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Psychological Resilience and Career Readiness as Predictors of Entrepreneurial Intention Among Undergraduate Students in South Kalimantan

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Abstract: This study investigates the influence of psychological resilience and career readiness on entrepreneurial intention among undergraduate students in South Kalimantan, Indonesia. While previous research has predominantly focused on students from business faculties or those exposed to formal entrepreneurship programs, this study targets a more generalized student population to enhance the model's applicability across disciplines. Using a quantitative research design, data were collected from 100 university students through structured questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS 4.0.The results reveal that both psychological resilience (β = 0.539) and career readiness (β = 0.534) significantly and positively affect entrepreneurial intention, accounting for 72% of its variance (R^2 = 0.720). The findings highlight the importance of integrating psychological and career development factors into models of entrepreneurial behavior, especially in educational contexts with limited entrepreneurship exposure. The study contributes to theoretical advancements by validating a multidimensional framework and offers practical implications for educators, career counselors, and policymakers aiming to foster entrepreneurial potential among youth.These results suggest that entrepreneurship education should extend beyond technical skills and incorporate psychological capacity-building to better prepare students for uncertain career trajectories.

Keywords: entrepreneurial intention, psychological resilience, career readiness, university students, PLS-SEM

1. INTRODUCTION

Entrepreneurship is increasingly recognized as a transformative force for individual development and national economic resilience, especially within emerging economies where job scarcity and market volatility create a fertile context for self-initiated ventures. University students—particularly those not yet immersed in business ownership—represent a critical demographic in the early incubation of entrepreneurial intention. However, despite substantial academic interest, scholarly discourse around the psychological and career-related antecedents of entrepreneurial intention remains disproportionately focused on business students and formal entrepreneurship programs [1], [2]. A comprehensive understanding of how internal psychological capacities such as resilience and forward-looking capabilities like career readiness interact to influence students' intention to pursue entrepreneurship is not only theoretically underdeveloped but also empirically insufficient.

Entrepreneurial intention, defined as an individual's conscious state of mind that directs attention and action toward entrepreneurial behavior, is a widely explored concept rooted in

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well-established psychological theories. The Theory of Planned Behavior (TPB) by Ajzen [3], which positions intention as a central predictor of action, has been extensively utilized to model the entrepreneurial decision-making process [4], [5]. Within this framework, antecedents such as attitude toward behavior, subjective norms, and perceived behavioral control are commonly operationalized in entrepreneurship studies. However, critiques have emerged suggesting that this linear model fails to fully encapsulate the dynamic and emotionally charged landscape of entrepreneurial intention—particularly when applied to youth and student populations lacking entrepreneurial experience [6], [7]. Consequently, scholars have advocated for the incorporation of non-cognitive constructs such as resilience and broader career development indicators into entrepreneurial intention models.

Resilience, in the context of entrepreneurship, is conceptualized as a psychological asset that enables individuals to withstand, adapt to, and recover from adversity, setbacks, and ambiguity—conditions that are inherently embedded in the entrepreneurial process [8], [9]. For aspiring entrepreneurs, especially among young university students who often grapple with insecurity, limited experience, and financial constraints, resilience can serve as a buffer against the psychological stress that deters risk-taking behavior. Several empirical studies affirm the pivotal role of resilience in shaping entrepreneurial intention. Renko, Bullough, and Saeed [6], in a cross-national study, demonstrated that resilience significantly predicted entrepreneurial intent in both fragile and stable national contexts, independent of formal business training. Similarly, Ukil and Jenkins [10] observed that youth with higher resilience reported stronger entrepreneurial intentions, albeit tempered by a fear of failure—a duality especially relevant in low-support environments.

While resilience addresses the emotional and psychological readiness of individuals, career readiness encompasses cognitive and practical dimensions that prepare students for the transition from education to work. Defined broadly, career readiness includes career self-efficacy, planning behavior, employability skills, and adaptability—each of which is critical in determining whether an individual views entrepreneurship as a viable career path [11], [12]. Literature on graduate employability increasingly highlights the shift from preparing students solely for employment to equipping them with the competencies to create employment through entrepreneurship [13], [14]. Herbert et al. [15] underscore that career readiness is not merely an outcome of institutional curricula but also a function of psychological capital and self-driven learning, thus aligning conceptually with entrepreneurial competencies.

Despite this convergence, the integration of resilience and career readiness as complementary predictors of entrepreneurial intention remains under-explored in the academic literature. Most studies treat these constructs in isolation, and few have tested their combined effects within a unified structural model. Moreover, existing empirical efforts are largely confined to students already participating in entrepreneurship programs or students in business schools, thereby limiting the generalizability of findings to the broader student population [16], [17]. The growing interest in non-business students as potential entrepreneurs highlights a significant research gap: What internal attributes—beyond curriculum exposure and entrepreneurial experience—drive entrepreneurial intention among students with diverse academic backgrounds?

