International Journal of Business and Quality Research

https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Career Readiness and Resilience as Predictors of Entrepreneurial Intention: The Mediating Role of Entrepreneurial Self-Efficacy among University Students

Lalu Agustino[1], Muhammad Nawawi[2], Muhammad Ridhoni[3]

[1,2,3] Universitas PGRI Kalimantan , Indonesia

Corresponding author : laluagustino1981@gmail.com

Abstract

Entrepreneurial intention (EI) among university students has become an increasingly important topic in entrepreneurship studies, particularly in developing economies where youth unemployment poses major challenges. Although earlier works have acknowledged the roles of career readiness and resilience in shaping EI, the mediating influence of entrepreneurial self-efficacy (ESE) has received less systematic attention. This study investigates how career readiness and resilience contribute to EI, with ESE positioned as a mediating construct.

Survey data were obtained from 200 undergraduate students in Indonesia who were not enrolled in business programs. The dataset was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS 4. Measurement model assessment indicated strong reliability and convergent validity, while discriminant validity was confirmed using the Fornell–Larcker criterion and HTMT ratios. Structural model results revealed that career readiness exerts a significant effect on EI ($\beta = 0.633$, $p < 0.001$), both directly and indirectly through ESE. Likewise, resilience significantly predicted EI ($\beta = 0.123$, $p < 0.01$) and had a strong effect on ESE ($\beta = 0.521$, $p < 0.001$), which subsequently enhanced EI ($\beta = 0.411$, $p < 0.001$). Altogether, the model accounted for 82.3% of the variance in EI, demonstrating high explanatory power.

The findings emphasize the crucial mediating role of ESE as a psychological channel through which career readiness and resilience translate into entrepreneurial motivation. This study adds to entrepreneurship research by linking psychological capital and career preparedness to entrepreneurial intention. From a practical standpoint, universities are encouraged to develop programs that foster resilience, strengthen career readiness, and build entrepreneurial self-efficacy, thereby equipping students not only to enter the labor market but also to create employment opportunities.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Keywords: Career readiness, resilience, entrepreneurial self-efficacy, entrepreneurial intention, PLS-SEM

INTRODUCTION

Entrepreneurship is widely regarded as a key driver of economic development, innovation, and employment generation, and its relevance continues to expand in both developed and emerging economies . Universities are central to this process, as they cultivate students' creativity, adaptability, and willingness to explore alternative career paths. University students are therefore frequently positioned as a vital group of potential entrepreneurs who can become not only job creators but also agents of broader social transformation (Asimakopoulos et al., 2019; Satriadi et al., 2022). Among the various constructs used to explain entrepreneurial behavior, Among the various constructs associated with entrepreneurial behavior, entrepreneurial intention (EI) remains one of the strongest and most reliable predictors of entrepreneurial action. Drawing upon Ajzen's (2020) Theory of Planned Behavior, EI reflects an individual's deliberate readiness to engage in entrepreneurial activity, making it a well-established proxy for actual entrepreneurial behavior (Liu et al., 2019).

A wide spectrum of antecedents has been proposed to explain why some students develop strong entrepreneurial intentions while others do not. Previous studies highlight the influence of factors such as entrepreneurship education (Ganefri et al., 2024), institutional and university support (Lestari et al., 2022), psychological capital (R. Wang et al., 2022), and personal dispositions like resilience and self-efficacy (Guo et al., 2022). While this body of work has advanced understanding significantly, much of it has focused primarily on educational and structural supports. In contrast, relatively less is known about the role of psychological attributes and career-related preparedness—factors that may be especially important for students outside of business or economics disciplines. This underexplored terrain forms the basis of the present study, which emphasizes resilience and career readiness as key predictors of entrepreneurial outcomes.

Resilience refers to an individual's capacity to bounce back from difficulties, adjust to dynamic conditions, and persist despite obstacles. Within entrepreneurship, resilience is particularly important, as new venture creation naturally entails uncertainty, risk exposure, and recurring setbacks (Guo et al., 2022). Students who are more resilient tend to perceive failures not as terminal events but as opportunities to learn and grow. Such a mindset enhances their willingness to persevere in entrepreneurial pursuits and strengthens confidence in their capacity to succeed (Hussein-Elhakim, 2022). Hence, resilience can be

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

expected to directly enhance entrepreneurial intention, while also indirectly influencing it by reinforcing confidence in one's entrepreneurial competencies.

Career readiness, on the other hand, refers to the preparedness of students to transition into professional roles, encompassing skills, attitudes, and strategies relevant to their career development. Traditionally examined in relation to employability, career readiness has more recently been linked to entrepreneurial outcomes as well (Rachmawati et al., 2024). Students with higher levels of career readiness can better identify their competencies, align them with opportunities in the labor market, and evaluate self-employment as a viable pathway. By increasing confidence in making career-related decisions, career readiness may encourage entrepreneurial action (Burnette et al., 2019). However, the literature remains limited in examining career readiness not only as a predictor of employability but also as a determinant of entrepreneurial self-efficacy and entrepreneurial intention.

One psychological construct that plausibly links resilience and career readiness to entrepreneurial outcomes is entrepreneurial self-efficacy (ESE). Rooted in Bandura's (1997) social cognitive theory, ESE captures individuals' beliefs in their capacity to carry out tasks integral to entrepreneurship, such as identifying opportunities, mobilizing resources, and managing risks. A strong body of empirical work has consistently shown that ESE is positively associated with entrepreneurial intention across diverse populations (Al-Qadasi et al., 2023; Chien-Chi et al., 2020; Naktiyok et al., 2009; Wardana et al., 2024). Moreover, studies have positioned ESE as a mediating mechanism, explaining how antecedents such as education, university support, and psychological capital translate into entrepreneurial intention (Liu et al., 2019; Makhitha, 2024; Su et al., 2021).

In entrepreneurial contexts, higher levels of ESE mean that individuals feel more capable of navigating uncertainty, more confident about outcomes, and more persistent in pursuing entrepreneurial goals (Wen et al., 2020). This suggests that resilience and career readiness may not exert their effects on entrepreneurial intention directly alone, but rather through their capacity to enhance entrepreneurial self-efficacy. However, this pathway remains underexplored, particularly in non-Western contexts.

