

A Comparative Analysis Of Vocational Education Students' Self-Efficacy And Entrepreneurial Orientation Based On Entrepreneurial And Non-Entrepreneurial Family Backgrounds

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Abstract

This study aims to analyse the differences in the influence of self-efficacy on entrepreneurial orientation among vocational high school (SMK) students based on family background, namely entrepreneurial families and non-entrepreneurial families. The background of this study is based on the high unemployment rate among SMK graduates and empirical findings that families play an important role in shaping entrepreneurial character. The research method used was a comparative quantitative approach involving 92 respondents consisting of 46 students from entrepreneurial families and 46 students from non-entrepreneurial families. The research instrument measured self-efficacy and three dimensions of entrepreneurial orientation: innovativeness, risk-taking, and proactiveness. Data analysis was performed through classical assumption testing and simple linear regression in each group. The results showed that self-efficacy had a positive and significant effect on entrepreneurial orientation in both groups. However, the strength of this effect differed markedly. In the entrepreneurial group, the R Square value reached 0.545 for Y_1 and 0.465 for Y_2 , indicating that self-efficacy is a strong predictor of entrepreneurial orientation. Conversely, in the non-entrepreneurial group, the R Square value was only around 0.248, indicating that most of the variation in entrepreneurial orientation was explained by other factors. These findings indicate that entrepreneurial family experiences and environments strengthen the relationship between self-efficacy and entrepreneurial orientation.

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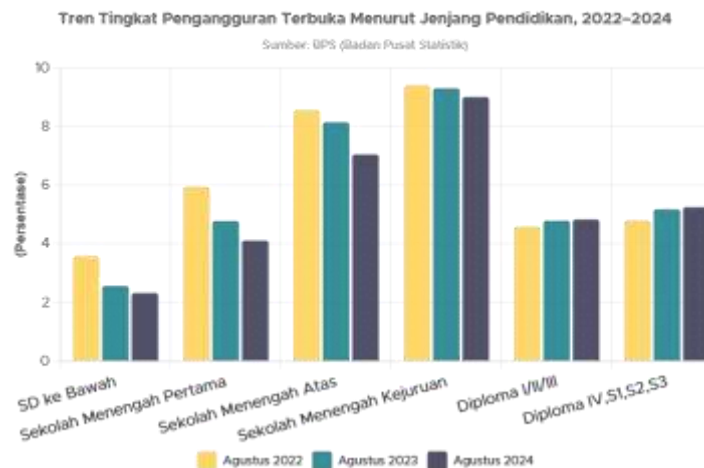


This study emphasises the important role of the family in shaping entrepreneurial character and has implications for vocational schools to strengthen experience-based learning for students without an entrepreneurial family background.

Keywords: Self-efficacy, Entrepreneurial Orientation, Family Background, Vocational Education, Entrepreneurship.

INTRODUCTION

Open unemployment in Indonesia in 2022, 2023, and 2024 based on education level shows that vocational high schools (SMK) contribute to the highest open unemployment rate in Indonesia, according to GoodStats data, as shown in the image below.



Sumber : (Goodstats, 2024)

Overcoming unemployment is not an easy or instant task. One way to overcome unemployment is through entrepreneurship. Instilling self-confidence and an entrepreneurial spirit from an early age can foster an interest in entrepreneurship (Rahmayanti, 2025).

Current economic developments require the younger generation to be adaptable, confident, creative, and risk-oriented. Two important aspects that support this readiness are self-efficacy and entrepreneurial orientation. Self-efficacy describes an individual's belief in their ability to succeed in a task, while entrepreneurial orientation reflects entrepreneurial behavioural tendencies that include innovation, risk-taking, and proactivity. Recent research confirms that these two characteristics develop through social experiences, educational environments, and



especially the family context as the primary agent of socialisation.

Several recent international studies highlight the increasingly important role of the family in shaping students' entrepreneurial character. (Soleimanof et al., 2021) found that parents' passion for entrepreneurship and intensive family communication have a direct influence on children's entrepreneurial attitudes, indicating that family interaction is an important source of self-confidence and business interest for the younger generation. Research (Hayward et al., 2023) also confirms that parental influence, both through behavioural examples and parenting styles, is a significant predictor of children's tendency to be interested in the business world.

