

The Relationship between Entrepreneurship Education, Parental Support, and Entrepreneurial Interest among Vocational Students

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ABSTRACT

Purpose - This study examines the relationships between Entrepreneurship Education, Parental Support, and Entrepreneurial Interest among public vocational high school students.

Design/methodology/approach - A quantitative cross-sectional survey was conducted with 389 students selected through proportionate stratified random sampling. Data were collected using a structured five-point Likert questionnaire and analyzed through multiple linear regression using IBM SPSS Statistics 26.

Finding/Results - Entrepreneurship Education was positively and significantly associated with Entrepreneurial Interest ($B = 0.312$; $\beta = 0.255$; $t = 5.30$; $p < 0.001$). Parental Support also showed a positive and significant association with Entrepreneurial Interest ($B = 0.456$; $\beta = 0.367$; $t = 7.64$; $p < 0.001$). When considered simultaneously, the two predictors were significantly associated with Entrepreneurial Interest ($F = 75.47$; $p < 0.001$), explaining 28.1% of its variance ($R^2 = 0.281$).

Originality/Value - The study adds contextual evidence from vocational education by placing school-based entrepreneurship learning and parental support within the same empirical model. The findings indicate that students' entrepreneurial interest is related to both educational and parental contexts and offer practical considerations for schools and families. The results may also serve as a reference for future studies that examine additional psychological, social, digital, and environmental factors that may influence entrepreneurial interest in vocational education.

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1. Introduction

Entrepreneurship has become an important pathway for creating economic opportunities and supporting employment. For vocational learners, entrepreneurship education is especially relevant because graduation may be followed by entry into the labour market or the pursuit of self-employment (Adha et al., 2023). Accordingly, vocational schools are expected to equip students with competencies that extend beyond job preparation to include the ability to recognize and develop business opportunities. Entrepreneurship education addresses this need by integrating business knowledge with creativity, innovation, entrepreneurial attitudes, and problem-solving skills (Krishnawati et al., 2023). Learning activities that expose students to opportunity recognition, risk evaluation, and confidence building may also encourage them to regard entrepreneurship as a viable career pathway. Thus, entrepreneurship education can contribute to students' preparedness for economically independent activity.

Exposure to entrepreneurship education does not necessarily lead every student to develop the same degree of entrepreneurial interest. Students' career orientations may also be influenced by conditions beyond the classroom, particularly the support they receive from their parents (Syam et al., 2021). Parental involvement may take the form of encouragement, direction, motivation, emotional support, or practical assistance, helping students become more prepared to consider entrepreneurial activities. This support may be especially meaningful for vocational students as they approach employment and future career decisions. Existing studies have connected entrepreneurship education with entrepreneurial interest and have likewise highlighted parental support in entrepreneurial development (Dewi et al., 2024; Suseno et al., 2023; Wiyono et al., 2025). Research involving vocational students has also reported an association between family support and entrepreneurial interest (Suharto et al., 2022). Taken together, these findings justify examining learning experiences and Parental Support within the same analytical framework.

Prior research has addressed entrepreneurship education, Parental Support, and entrepreneurial interest across several populations and educational settings. Isma et al. (2020) examined entrepreneurship education and parents' socioeconomic status in relation to entrepreneurial interest in Makassar. Wiyono et al. (2025) investigated constructivist and project-based learning in relation to entrepreneurial competence among higher-education students. Wardana et al. (2020) reported the relevance of entrepreneurship education and students' entrepreneurial mindset, while Dewi et al. (2024) examined entrepreneurship education and Parental Support in relation to students' entrepreneurial interest. Studies focusing on vocational students have likewise reported associations involving entrepreneurship education and entrepreneurial interest (Suseno et al., 2023; Yulianti et al., 2022). Taken together, these studies provide useful evidence, but their populations, settings, and variable combinations differ. Evidence that examines Entrepreneurship Education and Parental Support simultaneously among public vocational high school students therefore remains comparatively limited.

Social Cognitive Theory offers a framework for connecting these influences because it views human development and behaviour as emerging from ongoing relationships among personal characteristics, behaviour, and environmental conditions (Bandura, 1986). In a vocational setting, entrepreneurship education represents an environment in which students encounter entrepreneurial knowledge and experiences, whereas Parental Support provides

encouragement and reinforcement beyond school. The framework therefore makes it possible to examine how these two contexts relate to Entrepreneurial Interest. On this basis, the present study examines the relationships between Entrepreneurship Education, Parental Support, and Entrepreneurial Interest among public vocational high school students in Makassar City. The study seeks to add contextual evidence to entrepreneurship-education research and to provide considerations relevant to schools and parents.

