

## The Mediation Role of University Environment in the Relationship between Self-Efficacy and Family Environment on Entrepreneurial Education Interest: A PLS-SEM Approach

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### Abstract

The courage to take risks to open a new business has not been fully embedded in most technical education students. One of the influences is low student self-efficacy due to a lack of self-confidence in students who think there is a failure in opening a new business. So this research examines and analyzes in-depth related entrepreneurial interest as measured through self-efficacy, family, and university environment in technical education students. The probability sampling method using a random sampling technique was used in taking a sample of 450 participants in technical education students. The most dominant item in representing the success of entrepreneurial interest is creativity at 84.80%. The weakest construct is the never-give-up construct of 71.50%. The ability of the structural model to explain Entrepreneurial Interest is 61.80%, while the Entrepreneurial Interest variable explains 50.50% of the phenomena predicted in the field. The path analysis test reveals that the three variables influence the interest in entrepreneurship positively and significantly. This study recommends that universities foster an interest in entrepreneurship by providing technical assistance in developing businesses, inviting entrepreneurial speakers, holding industrial visits, and conducting training programs. These steps are expected to foster student interest in entrepreneurship.

**Keywords:** entrepreneurial education interest, family environment, PLS-SEM, self-efficacy, university environment

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## 1. Introduction

Entrepreneurs are people who have entrepreneurial characteristics and generally dare to take risks, especially in managing business or company based on their own abilities and willingness (Adebusuyi et al., 2022; Luong & Lee, 2023; Nisula & Olander, 2021). Entrepreneurs also always think of looking for opportunities, taking advantage of opportunities, and creating business opportunities. The difference between entrepreneurs and other entrepreneurs is the ability to survive with the fighting power to live and build their business, then

what is created is an entrepreneurial spirit, not only making money as a priority (Li et al., 2022; López-Muñoz et al., 2023; Yang et al., 2020). Everyone can become an entrepreneur, but not all entrepreneurs have an entrepreneurial spirit.

The low interest in entrepreneurship has resulted in a slowdown in national economic growth which has dragged on an increase in the open unemployment rate (Abdelnaeim, 2021; Ahmed, 2021; Discua et al., 2021). The low number of entrepreneurs is caused by several factors, starting from the education system in Indonesia which is less sup-

portive, the lack of business innovation, and the mentality of entrepreneurs who want to succeed instantly (Astiana, 2022; Eryanto et al., 2018; Hamid, 2022; Hermann et al., 2020). Awareness of the importance of entrepreneurship is not emphasized early on in school. This awareness of the importance of entrepreneurship is only taught in business schools that aim to create young Indonesian entrepreneurs (Ganefri et al., 2022; Soeharso & Riyanti, 2021).

One of the goals of Vocational Education (VE) is to produce graduates who are ready to work independently or become entrepreneurs (Daryono & Rochmadi, 2020; Heru et al., 2021; Widayanto et al., 2021). So VE is expected to produce prospective entrepreneurs who are ready to go into creating new jobs. However, the hope that VE graduates will master entrepreneurial skills has yet to materialize, because perhaps so far learning in vocational high schools has prioritized technical provision through productive learning, while managerial provision for students has not been maximally explored (Fauzan et al., 2023; Rosantono et al., 2021). This condition can be observed from the low ability of students to seize opportunities, and the courage to start businesses and make decisions, more of them become followers, less creative, and low on the initiative.

Based on research by López-Muñoz et al. (2023); Nisula & Olander (2021); Omi-sakin & Adegoke (2022); Putra et al. (2022) interest in entrepreneurship is a feeling of liking and then finding out about a business activity. Furthermore, it will prove by carrying out activities to develop the results of his work. The emergence of an interest in entrepreneurship is influenced by two factors, namely external factors or factors that arise from outside the entrepreneurial actor such as the social environment and family environment, and internal factors, namely factors

that arise from the entrepreneur himself such as his nature or personality (Dheer & Castrogiovanni, 2023; Guerrero & Lira, 2023; Hernández-Perlines et al., 2020).

