

Competence Enhancement: Catalyst for Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Angelique Leticia Liliputra^{1*}, Clarissa Febraskynova², Karin Liesapali³, Windy Wijaya⁴, Windy Purnomo⁵, Adityawarman M. Kouwagam⁶, and Elia Ardyan⁶

^{1,2,3,4,5,6,7} Sekolah Tinggi Ilmu Ekonomi Ciputra Makassar, Indonesia

Abstract

This study aims to test cognitive and social competence's influence on entrepreneurial self-efficacy and intention. Making students interested in entrepreneurship is not an easy task. Students require competencies that enhance their entrepreneurial self-efficacy. The discourse of this study pertains significantly to the impact of entrepreneurial competence on self-efficacy and entrepreneurial goals. We collected data by issuing online surveys to individuals pursuing bachelor's degrees who owned a company. A total of 167 individuals completed this online quiz. This study concludes that awareness of personal cognitive competence positively influences self-efficacy, highlighting the importance for the younger generation to understand business and self-related matters to enhance their confidence in business development. Alongside cognitive competency, every individual must possess social competence. In the professional realm, possessing strong social skills positively influences business success and growth. A broad social network is essential to surmount challenges during commercial operations.

Kata kunci : *Cognitive competence; social competence; entrepreneurial self-efficacy; entrepreneurial intention*

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✉Corresponding author :

Email Address : elia.ardyan@ciputra.ac.id

INTRODUCTION

The younger generation is presently engaging in extensive discussions on entrepreneurship. A multitude of young individuals in Indonesia are vying to provide creative company concepts in both domestic and international markets (Kusnadi, Nugroho, & Utami, 2022). According to the World Economic Forum, 25.5% of individuals aged 15–35 in Indonesia aspire to become entrepreneurs in the future. A poll of Southeast Asian youth aspiring to entrepreneurship indicates that Indonesia has the largest number of prospective entrepreneurs (Elisabeth, 2022). Consequently, entrepreneurial education is of considerable significance for Indonesian society, especially for the youth. Indonesian universities must cultivate and generate dependable, inventive, and innovative young entrepreneurs. Emerging young entrepreneurs may utilize these three elements as a framework to establish appealing enterprises that may contribute to the country (Maharani et al., 2022).

Entrepreneurship is an endeavor that provides individuals with chances and autonomy, enabling them to shape their own futures and enhance their financial well-being independently (c & Raharjo, 2017). Self-confidence influences every individual's life. Self-efficacy pertains to an individual's conviction in their capacity to execute and oversee tasks for optimal outcomes, with variations in self-efficacy influenced by three factors: task difficulty (magnitude), belief intensity

(strength), and applicability across contexts (generality) (Hakim, L., 2021). Self-efficacy is a critical component of self-awareness in daily human existence. Self-efficacy influences individuals' decision-making regarding the necessary steps to achieve a goal, which includes assessing potential challenges (Maria et al., 2021; Putrianna, Eryanto, & Usman, 2022). Creativity entails the generation of novel ideas. Nurikasari (2016) defines creativity as the ability to produce novel ideas and formulate inventive solutions to problems while capitalizing on existing chances. Creativity is characterized by the generation of distinctive products and services via novel concepts or the modification of pre-existing items and ideas (Welsch, 2004). Entrepreneurs significantly contribute to developing countries by fostering innovation and generating employment opportunities for numerous individuals. Creativity inspires entrepreneurs to enhance societal contributions. This study provides substantial evidence that entrepreneurial classes may enhance student inventiveness, subsequently resulting in heightened motivation. The notions of employee creativity and motivation necessitate comprehensive investigation (Paliwal, Rajak, Kumar, & Singh, 2022).

An entrepreneur must possess problem-solving skills in business; hence, it is crucial for the younger generation to cultivate independence to establish their own enterprises without depending on external circumstances. The government and educators are essential in fostering an entrepreneurial spirit among the youth, which can decrease the unemployment rate and enhance job prospects for those in need (Hasan, 2020). A successful entrepreneur often possesses traits such as innovation, achievement, responsibility, risk-taking, and problem-solving abilities (Minarso & Machmuddah, 2020).

An entrepreneur is more skilled at recognizing the challenges they face. An entrepreneur recognizes that if their existing solution becomes ineffective, they must pursue an alternative. Successful entrepreneurs emerge from their contacts with the environment, enabling them to evolve via the acquisition of contemporary information. This can serve as a lesson to enhance their problem-solving abilities with company partners, both internal and external. The environment is a primary aspect that facilitates the advancement and success of an entrepreneur (Purwaningsih & Al Muin, 2021). One must have the ability to address and handle issues successfully. To refine problem-solving capabilities in an activity, it is essential to cultivate skills such as these.

