

The Relationship between Digital Entrepreneurship and Career Empowerment of Social Work Graduates

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Abstract

The study discusses the need for society to address the high unemployment rates among graduates, which makes digital entrepreneurship an effective tool for enabling them to obtain suitable employment. The study aims to determine the nature of the relationship between digital entrepreneurship and career empowerment for social work graduates. The study employed the social survey method, utilizing a regular sample of (169) fourth-year students at the Faculty of Social Service, Helwan University. The key study findings revealed the weaknesses in the levels of both digital entrepreneurship and career empowerment among social work graduates. Finally, the results showed a statistically significant positive correlation between digital entrepreneurship and career empowerment among the participants. Accordingly, the first hypothesis of the study was accepted, and the remaining hypotheses were rejected.

Keywords

Digital entrepreneurship, Career empowerment, Social Work Graduates

Introduction

University graduates are powerful human resources in society due to their cognitive and skill-based capabilities. They can effectively contribute to supporting paths of comprehensive development. However, these capabilities often face multiple obstacles in the traditional labor market, such as limited job opportunities and a mismatch between university specializations and labor market needs. This compels graduates to pursue innovative alternatives that strengthen their capacity for sustained professional involvement (Sarhan, 2024, p. 361). The International Labour Organization emphasizes the importance of career empowerment for youth and graduates, citing its contributions to enhancing their ability to adapt to economic and social challenges and improving their chances of securing decent jobs (International Labour Organization, 2020). Accordingly, career empowerment represents a fundamental pillar in achieving the professional and personal development of graduates (Abdel-Aty, 2019, p.112).

Empowering graduates and enabling them in the workforce requires the development of their skills and potential. It also demands the provision of a supportive environment that enhances their ability to adapt to changing work environments. Moreover, it necessitates offering equal opportunities for training, development, and a work

environment that promotes active participation in decision-making, boosts self-confidence, provides the necessary knowledge, and ensures access to essential resources to perform their tasks effectively. Furthermore, career empowerment involves granting youth the freedom to make their own professional decisions, which helps foster their initiative and improves their chances of long-term success (Al-Rifa'i, 2023, p.89). This development requires engagement in continuous education to equip graduates with modern knowledge and tools, thereby enhancing their employability and increasing their opportunities for involvement in sustainable entrepreneurial projects. The lack of opportunities for continuous learning is identified as one of the reasons for poor professional performance and limited career growth (Al-Awamleh, 2021, p. 101). Non-traditional paths need to be based on training and opening new professional horizons—a necessity that has become urgent for social work graduates (Abdel Karim, 2021, p.21).

In addition, career empowerment requires ongoing professional development in digital skills and entrepreneurship. By integrating digital education into academic curricula and offering specialized training programs in technology, graduates can achieve professional independence. Moreover, providing community opportunities that allow them to engage with digital entrepreneurs will have a significant impact on their ability to adapt to modern labor market changes (Robinson & Judge, 2022, p.10). Supporting social networks also represents a pivotal aspect of graduate empowerment, as these networks, whether professional or community-based, offer opportunities for communication, experience exchange, and psychological and professional support. They help build team spirit, foster a sense of professional belonging, and open doors to entrepreneurial opportunities (Al-Najjar, 2020, p.215).

Brown and Taylor (2021) recommended that graduates need targeted training programs to enhance digital skills related to digital entrepreneurship. The development of curricula focused on entrepreneurship can help overcome the challenges they encounter in improving these skills. Furthermore, Jones et al. (2023) indicated a positive correlation between the acquisition of digital skills and the level of professional performance in social work, which enhances the graduates' effectiveness and efficiency in digital work environments. The world has recently witnessed a rapid shift toward digitization and an increased reliance on technology in various aspects of life. This has

led to fundamental changes in the global economy and the emergence of new work patterns based on creativity and digital knowledge, most notably digital entrepreneurship, which has become a key driver of the modern economy (Castells, 2010, p.3).

