

# The Influence of Entrepreneurial Motivation and Entrepreneurial Alertness on Entrepreneurial Intentions: The Dominant Role of Alertness among Student Entrepreneurs

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## ABSTRACT

**Objective:** This study aims to examine the effect of entrepreneurial motivation and entrepreneurial alertness on business success among university students, with a focus on identifying which factor plays a more significant role in achieving business outcomes. **Method:** A quantitative approach was employed using a survey method. Data were collected through questionnaires measured on a 5-point Likert scale. The analysis was conducted using multiple linear regression to determine the partial effects of each independent variable on business success. **Results:** The findings indicate that entrepreneurial alertness has a significant positive effect on business success. In contrast, entrepreneurial motivation does not show a significant partial effect ( $p = 0.122$ ). This suggests that the ability to recognize and exploit business opportunities is more influential than motivation alone in determining business success among students. **Novelty:** This study provides additional empirical evidence highlighting the critical role of entrepreneurial alertness in student entrepreneurship. It emphasizes that motivation, although important, may not always translate into tangible business outcomes without the capability to identify opportunities. The study also contributes to the literature by focusing on a student sample, offering insights for developing more effective entrepreneurship programs.

## INTRODUCTION

Unemployment remains a significant labor market issue in many countries, including Indonesia. This occurs because the number of job seekers exceeds the number of available job openings, leading to various economic and social problems such as poverty and inequality (Indriyani & Subowo, 2019). According to data from the Central Statistics Agency (BPS) in August 2024, the open unemployment rate in Indonesia reached 4.91%, with 11.28% of the unemployed being university graduate (GoodStats, 2024). This condition highlights the urgency of fostering entrepreneurship among students as an alternative career path. Previous studies have emphasized that entrepreneurship education plays a critical role in shaping students' attitudes and intentions toward self-employment (Nabi et al., 2017; Lortie & Castogiovanni, 2024).

The proportion of entrepreneur in a country is often used as an indicator of economic development. In the Indonesian context, a minimum threshold of around 2% has been suggested as a benchmark to support economic growth (Prasetyono, 2016). However, this figure should not be interpreted as a universal standard, as the proportion of entrepreneurs varies across countries. Compared to developed countries and several Southeast Asian nations such as Singapore (7%) and Malaysia (5%), the proportion of entrepreneurs in Indonesia, which is currently around 3.47% of the total population, remains relatively low (Kadarusman, 2020). M. Nasution et al. (2024) in a meta-analytic review emphasized that entrepreneurial intention is a strong predictor of actual

entrepreneurial behavior, yet cross-country variations suggest that contextual factors, including university support systems, significantly moderate this relationship. In response to this situation, Universitas Negeri Padang (UNP), as an entrepreneurial university, has implemented the Student Entrepreneurship Program (PMW), which aims to foster students' entrepreneurial spirit, mindset, and skills through training, mentoring, and capital assistance. Bergmann et al. (2024) found that university context including dedicated entrepreneurship programs significantly enhances both solo and team student entrepreneurship.

However, preliminary observations indicate that students' entrepreneurial readiness is still not optimal. A considerable proportion of students show low entrepreneurial intention, lack clear business planning, and demonstrate limited ability to identify and evaluate business opportunities (Xanthopoulou et al., 2026; Nguyen & Nguyen, 2023). Additionally, many students report insufficient entrepreneurial motivation and weak opportunity recognition skills. This condition reflects a gap between the expected outcomes of entrepreneurship programs and the actual internal readiness of students (Rodriguez & Lieber, 2020; Xiao et al., 2026).

This phenomenon can be explained using the Theory of Planned Behavior (TPB), which states that intention is influenced by attitude, subjective norms, and perceived behavioral control (Ajzen, 2020). In this study, entrepreneurial motivation represents attitude toward entrepreneurship, while entrepreneurial alertness reflects perceived behavioral control, particularly the ability to recognize and exploit business opportunities. Although TPB assumes that these components jointly influence intention, recent studies suggest that their contributions may not be equal across contexts (Lortie & Castogiovanni, 2024). In entrepreneurial settings, cognitive factors such as alertness may play a more dominant role than motivational factors alone (Istipliler et al., 2025; Sasseti et al., 2022).

Previous studies have shown that both entrepreneurial motivation and entrepreneurial alertness influence entrepreneurial intention (Wardani & Dewi, 2020; Hu et al., 2018; Pusparini & Bonang, 2024). However, emerging evidence indicates that entrepreneurial alertness may have a stronger role, particularly as a mediator of opportunity recognition and as a key predictor of entrepreneurial intention across contexts (Otache et al., 2024; Murad et al., 2024). These findings suggest that the ability to identify opportunities may be more critical than motivation alone.

