

# The influence of perceived creativity, university support, and social media adoption intention on digital entrepreneurial intention among Cairo University students



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## ARTICLE INFO

### Article history:

Received 4 February 2025

Received in revised form

26 May 2025

Accepted 25 June 2025

### Keywords:

Digital entrepreneurship

Student creativity

Social media use

University support

Entrepreneurial intention

## ABSTRACT

Cairo University aims to graduate students who are not only skilled in their fields but also prepared to become entrepreneurs. This study investigates how self-perceived creativity, the perceived usefulness of social media, the intention to use social media, and university support influence students' digital entrepreneurial intentions. The goal is to provide insights that can help strengthen the university's efforts to promote entrepreneurship and digital business skills. A quantitative research design was used, with data collected through a Likert-scale questionnaire administered to 500 undergraduate students from the 2024–2025 academic year. Data were analyzed using SPSS 28 and Amos 28. The results show that self-perceived creativity, perceived usefulness of social media, intention to use social media, and university support all have a positive and significant effect on students' digital entrepreneurial intentions. Moreover, university support strengthens the relationship between creativity and digital entrepreneurial intentions. The intention to use social media also mediates the link between creativity and entrepreneurial intentions. These findings highlight the importance of encouraging student creativity and leveraging social media to support entrepreneurship in higher education.

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## 1. Introduction

Digitalization has become a central theme in the development of modern industry and information, bringing significant changes to organizations, markets, job types, and learning needs, and directly impacting business and education (Garcez et al., 2022). The positive effects of digitalization are evident in the entrepreneurship sector, with promotional changes reaching more potential consumers, creating new job opportunities, and increasing social and economic activities. Digital entrepreneurship, based on data networks and digital platforms, creates new business activities using internet-based resources to sell products or services online (Abdelfattah et al., 2022).

The development of Information and Communication Technology (ICT) and internet usage has increased. Demonstrating the dominance of

digitalization in everyday life. Social media is used for various purposes, such as searching for information and finding ideas or inspiration, and enhances user creativity through engaging content. And Self-creativity, which is the ability of individuals to develop new ideas, is crucial in entrepreneurship (Al Halbusi et al., 2024).

Research on digital entrepreneurship intentions among university students remains relatively scarce. According to Abdelfattah et al. (2022), self-creativity and social media usage positively affect e-entrepreneurial intentions in Oman. Conversely, a study by Kumar and Shukla (2022) presented differing findings, showing that creativity and social media usage have a negative impact on student entrepreneurial intentions in India and Indonesia.

This study seeks to explore how self-realized creativity, realized usefulness of social media, intention to use social media, and realized university support influence digital entrepreneurial intentions among Cairo University students. It will also examine whether university support moderates the impact of self-realized creativity on entrepreneurial intentions and if the intention to use social media mediates the link between self-realized creativity and digital entrepreneurial intentions. The study aims to enrich theoretical insights into digital entrepreneurship

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<https://doi.org/10.21833/ijaas.2025.07.019>

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interest among students. Practically, it aims to benefit students by encouraging entrepreneurial interest, assist the Ministry of Education and government in shaping digital entrepreneurship training and educational policies, help universities develop relevant training programs, and serve as a resource for future research.

## 2. Literature review

### 2.1. Entrepreneurship

Entrepreneurship is a broad concept that involves the creation and management of new businesses, often marked by innovation, risk-taking, and the ability to recognize opportunities. Researchers have examined different aspects of entrepreneurship, highlighting its vital role in economic growth, job creation, and social change. It is commonly defined as the process of identifying opportunities, gathering resources, and generating value through innovative products or services (Nambisan et al., 2019). Innovation remains a key focus in entrepreneurship studies (Pisano, 2019). Recent research emphasizes that entrepreneurship drives economic development by creating jobs and increasing competition, which can improve overall economic performance. In addition, the entrepreneurial ecosystem—comprising universities and support organizations—plays an important role in encouraging entrepreneurial intentions among students and new entrepreneurs.

The integration of entrepreneurship education in academic curricula has gained attention in recent years. Programs designed to enhance entrepreneurial skills and mindset are essential for preparing students for the challenges of the business world. Studies show that experiential learning, mentorship, and networking opportunities can significantly impact students' entrepreneurial intentions (Abdelfattah et al., 2022). In conclusion, entrepreneurship is a dynamic field that encompasses various elements, from individual traits and innovation to broader societal impacts. Literature suggests that fostering entrepreneurship requires a multifaceted approach, combining education, support systems, and an understanding of the challenges entrepreneurs face.