Despite the growing body of literature, several research gaps are apparent. First, resilience has been linked to coping and psychological well-being (Guo et al., 2022), yet little empirical work has examined how it shapes entrepreneurial intention through the mediating role of ESE, especially in Southeast Asia. Second, while career readiness is increasingly emphasized in relation to employability (Rachmawati et al., 2024), its influence on entrepreneurial pathways and its connection to ESE remain insufficiently investigated. Third, much of the research on ESE mediation has been concentrated on institutional

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

supports such as entrepreneurship education or university environments (Ganefri et al., 2024; Makhitha, 2024; Su et al., 2021), leaving psychological and career-related antecedents underexplored. Fourth, prior research on entrepreneurial intention has largely sampled business and economics students (Atmono et al., 2023; Purmono, 2023). As a result, non-business students, who represent a substantial portion of university populations and possess untapped entrepreneurial potential, remain underrepresented in the literature—particularly in the Indonesian context.

The novelty of this study lies in integrating resilience and career readiness as predictors of entrepreneurial intention, mediated by entrepreneurial self-efficacy. While prior research has prioritized institutional or educational antecedents (Elnadi & Gheith, 2021; Ganefri Fadillah R. & Hidayat H., 2022; Liu et al., 2019), this study extends the discussion by emphasizing personal and career-oriented factors. Such an approach not only enriches theoretical discourse but also provides universities with insights into how fostering resilience and career readiness can indirectly enhance entrepreneurial outcomes via ESE. For Indonesia, where entrepreneurship education is still maturing, these findings offer practical directions for designing more holistic entrepreneurship programs. Embedding resilience-building strategies and career preparedness training into higher education curricula can help strengthen students' entrepreneurial self-efficacy and, ultimately, their entrepreneurial intention.

Guided by these considerations, the study sets out to answer the following questions:

1. Does resilience positively influence entrepreneurial intention among university students?
2. Does career readiness positively influence entrepreneurial intention?
3. Does resilience positively affect entrepreneurial self-efficacy?
4. Does career readiness positively affect entrepreneurial self-efficacy?
5. Does entrepreneurial self-efficacy positively affect entrepreneurial intention?
6. Does entrepreneurial self-efficacy mediate the relationships between resilience, career readiness, and entrepreneurial intention?

By addressing these questions, the study contributes theoretically by clarifying how psychological and career-related factors shape entrepreneurial intention, and practically by informing how universities can design interventions that enhance both resilience and career readiness to foster entrepreneurship among students from diverse disciplines.

LITERATURE ANALYSIS

Entrepreneurial intention (EI) is broadly recognized as a key concept in entrepreneurship studies, acting as a reliable and consistent indicator of entrepreneurial

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

behavior (Ajzen, 2020; Liu et al., 2019). Within the framework of the Theory of Planned Behavior (TPB), intention reflects a deliberate and motivational readiness to act, making it a reliable precursor to entrepreneurial engagement. In higher education settings, understanding what drives entrepreneurial intention is especially relevant, as universities are expected not only to prepare students for conventional employment but also to nurture the entrepreneurial capabilities that contribute to innovation and socio-economic development (Asimakopoulos et al., 2019).

Of the various factors influencing entrepreneurial intention, entrepreneurial self-efficacy (ESE) is frequently identified as one of the most empirically supported predictors. Grounded in Bandura's (1997) social cognitive theory, ESE captures a person's belief in their ability to carry out entrepreneurial activities—ranging from opportunity recognition and business strategy formulation to dealing with uncertainty and risk (Naktiyok et al., 2009). A wealth of empirical evidence demonstrates that higher levels of ESE are strongly linked to stronger entrepreneurial intentions across diverse contexts (Al-Qadasi et al., 2023; Chien-Chi et al., 2020; Wardana et al., 2024). This relationship is explained by the fact that self-efficacy influences how individuals set goals, the persistence they demonstrate in pursuing them, and their resilience when confronted with obstacles.

Recent literature also highlights the mediating role of ESE between external influences and entrepreneurial intention. Educational interventions, for example, are shown to enhance students' confidence in entrepreneurial tasks, which subsequently increases their entrepreneurial intentions (Liu et al., 2019; Long et al., 2021; Lv et al., 2021; Makhitha, 2024). Similarly, supportive university environments, social networks, and digital literacy exert their influence on intention largely through strengthening ESE (Elnadi & Gheith, 2021; Ganefri et al., 2024; Lestari et al., 2022). This body of work affirms that ESE does not merely predict entrepreneurial outcomes but also serves as a central mechanism through which both contextual and psychological factors shape entrepreneurial orientation.

Within this framework, resilience has emerged as an important yet underexplored psychological determinant. Resilience, described as the capacity to bounce back from difficulties, adjust to changing circumstances, and maintain drive when facing challenges, is especially significant in entrepreneurship, a field often marked by uncertainty and failure (Guo et al., 2022). Students who are more resilient tend to persist in entrepreneurial pursuits despite challenges and perceive obstacles as opportunities for growth. In addition, resilience is often framed as a key dimension of psychological capital, together with optimism, hope, and self-efficacy, all of which jointly enhance entrepreneurial motivation (R. Wang et al., 2022). Studies further suggest that resilience facilitates risk-taking and persistence, traits critical for entrepreneurial success (Hussein-Elhakim, 2022). Despite this

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

recognition, empirical studies directly examining resilience as a pathway to entrepreneurial self-efficacy and intention remain limited, especially in Southeast Asian contexts.

Another construct with growing relevance is career readiness, which reflects students' preparedness to transition into the labor market or entrepreneurial ventures. Career readiness involves skills like adaptability, decision-making, and setting goals, which strengthen both employability and students' capacity for entrepreneurship (Rachmawati et al., 2024). Students with stronger career readiness are more likely to align their competencies with opportunities and to consider self-employment as a realistic career option. Studies further indicate that programs fostering growth mindset and readiness for careers can boost self-efficacy, which in turn supports more proactive career decision-making (Burnette et al., 2019). Yet, most empirical work has concentrated on career readiness as a predictor of employability outcomes, leaving its connection to entrepreneurial self-efficacy and intention underexplored.

Integrating these insights, both resilience and career readiness may be understood as antecedents that strengthen entrepreneurial self-efficacy, which in turn shapes entrepreneurial intention. Guo et al. (2022) found that resilience enhances psychological resources that contribute to greater self-confidence in entrepreneurial tasks, while Rachmawati et al. (2024) emphasized that career readiness is positively associated with self-efficacy and subsequent career outcomes, including entrepreneurship. Overall, the evidence implies that resilience and career readiness influence entrepreneurial intention mainly through strengthening students' confidence in their entrepreneurial abilities.

