

Big Five Traits, Entrepreneurial Awareness, and Financial Socialization Impacting Vocational High School Entrepreneurial Intentions

Dwi Kismayanti Respati^{1*}, Umi Widayastuti², Dedi Purwana³, Ati Sumiati⁴,
Ayatulloh Michael Musyaffi⁵

Universitas Negeri Jakarta, Indonesia¹²³⁴⁵

Email: dwikisrespati@unj.ac.id¹, umiwidayastuti_feunj@unj.ac.id², dpurwana@unj.ac.id³, ati-sumiati@unj.ac.id⁴, musyaffi@unj.ac.id⁵

ABSTRACT

Empowering communities and educated groups through entrepreneurial programs are positively impacting the national economy. Vocational students frequently have specialised and practical abilities that they have developed through practical training. These skills can be directly applicable to various aspects of entrepreneurship, including product development, production, technical support, and more. This study aims to prove that the big five personality traits, entrepreneurial awareness, self-efficacy, and family financial socialization have contributed to entrepreneurial intention of students. 200 data were obtained from Indonesian vocational high school students, and processed with SEM-PLS. The result proved that awareness, self-efficacy, and some indicator of the big five personality has a positive affect on entrepreneurial intention among students. While family financial socialization has no impact on it. This study is a reference for schools and policy maker to provide education on entrepreneurship for vocational students. Understanding how different types of awareness (opportunities, resources, skills) influence intention can guide the development of targeted curriculum and training methods.

Keywords:

big five personality traits; entrepreneurial awareness; entrepreneurial intention; financial socialization; vocational high school

INTRODUCTION

The Indonesian government is increasingly showing its concern in the field of entrepreneurship in various layers of business actors, one of which is the younger generation (Rembulan & Fensi, 2017). Through the National Entrepreneurship Movement, the government is massively encouraging young millennials to become entrepreneurs (Kholisdinuka, 2020). The role of entrepreneurs is essential for the foundation of national economic development. For this reason, it is necessary to apply entrepreneurship education from an early age to Indonesian children. Empowering communities and educated groups through entrepreneurship programs can also contribute to reducing unemployment rates in Indonesia, thereby reducing the state's burden and having a positive affect on the national economy (Adnyana & Purnami, 2016). Considering entrepreneurship has an important role in increasing a country's economic growth (Bazkiaei et al., 2020), thus entrepreneurship education is an interesting topic to study as an effort to increase entrepreneurship in supporting the achievement of the 2030 Sustainability Development Goals (SDGs).

Entrepreneurship education is one of the main aspects in building entrepreneurship and contributes to forming entrepreneurial intentions (Bae et al., 2014; Sang & Lin, 2019; Liu et al., 2019). Individual entrepreneurial intentions can develop optimally when in an entrepreneur family environment, but most of the family environment does not fully support the formation of children's interest in entrepreneurship (Sumadi &

Sulistiyawati, 2017). Factors that cause this include limited parental knowledge, the family's mindset that being an employee is safer than being an entrepreneur, there are no examples of entrepreneurial families, and various other reasons (Sumadi & Sulistiyawati, 2017). Hsu et al., (2019) stated that some individuals believed that they had the knowledge, skills and abilities to become entrepreneurs but had no intention of doing so where one of the reasons was because they felt they were not suitable to be entrepreneurs. Entrepreneurship education encourages children to think outside the box, come up with new ideas, and find innovative solutions to problems. This fosters creativity from a young age and prepares them to tackle challenges with a fresh perspective.

Several factors that affect entrepreneurial intentions in students, one of which is family support (Shen et al., 2017; Tentama & Paputungan, 2019)), entrepreneurial experience (Nguyen et al., 2019; Khuong & An, 2016), and self-efficacy (Adnyana & Purnami, 2016; Liu et al., 2019). Jusoh & Koku (2016) also stated that the internal and external factors that shape entrepreneurial intentions in junior high school students, namely an attitude of agreeableness, openness to experience, conscientiousness, neuroticism, and extraversion which are internal factors, as well as school and government as external factors.

The Theory of Planned Behavior begins with an explicit characterization of the behaviour of interest in regards to its intended audience, the activity involved, the setting in which it takes place, and the time period (Ajzen, 2020). TPB explains that perceived behavioral control plays a double role in the TPB model, which then affects entrepreneurial behavior both directly and with mediation of intention (Al-Jubari, 2019). Over the last twenty years, TPB has developed rapidly and has become one of the theories used to explain entrepreneurial behavior (Al-Mamary et al., 2020). TPB is a helpful research tool since it can be used to forecast intention as well as analyse the elements that influence intention (Ajzen, 1991). Research by Su et al., (2021) employed TPB as the primary theoretical foundation for entrepreneurial intention for several reason, first, the theory has offered a sound theoretical framework for earlier studies on entrepreneurship education and can be claimed to have some influence on how entrepreneurial intention is formed. Second, developing entrepreneurial spirit requires careful planning because it is a chosen behaviour. Thus this study refers to TPB as theoretical framework to strengthen research on entrepreneurial intention and factors that influence it from the external and internal sides. In the context of entrepreneurship, attitude refers to a person's opinions of the value or drawbacks of founding and operating a business. Entrepreneurial intention is likely to increase with positive attitudes towards entrepreneurship, including perceptions of possible rewards, satisfaction, and personal progress. Someone is more likely to plan to start their own business if they think doing so will result in positive outcomes.

