



Self-Efficacy, Proactive Personality, and Social Support Predict Entrepreneurial Intention among Management Students

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Abstract

Entrepreneurial intention has become an important issue in higher education because university graduates are expected not only to seek employment but also to create new business opportunities. Previous studies have demonstrated that psychological and social factors influence entrepreneurial intention; however, these determinants are often examined separately, resulting in limited understanding of their combined contribution. This study aimed to examine the simultaneous and partial effects of self-efficacy, proactive personality, and social support on entrepreneurial intention among management students enrolled at private universities in Padang City, Indonesia. This study employed a quantitative cross-sectional design involving 219 undergraduate management students selected using two-stage cluster sampling. Data were analyzed using multiple linear regression. The findings revealed that self-efficacy, proactive personality, and social support simultaneously exerted a significant positive effect on entrepreneurial intention. Self-efficacy demonstrated the strongest contribution, followed by social support and proactive personality. The proposed model explained 34.4% of the variance in entrepreneurial intention. The findings extend the Theory of Planned Behavior by integrating psychological and social determinants within a single analytical framework. Practically, the results suggest that universities should strengthen entrepreneurial ecosystems through experiential learning, mentoring, business incubation, and supportive social environments to enhance students' entrepreneurial intention.

Keyword: *entrepreneurial intention, proactive personality, self-efficacy, social support, management student*

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1. Introduction

Entrepreneurship has increasingly become an important driver of economic development, innovation, and employment generation worldwide. Countries with higher entrepreneurial activity generally demonstrate greater economic resilience, stronger innovation capacity, and lower unemployment rates. Consequently, higher education institutions are expected not only to produce competent graduates but also to cultivate entrepreneurial competencies that enable graduates to become job creators rather than job seekers. [1]

Indonesia continues to face challenges related to graduate unemployment despite the continuous increase in the number of university graduates each year. Many graduates still aspire to secure stable

employment in government agencies or private companies rather than establish independent businesses. This phenomenon indicates that entrepreneurial intention among university students remains relatively low, limiting the contribution of higher education institutions to national entrepreneurial development. [2] The problem is particularly relevant for management students, who theoretically possess knowledge of business management but often lack the confidence and motivation required to initiate entrepreneurial ventures. [3]

According to the Theory of Planned Behavior, entrepreneurial intention represents the most immediate antecedent of entrepreneurial behavior. Individuals with stronger entrepreneurial intentions are more likely to engage in entrepreneurial activities in

the future.[4] Therefore, identifying factors influencing entrepreneurial intention is essential for developing effective entrepreneurship education policies and interventions.[5]

Among various psychological determinants, self-efficacy has consistently received considerable attention in entrepreneurship research. Self-efficacy refers to an individual's belief in their capability to successfully perform tasks required to achieve desired outcomes.[3] Individuals possessing higher entrepreneurial self-efficacy generally demonstrate stronger confidence in identifying business opportunities, overcoming challenges, making strategic decisions, and managing business risks.[5]. Consequently, students with high self-efficacy are more likely to perceive entrepreneurship as an attainable career option.

Another important determinant is proactive personality. Individuals with proactive personalities actively seek opportunities, initiate change, and persist despite obstacles. Unlike passive individuals who merely adapt to environmental conditions, proactive individuals attempt to shape their environments to achieve personal goals.[4] Such characteristics are particularly valuable in entrepreneurial contexts characterized by uncertainty, innovation, and continuous adaptation. Within the Theory of Planned Behavior, proactive personality is not itself one of the three original antecedents of intention, but functions as a dispositional trait that strengthens perceived behavioral control: proactive individuals are more confident that entrepreneurial outcomes are within their own control because they habitually act on opportunities rather than waiting for favorable circumstances. Recent evidence supports this mechanism, showing that proactive personality shapes entrepreneurial intention partly through its effect on entrepreneurial attitude, indicating that the trait operates by reinforcing rather than replacing TPB's core cognitive antecedents.[4] Previous studies have demonstrated that proactive personality positively influences entrepreneurial behavior because proactive individuals are more willing to recognize opportunities and transform ideas into business initiatives. [2]

