

Determinants of Entrepreneurial Intentions Among Polytechnic Students: Evidence from Indonesia

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ABSTRACT

Aim: This study aims to examine the simultaneous influence of entrepreneurship education, family environment, and income expectations on the entrepreneurial intention of vocational college students in Indonesia.

Method: A quantitative survey method was applied, involving 100 students from Politeknik Negeri Jember who had completed entrepreneurship courses. Data were collected through structured questionnaires and analyzed using classical assumption tests, multiple linear regression, and hypothesis testing, supported by validity and reliability assessments.

Findings: The results indicate that family environment and income expectations significantly affect entrepreneurial intention, while entrepreneurship education has no significant impact. Among the variables, income expectations emerged as the most dominant factor. These findings highlight the strong influence of personal and familial contexts on students' entrepreneurial aspirations, particularly within the vocational education setting.

Significance: This research contributes to the understanding of entrepreneurial behavior among vocational students by identifying key motivational drivers. The findings offer practical implications for educational institutions and policymakers to redesign entrepreneurship programs that integrate real-world experiences, parental involvement, and income-related motivation to foster entrepreneurial potential in vocational learners.

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INTRODUCTION

The increasing mismatch between the growing number of university graduates and the limited employment opportunities has positioned entrepreneurship as a crucial alternative to address youth unemployment in developing countries, including Indonesia (Mulyadi, 2003; Priyono, 2010; Statistik, 2020). Universities play a strategic role in cultivating entrepreneurial competencies and mindset; however, research consistently indicates low entrepreneurial intentions among graduates (Alma, 2011; Suryana and Bayu, 2010; Zimmerer et al., 2008). Indonesia's entrepreneurial ratio remains relatively low at approximately 1:83, significantly behind countries like Japan (1:25) and South Korea (<1:20), suggesting the need for substantial improvements in entrepreneurial education and policies (Suryana and Bayu, 2010). Factors such as family environment, parental influence, and perceived income potential are increasingly identified as key determinants of students' entrepreneurial intentions (Ghozali, 2005; Rafiy and Nusantara, 2018; Sugiyono, 2018; Sujarweni, 2019; Umar, 2003). Thus, exploring these influential factors is essential for developing effective strategies to stimulate entrepreneurial behavior among university students.

Entrepreneurship is increasingly regarded as a key driver of economic growth and employment creation, especially within emerging economies facing significant youth unemployment issues such as Indonesia (Alma, 2011; Bosma et al., 2020; Mulyadi, 2003). However, despite numerous policies and educational initiatives promoting entrepreneurship, entrepreneurial intentions among Indonesian youth, especially among university graduates, remain comparatively low (Rafiy and Nusantara, 2018; Suryana and Bayu, 2010). Studies have shown that fostering entrepreneurial intentions is influenced by various factors including educational contexts, family background, social environment, and individual

economic expectations (Ghozali, 2005; Liñán and Fayolle, 2015; Zimmerer et al., 2008). Furthermore, perceived desirability and feasibility of entrepreneurship significantly impact students' decisions to engage in entrepreneurial activities (Krueger et al., 2000; Sugiyono, 2018; Umar, 2003). Family environment, notably parental support, entrepreneurial role models, and socioeconomic status, has consistently been identified as crucial in shaping young adults' entrepreneurial aspirations (Priyono, 2010; Sieger and Monsen, 2015; Sujarweni, 2019). Meanwhile, income expectations or perceived financial benefits from entrepreneurial ventures strongly influence motivation towards entrepreneurship, as students anticipate higher rewards and independence from self-employment compared to traditional jobs (Fayolle and Gailly, 2015; Rafiy and Nusantara, 2018). Despite these well-established determinants, empirical evidence on the specific influence of these factors within the context of vocational higher education institutions remains scarce. Therefore, it is important to further investigate and clarify how education, family environment, and income expectations collectively or individually impact entrepreneurial intentions among vocational college students, as insights from such research can inform targeted policies and educational programs aimed at enhancing entrepreneurial activities among Indonesian youth.

Entrepreneurial intention has gained widespread attention in recent years as a predictor of entrepreneurial behavior, particularly among students in higher education. A growing body of literature identifies the family environment as a pivotal influence on entrepreneurial development. Studies by (Ersa Lanang Sanjaya et al., 2021; Krisztofer Szabó and Márta Aranyossy, 2024; Nejib Ben Moussa and Syrine Kerkeni, 2021) consistently demonstrate that parental support, family entrepreneurial background, and emotional nurturance significantly shape students' entrepreneurial intention. Additional findings from (Ahmad Azkal Barri Mahfudzi and Raisa Fitri, 2022; Kizito Babatunde Olaniyi et al., 2023; Liping Wu et al., 2022) reveal that exposure to entrepreneurial parents and early socialization within business-oriented families enhances students' confidence, self-efficacy, and motivation toward entrepreneurship. These results are further corroborated by (Aleksandra Dragin et al., 2022; Moindi Rose Meroka, 2023; Wicaksono, 2023), who emphasize the influence of family values, financial stability, and intergenerational knowledge transfer in fostering entrepreneurial mindsets.

