



Entrepreneurial attitude orientation, social capital, and entrepreneurial intention among vocational students: The mediator role of entrepreneurial self-efficacy

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ARTICLE INFO

ABSTRACT

Article History:

Received: 10 May 2022

Received in revised form: 13 July 2022

Accepted: 29 October 2022

DOI: 10.14689/ejer.2022.101.002

Keywords

entrepreneurial intention, social capital,
entrepreneurial attitude orientation,
entrepreneurial self-efficacy

Purpose: Entrepreneurial intention plays a significant part in bringing up future entrepreneurs. Much research explores the formation of entrepreneurial intentions. Yet, few studies examine the influence of entrepreneurial attitude orientation, social capital, and entrepreneurial self-efficacy in generating entrepreneurial intents among students. **Purpose:** This study intends to evaluate the impact of entrepreneurial attitude orientation, social capital, and self-efficacy on vocational high school students' entrepreneurial intentions. **Methodology:** 317 students from five public vocational high schools

in Surabaya, Indonesia, participated in this study. The research model is evaluated by structural equation modeling (SEM). **Results:** The findings of this study indicate that entrepreneurial orientation and self-efficacy impact the entrepreneurial intentions of vocational high school students. Meanwhile, social capital did not impact students' entrepreneurial inclinations. Moreover, entrepreneurial self-efficacy influences the impacts of entrepreneurial attitude orientation and social capital on the entrepreneurial intents of students. **Implications:** The findings of this study have substantial significance for vocational education practitioners seeking to foster entrepreneurial aspirations among secondary vocational students.

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Introduction

Entrepreneurs have always been regarded as a cornerstone of society due to their substantial commitment to enhancing living conditions via unrelenting efforts and embracing innovation. Particularly, important shifts in Asian economies attribute rapid economic expansion to entrepreneurship. The most significant contribution of entrepreneurship is in the financial realm, notably by providing the best answer to the worldwide unemployment crisis, especially in Indonesia. The number of unemployed individuals in Indonesia continues to be a government priority. According to the [Central Bureau of Statistics \(2019\)](#), the number of unemployed in 2019 was around 50,000, higher than in 2018. In addition, 10.42 percent of the Open Unemployment Rate comprises graduates of vocational high schools. This is the highest value among other educational levels ([Central Bureau of Statistics, 2019](#)). This scenario indicates that the number of job seekers exceeds the demand from current employers. Given that the government could not employ everyone, the solution may lie in encouraging vocational high school graduates to become businesses.

This study concludes that entrepreneurship has become a significant remedy for unemployment and the escalating challenges caused by the global economic crisis ([Xu et al., 2021](#)). This explains why entrepreneurial intention research has garnered so much attention over the past two decades. Hence, the study of entrepreneurship aims, among other things, to better understand what motivates individuals to launch and grow new businesses. Given that these qualities are crucial to a nation's progress ([Reynolds et al., 2005](#)), the government is working hard to comprehend why vocational high school graduates desire to become entrepreneurs. Many studies have been conducted on entrepreneurial intentions, with the majority focusing on determining the accuracy with which models of entrepreneurial intentions can predict these intentions ([Bagis, 2022](#); [Batista-Canino, Santana-Hernández, & Medina-Brito, 2023](#); [Fragoso, Rocha-Junior, & Xavier, 2020](#); [Mahfud et al., 2020](#); [Truong et al., 2022](#)). In the vocational education framework, it is only logical that studies on establishing entrepreneurial ambitions are still desperately required. Students graduate at a critical juncture in their professional lives ([Kazi & Akhlaq, 2017](#)). Their jobs require an understanding of what motivates them to become entrepreneurs. Hence, early knowledge of these factors will help communities, colleges, and policymakers promote young entrepreneurs ([Jabeen, Faisal, & Katsiolouides, 2017](#)).

