

## THE INFLUENCE OF SELF-EFFICACY, ENTREPRENEURIAL KNOWLEDGE, PARENTAL INCOME MODERATED BY PARENTAL OCCUPATION ON ENTREPRENEURIAL INTENTION AMONG STUDENTS OF STATE VOCATIONAL HIGH SCHOOLS IN CENTRAL BANGKA

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### Abstract

This study aims to determine (1) the effect of self-efficacy on students' entrepreneurial intentions, (2) the effect of entrepreneurial knowledge on students' entrepreneurial intentions (3) the effect of parental income on students' entrepreneurial intentions. (4) the influence of parents' work on students' entrepreneurial intentions (5) self-efficacy, entrepreneurial knowledge, and parental income moderated by parental work on entrepreneurial intentions. This research is an expost facto research with a quantitative approach. The study was conducted 296 student as respondents of XII SMK with 14 concentration major using the proportional area random sampling technique. The validation technique was observed using Confirmatory Factor Analysis (CFA), the reliability test used Cronbach's alpha and the feasibility of the questions with Anbuso 6.1. The data was analysed using multiple linear regression techniques and Moderated Regression Analysis (MRA). The results of the study showed that self-efficacy was partially influential significantly and positive on students' entrepreneurial intentions of 26,6%. The entrepreneurial knowledge partially has significantly and positive effect on students' entrepreneurial intentions of 30,9%. The parental income partially has a significant and positive effect on students' entrepreneurial intentions of 1,380, (4) the work of entrepreneurial parents partially has significantly and positive effect on student entrepreneurial intentions of 4,669. (5) self-efficacy, entrepreneurial knowledge, and parental income could not be moderated by parental work on entrepreneurial intentions with a significance result of 0.016 and t count < t table namely 1,877 < 1,960. The multiple linear regression analysis showed the coefficient of determination (R square) was 0.395. Furthermore, the independent variables was consisting of self-efficacy, entrepreneurial knowledge, parental income, and parental work are 39.5% and the remaining 61.5% are influenced by another variable.

**Keywords:** Self-efficacy, Entrepreneurial Knowledge, Parents' Income, Parents' Occupation, Entrepreneurial Intentions

## INTRODUCTION

Intention is an individual's internalized desire manifested in attitudes and actions. Actions are realized by considering one's abilities, beliefs, and desires. Bandura (1986:118) states that intention is the determination to carry out a planned activity related to the future. Therefore, intention serves as a bridge between attitudes and actual behaviors in the present and future. According to Babatunde and Durowaiye (2014:17), entrepreneurship is defined as someone who can identify opportunities, create, gather resources, and develop businesses aimed at fulfilling societal needs. Asnawi (2011:3) defines resources as the factors of production managed with creative and innovative ideas, resulting in the creation of new goods or services. The increase in goods and services in society will boost the country's economy.

Entrepreneurial intention is the earnestness of intention and determination that originates from within an individual to become an entrepreneur by demonstrating entrepreneurial characteristics and actions. Characteristics and actions reflecting entrepreneurship, when repeated, become a habit. According to (Stein & Indarti, 2003:81-83), entrepreneurial intention is formed through several stages of the process, namely: 1) the desire to achieve success, 2) high aspirations build self-confidence, 3) self-confidence forms self-control, 4) self-control develops skills and self-abilities, 5) skills and self-abilities shape entrepreneurial intention. Therefore, entrepreneurial intention is one of the factors that enable someone to become an entrepreneur in the future. Increasing entrepreneurial intention within an individual will enhance their actual entrepreneurial behavior.

According to Prayoga (2021:1), entrepreneurship influences economic growth, which in turn affects the increase in national income. The increased national income will influence the prosperity of society and improve social conditions. Minister of Cooperatives and Small and Medium Enterprises, Teten Masduki, stated that the number of entrepreneurs in Indonesia still lags behind neighboring countries. The percentage of entrepreneurs in Indonesia is 3.47%, compared to 8.77% in Singapore, 4.74% in Malaysia, and 4.26% in Thailand relative to their populations. Indonesia not only lags behind in the number of entrepreneurs, but its entrepreneurship index is also comparatively low compared to other countries. The Global Entrepreneurship and Development Institute measures the global entrepreneurship index by assessing attitudes, abilities, and entrepreneurial aspirations. Indonesia's entrepreneurship index ranks 94th out of 137 countries worldwide. This lag is far behind several other developed countries in Asia and Southeast Asia.