In line with these findings, (Tessema, 2025) studies reveal the mechanisms through which entrepreneurial values are transmitted from generation to generation through entrepreneurial families, whether through work habits, direct observation, or the involvement of children in family business activities. These findings reinforce the notion that entrepreneurial families have the potential to shape an entrepreneurial mindset and boost children's confidence in facing entrepreneurial challenges from an early age.

From an educational perspective, research (Zhang & Chen, 2024) shows that entrepreneurial self-efficacy acts as an important mediator linking learning experiences with students' entrepreneurial intentions. This confirms that self-confidence has a major contribution in encouraging a person's entrepreneurial orientation. In addition, findings (Gao & Lu, 2024) in a large-scale study show that a supportive learning environment can significantly increase entrepreneurial self-efficacy, but this effect is greatly influenced by predisposing factors such as family experience, values instilled by parents, and exposure to entrepreneurial activities from an early age.

From a macro perspective, (Obschonka & Zarea, 2023) emphasise that the process of developing entrepreneurial skills in adolescents is greatly influenced by the family environment, especially families with an entrepreneurial background that provide role models, real experiences, and interactions that facilitate the development of entrepreneurial orientation. However, the report also highlights that research directly comparing the influence of entrepreneurial and non-entrepreneurial families on the development of two important aspects, namely self-efficacy and entrepreneurial orientation, is still very limited, especially in the context of developing countries.

Furthermore, a bibliometric study (Anwar et al., 2024) shows that although research on family entrepreneurship has increased rapidly in recent years, most studies still focus on phenomena at the family business level, rather than on its impact on the entrepreneurial character or orientation of the younger generation. This reveals a relevant research gap that needs



to be addressed, particularly regarding how family background shapes students' entrepreneurial readiness.

Overall, these latest findings indicate that families play a central role in shaping self-efficacy and entrepreneurial orientation. However, there is still little research that specifically compares the differences between these two variables among students from entrepreneurial families and students from non-entrepreneurial families, particularly in the context of Indonesian education. Therefore, this research is important to provide a more comprehensive empirical picture of the extent to which family background can influence the entrepreneurial character of the younger generation, as well as to contribute new insights for the development of vocational and entrepreneurial education policies in the future.

METHOD

This study uses a comparative quantitative approach to analyse the differences in self-efficacy and entrepreneurial orientation between two groups of students based on family background, namely students from entrepreneurial families and students from non-entrepreneurial families. This design was chosen because it is suitable for testing the average differences between the two groups through descriptive statistical analysis. The population in this study consisted of all students in vocational secondary education who had different family backgrounds: entrepreneurial and non-entrepreneurial. The sampling technique used purposive random sampling. For comparative research between two groups, the sample per group was 46 people from families with an entrepreneurial background and 46 samples from families with a non-entrepreneurial background, bringing the total number of respondents to 92.

The independent variables in this study are family background, categorised into entrepreneurial families and non-entrepreneurial families. The dependent variables are self-efficacy and entrepreneurial orientation. Self-efficacy is students' belief in their ability to perform tasks, face challenges, and achieve goals related to learning and entrepreneurial activities (Bandura, 1977). Entrepreneurial Orientation is a characteristic, pattern of attitude, and behaviour that reflects the tendency of individuals or organisations to act proactively, innovatively, and take risks in seeking opportunities and creating new value (Lumpkin & Dess, 1996).

Table 1. Operational Definition of Variables

Variable	Sub-Variable	Indicator	Scale
Self-Efficacy	General Self-	1. Confidence in completing tasks	Likert 1–5

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	Efficacy	2 Confidence in overcoming problems	
		3. Self-confidence in difficult situations	
		4. Resilience in facing challenges	
Entrepreneurial Orientation	Innovativeness	1. Ability to find new ideas	Likert 1–5
		2. Creativity in problem solving	
	Risk-Taking	3. Courage to take calculated risks	
	Proactiveness	4. Quick action in responding to opportunities	
		5. Initiative	
Family Background	-	1. Living in an entrepreneurial family environment	Likert 1–5
		2. Family support	
		3. Parents' occupation	

Data analysis in this study began with descriptive statistical analysis, which included calculating the mean, standard deviation, and compiling respondent profiles based on family background categories (entrepreneurial families and non-entrepreneurial families). Furthermore, according to (Budi et al., 2024) a prerequisite analysis test was conducted, which included:

1. Normality test to ensure that the data distribution meets the normal assumption.
2. Linearity test to examine the linear relationship between the variables of Self-Efficacy and Entrepreneurial Orientation.
3. Heteroscedasticity test to ensure that the residual variance is homogeneous.

