

# **Digital Skills in Igniting Accounting Undergraduates' Entrepreneurship Intention**

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## **Abstract**

The purpose of this study is to study the impact of digital skills in developing entrepreneurship intention. Three dimensions of digital skills are studied which are technical digital skills, cognitive digital skills and social-emotional digital skills. An online survey was conducted among 52 Accounting undergraduates in a local university. Correlation and regression analysis was conducted in SPSS to study the impact between the variables. The results show that technical digital skills and social-emotional digital skills have a positive and significant impact on Accounting undergraduates' entrepreneurship intention. Meanwhile, cognitive digital skills do not impact Accounting undergraduates' entrepreneurship intention.

## **Keywords:**

Digital skills, Entrepreneurship Intention, Accounting undergraduates

## **INTRODUCTION**

Recent events such as the Covid-19 virus outbreak and the emergence of the Fourth Industrial Revolution (4IR) has brought greater emphasis on the significance of digital skills. In view of the recent pandemic, many countries around the globe have imposed lockdowns, travel restrictions as well as close major economic sectors to curb the spread of the virus. Due to these restrictions, digitalization emerged as a crucial medium at all points of contact during the Covid-19 crisis (Lee & Leen, 2021) since most activities have shifted to virtual platforms. This has resulted in the reliance of digital skills to adapt to the changing conditions.

In the business field, business owners have no choice but to take advantage of the digital technologies and application to ensure the survival of their business during the movement restriction order imposed (Sharples, 2020). In Malaysia, the government enforced Movement Control Order (MCO) which has caused damaging impact on small and medium enterprises (SME) (Azman, 2020), which could lead to permanent shutdowns, termination of employees and eventually bankruptcy (Cheng, 2020). As a consequence of the pandemic and the incapability of businesses to operate during the MCO, Malaysia's aim to become an entrepreneurial nation by 2030 could be hindered and delayed.

The National Entrepreneurship Policy 2030 captures a long-term strategy for Malaysia to become an exceptional entrepreneurial nation by the year 2030 (NEP, 2030). The policy

focuses on multiple groups of the society including the youth and intends to make entrepreneurship as a favored career choice as one of its objectives. In efforts to achieve such reputation, it is crucial that entrepreneurship spirit is ignited within individuals of the nation at an early stage, the youth. However, less youth in Malaysia deemed themselves fit to start a new business and less individuals were eager to become entrepreneurs (Aligishiev & Gravesteijin, 2020). This may be due to their shortfall in entrepreneurial skills such as the 21<sup>st</sup> century skills that are necessary to dive into venture creation.

A survey conducted by Randstad (2018) reported that roughly 90 percent of workforce in Malaysia are lacking in digital skills, meanwhile the rate of unemployment among graduates surged due to their deficiency in digital skills. In the digital learning environment, Anthonysamy (2020) found that undergraduates in Malaysia were deficient in digital literacy where the students were capable of conducting digital technologies (technical skills), but lack in terms of cognitive and social-emotional digital skills. The shortfall in digital literacy among the youth not only impede individual growth and opportunities but it also has an implication on the economic, social and national growth of Malaysia. Hence, this study aims to investigate the extent to which digital skills impact the development of entrepreneurship intention among the youth.

## **LITERATURE REVIEW**

### **Digital skills**

Digital skills refer to a broad term that captures a wide range of skills and competencies that are relevant and needed in the digital landscape. In the literature, scholars have defined digital skills in various manners, depending on the context of each study and the technology changes currently taking place (Khan et al., 2021). Grand-Clement (2017) implied that digital skills are skills that needed in using technology. It has also been synonymized to internet skills (van Deursen & van Dijk, 2009), which is relevant to be associated to digital skills since most activities revolve around the use of the internet. Other than that, it has also been referred to as 21<sup>st</sup> century skills, as used by van Laar et al. (2019). Regardless of the variations of terms and definitions that digital skills have been associated to, the term generally explains an individual's ability in going about the digital world.

In this study, digital skills refer to the digital skills that are relevant during the 21<sup>st</sup> century, which are the information digital skills, collaboration digital skills, critical thinking skills, creative digital skills and problem-solving digital skills as studied by van Laar et al. (2019). Referring to these digital skills in the 21<sup>st</sup> century, the Digital Literacy Model (Ng, 2012) combines these skills into three dimensions which are the technical dimension, cognitive dimension and social-emotional dimension. The technical dimension generally explains the ability of one to use their technical or operational skills while using ICT for learning and other activities. Meanwhile the cognitive dimension is described as having the ability to use critical thinking in searching, evaluating and handling digital information in the digital environment. Social-emotional dimension explains the responsibility one holds when communicating, socializing and learning things online, it deals with being ethical online, protecting individual privacy virtually and knowing when threats come by and being able to handle the threats online.