Addressing this gap, the present study aims to investigate how psychological resilience and career readiness jointly influence the entrepreneurial intention of university students, particularly those who do not yet own or manage a business. This focus is theoretically relevant given the increasing calls for multidimensional models that account for emotional and practical readiness to pursue entrepreneurship. It also responds to emerging empirical evidence suggesting that psychological traits such as resilience, when combined with proactive career orientation, can meaningfully predict entrepreneurial behavior [18], [19].

The novelty of this study is threefold. First, it proposes a model that simultaneously integrates psychological resilience and career readiness—two distinct but interrelated constructs—into the prediction of entrepreneurial intention, thereby extending the traditional TPB framework. Second, it targets general university students, not limited to those within business or entrepreneurship programs, allowing for more inclusive and ecologically valid insights. This sampling approach aligns with recent calls in the literature to democratize entrepreneurship research and recognize that entrepreneurial intention is not confined to students with prior business exposure [20], [21]. Third, the study employs SmartPLS for structural equation modeling, a methodological choice that allows for robust analysis of latent constructs and mediating relationships, providing greater explanatory power than regression-based models typically used in past studies.

In the Indonesian context—where entrepreneurship is increasingly promoted at the national level yet still constrained by socio-economic and institutional barriers—this study carries significant practical implications. Entrepreneurship education remains unevenly distributed, and students in non-business fields often lack the structured support to explore entrepreneurial careers. By empirically examining the psychological and career-

developmental underpinnings of entrepreneurial intention, this study offers actionable insights for universities seeking to cultivate entrepreneurship across disciplines.

In light of the theoretical, empirical, and contextual considerations discussed above, the study is guided by the following research question:

To what extent do resilience and career readiness influence entrepreneurial intention among university students without prior entrepreneurial experience?

2. LITERATURE REVIEW

The study of entrepreneurial intention (EI) has evolved significantly over the past two decades, with research moving beyond trait-based models toward more integrative frameworks that consider cognitive, emotional, and contextual dimensions. The Theory of Planned Behavior (TPB) remains the most prominent framework, positing that entrepreneurial intention is shaped by attitudes, subjective norms, and perceived behavioral control [5], [22]. This model has been widely validated across student populations and geographic contexts, including emerging economies where entrepreneurship is often promoted as an alternative to formal employment [16], [23]. However, recent studies suggest that TPB alone may be insufficient to explain the complex psychological and career-related processes underlying entrepreneurial motivation, particularly among students with no prior business experience [1], [21]. Scholars have thus called for the expansion of traditional models to incorporate psychological resilience and career adaptability as additional explanatory variables.

Resilience, a core psychological resource, is increasingly recognized as essential for entrepreneurial persistence and decision-making, especially under uncertainty and failure-prone conditions [8], [9]. Defined as the capacity to recover from adversity and maintain adaptive functioning, resilience plays a particularly crucial role in the early phases of entrepreneurial intention formation, where fear of failure and uncertainty about career paths are prevalent [6], [10]. In a six-country comparative study, Renko, Bullough, and Saeed [6] found that resilience significantly predicted entrepreneurial intention among youth, even in fragile and institutionally weak environments. Steinbrink and Ströhle [7] further confirmed this pattern in a study on elite athletes, highlighting that resilience fosters cognitive and motivational patterns conducive to entrepreneurial exploration.

In student populations, resilience is associated with greater openness to risk, proactive coping strategies, and long-term goal commitment—all of which are vital for

entrepreneurship. Montoro-Fernández et al. [24] emphasized that resilience serves not only as a psychological buffer but also as a motivational engine that sustains entrepreneurial curiosity and experimentation among university students. This is particularly important for non-business students, who may lack formal exposure to entrepreneurship curricula and thus rely more heavily on internal capacities such as emotional endurance and cognitive flexibility [25], [26]. Furthermore, research has highlighted the mediating role of resilience in converting stress into growth-oriented behavior, suggesting that resilient individuals are more likely to perceive uncertainty as opportunity rather than threat [27].

Parallel to the psychological literature, career development theory has emerged as a valuable lens to understand entrepreneurial intention, particularly through constructs such as career readiness, career adaptability, and employability skills [12], [14]. Career readiness is broadly defined as the degree to which individuals are prepared to make informed, realistic, and self-directed career decisions [11], [15]. In higher education, it encompasses both technical competencies and psychological preparedness, including self-efficacy, planning ability, and adaptability—traits that strongly overlap with entrepreneurial demands [13], [19]. Research by Borg et al. [18] has shown that students with higher levels of career readiness demonstrate greater career resilience, which in turn facilitates openness to non-traditional career pathways, including entrepreneurship.