### 2.2. Digital entrepreneurial intentions

Digital entrepreneurial intentions refer to the aspirations and motivations of individuals, particularly students, to engage in entrepreneurial activities utilizing digital platforms and technologies. The increasing prevalence of digital tools and online business models has significantly influenced these intentions, prompting extensive research in this area. Digital entrepreneurial intentions can be defined as the intention to start a business that primarily operates in the digital space, leveraging technologies such as social media, e-commerce

platforms, and digital marketing strategies. Researchers like Shneor et al. (2020) emphasized the importance of understanding the unique motivations that drive individuals to pursue digital entrepreneurship, particularly among youth and university students. Several factors influence digital entrepreneurial intentions. Self-perceived creativity, self-efficacy, and the perceived usefulness of digital tools play crucial roles in shaping these intentions. For instance, studies by Abdelfattah et al. (2022) indicated that students who view themselves as creative and who feel confident in their digital skills are more likely to express intentions to engage in e-entrepreneurship. Educational institutions play a pivotal role in fostering digital entrepreneurial intentions. Curricular and extracurricular activities that promote entrepreneurship, such as workshops, hackathons, and mentorship programs, can enhance students' entrepreneurial mindset. Research highlights that perceived university support positively influences students' intentions to start digital ventures (Al Halbusi et al., 2024). Social media has emerged as a powerful tool for aspiring digital entrepreneurs. It provides platforms for networking, marketing, and idea generation, significantly impacting entrepreneurial intentions. Social media usage not only facilitates communication but also enhances visibility for new business ideas, as noted in the works of Kumar and Shukla (2022).

### 2.3. Self-realized creativity

Self-realized creativity refers to an individual's intrinsic ability to generate novel ideas and solutions, often enhanced by their environment and experiences. In the context of universities, self-realized creativity is pivotal in fostering entrepreneurial intentions and academic success. This literature review explores various aspects of self-realized creativity among university students, its determinants, and implications for educational practices. Self-realized creativity is characterized by an individual's perception of their creative capabilities and the environment's influence on these perceptions. According to Amabile (1996), creativity can be fostered by providing an environment that encourages risk-taking and innovative thinking, suggesting that self-realized creativity thrives in supportive educational settings.

The university environment significantly impacts students' creative self-perceptions. Research by Smith and Darvas (2017) indicated that institutions that promote interdisciplinary collaboration and provide resources for creative exploration enhance students' confidence in their creative abilities. These environments not only nurture creativity but also help students recognize and utilize their self-realized creative potential. Faculty encouragement and peer collaboration are crucial in developing self-realized creativity among students. Studies by Ritchie and Genoni (2002) highlighted that mentorship and constructive feedback from faculty members can

bolster students' self-confidence and creativity. Furthermore, peer interactions within diverse groups allow students to share ideas and perspectives, thereby enhancing their creative processes. Self-realized creativity is closely linked to entrepreneurial intentions. According to [Zhao and Seibert \(2006\)](#), individuals with high self-perceived creativity are more likely to engage in entrepreneurial activities, as they are more willing to take risks and explore innovative business ideas. This connection underscores the importance of cultivating creativity within university curricula to prepare students for entrepreneurial endeavors. Literature emphasizes the need for universities to integrate creativity-enhancing strategies into their curricula. By adopting project-based learning, collaborative assignments, and creative workshops, institutions can create an environment that nurtures self-realized creativity. Research by [Smith et al. \(2009\)](#) suggested that such approaches not only enhance creativity but also improve overall student engagement and satisfaction.

#### 2.4. Use of social media

The relationship between the intention to use social media and digital entrepreneurial intention has garnered significant attention in recent research. Scholars have highlighted various dimensions through which social media influences entrepreneurial intentions, emphasizing the platforms' role in fostering creativity, networking, and business promotion. Social media provides entrepreneurs with unique opportunities to recognize market trends and consumer needs. Research indicates that the intention to engage with social media enhances an individual's ability to identify entrepreneurial opportunities. For instance, social media facilitates access to vast amounts of information and networking opportunities, which can inspire new business ideas and innovations ([Abdelfattah et al., 2022](#)).

