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The Influence of Marketing Management Learning and Self-Efficacy on Students' Entrepreneurial Intentions

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Abstract

The intention to be entrepreneurial among college students is vital for developing graduates who can create jobs. Nonetheless, a lack of interest in entrepreneurship shows that just having academic knowledge isn't enough to promote entrepreneurial actions. This research aimed to investigate the combined impact of learning about marketing management and self-confidence on students' entrepreneurial intentions at WR Supratman University ***Method.*** *A quantitative method using a causal associative framework was applied. The study sample included 30 learners from the Marketing Management Learning class, chosen through purposive sampling. Data were gathered using a five-point Likert scale questionnaire and were analyzed through multiple linear regression.* ***Result.*** *Results indicated that the regression analysis satisfied the classical criteria, with data showing normal distribution (Asymp. Sig. = 0.200). Tests conducted simultaneously demonstrated that learning marketing management and self-confidence had a significant effect on entrepreneurial intention (F = 3.715; p = 0.038), with a determination coefficient of 21.6%.****Conclusion.*** *Both marketing management learning and self-confidence collectively enhance students' entrepreneurial intentions. Universities should consider combining practical business education with initiatives that boost students' self-efficacy, thereby better preparing them as entrepreneurial graduates.*

Keywords: *Marketing Management Learning; Self-Confidence; Entrepreneurial Intention; College Students; Entrepreneurship.*

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INTRODUCTION

Entrepreneurship serves as a vital foundation for stimulating economic progress, generating employment, and improving workforce competitiveness (Vîrjan et al., 2023). Universities play a pivotal role in preparing graduates not only to become employees but also to create new economic opportunities through entrepreneurial activities (Iwara, 2025). Nevertheless, recent evidence indicates that many university students still prefer formal employment over entrepreneurship because they perceive business creation as uncertain, risky, and requiring sophisticated competencies (Al-Fattal, 2024). This tendency is particularly concerning given the increasing number of university graduates and the limited availability of formal jobs (Ahmad, 2019). Weak entrepreneurial intention among graduates may contribute to educated unemployment, reduce youth innovation, and limit the contribution of higher education to sustainable economic development.

Entrepreneurial intention has therefore become an important topic in entrepreneurship research. The current state of the art suggests that previous studies have primarily examined the direct influence of entrepreneurship education, entrepreneurial training, and individual psychological characteristics on entrepreneurial intention. A substantial body of evidence confirms that educational interventions improve entrepreneurial knowledge and skills, while self-efficacy positively predicts students' willingness to engage in entrepreneurial activities (Liu et al., 2019); (Piperopoulos & Dimov, 2015). However, these two lines of inquiry have generally developed independently, resulting in limited understanding of how discipline-specific educational experiences translate into entrepreneurial intention through internal psychological mechanisms.

One psychological factor that consistently influences entrepreneurial intention is self-efficacy (Seo et al., 2024). According to Bandura, self-efficacy refers to an individual's belief in their capability to organize and execute actions required to achieve desired outcomes (BANDURA, 2023). Within the entrepreneurial context, self-efficacy reflects students' confidence in identifying business opportunities, making strategic decisions, managing uncertainty, and overcoming business challenges (Ghouse et al., 2024). Individuals with higher entrepreneurial self-efficacy are more likely to initiate and sustain entrepreneurial activities (Untari, 2022). This perspective aligns with the Theory of Planned Behavior, which emphasizes perceived behavioral control as an important determinant of behavioral intention, including entrepreneurial intention (Al-Jubari et al., 2019). Additionally, other studies have highlighted that knowledge regarding business skills can enhance students' preparedness to engage with the business environment (Biclesanu et al., 2023). Conversely, students with low self-efficacy often underestimate their capabilities and hesitate to pursue entrepreneurial careers despite possessing relevant knowledge.

The development of self-efficacy is closely associated with students' educational experiences, particularly through marketing management education (McKim & Velez, 2017). Marketing management courses provide knowledge related to market analysis, consumer behavior, marketing strategy, product development, and digital promotion, all of which are essential competencies for entrepreneurial success (Sun & Ganesh, 2014). Beyond knowledge acquisition, these courses may also provide experiential learning opportunities that strengthen students' confidence in applying marketing concepts to real business situations (Enstroem & Benson, 2024). Consistent with Social Cognitive Theory, mastery experiences and successful learning outcomes contribute significantly to

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the formation of self-efficacy. Consequently, effective marketing education has the potential to cultivate not only cognitive competence but also the confidence required to pursue entrepreneurial opportunities.

