



## Factors Influencing Entrepreneurial Intention in Indonesia: Perceptions of Vocational High School Students

Achmad Imam Agung<sup>1</sup>, Eddy Sutadji<sup>2</sup>, Purnomo<sup>3</sup>

### ARTICLE INFO

#### Article History:

Received: 25 December 2022

Received in revised form: 19 February 2023

Accepted: 23 April 2023

DOI: 10.14689/ejer.2023.104.019

#### Keywords

Entrepreneurship education, self-efficacy, institutional support, educational background, entrepreneurial intentions, vocational high school students

### ABSTRACT

**Purpose:** This article investigates the influence of entrepreneurship education, self-efficacy, and educational background on the entrepreneurial intentions of vocational high school students in Indonesia. This article examines the moderating influence of institutional support on the relationship between entrepreneurship education, educational background, and entrepreneurial intentions of vocational high school students in Indonesia. **Design / methodology / approach:** The primary data from the final-year students was collected through the utilisation of survey questionnaires in the article. The study utilised the SPSS-AMOS software to assess the reliability of the data and examine the relationships between the variables.

**Findings:** The results of the study demonstrate a positive correlation between entrepreneurship education, self-efficacy, and educational background with the entrepreneurial intentions of vocational high school students in Indonesia. The findings also revealed that the presence of institutional support plays a significant moderating role in the relationship between entrepreneurship education, educational background, and entrepreneurial intentions among vocational high school students in Indonesia. **Research limitations/implications:** The study provides guidance to regulatory bodies in developing regulations that aim to promote entrepreneurial intention through the implementation of effective entrepreneurship education, fostering self-efficacy, and emphasising a robust educational foundation. **Originality/value:** The cultivation of an entrepreneurial mindset has emerged as a crucial factor in the development of students' ability to compete in the market. Therefore, researchers and policymakers must prioritise their efforts towards fostering this aspect.

© 2023 Ani Publishing Ltd. All rights reserved.

<sup>1</sup> Universitas Negeri Surabaya, Surabaya, Indonesia. Email: [achmadimam@unesa.ac.id](mailto:achmadimam@unesa.ac.id)

<sup>2</sup> Universitas Negeri Malang, Malang, Indonesia. Email: [eddy.sutadji.ft@um.ac.id](mailto:eddy.sutadji.ft@um.ac.id)

<sup>3</sup> Universitas Negeri Malang, Malang, Indonesia. Email: [purnomo@um.ac.id](mailto:purnomo@um.ac.id)

## Introduction

Entrepreneurial intention refers to an individual's deliberate and purposeful inclination to participate in entrepreneurial endeavours in the future. The concept embodies an individual's exhibited aspiration, determination, and aptitude to initiate and manage a novel business or venture. The aforementioned inclination functions as a fundamental foundation for genuine entrepreneurial conduct as it showcases an individual's proactive disposition in identifying and capitalising on prospects, engaging in calculated risks, and allocating resources for the establishment and operation of a business (Shahzad et al., 2021). The objective of this study is to conduct a comprehensive examination of the factors that impact entrepreneurial ambition in young individuals who are striving for success. The study conducted by Tan, Le, and Xuan (2020) delves into the intricacies of the viewpoints, objectives, and perceived limitations of a specific group, with the aim of discerning the unique driving forces behind entrepreneurship within this cohort. The primary objective of this research is to provide valuable insights that can contribute to a better understanding of strategies for fostering an entrepreneurial culture in Indonesia. Specifically, the study focuses on vocational high school students, who represent a critical demographic situated at the intersection of education and the transition into the labour market.

The intention to engage in entrepreneurial activities is subject to the influence of various factors, including entrepreneurship education, self-efficacy, and educational background. Entrepreneurship education refers to a specialised pedagogical approach aimed at equipping individuals with the requisite knowledge, skills, attitudes, and mindset necessary for achieving success in entrepreneurial endeavours (Thomassen et al., 2020). Entrepreneurship education plays a crucial role in shaping entrepreneurial intentions by equipping individuals with the necessary information, skills, and resources to perceive entrepreneurship as a viable and attractive career choice. This intervention facilitates individuals in surmounting challenges and uncertainties associated with entrepreneurship, leading to a heightened sense of confidence and a resolute intention to initiate their own business ventures (Karyaningsih et al., 2020). On the contrary, the concept of self-efficacy, as defined by van Dinther, Dochy, and Segers (2011), originates from the work of psychologist Albert Bandura. It pertains to an individual's belief in their ability to successfully execute specific actions or achieve specific goals. Fawaid et al. (2022) posit that self-efficacy plays a significant role in influencing individuals' entrepreneurial aspirations. Business individuals who possess a high level of self-efficacy are more inclined to approach their entrepreneurial endeavours with confidence, perseverance, and a proactive mindset. The presence of self-confidence positively impacts individuals' inclination to engage in entrepreneurial activities and contributes to their overall achievements as entrepreneurs (Nickerson, 2023). An individual's educational background encompasses the knowledge, skills, and competencies acquired through formalised learning experiences within educational institutions such as schools, colleges, universities, and vocational establishments. According to Karyaningsih et al. (2020), while it is not the exclusive factor determining entrepreneurial success, it does exert a significant impact on entrepreneurial intention.

