Digital Entrepreneurship And Digital Learning In Higher Education: A Study Of College Students In Thiruvananthapuram District

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ABSTRACT

The rapid expansion of digital technologies has significantly transformed higher education and reshaped entrepreneurial learning processes. Digital learning environments provide students with flexible access to knowledge, practical exposure, and skill-oriented training, thereby fostering entrepreneurial readiness in the digital economy. This study examines the influence of digital learning and digital learning platforms on student's readiness for digital business creation and the development of digital entrepreneurial skills among college students in Thiruvananthapuram District. Primary data were collected from 120 commerce and management students using a structured questionnaire, while secondary data were sourced from academic journals and reports. The collected data were analyzed using descriptive statistics and regression analysis with the support of SPSS software. The results reveal a significant positive relationship between digital learning and student's readiness for digital business creation. Additionally, digital learning platforms were found to have a meaningful influence on the development of digital entrepreneurial skills. The findings highlight the critical role of technology-enabled learning in nurturing entrepreneurial competencies among higher education students.

KEYWORDS Digital Entrepreneurship, Digital Learning, Higher Education..

1. INTRODUCTION

The emergence of the digital economy has transformed traditional business models and created new opportunities for entrepreneurship. In this context, higher education institutions play a crucial role in preparing students to adapt to digital transformation and engage in entrepreneurial activities. Digital learning has become an integral component of higher education, offering innovative approaches to knowledge delivery, skill development, and experiential learning. Through online platforms, virtual classrooms, and interactive digital tools, students can access entrepreneurial knowledge beyond conventional classroom boundaries.

Digital entrepreneurship refers to entrepreneurial activities that rely on digital technologies for value creation, innovation, and market engagement. As digital business models continue to evolve, students require not only theoretical knowledge but also practical digital skills and readiness to initiate and manage digital ventures. Digital learning environments support this need by promoting self-directed learning, problem-solving abilities, and technology-driven competencies.

Digital learning platforms further enhance the learning experience by providing interactive content, real-time resources, and exposure to current industry practices. These platforms enable students to develop essential entrepreneurial skills such as creativity, innovation, digital tool utilization, and strategic thinking. For commerce and management students, who are potential future entrepreneurs, engagement with digital learning systems is particularly relevant. Despite the growing emphasis on digital education, empirical studies examining the relationship

between digital learning, entrepreneurial readiness, and skill development among college students remain limited, especially at the regional level. Therefore, this study focuses on college students in Thiruvananthapuram District to analyze how digital learning and digital learning platforms influence readiness for digital business creation and the development of digital entrepreneurial skills.

2. DIGITAL LEARNING AS A CATALYST FOR DIGITAL ENTREPRENEURSHIP IN HIGHER EDUCATION

Facilitates entrepreneurial readiness through technology enabled learning environments: Digital learning provides students with continuous access to entrepreneurial knowledge, real-time information, and applied learning resources, which strengthens their preparedness to engage in digital business creation and reduces perceived entry barriers to entrepreneurship.

Enhances opportunity recognition and entrepreneurial mindset: Exposure to digital learning environments improves students' ability to identify digital business opportunities by integrating innovation, problem-solving, and market-oriented thinking, which are essential components of entrepreneurial intention in the digital economy.

Supports development of digital entrepreneurial competencies: Digital learning platforms enable students to acquire practical digital skills such as online marketing, digital tools usage, and technology-based decision-making, thereby strengthening competencies required for initiating and managing digital ventures.

Encourages self-directed and experiential entrepreneurial learning: Technology-enabled learning promotes independent learning, experimentation, and application of entrepreneurial concepts, allowing students to gain experiential knowledge that aligns closely with real-world digital business practices.

Bridges the gap between academic learning and digital business practice: By integrating interactive content, practical exercises, and industry-relevant resources, digital learning connects theoretical knowledge with practical entrepreneurial applications, enhancing students' confidence and intention to pursue digital entrepreneurship.

