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Examining the Role of Mediating Variables in the Emotional Intelligence-Entrepreneurial Action Relationship

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Abtract. This study investigated the mediating role of entrepreneurial career choiceandmotivation in the relationship between emotional intelligence and entrepreneurial action among 326 university students with MSMEs in Semarang, Indonesia. Questionnaire data was analyzed using SmartPLS. Emotional intelligence wasfound to positively influence entrepreneurial action. Further, both entrepreneurial career choice and motivation significantly mediated this relationship. The findings provide novel empirical evidence on how enhancing emotional competencies along with motivational and career interventions can promotestudents' entrepreneurial behaviors. The results have important practical implications for designing educational programs to develop entrepreneurial capacities among university youth**.** The findings have important practical implications for enhancing students' entrepreneurial competencies through emotional intelligence development.

Keywords: Entrepreneurial Action, Emotional Intelligence, Entrepreneurial Career Choice, Motivation

1. Introduction

Entrepreneurship is related with the establishment of new businesses. Entrepreneurs are creative action agents who differ from other creative action agents in that they are founded on the ability to exploit the social, economic, and/or cultural worth of the ideas at their genesis (Ismiyanti et al., 2021). Entrepreneurship can be defined as the development of a new organization, the establishment of a new income center inside an existing organization, or the establishment of a firm as a result of the process of learning new skills (Lüdeke-Freund, 2020). In addition, entrepreneurship is a complex interaction process that evolves through time in a specific and dynamic context (Veiga et al., 2020).

The study of the processes that occur between entrepreneurial intention and entrepreneurial action in the context of the formation of new organizations, known as the gap between entrepreneurial intention and action (Kautonen et al., 2015; Van Gelderen et al., 2015), is a relatively new field of study. All theoretical models, according to the literature, presume that entrepreneurial intention is direct or indirect entrepreneurial action. Despite the fact that entrepreneurial ambition does not always result in entrepreneurial action (Veiga et al., 2020). Problems will develop if entrepreneurial action is purposefully avoided, new constraints are imposed, or individual preferences change. A lack of entrepreneurial action, on the other hand, suggests that entrepreneurial goals are not realized (Wilson & Martin, 2015; Oliveira & Rua, 2018).

Individual entrepreneurship, entrepreneurial intention, and entrepreneurial behavior are all linked in the literature (Lián & Fayolle, 2015). To understand what encourages or hinders the creation of entrepreneurial action, however, it is necessary to first understand how entrepreneurial individuals understand and perceive opportunities to achieve them, because perception of these opportunities is a process based on entrepreneurial intentions (Do Paço et al., 2015; Joensuu-Salo et al., 2015).

Previous study has indicated that the elements driving entrepreneurial action are still understudied (Ripollés & Blesa, 2023). This is especially startling if it is considered that the area of entrepreneurship revolves solely around the link between enterprising individuals' business prospects and stakeholders (Kuratko et al., 2021). As a result, this argument emphasizes the importance of researching the elements that drive entrepreneurial action, particularly among students, because without action, students will never start a firm (Cui & Bell, 2022).

Scholars have provided empirical evidence on the effects of various individual characteristics such as whether students have previously founded a business (Hahn et al., 2020), whether they have taken an entrepreneurship course (Lyons & Zhang, 2018), whether they have a family business background (Bae et al., 2014), whether they have been previously exposed to entrepreneurship (Tingting et al., 2022), whether they have an entrepreneurial behavioral mindset (Cui & Bell, 2022 Furthermore, research indicates that personal traits might influence entrepreneur success, and numerous psychological/cognitive aspects have been connected to the formation of entrepreneurial goals and the entrepreneurial process itself (Rodrigues et al., 2019).

Several research have found that psychological aspects have a significant influence in the development of alternative models for the entrepreneurial process (Gelard & Emamisaleh, 2014). However, little study has been conducted to investigate how individual differences in emotional intelligence, entrepreneurial career choice, and motivation connect to entrepreneurial behavior.