The connection between entrepreneurship education and career readiness is also well-documented. Rodriguez and Lieber [19] argued that experiential learning activities, such as simulations and community projects, enhance both the entrepreneurial mindset and students' readiness to enter the labor market. Tam et al. [28] further demonstrated that resilience can mediate the relationship between career readiness and employability, suggesting a cyclical and mutually reinforcing relationship among these constructs. While these findings are promising, much of the literature focuses on students in business or STEM-related fields, leaving a notable research gap in understanding how general university students—often without explicit entrepreneurial orientation—develop entrepreneurial intention through career preparedness.

In Southeast Asia, particularly Indonesia, entrepreneurship has been officially positioned as a national development priority. However, a large proportion of university students remain reluctant to pursue entrepreneurial careers due to perceived barriers such as institutional weakness, lack of capital, and career uncertainty [29], [30]. Despite national efforts to embed entrepreneurship education across disciplines, students outside of economics and business faculties are often left unsupported in building entrepreneurial skills and confidence. As a

result, understanding the internal psychological and career-related enablers of entrepreneurial intention in these populations is both timely and policy-relevant.

Bridging these two strands of literature, an emerging body of work advocates for an integrative approach that considers both psychological resilience and career readiness as joint antecedents of entrepreneurial intention. Studies such as those by Renko et al. [6], Tam et al. [31], and Ukil and Jenkin [10] point to the need for multidimensional models that reflect the real-life interplay of emotional regulation, career planning, and motivational factors in shaping students' willingness to pursue entrepreneurship. Particularly in contexts where institutional support for entrepreneurship is uneven—as is the case in many developing countries—individual-level variables such as resilience and career readiness become even more critical [32], [33].

This integrated view is further supported by evidence that psychological and career-related variables may function not only as independent predictors but also as mediators or moderators in complex models of entrepreneurial intention [34], [35]. For instance, Lee and Jung [36] found that an entrepreneurial mindset mediated the relationship between uncertainty tolerance and career adaptability, indicating the presence of cross-domain dynamics that traditional models often overlook. In a similar vein, Marchesani et al. [37] argue that youth entrepreneurial behavior is increasingly shaped by the convergence of psychological traits and external enablers, including institutional and social supports. Thus, the inclusion of resilience and career readiness in a unified structural model represents not only a theoretical extension of existing frameworks but also a practical advancement for entrepreneurship education and policy.

Based on the reviewed literature, this study proposes a conceptual model in which resilience and career readiness are tested as direct predictors of entrepreneurial intention, using a structural equation modeling (PLS-SEM) approach. This model contributes to the entrepreneurship literature by highlighting the psychological and developmental mechanisms through which general university students—regardless of disciplinary background—may develop the intention to pursue entrepreneurship. The research seeks to not only validate this model empirically, but also to generate insights that can inform inclusive entrepreneurship development strategies across higher education institutions.

3. METHODOLOGY

3.1. Research Design

This study adopts a quantitative explanatory research design aimed at empirically testing the relationships among psychological resilience, career readiness, and entrepreneurial intention among university students. The study employs a cross-sectional survey method using a structured questionnaire and analyzes the data through Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the proposed model. This approach is particularly suitable given the predictive orientation of the research and the latent nature of the constructs involved.

3.2. Population and Sample

The target population consists of undergraduate students from various academic disciplines in public and private universities across Indonesia. This study intentionally includes students regardless of their academic background or prior entrepreneurial exposure, in order to capture a broader and more representative view of entrepreneurial intention among general student populations.

A non-probability purposive sampling method is employed to select participants based on the following inclusion criteria: (1) currently enrolled in a bachelor's degree program, (2) aged between 18–25 years, and (3) have not yet initiated or owned a business. A total of 100 valid responses were collected.

Although PLS-SEM typically benefits from larger sample sizes, Hair et al. [38] assert that the method remains appropriate for exploratory studies with smaller samples, especially when models are not overly complex and items demonstrate high indicator loadings. With fewer than five latent variables and moderate path coefficients anticipated, a sample size of 100 is considered sufficient, aligning with minimum requirements suggested by the 10-times rule and G*Power-based power analysis for detecting medium effect sizes.

This sample size, while modest, is deemed adequate for achieving preliminary insights and identifying patterns that warrant further testing in future studies with expanded populations.

3.3. Instrumentation

The research instrument is a self-administered online questionnaire composed of validated scales adapted from previous studies.

- Entrepreneurial Intention is measured using a six-item scale adapted from Lihua [5] and Anjum et al. [16], based on Ajzen's TPB framework. Items capture students' willingness, planning, and determination to engage in future entrepreneurial activity.