The intention to use social media is positively associated with enhanced creativity among potential entrepreneurs. Social media platforms allow users to exchange ideas and collaborate, leading to increased creative output. [Al Halbusi et al. \(2024\)](#) found that individuals who actively engage in social media are more likely to develop innovative business concepts, which directly support their entrepreneurial intentions. Engaging with social media can help aspiring entrepreneurs build valuable networks. Research by [Taneja et al. \(2016\)](#) emphasized that the intention to utilize social media for networking can lead to beneficial relationships with mentors, peers, and potential customers, all of which are crucial for entrepreneurial success. These connections not only provide support but also open doors to collaborative ventures, thus enhancing digital entrepreneurial intentions.

Social media serves as a resource-sharing platform, enabling users to exchange knowledge and best practices. Studies indicate that students and

young entrepreneurs who intend to use social media for business purposes benefit from the wealth of resources available online, which boosts their confidence in pursuing entrepreneurial activities ([Kumar and Shukla, 2022](#)). This sharing of resources plays a critical role in fostering a positive entrepreneurial mindset. The intention to use social media also contributes to skill development and is essential for entrepreneurship. Research suggests that social media platforms provide learning opportunities through webinars, online courses, and community discussions, which are pivotal for building the necessary skills to succeed in digital entrepreneurship. This acquisition of knowledge further strengthens individuals' entrepreneurial intentions.

While many studies highlight the positive relationship between social media use and entrepreneurial intention, some research presents mixed findings. For instance, [Kumar and Shukla \(2022\)](#) found that, in certain contexts, excessive reliance on social media could detract from entrepreneurial focus and productivity. This indicates that while the intention to use social media can enhance entrepreneurial intentions, it is essential to balance engagement with practical execution.

#### 2.5. Usefulness of social media

The realized usefulness of social media has emerged as a significant factor influencing digital entrepreneurial intention among individuals, particularly students. This literature review synthesizes various studies highlighting how perceptions of social media's utility can foster entrepreneurial activities and intentions. Research indicates that when individuals perceive social media as a valuable tool for entrepreneurship, their intention to engage in entrepreneurial activities increases. For instance, [Abdelfattah et al. \(2022\)](#) found that students who viewed social media as beneficial for their entrepreneurial endeavors were more likely to express intentions to start e-businesses. This perception of usefulness acts as a motivational factor, encouraging students to explore entrepreneurial opportunities through social media platforms.

The utility of social media in providing access to vital business information and networking opportunities significantly impacts entrepreneurial intentions. Social media platforms facilitate connections with potential customers, mentors, and industry professionals, which can enhance the knowledge and skills necessary for entrepreneurship. The ability to leverage these connections increases the perceived usefulness of social media, thereby positively affecting digital entrepreneurial intentions. The realized usefulness of social media extends to educational contexts, where it serves as a platform for learning and skill development. Students often use social media for sharing knowledge, engaging in discussions, and

accessing resources related to entrepreneurship. Studies have shown that this access to learning materials and peer interactions enhances their entrepreneurial mindset and intentions (Al Halbusi et al., 2024). Social media is recognized for its role in fostering creativity and innovation, which are crucial components of entrepreneurship. When individuals see social media as a tool for generating creative ideas and solutions, their entrepreneurial intentions are positively influenced. Research by Kumar and Shukla (2022) supported this notion, indicating that social media can enhance users' creativity, thereby boosting their confidence in pursuing entrepreneurial ventures. While many studies support the positive relationship between the realized usefulness of social media and entrepreneurial intentions, some research presents nuanced findings. For example, certain contexts may reveal that overreliance on social media could detract from effective business planning and execution. This highlights the need for a balanced approach to using social media in entrepreneurial endeavors.

## 2.6. Realization of university support

The realization of university support plays a critical role in shaping students' academic and entrepreneurial intentions. This literature review highlights the various dimensions of university support and its influence on students, particularly in fostering entrepreneurship. University support encompasses a range of services and resources provided to students, including academic advising, mentorship, access to funding, and networking opportunities. According to Aliedan et al. (2022), university educational support—encompassing entrepreneurial training, resource provision, and supportive infrastructure—has a significant direct positive impact on students' entrepreneurial intention, and also exerts indirect effects through key Theory of Planned Behavior constructs: attitude, subjective norms, and perceived behavioral control.