Theoretically, several researchers employ the Theory of Planned Behavior (TPB) ([Ajzen, 2011](#)) as a broad framework for analyzing entrepreneurial intents (EI) by incorporating three dimensions consisting of behavior attitude, subjective standards, and perceived behavioral control ([Al-Mamary & Alraja, 2022](#); [Maheshwari & Kha, 2022](#); [Tseng et al., 2022](#)). Several critical antecedent factors, such as entrepreneurial orientation ([Do & Dadvari, 2017](#); [Martins, Perez, & Novoa, 2022](#); [Otache, Edopkolor, & Kadiri, 2022](#); [Singh & Mehdi, 2022](#)), social capital ([Chia & Liang, 2016](#); [Mahfud et al., 2020](#); [Salamzadeh et al., 2022](#)), and entrepreneurial self-efficacy, were found to influence one's entrepreneurial intentions ([Doanh & Bernat, 2019](#); [Elnadi & Gheith, 2021](#); [Maheshwari & Kha, 2022](#)). In this study, entrepreneurial orientation represents the attitude toward conduct dimension of the TPB. Entrepreneurship orientation and behavior attitude refer to a person's propensity to examine or assess his entrepreneurial conduct. Moreover, social capital corresponds to the

subjective norms dimension, which measures the amount to which the social environment influences individual intentions. Lastly, entrepreneurial self-efficacy represents the dimension of perceived behavioral control, i.e., the extent to which personal perceptions regarding their business ability influence individual intentions.

Much research on the effect of entrepreneurial orientation on entrepreneurial ambitions at the organizational level demonstrates that this positively influences entrepreneurial intention (Frunzaru & Cismaru, 2021; Sahoo & Panda, 2019). Research also demonstrates a substantial positive correlation between entrepreneurial orientation and goals (Do & Dadvari, 2017). Previous research has demonstrated social capital's significance in forming individual entrepreneurial intents (Mahfud et al., 2020; Perez Fernandez et al., 2021; Salamzadeh et al., 2022). Social capital empirically influences the precursors of the TPB and entrepreneurial ambitions (Perez Fernandez et al., 2021). Social capital is essential for individuals to have the confidence to launch a new business (Maheshwari & Kha, 2022; Sulistyani & Suhariadi, 2022).

Self-efficacy also impacts a person's drive to plan an action (Bandura, 1997). This study emphasizes the importance of an individual's business-related self-confidence in encouraging them to launch a new venture. Also, academics have emphasized the impact of entrepreneurial self-efficacy on entrepreneurial goals (Elnadi & Gheith, 2021; Maheshwari & Kha, 2022). Self-efficacy in entrepreneurship mediates the relationship between TPB antecedent characteristics and entrepreneurial intentions (Maheshwari & Kha, 2022). Numerous prior research has examined the significance of entrepreneurial orientation, social capital, and entrepreneurial self-efficacy regarding entrepreneurial goals.

Nonetheless, it is addressed independently in this work. No study exhaustively addresses the antecedents of entrepreneurial ambitions in vocational high school students, including entrepreneurial orientation, social capital, and entrepreneurial self-efficacy. In addition, little research has been conducted on the role of entrepreneurial self-efficacy as a mediator between the effects of entrepreneurial orientation and social capital on entrepreneurial ambitions. This study intends to analyze the influence of entrepreneurial orientation, social capital, and entrepreneurial self-efficacy in creating entrepreneurial ambitions among vocational high school students through route analysis.

Literature review

Entrepreneurial attitude orientation and entrepreneurial intention

Entrepreneurial intention is defined as a mental state that directs human attention and experience toward the execution of predetermined business tasks. The intention is an internal state that guides one's knowledge and attention toward particular activities or objects. In addition, it is assumed that the amount of effort anticipated to do a certain behavior shows purpose (Ajzen, 1991). Since the decision to become an entrepreneur is believed to be voluntary and deliberate (Krueger Jr, Reilly, & Carsrud, 2000), it is prudent to investigate how this decision was reached. According to existing research, entrepreneurial conduct follows the formation of entrepreneurial intentions (Douglas, 2013; Zhang, Duysters, & Cloodt, 2014). According to Liñán, Rodríguez-Cohard, and Rueda-Cantucho (2011), entrepreneurial intent is essential for entrepreneurial action. In other words, a person's plans to establish a business are an excellent prediction of whether they will build a company (Obschonka, Silbereisen, & Schmitt-Rodermund, 2010).