Indonesia's entrepreneurship index is relatively low due to its low Human Capital score, which stands at 16 percent, whereas Thailand's is 49 percent, Malaysia's is 63 percent, and the US's is 100 percent, according to the Global Entrepreneurship Index 2018 report (Kontan, 2021). According to Budiarti (2017:150), Human Capital

consists of an individual's knowledge, skills, competencies, attitudes, behaviors, and personal experiences. According to Hadi Iswanto (2013), the enhancement of knowledge and entrepreneurial competencies is one of the goals of education in vocational high schools (SMK). Students are required to think creatively and innovatively as entrepreneurial assets, creating job opportunities. In reality, however, SMK graduates contribute the most to unemployment in Indonesia.

Unemployment issues are also a concern in the Bangka Belitung Islands Province; open unemployment has significantly increased in Central Bangka Regency from 2017 to 2020. Additionally, the average open unemployment exceeds the provincial average from 2018 to 2020. The total open unemployment rate among high school graduates (SMA/SMK) in Bangka Belitung was 5.23 percent in 2020, while the provincial average was 5.25 percent. Thus, almost all unemployment comes from high school graduates ([www.babel.bps.go.id](http://www.babel.bps.go.id)). After graduating from school, students tend to seek employment rather than create job opportunities themselves (Muhammad Jailani, et al., 2017:54). This indicates that the entrepreneurial intentions of vocational high school students are relatively low in Bangka Belitung.

The situation in Central Bangka also indicates a high unemployment rate and a low percentage of entrepreneurial activities. Guidance and Counseling teachers or Student Council advisors conduct surveys by distributing questionnaires annually to vocational high school graduates to understand their post-graduation activities for school and statistical purposes. The results obtained from vocational schools in Central Bangka include 437 graduates from State Vocational High School 1 Pangkalanbaru, 181 graduates from State Vocational High School 1 Koba, 258 graduates from State Vocational High School 2 Koba, 269 graduates from State Vocational High School 1 Sungai Selan, and 328 graduates from State Vocational High School 1 Simpang Katis, totaling 1473 vocational school graduates from the academic year 2018 to 2022. The questionnaire provides information about vocational school graduates' activities, whether they are employed, unemployed and seeking employment, continuing education, or starting their own businesses. The survey results show that 74.69% are employed by others, 18.43% are unemployed or seeking employment, 5.41% are pursuing further education, and only 1.47% have started their own businesses.

Observations from the school's representatives, including the Vice Principal, Guidance and Counseling Teacher, and Entrepreneurship Teacher at SMK Bangka Tengah, indicate that vocational school graduates have low self-efficacy. The school supports business development by ordering products produced by the graduates. The school obtains information about the products of its graduates from the surrounding community. This indicates that vocational school graduates who start businesses have not been actively promoting their products, as evidenced by their lack of advertisements on social media or banners.

Vocational school graduates who are already employed and those who are unemployed state that the reason for not starting a business is because they are not yet capable of managing a business and lack the necessary skills. This indicates that the self-efficacy of vocational school graduates in Central Bangka is low because they lack experience in managing a business. Self-efficacy in starting a business will emerge with personal experience or learning from others who have succeeded in managing a business (Gregory, 2008:416). The quickest way to earn money is by working for someone else's business. This proves that, in general, vocational school graduates in Central Bangka do not yet have the self-efficacy to start and manage a business. This is not only the case for vocational school graduates but also for twelfth-grade students interviewed by researchers at schools who share the same opinion.

