

## The Influence of Self-Efficacy and Motivation on Entrepreneurial Intention among Gen-Z Students in Sam Ratulangi University Manado

Ricky Mandagi<sup>1\*</sup>, Joyce Lapian<sup>2</sup>, Merinda Pandowo<sup>3</sup>  
Universitas Sam Ratulangi

**Corresponding Author:** Ricky Mandagi [mrmandagi2323@gmail.com](mailto:mrmandagi2323@gmail.com)

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### ABSTRACT

This study aims to examine the influence of self-efficacy and motivation on entrepreneurial intention among Generation Z students at Sam Ratulangi University. The increasing interest in entrepreneurship among youth highlights the importance of understanding the psychological factors that drive entrepreneurial intention. Using a quantitative research approach, data were collected through questionnaires from 104 Gen-Z students selected via purposive sampling. The variables analyzed include self-efficacy, motivation, and entrepreneurial intention. The results of multiple linear regression analysis reveal that self-efficacy and motivation simultaneously have a significant positive influence on entrepreneurial intention. However, self-efficacy alone was found to have a significant effect, while motivation on its own did not show a significant impact. These findings underscore the importance of confidence in one's abilities as a key driver of entrepreneurial behavior. It is recommended that educational institutions implement programs that strengthen self-efficacy and incorporate motivational elements to foster entrepreneurial spirit among students.

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## INTRODUCTION

Entrepreneurship has been widely recognized as a critical driver of economic growth, innovation, and societal development. Globally, entrepreneurship fosters job creation, drives technological progress, and enables economies to adapt to rapid changes in the global marketplace. According to the Global Entrepreneurship Monitor (GEM) 2022 report, entrepreneurial activities contribute significantly to reducing unemployment and improving standards of living, particularly in developing countries where economic diversification is a pressing necessity. Governments and institutions worldwide are increasingly focusing on cultivating entrepreneurial mindsets, especially among youth, to ensure sustainable development and economic resilience.

Self-efficacy, an individual's belief in their capability to succeed, is a well-established driver of entrepreneurial intention, as it empowers students to overcome challenges. Motivation, both intrinsic and extrinsic, also plays a pivotal role by providing the drive to pursue opportunities. These factors often interact, creating a combined effect that is crucial for shaping entrepreneurial behavior.

Generation Z, characterized by digital nativity and a desire for purposeful work, shows great potential for entrepreneurship. This study focuses on Gen-Z students at Sam Ratulangi University in Indonesia, where despite a growing emphasis on entrepreneurship, many students struggle to turn their aspirations into action, highlighting a need for targeted support.

There is a lack of specific research on how self-efficacy and motivation collectively influence the entrepreneurial intentions of Gen-Z students in the Indonesian university context. This study aims to address that gap by investigating their impact at Sam Ratulangi University, providing insights for developing effective educational programs to unlock this demographic's entrepreneurial potential.

Based on the background above, there is a question that has to be answered:

1. Do self-efficacy and motivation influence entrepreneurial intention among gen-z students in Sam Ratulangi University?
2. Does self-efficacy influence entrepreneurial intention among gen-z students in Sam Ratulangi University?
3. Does motivation influence entrepreneurial intention among gen-z students in Sam Ratulangi University?

## LITERATURE REVIEW

### *Social Cognitive Theory*

Social Cognitive Theory (SCT), developed by Albert Bandura, emphasizes the interplay of personal, behavioral, and environmental influences on learning and behavior. Central to SCT is the concept of observational learning, which posits that individuals can acquire new behaviors by observing others, rather than solely through direct experience. This theory also highlights the role of self-efficacy, or one's belief in their capability to perform specific tasks, which can significantly influence motivation and behavior. H1: Hypothesis one and so on here

### ***Entrepreneurship***

According to Thomas W. Zimmerer and Norman M. Scarborough in *Entrepreneurship and Small Business Management* (2005), "Entrepreneurs are people who create new businesses by taking risks and uncertainties in order to achieve profits and growth by identifying opportunities and combining the necessary resources to establish them". Entrepreneurs are not looking for risks, they are looking for opportunities.