The theory of planned behavior (TPB) is frequently utilized in studies on entrepreneurial intentions to demonstrate how entrepreneurial intentions are created. This theory posits that most human activities are under voluntary control. Hence the intention to conduct particular acts is a good predictor of actual behavior (Fishbein & Ajzen, 1975). Ajzen (1991) established TPB with three dimensions of intention antecedents, including behavior attitude, subjective norms, and perceived behavioral control. In this context, attitude towards behavior refers to an individual's view of a certain behavior, such as whether launching a new company venture delivers positive or negative effects. Subjective norms are how people think other people feel about their behavior, such as whether they like establishing a new business. Perceived behavioral control refers to the perceived ease or difficulty in carrying out an activity of interest, such as the belief that new endeavors are loaded with risk and that individuals may encounter new situations, experiences, and uncertainties. Perceived behavioral control in entrepreneurship relates to a person's perception of whether or not they possess the requisite skills, resources, and knowledge to engage in entrepreneurial activity (Ajzen, 2011). This study's three dimensions of TPB are broken down into several key components based on previous research. The direction of an entrepreneurial attitude refers to the attitude toward behavior.

Moreover, social capital reveals the subjective normative dimension. The last component of entrepreneurial self-efficacy is perceived behavioral control. Ajzen (2002) states that perceived behavioral control includes self-efficacy and controllability.

An entrepreneurial attitude orientation includes the urge for accomplishment, self-esteem, personal control, and creativity (Aloulou, 2016; Robinson et al., 1991). According to Ajzen (1988), attitudes differ from attributes since they are based on how people feel about particular topics. Also, a person's mood simultaneously affects their plans and behaviors (Ajzen, 2011). Hence, attitudes play a key part in forming plans and governing how individuals behave (Nguyen et al., 2019). Empirically, entrepreneurial attitude orientation influences individual entrepreneurial ambitions (Frunzaru & Cismaru, 2021; Mahfud et al., 2020). Some researchers have found a favorable correlation between entrepreneurial mindset orientation and entrepreneurial goals (Do & Dadvari, 2017). Consequently, according to the findings of this study, an entrepreneurial orientation can positively affect the entrepreneurial intentions of vocational high school students.

H1: *Entrepreneurial attitude orientation directly influences the entrepreneurial intention of vocational high school students.*

Social capital and entrepreneurial intention

In this study, social capital is the development of TPB's aspects of social norms. Social norms in TPB refer to perceived social pressures to do or refrain from doing something (Ajzen, 1991). In entrepreneurship, people's perceptions of what it means to be an entrepreneur are shaped by social conventions (Ajzen, 2001). Positive (or negative) social norms support (or prevent) individuals from having positive (or bad) entrepreneurial attitudes (Schlaegel & Koenig, 2014).

Moreover, social capital pertains to social cognitive theory (Bandura, 1986). According to this hypothesis, a person's social environment influences their thinking and, ultimately, their behavior. In the context of this study, social capital is an intrinsic component of an individual's or group's social environment. Social capital is the aggregate of real and potential resources inherent in, accessible through, and derived from an individual's or group's relationship network (Nahapiet & Ghoshal, 1998). Social capital is the value that

can be derived through repeated social interactions (Coleman, 1988). Liñán and Santos (2007) and Vuković et al. (2017) contend that strong and weak relationships can encourage entrepreneurial thinking.

The structural dimension of social capital describes the organization of social institutions and networks and general interaction patterns (De Carolis, Litzky, & Eddleston, 2009). The network members' amount and diversity are structural features of social capital (Nahapiet & Ghoshal, 1998). The interpersonal relationships that people develop over time provide the relational aspect of social capital (Granovetter, 1992). Students' perceptions of social capital in the school setting are utilized in this study. Social capital can be described by indices of school coherence, school friendships, neighborhood social cohesion, and school/neighborhood trust, according to the school social capital framework (Paiva et al., 2014).

Social capital can empirically affect entrepreneurial cognition (such as views and attitudes) and, in turn, entrepreneurial intentions and action (De Carolis & Saporito, 2006). Recent research has shown that the size of a social network has a good effect on the entrepreneurial knowledge gained through social networks, which in turn has a positive effect on entrepreneurial inclinations (Pérez-Fernández et al., 2022). Mahfud et al. (2020) found, however, that social capital had no direct effect on the entrepreneurial intents of vocational high school students. According to him, social capital indirectly influences entrepreneurial intentions through psychological capital. This disparity in evidence necessitates an investigation of the effect of social capital on the entrepreneurial intentions of vocational high school students. This study concludes that social capital promotes the establishment of entrepreneurial intentions among students in vocational high schools.

H2: *social capital has a direct positive influence on the entrepreneurial intention of vocational high school students*

The role of entrepreneurial self-efficacy as mediators

Entrepreneurial self-efficacy is the expansion of perceived behavioral control characteristics in TPB. Ajzen (2002) states that perceived behavioral control includes self-efficacy and controllability. In entrepreneurship, a person's self-efficacy refers to confidence in their capacity to create a successful business. Controllability refers to confidence in one's ability to exercise behavioral control to accomplish the dream of launching a business and overcoming barriers (Ajzen, 2002).