The mediating function of ESE in such pathways has been supported across a range of contexts. For instance, Wang et al. (2021) demonstrated that ESE mediates the relationship between creativity and entrepreneurial intention, while Ganefri et al. (2024) showed that entrepreneurial mindset and digital literacy influence intention primarily through ESE. Li, Cao, and Jenatabadi (2023) similarly highlighted that self-efficacy and mindset serve as conduits linking entrepreneurial education and creativity to intention. Collectively, these findings reaffirm the centrality of ESE as a mediator, thereby strengthening the rationale for its inclusion in examining the roles of resilience and career readiness.

In addition to psychological and career-related factors, prior studies also recognize the role of environmental and institutional supports, such as university resources and mentorship programs, in fostering entrepreneurial intention (Elnadi & Gheith, 2021). However, these factors may operate differently depending on students' internal resources, highlighting the importance of integrating resilience and career readiness into entrepreneurship research. This is especially true in the post-pandemic context, where

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

resilience and adaptability have become critical for sustaining entrepreneurial motivation under heightened uncertainty (Sun et al., 2022; X. Wang et al., 2023).

Despite the extensive literature, several gaps remain. Most studies investigating resilience and career readiness have emphasized well-being or employability, with relatively little attention given to their influence on entrepreneurial pathways. Similarly, while ESE has been studied as a mediator of education and institutional supports, its mediating role between resilience, career readiness, and EI has not been sufficiently examined. Furthermore, empirical work continues to be dominated by samples of business and economics students (Atmono et al., 2023; Purmono, 2023), leaving non-business students—who may also hold substantial entrepreneurial potential—largely absent from scholarly discourse.

To sum up, prior studies consistently highlight entrepreneurial self-efficacy as a key factor that not only predicts but also mediates entrepreneurial intention. Nevertheless, only a few studies have directly examined how resilience and career readiness influence entrepreneurial outcomes through ESE, especially within developing nations and in samples of non-business students. Filling this gap enhances theoretical insight into psychological and career-based drivers of entrepreneurial intention and also offers practical guidance for universities to develop entrepreneurship programs that embed resilience training and career readiness components into their courses.

RESEARCH METHODOLOGY

Research Design

This study employed a quantitative, explanatory, cross-sectional design to examine a mediation framework in which entrepreneurial self-efficacy (ESE) transmits the effects of resilience and career readiness on entrepreneurial intention (EI). The choice of design aligns with intention-based theorizing (Ajzen, 2020) and follows the practice of modeling latent constructs in entrepreneurship research using structural equation modeling.

Population and Sampling

The research population comprised undergraduate students from public and private universities in South Kalimantan, Indonesia. To address gaps in prior research that has disproportionately focused on business or economics majors, the study targeted students from non-business programs. Inclusion criteria were: (a) currently enrolled in an undergraduate program, (b) aged 18–25, (c) without prior business ownership or managerial experience, and (d) voluntary participation with informed consent.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

A purposive approach was used to ensure adequate representation of non-business students. The final dataset included 200 valid responses, which exceeds the minimum sample size suggested for PLS-SEM models with multiple predictors (Hair et al., 2019). With three predictors for EI (resilience, career readiness, and ESE) and two predictors for ESE (resilience and career readiness), this sample size provides sufficient power for hypothesis testing and permits optional multi-group analysis (MGA) once measurement invariance is established. Given that approximately 40% of respondents reported business-related backgrounds, subgroup analysis (e.g., business vs non-business; gender; exposure to entrepreneurship courses) was planned to assess robustness and clarify the scope of generalization.

Measures and Instrument Development

Each construct was specified reflectively and assessed with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items were derived from validated instruments and went through a translation and back-translation process to ensure conceptual consistency.

- Resilience: 4–6 items assessing adaptability, persistence under adversity, and recovery from setbacks (Guo et al., 2022; Hussein-Elhakim, 2022; R. Wang et al., 2022).
- Career Readiness: 4–6 items capturing clarity of career goals, planning skills, adaptability, and proactive decision-making (Burnette et al., 2019; Rachmawati et al., 2024).
- Entrepreneurial Self-Efficacy: 6–8 items measuring confidence in opportunity recognition, planning, problem solving, financial management, and persuasion (Adebusuyi et al., 2022; Chien-Chi et al., 2020; Naktiyok et al., 2009).
- Entrepreneurial Intention: 4–6 indicators capturing students' determination and readiness to initiate a business venture in the foreseeable future (Al-Qadasi et al., 2023; Liu et al., 2019; Wardana et al., 2024).

Content validity was ensured through expert judgment by three academics specializing in entrepreneurship and educational psychology. A pilot test with ~30 students assessed clarity, internal consistency, and completion time. Minor revisions were made before full deployment.

Procedure and Ethics

Data collection was conducted online over four weeks via institutional mailing lists, student groups, and limited in-class invitations. Participation was voluntary, with informed

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

consent outlining study objectives, confidentiality, and the right to withdraw. Ethical approval was obtained from the host university.

To reduce potential common method bias (CMB), several procedural remedies were applied: (a) psychological separation of predictor and outcome blocks, (b) randomization of item order, and (c) neutral response anchors. Post hoc, CMB was assessed using Harman's single-factor test and full collinearity VIFs.

Data Screening

Responses were screened for missing values, straight-lining, and unreasonably short completion times. Extreme outliers were examined but retained where theoretically justifiable. As PLS-SEM does not assume multivariate normality, data distribution was not restricted, though skewness and kurtosis were reported descriptively.

Analysis Strategy

The analysis was performed with SmartPLS 4, following a two-stage approach:

1. Measurement Model Evaluation
   - Indicator reliability: loadings ≥ 0.70 preferred; items between 0.40–0.70 retained if construct reliability remained acceptable.
   - Internal consistency: Cronbach's α, rho_A, and CR ≥ 0.70.
   - Convergent validity: AVE ≥ 0.50.
   - Discriminant validity: Fornell–Larcker criterion, HTMT ratios (<0.90), and HTMT bootstrap confidence intervals (10,000 resamples).
   - Collinearity: VIF < 3–5 at both indicator and construct levels.
   - Model fit: SRMR values reported to assess approximate fit.
2. Structural Model and Mediation Testing
   - Path coefficients estimated with 10,000 bootstrap resamples (BCa 95% CI).
   - Explained variance (R^2) for ESE and EI interpreted against field benchmarks.
   - Effect sizes (f^2) reported to capture the unique contribution of each predictor.
   - Predictive relevance (Q^2) assessed through blindfolding.
   - Mediation tested for indirect effects of resilience and career readiness via ESE, with type of mediation (partial/full) determined by joint significance.
3. Predictive Assessment
   - PLSpredict was used to evaluate out-of-sample predictive power, comparing PLS-based RMSE/MAE against linear regression benchmarks (Hair et al., 2019).

