# Factors Influencing Entrepreneurial Intentions Among Vocational School Graduates

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**Abstract**

**Introduction/Main Objective**: This research examines entrepreneurial intentions among graduates of Vocational School, focusing on entrepreneurial resources, networks, passion, ecosystems, education, family background, and self-efficacy within the retail business sector. The study aims to identify factors influencing entrepreneurial intentions to promote entrepreneurship as a career path amid high unemployment among vocational school graduates in Indonesia. **Background Problems:** Indonesia faces high unemployment rates, especially among vocational school graduates. Despite skill-building efforts, many struggle to find employment or pursue entrepreneurial opportunities due to limited support systems, networks, and exposure to entrepreneurship education. Understanding the factors influencing entrepreneurial intentions in the retail sector is crucial for addressing these challenges. **Novelty:** This study is the first to apply a comprehensive model integrating entrepreneurial resources, networks, ecosystems, passion, self-efficacy, family background, and education to analyze entrepreneurial intentions among vocational students, offering new insights into shaping entrepreneurial aspirations. **Research Method:** The study used a quantitative approach, analyzing data from 987 students with a sample of 460 respondents. Descriptive and inferential statistical techniques, including regression and structural equation modeling (SEM), were employed to test hypotheses. **Findings/Results:** Seven out of eight hypotheses were supported, showing that self-efficacy, family background, entrepreneurial education, passion, networks, and ecosystems positively influence entrepreneurial intentions. One hypothesis was rejected, indicating entrepreneurial resources do not significantly impact self-efficacy. **Conclusion:** The research highlights the importance of self-efficacy, family support, education, passion, networks, and ecosystems in fostering entrepreneurial intentions, providing a framework for schools to promote entrepreneurship and reduce unemployment.

**Keywords:** entrepreneurial intentions, vocational education, retail business, self-efficacy, entrepreneurial ecosystem

# 1. Introduction

Entrepreneurship has garnered significant attention from numerous experts and scholars worldwide (Barba-Sanchez, 2022; Tomy & Pardede, 2020; Anjum et al., 2021; Liu et al., 2019). In Indonesia, particular interest lies in studying how students at vocational high schools develop entrepreneurial skills (Kurniawan et al., 2023; Ana, 2023; Handayati et al., 2023). Studies indicate that entrepreneurship education has a substantial impact on the creation of new businesses (Saptono et al., 2020). Kurniawan et al. (2023) argued that entrepreneurs stabilize markets by identifying opportunities, capitalizing on them, and competing effectively, while Ana (2023) highlighted the influence of globalization on advancements in science, technology, and economic independence. Indonesia’s entrepreneurial performance, as reflected in the 2019 Global Entrepreneurship Index (GEI), ranked 75th among 137 countries, trailing nations like Singapore (8.7%), Malaysia (4.7%), and Thailand (4.2%) (Haririoh et al., 2023). This underscores challenges in achieving parity with developed nations, where entrepreneurship serves as a driver of economic growth and social welfare (Halvarsson et al., 2018; Sutter et al., 2019).

The Indonesian government actively promotes entrepreneurship through various initiatives, with vocational education being pivotal. Vocational High Schools (SMK) are essential in equipping students with career-specific skills (Prabowo et al., 2021). As of the 2023/2024 academic year, Indonesia had 53.14 million students, including 5.08 million SMK students. Regions like West Java, East Java, and Central Java have the highest student populations, demonstrating a consistent rise in vocational education enrollment (Rizaty, 2023). Despite this growth, challenges remain, as evident in the high unemployment rates among vocational graduates—7.44% in 2022 (Statistics Indonesia, 2023).

Retail entrepreneurship offers promising opportunities for vocational graduates. Defined as businesses focusing on direct product and service sales to consumers (Sunyoto & Mulyono, 2022), retail has shown resilience and growth globally, with U.S. retail sales projected to rise by 4-6% in 2023 (Babcock, 2023). In Indonesia, retail technology startups like AgriAku and Gokomodo have secured significant investments, underscoring the sector's potential (Mutia, 2022). Entrepreneurship plays a transformative role in economic development, with studies revealing a positive correlation between entrepreneurial activity and economic growth (Aparicio et al., 2016). Vocational education, particularly in industrial area offers a unique context for exploring how entrepreneurial aspirations are shaped through practical exposure and industrial ecosystem support.

This study investigates the entrepreneurial intentions of vocational students, emphasizing retail business opportunities. It examines factors like entrepreneurial passion, self-efficacy, and the entrepreneurial ecosystem, highlighting the need for enhanced education and skill development to prepare students for the evolving business landscape.