Bandura's Social Cognitive Theory describes self-efficacy as people's views regarding their ability to perform at a given level, influencing the events that impact their life (Bandura, 1997). Self-efficacy refers to a person's confidence in their abilities to complete required tasks despite the difficulty of a certain activity (Bandura, 1997). Self-efficacy research is important for understanding individual behavior since it predicts a person's tenacity, perseverance, and dedication when confronted with obstacles, as well as the level of effort that person will exert to complete the task (Memon, Soomro, & Shah, 2019).

In entrepreneurship studies, entrepreneurial self-efficacy refers to a person's confidence in his abilities to perform the tasks required to launch a new business (Boudreaux, Nikolaev, & Klein, 2019; McGee et al., 2009). In contrast to general self-efficacy, which is concerned with how individuals perceive their abilities in general (Bandura, 1997), entrepreneurial self-efficacy is

concerned with how individuals perceive their abilities in the business sector (Boudreaux et al., 2019; Newman et al., 2019). Hence, entrepreneurial self-efficacy is positively associated with entrepreneurial success (McGee & Peterson, 2019). A high level of entrepreneurial self-efficacy implies that a person is prepared to confront challenging situations while following his goals and developing a new firm (Memon et al., 2019).

Entrepreneurial self-efficacy has been a prominent issue in entrepreneurship research because it determines important outcomes such as entrepreneurial ambitions and firm performance (Elnadi & Gheith, 2021; Maheshwari & Kha, 2022; Prajapati & Biswas, 2011; Simarasl et al., 2022; Tsai, Chang, & Peng, 2016). In addition, entrepreneurial self-efficacy mediates the effect of the TPB component on entrepreneurial aspirations, demonstrating that entrepreneurial self-efficacy is directly affected by the three dimensions of TPB (Maheshwari & Kha, 2022). This study concludes that entrepreneurial self-efficacy is essential in developing entrepreneurial goals among vocational high school students. In addition, this study investigates the role of entrepreneurial self-efficacy as a mediator between entrepreneurial attitude orientation and social capital and the entrepreneurial ambitions of students in vocational high schools.

H3: *Entrepreneurial self-efficacy has a direct positive influence on the entrepreneurial intention of vocational high school students*

H4: *Entrepreneurial self-efficacy is positively influenced by the entrepreneurial attitude orientation of vocational high school students*

H5: *Entrepreneurial self-efficacy is positively influenced by the social capital of vocational high school students*

H6: *Entrepreneurial self-efficacy mediates the effect of entrepreneurial attitude orientation on the entrepreneurial intentions of vocational high school students*

H7: *Entrepreneurial self-efficacy mediates the effects of social capital on the entrepreneurial intentions of vocational high school students*

This study offers a model for forming entrepreneurial intentions in vocational high school students through entrepreneurial attitude orientation, social capital, and entrepreneurial self-efficacy concerning previous research. In addition, this study identifies entrepreneurial self-efficacy as a mediator between entrepreneurial attitude orientation and social capital and the entrepreneurial intents of vocational high school students. Figure 1 depicts the relationship model between these factors.

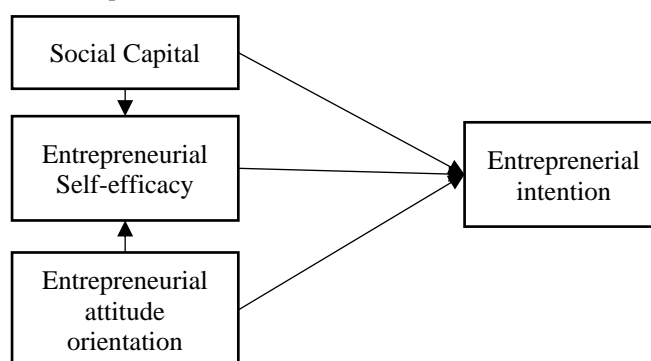


Figure 1. *Conceptual Model*

Method

Participant

Students from five state vocational high schools for culinary specialties in Surabaya, Indonesia, participated in this study. The total number of respondents was 317, of which 28.4% were male, and 71.6% were female (see Table 1). Involved students also attended vocational high schools for grades 1 (36.3%), 2 (44.8%), and 3 (18.2%). Based on the job history of their parents, only a small percentage of pupils (21.5%) went on to become entrepreneurs, while the majority (78.5%) did not. Most participating students intend to work in their field of competence after graduation (54.9%), while 22.4% intend to start their businesses. The remaining students intend to work outside their field of knowledge, continue their education, or have no intentions.

