

Self-Challenge and Flexibility: Its Impact on Entrepreneurial Intention

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Abstract: This research article examines self-challenge and flexibility, and their impact on entrepreneurial intention mediated by self-recognition and self-efficacy. The research was conducted on students from the Department of Management, Faculty of Economics and Business, Universitas Negeri Malang. They have obtained Entrepreneurship Education programs held on campus. There was a total of 113 students participating in this study. The analysis was carried out with a T-Test to see the differences between male and female students in the variables studied, and path analysis to examine the effect between variables. The results of the study revealed that there was no difference between male and female students, furthermore, there was no direct effect of self-challenge and flexibility variables on entrepreneurial intention.

Keywords: entrepreneurial intention, self-challenge, self-flexibility, self-recognition, self-efficacy

1. Introduction

Business activities have a role in supporting the economic life of the community. The encouragement to conduct and develop a business will have an impact on increasing the prosperity of the community. In career development in the business sector, the implementation of entrepreneurship courses in higher education is intended to instill in students various career choices, and one of them is related to the intention to start a business. A relevant area of concern is the question of the implementation of entrepreneurship, namely whether and why some students can benefit more from the support of their universities than others. Considerations regarding the fit between person-environment indicate that the acquisition of attitudes is formed based on an individual's evaluation of his personal needs and his external environment. If the external environment provides opportunities to meet basic psychological needs for individuals, then there will be a positive relationship between the environment and individual attitudes so that stronger benefits are expected to be reaped. A university environment that supports entrepreneurship will be more attractive to students with a high need for autonomy, who are more likely to benefit from that environment and develop better attitudes towards entrepreneurship, experience stronger subjective norm formation, and have higher self-efficacy in the field of entrepreneurship (Liu et al., 2022).

The results of the study from Chhabra et al. (2020), and Luc (2020) explain that there are variables originating from the environment in the form of entrepreneurial ecosystems and personal in the form of motivational drives and subjective norms that have an effect on entrepreneurial intentions and career choices. Furthermore, the results of a study by Sardinha et al. (2020) revealed that setting time availability in the form of intersections between time perspective, self-recognition, and time management also plays a role for individuals in determining the activities they will carry out. Likewise, a study from Gao and Qin (2022) shows that one that determines entrepreneurial intentions is the existence of self-confidence in individuals, and is believed to be a variable that determines individual careers. One of the determinants of entrepreneurial intentions according to Botha and Taljaard (2019) is self-efficacy, as well as opportunities for the recognition they receive. Regarding the benefits derived from the implementation of entrepreneurship education, in this study, the differences between male and female students were examined, as well as looking at the direct and indirect effects on the variables studied according to the research model.

2. Literature review

The topic of entrepreneurial intention is always interesting to study among students. They are looking for opportunities for self-development and activities that will be pursued later in their lives. The results of the study show that the variable support for entrepreneurship education provided to students through a learning process regarding understanding business concepts has been able to increase self-efficacy, which in turn has an impact on developing their entrepreneurial intentions. In addition, awareness about knowledge and the world of entrepreneurship fosters students' self-confidence (Al-Jubari et al., 2017; Liu et al., 2022). The strength of individual self-confidence from activities in the entrepreneurial field will make the person concerned the capability to demonstrate success in entrepreneurial roles and tasks because self-confidence determines business creativity (Fuller et al., 2018).

Opportunities for recognition in individuals are important things that encourage self-motivation to carry out activities and show potential for creativity and ideas they have, including encouraging initiative to start doing business (Shane and Nicolaou, 2015). Self-control is an element of personality that reflects an individual's ability to carry out his will, including starting a new business. The results of the study show that positive self-control is related to the intention to take action and resistance to elements of fear, doubt, and resistance regarding the actions to be taken. The important role of self-control in the implementation of entrepreneurial intentions, and the importance of the application of knowledge and planning of action is to avoid any element of doubt of the intention to entrepreneurship. Self-control is an individual's ability to change circumstances and responses, including exerting control over thoughts, emotions, desires, desires, and actions. The level of self-control begins with the power of self-regulation and the ability to take action. Strong self-control is hoped to result in less possibility of experiencing doubt, fear, and reluctance to do something, including the intention to start a business activity (Van Gelderen et al., 2015).