According to Suharno, Pambudi, and Harjanto (2020), Indonesia, a nation comprised of an archipelago in Southeast Asia, is experiencing rapid economic growth and positioning itself as a prominent regional power. With its copious natural resources, strategically advantageous geographic location, and population exceeding 270 million, this region

emerges as an attractive destination for both domestic and international investors. Nevertheless, fostering an entrepreneurial mindset among the youth is imperative in order to sustain this advancement and ensure economic inclusiveness. Likewise, entrepreneurship holds a significant place within the national identity of Indonesia (Astrini et al., 2020). The entrepreneurial mindset has a rich historical background characterised by the presence of small enterprises, family-owned businesses, and the practice of traditional crafts. The evolving landscape of entrepreneurship is being influenced by globalisation and advancements in technology, necessitating a comprehensive examination of the present factors that impact entrepreneurial intention. The promotion of entrepreneurship as a key driver of economic growth has been undertaken by the Indonesian government. The objective of fostering a conducive environment for emerging entrepreneurs is aimed at attaining a supportive atmosphere through various initiatives, such as the implementation of financial incentives, streamlining business registration procedures, and offering comprehensive entrepreneurial training programmes (Astrini et al., 2020)

Vocational education holds significant importance within the educational framework of Indonesia, as it imparts specialised knowledge and skills to students that are tailored to specific industries. According to the research conducted by Misbah et al. (2020), vocational high schools have a significant impact on equipping students with the necessary skills for employment. This is achieved through the design of their curricula, which aims to bridge the divide between theoretical concepts and practical implementation. Vocational education in Indonesia also aims to cultivate an entrepreneurial mindset among students (Fawaid et al., 2022). Incorporating instruction on business expansion, financial literacy, and the initiation and management of small enterprises into the curriculum constitutes an integral component of this educational endeavour. Certain vocational schools may offer entrepreneurship programmes or incubators designed to assist students in transforming their business ideas into financially viable enterprises. This study is grounded in the Theory of Planned Behaviour, a well-established psychological theory that posits the influence of attitudes, subjective norms, and perceived behavioural control on individuals' behaviour, specifically in relation to entrepreneurial intention (Tornikoski & Maalaoui, 2019). The components of vocational high school students may exhibit variations owing to their unique educational backgrounds and objectives. The determinants that impact entrepreneurial intention have been extensively studied in various contexts, leading to a growing body of research. Various factors have been identified as influential in shaping entrepreneurial inclinations across diverse populations. These factors include self-efficacy, risk-taking tendency, perceived desirability, feasibility, and social support (Shahzad et al., 2021).

Although there is a substantial amount of research available on the topic of entrepreneurial intentions, there is a noticeable dearth of Indonesian-specific studies, particularly focusing on students in vocational high schools. The primary objective of this study is to address the existing knowledge gap by conducting a comprehensive analysis of the various factors that influence entrepreneurial intention within this specific demographic. The primary objective of this study is to furnish educational stakeholders and policymakers with valuable insights regarding the factors that impact entrepreneurial intention within this particular demographic. Indonesia has the potential to foster inclusive economic development and sustainable growth by providing vocational high school students with the requisite knowledge, skills, and mindset essential for entrepreneurial

endeavours. This study seeks to examine the multifaceted contextual factors that shape the entrepreneurial tendencies of vocational high school students, taking into account their unique educational experiences, socioeconomic backgrounds, and cultural influences.

The findings of this research carry significant implications for individuals engaged in the formulation of curricula, educational policy, and the trajectory of vocational education in Indonesia. Policymakers have the ability to develop focused interventions aimed at cultivating an entrepreneurial culture among vocational high school students by gaining insights into the various factors that impact entrepreneurial intention. The present study comprises five distinct sections, namely a literature review, methodology, data collection, discussion, and conclusion. Each section will be described in detail below.

### Literature Review

Based on comprehensive research conducted in the field, it has been observed that entrepreneurial education exerts a substantial and favourable impact on entrepreneurial intention. As defined by [Karyaningsih et al. \(2020\)](#), this form of education encompasses a combination of structured and unstructured learning experiences aimed at cultivating the knowledge, skills, and mindsets essential for the establishment and management of entrepreneurial ventures. Potential entrepreneurs are equipped with a comprehensive understanding of business principles through a well-organised curriculum and practical experiential learning opportunities. Individuals are equipped with the necessary skills to effectively navigate the complexities of the entrepreneurial environment. Moreover, as stated by [Tiernan and O'Kelly \(2022\)](#), the provision of entrepreneurship education plays a crucial role in fostering a comprehensive comprehension of risk, enabling individuals to proficiently assess and control the risks associated with entrepreneurial endeavours. Individuals who aspire to become business owners often encounter a heightened sense of self-assurance due to their enhanced understanding of risk, thereby bolstering their determination to initiate their own entrepreneurial ventures.

The networking opportunities facilitated by entrepreneurship education are invaluable, as they grant students access to a diverse array of mentors, experts in their respective fields, and like-minded peers. According to [Fawaid et al. \(2022\)](#) these connections have been found to enhance the probability of success in entrepreneurial pursuits by serving as valuable sources of insights, guidance, and potential collaborations. Experiential learning methodologies, such as the utilisation of business simulations and engagement in real-world projects, facilitate the practical application of theoretical concepts within real-life scenarios, thereby enhancing understanding and proficiency. Moreover, individuals cultivate their aptitude for critical thinking and problem-solving, equipping themselves to tackle the myriad challenges inherent in the realm of entrepreneurship. In response to the findings of [Wardana et al. \(2020\)](#), entrepreneurship education has been found to cultivate a sense of self-efficacy, which in turn enhances individuals' confidence in their ability to navigate the intricacies associated with owning and managing a business. The experience of being exposed to accomplished individuals in the business field, as well as the analysis of real-life scenarios, can function as a catalyst for initiating action by generating inspiration and motivation. In addition, tailored programmes that consider the social, economic, and cultural circumstances of a specific area have proven to be highly efficacious in fostering entrepreneurial aspirations. The provision of entrepreneurship education establishes a robust basis for aspiring

entrepreneurs through the enhancement of market knowledge and the provision of necessary resources to effectively capitalise on potential opportunities (Handayati et al., 2020).