Studies by Glosenberget al. (2022) and Yen & Lin (2022) show that self-efficacy is a good predictor of entrepreneurial interest and a strong predictor of performance in a business. So belief in someone's abilities will have a great interest in entrepreneurship, According to López-Muñoz et al. (2023); Maczulskij & Viinikainen (2023), self-efficacy is self-confidence in managing and doing tasks well, to achieve goals with various challenges and obstacles that can be overcome with great effort. Therefore, self-efficacy can be concluded as a belief about the ability that is in oneself in carrying out a step to achieve certain results (Luong & Lee, 2023; Nisula & Olander, 2021). If someone has high self-efficacy, it can also affect high interest in entrepreneurship, because they have confidence and confidence in doing a business or business.

Meanwhile, Adebusuyi et al. (2022) and Stewart et al. (2021) show that there are times when a person does not want to do something because he does not have confidence that he is capable and will succeed in doing so. However, self-efficacy is stated to be reliable in predicting the scope of career choices, work interests, tenacity in difficult fields, and personal effectiveness. The results of the study Mira-Solves et al. (2021) and Valdez-Juárez & García Pérez-de-Lema (2023), prove that self-efficacy is a personality factor that influences interest in entrepreneurship. According to Edwards & Edwards (2017) and Pan & Lu (2022), self-efficacy perceives one's abilities. It is this belief in one's abilities that encourages a person to carry out certain activities, including encouraging students' interest in entrepreneurship.

Not only self-efficacy but in the surrounding environment also plays a role in being a driving force for entrepreneurship. Research by [Nisula & Olander \(2021\)](#) and [Stewart et al. \(2021\)](#) reveals that there is a significant influence of the family environment on interest in entrepreneurship. It is explained that the first environment for children is the family then the social environment. A thought about the future about the job that the child will choose in the future is formed by the parenting pattern of the parents on how the child will grow and develop later. To foster an entrepreneurial spirit in their children, encouragement from both parents is needed. Research by [Maczulskij & Viinikainen \(2023\)](#) and [Valdez-Juárez & García Pérez-de-Lema \(2023\)](#) reveals that the family environment has a significant influence on interest in entrepreneurship. Parents provide understanding or thoughts about entrepreneurship as a future outlook and instill the nature of independence that is focused on a child from an early age. The upbringing or guidance of each child for their future varies according to the upbringing of the two parents ([Adebusuyi et al., 2022](#); [Glossenberg et al., 2022](#)). If the surrounding environment does not care about and directs a child's career choices, it will make it difficult for his child to choose a good career.

According to the Theory of Planned Behavior (TPB), entrepreneurial decisions are influenced by one of the external factors, namely the family environment ([Feola et al., 2019](#); [Kachkar & Djafri, 2021](#)). The existence of this family environmental factor means that students' interest in entrepreneurship will be high because of encouragement from the family. This statement is consistent with studies by [Ayalew \(2021\)](#), [Chen et al. \(2022\)](#), [Discua et al. \(2021\)](#), and [Maczulskij & Viinikainen \(2023\)](#) that family influence has a positive and significant influence on

students' intentions to become entrepreneurs. Many studies related to interest in entrepreneurship have been carried out ([Fragoso et al., 2020](#); [Omisakin & Adegoke, 2022](#); [Pinel, 2022](#)). Several previous studies have positioned entrepreneurial interest as the dependent variable which raises various influencing factors. Factors that influence interest in entrepreneurship include the family environment. According to [Hahn et al. \(2021\)](#), the family environment can influence a person to become an entrepreneur.

Education is one of the factors that encourage students to become entrepreneurs ([Dheer & Castrogiovanni, 2023](#); [Drăgan et al., 2023](#); [Guerrero & Lira, 2023](#); [Maczulskij & Viinikainen, 2023](#)). The more experience and mastery provision regarding entrepreneurship training by involving them in learning activities, developing business plans, and running small businesses given to individuals, the higher their intention to become entrepreneurs ([Fragoso et al., 2020](#); [Huang et al., 2023](#)). The role and function of the existence of entrepreneurship in supporting the direction of entrepreneur development are being able to influence enthusiasm or motivation to do something difficult to realize. There are many reasons why students do not want to open their own business when they graduate from college, one of which is the view that being a job seeker is more prestigious than being a job maker ([Hahn et al., 2021](#); [Padilla-Meléndez et al., 2021](#); [Pinel, 2022](#)). In addition, many people still do not consider entrepreneurship as a promising career, they do not have capital, nor do they have the courage to take risks.