Table 1

Respondent Demographics (N=317)

Attribute	Categories	N	%
Gender	Male	90	28.4
	Female	227	71.6
Degree	1 st grade	115	36.3
	2 nd grade	142	44.8
	3 rd grade	60	18.9
Are your parents entrepreneurs?	Yes	68	21.5
	No	249	78.5
Plans After Graduation	Work in an industry that is the school's area of expertise	174	54.9
	Working in an industry that is not the area of expertise of the school	27	8.5
	Entrepreneurship	71	22.4
	Continuing studies	21	6.6
	There are no plans yet	24	7.6

Procedure

This study collects data on students' opinions of entrepreneurial attitude orientation, social capital, entrepreneurial self-efficacy, and entrepreneurial intention via a self-administered survey. To facilitate the distribution of questionnaires, we collect data through Google Forms-based online questionnaires. In addition, we enlisted the assistance of two instructors from each school in distributing online questionnaires to pupils. The length of data collection began in November 2022 and ended in January 2023. To promote student involvement, we also used a random prize mechanism for students who had completed the questionnaire. The reward is presented in the form of IDR 50,000 in pulses.

Measurement of variables

Using a questionnaire from a prior study, we gathered students' assessments of entrepreneurial orientation (Robinson et al., 1991). Four variables comprised the initial entrepreneurial attitude orientation questionnaire: achievement, self-esteem, personal control, and creativity. There are a total of 27 items, including eight achievement items (e.g., I never put off important matters until it is convenient), four self-esteem items (e.g., I

usually perform very well on my part in any business project I am a part of), six items of personal control (e.g., I have always worked hard to be among the best in my field), and nine items of innovation (for example, I seldom follow instructions unless the task I am working on is too complex). Each indicator of entrepreneurial attitude oriented in the original questionnaire had a reliability rating of 0.74, 0.76, 0.71, and 0.85. This quiz employs a 5-point Likert scale, with responses ranging from strongly agree (5) to disagree (2). (1).

The Social Capital Questionnaire gathered data regarding students' perceptions of social capital (Paiva et al., 2014). The four components of this questionnaire are school cohesion, school friendships, neighborhood social cohesion, and school/neighborhood trust. Twelve items, including four items of school cohesion (e.g., The students at my school stick together), three items of school friendships (e.g., The students at my school have fun together), two items of neighborhood social cohesion (e.g., I can count on my neighbors for assistance), and three items of school/neighborhood trust (for instance, The teachers at my school are sympathetic and give us support). This original survey has a dependability rating of 0.71. This quiz employs a 5-point Likert scale, with responses ranging from strongly agree (5) to disagree (2). (1).

This study used a questionnaire on entrepreneurial self-efficacy produced by Zhao, Seibert, and Hills (2005). This questionnaire consists of four questions, one of which is "I am confident in my ability to uncover new business prospects." This initial survey has a reliability rating of 0.862%. This survey employs five Likert scales ranging from 1 (Not at All Confident) to 5 (Very Confident) (Extremely Confident). Lastly, the entrepreneurial goals of vocational high school students were assessed using the Entrepreneurial Intentions Questionnaire created by Liñán and Chen (2009). This questionnaire contains six questions, one of which is "I am willing to do anything to become an entrepreneur." With a reliability score of 0.93, the original questionnaire is reliable. This questionnaire employs a 5-point Likert scale, with responses of strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (5). (1).

Data analysis

The questionnaire's validity and reliability were examined in the first stage of this study after collecting data on vocational high school students' entrepreneurial attitude orientation, social capital, entrepreneurial self-efficacy, and entrepreneurial intention. Using SPSS 22 and the Pearson Product Moment test, item validity was evaluated. Item criteria were judged valid if the significance value (2-tailed) < 0.05 . Meanwhile, the reliability test employs Cronbach's Alpha with requirements exceeding 0.60. In addition, the hypothesis of this study was examined using path analysis conducted with Amos 18. The hypothesis is accepted if the significance value obtained is less than 0.05. (Ghozali, 2014). Lastly, the mediation test employs a bootstrap confidence interval estimate using 200 bootstrap samples and a 90% confidence level.

