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SEM Analysis of the Influence of Education and Family Support on Entrepreneurial Intentions through Entrepreneurial Attitudes

Analisis SEM tentang Pengaruh Pendidikan dan Dukungan Keluarga terhadap Niat Wirausaha Melalui Sikap Wirausaha

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Abstract

The problem of this study lies in the suboptimal relationship between entrepreneurship education and students' entrepreneurial intention. Although students have acquired entrepreneurship learning, an increase in entrepreneurial intention does not always occur directly. This indicates a gap between the transfer of entrepreneurship knowledge and the formation of psychological dispositions, particularly entrepreneurial attitudes, as an important factor in shaping entrepreneurial intention. In addition, family support is often considered to play a role in encouraging entrepreneurial career choices, but empirical findings are inconsistent. This study focuses on analyzing the impact of entrepreneurship education and family support on entrepreneurial intention. using entrepreneurial attitude as a mediating variable in a structural equation model (SEM). The study used a quantitative approach, with a survey administered to 114 Building Engineering Education students from the 2022–2024 cohort who had taken entrepreneurship courses. Data collection was conducted using a Likert scale questionnaire (1–5) and analyzed using SEM to test direct and indirect effects among latent variables. The results showed that entrepreneurship education had a positive and significant effect on entrepreneurial attitudes and intentions. However, the direct effect of entrepreneurship education on intentions was not significant when attitudes were not included as a mediator. Meanwhile, family support did not have a significant effect on entrepreneurial attitudes. These findings confirm that entrepreneurial attitudes play an important role as a mediator in shaping students' entrepreneurial intentions.

Keywords: *Entrepreneurship education, family support, entrepreneurial attitude, entrepreneurial intention, SEM.*

Abstrak

Permasalahan penelitian ini terletak pada belum optimalnya hubungan antara pendidikan kewirausahaan dan niat berwirausaha mahasiswa. Meskipun mahasiswa telah memperoleh pembelajaran kewirausahaan, peningkatan niat untuk berwirausaha tidak selalu terjadi secara langsung. Hal ini menunjukkan adanya kesenjangan antara transfer pengetahuan kewirausahaan dengan pembentukan disposisi psikologis, khususnya sikap kewirausahaan sebagai faktor penting dalam membentuk niat berwirausaha. Selain itu, dukungan keluarga sering dianggap berperan dalam mendorong pilihan karier wirausaha, namun temuan empiris menunjukkan hasil yang belum konsisten. Studi ini bertujuan untuk meneliti pengaruh pendidikan kewirausahaan serta dukungan keluarga terhadap niat berwirausaha menggunakan sikap kewirausahaan sebagai variabel mediasi dalam model persamaan struktural (SEM). Penelitian menggunakan pendekatan kuantitatif dengan metode survei pada 114 mahasiswa Pendidikan Teknik Bangunan Angkatan 2022-2024 yang telah menempuh mata kuliah kewirausahaan. Pengumpulan data dilakukan melalui angket skala Likert (1–5) dan dianalisis menggunakan SEM guna menguji efek langsung dan tidak langsung. antarvariabel laten. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan berpengaruh positif dan signifikan terhadap sikap dan niat berwirausaha. Namun, pengaruh langsung pendidikan kewirausahaan terhadap niat tidak signifikan ketika sikap tidak dimasukkan sebagai mediator. Lalu dukungan keluarga tidak berpengaruh signifikan terhadap sikap kewirausahaan. Temuan ini menegaskan sikap kewirausahaan berperan penting sebagai mediator dalam membentuk niat berwirausaha mahasiswa.

Kata Kunci: Pendidikan kewirausahaan, dukungan keluarga, sikap kewirausahaan, niat kewirausahaan, SEM.