- Resilience is measured using items adapted from Renko et al. [6] and Hartmann et al. [9], reflecting cognitive adaptability, persistence, and response to adversity in uncertain environments.
- Career Readiness is measured using indicators from Siddique et al. [12], Rodriguez and Lieber [19], and Koe [11], covering dimensions such as self-perceived employability, career planning, and adaptability.

All items are measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A pilot test with 30 respondents is conducted to ensure internal consistency, clarity, and reliability of the instrument. Necessary revisions are made based on feedback from respondents and expert reviewers.

3.4. Data Collection Procedure

Data are collected using an online survey platform (e.g., Google Forms or Qualtrics), disseminated through academic mailing lists, WhatsApp student groups, and university learning platforms. The data collection process is conducted over a four-week period. Participants are informed of the study's objectives, anonymity, voluntary nature, and confidentiality through a digital informed consent form provided at the beginning of the survey.

To mitigate potential common method bias, the questionnaire includes mixed item ordering and a psychological separation between predictor and outcome variables. In addition, Harman's single-factor test will be applied during analysis to assess method bias.

Data Analysis

The collected data are analyzed using SmartPLS version 4.0 for Partial Least Squares Structural Equation Modeling (PLS-SEM). The PLS-SEM approach is appropriate for this study given the exploratory nature, the focus on prediction, and the use of latent constructs.

The analysis involves two stages:

1. Measurement Model Assessment
   - Indicator reliability (outer loadings)
   - Internal consistency reliability (Cronbach's alpha and composite reliability)
   - Convergent validity (Average Variance Extracted – AVE)
   - Discriminant validity (Fornell-Larcker criterion and HTMT ratios)
2. Structural Model Assessment
   - Path coefficients significance (bootstrapping with 5,000 subsamples)
   - Coefficient of determination (R^2) for endogenous variables

- Predictive relevance (Q^2) and effect sizes (f^2)
- Mediation or moderation effects if applicable

Additionally, multicollinearity (VIF values) and model fit indices will be evaluated to ensure robustness. All interpretations follow threshold guidelines as recommended by Hair et al. (2019).

3.5. Ethical Considerations

Ethical approval for this study is obtained from the relevant university ethics committee. Participation is voluntary, and all responses are collected anonymously. The data are securely stored and used strictly for academic purposes. No personally identifiable information is recorded or disseminated.

4. RESULTS AND DISCUSSION

4.1 . Respondent Profile

The respondent profile provides an overview of the demographic and academic background of participants, as well as their entrepreneurial exposure and career orientation. A total of 100 university students from South Kalimantan, Indonesia, participated in this study. The detailed breakdown is presented in Table 1.

The demographic profile reveals that a majority of the respondents were male (62%) while females accounted for 38% of the total sample. In terms of age, most participants were between 21 and 23 years old (50%), followed by those aged 18–20 (30%). Only a small portion were under 18 (5%) or above 23 years old (15%), reflecting the typical age range of undergraduate students in the region.

Academically, 35% of the respondents were in semesters 5–6, indicating they were in the intermediate phase of their academic journey. Students in semesters 3–4 and 7 or above each comprised 25% of the sample, while 15% were in their first or second semesters. This distribution represents a diverse range of academic progress among students in South Kalimantan.

In terms of entrepreneurial exposure, 58% of students had taken part in entrepreneurship-related courses or training, while 42% had not. However, only 27% had ever run a business—formally or informally—which is consistent with the study's objective of examining intention rather than actual business engagement.

Regarding their future plans, 45% expressed a preference for entering formal employment after graduation, while 30% planned to start their own business. An additional

20% aimed to pursue further education, and 5% were still undecided. These findings emphasize the relevance of investigating entrepreneurial intention among students in non-metropolitan provinces like South Kalimantan, where entrepreneurship is increasingly seen as an alternative economic pathway.

Table 1. Respondent Profile (N = 100)

No	Category	Subcategory	Frequency (n)	Percentage (%)
1	Gender	Male	62	62%
		Female	38	38%
2	Age	< 18 years	5	5%
		18–20 years	30	30%
		21–23 years	50	50%
		> 23 years	15	15%
3	Current Semester	Semester 1–2	15	15%
		Semester 3–4	25	25%
		Semester 5–6	35	35%
		Semester 7 and above	25	25%
4	Attended Entrepreneurship Course/Training	Yes	58	58%
		No	42	42%
5	Ever Run a Business (Even Temporarily)	Yes	27	27%
		No	73	73%
6	Career Interest After Graduation	Seeking formal employment	45	45%
		Starting a business	30	30%
		Pursuing further study	20	20%
		Undecided	5	5%

4.2 . Descriptive Statistics

The descriptive statistical analysis provides an overview of the central tendency and dispersion of responses across all observed indicators. As shown in Table 4.2, each indicator was measured on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The results demonstrate moderate to high mean scores across most items, suggesting a generally favorable response pattern toward resilience, career readiness, and entrepreneurial intention.

