

Exploring the Effects of Academic Motivation and Socioeconomic Factors on Entrepreneurial Intention: A Mediated Model of Self-Efficacy among Students

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ABSTRACT

Students in entrepreneurship study programs possess substantial potential to become future entrepreneurs. However, their entrepreneurial intention is influenced by various internal and external factors. This study aims to examine the direct and indirect effects of academic motivation and parental socioeconomic status on students' entrepreneurial intention, with self-efficacy as a mediating variable. A quantitative approach with a descriptive explanatory design was employed to analyze the relationships among variables. The population consisted of students enrolled in the Entrepreneurship Study Program at the Faculty of Economics and Business, Universitas Negeri Makassar (FEB UNM). A total of 75 students were selected using proportional random sampling. Data were processed using SPSS version 27. The findings revealed that academic motivation does not have a direct effect on entrepreneurial intention but has a positive and significant effect on self-efficacy. Parental socioeconomic status significantly and positively affects both self-efficacy and entrepreneurial intention. Although self-efficacy shows a positive influence on entrepreneurial intention, the effect is not statistically significant. However, both academic motivation and parental socioeconomic status have positive and significant indirect effects on entrepreneurial intention through self-efficacy. The study suggests that the Entrepreneurship Study Program should place greater emphasis on strategies that enhance students' self-efficacy and entrepreneurial intention.

Keywords: *academic motivation, parental socioeconomic status, self-efficacy, entrepreneurial intention*

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1. INTRODUCTION

Entrepreneurship, as a driver of innovation, job creation, and economic growth, plays a central role in national economic development (Widjaja, 2019). In line with global economic development, the sustainability of a nation's economic growth is largely determined by its ability to produce new entrepreneurs who are competitive and adaptive to change (Sibagariang et al., 2023). In Indonesia, efforts to foster an entrepreneurial spirit continue to be encouraged, especially among the younger generation, as one strategy to overcome unemployment problems and increase national competitiveness (Isma et al., 2023).

Students, as the next generation of the nation who have knowledge and skills, have great potential in realizing economic independence through entrepreneurship. The transformation of students into entrepreneurs will not only have a positive impact on their self-development, but will also make a real contribution to

improving the national economy. However, realizing this potential requires a holistic understanding of the factors that influence students' interest in entrepreneurship, so that more targeted and effective entrepreneurship development and coaching strategies can be formulated (Azzahra & Hayatunnufus, 2024).

Entrepreneurial interest, defined as a strong tendency or desire from within a person to carry out entrepreneurial activities, is a psychological construct influenced by the dynamics of internal and external factors of the individual (Azzahra & Hayatunnufus, 2024). Internal factors include learning motivation, self-efficacy, and other personality factors such as creativity, innovation, independence, and achievement orientation (Anggraini & Tusyanah, 2023:816). High learning motivation encourages students to continue to improve their knowledge and skills, including in the field of entrepreneurship (Aryanti & Muhsin, 2020). There are two types of learning motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation arises from within the individual, such as curiosity or interest in a subject. Meanwhile, extrinsic motivation comes from external factors, such as awards or recognition (Subasno, 2019). Ideally, these two types of motivation work together to encourage students in the learning process. Self-efficacy, or belief in one's own abilities, influences the level of optimism and perseverance in facing entrepreneurial challenges (Putry et al., 2020). Other personality factors such as creativity and innovation enable students to generate new ideas and create business opportunities, while independence and achievement orientation encourage them to make these ideas a reality.

External factors also play a significant role in influencing students' interest in entrepreneurship. The socio-economic conditions of parents, family environment, social environment, and entrepreneurship education experience are some of the external factors that contribute to shaping entrepreneurial interest (Sibagariang et al., 2023). Good socio-economic conditions can provide financial support, access to information, and networks needed to start a business (Isma et al., 2020). Parents' socioeconomic status can influence entrepreneurial interest. First, parents with high socioeconomic status have a wider social network, providing access to information and entrepreneurial opportunities. They can also be mentors or provide financial support (Andini et al., 2024). A family environment that supports and instills entrepreneurial values from an early age will create a strong foundation for the development of an entrepreneurial spirit. A positive social environment can provide inspiration, motivation, and support in entrepreneurship. Relevant and practice-oriented entrepreneurship education experiences will equip students with the knowledge and skills needed to start and develop a business.

