

# The influence of digital well-being on students' entrepreneurial intentions at Makassar State University

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## Abstract

This study aims to examine the effect of digital well-being on students' intentions to become entrepreneurs. A quantitative survey design was applied to students enrolled in the Entrepreneurship Study Programme at Makassar State University. A sample of 242 respondents was selected using simple random sampling with a margin of error of 5%. Data were collected using a validated and reliable Likert scale questionnaire. Data analysis used simple linear regression to evaluate the direct influence of digital well-being on entrepreneurial intentions. The results showed that digital well-being had a positive and significant influence on entrepreneurial intentions. This study concludes that a higher level of digital well-being strengthens students' ability to manage technology productively, which in turn increases their readiness for entrepreneurship. Theoretically, this research contributes by integrating digital well-being into the framework of entrepreneurial intentions in higher education. Practically, it is recommended that universities incorporate digital well-being skills into the curriculum of entrepreneurship programmes as a strategic effort to strengthen students' capacity to form effective entrepreneurial intentions in the digital age.

Keywords: Digital Well-Being; Entrepreneurial Intentions; Student Entrepreneurship; Technology Utilization; Higher Education Entrepreneurship.

## Abstrak

Penelitian ini bertujuan untuk menguji pengaruh kesejahteraan digital (digital well-being) terhadap intensi mahasiswa untuk menjadi wirausaha. Desain survei kuantitatif diterapkan pada mahasiswa yang terdaftar di Program Studi Kewirausahaan Universitas Negeri Makassar. Sampel sebanyak 242 responden dipilih menggunakan teknik simple random sampling dengan margin kesalahan sebesar 5%. Data dikumpulkan dengan menggunakan kuesioner skala Likert yang telah divalidasi dan reliabel. Analisis data menggunakan regresi linear sederhana untuk mengevaluasi pengaruh langsung kesejahteraan digital terhadap intensi berwirausaha. Hasil penelitian menunjukkan bahwa kesejahteraan digital memiliki pengaruh positif dan signifikan terhadap intensi berwirausaha. Penelitian ini menyimpulkan bahwa tingkat kesejahteraan digital yang lebih tinggi memperkuat kemampuan mahasiswa dalam mengelola teknologi secara produktif, yang pada gilirannya meningkatkan kesiapan mereka untuk berwirausaha. Secara teoretis, penelitian ini berkontribusi dengan mengintegrasikan kesejahteraan digital ke dalam kerangka intensi berwirausaha di pendidikan tinggi. Secara praktis, universitas disarankan untuk memasukkan keterampilan kesejahteraan digital ke dalam kurikulum program kewirausahaan sebagai upaya strategis untuk memperkuat kapasitas mahasiswa dalam membentuk intensi berwirausaha yang efektif di era digital.

Kunci: Kesejahteraan digital; Intensi berwirausaha; Kewirausahaan mahasiswa; Pemanfaatan teknologi; Kewirausahaan pendidikan tinggi.

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## 1. Introduction

The rapid advancement of digital technology has brought significant changes to various aspects of life, including education and entrepreneurship. Students, as the generation most closely engaged with technology, often face both opportunities and challenges related to digital well-being (Deng & Yang, 2021; Folabit et al., 2025; Gennari et al., 2023; Mourlam et al., 2020). This phenomenon is essential to examine because digital well-being involves not only the ability to manage technology use but also influences the mental processes involved in forming behavioral intentions, including entrepreneurial intentions (Contreras-Barraza et al., 2022; Fülöp & Cifuentes-Faura, 2025). The urgency of this research is grounded in the increasing penetration of digital technology, which affects students' daily behavior, creating a paradox: technology can serve as both a source of distraction and an opportunity for entrepreneurial engagement.

In the context of entrepreneurial psychology, entrepreneurial intention is defined as a state of conscious mind that directs an individual's attention and actions toward achieving specific business goals (Krueger, 2017). Intention is the best predictor of actual behavior, as it reflects how hard an individual is willing to try and how much effort they plan to exert to perform that behavior. For students, intention is a crucial stage, as starting a business is often a planned action that requires mental readiness and strong self-control. Without a solid intention, the opportunities and business competencies possessed by students may not translate into real action.