Many research investigations have consistently demonstrated the enduring advantages associated with entrepreneurship education, revealing that individuals who have undergone such instruction exhibit a heightened propensity to initiate their own ventures, as well as exhibit enhanced rates of sustainability. Entrepreneurship education exhibits potential as a potent catalyst in fostering the competencies and mindset of aspiring entrepreneurs, ultimately steering them towards the achievement of their entrepreneurial objectives. Therefore, we make a hypothesis that,

**H1:** Entrepreneurship education has a positive influence on entrepreneurial intention.

Fawaid et al. (2022) posit that an individual's belief in their ability to successfully perform tasks and attain objectives, commonly referred to as self-efficacy, exerts a significant positive influence on their inclination to initiate entrepreneurial endeavours. Confidence in one's own capabilities serves as a powerful incentive for engaging in entrepreneurial pursuits. Individuals with a high level of self-efficacy exhibit greater assurance and confidence in their capacity to surmount challenges and achieve success in their entrepreneurial pursuits. The presence of a robust self-belief fosters an increased inclination to engage in calculated risk-taking, a fundamental attribute within the realm of entrepreneurship characterised by its inherent uncertainty (Sugianingrat, Wilyadewi, & Sarmawa, 2020). Moreover, it instils in ambitious entrepreneurs the determination required to persist in the face of challenges, perceiving them as surmountable hurdles rather than insurmountable barriers. Entrepreneurs who possess a strong sense of self-efficacy are inclined to establish ambitious objectives due to their unwavering belief in their ability to achieve favourable outcomes through their endeavours. The individual's inherent self-assurance also influences their decision-making process, enabling them to approach significant choices with a sense of assurance and trust in their capacity to make sound judgements. A significant factor contributing to successful adaptation and the ability of business professionals to capitalise on opportunities is high self-efficacy. In addition to personal attributes, self-efficacy plays a crucial role in resource mobilisation as it prompts entrepreneurs with heightened self-assurance to actively seek and acquire the necessary resources for their ventures. The presence of elevated levels of self-efficacy in social contexts facilitates the development of relationships and networking, which are crucial factors contributing to the achievement of entrepreneurial success (Nickerson, 2023). In essence, self-efficacy plays a crucial role in providing a foundation of support, exerting influence over the actions and cognitive processes of aspiring entrepreneurs, and ultimately aiding them in the achievement of their entrepreneurial objectives. Therefore, we make a hypothesis out of it which says,

**H2:** Self-efficacy has a positive influence on entrepreneurial intention.

The correlation between formal education and an individual's preparedness to initiate their own business is evident in the influence of educational background on entrepreneurial intention (Handayati et al., 2020). In the opinion of Liu et al. (2019), a robust educational basis equips prospective entrepreneurs with a diverse array of knowledge and skills essential for effectively navigating the intricacies of the corporate landscape. Higher education provides invaluable knowledge and understanding of market dynamics, financial management, and

strategic planning, particularly in disciplines related to business, economics, or engineering. This information provides a robust framework for identifying opportunities and making informed decisions, thereby enhancing the likelihood of entrepreneurial success. Education plays a pivotal role in fostering the effectively navigating the myriad challenges encountered by business proprietors. As stated by [Wisniewski, Zierer, and Hattie \(2020\)](#), the pursuit of academic study facilitates the cultivation of analytical skills, which in turn equip individuals with the capacity to approach business challenges in a systematic and strategic manner. Institutions of higher education serve as valuable hubs for networking and resource acquisition ([Beach, 2019](#)). Universities and colleges provide students with opportunities to engage with professors, mentors, and peers who can offer valuable guidance, mentorship, and potential avenues for collaboration. This network possesses the potential to be advantageous in the identification of financial resources, the formation of strategic partnerships, and the acquisition of market intelligence.

Moreover, individuals with specialised educational backgrounds in engineering or technology are more likely to cultivate a mindset that is imaginative and creative. These disciplines facilitate unorthodox cognitive processes and the generation of innovative concepts, which are crucial in formulating a unique value proposition for a nascent enterprise. Furthermore, formal education cultivates a propensity for continuous learning and adaptability, which are indispensable qualities in the ever-changing and fast-paced landscape of the business realm. [Elliott, Mavriplis, and Anis \(2020\)](#) posit that entrepreneurs possessing a robust educational foundation exhibit a greater propensity to embrace change, adapt as required, and stay abreast of emerging trends. While it is widely acknowledged that a strong educational basis is undeniably vital, it is imperative to bear in mind that additional factors, including practical experience, perseverance, and other personal attributes, also significantly contribute to the achievement of entrepreneurial endeavours. The capacity of an entrepreneur to convert distinctive concepts into prosperous enterprises is ultimately influenced by a confluence of factors, including formal education, practical expertise, and inherent qualities. So, we make here a hypothesis that,

**H3:** Educational background has a positive influence on entrepreneurial intention.

The correlation between entrepreneurship education and entrepreneurial intention is significantly impacted by the presence of institutional support ([Anjum et al., 2023](#)). Individuals who undergo entrepreneurial education are provided with the necessary knowledge, skills, and mindset required to initiate and establish their own enterprises. Nevertheless, it is imperative for the efficacy of this education that a supportive institutional framework be in place ([Ahmed et al., 2020](#)). Institutional assistance encompasses a diverse range of resources and structures provided by businesses, governments, and academic institutions. These offerings include funding opportunities, mentorship programmes, networking events, and legal frameworks. Collectively, these elements create an environment that fosters entrepreneurial pursuits. According to [Ahmed et al. \(2020\)](#), the impact of entrepreneurship education on entrepreneurial intention is enhanced in the presence of robust institutional support, as it functions as a moderator. In this particular context, it serves as a catalyst, facilitating aspiring entrepreneurs to apply their recently acquired knowledge and skills. For example, the availability of financial resources and participation in a mentorship programme can significantly enhance an individual's self-confidence and ability to effectively navigate the obstacles associated with



initiating a business venture. Additionally, [Shi, Yao, and Wu \(2020\)](#) argue that the implementation of effective regulatory frameworks can enhance the efficiency of business procedures by eliminating barriers and uncertainties that may discourage potential entrepreneurs. On the other hand, the benefits of entrepreneurial education may be diminished in the absence of adequate institutional support. Individuals may encounter challenges when attempting to apply their theoretical knowledge to practical scenarios if they lack access to essential resources and guidance. This underscores the significance of institutions in cultivating entrepreneurial ambitions. In contexts where institutional support is lacking, even a well-designed entrepreneurship education programme may not effectively stimulate authentic entrepreneurial endeavours.