According to Sumarno (2013:84), self-efficacy influences entrepreneurial intention. The correlation between self-efficacy and entrepreneurial intention is significant at 10%. Multiple regression analysis of all tested factors, including educational background, training, gender, achievement desire, self-efficacy, and contextual environment, accounts for 14.5%. This proves that self-efficacy is the strongest factor influencing entrepreneurial intention. Florin et al. (2007:21) stated that self-efficacy is the self-confidence to lead one's own behavior to success. According to Sri Florina (2019:389), students' self-efficacy is characterized by resilience in facing difficulties at school, not easily getting bored, being resilient, not feeling anxious when facing tasks, thinking analytically, and being able to organize their learning methods.

According to Endang Pudjiastuti (2012:274), self-efficacy contributes to students' future orientation by 45.3 percent at SMA Negeri 5 Bandung. Self-efficacy is an important factor in determining career choices for students (Aprilia, 2018:229). According to Florin et al. (2007:25), self-efficacy can be trained and developed to enhance activities that encourage students to become entrepreneurs in the future. Self-efficacy can increase through personal experience or observing others' experiences in business endeavors. One's perception of their ability to perform tasks will enhance the likelihood of successfully completing them (Rukito Prastiwi & Setiawan, 2022:144).

Therefore, self-efficacy can be enhanced through personal involvement in parents' businesses and learning from their successful experiences. Children who are involved in their parents' work will observe how tasks are completed and how to address emerging issues. Thus, it is assumed that children whose parents are entrepreneurs will have higher self-efficacy compared to those whose parents are not entrepreneurs. This is supported by Nexhipi et al.'s research (2022:1461) on 300 individuals aged 18-30 from Albania. The indicators in this study include the self-efficacy of children with businesses, self-efficacy in generating business ideas, and self-efficacy in managing successful businesses. Children whose parents are

entrepreneurs have higher averages on all three indicators compared to children whose parents are not entrepreneurs.

One of the factors hindering vocational school graduates in Central Bangka from starting businesses is the issue of initial capital. Graduates face difficulty in obtaining capital, and students' savings are often insufficient to start a business. Efforts to acquire capital for starting a business include working for someone else's business. Graduates typically require a relatively long time to accumulate sufficient capital. Meanwhile, vocational school graduates generally do not receive financial injections or assistance from their parents. Preliminary surveys based on data obtained from Guidance and Counseling Teachers indicate that more than 50% of parents' average income levels remain below the Regional Minimum Wage. Most of the parents' income is used to meet the basic needs of family members. The remaining income is either saved in small amounts or almost nonexistent.

Parents' income will influence the formation of the personality of each family member. According to Dwi Suwiknyo (2009:199), income refers to the money received by individuals from companies in the form of rent, wages, salaries, profits, and others. Parental income is the money obtained by a family household consisting of both father and mother, which can include wages/salaries, rent, interest, profits, and so on over a certain period of time. Thus, high-income families can provide financial resources for their children to seek entrepreneurial opportunities (Molina, 2020:13). However, contrary to the findings of Rahmi's research (2013), which showed a significant negative influence of parental income on entrepreneurial interest. With different research results on the impact of parental income on entrepreneurial intention, researchers are interested in re-examining the influence of income on entrepreneurial intention.