1. Intoduction

Entrepreneurship is considered one of the primary foundations of sustainable economic development, especially in the context of global issues such as labor market instability, technological disruption, and educated unemployment (Nabi et al., 2021). Through higher education, developing countries such as Indonesia have promoted entrepreneurship to encourage economic independence among the younger generation. In addition to providing business information, entrepreneurship education in higher education institutions is expected to help students develop sustainable entrepreneurial mindsets, attitudes, and orientations (Fayolle & Liñán, 2021). Although its impact on entrepreneurial intention is often indirect and influenced by other psychological and social factors, several global studies show that entrepreneurship education significantly increases students' entrepreneurial readiness (Mebrate et al., 2022). These results suggest that an in-depth analysis of entrepreneurship education, focusing on mediating variables that explain the formation of entrepreneurial career intention is needed.

The most reliable indicator of entrepreneurial behavior, according to modern entrepreneurship literature, is entrepreneurial intention. Consequently, many studies focus on factors that influence this intention, such as education, social environment, and personal psychological characteristics (Fayolle & Liñán, 2021). Entrepreneurial attitude is a key predictor of behavioral intention, according to the Theory of Planned Behavior, which is often used to explain entrepreneurial intention (Sherkat & Chenari, 2022). According to recent studies, entrepreneurial attitudes are crucial in bridging the gap between students' entrepreneurial ambitions and external elements such as education and social support (Zhang & Chen, 2024). Understanding how educational interventions can generate genuine entrepreneurial aspirations is essential for researching the function of entrepreneurial attitudes as a mediating variable.

Family support has been proven to be a contextual component that significantly influences the development of entrepreneurial attitudes and ambitions, in addition to formal education. Individual values, self-confidence, risk tolerance, and professional interests are all influenced by the family, the primary agent of socialization. However, family involvement is also ambiguous because in certain situations, families actively support traditional career choices that are considered safer. Therefore, it is important to experimentally examine the function of family support in a structural model that accounts for its interaction with entrepreneurial mindset and entrepreneurial education. International research shows that students who receive emotional, moral, and instrumental support from their families tend to have more positive entrepreneurial attitudes and stronger entrepreneurial intentions (Haushofer et al., 2021; Chabot & Bertrand, 2021; Chauhan et al., 2024).

The urgency of this research is further reinforced by the inconsistency in empirical findings on the effectiveness of entrepreneurship education. Some studies report significant positive effects on entrepreneurial intentions, while others find weak or insignificant effects when psychological variables are not taken into account (Xanthopoulou & Sahinidis, 2024). This inconsistency indicates a research gap, particularly regarding the mechanisms through which education and family support influence entrepreneurial intention. Therefore, an analytical approach that captures both direct and indirect relationships between variables is highly relevant for use in contemporary entrepreneurship research. Since structural equation modeling (SEM) can evaluate complex causal relationship models simultaneously, it is considered a suitable methodological approach to address these challenges. SEM enables researchers to examine how entrepreneurial attitudes mediate the relationships among family support, entrepreneurial ambition, and entrepreneurial education. The advantages of SEM in entrepreneurship research have been confirmed by several recent studies,

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especially in evaluating latent variables and impact paths that cannot be fully assessed with traditional regression (Hair et al., 2022). Therefore, the application of SEM in this study enhances the validity of the empirical findings and in methodologically relevant.

The research problem arises from the need to understand how family support and entrepreneurial education work together to influence students' entrepreneurial attitudes and intentions. Affective and social aspects are often overlooked in many college entrepreneurship programs, which continue to emphasize cognitive characteristics. However, research shows that beliefs and attitudes of social support are stronger indicators of entrepreneurial intention than knowledge alone (Lindquist et al., 2021). The main objective of this study is to comprehensively analyze the influence of entrepreneurship education and family support on students' entrepreneurial intention. Specifically, this study aims to examine the role of entrepreneurial attitudes as a mediating variable in explaining the mechanism of the relationship between entrepreneurship education and family support on entrepreneurial intentions.