2. Literature Review

2.1. Entrepreneurial Action

Individual efforts to engage in processes that identify, develop, and carry out various activities, such as: (1) introduction of new goods and services in the future or process, (2) entry into new markets, (3) establishment of new businesses, (4) establishment of a new economic world, and/or (5) individual and organizational learning (Mahfud et al., 2020; Saleem et al., 2018; Villares et al., 2020). Because these things do not occur instantly, entrepreneurial action cannot be viewed as a single action, but rather as a series of acts that occur over time (Shepherd, 2015).

Thus, current research indicates that entrepreneurial action is a process involving goal-oriented individual cognitive and behavioral behaviors to involve perceptions of uncertainty in the creation of new businesses (Chen et al., 2018). Thus, entrepreneurial action is viewed as a dynamic interacting process that combines cognition and conduct that is influenced by the environment (Dudley, 2021). The totality of factors that interact in a dynamic psychological landscape is represented by behavior.

2.2. Emotional Intelligence

Emotions were defined as feelings, thoughts, and emotions in the context of individual psikology or biology (Chitsaz et al., 2019; Portales, 2019). Emotional intelligence is a person's ability to understand, understand, and express emotions (Hughes et al., 2013). Individuals with emotional intelligence can digest and expand their emotions when confronted with a problem (Galkina & Hultman, 2016). Scholars classify emotional intelligence as a factor in improving knowledge, performance, and outcomes. Individuals with high emotional intelligence, for example, are more likely to engage in meaningful interactions with others and are more likely to be able to effectively manage their own and others' emotions (Mayer et al., 2016).

This research focuses on four dimensions of emotional intelligence, namely self-awareness, emotion management, empathy and social skills. Self-awareness is the key to emotional intelligence, where self-aware individuals try to understand the emotions, strengths, weaknesses and values of other individuals (Manning et al., 2020).

They can also express their emotions and remain calm while working with others. Self-awareness can help people understand the factors in their environment that influence their lives. Emotion management focuses on a person's ability to manage negative emotions in order to achieve optimal results (Silva et al., 2020). Emotion management can also be defined as the process by which someone manages their feelings of sadness, apprehension, or anger through difficult times. Individuals who can effectively channel their emotions have the ability to direct their emotions to the desired location and increase their effectiveness.

Empathy was defined as an individual's ability to understand and sympathize with the feelings of others. Individuals that are sympathetic can experience feelings for others as if they were their own (Koe et al., 2021). After that, social skills focus on how individuals manage their social relationships. People with good social skills have more opportunities since they can help others achieve their goals (Galkina & Hultman, 2016). As a result, business owners with strong social skills can more effectively motivate employees to achieve organizational goals (Othman & Tengku Muda, 2018).

2.3. Entrepreneural Career Choice

There is a connection between occupational choice and entrepreneurial behavior. The theory of planned behavior (TPB) is applied in this study. According to this hypothesis, attitudes, arbitrary norms, and perceived behavioral control all influence intention (Tiwari et al., 2017). The following elements, in accordance with the TPB, impact a person's intention to engage in or refrain from engaging in a certain behavior:

a. Confidential information about the subject matter, such as bias or bias against the subject matter.

b. Individual social skills to perform or refrain from performing tasks.

c. Private perceptions about an individual's ability to carry out a task.

There is a widespread idea that when someone develops the intention to engage in a particular conduct, the behavior will appear (Thoradeniya et al., 2015). However, this study only looks at the factors of attitudes and perceived behavioral control, not the determinants of social norms. TPB is used in this context to analyze students' entrepreneurial career choice behavior, which is their intention to pursue entrepreneurship as a career. Previous studies have employed attitudinal variables as indicators to explain personal perceptions of entrepreneurial career activity among students (Thoradeniya et al., 2015; Tiwari et al., 2017). The more positive students' attitudes toward entrepreneurship, the more likely they are to pursue entrepreneurship as a career (Othman & Tengku Muda, 2018).

2.4. Motivation

Several incentives lead people to engage in entrepreneurial activity. This drive shapes views about entrepreneurship as well. Someone has a favorable or unfavorable view of entrepreneurial career growth (Rosique-Blasco et al., 2018). Entrepreneurial motivation is typically centered on crucial economic and social factors (Lemeilleur et al., 2020).