According to Bridge et al. (2009), the pursuit of entrepreneurship can be compared to selecting a profession, and success requires an early understanding of entrepreneurship. It's likely that not everyone is aware of their potential as an entrepreneur or that they may already be entrepreneurial (Brownson, 2015). To enhance awareness of entrepreneurship and its potential benefits by motivating people to desire to be entrepreneurs, the initial intervention step may therefore be an act of social persuasion (Brownson, 2015). Entrepreneurship can be developed by instilling social

awareness in students (Rahman et al., 2012). Due to students' limited exposure to entrepreneurship and related topics, it is now thought that there is still a lack of awareness for the subject (Rahman et al., 2012). Thus this topic is interesting to be researched. Awareness for entrepreneurship can be carried out through education, so with this educational foundation, student's entrepreneurial intention will be built and strengthened. The perception of entrepreneurship's desirability can be influenced by awareness. Introduction to success stories, inventive startups, and positive media coverage can enhance the perceived attractiveness of entrepreneurship. This positive perception can contribute to a stronger intention to become an entrepreneur.

Self-efficacy was defined by Bandura, (1986) as one's assessment of their own capacity to carry out a series of actions in order to attain a desired outcome. Entrepreneurial self-efficacy refers to a person's confidence in their capacity to start a business and their perception that they have the skills necessary to do so, or to the entrepreneur's confidence that he or she must be able to finish a certain job linked to entrepreneurship (Liu et al., 2019). Self-efficacy is a factor that has a significant impact on how individuals make decisions, exert effort, and persevere (Chen et al., 2004). Confidence in person's capacity to acquire knowledge or engage in behaviour at a particular level, as well as in the anticipated outcomes, refers to his perceptions of the potential affects of his actions (Feltz & Magyar, 2006). Through self-efficacy, a person believe in their competency to reach a purpose and solving problem.

Students who believe they have received a high degree of entrepreneurial education frequently show high levels of entrepreneurial self-efficacy and passion, which strengthens the entrepreneurial intention (Li & Wu, 2019). Some previous study about self-efficacy shown that its contribute to individual' entrepreneurial intention (Tentama & Paputungan, 2019; Liu et al., 2019; Farrukh et al., 2017). Self-efficacy in achieving financial independence can be increased by knowledge and awareness, which encourages student to develop entrepreneurial intention.

Using secondary student, Ferreira et al., (2012) identify the variables which has contribution on entrepreneurial intention based on psychological and behavioural perspectives. Personality traits are built on the characteristics of individual differences to explain individual traits through certain patterns of behavior, cognition and emotions (Hogan, Curphy, & Hogan, 1994 in Ranwal & Dissanayake, 2016). Jusoh & Koku (2016) state that regarding the internal and external factors that shape the entrepreneurial intention of junior high school students, namely agreeableness, openness to experience, conscientiousness, neuroticism, and extraversion which are internal factors, while school and government as external factors.

People with neuroses are tense, annoyed, irritable, insecure, and depressed (Farrukh et al., 2017). Those with low neuroticism are less likely to be overwhelmed by anxiety or negative emotions. These nature could be negative impact for an entrepreneur. The phrase "participation in work-related endeavours" is pertinent to conscientiousness (Ashton & Lee, 2001; Ranwal & Dissanayake, 2016). Conscientious individuals are organized, disciplined, and goal-oriented. High levels of conscientiousness might lead to better planning, execution, and management of entrepreneurial activities.

Openness to experience is important to people's intellectual lives or activities that are related to ideas, whereas extraversion and agreeableness are tied to the area of interpersonal behaviour (Ashton & Lee, 2001; Ranwal & Dissanayake, 2016). An extrovert is able to establish many relationships, provide access and opportunities, all of which are beneficial for entrepreneurship. Extraverts are more likely to feel at ease in social situations and may be more adept at establishing connections with possible clients, partners, and investors. While agreeableness has the potential to connect people and strengthen social networks. Agreeable individuals are cooperative, kind, and caring. High levels of agreeableness can assist with good cooperation and collaboration, which are essential in establishing and managing a firm.

Many studies observed the direct affect of family factors including family background (Georgescu & Herman, 2020), family tradition (Altinay et al., 2012), but the indirect affect also important to be investigated. Nguyen et al., (2019) proved that students whose the parents background are self-employed tend to have a higher entrepreneurial intention. While, family tradition also has a significant affect to enhance intention toward entrepreneurship (Altinay et al., 2012). The role of parents is very large in determining entrepreneurial intentions (Farrukh et al., 2017), including in an effort to improve financial literacy (Bayrakdaroglu & Bayrakdaroglu, 2017). Apart from schools, families also play an important role in educating students about finance.

The most significant factors capable of promoting entrepreneurial intention are parental support for autonomy as the encouragement of independence and exposure to an entrepreneurial role model (Moussa & Kerkeni, 2021). The availability of family resources, both financial and non-financial (such as knowledge, connections, and mentorship), can impact the feasibility of entrepreneurial ventures. Having access to these resources can increase an individual's confidence in their ability to start and run a business. Financial socialization by parents is able to develop student become financially independent and lead them into entrepreneurial intention.

Based on this background, this study aims to develop a model of entrepreneurial intention in high school students through the role of The Big Five Personality Traits, self-efficacy, awareness and parents as financial socialization. The Big Five Personality Traits which consist of agreeableness, openness to experience, conscientiousness, neuroticism, and extraversion, can change a person's attitude which then influences entrepreneurial intentions (Bazkiaei et al., 2020). In the context of entrepreneurial intentions, the role of parents is also very essential. During the Covid 19 pandemic, high school students took part in learning from home. Learning from home encourages social interaction between students and parents more intensively. The role of parents is very large in determining entrepreneurial intentions (Farrukh et al., 2017), including in efforts to increase financial literacy (Bayrakdaroglu & Bayrakdaroglu, 2017). Therefore, financial socialization carried out by parents is the first step for children to understand financial knowledge.

