

THE EFFECT OF ENTREPRENEURSHIP EDUCATION AND THE FAMILY ENVIRONMENT ON ENTREPRENEURIAL INTEREST WITH SELF-EFFICACY AS MODERATING VARIABLE

Sandi Cua ^{a)}, Yossinomita Yossinomita ^{a*)}, Roby Setiawan ^{a)}

^{a)} *Dinamika Bangsa University, Jambi, Indonesia*

^{*)} *Corresponding Author: yossinomita.saputra@gmail.com*

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Abstract. This research seeks to provide insight into the influence of entrepreneurship education and the family environment on entrepreneurial interest, with self-efficacy as an intermediate variable in students of Universitas Dinamika Bangsa (UNAMA). The research approach used a quantitative method, with data obtained through the distribution of questionnaires to 362 respondents. Data analysis was carried out using SEM techniques with the help of AMOS software to assess the direct and indirect relationships between variables. The results of the study show that entrepreneurship education and the family environment have a positive and significant influence on self-efficacy and entrepreneurial interest. In addition, self-efficacy acts as a mediator that strengthens the influence of these two variables on entrepreneurial interest. These findings confirm that a relevant entrepreneurial learning process and positive family support can foster students' self-confidence, which in turn encourages an increase in interest in entrepreneurship.

Keywords: entrepreneurship education, family environment, self-efficacy, entrepreneurial interest, AMOS

I. INTRODUCTION

Indonesia is currently facing serious challenges in the world of employment, especially related to the increasing number of educated unemployed [1]. The absorption provided each year is never comparable to the number of graduates who graduate each year. Based on BPS data, TPT in Indonesia was the second month of 2025 will reach 4.76%. Simultaneously in February 2025, Jambi Province recorded an Open Unemployment Rate (TPT) of 4.48%, experiencing a slight increase of 0.03% if we equate it with the previous year's data. The number of labor force in this province reached around 1.88 million people, an increase of around 28.2 thousand people compared to February 2024. Meanwhile, the Labor Force Participation Rate (TPAK) was recorded at 67.11%, showing a small increase of 0.02%.

Of these, diploma and university graduates contribute a significant number, indicating that higher education is not fully able to guarantee employment opportunities for its graduates. [2] This situation then gave birth to the phenomenon educated unemployment, which not only causes employment problems, but also has the potential to cause social inequality, low productivity, and become a burden on the nation's economy.

Employment conditions in Indonesia are increasingly relevant to be studied by looking at the latest developments. Although the national economy is showing a post-pandemic recovery trend, this fact confirms that employment issues remain a significant challenge, especially for highly educated graduates [3]. This situation underscores the increasing gap between the rising number of

university graduates and the limited ability of the job market to absorb them.

Regrettably, the proportion of entrepreneurs in Indonesia remains fairly low, as indicated by data reported by the Daily Economic and Market, Bank Mandiri noted that Indonesia's entrepreneurial ratio is still 3.35% of the total workforce as of October 2024. This means that if BPS records a labor force of 149 million people, then the number of entrepreneurs is 4.99 million people. This figure is lagging behind ASEAN countries, such as Singapore 8.76%, the United States 12% and Malaysia 4.47%. [4] The low ratio of Indonesian entrepreneurship has direct implications for the high level of open unemployment. This situation calls for stronger involvement from both the government and higher education institutions in equipping students with the skills and mindset needed to become future entrepreneurs.

The role of an entrepreneur goes beyond creating new job opportunities; it also helps boost income levels, reduce unemployment, and foster innovations that enhance national competitiveness. In the context of students, entrepreneurship can be a promising alternative career choice, especially when formal employment is increasingly limited. However, the reality reveals that entrepreneurial interest among students is still at a relatively low level [5] Previous surveys and research have found that the majority of students are still oriented to become civil servants or company employees for reasons of income stability and lack of risk.

[6] This suggests that students' interest in entrepreneurship remains relatively low and has not yet developed significantly. This interest reflects an internal drive to choose an entrepreneurial path as

an alternative to a career, rather than relying solely on formal work. Empirically, students' enthusiasm in entrepreneurship has not shown an optimal level. Many students are still oriented to become civil servants or company employees because they are considered more stable and have fewer risks. The low interest in entrepreneurship can be caused by various obstacles. [7] Internal barriers such as fear of failure, lack of motivation, as well as low self-confidence. Meanwhile, external barriers include lack of family support, limited capital, and lack of access to business networks.