Based on the above description, it can be concluded that, to date, research has yet in explicitly examine the psychological mechanisms that bridge the influence of entrepreneurship education and family support on students' entrepreneurial intentions, particularly through the mediating role of entrepreneurial attitudes. Most previous studies have focused on direct relationships between variables and have not fully exploited the advantages of analytical approaches that can simultaneously capture complex causal relationships. The novelty of this study lies in the development of an integrative structural model that combines formal education and family support factors with entrepreneurial attitudes as the main mediating mechanism in the formation of students' entrepreneurial intentions.

This study provides the implications for theoretical development as well as practical application in the development of entrepreneurship education. Theoretically, the finding that entrepreneurship education does not directly influence intention but is significant through the mediation of entrepreneurial attitudes reinforces the role of attitudes as the main determinant in the formation of entrepreneurial intention. This confirms that entrepreneurship learning must shape students' psychological dispositions rather than just transfer knowledge. Furthermore, the insignificant effect of family support suggests that internal individual factors are more dominant in this study. In practice, the results of this study provide a basis for improving the design of entrepreneurship curricula, particularly in vocational education, by emphasizing experiential learning and strengthening entrepreneurial attitudes. This study's contribution lies in offering empirical evidence regarding the mediating role of attitudes in the relationship between entrepreneurship education and entrepreneurial intention, thereby enriching academic discourse and supporting evidence-based education policies.

2. Literature Review

Previous studies have shown that entrepreneurship education contributes significantly to the formation of students' entrepreneurial intentions by increasing entrepreneurial knowledge, skills, and experience, although its direct influence on entrepreneurial intentions is sometimes insignificant when other psychological factors, such as attitudes, are not considered as mediators (Apriliana et al., 2025). These results align with previous studies showing that the effectiveness of entrepreneurship education is stronger when examined in a structural model that takes into account mediation pathways (Fauzan et al., 2025). Meanwhile, family support has been shown to positively influence students' entrepreneurial intentions and psychological support factors, both directly and through mediating variables such as entrepreneurial attitudes and experience. A

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systematic study also confirms the importance of family education in shaping entrepreneurial values, attitudes, and motivation from an early age, thereby strengthening individuals' predisposition towards entrepreneurship (Kurniawan & Guritno, 2024).

Within the theoretical framework, entrepreneurial attitude is a crucial psychological variable in explaining how education and external support, such as family, contribute to entrepreneurial intention. A quantitative study indicates that entrepreneurial attitude plays a significant mediating role in the link between entrepreneurship education and entrepreneurial intention, reinforcing the psychological role in complex causal relationship models (Nurfauziah et al., 2025). In addition, recent literature emphasizes that combining self-efficacy or self-confidence with education and family support enhances the model's predictive ability for entrepreneurial intention, especially when analyzed using SEM or PLS-SEM (Febriani & Amin, 2026).

Although a number of local studies have found positive effects of entrepreneurship education and family support on students' entrepreneurial intentions, many still use simple linear regression and do not simultaneously test psychological mediation mechanisms. This gap indicates the need to develop a structural model integrating variables on formal education, family support, and attitude to more comprehensively explain entrepreneurial intention in the context of higher education, especially in developing countries such as Indonesia.

3. Research Method

3.1. Research Design

The cross-sectional design used in this study, which describes relationships among factors, can be improved by adding control variables, additional data sources, and experimental methods (Spector, 2019). To describe the distribution and variance in entrepreneurial education factors and family support for entrepreneurial intent through students' entrepreneurial attitudes, a purposive sampling approach was used, choosing samples according to predetermined criteria that align with the research objectives. The sample consisted of 114 students from the Building Engineering Education Undergraduate Program, Faculty of Engineering, Padang State University, class of 2022–2024, who had taken entrepreneurship courses. This criterion was set so that respondents had sufficient entrepreneurial learning experience to provide valid assessments of the variables in entrepreneurial education, family support, entrepreneurial attitudes, and entrepreneurial intentions.