# 2. Literature review

## 2.1 Entrepreneurial Intention

Entrepreneurial intention refers to the determination, preparedness, and aspiration to take the necessary steps to become an entrepreneur. Various researchers have defined this concept with nuanced perspectives. Genoveva (2019) highlights entrepreneurial intentions as a central element in the venture creation process aimed at forming a business. Nguyen (2018) focuses on the role of obtaining information to initiate business activities, while Shrivastava and Acharya (2020) emphasize an individual's recognition and desire to plan and create a company. Hutasuhut (2018) adds the dimension of a strong belief in one's ability to successfully manage a firm, coupled with a genuine desire to engage in entrepreneurial endeavors. Zulfiqar et al. (2022) underscore the motivating factors behind entrepreneurial intention, such as effort and willingness to succeed, which are influenced by an individual’s positive attitude towards entrepreneurship.

Entrepreneurial intention is crucial as it serves as a reliable predictor of entrepreneurial behavior and activities. Genoveva (2019) asserts that it plays a pivotal role in driving entrepreneurial actions, while Nguyen (2019) and Shrivastava and Acharya (2020) highlight its importance in the decision-making process of starting a business. Research has shown that individuals with strong entrepreneurial intentions exhibit readiness and resolve to overcome the challenges of business creation and management (Handayati et al., 2020; Barba-Sanchez et al., 2021). Studies like those by Lee et al. (2022) and Bachman et al. (2024) further illustrate the time-bound aspirations of individuals, reflecting their plans to establish businesses within specific timeframes. These insights collectively offer a comprehensive understanding of entrepreneurial intention as a dynamic construct integral to entrepreneurial success.

## 2.2 Entrepreneurship Education

Entrepreneurship education encompasses initiatives aimed at enhancing students' knowledge, skills, attitudes, and character to prepare them for entrepreneurial endeavors (Wu et al., 2022). Liu et al. (2019) emphasize that the essential personality traits, abilities, and skills for entrepreneurship can be cultivated through structured training programs. Saptono et al. (2020) define entrepreneurship education as a process delivered through educational institutions that instill entrepreneurial values, attitudes, and independence, fostering creativity and inventiveness. Shrivastava and Acharya (2020) further note that entrepreneurship education synthesizes knowledge from various disciplines to address the uncertainties inherent in starting new ventures.

This type of education plays a pivotal role in shaping students’ attitudes and perspectives, enabling them to contribute meaningfully to entrepreneurial processes (Wu et al., 2022). According to Liu et al. (2019), it develops key qualities such as ambition, determination, and an adventurous spirit, equipping students for specific career paths or business plans. Saptono et al. (2020) assert that entrepreneurship education not only enhances understanding but also motivates students to pursue entrepreneurial careers. Moreover, Linan and Chen (2009) and Hassan et al. (2020) highlight its broader benefits, such as raising environmental entrepreneurship awareness and fostering entrepreneurial interest. These elements collectively underscore the importance of entrepreneurship education in cultivating knowledge, skills, and ambitions essential for successful entrepreneurship.

## 2.3 Self Efficacy

Self-efficacy is a critical factor in entrepreneurship, reflecting an individual's belief in their ability to succeed in business endeavors. Bachmann et al. (2024) define self-efficacy as the confidence to achieve entrepreneurial success, while Neneh (2020) emphasizes it as the capability to start and manage a business effectively. Tomy and Pardede (2020) highlight that self-efficacy relates to the ability to perform tasks competently, and Lee et al. (2022) expand on this by linking it specifically to entrepreneurial duties. Individuals with high self-efficacy demonstrate greater confidence in tackling challenges, which is essential for successful business ventures (Liu et al., 2019). Conversely, low self-efficacy can lead to poor adaptability and insecurity, hindering entrepreneurial efforts (Wu et al., 2022).

Entrepreneurial self-efficacy also influences critical aspects of business success, such as learning, innovation, and strategic planning. Liu et al. (2019) identify key factors, including hiring skilled personnel, fostering partnerships, and planning for business growth, as essential components supported by self-efficacy. Zhao et al. (2005) further emphasize the importance of recognizing opportunities, developing innovative products, and commercializing ideas. Bachmann et al. (2024) underline the role of self-confidence in identifying prospects and executing entrepreneurial tasks effectively. These interconnected elements underscore the importance of self-efficacy as a foundational variable for entrepreneurship, shaping both individual readiness and organizational success.