Pull motivations: Some people are motivated to undertake business for good reasons, such as a conviction in their own achievement. Additional pull motivations include: the desire for professional independence and autonomy, the desire for exploitative opportunities, the transformation of a hobby or previous professional experience into a business, professional success, financial motivation (profit, increase in income), and so on (Pliakoura et al., 2022).

Push motivation: Some people are motivated to undertake business for good reasons, such as a conviction in their own achievement. Additional pull motivations include: the desire for professional independence and autonomy, the desire for exploitative opportunities, the transformation of a hobby or previous professional experience into a business, professional success, financial motivation (profit, increase in income), and so on (Pliakoura et al., 2022).

Push versus push entrepreneurship has been linked to the distinction between opportunity and necessity motives (Vixathep, 2017). Pull factors entice entrepreneurs to start enterprises and capitalize on market possibilities (Matricano & Sorrentino, 2014), whereas push factors force people to become entrepreneurs owing to a lack of viable alternatives (Devece et al., 2016). It is widely known that entrepreneurs can be impacted by the forces that govern and shape the company course they take.

2.5. Hypothesis devolepment

2.5.1. Emotional intelligence and students' entrepreneurial action

Emotional intelligence is associated with creative and innovative abilities in leaders (Othman & Tengku Muda, 2018). Individuals with high emotional intelligence can achieve high levels of creativity, which in turn improves their business characteristics and, in turn, improves their business performance (Ngah & Salleh, 2015). Creativity is a crucial component of human development, and it is still a multifaceted phenomenon that cannot be explained by time (Hughes et al., 2013). This is the primary cognitive tool used by humans in decision-making (Alawamleh et al., 2023). Recently, Carmeli et al., (2014) redefined creativity as a process for developing ideas, solving problems, and disseminating solutions in a social context.

Individual creativity in organizations is a fascinating subject of study due to its importance in both individual and organizational success (Ismiyanti, 2018). As a result, this can be a motivating factor for people to try new things or start their own businesses. Entrepreneurship is a creative activity, hence understanding individual entrepreneurial behavior requires taking into account entrepreneurs' psychological talents (Rodrigues et al., 2019). Entrepreneurial intention models should include creative tendencies in this setting (Terán-Yépez et al., 2020).

Students' emotional intelligence can aid in the development of numerous entrepreneurial characteristics as well as the likelihood of entrepreneurial conduct (Hassan & Omar, 2016). The significance of emotional intelligence in choosing the proper choice for your future profession (Ismiyanti & Permatasari, 2021). Emotional intelligence can help you manage feelings of disappointment and regain the self-confidence you need to resist them. The author believes that students with low emotional intelligence lack enthusiasm for making career decisions because they are unable to maintain a good social network, which can prevent them from getting the right information to make career decisions, and as a result, students will never make the effort (Cui & Bell, 2022).

H1. Emotional intelligence makes a positive contribution to a business owner's entrepreneurial behavior.

2.5.2. Emotional intelligence, entrepreneurial career choice and students' entrepreneurial action

Emotional intelligence is being promoted as one method for improving career development (Abdullah, 2019). Several studies have focused on the role of emotional intelligence in job selection, but emotional intelligence and the ability to manage emotions also play a role in job growth (Mulyadi et al., 2021). The process of deciding on a career path is not only time-consuming, but it also has an emotional and psychological impact on others. In some cases, this process might lead to conflict, such as the importance of one's career, the current job market, and the importance of one's family or other people. Because of this, emotional judgment is extremely important during the selection process. Young and Valach discovered that emotions can also help with career development (Ismiyanti, 2020). Emotions can motivate and energize someone to carry out a specific task. When choosing a profession in the future, one may face challenges in identifying appropriate options and, on occasion, will have to deal with unforeseen circumstances. Emotional intelligence can help you regain the confidence in yourself that you need to overcome the situation.

Previous research confirms that emotional intelligence is another aspect that assists students in developing entrepreneurial qualities and, eventually, entrepreneurial behavior and activities (Hassan & Omar, 2016). This is due to the fact that people with high emotional intelligence tend to start their own firms. According to Ingram et al. (2019), emotional intelligence is highly associated to the likelihood of becoming an entrepreneur. As a result, a variety of variables can drive students to become entrepreneurs. Because entrepreneurship promotes economic transformation, the causes underlying students' interest in entrepreneurship must be investigated. It should emphasize the impact of emotional intelligence characteristics on students' entrepreneurial job decision behavior in particular. Another study demonstrates how successful intelligence might provide new forms of contributions to entrepreneurial success (Carayannis et al., 2021).