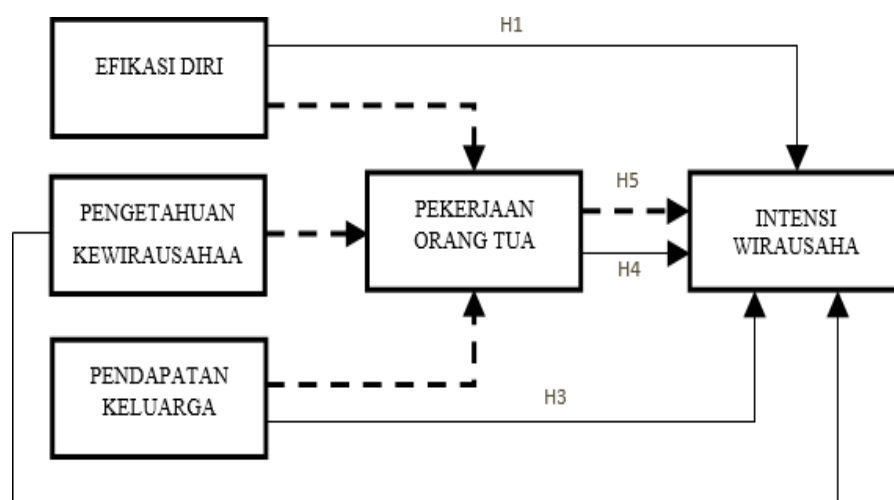
Parental occupation is one of the variables that can moderate entrepreneurial intention (Schlaegel & Koenig, 2014:303). The results of Engle et al.'s research (2006:50-51) indicate that the influence of parents as role models for their children, and their encouragement for their children to start businesses after completing their education, affects their children's decisions. Parents transfer their knowledge, and children are involved in assisting parents in managing the business. Consequently, entrepreneurial self-confidence and entrepreneurial knowledge increase. This research also indicates that parental occupation can moderate entrepreneurial intention. These findings differ from Frago et al.'s research (2020), where parental occupation was unable to moderate entrepreneurial intention. Additionally, Georgescu & Herman's research (2020:14) showed that parental occupation couldn't moderate the effectiveness of entrepreneurial knowledge on entrepreneurial intention. Therefore, researchers are interested in re-examining parental occupation as a moderating variable.

Based on the above explanation, the researcher conducted a study titled "The Influence of Self-Efficacy, Entrepreneurial Knowledge, Parental Income Moderated by Parental Occupation on Entrepreneurial Intention among State Vocational High School Students in Central Bangka.

## METHOD

The research model used in this study is causal research. The formulation of the problem is a causal relationship issue, which involves cause-and-effect relationships, thus there are independent variables (variables that influence) and dependent variables (variables that are influenced). The population in this study consists of all twelfth-grade students in vocational high schools in Bangka Regency for the academic year 2022/2023, comprising 296 students from 5 state vocational high schools.

The sampling technique used is proportional random sampling, where all sample members have an equal chance of being selected as research participants based on their proportions. This study has three independent variables: Self-Efficacy (X1), Entrepreneurial Knowledge (X2), Parental Income (X3), moderated by Parental Occupation (X4), and one dependent variable, which is Entrepreneurial Intention of Students in Central Bangka (Y).



**Framework of Thought**

## RESULTS OF RESEARCH AND DISCUSSION

The study conducted is titled "The Influence of Self-Efficacy, Entrepreneurial Knowledge, Parental Income, Moderated by Parental Occupation on Entrepreneurial Intention among 12th Grade Students of Vocational High School in Central Bangka" with 14 respondents from various majors, including Accounting Financial Institutions, Online Business Marketing, Skin and Hair Beauty, Multimedia, Automotive and Office

Administration, Hospitality, Software Engineering, Fashion Design, Motorcycle Business Engineering, Computer and Network Engineering, Refrigeration and Air Conditioning Engineering, Light Vehicle Engineering, Welding Engineering, Electrical Power Installation Engineering, in the academic year 2022/2023, totaling 296 students.

The hypotheses in this study are related to self-efficacy, entrepreneurial knowledge, parental income, parental occupation, and entrepreneurial intention among vocational high school students in Central Bangka. The hypotheses are tested using IBM SPSS 20 with multiple regression analysis and Moderated Regression Analysis. The results of the testing are as follows:

### 1. Results of Multiple Linear Regression

The influence of the variables self-efficacy, entrepreneurial knowledge, parental income, parental occupation on entrepreneurial intention using Multiple Regression Analysis.