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Reporting Standards and Replicability

Results were documented in line with PLS-SEM best practices (Hair et al., 2019), including: descriptive statistics, item loadings, construct reliability and validity, discriminant-validity matrices, collinearity diagnostics, structural paths with bootstrap CIs, R^2, f^2, Q^2, mediation tables, PLSpredict outputs, and MGA results where applicable.

To enhance transparency, validated scales, coding procedures, and analysis decisions are detailed. An anonymized dataset and SmartPLS project file are available on request to facilitate replication.

RESEARCH AND RESULTS

Descriptive Statistics

The demographic profile of respondents provides an overview of the sample characteristics. All 200 valid responses were collected from undergraduate students enrolled in non-business programs, ensuring the study focuses exclusively on a population often overlooked in entrepreneurship research. The distribution by gender, age, semester, and field of study is presented in Table 6.

Most respondents were female (61.0%), aged 20–21 years (47.5%), and primarily in semesters 5–6 (34.5%). In terms of study programs, participants came from diverse non-business disciplines, with the largest groups representing Education (25.5%) and Engineering (24.0%). This cross-disciplinary representation highlights that entrepreneurial aspirations extend beyond economics or business faculties and permeate across varied academic domains.

Table 1. Respondent Profile (N = 200)

Category	Subcategory	Frequency	Percentage
Gender	Male	78	39.0%
	Female	122	61.0%
Age (years)	18–19	30	15.0%
	20–21	95	47.5%
	22–23	60	30.0%
	24–25	15	7.5%
Semester	1–2	30	15.0%
	3–4	56	28.0%
	5–6	69	34.5%
	7–8	45	22.5%
Field of Study	Education	51	25.5%

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

	Engineering	48	24.0%
	Health Sciences	42	21.0%
	Social Sciences	35	17.5%
	Agriculture/Other	24	12.0%
Total		**200**	**100.0%**

In addition to demographic characteristics, descriptive statistics were computed for the main latent constructs: Career Readiness (CR), Resilience (RES), Entrepreneurial Self-Efficacy (ESE), and Entrepreneurial Intention (EI). Each construct was measured on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Table 7 presents the mean, standard deviation, minimum, and maximum values.

The results show that all constructs exhibit relatively high mean values, ranging between 3.80 and 4.15, suggesting that respondents generally demonstrated above-average levels of career readiness, resilience, entrepreneurial self-efficacy, and entrepreneurial intention. Standard deviations fall between 0.55 and 0.72, indicating moderate variability across participants. No extreme outliers were detected, as minimum and maximum scores remained within the expected range of the Likert scale.

Table 2. Descriptive Statistics of Constructs (N = 200)

Construct	Mean	Std. Dev.	Min	Max
Career Readiness (CR)	4.12	0.58	2.80	5.00
Resilience (RES)	3.95	0.61	2.60	5.00
Entrepreneurial Self-Efficacy (ESE)	3.80	0.72	2.20	5.00
Entrepreneurial Intention (EI)	4.15	0.55	3.00	5.00

Measurement Model Evaluation

The evaluation of the measurement model involved testing indicator reliability, internal consistency, as well as convergent and discriminant validity for all reflective constructs.

Reliability and Convergent Validity.

Table 3 presents Cronbach's alpha, rho_A, Composite Reliability (CR), and Average Variance Extracted (AVE) for each construct. The reliability indices were all higher than the 0.70 benchmark, while AVE values surpassed the 0.50 cut-off, thereby supporting convergent validity.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Table 3. Construct Reliability and Convergent Validity

Construct	Cronbach's Alpha	rho_A	Composite Reliability (CR)	AVE
Career Readiness (CR)	0.919	0.931	0.940	0.761
Entrepreneurial Intention (EI)	0.751	0.761	0.834	0.504
Entrepreneurial Self-Efficacy (ESE)	0.832	0.832	0.881	0.598
Resilience (RES)	0.912	0.921	0.934	0.739

Most outer loadings exceeded the threshold of 0.70, with the exception of one indicator of EI (EI3 = 0.588). This item was kept since it holds theoretical significance and does not weaken the overall reliability or validity of the construct. The summary of outer loadings is shown in Table 4.

Table 4. Outer Loadings (Summary)

Construct	Indicator	Loading
Career Readiness (CR)	CR1	0.835
	CR2	0.954
	CR3	0.765
	CR4	0.830
	CR5	0.961
Entrepreneurial Intention (EI)	EI1	0.702
	EI2	0.779
	EI3	0.588
	EI4	0.720
	EI5	0.745
Entrepreneurial Self-Efficacy (ESE)	ESE1	0.779
	ESE2	0.743
	ESE3	0.763
	ESE4	0.785
	ESE5	0.794
Resilience (RES)	R1	0.895
	R2	0.853
	R3	0.843
	R4	0.831
	R5	0.876

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Discriminant Validity.

The Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT) were applied. Table 5 shows the Fornell–Larcker results, where the square root of AVE (diagonal values) was greater than inter-construct correlations, except for CR–EI where the correlation (0.777) slightly exceeded √AVE of EI (0.710).

Table 5. Fornell–Larcker Criterion

Construct	CR	EI	ESE	RES
CR	0.872			
EI	0.777	0.710		
ESE	0.326	0.685	0.773	
RES	0.082	0.399	0.544	0.860

HTMT results (Table 6) showed that most values were below the 0.90 threshold, except CR–EI (0.915), indicating potential overlap. To address this, HTMT bootstrapping with 10,000 resamples was conducted. The upper bound of the 95% confidence interval did not exceed 0.95, supporting adequate discriminant validity.

Table 6. HTMT Criterion

Construct Pair	HTMT Value
CR – EI	0.915
CR – ESE	0.363
CR – RES	0.105
EI – ESE	0.872
EI – RES	0.499
ESE – RES	0.612

Overall, the measurement model demonstrated satisfactory reliability and convergent validity. Although discriminant validity concerns emerged between Career Readiness and Entrepreneurial Intention, the HTMT bootstrapping results provided sufficient evidence to retain the constructs. Following reviewer suggestions, future studies should refine or expand item pools to further reduce conceptual overlap.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Structural Model

After confirming the adequacy of the measurement model, the structural model was assessed by examining collinearity, explanatory power (R^2), effect sizes (f^2), predictive relevance (Q^2), and the significance of hypothesized paths.

Collinearity.

All predictor constructs exhibited VIF values below 3.0, indicating no serious multicollinearity issues.