Despite these theoretical expectations, empirical observations reveal an important inconsistency. Many students demonstrate adequate understanding of marketing principles and business concepts but remain reluctant to establish their own ventures because they doubt their personal capabilities and fear failure. This phenomenon indicates that the possession of marketing knowledge alone may not be sufficient to stimulate entrepreneurial intention. Instead, psychological resources that enable students to translate knowledge into confident action may play a decisive role.

This observation highlights a significant research gap in the existing literature. Previous studies have predominantly investigated entrepreneurship education in general rather than marketing management education as a distinct educational domain. Moreover, self-efficacy has frequently been examined as an independent antecedent of entrepreneurial intention without adequately exploring its integrative role in connecting educational experiences with entrepreneurial motivation. Consequently, limited empirical evidence explains how marketing management education contributes to entrepreneurial intention through the development of students' confidence in applying acquired competencies. The absence of this explanatory mechanism leaves unresolved the question of why many students who possess relevant marketing knowledge still exhibit weak entrepreneurial intentions.

To address this gap, the present study positions self-efficacy as a psychological resource linking marketing management education and entrepreneurial intention. Rather than conceptualizing marketing education and self-efficacy as separate predictors, this study proposes that marketing learning experiences strengthen entrepreneurial intention by fostering students' beliefs in their capability to utilize marketing competencies for venture creation and business development. Integrating Social Cognitive Theory with the Theory of Planned Behavior provides a more comprehensive explanation of how educational experiences influence entrepreneurial decision making through cognitive and psychological processes.

The novelty of this study lies in its emphasis on self-efficacy as the central psychological mechanism through which marketing management education influences entrepreneurial intention. Unlike prior studies that focus on either educational factors or psychological determinants independently, this research develops an integrated framework that explains the interaction between discipline-specific marketing education and students' confidence in entrepreneurial capability. This perspective extends existing entrepreneurship education literature by demonstrating that the effectiveness of marketing education depends not only on knowledge acquisition but also on the development of self-belief that enables students to transform knowledge into entrepreneurial aspirations.

Accordingly, this study makes several important contributions. Theoretically, it advances entrepreneurship research by introducing marketing management education as a distinct educational predictor while extending Social Cognitive Theory through the conceptualization of self-efficacy as a psychological resource connecting learning experiences and entrepreneurial intention. Empirically, it provides evidence regarding the mechanism through which marketing education influences entrepreneurial outcomes among university students. Practically, the findings are expected to inform higher

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education institutions in designing marketing curricula that integrate experiential learning activities aimed at simultaneously strengthening marketing competence and entrepreneurial self-efficacy, thereby increasing students' readiness and intention to establish future business ventures.

RESEARCH METHODS

This study employed a quantitative research approach using an explanatory causal-associative design. The purpose of the study was to examine and explain the causal relationships between Marketing Management Learning (X_1), Self-Efficacy (X_2), and Entrepreneurial Intention (Y) among university students. A quantitative approach was selected because it enables objective measurement of variables, statistical testing of hypotheses, and empirical verification of theoretical relationships among constructs through numerical data analysis (Almusaed et al., 2025).

The conceptual framework of this study proposes that Marketing Management Learning and Self-Efficacy function as independent variables influencing students' Entrepreneurial Intention. Based on Social Cognitive Theory and the Theory of Planned Behavior, students who acquire marketing knowledge and possess stronger beliefs in their entrepreneurial capabilities are expected to demonstrate higher entrepreneurial intentions.

The study was conducted at W.R. Supratman University during the 2025/2026 academic year. Data collection was carried out from February to April 2026. The research process consisted of four stages: instrument development, pilot testing, questionnaire distribution, and statistical data analysis.

