JBTI : Jurnal Bisnis : Teori dan Implementasi
Website: https://journal.umy.ac.id/index.php/bti/index
Vol. 15 No. 2 (2024): August 2024, page: 210-230 DOI: https://doi.org/10.18196/jbti.v15i2.22468

Beyond creativity! Exploring the nexus of entrepreneurial self-efficacy and intellectual agility-resonance on entrepreneurial intention among Generation Z

Alicia Stephanie Gunawan and Elia Ardyan*
**Correspondence Author: elia.ardyan@ciputra.ac.id*
Department of Management, Sekolah Tinggi Ilmu Ekonomi Ciputra Makassar, Makassar, Indonesia

INFO
Article History
Received:
2024-05-25
Revised:
2024-07-14
Accepted:
2024-08-30

ABSTRACT
This research investigated the significance of entrepreneurial self-efficacy and intellectual agility-resonance in influencing entrepreneurial intention among individuals from the Generation Z cohort. The research is grounded in Social Cognitive Theory (SCT). The research sample consisted of 279 students who were engaged in entrepreneurial activities on campus. This study uses structural equation modeling partial least squares (SEM-PLS). The findings demonstrated that entrepreneurial creativity had the potential to enhance both entrepreneurial self-efficacy and intellectual agility-resonance. Moreover, the combination of entrepreneurial self-efficacy and intellectual agility-resonance could enhance the entrepreneurial intention of individuals belonging to Generation Z. Other studies have demonstrated that entrepreneurial inventiveness does not have a direct impact on entrepreneurial ambition. An essential factor in connecting the impact of entrepreneurial creativity to entrepreneurial intention includes entrepreneurial self-efficacy and intellectual agility-resonance as mediators. The results expanded Social Cognitive Theory by giving empirical evidence concerning the significant role of entrepreneurial self-efficacy and intellectual agility-resonance in mediating the link between entrepreneurial creativity and entrepreneurial intention. These findings corroborated SCT's perspective that personal and cognitive elements were crucial in developing entrepreneurial behavior and gave practical implications for boosting entrepreneurship education and development among Gen Z.

Keywords: Entrepreneurial Creativity; Entrepreneurial Intention; Entrepreneurial Self-Efficacy; Intellectual Agility-Resonance

INTRODUCTION

Higher education is crucial in promoting and empowering Generation Z students to engage in entrepreneurship (Hossain et al., 2023; Seemiller & Grace, 2017). The likelihood of Generation Z desiring to initiate a business is 55% higher than that of millennials (Patel, 2017). They acknowledge the significance of cultivating creativity and entrepreneurial abilities among their student population. This support is comprehensive, incorporating many efforts designed to provide students with the required information, skills, and resources to initiate and expand their businesses. Entrepreneurship education will have an impact on the attitude toward entrepreneurship (Purmono, 2023; Setiawan et al., 2022), entrepreneurial self-efficacy (Setiawan et al., 2022), and the intent of Generation Z in establishing their business (Papp-Váry et al., 2023; Purmono, 2023).

There exists a strong correlation between entrepreneurship education, creativity, and the start of a new company venture (Schimperna et al., 2021; Wang et al., 2022). The fact that creativity distinguishes humans from other species explains a substantial portion of our

general interest in the subject (Ko & Butler, 2007). Creativity pertains to generating original and valuable concepts and commodities (Amabile et al., 1996; Zampetakis, 2008). Career success, particularly in the establishment of new firms, is propelled by creativity (Chang & Chen, 2020). Creativity will have an impact on innovation (Škare et al., 2022; Zampetakis, 2008), innovation capabilities (Ferreira et al., 2020), perceived usefulness (Putro & Takahashi, 2024), entrepreneurial intention (Valdez-Juárez & García Pérez-de-Lema, 2023), the achievement of emerging enterprises (Ireland & Webb, 2007).

In entrepreneurial education, entrepreneurial self-efficacy pertains to an individual's conviction in their capacity to effectively initiate and oversee a business venture (Liu et al., 2019). The foundation may be traced back to the research conducted by Albert Bandura, who proposed the notion of self-efficacy as a cohesive framework for modifying behavior. Self-efficacy is a vital factor in entrepreneurial education since it significantly influences students' views toward entrepreneurship and their inclination to engage in entrepreneurial activities. Entrepreneurial self-efficacy is subject to the influence of multiple factors, including but not limited to creativity (Li, Murad, et al., 2020), entrepreneurial passion (Ferreira-Neto et al., 2023; Li, Murad, et al., 2020), entrepreneurial mindset (Jiatong et al., 2021), entrepreneurial experience (Bohlayer & Gielnik, 2023), the effectiveness of entrepreneurship education (Lestari et al., 2022; Saptono et al., 2021), mentoring (Cho et al., 2020), and various other factors.

Intellectual agility-resonance is a concept proposed by Panjaitan et al. (2023) that encompasses the dynamic interplay between "resonance," which refers to the ability to link and utilize diverse perspectives, and intellectual agility, which refers to the ability to learn and process information rapidly. Thanks to this synergistic mix, society is becoming more adept at confronting difficult situations, recognizing possibilities, and making prudent decisions in the context of sustainable transformation.

We have identified a gap in the research findings regarding entrepreneurial creativity and entrepreneurial intention. Prior studies have elucidated that entrepreneurial creativity can enhance entrepreneurial intention (Abdelfattah et al., 2022; Anjum et al., 2021; Laguía et al., 2019; Murad et al., 2021; Valdez-Juárez & García Pérez-de-Lema, 2023). Prior research has demonstrated that entrepreneurial creativity does not have a substantial impact on entrepreneurial intention (Nguyen et al., 2021). These variations in research findings prompt us to suggest that entrepreneurial self-efficacy and intellectual agility-resonance play a mediating role in the relationship between entrepreneurial creativity and entrepreneurial intention. This research investigates the significance of entrepreneurial self-efficacy and intellectual agility-resonance in influencing entrepreneurial intention among individuals from the Generation Z cohort.

LITERATURE REVIEW

Generation Z and Entrepreneurial Intention

Gen Z is described as the post-millennial generation. Generation Z was born from 1995-2010 (Seemiller & Grace, 2017). The Generation Z cohort is the initial cohort of youngsters who possess extensive access to digital communication technology (Bassiouni & Hackley, 2014). Generation Z is exposed to the internet as early as 3 years old (V. Ward, 2013). Generation Z is commonly characterized as possessing a heightened sense of self-

awareness, independence, and motivation in comparison to preceding generations (Purmono, 2023). Generation Z exhibits a preference for participating in experiential learning activities that allow them to promptly apply acquired knowledge to real-world situations (Seemiller & Grace, 2017).

Entrepreneurial intention pertains to the cognitive process that occurs before engaging in entrepreneurial activities, representing the initial and pivotal phase of the entrepreneurial endeavor. Entrepreneurial intention pertains to the inclination to establish a novel business venture and pursue an alternative professional path in lieu of conventional employment (A. Ward et al., 2019b) or the generation of novel value propositions for existing enterprises (Bird, 1988). In a study conducted by Ozaralli and Rivenburgh (2016) and Nurfadilah et al. (2020), a significant association was observed between personality traits and inclinations toward entrepreneurship (ITE) among Generation Z. Additional studies elucidate that the intention towards entrepreneurship among individuals belonging to generation Z is significantly impacted by positive attitude (Etrata & Raborar, 2022; Eyel & Vatansever Durmaz, 2019; Hossain et al., 2023; Purmono, 2023), self-efficacy (Burlea-Schiopoiu & Popovici, 2024), entrepreneurial resilience (Hossain et al., 2023), entrepreneurial disposition, entrepreneurial skill and knowledge (Etrata & Raborar, 2022).