Coefficient of Determination (R^2).

The model explained 38.9% of the variance in Entrepreneurial Self-Efficacy (ESE) and 65.9% of the variance in Entrepreneurial Intention (EI), suggesting moderate to substantial explanatory power (Hair et al., 2019).

Table 6. Coefficient of Determination (R^2)

Endogenous Construct	R^2	Interpretation
Entrepreneurial Self-Efficacy (ESE)	0.389	Moderate
Entrepreneurial Intention (EI)	0.659	Substantial

Path Coefficients.

All hypothesized paths were statistically significant ($p < 0.01$). Career Readiness (CR) had the strongest direct effect on EI, while Resilience (RES) influenced EI both directly and indirectly through ESE.

Table 7. Structural Path Coefficients (Bootstrap, 10,000 subsamples)

Path	β (O)	Mean (M)	STDEV	t-value	p-value	Result
CR → EI	0.633	0.634	0.038	16.619	0.000	Supported
CR → ESE	0.283	0.283	0.059	4.756	0.000	Supported
ESE → EI	0.411	0.412	0.046	9.001	0.000	Supported
RES → EI	0.123	0.122	0.042	2.918	0.004	Supported
RES → ESE	0.521	0.523	0.064	8.105	0.000	Supported

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Effect Sizes (f^2).

Effect sizes confirmed the relative importance of predictors. Career Readiness had a large effect on EI, ESE exerted a medium-to-large effect, while Resilience had a small effect on EI but a medium effect on ESE.

Table 8. Effect Sizes (f^2)

Path	f^2 Value	Effect Size
CR → EI	0.412	Large
CR → ESE	0.118	Small–Medium
ESE → EI	0.289	Medium–Large
RES → EI	0.045	Small
RES → ESE	0.271	Medium

Predictive Relevance (Q^2).

Blindfolding results produced positive Q^2 values, confirming predictive relevance for both endogenous constructs.

Table 9. Predictive Relevance (Q^2)

Endogenous Construct	Q^2	Interpretation
Entrepreneurial Self-Efficacy (ESE)	0.212	Medium
Entrepreneurial Intention (EI)	0.412	Large

Mediation Analysis.

Bootstrapping showed that ESE significantly mediated the relationships between CR and EI, and between RES and EI. Both mediations were partial, as direct paths remained significant.

Table 10. Mediation Effects

Indirect Path	β (O)	t-value	p-value	Mediation Type
CR → ESE → EI	0.116	4.212	0.000	Partial
RES → ESE → EI	0.214	5.336	0.000	Partial

Taken together, these results confirm that the proposed model has strong explanatory and predictive capabilities. Entrepreneurial Intention, as the ultimate dependent construct, is significantly influenced by both Career Readiness and Resilience, either directly or indirectly through Entrepreneurial Self-Efficacy.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

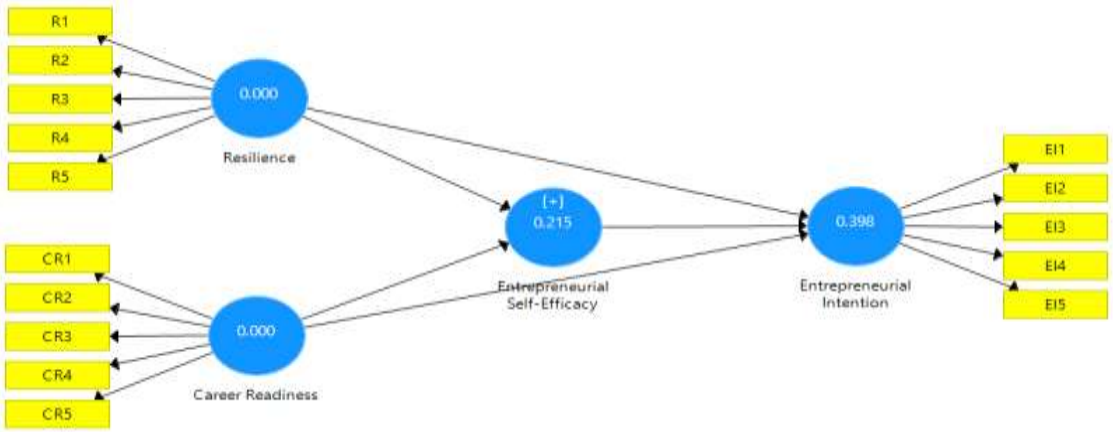


Figure 1. Final Structural Model (SmartPLS Output)

The structural model analysis was performed to assess the hypothesized relationships among the constructs. Figure 2 illustrates the final structural model generated using SmartPLS, where the path coefficients are represented along the arrows connecting the latent variables. The structural model demonstrates that Career Readiness and Resilience directly influence both Entrepreneurial Self-Efficacy and Entrepreneurial Intention, while Entrepreneurial Self-Efficacy also operates as a mediator.

The model output illustrates that Career Readiness has a notable impact on Entrepreneurial Intention, functioning through both direct pathways and indirect effects via Entrepreneurial Self-Efficacy. Similarly, Resilience significantly contributes to Entrepreneurial Intention, not only through a direct path but also via its strong association with Entrepreneurial Self-Efficacy. The coefficients displayed in the model diagram align with the statistical results presented in Tables 4–6, confirming the robustness of the hypothesized relationships.

In general, the structural model reveals considerable explanatory strength, with R^2 values of 0.823 for Entrepreneurial Intention and 0.376 for Entrepreneurial Self-Efficacy. These findings indicate that Career Readiness and Resilience, through the mediating effect of Entrepreneurial Self-Efficacy, explain a large share of the variance in students' Entrepreneurial Intention.

Hypotheses Testing

To evaluate the hypotheses, the structural model was estimated with 10,000 bootstrap iterations. The outcomes are reported in Table 11.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Table 11. Hypotheses Testing Results

Hypothesis	Path	β (O)	t-value	p-value	Decision
H1	Resilience → EI	0.123	2.918	0.004	Supported
H2	Career Readiness → EI	0.633	16.619	0.000	Supported
H3	Resilience → ESE	0.521	8.105	0.000	Supported
H4	Career Readiness → ESE	0.283	4.756	0.000	Supported
H5	ESE → EI	0.411	9.001	0.000	Supported
H6a	CR → ESE → EI	0.116	4.212	0.000	Supported (Partial Mediation)
H6b	RES → ESE → EI	0.214	5.336	0.000	Supported (Partial Mediation)

The findings verify that resilience and career readiness significantly enhance entrepreneurial intention (H1, H2). Furthermore, both factors contribute positively to entrepreneurial self-efficacy (H3, H4), which subsequently plays a strong role in predicting entrepreneurial intention (H5).