Research shows that supportive university environments positively affect students' entrepreneurial intentions. A study by Nabi et al. (2017) emphasized that students who perceive strong support from their universities are more likely to engage in entrepreneurial activities. This support can manifest in various forms, such as entrepreneurship programs, workshops, and access to experienced mentors who can guide students through the complexities of starting a business. Mentorship is a key component of university support that significantly influences entrepreneurial intentions. According to Villa et al. (2022), mentorship programs that connect students with seasoned entrepreneurs—especially where mentors use narrative techniques, active listening, and open communication—can enhance entrepreneurial self-efficacy and provide practical insight into the startup process. Additionally, networking opportunities facilitated by universities can help

students establish connections that are vital for their future ventures (Nabi et al., 2017).

Universities that actively promote innovation and creativity through dedicated programs and resources tend to nurture more entrepreneurial students. Research by Hu et al. (2018) indicated that environments that encourage creativity not only boost students' confidence in their abilities but also increase their likelihood of pursuing entrepreneurial endeavors. Despite the potential benefits, not all students perceive university support as adequate. Studies indicate that discrepancies exist in the availability and accessibility of support services across different institutions. These gaps can hinder students' entrepreneurial aspirations and highlight the need for universities to evaluate and enhance their support mechanisms.

More research is needed to explore how different types of university support affect various student demographics and their specific entrepreneurial intentions. This includes examining the impact of cultural, social, and economic factors on students' perceptions of university support.

## 3. Methodology

### 3.1. Research type

This research adopts a quantitative approach, which involves testing objective theories by analyzing relationships between specific variables. The variables used are measurable, typically through instruments and numerical data that can be analyzed using statistical procedures. In this study, the quantitative approach is utilized to examine the relationships hypothesized between both Self-realized Creativity (X1), Intention to use social media (X2), realized usefulness of social media (X3), and realization of university support (X4) concerning digital entrepreneurship intention (Y). This research aims to understand respondents' perceptions regarding the role of these variables, specifically the influence of both X1, X2, X3, and X4 on Y.

### 3.2. Data collection

The study utilizes quantitative data. The data, collected through a Likert scale questionnaire distributed to active students at Cairo University, involves responses ranging from "Strongly Disagree" to "Strongly Agree." Data collection methods include questionnaires, literature review, and observation. Questionnaires are distributed via social media platforms for 1-4 months, while the literature review focuses on theoretical aspects for reliability. Observation involves direct observation to ensure sample alignment with predetermined criteria.

### 3.3. Data analysis

Descriptive analysis is employed to depict the conditions and characteristics of respondents'

answers for each construct or variable under study, providing insights into respondents' tendencies regarding each research variable. Structural Equation Modeling (SEM) is utilized as a data processing method. We will use the AMOS program as an application for structural equation modeling. Maximum Likelihood (ML) with the bias-corrected bootstrap method employed in this study is a method suitable for addressing regression analysis and the test of effect of the moderator, mediator variables, particularly since our data is big sample size, and Multivariate normality is verified in our data distribution.

The outer model's measurement evaluation includes construct validity testing, examining convergence and discriminant validity, with indicators such as loading factors and average variance inflation factor (AVE) assessed using AMOS software (Sen et al., 2015). Additionally, Cronbach's Alpha and Composite Reliability are used to measure indicator reliability. The inner model evaluation focuses on R-Square values and significance, determining the strength and significance of relationships between variables, while hypothesis testing involves validating propositions regarding the influence of self-realized creativity, intention to use social media, realized usefulness of social media and realization of university support on digital entrepreneurial intention, including the moderating effect of realization of university support on self-perceived creativity's impact on digital entrepreneurial intention. And the mediating effect between self-realized creativity and digital entrepreneurial intention.

## 4. Results

### 4.1. Respondent characteristics

This study delves into examining the influence of self-realized creativity, intention to use social media, realized usefulness of social media, and realization of university support on Digital Entrepreneurial Intention, including the moderating effect and the mediating effect on Digital Entrepreneurial Intention among students at the Universities in Egypt. Data was collected from undergraduate students across ten faculties, focusing on cohorts from 2024-2025,

with a total sample size of 500 students. Questionnaires were disseminated in the period between October 2024 to December 2024, and responses were gathered to analyze the data. In this section, the study provides an overview of the respondents' characteristics and proceeds to discuss the results of hypothesis testing using SPSS and AMOS software, which underwent examination through both outer and inner models. The discussion commences with an exploration of the respondents' demographics, including gender distribution, devices of browsing social media, length of use of social media, and kinds of social media.