2. Literature Review and Hypothesis Development

2.1 Entrepreneurship Education

Entrepreneurship education refers to a learning process through which students develop entrepreneurial knowledge, attitudes, capabilities, and motivation (Miço & Cungu, 2023). The process is not limited to understanding business concepts; it may also encourage learners to recognize opportunities, evaluate entrepreneurial choices, and build confidence for independent action (Othman et al., 2023). Consequently, entrepreneurship education may shape students' perceptions of entrepreneurship as a potential career route (Wardana et al., 2020). Learning experiences can further foster creative, innovative, and productive thinking. When students are trained to identify opportunities that may otherwise be overlooked, they may become more prepared to turn ideas into entrepreneurial activities (Syam et al., 2025; Yahya et al., 2023).

Entrepreneurship education becomes more meaningful when conceptual material is accompanied by opportunities to practice entrepreneurial tasks. Assignments based on practice and experience may develop students' creativity, innovation, motivation, and action-oriented abilities (Wiyono et al., 2025). Such experiences also support the broader aim of preparing young people to create economic opportunities rather than depending solely on existing jobs. In this way, entrepreneurship education may contribute to personal growth as well as wider economic and social development (Adha et al., 2023; Amalia & von Korflesch, 2021). Studies of vocational students have similarly reported a connection between entrepreneurship education and entrepreneurial interest (Suseno et al., 2023; Yulianti et al., 2022).

Within Social Cognitive Theory, entrepreneurship education can be interpreted as an environmental learning experience. Through classroom instruction, practical activities, observation, and interaction with entrepreneurial examples, students may acquire knowledge and skills while forming expectations about entrepreneurship. These experiences can influence how students evaluate entrepreneurial opportunities and their own readiness to pursue them. Thus, in this study, Entrepreneurship Education refers to an educational process that develops entrepreneurial knowledge, attitudes, skills, creativity, practical experience, and motivation. The construct includes both what students learn and the learning experiences through which entrepreneurial capabilities are developed.

2.2 Parental Support

Parental Support represents one of the social influences that can shape students' orientation toward entrepreneurship. Parents form part of the environment in which young people develop values, expectations, and views about future careers. Evidence suggests that parents' socioeconomic characteristics alone do not necessarily determine entrepreneurial intention, meaning that the nature of parental involvement may be more important than socioeconomic

status by itself (Liu et al., 2022). Parents may provide non-financial forms of assistance, including motivation, advice, emotional reassurance, and encouragement, which can increase students' readiness to consider entrepreneurial activities (Nguyen & Nguyen, 2024). They may also help students assess career alternatives and respond constructively to business ideas. A supportive family setting can lessen concerns about failure and make entrepreneurship seem like a more attainable career alternative (Kakouris et al., 2024).

Parental Support can also contribute to characteristics that are relevant to entrepreneurial development. Emotional encouragement may help students develop independence, creativity, and willingness to face uncertainty (Porfirio et al., 2022). In contrast, limited support may make entrepreneurship appear less attractive when students compare it with employment options perceived as more secure (Pribadi et al., 2023). Support is not restricted to emotional assistance; parents may also provide facilities, financial resources, access to experiences, or opportunities to observe business activities. In addition, parents can serve as entrepreneurial role models by demonstrating persistence, independence, and decision-making in everyday activities (Ratumbuysang & Rasyid, 2015).

Research indicates that parental influence may be expressed through different forms of support rather than socioeconomic conditions alone. Liu et al. (2022) and Isma et al. (2020) reported that family economic characteristics do not consistently show a direct association with entrepreneurial intention. Other research has instead emphasized family motivation, guidance, and entrepreneurial orientation as factors relevant to students' entrepreneurial development (Sahputri et al., 2023). Chauhan et al. (2024) also identified Parental Support as relevant to entrepreneurial intention, while Suharto et al. (2022) reported an association between family-related context and entrepreneurial interest among vocational students. These findings provide a basis for treating Parental Support as a construct encompassing the encouragement, guidance, and assistance students receive from their parents.

Within Social Cognitive Theory, Parental Support can be understood as part of the social surroundings in which students develop their views about entrepreneurship. Encouragement, advice, resources, and parental role modelling can give students experiences that shape their understanding and assessment of entrepreneurial possibilities. Such involvement may strengthen their confidence and willingness to investigate business opportunities. In this study, Parental Support consequently refers to emotional, motivational, informational, and practical assistance from parents that is intended to facilitate students' entrepreneurial development.

2.3 Entrepreneurial Interest

Entrepreneurial interest refers to an individual's inclination to investigate entrepreneurship and to regard it as a possible direction for a future career (Tambunan et al., 2024). Students who possess stronger interest may demonstrate curiosity toward business activities, a willingness to identify opportunities, and motivation to build entrepreneurial capabilities (Chauhan et al., 2024). The construct is particularly pertinent to vocational education because students are preparing for life after school and may pursue either employment or self-employment.