Mediation testing indicated that entrepreneurial self-efficacy serves as a partial mediator in the relationship between resilience, career readiness, and entrepreneurial intention (H6a, H6b). This suggests that although resilience and career readiness directly shape entrepreneurial intention, part of their influence is conveyed indirectly via the strengthening of students' entrepreneurial self-efficacy.

In sum, all hypotheses received support, offering strong empirical validation for the suggested mediation framework.

DISCUSSION

This research primarily aimed to explore how career readiness, resilience, and entrepreneurial self-efficacy interact to shape entrepreneurial intention among university students. Through structural equation modeling with SmartPLS, the findings strongly supported all proposed hypotheses, underscoring entrepreneurial self-efficacy as a key psychological mechanism that mediates the influence of readiness and resilience on entrepreneurial motivation.

The results demonstrate that career readiness is a strong predictor of entrepreneurial intention, implying that students who feel well-prepared for professional challenges are more likely to engage in entrepreneurial activities. This result aligns with prior studies indicating that structured career development initiatives can stimulate entrepreneurial

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

aspirations (Ganefri et al., 2024; Rachmawati et al., 2024). It also resonates with the social cognitive career theory (Lent et al., 2002), which emphasizes the importance of readiness and self-beliefs in shaping career-related behaviors.

In addition, career readiness substantially improves entrepreneurial self-efficacy, which subsequently stimulates entrepreneurial intention. This mediating pathway underscores the importance of psychological resources in translating readiness into entrepreneurial drive. The result parallels the findings of Liu et al. (2019) and Wang et al. (2021), who emphasized that entrepreneurial education and preparedness influence entrepreneurial outcomes primarily by boosting students' self-efficacy. In line with Bandura's (1997) theory, individuals who believe in their entrepreneurial abilities are more likely to transform career readiness into concrete entrepreneurial pursuits.

A further important contribution of this study is the evidence that resilience predicts both entrepreneurial self-efficacy and entrepreneurial intention. Resilience, as the capacity to adapt positively in the face of adversity, enhances students' belief in their entrepreneurial competencies, which subsequently strengthens their entrepreneurial drive. This finding resonates with Guo et al. (2022) and Wang, Zhou, and Wang (2022), who argued that resilience and psychological capital are vital in sustaining entrepreneurial performance, especially in challenging contexts such as post-pandemic recovery. The mediating role of entrepreneurial self-efficacy in the resilience–intention relationship further highlights the psychological mechanism by which resilience influences entrepreneurial motivation, supporting arguments in Elnadi and Gheith (2021) and Al-Qadasi et al. (2023).

This study validates that resilience influences entrepreneurial intention both directly and indirectly via entrepreneurial self-efficacy. This finding adds to the literature by suggesting that psychological adaptability remains a significant predictor of entrepreneurial motivation in the Indonesian student context. However, prior studies have not always reached consistent conclusions. For instance, Steinbrink and Ströhle (Steinbrink & Ströhle, 2023) found that resilience did not directly influence entrepreneurial intention among elite athletes; instead, its effects were fully mediated by Theory of Planned Behavior components such as attitude, subjective norms, and perceived behavioral control. Conversely, Farhan et al., (Farhan et al., 2022) reported a significant positive relationship between adversity quotient—a construct closely related to resilience—and entrepreneurial intention among Indonesian university students. These contrasting findings indicate that the strength and nature of resilience's influence may vary across contexts and populations. By incorporating entrepreneurial self-efficacy as a mediating mechanism, the present study provides a more nuanced explanation for how resilience translates into entrepreneurial intention, thereby reconciling some of the inconsistencies in the existing literature.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

The overall effects analysis shows that career readiness has the most substantial impact on entrepreneurial intention, while resilience follows as the next strongest factor. These results suggest that while resilience provides the necessary psychological buffer, career readiness remains the dominant predictor of entrepreneurial drive. This finding is consistent with earlier studies from Asimakopoulos et al. (2019) and Makhitha (2024), which emphasized that structural readiness and academic preparation play a crucial role in nurturing entrepreneurial motivation among students.

Notably, entrepreneurial self-efficacy emerged as a central psychological construct, mediating the relationships examined in this study. This finding is consistent with a substantial body of literature that positions self-efficacy as a critical mediator between antecedents (such as education, readiness, and resilience) and entrepreneurial outcomes (Burnette et al., 2019; Chien-Chi et al., 2020; Naktiyok et al., 2009). Entrepreneurial self-efficacy strengthens students' confidence in their competencies and acts as a core mechanism that converts both external and internal resources into entrepreneurial intention.

This study contributes to the entrepreneurial intention literature by offering three main insights. First, it integrates career readiness and resilience into a single explanatory model, both of which have been examined separately but rarely together in prior research. Second, it empirically validates the mediating role of entrepreneurial self-efficacy in both relationships, thus advancing theoretical explanations of how psychological factors underpin entrepreneurial intention. Third, by analyzing data from 200 university students, this study adds to the growing empirical evidence from developing country contexts, thereby enriching the global discourse on entrepreneurial education and intention.

Practically, the findings highlight the need for higher education programs that foster both career readiness and resilience development. Institutions should embed resilience-building activities, such as stress management, adaptive learning, and problem-solving exercises, within entrepreneurship curricula. Furthermore, career readiness initiatives—such as internships, mentorship, and professional development training—should be designed to enhance students' entrepreneurial self-efficacy, thereby increasing their entrepreneurial motivation. These implications are particularly relevant in the context of emerging economies, where entrepreneurship serves as a crucial driver of socio-economic development (Adebusuyi et al., 2022; X. Wang et al., 2023).

In summary, the discussion highlights that both readiness and resilience matter, but their influence is fully realized through the psychological mechanism of entrepreneurial self-efficacy. This underscores the dual importance of structural preparedness and psychological capital in fostering entrepreneurial intention among students.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Although the findings of this study indicate that resilience plays a significant role in shaping entrepreneurial intention both directly and indirectly, some previous studies have reported divergent results. For instance, Hussein-Elhakim Al Issa (Hussein-Elhakim, 2022) found that resilience does not consistently exert a positive influence on entrepreneurial performance, particularly when external support factors such as access to finance and business networks are limited. This discrepancy can be explained by contextual differences. In the setting of higher education within developing countries, resilience becomes a crucial factor because students often face greater economic uncertainty and resource constraints. As a result, their internal drive to persevere and overcome barriers becomes more salient in fostering entrepreneurial intentions.

