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The Influence of Family Background and Entrepreneurship Education on Entrepreneurial Intention through Self-Efficacy

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ABSTRACT

This research is based on the low entrepreneurial intention among vocational high school graduates. The purpose of this study was to determine the effect of family background and entrepreneurship education on the intentions of entrepreneurship through entrepreneurial self-efficacy. The population consists of students of class XII SMKN in Sukabumi City with sample 321 students. The research method used is survey explanatory method with questionnaire as instrument of data collection. The collected data was analyzed by using descriptive statistics and inferential statistics. The results showed a significant direct and indirect effects of family background and entrepreneurship education on entrepreneurial intention, through entrepreneurial self efficacy as intervening variables. Recommended for parents need to introduce entrepreneurial behavior from an early age. For school, entrepreneurship education should be oriented towards exercises in completing tasks and entrepreneurial activities to enhance self-efficacy and entrepreneurial intentions.

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INTRODUCTION

Entrepreneurship has increasingly become a central theme in both business practices and academic discussions. In the face of a declining number of employment opportunities in established companies, many recent graduates are now being encouraged, or even compelled, to start their own ventures as an alternative means of securing their livelihoods. Chui et al. (2020) points out that limited job availability has led to a significant shift in career orientation among young people, with entrepreneurship emerging as a viable and necessary option.

This global trend also holds relevance in the Indonesian context, where the number of entrepreneurs remains considerably low. According to a statement by Wardana et al. (2021), the former Minister of Cooperatives and Small and Medium Enterprises, only 1.6% of the Indonesian population were classified as entrepreneurs in 2015. This figure pales in comparison to neighboring countries, such as Singapore (7%), Malaysia (5%), and Thailand (4%). These statistics clearly underscore the urgent need for the government and educational institutions to strengthen efforts in cultivating entrepreneurial mindsets and capabilities among Indonesian youth.

One significant barrier to increasing the number of entrepreneurs is the widespread perception that entrepreneurship is a risky and less secure career path. The challenges, uncertainties, and frustrations inherent in launching and sustaining a new business often deter individuals from considering it as a viable option. Yatham et al. (2017) explains that the constant exposure to unpredictable outcomes and complex problems creates a psychological burden that many find difficult to bear, particularly among youth who are new to the workforce.

To address this issue, the Indonesian Ministry of Education has emphasized the importance of nurturing innovative and creative thinking among students, especially those enrolled in vocational schools (SMK). This is in accordance with PERMENDIKNAS No. 23/2006, which identifies creativity and innovation as core characteristics that vocational graduates must possess. Consequently, vocational education programs are expected to equip students with not only technical skills aligned with their areas of specialization but also foundational knowledge in entrepreneurship.

However, despite the formal inclusion of entrepreneurship in the vocational curriculum, actual entrepreneurial outcomes remain relatively low. Based on tracer studies conducted by the Guidance and Counseling divisions at several SMKs in Sukabumi, it was found that only around 5% of graduates pursue entrepreneurial careers. This figure is even lower than the percentage of those who are still unemployed (8%). Such data indicate a gap between policy intentions and real-world implementation outcomes.

Table 1. *Occupational Tracking Data of SMKN Alumni in Sukabumi City*
Graduation Year: 2015

School Name	Employed (Total)	Employed (%)	Entrepreneur (%)	Further Study (%)	Unemployed (%)
SMKN 1	473	76%	1%	22%	1%
SMKN 2	371	62%	10%	15%	13%
SMKN 3	360	59.7%	6.4%	16%	17.8%
SMKN 4	353	66.9%	3.4%	25.8%	4%
Total	1557	67%	5%	20%	8%

This table clearly reveals that the percentage of graduates starting their own businesses is consistently low across all schools. This phenomenon reflects the low entrepreneurial intention among vocational students in Sukabumi, which can be interpreted as a function of their attitudes toward entrepreneurship.