Result

Validity and Reliability

The questionnaire's validity and reliability are assessed for each variable with SPSS 22 and the Pearson Product Moment test and Cronbach's Alpha test. The Pearson Product Moment test yields results ranging from 0.483 to 0.965 for all items (see Table 2), and the

significance value suggests that all items and variables are legitimate. Table 2 also displays the dependability of the questionnaire used in this investigation. In Table 2, the relative dependability values for entrepreneurial attitude orientation, social capital, entrepreneurial self-efficacy, and entrepreneurial intention are 0.94, 0.80, 0.91, and 0.97. This finding indicates that the questionnaire used to measure the opinions of vocational high school students regarding entrepreneurial attitude orientation, social capital, entrepreneurial self-efficacy, and entrepreneurial ambition is reliable and valid.

Table 2

Questionnaire Validity and Reliability

Variables (N)	Validity	Reliability
Entrepreneurial Attitude Orientation	0.502** ~ 0.822**	0.947
Social Capital	0.483** ~ 0.701**	0.806
Entrepreneurial Self-Efficacy	0.644** ~ 0.871**	0.915
Entrepreneurial Intention	0.899** ~ 0.965**	0.972

Note. ** = Significant (p = 0.01)

Path Analysis using Amos 18

The next step is to test the hypothesis of this study using path analysis with structural equation modeling (SEM) with Amos 18 software. SEM analysis allows the simultaneous identification of direct and indirect relationships between measured and latent variables (Hair et al., 2010). This choice is because the study model consists of independent factors, mediating variables, and dependent variables. So it requires a comprehensive analysis. Before testing the model hypothesis, the model's suitability needs to be tested. The model fit test obtained the results of criteria that met the fit model criteria (CMIN/DF (χ^2/df) = 4.52, GFI = 0.992, AGFI = 0.919, CFI = 0.990, NFI = 0.987, TLI = 0.937, IFI = 0.990, and RMSEA = 0.068). Furthermore, the analysis continued to measure the path coefficient on the hypothesis being tested. The results of the path analysis in this study model are shown in Figure 2.

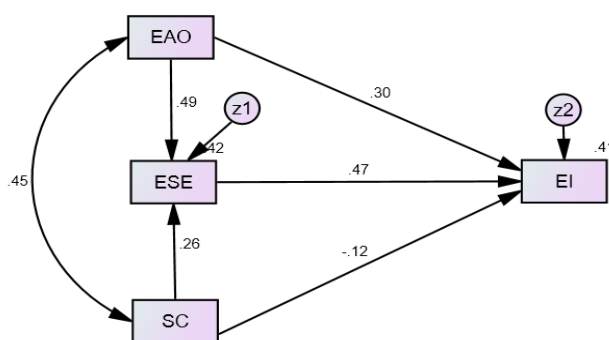


Figure 2. Path Analysis Model

Note: EAO = entrepreneurial attitude orientation; SC= social capital; ESE= entrepreneurial self-efficacy; EI= entrepreneurial intention

Table 4 displays the results of hypothesis testing for each model path. Table 4 demonstrates that entrepreneurial mindset orientation has a direct and positive effect on the entrepreneurial intents of vocational high school students (estimate=0.302; p-value=***; the null hypothesis is rejected). In addition, the acquisition of a p-value more than 0.05 (p-value = 0.062) indicates that the second hypothesis is rejected and that social capital does not have a direct beneficial influence on the entrepreneurial inclinations of vocational high school students. Another research demonstrates that entrepreneurial self-efficacy directly benefits the entrepreneurial intentions of vocational high school students (estimate=0.466; p-value= ***; third hypothesis accepted).

In addition, the antecedents of entrepreneurial self-efficacy are investigated. The analysis results suggest that entrepreneurial self-efficacy is favorably influenced by the entrepreneurial attitude orientation of vocational high school students (estimate= 0.486; p-value=***; the fourth hypothesis is accepted). In addition, the social capital of vocational high school students positively influences entrepreneurial self-efficacy (estimate=0.260; p-value=***; the fifth hypothesis is accepted).