Empirically, student interest in developing digital-based businesses continues to grow. This is supported by the fact that internet penetration among highly educated groups (university level) has reached 91.27%, according to We Are Social 2025. Additionally, the 18-24 age group (students) accounts for approximately 11% of the total number of internet users nationwide. This high level of digital engagement is also reflected in consumer behavior in Indonesia, where 60% of the population now uses social media as their primary channel for researching a brand or product before making a purchase. However, high interest does not always correlate linearly with the willingness to make entrepreneurial choices, as digital well-being factors such as the ability to manage online time and avoid information overload become determining variables. Most previous research has focused more on the relationship between digital literacy and entrepreneurship. Digital-based social selling activities influence performance through reputation and relationships, but have not yet addressed the aspect of psychological well-being as an initial trigger (Arabiun et al., 2025; Kaur et al., 2025; Utami et al., 2025). Meanwhile, Centeno et al. (2025) found that digital well-being correlates positively with digital self-control and students' emotional balance, which in turn encourages their entrepreneurial involvement.

The novelty of this study lies in the integration of digital well-being with students' entrepreneurial intentions within the context of higher education in Indonesia. Therefore, this study aims to analyze the influence of digital well-being on students' entrepreneurial intentions and examine how digital self-control contributes to their

mental readiness for business involvement. This study contributes to the development of a more comprehensive entrepreneurship education model that emphasizes the importance of maintaining mental health and digital productivity to support the sustainability of students' entrepreneurial intentions. The integration of business competence and digital mental health is a crucial aspect to ensure that the intentions formed are based on healthy and sustainable behavioral readiness. Thus, the results of this study are expected to serve as a foundation for developing an educational model capable of producing young entrepreneurs who are not only technologically savvy but also resilient in managing a dynamic digital environment.

## 2. Literature Review

### The Concept of Digital Well-Being

Digital Well-Being is a multidimensional concept that refers to an optimal condition in which individuals are able to use digital technology in a healthy manner to achieve personal and professional goals without compromising their mental or physical health (Büchi, 2024). In recent literature, digital well-being is no longer viewed solely as limiting device usage (screen time), but rather as the ability to self-regulate in managing cognitive load in a disruptive digital ecosystem (Büchi, 2024). For prospective entrepreneur students, digital well-being includes cognitive literacy to avoid digital burnout and the ability to maintain focus on business opportunities amid a massive flow of information. This well-being is a prerequisite for the emergence of creativity and mental resilience needed to face the uncertainties of the business world.

### Entrepreneurial Intention

Entrepreneurial intention is a conscious mental state that directs an individual's attention and actions toward the specific goal of establishing a new business entity (Krueger et al., 2000). This concept is considered a key psychological predictor in explaining actual entrepreneurial behavior, reflecting a person's commitment and readiness to transform a business idea into reality (Krueger et al., 2000). The Theory of Planned Behavior (TPB) developed by Ajzen (1991) remains the main theoretical framework (grand theory) in explaining entrepreneurial intention. According to TPB, a person's intention to perform a behavior (in this case, becoming an entrepreneur) is determined by three main determinants: (1) Attitude toward the Behavior; (2) Subjective Norms (3) Perceived Behavioral Control (PBC) (Ajzen, 1991). In the digital context, PBC is greatly influenced by digital fluency and psychological comfort when interacting with technology (Adewoyin et al., 2022). Students who feel digitally well-off tend to have higher PBC because they feel they have complete control over their digital production tools.

Students with high levels of well-being have sharper Entrepreneurial Alertness, which allows them to recognize digital opportunities more effectively than students who experience digital stress (Fülöp & Cifuentes-Faura, 2025). Healthy use of social media helps students build strong social networks and social proof, which ultimately boosts their confidence to venture into entrepreneurship. Conversely, failure to achieve digital well-being can lead to procrastination and a decline in entrepreneurial intent due to

information overload. Based on the argument that psychological stability in using technology (Digital Well-Being) strengthens behavioral control and the perception of ease in running a business, the efficacy of students to start a business in the Entrepreneurship Study Program at Makassar State University will increase significantly. Healthy digital conditions allow students to focus on long-term business visions rather than simply consuming unproductive content. Systematically, the integrative relationship between balanced technology use and the formation of strategic intent is summarized in a conceptual framework that places digital well-being as the main independent variable that drives students' entrepreneurial intent.