Digital entrepreneurship has attracted growing interest due to its distinct features, which appeal to entrepreneurs. It allows for easy business setup and operation without the need for a physical location or large resources, making it ideal for graduates with limited budgets. It also offers entrepreneurs flexibility in terms of time and place, provided they have internet access. In addition, it offers lower operating costs compared to traditional businesses, thereby reducing market entry barriers. Digital entrepreneurship also provides vast opportunities for accessing global markets, contributing to business expansion and growth (Haykal, 2022, pp. 433–434). These entrepreneurial opportunities are facilitated by digital entrepreneurship through various platforms that enable graduates to market their services or sell products online, while also enhancing their skills using advanced digital tools. Thus, digital entrepreneurship creates a fertile environment for innovation and project expansion, which can contribute to economic growth. (Robinson & Judge, 2022, p.5)

This has made digital entrepreneurship an essential part of the modern economy, leading to the emergence of a new digital economy that promotes freelance and independent work (Riyad & Mohamed, 2025, p. 70). Accordingly, digital entrepreneurs in social work are capable of effectively balancing profit and social impact (Mthembu & Barnard, 2019). They are also able to meet community needs and leverage tools in alignment with their role and identity (El Tarabishy, 2022). They can provide services to clients using online, phone, or video counseling, avatar-based therapy, web-based self-guided interventions, electronic social networks, email, and text messaging (Reamer, 2013, p. 3).

Social media platforms have further facilitated digital entrepreneurs' outreach to clients. For instance, Facebook can be used to post articles, videos, and images as part of promotional campaigns to attract large audiences and gather their opinions and feedback. Instagram can help track trends and topics of interest; YouTube can be used to launch awareness campaigns on social issues; moreover, Google's search engine can be utilized to identify key keywords for more effective content targeting (Ghareeb, 2023, p.2). In this context, the Community Organization specialization emerges as one of the

branches of social work concerned with empowering and building the capacity of graduates to achieve career empowerment. It involves leveraging virtual communities to enhance their capabilities in interacting with and utilizing them for community service (Ahmed, 2015).

Therefore, studying the relationship between digital entrepreneurship and career empowerment among social work graduates is crucial for understanding the potential of this approach in enhancing employment opportunities and providing innovative solutions for achieving career empowerment in this academic field.

Significance of the Study

The significance of the present study stems from taking the following factors into account:

1. Digital entrepreneurship drives the global economy by creating diverse job opportunities for graduates and boosting innovation and competitiveness.
2. There is an urgent need to address the high unemployment rates among graduates, which makes digital entrepreneurship an effective tool for enabling them to obtain suitable employment.
3. Enabling the professional path enhances professional capabilities, thereby increasing participation in the labor market and supporting the economic and social development of society.
4. Social work graduates in Egypt face unique challenges in the labor market, requiring innovative solutions to equip them with relevant digital and entrepreneurial skills.
5. The study works to link digital entrepreneurship with societal issues, enabling social work graduates to continue their role in society in a way that suits the era of digitalization.

Study Objectives

The current study aims to obtain the following objectives:

1. Determining the level of digital entrepreneurship and career empowerment of social work graduates.
2. Examining the nature of the relationship between digital entrepreneurship and career empowerment of social work graduates.
3. Investigating the nature of the relationship between some demographic variables and the digital entrepreneurship of social work graduates.

4. Identifying the nature of the relationship between some demographic variables and career empowerment of social work graduates.
5. Proposing mechanisms from a community organization perspective to empower social work graduates functionally by developing their digital entrepreneurship.

Study hypotheses:

Based on these objectives, the study attempts to validate the following hypotheses:

1. There is a statistically significant positive relationship between digital entrepreneurship and career empowerment for social work graduates.
2. There is a statistically significant relationship between some demographic variables and digital entrepreneurship for social work graduates.
3. There is a statistically significant relationship between some demographic variables and career empowerment for social work graduates.
4. There are statistically significant differences between urban and rural students in terms of the variables of digital entrepreneurship and career empowerment.
5. There are statistically significant differences between male and female students in terms of the variables of digital entrepreneurship and career empowerment.

Study concepts

Digital Entrepreneurship

Digital entrepreneurship is defined as the process of creating and developing new projects based on digital technologies, such as the Internet, smartphone applications, and social media platforms, to provide innovative services or improve traditional business processes (Al-Obaidi, 2020, p. 35).

Digital entrepreneurship is defined as the use of digital technology to identify, create, and develop innovative online business opportunities, leveraging digital infrastructure to deliver products or services and achieve a competitive advantage in digital markets (Nambisan, 2017, pp. 1029-1055).

Digital entrepreneurship can be operationally defined within the framework of the current study as the skills and behaviors practiced by social work graduates to create projects based on digital technology, develop new ideas for managing and financing these

projects, and utilize digital platforms for marketing. It can be measured through the following dimensions: digital innovation, digital marketing, digital capability, and digital financing).

