

Research Article

# The Role of Emotional Intelligence and Self-Leadership in Entrepreneurial Intentions of University Students

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**Abstract:** Entrepreneurship plays a crucial role in driving economic growth, with individual entrepreneurial intentions serving as a key supporting factor. Despite this, student involvement in entrepreneurial endeavors remains relatively low. This research seeks to examine how emotional intelligence and self-leadership influence entrepreneurial intentions among students at the University of Lampung. Employing a quantitative method with a causal approach, the study gathered primary data through questionnaires distributed to 183 sixth-semester students across various faculties. The research instruments underwent validity, reliability, and normality testing, and the data were analyzed using multiple linear regression. The findings confirmed the proposed hypotheses. Based on these results, the study recommends that higher education institutions, particularly the University of Lampung, implement character development initiatives and foster a positive student mindset. It also suggests creating more opportunities for reflection and open dialogue, incorporating problem-based learning models, and providing training in persuasive communication and soft skills. Furthermore, it emphasizes the importance of enhancing entrepreneurship curricula with practical experiences such as business incubators and simulations, while also improving student access to entrepreneurial support systems, including funding, mentoring, and market networks. These measures aim to boost student confidence in launching businesses and to strengthen the campus entrepreneurial ecosystem.

**Keywords:** Elf Leadership; Emotional Intelligence; S Entrepreneurial Intention

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## 1. Introduction

Entrepreneurship is a dynamic practice essential for fostering innovation and economic growth. [1] emphasize that entrepreneurship goes beyond starting a business, it involves organized pursuit of change and innovation to create economic and social value, often through new products, production methods, markets, or business models. It plays a vital role in economic progress, job creation, innovation, and competitiveness. Entrepreneurial activities are increasingly recognized in developing countries, and entrepreneurial intention has been identified as a key predictor of entrepreneurial behavior [2]. Among the most well-known intention models are the Theory of Planned Behaviour and the Shapero Entrepreneurial Event Model, the latter suggesting that entrepreneurial intention is influenced by perceived desirability, feasibility, and propensity to act. According to [3], cognitive and personality traits such as self-efficacy, attitude, need for achievement, and behavioral control significantly affect entrepreneurial intentions. Given the non-linear and challenging path of entrepreneurship, strong self-management skills are essential for resilience and sustained commitment.

Good self-management skills are fundamentally rooted in the ability to regulate emotions, which [4] identifies as a key component of emotional intelligence. Over the past three decades, emotional intelligence has evolved into three main models: ability-based, trait-based, and mixed [5]. The ability-based model by [6] defines emotional intelligence as a set of innate skills involving emotion perception, emotional facilitation of thought, understanding emotions, and emotion regulation, measured by the MSCEIT. The trait-based model, developed by [7], views emotional intelligence as a stable personality trait encompassing well-being, self-control, emotionality, and sociability, measured by the TEIQue. The mixed model combines traits, competencies, and abilities, as seen in Bar-On's framework, which includes intrapersonal and interpersonal skills, adaptability, stress management, and mood, measured by the EQ-i. Goleman's mixed model focuses on self-awareness, self-regulation, motivation, empathy, and social skills, typically assessed using the ECI 2.0 [5]. Research has consistently shown a positive relationship between emotional intelligence and entrepreneurial intention [8]–[10].

Interestingly, several studies have revealed that entrepreneurial intention can also be influenced by self-leadership. According to [11], self-leadership involves leading oneself while serving as a role model for others, thereby enhancing personal performance and contributing positively to the surrounding environment. [12] define self-leadership as a process comprising specific behavioral and cognitive strategies aimed at achieving self-direction and self-motivation to enhance desired performance and activities. These strategies are generally categorized into three main types: behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies. Research by [13] on millennials in Malang city found that self-leadership significantly affects entrepreneurial intention. Similarly, [14] found a significant relationship between self-leadership and entrepreneurial intention among female entrepreneurs. Thus, self-leadership is considered a crucial factor influencing entrepreneurial intention [15].

According to Databoks 2023, based on data from the Central Statistics Agency (BPS), there were over 56 million entrepreneurs in Indonesia in 2023, with the majority being elderly individuals aged over 60. Among them, 11.4 million elderly people were engaged as nascent entrepreneurs, those working independently or assisted by unpaid or non-permanent workers, while 798,327 were established entrepreneurs assisted by permanent or paid workers. In total, the elderly accounted for 20.39% of all entrepreneurs in Indonesia that year. Interestingly, the age group with the fewest entrepreneurs was 20–24 years, with only 2.06 million individuals. This is noteworthy, as this age range typically includes those pursuing or having recently completed higher education, often identified as university students.