Besides internal psychological characteristics, external environmental factors also contribute significantly to entrepreneurial intention.[6] Social support, including emotional support, informational support, instrumental assistance, and appreciation from family, friends, and educational institutions, enhances individuals'

confidence in pursuing entrepreneurial careers. Students who receive encouragement from significant others tend to perceive entrepreneurship as a feasible and socially accepted career path. Such support also reduces perceived uncertainty and increases resilience when facing entrepreneurial challenges. [7]

Existing studies have reported inconsistent evidence regarding the relative contribution of self-efficacy and proactive personality to entrepreneurial intention, with some studies identifying self-efficacy as the dominant predictor and others giving greater weight to proactive personality or attitudinal mediators, whereas empirical evidence integrating psychological and social determinants within Indonesian private universities remains limited. Most previous studies focused on business students from public universities or investigated only one or two psychological predictors, and few have tested whether these predictors retain independent, non-overlapping explanatory power when entered into a single model. Consequently, it remains unclear whether self-efficacy, proactive personality, and social support each make a distinct contribution to entrepreneurial intention among management students, or whether their effects are largely redundant once analyzed jointly within the context of private higher education institutions.[8]

Another limitation identified in previous literature concerns the contextual differences across educational environments. Entrepreneurial ecosystems differ substantially between universities, regions, and institutional cultures. Therefore, findings from one educational context cannot necessarily be generalized to another.[9] Private universities in Padang possess distinctive academic environments and entrepreneurial development programs that warrant further investigation regarding their influence on students' entrepreneurial intentions.

The present study addresses these research gaps by simultaneously examining the influence of self-efficacy, proactive personality, and social support on entrepreneurial intention among management students enrolled in private universities in Padang City. Integrating these psychological and social variables within a single regression model provides a more comprehensive understanding of entrepreneurial intention formation among university students.[10]

The contribution of this study is not the combination of variables per se, but the theoretical clarification it offers within the Theory of Planned Behavior

framework. Whereas TPB conventionally explains intention through attitude, subjective norm, and perceived behavioral control, this study argues that proactive personality extends the model by shaping how strongly perceived behavioral control translates into actual opportunity-seeking, while social support functions as an external antecedent that reinforces subjective norm and self-efficacy simultaneously. By testing whether self-efficacy, proactive personality, and social support retain independent explanatory power once entered jointly, this study evaluates whether TPB's core mechanism is sufficient on its own or requires these complementary constructs to adequately explain entrepreneurial intention among management students in private universities in Padang, thereby providing more precise empirical evidence for designing entrepreneurship education programs.[11]

The findings are expected to contribute theoretically by enriching the literature concerning psychological antecedents of entrepreneurial intention and practically by assisting universities in developing educational strategies that strengthen students' entrepreneurial confidence, proactive behavior, and supportive social environments. Ultimately, strengthening these factors may encourage more graduates to pursue entrepreneurship as a sustainable career option, thereby supporting regional and national economic development.[12]

Therefore, this study addresses these gaps by simultaneously examining the effects of self-efficacy, proactive personality, and social support on entrepreneurial intention among management students enrolled at private universities in Padang City. By integrating psychological and social determinants within the Theory of Planned Behavior framework, this study contributes to a more comprehensive understanding of entrepreneurial intention in Indonesian higher education and provides empirical evidence for entrepreneurship education development.

2. Methods

2.1 Research Design

Based on the identified research gaps, this study aims to examine both the simultaneous and partial effects of self-efficacy, proactive personality, and social support on entrepreneurial intention among management students at private universities in Padang City. Furthermore, the study seeks to identify the most

influential determinant of entrepreneurial intention and provide theoretical as well as practical implications for entrepreneurship education in higher education institutions.

2.2 Participants

This study employed a quantitative approach using a cross-sectional survey design. The population consisted of undergraduate management students enrolled at private universities in Padang City, Indonesia. A total of 219 students participated in this study and were selected using a two-stage cluster sampling technique. This sampling method was employed to ensure proportional representation of management students across participating institutions. The selected respondents met the study criteria and voluntarily participated after providing informed consent.

2.3 Instruments

The study adopted a correlational research design to examine the simultaneous and partial effects of self-efficacy, proactive personality, and social support on entrepreneurial intention. The conceptual framework was developed based on the Theory of Planned Behavior, in which psychological and social determinants were integrated to explain entrepreneurial intention among university students.