The selection of vocational students was based on the characteristics of the study program, which prepares graduates not only to work but also to become prospective entrepreneurs in the construction sector. This approach is expected to grow the internal validity and accuracy of testing the conceptual model developed. This experimental survey was conducted in October and November 2025 using a Google Forms online questionnaire. Respondents rated statements on a scale of 1 to 5. For each variable, there were 21 statements with responses ranging between 1 and 5. Structural Equation Modeling–Partial Least Squares (SEM-PLS) was used to process descriptive data from 114 respondents. The advantage of SEM is its ability to manage structural models and measurements simultaneously, making it suitable for evaluating mediator effects such as entrepreneurial mindset (Purmono, 2023).

3.2. Research Instruments

This study used adapted instruments. No separate instrument development phase was conducted, as the measurement instruments used were obtained from previous studies that had proven validity and reliability. The instruments used to assess entrepreneurial intent in entrepreneurship education were adapted from Hasan et al. (2017) and Denanyo et al. (2015). The measurement items used to evaluate family support were adapted from studies by Hisrich et al. (2008) and Ratten et al. (2017). Meanwhile, the instruments designed to measure entrepreneurial intention and entrepreneurial attitude, which serve as mediating variables, were obtained from Liñán & Chen (2009).

The instruments used in this study were developed from various scientific works conducted in various countries. Since most of these tools were originally developed in English, the first step was to translate them into Indonesian. After translation, the items were contextually adapted to reflect entrepreneurial intention. A preliminary test was then conducted on a small sample before implementation with the main research group. Through validity and reliability evaluations, these trials aimed to refine the instruments to better fit the specific characteristics of the target sample. The instruments had to meet several requirements to demonstrate construct validity, including that the outer loading value be greater than 0.70. The outer loading validity results are shown in Table 1.

Table.1. Outer Loading Results of Convergent Validity Testing

Variable	Item	Outer Loading	Description
Entrepreneurship Education	EE1	0.844	Valid
	EE2	0.857	Valid
	EE3	0.889	Valid
	EE4	0.716	Valid
	EE5	0.88	Valid
Family Support	FS1	0.769	Valid
	FS2	0.899	Valid
	FS3	0.88	Valid
	FS4	0.805	Valid
	FS5	0.819	Valid
Entrepreneurial Attitude	EA1	0.769	Valid
	EA2	0.877	Valid
	EA3	0.893	Valid
	EA4	0.902	Valid
	EA5	0.799	Valid
Entrepreneurial Intent	EI1	0.849	Valid
	EI4	0.773	Valid
	EI5	0.81	Valid
	EI6	0.836	Valid

According to Table 1, each instrument item is considered valid because the external load values for each variable statement item are > 0.70. Items EI 2 and EI 3 do not qualify for the Entrepreneurial Intention variable because their values are < 0.70. As a result, this study does not use these statement items. Important metrics, including Cronbach's Alpha (CA) and Composite Reliability (CR), both expected to exceed 0.70, were also evaluated in the reliability analysis (Hair et al., 2017). Table 2 below provides further information.

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Table.2. Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	Description
Entrepreneurial Attitude	0.915	0.937	Reliable
Entrepreneurship education	0.894	0.922	Reliable
Entrepreneurial Intent	0.849	0.899	Reliable
Family support	0.892	0.92	Reliable

Table 2 shows that each variable's reliability is greater than 0.7. All variables are considered reliable based on the Composite Reliability and Cronbach's Alpha scores. See Figure 1 for further information.