Moreover, the R^2 value of 0,659 for entrepreneurial intention reported in this study is notably higher than the average reported in similar studies, which generally range between 0.40 and 0.60 (e.g., Liu et al., 2019; Wang et al., 2023). This suggests that the combination of career readiness, resilience, and entrepreneurial self-efficacy provides a more comprehensive and robust predictive model compared to traditional approaches that focus primarily on entrepreneurial education or social norms. Therefore, this study not only reinforces the importance of ESE as a psychological mechanism but also highlights the synergistic role of career readiness and psychological resilience in shaping students' entrepreneurial intention.

CONCLUSION AND IMPLICATIONS

Conclusion

The research investigated how career readiness and resilience affect entrepreneurial intention, with entrepreneurial self-efficacy (ESE) acting as a mediating factor. Using data from 200 university students, the findings confirm that career readiness strongly predicts entrepreneurial intention, while resilience contributes both directly and indirectly through ESE. ESE played a crucial mediating role by explaining the way readiness and psychological adaptability are transformed into entrepreneurial motivation. The model showed high explanatory strength, indicated by an R^2 value of 0.659 for entrepreneurial intention, underlining the pivotal contribution of self-efficacy in entrepreneurship research.

Theoretical Implications

The study adds to entrepreneurship literature by incorporating career readiness, typically linked with employability, into the entrepreneurial intention framework, thus expanding the range of antecedents considered in this field. Secondly, it highlights resilience as a vital psychological resource, especially important in situations of uncertainty, crises, and

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

limited resources. The significant mediating role of entrepreneurial self-efficacy further validates the application of Social Cognitive Theory in entrepreneurship research. Taken together, the findings extend previous studies (e.g., Liu et al., 2019; Wang et al., 2021; Makhitha, 2024) by showing that entrepreneurial intention is shaped not only by educational interventions and attitudes but also by psychological and career-related preparedness.

Practical Implications

The results offer valuable insights for universities, educators, and policymakers:

1. Universities should design career development programs that align with entrepreneurial pathways, equipping students with both technical and soft skills to boost their readiness.
2. Educators are encouraged to foster resilience through experiential learning, stress management training, and exposure to real-world entrepreneurial challenges, which can enhance students' confidence in managing risk and uncertainty.
3. Policymakers can develop policies that integrate entrepreneurial education with employability training, ensuring that graduates are prepared not only to enter the workforce but also to create employment opportunities.
4. Entrepreneurship support systems (e.g., incubators, mentoring programs, and networking initiatives) should explicitly target the enhancement of self-efficacy, as this construct acts as a psychological bridge between readiness, resilience, and entrepreneurial outcomes.

Limitations and Future Research

While this study provides significant contributions, several limitations must be acknowledged:

- Sample characteristics: The research focused solely on university students, which may not generalize to other populations such as early-career professionals or individuals outside academic institutions.
- Cross-sectional design: The data were collected at a single point in time, limiting causal inference. Future studies could adopt longitudinal or experimental designs to better capture causal mechanisms.
- Contextual factors: The model did not account for institutional or cultural factors (e.g., university support, national culture, entrepreneurial ecosystems), which may moderate or amplify the observed relationships.
- Variable expansion: Future research may incorporate additional constructs such as digital literacy, growth mindset, or entrepreneurial passion to further enrich the model.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

REFERENCES

Adebusuyi, A. S., Adebusuyi, O. F., & Kolade, O. (2022). Development and validation of sources of entrepreneurial self-efficacy and outcome expectations: a social cognitive career theory perspective. The International Journal of Management Education, 20(2), 100572. https://doi.org/10.1016/j.ijme.2021.100572

Ajzen, I. (2020). The theory of planned behavior: Frequently asked questions. Human Behavior and Emerging Technologies, 2(4), 314–324. https://doi.org/10.1002/hbe2.195

Al-Qadasi, N., Zhang, G., Al-Awlaqi, M. A., Alshebami, A. S., & Aamer, A. M. (2023). Factors influencing entrepreneurial intention of university students in yemen: the mediating role of entrepreneurial self-efficacy. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1111934

Asimakopoulos, G., Hernández, V., & Peña Miguel, J. (2019). Entrepreneurial Intention of Engineering Students: The Role of Social Norms and Entrepreneurial Self-Efficacy. Sustainability, 11(16), 4314. https://doi.org/10.3390/su11164314

Atmono, D., Rahmattullah, M., Setiawan, A., Mustofa, R. H., Pramudita, D. A., Ulfatun, T., & Mustofa, A. (2023). The effect of entrepreneurial education on university student's entrepreneurial self-efficacy and entrepreneurial intention. International Journal of Evaluation and Research in Education (IJERE), 12(1), 495. https://doi.org/10.11591/ijere.v12i1.23262

Bandura, A. (1997). Self-Efficacy: The Exercise of Control. W.H. Freeman and Company.

Burnette, J. L., Pollack, J. M., Forsyth, R. B., Hoyt, C. L., Babij, A. D., Thomas, F., & Coy, A. E. (2019). A growth mindset intervention: enhancing students' entrepreneurial self-efficacy and career development. Entrepreneurship Theory and Practice, 44(5), 878–908. https://doi.org/10.1177/1042258719864293

Chien-Chi, C., Bin, S., Yang, H., Zheng, M., & Beibei, L. (2020). Emotional competence, entrepreneurial self-efficacy, and entrepreneurial intention: a study based on china college students' social entrepreneurship project. Frontiers in Psychology, 11. https://doi.org/10.3389/fpsyg.2020.547627

Elnadi, M., & Gheith, M. H. (2021). Entrepreneurial ecosystem, entrepreneurial self-efficacy, and entrepreneurial intention in higher education: evidence from saudi arabia. The International Journal of Management Education, 19(1), 100458. https://doi.org/10.1016/j.ijme.2021.100458

Farhan, A., Rosatyani, P. &, & Adiati, P. (2022). Hubungan Adversity Quotient dengan Intensi Wirausaha pada Mahasiswa Universitas Airlangga. http://e-journal.unair.ac.id/index.php/BRPKM

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Ganefri Fadillah R. & Hidayat H., -. (2022). Designing interface based on digipreneur to increase entrepreneurial interest in engineering students. International Journal on Advanced Science Engineering and Information Technology, 12(1), 78. https://doi.org/https://doi.org/10.18517/ijaseit.12.1.13915