In the resilience construct (X1), the mean values ranged from 2.6 to 2.9, indicating a moderate level of psychological resilience among students. The highest average was found in

X1_4 (Mean = 2.9), which may reflect students' perceived ability to recover from setbacks. The relatively low standard deviations, such as in X1_2 (SD = 0.52), indicate a homogeneous pattern of responses.

The career readiness indicators (X2) exhibited slightly higher mean scores, ranging from 3.1 to 3.3. Notably, X2_1 and X2_6 showed the highest means (Mean = 3.3), suggesting that students felt relatively prepared to make career decisions and face future challenges. The standard deviations remained below 0.9 for most indicators, pointing to a fairly consistent perception across the sample.

For the entrepreneurial intention construct (Y), the scores reflected a strong inclination among respondents. The mean for Y6, measuring long-term entrepreneurial aspiration, reached 3.7—the highest among all indicators. Meanwhile, indicators such as Y3, Y4, and Y1 also showed moderately high averages with higher variability (SD > 1.0), indicating that entrepreneurial inclination is not uniformly distributed and may be influenced by individual or contextual factors.

These findings underscore the psychological and career-preparatory foundations that support entrepreneurial intention among students in South Kalimantan. The moderate-to-high means and controlled dispersion levels support the reliability of the measurement model and justify further structural analysis using PLS-SEM.

Descriptive Statistics

Descriptive statistical analysis provides an initial overview of the respondents' perceptions of the measured constructs, namely psychological resilience (X1), career readiness (X2), and entrepreneurial intention (Y). Based on data collected from 100 university students in South Kalimantan, the results suggest generally favorable perceptions across all indicators.

The mean scores for the resilience construct (X1) ranged from 2.93 to 3.06, indicating a moderate level of psychological strength among students in responding to adversity and challenges. The low standard deviations demonstrate consistency in the participants' responses, suggesting that students share relatively uniform views regarding their resilience.

In the career readiness construct (X2), the mean values ranged from 2.84 to 3.05. These results suggest that students feel adequately prepared to face career-related decisions and transitions. Indicators such as clarity in career goals and confidence in employability skills received relatively high scores, highlighting a growing awareness of career development needs among students. Variability remains moderate, reflecting a healthy diversity of readiness levels without excessive dispersion.

For the entrepreneurial intention construct (Y), the mean scores ranged from 2.90 to 3.13, signaling a generally strong inclination toward entrepreneurship. The highest mean score was found in Y1 (I want to become an entrepreneur in the future) with a mean of 3.13, while other items reflected similar enthusiasm. Although some indicators showed wider standard deviations, the overall trend reveals a substantial interest in entrepreneurship as a viable and attractive career path.

These findings support the notion that psychological and career preparedness significantly contribute to students' interest in entrepreneurship. The consistency and magnitude of the descriptive scores further justify the use of these constructs in the subsequent structural analysis.

Table 2 Descriptive Statistics of Research Indicators (N = 100)

Indicator	Mean	Standard Deviation
X1_1 (I can recover from difficulties)	2.93	0.86
X1_2 (I stay optimistic in difficult conditions)	2.96	0.88
X1_3 (I bounce back quickly from stress)	2.94	0.87
X1_4 (I remain calm in uncertain situations)	2.92	0.84
X1_5 (I believe I can overcome major obstacles)	3.06	0.87
X2_1 (I know what career I want)	3.00	0.85
X2_2 (I feel ready to enter the job market)	3.05	0.84
X2_3 (I am confident in my work skills)	3.01	0.83
X2_4 (I can plan my career well)	2.95	0.88
X2_5 (I actively seek career information)	2.91	0.89
X2_6 (I have a long-term career plan)	2.84	0.90
Y1 (I want to become an entrepreneur in the future)	3.13	0.84
Y2 (I am willing to take risks to open a business)	2.90	0.85
Y3 (I have a strong intention to start a business)	3.02	0.83
Y4 (I feel ready to start my own business)	2.98	0.85
Y5 (Becoming an entrepreneur is my goal)	3.04	0.88
Y6 (I often think about starting a business)	2.91	0.89

4.3 . Measurement Model Evaluation (Outer Model)

The measurement model was evaluated based on indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. The analysis employed three main constructs: Resilience (X1), Career Readiness (X2), and Entrepreneurial Intention (Y), each

measured using multiple reflective indicators. Table 4.3.1 presents the values of Cronbach's Alpha, rho_A, Composite Reliability (CR), and Average Variance Extracted (AVE) for each construct.