Self-efficacy, in addition to being an internal factor, is also believed to have an intervening role in influencing entrepreneurial interest (Azzahra & Hayatunnufus, 2024). High self-efficacy not only increases self-confidence and belief in facing entrepreneurial challenges, but also influences how individuals interpret and respond to other internal and external factors. Individuals with high self-efficacy tend to be more resilient, persistent, and able to take opportunities in entrepreneurship (Adam et al., 2020). They have the ability to transform learning motivation, family support, and other positive factors into energy to realize entrepreneurial dreams.

This study focuses on students of the Entrepreneurship Study Program, FEB UNM to comprehensively analyze how learning motivation and parental socio-economic factors influence entrepreneurial interest, by considering the mediating role of self-efficacy. This study is expected to provide a significant contribution to the development of science in the field of entrepreneurship, especially in understanding the factors that influence students' entrepreneurial interest. In addition, the results of this study are expected to provide practical implications for various parties, including educational institutions, government, and the business world, in designing effective programs and strategies to foster entrepreneurial interest and potential among students, so that a young generation can be created that is independent, innovative, and actively contributes to national economic development.

2. RESEARCH METHODS

2.1 Research Model and Hypotheses

This study uses a quantitative approach with several variables that will be tested for their influence with data results in the form of numbers. Quantitative research is research that tests objective theories by analyzing the relationship between variables (Creswell, 2018). This type of quantitative research always has descriptive questions about dependent and independent variables and questions about the relationship between dependent

and independent variables (Creswell, 2018). The hypothesis is tested using Path Analysis. The following is the research design.

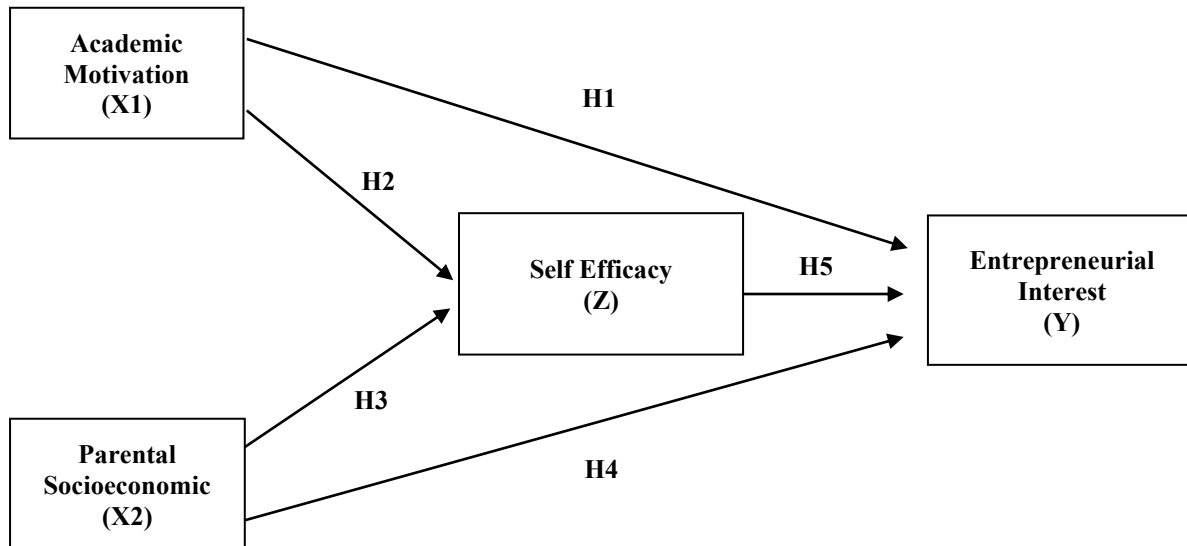


Figure 1. Research Design

Based on Figure 1 above, this study is a descriptive explanatory study which means describing the influence between the variables studied. Descriptive means explaining and analyzing the research variables, namely the variables of learning motivation (X1), parental socioeconomics (X2), self-efficacy (Z) and entrepreneurial interest (Y).