The results of the study reveal that individuals who demonstrate high resilience have a better chance of being successful in entrepreneurship. In addition, contradictory research results found that there was a positive relationship between entrepreneurial resilience and business growth, and conversely, it was also found that there was an insignificant relationship between resilience and business success, in terms of the number of employees, profitability growth, and sales growth. However, it is generally found that strong resilience in trying contributes to business success, and there is a positive relationship between entrepreneurial resilience and business growth. The higher the resilience of entrepreneurs, the greater the intention to promote their business. Endurance in resilience can counteract the adverse effects of stressful situations, stress, and an optimistic attitude and the ability to respond positively to important psychological instruments that can assist in tolerance of receiving pressure, overcoming problems, and adapting to challenging situations to achieve personal well-being (Hossain et al., 2023).

Individuals will tend to avoid tasks for those who have low self-efficacy, conversely, they are interested and motivated to work better at tasks for those who believe they have higher self-efficacy. Previous research on self-efficacy in the context of entrepreneurship shows that it can predict individual intentions to start new ventures because it reflects their belief that it is possible to do so and achieve success. In an educational environment, the characteristics of entrepreneurship courses create a contextual framework of knowledge in the field of entrepreneurship. When coupled with students' self-efficacy beliefs, this framework can strengthen or possibly weaken their intentions for future entrepreneurial efficacy (Piperopoulos and Dimov, 2014). There is a strong link between self-efficacy and entrepreneurial intentions. In theoretically oriented entrepreneurship lectures and the development of business insights is an effort to instill reinforcement, and build self-efficacy associated with entrepreneurial intentions. Furthermore, in lectures that are practically oriented, it is an effort to push harder to promote, and strengthen self-efficacy even higher and is associated with higher entrepreneurial intentions, and this needs to continue both developing theoretical and practical perspectives.

Self-efficacy in turn has a significant influence on entrepreneurial intentions. Individual motivations such as self-realization, recognition, and roles have an additional impact on the intention to run a business. Self-efficacy is not a static trait but can be changed. Self-efficacy is an academic term regarding the belief that a person can carry out his behavior based on the level of an individual's self-perception of their skills and abilities. It reflects the deep thought of individuals about whether they have the capabilities needed to perform a particular task successfully. Actual ability is important if individuals have confidence in those abilities, as well as confidence that they will be

able to effectively translate those skills into the actions chosen and the results achieved. Research results consistently emphasize the importance of perceived self-efficacy as a key factor determining that individuals who have high perceived self-efficacy at certain tasks will tend to pursue and stay in that task for a longer period of time. Self-efficacy for entrepreneurship and individual motivation are fundamental elements of the intention to start a business (Saeed et al, 2015).

Self-recognition describes an individual's desire for status, approval, and recognition from family, friends, and society. The main motivation for starting a new business is related to self-realization, financial success, role, innovation, recognition, independence, and the individual's desire for freedom, control, and flexibility in the use of time. Self-realization refers to the motivation involved in pursuing self-directed goals. Individuals with a high level of self-realization are expected to show a greater willingness to engage in entrepreneurial activity because this provides them with challenges related to achieving goals and personal development. Recognition is an individual's position relative to others in a given social situation, and recognition is a second-order result or reason for wanting to start a new venture. Previous studies have found that entrepreneurial intentions are related to realization, recognition, flexibility, and the role of individuals (Saeed et al. 2015; Biraglia and Kadile, 2017).

Based on the above studies, this study tested the following hypotheses.

- H₁ There is no difference between male and female students in entrepreneurial intention, self-efficacy, self-recognition, self-challenge, and self-flexibility variables.
- H₂ The variable of self-efficacy affects entrepreneurial intention positively and directly.
- H₃ The variable of self-recognition affects entrepreneurial intention positively and directly.
- H₄ The variable of self-challenge and flexibility affects entrepreneurial intention positively and directly.
- H₅ The variable of self-challenge and flexibility affects self-efficacy positively and directly.
- H₆ The variable of self-challenge and flexibility affects self-recognition positively and directly.
- H₇ The variable of self-challenge and flexibility affects entrepreneurial intention mediated by self-efficacy positively and directly.
- H₈ The variable of self-challenge and flexibility affects entrepreneurial intention mediated by self-recognition positively and directly.