In their study, [Ahmed et al. \(2020\)](#) examined the interplay between institutional support, entrepreneurial intention, and entrepreneurship education and training. Their findings highlight the mutually beneficial relationship that exists within entrepreneurial ecosystems. This statement underscores the notion that cultivating an entrepreneurial culture necessitates not only educational efforts but also the establishment of a conducive institutional framework. Consequently, it is imperative for decision-makers in governmental, academic, and various other sectors to recognise the pivotal role they assume in establishing the fundamental framework that facilitates the triumph of aspiring entrepreneurs and fosters both innovation and economic advancement. We make another hypothesis here which says,

**H4:** Institutional support acts as a moderator between entrepreneurship education and entrepreneurial intention.

Additionally, the study by [Devi Angrahini Anni and Wen Ke \(2020\)](#) shows that institutional support is crucial in the world of entrepreneurship because it serves as a mediator between a person's educational background and their aspirations in the entrepreneurial domain. Education plays a pivotal role as a foundational reservoir of knowledge, skills, and perspectives that individuals contribute to the entrepreneurial sphere. The concept encompasses formal education, ongoing professional development, and experiential learning, all of which contribute to the shaping of an individual's cognitive framework. The effectiveness of translating this educational foundation into tangible business endeavours is contingent upon the level of institutional support that is accessible. Institutional assistance encompasses a diverse array of resources, policies, and structures provided by corporations, governments, and educational establishments ([Meoli et al., 2020](#)). The aforementioned elements encompass financial resources, mentoring programmes, social media platforms, and legal frameworks. In the opinion of [Devi Angrahini Anni and Wen Ke \(2020\)](#), the presence of a robust support network can serve as a catalyst for enhancing the influence of one's educational background on their entrepreneurial intentions. This programme provides comprehensive assistance to entrepreneurs who possess high aspirations, equipping them with the necessary resources to effectively navigate the complexities and uncertainties inherent in the early stages of establishing a business. For example, the availability of financial resources facilitates the elimination of financial barriers, while mentorship programmes offer invaluable guidance and perspectives from experienced entrepreneurs. Moreover, the optimisation of the process and the reduction of administrative obstacles can be achieved through the implementation of favourable regulatory frameworks. Conversely, the

influence of an individual's educational background may be diminished in the absence of robust institutional support (Fawaid et al., 2022). Individuals may encounter challenges in translating their academic knowledge into tangible business actions if they lack the necessary support and resources. This underscores the importance of institutions in fostering and bolstering entrepreneurial ambitions. Individuals with notable educational backgrounds may encounter challenges in achieving their entrepreneurial aspirations when operating in settings that lack adequate institutional support (Xu, 2022). Consequently, this interaction underscores the pressing necessity for collaborative efforts among educational institutions, policymakers, and organisations in order to establish a robust ecosystem that fosters the empowerment and facilitation of individuals in initiating their own entrepreneurial endeavours. Therefore, we make a hypothesis that,

**H5:** Institutional support acts as a moderator between educational background and entrepreneurial intention.

### Research Methods

This article seeks to analyse the influence of entrepreneurship education, self-efficacy, and educational background on entrepreneurial intentions. Additionally, it explores the moderating effect of institutional support on the relationship between entrepreneurship education, educational background, and entrepreneurial intentions among vocational high school students in Indonesia. The primary data from the final-year students was collected through the use of survey questionnaires in the article. The present study employed a set of questions to assess the various constructs under investigation. Specifically, the construct of entrepreneurship education was measured using a questionnaire consisting of five items (Yeh et al., 2021). Self-efficacy was evaluated using a six-item scale (Salsman et al., 2019), while educational background was assessed through six questions (Duinhof et al., 2020). The construct of institutional support was measured using a scale comprising eight items (Le & Lei, 2019). Lastly, entrepreneurial intentions were evaluated using a questionnaire consisting of five items (Abbasianchavari & Moritz, 2021)

The participants of this study were chosen from a pool of final-year students attending a vocational high school. The surveys were disseminated to the student population through in-person visits conducted at the vocational high schools. The participants were chosen using purposive sampling methodology. A total of 566 surveys were distributed, out of which only 295 were successfully returned and subsequently utilised for the purpose of analysis. The surveys in question demonstrate a response rate of approximately 52.12 percent. Furthermore, the study employed the SPSS-AMOS software to assess the reliability of the data and examine the relationships between the variables. The statistical tool discussed is highly effective in handling extensive data sets and intricate models, offering optimal estimations (Hair Jr, Howard, & Nitzl, 2020). The research utilised three independent variables, namely entrepreneurship education (EE), self-efficacy (SE), and educational background (EB). The study also examined one dependent variable, referred to as entrepreneurial intentions (EI), and one moderating variable, known as institutional support (IS). The variables referenced in Figure 1 are indicated.



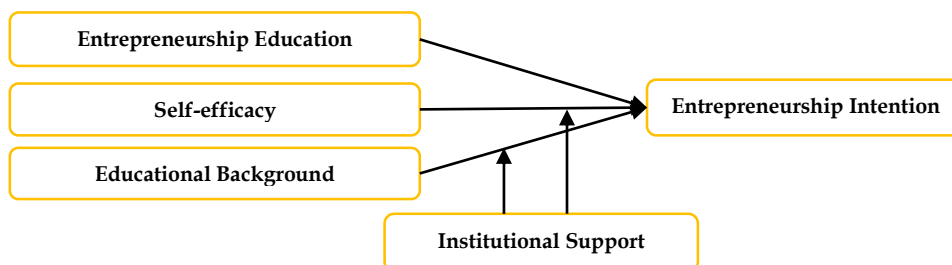


Figure 1: Theoretical framework

### Research Findings

The results demonstrate convergent validity, which revealed the correlation between the items utilised in the research. The findings of the study revealed that the average variance extracted (AVE) and factor loadings exhibited values greater than 0.50. Furthermore, the findings also revealed that the composite reliability (CR) values exceed the threshold of 0.70, while the maximum shared variance (MSV) and average shared variance (ASV) values do not surpass the average variance extracted (AVE). The results demonstrated a strong correlation between the items. The aforementioned results are presented in Table 1.

