

# Factors Influencing Entrepreneurial Intention Among Students at the University of Mataram

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**Abstract.** This study examines the factors influencing entrepreneurial intention among entrepreneurial students at Universitas Mataram, with an emphasis on the roles of self-efficacy and university support. The research addresses the persistent gap between participation in entrepreneurship programs and low entrepreneurial intention among students despite institutional efforts to foster business creation. The primary objective is to evaluate how self-efficacy, defined as confidence in one's ability to perform entrepreneurial tasks and university support, encompassing curricula, mentorship, and business incubators, shapes students' intentions to start businesses, both independently and collectively. A quantitative approach with a causal design was utilised, involving 70 students from the university's entrepreneurial programs (PKU and P2MW) in the 2023–2024 academic year. Data were gathered through online questionnaires using a 5-point Likert scale and analysed with multiple linear regression. Results indicate that self-efficacy and university support have a significant and positive influence on entrepreneurial intention, both individually and in combination, accounting for 29.3% of the variance in entrepreneurial intention. Self-efficacy shows a stronger effect, highlighting the importance of confidence-building activities. The findings suggest that enhancing practical training to boost self-efficacy and improving institutional support through mentorship and resources can strengthen entrepreneurial ecosystems. The study recommends further investigation into additional factors, such as social and cultural influences, to develop more effective entrepreneurship education initiatives.

**Keywords:** entrepreneurial intention; self-efficacy; university support.

## INTRODUCTION

The global economy, driven by the digital era and the Fourth Industrial Revolution, demands a workforce equipped with adaptive, innovative, and financially independent characteristics. In this context, fostering an entrepreneurial spirit among university students is a critical strategy for addressing future economic challenges. Students, as young intellectuals, possess significant potential to create new economic opportunities and reduce reliance on increasingly limited formal employment sectors [1]. Entrepreneurial intention, defined as an individual's readiness to start and develop a business venture, serves as a fundamental indicator of psychological prepar-

edness to engage in entrepreneurial activities proactively. This intention reflects not only aspirations but also the mental and behavioural readiness to seize business opportunities [2].

Universities play a pivotal role in cultivating entrepreneurial intention through formal education and nonformal experiences, such as intensive training and structured entrepreneurship programs. In the contemporary digital landscape, technology-based entrepreneurship education has proven effective in enhancing students' creative capacities, innovation skills, and financial literacy [3]. In Indonesia, the government supports this ecosystem through initiatives such as the Program Pembinaan Mahasiswa Wirausaha

(P2MW), launched by the Ministry of Education, Culture, Research, and Technology, which aims to instil resilient entrepreneurial characteristics and prepare students for the complexities of the business environment in an era of disruption [4].

Despite these efforts, empirical evidence suggests a gap between the implementation of entrepreneurship programs and the actual increase in students' entrepreneurial intentions. At University Mataram, many students, despite participating in comprehensive training, business incubation programs, and innovative business idea competitions, still prefer conventional career paths as job seekers rather than job creators. This paradox highlights a critical challenge in producing graduates who are globally competitive and can contribute to a robust national economy through innovative entrepreneurship.

Research indicates that internal factors, such as self-efficacy, and external factors, including university support, influence entrepreneurial intention. Self-efficacy, rooted in social cognitive theory, refers to an individual's belief in their ability to organise and execute actions to achieve specific goals [5]. Within the Theory of Planned Behaviour (TPB), self-efficacy is closely aligned with perceived behavioural control, a key determinant of behavioural intention, including entrepreneurial activities [6]. Studies confirm that self-efficacy has a significant impact on entrepreneurial intention, particularly when supported by interactive and applied entrepreneurship education [7]. Complementarily, university support – manifested through structured curricula, comprehensive training, experienced mentorship, and access to business networks – has a positive influence on students' entrepreneurial intentions.

However, these factors do not always operate optimally in isolation. Low self-efficacy can lead to cognitive hesitancy, undermining students' entrepreneurial initiatives despite their understanding of entrepreneurial principles [8]. Conversely, external factors, such as university support, may have a more dominant influence than internal factors in certain contexts, particularly in developing economies [9]. This study aims to explore the interplay between self-efficacy and university support in shaping entrepreneurial inten-

tion among entrepreneurial students at University Mataram.