Central to the three dimensions in the Digital Literacy Model (Ng, 2012), lies the critical literacy which explains the need to be critical in all three dimensions such as the skills in operating technology, being critical in handling online information as well as being critical

in the social-emotional area. Essentially, the model encapsulates the required skills needed in the 21<sup>st</sup> century as set out by van Laar et al. (2019) and is relevant in assessing digital skills of individuals that may be required in surviving the current digital changes currently taking place in the digital landscape.

### **Significance of digital skills in this era**

The arrival of the 4IR has introduced a new wave of innovations that require the use of technologies such as 3D printing, artificial intelligence, Internet of things, big data and on-demand economy (Schwab, 2016). The adoptions of these new technologies into the economy brings about the digital economy which is an outcome of the 4IR (Malaysia Digital Economy Blueprint, 2021). Further, the Malaysia Digital Economy Blueprint (2021) has also highlighted that due to the advancement of digital technology that comes with the emergence of the 4IR, the conventional skills prove to be irrelevant to survive in the steadfast pace of the digital environment. Individuals with deficient digital skills become disadvantaged as the automation and technology advancements are bound to cause job displacements. According to the World Economic Forum (2018), it is estimated that globally, 75 million jobs will be displaced by 2022 as a result of this.

In the view of the business world, the Malaysia Digital Economy Blueprint (2021) specifies that the digital economy that takes place as a result of 4IR, brings new opportunities for businesses. The opportunities come in the form of new product and service innovations as a consequence of advancement in digital technologies. Digital technologies can also disrupt traditional and existing practices, causing them to become obsolete, and non-essential to individuals. Additionally, the blueprint also highlights that conducting businesses on virtual platforms can allow domestic and global growth, expanding their reach to a wider audience, especially with various e-Commerce platforms marketing a vast variety of products and services. Overall, the presence of the 4IR can be advantageous to the digital economy given that the individuals take on the chances and opportunities that are available.

Furthermore, the outbreak of the Covid-19 virus has emphasized the significance of digital skills even more. Global economic shutdowns and restrictions on movement across every nation in efforts to curb the spread of the virus has led to the reliance on digital technology to carry out daily activities. This includes, grocery shopping, attending online classes, making financial transactions, working remotely and at home, as well as conducting business activities on virtual platforms. As a consequence of this, every individual has no choice but to rely on their digital skills to conduct their daily activities, whether or not they are digitally literate. In light of this, digitalization has become an important medium at all points of contact during the Covid-19 pandemic (Lee & Leen, 2021).

From the economic perspective, the Covid-19 Movement Control Order (MCO) enforced in Malaysia caused severe impact on Small and Medium-Sized Entrepreneurs (SME) (Azman, 2020), where they face forced closure due to a halt in physical business operation. During the MCO, the government prioritized the operation of essential sectors such as health, safety, finance, and supply chain sectors to operate under strict orders. Due to this, most SMEs struggle to keep afloat and deal with devastating outcomes such as permanent shutdowns, bankruptcy and termination of their workforce (Cheng, 2020). As a means to overcome this, it was suggested that business owners make use of digital technologies and applications to continue operating their business (Abdul Rashid et al., 2020), to avoid the risk of shutdown

and bankruptcy. However, in navigating the digital landscape to conduct a business, relevant digital skills are necessary.

Due to the pandemic, the rate of unemployment in Malaysia has risen from 3.2% to 5.1% (Chong & Yip, 2021), the rate can continue to increase if the situation is not alleviated. The youth unfortunately, are also affected by the crisis. Before the hit of the Covid-19 virus the unemployment rates amongst graduates who were unemployed for over a year were reported to be close to 60% (Graduate Tracer Study Report, 2018), and the numbers are expected to increase due to the pandemic (Abd Rahman et al., 2020). To curb the issue of unemployment, the youth are encouraged to venture into entrepreneurship where multiple incentives are provided by the government (Ridzwan et al., 2017), regardless they have shown less interest in entrepreneurship over the last few years since they deemed themselves as not fit for the career (Aligishiev & Gravesteijn, 2020). This puts them at a disadvantage by relying on the existing marketplace to look for jobs when businesses are actively terminating their workforce to financially sustain the operation of their business.