At Universitas Lampung, the low rate of entrepreneurial participation among youth is also evident. According to its official website, in 2023 the university admitted 9,165 new students and remains committed to enhancing students' entrepreneurial skills and competencies, partly by encouraging participation in the Student Entrepreneur Program (Program Mahasiswa Wirausaha or PMW). PMW, initiated by the Directorate General of Higher Education, aims to foster entrepreneurial mindsets by equipping students with the skills to creatively and innovatively respond to their environment. However, participation in PMW has declined over the years, with 367 proposals submitted in 2021, dropping to 239 in 2022, and further to 183 in 2023. While this decline does not conclusively indicate low entrepreneurial intention among Universitas Lampung students, it raises important questions. Thus, this research proposes to examine the role of emotional intelligence and self-leadership in shaping entrepreneurial intentions among these students. The findings are expected to inform strategic efforts by higher education institutions, particularly Universitas Lampung, in developing student entrepreneurship programs and to inspire individuals aged 20–24 to enhance self-effectiveness and entrepreneurial skills.

## 2. Preliminaries or Related Work or Literature Review

### Entrepreneurial Intentions

Entrepreneurial intention has been recognized as the strongest predictor of entrepreneurial behavior [16]. According to the Shapero Entrepreneurial Events (SEE) theory Shapero & Sokol (1982) in [17], intentions arise when individuals are influenced by key surrounding factors such as family, work, social status, cultural values, access to funding, and education. These factors shape decision-making behavior, which can shift due to triggering events, whether positive, neutral, or negative, with positive triggers further strengthening

entrepreneurial intention. The SEE model defines entrepreneurial intention through three dimensions [2]: (1) Perceived desirability, or the personal perception that creating a new venture is attractive and desirable; (2) Perceived feasibility, which refers to one's belief in their capability to gather necessary resources, human, social, and financial, to start a business; and (3) Propensity to act, a personality trait reflecting one's internal drive and behavioral control, influenced by factors such as locus of control.

### Emotional Intelligence

[6] defined emotional intelligence as the ability to perceive, understand, and manage emotions in oneself and others, comprising four skills: perceiving, using, understanding, and managing emotions. [4] expanded this with five elements: self-awareness, self-regulation, motivation, empathy, and social skills, which support entrepreneurial intention by enhancing self-control, persistence, customer insight, and networking [18]. Goleman later refined his model into personal competencies (self-awareness, self-regulation, motivation) and social competencies (empathy, relationship management), supported by further research [19]. This study uses self-awareness, self-management, social awareness, and relationship management as key indicators.

### Self-Leadership

Self-leadership is a process of influencing themselves to achieve the self-direction and motivation needed to improve activity and performance in a desired manner [12]. Furthermore, self-leadership is a specific behavioral and cognitive strategy designed to positively influence personal effectiveness. These strategies are generally grouped into three main categories: (1) behavior-focused strategies, (2) natural reward strategies, and (3) constructive mindset strategies.

### Hypothesis

**H1:** Self-leadership has a positive and significant effect on entrepreneurial intention among Universitas Lampung students.

**H2:** Emotional intelligence has a positive and significant effect on entrepreneurial intention among Universitas Lampung students.

## 3. Proposed Method

### Research Design

This research involves three main variables: emotional intelligence (X1) and self-leadership (X2) as independent variables, and entrepreneurial intention (Y) as the dependent variable. Conducted among sixth-semester students from all faculties at the University of Lampung, the study uses a causal research design to examine cause-effect relationships. Primary data were collected through questionnaires, while secondary data were obtained from literature sources [20]. The questionnaire employed a Likert scale with five response options. The population includes all University of Lampung students, with a sample of 183 respondents selected using purposive sampling based on specific criteria, including age and participation in the 2023 PMW program, as that year had the fewest PMW proposals from 2021–2023.

### Operational Definition of Variable

The conceptual definition is used to provide a theoretical overview based on the views of experts, while the operational definition explains how the variables are practically measured in this study.