Universitas Dinamika Bangsa (UNAMA) was chosen as the object of research because all its students received Entrepreneurship Education courses without exception. This condition places UNAMA as a private university in Jambi Province that structurally provides the provision of entrepreneurial knowledge and skills to all its students. This situation is in line with the study's goal, which is to explore the impact of entrepreneurship education on students' intentions to engage in entrepreneurial activities. Additionally, the economic policy direction of Jambi Province, which emphasizes entrepreneurship-driven growth, positions UNAMA as an appropriate setting for observing the potential development of students' entrepreneurial mindset.

Entrepreneurship Education

Entrepreneurship education at universities is a learning process that emphasizes not only understanding theoretical concepts but also applying a competence-oriented approach. [8]. The core objective of Entrepreneurship Education is to enhance students' self-assurance in their potential to succeed in entrepreneurial endeavors. [9]. Its not only boosts their confidence in pursuing entrepreneurship but also helps prevent an overestimation of their abilities, which could hinder both the learning process and the success of their ventures. Therefore, Entrepreneurship Education reflects a pedagogical approach aimed at developing entrepreneurial attitudes, knowledge, and skills, while fostering an inclusive and supportive learning environment

Family Environment

The family environment encompasses the atmosphere, conditions, and interaction patterns within a household, reflecting the relationships among all family members [10]. It represents the emotional climate and interpersonal dynamics within the home, which are shaped by ongoing interactions among family members [11]. The family is the primary context where individuals first develop values, attitudes, and behavioral patterns. According to Bronfenbrenner's ecological systems theory, the family resides in the microsystem, directly influencing an individual's development. Key factors in the family environment include education, employment, and the family's economic situation; the emotional tone of the household, as expressed in communication styles and parenting methods; the values held by parents; and how these values are reflected in daily guidance, care, and support [12].

Entrepreneurial Interest

Entrepreneurial interest refers to the mental attitude that reveals an individual's enthusiasm, determination, and preparedness to embark on starting a new venture. It is often seen as one of the strongest indicators of entrepreneurial actions, as the decision to begin a venture is typically preceded

by clear, focused intentions [13]. [14] More specifically, entrepreneurial interest is the mental and emotional condition that reflects a person's motivation, passion, and willingness to engage in entrepreneurial endeavors. On the other hand, entrepreneurial intention pertains to a person's desire and readiness to establish their own business. This intention usually emerges when a person has confidence in their entrepreneurial abilities, receives emotional and social support from family, friends, or their academic environment, and has gained relevant entrepreneurial experience and knowledge [13]. Personal traits such as the willingness to take risks and creativity are often beneficial.

Self-Efficacy

Self-Efficacy refers to a person's belief in their capacity to persist in tasks or reach objectives, even when faced with difficulties [15]. Outside of health-related behaviors, this concept is also closely linked to resilience, effective time management, stress management, and sustaining academic perseverance. In entrepreneurship, Self-Efficacy is the confidence an entrepreneur has in their ability to make effective decisions, run a business, and succeed, even in unpredictable situations. [16] This belief encompasses the conviction that one's skills and knowledge can be utilized effectively to spot opportunities, reduce risks, and promote innovation. High levels of Self-Efficacy allow individuals to think strategically, stay resilient when facing obstacles, and enhance overall business performance. In simpler terms, it plays a key role in achieving entrepreneurial success [17]. However, recent studies have indicated that this factor may also have negative aspects, which have not been widely explored in Entrepreneurship Education research

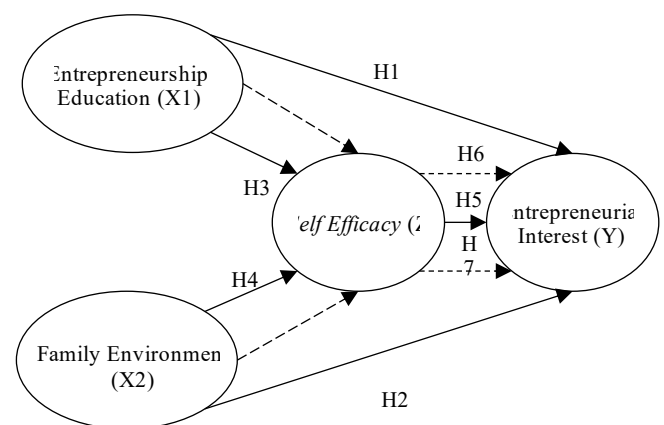


Figure 1. Research Framework
 Source : Processed Data 2025

The hypothesis proposed in this study is as follows:

- H1: Entrepreneurship Education has a significant and positive effect on Entrepreneurial Interest
- H2: Family Environment has a significant and positive effect on Entrepreneurial Interest
- H3: Entrepreneurship Education has a significant and positive effect on Self-Efficacy
- H4: Family Environment has a significant and positive effect on

Self-Efficacy

H₅: Self-Efficacy has a significant and positive effect on Entrepreneurial Interest

H₆: Entrepreneurship Education has a significant and positive effect on Entrepreneurial Interest through Self-Efficacy as a mediation

H₇: Family Environment has a significant and positive effect on Entrepreneurial Interest through Self-Efficacy as mediation

II. RESEARCH METHOD

The research was conducted at Universitas Dinamika Bangsa (UNAMA), located on Jalan Jendral Sudirman, The Hok Village, Jambi City, which was chosen as the research site to ensure the acquisition of accurate and relevant data. The selection of this location was based on the consideration that it provides direct access to respondents who match the research objectives, namely active students at the undergraduate (S1) level. The data for this study were collected using quantitative data analysis methods, statistical description, and prediction model development, with the main data source derived from respondents' answers to structured questionnaires.

Data were gathered via an online survey distributed through the Google Forms platform. This approach was selected for its convenience and accessibility, enabling respondents to complete the questionnaire quickly and accurately. According to, a questionnaire functions as a data collection medium that presents a series of interrogative and declarative items to respondents, which are answered based on their cognitive understanding, emotional responses, and subjective interpretations. The survey in this study was created to obtain data on the primary research variables, including entrepreneurship education, family environment, self-efficacy, and entrepreneurial interest.

In this study, participants were selected using simple random sampling, a probability-based method. This technique gives every individual in the population an equal chance of being chosen, ensuring that the sample accurately represents the entire population without considering any specific subgroups or classifications. The study population consisted of active undergraduate (S1) students at Universitas Dinamika Bangsa, chosen as the main respondents because their characteristics aligned with the research focus. By employing this sampling technique, the study sought to obtain reliable, valid, and representative data to support hypothesis testing and achieve the research objectives.

This study involved a population of 3,821 currently enrolled undergraduate (S1) students at the University of Dinamika Bangsa (UNAMA) from various study programs. The Slovin formula was used to determine the sample size, ensuring that it accurately represented the whole population, leading to a final sample of 362 respondents.

According to the general formula below:

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

n = sample size/number of respondents

N = population size

e = percentage of research errors (0.05)

$$n = \frac{3.821}{1 + 3.821(0.05)^2}$$

$$n = \frac{3.821}{1 + 9.5525}$$

$$n = \frac{3.821}{10.5525}$$

$$n = 362.09 = 362$$

During the early stage of the research, the questionnaire was examined through several tests instruments to assess their validity and reliability. Furthermore, data analysis was carried out with SEM through AMOS software version 22. The choice of SEM is due to its ability to test complex relationships between constructs simultaneously, making it easier to test hypotheses and draw research conclusions [18].

III. RESULT AND DISCUSSION

Table 1. Respondent Characteristics

	Number of Respondents	Percentage
Age		
18-19 years	84	23.2
20-21 years	143	39.5
22-23 years	134	37
>23 years	1	0.3
Gender		
Male	168	46.4
Female	194	53.6
Parents' Occupation		
Entrepreneur	52	14.4
Private Employee	118	32.6
Civil Servant	34	9.4
Others	158	43.6

Source : Processed Data 2025

The respondent profile indicates that individuals aged 20–21 years form the largest group, accounting for 39.5% of the total participants, followed by those in the 22–23 years age range at 37.0%. This distribution reflects that most respondents are in an age phase commonly associated with heightened exploration of career options and increased awareness of future professional choices, including the possibility of engaging in entrepreneurial activities. From a gender perspective, female participants slightly outnumber male participants, comprising 53.6% of the overall sample, which suggests a marginal predominance of female representation while still maintaining a relatively balanced gender composition. With respect to parental occupational background, the greatest proportion of respondents

belong to the "Others" category, representing 43.6%, followed by those whose parents are employed in the private sector at 32.6%. Meanwhile, respondents with parents working as entrepreneurs account for only 14.4%, and those with parents serving as civil servants represent 9.4%. This pattern illustrates that most respondents are raised in non-entrepreneurial contexts. As a result, their interest in entrepreneurship is more likely influenced by institutional learning, exposure to entrepreneurship education, and the development of personal self-efficacy, rather than direct business role models within the family.