In the sample of 500 respondents, 78.0% were female, and 22.0% were male. In response to the question, "What is your preferred smart device for browsing social media?", the majority of students (86.0%) preferred smartphones, followed by 7.8% who preferred tablets, and 6.2% who preferred laptops or desktops.

For the question, "Which social media platform do you spend the most time on?", most students (32.2%) reported spending the most time on TikTok, 23.2% on Snapchat, 20.8% on Instagram, 16.8% on Twitter, and only 0.6% on Facebook.

Regarding the question, "How long have you been using social media?", the majority of students (93.4%) reported using social media for more than three years. Additionally, 3.0% had been using it for more than one year but less than three years, 2.4% for more than six months but less than one year, and 1.2% for less than six months.

### 4.2. Hypothesis testing, R-squared, and Cohen's f

The results support Hypothesis 1, which posits a positive and significant influence of self-realized creativity on digital entrepreneurial intention, as shown in Table 1. The R-squared value for the digital entrepreneurial intention variable is 0.376, indicating that approximately 38.0% of the variance in digital entrepreneurial intention is explained by self-realized creativity. Furthermore, the effect size (Cohen's f) is 0.776 ( $\geq 0.40$ ), suggesting a large effect. This finding implies that self-realized creativity has a substantial impact on digital entrepreneurial intention.

**Table 1:** Effect of self-realized creativity on digital entrepreneurial intention

Independent variable	Regression coefficient	T-test		F-test		Hypothesis
		T-value	Sig. (p-value)	F	Sig. (p-value)	
Self-realized creativity (X1)	0.868	17.316	< 0.001	299.85	< 0.001	Supported

Effect size (Cohen's f) = 0.776

We accept Hypothesis 2, which proposes a positive and significant influence of the intention to use social media on digital entrepreneurial intention, as presented in Table 2. The R-squared value for the digital entrepreneurial intention variable is 0.392, indicating that approximately 39.0% of the variance in digital entrepreneurial intention is explained by the intention to use social media. Additionally, the effect size (Cohen's f) is 0.803 ( $\geq 0.40$ ), suggesting a

large effect. This result implies that the intention to use social media has a substantial impact on digital entrepreneurial intention. We accept Hypothesis 3, which posits a positive and significant influence of the perceived usefulness of social media on digital entrepreneurial intention, as shown in Table 3. The R-squared value for the digital entrepreneurial intention variable is 0.283, indicating that approximately 28.0% of the variance in digital

entrepreneurial intention is explained by the perceived usefulness of social media. Moreover, the effect size (Cohen's  $f$ ) is 0.628 ( $\geq 0.40$ ), indicating a

large effect. This suggests that the perceived usefulness of social media has a substantial impact on digital entrepreneurial intention.

**Table 2:** Effect of intention to use social media on digital entrepreneurial intention

Independent variable	Regression coefficient	T-test		F-test		Hypothesis
		T-value	Sig. (p-value)	F	Sig. (p-value)	
Intention to use social media (X2)	0.600	17.90	< 0.001	320.55	< 0.001	Supported

Effect size (Cohen's  $f$ ) = 0.803

**Table 3:** Effect of realized usefulness of social media on digital entrepreneurial intention

Independent variable	Regression coefficient	T-test		F-test		Hypothesis
		T-value	Sig. (p-value)	F	sig. (p-value)	
Realized usefulness of social media (X3)	0.882	14.01	< 0.001	196.30	< 0.001	Supported

Effect size (Cohen's  $f$ ) = 0.628

We accept Hypothesis 4, which suggests a positive and significant influence of the realization of university support on digital entrepreneurial intention, as presented in Table 4. The R-squared value for the digital entrepreneurial intention variable is 0.318, indicating that approximately

32.0% of the variance in digital entrepreneurial intention is explained by the realization of university support. Furthermore, the effect size (Cohen's  $f$ ) is 0.683 ( $\geq 0.40$ ), indicating a large effect. This finding suggests that university support has a substantial impact on digital entrepreneurial intention.