Broadly speaking, entrepreneurial intention is shaped by both internal and external factors. As social beings, individuals are strongly influenced by their surrounding environment. Guerrero et al. (2020) emphasize that environmental conditions, such as family background and community norms, can either strengthen or weaken an individual's entrepreneurial aspirations. In line with Bandura's social learning theory (as cited in Morse et al., 2019), behavior is learned through observation and interaction with the environment. Children who grow up in entrepreneurial households are more likely to acquire the knowledge, resources, and motivation needed to pursue similar careers. Conversely, students without such exposure may find it difficult to envision themselves as entrepreneurs, and thus are less likely to select entrepreneurship as a preferred career path (Gubik, 2021).

The school environment also plays a pivotal role. As a second home for students, schools serve as influential social systems that can foster or hinder entrepreneurial development. Aga (2023) notes that entrepreneurship education within schools not only improves knowledge and skills but also enhances students' motivation and perceived behavioral control. Innovative teaching strategies that integrate entrepreneurial self-efficacy, intention, and competence are effective in building learners' confidence, providing experiential learning opportunities, and cultivating a supportive classroom culture. Winkler et al. (2021) further explain that students benefit from four key instructional strategies: mastery experiences, vicarious learning, verbal persuasion, and emotional regulation, all of which contribute to higher entrepreneurial self-efficacy.

Another crucial psychological construct influencing entrepreneurial intention is self-efficacy, the belief in one's ability to execute actions required to manage prospective situations. Kristianstein & Indarti (2014) argue that most people behave more in accordance with their beliefs about their capabilities rather than their actual

abilities. Self-efficacy is therefore not merely a reflection of skill but a cognitive evaluation that shapes motivation and action. Williams & Rhodes (2016) define entrepreneurial self-efficacy as an individual's belief in their capacity to organize and carry out actions necessary to establish a new business. High levels of self-efficacy are associated with stronger entrepreneurial intentions, greater persistence, and a more proactive approach to overcoming business challenges. Burnette et al. (2020) also found that individuals with strong entrepreneurial self-efficacy are more likely to pursue entrepreneurial careers, while those with low confidence in their business abilities are more likely to withdraw when confronted with risk or failure.

Given the low number of vocational graduates engaging in entrepreneurship and the numerous factors affecting their entrepreneurial intention, further empirical investigation is warranted. Therefore, this study seeks to examine the influence of family background and entrepreneurship education on students' entrepreneurial intention, with entrepreneurial self-efficacy serving as a mediating variable. This research is expected to generate insights that can inform the development of more effective entrepreneurship programs tailored to the socio-cultural context of vocational schools in Indonesia.

LITERATURE REVIEW

The literature review provides a critical overview of the existing research related to the topic of the study. It explores key theories, models, and empirical findings that have shaped the understanding of the subject. This section highlights the main debates, identifies trends, and examines gaps in the current literature. By evaluating past studies, the review not only establishes the theoretical and empirical foundation for the research but also underscores the need for further investigation in areas where existing knowledge is limited or conflicting. The review will further discuss any controversial viewpoints or differing perspectives that contribute to the ongoing academic discussion. Ultimately, this section serves to position the study within the broader academic conversation, providing context for the research questions and guiding the methodology.

To thoroughly address the research problem explored in this study, the theoretical foundation is anchored in Social Cognitive Theory, a prominent framework proposed by Scott et al. (2024). This theory provides a comprehensive explanation of human behavior by emphasizing the interplay among three core determinants: environmental influences, personal cognitive and emotional factors, and behavioral patterns. Rather than viewing these elements as isolated or linear causes, Bandura describes them as reciprocal and continuously interacting. This means that one's behavior both shapes and is shaped by personal beliefs and the surrounding environment.