2. Career Empowerment

Career Empowerment is defined as the process of enhancing individuals' ability to achieve independence at work by motivating them to make purposeful and effective decisions in their work based on developing their personal and professional skills, in addition to providing a work environment that encourages innovation, professional growth, and continuous education (Saks & Gruman, 2018).

Career Empowerment is defined as providing individuals with the skills and resources necessary to improve their job performance, which, in turn, fosters a sense of responsibility and effective participation in making decisions related to their work, thus contributing to increased productivity (Al-Rashed, 2021).

Career empowerment can be operationally defined within the framework of the current study as the process through which the abilities of social work graduates are enhanced to interact effectively with work environments and make independent professional decisions. This is achieved by providing the necessary opportunities for continuous learning and development and enabling them to build effective social networks that support them in accomplishing their professional tasks. Career Empowerment can be measured through three main dimensions: Independence, continuing education, and social network support.

Theoretical guidelines for the study

Empowerment theory

Empowerment Theory is based on the assumptions below (Zastrow, 2019, pp. 12-15).

1. All individuals can change their lives, influence their environments, and achieve positive outcomes through learning and empowerment. Empowerment is not just about providing external support but also activating individuals' inner capacities to face challenges.
2. Empowerment is not solely the result of external help, but it primarily depends on the internal strength of individuals. When people recognize their personal power and their ability to make decisive choices for their future, this can help them develop self-confidence and motivate them to change their lives.

3. Empowerment does not occur in a vacuum; it is a process of interaction between individuals and society. People become empowered when they have access to resources, community support, and education that enable them to improve their lives. The social environment also plays a significant role in shaping the opportunities available to individuals.
4. Empowerment is not just about responding to immediate needs, but it focuses on enabling individuals to adapt and grow in the long term. This contributes to strengthening their economic and social independence over time.
5. Empowerment necessitates providing individuals with the essential education and training to enhance their ability to make informed decisions. Education is not limited to acquiring information, but it also includes learning how to use that information to improve their professional and social status.

Specifically, the current study benefits from communication theory, as shown below:

1. This theory can be used to understand how digital entrepreneurship can empower social work graduates to work independently, either through launching their projects or by making professional decisions that enhance their financial and professional independence.
2. The theory can be used to guide training programs for graduates, focusing on developing the digital and entrepreneurial skills necessary for success in digital businesses. This could include training in technology tools and fundamentals, helping graduates build their entrepreneurial capacity.
3. Understanding how social network support can play a vital role in empowering graduates. These networks provide opportunities for collaboration, mutual learning, and support in digital entrepreneurship.
4. It can encourage individuals, especially graduates, to take an active role in their communities. Digital entrepreneurship allows them to create a positive impact by offering innovative solutions to social issues or by creating new job opportunities that benefit the entire community.
5. Social work graduates can benefit from professional empowerment to achieve both their social and career goals. This theory can help connect digital entrepreneurship with societal goals and community development, allowing graduates to contribute social solutions through the digital projects they launch.

Methodological

Type of Study: The current study falls under the category of descriptive research, which aims to determine the relationship between digital entrepreneurship and career empowerment among social work graduates.

Study tools: The researchers designed a measurement form to be administered to fourth-year students at the Faculty of Social Work, Helwan University, to investigate the relationship between digital entrepreneurship and career empowerment among social work graduates. The form was prepared using the following steps:

1. **Eruditeness on references, studies, and research** that address digital entrepreneurship and career empowerment to determine the dimensions of the measurement form.
2. **Tool Validity:** The researcher relied on content validity by presenting the study instrument to six professors in social work. Based on their feedback, some phrases were modified or removed, and the questionnaire was finalized. To verify the instrument's reliability, the researcher used the split-half method on five participants. Guttman's reliability coefficient reached 0.789, which is high and acceptable. Thus, the results obtained from the instrument can be considered reliable.
3. **Measurement form stability:** The researchers calculated the statistical validity with a reliability coefficient of 0.83, resulting in a statistical validity of 0.94. To determine the reliability of the tool, the researchers used Cronbach's alpha coefficient, which achieved a value of 0.90. Therefore, it is obvious that the correlation values are high and significant at a level of (0.01) in all dimensions, and the total measurement form significance is 0.01. Hence, the researchers can depend on the results of the tool, indicating that the measurement form has an appropriate degree of stability.
4. **Measurement form description:** The measurement form includes (49) phrases divided into seven basic dimensions: the digital innovation dimension structured in seven phrases from (1:7), the digital marketing dimension in seven phrases from (8:14), the digital technology dimension in seven phrases from (15:21), the digital financing dimension in seven phrases from (22:28), the independence dimension in seven phrases from (29:35), the continuing education dimension in seven phrases from (36:42), and the social network support dimension in seven phrases from (43:49).