The target population comprised undergraduate students who had completed or were currently enrolled in the Marketing Management Learning course at W.R. Supratman University. A purposive sampling technique was employed because the selected respondents were expected to possess adequate knowledge and learning experience related to marketing management concepts (Ambarwati & Sari, 2024). The inclusion criteria were:

1. Active undergraduate students of W.R. Supratman University.
2. Students who had completed or were currently taking the Marketing Management Learning course.
3. Students willing to participate voluntarily in the study.

Based on these criteria, 30 students were selected as research respondents.

The study involved three variables:

Marketing Management Learning (X_1)

Marketing Management Learning refers to the educational process through which students acquire knowledge, understanding, and practical skills related to marketing concepts, consumer behavior, market segmentation, marketing strategy, and digital marketing applications.

Self-Efficacy (X_2)

Self-efficacy refers to students' beliefs in their ability to perform entrepreneurial tasks, solve business-related problems, manage risks, and successfully establish and operate a business venture. Self-efficacy refers to the students' belief in their capability to

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accomplish tasks and tackle challenges associated with entrepreneurial endeavors (Setiawan, 2014)

Entrepreneurial Intention (Y)

Entrepreneurial intention refers to the degree of commitment, willingness, and motivation of students to create and develop their own businesses in the future.

Primary data were collected using a structured questionnaire developed based on relevant theoretical constructs and previous empirical studies. The questionnaire consisted of 36 statements distributed across three variables:

- Marketing Management Learning (12 items)
- Self-Efficacy (12 items)
- Entrepreneurial Intention (12 items)

All items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 1. Likert Scale Measurement

Response Category	Abbreviation	Score
Strongly Disagree	SD	1
Disagree	D	2
Undecided	U	3
Agree	A	4
Strongly Agree	SA	5

Higher scores indicate higher levels of marketing management learning, self-efficacy, and entrepreneurial intention.

Prior to the main survey, a pilot test was conducted involving 10 students who possessed characteristics similar to the research respondents. The pilot study aimed to assess the validity and reliability of the research instrument.

Construct validity was evaluated using the Pearson Product-Moment Correlation technique. An item was considered valid when the calculated correlation coefficient (r-count) exceeded the critical value of r-table at $\alpha = 0.05$.

Table 2. Validity Test Results

Variable	Number of Items	Validity Criterion	Result
Marketing Management Learning (X_1)	12	r-count > 0.632	Valid
Self-Efficacy (X_2)	12	r-count > 0.632	Valid
Entrepreneurial Intention (Y)	12	r-count > 0.632	Valid

Source: SPSS Output (2026).

The results indicate that all questionnaire items exceeded the minimum validity threshold (r-table = 0.632), demonstrating adequate construct validity and suitability for data collection.

Internal consistency reliability was assessed using Cronbach's Alpha coefficient. A construct was considered reliable when Cronbach's Alpha exceeded 0.60.

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Table 3**. Reliability Test Results**

Variable	Cronbach's Alpha	Criterion	Interpretation
X1	0.982	> 0.60	Reliable
X2	0.981	> 0.60	Reliable
Y	0.980	> 0.60	Reliable

The results demonstrate excellent internal consistency, indicating that all measurement instruments are highly reliable and suitable for empirical analysis.

Data collection was conducted through the following stages:

1. Developing questionnaire items based on theoretical indicators.
2. Conducting expert review and pilot testing.
3. Performing validity and reliability testing.
4. Distributing questionnaires to eligible respondents.
5. Collecting completed questionnaires and checking data completeness.
6. Coding and tabulating data for statistical analysis.
7. Conducting descriptive and inferential statistical analyses.

Participation was voluntary, and all respondents were informed about the purpose of the study before completing the questionnaire.

Data analysis was performed using IBM SPSS Statistics version 26. Descriptive statistics were used to describe respondent characteristics and summarize the distribution of responses for each variable. The analysis included:

- Mean
- Standard deviation
- Minimum value
- Maximum value
- Frequency distribution

Before conducting regression analysis, several classical assumption tests were performed to ensure compliance with Ordinary Least Squares (OLS) requirements.

The Kolmogorov-Smirnov test was used to examine whether the residuals were normally distributed. Data were considered normally distributed when the significance value exceeded 0.05.

Multicollinearity was evaluated using Tolerance and Variance Inflation Factor (VIF) values. No multicollinearity problem was assumed when:

- Tolerance > 0.10
- VIF < 10.00

The Glejser test was employed to detect heteroscedasticity. A significance value greater than 0.05 indicated the absence of heteroscedasticity.