The risks in entrepreneurship encompass market uncertainty, intense competition, regulatory changes, economic fluctuations, and business failure. Additionally, there are financial risks involving business capital, loans, and investments that may be lost. Per-

sonal risks such as fatigue, stress, and work-life imbalance also often form part of the entrepreneurial journey (Rasid & Buang, 2019). Despite the presence of these risk factors, entrepreneurs are also integral to opportunities in achieving success and innovation in the business world. The courage to confront and manage risks is the primary key to attaining success as an entrepreneur (Is-mail & Buang, 2019).

The results from the preliminary study and observations to 120 engineering education students at Yogyakarta State University reveal that: (1) as many as 26 students (21.667%) claimed to have parents who work as entrepreneurs, this is relatively small because it is still below 50%; (2) as many as 41 students (34.167%) have minimal self-efficacy to open their own business even though they have been equipped with various supporting knowledge and skills. Low self-efficacy is shown from the lack of confidence of students to open new businesses because of the shadow of failure, (3) as many as 53 students (44.167) lack student interest in entrepreneurship because they feel it is too heavy compared to working in a company or job. other formals. Students do not dare to take risks to open new businesses. Even though there are students who are interested in entrepreneurship, it turns out that the department does not provide a continuation program to support them. This is due to the fear of failure in the future. Thus, it is important to carry out an in-depth study of in-

terest in entrepreneurship as measured through self-efficacy, family environment, and higher education environment in technical education students.

## 2. Method

### a. Participant

This research uses a quantitative approach with a survey method (Neno et al., 2022). Quantitative methods are used to analyze and evaluate the construction of measuring variables in entrepreneurial interest. The study used probability sampling with a random sampling technique in taking samples of technical education students at Yogyakarta State University. Students participating in the research are students in semester 6 who have attended internships in the business world or industry. Primary data comes from assessment results by 450 students in seven engineering education departments. In the PLS-SEM analysis, the recommended minimum sample size is at least 100 respondents or 5-10 times the number of arrows receiving endogenous variables (Fauzan et al., 2023; Hair et al., 2019, 2020).

### b. Data Collection

The data collection technique used in this study used a questionnaire of four variables. This study used a Likert scale consisting of 4 alternative answers from strongly agree to disagree (Rahmatunisa et al., 2022). The research instrument variables are shown in Table 1.

**Table 1. The Construct of the Research Variables**

No	Variables	Indicators	Constructs	References
1	Self-Efficacy	Business risk	SC1	(Adebusuyi et al., 2022; López-Muñoz et al., 2023; Luong & Lee, 2023; Nisula & Olander, 2021; Pan & Lu, 2022; Stewart et al., 2021; Valdez-Juárez & García Pérez-de-Lema, 2023; Yen & Lin, 2022)
2		Limited capital	SC2	
3		Competition	SC3	
4		Patience	SC4	
5		Never give up	SC5	
6		Cooperate	SC6	
7		Problem-solving	SC7	
8		Persevere	SC8	

No	Variables	Indicators	Constructs	References
9	Family Environment	Independence	FE1	(Chen et al., 2022; Fragoso et al., 2020; Hahn et al., 2021; Hernández-Perlines et al., 2020; Maczulskij & Viinikainen, 2023; Omisakin & Adegoke, 2022; Pinel, 2022; Valdez-Juárez & García Pérez-de-Lema, 2023)
10		Manage business	FE2	
11		Idea	FE3	
12		Facility	FE4	
13		Solution	FE5	
14		Capital	FE6	
15		Future goals	FE7	
16	University Environment	Curriculum	HE1	(Dheer & Castrogiovanni, 2023; Drăgan et al., 2023; Fragoso et al., 2020; Huang et al., 2023; Li et al., 2022; Maczulskij & Viinikainen, 2023; Padilla-Meléndez et al., 2021; Pinel, 2022)
17		Industrial visits	HE2	
18		Bazaar activities	HE3	
19		Cooperative benefits	HE4	
20		Cooperative function	HE5	
21		Production units	HE6	
22		Lecturer motivation	HE7	
23		Lecturer's creative ideas	HE8	
24		Consultation room	HE9	
25	Entrepreneurial Interest	Intention	ET1	(Batista-Canino et al., 2023; Fragoso et al., 2020; Huang et al., 2023; Mozahem, 2021; Valdez-Juárez & García Pérez-de-Lema, 2023; Yang et al., 2020)
26		Business opportunities	ET2	
27		Strategy	ET3	
28		Interest	ET4	
29		Belief	ET5	
30		Role models	ET6	
31		Hard work	ET7	
32		Creative	ET8	
33		Persistent	ET9	