3. Method

This article is based on research conducted using an explanatory research design which explains the relationship of the variables that influence entrepreneurial intention. The research subjects were the Department of Management students, Faculty of Economics and Business, Universitas Negeri Malang. There were 113 students participating in this study. The variables studied include entrepreneurial intention, self-efficacy, self-recognition, self-challenge, and self-flexibility, and its measurements are done by modifying the study of Saeed et al. (2015), and Biraglia and Kadile (2017). Data were collected using Google Forms delivered through students' social media and analyzed descriptively to find entrepreneurial characteristics profiles, and through T-Test and Path statistics analysis to examine the research hypothesis.

Based on the data obtained, the first step is to carry out an analysis of each variable item to determine the level of validity and reliability of the instruments used. The results of the item analysis are presented as follows.

Table 1. Entrepreneurial Intention (Cronbach's Alpha=0.845; No. of Items=4; N=113)

Statement of Items	Item Statistics		Item-Total Statistics			
	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am seriously considering becoming an entrepreneur.	4.15	.770	12.79	3.794	.742	.776

It is important to make the effort to start opening and running your own business.	4.30	.706	12.64	4.162	.678	.806
I have a strong intention to start running a business in the future.	4.28	.773	12.65	3.907	.690	.799
I am interested in starting a business in the next five years.	4.20	.857	12.73	3.786	.627	.831

From the table above, the overall statement of items for the entrepreneurial intention variable is valid with a corrected item-total correlation coefficient above 0.60 with a Cronbach’s alpha coefficient of 0.845.

Table 2. Self-Efficacy (Cronbach’s Alpha=0.882; No. of Items=3; N=113)

Statement of Items	Item Statistics		Item-Total Statistics			
	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
It is important to have confidence in creating and introducing new products.	4.39	.725	8.71	1.709	.762	.839
It is important to have confidence in identifying business opportunities.	4.46	.695	8.64	1.751	.785	.818
It is important to have confidence in commercializing a business development idea.	4.25	.714	8.85	1.736	.762	.838

From the table above, the overall statement of items for the self-efficacy variable is valid with a corrected item-total correlation coefficient above 0.60 with a Cronbach’s alpha coefficient of 0.882.

Table 3. Self-Recognition (Cronbach’s Alpha=0.867; No. of Items=3; N=113)

Statement of Items	Item Statistics		Item-Total Statistics			
	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
It is important to gain recognition by starting and building a business.	4.00	.916	8.14	2.373	.753	.808
It is important to show self-existence by developing a business.	4.03	.871	8.12	2.406	.804	.757
It is important to get a better position by building a business.	4.12	.810	8.03	2.812	.688	.864

From the table above, the overall statement of items for the self-recognition variable is valid with a corrected item-total correlation coefficient above 0.60 with a Cronbach’s alpha coefficient of 0.867.

Table 4. Self-Challenge (Cronbach’s Alpha=0.888; No. of Items=4; N=113)

Statement of Items	Item Statistics		Item-Total Statistics			
	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
This is a challenge for one's own ability to start building and developing a business.	4.29	.776	12.70	3.873	.754	.856
It is a challenge to realize a personal vision by building and growing a business.	4.12	.741	12.88	4.002	.750	.857
It is a challenge to learn and grow by starting to build and grow a business.	4.28	.761	12.71	3.941	.746	.859
It is a challenge to be able to lead, motivate and provide employment opportunities for others by starting to build and develop a business.	4.30	.731	12.69	4.001	.767	.851

From the table above, the overall statement of items for the self-challenge variable is valid with a corrected item-total correlation coefficient above 0.60 with a Cronbach’s alpha coefficient of 0.888.