## 2.4 Family Background

An entrepreneurial family background significantly shapes the entrepreneurial tendencies of its members. Nguyen (2018) highlights that a family history of entrepreneurship provides an environment conducive to nurturing entrepreneurial ambitions. Bouhalleb (2020) and Le and Loan (2022) emphasize that parental entrepreneurship or family enterprises serve as sources of inspiration, support, and influence for potential entrepreneurs. Family resources—human, social, and financial—play a critical role in fostering entrepreneurial capabilities (Li et al., 2023). Additionally, Oluwafunmilayo et al. (2018) suggest that family coalitions manage and sustain businesses across generations, transferring knowledge and entrepreneurial skills that encourage family members to pursue similar paths.

Family influence extends beyond inspiration to practical support in shaping entrepreneurial education and career decisions. Le and Loan (2022) demonstrate how family networks and education significantly impact entrepreneurship, fostering opportunities through shared experiences and resources. Georgescu (2020) found that children from entrepreneurial households are more likely to start or join family businesses, with role modeling serving as a key mechanism for knowledge transfer. Mamun et al. (2017) further analyzed how family beliefs, experiences, and educational backgrounds affect entrepreneurial ambitions. This intergenerational exchange of knowledge and support underscores the importance of family in developing entrepreneurial interest, skills, and resilience.

## 2.5 Entrepreneurial Passion

Entrepreneurial passion is a critical driver of innovation, persistence, and venture success. Defined by Newman et al. (2019) as intense positive emotions tied to self-identity roles in entrepreneurship, it fuels creativity and problem-solving. Cardon and Munieks (2023) emphasize that passion enables entrepreneurs to identify and capitalize on opportunities, often using new information patterns to overcome challenges. Similarly, Lee and Hermann (2021) highlight entrepreneurial passion as a force that motivates effort and ingenuity, propelling business owners to grow and sustain their ventures. Neneh (2020) underscores this passion as the enduring drive to manage and expand a business, while Al-Halbusi et al. (2023) affirm its significance in predicting entrepreneurial persistence, venture performance, and funding success.

The impact of entrepreneurial passion extends to broader economic and social outcomes. According to Cardon and Kirk (2015), passion inspires individuals to innovate, identify market opportunities, and deliver high-quality solutions to unmet needs. This passion, closely linked to creativity and problem-solving, enhances self-identity as entrepreneurs and fosters venture resilience. Atlansyah and Nuringsih (2023) add that effective people management and the ability to inspire teams are also crucial, reflecting how passion integrates with leadership to improve company reputation and performance. Together, these insights underscore the multifaceted role of entrepreneurial passion in driving individual, team, and organizational success while addressing societal challenges through entrepreneurial innovation.

## 2.6 Entrepreneurial Ecosystem

The entrepreneurial environment, often referred to as the entrepreneurial ecosystem, encompasses various interconnected elements that support entrepreneurship. According to Meshram and Rawani (2019), this includes infrastructure, institutions, markets, investors, and public and private enterprises. Spigel (2017) emphasizes the role of local culture, social networks, financial resources, academic institutions, and economic strategies in fostering innovation-driven businesses. Similarly, Theodoraki and Messeghem (2017) identify three key components of an entrepreneurial ecosystem: people and their relationships, tangible infrastructure, and culture. Examples such as Silicon Valley highlight how vibrant ecosystems integrate supportive government policies, collaborative academia, business incubators, and proactive economic strategies to nurture entrepreneurship.

Entrepreneurial ecosystems influence both emerging and established entrepreneurs by providing essential resources and institutional support. Stam (2015) and Ali et al. (2019) highlight the impact of government legislation, societal factors, and entrepreneurship education on fostering entrepreneurial attitudes, particularly among students. Elnadi and Geith (2021) underline the necessity of financial resources, supportive regulations, and robust physical infrastructure for business operations and growth. Moreover, socio-cultural factors, such as networking and community support, are crucial in shaping entrepreneurial opportunities and success. Collectively, these elements create an environment where entrepreneurship can thrive, driving innovation and economic growth.

## 2.7 Entrepreneurial Network

Entrepreneurial networks, defined as structured systems of connections among entrepreneurs, individuals, and institutions, play a pivotal role in business growth and success. According to Twum et al. (2021) and Maritz (2010), networks comprise social and professional interactions that facilitate collaboration, knowledge exchange, and resource access. These networks include mentors, investors, suppliers, and peers, offering opportunities and support essential for enhancing entrepreneurial performance (Cárdenas, 2021). Abu-Rumma et al. (2021) emphasize that entrepreneurial networks can be formal or informal and are designed to improve the efficiency of members’ business activities. By fostering collaboration and innovation, these networks provide the tools and relationships entrepreneurs need to navigate challenges and achieve growth.