### c. Analytical Methods and Data Analysis

In general, PLS-SEM aims to test whether there are relationships and predictive effects between constructs. Interpretation of measurement data based on evaluation of measurements and structural models (Al-Fraihat et al., 2020; Daryono et al., 2023; Dash & Paul, 2021; Hair et al., 2020; Hariyanto et al., 2022; Supriyanto et al., 2023). Evaluation of measurement model: (1) internal consistency reliability ( $\geq 0.70$ ), (2) construct validity: (a) convergent validity using the indicator of factor loading ( $\geq 0.70$ ); and (b) discriminant validity using the indicator of Fornell-Larcker (each construct is greater than the correlation with another construct). Evaluation of the structural model uses the coefficient value of measurement, model fit, and path coefficient.

### 3. Result and Discussion

#### a. PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)

Based on Table 2 below, the overall loading factor value for each item is  $\geq 0.70$  (0.715 to 0.848). The average extracted variance (AVE) value for each variable has a value  $\geq 0.50$  (0.604 to 0.639). So it can be concluded that each item and variable in the instrument has met the requirements of convergent validity. Based on the value of the factor loading coefficient, the most dominant statement item represents the success of the interest in entrepreneurship in students, namely the creativity construct of 0.848 (ET8). This can be interpreted that the creativity construct can explain the variance of interest in entrepreneurship in students by 84.80%. The weakest item is the never-give-up construct of 0.715 (SC5 = 71.50%).



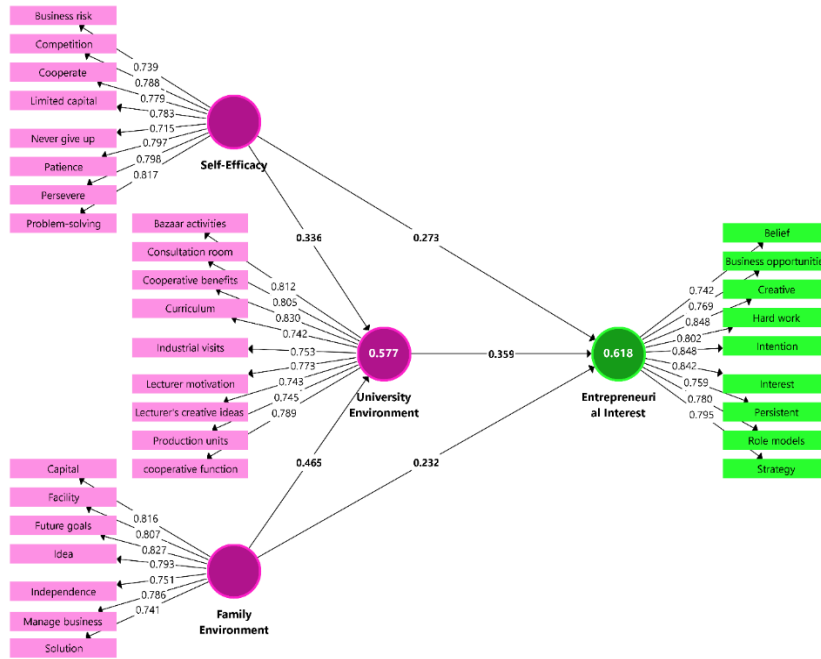


Figure 1. Evaluation of the Measurement Model

A variable is declared reliable if it has CA, Rho\_A, and CR values  $\geq 0.70$ . The output of SmartPLS in Table 2 shows that all variables have CA (0.899 to 0.929), rho\_A (0.900 to 0.930), and CR values (0.920 to

0.941). It can be concluded that the internal consistency of instrument reliability in 3 aspects has a value of  $\geq 0.70$ , so it has good reliability in measuring student interest.