Social Cognitive Theory (SCT)

Social cognitive theory is a psychological perspective on human functioning that underscores the critical role of the social environment in the processes of self-regulation, learning, and motivation (Schunk & DiBenedetto, 2020). Bandura (1997) and Schunk and Pajares (2010) explained the relationship between SCT and self-efficacy. Bandura (1997) noted that self-efficacy originates from the social cognitive theory, positing that beliefs in one's ability to do tasks are crucial in driving human motivation, cognition, and behavior. Schunk and Pajares (2010) proceeded to define self-efficacy and demonstrate its integration into a theory of personal and collective agency, which plays a crucial role in regulating human well-being and achievement. Individuals utilize self-efficacy as a framework to structure and implement their behaviors in order to attain future objectives (Yin et al., 2022). The individual's objective is to have the intention to become an entrepreneur.

The main notion of SCT is the dynamic interaction between personal variables, behavior, and environmental circumstances (Tran & Von Korflesch, 2016). Intellectual agility-resonance refers to the ability of humans to successfully engage with their surroundings, modify their actions depending on feedback, and acquire new abilities through adaptive learning. Intellectual agility-resonance refers to the cognitive ability and adaptability that enables individuals to adjust and create new ideas, enhances their belief in their abilities, and boosts their intent to engage in entrepreneurial activities. This feature enhances an individual's capacity to adjust and create new ideas within an entrepreneurial environment.

Entrepreneurial Creativity

The notion of creativity has gained significant relevance within the realm of business (Valdez-Juárez & García Pérez-de-Lema, 2023). Creativity can be defined as a unique and suitable, practical, accurate, or valuable reaction to a given problem, which is heuristic rather

than algorithmic (Amabile, 1988). Creativity refers to the capacity to establish connections, associations, or modifications to preexisting knowledge in order to produce novel, noteworthy, and innovative concepts. It undermines an individual's capacity to adjust, perceive potential dangers, incorporate concepts, engage in flexible thinking, and demonstrate a willingness to exchange ideas. Anjum et al. (2020) defined creativity as the process of uncovering the interconnectedness of many elements and utilizing them to attain a deeper comprehension. Creativity refers to the ability of humans to imagine, create, modify, and innovate (Batchelor & Burch, 2012).

Creativity refers to the cognitive process of generating innovative ideas or solutions to address unique and practical challenges (Amabile et al., 1996). Creativity exerts a significant impact on cognitive abilities and fosters a receptive mindset towards the production of innovative concepts. Additionally, it noticeably enhances perseverance and a goal-oriented mindset. Creativity prompts individuals to question established norms and recognize their potential for surpassing perceived limitations (Ferreira-Neto et al., 2023). Creative individuals tend to exhibit confidence (Ferreira-Neto et al., 2023). Creativity and confidence (self-efficacy) are closely interconnected, as creativity necessitates the bravery to think unconventionally and investigate novel concepts. Individuals who possess creative abilities often demonstrate a strong sense of self-assurance when it comes to articulating their thoughts and concepts, as they hold a firm belief in their capacity to develop novel and inventive solutions.

H1: Creativity has a positive influence on entrepreneurial self-efficacy.

We describe intellectual agility-resonance as the capacity to engage in rapid and adaptable thinking, as well as to establish meaningful intellectual connections with others by comprehending and relating to their thoughts and ideas. In order to enhance intellectual agility-resonance, it is necessary to foster an environment that promotes innovation and creativity. According to Malibari and Bajaba (2022), the impact of the innovation climate on intellectual agility is elucidated. Promoting inventive behavior can be accomplished by creating a conducive innovation environment that encourages receptiveness to new ideas and increases individuals' motivation to seek them actively (Li, Makhdoom, et al., 2020; Yu et al., 2013).

H2: Entrepreneurial creativity has a positive influence on intellectual agility-resonance.

The implementation of creativity and entrepreneurial education is crucial for the establishment of new firms (Valdez-Juárez & García Pérez-de-Lema, 2023) and for enhancing entrepreneurial intention (Anjum et al., 2021; Ferreira-Neto et al., 2023; Valdez-Juárez & García Pérez-de-Lema, 2023). Creativity has a fundamental role in fostering innovation, facilitating the generation of original ideas, the visualization of innovative solutions, and the exploration of unexplored domains within the realm of business (Krskova & Breyer, 2023). Through the cultivation of creativity, individuals with ambitions in entrepreneurship can recognize unexplored possibilities, surmount challenges, and convert their inventive concepts into concrete enterprises. Moreover, the cultivation of creativity fosters a culture characterized by adaptability and resilience, providing entrepreneurs with the capacity to adjust their plans in accordance with evolving market dynamics and emerging trends. In essence, creativity not only enables individuals to create new businesses but also

cultivates the entrepreneurial drive required to pursue these endeavors with enthusiasm, determination, and persistence.

H3: Entrepreneurial creativity has a positive influence on entrepreneurial intention.

Entrepreneurial Self-Efficacy

The concept of entrepreneurial self-efficacy (ESE) holds significant relevance within the realm of entrepreneurship (Bandura, 1997), particularly in the context of entrepreneurial endeavors (Bohlayer & Gielnik, 2023; Javadian et al., 2018). Self-efficacy refers to the set of talents and abilities that play a crucial role in shaping an individual's confidence, behavior, business conduct (Bandura, 2001; Mozahem, 2021), entrepreneurial attitude orientation (Setiawan et al., 2022), launching a new company (Shinnar et al., 2014; Van de Ven et al., 2007), and improving business performance (Miao et al., 2017). Self-efficacy can be acquired and developed through a multifaceted process involving social modeling, social influences, social learning, and reinforcing obtained from an individual's surroundings and individuals in their social circle (Wijewardena et al., 2023). The level of entrepreneurial self-efficacy significantly influences individuals' inclination toward pursuing entrepreneurship as a professional path (Madawala et al., 2023).

Multiple studies elucidate that entrepreneurial self-efficacy has the potential to enhance an individual's inclination toward entrepreneurship (Lestari et al., 2022; Li, Murad, et al., 2020; Naktiyok et al., 2010; Park & Choi, 2016). Entrepreneurial self-efficacy pertains to an individual's conviction in their capacity to effectively execute entrepreneurial activities and surmount obstacles linked to initiating and overseeing a business venture (Isma et al., 2020; A. Ward et al., 2019a). Entrepreneurial self-efficacy holds significant importance in influencing the attitudes (Setiawan et al., 2022; Wardana et al., 2020), behavior (Amagir et al., 2020; Li, Murad, et al., 2020), and performance (Miao et al., 2017; Newman et al., 2019). Entrepreneurial self-efficacy plays a crucial role in bolstering individuals' confidence, tendency for risk-taking, persistence, invention, opportunity recognition, and resource mobilization. These factors collectively contribute to an increased predisposition towards entrepreneurship and a higher probability of achieving success in entrepreneurial pursuits.

H4: Entrepreneurial self-efficacy has a positive influence on entrepreneurial intention.

Intellectual Agility-Resonance

Intellectual agility-resonance is a concept developed by Panjaitan et al. (2023). The term "intellectual agility-resonance" seems to encompass the integration of intellectual agility and resonance in the context of comprehension or communication. Firstly, intellectual agility. The concept of intellectual agility is a recently emerged facet of human capital that plays a significant role in fostering innovation inside enterprises (Malibari & Bajaba, 2022). Intellectual agility means the ability to change structures (Bontis et al., 2002), modify its strategic direction, or reallocate its resources in order to generate value (Charbonnier-Voirin, 2011; Teece et al., 2016). The nature of intellectual agility is dualistic (Dabić et al., 2021). The primary focus pertains to the adaptability and efficiency with which the human capital inside a business, specifically its employees, acquires the capacity to address emerging challenges effectively.

Furthermore, it pertains to the capacity of management to establish a conducive atmosphere that can augment the cognitive adaptability of human resources. Resonance is commonly seen as the capacity to establish intellectual or emotional connections with people, comprehend and empathize with their viewpoints, and engage in effective communication.

Intellectual agility transcends the mere establishment of an environment that fosters innovation (Dabić et al., 2021). Intellectual agility-resonance holds considerable importance in influencing entrepreneurial intention through its facilitation of adaptability, alignment with personal values, tendency for risk-taking, problem-solving skills, and ability to collaborate. Individuals who exhibit these attributes are more likely to be motivated by a robust determination to seek entrepreneurial prospects and achieve success in their pursuits.
H5: Intellectual agility-resonance has a positive influence on entrepreneurial intention.