Research Instruments

Entrepreneurial intention was measured using an instrument developed based on the dimensions proposed by Gelderen (5), including entrepreneurial desire, preference, planning, and behavioral expectancy. The initial instrument comprised 36 items. After validity testing, five items were removed, resulting in 31 valid items with corrected item-total correlation coefficients ranging from 0.330 to 0.587. The scale demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of 0.903.

Self-efficacy was measured using an instrument developed according to Bandura's (6) theory, encompassing the dimensions of magnitude, strength, and generality. The initial instrument comprised 36 items. After validity testing, nine items were removed, resulting in 27 valid items with corrected item-total correlation coefficients ranging from 0.329 to 0.614. The scale demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of 0.900.

The Proactive Personality Scale consisted of 17 items adapted from Bateman and Crant (8). The instrument consisted of 17 items measuring individuals' tendency to initiate change, identify opportunities, and actively influence their surrounding environment. Because the instrument had been previously validated, construct reliability (CR = 0.89) reported by the original adaptation study was used as evidence of reliability.

Social support was measured using an instrument developed based on the dimensions proposed by Sarafino and Smith (2), including emotional support, instrumental support, informational support, and companionship support. The initial instrument comprised 24 items. After validity testing, three items were removed, resulting in 21 valid items with corrected item–total correlation coefficients ranging from 0.373 to 0.642. The scale demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of 0.883.

The initial instrument consisted of 24 items, and 21 items were retained after the validity assessment.

2.4 Data Collection Procedure

Data were collected through self-administered questionnaires distributed to undergraduate management students. Prior to data collection, respondents were informed about the objectives of the study and assured that their responses would remain confidential and be used exclusively for academic purposes. Participation was voluntary, and informed consent was obtained from all respondents before completing the questionnaire.

2.5 Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 23. Descriptive statistics were first calculated to describe respondents' characteristics and research variables. Subsequently, classical assumption tests—including normality, linearity, and multicollinearity—were performed to ensure that the regression model satisfied statistical assumptions. Multiple linear regression analysis was then employed to examine the simultaneous and partial effects of self-efficacy, proactive personality, and social support on entrepreneurial intention. Statistical significance was determined at the 0.05 level.

3. Results and Discussions

This section presents the empirical findings obtained from the statistical analyses and discusses their

theoretical and practical implications. Before testing the research hypotheses, several classical assumption tests were performed to ensure that the regression model satisfied the assumptions required for multiple linear regression analysis.

3.1 Classical Assumption Tests

Normality Test

The normality assumption was examined using the One-Sample Kolmogorov–Smirnov test. The analysis produced a significance value of 0.200, which exceeded the minimum threshold of 0.05. Therefore, the residuals were normally distributed, indicating that the data satisfied the normality assumption required for regression analysis.

Table 1. Normality Test

Test	Statistic	Sig.
Kolmogorov–Smirnov	0.045	0.200

The result demonstrates that the residual distribution does not significantly differ from a normal distribution, allowing the regression analysis to proceed.

Linearity Test

Linearity was assessed to determine whether each independent variable had a linear relationship with entrepreneurial intention. The deviation-from-linearity significance values for all predictor variables were greater than 0.05, confirming that the relationships between entrepreneurial intention and self-efficacy, proactive personality, and social support were linear.

Table 2. Linearity Test Results

Relationship		F	Sig.	Interpretation
Entrepreneurial Support	Intention Social	1.043	0.412	Linear
Entrepreneurial Personality	Intention Proactive	1.427	0.078	Linear

Entrepreneurial Intention Self-Efficacy 1.019 0.451 Linear
These findings indicate that all predictor variables met the linearity assumption and were suitable for inclusion in the regression model.

Multicollinearity Test

Multicollinearity was evaluated using tolerance and Variance Inflation Factor (VIF). As shown in Table 3, all tolerance values exceeded 0.10, while all VIF values were substantially below the critical value of 10. These results indicate the absence of multicollinearity among the predictor variables.

Table 3. Multicollinearity Test

Variable	Tolerance	VIF	Interpretation
Self-Efficacy	0.644	1.552	No multicollinearity
Social Support	0.643	1.556	No multicollinearity
Proactive Personality	0.994	1.006	No multicollinearity

These findings demonstrate that each predictor contributes unique explanatory information and does not overlap substantially with the others.