The right decision-making and creative and innovative business development are the keys to success amidst the complexity of the global market. Making a decision involves selecting an alternative from a range of options that we deem more profitable than the others (Sule, 2008). Decision-making certainly has an element of uncertainty and tends to cause risks. However, amidst this uncertainty, individuals with the courage to take risks can seize great opportunities. In the era of globalization, In the challenging era of globalization, business development is crucial for students to achieve success in this competitive world. an entrepreneur to be able to survive the changes that occur in this world, where they must be open to new things and innovate their business (Marcati et al., 2008). Innovation is something that affects performance in business, where the more problems, challenges, and experiences we have, the more creative and innovative we will be (Hulf et al., 2004). With smart decision-making, the courage to take risks, and an understanding of business development that occurs in a dynamic environment, it can be an important foundation for students to achieve success in this ever-changing business world. This study aims to test the influence of cognitive and social competence on entrepreneurial self-efficacy and entrepreneurial intention.

LITERATURE REVIEW & HIPOTESIS

Cognitive Competence

Cognitive competency pertains to the foundational ideas and concepts, as well as the informal knowledge acquired by experience and comprehension (Taljaard & Botha, 2021). Cognitive competency is described as the capacity to fundamentally and innovatively analyze a topic, make judgments, and engage in rational learning for each individual. Fundamental and innovative thinking are advantageous for the cognitive development of every individual, particularly the youth. Moreover, creative thinking may function as a vehicle for lifelong learning and personal

accomplishment for every individual (Sun & Hui, 2012). Strong cognitive competency may enhance the younger generation's educational, professional, and personal endeavors, since the capacity to think critically and resolve various challenges is essential for acquiring information and comprehension, eventually resulting in superior performance. Consequently, educational teams must enhance awareness in the younger generation about the significance of cognitive competency by facilitating chances for critical thinking in problem-solving, thereby fostering effective cognitive development (Shek & Yu, 2016).

Social Competence

Social competence is composed of two words: competence and social. The term "competence" refers to the ability that a person develops through their knowledge, skills, behavior, and attitudes that align with the standards of the work world. According to Nurhada et al. (2023), the term "social" refers to friends or anything associated with society. A person's ability to participate in social life appropriately and effectively, known as social competence, encompasses a variety of skills such as forming and maintaining close friendships, getting along well with others, helping others, and demonstrating appropriate social behavior (Griffin & Epstein, 2001). Social competence plays a crucial role in establishing business networks, enabling individuals to be more adaptable to changes in their environment. High social competence enables individuals to be more sympathetic, helpful, and loved by those around them. These traits facilitate interaction with others, expand connections, and form good communication, all of which can positively impact business performance (Meutia, 2013).

Entrepreneurial Self Efficacy

Entrepreneurial self-efficacy (ESE) denotes an individual's confidence in their capacity to execute tasks and responsibilities directed towards entrepreneurial results, significantly influencing the decision to pursue entrepreneurial careers and engage in entrepreneurial activities (Newman et al., 2018). The degree of entrepreneurs' self-efficacy, referred to as ESE, signifies their conviction in their capability to affect their surroundings and achieve success through suitable actions (Wei et al., 2020). Entrepreneurs view entrepreneurial education as a crucial element that equips them with an understanding of entrepreneurship and fosters the development of entrepreneurial self-efficacy. Self-efficacy defines an entrepreneurial persona, marked by proactive and assertive conduct, a willingness to embrace risks, and a swift adaptation to company fluctuations. Self-efficacy promotes continuous learning, active engagement, and rapid adaptation. This proactive and dynamic learning disposition can subsequently impact the ideation process, resulting in effective corporate growth (Sutandy, 2020).

Entrepreneurial Intention

Entrepreneurial intention is the desire to learn more, engage in entrepreneurial activities, and launch a new company with the aim of becoming an entrepreneur. Anal & Singh (2023) interpret entrepreneurial intention as a person's perception of a problem and the concept of a plan to solve it by starting a business in the future. One can interpret entrepreneurial intention as the first step in a long-term business establishment process. According to Krueger (1993), entrepreneurial intention reflects a person's commitment to starting a new business and is a general issue that needs to be considered in understanding the process of establishing one (Suharti & Sirine, 2011). According to Bird (1998), intention is a state of mind that directs a person's attention and actions toward an object (goal) or a certain path in order to achieve something. Intention also represents a person's motivation to plan or make decisions (Astuti & Martdianty, 2012).