SEM Model Development

Table 2. Standardized Loading, AVE, and CR Values on each Variable

Variabel	Indicator	Loading Factor	AVE	CR	Description
Entrepreneurship Education	PK1	0,837	0.686	0.868	Valid and Reliable
	PK2	0,822			Valid and Reliable
	PK3	0,826			Valid and Reliable
Family Environment	LK1	0,890	0.742	0.935	Valid and Reliable
	LK2	0,820			Valid and Reliable
	LK3	0,873			Valid and Reliable
	LK4	0,883			Valid and Reliable
	LK5	0,839			Valid and Reliable
Self Efficacy	SE1	0,841	0.710	0.907	Valid and Reliable
	SE2	0,824			Valid and Reliable
	SE3	0,876			Valid and Reliable
	SE4	0,829			Valid and Reliable
Entrepreneurial Interest	MB1	0,822	0.680	0.864	Valid and Reliable
	MB2	0,829			Valid and Reliable
	MB3	0,823			Valid and Reliable

Source : Processed Data 2025

The subsequent phase involved analyzing the standardized loading values to assess the precision of each indicator. This process was conducted by examining the AVE and CR values. Table 2 presents the outcomes of the validity and reliability assessment based on standardized loadings through the calculation of AVE and CR. An indicator is considered acceptable when it achieves a standardized loading of ≥ 0.5 , an AVE value of ≥ 0.5 , and a CR value of ≥ 0.7 , with a minimum acceptable reliability threshold of 0.6. The results in Table 2 indicate that all constructs fulfill these criteria, as each variable

records a CR value above 0.7 and an AVE value exceeding 0.5. Additionally, all indicators demonstrate standardized loading values greater than 0.5, confirming their adequacy. Therefore, the measurement results can be concluded to satisfy the requirements of validity and reliability within the measurement model, allowing the analysis to proceed to the subsequent stage.

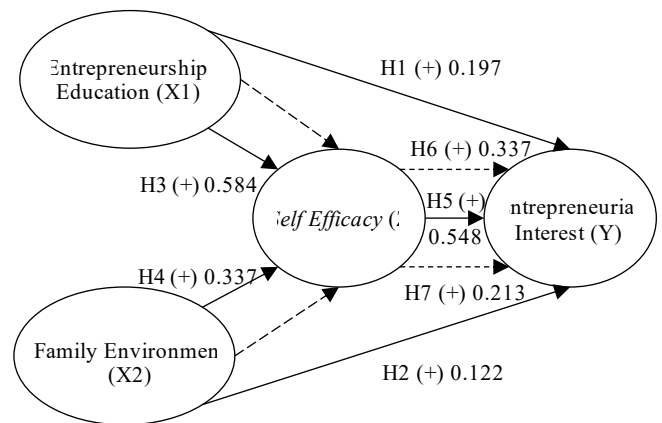


Figure 2. Structural Equations
Source : Processed Data 2025

The path diagram from the SEM analysis shows the relationships between Entrepreneurship Education, Family Environment, Self-Efficacy, and Entrepreneurial Interest. Entrepreneurship Education has a moderate positive effect on Entrepreneurial Interest ($\beta = 0.197$), while Family Environment influences Entrepreneurial Interest to a lesser degree ($\beta = 0.122$). Both Entrepreneurship Education and Family Environment significantly affect Self-Efficacy ($\beta = 0.584$ and $\beta = 0.337$, respectively). Furthermore, Self-Efficacy plays a key role, positively impacting Entrepreneurial Interest ($\beta = 0.548$). The analysis also reveals indirect effects: Entrepreneurship Education affects Entrepreneurial Interest through Self-Efficacy ($\beta = 0.207$), and Family Environment influences Entrepreneurial Interest through Self-Efficacy as well ($\beta = 0.141$). These findings emphasize the importance of Self-Efficacy as a mediator between the other variables and Entrepreneurial Interest.