**Table of Multiple Linear Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>29.231</b>	3.177		9.202	.000
	Self-Efficacy	<b>.266</b>	.048	.258	5.493	<b>.000</b>
	Parental Knowledge	<b>.309</b>	.078	.196	3.965	<b>.000</b>
	Parental Income	<b>1.380</b>	.292	.295	4.730	<b>.000</b>
	Parents' job	<b>4.669</b>	1.441	.204	3.241	<b>.001</b>

The multiple regression results show the simultaneous correlation between variables. The obtained multiple regression equation is:

$$Y = 29.231 + 0.266X_1 + 0.309X_2 + 1.380X_3 + 4.669X_4 + e$$

The equation above indicates the correlation between self-efficacy, entrepreneurial knowledge, parental income, parental occupation, and entrepreneurial intention. The simultaneous relationship between self-efficacy, entrepreneurial knowledge, parental income, parental occupation, and entrepreneurial intention is considered by observing the coefficient of determination, as follows:

**Coefficient of Determination Test**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.628 <sup>a</sup>	.395	.387	5.86969	1.972

The table above shows the relationship and the contribution of the variables self-efficacy, entrepreneurial knowledge, parental income, and parental occupation to entrepreneurial intention, which is 39.5%.

The results of multiple regression can answer the hypotheses regarding the relationship between self-efficacy, entrepreneurial knowledge, parental income, and parental occupation on entrepreneurial intention, partially as follows:

**a. Hypothesis Testing I**

The influence of self-efficacy on entrepreneurial intention among vocational high school students in Central Bangka can be proven by conducting regression analysis. The significance result of the regression analysis is 0.000 ( $0.000 < 0.05$ ), and the t-value is greater than the critical t-value ( $5.493 > 1.960$ ). The constant value (a) is 29.231, and the regression coefficient of the self-efficacy variable is 0.266. The regression equation is as follows:

$$Y = 29.231 + 0.266 X_1$$

This equation means that self-efficacy affects entrepreneurial intention by 0.266. The hypothesis is accepted, indicating a positive influence of self-efficacy on entrepreneurial intention among vocational high school students in Central Bangka.

**b. Hypothesis Testing II**

The influence of entrepreneurial knowledge on entrepreneurial intention among vocational high school students in Central Bangka can be proven by conducting regression analysis. The significance result of the regression analysis is 0.000 ( $0.000 < 0.05$ ), and the t-value is greater than the critical t-value ( $3.965 > 1.960$ ). The constant value (a) is 29.231, and the regression coefficient of the entrepreneurial knowledge variable is 0.309. The regression equation is as follows:

$$Y = 29.231 + 0.309 X_2$$

This equation means that entrepreneurial intention is influenced by 0.309 from entrepreneurial knowledge. The hypothesis is accepted, indicating a positive influence of entrepreneurial knowledge on entrepreneurial intention among vocational high school students in Central Bangka.

**c. Hypothesis Testing III**

The influence of parental income on entrepreneurial intention among vocational high school students in Central Bangka can be proven by conducting



regression analysis. The significance result of the regression analysis is 0.000 (0.000 < 0.05), and the t-value is greater than the critical t-value (4.730 > 1.960). The constant value (a) is 29.231, and the regression coefficient of the parental income variable is 1.380. The regression equation is as follows:

$$Y = 29.231 + 1.380 X_3$$

This equation means that entrepreneurial intention is influenced by 1.380 from parental income. The hypothesis is accepted, indicating a positive influence of parental income on entrepreneurial intention among vocational high school students in Central Bangka.

#### **d. Hypothesis Testing IV**

The influence of parental occupation on entrepreneurial intention among vocational high school students in Central Bangka can be proven by conducting regression analysis. The significance result of the regression analysis is 0.001 (0.001 < 0.05). The constant value (a) is 29.231, and the regression coefficient of the parental occupation variable is 4.669. The regression equation is as follows:

$$Y = 29.231 + 4.669 X_4$$

This equation means that students whose parents have entrepreneurship occupations have a 4.669 higher entrepreneurial intention compared to those whose parents do not have an entrepreneurship background. The hypothesis is accepted, indicating a positive influence of parental occupation on entrepreneurial intention among vocational high school students in Central Bangka.

#### **2. Results of MRA Testing**

Self-efficacy, entrepreneurial knowledge, parental income moderated by parental occupation on entrepreneurial intention among vocational high school students in Central Bangka can be proven by conducting Moderated Regression Analysis (MRA).