This study focus to research student at vocational high school. Since starting a business is a natural result of receiving vocational skill training, and since vocational education is a significant opportunity for mobilising our population to create essential jobs for the coming decades, many academic efforts in recent years have highlighted the

significance of teaching entrepreneurship in vocational education (Stadler & Smith, 2017; Ni & Ye, 2018). Research by Tentama & Paputungan, (2019) found that self-efficacy and family support affect entrepreneurial intention among vocational high school student. Students of vocational high school tend to be more independent either in building a career or developing their own business. Vocational students frequently have specialised and practical abilities that they have developed through practical training. These skills can be directly applicable to various aspects of entrepreneurship, including product development, production, technical support, and more. Vocational education encourages students to think creatively and find solutions to real-world problems. This mindset can be a valuable asset in an entrepreneurial setting, where innovation and problem-solving are essential for creating unique products and services.

METHOD

All data will processed with PLS-SEM method through SmartPLS application. First, data is collected and prepared, including handling missing values and ensuring normal distribution. Next, measurement models are evaluated to confirm the reliability and validity of the constructs. The structural model is then assessed to examine the relationships between constructs. PLS-SEM focuses on maximizing the explained variance of the dependent variables by estimating path coefficients. Finally, model fit and quality are assessed using criteria such as R-squared, path coefficients, and effect sizes to ensure robust and meaningful results. From the background that has been explained previously, the following hypotheses were formed to be tested:

- H1: Entrepreneurial awareness positively affect entrepreneurial intention
- H2: Entrepreneurial self-efficacy positively affect entrepreneurial intention
- H3: Entrepreneurial awareness strengthen the relationship between entrepreneurial self-efficacy and entrepreneurial intention
- H4: Agreeableness positively affect entrepreneurial intention
- H5: Neuroticism negatively affect entrepreneurial intention
- H6: Conscientiousness positively affect entrepreneurial intention
- H7: Extraversion positively affect entrepreneurial intention
- H8: Openness to experience positively affect entrepreneurial intention
- H9: Financial socialization positively affect entrepreneurial intention

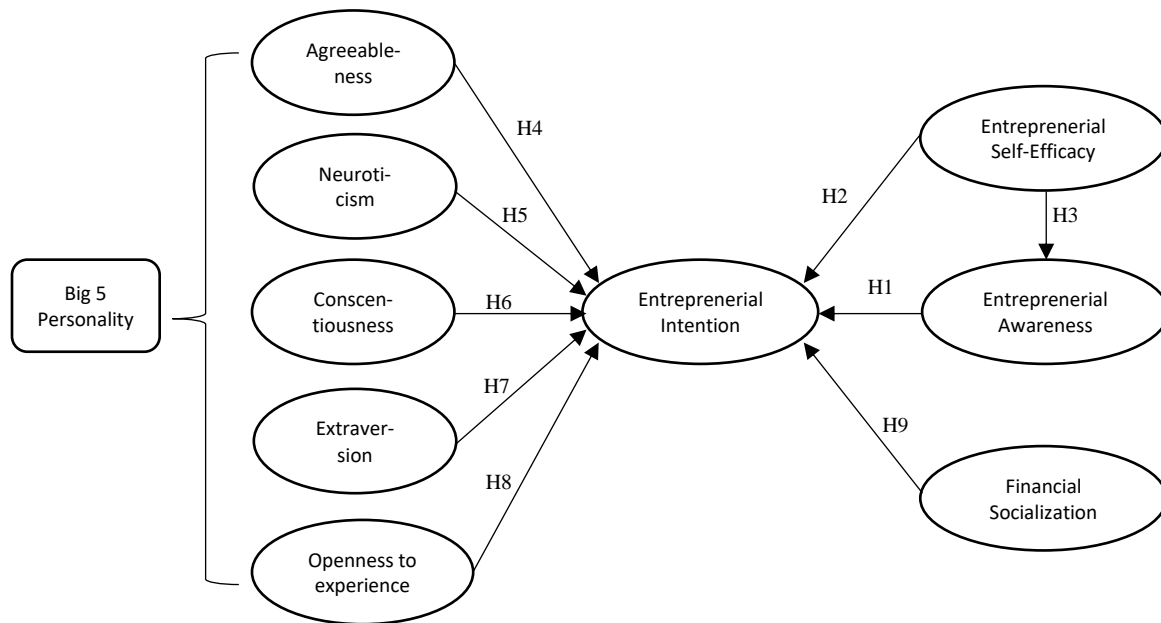


Figure 1: Conceptual Framework

1. Data Collection and Sample

This study took place at East Jakarta, Indonesia and recruited vocational high school students who received entrepreneur education as participants. Questionnaire was shared and obtained 253 students. The survey questionnaires was distributed to respondents directly by visited some vocational high school registered in East Jakarta, Indonesia. The participants consist of both male and female. From the distributed questionnaires, we found approximately 53 of missing data and about 200 responses can be used for further data analysis. All proceed respondents described in Table 1.

Table 1: Characteristic of Respondents

Characteristic	Freq	Percentage
Grade		
10th	152	76%
11th	48	24%
Gender		
Male	36	18%
Female	164	82%
Parent Occupation		
Civil Servant	4	2%
Entrepreneur	30	15%
Teacher	4	2%
Private Employee	125	63%
Others	37	19%

Source: Data Processed by Author Through SmartPLS

2. Instruments and Data Analysis

The similar surveys from previous studies were used to develop the research's questionnaire. Questionnaires consist of 6 sections. First section is for personal information of respondents as per described in Table 1. Section 2 until 6 consist of items that representative each variable. This variable was measured by a four-point Likert scale ranging from strongly disagree (1) to strongly agree (4). Detail of the instrument of research described in Table 2. This study model analyzed by a Partial Least Square-Structural Equation Model (SEM-PLS) method, which is a second generation multivariate technique (Farrukh et al., 2017; Hair et al., 2022). All data processed by application SmartPLS, begin with evaluating the measurement model, then structural evaluation, and hypothesis testing is the last stage. SEM-PLS method were chosen because it can be utilised to create a model that fits this research (Respati et al., 2023).