Following this scenario, diving into entrepreneurship can help the youth escape unemployment especially in times where the job vacancy in the market is limited. However, their lack of interest in entrepreneurship which stems from their individual perspective that deemed themselves as not fit to become an entrepreneur (Aligishiev & Gravesteijn, 2020) can be due to their skill deficiency to become entrepreneurs. Seeing as how significant digital technology has become especially during the outbreak of the Covid-19 virus, digital skills may be a significant factor in encouraging the youth to venture into entrepreneurship. Hence, the following section of the literature review will discuss the relation between digital skills and entrepreneurship intention.

### **Digital skills and entrepreneurship intention**

Across the globe, studies have been carried out to determine the relation between digital skills and entrepreneurship intention. In Italy, Oggero et al. (2019) investigated the financial literacy and digital skills of men and women to see whether these factors ignited their entrepreneurial intention. Results revealed that both financial literacy and digital skills affected entrepreneurial intent of men and women in Italy, however this was only applicable for men. Digital skills of women only partially influenced their entrepreneurship intention. From this finding, the authors suggest to spark women entrepreneurship intention through means of education from financial and digital aspects.

Shukla et al. (2020) studied the significance of internet skills in influencing women entrepreneurial intention. Internet skills in this study refer to operative, informational and creative skills and these skills are synonymous to digital skills. The Internet skills was used to moderate the relationship between entrepreneurial attitude and entrepreneurial intention of students in India. Results obtained from this study show that internet skills can moderate the relation between entrepreneurial attitude and intention. However, internet skills alone did not have an impact on student entrepreneurial intention.

Bayrakdaroğlu and Bayrakdaroğlu (2017) studied factors that would spark internet entrepreneurship spirit among youth, which includes digital skills. The results show that there is a positive and significant correlation between digital skills and internet entrepreneurship intention. The author concluded that digital knowledge was crucial in venture creation of online business.

Youssef et al. (2021) investigated factors that support development of student entrepreneurship intention by extending the Theory of Planned Behaviour and taking into consideration the digitalization of the economy. The foundation of this study is referring to the Entrepreneurial Support Model (ESM) by Turker and Selcuk (2009) which considers relational support, educational support, and structural support as antecedents of entrepreneurship intention. According to the authors, it is impartial to consider digitalization in this era since, provision of structural support with regards to entrepreneurship are enabled through digital technologies, digitalization in education can spark entrepreneurship interests, and relational support are not exclusive to peers and family, but also relationships built online. The findings explain that digitalized support has an influence on student intention to become entrepreneurs. From this, it is fair to assume that since digitalized support can influence development of entrepreneurship spirit, it is essential that students possess digital skills which can put them at an advantage in venture creation.

Von Arnim and Mrozewski (2020) studied the effects of the digital capability of students on their intention to participate in international entrepreneurship. By using the Theory of Planned Behaviour (TPB), the results show that digital capabilities of students play a significant role in influencing their international entrepreneurial intent (IEI). From viewpoint of the TPB, digital capabilities can affect the attitude of individuals towards (IEI), including their perceived behavioural control. This indicates that when in possession of digital capabilities, students are capable of developing a positive attitude and perceived behavioural control on the intention to become and international entrepreneur.

In the Asia-Pacific region, Maji and Laha (2020) revealed that digital skills play an important role in fostering the digital economy, this region also includes Malaysia. According to this paper, it was reported that there was a stagnancy in terms of use and access of ICT between the years of 2012 and 2017 in Malaysia. It was also reported that secondary and tertiary education in Malaysia can develop digital skills of youth within the nation, which can exert a positive and impartial effect of the development of the digital economy. However, the focus should be more on the digital skills of youth tertiary level since it can provide a more robust effect on the digital economy.

Anthonyamy (2020) studied the deficiency of digital skills of students in a digital learning environment. The paper uses the Digital Literacy Model (Ng, 2020) as a reference to measure the digital skill deficiency among students in the digital learning environment. The results show that youth in Malaysia are skilled in technical skills but are deficient in cognitive as well as social-emotional digital skills. This indicates that they are only capable of operating digital technologies, however, in view of the cognitive digital skills they are not capable of managing information online, and as for social-emotional skills, they lack in the ability to establish relations virtually and handle threat on virtual platforms. These deficiencies are a setback on economic growth of the country, as well as put the youth at a disadvantage in the society and the country.