In the context of entrepreneurship, intention has been widely recognized as the most proximal predictor of actual entrepreneurial behavior. That is, when an individual forms a strong intention to engage in a specific action, such as launching a business, the probability of performing that action increases significantly. This idea is reinforced by Nguyen & Nguyen (2023), which asserts that intention mediates the relationship between attitude, perceived behavioral control, and actual behavior. Thus, cultivating entrepreneurial intention becomes a key strategic target for educational institutions, policymakers, and families aiming to increase entrepreneurship rates among youth.

Within Social Cognitive Theory, two major constructs are particularly relevant to understanding how entrepreneurial intention develops: social learning and self-efficacy. Social learning refers to the human capacity to acquire knowledge, values, and behaviors not only through direct experiences but also through observing others in one's social environment. This form of vicarious learning allows individuals to form expectations and strategies based on models, mentors, or role figures in their surroundings. As noted by Bormann (2024), individuals often model observed behaviors, and this modeling is central to learning adaptive responses, including those related to entrepreneurial decision-making.

This conceptualization leads to the first major insight: family background plays a critical role in shaping entrepreneurial intention. For students in vocational high schools (SMK), growing up in families where entrepreneurship is practiced can provide powerful informal learning experiences. These may include exposure to problem-solving in real business contexts, customer service, financial management, and the entrepreneurial mindset. Even when students are not directly involved in the family business, mere observation can contribute significantly to their internalization of entrepreneurial knowledge and attitudes. The family thereby functions not only as a provider of emotional support and values but also as a live demonstration of what entrepreneurial life entails. In the Indonesian context, where many small businesses operate in the informal sector, the potential for family-based entrepreneurial learning is considerable, yet often underutilized (Tanan et al., 2023).

The second major influence on entrepreneurial intention comes from entrepreneurship education. With increasing global awareness of youth unemployment, education systems, particularly vocational and technical institutions, are being called upon to take a more proactive role in preparing students not only to seek employment but also to create it. Vasylyk et al. (2023) argues that entrepreneurship is not solely an inborn trait but rather a competency that can be developed through education. Structured educational interventions that integrate real-world business scenarios, entrepreneurial simulations, and project-based learning can stimulate students' creativity, problem-solving, and risk-taking abilities.

This view is further supported by empirical findings from various international studies, including those of Nguyen & Nguyen (2023), which confirm a positive and statistically significant relationship between entrepreneurship education and entrepreneurial intention. Such findings validate the current educational policy in Indonesia that incorporates entrepreneurship as a mandatory subject in vocational schools. However, the effectiveness of this policy depends greatly on the quality of its implementation, the capacity of teachers, and the alignment of curriculum content with practical entrepreneurial realities.

While both family and educational environments offer external support and motivation, Social Cognitive Theory also highlights the essential role of personal agency, particularly through the concept of self-efficacy. Self-efficacy refers to an individual's belief in their capability to plan and execute actions required to manage prospective situations. In entrepreneurial contexts, entrepreneurial self-efficacy becomes the belief in one's ability to successfully initiate and sustain a business venture. It influences not only the formation of entrepreneurial intentions but also the persistence needed to overcome obstacles and uncertainties that are typical in entrepreneurial journeys.

A growing body of research has shown that individuals with high entrepreneurial self-efficacy are more likely to engage in entrepreneurial activities, show resilience in facing failure, and persevere in business ventures even under challenging conditions. In contrast, individuals with low self-efficacy may doubt their abilities, fear failure, and ultimately avoid entrepreneurial opportunities, even when external support exists. Therefore, efforts to stimulate entrepreneurship must go beyond exposure and knowledge transfer; they must also work to strengthen students' internal confidence and belief in their own entrepreneurial potential.

Synthesizing the insights from Bandura's Social Cognitive Theory, Ajzen's Theory of Planned Behavior, and previous empirical studies, a clear conceptual framework emerges. In this framework, family background and entrepreneurship education are viewed as primary external factors that influence entrepreneurial intention, while entrepreneurial self-efficacy acts as a mediating variable that determines whether these external influences actually translate into entrepreneurial behavior. This integrated model emphasizes the multidimensional nature of entrepreneurial development and highlights the importance of both structural (external) and psychological (internal) components.