**Table 4:** Effect of university support on digital entrepreneurial intention

Independent variable	Regression coefficient	T-test		F-test		Hypothesis
		T-value	Sig. (p-value)	F	Sig. (p-value)	
Realization of university support (X4)	0.937	15.254	< 0.001	232.70	< 0.001	Supported

Effect size (Cohen's  $f$ ) = 0.683

We reject Hypothesis 5, which proposed a moderating effect of the realization of university support on the relationship between self-realized creativity and digital entrepreneurial intention, as shown in Table 5. The results indicate that the interaction term is not significant. The change in R-

squared ( $R^2$ -change) due to the interaction is 0.003 (approximately 0.0), suggesting that the interaction between the independent variable (self-realized creativity) and the moderator variable (realization of university support) did not contribute meaningfully to the model.

**Table 5:** Moderating effect of university support on the relationship between self-realized creativity and digital entrepreneurial intention

Relationships		Estimate	S.E.	C.R.	P
Digital entrepreneurial intention (Y)	<--- Self-realized creativity (X1) $\times$ Realization of university support (X4)	0.121	0.071	1.705	0.108

Change of  $R^2$  (increase due to interaction) = 0.003 (almost=0.0)

We accept Hypothesis 6, which proposes that the intention to use social media acts as a mediator, as presented in Table 6. The results indicate that the mediator variable (intention to use social media) functions as a partial mediator. This is evidenced by

the significant indirect effect of self-realized creativity on digital entrepreneurial intention through the mediator, as well as the significant direct effect of self-realized creativity on digital entrepreneurial intention.

**Table 6:** Mediating effect of intention to use social media between self-realized creativity and digital entrepreneurial intention

The path	Direct effect	Indirect effect	Result
Self-realized creativity (X1) $\rightarrow$ Use social media (mediator) $\rightarrow$ Digital entrepreneurial intention (Y)	0.584 ( $P < 0.001$ )	0.284 ( $P < 0.001$ )	Partial mediation

## 5. Discussion

### 5.1. Hypothesis 1: The impact of self-realized creativity on digital entrepreneurial intention among students at Cairo University

The study found a positive and significant regression coefficient ( $\beta = 0.868$ ) with a t-statistic of 17.316 and a p-value < 0.001. This shows that self-realized creativity has a significant positive effect on

digital entrepreneurial intention among university students, confirming Hypothesis 1.

Students are often seen as active learners and change agents who can shape the future through their creativity. As career paths evolve, creativity helps students drive innovation and work toward a better future. At the university level, students express their creativity in many ways, especially through entrepreneurship programs, which depend greatly on creative thinking for success.

This finding supports the results of [Abdelfattah et al. \(2022\)](#) and [Al Halbusi et al. \(2024\)](#), who reported that self-perceived creativity motivates students to take part in entrepreneurial activities and gives them the confidence to start new ventures online. Creativity is closely linked with the entrepreneurial mindset, including traits such as innovation, self-confidence, and proactive thinking, which are important for success in digital entrepreneurship.

### 5.2. Hypothesis 2: The impact of intention to use social media on digital entrepreneurial intention among students at Cairo University

The study found a positive and significant regression coefficient ( $\beta = 0.600$ ) with a t-statistic of 17.90 and a p-value  $< 0.001$ . This indicates that the intention to use social media has a significant positive effect on digital entrepreneurial intention among university students, confirming Hypothesis 2.

Social media has become a widely used platform for online interaction, unrestricted by time and space. Today, it plays multiple roles, including serving as a tool for entrepreneurship. As students are highly familiar with the internet, digital technologies, and social media, it is common to see them using these platforms to explore entrepreneurial opportunities. Social media provides access to business information, supports marketing efforts, showcases creative product content, and improves customer engagement. These features make it particularly valuable for entrepreneurial activities.

This finding is consistent with [Abdelfattah et al. \(2022\)](#), who reported a significant positive impact of social media use on digital entrepreneurial intentions. It highlights the importance of social media for students and the broader community by demonstrating its potential for success in the digital business environment.

### 5.3. Hypothesis 3: The impact of realized usefulness of social media on digital entrepreneurial intention among students at Cairo University

The study found a positive and significant regression coefficient ( $\beta = 0.882$ ) with a t-statistic of 14.01 and a p-value  $< 0.001$ . This indicates that the perceived usefulness of social media has a significant positive effect on digital entrepreneurial intention among university students, confirming Hypothesis 3.