**Table 1. Operational Definition of Variable.**

Variable	Definition	Dimension & Indicator	Scale
Entrepreneurial Intentions (Y)	Entrepreneurial intention conceptually refers to an individual's mindset and belief in themselves that they are determined to start a new business and consciously plan it within a certain period (Krueger et al., 2000).	Dimension 1: Perceived Desirability 1. Desire to fulfill self-satisfaction 2. Having an idea 3. Having the resources and opportunity to start a business 4. Pride in entrepreneurship 5. Confidence in the benefits of entrepreneurship 6. High desire to be an entrepreneur  Dimension 2: Perceived Feasibility	Likert

Variable	Definition	Dimension & Indicator	Scale
		7. Readiness to start a business 8. Having knowledge in developing a business 9. Confidence in starting your own company 10. Having the ability to control the process of establishing 11. Having technical understanding to start a business 12. Ability to launch and maintain a company so that it continues to run  Dimension 3: Propensity to Act 13. High ability to accept mistakes rather than receiving orders 14. Like great responsibility 15. Like to make your own decisions 16. Have confidence in handling situations better than others 17. Like to do something to solve problems rather than stay silent 18. Ability to demonstrate a leadership role in a project  (Shapero & Sokol, 1982).	
Emotional Intelligence (X1)	Emotional intelligence is a person's ability that includes four domains, the first of which is a person's ability to recognize which includes emotional awareness, self-reflection, and self-confidence (Salovey & Mayer, 1990).	Dimension 1: Self-Awareness 1. Emotional self-awareness 2. Accurate self-assessment 3. Self-Confidence  Dimension 2: Self-Management 4. Emotional self-control 5. Transparency 6. Adaptability 7. Achievement orientation 8. Initiative 9. Optimism  Dimension 3: Social awareness 10. Empathy 11. Group awareness 12. Service orientation  Dimension 4: Relationship management 13. Inspirational leadership 14. Influence 15. Conflict management 16. Change catalyst 17. Building bonds 18. Cooperation and collaboration  (Goleman, 1995).	Likert
Self-Leadership (X2)	Self-leadership conceptually is a process that involves the regulation of cognitive and behavioral aspects that enable individuals to carry out several initiation strategies such as self-observation, determining self-goals, setting motivation in completing work, self-introspection, and rewarding oneself (Houghton and Neck, 2002).	Dimension 1: Behavior-Focused Strategies 1. Self-Observation 2. Self-Goal Setting 3. Self-Rewarding 4. Self-Punishment 5. Self-Cueing  Dimension 2: Natural Reward 6. Strategies Focusing thoughts on natural rewards  Dimension 3: Constructive Mindset Strategies 7. Visualizing successful performance 8. Self-talk 9. Evaluating beliefs and assumptions  (Houghton and Neck, 2002).	Likert

### Instrument Testing

The instrument testing in this study includes validity and reliability tests. Validity testing ensures that an instrument accurately measures the intended concept, with a variable deemed valid if the calculated r-value (r-count) exceeds the critical value (r-table), and invalid if it does not. According to [21], validity reflects the accuracy and appropriateness of the instrument. Reliability testing, on the other hand, assesses the consistency of the instrument; it is

considered reliable if repeated measurements yield similar results. Based on [22], an item is classified as reliable if the Cronbach's Alpha value is greater than 0.6, and unreliable if it is below 0.6.

### Hypothesis Testing

Hypothesis testing in this study involves multiple linear regression and partial t-tests. Multiple linear regression is used to estimate the average value of the dependent variable (Y is entrepreneurial intention) based on two or more independent variables (X1 is self-leadership and X2 is emotional intelligence), using the equation:  $Y = \alpha + b_1X_1 + b_2X_2 + e$ , where  $\alpha$  is the constant,  $b_1$  and  $b_2$  are regression coefficients, and  $e$  represents the error term. The t-test is conducted to assess the individual influence of each independent variable on the dependent variable at a 0.05 significance level. If the significance value is greater than 0.05, the hypothesis is rejected (the regression coefficient is not significant); if less than 0.05, the hypothesis is accepted (the coefficient is significant).

## 4. Results and Discussion

### Instrument Test Result

#### Validity Test Result

**Table 2. Validity Test Result.**

Variable	Item	Pearson Correlation	(>0,148=Valid)
Emotional Intelligence (X1)	X1.1	0,491	Valid
	X1.2	0,565	Valid
	X1.3	0,430	Valid
	X1.4	0,573	Valid
	X1.5	0,502	Valid
	X1.6	0,388	Valid
	X1.7	0,610	Valid
	X1.8	0,591	Valid
	X1.9	0,574	Valid
	X1.10	0,591	Valid
	X1.11	0,544	Valid
	X1.12	0,489	Valid
	X1.13	0,501	Valid
	X1.14	0,669	Valid
	X1.15	0,539	Valid
	X1.16	0,638	Valid
	X1.17	0,458	Valid
	X1.18	0,611	Valid
	X1.19	0,623	Valid
	X1.20	0,703	Valid
	X1.21	0,586	Valid
	X1.22	0,576	Valid
	X1.23	0,684	Valid
	X1.24	0,527	Valid
	X1.25	0,720	Valid