Given this conceptual grounding, the present study is designed to explore "The Influence of Family Background and Entrepreneurship Education on Entrepreneurial Intention through the Mediation of Self-Efficacy", using a survey of vocational high school students in Sukabumi City. The study aims to generate evidence-based

insights that can inform more effective educational interventions, policy designs, and support systems for nurturing young entrepreneurs in Indonesia. By identifying not only the presence of external support but also the psychological readiness of students, this research seeks to contribute to the strategic goal of increasing the entrepreneurial population and reducing youth unemployment in a sustainable manner.

METHODS

This study utilized a quantitative research approach, which is well-suited for investigating relationships among measurable variables and testing hypotheses derived from theoretical frameworks. The primary research method employed was the Research, Development, and Evaluation (R, D & E) model, a comprehensive methodological framework that integrates empirical research with program design and assessment. This model was implemented through a combination of literature reviews, document analysis, and survey-based data collection, enabling the researchers to triangulate findings and ensure greater validity and reliability of the data collected.

The R, D & E model is particularly appropriate for research in the field of education, where the development and evaluation of instructional strategies, curriculum innovations, and learner support systems often require systematic inquiry that is both iterative and evidence-based. Through this approach, the study aimed not only to test theoretical assumptions but also to contribute practical implications for the design of entrepreneurship education and student development programs. By incorporating empirical data, stakeholder perspectives, and documented institutional practices, the R, D & E model allowed the researchers to capture a holistic view of the phenomena under investigation (Schuhmacher et al., 2016).

Target Populations and Sampling Procedures

The research was conducted in two main phases, each targeting distinct but interrelated populations. The first phase of the study involved participants from the School of Postgraduate Studies (SPs) at Universitas Pendidikan Indonesia (UPI), specifically alumni of the Economics Education Program who had completed their studies in the 2011–2012 academic years. The selection of alumni from this specific cohort was based on their relatively recent academic experiences and potential engagement in entrepreneurial or professional fields post-graduation.

From the available population of 55 graduates, a purposive sampling technique was employed to select a minimum sample size of 48 respondents, which was deemed sufficient according to statistical sampling requirements for small populations. The purposive sampling approach was justified based on pre-determined criteria,

including the graduates' work experience in educational or entrepreneurial contexts, their academic performance, and their willingness to participate in the study (Jena, 2020).

The second phase of the study shifted focus to the vocational high school level (SMKN), specifically within Sukabumi City, West Java. The unit of analysis in this stage comprised Grade XII students, who had already completed entrepreneurship education as part of their vocational school curriculum. A total of 321 students were selected using a stratified random sampling technique to ensure fair representation from different schools and vocational skill programs. Stratification was based on school location, major or expertise area (e.g., business, engineering, services), and demographic characteristics such as gender and socioeconomic background. This sampling method helped enhance the generalizability of the findings across vocational education settings in the region (Pambudi et al., 2020).

To ensure comprehensive and accurate data collection, a combination of quantitative instruments and qualitative validation methods was employed. The primary tool used was a standardized questionnaire, which was meticulously designed to measure key variables in the study, namely:

1. Entrepreneurial intention,
2. Entrepreneurial self-efficacy,
3. Family background (entrepreneurial exposure), and
4. Exposure to entrepreneurship education.

Prior to distribution, the questionnaire underwent validity testing using Product Moment Correlation to evaluate whether each item aligned with the constructs it was intended to measure. This step ensured content and construct validity across the entire instrument. Furthermore, reliability testing was conducted using Cronbach's Alpha coefficient, where values exceeding the generally accepted threshold of 0.7 indicated acceptable internal consistency among the items (Vaske et al., 2017).