3. REVIEW OF LITERATURE

Sitaridis, I., & Kitsios, F. (2024), the review analyzed 89 studies using a systematic coding approach, resulting in the classification of digital entrepreneurship education research into four main conceptual dimensions: pedagogy and learning, success factors and barriers, behavioral approaches, and ecosystem perspectives. This classification synthesizes fragmented research streams, highlights current trends, and identifies underexplored areas in digital entrepreneurship education. Gunaseelan, K., Subramaniam, T., Sern, L., Jabor, M., & Rathakrishnan, G. (2022), Digital entrepreneurship has emerged as a key component of higher education in Malaysia, supported by national policies that promote technological integration and entrepreneurial skill development among students. While initiatives such as the Higher Education Entrepreneurship Development Policy have strengthened digital skills, employability, and economic contribution, challenges related to inadequate infrastructure, limited skilled faculty, and traditional teaching approaches persist. Despite these constraints, exposure to digital entrepreneurship equips students with adaptive, technology-driven competencies, even when they do not pursue entrepreneurial careers after graduation. Hardini, M. G., Khaizure, T., & Godwin, G. (2024), the study indicate that technology-enabled learning environments improve students readiness to engage in digital business activities through experiential and skill-oriented approaches. The discussion emphasizes the need for higher education institutions to align entrepreneurship education with digital transformation to improve graduate employability and entrepreneurial outcomes.

4. STATEMENT OF THE PROBLEM

Although digital learning has become widespread in higher education, there is limited empirical evidence on its effectiveness in fostering entrepreneurial readiness and skill development among college students. The lack of region-specific studies necessitates an examination of how digital learning influences digital entrepreneurship among students in Thiruvananthapuram District.

5. OBJECTIVES OF THE STUDY

To study the influence of digital learning on students readiness for digital business creation.

To analyze the role of digital learning platforms in enhancing digital entrepreneurial skills among college students.

6. SCOPE OF THE STUDY

The study is confined to commerce and management college students enrolled in higher education institutions in Thiruvananthapuram District. It focuses specifically on the role of digital learning and digital

learning platforms in enhancing readiness for digital business creation and digital entrepreneurial skills.

7. SIGNIFICANCE OF THE STUDY

This study makes a meaningful contribution to the emerging field of digital entrepreneurship by empirically examining the role of digital learning and digital learning platforms in higher education. By focusing on college students from commerce and management disciplines, the research provides evidence on how technology-enabled learning environments influence entrepreneurial readiness and skill development.

8. HYPOTHESES DEVELOPMENT

Digital learning plays an important role in higher education by improving students access to entrepreneurial knowledge and practical skills through digital platforms. Exposure to digital learning tools helps students develop confidence, problem-solving abilities, and readiness to engage in digital business activities. Based on this understanding, the following hypothesis is proposed:

H1: Digital learning has a significant influence on student's readiness for digital business creation.

Digital learning platforms also support the development of digital entrepreneurial skills by providing interactive content, real-time learning resources, and technology-based training. Continuous engagement with such platforms is expected to enhance students' digital competencies and entrepreneurial capabilities.

Therefore, the second hypothesis is formulated as follows:

H2: Digital learning platforms have a significant influence on the development of digital entrepreneurial skills among college students.

9. RESEARCH METHODOLOGY

Source of Data: Primary data were collected through a structured questionnaire, while secondary data were obtained from journals, books, and research reports.

Tools Used for Analysis: Statistical analysis was carried out using SPSS software, including descriptive statistics and regression analysis.

Sample Selection: Purposive sampling was adopted to select students from commerce and management disciplines.

Sample Size: The study comprised 120 college students from higher education institutions in Thiruvananthapuram District.

10. DATA ANALYSIS AND RESULTS

The data were analyzed using IBM SPSS software. Descriptive statistics were employed to summarize the demographic characteristics of the respondents and the central tendencies of the study variables. Composite scores were computed for each construct based on the respective questionnaire items. Simple linear regression analysis was subsequently conducted to test the proposed hypotheses and to examine the influence of digital learning and digital learning platforms on student's readiness for digital business creation and digital entrepreneurial skills.