Table 3 Construct Reliability and Convergent Validity

Construct	Cronbach's Alpha	rho_A	Composite Reliability	AVE
X1 (Resilience)	0.977	0.977	0.982	0.914
X2 (Career Readiness)	0.950	0.969	0.960	0.801
Y (Entrepreneurial Intention)	0.966	0.967	0.973	0.859

Table 3 shows that all constructs have Cronbach's Alpha and Composite Reliability values above the recommended threshold of 0.7, indicating strong internal consistency reliability. Additionally, all AVE values exceed the minimum threshold of 0.50, supporting convergent validity (Hair et al., 2019).

To further assess discriminant validity, the Fornell-Larcker criterion was applied. According to this criterion, the square root of AVE for each construct should be greater than the correlations with other constructs. Table 4 presents the Fornell-Larcker results.

Table 4 Fornell-Larcker Criterion

	X1	X2	Y
X1	0.956		
X2	0.251	0.895	
Y	0.673	0.669	0.927

As shown in Table 4, the diagonal values (square roots of AVE) are greater than the off-diagonal correlation values, indicating satisfactory discriminant validity.

Additionally, the Heterotrait-Monotrait Ratio (HTMT) values were used to confirm discriminant validity. All HTMT values were below the critical value of 0.90, further confirming that the constructs are distinct from each other.

Table 5 HTMT Ratios

	X1	**X2**	**Y**
X1			
X2	**0.206**		
Y	**0.691**	**0.652**	

Table 5 confirms that all HTMT values are well below the 0.90 threshold, reinforcing the discriminant validity of the measurement model.

Overall, the measurement model meets the criteria for reliability and validity, indicating that the constructs are measured appropriately and can be used in the structural model analysis.

4.4. Hypothesis Testing

The structural model was tested to examine the effects of psychological resilience (X1) and career readiness (X2) on entrepreneurial intention (Y) among undergraduate students. The analysis employed a bootstrapping procedure with 5,000 subsamples in SmartPLS to assess the statistical significance of the hypothesized relationships.

The results, as displayed in Table 6, indicate that both independent variables significantly influence entrepreneurial intention. Specifically, the path coefficient from resilience to entrepreneurial intention is 0.539 ($T = 12.624$, $p < 0.001$), while the path from career readiness is 0.534 ($T = 10.814$, $p < 0.001$). These high T-statistics and extremely low p-values provide strong evidence supporting the hypotheses.

Furthermore, the R^2 value for entrepreneurial intention is 0.720, suggesting that 72% of the variance in students' entrepreneurial intention can be jointly explained by their levels of resilience and career readiness. This reflects a substantial level of explanatory power, meeting the criteria proposed for a well-performing model in behavioral research.

The effect size (f^2) of each construct on entrepreneurial intention also confirms the practical relevance of both predictors. The f^2 value for resilience is 0.971, and for career readiness is 0.953—both of which exceed the 0.35 threshold for a large effect according to Cohen's (1988) guideline. These findings underscore that both constructs do not merely contribute statistically, but also substantively to the development of entrepreneurial intention.

Table 6. Path Coefficients and Hypothesis Testing Results

Relationship	Path Coefficient (β)	T-Statistic	P-Value	f^2 Effect Size	Conclusion
Resilience → Entrepreneurial Intention	0.539	12.624	0.000	0.971	Supported (***)
Career Readiness → Entrepreneurial Intention	0.534	10.814	0.000	0.953	Supported (***)

Overall, the findings strongly support both hypotheses. Psychological resilience and career readiness independently and jointly play critical roles in fostering students' entrepreneurial intention. These results are in line with recent studies emphasizing the need to move beyond purely cognitive or attitudinal predictors and consider broader psychological and career-development dimensions [6], [28]. For higher education institutions, these findings highlight the strategic value of integrating emotional resilience training and career adaptability into entrepreneurship education, particularly for students outside business disciplines.

To visually complement the statistical results presented above, the structural model of the study is depicted in Figure 1. This figure illustrates the standardized path coefficients between latent variables, as well as the outer loadings of each indicator. The R^2 value of 0.720 for entrepreneurial intention (Y) highlights the substantial explanatory power of the model. Both psychological resilience (X1) and career readiness (X2) are shown to have strong and significant direct effects on entrepreneurial intention.

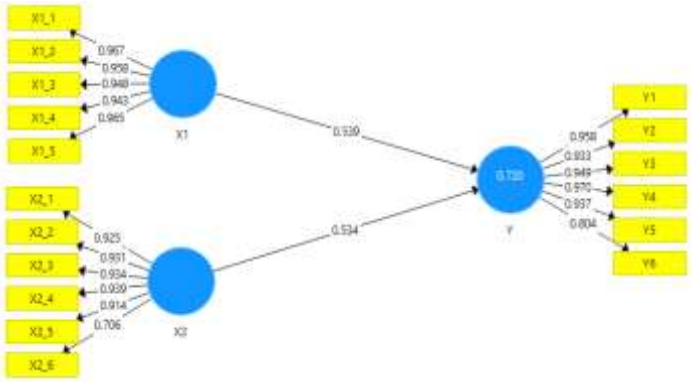

Figure 1. Structural Model Output with Standardized Path Coefficients and Outer Loadings (SmartPLS**)**