Despite these findings, most previous studies tend to assume that entrepreneurial motivation and alertness contribute positively and significantly without examining the possibility that one variable may dominate while the other becomes insignificant (Otache, Edokpolor, et al., 2024; Alshahrani et al., 2026). Furthermore, limited research has focused on students who have participated in structured entrepreneurship programs such as PMW. Therefore, this study addresses this gap by examining the relative influence of entrepreneurial motivation and entrepreneurial alertness within the specific context of program-supported student entrepreneurs.

This study aims to analyze the influence of entrepreneurial motivation and entrepreneurial alertness on entrepreneurial intention among students participating in the Student Entrepreneurship Program (PMW). Specifically, this study examines both the

simultaneous and partial effects of these variables to identify which factor plays a more dominant role. The findings are expected to contribute to the development of entrepreneurship literature and provide practical insights for designing more effective entrepreneurship programs, particularly in strengthening students' cognitive readiness in recognizing business opportunities.

## RESEARCH METHOD

This study employs a quantitative approach with a causal-associative design aimed at analyzing the relationships and influences among the variables. This approach aligns with recommendations from Newman et al. (2019) for testing entrepreneurial intention models using cross-sectional survey designs. The population is defined as a generalizable domain comprising objects or resources possessing specific characteristics selected by the researcher for analysis (Sarwono, 2022). The population in this study consists of all students enrolled in the Student Entrepreneurship Program (PMW) at Padang State University during the 2021–2025 period.

A sample is a subset of the population used as research subjects (Giri, 2024). The sampling technique used in this study is purposive sampling, in which respondents are selected based on specific criteria (Tajik et al., 2024), as follows: (1) students registered as PMW recipients, (2) active student status, and (3) participation in core PMW activities. The sample size was determined using Cochran's formula as follows:

$$n = \frac{z^2 \cdot p \cdot q}{e^2}$$

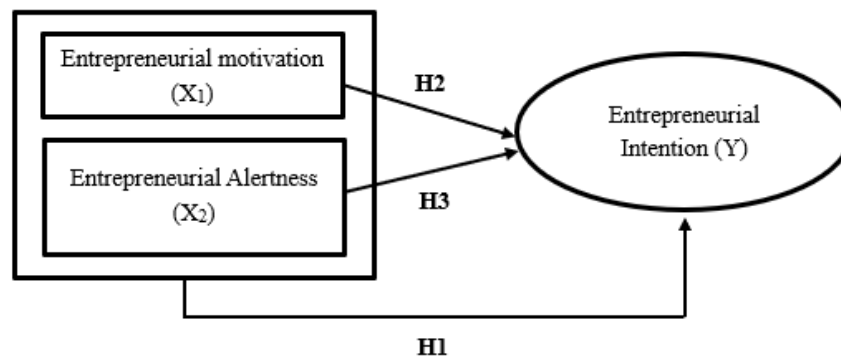
Where  $Z = 1.96$  (confidence level 95%),  $p = 0.5$ ,  $q = 0.5$ , and  $e = 0.10$ . Based on this calculation, the minimum sample size required is 96 respondents, which was rounded to 100 respondents. The use of a 10% margin of error in this study is considered acceptable due to the relatively homogeneous characteristics of the population (PMW participants) and practical constraints in accessing respondents. Previous studies in similar contexts have also applied a comparable tolerance level in exploratory research settings.

The data used in this study are quantitative data obtained from primary sources through a structured questionnaire. The research instrument was developed based on established indicators from previous studies, covering entrepreneurial motivation, entrepreneurial alertness, and entrepreneurial intention. All items were measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Heo et al., 2022). Prior to analysis, the instrument was tested for validity and reliability. The validity test was conducted using Pearson correlation, while reliability was assessed using Cronbach's Alpha, with all variables exceeding the acceptable threshold of 0.70, indicating that the instrument is reliable (Hussey et al., 2025).

This study employs two independent variables, namely entrepreneurial motivation (X1) and entrepreneurial alertness (X2), which are hypothesized to influence entrepreneurial intention (Y). The analysis was conducted using multiple linear

regression, supported by classical assumption tests including normality, heteroscedasticity, and multicollinearity tests to ensure the robustness of the model.

