



The Influence of Adversity Quotient, Learning Motivation, and Self-Confidence on Entrepreneurial Interest

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Abstract

Entrepreneurial interest needs to grow among university students to increase the number of entrepreneurs in society. Factors such as adversity quotient, learning motivation, and self-confidence can influence entrepreneurial interest. This study aimed to determine the effect of adversity quotient, learning motivation, and self-confidence on entrepreneurial interest. The purposive sampling was used in this study. Subjects in the study were 240 students in an entrepreneurship course in the Agribusiness Study Programme, Agriculture Faculty, Mulawarman University, East Kalimantan Province, Indonesia. This study analyzed the validity and reliability of scales, test of normality, multicollinearity, and heteroscedasticity, formulated the model of multiple linear regression, F test, t test, and calculated adjusted R². The results of this study indicate that the adversity quotient, learning motivation, and self-confidence significantly influence entrepreneurial interest. Adversity quotient and learning motivation, partially, influence very significantly on entrepreneurial interest. However, self-confidence does not have a significant influence on entrepreneurial interest. Those findings help increase people's motivation to become entrepreneurs, especially young people.

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INTRODUCTION

The global youth unemployment rate was 15.6% in 2021, with approximately 75 million unemployed worldwide (Zhong et al., 2023). In Indonesia, youth constitute a significant majority of the unemployed population, accounting for roughly three-quarters of all unemployed individuals in 2019, a situation further aggravated by the socio-economic impacts of the COVID-19 pandemic (United Nations Development Programme (UNDP), 2022). The entrepreneurial process equips individuals with the capabilities necessary to adapt, sustain, and expand their ventures in the face of business uncertainties (Diandra & Azmy, 2020).

Enhancing entrepreneurship education in Indonesia remains essential, particularly in light of the internal and external challenges that impede its practical implementation (Usman & Hamid, 2022). Strengthening this educational framework is crucial, as entrepreneurship holds significant potential to reduce youth unemployment and serve as a catalyst for inclusive economic growth and sustainable development (UNDP, 2022). Given the current and future competition in the business world that increasingly relies on knowledge, students as prospective educated graduates need to be encouraged and fostered in their intention and motivation for entrepreneurship (Ningsih & Nurrahmah, 2020).

Supriyatno (2017) argues that Indonesia needs entrepreneurial skills to minimise the high poverty rate. Hendrawan & Sirine (2017) entrepreneurs have become an important concern in developing a country's economy. Other studies have confirmed that entrepreneurship education has a positive correlation with entrepreneurial interest (Purwaningsih & Megaster, 2019; Putri & Wardana, 2023). Hou et al. (2019) said that entrepreneurship education influences entrepreneurial interest. Meanwhile, Anjum et al (2023) mention that this entrepreneurial interest is related to many aspects of life.

Several things, such as adversity quo-

tient, learning motivation, and self-confidence, influence a person's entrepreneurial interest. Adversity quotient is seen in the sense of worth and the ability to identify the source of financial problems possessed by these students (Ramadani et al., 2023) that can influence and even increase entrepreneurial interest (Ningsih & Nurrahmah, 2020; Pauzan & Marwan, 2023; Siregar & Marwan, 2020; Maharani et al., 2020; Ramadani et al., 2023). Entrepreneurial interest is influenced by internal factors, including encouragement from within oneself (Chien-Chi et al., 2020; Ferreira-Neto et al., 2023) and external factors or the surrounding environment (Deng & Wang, 2023; Doern et al., 2019).

The motivation and entrepreneurial intentions increase insight with great relevance for one's entrepreneurial development (Al-Jubari, 2019). Rangkuti & Wahidah (2017) shows the relationship between learning motivation and student entrepreneurship interest. Several studies found that entrepreneurship education programmes also improve entrepreneurial skills in students (Hoang et al., 2021; Jing, 2022; Mukhtar et al., 2021; Nabi et al., 2018; Ndofirepi, 2020). The need for independence is a significant factor in the entrepreneurial intentions of university students and confirms the positive contribution that entrepreneurship education makes to their entrepreneurial intentions (Barba-Sánchez & Atienza-Sahuquillo, 2018).

According to Komara (2016), self-confidence is a person's most important basic capital for self-actualisation. Factors that influence self-confidence, as explained by Syam & Amri (2017), involve understanding the strengths and weaknesses of the individual, as well as experience in dealing with various aspects of life by utilising the advantages possessed. Other studies confirm that self-confidence fully mediates the relationship between perceived educational support and entrepreneurial intention (Jadmiko et al., 2019; Kartawinata et al., 2021).

