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THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, FAMILY ENVIRONMENT, AND SELF-EFFICACY ON ENTREPRENEURSHIP INTENTION OF EDUCATION STUDENTS

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ABSTRAK

Banyaknya lulusan dari universitas kependidikan yang melebihi kapasitas serapan sektor pendidikan, khususnya sekolah, menyebabkan peningkatan angka pengangguran. Penelitian ini bertujuan untuk menginvestigasi faktor internal dan eksternal yang mendorong para lulusan tersebut menuju karier kewirausahaan, dengan fokus spesifik pada pendidikan kewirausahaan, lingkungan keluarga, dan efikasi diri. Menggunakan desain kuantitatif dan analisis PLS-SEM, penelitian ini mengumpulkan data dari 130 mahasiswa yang telah menyelesaikan mata kuliah kewirausahaan dan magang, yang dipilih melalui teknik proportionate stratified random sampling. Temuan menunjukkan bahwa efikasi diri merupakan prediktor terkuat terhadap minat berwirausaha. Lingkungan keluarga membentuk efikasi diri dan minat berwirausaha secara signifikan. Pendidikan kewirausahaan terbukti meningkatkan efikasi diri secara nyata, namun pengaruh langsungnya terhadap minat berwirausaha tetap tidak signifikan. Pelajaran penting yang muncul dari hasil ini adalah bahwa penguasaan konten akademik saja tidak akan berubah menjadi tindakan karier kecuali jika efikasi diri meningkat secara substansial. Bagi universitas, temuan ini memberikan sinyal perlunya merancang ulang kurikulum agar tidak hanya berfokus pada penguasaan teoretis, tetapi juga secara aktif membangun kekuatan psikologis dan memperkuat hubungan antara pembelajaran di kelas dengan dukungan keluarga.

Kata Kunci: *Efikasi diri, Lingkungan keluarga, Minat berwirausaha, Pendidikan Kewirausahaan, Kualitas Pendidikan*

ABSTRACT

Too many graduates coming out of teacher-training universities, far more than the education sector especially schools can ever hire, means a large portion end up jobless, which pushes the unemployment rate higher. What drives these graduates toward entrepreneurial careers guided a study looking into both internal and external factors, namely entrepreneurship education, family environment, and self-efficacy. Using a quantitative design and PLS-SEM analysis, the research gathered data from 130 students who had completed both entrepreneurship courses and internships, selected through proportionate stratified random sampling. Findings showed self-efficacy as the strongest predictor of entrepreneurial intention. Family environment shaped both self-efficacy and entrepreneurial intention in meaningful ways. Entrepreneurship education did boost self-efficacy significantly, yet its direct effect on entrepreneurial intention remained negligible. A key lesson emerges from these results, namely that mastering academic content alone will not turn into career action unless self-efficacy rises substantially. For universities, this signals a need to redesign curricula, not just chasing theoretical command but actively building psychological strength and tightening the link between classroom learning and family backing.

Keywords: *Self-Efficacy, Family Environment, Entrepreneurship Intention, Entrepreneurship Education, Quality Education*

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INTRODUCTION

Industrial Revolution 4.0 brings a major shift to the world of work, with digitalization spreading across nearly every sector. This transformation introduces global challenges, including rising job insecurity from changing skill demands and a widening digital divide driven by rapid technology adoption (Ode et al., 2025). In Indonesia, digitalization leaves a clear mark on the workforce. Employers increasingly seek candidates with digital competence, while several traditional occupations either change functionally or see shrinking demand (Lianingsih et al., 2025). Such conditions force the education system to adapt swiftly. Its task now goes beyond producing graduates who can survive in the job market. These graduates must also possess the competitive edge to create new jobs through entrepreneurship.

The open unemployment rate among university graduates has become a serious issue requiring special attention. Data from the Central Bureau of Statistics (2024) shows that as of February 2024, there were 871,860 educated unemployed people (approximately 10% of total unemployment), a figure that has increased significantly compared to 5.87% a decade ago. This condition indicates that higher education does not guarantee ease of access to work due to limited formal employment opportunities. As a solution, entrepreneurship development in universities is encouraged through the "link and match" concept to overcome employment inequality (Wiratno, 2012). Although often considered a last resort, Sakernas data reveals that the majority of entrepreneurs (74.5%) see entrepreneurship as a promising opportunity rather than a forced alternative (Gunawan, 2018).