Table 3. Table Assessing Goodness of Fit

Goodness of fit index	Cut-off value	Research Model	Model
Chi-square	$\leq 106,394$ (df=84)	127,476	Not Fit
Significant probability	≥ 0.05	0,002	Not Fit
RMSEA	≤ 0.08	0,038	Fit
GFI	≥ 0.90	0,957	Fit
AGFI	≥ 0.90	0,939	Fit
CMIN/DF	≤ 2.0	1,518	Fit
TLI	≥ 0.90	0,988	Fit
CFI	≥ 0.90	0,990	Fit

Source : Output Results IBM SPSS AMOS 22

A Goodness of Fit value indicates the model has a good fit, with a Chi-square of 127.476 and a probability of 0.002. has not met the ideal limit (≥ 0.05). This can be explained by the fact that the Chi-square test tends to be highly sensitive when applied to large sample sizes. Meanwhile, all other eligibility indices showed adequate results, namely RMSEA of 0.038, GFI of 0.957, AGFI of 0.939, CMIN/DF of 1.518, TLI of 0.988, and CFI of 0.990. These values have exceeded the minimum limit recommended by [18], namely RMSEA < 0.08 and other indices > 0.90 . Therefore, the model is deemed to be in a good fit condition, since the majority of the fit indices indicate compatibility between the theoretical framework and the observed data.

Hypothesis Test

Table 4. Table of Hypothesis Test Results

No.	Hypothesis	Estimate (β)	S.E.	P	Result
H1	Entrepreneurship Education \rightarrow Entrepreneurial Interest	0,197	0,088	0,025	significant
H2	Family Environment \rightarrow Entrepreneurial Interest	0,122	0,061	0,045	significant
H3	Entrepreneurship Education \rightarrow Self-Efficacy	0,584	0,070	0,000	significant
H4	Family Environment \rightarrow Self-Efficacy	0,337	0,059	0,000	significant
H5	Self-Efficacy \rightarrow Entrepreneurial Interest	0,548	0,095	0,000	significant
H6	Entrepreneurship Education \rightarrow Self-Efficacy \rightarrow Entrepreneurial Interest	0,337	4,744	0,000	significant
H7	Family Environment \rightarrow Self-Efficacy \rightarrow Entrepreneurial Interest	0,213	4,058	0,000	significant

Source : Output Results IBM SPSS AMOS 22

Table 4 displays the outcomes of the hypothesis testing, where H1 indicates that entrepreneurship education exerts a significant and positive influence on students' entrepreneurial interest ($\beta = 0.197$; $p = 0.025$), while H2 shows that the family environment also significantly influences entrepreneurial interest ($\beta = 0.122$; $p = 0.045$). These findings indicate that both educational and family factors contribute to strengthening students' entrepreneurial intentions. Self-efficacy is proven to significantly affect entrepreneurship education (H3: $\beta = 0.584$; $p < 0.001$) and the family environment (H4: $\beta = 0.337$; $p < 0.001$), as well as directly influence entrepreneurial interest (H5: $\beta = 0.548$; $p < 0.001$). Moreover, self-efficacy acts as an effective mediator, as the indirect effects of entrepreneurship education (H6: $\beta = 0.337$; $p < 0.001$) and family environment

(H7: $\beta = 0.213$; $p < 0.001$) on entrepreneurial interest are stronger than their direct effects. Overall, the results highlight self-efficacy as a key factor that directly enhances entrepreneurial interest and strengthens the influence of both entrepreneurship education and the family environment.

Based on Table 4 above, the results of the Hypothesis Test can be explained as follows:

The Influence of Entrepreneurship Education on Entrepreneurial Interest

The findings of the analysis show that the Critical Ratio (C.R.) is 2.237, which is above the critical value of 1.96, and the significance value (sig.) is 0.025, which is below the 0.05 threshold. These findings suggest that Entrepreneurship Education positively and significantly influences Entrepreneurial Interest. Specifically, the C.R. exceeds the 1.96 cutoff, and the significance value is less than 0.05, confirming the statistical validity of this relationship.