These findings suggest that entrepreneurial intention cannot be adequately explained by a single psychological factor. Instead, entrepreneurial intention develops through the combined influence of individual psychological resources and supportive social environments, reinforcing the integrated theoretical framework proposed in this study.

3.2 Multiple Regression Analysis

Following the satisfaction of all regression assumptions, multiple linear regression analysis was conducted to examine the simultaneous influence of self-efficacy, proactive personality, and social support on entrepreneurial intention.

The coefficient of determination ($R^2 = 0.344$) indicates that approximately 34.4% of the variance in entrepreneurial intention can be explained by self-efficacy, proactive personality, and social support. The remaining variance may be attributed to other psychological, educational, environmental, or demographic factors that were not included in the present study.

The results of the data analysis indicate the influence of self-efficacy, social support, and proactive personality variables on entrepreneurial intention, with an F-value of 33.898 and a significance level of 0.000. This indicates that self-efficacy, social support, and proactive personality variables simultaneously have a very significant influence on entrepreneurial intention, with an R-square value of 0.344. This indicates that self-efficacy, social support, and proactive personality variables contribute 34.4% to entrepreneurial intention, while the remainder is contributed by other factors not examined in this study.

The t-statistical test is essentially used to determine the role of each independent variable on the dependent variable. This test is characterized by a significant value; if the p-value is <0.05 , then a partial role between the independent and dependent variables can be concluded, and vice versa.

Table 4. Simultaneous Regression Results

F	R	R ²	Sig.
33.898	0.586	0.344	0.000

The results of the multiple regression analysis indicated that self-efficacy, proactive personality, and social support simultaneously exerted a statistically significant effect on entrepreneurial intention. The obtained F-value demonstrated that the regression model was statistically significant ($p < .001$), indicating that the three independent variables jointly explained variations in entrepreneurial intention among management students.

3.3 Partial Effects of Independent Variables

To determine the contribution of each independent variable, t-tests were performed.

The findings indicate that all three predictors significantly influence entrepreneurial intention.

Table 5. Partial Regression Results

Variable	Beta	t	Sig.
Self-Efficacy	0.567	7.827	0.000
Social Support	0.302	4.572	0.000

The results of partial data analysis show that there is a very significant positive influence of the self-efficacy variable on entrepreneurial intention with a t value of 7.827 with a significance level of $p = 0.000$ ($p < 0.01$). This indicates that the first minor hypothesis is accepted. Furthermore, for the second minor hypothesis, based on the results of data analysis, a t value of 4.572 with a significance level of $p = 0.000$ ($p < 0.01$) is obtained, so the second minor hypothesis can also be accepted, which means there is a positive and very significant influence between the social support variable and entrepreneurial intention and for the third minor hypothesis, a t value of 2.581 is obtained and a significance level of $p = 0.011$ ($p < 0.05$) which means there is a significant influence between proactive personality and entrepreneurial intention.

The regression analysis further revealed that all three independent variables significantly predicted entrepreneurial intention. Self-efficacy demonstrated the strongest standardized regression coefficient, indicating that it was the most influential predictor of entrepreneurial intention among the variables examined. Social support also showed a significant positive contribution, followed by proactive personality, which remained a significant predictor despite exhibiting a relatively smaller effect size.

These findings indicate that confidence in one's entrepreneurial capability plays a more substantial role than personality traits or external support in

encouraging entrepreneurial intention among management students. Nevertheless, the significant contribution of proactive personality and social support confirms that entrepreneurial intention is shaped by multiple interrelated psychological and social factors.

3.4 Discussion

Overall, the statistical analyses consistently supported all proposed hypotheses. The following discussion interprets these findings within the framework of previous empirical studies and the Theory of Planned Behavior.

The findings demonstrate that self-efficacy, proactive personality, and social support jointly exert a significant positive influence on entrepreneurial intention among management students. These results indicate that entrepreneurial intention is shaped not only by individual psychological characteristics but also by the social environment surrounding students. Collectively, these variables explain approximately one-third of the variation in entrepreneurial intention, highlighting their substantial role in fostering entrepreneurial readiness.