This research hypothesis test uses simple linear regression analysis on two groups of respondents, namely students from entrepreneurial families and non-entrepreneurial families. This analysis was used to test the effect of Self-Efficacy on Entrepreneurial Orientation in each group. The comparison of the magnitude of influence between the two groups was conducted by comparing the R Square (R^2) values of each regression model. The R^2 value was used to determine the proportion of variance in Entrepreneurial Orientation that could be explained by Self-Efficacy in each group. According to (Hair et al., 2022), comparison of R^2 values between groups is permitted if the regression models used are identical.



RESULT AND DISCUSSION

RESEARCH RESULTS

The respondents were vocational high school students in Makassar City, South Sulawesi Province. There were 92 respondents, divided into two categories: 46 students from entrepreneurial families and 46 students from non-entrepreneurial families. The occupations of the respondents' parents in this study are shown in Figure 1.

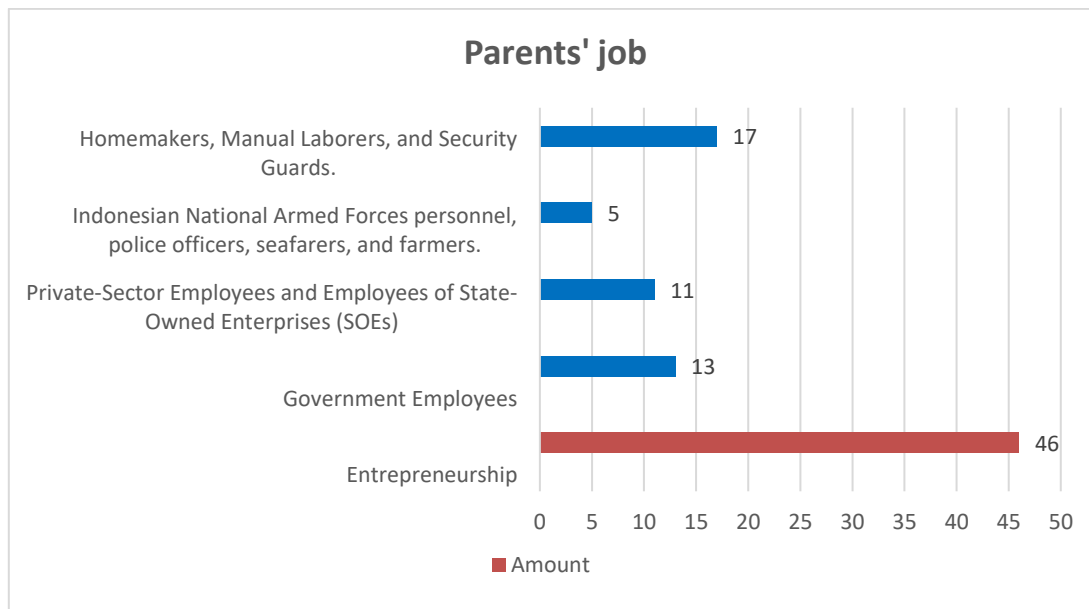


Figure 1. Family Background

Classical Assumption Test

Normality Test

Table 2. Kolmogorov-Smirnov Normality Test

Respondent Category	Variable	Kolmogorov-Smirnov Test Results (Sig. >0.05)	Description
Entrepreneurship	$X \rightarrow Y_1$	0,200	Normally Distributed
	$X \rightarrow Y_2$	0,200	Normally Distributed
Non-Entrepreneurship	$X \rightarrow Y_1$	0,176	Normally Distributed
	$X \rightarrow Y_2$	0,200	Normally Distributed

Based on the results of the Kolmogorov–Smirnov normality test on both groups of respondents, all variables showed significance values above 0.05. In the entrepreneurial respondent group, the normality test for the relationship between variable X and Y_1 and X and Y_2 obtained significance values of 0.200, respectively. These values are greater than the limit of 0.05, so the data is declared to be normally distributed. The same was found in the non-entrepreneurial respondent group, where the relationship between X and Y_1 produced a significance value of 0.176 and the relationship between X and Y_2 showed a significance value of 0.200. Thus, all data in both respondent categories met the normality assumption. This condition indicates that the data is suitable for analysis using parametric statistical techniques, such as linear regression.