Table 1: Demographic Profile of Respondents (N = 120)

Variable	Category	Frequency	Percentage (%)
Gender	Male	63	52.5
	Female	57	47.5
	Total	120	100.0
Level of Study	Undergraduate	62	51.7
	Postgraduate	40	33.3
	PhD	18	15.0
	Total	120	100.0

Source: Primary Data

Interpretation: Table 1 presents the demographic characteristics of the respondents, of the 120 college students surveyed, 52.5% were male and 47.5% were female, indicating a balanced gender distribution. Regarding academic level, undergraduate students constituted the majority (51.7%), followed by

postgraduate students (33.3%) and doctoral scholars (15.0%). This distribution reflects adequate representation across different levels of higher education, supporting the suitability of the sample for the study.

Table 2: Descriptive Statistics of Study Constructs (N = 120)

Construct	Mean	Standard Deviation
Digital Learning	3.58	0.68
Readiness for Digital Business Creation	3.23	0.92
Digital Learning Platforms	3.53	0.64
Digital Entrepreneurial Skills	3.33	0.65

Source: Primary Data

Interpretation: Table 2 reports the descriptive statistics of the major constructs examined in the study. The mean values for all constructs are above the neutral midpoint of 3.0, indicating generally positive perceptions of digital learning, digital learning platforms, readiness for digital business creation, and digital entrepreneurial skills among college students. The standard deviation values suggest acceptable variability in responses, indicating consistency in respondents' perceptions and supporting the suitability of the data for regression analysis.

Regression Analysis for Hypothesis H1: Digital Learning Has a Significant Influence on Student's Readiness for Digital Business Creation.

Table 3: Model Summary of Regression Analysis (H1)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.614	0.377	0.372	0.491

Source: Primary Data

Interpretation: The model summary indicates a moderate positive relationship between digital learning and readiness for digital business creation (R = 0.614). The R^2 value of 0.377 suggests that approximately 37.7% of the variance in students' readiness for digital business creation is explained by digital learning. The adjusted R^2 further confirms the model's explanatory power and robustness.

Table 4: ANOVA Results for Regression Model (H1)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	17.235	1	17.235	71.508	0.000
Residual	28.440	118	0.241		
Total	45.675	119			

Source: Primary Data

Interpretation: The ANOVA results indicate that the regression model is statistically significant (F = 71.508, p < 0.001). This confirms that digital learning is a significant predictor of readiness for digital business creation among college students.

Table 5: Regression Coefficients for Digital Learning and Readiness for Digital Business Creation

Predictor	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
Constant	0.101	0.372	—	0.272	0.786
Digital Learning	0.874	0.103	0.614	8.456	0.000

Source: Primary Data

Interpretation: The regression coefficients indicate that digital learning has a positive and statistically significant effect on readiness for digital business creation (β = 0.614, t = 8.456, p < 0.001). The coefficient shows that a one-unit increase in digital learning leads to a 0.874 unit increase in readiness for digital business creation. Thus, Hypothesis H1 is supported.

Regression Analysis For Hypothesis H2: Digital Learning Platforms Have A Significant Influence On The Development Of Digital Entrepreneurial Skills Among College Students.

Table 6: Descriptive Statistics for H2 Variables

Variable	N	Mean	Standard Deviation
Digital Learning Platforms	120	3.53	0.37
Digital Entrepreneurial Skills	120	3.33	0.41

Source: Primary Data

Interpretation: Table 6 presents the descriptive statistics of the composite variables used for testing Hypothesis H2. The results indicate moderate to high engagement with digital learning platforms and a reasonable level of digital entrepreneurial skill development among college students.

Table 7: Model Summary of Regression Analysis (H2)

Model	R	R Square	Adjusted R Square	Std. Error
1	0.380	0.145	0.137	0.377

Source: Primary Data

Interpretation: The model summary indicates that digital learning platforms explain 14.5% of the variance in digital entrepreneurial skills among college students. The adjusted R^2 value suggests a modest yet meaningful explanatory power, which is acceptable for exploratory social science research.