Research highlights the significance of entrepreneurial networks in boosting self-efficacy and performance. Nanda and Sørensen (2010) demonstrate that peer group composition significantly impacts entrepreneurial engagement, while Tomy and Pardede (2020) note that recognizing support networks enhances confidence in entrepreneurial pursuits. Pulka et al. (2021) stress that networks enable convenient access to external resources, with technology further facilitating resource acquisition and collaboration. Additionally, Dollinger (2003) asserts that entrepreneurial networks offer critical insights into the dynamic business environment, allowing entrepreneurs to adapt and thrive. These findings underscore the essential role of networks in fostering entrepreneurship and supporting long-term success.

## 2.8 Entrepreneurial Resource

Entrepreneurial tools are defined as resources or services that help individuals start and grow their businesses, as outlined by Tomy and Pardede (2020). These tools can include financial capital, mentorship, educational resources, and networking opportunities. Zulfiqar et al. (2022) describe entrepreneurial resources as a form of capital that significantly influences individuals or groups. Entrepreneurs utilize various resources, such as labor, capital, expertise, social capital, and technology, to launch and operate their businesses. Marshall et al. (2020) further break down these resources into people resources (experience and education), social capital (networks), and financial capital, all of which are vital to a business's success. These resources serve as essential support systems for entrepreneurs, facilitating business development and growth.

Access to entrepreneurial tools and resources plays a crucial role in boosting self-confidence and motivation, particularly among students and aspiring entrepreneurs. According to Tomy and Pardede (2020), awareness of available support encourages individuals to believe in their ability to succeed as entrepreneurs. Shi et al. (2019) found that social and environmental support enhances business self-efficacy, while attending business events and training programs further strengthens this confidence (Newman et al., 2019). Educational institutions also provide essential tools and resources, fostering a higher level of entrepreneurial motivation and self-efficacy. Tomy and Pardede (2020) emphasize the importance of actively seeking entrepreneurial tools to enhance one’s entrepreneurial capabilities, underlining a strong connection between resource access and the belief in one's entrepreneurial potential.

## 2.9 Hypotheses Development

**Relationship between Entrepreneurial Resources and Self-Efficacy**  
Entrepreneurial resources are known to enhance self-efficacy, which refers to an individual’s belief in their ability to succeed in entrepreneurial endeavors. Tomy & Pardede (2020) suggest that the availability of entrepreneurial resources can inspire students with entrepreneurial ambitions, even those who may not have previously considered entrepreneurship. Drnovsek et al. (2010) found that entrepreneurial resources directly affect students' skills, boosting their self-efficacy. Furthermore, research by Shi et al. (2019) and Newman et al. (2019) suggests that access to support and resources increases entrepreneurial confidence.  
*H1. Entrepreneurship resources have a positive impact on self-efficacy.*

**Relationship between Entrepreneurial Network and Self-Efficacy**  
Entrepreneurial networks play a critical role in enhancing self-efficacy by providing individuals with the skills and information necessary to boost their confidence and entrepreneurial intent (Bratkovic et al., 2012). The presence of strong connections within entrepreneurial networks can lead to increased confidence by offering valuable business insights and mentorship (Mueller, 2011).  
*H2. Entrepreneurship networks have a positive impact on self-efficacy.*

**Relationship between Entrepreneurial Ecosystem and Self-Efficacy**  
The entrepreneurial ecosystem, which includes environmental factors such as institutional support, has been shown to positively impact self-efficacy (Pushkarskaya et al., 2020). Favorable ecosystem conditions increase individuals' confidence in their ability to start and manage businesses (Hopp & Stephan, 2012).  
*H3. The entrepreneurial ecosystem has a positive impact on self-efficacy.*