Abdul Rashid et al. (2021) investigated the roles of digital marketing in helping SME owners during the pandemic. The findings of this study show that SME owners were able to shift their businesses to online platforms and adapted to their new business norm. Although online options such as website and eCommerce platforms are accessible, digital skills are required to set up online business platforms. Additionally, having digital skills can also be a steppingstone for potential entrepreneurs to venture into entrepreneurship.

Essentially, the studies around the globe show that digital skills can influence the development of entrepreneurship intention among individuals. However, in Malaysia, only studies suggesting the importance of digital skills to entrepreneurship was found through the literature review. To fill this gap, this paper attempts to investigate the influence of digital skills on Accounting undergraduates' entrepreneurship intention.

## Research model

According to the literature, the possession of digital skills is able to ignite the entrepreneurship intention of an individual (Oggero et al., 2019; Shukla et al., 2020; Bayrakdaroglu & Bayrakdaroglu, 2017; Arnim & Mrozewski, 2020). With reference to the findings of Anthonysamy (2020), which found that Malaysian youth lack in cognitive and social-emotional digital skills, this paper assessed the digital skills based on the three dimensions of the Digital Literacy Model (Ng, 2012) against the entrepreneurship intention of Accounting undergraduates. Fundamentally, this research is conducted based on the Theory of Planned Behaviour (TPB), where individuals will perform a specific behaviour through developed intentions that are progressed through subjective norm, perceived behavioural control and attitude towards behaviour.

For this paper, digital skills are conceptualized as the Accounting undergraduates' perceived behavioural control. Perceived behavioural control in the TPB is the degree to which the individual perceives they have volitional control over behaviour (Ajzen, 1991). Having volitional control over a behaviour indicates that the individual is confident in performing such behaviour and thus, this confidence may stem from their individual capabilities such as having digital skills that can influence their perception to have control over becoming entrepreneurs. In this sense, having digital capabilities can influence the development of student entrepreneurial intention.

Therefore, the hypotheses and research model are illustrated as follows:

- H1.* Technical digital skills significantly impact Accounting undergraduates' entrepreneurship intention.
- H2.* Cognitive digital skills significantly impact Accounting undergraduates' entrepreneurship intention.
- H3.* Social-emotional digital skills significantly impact Accounting undergraduates' entrepreneurship intention.

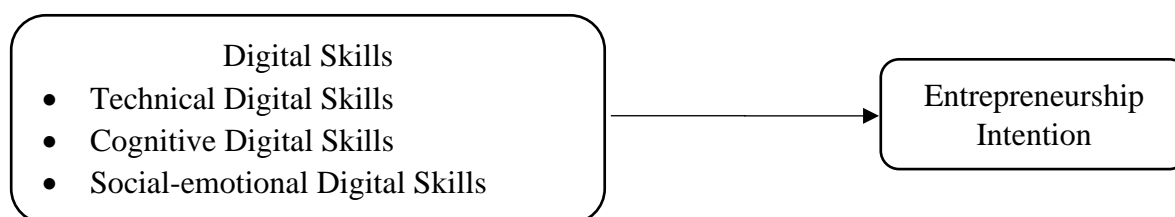


Figure 1: Research model

## METHODOLOGY

This research was conducted using a correlational and quantitative design in which a survey questionnaire was distributed to Accounting undergraduates enrolled at Sultan Idris Education

University through an online platform. The questionnaire was put together through adaptation of instruments from several scholars. To ensure validity and reliability of the instrument, the questionnaire was reviewed by several academicians and amended reasonably in accordance with their constructive comments. A pilot study was conducted to test the reliability of each construct items and the Cronbach's Alpha value show that the items are reliable. Table 1 summarizes the details of the questionnaire.

**Table 1: Measurement instrument**

Section	Dimension/ Elements	No. of items	Source	Cronbach's Alpha
Demographic Profile	Gender Age	2	-	-
Digital Skills	Technical Cognitive Social- Emotional	5 5 5	Ng (2012)	0.926
Entrepreneurship Intention	-	6	Liñán and Chen (2009)	0.894

The measurement items in the questionnaire were measured using a six-point Likert scale ranging from strongly disagree to strongly agree, since it is preferred that the respondents are directed towards one end of the spectrum (Taherdoost, 2019). Further, measurements are more accurate when using a scale between five-point and seven-point (Johns, 2010). Because of this, six-point scale is suitable for this research.