Variable	Item	Pearson Correlation	(>0,148=Valid)
	X1.26	0,556	Valid
	X1.27	0,664	Valid
	X1.28	0,607	Valid
	X1.29	0,668	Valid
	X1.30	0,611	Valid
	X1.31	0,697	Valid
	X1.32	0,632	Valid
	X1.33	0,656	Valid
	X1.34	0,600	Valid
	X1.35	0,591	Valid
Self-Leadership (X2)	X2.1	0,709	Valid
	X2.2	0,651	Valid
	X2.3	0,667	Valid
	X2.4	0,633	Valid
	X2.5	0,616	Valid
	X2.6	0,718	Valid
	X2.7	0,702	Valid
	X2.8	0,679	Valid
	X2.9	0,688	Valid
	X2.10	0,737	Valid
	X2.11	0,700	Valid
	X2.12	0,724	Valid
	X2.13	0,741	Valid
	X2.14	0,749	Valid
	X2.15	0,720	Valid
	X2.16	0,724	Valid
	X2.17	0,784	Valid
	X2.18	0,672	Valid
Entrepreneurial Intentions (Y)	Y.1	0,665	Valid
	Y.2	0,772	Valid
	Y.3	0,657	Valid
	Y.4	0,579	Valid
	Y.5	0,644	Valid
	Y.6	0,665	Valid
	Y.7	0,762	Valid
	Y.8	0,668	Valid
	Y.9	0,820	Valid
	Y.10	0,798	Valid
	Y.11	0,820	Valid
	Y.12	0,811	Valid

Variable	Item	Pearson Correlation	(>0,148=Valid)
	Y.13	0,789	Valid
	Y.14	0,659	Valid
	Y.15	0,707	Valid
	Y.16	0,598	Valid
	Y.17	0,759	Valid
	Y.18	0,571	Valid
	Y.19	0,571	Valid

The results above indicate that each instrument used in this study is declared valid or suitable for use.

**Reliability Test Result**

**Table 3. Reliability Test Result.**

Variabele	Item	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	(> 0,6 = Reliable)
Emotional Intelligence (X1)	X1_01	0,941	.940	Reliable
	X1_02		.940	Reliable
	X1_03		.941	Reliable
	X1_04		.940	Reliable
	X1_05		.940	Reliable
	X1_06		.942	Reliable
	X1_07		.939	Reliable
	X1_08		.940	Reliable
	X1_09		.940	Reliable
	X1_10		.940	Reliable
	X1_11		.940	Reliable
	X1_12		.941	Reliable
	X1_13		.940	Reliable
	X1_14		.939	Reliable
	X1_15		.940	Reliable
	X1_16		.939	Reliable
	X1_17		.941	Reliable
	X1_18		.939	Reliable
	X1_19		.939	Reliable
	X1_20		.939	Reliable
	X1_21		.940	Reliable
	X1_22		.940	Reliable
	X1_23		.939	Reliable
	X1_24		.940	Reliable
	X1_25		.938	Reliable

Variabele	Item	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	(> 0,6 = Reliable)
	X1_26		.940	Reliable
	X1_27		.939	Reliable
	X1_28		.939	Reliable
	X1_29		.939	Reliable
	X1_30		.939	Reliable
	X1_31		.939	Reliable
	X1_32		.939	Reliable
	X1_33		.939	Reliable
	X1_34		.939	Reliable
	X1_35		.940	Reliable
	Self-Leadership (X2)		X2_1	0,939
X2_2		.936	Reliable	
X2_3		.936	Reliable	
X2_4		.937	Reliable	
X2_5		.937	Reliable	
X2_6		.935	Reliable	
X2_7		.935	Reliable	
X2_8		.936	Reliable	
X2_9		.935	Reliable	
X2_10		.934	Reliable	
X2_11		.935	Reliable	
X2_12		.935	Reliable	
X2_13		.934	Reliable	
X2_14		.934	Reliable	
X2_15		.935	Reliable	
X2_16		.935	Reliable	
X2_17		.933	Reliable	
X2_18		.936	Reliable	
Entrepreneurial Intentions (Y)	Y_01	0,943	.941	Reliable
	Y_02		.939	Reliable
	Y_03		.941	Reliable
	Y_04		.942	Reliable
	Y_05		.941	Reliable
	Y_06		.941	Reliable
	Y_07		.939	Reliable
	Y_08		.941	Reliable
	Y_09		.937	Reliable
	Y_10		.938	Reliable
	Y_11		.938	Reliable