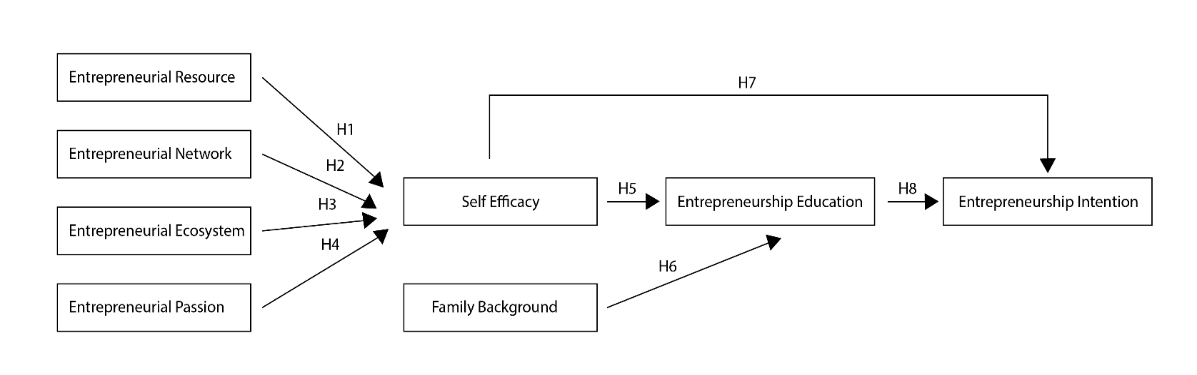
**Relationship between Entrepreneurial Passion and Self-Efficacy**  
Entrepreneurial passion significantly contributes to an individual’s self-assurance and expertise in entrepreneurship (Neneh, 2020). Passion enhances self-efficacy by reinforcing individuals’ emotional connection to entrepreneurial activities, thus encouraging them to pursue entrepreneurial ventures (Cardon et al., 2009).  
*H4. Entrepreneurial passion has a positive impact on self-efficacy.*

**Relationship between Self-Efficacy and Entrepreneurship Education**  
Self-efficacy enhances the effectiveness of entrepreneurship education, motivating students to engage with and benefit from entrepreneurial training. Previous studies (Shrivastava & Acharya, 2020; Von Graevenitz et al., 2010) have demonstrated that self-efficacy positively influences learning outcomes and entrepreneurial education.  
*H5. Self-efficacy has a positive impact on entrepreneurship education.*

**Relationship between Family Background and Entrepreneurship Education**  
Family background significantly influences an individual’s decision to pursue entrepreneurial education. The occupational backgrounds of parents, as shown by Cahyani et al. (2018), play a crucial role in shaping students’ entrepreneurial aspirations and engagement in entrepreneurial education.  
*H6. Family background has a positive impact on entrepreneurship education.*

**Relationship between Self-Efficacy and Entrepreneurship Intention**  
Self-efficacy influences entrepreneurial intentions by increasing an individual’s persistence, effort, and willingness to engage in entrepreneurial activities (Bandura, 1986). Studies have confirmed a strong positive relationship between self-efficacy and entrepreneurial intention (Vivekananth et al., 2023; Farrukh et al., 2017).  
*H7. Self-efficacy has a positive impact on entrepreneurial intention.*

**Relationship between Entrepreneurship Education and Entrepreneurship Intention**  
Entrepreneurship education shapes students’ entrepreneurial intentions by providing them with the knowledge and skills necessary to pursue entrepreneurial opportunities (Higgins & Refai, 2017). Several studies (Iddris, 2024; Kuttim et al., 2014) have found that entrepreneurship education increases the likelihood of individuals pursuing entrepreneurship as a career.  
*H8. Entrepreneurship education has a positive impact on entrepreneurial intention.*

 Figure 1. Theoritical Framework

Source : Author

# 3. Research Method

**3.1 Research Design**

This study utilizes a quantitative research method, incorporating both statistical analysis and measurable data to investigate the relationships among various factors related to entrepreneurship. The research is classified as explanatory or correlational, with the aim of explaining how different variables influence each other. Explanatory research is used to explore correlations between two or more variables in terms of their pattern, direction, nature, and strength (Leedy and Omrod, 2005). The primary focus is on testing hypotheses regarding the influence of various independent variables on entrepreneurial intention. The independent variables under investigation include entrepreneurial resources, networks, ecosystems, passion, and family background, while entrepreneurial education and self-efficacy are mediating variables. The dependent variable is entrepreneurial intention. The research aims to explore eight hypotheses, such as the relationships between entrepreneurial resources, networks, ecosystems, passion, and education, and their impact on self-efficacy.

**3.2 Sampling Design**

The population for this study comprises the students of Vocational School, with 2740 students enrolled across various classes. Due to the large size of the population, a sample is drawn to represent the student body. Using purposive sampling, participants are selected based on specific criteria. This sampling technique allows the researcher to gather detailed data from a relevant subgroup without aiming to generalize the findings to the entire population (Sugiyono, 2019). The study's sample consists of students from classes X, XI, and XII, with a total population of 987 students across eight different majors. The sample size is calculated using the Slovin formula, with a significance level of 5%, resulting in a minimum sample size of 285 respondents.

**3.3 Data Collection Design**

Data collection will be carried out using Google Forms, a tool with an average accuracy of 84%, suitable for surveys and questionnaires. The survey will be distributed directly to students at Vocational School, with responses collected during June 2024. The data will be analyzed using Excel for further evaluation. Only respondents meeting the screening criteria will be included in the analysis, ensuring the accuracy and relevance of the data.