In addition to questionnaire distribution, the study also involved document analysis, particularly school records, curriculum guides, and career tracking data, to contextualize students' learning environments and entrepreneurship exposure. To strengthen the findings, semi-structured interviews were carried out with selected school principals, entrepreneurship teachers, and guidance counselors. These qualitative methods provided rich insights and supported the triangulation of the data obtained from student questionnaires.

Data Analysis Procedures

The analysis of collected data was executed in two primary stages:

1. Descriptive Statistical Analysis

In the initial phase, descriptive statistics were utilized to generate frequencies, percentages, mean scores, and standard deviations. These measures provided an overview of the demographic profiles of the respondents and preliminary insights into the levels of entrepreneurial intention, self-efficacy, and relevant background variables across the sample groups.

2. Inferential Statistical Analysis

In the second phase, a more sophisticated statistical approach was undertaken using Path Analysis (Analisis Jalur). This method was selected due to its capability to test direct and indirect effects among multiple variables simultaneously, particularly within a mediation model framework. Path analysis enabled the researcher to assess how family background and entrepreneurship education influenced entrepreneurial intention, both directly and indirectly through the mediating role of entrepreneurial self-efficacy.

Before conducting the main path analysis, the dataset was evaluated through several assumption tests, which are critical for ensuring the validity of regression-based analytical techniques. These included:

1. Normality Test: Conducted using skewness and kurtosis values to confirm whether the data were approximately normally distributed.
2. Linearity Test: Used to examine the linear nature of relationships between independent and dependent variables, a requirement for accurate path coefficient estimation.
3. Multicollinearity Test: Carried out to ensure that independent variables were not excessively correlated with each other, as multicollinearity can distort standard errors and result in unstable model estimates.

These assumption tests are essential prerequisites in path analysis. Violations in any of these assumptions can lead to incorrect conclusions about causal relationships. As noted by Baldan & Benítez (2021), ensuring data meets these conditions enhances both the statistical power and interpretive accuracy of multivariate analysis models.

Justification for Methodological Choices

The adoption of the explanatory survey method was grounded in its capacity to elucidate cause-and-effect relationships in naturally occurring settings. As articulated by Sugiyono in Assaad et al. (2022)., “the survey method is used to obtain data from specific natural settings, with the researcher applying interventions only in data collection techniques, such as distributing questionnaires, conducting tests, and carrying out structured interviews.” This method aligned well with the objectives of this study, particularly in capturing the complex interplay between personal, educational, and social factors affecting students’ entrepreneurial behaviors.

In sum, the comprehensive methodology adopted in this research reflects both rigor and relevance, blending robust quantitative techniques with supportive qualitative validation. The integration of diverse populations, multi-level analysis, and data triangulation provides a strong empirical foundation for examining the proposed research hypotheses and deriving actionable conclusions that may inform policy and curriculum design in entrepreneurship education.

RESULT

Family Background

Family background was assessed based on whether the student’s parent or guardian was involved in entrepreneurial activities. The classification was as follows:

1. **1:** Student has a parent or guardian who owns a business
2. **0:** Student has a parent or guardian who does not own a business

The distribution of responses from class XII vocational high school (SMKN) students in Sukabumi City is presented below:

Table 2. *Percentage of Students by Family Business Background*

Family Background	Frequency	Percentage
From entrepreneurial family	187	58%
From non-entrepreneurial family	134	42%
Total	321	100%

Source: Processed data (2017)

The data in Table 2 reveals that a larger proportion of students (58%) came from entrepreneurial families. This finding suggests a moderately strong presence of entrepreneurial influence within the family environment of the student population in Sukabumi City. This context could serve as a supporting factor in fostering

entrepreneurial behavior, considering the potential role of familial modeling and exposure to business practices (Wang et al., 2018).