To examine the effects of Marketing Management Learning and Self-Efficacy on Entrepreneurial Intention, multiple linear regression analysis was employed.

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The regression model is specified as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

- Y = Entrepreneurial Intention
- X_1 = Marketing Management Learning
- X_2 = Self-Efficacy
- α = Constant
- β_1 = Regression coefficient of Marketing Management Learning
- β_2 = Regression coefficient of Self-Efficacy
- e = Error term

The regression coefficients indicate the magnitude and direction of the influence of each independent variable on Entrepreneurial Intention.

Three statistical tests were conducted to evaluate the research hypotheses.

Partial Significance Test (t-test)

The t-test was used to determine the individual effect of each independent variable on Entrepreneurial Intention.

Decision criteria:

- H_0 rejected if p-value < 0.05
- H_0 accepted if p-value ≥ 0.05

The hypotheses tested were:

H1: Marketing Management Learning significantly influences Entrepreneurial Intention.

H2: Self-Efficacy significantly influences Entrepreneurial Intention.

The F-test was conducted to assess whether Marketing Management Learning and Self-Efficacy jointly influence Entrepreneurial Intention.

Decision criteria:

- H_0 rejected if p-value < 0.05
- H_0 accepted if p-value ≥ 0.05

H3: Marketing Management Learning and Self-Efficacy simultaneously influence Entrepreneurial Intention.

Coefficient of Determination (R^2)

The coefficient of determination (R^2) was used to measure the proportion of variance in Entrepreneurial Intention explained collectively by Marketing Management Learning and Self-Efficacy.

Higher R^2 values indicate greater explanatory power of the regression model.

Ethical Considerations

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Participation in this study was voluntary. Respondents were informed about the objectives of the research and assured that their responses would remain anonymous and confidential. The collected data were used solely for academic purposes and statistical analysis.

RESULT AND DISCUSSION

Result

A normality assessment was performed to check if the research data's residuals were normally distributed. The One-Sample Kolmogorov-Smirnov approach was utilized for this test.

According to Table 5, the Asymp. Sig. (2-tailed) value stood at 0.200. This figure exceeds 0.05, suggesting that the research data's residuals follow a normal distribution. Hence, the assumption for normality was fulfilled, allowing for the regression model to be employed for subsequent analysis.

Table 5. Normality Assessment Outcomes

Variable	Value
N	30
Test Statistic	0.124
Asymp.Sig. (2-tailed)	0.200

Source: SPSS Output (2026).

A multicollinearity assessment was performed to find out if there was a strong connection among the independent variables.

Table 6. Multicollinearity Assessment Outcomes

Variable	Tolerance	VIF	Conclusion
X_1	0.859	1.164	Multicollinearity
X_2	0.859	1.164	Multicollinearity

Source: SPSS Output (2026).

From Table 6, it can be concluded that the tolerance value for both variables is above 0.10, and the VIF value remains below 10. This shows there are no signs of multicollinearity between the independent variables in the regression model, permitting the use of both variables together in the analysis.

The results from the heteroscedasticity assessment reveal that the regression model adheres to the homoscedasticity assumption, indicating the absence of heteroscedasticity. Therefore, the regression model fulfills the classical assumptions and is appropriate for testing hypotheses.

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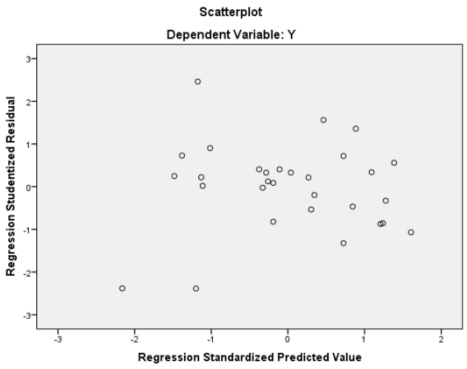


Figure 1. Heteroscedasticity Assessment

The coefficient of determination was employed to assess the impact of marketing management education and self-efficacy on students' entrepreneurial intentions.

Table 7. Model Overview

R	R Square	Adjusted R Square	Std. Error
0.465	0.216	0.158	5.631

Source: SPSS Output (2026).