Entrepreneurial Self-Efficacy and Intellectual Agility-Resonance as Mediator

Prior studies indicate that entrepreneurial innovation does not have a substantial impact on generating interest in entrepreneurship (Nguyen et al., 2021). Multiple research elucidates the necessity of incorporating dimensions that serve as mediators in the relationship between entrepreneurial creativity and entrepreneurial intention (Miranda et al., 2017; Zampetakis & Moustakis, 2006). Stolz et al. (2022) asserted that creativity enhances individuals' behavior and actions, hence fostering the development of creative self-efficacy. This capacity subsequently facilitates the generation of original ideas and the potential for entrepreneurial endeavors. It is also possible to state that the disposition for creativity can boost confidence and make one see greater success possibilities in starting a venture. Solely possessing creativity does not inherently generate positive intents to initiate a new business endeavor. Instead, individual creativity plays a crucial role in fostering self-belief and bolstering confidence in one's capacity to undertake the daring undertaking of embarking on a new company venture (Nguyen et al., 2021).

Intellectual agility-resonance can serve as a mediator between entrepreneurial creativity and entrepreneurial intention. The possession of effective creative thinking skills empowers entrepreneurs to capitalize on and capitalize on chances for problem-solving, idea generation and communication, and the creation of good impact (Brownson & Usoro, 2024). The influence of intellectual agility-resonance on the relationship between entrepreneurial creativity and entrepreneurial intention is noteworthy through the facilitation of ideation processes, reinforcement of commitments, and guidance of activities toward desired entrepreneurial objectives.
H6: Entrepreneurial self-efficacy as a mediator between entrepreneurial creativity and entrepreneurial intention.
H7: Intellectual agility-resonance as a mediator between entrepreneurial creativity and entrepreneurial intention.

Figure 1 presents the proposed research model.

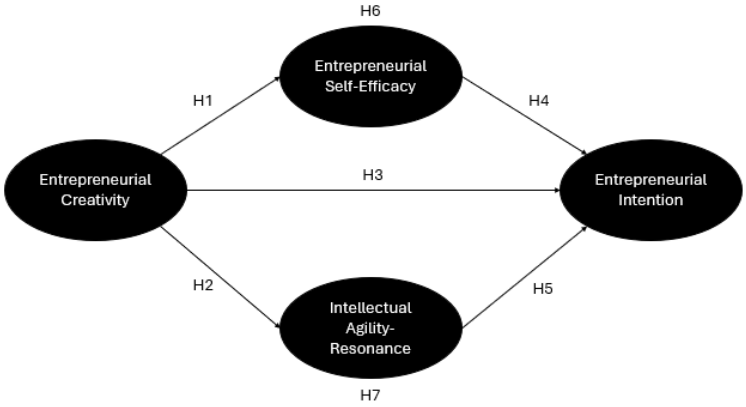

Figure 1. Proposed Research Model

RESEARCH METHOD

Respondent

The study was centered on university students who were registered at educational institutions situated in Makassar, Indonesia. The present study employed a questionnaire as a data collection instrument to get information from participants. The questionnaire was completed by the researcher, who posed inquiries pertaining to the research and disseminated them to the participants. When disseminating questionnaires, we utilized a functionality known as Google Forms. Google Forms provides excellent accessibility, a user-friendly interface, and cost-efficiency for data collection.

Moreover, its seamless incorporation with Google Sheets, robust data protection capabilities, and adaptability in survey creation rendered it a very effective instrument for collecting research data. After two weeks of gathering the questionnaire responses, the gathered data were analyzed to provide research findings. The data from all responders could be utilized as all participants have thoroughly completed it. The research achieved a response rate of 100%.

In Makassar City, a total of 279 questionnaires were provided to the respondents. The quantity of samples meets the minimal standards. Theoretically, SEM-PLS has the benefit of requiring a smaller sample size compared to other procedures (Urbach & Ahlemann, 2010). This guideline suggests that the minimum sample size should be ten times greater than the highest number of arrowheads directed toward a latent variable in any part of the PLS path model (Barclay et al., 1995). The collected surveys can be utilized as data for this research. The data indicates that 51.90% of the respondents are female, while 48.10% are male. All participants belonged to the age group of 18 to 21 years. Generation Z constitutes the subsequent cohort of participants in this poll.

Measurement and Analysis

Every instrument item employs a Likert scale consisting of five scales. When comparing the answers, number 1 indicates a high level of unhappiness with the questions asked. In contrast, number 5 indicates a high level of satisfaction with the questions asked in the provided questionnaire. The subsequent constructs and indicators (Table 1) are commonly employed in research.

Table 1. Measurement Items of Construct

Variable		Measurement Item	References
Entrepreneurial Self-Efficacy (ESE)	ESE1	I possess a strong belief in my capacity to recognize potential business prospects effectively.	Adapted from Wardana et al. (2020), Kumar and Shukla (2022), Shahab et al. (2019)
	ESE2	I possess the assurance to generate novel business concepts and merchandise.	
	ESE3	I possess the capability to develop goods that effectively address unmet client demands.	
	ESE4	I am confident in my ability to develop a novel product successfully.	
	ESE5	I possess a strong belief in my ability to perform tasks effectively, notwithstanding persistent pressure and disagreement.	
Intellectual Agility-Resonance (IAR)	IAR1	I am perpetually seeking novel business prospects in the future	Adapted from Jiatong et al. (2021); Panjaitan et al. (2023)
	IAR2	I consistently engage in collaboration with colleagues and am prepared to embrace obstacles.	
	IAR3	I consistently experience skepticism toward ambiguous information.	
	IAR4	I consistently assess the relevance of newly acquired information within the framework of my task or project.	
	IAR5	I have consistently believed that acquiring knowledge from various perspectives enhances my comprehension of intricate matters.	
Entrepreneurial Creativity (EC)	EC1	I possess the capacity to generate innovative resolutions to complex challenges.	Adapted from Ferreira-Neto et al. (2023); Kumar and Shukla (2022)
	EC2	I frequently devise innovative resolutions to challenges.	
	EC3	Frequently, I generate novel and inventive concepts.	
	EC4	I have a preference for adopting an alternative perspective.	
	EC5	In my leisure time, I frequently engage in the creation of innovative initiatives or ideas.	
Entrepreneurial Intentions (EI)	EI1	I possess an unwavering determination to establish a corporation in the future.	Adapted from Ferreira-Neto et al. (2023); Jiatong et al. (2021)
	EI2	I am fully committed to initiating and managing my enterprise.	
	EI3	My career objective is to establish myself as an entrepreneur.	
	EI4	I am fully committed to undertaking whatever necessary steps to achieve this aim.	
	EI5	I am deeply contemplating the idea of initiating a company.	

The study model and hypothesis were tested using the Partial Least Squares Path Modeling Method (PLS-SEM) with the assistance of WarpPls 8. The PLS-SEM technique enables this by calculating the associations between measurements and structural models individually rather than concurrently (Hair et al., 2019). Researchers derive advantages from the greater level of statistical power offered by PLS-SEM in comparison to CB-SEM (Hair, Hult, Ringle, Sarstedt, et al., 2017). Increased statistical power enhances the likelihood of PLS-SEM accurately detecting significant correlations within the population (Sarstedt et al.,

2020). This study used PLS-SEM because it let researchers predict complicated models with lots of constructs, indicator variables, and structure paths without making assumptions about how the data is distributed (Hair et al., 2019). To quantify mediation effects in WarpPLS, create a research model with routes from the independent variable to the mediating variable and the dependent variable, then execute SEM and bootstrapping analysis. Check the bootstrapping findings for the significance of the mediation effect by looking at the p-value and confidence interval for the indirect impact.