This implies that increased entrepreneurship education leads to a higher level of entrepreneurial interest. The positive correlation is understandable, as entrepreneurship education helps individuals develop key skills, knowledge, and a mindset that allows them to identify and pursue business opportunities. This aligns with the findings reported in studies [19], [20], [21], [22]. These results underscore the critical role of educational programs in nurturing entrepreneurial thinking and Encouraging individuals to participate in entrepreneurial activities highlights the idea that entrepreneurship education plays a crucial role in shaping entrepreneurial behavior and ambitions.

The Influence of Family Environment on Entrepreneurial Interest

The results from analysis reveal that the Critical Ratio (C.R.) is 2.006, which exceeds the threshold of 1.96, and the significance value (sig.) is 0.045, which is lower than 0.05. These findings confirm that the Family Environment has a positive and statistically significant influence on students' entrepreneurial interest. The C.R. value surpasses the required threshold, and the significance level is below 0.05, validating the relationship's statistical relevance.

This suggests that a supportive family environment acts a crucial role in boosting students' interest in entrepreneurship. A finding that is also in line with the results reported in Research [23], [24], [25]. The positive relationship is understandable, as a family setting that encourages entrepreneurial ideas and behaviors can inspire individuals to pursue entrepreneurial ventures in the future. these findings are not in line with those reported in Research [26] Another explanation is that today's younger generation often bases their career choices on individual interests, online influences, and emerging market trends, making them less dependent on guidance or expectations from their families.

The Influence of Entrepreneurship Education on Self-Efficacy

The results of the analysis reveal that the Critical Ratio (C.R.) is 8.326, which is significantly higher than the threshold value of 1.96, and the significance value (sig.) is 0.000, which is much lower than the 0.05 level. These results indicate that Entrepreneurship Education has a strong, positive, and statistically significant effect on students' self-efficacy in entrepreneurship. Specifically, the C.R. value clearly exceeds

the required threshold, and the significance level of 0.000 demonstrates a highly significant relationship between entrepreneurship education and students' confidence in their entrepreneurial abilities.

This suggests that students who engage in entrepreneurship education are likely to experience a boost in their confidence regarding their capability to carry out entrepreneurial tasks successfully. The large C.R. value and the very low significance value highlight the robustness of this effect, affirming that entrepreneurship education significantly contributes to strengthening students' self-efficacy in this area. This aligns with the understanding that gaining knowledge and practical skills through education can improve individuals' self-confidence and readiness to undertake entrepreneurial endeavors, supported by research results from [27], [28], [29], [30]. As students become more equipped with the tools and mindset necessary for entrepreneurship, they are more likely to believe in their own potential to succeed in business ventures.

The Influence of Family Environment on Self-Efficacy

The analysis revealed that the Critical Ratio (C.R.) is 5.735, which exceeds the critical value of 1.96, and the significance value is 0.000, which is less than the 0.05 threshold. This indicates that support from the family environment has a positive and significant effect on enhancing students' self-efficacy in entrepreneurship. The C.R. value significantly surpasses the required threshold, and the very low significance level confirms the statistical relevance of the relationship.

This suggests that when students receive encouragement, guidance, or resources from their family environment, their belief in their entrepreneurial skills generally grows stronger. As a result, family support becomes essential in influencing students' self-confidence and their preparedness to face entrepreneurial challenges, supported by research results from [31], [32] further supports the conclusion that a supportive family environment enhances self-efficacy in entrepreneurship.

The Influence of Self-Efficacy on Entrepreneurial Interest

The analysis shows that the Critical Ratio (C.R.) is 5.787, which is greater than the critical value of 1.96, and the significance level (sig.) is 0.000, which is below the 0.05 threshold. This suggests that self-efficacy has a significant and positive influence on entrepreneurial interest among students. In particular, the findings indicate that higher levels of self-confidence in entrepreneurial abilities are associated with increased interest in pursuing entrepreneurship. The C.R. value well above 1.96 and the significance level of 0.000 provide strong statistical evidence for this relationship.

This supports the idea that individuals who are more confident in their entrepreneurial capabilities are more likely to show a greater interest in entrepreneurial activities. According to [33], [34], [35] Self-Efficacy is essential in encouraging the development of entrepreneurial intentions, reinforcing the importance of building self-confidence in students as part of entrepreneurship education. These findings are not in line with those reported in Research A [36] which reported contrasting results. The difference might stem from variations in the context of the research, the characteristics of the sample, or the measurement methods applied in the two studies.

