial behavior, then influencing intention becomes a logical and effective means of stimulating entrepreneurial activity. This means that governments and educational institutions, which often aim to boost entrepreneurship for economic growth and stability, should strategically focus their interventions on factors that demonstrably shape entrepreneurial intention. By integrating the impact of education on intention in this study, the findings hopefully can give direction on policy formulation and curriculum design, thereby contributing to real-world impact.

2. Literature Review

Entrepreneurship Intention

Entrepreneurial intention is a fundamental construct in entrepreneurship research, which refers to an individual's conviction and belief in initiating a new business venture (Hsu et al, 2019; Thompson, 2009). It signifies an individual's commitment to achieving a business goal and plays a crucial role in the identification,

evaluation, and inspection of strategic business opportunities (Barba-Sánchez & Atienza-Sahuquillo, 2018). Entrepreneurial intention is not merely wishful thinking but it represents an active cognitive process that represents an individual's beliefs, perceptions, and other external influences that can motivate and lead individuals to real action. It is conceptualized as a mindset that ultimately propels an individual toward creating a new business concept and embarking on an entrepreneurial career (Chhabra, Raghunathan, & Rao, 2020).

Theory of Planned Behavior

Theory of Planned Behavior (TPB), which was developed by Ajzen (1991), suggests that an individual's intention to perform a behavior is the most immediate determinant of that behavior. This intention is influenced by three independent factors – Attitude, Subjective Norms and Perceived Behavioral Control. Attitude towards the behavior refers to an individual's positive or negative evaluation of performing the entrepreneurial act. It is shaped by their beliefs about the potential outcomes of engaging in entrepreneurship and their evaluation of these outcomes, such as desirability or cost. Subjective Norms represent the perceived social pressure an individual feels from significant referents, such as family, friends, or role models, to engage or not engage in entrepreneurial behavior. The degree to which an individual is willing to conform to these judgments influences their normative beliefs and, consequently, their intention. Perceived Behavioral Control relates to an individual's assessment of their capacity to perform the necessary actions and effectively manage future circumstances. It reflects their perception of available opportunities, resources, and anticipated challenges, indicating the level of control they believe they have over the execution of the entrepreneurial activity.

Digital Entrepreneurship Intention

There has been growing interest among scholars to explore the factors influencing digital entrepreneurship intention among university students. The Theory of Planned Behavior has emerged as a dominant theoretical model applied in studies. Sartika and Santosa (2023) found that the TPB constructs significantly affect digital entrepreneurship intention, explaining 52% of the variance. May and Hui (2024) found that attitudes towards information technology and subjective norms significantly influence the intention. While TPB constructs (attitude, subjective norms, and perceived behavioral control) are generally accepted, researchers have explored additional factors to enhance their explanatory power. Past research has identified a range of contributing elements, including cognitive, individual, environmental, and demographic factors. This study tries to see the explanatory power of TPB by adding entrepreneurship education as an additional factor to determine Bumiputera students' intention to engage in digital entrepreneurship.

Entrepreneurial Education

Entrepreneurial education (EE) is defined as the teaching of skills and the cultivation of talents essential for students to initiate businesses, identify opportunities, manage risks, and innovate throughout their careers (Torrance et al., 2013). The widespread adoption of EE in higher education represents a significant shift from an optional offering to an essential component of future economic resilience. This expansion was driven by significant economic changes, which encouraged young people to seek independent careers and rely on their "personal brands" rather than traditional corporate employment. For university students, this means EE is crucial for navigating a future where traditional employment paths may offer less security, and entrepreneurial skills (such as identifying opportunities, managing risk, and innovating) are universally valuable, whether they choose to launch a venture or contribute innovatively within an existing organization. Many entrepreneurial education programs in universities have been shown to successfully contribute to students' engagement in entrepreneurship, particularly through experiential learning and competence-building initiatives (Lv et al., 2021). As such the entrepreneurship education has gained significant attention as one of the key drivers of economic growth and development (Maiyo et al., 2016; Raposo & do Paço, 2011).

The goals of entrepreneurship education range from imparting basic knowledge to developing practical skills, with curriculum design emphasizing innovative approaches like industrial visits and management games (Bhatt & Bhatt, 2016). Effective teaching methods include action learning and experiential learning, focusing on skills development rather than just knowledge transfer (Maiyo et al., 2016; Bhatt & Bhatt, 2016). While the impact of entrepreneurship education on venture creation is not immediate, studies suggest that it positively influences students' intentions to start businesses and has an impact on their personal development (Raposo & do Paço, 2011; Bhatt & Bhatt, 2016). The growing need and importance of entrepreneurship education

present challenges for governments in terms of funding and selecting appropriate educational programs (Raposo & do Paço, 2011).