Entrepreneurship Education, Self-Efficacy, and Entrepreneurial Intention

Entrepreneurship education was measured through a 9-item questionnaire, self-efficacy through 18 items, and entrepreneurial intention through 8 items. The descriptive results are summarized in the table below:

Table 3. *Descriptive Statistics: Entrepreneurship Education, Self-Efficacy, and Entrepreneurial Intention*

Variable	Mean	Category
Entrepreneurship Education		
Increase in Intention	3.67	Effective
Improvement of Business Knowledge	3.82	Effective
Ability to Seize Opportunities	3.72	Effective
Average	3.74	Effective
Entrepreneurial Self-Efficacy		
Searching	3.69	High
Planning	3.28	Fairly High
Marshalling	3.32	Fairly High
Implementing (Personnel)	3.47	High
Implementing (Financial)	3.50	High
Average	3.45	High
Entrepreneurial Intention		
Preference	3.89	High
Desire	4.00	High
Plan	4.31	Very High
Average	4.07	High

Source: Processed data (2017)

These results indicate that the implementation of entrepreneurship education at SMKNs in Sukabumi is considered effective, with students demonstrating high levels of entrepreneurial self-efficacy and strong entrepreneurial intentions.

Preliminary Statistical Assumption Tests

Before hypothesis testing, it was essential to assess whether the data met certain classical assumptions, including normality, multicollinearity, and linearity. These tests ensure the validity of the regression and path analysis methods used in this study (Wang et al., 2018).

Table 4. Summary of Statistical Assumption Tests

Assumption	Test Statistic	Value(s)	Interpretation
Normality	Kolmogorov-Smirnov	Sig. = 0.100 (> 0.05)	Data are normally distributed
Multicollinearity	Tolerance, VIF	Tolerance: 0.925, 0.815, 0.772 VIF: 1.081, 1.227, 1.295	No multicollinearity detected VIF < 10
Linearity	ANOVA Linearity Sig.	Sig. = 0.00 (< 0.05)	Linear relationships confirmed

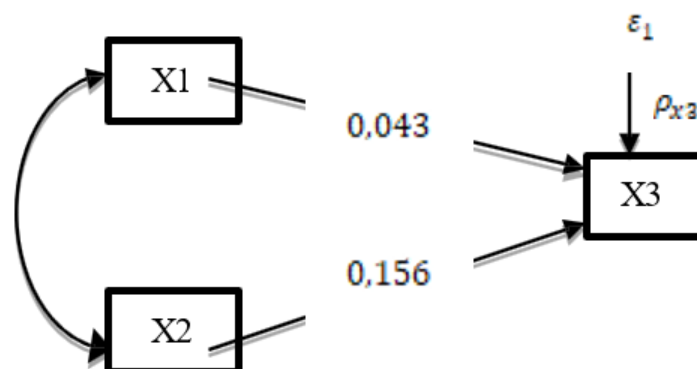
Source: Processed data (2017)

Hypothesis Testing

1. Path Analysis: Sub-Structure 1

The following diagram illustrates the path model for the first sub-structure:

Figure 1. Path Diagram Showing the Effects of Family Background and Entrepreneurship Education on Entrepreneurial Self-Efficacy

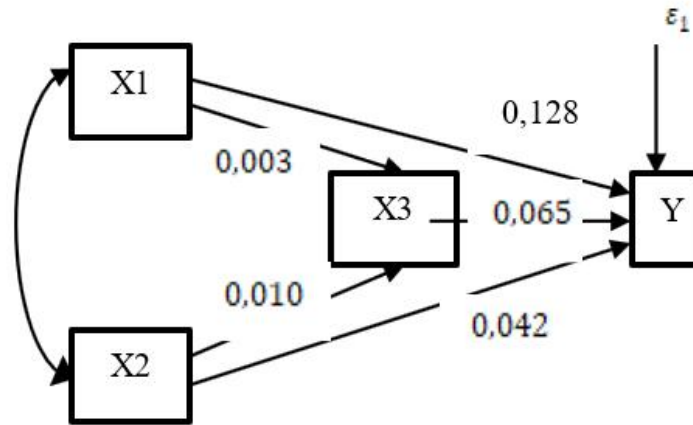


From the SPSS output, the standardized beta value for family background was 0.043, and for entrepreneurship education was 0.156, both statistically significant. Therefore, the effect of family background on entrepreneurial self-efficacy is 4.3%, and the effect of entrepreneurship education is 15.6%. These values suggest that both family background and education contribute to building self-efficacy among vocational students (Xin et al., 2020).