Table 2. *Variable Instruments*

Variable	Indicator	Source
Entrepreneurial self-efficacy (ESE)	1. Manage expenditure 2. Different mindset 3. Leadership 4. Making own-decision	Saptono et al., (2021)
Big-five personality traits	1. Openness to experiences (OE) 2. Extraversion (EX) 3. Agreeableness (AG) 4. Conscientiousness (CC) 5. Neuroticism (NR)	John, (1990) Ramdhani, (2012)
Entrepreneurial awareness (EA)	1. Source to get entrepreneurial knowledge 2. Entrepreneurial as one of subject at school	Ugwu & Ezeani, (2012)
Entrepreneurial intention (EI)	1. Preparation to be an entrepreneur 2. Professional goal as an entrepreneur 3. Effort to start own business 4. Create firm in the future	Linan et al., (2011)
Financial socialization from parents (FS)	1. Track monthly expense 2. Shop as budget 3. Monthly saving for future 4. Regularly invest in long-term for future 5. Learning about financial as routine	Curran et al., (2018)

Source: Data Processed by Author Through SmartPLS

RESULT AND DISCUSSION

1. Assessment of Reliability and Validity

First stage to analyzed the data, author measured the validity and reliability of the scales through Cronbach's alpha and Convergent Validity for each variables: ESE (four items), OE (six items), EX (5 items), AG (four items), CC (five items), EA (three items), EI (four items) and FS (five items). But some items didn't reach the minimum required value, thus those items remove from this research. The minimum value of Cronbach Alpha to meet the criteria of reliability is 0.70 (Hair et al., 2020; Bilal et al., 2021). Convergent validity is the degree to which the new scale has connections to other variables and assesses the same concept (Bilal et al., 2021). To complete the criteria, author refers to

the value of composite reliability (CR), and the average variance extracted (AVE). The outer loadings of an item ideally should be greater than 0.708, indicating that the factor extracts enough variance from that variable (Hair Jr et al., 2017) (Bilal et al., 2021). Table 3 represent the amount of reliability and convergent validity.

According to Fornell and Larcker criteria, author measured the discriminant validity. Discriminant validity ensures that the latent variables utilised to analyse the correlations under investigation are actually separate from one another (Ab Hamid et al., 2017). The square root of AVE should be greater than the relationship to meet that criteria (Ab Hamid et al., 2017). The discriminant validity described in Table 4.

Table 3. Reliability and Validity of Construct

Items	Factor Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
AG1	0.880	0.865	0.908	0.712
AG2	0.871			
AG3	0.799			
AG4	0.825			
CC3	0.864	0.890	0.932	0.822
CC4	0.967			
CC5	0.885			
EA2	0.982	0.962	0.982	0.964
EA3	0.981			
EX1	0.835	0.900	0.931	0.771
EX3	0.896			
EX4	0.852			
EX5	0.926			
NR1	0.822	0.888	0.918	0.692
NR2	0.817			
NR3	0.884			
NR4	0.839			
NR5	0.793			
OE1	0.865	0.934	0.948	0.754
OE2	0.732			
OE3	0.904			
OE4	0.890			
OE5	0.928			
OE6	0.878			
EI1	0.876	0.884	0.920	0.742
EI2	0.872			
EI3	0.869			
EI4	0.827			
ESE1	0.887	0.884	0.920	0.742
ESE2	0.864			
ESE3	0.823			
ESE4	0.871			
FS1	0.952	0.910	0.933	0.738
FS2	0.815			
FS3	0.735			
FS4	0.867			
FS5	0.909			

Source: Data Processed by Author

Table 4. Discriminant Validity – Fornell-Lacker Criteria

Variables	AG	CC	EA	EI	ESE	EX	FS	NR	OE
AG	0.844								
CC	0.738	0.906							
EA	0.823	0.784	0.982						
EI	0.867	0.845	0.917	0.861					
ESE	0.800	0.782	0.857	0.896	0.862				
EX	0.816	0.776	0.891	0.902	0.838	0.878			
FS	0.804	0.895	0.868	0.905	0.839	0.860	0.859		
NR	0.853	0.802	0.882	0.917	0.847	0.855	0.867	0.832	
OE	0.837	0.825	0.906	0.956	0.857	0.901	0.908	0.908	0.868

Source: Data Processed by Author

2. Assessment of Structural Model

The structural model visualized the relationship among variable in this study. Figure 1 shown the structural model of this study, this is the result of bootstrapping calculation through SmartPLS application.