While explanation means finding the causal influence between research variables through hypotheses. The causal influence is the direct influence between learning motivation (X1), parental socioeconomics (X2) on self-efficacy (Z), and the indirect influence of learning motivation (X1), parental socioeconomics (X2) on entrepreneurial interest (Y) through self-efficacy (Z) of entrepreneurship students of the Faculty of Economics, Makassar State University.

The design of this study is also based on the COR theory and JD-R theory as well as relevant previous research. So that researchers can make hypotheses of direct and indirect influences in this study. More details can be seen in the following hypothesis summary table.

Table 1. Summary of Hypotheses

Hypothesis	Information
H1	Learning motivation has a positive and direct effect on entrepreneurial interest
H2	Learning motivation has a positive and direct effect on self-efficacy
H3	Parents' socio-economics has a positive and direct effect on self-efficacy
H4	Parents' socio-economics has a positive and direct effect on entrepreneurial interest
H5	Self-efficacy has a positive and direct effect on entrepreneurial interest
H6	Learning motivation has a positive and indirect effect on entrepreneurial interest through self-efficacy
H7	Parents' socio-economics has a positive and indirect effect on entrepreneurial interest through self-efficacy

Based on table 1 above, this study has 7 hypotheses. The hypotheses will test the direct effect of learning motivation (X1) on entrepreneurial interest (Y), the direct effect of learning motivation (X1) on self-efficacy (Z), the direct effect of parents' socio-economic (X2) on self-efficacy (Z), the direct effect of parents' socio-economic (X2) on entrepreneurial interest (Y), the direct effect of self-efficacy (Z) on entrepreneurial

interest (Y), the indirect effect of learning motivation (X1) on entrepreneurial interest (Y) through self-efficacy (Z), and the indirect effect of parents' socio-economic (X2) on entrepreneurial interest (Y) through self-efficacy (Z).

2.2 Population and Sample

The population in this study were all Entrepreneurship Students of the Faculty of Economics and Business, Makassar State University. While the sampling technique used the Proportional Random Sampling technique, which was calculated using Slovin with a sample result of 75 respondents.

The data collection process in this study was carried out using a questionnaire distributed online. The questionnaire was created and distributed through the Google Form platform to all Entrepreneurship Students of the Faculty of Economics and Business, Makassar State University. The instruments used in the questionnaire were closed questions with a Likert scale. The Likert scale used has 5 alternative answers, namely 5 = Strongly Agree (SS), 4 = Agree (S), 3 = Undecided (R), 2 = Disagree (TS), and 1 = Strongly Disagree (STS). This scale is used to measure the research variables, namely Learning Motivation, Parental Socioeconomics, Self-Efficacy, and Entrepreneurial Interest. Furthermore, the data obtained from the questionnaire will be processed and analyzed using the SPSS version 27 program to obtain the statistical results needed in this study.

3. RESULTS AND DISCUSSION

3.1 Testing Hypotheses

Hypothesis testing is used to test the influence of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria if the p-value <0.05 then H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of direct and indirect influence hypothesis testing can be seen through the following table:

Table 2. Results of Testing Indirect Hypotheses

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 ^a	.551	.532	1.18621

a. Predictors: (Constant), Self-Efficacy, Parental Socioeconomic, Academic Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.293	1.319		.222	.825
1 Academic Motivation	.185	.099	.226	1.865	.066
Parental Socioeconomic	.355	.098	.384	3.612	.001
Self Efficacy	.250	.133	.237	1.873	.065

a. Dependent Variable: Entrepreneurial Interest

The error term (e_1) is used in the formula.

$$e_1 = 1 - R^2 = \sqrt{1 - 0,551} = 0,670$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,226 X_1 + 0,384 X_2 + 0,237 Z + 0,670$$

The determination coefficient of 0.670 shows the direct influence of learning motivation, parental socio-economics and self-efficacy on the Y variable of entrepreneurial interest of 67% while 33% is influenced by other variables outside the model or this study.