Linearity Test

Table 3. Linearity Test

Respondent Category	Variable	Deviation From Linearity (>0,05)	Description
Entrepreneurship	$X \rightarrow Y_1$	0,594	Variabel $X \rightarrow Y_1$ Has a linear relationship
	$X \rightarrow Y_2$	0,262	Variabel $X \rightarrow Y_2$ Has a linear relationship
Non-Entrepreneurship	$X \rightarrow Y_1$	0,507	Variabel $X \rightarrow Y_1$ Has a linear relationship
	$X \rightarrow Y_2$	0,400	Variabel $X \rightarrow Y_2$ Has a linear relationship

The linearity test results show that all relationships between variable X and Y_1 and Y_2 in both respondent categories have a Deviation from Linearity value greater than 0.05. In the entrepreneurial respondent group, the relationship between X and Y_1 produced a value of 0.594, and the relationship between X and Y_2 showed a value of 0.262. Both of these values are above the significance limit of 0.05, so it can be concluded that the relationship between these variables is linear. The same can be seen in the non-entrepreneurial respondent group, where the relationship between X and Y_1 has a Deviation from Linearity value of 0.507, while the relationship between X and Y_2 has a value of 0.400. Both values also exceed the 0.05 threshold, which means that the relationship pattern between variable X and Y_1 and Y_2 in this group is linear. Thus, all relationships between variables in this study meet the linearity assumption, so that further



analysis such as linear regression can be carried out appropriately.

Heteroscedasticity Test

Table 4. Heteroscedasticity Test

Respondent Category	Variable	Uji Sperman's Rho (Sig. >0.05)	Description
Entrepreneurship	$X \rightarrow Y_1$	0,920	No symptoms of heteroscedasticity occurred.
	$X \rightarrow Y_2$	0,800	No symptoms of heteroscedasticity occurred.
Non-Entrepreneurship	$X \rightarrow Y_1$	0,797	No symptoms of heteroscedasticity occurred.
	$X \rightarrow Y_2$	0,493	No symptoms of heteroscedasticity occurred.

The results of the heteroscedasticity test conducted using Spearman's Rho method show that all variable relationships in both respondent categories have a significance value above 0.05. In the entrepreneurial group, the relationship between X and Y_1 produced a significance value of 0.920, while the relationship between X and Y_2 had a significance value of 0.800. Both values are well above the significance threshold of 0.05, so it can be concluded that there are no signs of heteroscedasticity in the regression model for this group. Meanwhile, in the non-entrepreneurial group, the relationship between X and Y_1 shows a significance value of 0.797, and the relationship between X and Y_2 has a significance value of 0.493. Similar to the previous group, both values are also above 0.05, so that the regression model in the non-entrepreneurial group does not experience heteroscedasticity. Overall, these results confirm that the regression models in both respondent groups meet the homoscedasticity assumption, so that they can be declared feasible to proceed to the next stage of regression analysis.



hypothesis testing

Simple Linear Regression Analysis

Table 5. Hypothesis Test Results

Respondent Category	Variable	Sig. (<0,05)	Description
Entrepreneurship	$X \rightarrow Y_1$	0,000	There is a positive and significant effect $X \rightarrow Y_1$
	$X \rightarrow Y_2$	0,000	There is a positive and significant effect $X \rightarrow Y_2$
Non-Entrepreneurship	$X \rightarrow Y_1$	0,000	There is a positive and significant effect $X \rightarrow Y_1$
	$X \rightarrow Y_2$	0,000	There is a positive and significant effect $X \rightarrow Y_2$

The results of simple linear regression analysis show that Self-Efficacy (X) has a positive and significant effect on both dependent variables, namely Entrepreneurial Orientation 1 (Y_1) and Entrepreneurial Orientation 2 (Y_2), both in the group of students from entrepreneurial families and non-entrepreneurial families.

In the entrepreneurial group, the relationship between $X \rightarrow Y_1$ produced a significance value of 0.000, which was below the significance threshold of 0.05. This indicates that Self-Efficacy has a positive and significant effect on Y_1 . Similarly, in the relationship $X \rightarrow Y_2$, the significance value of 0.000 indicates that Self-Efficacy also has a positive and significant effect on Y_2 in this group. These findings underline that students from entrepreneurial families tend to show stronger entrepreneurial orientation when they have high levels of Self-Efficacy.