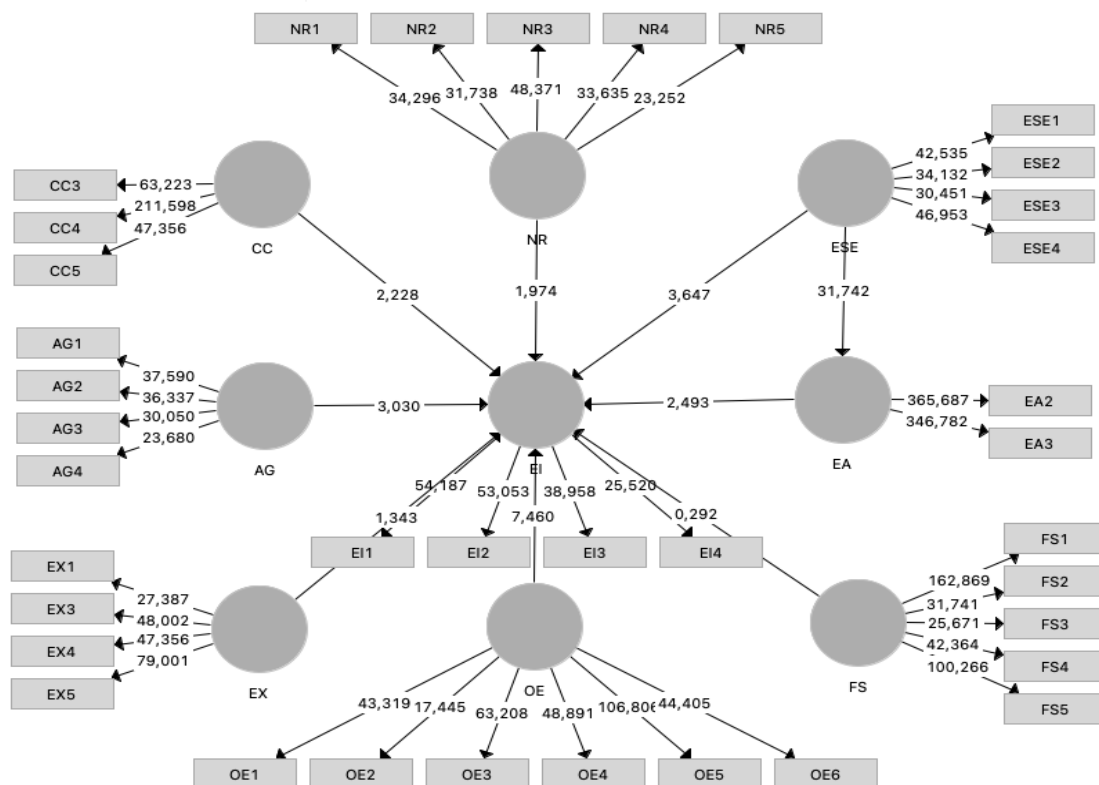


Figure 1. Structural Model
Source: Data Processed by Author

The relationship among all variables in this study shown at Table 5. Hypothesis supported if P-value is below 0.05. Table 5 shown two hypothesis is not supported which are H7: Extraversion to Entrepreneurial Intention (0.180 > 0.05) and H9: Financial Socialization to Entrepreneurial Intention (0.770 > 0.05). While other hypothesis are confirmed including indirect affect between Entrepreneurial Self-Efficacy to Entrepreneurial Intention through Entrepreneurial Awareness.

Table 5. Path Coefficient

	Hypothesis			β	M	STD Dev	T Values	P Values	Decision
EA -> EI	Entrepreneurial Awareness	->	Entrepreneurial Intention	0.109	0.109	0.044	2.493	0.013	Confirmed
ESE -> EI	Entrepreneurial Self-Efficacy	->	Entrepreneurial Intention	0.166	0.170	0.045	3.647	0.000	Confirmed
ESE -> EA -> EI	Entrepreneurial Self-Efficacy	->	Entrepreneurial Awareness	0.094	0.093	0.037	2.525	0.012	Confirmed
AG -> EI	Agreeableness	->	Entrepreneurial Intention	0.104	0.106	0.034	3.030	0.003	Confirmed
CC -> EI	Conscientiousness	->	Entrepreneurial Intention	0.098	0.095	0.044	2.228	0.026	Confirmed
EX -> EI	Extraversion	->	Entrepreneurial Intention	0.055	0.054	0.041	1.343	0.180	Not Confirmed
NR -> EI	Neuroticism	->	Entrepreneurial Intention	0.086	0.083	0.043	1.974	0.049	Confirmed
OE -> EI	Openness to Experiences	->	Entrepreneurial Intention	0.434	0.429	0.058	7.460	0.000	Confirmed
FS -> EI	Family Financial Socialization	->	Entrepreneurial Intention	-0.016	-	0.055	0.292	0.770	Not Confirmed
					0.010				

Source: Data Processed by Author

Next step result of coefficient determination or R². The coefficient of determination is the fraction of the variance in the dependent variable that can be predicted by the independent variable, refer to how differences in one variable may be explained by changes in another one (Bilal et al., 2021). R² of this study served in Table 6. It is shown that 95% of entrepreneurial intention of students explained by big five personality, entrepreneurial self-efficacy, entrepreneurial awareness, and financial socialization. In addition, effect size (f²) will show the strength of relationship between the variable. Joseph F Hair et al., (2013) stated that there are three criteria of effect size namely 0.02 refers to poor, 0.15 refers to mediocre, and 0.35 refers to strong. Based on Table 6 we knew that the strongest relationship is between openness to experience (OE) and entrepreneurial intention (EI). While other indicator of big five personality which are AG, CC, EX, and NR, have a poor relationship with EI, as well as ESE, EA and FS. Table 6 also shown the value of predictive relevance (Q²). This is the final stage of SEM analysis. A Q² value higher than zero for a certain construct indicates the PLS path model has predictive relevance for that construct (Bilal et al., 2021). Based on Table 6, the result shown value of Q² is 0.703 > 0, which indicates that big five personality, entrepreneurial

self-efficacy, entrepreneurial awareness and financial socialization determine entrepreneurial intention.

Table 6. Value of R^2 , Affect Size, and Predictive Relevance

	f^2	R^2	R^2 Adjusted	Q^2
EI		0.950	0.948	0.703
AG	0.050			
CC	0.037			
EX	0.009			
NR	0.019			
OE	0.337			
EA	0.031			
ESE	0.111			
FS	0.001			

Source: Data Processed by Author

Discussion

The main objection of this study is to determine the affect of big five personality traits, entrepreneurial self-efficacy, entrepreneurial awareness and family financial socialization to entrepreneurial intention of vocational high school students. Teaching entrepreneurship in vocational high school is crucial since establishing a business is a natural outcome of receiving vocational knowledge and skills. This study shown that entrepreneurial awareness has positive affect to entrepreneurial intention among students of vocational high school. Entrepreneurship awareness campaigns are helping to promote certain aspects of entrepreneurial culture, which has policy consequences (Brownson, 2015). Awareness spurs students to witness the reality on the ground, about the importance of having financial independence that can be achieved by entrepreneurship.