Entrepreneurial interest can be reflected in students' willingness to examine their abilities, ideas, and opportunities in relation to business activities (Li et al., 2023). For vocational

students, such interest can encourage participation in entrepreneurship-related activities and consideration of business creation as one possible career option. Vocational education prepares students for employment, but it can also support productive and independent career development through entrepreneurship (Pham & Le, 2023). Students with greater interest may be more willing to investigate opportunities, acquire business-related skills, and participate in activities that expose them to entrepreneurial practice (Pribadi et al., 2023).

For the purposes of this research, Entrepreneurial Interest refers to students' internal readiness to explore entrepreneurship and to regard entrepreneurial activity as a potential career choice. It encompasses attraction toward business opportunities, willingness to engage in entrepreneurial activities, confidence in developing relevant competencies, readiness to face entrepreneurial risks, and consideration of entrepreneurship as a future occupation. These dimensions reflect an important part of vocational students' preparation for career decisions involving entrepreneurship.

2.4 Theoretical Framework: Social Cognitive Theory

Social Cognitive Theory (SCT) conceptualizes behaviour and development as the result of continuing interaction between individual characteristics, behaviour, and the surrounding environment (Bandura, 1986). From this view, beliefs and behavioural tendencies emerge through social experiences and learning rather than developing independently. In entrepreneurship education, SCT therefore suggests that students' entrepreneurial development may be influenced by what they learn, observe, experience, and receive from others within their social environment.

Entrepreneurship education constitutes one learning environment through which students can acquire business knowledge, practice skills, observe entrepreneurial behavior, and gain direct experience. These experiences may influence students' perceptions of entrepreneurship and their confidence in exploring opportunities. Parental Support represents another environmental influence because parents can provide encouragement, guidance, practical resources, and examples of entrepreneurial behavior. Such support may affect how students evaluate entrepreneurship as a career option. Under SCT, both forms of environmental influence can therefore be examined in relation to students' Entrepreneurial Interest.

The SCT framework consequently provides a basis for examining Entrepreneurship Education and Parental Support as two complementary environmental contexts. The school provides structured learning and entrepreneurial experiences, whereas parents can reinforce students' motivation and career considerations through support and guidance. Examining these contexts together allows the study to assess their separate and simultaneous relationships with Entrepreneurial Interest among vocational high school students.

Hypotheses Development

- H1: Entrepreneurship Education is significantly associated with Entrepreneurial Interest among vocational high school students in Makassar City.
- H2: Parental Support is significantly associated with Entrepreneurial Interest among vocational high school students in Makassar City.
- H3: Entrepreneurship Education and Parental Support are simultaneously associated with Entrepreneurial Interest among vocational high school students in Makassar City.

3. Methodology

3.1 Sampling

The research involved 14,702 active students from 13 public vocational high schools located in Makassar City. Population data were obtained from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) through the Dapodikdasmen database. These figures served as the sampling frame and were subsequently used to distribute respondents among the participating schools.

Respondent eligibility was established to ensure alignment with the study objectives. Students were included when they had completed the entrepreneurship course during the 2024/2025 academic year and voluntarily agreed to participate. The figure of 14,702 therefore represents the population frame, whereas the eligibility requirements were used to determine which students could be selected as respondents. The distribution of the population across the participating schools is presented in Table 1.

Table 1. Distribution of Population by All Public Vocational High Schools in Makassar City

No.	Public Vocational High School	Total Population (N)
1.	State Vocational High School 1 Makassar	1,433
2.	State Vocational High School 2 Makassar	1,592
3.	State Vocational High School 3 Makassar	1,131
4.	State Vocational High School 4 Makassar	1,636
5.	State Vocational High School 5 Makassar	1,514
6.	State Vocational High School 6 Makassar	1,190
7.	State Vocational High School 7 Makassar	1,228
8.	State Vocational High School 8 Makassar	1,027
9.	State Vocational High School 9 Makassar	1,012
10.	State Vocational High School 10 Makassar	988
11.	State Vocational High School 11 Makassar	754
12.	SMTI Vocational High School Makassar	812
13.	Forestry State Vocational High School Makassar	385
Total Population		14,702

Source: Compiled by the authors based on Dapodik Data and research sampling (2026).