To test the hypothesis, the correlation between digital skills and entrepreneurship intention of Accounting undergraduates' needs to first be examined to determine whether both variables correlate. Once correlation is established, the next step is to conduct the regression analysis to investigate the impact of digital skills in igniting entrepreneurship intention of Accounting undergraduates. Based on the results from the regression analysis, the hypothesis will be accepted or rejected.

## **FINDINGS AND ANALYSIS**

### **Correlation Analysis**

Spearman's Rho correlation coefficient was conducted to examine the correlation between Accounting undergraduates' digital skills and their entrepreneurship intention. Table 2 shows the findings of the correlation analysis. Table 2 illustrates the relationship between digital skills and the entrepreneurship intention of Accounting undergraduates. Based on the analysis presented in the table above, it can be depicted that there is a positive but very weak relationship ( $r=0.194$ ,  $p<0.05$ ) between Accounting undergraduates' digital skills and their entrepreneurship intention. This indicates that there is a correlation between digital skills and entrepreneurship intention. Hence, the regression analysis between both variables was conducted to determine the influence of digital skills on Accounting undergraduates' entrepreneurship intention.

**Table 2: Findings of the Correlation Analysis**

			Entrepreneurship Intention	Digital Skills
Spearman's Rho	Entrepreneurship Intention	Correlation Coefficient	1.000	.194*
		Sig. (2-tailed)	.	.167
		N	52	52
	Digital Skills	Correlation Coefficient	.194*	1.000
		Sig. (2-tailed)	.167	.
		N	52	52

### Regression Analysis

Multiple regression analysis was conducted to assess the impact of the digital skills on Accounting undergraduates' entrepreneurship intention. Below are findings from the analysis.

**Table 3: Findings of ANOVA**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.723	3	5.908	7.643	.000 <sup>b</sup>
	Residual	37.101	48	.773		
	Total	54.825	51			

The ANOVA table determines the significance of a model to determine the outcome. From Table 3, the findings of the ANOVA are determined from two values which are the p-value and the F-ratio. The p-value refers to the 5% level of the significance; hence the value should be less than 0.05. In Table 3, the p-value or significance value is 0.000 illustrating result of significance. F-ratio is at 7.643 which shows that the model is efficient.

**Table 4: Findings of Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	3.168	.878		3.607	.001
	Technical Skills	.533	.197	.424	2.704	.009
	Cognitive Skills	-1.352	.329	-.905	-4.115	.000
	Social-emotional skills	1.019	.300	.721	3.400	.001

Table 4 provides significance results of the three elements of digital skills and the extent to which it impacts the entrepreneurship intention of Accounting undergraduates. Firstly, the value of regression for technical digital skills is 0.533, hence for every unit increase in technical digital skills, it is predicted that entrepreneurship intention will increase by 0.533. Based on the p-value, the result is statistically significant ( $p=0.009 < 0.05$ ). Hence, technical digital skills positively and significantly impact Accounting undergraduates' entrepreneurship intention and therefore, the hypothesis is accepted.

The coefficient for cognitive digital skills is -1.352, this suggests that for every unit increase in cognitive digital skills, it is expected that entrepreneurship intention will decrease



by -1.352. Looking at the p-value, the result is statistically significant ( $p=0.000<0.05$ ). However, because the coefficient is negative, cognitive digital skills does not impact Accounting undergraduates' entrepreneurship intention, thus rejecting the hypothesis.

Lastly, the coefficient for social-emotional digital skills is 1.019. The value depicts that for every 1-unit increase in social-emotional digital skills, it can be expected that the entrepreneurship intention of Accounting undergraduates will increase by 1.019. The p-value shows that the result is statistically significant ( $p=0.001<0.05$ ). Hence, social-emotional digital skills positively and significantly impact the entrepreneurship intention of Accounting undergraduates, therefore the hypothesis is accepted.

Essentially, the results show that only technical digital skills and social-emotional digital skills positively and significantly influences the development of entrepreneurial intention amongst Accounting undergraduates.