A strategic role falls to students as economic engines, driving growth through innovation and job creation. Supporting this potential requires systematic integration of entrepreneurship education into university curricula, equipping students with managerial competencies and real-world experience (Agusmiati & Wahyudin, 2018). Education alone does not tell the full story. The family environment, serving as the most basic social unit, exerts considerable influence by offering both moral support and material resources. Entrepreneurial role models within the family and financial backing from home can push a student's intention toward running their own business. Without such support, the courage to pursue an entrepreneurial path tends to weaken (Novitasari, 2019). Within entrepreneurship, students who possess high self-efficacy show greater confidence in overcoming hurdles and feel more ready to start a venture (Rustika, 2016). Previous studies align with this view, demonstrating that individuals holding strong self-belief exhibit a heightened desire to launch their own enterprise (Chen et al., 1998; Nursito et al., 2021).

Based on the 2024 Tracer Study of the Office Administration Education (PAP) program at UNESA, graduates have been absorbed into various sectors: 3.33% in government agencies, 6.67% in State-Owned Enterprises (BUMN/BUMD), 6.67% in multilateral organizations, 3.33% in non-profit organizations/NGOs, and a majority of 60% in private companies. Notably, only 3.33% of alumni have chosen the entrepreneurial path by starting their own businesses, while 16.67% work in other categories. This finding indicates that while graduates are absorbed into the workforce, the number choosing entrepreneurship remains very small, presenting a challenge in fostering entrepreneurial interest among students.

Ideally, PAP UNESA students possess great potential for success as entrepreneurs because they are equipped with a combination of theoretical knowledge and practical skills such as computer applications, instructional media development, and entrepreneurship practice. Entrepreneurship courses play a direct role in building knowledge of designing and managing businesses. Meanwhile, computer application courses provide technical skills for promotion and digital marketing. Even instructional media courses, which focus on pedagogical aspects

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like designing student worksheets (LKPD), remain relevant as they demand creativity and innovation skills identical to product design in the business world. Furthermore, internship programs provide real-world experience that expands students' horizons in managing a venture.

The novelty of this research lies in the development of self-efficacy indicators tailored to the context of entrepreneurial interest. Previous studies generally utilized Bandura's (1997) dimensions (Level, Strength, and Generality). This study develops more contextual indicators: business risk, limited capital, competition, and problem-solving. This approach integrates self-belief with the actual characteristics faced by prospective entrepreneurs, offering a new perspective in measuring self-efficacy that is more applicable to students. By positioning entrepreneurship education and family environment as external factors, this study demonstrates how external support can strengthen internal factors, namely self-efficacy and interest.

A documented gap in entrepreneurship intention, combined with the challenges just outlined, drives the present research. The study targets Office Administration Education students at Universitas Negeri Surabaya and tests five hypotheses. Entrepreneurship education shows a positive effect on self-efficacy according to H1. Family environment demonstrates a positive effect on self-efficacy as stated in H2. Self-efficacy exerts a positive effect on entrepreneurship intention, which forms H3. Entrepreneurship education positively affects entrepreneurial interest, labeled H4. Family environment positively affects entrepreneurship intention, specified as H5.

METHODS

An explanatory research design combined with a quantitative approach formed the methodology for this study. The purpose was to test cause-and-effect relationships, or causality, between variables by analyzing empirical data (Sari et al., 2023). Researchers conducted the study at the Office Administration Education Study Program, Faculty of Economics and Business, Universitas Negeri Surabaya. The investigation specifically evaluated how entrepreneurship education and the family environment influence self-efficacy and entrepreneurship intention. The target group consisted of students who had already completed relevant vocational coursework. The target population for this research covered all 191 students from the Office Administration Education program, batch of 2022. Determining the sample size involved applying the Slovin formula with a 5% margin of error, which produced 130 respondents. A proportionate stratified random sampling technique then ensured proportional representation from each class. This approach allowed data to spread evenly across different academic groups within the batch, so the findings could genuinely reflect the characteristics of the entire population.