The required sample was calculated using the Slovin formula with a 5% margin of error and the total population of 14,702 students. The calculation produced a target sample of approximately 389 respondents. The eligibility requirements were then applied during the selection process so that the final respondents satisfied the study criteria.

$$n = \frac{N}{1 + e^2}$$

In the formula, n denotes the required sample size, N represents the population size, and e denotes the margin of error. With N = 14,702 and e = 0.05, the calculation produced the following sample estimate:

$$n = \frac{14,702}{1 + (14,702)(0,05)^2}$$
$$n = \frac{14,702}{1 + 36,755}$$

$$n = \frac{14,702}{37,755}$$

$$n = 389$$

The resulting sample requirement was approximately 389 students.

A proportionate stratified random procedure was adopted to ensure that every public vocational high school contributed respondents according to its share of the overall population. Each school was treated as a separate stratum, after which the number of respondents for each stratum was determined proportionally.

$$n_i = \frac{N_i}{N} \times n$$

In this calculation, n_i represents the number of respondents assigned to a particular school, N_i is the population of that school, N is the total population of 14,702 students, and n is the total sample of 389 respondents. The resulting allocation is reported in Table 2:

Table 2. Distribution of Sample by Public Vocational High Schools in Makassar City

No.	Public Vocational High School	Population (N)	Proportional Calculation	Sample (n)
1	State Vocational High School 1 Makassar	1,433	$(1,433/14,702) \times 389 = 37.92$	38
2	State Vocational High School 2 Makassar	1,592	$(1,592/14,702) \times 389 = 42.12$	42
3	State Vocational High School 3 Makassar	1,131	$(1,131/14,702) \times 389 = 29.93$	30
4	State Vocational High School 4 Makassar	1,636	$(1,636/14,702) \times 389 = 43.29$	43
5	State Vocational High School 5 Makassar	1,514	$(1,514/14,702) \times 389 = 40.06$	40
6	State Vocational High School 6 Makassar	1,190	$(1,190/14,702) \times 389 = 31.49$	32
7	State Vocational High School 7 Makassar	1,228	$(1,228/14,702) \times 389 = 32.49$	33
8	State Vocational High School 8 Makassar	1,027	$(1,027/14,702) \times 389 = 27.17$	27
9	State Vocational High School 9 Makassar	1,012	$(1,012/14,702) \times 389 = 26.78$	27
10	State Vocational High School 10 Makassar	988	$(988/14,702) \times 389 = 26.14$	26
11	State Vocational High School 11 Makassar	754	$(754/14,702) \times 389 = 19.95$	20
12	SMTI Vocational High School Makassar	812	$(812/14,702) \times 389 = 21.48$	21
13	Forestry State Vocational High School Makassar	385	$(385/14,702) \times 389 = 10.19$	10
Total		14,702		389

Source: Compiled by the authors based on Dapodikdasmen data and sample calculation (2026).

Following proportional allocation, respondents were randomly selected within each school from students who satisfied the eligibility requirements. The selection was performed separately within each stratum until the allocated number of respondents was reached. The inclusion criteria were that students had completed the entrepreneurship course in the 2024/2025 academic year and had voluntarily agreed to participate.

3.2 Data Collection

Data were collected primarily through a structured questionnaire. The instrument was distributed to eligible students in the participating vocational high schools in Makassar City and contained statements covering Entrepreneurship Education, Parental Support, and

Entrepreneurial Interest. Participants responded using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Questionnaire items were formulated from the theoretical dimensions of the three constructs and from relevant empirical literature. The operational indicators are described in the Measures subsection. Observation and documentation were additionally used to obtain contextual information about entrepreneurship-learning activities and the characteristics of the participating schools.

3.3 Ethical Considerations

Prior to data collection, authorization was secured from the participating public vocational high schools. Students were informed about the purpose and procedures of the research and were told that participation was voluntary. They could decline to participate, and the questionnaire did not ask for information that directly identified them. Confidentiality and anonymity were preserved throughout data collection and analysis. Because the participants were vocational high school students, the research procedures also followed school requirements concerning participation and, where applicable, consent from parents or guardians.

3.4 Measures

The three constructs were operationalized by drawing on their theoretical dimensions and relevant empirical literature. Five questionnaire statements represented each construct, with all responses measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Rather than reproducing a single established instrument in full, the questionnaire adapted indicators from theoretical and empirical sources and adjusted them to the context of public vocational high school students in Makassar City. No separate pilot study was conducted before the main survey. Since the instrument was prepared in Indonesian, translation and back-translation were not required.

a) Entrepreneurship Education (X_1)

Entrepreneurship Education was defined as the learning process through which students develop entrepreneurial knowledge, skills, creativity, practical experience, and motivation. Five indicators were used: (1) entrepreneurial learning experiences, (2) entrepreneurial knowledge, (3) practical entrepreneurial activities, (4) creativity development, and (5) entrepreneurial motivation. Together, these indicators describe the extent to which entrepreneurship learning provides knowledge, experience, practical exposure, opportunities for creative development, and motivation for entrepreneurship. The operationalization was informed by previous research on entrepreneurship education and entrepreneurial development (Kusumojanto et al., 2021; Li et al., 2023; Miço & Cungu, 2023; Yahya et al., 2023).