Self-Efficacy and Entrepreneurial Intention

The present study demonstrates that self-efficacy is the strongest predictor of entrepreneurial intention among management students. This finding indicates that students who possess stronger confidence in their entrepreneurial capabilities are more likely to develop intentions to establish their own businesses. Confidence in one's ability to identify business opportunities, solve entrepreneurial problems, and manage uncertainty encourages students to perceive entrepreneurship as a feasible career choice rather than an unattainable aspiration. This finding supports the Theory of Planned Behavior, in which perceived behavioral control plays an essential role in shaping behavioral intention. In this context, self-efficacy strengthens students' perceptions that they possess sufficient capability to successfully perform entrepreneurial activities.

Among the three predictors, self-efficacy exhibited the strongest influence on entrepreneurial intention. Students who possess greater confidence in their entrepreneurial capabilities are more likely to believe that they can successfully establish and manage a business. Such confidence encourages opportunity recognition, persistence in overcoming obstacles, and willingness to accept entrepreneurial risks.[13]

This finding is consistent with social cognitive theory, which emphasizes that efficacy beliefs strongly determine motivation, behavioral persistence, and performance. Students with higher self-efficacy tend to perceive entrepreneurship as an achievable career option rather than an uncertain alternative. The dominance of self-efficacy in this Indonesian sample can be interpreted in light of the collectivist and risk-averse career norms that still favor salaried employment in Indonesia: because entrepreneurship is culturally framed as a less secure path than formal employment, students appear to require a comparatively strong internal belief in their own competence before they seriously consider it, making self-efficacy the decisive psychological threshold rather than a marginal contributor.[14] This interpretation is broadly consistent with recent Indonesian evidence showing that entrepreneurial self-efficacy exerts a stronger direct effect on entrepreneurial intention than more distal factors such as entrepreneurial education, suggesting that internal confidence, rather than exposure to entrepreneurial content alone, is the more proximal driver of intention in the Indonesian higher-education context. By comparison, studies conducted in more entrepreneurship-supportive institutional environments, such as China, have found that proactive personality and entrepreneurial attitude carry comparatively greater weight relative to self-efficacy, which may indicate that the relative strength of psychological predictors of entrepreneurial intention is sensitive to how institutionally normalized entrepreneurship is as a career choice.[15]

Furthermore, the present findings support previous empirical studies reporting positive relationships between entrepreneurial self-efficacy and entrepreneurial intention among university students.

The results also suggest that self-efficacy functions as an internal psychological resource that enables students to overcome fear of failure and uncertainty commonly associated with entrepreneurial activities. Consequently, entrepreneurship education should prioritize experiential learning that enables students to gain direct entrepreneurial experience, thereby strengthening their confidence and readiness to pursue entrepreneurial careers.

Proactive Personality and Entrepreneurial Intention

The analysis also revealed that proactive personality significantly contributes to entrepreneurial intention. Individuals possessing proactive characteristics actively seek opportunities, initiate change, and remain persistent despite environmental uncertainty. Such characteristics are particularly relevant in entrepreneurship because entrepreneurial activities require innovation, initiative, and adaptability.

The findings further reveal that proactive personality significantly influences entrepreneurial intention, although its contribution is relatively smaller than that of self-efficacy. This indicates that students with proactive characteristics are more likely to initiate action, recognize opportunities, and actively seek solutions when encountering challenges. Such behavioral tendencies encourage students to translate entrepreneurial aspirations into concrete entrepreneurial behaviors. Within entrepreneurial contexts, proactive individuals tend not to wait for opportunities to emerge; instead, they actively create and exploit opportunities through initiative and continuous improvement.

These findings imply that entrepreneurial education should not merely focus on knowledge acquisition but should also cultivate proactive behaviors through project-based learning, problem-solving activities, and innovation-oriented educational experiences.

Social Support and Entrepreneurial Intention

Social support emerged as the second strongest predictor of entrepreneurial intention. Emotional encouragement, informational guidance, instrumental assistance, and appreciation from family members, peers, and educational institutions increase students' confidence in pursuing entrepreneurial careers.[16]

Social support was also found to have a significant positive influence on entrepreneurial intention. Support provided by family members, peers, lecturers, and the surrounding social environment appears to strengthen students' confidence while reducing perceived entrepreneurial risks. Such support creates favorable conditions that encourage students to consider entrepreneurship as a realistic career alternative.