Table 3. Results of Testing Direct Hypotheses

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.606	.595	1.04953

a. Predictors: (Constant), Parental Socioeconomic, Academic Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.985	1.162		.848	.399
1 Academic Motivation	.431	.072	.553	6.022	.000
Parental Socioeconomic	.273	.081	.311	3.386	.001

a. Dependent Variable: Self Efficacy

The error term (e_2) is used in the formula.

$$e_2 = 1 - R^2 = \sqrt{1 - 0,606} = 0,627$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,553 X_1 + 0,311 X_2 + 0,627$$

The determination coefficient of 0.471 shows the direct influence of learning motivation and parents' socio-economics on the self-efficacy variable of 62.7% while 37.3% is influenced by other variables outside this model or research.

Learning motivation has a positive and significant influence on entrepreneurial interest through self-efficacy.

$$\begin{aligned} \text{Indirect Effect} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0,553 \times 0,237 \\ &= 0,131 \end{aligned}$$

Parents' socio-economic status has a positive and significant influence on entrepreneurial interest through self-efficacy.

$$\begin{aligned} \text{The indirect effect is} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,311 \times 0,237 \\ &= 0,073 \end{aligned}$$

H1: The influence of learning motivation on entrepreneurial interest has a significance value of $0.066 > 0.05$ and a Beta value of 0.226. Based on these results, it can be concluded that H1 is rejected.

H2: The influence of learning motivation on self-efficacy has a significance value of $0.000 < 0.05$ and a Beta value of 0.553. Based on these results, it can be concluded that H2 is accepted.

H3: The influence of parents' socio-economic status on self-efficacy has a significance value of $0.001 < 0.05$ and a Beta value of 0.311. Based on these results, it can be concluded that H3 is accepted.

H4: The influence of parents' socio-economic status on entrepreneurial interest has a significance value of $0.001 < 0.05$ and a Beta value of 0.384. Based on these results, it can be concluded that H4 is accepted.

H5: The influence of self-efficacy on entrepreneurial interest has a significance value of $0.065 > 0.05$ and a Beta value of 0.237. Based on these results, it can be concluded that H5 is rejected.

H6: The influence of learning motivation on entrepreneurial interest through self-efficacy has a Beta value of 0.397. Based on these results, it can be concluded that H6 is accepted.

H7: The influence of parents' socio-economic status on entrepreneurial interest through self-efficacy has a Beta value of 0.457. Based on these results, it can be concluded that H7 is accepted.

3.2 Path Analysis

The following is the interpretation of the path analysis results, which can be seen in Table 4 below.

Table 4. Path Analysis Results

Influence Between Variables	Influence		Total
	Direct	Indirect	
Influence of X1 → Y	0,226	-	0,226
Influence of X1 → Z	0,553	-	0,553
Influence of X2 → Z	0,311	-	0,311
Influence of X2 → Y	0,384	-	0,384
Influence of Z → Y	0,237	-	0,237
Influence of X1 → Z → Y	0,266	0,131	0,397
Influence of X2 → Z → Y	0,384	0,073	0,457

Based on the structure of this research model, the empirical equation can be made as follows:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + e_1$$

$$Y = 0,226 X_1 + 0,384 X_2 + 0,237 Z + 0,670$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,553 X_1 + 0,311 X_2 + 0,627$$

Here is the result of the path analysis in diagram form:

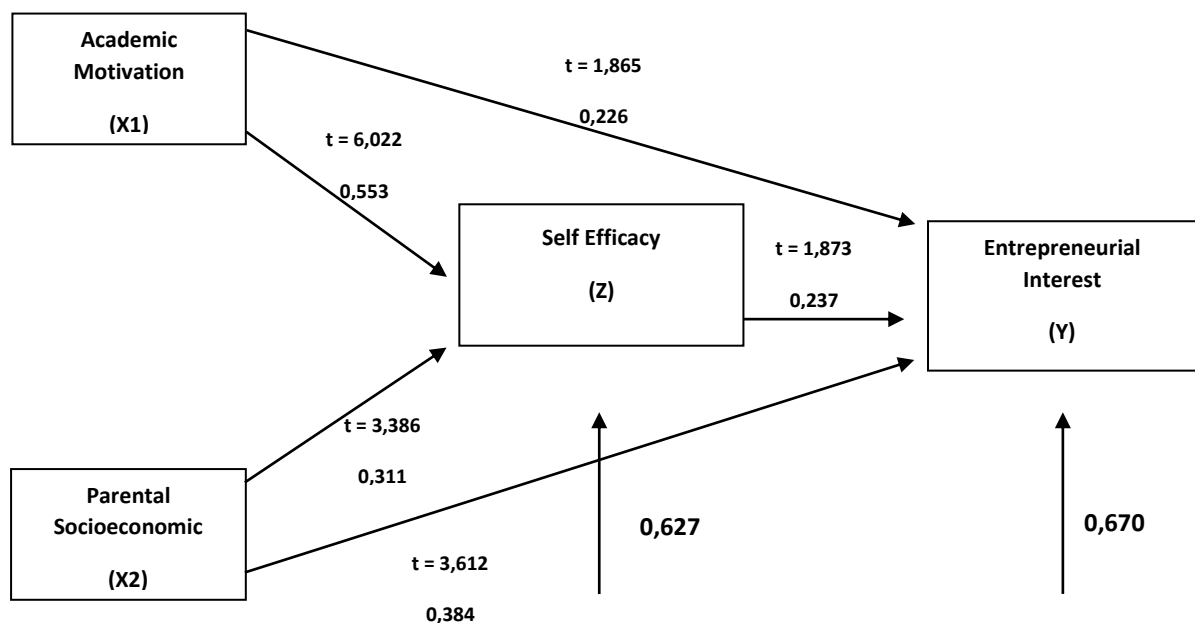


Figure 2. Path Analysis Model

Figure 2 above explains the beta standardization and the magnitude of the indirect and direct influence of each variable.

$$\text{Coefficient of determination: } R^2 = 1 - P e 1^2 * P e 2^2 \dots\dots\dots P e x^2$$

Interpretation (R^2) determination as follows:

$$R^2 = 1 - (0,670^2) - (0,627^2) = 1 - 0,177 = 0,823$$

Based on the coefficient of determination above, it shows a direct and indirect influence of 0.823 or 82.3% in other words the information contained in the data (82.3%) is explained by the model. While (17.7%) is explained by variables outside the model or this study.

3.3 Discussion

The Influence of Learning Motivation on Entrepreneurial Interest in Entrepreneurship Study Program Students, FEB UNM

Based on the results of the path analysis that has been carried out, it was found that learning motivation does not have a direct effect on entrepreneurial interest in students of the Entrepreneurship Study Program, FEB UNM. This is indicated by a significance value of 0.066 (greater than 0.05) and a path coefficient value of 0.226. This means that although there is a positive relationship between learning motivation and entrepreneurial interest, the relationship is not strong enough to be said to be significant.

This finding is different from the research of Azzahra & Hayatunnufus (2024) which showed a significant relationship between learning motivation and entrepreneurial interest in vocational high school students (significance 0.000 and correlation coefficient 0.879). Likewise, Widjaja (2019) found a positive and significant influence between learning motivation and entrepreneurial interest in high school students (significance 0.000).

These differences in results can be caused by several factors. First, differences in research samples can be one of the causes. The research of Azzahra & Hayatunnufus (2024) and Widjaja (2019) used samples of vocational high school and high school students, while this study used samples of college students. The different levels of maturity and life experiences between students and college students can affect how they view entrepreneurship and how their learning motivation plays a role in shaping entrepreneurial interest. Second, differences in context and environment can also be causal factors. Factors such as educational curriculum, social environment, and economic conditions can affect entrepreneurial interest.

Although the results of this study indicate that learning motivation does not have a direct effect on entrepreneurial interest, it should be remembered that learning motivation still has an indirect effect through self-efficacy. This means that high learning motivation can increase student self-efficacy, which in turn will increase entrepreneurial interest.