Empirical evidence indicates that entrepreneurial education enhances entrepreneurial intentions among participants. Studies across different countries showed that students who received and were exposed to entrepreneurship education typically exhibit deeper entrepreneurial intentions as compared to their counterparts without such exposure (Bagheri, 2018; Ching & Kitahara, 2017; Ramchander, 2021). A longitudinal study in Brazil found that entrepreneurship education significantly impacts students' intentions to undertake entrepreneurial activities (Ching & Kitahara, 2017). Similarly, a study in South Africa revealed a statistically significant increase in students' entrepreneurial intentions after completing an entrepreneurship module, primarily due to increased desirability for entrepreneurship (Ramchander, 2021). Rauch and Hulsink (2014) further demonstrated that entrepreneurship education not only enhances intentions but also mediates the effect on subsequent behavior associated with new venture creation. These findings suggest that entrepreneurship education is effective in fostering entrepreneurial mindsets and should be integrated across disciplines to contribute to economic development and professional self-realization (Ching & Kitahara, 2017).

This positive correlation extends specifically to digital entrepreneurship intentions, with EE identified as a critical predictor in shaping these aspirations. Critically, studies confirm that both general entrepreneurship education and specialized digital entrepreneurship education significantly contribute to the development of DEI. Digital entrepreneurship education was found to moderate the relationship between perceived behavioral control and digital entrepreneurship intention, though it does not moderate the relationships between attitude, subjective norms, personal innovativeness, and intention (Nguyen & Nguyen, 2024). In the context of Malaysian university students, Ting Ngoo et al. (2023) found that entrepreneurial education is the second most crucial factor affecting digital entrepreneurship intention.

Table 1: Key Definitions in Digital Entrepreneurship Research

Concept	Definition(s)
Digital Entrepreneurship	"The creation of new ventures or transformation of existing businesses that drive economic or social value by using novel digital technologies" (Zhao & Collier, 2016; Sahut et al., 2021). "Technological advancement with new ways of establishing and performing business" (Hull et al., 2007). "Pursuit of opportunities based on the use of digital media and other information and communication technologies" (Davidson and Vaast, 2010). "Combination of digital infrastructure and entrepreneurial agents within the context of both ecosystems" (Sussan & Acs, 2017).
Entrepreneurship Intention	"An individual's belief in starting a new business venture". (Hsu et al, 2019; Thompson, 2009) "Individuals' conviction of achieving the business goal. It helps identify, evaluate, and inspect strategic business opportunities" (Barba-Sánchez & Atienza-Sahuquillo, 2018). "A conscious understanding of one's capacity to launch a new business and a belief in one's potential to do so in the future" (Thompson, 2009). "A mindset that ultimately leads a person to create a new business concept and pursue an entrepreneurial career" (Chhabra, Raghunathan, & Rao, 2020).

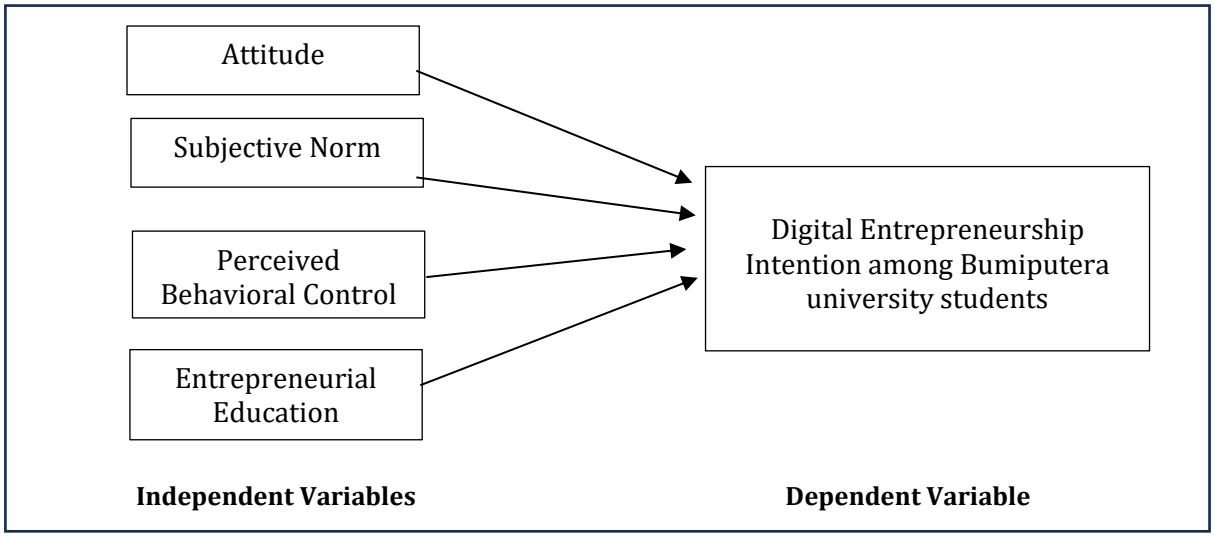
Entrepreneurial Education	- "The teaching of skills and cultivation of talents that students need to start businesses, identify opportunities, manage risk, and innovate in the course of their careers" (Torrance et al., 2013). "Improving the individual's knowledge, skill set, and abilities" (Bhatt & Bhatt, 2016).