Complementing the role of the family, entrepreneurship education and financial motivation are also shown to be critical drivers. (Djoko Dwi Kusumojanto et al., 2021; Ni Luh Putu Indiani and Mariani Seti Sontong, 2023; Thymoti Damanik et al., 2023) found that structured entrepreneurship education significantly enhances entrepreneurial attitudes, especially when supported by family and peers. In addition, (K P Sarithambika et al., 2024) noted that self-efficacy and inclusive education models are effective even for differently-abled youth. From a motivational lens, perceived financial gain and economic independence strongly influence entrepreneurial intention, as highlighted by (Putri Nur Hidayati Wicaksono et al., 2024; Zoel Hutabarat et al., 2021), who explored how income expectations and perceived parental rewards act as catalysts. The integration of these factors suggests that entrepreneurial intention among students is best understood through a multifactorial framework, where family background, educational exposure, and economic aspirations interact dynamically to shape entrepreneurial outcomes.

Meskipun berbagai studi telah mengidentifikasi bahwa minat berwirausaha mahasiswa dipengaruhi oleh faktor lingkungan keluarga (Ahmad Azkal Barri Mahfudzi and Raisa Fitri, 2022; Ersa Lanang Sanjaya et al., 2021; Nejib Ben Moussa and Syrine Kerkeni, 2021), keterlibatan orang tua dalam bisnis (Aleksandra Dragin et al., 2022; Zoel Hutabarat et al., 2021), nilai-nilai kewirausahaan dalam keluarga (Ersa Lanang Sanjaya et al., 2021; Kurjono et al., 2023), serta dukungan emosional dan ekonomi dari keluarga (Sakinatul Af Idah and Retno Mustika Dewi, 2024), namun sebagian besar studi tersebut masih fokus pada aspek-aspek tunggal atau membatasi pada variabel tertentu saja. Di sisi lain, penelitian mengenai pendidikan kewirausahaan menunjukkan bahwa pembelajaran terstruktur mampu meningkatkan intensi berwirausaha (Djoko Dwi Kusumojanto et al., 2021; K P Sarithambika et al., 2024; Thymoti Damanik et al., 2023), terutama jika dimediasi oleh karakteristik kewirausahaan dan diperkaya

oleh pengaruh teman sebaya. Sementara itu, ekspektasi pendapatan atau reward finansial juga terbukti menjadi pendorong utama dalam beberapa penelitian (Ni Luh Putu Indiani and Mariani Seti Sontong, 2023; Putri Nur Hidayati Wicaksono et al., 2024; Zoel Hutabarat et al., 2021), namun belum banyak studi yang menggali bagaimana ketiga faktor keluarga, pendidikan, dan motivasi finansial berinteraksi secara terpadu dalam konteks mahasiswa vokasi. Sebagian besar studi juga dilakukan pada mahasiswa universitas umum, bukan pada pendidikan vokasi seperti politeknik, yang memiliki karakteristik berbeda dalam kesiapan kerja dan pendekatan praktik (Moindi Rose Meroka, 2023; Tanam Nguyen D and Yang Liub D, 2024). Oleh karena itu, masih terdapat gap yang relevan untuk diteliti, yaitu bagaimana pengaruh simultan lingkungan keluarga, pendidikan kewirausahaan, dan ekspektasi pendapatan terhadap minat berwirausaha pada mahasiswa vokasi, agar hasilnya dapat digunakan untuk merumuskan strategi pengembangan kewirausahaan yang lebih tepat guna dalam konteks pendidikan vokasional.

Given the significance of understanding these three factors in an integrated manner particularly within vocational education this study is designed to address the identified gap through a comprehensive empirical approach. The primary objective of this study is to examine the simultaneous influence of entrepreneurship education, family environment, and income expectations on the entrepreneurial intentions of vocational college students in Indonesia. By investigating these determinants within the context of vocational institutions such as polytechnics, this research aims to provide empirical evidence that contributes to a deeper understanding of how these factors interact to shape entrepreneurial mindsets. The findings are expected to offer valuable insights for policymakers and educators in designing targeted entrepreneurship education programs that are contextually relevant and effective in fostering entrepreneurial behavior among vocational students.