Primary data collection happened through a structured online questionnaire, with Google Forms as the distribution platform. A 5-point Likert scale formed the response framework, ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire measured four distinct variables, namely Entrepreneurship Education (X1), Family Environment (X2), Self-Efficacy (Y1), and Entrepreneurship Intention (Y2). Entrepreneurship Education indicators came from Azizah & Pahlevi (2021) and included facilities, materials, and teaching methods. Family Environment indicators followed Agustin & Trisnawati (2021), covering family functioning, parental attitudes, and economic conditions. For self-efficacy, the study used Widyastuti et al. (2023) contextual dimensions, namely business risk management, limited capital management, competition readiness, and problem-solving skills. Entrepreneurship intention indicators drew from Indriyani & Subowo (2019), consisting of task and result orientation, risk-taking bravery, and long-term vision. Before distributing the

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questionnaire to the main sample, a pilot group from the 2023 batch underwent validity and reliability testing to ensure proper data quality from the instrument.

SmartPLS 4.0 software enabled the data analysis through Partial Least Square - Structural Equation Modeling (PLS-SEM). This particular technique was selected for its strength in managing complex structural models that include latent variables. A two-stage approach recommended by Ghozali and Kusumadewi (2023) guided the analysis. The first stage, the Measurement Model or Outer Model, assessed convergent validity with loading factors exceeding 0.7 and AVE exceeding 0.5, construct reliability with Cronbach's Alpha and Composite Reliability exceeding 0.7, and discriminant validity with HTMT below 0.85. The second stage, the Structural Model or Inner Model, focused on hypothesis testing. Here the analysis looked at R-Square values, with strong categorization starting at 0.67, moderate at 0.33, and weak at 0.19. F-Square values measured effect size, while path coefficients revealed the direction and significance of each variable-to-variable relationship.

RESULTS AND DISCUSSIONS

Results

Characteristics of Respondents

This section presents demographic information about the study participants. Providing context to the research results requires an understanding of these characteristics, as factors such as class distribution, parental background, previous exposure to entrepreneurship, and future career intentions potentially affect students' self-efficacy levels and their interest in entrepreneurial activities. The table that follows summarizes the demographic profile of the 130 students drawn from the Office Administration Education (PAP) program, batch of 2022, is presented in Table 1.

Table 1. Characteristics of Respondents

Category	Characteristics	F	%
Class	PAP 2022 A	23	17.7%
	PAP 2022 B	26	20.0%
	PAP 2022 C	25	19.2%
	PAP 2022 D	22	16.9%
	PAP 2022 E	24	18.5%
	PAP 2022 I	10	7.7%
Parental Background	Entrepreneur/Trader	48	36.6%
	Non-Entrepreneur (PNS/Employee/Laborer)	82	63.4%
Entrepreneurial Experience	Currently Active	11	8.4%
	Have tried (Currently Stopped)	72	55.7%
	Never tried	47	35.9%
Career Plan After Graduation	Opening a Business (Entrepreneur)	11	8.4%
	Finding a Job (Employee)	107	82.4%
	Continuing Higher Education	12	9.2%

A summary of respondent demographic characteristics opens this section. Such characteristics matter for giving context to the findings, since elements including class distribution, parental background, past entrepreneurship experience, and future career plans

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may influence both student self-efficacy and student interest in entrepreneurship. One hundred thirty students from the Office Administration Education (PAP) program, batch of 2022, make up the sample, and the following table presents their demographic profile.

Looking at experience, a notable portion of students, specifically 55.7 percent, have tried starting a business before but currently remain inactive. This pattern suggests an initial spark of interest exists, yet either external or internal challenges may have blocked long-term sustainability. Turning to post-graduation career plans, a clear preference emerges, with 82.4 percent aiming to become employees and only 8.4 percent explicitly planning to jump straight into entrepreneurship. Such a gap signals a critical condition where student self-efficacy and entrepreneurship interest need deeper examination, especially given that the current academic environment focuses on professional office education. Taken together, these demographic characteristics offer a solid foundation for interpreting the research results, particularly when trying to understand how entrepreneurship education and family support can bridge the divide between students' existing experiences and their future career intentions.