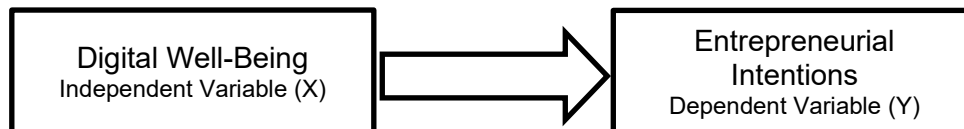


Figure 1. Conceptual Framework

Based on the theoretical review and empirical studies, this research proposes the following hypothesis:

H<sub>1</sub>: Digital well-being has a positive and significant influence on students' intentions to become entrepreneurs.

Through empirical testing of students on the Entrepreneurship Programme at the University of Makassar, this study aims to demonstrate that mastery of technology combined with psychological well-being will produce entrepreneurs who are not only technically competent, but also highly resilient in the face of digital economic fluctuations. Thus, the results of this study are expected to provide a basis for evaluating the adaptability of the curriculum to the digital well-being of students in order to produce sustainable generators of the future economy.

### 3. Methodology

This study employed a quantitative approach with a survey design, intended to examine the effect of digital well-being on students' entrepreneurial intentions (Kothari, 2021). The population of this research consisted of all students of the Entrepreneurship Study Program, Faculty of Economics and Business, Universitas Negeri Makassar, totaling 612 active students during the academic year of the study. This specific population was selected because these students are directly engaged with digital technology as a primary tool for business development, while simultaneously being vulnerable to the digital paradox where technology serves as both an opportunity and a source of distraction. Furthermore, focusing on this group allows the study to provide targeted insights for the development of an entrepreneurship curriculum that balances technical business skills with digital well-being to foster sustainable entrepreneurial intentions. Based on considerations of representativeness and efficiency, the researcher applied the Simple Random Sampling (SRS) technique (Gay et al., 2021).

The sample size was determined using the Slovin formula with an error tolerance of 5%. From this calculation, a sample of 242 students was obtained, which was considered sufficient to meet the minimum requirements for simple regression

research (Krejcie & Morgan, 1970). The selected respondents were provided with questionnaires both online and offline to ensure accessibility and high response rates. The research instrument was a questionnaire with a five-point Likert scale, measuring two main variables: digital well-being (independent variable) and entrepreneurial intentions (dependent variable). In this study, the digital well-being variable is measured through three primary dimensions referring to the Perceived Digital Well-Being Scale (PDWS) framework developed by (Rosič et al., 2024). This scale is a specific research instrument designed to measure individual perceptions of technology's impact on their quality of life, conceptually aligning with the digital well-being framework promoted by the OECD (Organisation for Economic Co-operation and Development).

Table 1. Operationalization of Research Variables

Variable	Definition	Indicator	Source
Digital Well-Being (X)	The optimal condition in which individuals are able to use digital technology healthily to achieve personal and professional goals without compromising mental or physical health.	<ol style="list-style-type: none"> <li>1. Satisfaction of intrinsic needs (feelings of autonomy and competence) during online interactions.</li> <li>2. Emotion regulation, digital stress management, and the achievement of hedonic well-being.</li> <li>3. Social connectivity and digital empathy in cyberspace.</li> </ol>	(Rosič et al., 2024)
Entrepreneurial Intentions (Y)	A conscious mental state that directs an individual's attention and actions toward the specific goal of establishing a new business entity.	<ol style="list-style-type: none"> <li>1. A conscious intention to engage in entrepreneurial behavior before the actual action takes place.</li> <li>2. The willingness to try and the amount of planning effort to be exerted.</li> <li>3. The tendency of individuals to start a business in the digital era.</li> </ol>	(Liñán & Chen, 2009)

The first dimension is the cognitive domain, which evaluates students' intrinsic need satisfaction, such as feelings of autonomy and competence, during online interactions. The second dimension is the emotional domain, focusing on an individual's ability for emotional regulation, digital stress management, and achieving hedonic well-being to maintain mental health during technology use. The third dimension is the social domain, assessing social connectedness and digital empathy in students' social interactions within the digital space.

The digital entrepreneurship intentions variable is measured based on the Theory of Planned Behavior (TPB) framework developed by Icek Ajzen (1991) and the intention model adapted from the Entrepreneurial Intention Questionnaire (EIQ) by Liñán & Chen (2009). This scale serves as an internationally validated standard instrument for measuring planned behavioral intentions. The dimensions of this variable include a prior conscious intentions to perform entrepreneurial behavior before any real action occurs. Additionally, motivational factors are utilized to assess the

students' willingness to try and the extent of effort planning they intend to exert to perform the behavior. This measurement is further strengthened by a six-item intention scale that specifically identifies the mental readiness and individual tendency to start a business in the digital age. Details of the operationalization of research variables, including dimensions and measurement indicators for digital well-being (independent variable) and entrepreneurial intention (dependent variable), are presented in Table 1.