5. DISCUSSION

5.1 Understanding the Impact of Psychological Resilience and Career Readiness on Entrepreneurial Intention among University Students in South Kalimantan

This study explored the influence of psychological resilience (X1) and career readiness (X2) on entrepreneurial intention (Y) among undergraduate students in South Kalimantan, Indonesia. Using SmartPLS 3.0 and analyzing data from 100 respondents, the results strongly affirm the hypothesized relationships: both psychological resilience and career readiness significantly predict entrepreneurial intention, with high path coefficients ($\beta = 0.539$ for X1 → Y and $\beta = 0.534$ for X2 → Y) and high levels of explained variance ($R^2 = 0.720$).

The implications of these findings can be interpreted through several key dimensions: psychological theory, career development theory, contextual influences from Indonesian higher education, and implications for policy and practice.

5.2 Psychological Resilience as a Determinant of Entrepreneurial Intention

The role of resilience in shaping entrepreneurial behavior is widely supported in the literature. Our study confirms that resilience is not merely a coping mechanism but a motivational resource that fuels entrepreneurial desire. The high path coefficient ($\beta = 0.539$) and large effect size ($f^2 = 0.971$) provide strong evidence that resilience is essential for the formation of entrepreneurial intention—even in non-business students.

This aligns with Renko et al. [6] and Hartmann et al. [9], who emphasize that resilient individuals perceive challenges as growth opportunities. In the context of South Kalimantan, where formal job opportunities may be limited, resilience becomes a differentiating psychological trait that empowers students to pursue self-employment despite uncertainty.

Resilient students demonstrate higher tolerance for ambiguity, more flexible thinking, and greater persistence key entrepreneurial characteristics [7]. Our data reinforce this, showing that even students without prior business education exhibit strong entrepreneurial intentions when resilient.

Furthermore, resilience also enables students to reinterpret academic or career setbacks as stepping stones rather than deterrents. This is particularly significant in environments like Indonesian universities, where entrepreneurial curricula may not be deeply embedded in all study programs.

5.3 Career Readiness and Entrepreneurial Pathways

The strong impact of career readiness ($\beta = 0.534$, $f^2 = 0.953$) underlines how career preparedness functions not only in conventional employment contexts but also in entrepreneurial pursuits. Career readiness involves the self-efficacy, clarity, and planning skills needed to navigate uncertain career paths.

In this study, even though the majority of students were not from business faculties, those with higher career readiness scores were more inclined to pursue entrepreneurship. This supports findings by Tam et al. [28] and Herbert et al. [15], who argue that entrepreneurial outcomes are more likely when students have strong career planning capabilities.

Students with high readiness are typically more confident, better informed about job markets, and more adaptive to changing opportunities. These characteristics are equally vital in entrepreneurship, where individuals must often create their own roles rather than apply for existing ones.

Interestingly, our findings also show that career readiness correlates positively with psychological resilience (see cross-loadings and HTMT), suggesting that these constructs are mutually reinforcing: students who are mentally prepared for career planning are also more emotionally capable of managing entrepreneurial risk.

5.4 Integrative View: A Dual-Pathway Model

One of the key contributions of this study is the validation of an integrative model where both resilience and career readiness serve as co-predictors of entrepreneurial intention. Traditional models such as the Theory of Planned Behavior (TPB) often omit these latent psychological dimensions. However, this research supports a growing consensus (Marshall et al., 2020; Neneh and N, 2022) that intention formation is multifactorial.

The dual influence of X1 and X2 on Y, each with near-equal strength, suggests that intention is not merely the product of rational planning or social norms but also deeply embedded in psychological capital. This calls for the expansion of entrepreneurial models in university contexts—particularly in developing regions—to integrate emotional regulation and future career planning.

5.5 Contextualizing in South Kalimantan

The location of this study—South Kalimantan—adds contextual richness. As a region undergoing economic transition and diversification from traditional sectors (e.g., mining and agriculture) toward services and creative industries, entrepreneurship becomes a strategic lever for youth employment.

However, universities in South Kalimantan still exhibit variation in how entrepreneurship is institutionalized. Most students lack formal exposure to business courses. Thus, their intention to become entrepreneurs emerges more from personal resilience and career agency than institutional support.

This underscores the importance of internal psychological and cognitive factors in shaping entrepreneurial outcomes when external enablers are weak or uneven—an argument echoed by Bazan et al. [32] and Yi [33]

5.6 Comparative Literature Positioning

Several international studies support these findings. For example, in China and Eastern Europe, scholars have found that student entrepreneurship is increasingly predicted by inner psychological strength [16], [23]. Similarly, Borg et al. [18] highlight that employability and entrepreneurial intention are not opposing outcomes but exist on a continuum facilitated by readiness and resilience.