**MRA Test Results**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.622	13.532		.785	.433
	Self-Efficacy	.542	.199	.525	2.729	.007
	Parental Knowledge	.190	.261	.120	.727	.468
	Parental Income	2.895	.883	.618	3.279	.001

Parents' job	<b>21.813</b>	12.361	.953	1.765	<b>.079</b>
Self-Efficacy * Parents' job	<b>-.248</b>	.178	-.692	-1.394	<b>.164</b>
Parental Knowledge * Parents' job	<b>.085</b>	.216	.138	.395	<b>.693</b>
Parental Income * Parents' job	<b>-1.161</b>	.655	-.497	-1.771	<b>.078</b>

#### Moderated Regression Equation Model

$$IW = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_1 X_4 * PO + \beta_7 X_2 * X_4 + \beta_8 X_3 * X_4 + \varepsilon$$

$$= 10.622 + 0.542 X_1 + 0.190 X_2 + 2.895 X_3 + 21.813 X_4 - 0.248 X_1 * X_4 + 0.85 X_2 * X_4 - 1.161 X_3 * X_4 + \varepsilon$$

The MRA analysis results indicate a non-significant significance between parental occupation and entrepreneurial intention, with a value of 0.079 ( $0.079 > 0.05$ ,  $t\text{-value} < t\text{-table}$ , which is  $1.765 < 1.960$ ). Therefore, the hypothesis is rejected that parental occupation cannot moderate self-efficacy, entrepreneurial knowledge, and parental income on entrepreneurial intention.

The MRA analysis results also indicate a non-significant significance between self-efficacy and entrepreneurial intention moderated by parental occupation. The significance value is 0.164 ( $0.164 > 0.05$ ), and the  $t\text{-value}$  is less than the  $t\text{-table}$ , specifically  $-1.394 < 1.960$ . The regression coefficient is -0.248. This suggests that parental occupation cannot moderate self-efficacy on entrepreneurial intention among students of Vocational High School in Central Bangka.

Similarly, the MRA analysis results show a non-significant significance between entrepreneurial knowledge and entrepreneurial intention. The significance value is 0.693 ( $0.693 > 0.05$ ), and the  $t\text{-value}$  is less than the  $t\text{-table}$ , specifically  $0.395 < 1.960$ . The regression coefficient for entrepreneurial knowledge is 0.085. This indicates that parental occupation cannot moderate entrepreneurial knowledge on entrepreneurial intention among students of Vocational High School in Central Bangka.

Furthermore, the MRA analysis results demonstrate a non-significant significance between parental income and entrepreneurial intention. The significance value is 0.078 ( $0.078 > 0.05$ ), and the  $t\text{-value}$  is less than the  $t\text{-table}$ , specifically  $-1.771 < 1.960$ . The regression coefficient is -1.161. This indicates that parental occupation cannot moderate parental income on entrepreneurial intention among students of Vocational High School in Central Bangka.

## CONCLUSION

### A. The findings of this study are as follows:

1. Self-efficacy partially influences entrepreneurial intention among students of Vocational High School in Central Bangka. The obtained significance value is  $0.000 < 0.05$ , and the t-test  $> t$ -table is  $5.493 > 1.960$ , with a regression coefficient of 0.266.
2. Entrepreneurial knowledge partially influences entrepreneurial intention among students of Vocational High School in Central Bangka. The obtained significance value is  $0.000 < 0.05$ , and the t-test  $> t$ -table is  $3.965 > 1.960$ , with a regression coefficient of 0.309.
3. Parental income partially influences entrepreneurial intention among students of Vocational High School in Central Bangka. The obtained significance value is  $0.000 < 0.05$ , and the t-test  $> t$ -table is  $4.730 > 1.960$ , with a regression coefficient of 1.380.
4. Parental occupation partially influences entrepreneurial intention among students of Vocational High School in Central Bangka. The obtained significance value is  $0.001 < 0.05$ , and the t-test  $> t$ -table is  $3.241 > 1.960$ , with a regression coefficient of 4.669.
5. Parental occupation cannot moderate self-efficacy, entrepreneurial knowledge, and parental income on entrepreneurial intention among students of Vocational High School in Central Bangka. The moderation regression analysis shows that the significance value of the moderation variable (parental occupation) is 0.79, with a t-value  $< t$ -table of  $1.765 < 1.960$ , and a regression coefficient of 21.813. The significance value of self-efficacy is  $0.164 > 0.05$ , with a t-value  $< t$ -table of  $-1.394 < 1.960$ , and a regression coefficient of -0.248. The significance value of entrepreneurial knowledge is  $0.693 > 0.05$ , with a t-value  $< t$ -table of  $0.395 < 1.960$ , and a regression coefficient of 0.085. The significance value of parental income is  $0.078 > 0.05$ , with a t-value  $< t$ -table of  $-1.771 < 1.960$ , and a regression coefficient of -1.161.