## **DISCUSSION**

The findings essentially show that digital skills can influence the development of entrepreneurial intention among Accounting undergraduates. From an in-depth perspective, the results revealed that technical digital skills have a significant and positive impact on Accounting undergraduates' entrepreneurship intention. Technical or operative digital skills are the foundation of using ICT or digital technologies, hence it holds great significance in conducting all activities involving the use of digital technologies. In the perspective of entrepreneurship, the emergence of multiple e-Commerce platforms such as Shopee, Lazada, Amazon as well as social media platforms (Facebook, Instagram and TikTok) makes operative digital skills much more impartial. Especially during the pandemic, setting up online businesses and shifting from physical business operations to working online requires every entrepreneur to possess technical digital skills to navigate and make use of the online platforms. Abdul Rashid et al. (2020) found that during the pandemic, entrepreneurs took advantage of the digital platforms and ICT applications as a part of their new business norms. This indicates the importance of technical digital skills in the midst of a world crisis where it allows entrepreneurs to become resilient to changes and easily adapt to it. Thus, the significance of technical digital skills is likely to develop youth entrepreneurship intention, which is in line with the results of this study which revealed that technical digital skills have positive and significant impact on entrepreneurship intention.

On the contrary, cognitive digital skills have a negative impact on Accounting undergraduates' entrepreneurship intention. Cognitive digital skills capture the individual capability to think and reason critically when handling virtual information, hence it focuses more on one's mental action in a digital environment. Information digital skills are needed to make judgement on usefulness, relevance and reliability of the digital information retrieved (Hatlevik & Hatlevik, 2018), hence critical-thinking is needed to make such judgement. Van Laar et al. (2019) explains that critical thinking is the ability to generate new input from available virtual information and making connections between online information. Overall, cognitive digital skills combine informational and critical thinking skills that can be beneficial in handling input that is available online. In the business perspective, possessing cognitive digital skills can be advantageous to entrepreneurs since development of novel ideas for new products and services can stem from this ability. Nevertheless, the results of this study show that cognitive digital skills do not have an impact on igniting youth entrepreneurship intention. This result could be due to their lack of cognitive digital skills as found by Anthonysamy

(2020), which hamper their ability to see the advantage of cognitive digital skills in entrepreneurship. Hence, cognitive digital skills do not impact youth entrepreneurship intention, this finding is also similar to that found by Shukla et al. (2020).

Social-emotional digital skills were found to have a positive and significant impact on the entrepreneurship intention of Accounting undergraduates. This digital skill refers to how one acts socially and emotionally in the digital landscape such as being responsible when communicating and socializing, knowing how to handle threats online, and keeping personal information private and secure. Social-emotional digital skills may influence the development of entrepreneurship intention due the youth's high engagement in the social media, making them socially and emotionally exposed to the digital environment.

In a nutshell, it can be concluded that digital skills can be a factor that influences Accounting undergraduates' entrepreneurship intention. Past studies have provided results that reflect digital skills in impacting entrepreneurial intentions among individuals (Oggero et al., 2019; Shukla et al., 2020; Youssef et al., 2021). The results of this study also fall in line with the findings of past research.

## **CONCLUSION**

Recent events such as the 4IR and the outbreak of the Covid-19 virus has led to greater emphasis on the significance of digital skills for every individual. The struck of the Covid-19 virus caused heavy reliance on digital technologies, as most nations across the globe was put on lockdown and movements were restricted. Due to this, digital technologies emerged as a crucial medium at all points of contact during the lockdown, from making financial and business transactions, to working remotely, attending online classes and shifting businesses over to online platforms. Along with this crisis, unemployment rates rose as a result of business closures, and thus leading to many individuals left struggling to make ends meet. Entrepreneurship is seen as an alternative to solve this issue.

Prior to the pandemic, the government has provided many incentives and programs to encourage the nation, especially the youth to dive into entrepreneurship to solve unemployment issues especially among the youth. The National Entrepreneurship Policy (NEP) 2030 was put together in efforts to make Malaysia an entrepreneurial nation by 2030 and make entrepreneurship a preferred career choice. Nevertheless, recently the youth have shown less interest in becoming entrepreneurs and prefer to seek jobs available in the public and private sectors. The reliance on job vacancies in the market especially when businesses are actively terminating their workforce to survive, is damaging to both the individual and the economy of the country.

In efforts to overcome this issue, and at the same time contribute to the development of Malaysia as an entrepreneurial nation, it is imperative that intention to dive into entrepreneurship is developed among the nation, especially the youth. Thus, with the changing environment that embraces the advancement of technology, it is hypothesized that digital skills can significantly impact the entrepreneurship intention of youth. The results of this study revealed that among the three digital skills, technical digital skills and social-emotional digital skills significantly and positively impact the development of entrepreneurship intention. Therefore, it can be concluded that digital skills can impact the development of entrepreneurship intention.

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