### ***Self-Efficacy***

According to Bandura (1997), self-efficacy consists of three dimensions: magnitude, strength, and generality. These dimensions are used as indicators in this study to measure the extent to which individuals believe in their entrepreneurial abilities.

### ***Motivation***

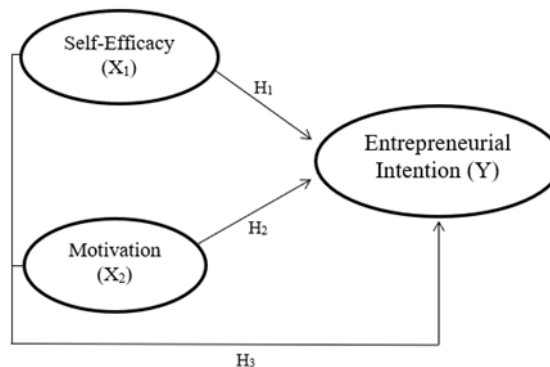
Maslow's Hierarchy of Needs: This theory suggests that human motivation is driven by a hierarchy of needs, starting from basic physiological needs to higher-level psychological needs like self-actualization (Maslow 1943).

### ***Conceptual Framework***

This part discusses about the research hypothesis and conceptual framework from the variable of this study.

## **METHODOLOGY**

Provide clear and concise versions of your methods of conducting research, population and samples, and data analysis tools.



**Figure 1. Data analysis tools**

Self-efficacy refers to an individual's belief in their ability to perform certain actions effectively (Bandura, 1997). Previous studies have shown that self-efficacy significantly influences entrepreneurial intention (Zhao et al., 2005). Therefore:

H<sub>1</sub>: Self-efficacy has a significant effect on entrepreneurial intention.

Motivation plays a central role in shaping an individual's desire to pursue entrepreneurship. According to Suwuh (2014), various types of motivation, including physiological and social factors, can influence entrepreneurial intention. Therefore:

H<sub>2</sub>: Motivation has a significant effect on entrepreneurial intention.

Although self-efficacy and motivation can influence entrepreneurial intention independently, their combined effect may strengthen the intention further. This relationship is examined through the F-test in multiple regression analysis. Therefore:

H<sub>3</sub>: Self-efficacy and motivation simultaneously have a significant effect on entrepreneurial intention.

## RESEARCH RESULT

### *Validity Test*

The validity test aims to assess whether each indicator accurately measures the intended variable. It was conducted using a bivariate correlation between each item score and the total score. An item is considered valid if the correlation coefficient exceeds 0.5.

To determine whether the questionnaire is valid or not valid is based on the result of total *Sig. 2-tailed*. If the result is below than 0.05, then the result is valid. Based on the data processed, the total *Sig 2-tailed* in this data is 0.012, which means the data is valid.

### *Multicollinearity Test*

Therefore, multicollinearity impacts the predictive value of an independent variable rather than concurrently lowering the predictive power. The results of the multicollinearity test performed for this study are shown below.

Table 1. Multicollinearity Test

Model		Collinearity Statistics		
		B	Tolerance	VIF
1	(Constant)	6.788		
	X1	.266	.855	1.170
	X2	.114	.855	1.170

### *Result of Multicollinearity Test*

According to the table above, it can be inferred that the regression model in this paper has no symptoms of multiple sclerosis because the Variance Inflation Factor (VIF) values for Self-Efficacy (X1), Motivation (X2) for Generation Z in Manado are all less than 10 (all VIF values 10).

### *Result of Reability Test*

An assessment of the indicators' consistency and dependability is called a reliability test. It demonstrates that even if the same study is carried out by

another individual, the outcome will be comparable to or the same as the one that is being carried out at the time.

Table 2. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.650	12

Based on the finding in the table above, the internal consistency of the questionnaire is considered trustworthy due to the fact that the Cronbach's Alpha has a value of greater than 0.60, that is 0.650 which is considered reliable.

### *Multicollinearity Test*

Therefore, multicollinearity impacts the predictive value of an independent variable rather than concurrently lowering the predictive power. The results of the multicollinearity test performed for this study are shown below.