Table 1

*Convergent validity*

Variables	Items		Loadings	CR	AVE	MSV	ASV
Entrepreneurship Education	EE1	<---	EE 0.989	0.916	0.691	0.420	0.137
	EE2	<---	EE 0.701				
	EE3	<---	EE 0.985				
	EE4	<---	EE 0.708				
	EE5	<---	EE 0.717				
Self-efficacy	SE1	<---	SE 0.830	0.904	0.612	0.581	0.312
	SE2	<---	SE 0.844				
	SE3	<---	SE 0.812				
	SE4	<---	SE 0.662				
	SE5	<---	SE 0.787				
	SE6	<---	SE 0.746				
Educational Background	EB1	<---	EB 0.996	0.936	0.754	0.681	0.257
	EB2	<---	EB 0.632				
	EB4	<---	EB 0.998				
	EB5	<---	EB 0.630				
	EB6	<---	EB 0.992				
Institutional Support	IS1	<---	IS 0.789	0.890	0.579	0.420	0.245
	IS2	<---	IS 0.854				
	IS3	<---	IS 0.791				
	IS5	<---	IS 0.803				
	IS6	<---	IS 0.767				
	IS8	<---	IS 0.514				
Entrepreneurial Intentions	EI1	<---	EI 0.527	0.837	0.514	0.261	0.171
	EI2	<---	EI 0.812				
	EI3	<---	EI 0.605				
	EI4	<---	EI 0.802				
	EI5	<---	EI 0.789				

The results also demonstrate the discriminant validity, which reveals the correlation among the variables employed in the study. The findings revealed that the Fornell-Larcker outcomes demonstrate a pattern where the initial value exhibits greater magnitude compared to the remaining values within the corresponding column. The results demonstrated a weak correlation between the variables. The aforementioned results are presented in Table 2.

**Table 2**

*Discriminant validity*

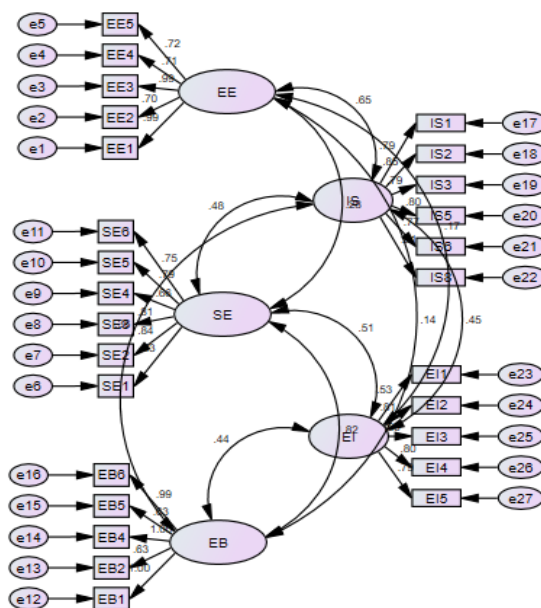
	IS	EE	SE	EB	EI
IS	0.761				
EE	0.648	0.831			
SE	0.481	0.277	0.783		
EB	0.364	0.140	0.525	0.868	
EI	0.445	0.175	0.511	0.440	0.717

The study findings also demonstrate the model's strong fitness, as evidenced by the TLI and CFI values exceeding 0.90 and the RMSEA values falling below 0.05. These values indicate that the model is a suitable fit. The aforementioned values are presented in Table 3.

**Table 3**

*Model good fitness*

Selected Indices	Result	Acceptable level of fit
TLI	0.916	TLI > 0.90
CFI	0.919	CFI > 0.90
RMSEA	0.000	RMSEA < 0.05 good; 0.05 to 0.10 acceptable



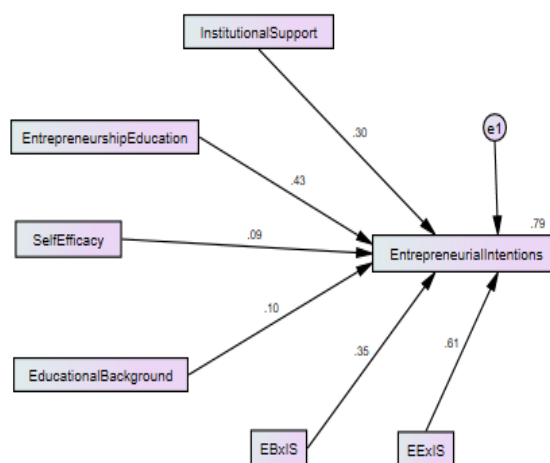
**Figure 2: Measurement model assessment**

The results of the study demonstrate a positive correlation between entrepreneurship education, self-efficacy, and educational background with the entrepreneurial intentions of vocational high school students in Indonesia. This confirms the acceptance of hypotheses H1, H2, and H3. The findings of this study also revealed that institutional support plays a significant moderating role in the relationship between entrepreneurship education, educational background, and entrepreneurial intentions among vocational high school students in Indonesia. These results support the hypotheses H4 and H5. The aforementioned relationships are presented in Table 4.