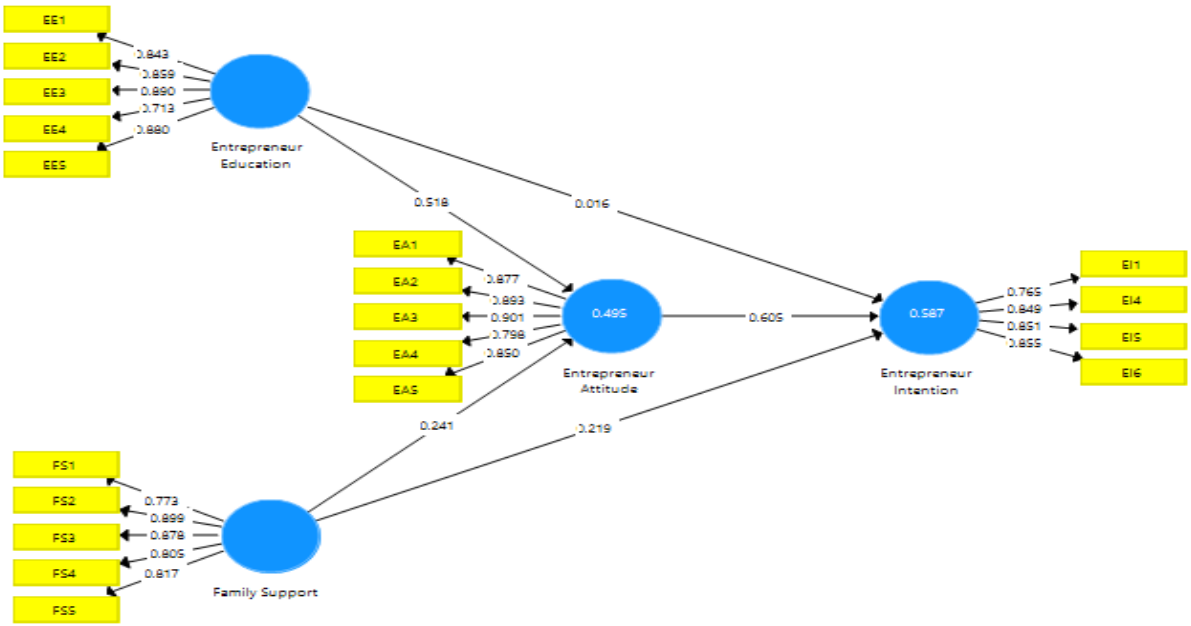

Figure.1. Outer Structural Model Measurement

3.3. Data Collection and Respondents

The research employed a 5-point Likert scale in an online survey sent via Google Forms to collect data. A total of 114 students from the Building Engineering Education study program who had taken entrepreneurship courses at Padang State University participated in this study. Only students who had previously taken entrepreneurship courses were selected as research participants using a purposive sampling approach (Nyimbili, 2024). This criterion ensured that the characteristics of the respondents were in line with the research objective, which was to examine the impact of entrepreneurship education. Table 3 provides a comprehensive overview of the respondents' demographics.

Table.3. Sample Characteristics

No.	Sample Characteristics		Frequency	Percentage (%)
1.	Gender	Male	39	34.21
		Female	75	65.78
		Total	114	100
2.	Age	19-20 years	55	48.24

		21-22 years old	57	50
		Over 23 years old	2	1.75
		Total	114	100
3.	Cohort	2022	45	39..47
		2023	36	31.57
		2024	33	28.94
		Total	114	100

3.4. Data Analysis

This study uses the Structural Equation Modeling–Partial Least Squares (SEM-PLS) approach, implemented in SmartPLS, to analyze the relationships among latent variables simultaneously. SEM-PLS was chosen because it is a multivariate variance-based statistical analysis suitable for relatively small sample sizes and research models involving mediating variables. This method allows for the integrated testing of measurement models (convergent validity, discriminant validity, and construct reliability) and structural models (direct and indirect effects) through bootstrapping procedures to obtain tstatisticand p-values. Furthermore, SEM-PLS does not require strict multivariate normality assumptions, making it more flexible than covariance-based SEM approaches. This method was chosen for its predictive and exploratory nature, specifically to explain, in a comprehensive, empirical manner, the mechanisms underlying the relationships among entrepreneurship education, family support, entrepreneurial attitudes, and entrepreneurial intention. This analytical flexibility allows researchers to draw empirically supported conclusions with minimal procedural latency. In addition, SEM offers significant epistemological advantages by eliminating the need for normality and homoscedasticity diagnostics, thereby avoiding a series of conventional preliminary assumption tests (Kline, 2023).