H2. Entrepreneurship is a viable career option, promoting emotional intelligence through student entrepreneurial action.

2.5.3. Emotional intelligence, motivation, students' entrepreneurial action

Emotional intelligence can lead to better job performance (Galkina & Hultman, 2016). A strong motivation can help an individual achieve success in any endeavor (Othman & Tengku Muda, 2018). Researchers have discovered that emotional intelligence is a critical factor in determining success in business. Individuals with high emotional intelligence are more likely to be motivated and understand others (Riadh, 2022). As a result, this capability will reduce individuals' motivation and preferences for self-employment. Individuals with high emotional intelligence will have more fun and be more innovative (Othman & Tengku Muda, 2018).

Hidayat et al. (2019) found that successful entrepreneurs have greater levels of social competence. Thus, four aspects of social competence were discovered to contribute to entrepreneurial success: social perception (an individual's accuracy in understanding others); impression management (techniques for eliciting positive reactions in others); persuasiveness (the ability to change the views or behavior of others to produce a desired action); and social adaptability (feeling comfortable in a variety of situations). Entrepreneurs in the cosmetics and high-tech industries were asked to assess their capacity to connect successfully with one another, as well as how these social competences contribute to better financial success (Amini et al., 2017). The findings indicate a link between correct judgments of people and financial success for entrepreneurs in both industries (Othman & Tengku Muda, 2018)..

H3. Motivasi can help kids develop emotional intelligence through entrepreneurial action.

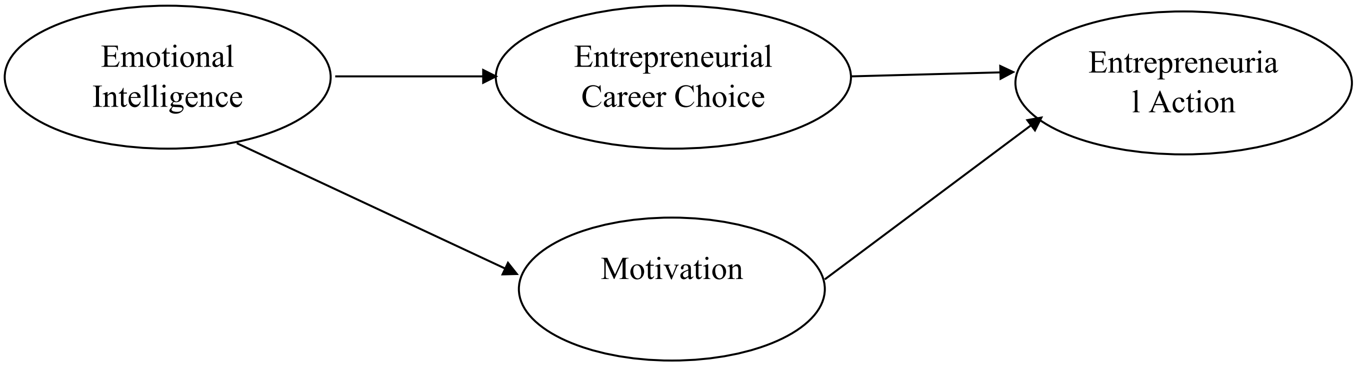

Fig.1: A theoretical model with a hypothesis chosen by a researcher.

3. Research Methodology

3.1. Research Design and Measurement

With the use of prior research in this study's instrument, it falls under the category of quantitative research. From (Ripollés & Blesa, 2023), the entrepreneurial activity variable instrument was created. The entrepreneurial career choice instrument, the motivation instrument, and the emotional intelligence instrument were all adapted from (Othman & Tengku Muda, 2018), (Baskaran et al., 2020), and (Carayannis et al., 2021). There are 5 Likert scales in this instrument. As much 326 students in Semarang City who are MSMEs were selected as samples using the random selection method. The sampling technique in this research is random sampling. The total sample of 326 was obtained from calculations using the Slovin formula. In this study, SmartPLS 3.0 software was employed for the SEM PLS data processing.