Table 3. Result of Multicollinearity Test

Model		Collinearity Statistics		
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### *Scatterplot of Heteroscedasticity Test*

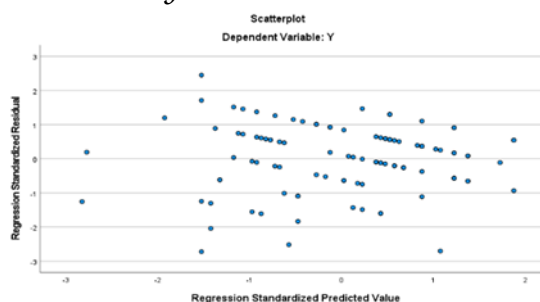


Figure 2. Scatterplot of Heteroscedasticity Test

The scatterplot heteroscedasticity test is seen in the picture above, and it results in random spreading points with no discernible pattern. Additionally, the spread displays the points that are dispersed above and below the Y-axis value of 0. For data in the form of ordered pairs of numbers, scatter plots are utilized.

Generation Z students in Sam Ratulangi University’s Entrepreneurial Intention may be predicted if the overall trend rises from the left to the right of the graph, which indicates a positive correlation between the two variables.

**Histogram of Normality Tes**

Due to its bell-shaped and symmetric mean, the histogram chart shown above can be interpreted as normal. The Normal Probability Plot Regression Standardized diagram, which is depicted in the image below, is another approach to carry out the normality test.

**Normal P-P Plot of Regression Standardized Residual**

The graph's diagonal line is seen as a dispersion of data that is scattered all around it in the picture above. This shows that the scatter plot and line occur around the linear line, suggesting that the model is in a normal model distribution.

**Multiple Linear Regression Equation**

Table 4. Result of MLR

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.788	1.115		6.086	.000		
	X1	.266	.061	.407	4.346	.000	.855	1.170
	X2	.114	.065	.163	1.741	.085	.855	1.170

a. Dependent Variable: Y

Based on the table above, the Multiple Linear Regression equation are as follow:

$$Y = a + b1.X1 + b2.X2$$

$$Y = 6.788 + 0.266 + 0.114$$

**Correlation and Coefficient of Determination Result**

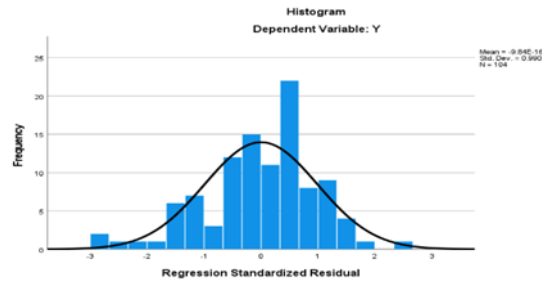
Table 5. Model Summary<sup>b</sup>

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 <sup>a</sup>	.243	.228	1.35301

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

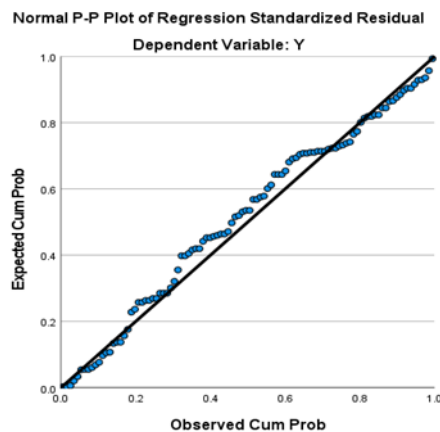
### *Histogram of Normality Test*



**Figure 3. Histogram of Normality Test**

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### *Normal P-P Plot of Regression Standardized Residual*



**Figure 4. Normal P-P Plot of Regression Standardized Residual**

The graph's diagonal line is seen as a dispersion of data that is scattered all around it in the picture above. This shows that the scatter plot and line occur around the linear line, suggesting that the model is in a normal model distribution.