Table 5. Self-Flexibility (Cronbach’s Alpha=0.830; No. of Items=3; N=113)

Statement of Items	Item Statistics		Item-Total Statistics			
	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Having greater flexibility in your personal life is important in owning and operating your own business.	4.20	.758	8.46	1.751	.734	.717
It is important to have the freedom to adjust to owning and running your own business.	4.19	.742	8.47	1.930	.638	.812
It is important to have the flexibility of time management opportunities by owning and running your own business.	4.27	.756	8.40	1.813	.693	.759

From the table above, the overall statement of items for the self-flexibility variable is valid with a corrected item-total correlation coefficient above 0.60 with a Cronbach’s alpha coefficient of 0.830.

4. Results

4.1 Entrepreneurial Characteristics Profiles

This research was conducted on students at the Department of Management, Faculty of Economics and Business, Universitas Negeri Malang. There were 113 students participating with a composition of 30 male students and 83 female students. The percentage of the student composition is presented in Figure 1. The results of the study revealed that most of the characteristic profiles of entrepreneurial intentions have characteristics in the high (45.1%) and very high (44.2%) categories as shown in Figure 2 below.

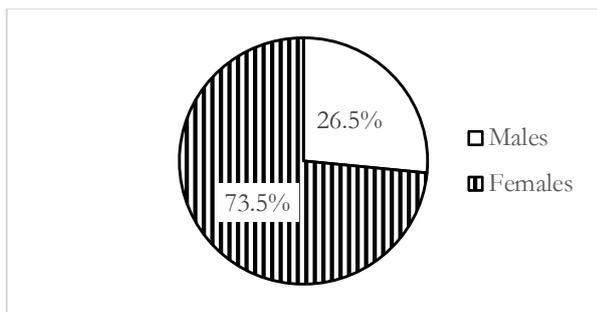


Figure 1. Composition of Males and Females

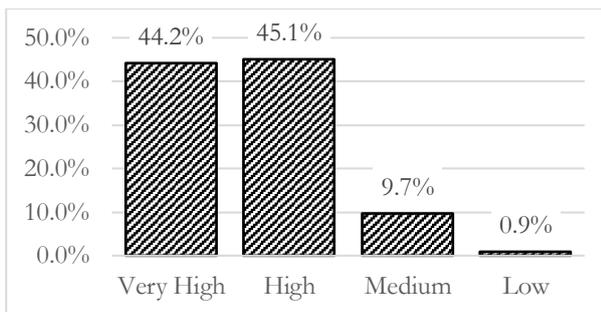


Figure 2. Entrepreneurial Intention Profile

The results of the study revealed that most of the self-efficacy characteristic profiles had characteristics in the high (38.9%) and very high (50.4%) categories as shown in Figure 3 below. Furthermore, the profile of self-recognition characteristics with characteristics in the high (48.7%) and very high (29.2%) categories is shown in Figure 4 below.

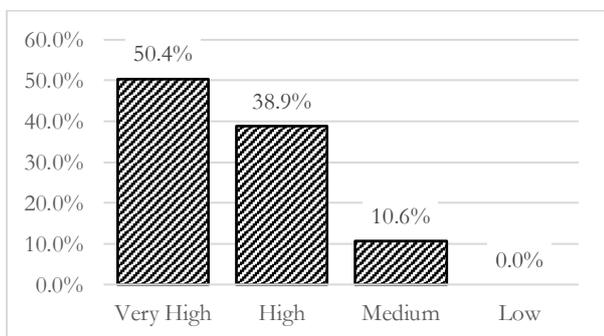


Figure 3. Self-Efficacy Profile

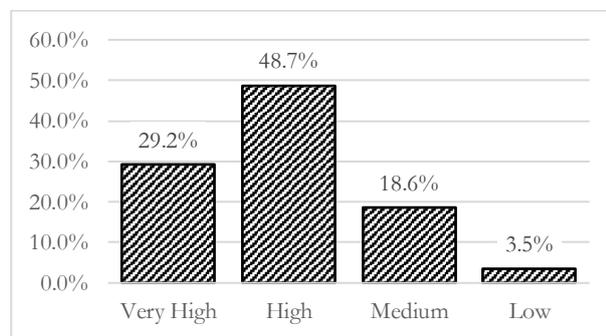


Figure 4. Self-Recognition Profile

The results showed that most of the self-challenge characteristic profiles had characteristics in the high (41.6%) and very high (46.0%) categories as shown in Figure 5 below. Furthermore, the self-flexibility characteristic profile with characteristics in the high category (49.6%) and very high (37.2%) is shown in Figure 6 below.