## METHODS

This study utilised a quantitative approach with a causal design to examine the influence of self-efficacy ( $X_1$ ) and university support ( $X_2$ ) on entrepreneurial intention ( $Y$ ) among 70 students participating in Program Kewirausahaan Universitas (PKU) and Program Pembinaan Mahasiswa Wirausaha (P2MW) during the 2023–2024 academic year, selected due to the university's robust entrepreneurship ecosystem characterised by structured curricula and business incubators. Data collection took place from February to May 2025, employing a census method to include all 70 validated respondents derived from an initial population of 83 students after confirming active participation and data completeness. This approach ensured comprehensive representation, as recommended by Sugiyono [10]. Primary data were collected through an online questionnaire distributed via Google Forms, utilising WhatsApp and email for accessibility. Informed consent was obtained to ensure ethical compliance, outlining the research purpose, data confidentiality, and the exclusive use of the data for research purposes. The questionnaire, based on a 5-point Likert scale (1 – strongly disagree, 5 – strongly agree), measured entrepreneurial intention (desire to start a business within 1–2 years, willingness to take financial risks, commitment to entrepreneurial plans), self-efficacy (confidence in identifying business opportunities, managing business finances, facing competition), and university support (quality of entrepreneurship curriculum, access to business incubators, support from mentors and alumni networks [5, 6, 11–14]. A pilot study validated the questionnaire, confirming item validity ( $r$ -value  $> 0.235$  at  $\alpha = 0.05$ ,  $df = 68$ ) and reliability (Cronbach's Alpha  $> 0.6$ ), as detailed in Tables 1, 2 and 3.

Data analysis was performed using SPSS, incorporating classical assumption tests: the Kolmogorov-Smirnov test verified normal residuals ( $p > 0.05$ ), Variance Inflation Factor (VIF  $< 10$ ) and Tolerance ( $> 0.1$ ) checks confirmed no multicollinearity, and the Glejser test ensured heteroskedasticity ( $p > 0.05$ ) [15, 16].

Table 1 – Variables, Indicators, and Measurement Sources

Variable	Indicators	Source of Measurement	Scale
Entrepreneurial Intention (Y)	- Desire to start a business within 1-2 years - Willingness to take financial risks - Commitment to entrepreneurial plans	[11–12]	Likert 1-5
Self-efficacy (X <sub>1</sub> )	- Confidence in identifying business opportunities - Ability to manage business finances - Confidence in facing competition	[5–13]	Likert 1-5
University Support (X <sub>2</sub> )	- Quality of entrepreneurship curriculum - Access to business incubators - Support from mentors and alumni networks	[11–14]	Likert 1-5

Table 2 – Validity Test Results

Variable	Indicator	Item	R Calculated	R Table	Status
Entrepreneurial Intention (Y)	Intent to start a business in 2 years	EI1	0.717	0.235	Valid
		EI2	0.668	0.235	Valid
		EI3	0.254	0.235	Valid
	Long-term commitment	EI4	0.321	0.235	Valid
		EI5	0.353	0.235	Valid
		EI6	0.652	0.235	Valid
	Readiness to face risks	EI7	0.341	0.235	Valid
		EI8	0.632	0.235	Valid
		EI9	0.619	0.235	Valid
Self-efficacy (X <sub>1</sub> )	Confidence in managing a business	SE1	0.669	0.235	Valid
		SE2	0.689	0.235	Valid
		SE3	0.516	0.235	Valid
	Ability to solve business problems	SE4	0.633	0.235	Valid
		SE5	0.648	0.235	Valid
		SE6	0.390	0.235	Valid
	Confidence in achieving financial goals	SE7	0.586	0.235	Valid
		SE8	0.659	0.235	Valid
		SE9	0.492	0.235	Valid
University Support (X <sub>2</sub> )	Quality of entrepreneurship curriculum	US1	0.613	0.235	Valid
		US2	0.726	0.235	Valid
		US3	0.625	0.235	Valid
	Access to business incubators	US4	0.788	0.235	Valid
		US5	0.753	0.235	Valid
		US6	0.762	0.235	Valid
	Availability of mentoring	US7	0.754	0.235	Valid
		US8	0.720	0.235	Valid
		US9	0.664	0.235	Valid

Table 3 – Reliability Test Results

No	Variable	Cronbach's Alpha	Standard Cronbach's Alpha	Status
1	Entrepreneurial Intention (Y)	0.713	0.6	Reliable
2	Self-efficacy (X <sub>1</sub> )	0.741	0.6	Reliable
3	University Support (X <sub>2</sub> )	0.772	0.6	Reliable

Multiple linear regression analysed the individual and simultaneous effects of self-efficacy and university support on entrepreneurial intention, with t-tests and F-tests at  $p < 0.05$  validating the model and Adjusted  $R^2$  assessing explanatory power.

**RESULTS AND DISCUSSION**

This study investigated factors influencing entrepreneurial intention among 70 students participating in entrepreneurship programs at the University of Mataram. The demographic analysis revealed a higher proportion of female participants (57.14%) compared to males (42.86%), suggesting greater female engagement in entrepreneurship programs. Faculty distribution showed the highest participation from Economics and Business (35.71%) and Agriculture (18.57%). In contrast, age distribution indicated that most respondents were in their final years of study, with 22-year-olds forming the largest group (37.14%).

The validity of the regression model was confirmed through classical assumption tests. The normality test (Shapiro-Wilk and Kolmogorov-Smirnov) yielded significance values of 0.301, 0.306, and 0.264 for entrepreneurial intention, self-efficacy, and university support, respectively, all exceeding 0.05, indicating normal distribution (Table 4).