The Ministry of Cooperatives and SMEs noted a significant increase in the number of

entrepreneurs in Indonesia, reaching 3.1% of the population, which exceeds the psychological limit of 2%. However, Indonesia still lags behind neighbouring countries such as Singapore, Malaysia, and Thailand. The notion of entrepreneurship as the ability to think creatively and behave innovatively is fundamental in facing life's challenges. Adversity quotient and motivation to learn are key factors in fostering entrepreneurial interest (Hendrawan & Sirine, 2017). Supriyatno (2017) asserts that the knowledge and skills acquired during lectures also play an important role in encouraging entrepreneurial interest, coupled with self-confidence, which is a significant factor in developing a business, as expressed by Syam & Amri, 2017.

This study aimed to determine the effect of adversity quotient, learning motivation, and self-confidence on entrepreneurial interest. Information about the variables that influence entrepreneurial interest is important. It can be considered when making educational policies, individual development, and institutional and government policies.

METHODS

This research collected data through interviews with respondents by using a questionnaire. Interviews allowed researchers to get the most relevant data and information related to the research. This study used purposive sampling to select 240 students as respondents. Purposive sampling was chosen because this research needed data from individuals interested in entrepreneurship, and the researchers had to choose the right person among a large population of students with varying interests in entrepreneurship. Respondent took an entrepreneurship course as a student of the Agribusiness Study Program, Agriculture Faculty, Mulawarman University in East Kalimantan Province, Indonesia. Agribusiness Study Program, Agriculture Faculty, Mulawarman University, offers an entrepreneurship course annually.

The study examined four variables:

entrepreneurial interest, adversity quotient, learning motivation, and self-confidence. Entrepreneurial interest can be viewed from the human aspect, society, civilization, and self-recognition (Armansyah et al, 2007). Adversity quotient consists of control, origin, ownership, reach, and endurance (Stoltz, 2007). Learning motivation can be viewed from generating learning activities, ensuring learning continuity, and directing learning activities (Sardiman, 2007). Self-confidence includes facing problems, being responsible for decisions and actions, getting along, and accepting criticism (Kumara, 2010).

This research developed 24 questions for each variable to collect data using a Likert scale. A Likert scale measured respondents' opinions, attitudes, and perceptions about entrepreneurial interest, adversity quotient, and learning motivation. Every question has five answer options, namely very suitable (5), suitable (4), quite suitable (3), not suitable (2), and wildly inappropriate (1).

Validity has been ensured in this study. A validity test is done to determine the ability of the measuring instrument to reveal something that one wants to express about an item that reflects what it should or should not be. A validity test was done using Pearson's correlation. If $r_{count} > 0.3$, the item is valid and vice versa (Periantolo, 2016).

A reliability test is done to determine the accuracy of the measuring result. A reliability test is a scale reliability test that detects inconsistent indicators. Cronbach's Alpha test is used to assess reliability with the result of 0.7 (Periantalo, 2016). This study transformed data by using the interval successive method. A test of data normality was also done in this research. A normality test is carried out to determine whether the data is normally distributed.

Tests of multicollinearity were also done in this research. A multicollinearity test is conducted to see whether or not there is a high correlation among independent variables in the multiple linear regression model. The rules used are tolerance value > 0.10 and Va-

riance Inflation Factor (VIF) value < 10 (Ghozali, 2021). A heteroscedasticity test is used to assess whether or not there is equality of variance of residuals for all observations of the regression model. The heteroscedasticity test can be done using the Spearman rank test with the rule $p > 0.05$ (Ghozali, 2021).

Then, data were analyzed using multiple linear regression to determine the influence of some factors on entrepreneurial interest. This study hypothesizes that adversity quotient, learning motivation, and self-confidence simultaneously and partially influence entrepreneurial interest. This study was done with F and t tests. This study calculated R^2 to determine the contribution of all independent variables to the fluctuation of the dependent variable.

RESULT AND DISCUSSION

Respondent Characteristics

The majority of respondents were female (162 respondents or 67.5%). A minority of respondents were male (78 respondents or 32.5%). Several respondents ranged from 16 to 18 years (61 or 25.4%) (Table 1).