Research is currently beginning to focus on entrepreneurial intention because it reflects actual behavior. In the theory of planned behavior, it is believed that factors such as attitudes and subjective norms will shape a person's intention and then directly influence behavior. Understanding a person's intention to become an entrepreneur can reflect their tendency to establish

a real business. Both internal and external factors influence the formation of an entrepreneurial spirit. Internal factors originate from within the entrepreneur, including personal traits, attitudes, willingness, and the ability of each individual to provide the strength to become an entrepreneur. External factors originate from the entrepreneur's surroundings, including the family, business, physical, and socio-economic environments, among others (Suharti & Sirine, 2011).

An entrepreneur must possess cognitive competence among other competencies. Entrepreneurial competence encompasses cognitive competence (Botha & Taljaard, 2021). Cognitive competence includes the ability to recognize and distinguish various opportunities (Costin et al., 2020) and use knowledge to take action (Sánchez et al., 2011). Cognitive processes include the use of logical, intuitive, and creative thinking. Young entrepreneurs with cognitive competence will enhance their self-confidence to identify opportunities and establish their businesses. Self-efficacy increases entrepreneurial ability by changing entrepreneurial cognition (Mitchell et al., 2022).

H1: cognitive competence has a positive and significant effect on entrepreneurial self-efficacy.

Entrepreneurs must establish and sustain connections with diverse stakeholders, including customers, suppliers, investors, and workers. Entrepreneurs may augment their capacity to establish robust networks by cultivating social abilities and facilitating access to support, resources, and development possibilities. Entrepreneurs possessing robust social skills may proficiently convey their vision and ideas to others (Van Oosten et al., 2019). Entrepreneurs possessing robust social skills generally exhibit greater confidence in their capacity to navigate social interactions and surmount challenges. This degree of confidence can enhance an individual's entrepreneurial self-efficacy, which denotes their conviction in their capacity to execute entrepreneurial duties proficiently.

H2: Social competence has a positive and significant effect on entrepreneurial self-efficacy.

Numerous studies have demonstrated that entrepreneurial self-efficacy can enhance students' interest in entrepreneurship (Ferreira-Neto et al., 2023; Lestari et al., 2022; Li et al., 2020; Zhao et al., 2005). Individuals possessing elevated self-efficacy are more inclined to perceive themselves as adept at surmounting the challenges inherent in entrepreneurship (Angeline & Puspitowati, 2023; Primandaru & Adriyani, 2019), elucidating the affirmative correlation between entrepreneurial self-efficacy and entrepreneurial intention. This feeling of competence might result in a heightened propensity to engage in entrepreneurial endeavors. Burnette et al. (2019) said that self-efficacy is a crucial element in comprehending cognitive processes, enhancing creative thinking, and aiding individuals in making entrepreneurial choices.

H3: Entrepreneurial self-efficacy has a positive and significant effect on entrepreneurial intention.

METHOD

We obtained data from the online distribution of questionnaires to individuals pursuing a bachelor's degree and already operating a business. A total of 167 respondents completed this online questionnaire. The ages of the respondents varied. Respondents aged 18 years were 21 people (11.22%), 19 years old were 70 people (37.33%), 20 years old were 46 people (24.59%), 21 years old were 26 people (13.91%), 22 years old were 17 people (9.1%), 23 years old were 3 people (1.61%), 24 years old were 2 people (1.07%), and 25 years old were 2 people (1.07%). The respondents who filled out also consisted of 120 women (64.17%) and 67 men (35.83%). The respondents' income also fell into three categories. Respondents with income below Rp. 1,000,000 were 83 people (44.39%); respondents with income around Rp. 1,000,000 to Rp. 3,000,000 were also 83 people (44.39%); and respondents with income above Rp. 3,000,000 were 21 people (11.22%).