RESULTS AND DISCUSSION

Assessing Measurement Model

The objective of convergent validity is to assess the validity of the associations between indicators and their underlying constructs or variables. PLS-SEM encompasses two distinct forms of validity: convergent validity and discriminant validity (Hair, Hult, Ringle, & Sarstedt, 2017). Loading factors and average variance extracted (AVE) are indicators of convergent validity. According to the findings of Hair et al. (2019), the minimal loading factor value is 0.708, although the average variance extracted (AVE) exceeds 0.50.

Table 2. Validity and Reliability

Variebel & Indikator	Loading Factor	AVE	Composite Reliability	Cronbach Alpha
Entrepreneurial Self-Efficacy (ESE)		0.633	0.895	0.852
ESE1	0.775			
ESE2	0.863			
ESE3	0.844			
ESE4	0.822			
ESE5	0.757			
Intellectual Agility – Resonance (IAR)		0.588	0.851	0.766
IAR1	0.750			
IAR2	0.740			
IAR4	0.793			
IAR5	0.782			
Entrepreneurial Creativity (EC)		0.642	0.899	0.858
EC1	0.800			
EC2	0.872			
EC3	0.862			
EC4	0.709			
EC5	0.756			
Entrepreneurial Intentions (EI)		0.709	0.924	0.897
EI1	0.809			
EI2	0.811			
EI3	0.866			
EI4	0.856			
EI5	0.866			

According to Table 2, the loading factor and average variance extracted (AVE) values exceed the specified levels. We employed the Root Square of Average Variance Extracted (AVE) (Fornell & Larcker, 1981). The findings indicate that the square root of the average variance extracted (AVE) exceeds the correlation between the components. Therefore, it may be inferred that the suggested items possess the capability to assess the construct (exhibiting strong validity).

The subsequent stage involves evaluating the dependability of internal consistency, typically with Jöreskog's (1971) composite reliability measure. Values of reliability ranging

from 0.70 to 0.90 are considered to be within the range of "satisfactory to good" (Hair et al., 2019). The Cronbach Alpha coefficient should exceed 0.60. Table 2 indicates that the dependability is satisfactory. Then, Table 3 presents the validity discriminant test.

Table 3. Validity Discriminant

Variable	EC	ESE	IAR	EI
Entrepreneurial Creativity (EC)	(0.801)			
Entrepreneurial Self-Efficacy (ESE)	0.730	(0.795)		
Intellectual Agility-Resonance (IAR)	0.707	0.646	(0.767)	
Entrepreneurial Intentions (EI)	0.488	0.479	0.562	(0.842)

Assessing Structural Model

Before doing the structural model assessment, we examined the inner VIF values to assess the presence of multicollinearity among the latent variables. In the absence of multicollinearity, a VIF value below 5 is indicative (Hair et al., 2011). All VIF values in this investigation are below 5, as indicated by the results (EC=2.703; ESE=2.342; IAR=2.393; EI=1.522).

Table 4: Hypothesis Testing

Hypothesis	Result	Reject/ Accepted
H1 = Entrepreneurial Creativity → Entrepreneurial self-efficacy	β= 0.732; ρ<0.001	H1 Accepted
H2 = Entrepreneurial Creativity → Intellectual Agility-Resonance	β= 0.714; ρ<0.001	H2 Accepted
H3 = Entrepreneurial Creativity → Entrepreneurial Intention	β= 0.085; ρ=0.081	H3 Reject
H4 = Entrepreneurial self-efficacy → Entrepreneurial Intention	β= 0.156; ρ=0.004	H4 Accepted
H5 = Intellectual Agility-Resonance → Entrepreneurial Intention	β= 0.407; ρ<0.001	H5 Accepted
H6 = Entrepreneurial Creativity → Entrepreneurial self-efficacy → Entrepreneurial Intention	β= 0.114; ρ<0.001	H6 Accepted
H7 = Entrepreneurial Creativity → Intellectual Agility-Resonance → Entrepreneurial Intention	β= 0.291; ρ<0.001	H7 Accepted

Table 4 displays the outcomes of the hypothesis test. There is a notable and beneficial impact of entrepreneurial creativity on both entrepreneurial self-efficacy (β= 0.732; ρ<0.001) and intellectual agility-resonance (β= 0.714; ρ<0.001), hence providing validation for hypotheses H1 and H2. The findings indicated that entrepreneurial creativity has a favorable impact on entrepreneurial intention (β= 0.085; ρ=0.081), but this impact is not statistically significant. Therefore, H3 is not supported. Moreover, there is a positive and statistically significant relationship between entrepreneurial self-efficacy and entrepreneurial intention (β = 0.156; ρ= 0.004). Similarly, the influence of intellectual agility-resonance on entrepreneurial intention is also substantial (β = 0.407; ρ<0.001). The validity of H4 and H5 can be inferred. The present study examines the mediating role of two dimensions, namely entrepreneurial self-efficacy and intellectual agility-resonance. The relationship between entrepreneurial self-efficacy and entrepreneurial creativity on entrepreneurial intention is found to be significant (β = 0.114; ρ<0.001). The relationship

between intellectual agility-resonance and entrepreneurial creativity on entrepreneurial intention is found to be significant ($\beta = 0.291$; $\rho<0.001$). H6 and H7 have been verified. Both mediation influences are included in the full mediation category.

The presence of creativity in entrepreneurship has a beneficial and notable influence on one's belief in one's ability to succeed as an entrepreneur. The findings of this study align with the results of prior research conducted by Ferreira-Neto et al. (2023). Entrepreneurial creativity is a crucial trait that involves the capacity to develop novel ideas, inventive solutions, and economic prospects (Gundry et al., 2014). When individuals belonging to Generation Z possess the capacity to create innovative and distinct thoughts and solutions, it enhances their self-assurance in their aptitude to accomplish entrepreneurial tasks and conquer rising obstacles. Furthermore, creativity empowers Generation Z to exhibit enhanced flexibility and adaptability when confronted with shifts in the market or corporate landscape. Individuals with a creative mindset are often more inclined to embrace risks since their inclination toward innovation motivates them to explore novel and diverse opportunities. Generation Z's confidence in their capabilities is reinforced by their capacity to generate innovations and distinguish their products or services. The successful implementation of creative ideas validates their competence in attaining their objectives. In addition to that, creativity aids Generation Z in developing strong mental resilience and swiftly overcoming failure. Creativity not only enhances innovation and commercial expansion but also bolsters entrepreneurs' self-assurance in confronting obstacles and attaining triumph in the realm of entrepreneurship.

The relationship between entrepreneurial creativity and intellectual agility resonance is characterized by a mutually reinforcing dynamic that fosters innovation, adaptability, and cognitive flexibility within entrepreneurial endeavors. Entrepreneurial creativity, defined by the generation of novel ideas, innovative solutions, and the ability to identify and capitalize on opportunities (Barakat et al., 2014), catalyzed enhancing IAR. Individuals who exhibit high levels of entrepreneurial creativity are often adept at thinking outside the box, navigating complexity, and embracing uncertainty, all of which are essential components of intellectual agility. As entrepreneurs, Generation Z engages in creative problem-solving and innovative thinking, and they develop a cognitive agility that enables them to adapt quickly to changing circumstances and capitalize on emerging trends. It heightened intellectual agility resonates throughout their entrepreneurial endeavors, empowering them to effectively navigate challenges, seize opportunities, and drive innovation within their ventures. In turn, the cultivation of IAR further fuels entrepreneurial creativity, creating a positive feedback loop that propels entrepreneurial success and sustainable growth.

While creativity in entrepreneurship often correlates positively with entrepreneurial intention, it is not always statistically significant. The findings of this study contradict the findings of prior studies (Abdelfattah et al., 2022; Anjum et al., 2021; Laguía et al., 2019; Murad et al., 2021; Valdez-Juárez & García Pérez-de-Lema, 2023). While persons with high levels of creativity are more inclined to have intentions of participating in entrepreneurial activities, the strength of this link may not be consistently foreseeable in all situations or for all individuals. The lack of ability to develop several alternative ideas simultaneously may diminish the impact of entrepreneurial creativity on entrepreneurial intentions among students. One of the mentioned factors is the ability to adopt different perspectives, as shown

by the lowest loading factor on the item "I have a preference for adopting an alternative perspective." Students tend to have a limited ability to perceive problems or situations from different perspectives while developing new ideas. Thus, the lack of ability to generate several alternative perspectives may be a possible reason why their entrepreneurial creativity is not strongly related to their entrepreneurial intentions.