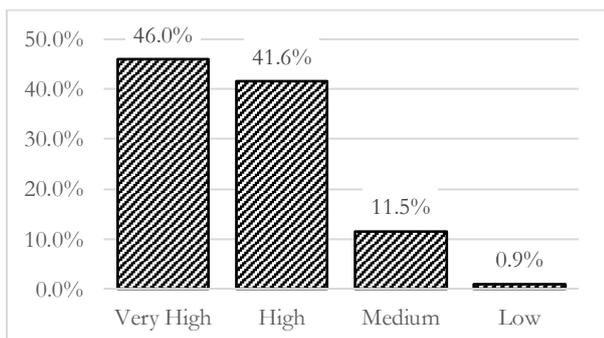


Figure 5. Self-Challenge Profile

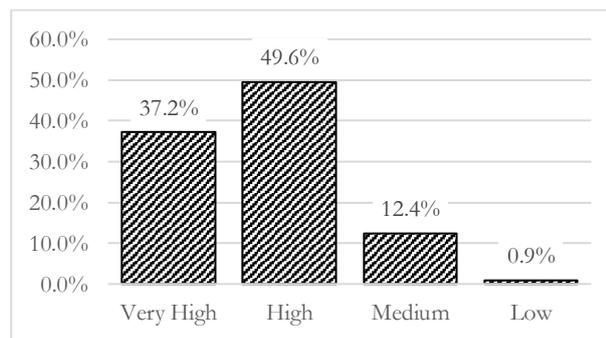


Figure 6. Self-Flexibility Profile

4.2 Testing of Hypothesis

Tests regarding differences between male and female students were carried out using T-Test as presented in the following table.

Table 6. Differences by Gender Group Statistics

Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Entrepreneurial Intention	Male	30	4.258333	.6140711	.1121135	.236	.814 ^{n.s.}
	Female	83	4.225904	.6563648	.0720454		
Self-Efficacy	Male	30	4.411111	.6107801	.1115127	.452	.652 ^{n.s.}
	Female	83	4.349398	.6520836	.0715755		
Self-Recognition	Male	30	3.877778	.8818447	.1610021	-1.412	.161 ^{n.s.}
	Female	83	4.108434	.7215394	.0791992		
Self-Challenge	Male	30	4.366667	.7062935	.1289510	1.169	.245 ^{n.s.}
	Female	83	4.204819	.6285201	.0689890		
Self-Flexibility	Male	30	4.266667	.6914918	.1262486	.445	.657 ^{n.s.}
	Female	83	4.204819	.6372181	.0699438		

n.s.=non-significant

The results of the T-Test analysis as in the table above which tests the differences in the characteristics of male and female students in the five variables namely entrepreneurial intention, self-efficacy, self-recognition, self-challenge, and self-flexibility show that the overall coefficients are non-significant. This means that there is no difference between male and female students for the five variables. Moreover, the results of the analysis regarding the direct and indirect effects of self-challenge and flexibility on entrepreneurial intention with path and p-value coefficients are presented in Figure 7 below.