Outer Model Result

Determining the extent to which each indicator in a block represented the latent variable under measurement became the responsibility of the outer model, or measurement model. According to Ghozali & Kusumadewi (2023), this type of analysis occurred separately, setting aside any relationships among latent variables found in the structural model. The measurement model structure and its visual relationships generated by SmartPLS version 4.0 are illustrated in Figure 1.

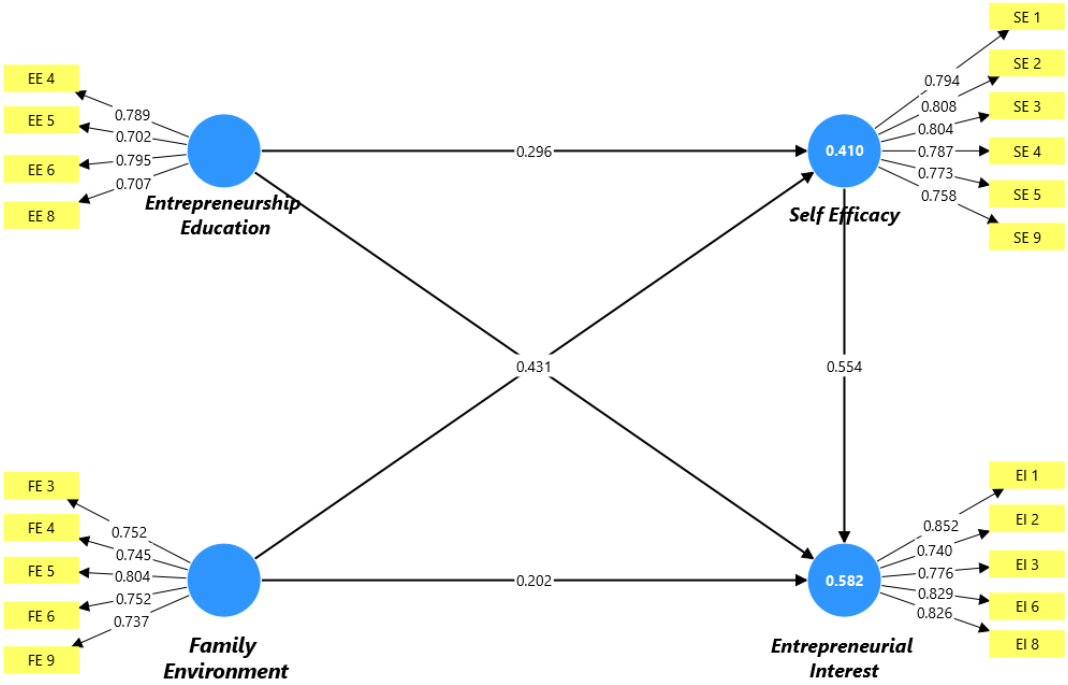

Figure 1. Measurement Model
(Source: Processed primary data, 2026)

Following the visual representation of the model, the specific statistical values for each measurement item were generated. The complete calculation results for the outer loading values of each indicator across all latent constructs are presented in Table 2.

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Table 2. Outer Loading Values

	Entrepreneurial Interest	Entrepreneurship Education	Family Environment	Self Efficacy
EE 4		0.789		
EE 5		0.702		
EE 6		0.795		
EE 8		0.707		
EI 1	0.852			
EI 2	0.740			
EI 3	0.776			
EI 6	0.829			
EI 8	0.826			
FE 3			0.752	
FE 4			0.745	
FE 5			0.804	
FE 6			0.752	
FE 9	S		0.737	
SE 1				0.794
SE 2				0.808
SE 3				0.804
SE 4				0.787
SE 5				0.773
SE 9				0.758

(Source: Processed data, 2026)

Testing the outer model involved convergent validity checks, Average Variance Extracted (AVE) evaluation, discriminant validity testing, composite reliability assessment, and Cronbach's alpha measurement (Ghozali & Kusumadewi, 2023). For convergent validity, each indicator's outer loading value served as the measure, with the lowest acceptable threshold fixed at 0.7. Test results confirmed that every indicator met this requirement, as all outer loading values in Table 2 came in above 0.7. Figure 1 also clearly demonstrates that no indicator required elimination from the measurement model. With adequate indicator contribution to each latent construct confirmed, the analysis then turned to testing AVE values. Those AVE results appear in Table 3.