5. **Method of correcting the Measurement form:** The statements of the measurement included three responses: "OK", "to some extent", and "disagree", whose weights are as follows: "OK" is for 3 points, "to some extent" for 2, and "disagree" for 1.
6. **Interpretation of scores:** The scores are interpreted in light of the highest and lowest scores of the measurement form. The major score of the measurement form is $(49 \times 3) = 147$, while the minimum score of the measurement form is $(49 \times 1) = 49$.

Table (1) Arithmetic Averages level

If the mean value of the expression or dimension ranges between 1 - 1.67	low level
If the mean value of the expression or dimension ranges between more than 1.67 - 2.34	average level
If the mean value of the expression or dimension ranges between more than 2.34 - 3	high level

Fields of study

A- Spatial field: The study was applied to the Faculty of Social Work, Helwan University.

B- Human Field: The sampling frame for the study community was (9320) individuals, and the law of the optimal sample size was applied using the Stephen Thompson equation. By applying the law of the optimal sample size, the optimal size became (369) participants who were recruited using the regular random sample method.

Characteristics of the study sample :

Table (2) illustrates the characteristics of the study sample and the results of testing the second and third hypotheses of the study (N=369)

Variables	Responses	Frequency	%	Social Network Support	career empowerment as a whole
Gender	Male	46	12.5%	0.023	0.028
	Female	323	87.5%		
Age	From 20-22 years	142	38.5%	0.066	0.065
	from 22 and above-24 years	218	59.1%		
	24years and above	9	2.4%		
Residence	Urban	331	89.7%	0.080	0.104*
	Rural	38	10.3%		
Field of Work	Government Sector	38	10.3%	0.074	0.102
	Private Sector	96	26.0%		
	Freelance/Free Work	235	63.7%		

Table (2) shows no correlation between the demographic variables of social work graduates and digital entrepreneurship. The results indicated no significant relationship between digital entrepreneurship and variables such as gender, age, residence, and work sector, as the correlation coefficients were not statistically significant. Based on these findings, **the second hypothesis of the study**, which posits a statistically significant relationship between certain demographic variables and digital entrepreneurship among social work graduates, **was rejected**.

Table 2 also demonstrates no correlation between demographic variables and career empowerment among social work graduates, except for residence. The results indicated no significant relationship between career empowerment and variables such as gender, age, and work sector, as the correlation coefficients were not statistically significant. However, residence showed a statistically significant relationship with career empowerment at the 0.05 level. Based on these findings, **the third hypothesis of the study**, which states that there is a statistically significant relationship between certain demographic variables and Career empowerment among social work graduates, **was partially rejected**.

C- Duration: The data collection lasted from February 2025 to April 2025.

Table (3) shows the level of digital entrepreneurship among social work graduates (N = 369).

N	Dimensions	Mean	Standard Deviation	Ranking
1	Digital Innovation	1.54	0.455	Low
2	Digital Marketing	1.50	0.510	Low
3	Digital Technology	1.52	0.507	Low
4	Digital Finance	1.59	0.555	Low
digital entrepreneurship as a whole		1.54	0.447	Low

Table (3) reveals that the level of digital entrepreneurship among social work graduates was weak, with a mean score of 1.54, falling within the range of 1.00 to 1.67. The dimensions of digital entrepreneurship were ranked as follows: Digital finance (mean = 1.59) ranked first, followed by digital innovation (mean = 1.54), digital technology (mean = 1.52), and digital marketing (mean = 1.50), which ranked last. This indicated a generally low level of digital entrepreneurship among social work graduates, with digital finance being the strongest aspect and digital marketing being the weakest.

Table (4) shows the level of career empowerment among social work graduates (N = 369).

N	Dimensions	Mean	Standard Deviation	Ranking
1	Autonomy	1.40	0.450	Low
2	Continuing Education	1.31	0.431	Low
3	Social Network Support	1.41	0.470	Low
Career empowerment as a whole		1.37	0.412	Low

Table (4) demonstrates that the level of career empowerment among social work graduates was weak, with a mean score of 1.37, falling within the range of 1.00 to 1.67. The dimensions of career empowerment were ranked as follows: Social network support (mean = 1.41) ranked first, followed by autonomy (mean = 1.40), and continuing education (mean = 1.31), which ranked last. This indicated a generally low level of career empowerment among social work graduates, with social network support being the strongest aspect and continuing education being the weakest.