Hypotheses of the study are developed as follows:

H1: Attitude has a positive effect on digital entrepreneurship intention among Bumiputera university students.
H2: Subjective norm has a positive effect on digital entrepreneurship intention among Bumiputera university students.
H3: Perceived behavioral control has a positive effect on digital entrepreneurship intention among Bumiputera university students.
H4: Entrepreneurial education has a positive effect on digital entrepreneurship intention among Bumiputera university students.

Figure 1 below represents the research model of this study. The three constructs of Planned Behavior Theory, together with the additional construct, entrepreneurship education, serve as the independent variables in this study. Whereas the intention of Bumiputera university students to engage in digital entrepreneurship is the dependent variable.

Figure 1: Research Model



3. Methodology

This is a quantitative study with a self-administered survey to collect data by applying a non-probability purposive convenience sampling method on undergraduate students from three schools of studies – the Faculty of Business and Management, the Faculty of Accountancy and the Faculty of Hotel and Tourism Management at UiTM Puncak Alam. The minimum sample size required of 95 for 4 explanatory variables was computed using G*Power version 3.1.9.7 (Faul et al., 2007). This study managed to collect 173 valid data which is more than the minimum sample size required.

The measurement items of the constructs in this study were adopted from past studies. The measurement items of constructs of attitude (3 items), subjective norms (6 items), perceived behavioural control (2 items) and digital entrepreneurship intention (6 items) were adopted from (Tavares Damasceno et al., 2023). Six measurement items of entrepreneurship education were adopted from Jiatong et al. (2021). All items were measured with a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Data was analysed by applying structural equation modelling–partial least squares (PLS-SEM) technique using SmartPLS version 4.1.1.2 (Ringle et al., 2024). The analysis of PLS–SEM comprises a measurement model (validity and reliability) and a structural model (hypothesis testing on the relationship between variables).

4. Data Analysis

The measurement model was assessed to measure convergent validity and discriminant validity of the outer model. The assessment results of convergent validity are shown in Table 2. The convergent validity measurement of outer loading for all items is greater than 0.5, average variance extracted (AVE) exceeds 0.5 and composite reliability is more than 0.7, indicating the validity and reliability of the measurement items and constructs.

Table 2: Measurement model

Construct	Item	Loadings	CR	AVE
Attitude (ATT)	ATT1	0.839	.9	.75
	ATT2	0.91		
	ATT3	0.848		
Subjective Norms (SN)	SN1	0.732	.867	.521
	SN2	0.725		
	SN3	0.741		
	SN4	0.716		
	SN5	0.729		
	SN6	0.688		
Perceived Behavioral Control (PBC)	PBC1	0.896	.853	.744
	PBC2	0.828		
Entrepreneurship Education (EE)	EE1	0.778	.926	.675
	EE2	0.82		
	EE3	0.845		
	EE4	0.846		
	EE5	0.808		
	EE6	0.83		
Digital Entrepreneurship Intention (INT)	INT1	0.81	.922	.748
	INT2	0.864		
	INT3	0.889		
	INT4	0.894		

Table 3: HTMT

	1	2	3	4	5
1. Attitude					
2. Subject Norms	0.645				
3. Perceived Behavioral Control	0.744	0.549			
4. Entrepreneurial Education	0.668	0.636	0.628		
5. Entrepreneurial Intention	0.470	0.484	0.558	0.441	

The discriminant validity was examined using the Heterotrait-Monotrait Ratio of Correlations (HTMT) criterion (Henseler et al., 2015). As shown in Table 3, the values of HTMT were less than the 0.85 threshold

(Kline, 2011), supporting sufficient discriminant validity.

Structural Model

The structural model was assessed to test the hypotheses in the study through a bootstrapping procedure with a resample of 10,000 (Hair et al., 2022) for path coefficients, t-values, p-values and confidence intervals. The results of the structural model are shown in Table 4.