Table 3. Average Variance Extracted (AVE) Values

Number	Variable	AVE Values
1	Entrepreneurship Intention	0.649
2	Entrepreneurship Education	0.562
3	Family Environment	0.575
4	Self Efficacy	0.620

(Source: Processed data, 2026)

According to the test results shown in Table 3, the data met validity standards since every construct's AVE value exceeded 0.5, fulfilling convergent validity requirements. Discriminant validity assessment then ensured each construct stood empirically apart from the other constructs within the model. Reliability testing came next through composite reliability

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and Cronbach's alpha calculations. Values above 0.7 appeared for all constructs, indicating solid internal consistency and dependable instruments. To provide a detailed breakdown of these metrics, Table 4 presents the specific reliability values for each construct.

Table 4. Composite Reliability and Cronbach's Alpha Values

Number	Variable	Composite Reliability Value	Cronbach's Alpha Value
1	Entrepreneurship Intention	0.902	0.864
2	Entrepreneurship Education	0.836	0.741
3	Family Environment	0.871	0.817
4	Self Efficacy	0.907	0.877

(Source: Processed data, 2026)

Acceptable reliability levels appeared across all constructs in the data analysis results shown in Table 4 above. Composite reliability test results also surpassed the 0.7 cutoff, thereby meeting the established criteria for acceptability.

Inner Model Results

Relationships among latent variables come into view through the structural model, also known as the inner model. This model helps assess prediction strength and overall model accuracy (Ghozali & Kusumadewi, 2023). Evaluating the structural model in this study involved two main components, namely R-Square (R^2) values to measure predictive power and F-Square (f^2) to determine relative impact size. To evaluate the explanatory power of the model, the R^2 calculation results from the data analysis are presented in Table 5.

Table 5. R-Square Value

Number	Variable	R^2 Value	Category
1	Entrepreneurship Intention	0.582	Moderate
2	Self Efficacy	0.410	Moderate

(Source: Processed data, 2026)

From Table 5, Entrepreneurship Intention produced an R^2 value of 0.582, while Self-Efficacy produced 0.410. According to Ghozali & Kusumadewi (2023) criteria, both values belong to the moderate category, defined as R^2 between 0.33 and 0.67. This finding indicates the model's variables explain endogenous variable variance with medium strength. Measuring the relative impact size of exogenous variables on endogenous variables required looking at f^2 values. Ghozali & Kusumadewi (2023) provide clear thresholds, with f^2 greater than 0.35 meaning a large effect, f^2 between 0.15 and 0.35 meaning a medium effect, and f^2 between 0.02 and 0.15 meaning a small effect. Any f^2 below 0.02 counts as having no meaningful effect. To display the complete distribution of these effect sizes without leaving empty spaces, the comprehensive cross-matrix analysis results are structured in Table 6.

Table 6. F-Square Value

Variable	Self Efficacy	Entrepreneurship Intention
Entrepreneurial Education	0.106 (Small)	0.019 (No Effect)
Family Environment	0.224 (Medium)	0.057 (Small)
Self Efficacy	-	0.433 (Large)

(Source: Processed data, 2026)

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According to the results in Table 6, three key findings emerge regarding effect sizes. First, Self-Efficacy strongly influences Entrepreneurship Intention with a large effect value of 0.433. Second, Family Environment delivers a medium effect on Self-Efficacy (0.224) and a small effect on Entrepreneurship Intention (0.057). Third, Entrepreneurship Education yields only a small effect on Self-Efficacy (0.106) and fails to produce any meaningful effect on Entrepreneurship Intention, as the recorded value falls below 0.02.

Hypothesis Testing

This model's analysis of relationships between independent and dependent variables used the bootstrap resampling technique. By randomly replicating samples from the available data, this method estimated significance levels for effects among constructs (Ghozali & Kusumadewi, 2023). Direct effects between variables formed the focus of hypothesis evaluation. According to Rahadi (2023), path coefficients provide both the size and direction of direct influence among latent constructs, derived from causal relationship estimation. For a relationship to count as significant, it needed a t-statistic above 1.96 and a p-value below 0.05, using a 5% significance level where alpha (α) equals 0.05. The precise statistical parameters and validation descriptions for every direct path relationship evaluated in this study are detailed in Table 7.