4. Results and Discussion

4.1. Hypothesis Results

The main aim of this research is to examine how family support and entrepreneurship education influence entrepreneurial intention, with entrepreneurial attitude acting as a mediating factor, as outlined in the research framework. The bootstrapping method within the SEM framework, a reliable nonparametric method that enhances inferential accuracy by repeatedly sampling the data distribution to estimate path-coefficient variability, was used to examine the relationships between variables. By assessing two statistical thresholds (support and non-support), this inferential process allows for empirical validation of the proposed relationships At a 95% confidence level, relationships are considered statistically significant if the t-value is greater than 1.96 and the p-value is less than 0.05 (Das et al., 2022). Figure 2 summarizes the synthetic analytical data, while Table 4 provides further details.

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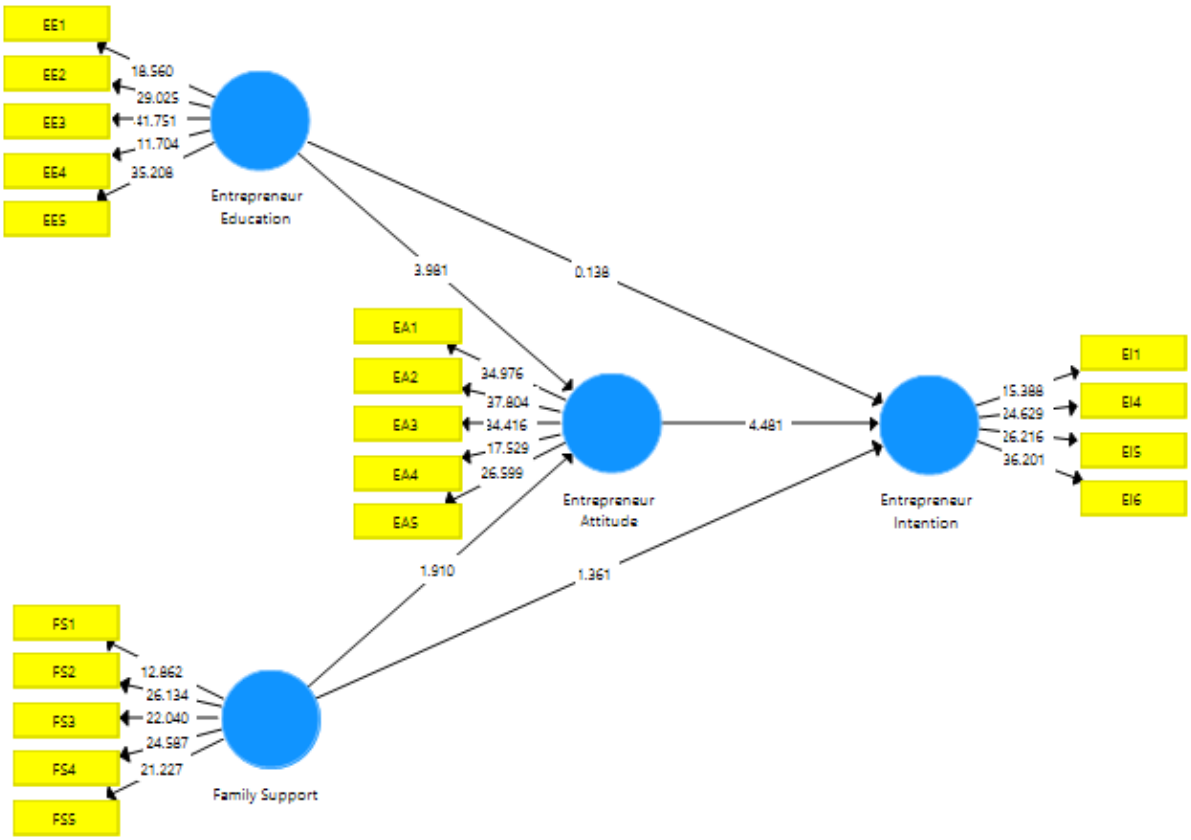