2. Path Analysis: Sub-Structure 2

The path model for the second sub-structure is as follows:

Figure 2. Path Diagram of the Effects of Family Background and Entrepreneurship Education on Entrepreneurial Intention Through Entrepreneurial Self-Efficacy



The analysis indicates that both family background and entrepreneurship education have direct and indirect effects on entrepreneurial intention. Specifically:

1. Direct effect of family background on intention: 0.128
2. Indirect effect via self-efficacy: $0.043 \times 0.065 = 0.003$
3. Total effect: $0.128 + 0.003 = 0.131$ (13.1%)
4. Direct effect of entrepreneurship education on intention: 0.042
5. Indirect effect via self-efficacy: $0.156 \times 0.065 = 0.010$
6. Total effect: $0.042 + 0.010 = 0.052$ (5.2%)

These results reinforce the mediating role of self-efficacy in shaping students' entrepreneurial intentions. The stronger the entrepreneurial self-efficacy, the more likely students are to plan for entrepreneurship careers, particularly when supported

by both a conducive family background and effective educational experiences (Georgescu & Herman, 2020).

DISCUSSION

The results of this study indicate that family background and entrepreneurship education simultaneously have a significant positive influence on entrepreneurial self-efficacy. Drawing from social cognitive theory, one of the core constructs of this framework is social learning. A student's closest environment is their family. In the context of entrepreneurship, a child raised in a family that owns and operates a business is indirectly exposed to knowledge, experiences, and real-world illustrations of the entrepreneurial domain. This aligns with the idea that individuals are capable of learning not only through their own experiences but also by observing others in their environment (Ramsey et al., 2021).

In addition to the family, the next closest environment to the student is the school. Within this setting, students receive structured entrepreneurship education. The influence of such education arises from how children are socialized, internalizing specific skills and gaining the confidence to eventually start a business (Hogenstijn & Cuypers, 2023). The learning process in entrepreneurship education helps build both technical knowledge and affective attributes, including perseverance, autonomy, and leadership. Therefore, schools serve not only as academic institutions but also as transformative environments that instill entrepreneurial attitudes.

Furthermore, the findings show that family background, entrepreneurship education, and entrepreneurial self-efficacy each significantly influence entrepreneurial intention. According to social cognitive theory as proposed by (Gifford & Nilsson, 2014), human functioning is the result of reciprocal interactions among environmental influences, personal factors, and behavior. Entrepreneurial intention, as a predictor of entrepreneurial behavior, is largely shaped by the environment, of which the family is a primary component.

The influence of family background on entrepreneurial intention can be attributed to intergenerational effects. The family environment serves as a powerful source of role modeling, where positive entrepreneurial experiences foster stronger entrepreneurial intentions in the next generation. From a human capital perspective, family businesses can act as incubators, providing early entrepreneurial exposure and serving as informal training grounds for future business ventures (Wang et al., 2018). This implies that having entrepreneurial role models within the family boosts confidence and familiarity with entrepreneurial activities, thus increasing the likelihood of pursuing entrepreneurship.

Entrepreneurship education also plays a vital role in stimulating entrepreneurial intention. It is widely acknowledged that entrepreneurship can be taught or at least stimulated through structured learning programs. These programs are designed to teach and encourage entrepreneurial behavior while also shaping factors that influence intentions and career choices (Guerrero et al., 2020). Educational content often incorporates simulations, real-world projects, and mentorships, all of which contribute to experiential learning and attitude formation.