Respondents also came from various universities, but most of them studied at Ciputra University Makassar as many as 111 people (59.35%), 9 people (4.81%) from Surabaya University, 8

people (4.28%) at Bina Nusantara University, 7 people (7.6%) each from Hasanuddin University Makassar and Atma Jaya University Makassar, 5 people (2.68%) from Makassar Tourism Polytechnic, 4 people (4.26%) each from Petra Christian University and Udayana University, 3 people (4.8%) each from Pelita Harapan University, Sam Ratulangi University, and Satya Wacana Christian University, 2 people (1.06%) from the University of Indonesia, and the rest 1 person each from 16 universities (8.48%) as shown in the table. Each respondent experienced four different semesters: 37 people (19.79%) were in semester 2, 95 people (50.8%) were in semester 4, 36 people (19.25%) were in semester 6, and 19 people (10.16%) were in semester 8. The final characteristic pertains to the respondents' city of origin, with the majority residing in Makassar, comprising 150 individuals (80.21%), followed by 11 individuals (5.89%) from DKI Jakarta, and the remaining individuals are listed in the table.

Table 1. Respondent Characteristics

Characteristics		Frequency	Percentage
Age	18 years old	21	11.22%
	19 years old	70	37.43%
	20 years old	46	24.59%
	21 years old	26	13.91%
	22 years old	17	9.1%
	23 years old	3	1.61%
	24 years old	2	1.07%
	25 years old	2	1.07%
Gender	Women	120	64.17%
	Men	67	35.83%
Income	< Rp 1.000.000	83	44.39%
	Rp 1.000.000 - Rp 3.000.000	83	44.39%
	> Rp 3.000.000	21	11.22%
University	Asia Pacific University Malaysia	1	0.53%
	Institut Teknologi Beijing	1	0.53%
	Politeknik Pariwisata Makassar	5	2.68%
	STIEM Bongaya	1	0.53%
	Sekolah Tinggi Theologia Jaffray	1	0.53%
	Universitas Atma Jaya Makassar	7	3.8%
	Universitas Atma Jaya Yogyakarta	1	0.53%
	Universitas Bina Nusantara	8	4.28%
	Universitas Bosowa	1	0.53%
	Universitas Ciputra Makassar	111	59.35%
	Universitas Dr. Soetomo	1	0.53%
	Universitas Dwijendra Denpasar	1	0.53%
	Universitas Fajar	1	0.53%
	Universitas Gajah Mada	1	0.53%
	Universitas Halu Oleo	1	0.53%
	Universitas Hasanuddin Makassar	7	4.28%
	Universitas Indonesia	2	1.06%
	Universitas Karisma	1	0.53%
	Universitas Kristen Krida Wacana	1	0.53%
	Universitas Kristen Petra	4	2.13%

	Universitas Kristen Satya Wacana	3	1.6%
	Universitas Media Nusantara	1	0.53%
	Universitas Pelita Harapan	3	1.6%
	Universitas Prasetya Mulya	1	0.53%
	Universitas Sam Ratulangi	3	1.6%
	Universitas Surabaya	9	4.81%
	Universitas Tarumanegara	5	2.68%
	Universitas Terbuka	1	0.53%
	Universitas Udayana	4	2.13%
Semester	2	37	19.79%
	4	95	50.8%
	6	36	19.25%
	8	19	10.16%
City	Bali	3	1.63%
	Baubau	1	0.53%
	Bone	1	0.53%
	DKI Jakarta	11	5.89%
	Jayapura	1	0.53%
	Kendari	1	0.53%
	Kolaka	1	0.53%
	Luwu	1	0.53%
	Luwu Timur	1	0.53%
	Makassar	150	80.21%
	Malang	2	1.06%
	Manado	3	1.63%
	Palopo	1	0.53%
	Palu	2	1.06%
	Surabaya	3	1.63%
	Tangerang	2	1.06%
	Tarakan	1	0.53%
	Toli-Toli	1	0.53%
	D.I. Yogyakarta	1	0.53%

Measurement

This study uses 4 variables, namely cognitive competence, social competence, entrepreneurial self-efficacy, and entrepreneurial intention. We measure cognitive competence using 4 indicators/items adapted from Botha and Taljaard (2021). Botha and Taljaard (2021) adapt three indicators to measure social competence. We measure entrepreneurial self-efficacy using four indicators adapted from Wardana et al. (2020), Kumar and Shukla (2019), and Shahab et al. (2019). Ferreira-Neto et al. (2023); Jiatong et al. (2021) have adapted four indicators to measure entrepreneurial intention. Table 1 displays each indicator. This study uses a seven-point Likert scale to measure all latent variables, with values ranging from 1 (strongly disagree) to 5 (strongly agree), which serve as a reference point.