The content validity of the questionnaire was reviewed by experts in entrepreneurship and research methodology, while reliability testing was conducted using Cronbach's Alpha to ensure internal consistency of the instrument. The collected data were analyzed using simple regression analysis to test the direct influence of the independent variable on the dependent variable (Gay et al., 2021).

## 4. Result And Discussion

### 4.1 Result

The results of this quantitative research are presented systematically to provide a comprehensive overview of the influence of digital well-being on students' entrepreneurial intentions. The presentation begins with a description of the characteristics of the respondents who served as the research sample, followed by the results of the instrument tests (validity and reliability), classical assumption tests, and simple regression analysis. Each section of the results is accompanied by supporting tables and figures derived from statistical data processing outputs, thereby providing strong and measurable empirical evidence.

#### Respondent Characteristics

The respondents in this study consisted of 242 students from the Entrepreneurship Study Program, Faculty of Economics and Business, Universitas Negeri Makassar, who were selected using the simple random sampling technique. In terms of gender, the majority were female, totaling 145 students (59.9%), while male students accounted for 97 (40.1%). The age distribution shows that the 19-year-old group dominated with 88 students (36.4%), followed by those aged 20 (24.0%), 18 (23.6%), 21 (15.3%), and 22 (0.8%).

Table 2. Distribution of Respondents by Gender and Age

Characteristic	Frequency	Percentage
Male	97	40,1%
Female	145	59,9%
Total	242	100%

Source: Processed primary data, 2025

#### Validity and Reliability Test

The results of the validity test indicate that all indicators of the digital well-being variable (X) and the entrepreneurial intentions variable (Y) have item-total correlation values greater than the r-table (0.1257;  $n = 242$ ,  $\alpha = 0.05$ ), thus they are declared valid. The reliability test using Cronbach's Alpha obtained a value of 0.838 for variable X and 0.790 for variable Y, both of which are greater than 0.60. Therefore, the research instrument is considered reliable and suitable for data collection.

Table 3. Hasil Uji Validitas

Variable	Item No.	R-count	R-table	Remark
Digital Well-Being (X)	X.1	0.210	0.1055	Valid
	X.2	0.244	0.1055	Valid
	X.3	0.150	0.1055	Valid
	X.4	0.149	0.1055	Valid
	X.5	0.130	0.1055	Valid
	X.6	0.210	0.1055	Valid
	X.7	0.141	0.1055	Valid
	X.8	0.200	0.1055	Valid
	X.9	0.178	0.1055	Valid
	X.10	0.155	0.1055	Valid
Entrepreneurial Intentions (Y)	Y.1	0.189	0.1055	Valid
	Y.2	0.205	0.1055	Valid
	Y.3	0.187	0.1055	Valid
	Y.4	0.214	0.1055	Valid
	Y.5	0.179	0.1055	Valid
	Y.6	0.233	0.1055	Valid
	Y.7	0.628	0.1055	Valid
	Y.8	0.166	0.1055	Valid
	Y.9	0.238	0.1055	Valid
	Y.10	0.123	0.1055	Valid
	Y.11	0.271	0.1055	Valid
	Y.12	0.244	0.1055	Valid

An item is considered valid if the r-count value exceeds the r-table value. With a total of 49 respondents, the r-table value is 0,1055 These data were obtained from the SPSS 20 output in 2025.

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Remark
Digital Well-Being (X)	0.838	Reliabel
Entrepreneurial Intentions (Y)	0.790	Reliabel

Thus, this research instrument is declared valid and reliable, making it suitable and accurate for use in the data collection process and statistical analysis in the next stage.

### Classical Assumption Test

The classical assumption test is a series of statistical examinations conducted to ensure that the linear regression model meets the requirements of a good estimator (Best Linear Unbiased Estimator). The main objective of this test is to guarantee the validity and reliability of the analysis results by minimizing bias and increasing the efficiency of regression coefficient estimation. This study applied the normality test and heteroscedasticity test.