Table 4

Direct Effect on Path Analysis (Standardized Regression Weights)

Direct Effect	Estimate	SE.	CR.	P
Entrepreneurial Attitude Orientation → Entrepreneurial Intention	0.302	0.023	5.407	***
Social Capital → Entrepreneurial Intention	-0.116	0.044	-2.295	0.062
Entrepreneurial Self-Efficacy → Entrepreneurial Intention	0.466	0.071	8.208	***
Entrepreneurial Attitude Orientation → Entrepreneurial Self-Efficacy	0.486	0.016	10.087	***
Social Capital → Entrepreneurial Self-Efficacy	0.260	0.033	5.397	***

Note. *** = Correlation is significant at the 0.001 level

In this study model, we investigate entrepreneurial self-efficacy's effect as a mediator. Mediation refers to the possibility of a mediating variable influencing the relationship between the predictor and the outcome variable. Mediation happens when a third variable explains the causal relationship between the dependent and independent variables (Shrout & Bolger, 2002). In the prior model, entrepreneurial self-efficacy was expected to mediate the effects of entrepreneurial attitude orientation and social capital on vocational high school students' entrepreneurial ambitions. The results of the mediation test with estimated confidence interval bootstrap indicate that entrepreneurial self-efficacy mediates the effect of entrepreneurial attitude orientation on the entrepreneurial intention of vocational high school students (estimate= 0.226; p-value= 0.012; the sixth hypothesis is supported). In addition, assessing the seventh hypothesis confirmed that entrepreneurial self-efficacy mediates the influence of social capital on the entrepreneurial intention of vocational high school students (estimate= 0.121; p-value= 0.001; seventh hypothesis accepted).

Table 5*The result of Bootstrapping in Testing the Mediator Entrepreneurial Self-Efficacy*

Standardized direct effect	Path	Entrepreneurial Attitude Orientation → Entrepreneurial Intention	Social Capital → Entrepreneurial Intention
	Estimate		0.302
	P-value	0.010	0.058
Standardized indirect effect (Entrepreneurial Self-Efficacy as mediator)	Estimate	0.226	0.121
	P-value	0.012	0.005
Standardized total effect	Estimate	0.528	0.005
	P-value	0.021	0.835

Discussion

Developing entrepreneurial aspirations among vocational high school students is crucial to resolving the unemployment crisis, which continues to be dominated by vocational high school graduates. As a result, a comprehensive grasp of how vocational high school students form entrepreneurial goals is useful as a reference during the learning process. This study examines the antecedents of entrepreneurial intentions among vocational high school students, focusing on entrepreneurial attitude orientation, social capital, and entrepreneurial self-efficacy.

Our findings indicate that entrepreneurial mindset orientation influences the entrepreneurial intent of vocational high school students well. Individual entrepreneurial ambitions are influenced by entrepreneurial mindset orientation, as shown by the findings of this study, which are consistent with earlier research (Frunzaru & Cismaru, 2021). Moreover, positive influences strengthen prior findings (Do & Dadvari, 2017). Theoretically, a person's mindset can simultaneously affect their plans and behaviors (Ajzen, 2011). Strong support for students' entrepreneurial attitudes of achievement, self-respect, personal control, and inventiveness can improve their desire and intent to launch a new firm upon graduation. The greater their drive to become an entrepreneur, the closer their attitude orientation is to entrepreneurial activities.

Furthermore, our research indicates that the social capital of vocational high school students has little effect on their entrepreneurial purpose. Scholars believe that social capital and the robustness of social networks play a crucial role in shaping the entrepreneurial cognition of individuals (De Carolis & Saporito, 2006; Pérez-Fernández et al., 2022). On the other hand, these findings support a study by Mahfud et al. (2020), which demonstrates that social capital does not directly affect students' entrepreneurial inclinations. Other underlying causes, including the social milieu in which kids are raised, have not influenced their inclinations for entrepreneurial activity or behavior. So, the drive to become an entrepreneur is diminished in such a social setting. In this scenario, teachers must create an intense classroom situation or environment by incorporating entrepreneurial activities.

Additionally, the study's findings indicate that entrepreneurial self-efficacy increases the entrepreneurial intentions of vocational high school students. This finding supports prior research; entrepreneurial self-efficacy can influence entrepreneurial inclinations (Elnadi & Gheith, 2021; Maheshwari & Kha, 2022). These findings demonstrate that entrepreneurial self-efficacy is a significant determinant of student selection to become an entrepreneur, consistent with the findings of numerous comparable studies (McGee et al., 2009; Zhao et al., 2005). Based on these findings, it is possible to conclude that students with positive assessments of their entrepreneurial abilities and skills also have strong entrepreneurial goals. Pupils with a higher entrepreneurial self-efficacy will have greater confidence in starting their enterprises and overcoming hurdles during the entrepreneurial process than those with a lower entrepreneurial self-efficacy.