**Table 4**

*Path analysis*

	Relationships	Beta	S.E.	C.R.	P
Entrepreneurial Intentions	<--- Institutional Support	0.428	0.039	11.104	0.000
Entrepreneurial Intentions	<--- Entrepreneurship Education	0.589	0.037	16.106	0.000
Entrepreneurial Intentions	<--- Self-efficacy	0.140	0.041	3.439	0.000
Entrepreneurial Intentions	<--- Educational Background	0.125	0.034	3.684	0.000
Entrepreneurial Intentions	<--- EB x IS	0.086	0.007	12.949	0.000
Entrepreneurial Intentions	<--- EE x IS	0.150	0.007	22.572	0.000



**Figure 3:** Structural model assessment

### Discussions

The comprehension and promotion of entrepreneurship, particularly in developing countries such as Indonesia, are contingent upon extensive research concerning the determinants that influence individuals' inclination towards engaging in entrepreneurial activities. This study focuses on students enrolled in vocational high schools due to their unique perspectives and potential influence on the entrepreneurial landscape. According to the research by Liguori et al. (2020), the report emphasizes the significance of entrepreneurship education in influencing students' aspirations to start their own businesses. The hypothesis presented in this statement is further corroborated by the findings of Karyaningsih et al. (2020),

who posited that entrepreneurship education encompasses a range of formal and informal learning experiences designed to equip individuals with the requisite knowledge, skills, and mindset necessary for initiating and managing a business venture. The individuals who were provided with access to a structured entrepreneurship education programme demonstrated a higher inclination towards engaging in entrepreneurial activities. This study highlights the importance of incorporating practical and experiential entrepreneurship education into the curricula of educational institutions. Engaging in this activity provides students with the dual benefit of acquiring theoretical knowledge and the chance to apply that knowledge in practical, real-world scenarios.

Furthermore, it is recommended to incorporate case studies and relevant examples specifically related to the business environment in Indonesia into the curriculum. This customization is essential to ensure alignment with the local context. This ensures that students possess not only a comprehensive understanding of entrepreneurship theory but also the necessary skills to navigate the unique challenges and prospects inherent in the Indonesian business landscape. [Fawaid et al. \(2022\)](#) and [Lestari, Rizkalla, and Purnamaningsih \(2022\)](#) both support the second hypothesis, which explains a significant discovery in this study. It highlights the substantial impact of perceived self-efficacy on entrepreneurial intention among students attending vocational high schools in Indonesia. Individuals who expressed higher levels of self-assurance in their ability to initiate and manage a business were more inclined to engage in entrepreneurial activities. The aforementioned statement aligns with Bandura's social cognitive theory, as proposed by [Nickerson \(2023\)](#), which posits that an individual's self-efficacy beliefs play a crucial role in shaping their behavioural patterns. Therefore, interventions aimed at enhancing entrepreneurial purpose should prioritise the enhancement of students' self-assurance in their entrepreneurial aptitude. An additional noteworthy discovery is that the extent of perceived support from both family and friends significantly impacts entrepreneurial inclination, a finding that aligns with prior research ([Narmaditya & Wibowo, 2021](#)).

Individuals who experienced a sense of support and encouragement from their immediate social networks exhibited a higher propensity to manifest an inclination towards initiating a business venture. This highlights the importance of cultivating a conducive ecosystem that nurtures entrepreneurial ambitions, as suggested by [Lingappa, Shah, and Mathew \(2020\)](#). Collaboration between educational institutions and legislators is crucial to fostering a societal environment that places significance on entrepreneurship. To further enhance this support system, the implementation of initiatives aimed at educating families about the significance of entrepreneurial activities should be considered. The study conducted by [Neneh \(2022\)](#) provides insights into the impact of perceived risk and uncertainty on entrepreneurial intention. Individuals who perceived entrepreneurship as being less risky and unpredictable demonstrated a higher inclination to engage in entrepreneurial endeavours. This underscores the importance of providing resources and information to aspiring entrepreneurs in order to mitigate perceived risks, as demonstrated by [Liguori et al. \(2020\)](#). The inclusion of a mentorship programme and the opportunity to interact with accomplished entrepreneurs can offer valuable perspectives on risk management strategies.

This study places significant emphasis on the role that socioeconomic and cultural factors play in influencing entrepreneurial intention. The research conducted by [Satriadi et al. \(2022\)](#) and [Kusumojanto et al. \(2021\)](#) revealed that students' attitudes towards

entrepreneurship are shaped by various factors, such as societal norms and economic circumstances. The significance of considering the broader cultural and economic framework in the formulation of interventions aimed at promoting entrepreneurship is underscored by this statement.

### **Conclusion**

In summary, this study provides valuable insights into the factors that influence entrepreneurial intention among Indonesian students in vocational high schools. Policymakers and educational institutions have the ability to develop specific interventions aimed at fostering a prosperous entrepreneurial ecosystem through a comprehensive understanding of the complex relationship between self-efficacy, entrepreneurship education, social support, risk perceptions, and contextual factors. Ultimately, this will contribute to the advancement of Indonesia's economic growth by fostering innovation and facilitating the generation of employment opportunities. This study offers a comprehensive framework for the establishment of a thriving entrepreneurial ecosystem within the country. It also serves as a fundamental basis for making informed policy decisions and implementing educational reforms. Stakeholders can collaborate to provide appropriate attention to the variables associated with Indonesia's emerging generation of entrepreneurs and effectively address the resulting implications. The significance of this study lies in its contribution to the comprehensive comprehension of entrepreneurship within the context of Indonesia.

### **Implications**

The implications of this study hold significant importance for educational institutions and policymakers in Indonesia. To begin with, this underscores the fundamental significance of incorporating and tailoring entrepreneurship education within the curricula of vocational high schools. In order to effectively cultivate entrepreneurial intentions, institutions can enhance students' capabilities by providing them with practical skills and relevant information. Additionally, it is imperative to prioritise efforts aimed at enhancing self-efficacy and fostering confidence in individuals' entrepreneurial aptitude. The inclusion of a mentorship programme, experiential learning opportunities, and exposure to successful entrepreneurs can all be considered potential components.