Beside of awarness, self-efficacy also positively affect entrepreneurial intention of student, both directly and indirectly through entrepreneurial awareness. This result in line the study of Tentama & Paputungan, (2019) and Liu et al., (2019). Self-efficacy is the fundamental element that can assist entrepreneurs in overcoming obstacles and tackling challenges throughout the entrepreneurial process (Liu et al., 2019). Self-efficacy lead student to intent on entrepreneurship, and its strengthened with awareness of entrepreneurial. Awareness of entrepreneurship-related skills and knowledge can contribute to an individual's personal development and self-efficacy. As people become more aware of the skills they need to succeed as an entrepreneur, their confidence can increase, influencing their intention to pursue entrepreneurship.

Another result shown that among big five personality traits, agreeableness, openness to experience, conscientiousness, and extraversion is positively affect entrepreneurial intention of students, while neuroticism has no significant affect on it. Agreeableness has the potential to connect people and strengthen social networks, it is an important factor in positively support entrepreneurial intentions. While individuals with an openness to experience are expected to be more interested in seeking new experiences, and hence they tend to be prone to more adventurous activities such as creating their own company (Farrukh et al., 2017). Extraverted people are more inclined

to participate in a variety of entrepreneurial activities, including as founding new enterprises, discovering innovative methods to benefit society, and acting as an entrepreneur within organisations (Leutner et al., 2014). But this study shown that neuroticism has no correlation to entrepreneurial intention, in line with Farrukh et al., (2017). This result may be due to the affect of gender. As per study by Ranwal & Dissanayake, (2016) it is found that the associaton between big five personality and entrepreneurial intention is weakens due to impact by gender.

Last result, this study shown that financial socialization from family is not contributed to entrepreneurial intention among students. This result beyond our expectation. Family support should be able to influence students' financial behaviour, particularly those from entrepreneurial backgrounds, in order to foster entrepreneurial intentions through various means such as transferring financial knowledge, teaching how to manage finances, and even providing direct examples of how to build your own business. But this result in line with Moussa & Kerkeni, (2021) who found that family contribution of entrepreneurship has no affect on the development of young people's entrepreneurial intention. Study by C. Nguyen, (2021) also does not support any relationship between family background and entrepreneurial intentions of students. According to Bradley et al., (2011) the accessibility of family financial resources can contribute to a sense of pleasure and relaxation, which might limit individuals' business endeavours as a result of tactical orientation and culture of entrepreneurship. While family is undoubtedly an important factor in shaping an individual's mindset and values, it's not the sole influencer. Students are exposed to various other factors such as education, personal experiences, societal norms, and peer influences, which can also impact their entrepreneurial intentions.

CONCLUSION

From the study we know that entrepreneurial awareness and self efficacy has contribution to establish entrepreneurial intention among student of vocational high school, while family financial socialization has no contribution. Moreover, from big five personality traits, agreeableness, openness to experience, conscientiousness, and extraversion is positively affect entrepreneurial intention of students, while neuroticism has no significant affect on it.

Since entrepreneurial awareness has significant affect on entrepreneurial intention among student, this study could be references for school and policy maker, to provide education of entrepreneurship theoretically and practically. Understanding how different types of awareness (opportunities, resources, skills) influence intention can guide the development of targeted curriculum and training methods. Particularly for vocational students, who are trained to define expertise and skills in their disciplines, able to compete globally, ready for employment and even build their own bussiness.

The next implication is for the students must recognise that job opportunities are limited, and they must be able to take advantage of opportunities to create their own businesses. Apart from external factors, there are internal factors, namely character and personality, which they must manage properly in order to be able to support the entrepreneurial spirit within them. Research can explore how different combinations of

personality traits relate to varying levels of entrepreneurial intention. Understanding which personality profiles are more likely to lead to entrepreneurial pursuits can inform targeted interventions and training programs. And last but not least, family support are needed to provide entrepreneurial environment among student through financial knowledge. Family members can provide financial resources or assistance that is often critical for starting a business. Access to initial funding from family can significantly increase the feasibility of pursuing entrepreneurial ventures.

However, our study has limitation. First is related to sample. This study obtained answer from 200 vocational students in limited area of capital city, thus it cannot be generalised. Second is related to variable that studied. This research is limited to the intention of entrepreneurship, but for more concrete results, entrepreneurship practices are recommended to be studied. Our suggestion for further research is to expand the research region so that the sample is more representative and consider whether family support differ between male and female student. Another variable may be include, employ multiple models, or even adapt another indicator to measure each variable. Moreover insights from research can inform policy decisions related to supporting entrepreneurship. Policies that align with the personality traits of potential entrepreneurs might lead to more affective support and resource allocation.

References

- Ab Hamid, M. R., Sami, W., & Mohmad Sidek, M. H. (2017). Discriminant Validity Assessment: Use of Fornell & Larcker criterion versus HTMT Criterion. *Journal of Physics: Conference Series*, 890(1). <https://doi.org/10.1088/1742-6596/890/1/012163>
- Adnyana, I., & Purnami, N. (2016). The Affect of Entrepreneurship Education, Self Efficacy and Locus of Control on Entrepreneurial Intentions. *E-Jurnal Manajemen Universitas Udayana*, 5(2), 253915. <https://ojs.unud.ac.id/index.php/manajemen/article/view/16350>
- Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior And Human Decision Processed*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Ajzen, I. (2020). The theory of planned behavior: Frequently asked questions. *Human Behavior and Emerging Technologies*, 2(4), 314–324. <https://doi.org/10.1002/hbe2.195>
- Al-Jubari, I. (2019). College students' entrepreneurial intention: Testing an integrated model of SDT and TPB. *SAGE Open*, 9(2), 1–15. <https://doi.org/10.1177/2158244019853467>
- Al-Mamary, Y. H. S., Abdulrab, M., Alwaheeb, M. A., & Alshammari, N. G. M. (2020). Factors impacting entrepreneurial intentions among university students in Saudi Arabia: testing an integrated model of TPB and EO. *Education and Training*, 62(7–8), 779–803. <https://doi.org/10.1108/ET-04-2020-0096>
- Altinay, L., Madanoglu, M., Daniele, R., & Lashley, C. (2012). The influence of family tradition and psychological traits on entrepreneurial intention. *International Journal of Hospitality Management*, 31(2), 489–499.