Age influences the ability to learn and adapt to something, and it will develop the adversity quotient for running a business. A small number of respondents are aged between 22 and 23 (59 respondents or 24.6%). Most respondents have an age range from 16 to 18 years (120 respondents or 50%) (Table 2). Age affects motivation, especially when developing new business. Furthermore, the increase in age commonly affects self-confidence and other internal and external factors.

Table 1. Number of Respondents Based on Gender

No.	Gender	Frequency (respondent)	Percentage (%)
1	Male	78	32.5
2	Female	162	67.5
	Total	240	100.0

Source: Processed primary data (2022)

Table 2. Number of Respondents Based on Age

No.	Age Interval (year)	Frequency (respondent)	Percentage (%)
1	16-18	61	25.4
2	19-21	120	50.0
3	22-23	59	24.6
	Total	240	100.0

Source: Processed primary data (2022)

Validity and Reliability

The results of the data analysis showed that no items were cancelled. This study found a rcalculated value > 0.300 for validity. This meant the measurement scales that were used were valid.

Cronbach's Alpha technique showed a value > 0.700 , indicating acceptable reliability. The reliability results were 0.793 for entrepreneurial interest, 0.875 for adversity quotient, 0.883 for learning motivation, and 0.857 for self-confidence. It can be concluded that the measurement scales that researchers used were reliable.

Normality, Multicollinearity, and Heteroscedasticity

The research tested the data to determine its distribution. This study found the values of Kolmogorov-Smirnov $Z = 0.504$ and asymp. sig = 0.961. The result of this study showed that a significance value > 0.05 meant the data were normally distributed.

This study found some tolerance and VIF values as shown in Table 3. Tolerance values were more than 0.10 for three variables (adversity quotient, learning motivation, and self-confidence). VIF values were less than 10 for the adversity quotient, learning motivation, and self-confidence variables. This meant this study did not find the multicollinearity symptom in the data.

The result of the heteroscedasticity test can be seen in Table 4. Variables of adversity quotient, learning motivation, and self-confidence had a significance value greater than

Table 3. Multicollinearity Test Results

No.	Variable	Tolerance	VIF	Description
1	Adversity Quotient	0.405	2.472	No multicollinearity
2	Learning Motivation	0.476	2.099	No multicollinearity
3	Self-Confidence	0.460	2.172	No multicollinearity

Source: Processed primary data (2022)

Table 4. Heteroscedasticity Test Results

No.	Variable	Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	Constant	0.982	2.324	0.419	0.675
2	Adversity Quotient	-0.025	0.040	-0.632	0.528
3	Learning Motivation	0.032	0.036	0.890	0.374
4	Self-Confidence	0.050	0.038	1.325	0.186

Source: Processed primary data (2022)

0.05. This meant this study did not find heteroscedasticity symptoms in the data. Based on the findings of normality, multicollinearity, and heteroscedasticity tests, this study analyzed data using multiple linear regression.

Factors Influencing Entrepreneurial Interest

Entrepreneurial interest obtained an empirical mean (90.02) higher than the hypothetical mean (72) with a high category (Table 5). Students have a high entrepreneurial interest (58.8%). Students also have an adversity quotient (intelligence to face difficulties) at a very high level (45.4%). Meanwhile, students' learning motivation is very high, as seen in the percentage of 47.5%, and self-confidence is also high (53.8%). It can be concluded that students in the research location have high

entrepreneurial interest, adversity quotient, learning motivation, and self-confidence.

This study accepted the hypothesis that the adversity quotient, learning motivation, and self-confidence significantly influence entrepreneurial interest based on the result of the F test, which shows Fcount = 60.788 and sig. 0.000 (Tables 6 and 7). This study found a model of multiple linear regression as follows: $Y^* = 32.112 + 0.168X_1 + 0.383X_2 + 0.30X_3 + e$, where Y^* represents the relationship among adversity quotient (X_1), learning motivation (X_2), self-confidence (X_3), and entrepreneurial interest (Y). Adjusted $R^2 = 0.429$ shows 42.9% variation of entrepreneurial interest is contributed by adversity quotient, learning motivation, and self-confidence, meanwhile 57,1% by other factors.