The conceptual framework of this study is presented in Figure 1, which illustrates the relationships among the variables being examined. The model proposes that entrepreneurial motivation and entrepreneurial alertness have both simultaneous and partial effects on entrepreneurial intention. The simultaneous effect (H1) reflects the combined influence of X1 and X2 on Y, indicating that both variables together contribute to shaping entrepreneurial intention.



**Figure 1.** Conceptual Framework

Based on the conceptual framework above, it can be explained that there is a direct relationship between the variables entrepreneurial motivation (X1) and entrepreneurial alertness (X2) and entrepreneurial intention (Y). This relationship consists of partial and simultaneous effects. The partial effects are demonstrated through H2, namely the effect of entrepreneurial motivation (X1) on entrepreneurial intention (Y), and H3, namely the effect of entrepreneurial alertness (X2) on entrepreneurial intention (Y). Meanwhile, the simultaneous effect indicated by H1 illustrates that both independent variables jointly contribute to explaining the variation in entrepreneurial intention. This framework serves as the basis for hypothesis testing and empirical analysis to determine which variable has a more dominant influence.

## RESULTS AND DISCUSSION

### Results

#### *Respondent Characteristics*

The demographic profile of respondents provides important context for interpreting the findings. The respondents were predominantly female (64%), with most participants entering in 2023 (35%) and 2024 (26%). In terms of academic background, the majority came from the Faculty of Economics and Business (27%), followed by other faculties such as Mathematics and Natural Sciences (17%), Education (12%), Social Sciences (11%), Tourism and Hospitality (11%), Engineering (8%), Sports Sciences (7%), Languages and Arts (4%), and Psychology and Health (3%).

These findings indicate that entrepreneurial intention is not limited to a specific academic discipline, although students with an economics background tend to dominate. The diversity of respondents suggests that entrepreneurship programs such as PMW have broad relevance across different fields of study.

### Descriptive Analysis

**Table 1.** Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurial Intention	100	48.00	78.00	67.6300	7.14872
Entrepreneurial Motivation	100	36.00	60.00	51.1600	5.19075
Entrepreneurial Alertness	100	25.00	60.00	49.4800	6.75619
Valid N (Listwise)	100				

Source: Compiled data (2026)

Based on the results of descriptive statistics for 100 respondents, the entrepreneurial intention variable had a mean of 67.63 with a standard deviation of 7.15, indicating that the level of entrepreneurial intention among PMW recipient students falls into the “good” category. The entrepreneurial motivation variable has a mean of 51.16 and a standard deviation of 5.19, indicating that the respondents’ entrepreneurial motivation is relatively high, with a relatively low level of variation. Meanwhile, the entrepreneurial alertness variable showed a mean value of 49.48 with a standard deviation of 6.76, reflecting that the respondents’ entrepreneurial alertness ability falls into the fairly good category, although there is still variation among individuals. These descriptive findings are comparable to those reported by Duong et al. (2024) in similar university student samples.

### Test of Classical Assumptions

**Table 2.** Results of the Classical Assumptions Test

Test Type	Indicator	Value	Criteria	Conclusion
Normality Test	Kolmogrov Smirnov Sig.	0.200	> 0.05	Normally Distributed
Heteroscedasticity	Sig. (X1)	0.196	> 0.05	No Heteroscedasticity
	Sig. (X2)	0.336	> 0.05	No Heteroscedasticity
Multicollinearity	Tolerance (X1 & X2)	0.393	> 0.10	No Multicollinearity
	VIF (X1 & X2)	2.547	> 10	No Multicollinearity

Source: Compiled data (2026)

Based on Table 2, all classical assumption requirements are met. The normality test shows a significance value greater than 0.05, indicating that the data are normally distributed. The heteroscedasticity test results reveal that the significance values for all independent variables exceed 0.05, suggesting the absence of heteroscedasticity. Furthermore, the multicollinearity test indicates that all tolerance values are above 0.10 and the VIF values are below 10, confirming that there is no multicollinearity among the independent variables. Therefore, it can be concluded that the regression model satisfies all necessary assumptions and is appropriate for further analysis.

**Multiple Linear Regression Analysis**

Multiple linear regression analysis was conducted to test the hypotheses.