The Kolmogorov-Smirnov test produced a significance value of  $0.090 > 0.05$ , indicating that the data are normally distributed. This demonstrates that the regression model satisfies the assumption of normality. The One-Sample Kolmogorov-Smirnov (K-S) test was used to examine whether the regression model follows a normal distribution. The entrepreneurial intentions is based on the significance value (asympt.)

sig. 2-tailed): greater than 0.05 indicates a normal distribution, whereas less than 0.05 indicates a non-normal distribution. The results of the normality test using this method are presented in the following figure:

Table 4. Normality Test Results

Unstandardized Residual	
Kolmogorov-Smirnov Z	1.246
Asymp. Sig. (2-tailed)	0.090

Based on the Table 4, the One-Sample Kolmogorov-Smirnov test produced an asymp. sig. (2-tailed) value of 0.90, which exceeds the threshold of 0.05. This indicates that the regression model is normally distributed, meaning that the data meet the normality assumption and can be further analyzed.

The scatterplot results show that the points are randomly distributed above and below the horizontal axis without forming any specific pattern, indicating that the regression model is free from heteroscedasticity

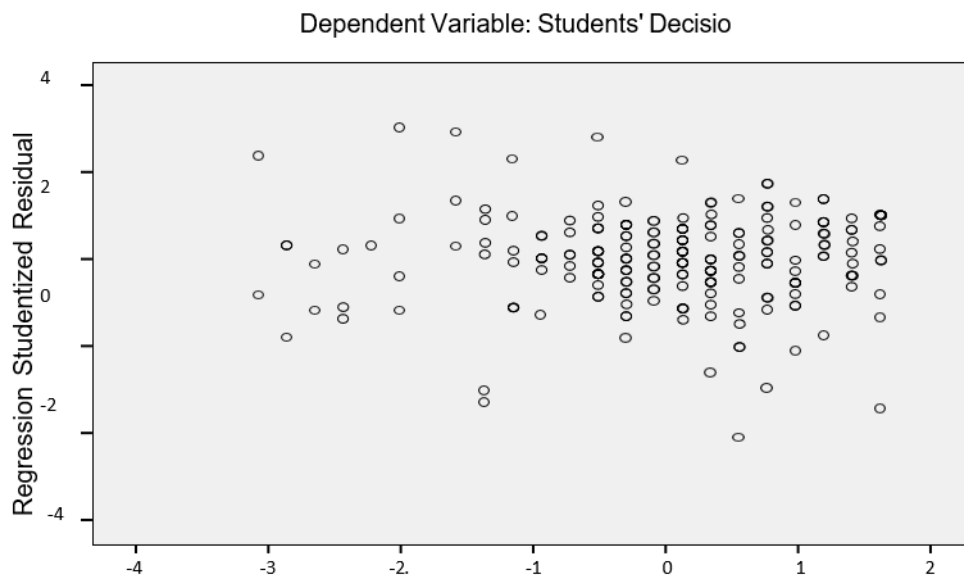


Figure 2. Heteroscedasticity Test

Referring to Figure 2, the points on the graph appear randomly scattered above and below the zero line on the Y-axis without forming any specific pattern. This distribution indicates that the regression model is free from heteroscedasticity. Therefore, the regression model used is deemed appropriate for predicting the variable.

### Linear Regression Analysis

Simple linear regression analysis was conducted to examine the effect of the digital well-being variable (X) on entrepreneurial intentions (Y). The results of the data processing are presented in Table 3 below:

Table 5. Simple Linear Regression Analysis

Variable	B	Std. Error	Beta	t	Sig.
Konstanta	21.957	2.249	-	9.764	0.000
Digital Well-Being (X)	0.682	0.053	0.641	12.945	0.000

Based on the analysis output, the simple regression equation obtained is:  $Y = 21.957 + 0.682X$ . This means that every 1-point increase in digital well-being will increase students' entrepreneurial intentions scores by 0.682 points. The results of this study confirm that digital well-being has a positive and significant effect on students' entrepreneurial intentions. The  $R^2$  value of 0.411 indicates that the digital well-being variable is able to explain 41.1% of the variation in entrepreneurial intentions, while the remaining percentage is influenced by other factors outside the model.

#### **4.2 Discussion**

This finding emphasizes that students with good digital well-being are able to manage technology use productively, avoid distractions, and utilize digital media to support entrepreneurial activities. This is in line with global trends showing that digital literacy and digital well-being are important psychological and behavioral factors that drive entrepreneurial intentions among the younger generation. The findings of this study demonstrate that digital well-being has a positive and significant effect on students' entrepreneurial intentions. This indicates that the better the students' digital well-being, the stronger their tendency to start a business. In practice, students who are able to manage their digital technology use in a balanced way can avoid distractions, maintain mental health, and increase their focus on productive activities that support entrepreneurship. This aligns with Mattila et al. (2021), who emphasized that digital transformation in business-to-business sales requires balanced technology management skills to make business entrepreneurial intentions making more effective. Hence, digital well-being can be viewed as a prerequisite for students to leverage technology as an entrepreneurial opportunity rather than as a psychological or behavioral barrier.