Table 2. Evaluation of Measurement Model

No	Variable	Indicators	Convergent Validity		Consistency Reliability		
			FL ( $\geq 0.70$ )	AVE ( $\geq 0.50$ )	CA ( $\geq 0.70$ )	rho_A ( $\geq 0.70$ )	CR ( $\geq 0.70$ )
1	Self-Efficacy	Business risk	0.739	0.605	0.906	0.908	0.924
2		Limited capital	0.783				
3		Competition	0.788				
4		Patience	0.797				
5		Never give up	0.715				
6		Cooperate	0.779				
7		Problem-solving	0.817				
8		Persevere	0.798				
9	Family Environment	Independence	0.751	0.623	0.899	0.900	0.920
10		Manage business	0.786				
11		Idea	0.793				
12		Facility	0.807				
13		Solution	0.741				
14		Capital	0.816				
15		Future goals	0.827				
16	University Environment	Curriculum	0.742	0.604	0.918	0.919	0.932
17		Industrial visits	0.753				
18		Bazaar activities	0.812				
19		Cooperative benefits	0.830				
20		Cooperative function	0.789				
21		Production units	0.745				
22		Lecturer motivation	0.773				

No	Variable	Indicators	Convergent Validity		Consistency Reliability		
			FL (≥0.70)	AVE (≥0.50)	CA (≥0.70)	rho_A (≥0.70)	CR (≥0.70)
23		Lecturer's creative ideas	0.743				
24		Consultation room	0.805				
25	Entrepreneurial Interest	Intention	0.848	0.639	0.929	0.930	0.941
26		Business opportunities	0.769				
27		Strategy	0.795				
28		Interest	0.842				
29		Belief	0.742				
30		Role models	0.780				
31		Hard work	0.802				
32		Creative	0.848				
33		Persistent	0.759				

The Fornell Larcker value is explained by looking at the correlation value of the latent variable itself with the correlation value of other latent variables. Based on Table 3, the correlation value of the Entrepreneurial Interest → Entrepreneurial Interest variable has a value of 0.799 which is higher than the Entrepreneurial Interest correlation value

with other variables (0.711; 0.710; 0.721). Likewise for the assessment of the correlation of other variables. Based on Table 4 of the analysis obtained the entire value of the HTMT matrix was ≤0.90 (0.764 to 0.878). Then the HTMT test is to ensure the discriminant validity between the two reflective constructs is met.

Table 3. Discriminant Validity: The Fornell Larcker

Variable	Entrepreneurial Interest	Family Environment	Self-Efficacy	University Environment
Entrepreneurial Interest	0.799			
Family Environment	0.711	0.793		
Self-Efficacy	0.710	0.789	0.778	
University Environment	0.721	0.732	0.705	0.777

Table 4. Discriminant Validity: The HTMT

Variable	Entrepreneurial Interest	Family Environment	Self-Efficacy	University Environment
Entrepreneurial Interest				
Family Environment	0.772			
Self-Efficacy	0.764	0.878		
University Environment	0.777	0.800	0.767	

**b. PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)**

Based on Table 5 the R2 coefficient on the Entrepreneurial Interest variable obtained a value of 0.618 meaning that the Family Environment, Self-Efficacy, and University Environment variables affect the Entrepreneurial Interest variable by 61.80% and the

remaining 32.80% is influenced by other outside variables the research model. So the output effect size reveals that the most dominant variable affecting Entrepreneurial Interest is University Environment ( $f^2 = 0.143$ ) in the medium category and the weakest variable is Family Environment ( $f^2 = 0.044$ ) in the small category.