**Table 3.** Results of Multiple Linear Regression Analysis

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	Constant)	33.172	5.403		6.140	.000
	X1	.261	.167	.203	1.558	.122
	X2	.427	.132	.420	3.221	.002

a. Dependent Variable: Y

Source: Compiled data (2026)

The table presents the multiple linear regression model used, so the equation is as follows:

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

$$Y = 33.172 + 0.261 X_1 + 0.427 X_2 + e$$

The interpretation of this equation is as follows: (1) The constant of 33.172 means that if entrepreneurial motivation and entrepreneurial alertness are absent or equal to 0 (zero), then the value of entrepreneurial intention is 33.172 (2) The regression coefficient for the entrepreneurial motivation variable is 0.261 meaning that if entrepreneurial motivation is increased by one unit, assuming entrepreneurial alertness is 0 (zero), this will result in an increase in entrepreneurial intention of 0.261 (3) The regression coefficient for the entrepreneurial alertness variable is 0.427 meaning that if entrepreneurial alertness is increased by one unit, assuming entrepreneurial motivation is 0 (zero), it will result in an increase in entrepreneurial intention of 0.427.

Overall, these results indicate that both variables have a positive relationship with entrepreneurial intention; however, entrepreneurial alertness shows a stronger contribution compared to entrepreneurial motivation, as reflected by its larger regression coefficient.

**Hypothesis Testing and Model Summary**

The overall model significance and explanatory power are presented in table 4.

**Table 4.** Hypothesis Test Results and Model Summary

Indicator	Value	Criteria	Conclusion
F-value	26.261	> 3.09	Significant (Simultaneous Effect)
Sig. (F-test)	0.000	< 0.05	H1 Accepted
R Square (R <sup>2</sup> )	0.351	-	35.1% explained
Remaining Variance	0.649	-	64.9% explained by other variables

Source: Compiled data (2026)

The results indicate that entrepreneurial motivation and entrepreneurial alertness simultaneously have a significant effect on entrepreneurial intention, as evidenced by the F-test results showing a significance value below 0.05. This finding suggests that, when considered together, both variables contribute meaningfully to explaining variations in students' entrepreneurial intentions. However, the R-squared value of 0.351 implies that the model explains only 35.1% of the total variance in entrepreneurial intention. This indicates that a larger proportion, namely 64.9%, is influenced by other variables that were not included in this study. Such variables may include psychological factors such as self-efficacy, environmental influences such as family and social support, as well as contextual factors like entrepreneurial education and prior experience. Therefore, while the model demonstrates statistical significance, its explanatory power remains moderate, highlighting the need for future research to incorporate additional variables in order to achieve a more comprehensive understanding of entrepreneurial intention.

## **Discussion**

### ***The Combined Effect of Entrepreneurial Motivation and Entrepreneurial Alertness on Entrepreneurial Intention***

The findings indicate that entrepreneurial motivation and entrepreneurial alertness jointly influence entrepreneurial intention. This suggests that both variables, when considered together, contribute to shaping students' intention to engage in entrepreneurship. However, the explanatory power of the model remains moderate, indicating that entrepreneurial intention is influenced by a broader set of factors beyond those examined in this study.

This result is consistent with the Theory of Planned Behavior (Ajzen, 2020), which emphasizes that intention is shaped by multiple psychological dimensions, including attitudes and perceived behavioral control. In this context, entrepreneurial motivation reflects students' attitudes toward entrepreneurship, while entrepreneurial alertness is closely related to their ability to recognize and act upon opportunities. These two aspects complement each other in forming entrepreneurial intention.

Furthermore, this finding is in line with previous studies that highlight the importance of combining cognitive and motivational factors in explaining entrepreneurial intention (Hu et al., 2018). Nevertheless, the moderate explanatory power suggests that other factors—such as self-efficacy, social support, and prior experience may play a more substantial role, as also emphasized by Nasution & Halim (2024). This indicates that entrepreneurial intention is a complex construct influenced by multiple interacting variables (Liu & Singhdong, 2024).

### ***The Effect of Entrepreneurial Motivation on Entrepreneurial Intention***

The results of this study indicate that entrepreneurial motivation does not have a significant partial effect on entrepreneurial intention. This finding suggests that, within the context of students participating in the PMW program, motivation alone is not sufficient to directly influence the intention to start a business.

One possible explanation is that the respondents in this study may already possess relatively similar baseline levels of motivation due to their involvement in the PMW program. As participants in an entrepreneurship initiative, students are likely to have been exposed to entrepreneurial values, training, and support, resulting in a relatively

homogeneous level of motivation. Consequently, variation in motivation may no longer be a determining factor in shaping entrepreneurial intention.