3.2. Method of Collecting Data

Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by means of interviews, questionnaires, observations and a combination of the three. The data collection technique used in the research was a questionnaire. According to Sugiyono (2017) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The types of questions in the questionnaire are divided into two, namely: open and closed. Open questions are questions that expect respondents to write their answers in the form of a description of something. On the other hand, closed questions are questions that expect a short answer or expect the respondent to choose one alternative answer from each question that is available. Every questionnaire question that expects answers in the form of nominal, ordinal, interval and ratio data is a closed question form Sugiyono (2017).

The questionnaire or questionnaire used in this research is a closed type of questionnaire, because the respondent only needs to mark one of the answers that is considered correct. A research instrument is a tool used by someone conducting research to measure a phenomenon that has occurred. The data collection instrument in this research uses a questionnaire, namely a list of statements prepared in writing which aims to obtain data in the form of respondents' answers. The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about the phenomenon under study. The Likert scale used in this research is a minimum score of 1 and a maximum score of 5, because the respondent's answer will be known for certain, whether they tend to agree or disagree.

3.3. Partial Least Square (PLS) Analysis Method

PLS is a 'soft' modeling without distribution assumptions that can explain the structure of data diversity and a general method for model prediction of latent variables which are measured indirectly by explanatory variables (Wigena and Alamudi, 1997). The calculation results in the regression model using the least squares (OLS) regression method have several weaknesses. These weaknesses include symptoms of multicollinearity, inflexibility in application, results obtained are not optimal when the amount of data is very large or very small and difficulties occur when the data is qualitative in nature. This weakness is very appropriate if overcome using the Partial Least Square (PLS) method. The reason why PLS is the right solution is because PLS is a flexible method that is soft on assumptions. This means that this method does not require assumptions about the distribution of the observed variables and the large number of variables used. In fact, because this method includes soft modeling, many researchers use it to solve several cross-field cases. PLS in this study was used to determine the extent to which increasing emotional competence as well as motivational and career interventions can encourage students' entrepreneurial behavior.

The model obtained with PLS can optimize the predictive relationship between group of variables Y and group of variables Estimation of the next vector is carried out by connecting simultaneous calculations (World, 1966). According to Irawan (2002) PLS has a variance structure in Y which influences the calculation of the linear combination components in X and vice versa, the variance structure in The PLS model describes the relationship between latent variables from variable X and latent variables from variable Y. The model is:

1. Internal relationship model

   $\eta = \beta_o + \beta_1 \xi + \vartheta$, with β_o and β_1 is the coefficient of the internal relationship model, and ϑ is a random factor.

2. External relations model

$X = \pi_0 + \pi_1 \eta + \varepsilon$

$Y = (\pi_0 + \pi_1 \beta_o) + \pi_1 \beta_1 \xi + (\varepsilon + \pi_1 \vartheta)$, with π_o and π_1 is the coefficient of the external relationship model (loading) for X, and ε is a random factor.

4. Result and Discussion

4.1. Outer Model (Validity and Reliability)

Table 1. Validity and Reliability Construct

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
EAC	0,991	0,997	0,915	0,705
EI	0,816	0,827	0,923	0,638
ECC	0,965	0,965	0,999	0,697
MT	0,988	0,989	0,915	0,741

Source: Data processed 2023

Note: EAC: Entrepreneurial Action. EI: Emotional Intelligence, ECC: Entrepreneurial Career Choice, MT: Motivation

According to table 2, all of the constructs' AVE test results are valid because AVE>0.50. According to the findings of the reliability test conducted on the variables used in this study, all variables meet internal consistency reliability (Cronbach's alpha > 0.70) and composite reliability (Composite Reliability > 0.70), which means that all of these statements can measure a problem. such that it can be regarded as a reliable or reliable measuring tool in a consistent manner. The questionnaire can then be used to measure variables once it has been constructed and proven to be valid and reliable.