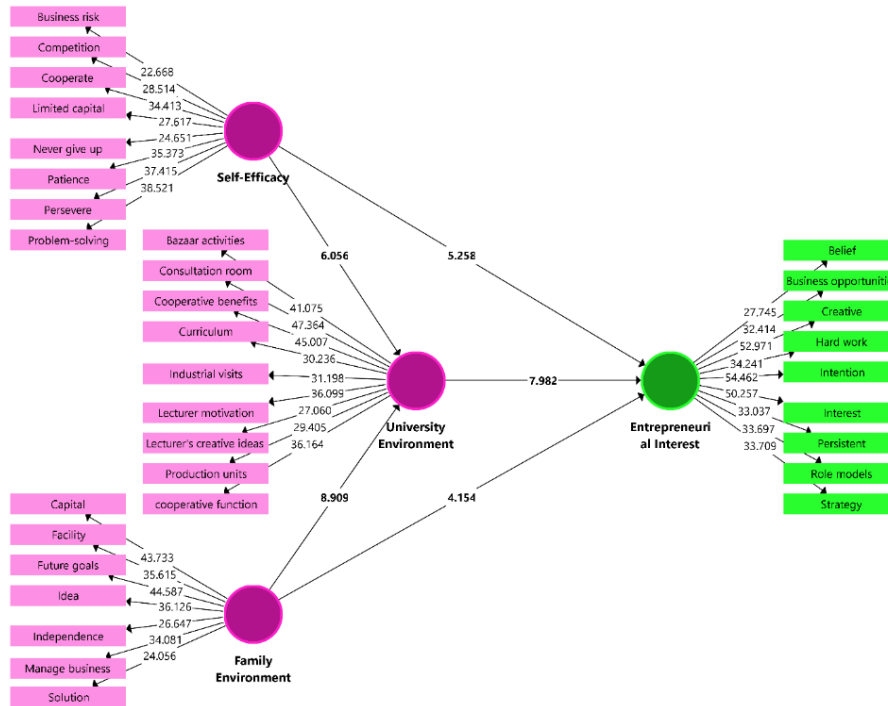


Figure 2. Evaluation of Structural Model

Table 5. Measurement of Structural Model

Variable	R <sup>2</sup>		f <sup>2</sup>		Construct Crossvalidated (Q <sup>2</sup> )				Predictive Power
	Value	Decision	Value	SSO	Redundancy SSE	Q2	Communality SSE	Q2	
Entrepreneurial Interest	0.618	Moderate	-	4.05	2.491	0.385	1.838	0.546	Strong
Family Environment	-	-	0.044	3.15	3.150	-	1.593	0.494	Strong
Self-Efficacy	-	-	0.066	3.60	3.600	-	1.819	0.495	Strong
University Environment	0.577	Moderate	0.143	4.05	2.673	0.340	2.003	0.505	Strong

Subsequent tests by looking at the value of predictive relevance (Q<sup>2</sup>) aim to validate the predictive ability of the model according to the reality on the ground. Based on Table 5, all Q<sup>2</sup> values exceed the cutoff point (greater than zero). The results of the Q<sup>2</sup> predictive relevance calculation obtained a value of 0.340 to 0.385 on the Redundancy Construct Crossvalidated and 0.494 to 0.546 on the Community Construct Crossvalidated. So the model in measuring Entrepreneurial Interest as a whole can explain the model analysis of 34.00% to 54.60% of the phenomenon studied. The results of the two procedures show that the Entrepreneurial Interest model has a strong predictive power.

**c. Path Analysis and Hypothesis Testing**

Based on Table 6, the H1 hypothesis (Self-Efficacy → Entrepreneurial Interest) obtains β-values = 0.273 (positive decimal), T-Statistics = 5.258 (≥1.96), and P-Values = 0.000 (<0.05). This shows that the Self-Efficacy variable has a significant and positive effect on Entrepreneurial Interest. Furthermore, hypotheses H2 to H5 are stated to have a positive and significant effect on the variable effect of Entrepreneurial Interest. In terms of β-values, the highest score was obtained for the Family Environment and University Environment variable of 0.465, so the Family Environment and University Environment variables made the largest contribution to influencing the Entrepreneurial Interest.



**Table 6. Results of Path Coefficient: Direct Effects**

Hypothesis	Path	$\beta$ -values (+) / (-)	Std.	T-Statistics ( $\geq 1.96$ )	P-Values ( $\leq 0.00$ )	Decision
H1	Self-Efficacy $\rightarrow$ Entrepreneurial Interest	0.273	0.052	5.258	0.000	Accepted
H2	Family Environment $\rightarrow$ Entrepreneurial Interest	0.232	0.056	4.154	0.000	Accepted
H3	University Environment $\rightarrow$ Entrepreneurial Interest	0.359	0.045	7.982	0.000	Accepted
H4	Self-Efficacy $\rightarrow$ University Environment	0.336	0.056	6.056	0.000	Accepted
H5	Family Environment $\rightarrow$ University Environment	0.465	0.052	8.909	0.000	Accepted

Based on Table 7 on the indirect effect, the two hypotheses (Ha and Hb) mean that the role of the University Environment as a mediator has a positive effect ( $\beta$ -values =

0.121 and 0.167) and significant (T-Statistics = 4.744 and 5.653; P-Values = 0.000) on Entrepreneurial Interest as measured through Self-Efficacy and Family Environment.