The positive and significant relationship between entrepreneurial self-efficacy and entrepreneurial intention among Generation Z underscores the crucial role of self-belief in shaping their intention toward entrepreneurship. The findings of this study align with prior research (Lestari et al., 2022; Li, Murad, et al., 2020; Naktiyok et al., 2010; Park & Choi, 2016). Entrepreneurial self-efficacy, which pertains to an individual's confidence in their ability to undertake entrepreneurial tasks and overcome challenges, serves as a motivational driver for Generation Z individuals contemplating entrepreneurial pursuits. As members of a generation known for their tech-savviness, ambition, and desire for autonomy, Generation Z entrepreneurs rely heavily on their perceived capabilities to navigate the uncertainties and complexities of starting and managing businesses. A strong sense of self-efficacy instills the confidence needed to pursue entrepreneurial endeavors, overcome obstacles, and persist in the face of adversity. Moreover, given the digital nature of their upbringing, Generation Z individuals are often more inclined towards entrepreneurial ventures that leverage technology and innovation. Therefore, their entrepreneurial self-efficacy not only influences their intention to engage in entrepreneurship but also shapes the types of ventures they pursue, with a focus on leveraging their skills and competencies in the digital realm. This positive relationship highlights the importance of fostering and nurturing entrepreneurial self-efficacy among Generation Z individuals to empower them to pursue their entrepreneurial aspirations and contribute to innovation and economic growth in the digital age.

The positive and significant relationship between intellectual agility-resonance and entrepreneurial intention among Generation Z underscores the importance of cognitive flexibility and adaptability in shaping their entrepreneurial aspirations. Intellectual agility-resonance refers to the ability to quickly adapt, think critically, and innovate in response to dynamic challenges and opportunities. For Generation Z, a cohort known for their digital fluency, openness to change, and appetite for innovation, possessing high levels of intellectual agility-resonance equips them with the cognitive skills necessary to navigate the fast-paced and ever-evolving landscape of entrepreneurship. Generation Z individuals often exhibit a strong inclination towards entrepreneurial endeavors that align with their values of autonomy, creativity, and social impact. Their ability to resonate intellectually with the challenges and opportunities inherent in entrepreneurship enables them to envision innovative solutions, capitalize on emerging trends, and identify market gaps. Moreover, the digital-native nature of Generation Z fosters a mindset of continuous learning and experimentation, which synergizes with the principles of intellectual agility.

Entrepreneurial self-efficacy is a vital factor that connects entrepreneurial creativity and intention. It refers to the belief in one's capability to engage in entrepreneurial activity effectively. Entrepreneurial creativity, which refers to the ability to produce novel and inventive ideas and solutions (Hu et al., 2018), frequently ignites the aspiration to undertake entrepreneurial endeavors. Nevertheless, the process of transforming innovative concepts

into concrete entrepreneurial endeavors necessitates a sense of certainty and belief in oneself. Entrepreneurial self-efficacy is crucial here since it enhances individuals' confidence in their capacity to overcome the difficulties associated with entrepreneurship. From this perspective, Generation Z, which has greater degrees of entrepreneurial self-efficacy, is more inclined to turn their creative goals into tangible entrepreneurial intentions and actions. Studies indicate that treatments targeting the improvement of entrepreneurial self-efficacy can successfully promote entrepreneurial intentions and behaviors in persons with creative dispositions, hence stimulating innovation and economic growth.

Intellectual agility resonance serves as the bridge between entrepreneurial creativity and entrepreneurial intention by allowing individuals to adaptively traverse the difficulties and uncertainties that come with the entrepreneurial path. Entrepreneurs who have a strong intellectual agility resonance exhibit the ability to think flexibly and adaptively, enabling them to deal with uncertainty comfortably, try out various strategies, and make changes as needed. Their agility enables them to efficiently transform their creative thoughts into practical strategies and business endeavors. Furthermore, the ability to think quickly and adaptively enhances a proactive mindset in identifying and pursuing opportunities, thereby reinforcing the goal of being entrepreneurial. Individuals possessing this characteristic exhibit a greater propensity to actively pursue entrepreneurial prospects with assurance and resolve, perceiving difficulties as chances for development rather than barriers to be evaded.

CONCLUSION

Entrepreneurial self-efficacy and intellectual agility-resonance played a crucial role in influencing entrepreneurial intentions among Generation Z. Entrepreneurial creativity has been proven to have a significant positive impact on both factors. However, it did not directly affect entrepreneurial intentions. Entrepreneurial self-efficacy and intellectual agility-resonance, on the other hand, demonstrated a strong and significant relationship with entrepreneurial intentions and acted as full mediators in the relationship between entrepreneurial creativity and entrepreneurial intentions. These findings emphasized the importance of developing creativity, self-efficacy, and intellectual agility-resonance in efforts to foster entrepreneurial intentions among Generation Z.

This study addresses the existing research gap. The research gap in this study lies in the inconsistent impact of entrepreneurial inventiveness on entrepreneurial intention. The findings hold significant implications for the advancement of entrepreneurship theory since they demonstrate that entrepreneurial innovation does not have a direct impact on entrepreneurial intention. The results expand Social Cognitive Theory by giving empirical evidence concerning the significant role of entrepreneurial self-efficacy and intellectual agility-resonance in mediating the link between entrepreneurial creativity and entrepreneurial intention. These findings corroborate SCT's perspective that personal and cognitive elements are crucial in developing entrepreneurial behavior and give practical implications for boosting entrepreneurship education and development among Gen Z. Intellectual agility-resonance is the capacity of an individual to think flexibly and creatively when confronted with problems and possibilities. This capacity allows entrepreneurs to swiftly adjust to changes and discover inventive solutions, thus enhancing their probability of participating in entrepreneurial endeavors. Entrepreneurial self-efficacy refers to an

individual's confidence in their capacity to engage in entrepreneurial endeavors effectively. This notion may amplify motivation and dedication to business aspirations, serving as a mediator that connects creativity to entrepreneurial intents. People who possess self-assurance in their capabilities are more likely to be driven to convert imaginative concepts into concrete activities. By integrating both of these notions, entrepreneurial theory becomes broader, embracing many psychological and cognitive factors that impact entrepreneurial ambitions.

This research has various managerial implications. Firstly, higher education institutions must develop programs that incorporate innovative methods within the curriculum for entrepreneurship education. These programs should stimulate students to think creatively, recognize possibilities, and cultivate inventive resolutions to challenges encountered in the entrepreneurial setting. Entrepreneurship education should be specifically tailored to enhance students' confidence in their cognitive abilities and ability to succeed as entrepreneurs. Students can acquire skills and confidence in handling genuine difficulties by engaging in practical projects, case studies, and business simulations, among other learning approaches.

Furthermore, by enhancing cognitive flexibility and responsiveness in the Generation Z population and fostering intellectual agility resonance among Generation Z, stakeholders can empower them to cultivate the critical thinking, problem-solving, and adaptability skills needed to thrive in entrepreneurial ventures. This positive relationship not only influences their intention to engage in entrepreneurship but also contributes to a generation of innovative and resilient entrepreneurs who are poised to drive economic growth and societal change in an increasingly complex and interconnected world. Therefore, investing in initiatives that promote intellectual agility and entrepreneurial self-efficacy among Generation Z can unlock their potential as future leaders and change-makers in the entrepreneurial ecosystem. Third, higher education can help develop an entrepreneurship education model. This research can also enhance the construction of a comprehensive and intricate model of entrepreneurship by incorporating psychological variables such as creativity, self-efficacy, and intellectual intelligence in the modeling of the interaction between elements that impact entrepreneurial goals.