The perceived usefulness of social media goes beyond personal connections and includes a wide range of applications in professional and academic contexts. Social media has evolved into a powerful tool for information sharing, collaboration, and business development. In entrepreneurship, it provides access to market insights, customer feedback, and cost-effective promotional channels, which are particularly beneficial for startups. Academically, it supports learning, networking, and skill-building, making it a versatile platform for

students and professionals alike. Its accessibility, rapid information flow, and interactive features further enhance its effectiveness, enabling students to achieve their goals more efficiently across various domains.

This finding aligns with [Huang and Zhang \(2020\)](#), who reported that social media improves students' access to entrepreneurial knowledge and strengthens their confidence in pursuing digital business ventures by offering abundant resources and peer insights. Similarly, [Al Halbusi et al. \(2024\)](#) found that skills developed through social media use, such as digital literacy and self-efficacy, are positively associated with higher entrepreneurial intentions among students.

However, this result differs from some studies based on the Technology Acceptance Model (TAM), which suggest that perceived usefulness does not always lead to increased behavioral intention to use a technology. This difference may be due to contextual factors, where students might perceive social media as useful for personal communication but not necessarily for entrepreneurial purposes.

### 5.4. Hypothesis 4: The impact of the realization of university support on digital entrepreneurial intention among students at Cairo University

The study found a positive and significant regression coefficient ( $\beta = 0.937$ ) with a t-statistic of 15.254 and a p-value  $< 0.001$ . This indicates that the realization of university support has a significant positive effect on digital entrepreneurial intention among university students, confirming Hypothesis 4.

The realization of university support refers to students' awareness and effective use of the resources, programs, and guidance offered by universities to support their academic, personal, and professional development. This support includes academic advising, career counseling, mentorship, funding opportunities, entrepreneurship programs, and access to networks and facilities. When students recognize and utilize these resources effectively, they can gain valuable tools, skills, and connections that align with their career and life goals.

Research has shown that students who are more engaged with university support services often report higher satisfaction, improved academic performance, and greater confidence in career planning. This finding is consistent with studies such as [Lindgreen et al. \(2018\)](#), which highlight that perceived university support—especially in areas like concept development and business support—strengthens students' entrepreneurial self-efficacy, a key factor influencing their intention to pursue digital entrepreneurship.

However, this result contrasts with a study by [Yesmin et al. \(2024\)](#), which found that perceived university support did not significantly affect digital entrepreneurial attitudes among students in South Asia. This difference may be attributed to variations in the nature and quality of support offered. Universities with limited resources or less effective

support systems may fail to foster strong entrepreneurial intentions among their students.

### 5.5. Hypothesis 5: The realization of university support moderates the relationship between self-realized creativity and digital entrepreneurial intention

The study found a path coefficient for the interaction term of 0.121 with a p-value of 0.108 and a critical ratio (Z-value) of 1.705. Since the p-value is greater than 0.05 and the Z-value is below 1.96, the moderating effect of the realization of university support on the relationship between self-realized creativity and digital entrepreneurial intention is not significant. This result leads to the rejection of Hypothesis 5.

This suggests that university support does not significantly moderate the relationship between students' self-realized creativity and their digital entrepreneurial intentions. Although university resources such as entrepreneurship programs, mentorship, and business incubators are designed to foster entrepreneurial ventures, students' intrinsic creativity may independently influence their entrepreneurial ambitions. In such cases, self-realized creativity remains a primary determinant, regardless of the level of university support available.

This finding is consistent with Darmanto et al. (2022), who reported that environmental factors, including university support, did not strongly moderate or enhance digital entrepreneurial aspirations when students' creativity and confidence were the dominant drivers.

However, it contrasts with Mahgoub et al. (2023), who found that perceived university support significantly moderated the relationship between self-regulated learning and entrepreneurial intentions. Their study showed that higher levels of perceived university support strengthened this relationship, particularly among Saudi students. This difference may be due to variations in how university support and self-realized creativity were measured in the studies, which could lead to differing outcomes.