b) Parental Support (X_2)

Parental Support was defined as the emotional, motivational, informational, and practical assistance that parents provide to support students' entrepreneurial development. The construct was measured through five indicators: (1) parental guidance, (2) motivation, (3) emotional support, (4) role modeling, and (5) support for entrepreneurial activities. These indicators capture the main ways in which parents may encourage students to explore entrepreneurship and consider it as a future career option. The operationalization was

informed by studies addressing family or parental support and entrepreneurial development (Adha et al., 2023; Ahmed et al., 2020; Chauhan et al., 2024; Pham & Le, 2023).

c) Entrepreneurial Interest (Y)

Entrepreneurial Interest was defined as students' inclination and willingness to explore entrepreneurial activities and consider entrepreneurship as a possible future career. Five indicators were used: (1) entrepreneurial interest, (2) recognition of business opportunities, (3) confidence in starting a business, (4) willingness to take risks, and (5) readiness to establish an independent venture. These indicators capture students' attraction to entrepreneurship, opportunity-recognition ability, confidence, risk willingness, and readiness to initiate an independent business. The operationalization was informed by previous studies of entrepreneurial interest among students (Isma et al., 2020; Syam et al., 2021; Syam et al., 2025).

3.5 Data Analysis

Data analysis was conducted with descriptive and inferential procedures using IBM SPSS Statistics 26. Descriptive statistics were employed to summarize the variables, while Pearson correlation was used in assessing item validity. Internal consistency was examined through Cronbach's alpha, using 0.60 as the minimum criterion for acceptable reliability.

Multiple linear regression was employed to assess the relationships of Entrepreneurship Education and Parental Support with Entrepreneurial Interest. Partial effects of each predictor were examined through the t-test, overall model significance was assessed with the F-test, and R^2 was used to identify the share of variation in Entrepreneurial Interest accounted for by the predictors. The regression specification was as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

In the equation, Y denotes Entrepreneurial Interest, X_1 represents Entrepreneurship Education, X_2 represents Parental Support, α is the constant, β_1 and β_2 are the regression coefficients, and ε represents the error term.

4. Results and Discussion

Table 3. Correlation Coefficients

Correlations ^a				
		Entrepreneurship Education X1	Parental Support X2	Entrepreneurial Interest Y
Entrepreneurship Education X1	Pearson Correlation	1	.438**	.415**
	Sig. (2-tailed)		.000	.000
	N	389	389	389
Parental Support X2	Pearson Correlation	.438**	1	.478**
	Sig. (2-tailed)	.000		.000
	N	389	389	389
Entrepreneurial Interest Y	Pearson Correlation	.415**	.478**	1
	Sig. (2-tailed)	.000	.000	
	N	389	389	389

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Data Processing 2026

Table 3 reports the Pearson correlations among the three study variables. Entrepreneurship Education (X1) was positively related to Entrepreneurial Interest (Y), with $r = 0.415$ and $p < 0.001$. Parental Support (X2) also showed a positive relationship with Entrepreneurial Interest, with $r = 0.478$ and $p < 0.001$. These results indicate that students reporting higher levels of Entrepreneurship Education and Parental Support also tended to report higher Entrepreneurial Interest.

A positive and significant association was also observed between Entrepreneurship Education and Parental Support ($r = 0.438$, $p < 0.001$). These bivariate results describe relationships among the variables but do not, on their own, demonstrate causal effects. The joint relationships with Entrepreneurial Interest were therefore examined using multiple linear regression.

4.1 Validity Test

The validity procedure examined whether each questionnaire statement adequately represented the construct it was designed to measure. Pearson Product-Moment correlation was applied for this assessment. Based on 389 respondents and a 5% significance level, the critical r-value was approximately 0.100 ($df = 387$). An item was considered valid when its computed correlation was greater than this reference value.

Table 4. Validity Test of Entrepreneurship Education (X1)

No	R Count	Table R Values	Decision
1	0.612	0.100	Valid
2	0.654	0.100	Valid
3	0.701	0.100	Valid
4	0.588	0.100	Valid
5	0.673	0.100	Valid

Source : Data Processing 2026

As shown in Table 4, the five Entrepreneurship Education (X1) items produced calculated r-values between 0.588 and 0.701. Each value exceeded the critical r-value of 0.100, indicating that all items met the validity criterion and could be retained for subsequent analysis.