METHOD

Design and Approach

This study applies a quantitative approach with a survey research design. The data collected are numeric and statistically analyzed to test the formulated hypotheses. Data were collected through a structured questionnaire distributed to students of Politeknik Negeri Jember who had taken entrepreneurship courses. According to Sugiyono, (2018), a survey method is used to obtain data from natural settings (not artificial), where the researcher administers instruments such as questionnaires, structured interviews, or tests.

Participants

The population in this study consists of active students at Politeknik Negeri Jember who have completed the entrepreneurship course. Using purposive sampling, participants were selected based on specific criteria: (1) currently active students, and (2) those who had completed the entrepreneurship course. Out of a population of 8,817 students, the sample was determined using the Slovin formula with a 10% margin of error, resulting in:

$$n = \frac{N}{1 + N(e)^2} = \frac{8817}{1 + 8817(0.1)^2} = \frac{8817}{89.17} \approx 99$$

The final sample size was rounded to 100 students, distributed across 20 study programs and varying academic semesters.

Instrument

The instrument used in this study was a structured questionnaire consisting of 22 items divided across four variables:

- Entrepreneurship Education (X1): 8 items
- Family Environment (X2): 4 items
- Income Expectations (X3): 4 items
- Entrepreneurial Intention (Y): 6 items

Each item was validated using Pearson correlation and considered valid if $r_{hitung} > r_{tabel}$ at a significance level of 0.05, with $r_{tabel} = 0.196$. All items exceeded this threshold, with values ranging from 0.358 to 0.857, thus declared valid. The instrument's reliability was tested using Cronbach's Alpha, yielding a value of 0.858, which exceeds the minimum threshold of 0.60, indicating high internal consistency.

Data Analysis

Data analysis includes several steps:

Classical Assumption Tests:

Normality test using Kolmogorov-Smirnov: Sig = 0.805 > 0.05 → data is normally distributed.
Heteroscedasticity test using Glejser method: all variables show Sig > 0.05 → no heteroscedasticity.
Multicollinearity test: VIF values for all independent variables range from 1.110 to 1.272 → no multicollinearity.

Multiple Linear Regression Analysis

Using the formula:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Resulting in the model:

$$Y = 10.342 + 0.099X_1 + 0.382X_2 + 0.408X_3 + e$$

Coefficient of Determination (Adjusted R²) = 0.360, indicating 36% of the variance in entrepreneurial intention is explained by the three independent variables.

F-Test

$F_{hitung} = 19.532 > F_{tabel} = 2.70$ → simultaneous influence is significant.

t-Test

Entrepreneurship Education (X₁): t = 1.443, Sig = 0.152 → not significant
Family Environment (X₂): t = 3.526, Sig = 0.001 → significant
Income Expectations (X₃): t = 3.688, Sig = 0.000 → significant

Data Validity

Validity was assessed through item-total correlation (r-hitung vs. r-tabel). All items from each variable showed $r_{hitung} > 0.196$, confirming that all items are valid. Additionally, the reliability analysis using Cronbach's Alpha showed a value of 0.858, confirming that the instrument is reliable and consistent.

RESULTS AND DISCUSSION

The findings from this study revealed that two variables Family Environment and Income Expectations significantly influenced entrepreneurial intention among vocational students at Politeknik Negeri Jember. Meanwhile, Entrepreneurship Education was found to be statistically insignificant, despite having a positive coefficient in the regression model. The dominant factor affecting students' entrepreneurial intention was Income Expectations, as it had the highest t-value (t = 3.688, Sig = 0.000). The regression model demonstrated a 36% explanatory power (Adjusted R² = 0.360), meaning other factors beyond the model still contributed to the variance in entrepreneurial intention.

To present the quantitative findings clearly, the results of the multiple linear regression analysis are summarized in the following table:

Tabel 1: Hasil Analisis Regresi Linier Berganda

Variable	Coefficient (B)	Std. Error	t-Value	Sig.	Description
(Constant)	10.342	2.363	4.377	0.000	Significant
Entrepreneurship Education (X ₁)	0.099	0.069	1.443	0.152	Not significant
Family Environment (X ₂)	0.382	0.108	3.526	0.001	Significant

Variable	Coefficient (B)	Std. Error	t-Value	Sig.	Description
Income Expectations (X ₃)	0.408	0.111	3.688	0.000	Significant (Strongest)

Sumber: Data primer diolah, 2020

These statistical outcomes align well with findings from previous research, both nationally and internationally. The consistent results reinforce the relevance of the three variables, particularly within the context of vocational education.