### 5.6. Hypothesis 6: The intention to use social media mediates the effect of self-realized creativity and digital entrepreneurial intention

The study found a path coefficient for the indirect effect of self-realized creativity on digital entrepreneurial intention through the intention to use social media of 0.284 ( $p < 0.001$ ). The direct effect of self-realized creativity on digital entrepreneurial intention was 0.584 ( $p < 0.001$ ). These results confirm a significant mediating effect of the intention to use social media, indicating that it acts as a partial mediator in the relationship between self-realized creativity and digital entrepreneurial intention among university students. This supports Hypothesis 6.

The intention to use social media can mediate the link between self-realized creativity and digital entrepreneurial intention. Creatively inclined individuals often seek platforms where they can express and develop their ideas. Social media provides an accessible and interactive space for sharing creative content, building connections, and learning from current entrepreneurial trends. Alalwan et al. (2017) also found that individuals with high self-perceived creativity are more likely to use social media as a channel to showcase their ideas, which can enhance entrepreneurial intentions by increasing their visibility and market reach.

In contrast, a study by Tajpour et al. (2023) suggested that social media use not only directly influenced digital entrepreneurial intentions but also moderated the relationship between self-creativity and these intentions. Their findings indicated that social media usage amplified the effect of self-creativity on entrepreneurial aspirations, highlighting a moderating rather than mediating role.

## 6. Conclusion and recommendations

Based on the analysis of data from 500 respondents in our survey, the following conclusions can be drawn. This study aimed to examine the influence of self-realized creativity, the realization of university support, and the use of social media technology on digital entrepreneurial intention among students at Cairo University. Data analysis was conducted using SEM with AMOS 28 and SPSS 28 software.

The findings indicate that self-realized creativity has a significant positive effect on digital entrepreneurial intention. Among its indicators, the most influential factor was students' talent and skills to excel in their work, while the ability to generate new ideas was identified as the least impactful. Similarly, the intention to use social media showed a significant effect on digital entrepreneurial intention. The most impactful factor was using social media as a tool to connect with customers, whereas using social networks to expand knowledge and customer contacts for business growth was the least impactful.

In addition, the perceived usefulness of social media had a significant effect on digital entrepreneurship. The belief that social media is beneficial for entrepreneurial activities emerged as the most influential factor, while the perception that social media enhances overall entrepreneurial performance was the least influential.

The realization of university support also demonstrated a significant positive effect on digital entrepreneurial intention. The most influential factor was the provision of ideas for starting a business by the university, while the least influential was the encouragement given to students to initiate new ventures.

The study also found that the intention to use social media acts as a partial mediator between self-realized creativity and digital entrepreneurial

intention. This suggests that while creativity is crucial in shaping entrepreneurial intentions, the use of social media contributes further by facilitating connections and opportunities that support entrepreneurial activities.

However, the realization of university support was not found to moderate the relationship between self-realized creativity and digital entrepreneurial intention. This indicates that the effect of creativity on entrepreneurial aspirations remains consistent, regardless of the level of university support.

Recommendations for universities include enhancing activities that develop problem-solving skills, increasing support for student organizations, and providing more case studies and practical experiences. Offering certified training in digital marketing, organizing seminars on digital business communication, and integrating online promotion practices into entrepreneurship courses are also suggested. These initiatives would help equip students with the skills and knowledge needed for success in the digital entrepreneurial landscape.

Future research could explore the relationships between self-creativity and other factors such as digital literacy, social media engagement, and institutional support to gain a more comprehensive understanding of the drivers of digital entrepreneurial intentions among university students. It is also recommended to evaluate support programs, including mentorship, funding opportunities, networking platforms, and entrepreneurship-related curricula. This would deepen our understanding of the complex interactions between university support, self-realized creativity, and students' entrepreneurial intentions.

## List of abbreviations

ICT	Information and communication technology
SEM	Structural equation modeling
SPSS	Statistical package for the social sciences
AMOS	Analysis of moment structures
ML	Maximum likelihood
AVE	Average variance extracted
R <sup>2</sup>	Coefficient of determination
C.R.	Critical ratio
S.E.	Standard error
P-value	Probability value
DMUs	Decision-making units
X1	Self-realized creativity
X2	Intention to use social media
X3	Realized usefulness of social media
X4	Realization of university support
Y	Digital entrepreneurial intention
Cohen's f	Effect size (statistical measure)

## Compliance with ethical standards

## Ethical considerations

The study followed ethical standards for research involving human participants. All respondents participated voluntarily and were informed about

the purpose of the study. Data were collected anonymously and treated confidentially.

## Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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