Table 4: Hypothesis Testing

Relationship	Std beta	Std error	t-value	p-value	BCI LL	BCI UL	f^2	R^2
H1: Attitude -> Digital Entrepreneurship Intention	0.088	0.091	0.962	0.168	-0.071	0.23	0.006	0.297
H2: Subject Norms -> Digital Entrepreneurship Intention	0.262	0.08	3.281	0.001	0.102	0.372	0.060	
H3: Perceived Behavioral Control -> Digital Entrepreneurship Intention	0.225	0.086	2.609	0.005	0.082	0.366	0.047	
H4: Entrepreneurship Education -> Digital Entrepreneurship Intention	0.102	0.099	1.027	0.152	-0.054	0.274	0.008	

The path coefficient results show that two hypotheses were found to be significant. Subjective norms had a positive and significant effect on digital entrepreneurship intention (H_2: $\beta = 0.262$, $p < 0.01$), with the f^2 value of 0.060 indicating a small effect of subjective norms on digital entrepreneurship intention among students. Perceived behavioral control was found significantly positive effect on digital entrepreneurship intention among students (H_3: $\beta = 0.225$, $p < 0.01$). The f^2 value of 0.047 indicated a small to medium effect of perceived behavioral control on digital entrepreneurship intention. Thus, only H_2 and H_3 were supported. The results indicate that attitude (H2: $\beta = 0.088$, $p > 0.05$) and entrepreneurship education (H4: $\beta = 0.102$, $p > 0.05$) have an insignificant effect on digital entrepreneurship intention among students.

The R^2 value of 0.297 showed that 29.7% of the variation in digital entrepreneurship intention is explained by four predictors in the model, as shown in Table 5.

Table 5: R^2

Dependent variable	R^2
Digital Entrepreneurship Intention	0.297

Table 6: PLS Predict

	PLS-SEM		LM	PLS-SEM - LM
	Q^2predict	RMSE	RMSE	RMSE
INT1	.136	.192	.232	-0.040
INT2	.122	.115	.140	-0.025
INT3	.191	.090	.103	-0.013
INT4	.263	.074	.147	-0.073

The predictive relevance was tested using PLSpredict (Shmueli et al., 2019) and the results are shown in Table 6. All items of PLS-SEM RMSE values were less than LM RMSE values, indicating the predictive power of the model is significant. This attitude toward collaborative consumption, subjective norms and perceived behavioural control had a strong predictive relevance for digital entrepreneurship intention.

Discussion

This study examines the factors influencing digital entrepreneurship intention among Bumiputera university students using the TPB model. This study contributes to the literature with a better understanding of Bumiputera students' digital entrepreneurship intention. The analysis results indicated that subjective norm had a statistically significant positive influence on digital entrepreneurship intention, which aligns with the findings of past studies (Al-Mamary & Alraja, 2022; Alferaih, 2022).

Peers and family members are influential in students' intention to start a business. Thus, if the individual has enough support around them, such as working conditions and an environment conducive to work, then their intention and desire to initiate that work will rise. Perceived social pressure to perform or not to perform the entrepreneurial behavior may be triggered by family, friends, teachers, and other possible role models. Close interaction with friends and family members is important in supporting their decision-making to engage in a business. The family has a significant influence on the perception that entrepreneurship is as esteemed as other professions. Moreover, learning environments that facilitate student interaction with entrepreneurial role models and business professionals play a critical role in fostering their willingness to engage in entrepreneurial activities (Maydiantoro et al., 2021).

The findings revealed that perceived behavioural control has a significant influence on digital entrepreneurship intention among students, which is in line with Al-Mamary and Alraja's (2022) and Alferaih's (2022) findings. The availability of opportunities, skills, competencies, and resources may affect an individual's decision-making capacity. The entrepreneurship intention increases with an individual's level of conviction in the presence of conditions that could facilitate the behaviour (Al-Mamary & Alraja, 2022).

Contrary to expectations, attitude did not exhibit a statistically significant effect on digital entrepreneurship intention among Bumiputera students. This indicates that the extent of students' evaluation of the creation of a new business is negative and not strong enough to start a new business, suggesting that other factors may play a more prominent role. Sobaih and Elshaer (2022) in their study examining digital natives in Saudi Arabia found that while personal traits significantly influenced attitude, the direct effect of attitude on digital entrepreneurial intention was not significant. Instead, according to the study, attitude served as a mediator, not a direct predictor.