Table 5. Empirical Mean, Hypothetical, and Categorisation

No.	Variables	Empirical Mean	Hypothetical Mean	Frequency	Percentage (%)	Description
1	Entrepreneurial interest	90.02	72	141	58.8	High
2	Adversity Quotient	9426	72	109	45.4	Very High
3	Learning Motivation	93.51	72	114	47.5	Very High
4	Self-Confidence	90.30	72	129	53.8	High

Source: Processed primary data (2022)

Table 6. F and t Test Results

No.	Variable	Unstandardized Coefficients		t	Sig.	F	Sig.
		B	Std. Error				
1	Constant	32.112	3.722	8.627	0.000	60.788**	0.000
2	Adversity Quotient	0.168	0.063	2.645**	0.009		
3	Learning Motivation	0.383	0.058	6.648**	0.000		
4	Self-Confidence	0.036	0.060	0.601 ^{ns}	0.548		

Note: ** very significant at 1% level, * significance at 5% level, ns = nonsignificance.

Source: Processed primary data (2022)

Table 7. Hypothesis

No.	Hypothesis	Description
1	Adversity quotient, learning motivation, and self-confidence simultaneously influence entrepreneurial interest.	Accepted
2	Adversity quotient influences entrepreneurial interest.	Accepted
3	Learning motivation influences entrepreneurial interest.	Accepted
4	Self-confidence influences entrepreneurial interest.	Rejected

Source: Processed primary data (2022)

The adversity quotient significantly influences entrepreneurial interest, as evidenced by $t_{\text{count}} = 2.645$ and $\text{sig.} = 0.009 < 0.05$. The increase in adversity quotient leads to an increase in entrepreneurial interest. Students with high adversity quotients will try to increase their ability to turn obstacles and challenges into opportunities. That ability forces their entrepreneurial interest. The findings of this study are similar to those of Ramadani et al. (2023), who also found that adversity quotient and locus of control influence entrepreneurial intentions among Mulawarman University students.

This study accepted the hypothesis that learning motivation significantly influences entrepreneurial interest based on $t_{\text{count}} = 6.648$ and $\text{sig.} = 0.000 < 0.05$. This finding is in line with previous literature which highlight the positive relationship between these internal factors and success in entrepreneurship (Wang et al., 2023). Students have the motivation to try new challenges and develop their skills to become entrepreneurs. In addition, interviews

with research subjects illustrated the importance of internal and external factors in shaping entrepreneurial interest. Support from the neighbourhood and examples of success from others can play a significant role in generating interest and motivation to pursue an entrepreneurial path (Kerr et al., 2018; Maczulskij & Viinikainen, 2023; Romero-Galisteo et al., 2022).. These findings underscore the importance of including contextual factors in understanding university students' entrepreneurial interest dynamics.

There is no self-confidence influence on entrepreneurial interest, as evidenced by $t_{\text{count}} = 0.601$ and $\text{sig.} = 0.548 > 0.05$. This finding is different from some related literature, which stated that self-confidence is an important factor in building entrepreneurial interest (Darmuji & Husnul, 2021; Emami et al., 2023; Ntow et al., 2023; Satwhikawara et al., 2024; Sindala & Asnah, 2022). Even this study did not find a significant influence of self-confidence on the entrepreneurial interest of students. However, this study found a posi-

tive impact. Highly confident students tend to be more interested in becoming an employee than an entrepreneur. This is because they believe they will get a suitable salary based on their abilities. In addition, they are reluctant to take risks if they become entrepreneurs.

Even though this study provides valuable insights, some limitations must be considered. The purposive sampling method and focus on students majoring in the entrepreneurial course may limit the generalisability of results. In addition, other variables such as practical experience, social support, educational and developmental interventions were not considered in depth in this study, so their potential influence on entrepreneurial interest may not be fully revealed. Therefore, further research that uses different sampling methods and different research subjects, involves a broader sample, and uses more comprehensive contextual factors may provide a more holistic understanding of the dynamics of entrepreneurial interest in students.

CONCLUSION

The study found that the adversity quotient, learning motivation, and self-confidence significantly impact entrepreneurial interest. Adversity quotient and learning motivation, partially, influence very significantly on entrepreneurial interest. However, self-confidence does not have a significant influence on entrepreneurial interest. This study makes an important contribution to theory development related to the factors influencing entrepreneurial interest. The findings of this study are the basis for formulating efforts to increase the number of entrepreneurs' views from the inner self of a prospective entrepreneur.

Environmental support and examples of others' success are important in generating interest and motivation for entrepreneurs. Internal and external factors can shape entrepreneurial interest. Future research could explore different factors that can support the development of a conducive environment to increase

entrepreneurial interest among university students. Further research must focus on different sampling methods, target different research subjects, involve a wider sample, and examine more variables.

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