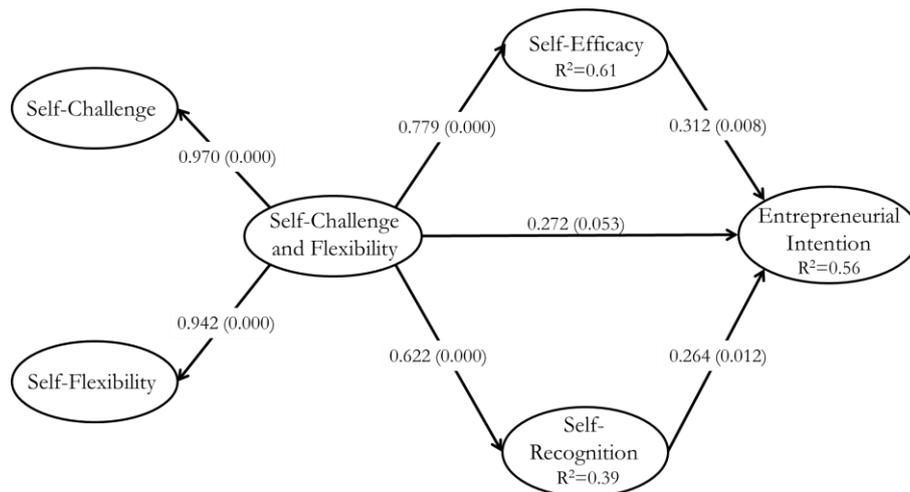


Figure 7. Path and P-Values Coefficients

Based on the figure above, it can be stated that self-challenge and flexibility as constructs measured in the second order are supported by two constructs, namely self-challenge, and self-flexibility. Self-challenge and flexibility do not have a direct effect on entrepreneurial intention. The variables that play a mediating role are self-efficacy and self-recognition. So, there is an indirect influence of self-challenge and flexibility variables on entrepreneurial intention, and its overall contribution is 0.56 as the determination coefficient. Furthermore, the direct effect, indirect effect, and total indirect effect coefficients related to the influence of the independent variable on the dependent are shown in Table 7 below.

Table 7. Direct Effect, Indirect Effect, and Total Indirect Effect Coefficients

Effects	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Direct Effects					

Self-Efficacy → Entrepreneurial Intention	0.312	0.304	0.117	2.672	0.008*
Self-Recognition → Entrepreneurial Intention	0.264	0.272	0.105	2.517	0.012 ^{*)}
Self-Challenge and Flexibility → Self-Flexibility	0.942	0.942	0.014	66.048	0.000 ^{*)}
Self-Challenge and Flexibility → Entrepreneurial Intention	0.272	0.270	0.140	1.943	0.053 ^{n.s.}
Self-Challenge and Flexibility → Self-Efficacy	0.779	0.780	0.042	18.670	0.000 ^{*)}
Self-Challenge and Flexibility → Self-Recognition	0.622	0.637	0.095	6.528	0.000 ^{*)}
Self-Challenge and Flexibility → Self-Challenge	0.970	0.970	0.007	148.848	0.000 ^{*)}
Indirect Effects					
Self-Challenge and Flexibility → Self-Efficacy → Entrepreneurial Intention	0.243	0.238	0.093	2.610	0.009 ^{*)}
Self-Challenge and Flexibility → Self-Recognition → Entrepreneurial Intention	0.164	0.173	0.078	2.109	0.035 ^{*)}
Total Indirect Effect					
Self-Challenge and Flexibility → Entrepreneurial Intention	0.407	0.411	0.105	3.892	0.000 ^{*)}

^{*)} Significant level at 0.05, two-tailed test; n.s.=non-significant

The hypothesis testing consists of two parts, the first is testing the differences between male and female students in terms of entrepreneurial intention, self-efficacy, self-recognition, self-challenge, and self-flexibility. The second is a test of the effect of antecedent on criterion variables directly and indirectly. The first part of hypothesis testing is presented in Table 8 below.

Table 8. Hypothesis Testing – Differences between Male and Female Students

Hypothesis	t	Sig. (2-tailed)	Conclusion
1. There is no difference between male and female students in entrepreneurial intention.	.236	.814 ^{n.s.}	Confirmed. There is no significant difference between male and female students in entrepreneurial intention.
2. There is no difference between male and female students in self-efficacy.	.452	.652 ^{n.s.}	Confirmed. There is no difference between male and female students in self-efficacy.
3. There is no difference between male and female students in self-recognition.	-1.412	.161 ^{n.s.}	Confirmed. There is no difference between male and female students in self-recognition.
4. There is no difference between male and female students in self-challenge.	1.169	.245 ^{n.s.}	Confirmed. There is no difference between male and female students in

			self-challenge.
5. There is no difference between male and female students in self-flexibility.	.445	.657 ^{n.s.}	Confirmed. There is no difference between male and female students in self-flexibility.

n.s.=non-significant

From the hypothesis testing as mentioned in the above table, it can be stated that overall, there is no difference between male and female students related to entrepreneurial intention, self-efficacy, self-recognition, self-challenge, and self-flexibility. Both male and female students have the same characteristics of the variables tested. The second part of the test is related to the influence between variables as presented in Table 9 below.