**3.4 Instrument**

The instrument for data collection is a survey questionnaire designed to assess factors influencing entrepreneurship, such as resources, networks, ecosystems, passion, family background, self-efficacy, education, and entrepreneurial intention. The questionnaire includes 40 statements divided into several sections:

1. Demographics (gender, age, interest in retail business)
2. Entrepreneurial resources (5 questions)
3. Entrepreneurial network (5 questions)
4. Entrepreneurial ecosystem (5 questions)
5. Entrepreneurial passion (5 questions)
6. Self-efficacy (5 questions)
7. Family background (5 questions)
8. Entrepreneurship education (5 questions)
9. Entrepreneurial intention (5 questions)

The statements are adapted from previous research to ensure reliability and relevance to the current study.

**3.5 Data Analysis Design**

**3.5.1 Respondent Profile**

The respondent profile includes significant demographic data such as gender, age, and parents' occupations, which can provide insights into their entrepreneurial intentions. The participants consist of first, second, and third-year students, aged 15-18 years. The parents' employment backgrounds are also considered to understand family influence on entrepreneurial ambitions.

**3.5.2 Descriptive Analysis**

Descriptive statistics will be used to analyze the data, providing a detailed description of the variables without making comparisons between them. Measures such as mean, minimum, maximum, and standard deviation will be calculated to summarize the data and draw general conclusions. A 7-point Likert scale will be used to assess respondents' level of agreement with the statements in the survey.

**3.5.3 Inferential Analysis**

1. Normality Test: The normality test will determine if the data distribution follows a normal curve. Skewness and kurtosis values will be used to assess normality, with a skewness range between -1 and 1 and kurtosis between 2 and 4 indicating normality (Wulandari et al., 2021).
2. Common Method Bias (CMB): To ensure the reliability of the data, a common method bias test will be performed using the Single Factor Test to check if one factor accounts for the majority of the variation. The absence of significant CMB is crucial for the validity of the study.
3. Model Fit: Goodness of Fit (GoF) indices, including GFI, AGFI, CFI, TLI, and RMSEA, will be used to evaluate the fit of the model and its accuracy (Kline, 2015).
4. Construct Validity and Composite Reliability:
   * Construct Validity: This ensures the measurement tool accurately measures the intended constructs, with an Average Variance Extracted (AVE) value greater than 0.50 indicating validity (Hair et al., 2014).
   * Composite Reliability: This assesses the internal consistency of the construct, with values exceeding 0.7 indicating reliable measures (Hair et al., 2014).
5. Hypothesis Testing and R-Square:
   * Hypothesis Testing: The null hypothesis (H0) will be tested, with a p-value less than 0.05 indicating that the null hypothesis should be rejected (Biau et al., 2010).
   * R-Square: This measure will evaluate the impact of independent variables on the dependent variable, assessing the strength of relationships in the model.

# 4. Result and Discussion

**4.1 Respondent Profile**

The distribution of the questionnaire was conducted on June 14, 2024 with the number of respondents exceeding the predetermined target, totaling 460 people who answered the questionnaire. The data collected shows that the majority of respondents were male, accounting for 64.6% (297 of 460), while female respondents made up 35.4% (163 of 460). This gender distribution suggests that the study may be more relevant for male respondents. In terms of age, respondents were divided into four age groups, with the largest group (63.6%) being 16 years old, consisting of 292 people. The second largest group (22.9%) was 17 years old, with 105 respondents. The third group (12.6%) was 15 years old, comprising 58 people, and the smallest group (0.9%) was 18 years old, with 4 respondents. Regarding the field of study, out of the 460 respondents, 183 (39.7%) were majoring in industrial electronics, followed by 132 (28.6%) in accounting, 116 (25.2%) in machining engineering, 4 (3%) in light vehicle engineering, 8 (1.7%) in electrical engineering, 5 (1.1%) in motorcycle engineering, 2 (0.4%) in hospitality, and 1 (0.1%) in industrial chemistry. Concerning parental occupation, the largest group came from private employees, with 343 respondents (74.6%), followed by entrepreneurs with 103 respondents (22.4%), civil servants with 12 respondents (2.6%), and the smallest group, military/police, with 2 respondents (0.4%).

**4.2 Descriptive Analysis**

This study highlights various dimensions of entrepreneurship in the retail sector, focusing on entrepreneurial resources, networks, ecosystems, passion, self-efficacy, family background, education, and entrepreneurial intention. Entrepreneurial resources are seen as critical tools for retail business success, with participants recognizing the importance of access to capital, proactive resource acquisition, and the role of educational institutions (M=5.8739, SD=1.2307).