4.2. Inner Model

R Square

Table 2. R Square

	R Square	Adjusted R Square	Hasil
EAC	0.783	0.777	Strong
EI	0.780	0.765	Strong
ECC	0.872	0.868	Strong
MT	0.880	0.870	Strong

Source: Data processed 2023

Note: EAC: Entrepreneurial Action. EI: Emotional Intelligence, ECC: Entrepreneurial Career Choice, MT: Motivation

According to the results shown in Table 2, the R Square value of each variable is high because it is greater than 0.67.

Predictive Relevance

Predictive relevance, also known as Q Square, is used to reduce the number of false positives generated by models and parameter estimation. If the value of Q Square is greater than zero, it indicates that the model has good predictive relevance and vice versa. According to the results of the survey, the Q2 Entrepreneurial Action score is 0.96, followed by the Q2 Emotional Intelligence score of 0.984, Q2 Entrepreneurial Career Choice score of 0.975, and Q2 Motivation score of 0.955. According to the data, Angka > 0 (nol) indicates that the obesity data obtained by the research model has a high predictive relevance.

Quality indexs

Quality indices are used to determine the quality of fit with the GoF index. The goodness of fit index, often known as the GoF index, is used to validate the outer model, inner model, and overall model. To reduce GoF, akar kuadrat nilai average AVE dan average R Square are used, as shown below.

$$GoF = \sqrt{AVE\ x\ R^2}$$

According to the results, the goodness of fit is at 0.792, indicating that the category is large. The goodness of fit gives an excellent result for explaining the relationship between latent variables and assumptions.

Hypothesis Testing

The boostrap method is used for hypothesis generation. The bsostrap procedure uses all of the original samples to resume resampling. If the original sample result is positive and the t-statistic is greater than 1,96 or the p-value is less than 0,05, then the hypothesis is positive and significant. Tabel 3 shows the results of the hypothesis test.

Table 3. Direct Effect

	Original Sample	T Statistik	P-Values	Description
EI> EAC	0.794	10.627	0.000	Positive, Significant

Source: Data processed 2023
Note: EAC: Entrepreneurial Action, EI: Emotional Intelligence.

The influence of emotional intelligence on entrepreneurial action with the original sample is 0.794, p = 0.000 > 0.05, and H1 is accepted based on the statistical findings of direct hypothesis testing in Table 3. According to Ngah and Salleh (2015), students with high emotional intelligence are able to develop innovation, which in turn shapes their entrepreneurial qualities and ultimately influences their entrepreneurial behavior. Due to their inability to maintain a strong social network, students with low levels of emotional intelligence lack the motivation to make career decisions. As a result, they take actions that will never turn into a successful business (Cui & Bell, 2022).

Analysis of Media Variables

The outcome of media development, also known as indirect effect, can be deduced from the total effect. The indirect effect can be seen in Table 4.

Table 4. Indirect Effect

	Original Sample	T Statistik	P Values	Results
ECC> EAC	0.675	8.785	0.000	Accepted
MT> EAC	0.273	2.614	0.012	Accepted

Source: Data processed 2023
Note: EAC: Entrepreneurial Action, ECC: Entrepreneurial Career Choice, MT: Motivation

Based on the indirect effect statistics in Table 4, it appears that. With the original sample of 0.675, p = 0.000 > 0.05, and H2 accepted, entrepreneurial career choice mediates the association between emotional intelligence and entrepreneurial behavior. Emotions can encourage and energize people to act. When deciding on a future profession, a person will face challenging moments in making the appropriate decision, as well as feelings of disappointment.

Discussion

Emotional intelligence can assist in regaining the confidence required to combat these feelings (Othman & Tengku Muda, 2018). Previous research confirms that emotional intelligence is another aspect that assists students in developing entrepreneurial qualities and, eventually, entrepreneurial behavior and activities (Hassan & Omar, 2016).

This is due to the fact that people with high emotional intelligence tend to start their own firms. According to Ingram et al. (2019), emotional intelligence is highly associated to the likelihood of becoming an entrepreneur. Emotional intelligence is the ability to understand, manage and use emotions effectively in various life situations. Meanwhile, entrepreneurship is a person's ability to create, develop and manage a business with creativity, innovation and perseverance. The link between emotional intelligence and entrepreneurship is very close, because entrepreneurship often involves various emotional aspects such as self-resilience, the ability to manage stress, and sensitivity to change.