This study has several limitations that need to be considered. First, the sample used was limited to individuals from Generation Z, which may not represent the broader population. Second, the data collection method using self-report surveys could introduce subjective bias from the respondents. Third, this research is cross-sectional, thus unable to capture the dynamic changes in entrepreneurial intentions over time. Lastly, this study only considered a few variables, and there may be other factors influencing entrepreneurial intentions that have not been identified.

For future research, it is recommended to expand the sample scope by involving individuals from various generations and diverse backgrounds to enhance the generalizability of the findings. Additionally, using more diverse data collection methods, such as in-depth interviews or longitudinal studies, could provide deeper insights and reduce potential bias. Future studies should also consider additional variables that might influence entrepreneurial intentions, such as environmental factors, social support, and access to

entrepreneurial resources. Lastly, exploring the interactions between the variables studied can help in understanding the complex mechanisms underlying entrepreneurial intentions.

REFERENCES

Abdelfattah, F., Al Halbusi, H., & Al-Brwani, R. M. (2022). Influence of self-perceived creativity and social media use in predicting E-entrepreneurial intention. *International Journal of Innovation Studies*, *6*(3), 119–127. https://doi.org/10.1016/j.ijis.2022.04.003

Amabile, T. M. (1988). A Model of Creativity and Innovation in Organiztions. *Research in Organizational Behavior*, *10*, 123–167.

Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, *39*(5), 1154–1184. https://doi.org/10.2307/256995

Amagir, A., Groot, W., van den Brink, H. M., & Wilschut, A. (2020). Financial literacy of high school students in the Netherlands: knowledge, attitudes, self-efficacy, and behavior. *International Review of Economics Education*, *34*, 100185. https://doi.org/10.1016/j.iree.2020.100185

Anjum, T., Amoozegar, A., Nazar, N., & Kanwal, N. (2020). Intervening Effect of Attitudes towards Entrepreneurship: Correlation between Passion and Entrepreneurial Intention. *International Journal of Advanced Science and Technology*, *29*(5s), 1327–1340.

Anjum, T., Farrukh, M., Heidler, P., & Díaz Tautiva, J. A. (2021). Entrepreneurial Intention: Creativity, Entrepreneurship, and University Support. *Journal of Open Innovation: Technology, Market, and Complexity*, *7*(1), 11. https://doi.org/10.3390/joitmc7010011

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. Worth Publishers.

Bandura, A. (2001). Social Cognitive Theory of Mass Communication. *Media Psychology*, *3*(3), 265–299. https://doi.org/10.1207/S1532785XMEP0303_03

Barakat, S., Boddington, M., & Vyakarnam, S. (2014). Measuring entrepreneurial self-efficacy to understand the impact of creative activities for learning innovation. *The International Journal of Management Education*, *12*(3), 456–468. https://doi.org/10.1016/j.ijme.2014.05.007

Barclay, D., Thompson, R., & Higgins, C. (1995). The Partial Least Squares (PLS) Approach to Causal Modeling, Personal Computer Adoption and Use as an Illustration. *Technology Studies*, *2*(2).

Bassiouni, D. H., & Hackley, C. (2014). "Generation Z" children's adaptation to digital consumer culture: A critical literature review. *Journal of Customer Behaviour*, *13*(2), 113–133. https://doi.org/10.1362/147539214X14024779483591

Batchelor, J. H., & Burch, G. F. (2012). Creative Individuals and Entrepreneurship: Is There an Inherent Attraction? *Small Business Institute Journal*, *8*(2), 1–11.

Bird, B. (1988). Implementing Entrepreneurial Ideas: The Case for Intention. *The Academy of Management Review*, *13*(3), 442. https://doi.org/10.2307/258091

Bohlayer, C., & Gielnik, M. M. (2023). (S)training experiences: Toward understanding decreases in entrepreneurial self-efficacy during action-oriented entrepreneurship training. *Journal of Business Venturing*, *38*(1), 106259. https://doi.org/10.1016/j.jbusvent.2022.106259

Bontis, N., Crossan, M. M., & Hulland, J. (2002). Managing An Organizational Learning System By Aligning Stocks and Flows. *Journal of Management Studies*, *39*(4), 437–469. https://doi.org/10.1111/1467-6486.t01-1-00299

Brownson, C. D., & Usoro, I. A. (2024). Creative Thinking, Adaptability and Entrepreneurial Development in Nigeria. *British Journal of Management and Marketing Studies*, *7*(1), 69–77. https://doi.org/10.52589/BJMMS-96UF1ZBT

Burlea-Schiopoiu, A., & Popovici, N. (2024). Social Inclusion: A Factor That Influences the Sustainable Entrepreneurial Behavior of Generation Z. *Administrative Sciences*, *14*(3), 59. https://doi.org/10.3390/admsci14030059

Chang, Y.-Y., & Chen, M.-H. (2020). Creative entrepreneurs' creativity, opportunity recognition, and career success: Is resource availability a double-edged sword? *European Management Journal*, *38*(5), 750–762. https://doi.org/10.1016/j.emj.2020.03.004

Charbonnier-Voirin, A. (2011). The development and partial testing of the psychometric properties of a measurement scale of organizational agility. *M@n@gement*, *14*(2), 119. https://doi.org/10.3917/mana.142.0119

Cho, H. J., Choi, D. S., & Sung, C. S. (2020). A Study on the Effect of Entrepreneurial Mentoring on Entrepreneurial Intention: Mediating Effects of Social Support and Entrepreneurial Self-Efficacy. *Asia-Pacific Journal of Business Venturing and Entrepreneurshi*, *15*(2), 81–96.

Dabić, M., Stojčić, N., Simić, M., Potocan, V., Slavković, M., & Nedelko, Z. (2021). Intellectual agility and innovation in micro and small businesses: The mediating role of entrepreneurial leadership. *Journal of Business Research*, *123*, 683–695. https://doi.org/10.1016/j.jbusres.2020.10.013

Etrata, A. J. E., & Raborar, J. Lou. (2022). The Filipino generation Z's entrepreneurial intention: What drives their business mindedness? *International Journal of Research in Business and Social Science*, *11*(2), 57–66. https://doi.org/10.20525/ijrbs.v11i2.1660

Eyel, C. Ş., & Vatansever Durmaz, İ. B. (2019). Entrepreneurial Intentions of Generation-Z: Compare of Social Sciences and Natural Sciences Undergraduate Students at Bahçeşehir University. *Procedia Computer Science*, *158*, 861–868. https://doi.org/10.1016/j.procs.2019.09.124

Ferreira-Neto, M. N., de Carvalho Castro, J. L., de Sousa-Filho, J. M., & de Souza Lessa, B. (2023). The role of self-efficacy, entrepreneurial passion, and creativity in developing entrepreneurial intentions. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1134618

Ferreira, J., Coelho, A., & Moutinho, L. (2020). Dynamic capabilities, creativity and innovation capability and their impact on competitive advantage and firm performance: The moderating role of entrepreneurial orientation. *Technovation*, *92–93*, 102061. https://doi.org/10.1016/j.technovation.2018.11.004

Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, *18*(1), 39–50. https://doi.org/10.1177/002224378101800104

Gundry, L. K., Ofstein, L. F., & Kickul, J. R. (2014). Seeing around corners: How creativity skills in entrepreneurship education influence innovation in business. *The International Journal of Management Education*, *12*(3), 529–538. https://doi.org/10.1016/j.ijme.2014.03.002

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. SAGE Publications, Inc.