Variabele	Item	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	(> 0,6 = Reliable)
	Y_12		.938	Reliable
	Y_13		.938	Reliable
	Y_14		.941	Reliable
	Y_15		.940	Reliable
	Y_16		.942	Reliable
	Y_17		.939	Reliable
	Y_18		.942	Reliable
	Y_19		.942	Reliable

The results above indicate that the research instrument is considered reliable, which means that the instrument can be relied on to produce findings according to theory.

### Hypothesis Test Result

**Table 4.** Multiple Regression & T Test Result.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0,750	5,862		-0,128	0,898
	Self-Leadership	0,176	0,058	0,230	3,007	0,003
	Emotional Intelligence	0,664	0,103	0,496	6,473	0,000

a. Dependent Variable: Entrepreneurial Intentions

The results of Hypothesis I testing show that self-leadership (X1) has a positive and significant effect on entrepreneurial intention (Y), with a standardized coefficient beta of 0.230, a significance level of 0.003 (below 0.05), and a t-value of 3.007 exceeding the t-table value of 1.653. This indicates that higher self-leadership skills among students are associated with stronger entrepreneurial intentions. For Hypothesis II, emotional intelligence (X2) also significantly influences entrepreneurial intention, with a standardized coefficient beta of 0.496, a significance level of 0.000, and a t-value of 6.473, surpassing the t-table threshold. This suggests that students with higher emotional intelligence are more motivated and better prepared to pursue entrepreneurship.

### Discussion

#### The Influence of Self-Leadership on Entrepreneurial Intentions of Students at the University of Lampung

Self-leadership refers to behavioral and cognitive strategies individuals use to direct themselves toward optimal performance, highlighting personal responsibility in managing thoughts, emotions, and actions to achieve goals. Among university students, strong self-leadership supports independence, motivation, and resilience, key traits for entrepreneurial readiness. This study found that self-leadership significantly influences entrepreneurial intention, with a regression coefficient of  $B = 0.176$  and  $p = 0.003$ . Students with higher self-leadership tend to have a stronger drive to pursue entrepreneurship, suggesting that self-leadership functions as psychological capital that encourages risk-taking and confidence in business endeavors.

These findings align with theories from [12], emphasizing the role of self-leadership beyond organizational contexts. Previous research also supports its impact on entrepreneurial intention across various groups, such as millennials and women. However, while self-leadership plays a meaningful role, the study also shows emotional intelligence has a stronger influence ( $B = 0.664$ ;  $p = 0.000$ ), underscoring the importance of emotional and social factors. Therefore, entrepreneurial

development efforts should take a holistic approach, integrating self-leadership with emotional and interpersonal competencies.

### **The Influence of Emotional Intelligence on Entrepreneurial Intentions of Students at the University of Lampung**

Emotional intelligence refers to an individual's ability to recognize, understand, manage, and express emotions appropriately, both personally and socially [4]. It aids in managing stress, making wise decisions, and fostering supportive relationships. This study found that emotional intelligence significantly influences students' entrepreneurial intention, with a regression coefficient of  $B = 0.664$  and a significance value of  $p = 0.000$ . A higher level of emotional intelligence corresponds to a stronger intention to become an entrepreneur, as it equips students to handle academic pressure, empathize with market needs, and build positive networks.

These findings align with previous research, including studies by [8] and [9], which highlight emotional intelligence as a key predictor of entrepreneurial confidence and performance. The results emphasize the importance of emotional and interpersonal skills in entrepreneurship education. Thus, efforts to cultivate entrepreneurial spirit among students should not only address technical and cognitive abilities, but also focus on strengthening emotional competence, empathy, and character development.

### **Conclusions**

Based on the findings, this study concludes that both self-leadership and emotional intelligence have a positive and significant influence on entrepreneurial intention among students at the University of Lampung. The results indicate that higher levels of self-leadership and emotional intelligence are associated with stronger entrepreneurial intentions. However, the study is limited by its focus on a single university, which may affect the generalizability of the results. Future research should consider broader samples across different regions and institutions, as well as explore additional variables such as entrepreneurial self-efficacy, social support, and prior entrepreneurial experience to provide a more comprehensive understanding of what drives entrepreneurial intention in students.

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