Table 7 presents an R Square value of 0.216. This means that both marketing management education and self-efficacy together account for 21.6% of the entrepreneurial intentions of students. The remaining influence comes from other factors not incorporated within the research model, such as entrepreneurial motivation, family setting, entrepreneurship education, business experience, and socioeconomic considerations.

A simultaneous assessment was performed to identify the combined influence of marketing management education and self-efficacy on students' entrepreneurial intentions.

Table 7. Simultaneous Assessment (ANOVA)

Source	Sum of Square	df	Mean Square	F	Sig.
Regression	235.608	2	117.804	3.715	0.038
Residual	856.258	27	31.713		
Total	1091.867	29			

Source: SPSS Output (2026).

Referring to Table 8, a significance value of 0.038 was achieved, which is below 0.05. Therefore, the research hypothesis is accepted, indicating that marketing management education and self-efficacy jointly significantly influence the entrepreneurial intentions of W.R. Supratman University students.

Discussion

The findings of the research indicate that the learning of marketing management has a notable and positive impact on the entrepreneurial aspirations of students at WR

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Supratman University. This suggests that when students experience a better learning process in marketing management, it increases their chances of nurturing entrepreneurial goals (Secundo et al., 2017). Learning marketing management not only gives students a theoretical understanding of marketing ideas but also teaches practical skills for recognizing business opportunities, comprehending consumer demands, creating marketing plans, and using digital tools to grow businesses. This knowledge and educational experience can prepare students to tackle the challenges of the business field, thus fostering their entrepreneurial aspirations.

The outcomes of this study are consistent with learning theory, which highlights that the educational experience can influence individuals' skills and behaviors through their learning encounters. In terms of entrepreneurship, learning marketing management is a way to foster creative, innovative, and adaptable thinking abilities to respond to shifts in the business landscape. Students who engage in effective marketing education will find it easier to grasp market changes and gain a clearer understanding of potential business ventures. Consequently, this can enhance students' desire to consider entrepreneurship as a career path in the future.

Moreover, the research indicates that self-efficacy also positively and significantly influences students' entrepreneurial intentions (N. Saraih et al., 2018). This reinforces the idea that psychological aspects are vital in shaping an individual’s desire to become an entrepreneur. Self-efficacy represents a person's confidence in their capability to tackle challenges, resolve issues, make decisions, and accomplish their desired objectives. Students who possess high self-efficacy are typically more confident in pursuing business opportunities, are more inclined to take risks, and have a strong drive to bring their business ideas to life (Costin et al., 2022).

This finding supports Bandura's Social Cognitive Theory, which suggests that belief in one’s skills is a crucial factor affecting individual actions. From the standpoint of entrepreneurship, students who have strong confidence in their skills will likely be more optimistic when facing the challenges and uncertainties that come with business activities. On the other hand, students with low levels of self-efficacy often doubt their competence, leading to reduced interest in business ventures. Therefore, self-efficacy is an important psychological resource in promoting students' entrepreneurial intentions.

Additionally, the research demonstrates that both marketing management learning and self-efficacy together have a positive and significant impact on students' entrepreneurial goals. This indicates that the enhancement of entrepreneurial intentions is affected not only by the knowledge and skills gained from the learning experience but also by the students' belief in their capacity to utilize that knowledge. Marketing management learning supplies the essential skills for managing a business, while self-efficacy offers a psychological advantage that instills confidence in students’ ability to apply these skills in their entrepreneurial efforts (Laydes et al., 2024). The synergy of these two factors lays a solid foundation for developing students' entrepreneurial ambitions.

This study also backs the Theory of Planned Behavior, which describes how a person’s willingness to perform a specific action is shaped by their view of their power to control that action. Within this research, learning about marketing management enhances knowledge and abilities, while self-efficacy represents students’ views on their capability to succeed in entrepreneurial endeavors (Al Issa et al., 2025). When students

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possess stronger skills and greater belief in their own abilities, they are more inclined to initiate and grow a business.

The results of this research support findings from previous studies, which indicate that education related to business and personal psychological elements greatly influence the increase of students' entrepreneurial ambitions. However, this study adds the viewpoint that marketing management learning and self-efficacy are closely linked in influencing entrepreneurial intentions. The knowledge obtained through education becomes more valuable when paired with students' confidence in applying that knowledge in real-world scenarios. On the other hand, having high self-confidence without sufficient skills can also obstruct success in entrepreneurship.