Table 2. Measurement

Variable	Items	References
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Cognitive Competence	<ul style="list-style-type: none"> • I am capable of formulating a company's vision. • I am able to solve problems. • I am able to capture opportunities. • I am able to assess business development opportunities. 	Adapted from Botha and Taljaard (2021)
Social Competence	<ul style="list-style-type: none"> • I am able to build business relationships very well. • I am persistent in developing my business. • I am able to build. 	Adapted from Botha and Taljaard (2021)
Entrepreneurial Self-Efficacy	<ul style="list-style-type: none"> • I have a strong belief in my ability to effectively capture business opportunities. • I have the confidence to generate new business ideas. • I can develop products. • I have a strong belief in my ability to perform stressful tasks. 	Adapted from Wardana <i>et al.</i> (2020); Kumar and Shukla (2019); Shahab <i>et al.</i> (2019)
Entrepreneurial Intention	<ul style="list-style-type: none"> • I have a strong determination to start a company in the future. • I am fully committed to starting my own company. • My career goal is to establish myself as an entrepreneur. • I am deeply contemplating the idea of starting a company. 	Adapted from Ferreira-Neto <i>et al.</i> (2023); Jiatong <i>et al.</i> (2021)

Analysis

This study employed the Partial Least Squares Structural Equation Modeling (PLS-SEM) methodology to evaluate and validate the provided hypotheses. We chose PLS-SEM because it relies less on assumptions about the normality of data distribution (Chopdar *et al.*, 2022). We utilized WarpPls version 8 to process the data.

RESULT AND DISCUSSION

The next step is the data analysis stage, which comes after designing the instrument, distributing the questionnaire, and gathering the data from this distribution. The WarpPLS software conducts two stages of analysis: the measurement model and the structural model. Testing the validity and reliability of the proposed instrument in the measurement model is necessary. Table 3 shows the results of the validity and reliability tests. The loading factor value of each research item is between 0.592 and 0.882. We can consider the instrument valid if the loading factor value exceeds 0.5 (Hair, Hult, Ringle, & Sarstedt, 2017). The AVE value for this data also exceeds 0.5, indicating the validity of the instrument. The Cronbach Alpha value is between 0.798 and 0.875, while the composite reliability (CR) value is between 0.870 and 0.914. If the CR value is above 0.7, then the proposed instrument is reliable (Henseler, Ringle, & Sinkovics, 2009). So based on the test results listed in Table 3, the data is reliable.

Table 3. Validity and Reliability Testing

Variable and Indicators	Loading Factor	AVE	Cronbach Alpha	Composite Reliability
Cognitive Competence		0.639	0.809	0.876
CC1	0.726			
CC2	0.753			
CC3	0.857			
CC4	0.861			
Social Competence		0.729	0.814	0.890
SC1	0.864			
SC2	0.864			
SC3	0.834			
Entrepreneurial Self-Efficacy		0.631	0.798	0.870
ESE 1	0.847			
ESE 2	0.851			
ESE 3	0.856			
ESE 4	0.592			
Entrepreneurial Intention		0.727	0.875	0.914
EI1	0.833			
EI2	0.882			
EI3	0.857			
EI4	0.837			

The structural model is an activity to test previously proposed hypotheses. Where this stage is used to test the relationship between variables. The results of this study indicate that all proposed hypotheses are accepted, as written in table 4.

Table 1. Hypothesis Testing

Hypothesis	Result	Information
H1: CC → ESE	$\beta = 0.479$; $\rho = <0.001$	H1 is Accepted
H2: SC → ESE	$\beta = 0.346$; $\rho = <0.001$	H2 Is Accepted
H3: ESE → EI	$\beta = 0.599$, $\rho < 0.001$	H3 Is Accepted

DISCUSSION

The study's findings indicate that cognitive competency influences entrepreneurial self-efficacy, as demonstrated by the first hypothesis (H1). A comprehensive comprehension of a subject inherently enhances one's confidence in strategizing and formulating associated concepts. Likewise, understanding of entrepreneurship influences an individual's confidence in their capacity to attain objectives and exert effort. Strong cognitive competency may enhance the younger generation's

educational, professional, and personal endeavors, since the capacity to think critically and resolve diverse challenges is essential for acquiring information and comprehension, eventually resulting in superior performance (Shek & Yu, 2016). The capacity to think critically and resolve issues is challenging, particularly in the professional realm. Challenges, both internal and external, are essential to the establishment of a firm. A leader must effectively organize their team to address a challenge by utilizing their entrepreneurial expertise. Equipped with entrepreneurial expertise, a leader can apply critical thinking, offer practical solutions to their team, and mitigate any associated risks (Casulli, Mawson, & Simmons, 2022).