The Influence of Entrepreneurship Education on

Entrepreneurial Intentions through Self-Efficacy

The analysis shows that Self-Efficacy serves as a significant mediator between Entrepreneurship Education and Entrepreneurial Interest. Specifically, the results show a direct effect of 0.207 and an indirect effect of 0.337. This suggests that Entrepreneurship Education directly influences entrepreneurial interest, but its effect is enhanced through the development of self-efficacy. In other words, self-efficacy serves as a mediating factor that strengthens the effect of entrepreneurship education on students' entrepreneurial intentions. The more confidence students gain through entrepreneurship education, the stronger their interest in entrepreneurship becomes. This result is supported by research [37], [38], [39]. These findings highlight the importance of self-efficacy as a key factor in translating educational experiences into entrepreneurial intentions.

The Mediating Role of Self-Efficacy Between Family Environment and Entrepreneurial Intention

The analysis reveals that Self-Efficacy significantly mediates the relationship between Family Environment and Entrepreneurial Interest. Specifically, the findings show a direct effect of 0.141 and an indirect effect of 0.213.

This suggests that while the family environment directly influences entrepreneurial interest, its impact is strengthened through self-efficacy. In other words, family support plays a critical role in shaping students' entrepreneurial interest, but this influence is enhanced when students' confidence in their own entrepreneurial abilities is developed. The mediation effect indicates that self-efficacy serves as a key mechanism, allowing the positive influence of the family environment to translate into higher entrepreneurial intentions. This result is supported by research [40], [41], [42].

IV. CONCLUSIONS

The conclusions drawn from the results and analysis of this study are as follows: entrepreneurship education has a positive effect on entrepreneurial interest. The family environment has a positive effect on entrepreneurial interest. Self-efficacy has a positive effect on entrepreneurship education. Self-efficacy has a positive effect on the family environment. Self-efficacy has a positive effect on entrepreneurial interest. The conclusion obtained indicates a significant positive influence of entrepreneurship education and the family environment on entrepreneurial interest, suggesting that effective entrepreneurial learning processes and supportive family conditions are able to foster stronger intentions among students to engage in entrepreneurial activities. The significant positive influence of self-efficacy on entrepreneurship education, the family environment, and entrepreneurial interest indicates that students with higher confidence in their abilities tend to better absorb entrepreneurial knowledge.

From a theoretical viewpoint, the outcomes of this study support the framework that considers self-efficacy as a vital psychological factor in shaping entrepreneurial interest. The strong links between entrepreneurship education, family environment, and entrepreneurial interest indicate that entrepreneurial intention is influenced not only by external factors but is primarily guided by an individual's self-belief.

This aligns with and extends current theories of entrepreneurial behavior by underlining the role of cognitive elements, particularly self-efficacy, in turning educational and social support into genuine entrepreneurial motivation. Practically, the results imply that universities and educational institutions should not only focus on delivering entrepreneurial content but also prioritize strategies aimed at enhancing students' confidence and problem-solving abilities. Entrepreneurship programs should incorporate experiential learning, mentoring, and real business simulations to strengthen self-efficacy. In addition, families should be encouraged to provide moral support, motivation, and positive role models to foster an environment conducive to entrepreneurial growth. By integrating effective educational support with psychological strengthening and active family participation, students are more inclined to form lasting entrepreneurial intentions and become more equipped to start and manage their own business ventures. There are several limitations in this study that should be considered when interpreting the results. Since the data were obtained from only one university, the findings may not fully represent students from other institutions or populations with different social and cultural contexts. Furthermore, the use of self-report instruments may carry the risk of bias, as participants might respond in ways they believe are desirable or acceptable, rather than expressing their genuine views or actual behavior. This research focuses only on a limited number of variables, so other important factors that could influence the dependent variable may not have been fully explored. Therefore, future research is recommended to involve a broader sample from multiple institutions or regions to enhance the representativeness of the data. In addition, researchers may consider using mixed methods, such as interviews or observations, to obtain deeper and more accurate insights. Future research is recommended to explore additional variables or use alternative analytical models to achieve a more comprehensive understanding of the phenomenon. This approach will enhance the validity and depth of subsequent research findings.

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