Furthermore, it is imperative to foster efforts aimed at garnering backing from both family members and peers, as the presence of social support plays a pivotal role in shaping the aspirations and objectives of entrepreneurs. Policymakers ought to give precedence to the establishment of a conducive environment, the mitigation of perceived risks, and the provision of accessible resources for aspiring entrepreneurs. In order to effectively enhance entrepreneurship, it is crucial to incorporate tailored activities that consider cultural and socioeconomic factors. This study underscores the necessity of employing a comprehensive approach to fostering a dynamic entrepreneurial ecosystem in Indonesia. It highlights the importance of concerted endeavours among educational institutions, families, peers, and governments as crucial factors for achieving favourable outcomes. The study provides guidance to regulatory bodies in the development of regulations aimed at promoting entrepreneurial intention through the implementation of effective entrepreneurship education, fostering self-efficacy, and emphasising the importance of a solid educational foundation.

### Limitations

Although this particular study provides valuable insights into the factors that influence entrepreneurial intention among vocational high school students in Indonesia, it is important to acknowledge the presence of significant limitations. Firstly, the research heavily relies on self-reported data, which introduces the possibility of response bias and potential inconsistencies in participants' perceptions. In addition, it is important to note that the scope of the study is restricted to vocational high school students, which may restrict the applicability of the findings to different demographic groups or educational settings. The cross-sectional nature of the research design imposes additional constraints on the ability to establish causal relationships between variables. Moreover, the research lacks comprehensive analysis of regional or cultural differentiations within Indonesia, potentially leading to subtle variations in entrepreneurial inclination. The study did not explicitly incorporate external factors, such as macroeconomic conditions or policy changes, although it is possible that these factors may have influenced the participants' perceptions. These identified limitations necessitate a cautious approach when interpreting the data and present potential avenues for future research.

### References

- Abbasiachavari, A., & Moritz, A. (2021). The impact of role models on entrepreneurial intentions and behavior: a review of the literature. *Management Review Quarterly*, 71(1), 1-40. <https://doi.org/10.1007/s11301-019-00179-0>
- Ahmed, T., Chandran, V. G. R., Klobas, J. E., Liñán, F., & Kokkalis, P. (2020). Entrepreneurship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy. *The International Journal of Management Education*, 18(1), 100327. <https://doi.org/10.1016/j.ijme.2019.100327>
- Anjum, T., Amoozegar, A., Farrukh, M., & Heidler, P. (2023). Entrepreneurial intentions among business students: the mediating role of attitude and the moderating role of university support. *Education + Training*, 65(4), 587-606. <https://doi.org/10.1108/ET-01-2021-0020>
- Astrini, N. J., Rakhmawati, T., Sumaedi, S., Bakti, I. G. M. Y., Yarmen, M., & Damayanti, S. (2020). Innovativeness, Proactiveness, and Risk-taking: Corporate Entrepreneurship of Indonesian SMEs. *IOP Conference Series: Materials Science and Engineering*, 722(1), 012037. <https://dx.doi.org/10.1088/1757-899X/722/1/012037>
- Beach, R. (2020). Valuing Carryforwards for the Small Cap Biotechnology Subindustry. *Journal of Commercial Biotechnology*, 25(1). doi:<https://doi.org/10.5912/jcb874>
- Devi Angrahini Anni, L., & Wen Ke, L. (2020). Institutional Environment, Entrepreneurial Self-Efficacy and Entrepreneurial Intention of Company Employees. *International Journal of Applied Research in Management and Economics*, 3(1), 1-9. <https://doi.org/10.33422/ijarme.v3i1.277>
- Duinhof, E. L., Smid, S. C., Vollebergh, W. A. M., & Stevens, G. W. J. M. (2020). Immigration background and adolescent mental health problems: the role of family affluence, adolescent educational level and gender. *Social Psychiatry and Psychiatric Epidemiology*, 55(4), 435-445. <https://doi.org/10.1007/s00127-019-01821-8>
- Elliott, C., Mavriplis, C., & Anis, H. (2020). An entrepreneurship education and peer mentoring program for women in STEM: mentors' experiences and perceptions



- of entrepreneurial self-efficacy and intent. *International Entrepreneurship and Management Journal*, 16(1), 43-67. <https://doi.org/10.1007/s11365-019-00624-2>
- Fawaid, M., Triyono, M. B., Sofyan, H., Nurtanto, M., Mutohhari, F., Jatmoko, D., Majid, N. W. A., & Rabiman, R. (2022). Entrepreneurial intentions of vocational education students in Indonesia: PLS-SEM approach. *Journal of Technical Education and Training*, 14(2), 91-105. <http://dx.doi.org/10.30880/jtet.2022.14.02.009>
- Hair Jr, J. F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of Business Research*, 109, 101-110. <https://doi.org/10.1016/j.jbusres.2019.11.069>
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset? *Heliyon*, 6(11), 34-76. <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Karyaningsih, R., Wibowo, A., Saptono, A., & Narmaditya, B. (2020). Does entrepreneurial knowledge influence vocational students' intention? Lessons from Indonesia. *Entrepreneurial Business and Economics Review*, 8, 138-155. <https://doi.org/10.15678/EBER.2020.080408>
- Kusumojanto, D. D., Wibowo, A., Kustiandi, J., & Narmaditya, B. S. (2021). Do entrepreneurship education and environment promote students' entrepreneurial intention? the role of entrepreneurial attitude. *Cogent Education*, 8(1), 1948660. <https://doi.org/10.1080/2331186X.2021.1948660>
- Le, P. B., & Lei, H. (2019). Determinants of innovation capability: the roles of transformational leadership, knowledge sharing and perceived organizational support. *Journal of Knowledge Management*, 23(3), 527-547. <https://doi.org/10.1108/JKM-09-2018-0568>
- Lestari, E. D., Rizkalla, N., & Purnamaningsih, P. (2022). The effect of perceived university support, entrepreneurial self-efficacy and proactive personality in promoting student entrepreneurial intention in Indonesia. *Journal of Management and Business Education*, 5(2), 169-197. <https://doi.org/10.35564/jmbe.2022.0011>
- Liguori, E., Winkler, C., Vanevenhoven, J., Winkel, D., & James, M. (2020). Entrepreneurship as a career choice: intentions, attitudes, and outcome expectations. *Journal of Small Business & Entrepreneurship*, 32(4), 311-331. <https://doi.org/10.1080/08276331.2019.1600857>
- Lingappa, A. K., Shah, A., & Mathew, A. O. (2020). Academic, Family, and Peer Influence on Entrepreneurial Intention of Engineering Students. *SAGE Open*, 10(3), 2158244020933877. <https://doi.org/10.1177/2158244020933877>
- Liu, X., Lin, C., Zhao, G., & Zhao, D. (2019). Research on the effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intention. *Frontiers in Psychology*, 10, 869. <https://doi.org/10.3389/fpsyg.2019.00869>
- Meoli, A., Fini, R., Sobrero, M., & Wiklund, J. (2020). How entrepreneurial intentions influence entrepreneurial career choices: The moderating influence of social context. *Journal of Business Venturing*, 35(3), 105982. <https://doi.org/10.1016/j.jbusvent.2019.105982>
- Misbah, Z., Gulikers, J., Dharma, S., & Mulder, M. (2020). Evaluating competence-based vocational education in Indonesia. *Journal of Vocational Education & Training*, 72(4), 488-515. <https://doi.org/10.1080/13636820.2019.1635634>
- Narmaditya, B. S., & Wibowo, A. (2021). Family economic education, peer groups and students' entrepreneurial intention: the mediating role of economic literacy. *Heliyon*, 7(4), e06692. <https://doi.org/10.1016/j.heliyon.2021.e06692>
- Neneh, B. N. (2022). Entrepreneurial passion and entrepreneurial intention: the role of