Table 7. Path Coefficients (Direct Effects)

Number	Variable Relationships	Original Sample (O)	T-Statistic	P-Value	Description
1	Entrepreneurial Education → Self-Efficacy	0.296	3.731	0.000	Accepted
2	Family Environment → Self-Efficacy	0.431	5.348	0.000	Accepted
3	Self-Efficacy → Entrepreneurship Intention	0.554	5.698	0.000	Accepted
4	Entrepreneurial Education → Entrepreneurship Intention	0.112	1.184	0.236	Rejected
5	Family Environment → Entrepreneurship Intention	0.202	2.403	0.016	Accepted

A complete picture of each hypothesis outcome emerged from the data analysis presented in Table 7. Acceptance criteria, namely p-values below 0.05 and t-statistics exceeding 1.96, were met by four hypotheses: H1, H2, H3, and H5. These empirical findings prove that entrepreneurship education and family environment play meaningful roles in increasing student self-efficacy. Direct positive influences on entrepreneurship intention also come from both family environment and self-efficacy. Among all factors, self-efficacy emerged as the strongest driver of entrepreneurship intention, shown by the highest original sample value of 0.554.

Conversely, H4 faced rejection based on the statistical outcomes. The path connecting Entrepreneurship Education to Entrepreneurship Intention showed a p-value of 0.236, which is above the 0.05 threshold, and a t-statistic of 1.184, which is below the required 1.96. This

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statistical outcome indicates that the entrepreneurship education that PAP students at UNESA receive does not directly generate Entrepreneurship Intention on its own.

Discussions

The Effect of Entrepreneurship Education on Self-Efficacy

Entrepreneurship education, according to the research findings, acts as a fundamental catalyst that strengthens student self-efficacy. This outcome suggests the learning process within the Office Administration Education (PAP) program at UNESA does more than deliver theoretical knowledge. It also builds a solid psychological foundation for students. Bandura's (1997) Social Cognitive Theory offers one lens to understand this process, where mastery experiences, or successful experiences, form the basis of self-efficacy. A curriculum combining creative thinking with practical business planning gives students real-world experiences, which in turn solidifies their belief in their own professional abilities. These results align with Hahn et al. (2020), who emphasize that formal education effectively raises student skills and confidence. This study also supports Lestari & Sukirman (2020) and Azizah & Pahlevi (2021), both positioning entrepreneurship education as the primary foundation for building efficacy. Through such education, students gain mental simulations that lower anxiety when facing the business world.

The Effect of Family Environment on Self-Efficacy

A critical role in the psychological development of future entrepreneurs belongs to the family environment, according to the analysis. The family functions as a source of emotional support and verbal persuasion, two elements that Bandura's theory highlights. Students who grow up in supportive surroundings tend toward higher self-efficacy. Alfan & Andriansyah (2022) and Mahardhika et al (2023) reach similar conclusions, namely that family support offers a strong basis for self-confidence. Hahn et al. (2020) note that when students perceive their parents' entrepreneurial performance positively, self-efficacy increases through social modeling or vicarious experience. When family support runs low, self-doubt in making business decisions often follows. This finding confirms that a student's mental capital frequently reflects the home's communication climate and the level of support available there.

The Effect of Self-Efficacy on Entrepreneurship Intention

The findings of this study position self-efficacy as the strongest driver behind entrepreneurship intention. Ajzen's Theory of Planned Behavior (2005), cited in Mahardhika et al. (2023), provides a useful framework for understanding this outcome. A person's background, which includes both internal and external factors, shapes self-efficacy levels through three types of beliefs, namely behavioral beliefs, normative beliefs, and control beliefs. Within this context, self-efficacy plays an important role in shaping student beliefs about their own capacity to overcome challenges and act effectively when facing the demands of the business world. These findings demonstrate that self-confidence as a psychological aspect serves as a determinant bridging existing competencies with the courage to take action. Self-efficacy provides a significant impetus for students to consolidate their interest in starting an entrepreneurial venture, as (Effrisanti et al., 2022) note. Supporting evidence from Hassan et al. (2020) and Neneh (2022) confirms that student entrepreneurship intention grows stronger when self-efficacy levels increase. This proves that without belief in one's own abilities, the intention to start a business will never emerge to its fullest potential.