**Table 7. Results of Path Coefficient: Indirect Effects**

Hypothesis	Path	$\beta$ -values (+) / (-)	Std.	T-Statistics ( $\geq 1.96$ )	P-Values ( $\leq 0.00$ )	Decision
Ha	Self-Efficacy $\rightarrow$ University Environment $\rightarrow$ Entrepreneurial Interest	0.121	0.025	4.744	0.000	Accepted
Hb	Family Environment $\rightarrow$ University Environment $\rightarrow$ Entrepreneurial Interest	0.167	0.030	5.653	0.000	Accepted

**d. Model Fit**

In PLS-SEM, the model fit is assessed using three fit criteria (Al-Fraihat et al., 2020; Dash & Paul, 2021; Fauzan et al., 2023; Hair et al., 2019, 2020; Supriyanto et al., 2023). The SRMR for this study was 0.076 which is less than the cut-off value ( $\leq 0.08$ ) suggested in the literature. RMStheta obtained a value of 0.174 ( $\geq 0.12$ ) indicating a moderate fit model. The NFI value in the coverage model describes the model for measuring the Entrepreneurial Interest of 0.569 (56.90%) in the good fit category.

**e. Discussion**

The results of testing the H1 hypothesis showed that the t-statistic value of 5.258 was significant because the t-statistic value was  $\geq 1.96$ , the first hypothesis was accepted. Self-efficacy has an influence on interest in entrepreneurship because one's ability to develop entrepreneurs who can recognize themselves well will become successful and successful entrepreneurs. This research is consistent with studies by Edwards & Edwards (2017) and Valdez-Juárez & García

Pérez-de-Lema (2023) which reveal that self-efficacy influences entrepreneurial interest, this shows that self-confidence will encourage an interest that someone has in entrepreneurship. This research also supports the results of studies by Adebusuyi et al. (2022); Maczulskij & Viinikainen (2023) which explain that entrepreneurship is influenced by self-efficacy.

Self-efficacy regarding one's career can be an important factor in determining whether one's entrepreneurial interest has been formed in the early stages of one's career. Before a career is pursued, it begins with the emergence of interest in the career. This is consistent with the research of Glosenberget al. (2022) and Stewart et al. (2021) that the process of choosing a career begins with an interest in a career. Therefore it can be said that the higher a person's self-efficacy as an entrepreneur, the higher his interest in entrepreneurship. This study reveals that one of the characteristics of entrepreneurs is having self-confidence, with a character of having confidence including self-efficacy. The higher the self-efficacy,

the higher the confidence in one's future success when becoming an entrepreneur. So the higher his interest in his dream of becoming an entrepreneur someday, which he had started when he was young (Nisula & Olander, 2021; Pan & Lu, 2022).

The encouragement of oneself will have a big influence on an act of desire that will be achieved to develop entrepreneurship. This explanation is consistent with López-Muñoz et al. (2023) and Yen & Lin (2022) which revealed that entrepreneurial interest affects self-efficacy in students. Having a high interest shows that there is a big push in students which means there is a strong desire within themselves to be able to do entrepreneurship.

The family is the foundation stone for patterns of behavior, character, intelligence, talents, and interests so the child's potential can develop optimally. Through the family, the mindset and interest in entrepreneurship can be developed from a young age. The interest in entrepreneurship can grow well in a good family environment, a family environment that is conducive to the growth and development of interest in entrepreneurship for children. The results of this study are consistent with studies by Chen et al. (2022), Discua et al. (2021), and Valdez-Juárez & García Pérez-de-Lema (2023) which found that family environment can significantly affect interest in entrepreneurship.