In the non-entrepreneurial group, the same pattern of results was also found. The relationship $X \rightarrow Y_1$ yielded a significance value of 0.000, indicating a positive and significant influence of Self-Efficacy on Y_1 . Similarly, the relationship $X \rightarrow Y_2$, which had a significance value of 0.000, indicated that Self-Efficacy significantly contributed to an increase in entrepreneurial orientation among students who did not come from entrepreneurial families.

Overall, the analysis results show that Self-Efficacy is an important predictor of Entrepreneurial Orientation, regardless of family background. Although both groups show a significant influence, the difference in the level of influence (which is usually seen in the R^2 value) will determine whether family background strengthens or weakens the relationship.



Table 6. Simple Linear Regression Equation

Respondent Category	Variable	a	b	Simple Linear Regression Equation ($Y = ax + b$)
Entrepreneurship	$X \rightarrow Y_1$	0,875	9,160	$Y_1 = 0,875 X + 9,160$
	$X \rightarrow Y_2$	0,759	14,954	$Y_2 = 0,759 X + 14,954$
Non-Entrepreneurship	$X \rightarrow Y_1$	0,721	15,045	$Y_1 = 0,721 X + 15,045$
	$X \rightarrow Y_2$	0,768	16,115	$Y_2 = 0,768 X + 16,115$

The Simple Linear Regression Equation Table explains the relationship between variable X as the independent variable and two dependent variables, Y_1 and Y_2 , which are analysed separately in two groups of respondents: entrepreneurs and non-entrepreneurs. Each row shows the regression coefficient a (slope) and constant b (intercept) values, which are then formulated in the regression equation $Y = aX + b$. The value of a describes how much Y changes when X increases by one unit, while b shows the value of Y when X is 0.

In the entrepreneurial group, the effect of X on Y_1 is stronger ($a = 0.875$) than its effect on Y_2 ($a = 0.759$). This means that every one-unit increase in X will increase Y_1 by 0.875 and Y_2 by 0.759. Meanwhile, in the non-entrepreneurial group, the regression coefficient of X on Y_1 is 0.721 and on Y_2 is 0.768. This shows that in this group, the effect of X on Y_2 is slightly greater than on Y_1 . The constant (b) in the non-entrepreneurial group is also higher, which indicates that when the value of $X = 0$, the initial values of Y_1 and Y_2 are greater than those in the entrepreneurial group. Overall, this table provides an overview of the magnitude of the influence of variable X on the two outcome variables (Y_1 and Y_2) in two different groups of respondents, so that the level of influence and pattern of tendency can be compared.

Table 7. R Square Value

Respondent Category	Variable	R Square
Entrepreneurship	$X \rightarrow Y_1$	0,545
	$X \rightarrow Y_2$	0,465
Non-Entrepreneurship	$X \rightarrow Y_1$	0,248
	$X \rightarrow Y_2$	0,247

The R Square Value Table shows how much variable X is able to explain the variation of two dependent variables, namely Y_1 and Y_2 , in two groups of respondents: entrepreneurs and non-



entrepreneurs. The R Square (R^2) value describes the proportion of Y variation that can be explained by variable X. The greater the R^2 value, the stronger the ability of X to predict or explain changes in Y.

In the entrepreneurial group, the R^2 value for the relationship $X \rightarrow Y_1$ is 0.545, which means that 54.5% of the variation in Y_1 can be explained by X. This indicates a fairly strong relationship. For the relationship $X \rightarrow Y_2$, the R^2 value is 0.465, meaning that X explains 46.5% of the variation in Y_2 . These two values indicate that variable X has a significant contribution in influencing Y_1 and Y_2 in the entrepreneurial group.

Meanwhile, in the non-entrepreneurial group, the R^2 values are much smaller, namely 0.248 for $X \rightarrow Y_1$ and 0.247 for $X \rightarrow Y_2$. This means that only about 24–25% of the variation in Y_1 and Y_2 can be explained by X. In other words, the influence of X on these two variables is lower than in the entrepreneurial group. Overall, this table shows that variable X has a stronger ability to explain or predict Y_1 and Y_2 in the entrepreneurial group than in the non-entrepreneurial group, as seen from the higher R^2 values.