Table 8: ANOVA Results for Regression Model (H2)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.829	1	2.829	19.936	0.000
Residual	16.746	118	0.142		
Total	19.575	119			

Source: Primary Data

Interpretation: The ANOVA results show that the regression model is statistically significant (F = 19.936, p < 0.001), indicating that digital learning platforms significantly predict digital entrepreneurial skills among college students.

Table 9: Regression Coefficients for Digital Learning Platforms and Digital Entrepreneurial Skills

Predictor	B	Std. Error	B	t	Sig.
Constant	1.833	0.336	—	5.457	0.000
Digital Learning Platforms	0.422	0.095	0.380	4.465	0.000

Source: Primary Data

Interpretation: The regression coefficients indicate that digital learning platforms have a significant positive effect on digital entrepreneurial skills (β = 0.380, t = 4.465, p < 0.001). This suggests that increased engagement with digital learning platforms enhances students' entrepreneurial skill development. Therefore, Hypothesis H2 is supported.

11. FINDINGS OF THE STUDY

Digital learning has a significant and positive influence on students' readiness for digital business creation. The regression analysis demonstrates that digital learning significantly enhances students' confidence, awareness, and preparedness to initiate digital business activities. The model explains a substantial proportion of variance in entrepreneurial readiness, confirming digital learning as a key determinant in higher education.

College students exhibit favorable perceptions toward digital learning and digital learning platforms. The descriptive statistics indicate mean values above the neutral midpoint for all major constructs, suggesting that students perceive digital learning environments as accessible, effective, and supportive for

entrepreneurship-related learning.

Digital learning platforms significantly contribute to the development of digital entrepreneurial skills. The regression results confirm that engagement with digital learning platforms positively influences students' problem-solving abilities, creativity, and effective use of digital tools, which are essential for digital entrepreneurial activities.

Technology-enabled learning supports experiential and self-directed entrepreneurial skill development. The findings suggest that digital learning platforms facilitate independent learning and practical application of knowledge, enabling students to adapt to dynamic, technology-driven business environments while strengthening entrepreneurial competencies.

12. SUGGESTIONS

Integrate digital entrepreneurship modules into higher education curricula.

Higher education institutions should formally incorporate digital entrepreneurship–oriented courses that combine theoretical knowledge with practical digital business applications to enhance students' readiness for digital venture creation.

Strengthen the use of digital learning platforms for skill-based training.

Educational institutions should promote structured use of digital learning platforms that emphasize hands-on activities, simulations, case studies, and real-world entrepreneurial problem-solving to improve digital entrepreneurial skills.

Encourage experiential and self-directed learning through digital tools.

Institutions should support project-based learning, online business simulations, and independent digital projects that enable students to apply entrepreneurial concepts in practical, technology-driven contexts.

Enhance faculty competence in digital pedagogy and entrepreneurship education.

Regular training programs should be conducted for faculty members to improve their ability to effectively utilize digital learning platforms and integrate entrepreneurial skill development into teaching practices.

13. CONCLUSION

The study highlights the growing importance of digital learning in shaping entrepreneurial readiness and skill development among college students. The findings confirm that digital learning significantly enhances student's preparedness to engage in digital business creation, while digital learning platforms contribute positively to the development of digital entrepreneurial skills. These results underscore the role of technology-enabled education in equipping students with the competencies required to succeed in the digital economy. For commerce and management students, exposure to digital learning environments fosters confidence, innovation, and practical skill acquisition. The study emphasizes the need for higher education institutions to strategically integrate digital learning tools and platforms into entrepreneurship education. By doing so, institutions can bridge the gap between academic learning and real-world entrepreneurial demands. Overall, the research contributes empirical evidence to the field of digital entrepreneurship and provides a foundation for future studies to explore advanced digital learning interventions and their long-term impact on entrepreneurial outcomes.

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