The results of this study are also relevant to the Theory of Planned Behavior (TPB), which states that entrepreneurial decisions are influenced by one of the external factors, namely the family environment (Feola et al., 2019; Kachkar & Djafri, 2021). The existence of these family environmental factors means that students' interest in entrepreneurship will be high because of encouragement from the family. Research by

Ayalew (2021) and Discua et al. (2021) reveals that entrepreneurial interest develops in a person when the environment is supportive because interest is formed from the family environment. Hernández-Perlines et al. (2020) also said that through a family an entrepreneurial mindset is formed, and interest in entrepreneurship grows and develops well in someone who lives and grows in an entrepreneurial family environment.

However, this research is inconsistent with the study by Rahmadi & Heryanto (2016) which reveals that the family environment does not have a significant effect on students in tertiary institutions. Economic conditions in the family or parents' work cannot influence a child's interest in entrepreneurship, but the encouragement or guidance of parents can influence a child to do entrepreneurship. This research is also similar to the study by Discua et al. (2021) that the effect of education on entrepreneurship is greater than the family environment because education will support and provide good knowledge in developing a business or business. Nevertheless, this study is consistent with Fragoso et al. (2020) in explaining the role of the family that has a major influence in shaping a child's character, especially the character for entrepreneurship so parents are the first environment to guide a child.

The existence of motivation and the ability to recognize oneself well will greatly affect student interest in developing entrepreneurship. This is in line with Chen et al. (2022); Omisakin & Adegoke (2022) which reveal entrepreneurial intentions and motivation mediated by the university environment affect interest in entrepreneurship. That the existence of entrepreneurial motivation from both internal and external factors will further encourage a

person's interest in entrepreneurship if he has high self-confidence, meaning that the higher the entrepreneurial motivation with self-efficacy, the higher the influence in entrepreneurship. In addition, [Ayalew \(2021\)](#) and [Hahn et al. \(2021\)](#) state that the emergence of interest and motivation for entrepreneurship in students is the formation of student learning motivation from their persistence in learning and having responsibility for school assignments.

The entrepreneurial spirit is also believed to be able to change the orientation of the mindset of students from being an employee to looking for employees. The icon of a higher education institution is a place to seek knowledge and then look for work, turning into a university where one seeks knowledge and then applies it in the field or life by creating jobs [Dheer & Castrogiovanni \(2023\)](#); [Huang et al. \(2023\)](#); [Maczulskij & Viinikainen \(2023\)](#). This can happen because students who have an entrepreneurial spirit, these students also have the provision to start directing their aspirations to become entrepreneurs as their future jobs after finishing school.

This research is inconsistent with studies by [Delahajj et al. \(2016\)](#) which reveal that the influence of the family environment or family support is not always positive on the university environment because there are many other factors, especially external factors such as the social environment or outside the family. The family environment does not affect the university environment because several other factors can influence it, such as support from peers and other environments outside the family. This research is consistent with [Drăgan et al. \(2023\)](#); [Guerrero & Lira \(2023\)](#); [Padilla-Meléndez et al. \(2021\)](#) revealed that the family environment has a significant effect on the university environment, which

explains that students will have a good attitude toward self-efficacy with the support of their family environment, which influences one's growth and development in life. Based on the explanation of the research results, it can be concluded that motivation and support from parents or family are in the form of both physical and psychological attention which will affect the development and activities carried out by children, especially in terms of interest in entrepreneurship.

#### 4. Conclusion

On the self-efficacy variable, this study recommends that students increase their self-confidence in entrepreneurship which can strengthen students' interest in entrepreneurship. So that after graduation, students are confident more and able to realize their interest in entrepreneurship. Families, especially parents, should increase their role in educating their children, by providing strong inspiration to children to become entrepreneurs and providing opportunities for children to manage a business. The family, especially parents, plays an active role in educating children, to support and facilitate the entrepreneurial talent of children.

In addition, universities are advised to foster an interest in entrepreneurship by providing technical assistance in developing a business, inviting entrepreneurial speakers, holding industrial visits to inspire entrepreneurship, and holding bazaar training programs to seize business opportunities. These steps are expected to foster an interest in entrepreneurship among students. to provide direction to students to provide a facility such as providing facilities and infrastructure to develop creativity and entrepreneurial spirit in students as mature entrepreneurs.

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