From these findings, it is evident that enhancing students' intentions to become entrepreneurs requires a dual approach focusing on both educational and psychological elements. Universities need to provide not only knowledge of marketing principles and techniques but also foster learning activities that boost students' self-efficacy. Engaging in business practices, examining case studies, conducting marketing simulations, developing business plans, working on entrepreneurial projects, and collaborating with industry professionals can help build both skills and self-assurance. Therefore, students should not only learn about the business field but also cultivate a strong belief in their potential as entrepreneurs.

In summary, the findings of this study highlight the significance of marketing management education and self-efficacy as crucial elements that can enhance students' entrepreneurial intentions. The innovation of this research lies in the claim that self-efficacy acts as a form of psychological resource that fortifies the application of skills gained from marketing management education in forming entrepreneurial goals. Consequently, higher education curriculum development and teaching methods must be designed more thoroughly by merging the enhancement of business competencies and the growth of self-efficacy to prepare graduates who are equipped to become entrepreneurs and contribute to economic progress.

CONCLUSION

This study demonstrates that Marketing Management Learning and Self-Efficacy significantly contribute to the development of Entrepreneurial Intention among students of W.R. Supratman University. Marketing Management Learning equips students with essential competencies related to market analysis, customer understanding, opportunity identification, strategic planning, and digital marketing, which are important foundations for entrepreneurial activities. Self-Efficacy, meanwhile, strengthens students' confidence in their ability to manage uncertainty, overcome business challenges, make decisions, and successfully establish a business venture. Both variables individually and simultaneously contribute to the formation of entrepreneurial intention.

More importantly, this study offers a deeper insight into the mechanism through which educational experiences influence entrepreneurial intention. The findings indicate that marketing knowledge alone is insufficient to stimulate students' entrepreneurial aspirations. The effectiveness of Marketing Management Learning depends on the extent to which the learning process develops students' confidence in applying acquired knowledge in real entrepreneurial situations. In this regard, Self-Efficacy functions as a critical psychological resource that transforms marketing competencies into

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entrepreneurial intention. This finding extends previous studies that primarily treated educational factors and psychological factors as separate predictors of entrepreneurial intention.

The principal contribution of this study is the development of a conceptual proposition that entrepreneurial intention emerges from the interaction between domain-specific knowledge and psychological capability beliefs. Based on this proposition, Marketing Management Learning can be viewed as a source of entrepreneurial competence, whereas Self-Efficacy acts as an enabling psychological mechanism that converts competence into entrepreneurial motivation. This model provides a more comprehensive explanation of entrepreneurial intention formation by integrating educational and psychological perspectives within a single framework.

From a practical perspective, the findings suggest that universities should move beyond content-oriented entrepreneurship education and adopt confidence-building learning environments. Marketing courses should not only focus on theoretical knowledge but also incorporate experiential learning approaches such as business simulations, project-based learning, market validation projects, digital business development, entrepreneurial mentoring, and direct interaction with entrepreneurs. Such learning experiences may strengthen students' mastery experiences, which in turn enhance self-efficacy and entrepreneurial intention.

The proposed model also offers practical guidance for higher education policymakers. Universities may use Self-Efficacy as a strategic indicator for evaluating the effectiveness of entrepreneurship-related curricula. Educational programs that simultaneously improve marketing competence and entrepreneurial self-confidence are likely to generate stronger entrepreneurial intentions and increase the probability of future venture creation. Therefore, fostering entrepreneurial graduates requires an integrated approach that combines knowledge acquisition, practical experience, and psychological empowerment.

Despite these contributions, this study was conducted using a relatively small sample from a single university, which may limit the generalizability of the findings. Future research is encouraged to test the proposed model using larger and more diverse samples across different higher education institutions. Further studies may also examine Self-Efficacy as a mediating mechanism and incorporate additional variables such as entrepreneurial motivation, entrepreneurial passion, digital entrepreneurial competence, family support, and entrepreneurship education to develop a more comprehensive understanding of entrepreneurial intention formation among university students.

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