An entrepreneur who has a high level of emotional intelligence tends to be better able to overcome the stress and challenges associated with running a business. They can better communicate with others, understand customer feelings and needs, and motivate and lead their teams. Emotional intelligence can also help entrepreneurs to stay focused, adapt quickly to market changes, and build strong relationships with various parties involved in the business.

Apart from that, emotional intelligence also plays an important role in effective decision making, especially in dynamic business situations. The ability to understand and manage one's own emotions as well as the emotions of others can help entrepreneurs make more informed and solution-oriented decisions. Therefore, developing emotional intelligence can be a valuable asset for every individual who aspires to become a successful entrepreneur, because this not only strengthens aspects of personality, but also increases competitiveness and success in a business world that is full of complexity and dynamics.

Motivation, on the other hand, mediates the relationship between emotional intelligence and entrepreneurial action with an original sample size of 0.273, $p = 0{,}012 > 0.05$, resulting in the replication of H3. A strong motivation can help an individual achieve success in any endeavor (Othman & Tengku Muda, 2018). Researchers have discovered that emotional intelligence is a critical factor in determining success in business. Individuals with high emotional intelligence are more likely to be motivated and understand others (Saleem et al., 2018). As a result, this capability will reduce individuals' motivation and preferences for self-employment. Individuals with high emotional intelligence will have more fun and be more innovative.

The link between emotional intelligence and entrepreneurship has significant practical and theoretical implications. Practically, developing emotional intelligence can improve a person's ability to manage business and interact with various related parties. Entrepreneurs who have a high level of emotional intelligence tend to be more resilient in facing business pressures, better able to communicate well, and more effective in motivating and leading teams. The ability to understand and respond to customer emotions can also improve marketing and sales strategies, creating more positive relationships with customers.

Theoretical Implications and Practical Implications

Emotional intelligence (EI) plays a pivotal role in shaping the entrepreneurial behavior of business owners, with both practical and theoretical implications. On a practical level, heightened emotional intelligence enables business owners to navigate the complex landscape of entrepreneurship more effectively. The ability to understand and manage one's own emotions, as well as those of others, fosters stronger interpersonal relationships, effective communication, and conflict resolution within the business environment. This, in turn, contributes to a more positive workplace culture and enhances teamwork, creativity, and overall organizational performance.

From a theoretical standpoint, the integration of emotional intelligence into the entrepreneurial framework underscores its significance as a critical determinant of success. Research suggests that individuals with high emotional intelligence are better equipped to handle the uncertainties and challenges inherent in entrepreneurship. Theoretical models propose that emotional intelligence influences decision-making, risk-taking, and adaptability, key elements in entrepreneurial ventures. As business owners with well-developed emotional intelligence engage in more thoughtful and informed decision-making, they are better positioned to identify opportunities, manage setbacks, and foster innovation within their enterprises.

In essence, the practical and theoretical implications of emotional intelligence in entrepreneurship converge to highlight its transformative impact on the behavior of business owners. Integrating emotional intelligence into entrepreneurial endeavors not only enhances individual well-being and interpersonal dynamics but also contributes to the overall success and sustainability of the business.

From a theoretical perspective, the link between emotional intelligence and entrepreneurship reflects the importance of emotional aspects in the context of business development and success. This theory highlights that success in the world of entrepreneurship is not only determined by technical skills or business knowledge, but also by the individual's ability to manage and utilize emotional aspects. Therefore, the emotional intelligence concept enriches our understanding of the factors that shape entrepreneurial behavior and business success.

These practical and theoretical implications also create a foundation for the development of more holistic training and education programs to support aspiring entrepreneurs. emotional intelligence training can be an integral part of an entrepreneurial curriculum, helping individuals to hone their emotional skills along with developing business competencies. Thus, understanding and applying emotional intelligence in an entrepreneurial context not only contributes to individual well-being, but also to economic progress and sustainability more broadly.