Figure.2. Hypothesis Results ($t_{statistic}$)

This study used several predictive variables, including entrepreneurial education, family support, and entrepreneurial mindset. This study examined entrepreneurial intention among students at the Faculty of Engineering, Padang State University. If the calculated t-value exceeds 1.96, the hypothesis test is regarded as statistically significant. In contrast, when the t-value is below 1.96, the effect is regarded as not statistically significant. Additionally, a p-value lower than 0.05 indicates that the result is statistically significant effect (Ghozali, 2016). The hypothesis test tables for each variable are presented in Tables 4 and 5.

Table.4. Results of Bootstrapping Path Coefficient Measurement for Direct Effects

Variabel	β	T Statistics (|O/STDEV|)	P Values	Description
EA-> EI	0.605	4.521	0.01	Accepted
EE -> EA	0.518	3.952	0.01	Accepted
EE -> EI	0.016	0.152	0.879	Not Accepted
FS -> EA	0.241	1.841	0.066	Not Accepted
FS -> EI	0.219	1.368	0.172	Not Accepted

Table 4 shows that several factors significantly influence the dependent variable. A $t_{statistic}$ value > 1.96 and a p-value < 0.05 indicate that the EA variable has a significant impact on EI. With a $t_{statistic}$ value > 1.96 and a p-value < 0.05, the EE variable has a significant impact on EA. With a $t_{statistic}$ value < 1.96 and a p-value > 0.05, the EE variable does not have a significant effect on EI. A $t_{statistic}$ value < 1.96 and a p-value > 0.05 indicate that the FS variable does not have a significant effect on EA. With a $t_{statistic}$ value < 1.96 and a p-value > 0.05, the FS variable does not

have a significant impact on EI. As a result, Hypotheses 3, 4, and 5 are rejected, while Hypotheses 1 and 2 are accepted.

Table.5. Results of Bootstrapping Path Coefficient Measurements for Indirect Effects

Variabel	β	T Statistics (|O/STDEV|)	P Values	Description
EE -> EA -> EI	0.313	4.238	0.01	Accepted
FS -> EA -> EI	0.146	1.389	0.165	Not Accepted

Table 5 shows that the FS-EA-EI variable has an insignificant effect with a $t_{statistic}$ value < 1.96 and a p-value > 0.05, but the EE-EA-EI variable has a significant effect with a $t_{statistic}$ value > 1.96 and a p-value < 0.05. As a result, hypothesis 7 is rejected, and hypothesis 6 is accepted.

Table.6. Effect Size Model

Variable	f-Square	R-Square
Entrepreneur Attitude		0.495
Entrepreneur Intention		0.587
Entrepreneur Education + Entrepreneur Attitude	0.291	
Entrepreneur Education + Entrepreneur Intention	0.001	
Entrepreneur Attitude + Entrepreneur Intention	0.448	
Family Support + Entrepreneur Attitude	0.063	
Family Support + Entrepreneur Intention	0.060	

The influence of entrepreneurship education on entrepreneurial attitude and entrepreneurial intention have an insignificant effect according to the F-Square analysis (effect sizes of 0.291 and 0.001, respectively), indicating a moderate effect size. Because the effect sizes of 0.063 and 0.060 reflect a moderate level, the family support variable shows a minimal influence on entrepreneurial attitude and intention. On the other hand, the entrepreneurial education variable has a large direct effect on entrepreneurial intention, with a value of 0.448. The common f-Square standards, namely 0.02 for small, 0.15 for medium, and 0.35 for large, are followed in this categorization (Ridwan et al., 2020). The R-Square values of 0.495 and 0.587 indicate that these two factors have a greater impact on the dependent variable when combined, placing them in the high-impact group. The results of the study show that the factors proposed in this study have statistical evidence to increase students' attitudes and aspirations in pursuing entrepreneurship. Students are more likely to be inspired to start a business if they receive good entrepreneurship education and family support.