The Influence of Entrepreneurship Education on Entrepreneurial Experience in Students

The results of the study indicate that entrepreneurship education has a positive and significant effect on entrepreneurial experience in students. The data shows a significance value of 0.000, less than 0.05, and a Beta value of 0.540. These results are in line with several previous studies which state that entrepreneurship education can improve entrepreneurial experience, both directly and indirectly.

Sholihah et al. (2023) in their research stated that entrepreneurship education can be accessed formally and informally. Formal entrepreneurship education can be found in entrepreneurship courses at universities. Through entrepreneurship education, students are not only equipped with entrepreneurial knowledge, but also the soft skills and hard skills needed in entrepreneurship. This encourages students to try to apply the knowledge they have gained by directly becoming entrepreneurs.

Another study by Pham et al. (2023) also showed that entrepreneurship education and previous experience are the foundation for improving students' perceptions of the ability and usefulness of entrepreneurship. This study proves that entrepreneurship education provided by universities can increase students' motivation to become entrepreneurs. This motivation encourages students to take real action by starting a business and seeking entrepreneurial experience.

Entrepreneurship education in universities plays an important role in fostering students' interest and intention to become entrepreneurs. The support in the form of soft skills and hard skills that are relevant to the needs of the business world makes students more confident in starting and running a business. This self-confidence encourages students to become entrepreneurs and gain entrepreneurial experience.

The Influence of Learning Motivation on Self-Efficacy in Entrepreneurship Study Program Students, FEB UNM

Path analysis shows that learning motivation has a positive and significant effect on the self-efficacy of students in the Entrepreneurship Study Program, FEB UNM. This can be seen from the significance value of

0.000 (less than 0.05) and the path coefficient of 0.553. This means that the higher the learning motivation, the higher the student's self-efficacy.

These results are in line with Aryanti and Muhsin (2020) who found that self-efficacy had a positive and significant effect on the learning motivation of vocational high school students. Anggraini and Tusyanah (2023) also showed that learning motivation had a positive and significant effect on student learning independence, which was mediated by self-efficacy.

This positive effect can be explained because students with high learning motivation tend to actively seek information and knowledge, which increases their self-confidence. In addition, they tend to set clear learning goals and strive to achieve them, which strengthens their belief in their own abilities.

The Influence of Socio-Economic Parents on the Self-Efficacy of Students in the Entrepreneurship Study Program, FEB UNM

Path analysis shows that parental socioeconomic status has a positive and significant effect on student self-efficacy. This can be seen from the significance value of 0.001 (less than 0.05) and the path coefficient of 0.311. Students from families with higher socioeconomic levels tend to have higher self-efficacy.

Research by Hidayanti et al. (2020) also found a positive and significant relationship between parental socioeconomic status and student self-efficacy. Students with higher parental socioeconomic status tend to have greater confidence in their abilities. This is because families with high socioeconomic status have better access to educational resources, optimal support for children's education, and a positive social environment, all of which can increase student self-efficacy.

The Influence of Socio-Economic Parents on the Entrepreneurial Interest of Students in the Entrepreneurship Study Program, FEB UNM

The results of the analysis show that the socio-economic status of parents has a positive and significant effect on students' interest in entrepreneurship. This can be seen from the significance value of 0.001 (greater than 0.05) and the path coefficient of 0.384. Students from families with higher socio-economic levels tend to have higher interest in entrepreneurship. This indicates that they may be more exposed to the business world and have greater access to resources to start and run a business.

This finding is different from Isma et al. (2020) which shows that the socio-economic status of parents does not have a significant effect on students' interest in entrepreneurship. However, this study is in line with Sibagariang et al. (2023) who found a positive and significant effect on vocational high school students. The results of this study indicate that entrepreneurial experience has a positive and significant effect on students' interest in entrepreneurship. The data shows a significance value of 0.000, which is smaller than 0.05, and a Beta value of 0.747. These results are in line with research conducted by Suryawan et al. (2023) which shows that there is a positive and significant effect of entrepreneurial experience on entrepreneurial interest.