- <https://doi.org/10.1016/j.ijhm.2011.07.007>
- Ashton, M. C., & Lee, K. (2001). A theoretical basis for the major dimensions of personality. *European Journal of Personality*, 15(5), 327–353. <https://doi.org/10.1002/per.417>
- Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2014). The Relationship Between Entrepreneurship Education and Entrepreneurial Intentions: A Meta-Analytic Review. *Entrepreneurship: Theory and Practice*, 38(2), 217–254. <https://doi.org/10.1111/etap.12095>
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ. https://www.cambridge.org/core/journals/behaviour-change/article/abs/social-foundations-of-thought-and-action-a-social-cognitive-theory-albert-bandura-englewood-cliffs-new-jersey-prentice-hall-1986-xiii-617-pp-hardback-us3950/B601D38456EF1C78547064C6D8C07C2C?utm_campaign=shareaholic&utm_medium=copy_link&utm_source=bookmark
- Bayrakdaroglu, F., & Bayrakdaroglu, A. (2017). A Comparative Analysis Regarding The Affects of Financial Literacy and Digital Literacy on Internet Entrepreneurship Intention. *Journal of Entrepreneurship and Development*, 12(2), 27–38. <http://acikerisim.lib.comu.edu.tr:8080/xmlui/handle/COMU/1789>
- Bazkiaei, H. A., Heng, L. H., Khan, N. U., Saufi, R. B. A., & Kasim, R. S. R. (2020). Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students? *Cogent Business and Management*, 7(1). <https://doi.org/10.1080/23311975.2020.1801217>
- Bilal, M. A., Khan, H. H., Irfan, M., Haq, S. M. N. U., Ali, M., Kakar, A., Ahmed, W., & Rauf, A. (2021). Influence of Financial Literacy and Educational Skills on Entrepreneurial Intent: Empirical Evidence from Young Entrepreneurs of Pakistan. *Journal of Asian Finance, Economics and Business*, 8(1), 697–710. <https://doi.org/10.13106/jafeb.2021.vol8.no1.697>
- Bradley, S. W., Wiklund, J., & Shepherd, D. A. (2011). Swinging a double-edged sword: The affect of slack on entrepreneurial management and growth. *Journal of Business Venturing*, 26(5), 537–554. <https://doi.org/10.1016/j.jbusvent.2010.03.002>
- Brownson, C. D. (2015). Entrepreneurship Awareness and Entrepreneurial Culture in Nigeria. *Entrepreneurship and Innovation Management Journal*, 3(3), 118–128. <https://www.researchgate.net/publication/369816843>
- Chen, G., Stanley, M., & Eden, D. (2004). General self-efficacy and self-esteem: toward theoretical and empirical distinction between correlated self-evaluations. *Journal of Organizational Behavior J. Organiz. Behav*, 25(May), 375–395. <https://doi.org/10.1002/job.251>
- Curran, M. A., Parrott, E., Ahn, S. Y., Serido, J., & Shim, S. (2018). Young Adults' Life Outcomes and Well-Being: Perceived Financial Socialization from Parents, the Romantic Partner, and Young Adults' Own Financial Behaviors. *Journal of Family and Economic Issues*, 39(3), 445–456. <https://doi.org/10.1007/s10834-018-9572-9>
- Farrukh, M., Khan, A. A., Shahid Khan, M., Ravan Ramzani, S., & Soladoye, B. S. A.

- (2017). Entrepreneurial intentions: the role of family factors, personality traits and self-efficacy. *World Journal of Entrepreneurship, Management and Sustainable Development*, 13(4), 303–317. <https://doi.org/10.1108/WJEMSD-03-2017-0018>
- Feltz, D. L., & Magyar, T. M. (2006). *Self-efficacy and adolescents in sport and physical activity*. Information Age Publisher Inc.
- Ferreira, J. J., Raposo, M. L., Rodrigues, R. G., Dinis, A., & Paço, A. do. (2012). A model of entrepreneurial intention: An application of the psychological and behavioral approaches. *Journal of Small Business and Enterprise Development*, 19(3). <https://doi.org/10.1108/14626001211250144>
- Georgescu, M. A., & Herman, E. (2020). The impact of the family background on students' entrepreneurial intentions: An empirical analysis. *Sustainability (Switzerland)*, 12(11). <https://doi.org/10.3390/su12114775>
- Hair, Joe F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of Business Research*, 109(August 2019), 101–110. <https://doi.org/10.1016/j.jbusres.2019.11.069>
- Hair, Joseph F, Ringle, C. M., & Sarstedt, M. (2013). Partial Least Squares Structural Equation Modeling: Rigorous Applications, Better Results and Higher Acceptance. *Long Range Planning*, 46(1–2), 1–12. <https://doi.org/10.1016/j.lrp.2013.01.001>
- Hair Jr, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2017). *Advanced issues in partial least squares structural equation modeling*. Sage Publications.
- Hsu, D. K., Burmeister-Lamp, K., Simmons, S. A., Foo, M. Der, Hong, M. C., & Pipes, J. D. (2019). “I know I can, but I don't fit”: Perceived fit, self-efficacy, and entrepreneurial intention. *Journal of Business Venturing*, 34(2), 311–326. <https://doi.org/10.1016/j.jbusvent.2018.08.004>
- John, O. (1990). *The 'Big Five' factor taxonomy: Dimensions of personality in the natural language and questionnaires (Handbook o)*. Guilford Press.
- Jusoh, O., & Koku, P. S. (2016). The efficacy of providing entrepreneurship education to junior high school students. *World Review of Science, Technology and Sustainable Development*, 12(3), 257–273. <https://doi.org/10.1504/WRSTSD.2016.078419>
- Kholisdinuka, A. (2020). Syarief Hasan Support for the National Entrepreneurship Movement Campaign. *News.Detik.Com*. <https://news.detik.com/berita/d-5295742/syarief-hasan-dorong-kampanye-gerakan-kewirausahaan-nasional>
- Leutner, F., Ahmetoglu, G., Akhtar, R., & Chamorro-Premuzic, T. (2014). The relationship between the entrepreneurial personality and the Big Five personality traits. *Personality and Individual Differences*, 63, 58–63. <https://doi.org/10.1016/j.paid.2014.01.042>
- Li, L., & Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intention: does team cooperation matter?. *Journal of Global Entrepreneurship Research*, 9(35), 1–13. <https://doi.org/10.1186/s40497-019-0157-3>
- Linan, F., Rodriguez-Cohard, J. C., & Rueda-Cantuche, J. M. (2011). Factors affecting entrepreneurial intention levels: A role for education. *International Entrepreneurship and Management Journal*, 7(2), 195–218. <https://doi.org/10.1007/s11365-010-0154-z>
- Liu, X., Lin, C., Zhao, G., & Zhao, D. (2019). Research on the affects of entrepreneurial