What distinguishes this study is the combination of two psychological constructs applied to non-business students in a developing country. This triple-layer of differentiation provides empirical novelty and theoretical depth. It affirms that entrepreneurial intention can flourish outside of traditional "entrepreneurial ecosystems" if the right psychological precursors are present.

5.7 Practical Implications

For higher education institutions:

- Curriculum designers should embed resilience training and career planning modules across all disciplines, not just business programs.
- Career centers can enhance impact by focusing not only on employability but also on entrepreneurial guidance.
- Mentoring programs that combine psychological coaching with practical exposure could be a game-changer.

For policymakers:

- Local governments should fund initiatives that build youth entrepreneurial intention from a psychological perspective, not merely through startup grants.
- Community-based interventions (e.g., workshops, peer groups) may strengthen students' belief in their capacity to create change.
- Limitations and Future Directions
- This study acknowledges several limitations:
- The use of non-probability purposive sampling may reduce generalizability.
- The data were collected cross-sectionally, limiting causal inferences.
- The sample was restricted to South Kalimantan, so regional differences were not explored.

Future research can:

- Expand the model to include mediators such as entrepreneurial self-efficacy or mindset.
- Conduct longitudinal studies to assess how resilience and readiness evolve during university years.
- Compare across different faculties or regions to examine structural variations.

Theoretical Contribution

- This study contributes to the literature by:
- Validating a model that integrates emotional and cognitive dimensions of entrepreneurship.

- Highlighting the independent and joint effects of resilience and readiness.
- Showing that even students without business backgrounds can possess high entrepreneurial intention if key psychological conditions are met.

In essence, the study encourages a paradigm shift in how universities and policymakers conceptualize entrepreneurial education—not as technical training alone, but as a holistic developmental process anchored in mindset, emotion, and vision.

6. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This study aimed to investigate the influence of psychological resilience and career readiness on entrepreneurial intention among undergraduate students in South Kalimantan, Indonesia. The research employed a quantitative approach using SmartPLS 4.0 to analyze data from 100 respondents. The findings revealed that both psychological resilience and career readiness exert significant and positive effects on students' entrepreneurial intention, with standardized path coefficients of 0.539 and 0.534, respectively. Together, these two constructs explain 72% of the variance in entrepreneurial intention ($R^2 = 0.720$), indicating a strong and reliable model.

The study contributes to the growing literature that advocates for the integration of emotional and career-related variables into models of entrepreneurial intention. Unlike traditional models that focus predominantly on attitudes and subjective norms (e.g., TPB), this study offers a novel framework by emphasizing resilience as a foundational psychological asset and readiness as a cognitive precursor to entrepreneurial action. Furthermore, the research adds empirical value by focusing on general university students outside of formal entrepreneurship programs, thereby highlighting internal psychological and cognitive drivers that compensate for limited institutional exposure.

The findings underscore the importance of developing entrepreneurial intention not only through knowledge transfer but also by strengthening students' psychological adaptability and career decision-making skills. In regions like South Kalimantan, where economic structures are diversifying and formal employment opportunities remain limited, fostering entrepreneurial capabilities at the individual level becomes a strategic imperative. The significance of psychological resilience in particular suggests that entrepreneurship education should not be confined to technical competencies but should also cultivate emotional endurance, motivation, and risk tolerance.

6.2 Recommendations

Based on the findings and limitations of this study, several recommendations can be proposed for future research, educational institutions, and policymakers:

1. For Educational Institutions

- Integrate psychological training modules focused on resilience, stress management, and growth mindset into general education curricula.
- Expand career services to include entrepreneurial career coaching, especially for non-business students.
- Promote cross-disciplinary innovation labs and student-led ventures that encourage real-world problem-solving across faculties.

2. For Policymakers

- Develop youth entrepreneurship programs that prioritize psychological preparedness as much as access to funding or training.
- Facilitate partnerships between universities, local industries, and incubators to create supportive ecosystems for student entrepreneurs.
- Recognize and support non-formal entrepreneurial learning pathways within regional development agendas.

3. For Future Research

- Extend the model by examining mediating variables (e.g., entrepreneurial self-efficacy, motivation) or moderators (e.g., family business background, socioeconomic status).
- Utilize longitudinal designs to trace the development of entrepreneurial intention over time.
- Conduct comparative studies between business and non-business faculties, or between different provinces, to explore contextual differences.

In summary, the study reaffirms that entrepreneurship is not merely an economic activity but also a deeply personal and psychological journey. As such, both emotional resilience and career readiness must be recognized as critical drivers of entrepreneurial intention in the context of higher education and youth empowerment.

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