The second hypothesis (H2) posits that social competency influences entrepreneurial self-efficacy. An entrepreneur must cultivate a varied network of stakeholders, including consumers, suppliers, investors, and human resources, to effectively operate a firm. Entrepreneurs with robust social skills can articulate their objectives and concepts effectively, hence influencing people favorably (Van Oosten et al., 2019). The presence of a robust social network will influence self-confidence in social interactions and assist in surmounting challenges or difficulties. Self-efficacy denotes the conviction in one's capacity to mobilize the cognitive resources and activities requisite for successfully executing a certain activity (Luthans, 2012). Individuals with low self-efficacy are likely to diminish their efforts, whereas those with strong self-efficacy will endeavor to overcome the problems they encounter. Elevated self-efficacy enhances engagement in projects and augments performance for both business owners and staff.

The last hypothesis (H3) posits that entrepreneurial self-efficacy influences entrepreneurial intention. People with high self-efficacy think they are good at dealing with business problems (Angeline & Puspitowati, 2023; Primandaru & Adriyani, 2019). This makes the positive relationship between entrepreneurial self-efficacy and entrepreneurial intention. This viewpoint may result in personal motivations to engage in entrepreneurial endeavors. Self-efficacy defines an entrepreneurial attitude, marked by proactive and assertive conduct, a willingness to embrace risks, and a prompt reaction to company fluctuations. The attitude of self-efficacy promotes continual learning, active engagement, and swift adaptation to company evolution. Self-efficacy significantly impacts entrepreneurial intention, as it fosters creativity that enables entrepreneurs to conceive and cultivate innovations. These innovations enhance comprehension and assist entrepreneurs in formulating actions aligned with their passion and self-efficacy, thereby affecting their entrepreneurial intention (Ferreira-Neto, Castro, de Sousa-Filho, & de Souza Lessa, 2023).

This study offers insights for management. The achievement of determined goals commences with self-confidence in one's capabilities. A significant number of young individuals continue to experience challenges with self-confidence, which can hinder or obstruct their intentions. Self-efficacy, defined as confidence in one's abilities, is fundamental to an individual's success (Rohmawati, 2018). The young generation aspiring to enter the business world will encounter various challenges in the process of establishing their enterprises. A person with strong self-efficacy exhibits confidence in their abilities, which fosters motivation to engage in creative and innovative thinking while pursuing and developing their business. The results of hypothesis testing indicate that entrepreneurial self-efficacy has the most significant influence on entrepreneurial intention among the three hypotheses examined. Entrepreneurial self-efficacy beliefs serve as explanatory variables that influence the strength of entrepreneurial intention and the likelihood of this intention leading to entrepreneurial activity, thereby differentiating entrepreneurs from non-entrepreneurs. High entrepreneurial self-efficacy is a prerequisite for prospective entrepreneurs. Individuals with high self-efficacy perceive the business environment as replete with opportunities, whereas those with low self-efficacy regard the same environment as fraught with obstacles (Naktiyok et al., 2009).

CONCLUSION

This study aims to investigate the significant influence of entrepreneurial competence on self-efficacy in entrepreneurship and entrepreneurial intentions. This study examines the influence of entrepreneurial competence on self-efficacy and entrepreneurial intentions. The findings indicate

that improving self-efficacy by increasing awareness of personal cognitive abilities is essential for the younger generation, as it enhances their confidence in business development. Alongside cognitive competence, individuals must also possess social competence. Strong social skills significantly enhance business performance and development in the workplace. A comprehensive social network is crucial for addressing potential business challenges. Furthermore, self-efficacy in entrepreneurship is positively associated with entrepreneurial intentions, as an individual's self-confidence can drive them to establish and accomplish their business objectives.

Restricted access to references and theoretical support relevant to the discussed topic constrains this study, leading to an inadequate understanding of the subject matter. Access to scientific sources, including paid journals or those requiring login credentials, often provides more pertinent literature. Furthermore, restricted access to respondents significantly impacts the study as not all individuals engaged in the research possess a business, thereby affecting the representativeness of the sample. Future research proposals should focus on enhancing access to references and improving participant recruitment. Expanding access to scientific sources, including journals and books, enhances research by incorporating more recent and pertinent literature. Simultaneously, enhancing participant access through recruitment strategies, such as disseminating questionnaire links via social media, facilitates engagement with individuals who are geographically inaccessible.

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