Beyond environmental influences, internal conditions such as self-efficacy are critical in enhancing entrepreneurial intention. Entrepreneurial self-efficacy refers to one's belief in their capability to perform tasks necessary to start and sustain a business. It plays a central role in regulating thoughts, emotions, motivations, and actions. This belief becomes a vital psychological resource that enables individuals to persist in the face of business-related challenges. It is this internal sense of competence that serves as the fuel for entrepreneurship.

This study further finds that family background and entrepreneurship education have both direct and indirect effects on entrepreneurial intention, with the indirect path mediated by entrepreneurial self-efficacy. As explained in Bussey (2023), human functioning is shaped through a triadic model involving the interaction of personal, behavioral, and environmental influences. Most environmental effects influence behavior through cognitive processing rather than direct causality.

In this context, the environmental variables, family background and entrepreneurship education, constitute forms of social learning that allow students to acquire knowledge, experiences, and skills through interaction with their surroundings. These interactions positively influence internal conditions such as entrepreneurial self-efficacy. As students build their self-belief in entrepreneurial capability, they become more likely to take the necessary steps toward establishing a business.

The enhancement of entrepreneurial self-efficacy shapes students' confidence in performing entrepreneurial tasks and becomes a key motivational factor in their intention to start a business. This finding is consistent with prior research suggesting that entrepreneurial self-efficacy is a significant predictor of entrepreneurial intention (Schmutzler et al., 2019). It also supports the view of Rosique-Blasco et al. (2018), who argued that a combination of personal and environmental factors embedded in entrepreneurial self-efficacy serves as a strong predictor of entrepreneurial intention.

In conclusion, this study underscores the multifaceted nature of entrepreneurial intention formation. It demonstrates that both environmental (family and education) and internal (self-efficacy) components must be considered

in tandem. Policymakers and educators should thus aim to create supportive environments and educational programs that foster entrepreneurial mindset and confidence, especially for students in vocational education settings.

CONCLUSION

The results of the study demonstrate several key findings regarding the entrepreneurial potential of vocational high school students (SMKN) in Kota Sukabumi. First, the background of students' family professions reveals that a greater proportion of students come from families engaged in entrepreneurial or business-related activities compared to those from non-entrepreneurial households. This suggests that many students have been exposed to entrepreneurial practices at home, which may provide them with informal learning experiences and a foundation for business-related thinking. Furthermore, the entrepreneurship education delivered at the vocational schools in Sukabumi has been found to be generally effective. Students' levels of entrepreneurial self-efficacy and entrepreneurial intention are both categorized as high, indicating that they possess not only confidence in their abilities to engage in entrepreneurial tasks but also a strong inclination to pursue entrepreneurship as a viable career path.

Second, the study confirms that both family background and entrepreneurship education have a significant and positive influence on students' entrepreneurial self-efficacy. Students who come from families with entrepreneurial backgrounds tend to develop stronger beliefs in their own capabilities due to exposure to real-life entrepreneurial experiences. Meanwhile, entrepreneurship education equips students with relevant knowledge, skills, and positive reinforcement, further strengthening their confidence in their ability to start and manage a business successfully. The interaction between these two external factors, family background and educational experiences, contributes meaningfully to the internal cognitive development of students, specifically in terms of self-efficacy.

Third, the findings also show that family background, entrepreneurship education, and entrepreneurial self-efficacy all significantly influence students' entrepreneurial intentions. This means that students are more likely to intend to start their own businesses when they are supported by a conducive family environment, exposed to effective entrepreneurship education, and possess a high level of confidence in their own entrepreneurial skills. Additionally, entrepreneurial self-efficacy serves as a mediating variable in the relationship between family background and entrepreneurship education with entrepreneurial intention. In other words, students' confidence in their entrepreneurial abilities strengthens the influence of both family and educational factors on their desire to engage in entrepreneurial ventures. This emphasizes the critical role of internal psychological readiness in

transforming external experiences into actual career intentions, particularly in the context of youth entrepreneurship in vocational education settings.

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