### B. Research Limitations

The limitations of this study include:

1. Partial testing of questionnaire instruments online due to some Vocational High Schools having implemented internships, while hypothesis testing was conducted offline.
2. Parental income variable only includes income from the father and mother. If students live with guardians, the income used is from the guardians, excluding income from other family members.
3. Parental occupation variable is limited to parents consisting of the father and mother or guardians, excluding other family members. Parental occupations are

only categorized into two groups: entrepreneurs and non-entrepreneurs, without considering the profession of other family members. Data management is limited to these two types of occupations but can still be grouped based on profession.

4. The study was conducted on students before and after internships due to variations in internship schedules among schools caused by the Covid-19 pandemic.
5. The influence of self-efficacy, entrepreneurial knowledge, parental income, and parental occupation on entrepreneurial intention accounts for 39.5%. Other factors comprising 61.5% were not examined in this study.

### **C. Recommendations**

The findings of this study provide input for Vocational High School Se-Bangka Tengah as follows:

1. School Principals and Entrepreneurship Teachers at Vocational High School Se-Bangka Tengah
  - a) Schools need to enhance students' self-efficacy in entrepreneurship through entrepreneurship education and other school programs such as entrepreneurship exhibitions and involving students in business unit management. This provides direct experience for students, and self-efficacy can be trained and developed in formal education.
  - b) Entrepreneurial knowledge significantly correlates with entrepreneurial intention in students. Schools should maintain and enhance students' cognitive knowledge of entrepreneurship to further increase entrepreneurial intention.
  - c) Schools should conduct seminars for parents about the importance of entrepreneurship for the country. Parents' views on the importance of entrepreneurship influence their children's career choices as entrepreneurs.
2. Parents of Students
  - a) Parental income significantly influences entrepreneurial intention among students. Initial capital for starting a business is crucial for students to turn their entrepreneurial intentions into action. Parents should facilitate their children's business funding.
  - b) Parents who work as entrepreneurs should involve their children in business management, as there is a significant relationship between parental occupation and entrepreneurial intention. Knowledge transfer in entrepreneurship can occur across generations.
  - c) Parents play a significant role in their children's career choices, so they should pay more attention to their children.

### 3. Government

The government should support and facilitate the provision of initial capital loans with more appropriate regulations to entrepreneurs through banking or non-banking institutions to facilitate Vocational High School graduates in starting businesses.

### 4. Future Researchers

- a. Future researchers can investigate differences in entrepreneurial intention among children whose parents are entrepreneurs in large, medium, and small-scale businesses.
- b. Future researchers can use entrepreneurial education variables to measure students' cognitive, affective, and psychomotor abilities in influencing entrepreneurial intention to determine the implementation of entrepreneurship education.
- c. Future research can analyze the effectiveness of school programs such as entrepreneurship exhibitions and student-managed business units on entrepreneurial intention.
- d. Future researchers can group parental occupations based on profession against the entrepreneurial intention variable for more descriptive results.
- e. Future researchers can choose a broader scope of research, including other variables that may moderate entrepreneurial intention, such as gender, nationality, entrepreneurial attitudes, and other variables.

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