From the perspective of the Theory of Planned Behavior, social support represents an important aspect of subjective norms because individuals tend to develop stronger entrepreneurial intentions when significant others express encouragement and approval toward entrepreneurial careers. Therefore,

entrepreneurship development should involve not only students but also families, lecturers, alumni entrepreneurs, and business practitioners who can provide continuous guidance and motivation.

Overall, the present findings demonstrate that entrepreneurial intention develops through the interaction of psychological and social determinants rather than through a single influencing factor. Self-efficacy provides confidence in entrepreneurial capability, proactive personality encourages initiative and opportunity recognition, while social support establishes an environment that reinforces entrepreneurial motivation. Integrating these variables within a single analytical framework contributes to a more comprehensive explanation of entrepreneurial intention among university students and extends the application of the Theory of Planned Behavior within entrepreneurship education.

Theoretical Implications

The findings extend previous entrepreneurship literature by demonstrating that entrepreneurial intention results from interactions between internal psychological resources and external social environments. Integrating self-efficacy, proactive personality, and social support within a single explanatory model provides a more comprehensive understanding of entrepreneurial intention formation among university students.

This study contributes to entrepreneurship literature by integrating psychological determinants (self-efficacy and proactive personality) with a social determinant (social support) within a single analytical framework based on the Theory of Planned Behavior. Unlike previous studies that frequently examined these determinants independently, the present study demonstrates their simultaneous contribution in explaining entrepreneurial intention among management students in Indonesian private universities. Consequently, the findings enrich empirical evidence regarding entrepreneurial intention in developing-country contexts and provide additional support for extending the explanatory capacity of the Theory of Planned Behavior.

Practical Implications

The practical implications of this study are highly relevant for higher education institutions. Universities should strengthen entrepreneurship education through experiential learning, mentoring, business incubation

programs, entrepreneurial competitions, and collaboration with successful entrepreneurs. Such initiatives may simultaneously enhance students' entrepreneurial confidence, proactive behavior, and perceived social support, ultimately increasing entrepreneurial intention among graduates.[12]

3.5 Research Limitations and Future Research

Several limitations should be acknowledged. First, this study employed a cross-sectional design, preventing causal inferences regarding the observed relationships. Second, the respondents were limited to management students from private universities in Padang City, thereby limiting the generalizability of the findings to other educational contexts.

Future studies are encouraged to employ longitudinal research designs, include students from diverse academic disciplines and geographical regions, and investigate additional predictors of entrepreneurial intention such as entrepreneurial education, innovation capability, digital entrepreneurship competence, personality traits, family business background, and entrepreneurial resilience. Such investigations would provide a broader understanding of entrepreneurial intention development among university students.

4. Conclusions

This study examined the effects of self-efficacy, proactive personality, and social support on entrepreneurial intention among management students enrolled at private universities in Padang City. The findings demonstrate that the three variables simultaneously exert a positive and statistically significant influence on entrepreneurial intention, explaining 34.4% of the variance in students' entrepreneurial intention. Among the predictors, self-efficacy emerged as the strongest determinant, followed by social support and proactive personality. These findings indicate that students who possess greater confidence in their entrepreneurial capabilities, receive stronger support from their social environment, and exhibit proactive behavioral characteristics are more likely to develop stronger entrepreneurial intentions.

Theoretically, this study contributes to the entrepreneurship literature by showing that self-efficacy, proactive personality, and social support each retain independent explanatory power when tested jointly within a single regression model, indicating that these psychological and social determinants operate as

distinct, non-redundant antecedents of entrepreneurial intention rather than overlapping proxies for one another. Practically, the findings suggest that higher education institutions should prioritize strengthening students' entrepreneurial self-efficacy specifically, given its dominant contribution relative to the other two predictors, through experiential learning, mentoring, and business incubation programs that build direct, hands-on confidence in entrepreneurial tasks.

Despite these contributions, this study is limited by its cross-sectional design and the use of respondents drawn only from management students at private universities in Padang City, which may limit the generalizability of the findings. Future research should employ longitudinal or multi-institutional designs and incorporate additional determinants, such as entrepreneurial education, entrepreneurial alertness, innovation capability, perceived behavioral control, entrepreneurial motivation, and family business background, to develop a more comprehensive understanding of entrepreneurial intention among university students.

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