Table 1. Gender

|  |  |  |
| --- | --- | --- |
| Gender | Respondent | Percentage |
| Male | 297 | 64.6% |
| Female | 163 | 35.4% |
| Total | 460 | 100% |

*Source : Excel Result*

Table 2. Age

|  |  |  |
| --- | --- | --- |
| Age | Respondent | Percentage |
| 15 Years Old | 58 | 12.6% |
| 16 Years Old | 292 | 63.6% |
| 17 Years Old | 105 | 22.9% |
| 18 Years Old | 4 | 0.9% |
| Total | 460 | 100% |

*Source : Excel Result*

Table 3. Major

|  |  |  |
| --- | --- | --- |
| Major | Respondent | Percentage |
| Industrial Electronic | 183 | 39.7% |
| Accounting | 132 | 28.6% |
| Engineering | 116 | 25.2% |
| Ligh Vehicle Engineering | 14 | 3% |
| Electrical Engineering | 8 | 1.7% |
| Motorbike Engineering | 5 | 1.1% |
| Hospitality | 2 | 0.4% |
| Industrial Chemical | 1 | 0.1% |
| Total | 460 | 100% |

*Source : Excel Result*

Table 4. Parent Occupation

|  |  |  |
| --- | --- | --- |
| Parents Occupation | Respondent | Percentage |
| Employee | 343 | 74.6% |
| Entrepreneur | 103 | 22.4% |
| Civil Servant | 12 | 2.6% |
| Police/Military | 2 | 0.4% |
| Total | 460 | 100% |

*Source : Excel Result*

Similarly, entrepreneurial networks, such as relationships with team members, investors, and family, are highly valued for fostering confidence, growth, and development in retail ventures (M=6.0283, SD=1.1801). Participants also emphasize the significance of the entrepreneurial ecosystem, including access to infrastructure, government policies, and a supportive social environment, as essential factors influencing retail entrepreneurship (M=6.0130, SD=1.2423). Moreover, entrepreneurial passion emerges as a key driver, with participants expressing strong interest in identifying opportunities, improving products, and starting retail businesses (M=5.5565, SD=1.3780). Regarding self-efficacy, respondents exhibit confidence in managing retail businesses, formulating strategies, and pursuing innovative opportunities (M=5.2804, SD=1.4210). Family background also plays a positive role by shaping access to resources, entrepreneurial motivation, and education (M=5.5435, SD=1.4522). Furthermore, entrepreneurial education is recognized as a pivotal factor that inspires entrepreneurial intentions, overcomes challenges, and enhances skills in the retail sector (M=5.7761, SD=1.2683). Lastly, participants demonstrate a strong entrepreneurial intention, expressing readiness and determination to establish and manage retail enterprises (M=5.3304, SD=1.5392). Inferential analyses, including normality tests and common method bias checks, confirmed the robustness of the data, indicating no significant concerns. Overall, the findings underscore the multifaceted nature of entrepreneurship in retail and its dependence on an interplay of resources, networks, ecosystems, passion, and education.

Table 5 Hypothesis testing

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Estimate | S.E. | C.R. | P(<0.05) | Decision |
| SE | <--- | ER | 0.07 | 0.118 | 0.594 | 0.553 | REJECT |
| SE | <--- | EN | 0.983 | 0.323 | -3.04 | 0.002 | ACCEPT |
| SE | <--- | EE | 0.76 | 0.257 | 2.954 | 0.003 | ACCEPT |
| SE | <--- | EP | 0.96 | 0.064 | 14.879 | \*\*\* | ACCEPT |
| EED | <--- | FB | 0.436 | 0.047 | 9.207 | \*\*\* | ACCEPT |
| EED | <--- | SE | 0.27 | 0.05 | 5.442 | \*\*\* | ACCEPT |
| EI | <--- | EED | 0.233 | 0.044 | 5.246 | \*\*\* | ACCEPT |
| EI | <--- | SE | 0.87 | 0.054 | 16.243 | \*\*\* | ACCEPT |

*Source : Amos 24*

**4.3 Discussion**

The findings of this study explore various factors influencing self-efficacy and entrepreneurial intention, presenting both supporting and conflicting evidence from existing literature. For entrepreneurial resources, results suggest they do not significantly impact self-efficacy among Mitra Industri Vocational School students, contrary to studies by Tomy & Pardede (2020) and Zulfiqar et al. (2022), which highlight the importance of resources like capital and facilities in boosting self-efficacy. In contrast, entrepreneurial networks were found to positively and significantly influence self-efficacy, aligning with Twum et al. (2021) and Farooq et al. (2018), who emphasize the role of networks in fostering confidence through mentorship and collaboration. Similarly, the entrepreneurial ecosystem was shown to be a strong predictor of self-efficacy, resonating with studies by Elnadi & Geith (2021), which suggest that a supportive ecosystem enhances students' confidence to start businesses.