Table (5) shows the relationship between digital entrepreneurship and career empowerment for social work graduates (N=369).

Dimensions	Autonomy	Continuing Education	Social Network Support	Career empowerment as a whole
Digital Innovation	**0.559	**0.465	**0.525	**0.565
Digital Marketing	**0.636	**0.519	**0.632	**0.653
Digital Technology	**0.664	**0.545	**0.617	**0.666
Digital Finance	**0.688	**0.512	**0.643	**0.673
digital entrepreneurship as a whole	**0.725	**0.580	**0.688	**0.728

Table (5) indicates a statistically significant positive correlation between digital entrepreneurship and career empowerment among social work graduates, with a Pearson correlation coefficient of 0.728** ($p < 0.01$). This is evident in the following indicators: A statistically significant positive correlation between digital innovation and career empowerment, with a Pearson correlation coefficient of (0.565**) significant at the 0.01 level, a statistically significant positive correlation between digital marketing and career empowerment, with a Pearson correlation coefficient of (0.653**) significant at the 0.01 level, a statistically significant positive correlation between digital technology and career empowerment, with a Pearson correlation coefficient of (0.666**) significant at the 0.01 level, and a statistically significant positive correlation between digital finance and career empowerment, with a Pearson correlation coefficient of (0.673**) significant at the 0.01 level.

Table (6) illustrates the differences between urban and rural students on the variables of digital entrepreneurship and career empowerment (N=369).

Variables	Indicators	N	Mean	Standard Deviation	T-Test
Digital Entrepreneurship	Urban students	331	1.55	0.449	1.541
	Rural students	38	1.43	0.422	
Career Empowerment	Urban students	331	1.39	0.0413	*1.994
	Rural students	38	1.25	0.388	

Table (6) shows no statistically significant differences between urban and rural students in digital entrepreneurship ($t = 1.541$ is not significant). However, urban students had a higher mean score (1.55), indicating that they are more likely to engage in digital entrepreneurship. There are statistically significant differences between urban and rural students in career empowerment ($t = 1.994$, $p < 0.05$). The results indicated that urban students had a higher mean score (1.39), suggesting that they had more career empowerment compared to rural students.

Based on these results, **the fourth hypothesis is partially accepted** regarding the existence of differences between urban and rural students in Career empowerment and partially rejected regarding the existence of differences between urban and rural students in digital entrepreneurship.

Table (7) reveals the differences between male and female students on the variables of digital entrepreneurship and career empowerment (N=369).

Variables	Indicators	N	Mean	Standard Deviation	T-Test
Digital Entrepreneurship	Male students	46	1.51	0.412	0.438
	Female students	323	1.54	0.452	
Career Empowerment	Male students	46	1.34	0.369	0.543
	Female students	323	1.38	0.418	

Table (7) shows no statistically significant differences between male and female students in digital entrepreneurship ($t = 0.438$ is not significant). However, the results indicated that female students had a slightly higher mean score (1.54), suggesting that they were more likely to engage in digital entrepreneurship.

Table 6 also demonstrates no statistically significant differences between male and female students in career empowerment ($t = 0.543$, not significant). However, the results indicated that female students had a slightly higher mean score (1.38), suggesting that they had more career empowerment compared to male students.

This indicated that **the fifth hypothesis of the study**, which states that there are statistically significant differences between male and female students in digital entrepreneurship and Career empowerment, **was rejected**.

Table (8) shows proposed mechanisms from a community organization perspective to empower social work graduates functionally by developing their digital entrepreneurship.

Mechanisms	Implementation procedures		Time period	Proposed implementing agencies	Target outputs
(1) Integrating digital entrepreneurship into school curricula	(1-1)	Incorporating a digital entrepreneurship course into current curriculum.	6-12 months	Academic departments in faculties and institutes of social work	1. Developing digital awareness among students. 2. Enhancing graduates' readiness for the digital labor market. 3. Developing academic content to keep pace with the digital transformation. 4. Qualifying teaching staff for emerging topics.
	(1-2)	Training faculty members on how to teach the course practically.		College Agency for Education and Student Affairs.	
	(1-3)	Preparing practical educational content for the course		Curriculum Development Committees	
(2) Specialized qualification and training programs	(1-1)	Implementing courses in digital marketing.	3-6 months	Universities	1. Equipping graduates with modern digital skills. 2. Increasing freelance opportunities. 3. Improving the ability to establish a digital project. 4. Building self-confidence through practical training.
	(1-2)	Online training on freelancing tools.		Educational platforms	
	(1-3)	Design training programs with accredited certificates.			
	(1-4)	Implementing practical workshops for small projects.		College Agency for Environmental Development and Community Service Affairs.	
	(1-5)	Providing digital (online) field training.			
(3) Partnerships with the digital market	(1-1)	Establishing collaborative partnerships with startups.	3-9 months	Universities	1. Building relationships with market players. 2.Supporting the integration of social and technical (digital) specialization 3. Increase job opportunities in the digital market.
	(1-2)	Implementing joint projects between students and companies.		Ministries of Manpower	
				Technology companies	
	(1-3)	Launching digital recruitment campaigns targeting graduates.		Recruitment platforms	
	(1-4)	Activating cooperative training with freelance platforms.			