Interestingly, the insignificant effect of entrepreneurial education on digital entrepreneurship intention among Bumiputera students was also found in the study, diverging from the assumptions of prior research. However, the finding is consistent with Auliadara et al. (2024), who found that entrepreneurship education had no significant effect on students' interest in entrepreneurship. While Lopes et al. (2025) found that digital entrepreneurial education only became influential when mediated by students' innovative digital attitudes. They stressed that on its own, entrepreneurial education did not significantly predict digital entrepreneurial intention. Incongruous entrepreneurship education could be a major barrier to new graduates' ability to transform their concepts into actual business execution strategies (Alferaih, 2022).

5. Conclusion and Recommendations

This study set out to examine the digital entrepreneurship intention among Bumiputera university students using the TPB model with a particular focus on the role of entrepreneurial education. While theoretically compelling, our empirical findings revealed an intriguing insignificance of entrepreneurial education in predicting digital entrepreneurship intention within this particular demographic. These counterintuitive results suggest that a generic approach to entrepreneurial education, as currently implemented, may not be sufficient to ignite the specific intent to engage in digital ventures among Bumiputera university students.

The observed insignificance is likely due to several possible reasons, stemming from potential mismatches between the existing entrepreneurial curriculum and the dynamic demands of digital entrepreneurship, or a possible lack of perceived relevance by students. The digital landscape evolves rapidly. The educational content is at risk of becoming irrelevant to students contemplating digital ventures if it is not continuously updated to reflect the latest trends, technologies and business models in the digital economy. Many entrepreneurial education programs in universities might successfully contribute to students' engagement in entrepreneurship

(Lv et al., 2021), but they may lack sufficient depth and breadth in addressing the unique characteristics of digital entrepreneurship (Sitaridis & Kitsios, 2023), such as platform economics, e-commerce strategies, cyber security or digital marketing. If the curriculum doesn't directly equip students with the skills and mindset for the digital realm, its impact on digital entrepreneurship intention will be diluted. Students might also not perceive the entrepreneurial education they receive as directly relevant to their aspirations in digital entrepreneurship. They might view it as an academic requirement rather than a practical pathway to launching a digital business. In a highly academic environment, students may prioritize achieving good grades over genuinely internalizing entrepreneurial skills and mindsets, especially if the assessment methods do not adequately reward practical application and innovation.

Furthermore, the effectiveness of entrepreneurial education might be critically mediated or moderated by other factors such as digital literacy (Guo et al., 2025), access to specific digital resources (Tennakoon et al., 2024), or the presence of inspiring digital role models (Ardi et al., 2024). These factors are worth being considered in future research to see how entrepreneurial education plays a more impactful role in predicting the intention of digital entrepreneurship among Bumiputera university students. Thus, the findings emphasized a need for a better approach to encouraging digital entrepreneurial aspirations, moving beyond the usual classroom strategies and traditional entrepreneurship education to support digital business goals.

Based on the limitations and insights derived from this study, the following recommendations are put forth for policymakers and educational institutions to more effectively cultivate digital entrepreneurship intention among Bumiputera university students. Firstly, revisit entrepreneurial education with a digital-first focus. A dynamic curriculum beyond generalized entrepreneurship courses, with the inclusion of digital skills and topics is to be developed. Sitaridis and Kitsios (2023) emphasized the need to redefine entrepreneurship education in light of digital transformation, advocating for curriculum innovation that goes beyond traditional, generalized courses to meet the demands of the digital economy. The incorporation of cutting-edge topics such as AI in business or lean start-up methodologies for digital ventures may enhance the effectiveness of entrepreneurial education in cultivating a new generation of digitally-savvy Bumiputera entrepreneurs. Secondly, cultivate a conducive digital entrepreneurial ecosystem by establishing accessible funding or micro-grant programs with viable digital startup ideas. Autio et al. (2018) emphasized that accessible financial support mechanisms like micro-grants can lower entry barriers and stimulate innovation among early-stage entrepreneurs. They stressed that funding schemes and digital infrastructure play a critical role in shaping entrepreneurial ecosystems, especially in digital contexts. Universities, therefore, could develop dedicated digital accelerators that provide mentorship, networking opportunities, and technical support for digital ventures. Lastly, ensure equitable access to high-speed internet, essential digital tools, software licenses, and cloud computing resources within university campuses. These are among the important foundations for pursuing digital ventures. Disparities in access to reliable internet, digital devices and essential software were found to significantly impact students' ability to engage successfully online (Means et al., 2020).

By embracing these recommendations, educational institutions and policymakers in Malaysia can significantly enhance the effectiveness of entrepreneurial education in cultivating a new generation of digitally-savvy Bumiputera entrepreneurs, which is vital for the country's economic growth and digital transformation.

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