The study also found that entrepreneurial passion significantly enhances self-efficacy, with passion driving persistence and innovation, as supported by Neneh (2020) and Biraglia & Kadile (2016). High entrepreneurial passion motivates students to overcome challenges and pursue entrepreneurial goals. Furthermore, self-efficacy was observed to positively influence entrepreneurship education, as individuals with greater self-confidence demonstrated higher engagement and creativity in learning, corroborating findings by Shrivastava & Acharya (2020) and Liu et al. (2019). Similarly, family background significantly impacts entrepreneurial education, with family support fostering resilience and innovation, as shown by Georgescu & Herman (2020). However, conflicting evidence from Nguyen (2018) highlights variability based on family context.

Lastly, the study confirmed that self-efficacy and entrepreneurship education significantly contribute to entrepreneurial intention. Individuals with high self-efficacy and those who receive entrepreneurship education exhibit greater interest and preparedness to start businesses. These results align with Bandura’s (1997) social cognitive theory and empirical findings by Handayati et al. (2020), emphasizing the importance of a comprehensive approach to education that builds confidence and practical skills. Overall, the study underscores the interplay between these factors in shaping entrepreneurial outcomes and highlights opportunities to enhance educational and environmental interventions.

# 5. Conclusion and Implications

This study examines the factors that influence self-efficacy, entrepreneurship education, and entrepreneurial intentions among vocational school students in the retail business sector. The findings provide valuable insights into the relationships between various elements and their impact on students' entrepreneurial growth. The hypotheses tested reveal several key relationships: entrepreneurship resources do not significantly influence self-efficacy, whereas entrepreneurial networks, the entrepreneurship ecosystem, and entrepreneurial passion do. Self-efficacy significantly influences both entrepreneurship education and entrepreneurial intention, while family history significantly impacts entrepreneurship education. Finally, entrepreneurship education significantly influences entrepreneurial intentions. These findings contribute to understanding the interplay of these factors in shaping entrepreneurial outcomes for vocational school students.

This study also enriches the theoretical foundation of entrepreneurial interest by exploring the interplay of factors like entrepreneurial resources, networks, ecosystems, and passion, which impact self-efficacy and, subsequently, entrepreneurial intentions. This aligns with Ajzen's (1991) theory of planned behavior, which posits that behavioral control, subjective norms, and attitudes influence entrepreneurial intentions. Programs designed to enhance entrepreneurial interest should focus on building students' confidence, strengthening their social networks, and fostering positive perceptions of entrepreneurship. For Mitra Industri Vocational School, the findings suggest a focus on enhancing ecosystems, providing network training, fostering entrepreneurial passion, and leveraging family socialization to boost self-efficacy. These measures could significantly promote students' interest in entrepreneurship within the retail industry and offer a valuable framework for future research while contributing to management and entrepreneurship literature.

The findings also have practical implications for school principals and instructors. To enhance students' entrepreneurial interest, vocational schools should improve key factors such as entrepreneurial networks, ecosystems, and education. This can be achieved by creating business incubators that provide mentoring, funding, and training. Schools should design practical, entrepreneurship-oriented curricula and foster partnerships with industry players to offer hands-on experiences. Furthermore, schools can serve as mediators between students and parents, organizing training and seminars to emphasize entrepreneurship as a viable career alternative to traditional employment in the industrial sector.

Despite its importance, this study has several limitations. Firstly, the research is limited to a single location—Mitra Industri MM2100 Vocational High School—making its findings less generalizable to other regions or industries. Secondly, the study employs a cross-sectional survey design, which provides a snapshot in time but may not capture changes in entrepreneurial motivation over time. Additionally, reliance on self-reported data through surveys and questionnaires may introduce biases and inaccuracies. Future research should explore more diverse locations to better understand regional variations and their impact on entrepreneurial outcomes. Mixed methods, including in-depth interviews and longitudinal studies, could provide a more nuanced understanding of how entrepreneurial interests evolve with time and education. Furthermore, comparative studies between Mitra Industri students and those from other vocational schools could inform the design of more effective entrepreneurial curricula. These efforts could contribute to national goals of reducing unemployment and increasing entrepreneurial activity among vocational school graduates.

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