The explanatory power of digital well-being is further evidenced by its ability to account for a substantial portion of students' entrepreneurial intentions. This supports Bharadwaj & Shipley (2020), who found that hybrid sales structures create greater customer value when salespeople successfully integrate digital competence with interpersonal skills. Similarly, students with strong digital well-being are better able to balance using technology for entrepreneurial information and building networks with personal approaches. This is consistent with Sestino & Nasta (2025) who demonstrated that digital-based social selling activities positively influence sales performance through reputation and relationships, underscoring the importance of digital well-being in entrepreneurial intentions.

This study is also consistent with the Theory of Planned Behavior (TPB), in which perceived behavioral control is a critical determinant of individual intentions. Digital well-being can be considered an important factor that strengthens students' perceived control over entrepreneurial behavior. This is in line with Audretsch et al. (2024); Isensee et al. (2023); Shatila et al. (2025), who highlighted that digital entrepreneurship requires a balance between technological skills, psychological resilience, and adaptability to the digital environment. Likewise, McClure et.al. (2024) stressed that the application of artificial intelligence (AI) in sales can only be effective if individuals possess the capacity to maintain their digital well-being, including the ability to manage

information overload and technology-induced stress. Thus, this study supports prior theoretical and empirical research demonstrating that digital well-being is a determinant factor in entrepreneurial intentions.

Furthermore, this study shows that students with high digital well-being are able to avoid distractions and use digital technology effectively to support entrepreneurial activities. This finding is consistent with Kalwey et al. (2025), who introduced the holistic selling paradigm in B2B markets, where psychological and behavioral aspects of salespeople significantly affect sales performance. Drawing a parallel, entrepreneurship students with strong digital well-being tend to be more confident in making entrepreneurial intentions because they feel capable of controlling both technological and psychological aspects related to business activities (Elia et al., 2020). Hence, this study expands the perspective that entrepreneurial intentions are not only shaped by external factors such as capital and opportunities but also by internal factors such as digital well-being.

This study also adds empirical evidence that digital well-being has significant implications in higher education. Mohanty et al. (2025) demonstrated that personal selling combined with digital marketing significantly increases consumer purchasing intentions. By linking this finding, students with higher levels of digital well-being are more capable of using technology as a medium for business promotion and communication without compromising their psychological well-being. This is supported by Lopes et al. (2025), who found that digital well-being is positively correlated with digital self-control and students' emotional balance, which in turn encourages entrepreneurial involvement. Therefore, this study contributes to the understanding that psychological and behavioral factors in digital technology use are critical determinants of students' entrepreneurial success.

Overall, this study confirms the importance of incorporating digital well-being into entrepreneurship curricula in higher education. Students should not only be trained in technical business skills and digital literacy but also be provided with knowledge on how to maintain balanced technology use in order to remain productive and mentally healthy. In this way, digital well-being functions as a foundation to support entrepreneurial intentions in a sustainable manner. Theoretically, this study expands the literature on entrepreneurship from a digital perspective, while practically it provides recommendations for universities to design digital-literacy-based entrepreneurship programs that are both healthy and productive.

## 5. Conclusion

This study emphasizes that digital well-being plays an important role in shaping students' entrepreneurial intentions. Students who are able to maintain a balance in technology use, manage distractions, and utilize digital media in a healthy way tend to be more prepared and confident in making entrepreneurial intentions. Thus, digital well-being can be considered one of the psychological and behavioral foundations that should be taken into account in understanding the dynamics of entrepreneurship among students. Although this research provides both theoretical and practical

contributions, it has a limitation in terms of population scope, as it only involves students from a single study program; therefore, the results cannot yet be generalized broadly.

Future research is recommended to expand the coverage of respondents across different universities and study programs, as well as to examine other variables that may influence entrepreneurial intentions. practically, the findings of this study have implications for universities in designing entrepreneurship programs that not only emphasize business skills and digital literacy but also foster students' digital well-being, enabling them to become more adaptive and competitive in the era of digital transformation.

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