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., & Thiele, K. O. (2017). Mirror, mirror on the wall: a comparative evaluation of composite-based structural equation modeling methods. *Journal of the Academy of Marketing Science*, *45*(5), 616–632. https://doi.org/10.1007/s11747-017-0517-x

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a Silver Bullet. *Journal of Marketing Theory and Practice*, *19*(2), 139–152. https://doi.org/10.2753/MTP1069-6679190202

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hossain, M. I., Tabash, M. I., Siow, M. L., Ong, T. S., & Anagreh, S. (2023). Entrepreneurial intentions of Gen Z university students and entrepreneurial constraints in Bangladesh. *Journal of Innovation and Entrepreneurship*, *12*(1), 12. https://doi.org/10.1186/s13731-023-00279-y

Hu, R., Wang, L., Zhang, W., & Bin, P. (2018). Creativity, Proactive Personality, and Entrepreneurial Intention: The Role of Entrepreneurial Alertness. *Frontiers in Psychology*, *9*. https://doi.org/10.3389/fpsyg.2018.00951

Ireland, R. D., & Webb, J. W. (2007). Strategic entrepreneurship: Creating competitive advantage through streams of innovation. *Business Horizons*, *50*(1), 49–59. https://doi.org/10.1016/j.bushor.2006.06.002

Isma, A., Sudarmiatin, & Hermawan, A. (2020). The Effect of Entrepreneurial Self-Efficacy, Subjective Norm and Locus of Control on Entrepreneurial Intention through Entrepreneurial Attitude in Economic Faculty Students of Universitas Negeri Makassar. *International Journal of Business, Economics and Law*, *23*(1), 262–272.

Javadian, G., Opie, T. R., & Parise, S. (2018). The influence of emotional carrying capacity and network ethnic diversity on entrepreneurial self-efficacy. *New England Journal of Entrepreneurship*, *21*(2), 101–122. https://doi.org/10.1108/NEJE-08-2018-0016

Jiatong, W., Murad, M., Bajun, F., Tufail, M. S., Mirza, F., & Rafiq, M. (2021). Impact of Entrepreneurial Education, Mindset, and Creativity on Entrepreneurial Intention: Mediating Role of Entrepreneurial Self-Efficacy. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.724440

Jöreskog, K. G. (1971). Simultaneous factor analysis in several populations. *Psychometrika*, *36*(4), 409–426. https://doi.org/10.1007/BF02291366

Ko, S., & Butler, J. E. (2007). Creativity: A key link to entrepreneurial behavior. *Business Horizons*, *50*(5), 365–372. https://doi.org/10.1016/j.bushor.2007.03.002

Krskova, H., & Breyer, Y. A. (2023). The influence of growth mindset, discipline, flow and creativity on innovation: Introducing the M.D.F.C. model of innovation. *Heliyon*, *9*(3), e13884. https://doi.org/10.1016/j.heliyon.2023.e13884

Kumar, R., & Shukla, S. (2022). Creativity, Proactive Personality and Entrepreneurial Intentions: Examining the Mediating Role of Entrepreneurial Self-efficacy. *Global Business Review*, *23*(1), 101–118. https://doi.org/10.1177/0972150919844395

Laguía, A., Moriano, J. A., & Gorgievski, M. J. (2019). A psychosocial study of self-perceived creativity and entrepreneurial intentions in a sample of university students. *Thinking Skills and Creativity*, *31*, 44–57. https://doi.org/10.1016/j.tsc.2018.11.004

Lestari, N. P. C., Yudhaningsih, N. M., & Pering, I. M. A. A. (2022). Peran Entrepreneurship Education Terhadap Minat Berwirausaha Melalui Entrepreneurial Self-Efficacy Sebagai Mediasi. *Jurnal Ekonomi, Manajemen, Bisnis Dan Sosial (EMBISS)*, *2*(4).

Li, C., Makhdoom, H. U. R., & Asim, S. (2020). Impact of Entrepreneurial Leadership on Innovative Work Behavior: Examining Mediation and Moderation Mechanisms. *Psychology Research and Behavior Management*, *13*, 105–118. https://doi.org/10.2147/PRBM.S236876

Li, C., Murad, M., Shahzad, F., Khan, M. A. S., Ashraf, S. F., & Dogbe, C. S. K. (2020). Entrepreneurial Passion to Entrepreneurial Behavior: Role of Entrepreneurial Alertness, Entrepreneurial Self-Efficacy and Proactive Personality. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.01611

Liu, X., Lin, C., Zhao, G., & Zhao, D. (2019). Research on the Effects of Entrepreneurial Education and Entrepreneurial Self-Efficacy on College Students' Entrepreneurial Intention. *Frontiers in Psychology*, *10*. https://doi.org/10.3389/fpsyg.2019.00869

Madawala, K., Foroudi, P., & Palazzo, M. (2023). Exploring the role played by entrepreneurial self-efficacy among women entrepreneurs in tourism sector. *Journal of Retailing and Consumer Services*, *74*, 103395. https://doi.org/10.1016/j.jretconser.2023.103395

Malibari, M. A., & Bajaba, S. (2022). Entrepreneurial leadership and employees' innovative behavior: A sequential mediation analysis of innovation climate and employees' intellectual agility. *Journal of Innovation & Knowledge*, *7*(4), 100255. https://doi.org/10.1016/j.jik.2022.100255

Miao, C., Qian, S., & Ma, D. (2017). The Relationship between Entrepreneurial Self-Efficacy and Firm Performance: A Meta-Analysis of Main and Moderator Effects. *Journal of Small Business Management*, *55*(1), 87–107. https://doi.org/10.1111/jsbm.12240

Miranda, F. J., Chamorro-Mera, A., & Rubio, S. (2017). Academic entrepreneurship in Spanish universities: An analysis of the determinants of entrepreneurial intention. *European Research on Management and Business Economics*, *23*(2), 113–122. https://doi.org/10.1016/j.iedeen.2017.01.001

Mozahem, N. A. (2021). Gender differences in entrepreneurial self-efficacy: An educational perspective. *The International Journal of Management Education*, *19*(3), 100535. https://doi.org/10.1016/j.ijme.2021.100535

Murad, M., Li, C., Ashraf, S. F., & Arora, S. (2021). The Influence of Entrepreneurial Passion in the Relationship Between Creativity and Entrepreneurial Intention. *International Journal of Global Business and Competitiveness*, *16*(1), 51–60. https://doi.org/10.1007/s42943-021-00019-7

Naktiyok, A., Nur Karabey, C., & Caglar Gulluce, A. (2010). Entrepreneurial self-efficacy and entrepreneurial intention: the Turkish case. *International Entrepreneurship and Management Journal*, *6*(4), 419–435. https://doi.org/10.1007/s11365-009-0123-6

Newman, A., Obschonka, M., Schwarz, S., Cohen, M., & Nielsen, I. (2019). Entrepreneurial self-efficacy: A systematic review of the literature on its theoretical foundations, measurement, antecedents, and outcomes, and an agenda for future research. *Journal of Vocational Behavior*, *110*, 403–419. https://doi.org/10.1016/j.jvb.2018.05.012

Nguyen, T. T., Phan, H. T. T., & Pham, V. T. (2021). Impact of creativity on student entrepreneurial intention. *International Journal of Innovation*, *9*(3), 646–663. https://doi.org/10.5585/iji.v9i3.19659

Nurfadilah, D., Tiara, L., & Kharismananda, R. (2020). The Determinants of Entrepreneurial Intention among Generation Z during Covid-19 Pandemic: Evidence from Indonesia. *International Conference on Global Innovation and Trends in Economy 2020*, *3*(1).