Table 9. Hypothesis Testing – Direct and Indirect Effects

Hypothesis	Path	P Values	Conclusion
1. The variable of self-efficacy affects entrepreneurial intention positively and directly.	0.312	0.008 ^{*)}	Confirmed. There is a significant effect.
2. The variable of self-recognition affects entrepreneurial intention positively and directly.	0.264	0.012 ^{*)}	Confirmed. There is a significant effect.
3. The variable of self-challenge and flexibility affects entrepreneurial intention positively and directly.	0.272	0.053 ^{n.s.}	Not Confirmed. There is no significant effect.
4. The variable of self-challenge and flexibility affects self-efficacy positively and directly.	0.779	0.000 ^{*)}	Confirmed. There is a significant effect.
5. The variable of self-challenge and flexibility affects self-recognition positively and directly.	0.622	0.000 ^{*)}	Confirmed. There is a significant effect.
6. The variable of self-challenge and flexibility affects entrepreneurial intention mediated by self-efficacy positively and directly.	0.243	0.009 ^{*)}	Confirmed. There is a significant effect.
7. The variable of self-challenge and flexibility affects entrepreneurial intention mediated by self-recognition positively and directly.	0.164	0.035 ^{*)}	Confirmed. There is a significant effect.

^{*)}Significant level at 0.05, two-tailed test; n.s.= non-significant

Based on the table above, the results of hypothesis testing show that self-challenge and flexibility have an indirect effect on entrepreneurial intention. Each variable has a significant relationship, except for self-challenge and flexibility in entrepreneurial intention.

5. Discussion

Self-challenge and self-flexibility form constructs that together contribute indirectly to entrepreneurial intentions, namely through the mediating role of self-recognition and self-efficacy. This result is in line with the work of Saeed et al. (2015), that self-efficacy and self-recognition mediate the relationship as the research model. Individuals with high self-challenge and flexibility do not automatically generate the desire to try, however, with the challenges they face and flexibility in doing something, action will foster self-recognition and self-confidence. Furthermore, research results that reveal the effect of self-efficacy on entrepreneurial intention are found in studies by Piperopoulos and Dimov (2014), Biraglia and Kadile (2017, and Fuller et al. (2018). Increasing self-efficacy possessed by individuals will have an impact on individual intentions to carry out business activities (Gao and Qin, 2022; Botha and Taljaard, 2019).

There is a belief that challenges will encourage action to carry out activities in the field of business that can satisfy themselves, and this motivation comes from the desire to do something meaningful work compared to work in general. The challenge to do something is seen as meaningful because it can help other people to make substantial changes to be involved in business activities both now and in the future. Individuals will feel that they produce goods that allow positive changes to occur. The positive feedback received also helps individuals stay motivated with the challenges they face. In addition, individuals will also be recognized by society as a form of contribution

to their environment. This will create credibility and social recognition to help promote their social businesses to achieve better performance. The results of the study reveal that expectations of results indirectly affect entrepreneurial intentions. This means that the expectation of results may be a flexible factor. Expectations on results can be a driving motivation when recognizing a real opportunity to start a business that is strengthened by self-recognition and support from family. Self-recognition is seen as important by individuals related to the intention to establish and start new businesses in the future (Luc, 2020; Botha and Taljaard, 2019). Self-recognition is a source of potential and capacity to perceive change. Individuals who have the ability and competence to identify opportunities will foster self-recognition and have an impact on increasing the intention to do business.

6. Conclusion

There is no difference between male and female students in terms of entrepreneurial intention, self-efficacy, self-recognition, self-challenge, and self-flexibility. Students who have attended entrepreneurship education programs, both male and female, have the same characteristics related to the variables studied. There is no direct effect of self-challenge and flexibility on entrepreneurial intention, there is a mediating role of self-recognition and self-efficacy variables. The provision of challenges and opportunities in the form of cases in the entrepreneurship education process is training and becoming parts that are seen as being able to generate self-challenge and self-regulation in the form of self-flexibility for individuals.

Conflict of Interest

The author declares that there is no conflict of interest and no financial support that influences the writing of this article.

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