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The Effect of Entrepreneurship Education on Entrepreneurship Intention

According to the research results, entrepreneurship education shows no significant direct effect on entrepreneurship intention. This finding aligns with Nowinski et al. (2019) and Azizah & Pahlevi (2021). Agusmiati & Wahyudin (2018) provide a theoretical explanation. Extensive entrepreneurship knowledge can sometimes offer a "too realistic" perspective on business risks, producing a cautionary effect where students grow more risk-aware, and that awareness temporarily holds back direct interest. Within the Theory of Planned Behavior, education acts as a background factor, building a cognitive foundation without necessarily triggering intention instantly. Hoang et al. (2020) suggest that a stronger internal psychological push must come into play for education to turn into interest. Despite lacking a direct effect, entrepreneurship education still stands as a vital foundation, giving students the mental readiness to create their own job opportunities (Maharani et al., 2022). Without a high increase in self-confidence, the knowledge gained from PAP UNESA remains theoretical competence that has not yet materialized into a concrete career choice.

The Effect of Family Environment on Entrepreneurship Intention

Compared to formal education, the family environment shows a direct and significant effect on entrepreneurship intention. Subjective norms that validate entrepreneurship as a viable career choice come from the family. Novitasari (2019) provides supporting evidence, finding that the family environment contributes greatly to interest as a major extrinsic factor. Students who feel family backing for entrepreneurship tend toward higher interest levels. These findings align with and reinforce the research results of Suwarni & Usman (2023) and Saputra et al. (2023). Support from families, whether in the form of facilities, business networks, or moral trust, acts as a safety net for students. The support received from the family environment proves to make a significant positive contribution to strengthening an individual's intention to follow an entrepreneurial career path (Oktavianto, 2021). This proves that the role of parents is as crucial as that of educators; while the university provides the knowledge framework, the family environment provides the social support that makes students feel safe taking risks in choosing a career path as an entrepreneur.

CONCLUSION

Analyzing the influence of entrepreneurship education and family environment on self-efficacy and entrepreneurship intention among PAP students at UNESA formed the aim of this study. Data analysis and discussion lead to several conclusions. Entrepreneurship education positively and significantly affects self-efficacy, which indicates that the PAP UNESA curriculum successfully builds student confidence through mastery experiences. The family environment also positively and significantly affects self-efficacy, as emotional support and verbal persuasion from parents act as a strong mental foundation for students to trust their capabilities. Self-efficacy stands as the most dominant driving variable in the model, where confidence in risk management and capital handling acts as the primary bridge for intention to emerge. Entrepreneurship education lacks a significant direct effect on entrepreneurship intention, meaning academic knowledge by itself does not necessarily trigger career intentions unless accompanied by a sufficient rise in self-efficacy. The family environment, in contrast, keeps a positive and significant direct effect on entrepreneurship intention because the family provides extrinsic support via subjective norms and a safety net, pushing students toward entrepreneurship rather than employee positions.

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RECOMMENDATIONS

Several practical recommendations emerge from these research findings, directed at relevant parties. For educational institutions, a recommended shift in learning focus moves beyond mere knowledge sharing toward strengthening business mentality. Increasing real business simulations and bringing practitioners as mentors can provide social modeling for students. For parents, given the significant role the family plays both directly and through self-efficacy, providing validation and moral trust will help students avoid feeling they struggle alone when trying to realize their business ideas. Students should actively work on enhancing their own self-efficacy by joining business competitions or starting small-scale ventures during college, since direct experience serves as the best teacher for building self-confidence and business interest. For future researchers, exploring other variables makes sense, such as using self-efficacy as a mediating variable or adding new variables like career counseling effectiveness. The entrepreneurship education variable showed no direct influence on intention in this study, so further investigation along these lines could prove valuable.

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