Furthermore, these results align with Kizito Babatunde Olaniyi et al., (2023) and Nejib Ben Moussa and Syrine Kerkeni, (2021), who emphasized the role of family support and exposure to entrepreneurial environments. Similarly, Fayolle and Gailly, (2015); Putri Nur Hidayati Wicaksono et al., (2024) confirmed that income-related motivation is a primary driver for youth choosing entrepreneurship. Conversely, the insignificant role of entrepreneurship education echoes the observations of Tanam Nguyen D and Yang Liub D, (2024), who reported that structured education lacks impact unless paired with continuous mentoring or practical application.

This finding regarding entrepreneurship education, although it might challenge common expectations, actually reflects a broader pattern seen globally. Several studies such as (Djoko Dwi Kusumojanto et al., 2021; K P Sarithambika et al., 2024) argue that education only enhances entrepreneurial intention when it includes experiential components—such as business simulations, peer learning, and real venture creation. At Polije, although education is practice-heavy, it lacks continued post-course support via entrepreneurial units (e.g., Entrepreneurship Development Unit), which may limit its transformative potential.

In contrast, the significant influence of the family environment is strongly supported in the literature. Studies like Aleksandra Dragin et al., (2022) and Ersa Lanang Sanjaya et al., (2021) emphasize how family values, parental role models, and intergenerational transfer of entrepreneurial norms shape students' intentions. This is especially true for vocational students, who often align their aspirations with family expectations or professions.

Lastly, the dominance of income expectations confirms findings by Ni Luh Putu Indiani and Mariani Seti Sontong, (2023) and Zoel Hutabarat et al., (2021), who found that students are increasingly drawn to entrepreneurship not just for independence, but also due to its potential for higher income compared to conventional employment paths. In the aftermath of the pandemic, with job security becoming more uncertain, the appeal of self-managed financial opportunity is even stronger.

Implications

The results highlight three major implications for stakeholders in vocational education:

1. Curricular reform is essential. The limited impact of entrepreneurship education points to a need for stronger integration between theoretical modules and practical business development platforms as suggested by Tanam Nguyen D and Yang Liub D, (2024) and Thymoti Damanik et al., (2023).
2. Parental involvement programs should be implemented. Given the strong influence of family environment supported by Ahmad Azkal Barri Mahfudzi and Raisa Fitri, (2022), educational institutions can consider involving families in entrepreneurial awareness events or mentorships.
3. Promotion of success stories and realistic financial scenarios in entrepreneurial education can tap into students' income motivation. As observed by Fayolle and Gailly, (2015), income potential is not only a motivator but also a retention mechanism for entrepreneurial pathways.

Limitations and Suggestions for Future Research

This study is limited to three variables and is confined to a single polytechnic, thereby limiting generalizability. Additionally, the explanatory power of 36% indicates that other variables such as entrepreneurial self-efficacy, peer influence, access to capital, or digital entrepreneurial ecosystems might play important roles. Similar suggestions were made by Liñán and Fayolle, (2015) and Moindi Rose Meroka, (2023), who encourage expanding models with psychological and institutional constructs.

Future research could benefit from:

- A longitudinal design, as recommended by Krisztofer Szabó and Márta Aranyossy, (2024), to assess how entrepreneurial intention evolves over time.
- A multi-institutional comparison to better understand how different vocational contexts affect intention formation.
- The inclusion of gender, regional, or socio-economic diversity to reflect the broader applicability of findings.

CONCLUSION

This study concludes that among the three variables examined entrepreneurship education, family environment, and income expectations only the latter two significantly influence entrepreneurial intention among vocational students at Politeknik Negeri Jember. Income expectations emerged as the most dominant factor, highlighting the importance of perceived financial gain in motivating students to pursue entrepreneurship. The family environment also plays a crucial role, suggesting that parental support, values, and entrepreneurial exposure contribute significantly to students' career preferences.

In contrast, entrepreneurship education showed no significant effect, indicating that the current curriculum and instructional approach may not be sufficiently impactful without stronger integration with experiential learning and institutional entrepreneurial support. These findings align with international evidence suggesting that entrepreneurial intention is shaped more by personal, familial, and financial factors than by formal instruction alone especially within vocational education contexts.

Therefore, improving the effectiveness of entrepreneurship programs in vocational institutions requires a multidimensional approach that connects structured education with practical opportunities, family engagement, and financial aspiration-building strategies.

AUTHOR CONTRIBUTIONS STATEMENT

The author was responsible for the conception, design, data collection, analysis, and interpretation of the research. All stages of manuscript preparation, including drafting, revising, and final approval, were completed solely by the author. The author gratefully acknowledges the support of the Director of Politeknik Negeri Jember and extends sincere thanks to all lecturers in the Department of Agribusiness Management for their guidance and encouragement throughout the research process.

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