Table 5. Validity Test of Parental Support (X2)

No	R Count	Table R Values	Decision
1	0.716	0.100	Valid
2	0.607	0.100	Valid
3	0.341	0.100	Valid
4	0.590	0.100	Valid
5	0.645	0.100	Valid

Source : Data Processing 2026

The five Parental Support (X2) items recorded calculated r-values from 0.341 to 0.716, all above the critical value of 0.100 shown in Table 5. Accordingly, every Parental Support item satisfied the validity requirement and was retained for further analysis.

Table 6. Validity Test of Entrepreneurial Interest (Y)

No	R Count	Table R Values	Decision
1	0.799	0.100	Valid
2	0.644	0.100	Valid

3	0.463	0.100	Valid
4	0.844	0.100	Valid
5	0.702	0.100	Valid

Source : Data Processing 2026

For Entrepreneurial Interest (Y), the five items produced calculated r-values ranging from 0.463 to 0.844. As all values were greater than the critical r-value of 0.100, the items presented in Table 6 were judged valid for the subsequent statistical procedures.

4.2 Reliability Test

Table 7. Reliability Test

Variable	Cronbach's Alpha	Reliable Terms	Decision
Entrepreneurship education	0.747	> 0.6	Reliable
Parental Support	0.748	> 0.6	Reliable
Entrepreneurial Interest	0.775	> 0.6	Reliable

Source : Data Processing 2026

Questionnaire reliability was examined through internal-consistency analysis. Cronbach's Alpha was interpreted using 0.60 as the minimum acceptable value (Sugiyono, 2023). As reported in Table 7, the coefficients were 0.747 for Entrepreneurship Education, 0.748 for Parental Support, and 0.775 for Entrepreneurial Interest. Since all three coefficients were above 0.60, each construct satisfied the reliability requirement.

4.3 Multiple Linear Regression Analysis

Table 8. Multiple Linear Regression

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.980	1.742		2.284	.024
	Entrepreneurship Education	.312	.0589	.255	5.30	<.001
	Parental Support	.456	.0597	.367	7.64	<.001

a. Dependent Variable: Entrepreneurial Interest

Source: SPSS Data Processing 2026

Based on the coefficients presented in Table 8, the estimated multiple linear regression equation is:

$$Y = 3.980 + 0.312X_1 + 0.456X_2 + e$$

The constant of 3.980 represents the estimated value of Entrepreneurial Interest when both predictors are set at zero. The unstandardized coefficient for Entrepreneurship Education is 0.312, meaning that a one-unit increase in this variable is associated with a 0.312-unit increase in Entrepreneurial Interest when Parental Support is held constant. The coefficient for Parental Support is 0.456, indicating an associated 0.456-unit increase in Entrepreneurial Interest for a one-unit increase in Parental Support when Entrepreneurship Education is held constant.

The standardized coefficients are $\beta = 0.255$ for Entrepreneurship Education and $\beta = 0.367$ for Parental Support. Within this regression model, the standardized coefficient for Parental

Support is therefore larger, indicating a comparatively stronger standardized association with Entrepreneurial Interest.

4.4. Partial Hypothesis Testing (t-test)

Table 8 presents the t-statistics used to examine the partial relationships. Entrepreneurship Education had a positive and statistically significant association with Entrepreneurial Interest ($B = 0.312$; $\beta = 0.255$; $t = 5.30$; $p < 0.001$), **supporting H1**. Parental Support likewise had a positive and statistically significant association with Entrepreneurial Interest ($B = 0.456$; $\beta = 0.367$; $t = 7.64$; $p < 0.001$), **supporting H2**.

After controlling for the other predictor in the regression model, higher Entrepreneurship Education and higher Parental Support were each associated with higher Entrepreneurial Interest among the sampled vocational students. The standardized coefficient for Parental Support ($\beta = 0.367$) exceeded that for Entrepreneurship Education ($\beta = 0.255$), indicating the larger standardized association within this model.

4.5 F Test

Table 9. Simultaneous Tests

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	248.760	2	124.380	75.47	.<001 ^b
	Residual	636.204	386	1.648		
	Total	884.964	388			
a. Dependent Variable: Entrepreneurial Interest						
b. Predictors: (Constant), Entrepreneurship Education, Parental Support						

Source: Data Processing 2026

The simultaneous contribution of Entrepreneurship Education (X1) and Parental Support (X2) was assessed through the F-test. As shown in Table 9, the F-value was 75.47 with $p < 0.001$. Because this significance level is below 0.05, the regression model is statistically significant. Thus, the two predictors jointly show a significant association with variation in Entrepreneurial Interest among the vocational high school students included in the sample, **supporting H3**.

4.6 Determination Coefficient Test (R²)

Table 10. Coefficient of Determination (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530 ^a	.281	.277	1.284
a. Predictors: (Constant), Entrepreneurship Education, Parental Support.				