- education and entrepreneurial self-efficacy on college students' entrepreneurial intention. *Frontiers in Psychology*, 10(APR), 1–9. <https://doi.org/10.3389/fpsyg.2019.00869>
- Moussa, N. Ben, & Kerkeni, S. (2021). The role of family environment in developing the entrepreneurial intention of young Tunisian students. *Entrepreneurial Business and Economics Review*, 9(1), 31–45. <https://doi.org/10.15678/EBER.2021.090102>
- Nguyen, A. T., Do, T. H. H., Vu, T. B. T., Dang, K. A., & Nguyen, H. L. (2019). Factors affecting entrepreneurial intentions among youths in Vietnam. *Children and Youth Services Review*, 99(November 2018), 186–193. <https://doi.org/10.1016/j.childyouth.2019.01.039>
- Nguyen, C. (2021). Demographic Factors, Family Background and Prior Self-Employment on Entrepreneurial Intention. *SSRN Electronic Journal*. <https://doi.org/10.1186/s40497-018-0097-3>
- Rahman, M. N. A., Ghani, J. A., Ismail, A. R., & Zain, R. M. (2012). Engineering Students Towards Entrepreneurship Awareness. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 2(4), 272–282. <https://doi.org/10.6007/IJARAFMS>
- Ramdhani, N. (2012). Adaptasi Bahasa dan Budaya Inventori Big Five. *Jurnal Psikologi*, 39(2), 189–207. [https://doi.org/10.1016/S0143-4004\(97\)90091-6](https://doi.org/10.1016/S0143-4004(97)90091-6)
- Ranwal, R. S., & Dissanayake, D. M. N. S. W. (2016). Big Five Personality Traits and Entrepreneurial Inclination : A Study Based on Sri Lankan Undergraduates. *Social and Basic Science Reserach Review*, 4(4), 84–98. <https://www.researchgate.net/publication/305189665>
- Rembulan, G. D., & Fensi, F. (2017). The Affect of Entrepreneurship Education on Interest in Entrepreneurship. *Jurnal Pengabdian Dan Kewirausahaan*, 1(1), 65–73. <http://dx.doi.org/10.30813/jpk.v1i1.1007>
- Respati, D. K., Widyastuti, U., Nuryati, T., Musyaffi, A. M., Handayani, B. D., & Ali, N. R. (2023). How do students' digital financial literacy and financial confidence influence their financial behavior and financial well-being? *Nurture*, 17(2), 40–50. <https://doi.org/10.55951/nurture.v17i2.154>
- Saptono, A., Wibowo, A., Widyastuti, U., Narmaditya, B. S., & Yanto, H. (2021). Entrepreneurial self-efficacy among elementary students: the role of entrepreneurship education. *Heliyon*, 7(9), e07995. <https://doi.org/10.1016/j.heliyon.2021.e07995>
- Shen, T., Osorio, A. E., & Settles, A. (2017). Does family support matter? The influence of support factors on entrepreneurial attitudes and intentions of college students. *Academy of Entrepreneurship Journal*, 23(1), 24–43. <https://doi.org/10.5465/AMBPP.2017.10901abstract>
- Stadler, A., & Smith, A. M. J. (2017). Entrepreneurship in vocational education: A case study of the Brazilian context. *Industry and Higher Education*, 31(2), 81–89. <https://doi.org/10.1177/0950422217693963>
- Su, Y., Zhu, Z., Chen, J., Jin, Y., Wang, T., Lin, C. L., & Xu, D. (2021). Factors influencing entrepreneurial intention of university students in china: Integrating the perceived university support and theory of planned behavior. *Sustainability (Switzerland)*,

- 13(8). <https://doi.org/10.3390/su13084519>
- Sumadi, A. R., & Sulistyawati, E. (2017). The influence of attitude, motivation, and environment on entrepreneurial intentions. *E-Journal Management Unud*, 6(2), 1007–1029.
<http://download.garuda.kemdikbud.go.id/article.php?article=1370436&val=989&title=pengaruh%20sikap%20motivasi%20dan%20lingkungan%20terhadap%20niat%20berwirausaha>
- Tentama, F., & Paputungan, T. H. (2019). Entrepreneurial intention of students reviewed from self-efficacy and family support in vocational high school. *International Journal of Evaluation and Research in Education*, 8(3), 557–562.
<https://doi.org/10.11591/ijere.v8i3.20240>
- Ugwu, F. N., & Ezeani, C. N. (2012). Evaluation of entrepreneurship awareness and skills among LIS students in universities in South East Nigeria. *Library Philosophy and Practice*, 2012(1). <https://digitalcommons.unl.edu/libphilprac/836>