Mechanisms	Implementation procedures		Time period	Proposed implementing agencies	Target outputs
(4) Financial and funding support	(1-1)	Partnerships with small and medium-sized financing institutions.	3-6 months	Project Development Authority	1. Facilitating graduates' entry into the digital labor market. 2. Bridging the gap between ideas and implementation.
				Universities	
				Banks	
	(1-2)	Establishing a fund to support social service graduates' projects.		Ministry of Social Solidarity	
	(1-3)	Providing financial advice to graduates.			
(5) Guidance support for graduates	(1-1)	Preparing a guidebook for job adaptation skills.	Ongoing/ Every semester	social workers	1.Encouraging professional independence 2. Building a supportive environment for digital entrepreneurship. 3.Improve willingness to experiment and take risks
	(1-2)	Establish a support unit within the college.		Colleges of social work	
	(1-3)	Organizing meetings with successful models in the field.		Experts in the field of digital entrepreneurship	

Discussion

Hypothesis 1: There is a statistically significant relationship between digital entrepreneurship and career empowerment for social work graduates. The acceptance of this hypothesis is consistent with the findings of Jones et al. (2023), which demonstrated a proven relationship between the acquisition of digital skills and professionalism in social work. This hypothesis is also supported by Youssef and Amer (2019) and Robinson and Judge (2022) that highlighted the contribution of digital entrepreneurship and digital transformation in creating job opportunities and employing young people.

Hypothesis 2: There is a statistically significant relationship between certain demographic sectors and entrepreneurship for social work graduates. This hypothesis is rejected because most respondents were female (87.5%), who may have mastered the skills and tools necessary for their economic situation. This result, aligning with Nasr and Abouzid's (2023) findings, may be due to the difficulty of financing, as students lack the knowledge and experience required for digital studies (El Tarabishy, 2022; Abdel-Aty, 2019; Al-Zamel, 2017; and Saks & Gruman, 2018). This could be a result of the graduates' weak skills in employing technology and its use in digital marketing, as agreed by Robinson and Judge (2022), Ghareeb (2023), Brown and Taylor (2021), and Ahmed and Allam (2024)

Hypothesis 3: There is a statistically significant relationship between some demographics and the career empowerment of social work graduates. This hypothesis is rejected. Consistent with Abdul Karim (2021) and Sarhan (2024) this could be a result of the limited job opportunities that negatively affect the professional empowerment of social work graduates and the limited capacity of the labor market to absorb them.

Hypothesis 4: There is a gap between urban and rural students in career empowerment. This was partially rejected due to the lack of evidence regarding the existence of differences in digital entrepreneurship between urban and rural students. It is preferable to accept the differences in empowerment between diverse students in urban and rural areas, as indicated by Al-Awamleh (2021), which suggests the possibility of alternative learning approaches to vocational education, varying by location and urban specialization. Furthermore, there is no significant difference in digital entrepreneurship, aligning with the findings of Haykal (2022), Nambisan (2017), Reamer (2013), and Ghareeb (2023), as well as the low costs of accessing YouTube for digital platforms and work environment counterparts.

Hypothesis 5: There are statistically significant differences between male and female students in terms of digital creative entrepreneurship and career empowerment change. The hypothesis is rejected because the selection is not a decisive factor influencing excellence in digital entrepreneurship or career empowerment. This indicates a lack of clear trends in social work towards entrepreneurship in specific social and digital businesses. This was indicated by both Abu Khuras (2023) and El-Eisawy (2024), which examined their program mechanisms, highlighting the capabilities of social work graduates in social and digital entrepreneurship, particularly in practical training. Similarly, Brown and Taylor (2021) and Jones et al. (2023) indicated a relationship between skill proficiency and performance in social work.

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