Source: Data Processing 2026

According to Table 10, the model has $R = 0.530$, representing a moderate overall association between the predictors and Entrepreneurial Interest. The R^2 of 0.281 indicates that the combination of Entrepreneurship Education and Parental Support accounts for 28.1% of the variance in Entrepreneurial Interest. The remaining 71.9% lies outside the explanatory

contribution of the model. The Adjusted R^2 is 0.277, meaning that 27.7% of the variance is explained after taking the number of predictors and sample size into account.

Discussion

The analysis shows that Entrepreneurship Education has a positive and statistically significant relationship with Entrepreneurial Interest among public vocational high school students in Makassar City ($B = 0.312$; $\beta = 0.255$; $t = 5.30$; $p < 0.001$). Students reporting greater exposure to entrepreneurship education also tended to report stronger interest in pursuing entrepreneurship as a career possibility. Learning activities may contribute to this pattern by providing entrepreneurial knowledge, practical experience, creativity development, and opportunities to recognize business possibilities.

The finding is supported by Syam et al. (2021), who reported a link between entrepreneurship education and entrepreneurial interest. Related evidence was also presented by Syam et al. (2025) in their study of entrepreneurship and character learning among students in Makassar City. Research involving vocational education by Yahya et al. (2023), Suseno et al. (2023), and Yulianti et al. (2022) similarly points to the relevance of entrepreneurship education for entrepreneurial development or interest. Dewi et al. (2024) also reported a significant association involving entrepreneurship education and students' entrepreneurial interest. Although the cited investigations differ in their samples and outcome measures, collectively they provide contextual evidence for the relevance of entrepreneurship-focused learning to students' orientation toward entrepreneurship.

SCT helps explain this finding by treating learning experiences as environmental influences on development. Through instruction, practical assignments, observation, and interaction with entrepreneurial examples, students can acquire knowledge and form expectations about entrepreneurship. These experiences may shape how they evaluate opportunities and their own capability to engage in entrepreneurial activities. The significant association found here is therefore consistent with the theoretical expectation that the educational environment is relevant to students' Entrepreneurial Interest.

Parental Support was also positively and significantly associated with Entrepreneurial Interest ($B = 0.456$; $\beta = 0.367$; $t = 7.64$; $p < 0.001$). Students who perceived greater support from their parents tended to express stronger interest in viewing entrepreneurship as a possible career. Such support may include encouragement, advice, emotional reassurance, role modelling, and practical assistance. These forms of parental involvement can create a social setting that gives students greater confidence to explore entrepreneurial possibilities.

The finding is compatible with Ahmed et al. (2020), who identified Parental Support as relevant to entrepreneurial intentions, and with Sahputri et al. (2023), who examined family entrepreneurial orientation together with entrepreneurship education. Chauhan et al. (2024) also emphasized the contribution of Parental Support to entrepreneurial intentions among university students. Dewi et al. (2024) reported a significant relationship between Parental Support and students' entrepreneurial interest, while Suharto et al. (2022) found a positive relationship between family-related context and entrepreneurial interest among vocational

students. Although several of these studies examine entrepreneurial intention rather than entrepreneurial interest, they provide supporting evidence for the relevance of parental influences in students' entrepreneurial development.

SCT views parents as part of the social environment through which students receive encouragement, guidance, resources, and examples of behavior. These experiences can influence students' expectations about entrepreneurship and their willingness to explore it. The significant relationship identified in this study therefore indicates that Parental Support is an important contextual factor in understanding vocational students' Entrepreneurial Interest.

The regression model also shows a positive and statistically significant joint association between Entrepreneurship Education, Parental Support, and Entrepreneurial Interest ($F = 75.47$; $p < 0.001$). When the two predictors were entered together, they contributed jointly to explaining variation in students' Entrepreneurial Interest. This result provides support for H3.

The model's R^2 of 0.281 means that Entrepreneurship Education and Parental Support jointly account for 28.1% of the variance in Entrepreneurial Interest, leaving 71.9% outside the explanatory reach of the present model. The result indicates that other influences may also be relevant. These may include entrepreneurial self-efficacy, entrepreneurial attitudes, previous business experience, information or digital literacy, peer influence, and other social or environmental conditions.

From an SCT perspective, the simultaneous result emphasizes the relevance of both learning and social contexts. Entrepreneurship Education supplies structured opportunities for students to acquire knowledge and experience, while Parental Support provides encouragement and reinforcement within the students' social environment. The significant joint association therefore supports examining these two contexts together when studying Entrepreneurial Interest among vocational students.

The joint result should not be interpreted as evidence of a moderating or interaction effect between the two predictors because no interaction term or moderation analysis was included in the study.