Ozaralli, N., & Rivenburgh, N. K. (2016). Entrepreneurial intention: antecedents to entrepreneurial behavior in the U.S.A. and Turkey. *Journal of Global Entrepreneurship Research*, *6*(1), 3. https://doi.org/10.1186/s40497-016-0047-x

Panjaitan, R., Adam, E., & Hasan, M. (2023). Improving Entrepreneurial Satisfaction Through Creativity and Intellectual Agility-Resonance: Evidence from Indonesia. *Gadjah Mada International Journal of Business*, *25*(2), 173. https://doi.org/10.22146/gamaijb.69387

Papp-Váry, Á., Pacsi, D., & Szabó, Z. (2023). Sustainable Aspects of Startups among Generation Z—Motivations and Uncertainties among Students in Higher Educations. *Sustainability*, *15*(21), 15676. https://doi.org/10.3390/su152115676

Park, J. W., & Choi, M. J. (2016). The Impact of Entrepreneurial Self-Efficacy on the Entrepreneurial Intention of University Students: The Moderating Effect of Regulatory Focus. *Asia-Pacific Journal of Business Venturing and Entrepreneurship*, *11*(2), 9–19. https://doi.org/10.16972/apjbve.11.2.201604.9

Patel, D. (2017). *8 Ways Generation Z Will Differ From Millennials In The Workplace*. Forbes. https://www.forbes.com/sites/deeppatel/2017/09/21/8-ways-generation-z-will-differ-from-millennials-in-the-workplace/#6ea456776e5e

Purmono, B. B. (2023). Entrepreneurial intention among generation z education self efficacy and attitude. *Enrichment : Journal of Management*, *13*(1), 16–31. https://doi.org/10.35335/enrichment.v13i1.1228

Putro, A. K., & Takahashi, Y. (2024). Entrepreneurs' creativity, information technology adoption, and continuance intention: Mediation effects of perceived usefulness and ease of use and the moderation effect of entrepreneurial orientation. *Heliyon*, *10*(3), e25479. https://doi.org/10.1016/j.heliyon.2024.e25479

Saptono, A., Wibowo, A., Widyastuti, U., Narmaditya, B. S., & Yanto, H. (2021). Entrepreneurial self-efficacy among elementary students: the role of entrepreneurship education. *Heliyon*, *7*(9), e07995. https://doi.org/10.1016/j.heliyon.2021.e07995

Sarstedt, M., Ringle, C. M., Cheah, J.-H., Ting, H., Moisescu, O. I., & Radomir, L. (2020). Structural model robustness checks in PLS-SEM. *Tourism Economics*, *26*(4), 531–554. https://doi.org/10.1177/1354816618823921

Schimperna, F., Nappo, F., & Marsigalia, B. (2021). Student Entrepreneurship in Universities: The State-of-the-Art. *Administrative Sciences*, *12*(1), 5. https://doi.org/10.3390/admsci12010005

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, *60*, 101832. https://doi.org/10.1016/j.cedpsych.2019.101832

Schunk, D. H., & Pajares, F. (2010). Self-Efficacy Beliefs. In *International Encyclopedia of Education* (pp. 668–672). Elsevier. https://doi.org/10.1016/B978-0-08-044894-7.00620-5

Seemiller, C., & Grace, M. (2017). Generation Z: Educating and Engaging the Next Generation of Students. *About Campus: Enriching the Student Learning Experience*, *22*(3), 21–26. https://doi.org/10.1002/abc.21293

Setiawan, J. L., Kasim, A., & Ardyan, E. (2022). Understanding the Consumers of Entrepreneurial Education: Self-Efficacy and Entrepreneurial Attitude Orientation among Youths. *Sustainability*, *14*(8), 4790. https://doi.org/10.3390/su14084790

Shahab, Y., Chengang, Y., Arbizu, A. D., & Haider, M. J. (2019). Entrepreneurial self-efficacy and intention: do entrepreneurial creativity and education matter? *International Journal of Entrepreneurial Behavior & Research*, *25*(2), 259–280. https://doi.org/10.1108/IJEBR-12-2017-0522

Shinnar, R. S., Hsu, D. K., & Powell, B. C. (2014). Self-efficacy, entrepreneurial intentions, and gender: Assessing the impact of entrepreneurship education longitudinally. *The International Journal of Management Education*, *12*(3), 561–570. https://doi.org/10.1016/j.ijme.2014.09.005

Škare, M., Blanco-Gonzalez-Tejero, C., Crecente, F., & del Val, M. T. (2022). Scientometric analysis on entrepreneurial skills - creativity, communication, leadership: How strong is the association? *Technological Forecasting and Social Change*, *182*, 121851. https://doi.org/10.1016/j.techfore.2022.121851

Stolz, R. C., Blackmon, A. T., Engerman, K., Tonge, L., & McKayle, C. A. (2022). Poised for creativity: Benefits of exposing undergraduate students to creative problem-solving to moderate change in creative self-efficacy and academic achievement. *Journal of Creativity*, *32*(2), 100024. https://doi.org/10.1016/j.yjoc.2022.100024

Teece, D., Peteraf, M., & Leih, S. (2016). Dynamic Capabilities and Organizational Agility: Risk, Uncertainty, and Strategy in the Innovation Economy. *California Management Review*, *58*(4), 13–35. https://doi.org/10.1525/cmr.2016.58.4.13

Tran, A. T. P., & Von Korflesch, H. (2016). A conceptual model of social entrepreneurial intention based on the social cognitive career theory. *Asia Pacific Journal of Innovation and Entrepreneurship*, *10*(1), 17–38. https://doi.org/10.1108/APJIE-12-2016-007

Urbach, N., & Ahlemann, F. (2010). Structural Equation Modeling in Information Systems Research Using Partial Least Squares. *Journal of Information Technology Theory and Application (JITTA)*, *11*(2). https://doi.org/10.1037/0021-9010.90.4.710

Valdez-Juárez, L. E., & García Pérez-de-Lema, D. (2023). Creativity and the family environment, facilitators of self-efficacy for entrepreneurial intentions in university students: Case ITSON Mexico. *The International Journal of Management Education*, *21*(1), 100764. https://doi.org/10.1016/j.ijme.2023.100764

Van de Ven, A. H., Sapienza, H. J., & Villanueva, J. (2007). Entrepreneurial pursuits of self- and collective interests. *Strategic Entrepreneurship Journal*, *1*(3–4), 353–370. https://doi.org/10.1002/sej.34

Wang, C., Mundorf, N., & Salzarulo-McGuigan, A. (2022). Entrepreneurship education enhances entrepreneurial creativity: The mediating role of entrepreneurial inspiration. *The International Journal of Management Education*, *20*(2), 100570. https://doi.org/10.1016/j.ijme.2021.100570

Ward, A., Hernández-Sánchez, B. R., & Sánchez-García, J. C. (2019a). Entrepreneurial Potential and Gender Effects: The Role of Personality Traits in University Students' Entrepreneurial Intentions. *Frontiers in Psychology*, *10*. https://doi.org/10.3389/fpsyg.2019.02700

Ward, A., Hernández-Sánchez, B., & Sánchez-García, J. (2019b). Entrepreneurial Intentions in Students from a Trans-National Perspective. *Administrative Sciences*, *9*(2), 37. https://doi.org/10.3390/admsci9020037

Ward, V. (2013). *Children using internet from age of three, study finds*. The Telegraph. https://www.telegraph.co.uk/technology/internet/10029180/Children-using-internet-from-age-of-three-study-finds.html

Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, A. N. (2020). The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy. *Heliyon*, *6*(9), e04922. https://doi.org/10.1016/j.heliyon.2020.e04922

Wijewardena, N., Samaratunge, R., Kumara, A. S., & Newman, A. (2023). With the help of the family! Using Sri Lankan informal sector women entrepreneurs' family resources to develop their creative self-efficacy. *Women's Studies International Forum*, *98*, 102699. https://doi.org/10.1016/j.wsif.2023.102699

Yin, H., Tam, W. W. Y., & Lau, E. (2022). Examining the relationships between teachers' affective states, self-efficacy, and teacher-child relationships in kindergartens: An integration of social cognitive theory and positive psychology. *Studies in Educational Evaluation*, *74*, 101188. https://doi.org/10.1016/j.stueduc.2022.101188

Yu, C., Yu, T.-F., & Yu, C.-C. (2013). Knowledge Sharing, Organizational Climate, and Innovative Behavior: A Cross-Level Analysis of Effects. *Social Behavior and Personality: An International Journal*, *41*(1), 143–156. https://doi.org/10.2224/sbp.2013.41.1.143

Zampetakis, L. A. (2008). The role of creativity and proactivity on perceived entrepreneurial desirability. *Thinking Skills and Creativity*, *3*(2), 154–162. https://doi.org/10.1016/j.tsc.2008.07.002

Zampetakis, L. A., & Moustakis, V. (2006). Linking creativity with entrepreneurial intentions: A structural approach. *The International Entrepreneurship and Management Journal*, *2*(3), 413–428. https://doi.org/10.1007/s11365-006-0006-z