DISCUSSION

The results of the study indicate that there are differences in the strength of the influence of self-efficacy on entrepreneurial orientation based on the family background of students. The higher R Square value in the entrepreneurial group indicates that self-efficacy has a stronger predictive ability on entrepreneurial orientation. This finding supports social-cognitive theory (Bandura, 1997), which asserts that direct experience, learning through observation, and environmental support are key elements in the formation of self-efficacy. Students who grow up in entrepreneurial families generally gain more mastery experience and vicarious learning through their parents' business activities. This is in line with the findings of Soleimanof et al. (2021), which states that exposure to business practices within the family plays an important role in shaping the entrepreneurial orientation of the younger generation.

Research (Hayward et al., 2023) also confirms that parenting styles and parental role modelling in entrepreneurial activities are strong predictors of entrepreneurial interest in children, explaining why the R Square value is higher in the entrepreneurial group. Another finding from (Tessema, 2025) shows that family entrepreneurial experiences increase children's self-confidence, risk tolerance, and proactive orientation, all of which are important components in the entrepreneurial orientation structure. Thus, the relationship between self-efficacy and entrepreneurial orientation becomes stronger when students are in a supportive family



ecosystem.

Conversely, the non-entrepreneurial group showed a lower R Square value, indicating that variable X only explained a small portion of the variation in Y_1 and Y_2 . Consistent with (Newman et al., 2019), the effect of self-efficacy can weaken when the environment does not provide relevant experiences or support, resulting in other external variables that have a greater influence on students' entrepreneurial orientation.(Kherul, 2023) In his bibliometric analysis, he also highlighted that research on family entrepreneurship has not sufficiently explored its impact on the character development of the younger generation — something that has been revealed through the findings of this study.

Overall, the results of this study confirm that an entrepreneurial family background not only influences self-efficacy levels, but also influences the strength of the relationship between self-efficacy and entrepreneurial orientation. These findings make an important empirical contribution to the literature on family entrepreneurship and vocational education, and have practical implications that educational institutions need to provide adequate entrepreneurial experiences for students who do not have an entrepreneurial family context.

This study contributes to the literature on the role of family in shaping entrepreneurial character by showing that family background not only influences self-efficacy levels, but also moderates the strength of the relationship between self-efficacy and entrepreneurial orientation. These findings expand the theoretical model (Bandura, 1997) regarding the influence of the learning environment, while reinforcing the family-based entrepreneurship theory as described by (Soleimanof et al., 2021). These findings also add empirical evidence that entrepreneurial orientation in the younger generation is highly contextual and influenced by the family ecosystem experience.

In practical terms, the research results provide input for vocational schools and educational institutions to strengthen their entrepreneurship curriculum through direct experiences such as business projects, internships, industrial placements, and mentoring from business people. These programmes can be an important substitute for students who do not have an entrepreneurial family background. In addition, teachers and educators can design experiential learning to increase student self-efficacy, such as business simulations, challenge-based learning, and business incubation activities. The government and educational institutions can also expand opportunities for students to interact with entrepreneurial role models in an effort to increase their courage and business orientation.



CONCLUSION

Based on data analysis, this study shows that self-efficacy has a stronger influence on entrepreneurial orientation in students from entrepreneurial families than in students from non-entrepreneurial families. This is reflected in the difference in R Square values, where the entrepreneurial group has higher predictive power in both regression models. These findings indicate that the family environment plays a significant role in strengthening the relationship between self-confidence and entrepreneurial tendencies. Meanwhile, in the non-entrepreneurial group, the influence of self-efficacy is relatively lower, indicating that other environmental factors or experiences play a greater role in shaping students' entrepreneurial orientation. Overall, the results of this study emphasise the importance of entrepreneurial experience in the family as a foundation for shaping the character and business orientation of the younger generation.

FUTURE DIRECTIONS

Further research should involve a larger and more geographically diverse sample size so that the findings are more representative of the vocational education context in various regions. In addition, future research could add new variables such as school support, industrial work experience, the quality of entrepreneurship education, and psychological factors such as intrinsic motivation and grit to enrich the analysis model. A mixed methods approach is also highly recommended so that researchers can delve deeper into students' subjective experiences, the mechanisms of internalising entrepreneurial values, and the dynamics of interaction between the family environment and the learning process at school. Longitudinal research can provide a clearer picture of changes in self-efficacy and entrepreneurial orientation over time, while experimental or quasi-experimental approaches can test the effectiveness of specific learning interventions in enhancing the entrepreneurial character of students from different family backgrounds. With a strengthened research design, future findings are expected to provide more comprehensive theoretical and practical contributions to the development of entrepreneurial education at the vocational level.

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