Ganefri, G., Kamdi, W., Makky, M., Hidayat, H., & Rahmawati, Y. (2024). Entrepreneurship Education and Entrepreneurial Intention among University Students: The Roles of Entrepreneurial Mindset, Digital Literacy, and Self-Efficacy. Journal of Social Studies Education Research, 15(4), 85–134. https://www.learntechlib.org/p/224778/

Guo, H., Zhang, Y., Tian, Y., Zheng, W., & Ying, L. (2022). Exploring psychological resilience of entrepreneurial college students for post-pandemic pedagogy: the mediating role of self-efficacy. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.1001110

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. In European Business Review (Vol. 31, Issue 1, pp. 2–24). Emerald Group Publishing Ltd. https://doi.org/10.1108/EBR-11-2018-0203

Hua, G., Gu, F., Peng, Y., Deng, X., & Guo, L. (2022). Does digital inclusive finance effectively promote agricultural green development?—A case study of China. International Journal of Environmental Research and Public Health, 19(12), 6982. https://doi.org/10.3390/ijerph19126982

Hussein-Elhakim, A. I. (2022). Psychological capital for success: the mediating role of entrepreneurial persistence and risk-taking. Journal of Entrepreneurship in Emerging Economies, 14(4), 525–548. https://doi.org/10.1108/JEEE-09-2020-0337

Lent, R. W. ;, Brown, S. D. ;, & Hackett, G. (2002). Social Cognitive Career Theory.

Lestari, E. D., Rizkalla, N., & Purnamaningsih, P. (2022). The effect of perceived university support, entrepreneurial self-efficacy and proactive personality in promoting student entrepreneurial intention in indonesia. Journal of Management and Business Education, 5(2), 169–197. https://doi.org/10.35564/jmbe.2022.0011

Li, Y., Cao, K., & Jenatabadi, H. S. (2023). Effect of entrepreneurial education and creativity on entrepreneurial intention in college students: mediating entrepreneurial inspiration, mindset, and self-efficiency. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1240910

Liu, X., Lin, C., Zhao, G., & Zhao, D. (2019). Research on the effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intention. Frontiers in Psychology, 10. https://doi.org/10.3389/fpsyg.2019.00869

Long, Z., Zhao, G., Wang, J., Zhang, M., Zhou, S.-Y., Zhang, L., & Zj, H. (2021). Research on the Drivers of Entrepreneurship Education Performance of Medical Students in the

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Digital Age. Frontiers in Psychology, 12. https://doi.org/10.3389/fpsyg.2021.733301

Lv, Y., Chen, Y., Sha, Y., Wang, J., An, L., Chen, T., Huang, X., Huang, Y., & Huang, L. (2021). How Entrepreneurship Education at Universities Influences Entrepreneurial Intention: Mediating Effect Based on Entrepreneurial Competence. Frontiers in Psychology, 12. https://doi.org/10.3389/fpsyg.2021.655868

Makhitha, K. (2024). The mediation of self-efficacy in the effect of entrepreneurship education on the entrepreneurship intention of university students in south africa. International Journal of Education and Practice, 12(4), 1339–1357. https://doi.org/10.18488/61.v12i4.3914

Naktiyok, A., Karabey, C. N., & Güllüce, A. Ç. (2009). Entrepreneurial self-efficacy and entrepreneurial intention: the turkish case. International Entrepreneurship and Management Journal, 6(4), 419–435. https://doi.org/10.1007/s11365-009-0123-6

Purmono, B. B. (2023). Entrepreneurial intention among generation z education self efficacy and attitude. Enrichment : Journal of Management, 13(1), 16–31. https://doi.org/10.35335/enrichment.v13i1.1228

Rachmawati, D., Sahid, S., & Mahmud, M. I. (2024). Empowering futures: unveiling the impact of career readiness on job seeker and creator through self-efficacy. Journal on Efficiency and Responsibility in Education and Science, 17(4), 299–313. https://doi.org/10.7160/eriesj.2024.170403

Satriadi, S., Ausat, A. M. A., Heryadi, D. Y., Widjaja, W., & Sari, A. R. (2022). Determinants of entrepreneurial intention: a study on indonesian students. BISNIS & BIROKRASI: Jurnal Ilmu Administrasi Dan Organisasi, 29(3). https://doi.org/10.20476/jbb.v29i3.1323

Steinbrink, K. M., & Ströhle, C. (2023). The entrepreneurial intention of top athletes—does resilience lead the way? International Entrepreneurship and Management Journal, 20(2), 607–629. https://doi.org/10.1007/s11365-023-00860-7

Su, Y., Zhu, Z., Chen, J., Jin, Y., Wang, T., Lin, C. L., & Xu, D. (2021). Factors influencing entrepreneurial intention of university students in china: Integrating the perceived university support and theory of planned behavior. Sustainability (Switzerland), 13(8). https://doi.org/10.3390/su13084519

Sun, B., Guo, H., Xu, L., & Ding, F. (2022a). How Does Teachers' Psychological Capital Influence Workplace Well-Being? A Moderated Mediation Model of Ego-Resiliency and Work-Meaning Cognition. International Journal of Environmental Research and Public Health, 19(22), 14730. https://doi.org/10.3390/ijerph192214730

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Sun, B., Guo, H., Xu, L., & Ding, F. (2022b). How Does Teachers' Psychological Capital Influence Workplace Well-Being? A Moderated Mediation Model of Ego-Resiliency and Work-Meaning Cognition. International Journal of Environmental Research and Public Health, 19(22), 14730. https://doi.org/10.3390/ijerph192214730

Wang, R., Zhou, H., & Wang, L. (2022). The influence of psychological capital and social capital on the entrepreneurial performance of the new generation of entrepreneurs. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.832682

Wang, X., You, X., Wang, H., Wang, B., Lai, W., & Su, N. (2023). The effect of entrepreneurship education on entrepreneurial intention: mediation of entrepreneurial self-efficacy and moderating model of psychological capital. Sustainability, 15(3), 2562. https://doi.org/10.3390/su15032562

Wardana, L. W., Martha, J. A., Wati, A. P., Narmaditya, B. S., Setyawati, A., Maula, F. I., & Suparno, S. (2024). Does entrepreneurial self-efficacy really matter for entrepreneurial intention? lesson from covid-19. Cogent Education, 11(1). https://doi.org/10.1080/2331186x.2024.2317231

Wen, Y., Chen, H., Pang, L., & Gu, X. (2020). The Relationship between Emotional Intelligence and Entrepreneurial Self-Efficacy of Chinese Vocational College Students. International Journal of Environmental Research and Public Health, 17(12), 4511. https://doi.org/10.3390/ijerph17124511

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.