The Influence of Self-Efficacy on Entrepreneurial Interest of Students in the Entrepreneurship Study Program, FEB UNM

The results of the path analysis show that self-efficacy has a positive but insignificant effect on the entrepreneurial interest of students of the Entrepreneurship Study Program, FEB UNM. This is indicated by a significance value of 0.065 (greater than 0.05) and a path coefficient of 0.237. This means that although self-efficacy increases, it does not significantly increase the interest in entrepreneurship in students.

The results of this study are in line with Putry et al. (2020) which showed that self-efficacy does not affect students' interest in entrepreneurship. The study found that self-efficacy does not have a direct effect on interest in entrepreneurship, but only has an indirect effect through motivation as an intervening variable. On the other hand, research by Adam et al. (2020) showed different results, where self-efficacy had a positive and significant effect on the interest in entrepreneurship of FEB Unsrat students. The difference in results with the research by Adam et al. (2020) can be explained by several factors, including differences in sample characteristics and differences in research variables.

Although self-efficacy did not have a significant effect on interest in entrepreneurship in this study, increasing self-efficacy is still important for students. Self-efficacy is an important capital for a person's success, including in entrepreneurship. High self-efficacy will make students more confident, optimistic, and persistent in facing challenges in entrepreneurship.

The Influence of Learning Motivation on Entrepreneurial Interest through Self-Efficacy of Students in the Entrepreneurship Study Program, FEB UNM

The results of the path analysis show that learning motivation has a positive and significant effect on entrepreneurial interest through self-efficacy as an intervening variable.

This study indicates that high learning motivation in students will encourage them to be more confident in facing challenges and taking opportunities in entrepreneurship. This increase in self-efficacy will then increase students' interest in entrepreneurship.

This result is in line with the research of Widjaja (2019) which shows a positive and significant effect between learning motivation and entrepreneurial interest, and the research of Anggraini and Tusyanah (2023) which found that learning motivation has a positive and significant effect on self-efficacy.

This shows that although the results of the first hypothesis test show that learning motivation does not have a direct effect on entrepreneurial interest, learning motivation has an important role in increasing students' entrepreneurial interest indirectly through self-efficacy.

Indirect Influence of Parents' Socioeconomic Status on Entrepreneurial Interest through Self-Efficacy of Students in the Entrepreneurship Study Program, FEB UNM

The results of the path analysis show that the socio-economic status of parents has a positive and significant effect on entrepreneurial interest through self-efficacy as an intervening variable.

This study indicates that students from families with high socio-economic levels have greater confidence and self-confidence in their ability to become entrepreneurs. This increase in self-efficacy will further increase their interest in becoming entrepreneurs.

This result is in line with the research of Hidayanti et al. (2020) which found a positive and significant relationship between the socio-economic status of parents and students' self-efficacy, and the research of Sibagariang et al. (2023) which showed that the socio-economic status of parents has a positive and significant effect on entrepreneurial interest.

This shows that although the results of the fifth hypothesis test show that self-efficacy does not have a direct effect on entrepreneurial interest, the socio-economic status of parents has a role in increasing students' entrepreneurial interest indirectly through self-efficacy.

4. CONCLUSIONS AND SUGGESTION

Based on the results of the study and data analysis, it can be concluded that learning motivation does not have a positive and significant direct effect on entrepreneurial interest, but has a positive and significant effect on self-efficacy. Parents' socio-economics have a positive and significant effect on both self-efficacy and entrepreneurial interest. Self-efficacy has a positive but not significant direct effect on entrepreneurial interest. Learning motivation and parents' socio-economics have a positive and significant effect on entrepreneurial interest through self-efficacy as an intervening variable.

Suggestions that can be conveyed, the Entrepreneurship Study Program FEB UNM should pay more attention to factors that can increase self-efficacy and interest in entrepreneurship of students. Students should be more active in learning to increase learning motivation and build self-efficacy. Further researchers should be able to develop this research by adding other variables that may affect interest in entrepreneurship.

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