Table 4 – Normality Test Results

Variable	Shapiro-Wilk Sig.	Kolmogorov-Smirnov Sig.
Entrepreneurial Intention (Y)	0.301	0.200

Table 7 – Results of Multiple Linear Regression Analysis Test

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.494	2.948		6.952	.000
Self-efficacy	.312	.089	.395	3.515	.001
University support	.143	.062	.260	2.316	.024

Notes: Dependent Variable: Entrepreneurial Intention (Y)

Table 8 – F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	307.563	2	153.782	15.328	0.000
Residual	672.208	67	10.033		
Total	979.771	69			

Variable	Shapiro-Wilk Sig.	Kolmogorov-Smirnov Sig.
Self-efficacy ( $X_1$ )	0.306	0.200
University Support ( $X_2$ )	0.264	0.200

The multicollinearity test revealed tolerance values of 0.810 and VIFs of 1.235 for both independent variables, indicating no multicollinearity (Table 5).

Table 5 – Multicollinearity Test Results

Variable	Tolerance	VIF
Self-efficacy ( $X_1$ )	0.810	1.235
University Support ( $X_2$ )	0.810	1.235

The heteroskedasticity test indicated significance values of 0.103 for self-efficacy and 0.081 for university support, both above 0.05, confirming heteroskedasticity (Table 6). These results validate the model's robustness for regression analysis [15].

Table 6 – Heteroskedasticity Test Results

Variable	Sig.
Self-efficacy ( $X_1$ )	0.103
University Support ( $X_2$ )	0.081

The multiple linear regression model produced the equation  $Y = 20.494 + 0.312X_1 + 0.143X_2 + e$ , indicating that a one-unit increase in self-efficacy and university support raises entrepreneurial intention by 0.312 and 0.143, respectively. The F-test ( $F=15.328$ ,  $Sig.=0.000$ ) confirms that self-efficacy and university support simultaneously significantly affect entrepreneurial intention (Table 7-9).

Table 9 – t-Test Results

Variable	B	Std. Error	Beta	t	Sig.
Constant	20.494	2.948		6.952	0.000
Self-efficacy (X <sub>1</sub> )	0.312	0.089	0.395	3.515	0.001
University Support (X <sub>2</sub> )	0.143	0.062	0.260	2.316	0.024

The t-test results show that self-efficacy ( $t=3.515$ ,  $p=0.001$ ) and university support ( $t=2.316$ ,  $p=0.024$ ) individually have significant positive effects, supporting H<sub>2</sub> and H<sub>3</sub> (Table 5). The Adjusted R<sup>2</sup> of 0.293 indicates that 29.3% of entrepreneurial intention variance is explained by these variables, with 70.7% attributed to unexamined factors.

Self-efficacy significantly influences entrepreneurial intention ( $t=3.515$ ,  $\text{Sig.}=0.001$ ), aligning with Bandura's [5] theory that confidence in one's abilities drives behavioural intentions. Students with high self-efficacy, particularly those in PKU and P2MW, demonstrate a strong belief in their capacity to identify opportunities and manage business challenges, which fosters greater entrepreneurial intention [16]. This finding supports TPB's emphasis on perceived behavioural control as a key determinant of intention [6]. Practical training in entrepreneurship programs likely enhances this confidence, making self-efficacy a critical driver of entrepreneurial aspiration.

University support also significantly affects entrepreneurial intention ( $t = 2.316$ ,  $p = 0.024$ ), reinforcing the role of institutional resources in fostering entrepreneurship [11]. Programs like PKU and P2MW offer structured curricula, mentorship, and access to incubators, which enhance students' knowledge and motivation. This aligns with prior studies that emphasise the importance of supportive educational environments in amplifying entrepreneurial intentions [14]. However, inadequate support could hinder students' entrepreneurial aspirations, underscoring the need for robust institutional frameworks to support them.

The F-test result ( $F=15.328$ ,  $\text{Sig.}=0.000$ ) indicates that the regression model is statistically signifi-

cant, meaning that at least one of the independent variables – self-efficacy or university support has a significant influence on entrepreneurial intention. The combination of internal confidence and external resources creates a conducive environment for fostering entrepreneurial aspirations, as supported by the Theory of Planned Behaviour (TPB) and prior research [12, 17]. The moderate Adjusted R<sup>2</sup> suggests other factors, such as social or cultural influences, may also play a role, warranting further exploration. These findings underscore the importance of a holistic approach that integrates personal development and institutional support to strengthen entrepreneurial ecosystems in higher education.

## CONCLUSIONS

This study confirms that both self-efficacy and university support have a positive and significant influence on entrepreneurial intention among students at University Mataram, with self-efficacy exerting a stronger influence. The high levels of entrepreneurial intention, self-efficacy, and perceived university support suggest that University Mataram's entrepreneurship programs are effectively fostering an entrepreneurial mindset among participating students.

These findings contribute to the literature on entrepreneurship education in developing economies, offering practical insights for universities seeking to enhance their entrepreneurship programs. Future research could explore additional factors influencing entrepreneurial intention, examine the long-term impact of entrepreneurship programs on actual business creation, and investigate potential differences in entrepreneurial dynamics across different faculties and demographic groups.

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