4.2. Discussion

The analysis findings provide support for the three criteria proposed in this study. The findings indicate that entrepreneurial attitudes are positively and significantly influenced by entrepreneurial education. These findings are consistent with research indicating that formal education on entrepreneurship can improve a person's cognitive and affective readiness to engage in entrepreneurial activities by fostering a favorable attitude toward business activities (Purmono, 2023; Apriliana et al., 2025). Theoretically, entrepreneurship education improves knowledge, skills, and positive attitudes because the learning process often employs active, contextual approaches. This increases perceptions of behavioral control and self-efficacy, two important categories in the Theory of Planned Behavior that influence attitudes toward actions (Ajzen, 1991).

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Although the curriculum in many institutions is often less than ideal, the positive influence on attitudes suggests that education can form an early psychological foundation for entrepreneurship.

The conclusion that entrepreneurship education does not directly affect on entrepreneurial intention is consistent with several studies showing that the influence of education on intention is often indirect and mediated by attitudes or real-world experiences (Apriliana et al., 2025). In practice, although education can "instill" positive attitudes, this does not always translate into concrete entrepreneurial intentions without practical experience, a supportive environment, or adequate social capital. This highlights the importance of creating entrepreneurial education that offers practical experiences (experience-based learning), such as real-world company projects or internships, to bridge the gap between knowledge and intention. In addition, research shows that entrepreneurial education that combines real-world experiences is generally more successful than purely academic approaches in stimulating entrepreneurial goals.

In this study, family support did not have a significant influence on entrepreneurial attitudes. These results contradict some literature that states that the family, as the primary social environment, can shape values, expectations, and psychological support that are important for the development of an individual's entrepreneurial attitudes. However, some studies show that direct family support for attitudes may not be sufficient without mediating factors such as experience, motivation, or real family role models (Fardani et al., 2025). Furthermore, the diverse cultural context and family dynamics in Indonesia may influence the impact of such support. Families that emphasize job security or social conformity may not sufficiently encourage individuals to adopt strong entrepreneurial attitudes, even though they generally provide moral support.

The finding that family support does not directly influence entrepreneurial intention confirms that family social capital alone is insufficient to trigger such intention without a strong educational context and practical experience. Although some studies indicate a positive influence of family support on entrepreneurial intention, this relationship is likely indirect and may be influenced by other variables, such as financial capital, self-confidence, or business networks. According to SEM research, the relationship between education and intention becomes significant when entrepreneurial attitudes are considered as mediators between entrepreneurial education and entrepreneurial intention. This finding reinforces the role of attitudes as cognitive and affective bridges between education and intention, in line with TPB, which states that positive attitudes toward behavior increase the likelihood of intention formation (Ajzen, 1991).

In other words, entrepreneurial education that provides only knowledge does not directly encourage entrepreneurial intention, but if it succeeds in forming positive attitudes, it can trigger it. This means that entrepreneurial teaching must be designed not only to transfer information but also to create proactive attitudes, self-confidence, and positive assessments of business opportunities. The finding that the relationship between family support and entrepreneurial attitude does not act as a mediator of entrepreneurial intention views suggests that, in this study, families do not sufficiently influence the underlying attitudes that give rise to intentions. This contradicts several other findings that highlight the importance of family support in shaping positive attitudes, especially when families provide direct advice or serve as strong role models (Fardani et al., 2025).

5. Conclusion

This study is limited to the context of Building Engineering Education students and cannot be generalized broadly. This SEM study shows that entrepreneurship education is very important in shaping entrepreneurial attitudes, which in turn can increase entrepreneurial intentions.

However, education alone is not enough to directly encourage intentions without first shaping attitudes. Conversely, this study found no significant direct or indirect effect of family support on entrepreneurial attitudes and tendencies. These results highlight that the key to fostering an entrepreneurial spirit in the younger generation is well-designed formal education. To improve understanding of the relationship among family, education, and entrepreneurial ambition, future studies should include additional factors, such as real-world experience, family role models, and self-confidence.

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