The empirical results support the use of Social Cognitive Theory as a perspective for understanding Entrepreneurial Interest in vocational education. Both Entrepreneurship Education and Parental Support showed significant relationships with the dependent variable, suggesting that students' entrepreneurial development is connected with both educational and social environments. Entrepreneurship Education contributes learning experiences, knowledge, practical exposure, and opportunities for creativity, whereas Parental Support contributes encouragement, guidance, emotional assistance, role modelling, and practical help.

The results also indicate that Entrepreneurial Interest should not be viewed only through individual characteristics. Students develop within environments that shape what they learn, observe, and experience. In vocational education, the school-based learning context and Parental Support can therefore be considered complementary social influences. The study

consequently extends the application of SCT by examining these two environmental contexts together among public vocational high school students.

For practice, vocational schools can strengthen entrepreneurship education by connecting concepts with activities that allow students to experience entrepreneurial processes. Project-based assignments, business simulations, opportunity-identification tasks, product development, and direct exposure to entrepreneurs can provide such experiences. These approaches may give students clearer opportunities to explore entrepreneurship as a possible career pathway.

The findings also suggest that schools can involve parents more actively in students' entrepreneurial development. Schools may communicate with parents about appropriate forms of support, while parents can provide encouragement, guidance, emotional reassurance, role modeling, and assistance for legitimate entrepreneurial activities. Coordination between schools and parents may create more consistent support for students who are exploring entrepreneurship.

Overall, strengthening Entrepreneurial Interest may require attention to both the quality of entrepreneurship learning and the support available to students outside school. Combining meaningful learning experiences with constructive Parental Support can provide students with a broader context in which to consider and develop entrepreneurial possibilities.

5. Conclusion and Suggestion

The analysis identified positive and statistically significant relationships between Entrepreneurship Education and Entrepreneurial Interest among public vocational high school students in Makassar City ($B = 0.312$; $\beta = 0.255$; $t = 5.30$; $p < 0.001$), supporting H1. Parental Support was likewise positively and significantly associated with Entrepreneurial Interest ($B = 0.456$; $\beta = 0.367$; $t = 7.64$; $p < 0.001$), supporting H2.

The two predictors were also jointly and significantly associated with Entrepreneurial Interest ($F = 75.47$; $p < 0.001$), providing support for H3. The model explained 28.1% of the variance in Entrepreneurial Interest ($R^2 = 0.281$), while 71.9% was not explained by the variables included in this model. The results therefore indicate that both educational and parental contexts are relevant to Entrepreneurial Interest, while other psychological, social, and environmental factors may also contribute.

Based on these results, vocational schools may strengthen entrepreneurship education through practical and experiential activities, including business projects, product development, and opportunity-identification exercises. Parents can support students through motivation, guidance, emotional encouragement, and constructive involvement when students explore entrepreneurship. Stronger communication between schools and parents may help create a consistent environment for students' entrepreneurial development.

6. Limitations and Future Research

The findings should be interpreted in light of several limitations. First, respondents came exclusively from public vocational high schools in Makassar City; consequently, the findings should not automatically be extended to private schools, different educational levels, or other regions. Second, because the study used a cross-sectional design, the data represent

respondents' conditions at a single period and do not show how Entrepreneurial Interest may change over time.

Third, the model explained 28.1% of the variance in Entrepreneurial Interest, leaving a substantial proportion associated with factors outside the present model. Future studies may examine additional variables such as entrepreneurial self-efficacy, entrepreneurial attitudes, prior entrepreneurial experience, information literacy, digital literacy, peer influence, and other contextual factors.

Fourth, respondents were clustered within 13 schools, and the present analysis did not explicitly model possible dependence among students from the same school. Students within one school may share similar educational experiences and environmental conditions. The regression estimates should therefore be interpreted within the sampled cross-sectional setting. Future research may consider school-level clustering or multilevel analysis to account for potential differences between schools.

Finally, the study relied on self-reported questionnaire responses, which can introduce common method bias. Although standardized procedures and respondent anonymity were used, future studies may strengthen the design by incorporating additional procedural safeguards or statistical tests for common method bias.

Future research can broaden the population to include different regions, school types, and educational settings. Researchers may also develop models that incorporate additional psychological, educational, social, and environmental variables. Longitudinal or mixed-method designs could provide evidence about changes in Entrepreneurial Interest over time, while multilevel approaches could better account for differences among students and schools.

Declaration of AI and AI-assisted technologies in the writing process

The authors have no specific acknowledgments to declare. During the preparation of this manuscript, the authors used artificial intelligence tools solely to assist with language editing, grammatical refinement, and manuscript organization. The authors reviewed and verified the content and remain fully responsible for the accuracy, interpretation, and conclusions presented in the manuscript.

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