## **DISCUSSION**

Self-efficacy significantly boosts entrepreneurial intention among Gen-Z students, and while motivation alone is not a major direct factor, its combination with self-efficacy creates a strong joint influence. This suggests that universities should focus on integrated programs that build both confidence and motivation through practical experiences, as Gen-Z students are particularly driven by purpose.

### *The Influence of Self-Efficacy and Motivation towards Entrepreneurial Intention*

The F-test result, with a significance value of 0.001, confirms that self-efficacy and motivation together have a statistically significant simultaneous

effect on entrepreneurial intention, leading to the acceptance of hypothesis H3. This underscores that entrepreneurial intention is shaped by a combination of factors, as even though motivation alone was not significant, it contributes jointly with self-efficacy, suggesting complementary effects. Therefore, for educators and practitioners, this highlights the importance of using integrated approaches that simultaneously build students' confidence and motivation to effectively foster entrepreneurial ambitions.

#### ***The Influence of Self-efficacy Towards Entrepreneurial Intention***

The T-test results demonstrate that self-efficacy has a significant positive effect on entrepreneurial intention among Gen Z students, as confirmed by a p-value of 0.000. This finding supports the hypothesis and aligns with Bandura's Social Cognitive Theory, indicating that a student's strong belief in their own capabilities is a key driver in forming the intention to start a business, as it empowers them to overcome challenges, a conclusion consistent with established research.

#### ***The Influence of Motivation Towards Entrepreneurial Intention***

Despite its recognized importance in other studies, motivation did not show a direct significant effect on entrepreneurial intention in this research, possibly because it operates indirectly through factors like self-efficacy or because the measurement did not fully capture intrinsic drivers. This finding underscores the primary critical role of self-efficacy, suggesting that interventions for Gen-Z students should prioritize building confidence and competencies through practical experiences and mentorship. However, the non-significant result for motivation indicates a need for future research to explore more nuanced motivational constructs and their interactions with other variables to fully understand their role in entrepreneurial development.

### **CONCLUSION**

This study was conducted to examine the influence of self-efficacy and motivation on entrepreneurial intention among Gen Z students at Sam Ratulangi University. The research focused on understanding how each variable contributes individually and jointly to the formation of students' entrepreneurial intentions. Based on the findings, the following conclusions can be drawn:

1. Self-efficacy and motivation collectively and significantly influence entrepreneurial intention. Their combination creates a stronger foundation for forming entrepreneurial goals than either factor alone, highlighting the importance of their interaction in fostering an entrepreneurial mindset.
2. Self-efficacy is a central driver of entrepreneurial intention, as students with greater belief in their capabilities are more likely to pursue business ventures, aligning with Bandura's theory that high self-efficacy leads to greater initiative and perseverance.
3. Motivation alone does not significantly influence entrepreneurial intention; its effect becomes apparent when combined with self-efficacy. This indicates

that motivation without the confidence to act may not translate into intention, highlighting the need for integrated interventions that develop both factors.

### **RECOMMENDATION**

Based on the conclusions drawn from this study, the following recommendations are provided for institutions, educators, and future researchers. To effectively foster entrepreneurial intention, universities should implement integrated programs that simultaneously build students' self-efficacy through practical workshops and mentorship, while also incorporating motivational elements like success stories. This holistic approach is recommended because motivation's influence is strongest when combined with confidence. Furthermore, future research should explore additional psychological and contextual factors to deepen our understanding and refine these educational strategies.

### **ADVANCED RESEARCH**

An advanced research agenda stemming from this study should focus on exploring the dynamic interplay between psychological, contextual, and environmental factors that shape entrepreneurial intention among Gen Z. Future investigations could expand beyond self-efficacy and motivation to incorporate constructs such as resilience, creativity, risk tolerance, digital literacy, and social support, which may act as mediators or moderators in strengthening entrepreneurial drive. Longitudinal designs would provide deeper insights into how these factors evolve over time, while cross-cultural comparisons could highlight the influence of socio-economic and cultural contexts on entrepreneurial behavior. Additionally, mixed-method approaches combining quantitative modeling with qualitative exploration would enrich the understanding of nuanced individual experiences, enabling the development of more targeted educational frameworks and policy interventions that nurture sustainable entrepreneurial ecosystems.

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