Additionally, we discovered that entrepreneurial self-efficacy is impacted by entrepreneurial mindset orientation and social capital. The three characteristics of TPB affect entrepreneurial self-efficacy, as demonstrated by earlier research (Maheshwari & Kha, 2022). The TPB dimensions influence individual intentions, including attitudes toward conduct (e.g., entrepreneurial attitude orientation) and social norms (e.g., social capital). In addition, about social capital, these findings are consistent with earlier research indicating that social capital influences the TPB dimensions (including perceived behavioral control; Perez Fernandez et al. (2021)). As previously established, perceived behavioral control and self-efficacy share a similar meaning (Ajzen, 2002). This implies that for students to have strong views in their abilities and capabilities in business management, they must acquire positive social capital and entrepreneurial attitudes through schooling.

Furthermore, investigations on the nature of pathways connecting components suggest that entrepreneurial self-efficacy partially mediates the association between entrepreneurial attitude orientation and entrepreneurial intention among vocational high school students. The mediating role in this path is partial, meaning that entrepreneurial mindset orientation directly and indirectly, influences students' entrepreneurial ambitions. According to Maheshwari and Kha (2022), entrepreneurial self-efficacy also mediates the effect of the TPB component on entrepreneurial ambitions, similar to earlier research. This shows that the entrepreneurial self-efficacy factor reinforces the effect of entrepreneurial orientation on the entrepreneurial inclinations of students.

In addition, the significance of entrepreneurial self-efficacy as a mediator was identified in the relationship between social capital and the entrepreneurial goals of vocational high school students. Although social capital does not directly influence students' entrepreneurial ambitions, it indirectly affects entrepreneurial intentions through the entrepreneurial self-efficacy of vocational high school students. This indicates that the extent of a student's social capital can influence their ideas about their entrepreneurial ability and, eventually, their entrepreneurial goals. This finding is highly important to a study by De Carolis and Saporito (2006), in which they concluded that social capital might influence perceptions and attitudes, influencing entrepreneurial intentions and behavior.

The ramifications of this study's conclusions for academic institutions, policymakers, and entrepreneurial players are extensive. The considerable influence of entrepreneurial self-efficacy on the study model indicates that the government and practitioners at vocational high schools must increase the entrepreneurial self-efficacy of vocational high school students to encourage them to become entrepreneurs. Numerous entrepreneurship

programs can be implemented in vocational high school policies, such as integrating entrepreneurial initiatives and other relevant topics into a project-based learning model. This will stimulate pupils' cognitive abilities to accomplish the challenging assignment. This is because vocational education is project-based learning with a good strategy, particularly project-based learning with the Plan-Do-Review-Share-Happy (Plandoresh) strategic steps, which can enhance the growth of student learning autonomy (Junipitoyo, Susila, & Sutiadiningsih, 2021). In addition, effective training can raise students' knowledge, skills, attitudes, and behaviors, enhancing their performance. Enhancing individual performance has a favorable impact on originality, goal achievement, and economic gains. Organizations with ambitious profit/goal attainment objectives must be committed to doing training effectively (Junipitoyo et al., 2021)

Conclusion

This study indicates that entrepreneurial intents of vocational high school students are influenced by several antecedent characteristics, specifically entrepreneurial attitude orientation and entrepreneurial self-efficacy. Meanwhile, social capital had little effect on the entrepreneurial aspirations of students. Yet, social capital promotes entrepreneurial ambitions indirectly via entrepreneurial self-efficacy. It is also demonstrated that entrepreneurial self-efficacy mediates the influence of entrepreneurial attitude orientation on vocational high school students' entrepreneurial inclinations. On the other side, entrepreneurial self-efficacy can be developed by enhancing students' entrepreneurial orientation and social capital. This study's findings provide practitioners in vocational education with essential benefits for encouraging entrepreneurial aspirations among vocational high school students.

This study's findings should be considered in light of its limitations, which indicate avenues for future research. This result was derived from data collected from vocational high school students in Surabaya, Indonesia, with culinary skills. Thus, future research should adopt a broader viewpoint by surveying students from different cities and countries to assess this framework's cross-cultural applicability and broaden the relevance of the findings.

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