- social support and entrepreneurial self-efficacy. *Studies in Higher Education*, 47(3), 587-603. <https://doi.org/10.1080/03075079.2020.1770716>
- Nickerson, C. (2023, February 13). *Albert Bandura's Social Cognitive Theory: Definition & Examples*. SimplyPsychology. <https://refaccionarialeon.com/central-tenet-of-social-judgment-theory>
- Salsman, J. M., Schalet, B. D., Merluzzi, T. V., Park, C. L., Hahn, E. A., Snyder, M. A., & Cella, D. (2019). Calibration and initial validation of a general self-efficacy item bank and short form for the NIH PROMIS®. *Quality of Life Research*, 28(9), 2513-2523. <https://doi.org/10.1007/s11136-019-02198-6>
- Satriadi, S., Almaududi Ausat, A. M., Heryadi, D. Y., Widjaja, W., & Sari, A. R. (2022). Determinants of Entrepreneurial Intention: A Study on Indonesian Students. *Jurnal Ilmu Administrasi dan Organisasi*, 29(3), 3. <https://doi.org/10.20476/jbb.v29i3.1323>
- Shahzad, M. F., Khan, K. I., Saleem, S., & Rashid, T. (2021). What Factors Affect the Entrepreneurial Intention to Start-Ups? The Role of Entrepreneurial Skills, Propensity to Take Risks, and Innovativeness in Open Business Models. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(3), 173. <https://doi.org/10.3390/joitmc7030173>
- Shi, L., Yao, X., & Wu, W. (2020). Perceived university support, entrepreneurial self-efficacy, heterogeneous entrepreneurial intentions in entrepreneurship education. *Journal of Entrepreneurship in Emerging Economies*, 12(2), 205-230. <https://doi.org/10.1108/JEEE-04-2019-0040>
- Sugianingrat, I., Wilyadewi, I., & Sarmawa, I. W. G. (2020). Determination of entrepreneurship education, family environment, and self-efficacy on entrepreneurship interest. *Jurnal Economia*, 16(1), 33-43. <http://dx.doi.org/10.21831/economia.v16i1.30374>
- Suharno, Pambudi, N. A., & Harjanto, B. (2020). Vocational education in Indonesia: History, development, opportunities, and challenges. *Children and Youth Services Review*, 115, 105092. <https://doi.org/10.1016/j.childyouth.2020.105092>
- Tan, L. P., Le, A. N. H., & Xuan, L. P. (2020). A Systematic Literature Review on Social Entrepreneurial Intention. *Journal of Social Entrepreneurship*, 11(3), 241-256. <https://doi.org/10.1080/19420676.2019.1640770>
- Thomassen, M. L., Williams Middleton, K., Ramsgaard, M. B., Neergaard, H., & Warren, L. (2020). Conceptualizing context in entrepreneurship education: a literature review. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 863-886. <https://doi.org/10.1108/IJEBR-04-2018-0258>
- Tiernan, P., & O'Kelly, J. (2022). Enterprise education: pre-service further education teachers' impressions and aspirations. *Education + Training*, 64(1), 56-68. <https://doi.org/10.1108/ET-03-2021-0116>
- Tornikoski, E., & Maalaoui, A. (2019). Critical reflections - The Theory of Planned Behaviour: An interview with Icek Ajzen with implications for entrepreneurship research. *International Small Business Journal*, 37(5), 536-550. <https://doi.org/10.1177/0266242619829681>
- van Dinther, M., Dochy, F., & Segers, M. (2011). Factors affecting students' self-efficacy in higher education. *Educational Research Review*, 6(2), 95-108. <https://doi.org/10.1016/j.edurev.2010.10.003>
- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, A. N. (2020). The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy. *Heliyon*, 6(9), e04922. <https://doi.org/10.1016/j.heliyon.2020.e04922>
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). The Power of Feedback Revisited: A Meta-

- Analysis of Educational Feedback Research. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.03087>
- Yeh, C.-H., Lin, H.-H., Wang, Y.-M., Wang, Y.-S., & Lo, C.-W. (2021). Investigating the relationships between entrepreneurial education and self-efficacy and performance in the context of internet entrepreneurship. *The International Journal of Management Education*, 19(3), 100565. <https://doi.org/10.1016/j.ijme.2021.100565>
- Xu, F., & Zhiwei, L. (2022). Design method of intangible cultural creative products based on pharma Industries Ethics Education among Educators. *Journal of Commercial Biotechnology*, 27(1). doi:<https://doi.org/10.5912/jcb1035>