In addition, motivation may require supporting factors to be effectively translated into intention. Students may feel motivated, but without sufficient self-efficacy, opportunity recognition skills, or clear expectations of business outcomes, such motivation may not lead to a strong intention to start a business (Suyati & Rozikin, 2021; Dieguez & Gomes, 2025). This interpretation is supported by Nasution & Halim (2024), who found that self-efficacy and income expectations play a more significant role than motivation in influencing entrepreneurial intention. Similarly, Thoudam (2022) highlights that entrepreneurial passion and creativity, as well as fear of failure, can moderate the relationship between motivation and intention.

This finding differs from several previous studies that reported a significant positive effect of entrepreneurial motivation on entrepreneurial intention. However, these inconsistencies may be explained by differences in research context. In more general student populations, motivation may play a stronger role, whereas in more specific groups such as PMW participants who have already received structured entrepreneurship exposure—other factors, particularly cognitive abilities, become more influential. Therefore, this study emphasizes the importance of considering contextual differences when interpreting the role of entrepreneurial motivation.

### *The Effect of Entrepreneurial Alertness on Entrepreneurial Intention*

The findings show that entrepreneurial alertness has a positive and significant effect on entrepreneurial intention. This indicates that students who are more capable of recognizing, evaluating, and utilizing business opportunities tend to have stronger entrepreneurial intentions. Entrepreneurial alertness enables individuals to actively scan their environment, connect information, and assess the feasibility of potential opportunities, thereby strengthening their confidence in engaging in entrepreneurial activities.

This result is consistent with previous studies that highlight the importance of entrepreneurial alertness in shaping entrepreneurial intention (Wilson & Rodhiah, 2021). These studies suggest that individuals with higher alertness are better equipped to identify viable opportunities, which increases their likelihood of pursuing entrepreneurial activities.

From a theoretical perspective, this finding aligns with the Theory of Planned Behavior (Ajzen, 2020), particularly the concept of perceived behavioral control. Individuals who are able to recognize and evaluate opportunities tend to feel more capable of performing entrepreneurial actions, which in turn strengthens their intention to become entrepreneurs.

Importantly, in comparison to entrepreneurial motivation, entrepreneurial alertness appears to play a more critical role in shaping entrepreneurial intention, particularly within the context of students who have received the PMW intervention. While entrepreneurial motivation reflects a general desire or willingness to engage in entrepreneurship, it does not necessarily translate into actionable intention without the ability to recognize viable opportunities (Roos & Botha, 2022). In contrast, entrepreneurial alertness represents a more practical and cognitive capability that

enables students to identify, evaluate, and exploit business opportunities (Araujo et al., 2023).

For students who have already been exposed to entrepreneurship training, mentoring, and financial support through the PMW program, the level of motivation tends to be relatively similar across individuals and therefore becomes less distinguishing. In this context, the ability to recognize and act upon opportunities becomes the key factor that differentiates students with strong entrepreneurial intentions from those with weaker intentions. Therefore, entrepreneurial alertness can be considered more decisive than motivation in explaining entrepreneurial intention among PMW participants.

This finding suggests that although students may already possess a certain level of motivation, it is the presence of entrepreneurial alertness that determines whether such motivation can be translated into a concrete entrepreneurial intention (Torres-Ortega & Loyola-Cam, 2024). Therefore, in the context of structured entrepreneurship programs, enhancing students' ability to identify and evaluate opportunities is more crucial than solely increasing their level of motivation (Adeel et al., 2023; Maslakci et al., 2025).

## CONCLUSION

**Fundamental Finding:** This study confirms that entrepreneurial motivation and entrepreneurial alertness simultaneously influence entrepreneurial intention. However, partially, only entrepreneurial alertness shows a positive and significant effect, while entrepreneurial motivation does not have a significant influence. These findings emphasize that, within the context of the PMW program, the ability to recognize and evaluate business opportunities plays a more decisive role than motivation alone in shaping students' entrepreneurial intention. **Implication:** These results highlight the importance of strengthening cognitive capabilities, particularly opportunity recognition skills, in entrepreneurship programs. Practically, the PMW program should focus on developing entrepreneurial alertness through structured activities such as opportunity recognition workshops, business idea validation, and feasibility analysis, so that students are better prepared to translate their potential into actual entrepreneurial intentions. **Limitation:** This study is limited by its cross-sectional design, which does not capture changes over time, as well as the use of a sample from a single university. In addition, the relatively large margin of error and the limited number of variables may restrict the generalizability and explanatory power of the findings. **Future Research:** Future studies are recommended to involve broader and more diverse samples, incorporate additional variables such as self-efficacy, social support, and entrepreneurial experience, and apply longitudinal approaches to provide a more comprehensive understanding of the factors influencing entrepreneurial intention.

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