Entrepreneurship as a viable career option, coupled with the promotion of emotional intelligence through student entrepreneurial action, holds both practical and theoretical implications. From a practical standpoint, embracing entrepreneurship as a viable career choice fosters a culture of innovation and self-reliance. Students engaging in entrepreneurial activities gain firsthand experience in problem-solving, resource management, and risk-taking, essential skills for navigating the dynamic landscape of the business world. This practical implication suggests that educational institutions should incorporate entrepreneurship programs to equip students with the necessary tools and mindset to pursue entrepreneurial ventures successfully.

On a theoretical level, integrating emotional intelligence into entrepreneurial education enhances the overall effectiveness of entrepreneurial endeavors. Emotional intelligence, encompassing self-awareness, empathy, and effective communication, is critical for building strong interpersonal relationships and leadership skills. Theoretical implications suggest that educational curricula should not only focus on traditional business knowledge but also prioritize the development of emotional intelligence to cultivate well-rounded and resilient entrepreneurs. This holistic approach recognizes the interconnectedness of emotional intelligence and entrepreneurial success, contributing to a more comprehensive understanding of the entrepreneurial process.

The practical implication emphasizes the need for educational institutions to embrace entrepreneurship as a viable career option, providing students with practical skills and experiences. Meanwhile, the theoretical implication underscores the importance of integrating emotional intelligence into entrepreneurial education, recognizing its significant role in fostering successful and sustainable entrepreneurial ventures. Together, these implications advocate for a more comprehensive and adaptive approach to preparing students for the challenges and opportunities of the entrepreneurial world.

The practical implications of motivation in helping children develop emotional intelligence through entrepreneurial action are significant. First of all, motivation can be a key driver for children to overcome challenges and develop mental resilience. By stimulating motivation, children will be more likely to overcome failure and learn from their experiences. Apart from that, motivation can also strengthen their ability to manage stress, identify emotions, and communicate effectively. In an entrepreneurial context, motivation can encourage creativity and innovation, allowing children to hone their interpersonal skills through interactions with customers, business partners, and team members.

Theoretically, the relationship between motivation and the development of emotional intelligence in children can be explained by psychological and educational concepts. Self-determination theory, for example, suggests that intrinsic motivation, which stems from an internal desire to achieve goals, can strengthen children's engagement and achievement. Entrepreneurial education also utilizes constructivist learning theory, which emphasizes the importance of practical experience in children's learning. Through engaging in entrepreneurial action, children can develop a deeper understanding of themselves, hone interpersonal skills, and form a creative and innovative mindset. Thus, motivation serves as a key driver in connecting practical and theoretical aspects in the development of children's emotional intelligence through entrepreneurial action.

5. Conclusion, Research Limitation and Future Research

This study makes key contributions to research on fostering entrepreneurial competencies among university students. The findings provide empirical evidence that emotional intelligence promotes entrepreneurial action, andthisrelationship is mediated by entrepreneurial career choice and motivation. Themediating effects are novel contributions to the limited literature. The resultshave crucial practical implications on the need for holistic development of emotional, motivational, and career decision-making capacities to nurtureentrepreneurial behavior among students. However, the limitations of a localizedsample affect the generalizability of the findings. Further research withbigger and more diverse samples is recommended to validate the applicability inother contexts. Overall, this study represents an important step toward advancinginsights on promoting entrepreneurial action among university students throughemotional intelligence and mediating mechanisms.

From a theoretical standpoint, the correlation between emotional intelligence and entrepreneurship underscores the significance of emotional elements in the sphere of business growth and achievement. This concept emphasizes that achieving success in entrepreneurship extends beyond technical expertise or business knowledge; it also hinges on an individual's capacity to effectively handle and leverage emotional aspects. Consequently, the concept of emotional intelligence enhances our comprehension of the factors that influence entrepreneurial behavior and business triumph.

These practical and theoretical ramifications also lay the groundwork for the creation of more comprehensive training and educational programs to support individuals aspiring to become entrepreneurs. Integrating emotional intelligence training into entrepreneurial curricula can play a crucial role, assisting individuals in refining their emotional skills alongside developing competencies in business. Hence, grasping and applying emotional intelligence within an entrepreneurial framework not only enhances individual well-being but also contributes to broader economic advancement and sustainability.

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