

## Research Article

# Exploring Entrepreneurial Potential from an Early Age: The Impact of Entrepreneurship Knowledge and Family Support on Elementary School Students

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## Abstract

This study aims to determine the influence of Entrepreneurial Knowledge and Family Environment on the Entrepreneurial Interest of students at Maradekaya 2 Elementary School in Makassar City. A quantitative research design was employed, utilizing a survey method with structured questionnaires to collect data from 26 fourth-grade students. The sample was selected using a simple random sampling technique to ensure a representative distribution of participants. Data analysis was conducted using multiple linear regression to assess both the combined and individual effects of the independent variables on the dependent variable. The results indicate that, collectively, entrepreneurial knowledge and family environment significantly influence students' entrepreneurial interest, with an F-value of 108.921, exceeding the F-table value of 3.951, and a significance level of  $F = 0.000$ , confirming a solid collective impact ( $p < 0.05$ ). However, when the variables are analyzed separately, entrepreneurial knowledge does not significantly affect entrepreneurial interest, with a t-value of 0.368, below the t-table value of 1.662, and a significance level (Sig) of 0.714, suggesting no significant individual effect. In contrast, the family environment significantly influences students' entrepreneurial interest, with a t-value of 2.431, surpassing the t-table value of 1.662, and a significance level (Sig) of 0.00, indicating a strong correlation. These findings highlight the critical role of the family environment in fostering entrepreneurial tendencies among young students, suggesting that supportive family dynamics are essential for encouraging entrepreneurial pursuits.

**Keywords:** entrepreneurship education; entrepreneurial skills; young students.

## 1. INTRODUCTION

Entrepreneurial interest among students has become an increasingly relevant issue in the effort to build a more inclusive and sustainable global economy. In many countries, entrepreneurship education has been integrated into school curricula to instill entrepreneurial skills and mindsets from an early age. Fostering entrepreneurial interest among students reduces unemployment, creates new jobs, and strengthens local and national economies. In growing globalization, entrepreneurship is seen as one of the main drivers of economic growth and innovation (Pigman, 2007; Santos, 2006). The Organization for Economic Co-operation and



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Development (OECD) also encourages its member countries to strengthen entrepreneurship education as part of a strategy to equip young people with the 21st-century skills needed to compete in a dynamic global market.

In developed countries such as the United States and Western European nations, entrepreneurship education is not only seen as a means of enhancing business skills but also as a tool to foster critical thinking, creativity, and problem-solving abilities. Research by the European Commission indicates that students involved in entrepreneurship programs at school are more likely to start their businesses in the future and exhibit improvements in interpersonal and managerial skills (Nugent, 2015). Similarly, in Asia, countries like Singapore and South Korea have implemented solid educational policies to promote entrepreneurship from the secondary school level, nurture entrepreneurial spirit and adapt to the evolving demands of the digital (Lichtenstein, 2018).

However, in many developing countries, including Indonesia, entrepreneurial interest among students still faces various challenges. Despite efforts to integrate entrepreneurship into school curricula, issues such as limited resources, restricted access to entrepreneurship training, and lack of support from the family environment often hinder the development of entrepreneurial interest among students. According to the Global Entrepreneurship Monitor (GEM) report, while initial interest in entrepreneurship is relatively high in many developing countries, entrepreneurial activity remains low, particularly among youth, due to inadequate support systems, including limited access to capital, business networks, and mentorship (Global entrepreneurship monitor (GEM), 2013).

Entrepreneurial knowledge, encompassing an understanding of business concepts, risk management, creativity, and innovation, significantly shapes entrepreneurial attitudes and intentions (Fayolle & Gailly, 2015; von Graevenitz et al., 2010). Students with solid entrepreneurial knowledge tend to be more confident in taking risks and better prepared to face challenges in starting a business. Furthermore, the literature suggests that entrepreneurship education enhances technical knowledge and shapes the entrepreneurial mindset, which is crucial in decision-making and problem-solving (Gorman et al., 1997; Nwafor & Olorube, 2024). However, previous studies show varied results regarding the effectiveness of entrepreneurship education in increasing entrepreneurial interest, indicating that other factors are also at play. The family environment plays a crucial role in shaping students' entrepreneurial interests, providing various forms of support, such as moral encouragement and financial assistance, and serving as role models that inspire children to follow entrepreneurial paths. Strong family support creates a conducive environment for developing entrepreneurial interests and skills. (Aldrich & Cliff, 2003) noted that families often act as the "first economic unit" for individuals, where they learn about the values of hard work, resource management, and risk-taking—all essential aspects of entrepreneurship. Moreover, emotional support from families provides a sense of security and confidence, enabling students to explore and develop their business ideas.

A study (Schoon & Duckworth, 2012) revealed that students growing up in entrepreneurial families have positive perceptions of entrepreneurship and are more willing to take risks in starting businesses. This suggests that exposure to entrepreneurial practices within the family environment can shape children's perceptions of entrepreneurship as a viable and attractive career path. Even entrepreneurial role models within the family, such as parents or siblings who are successful in business, can strengthen students' desire to follow the same path as they witness firsthand how entrepreneurial challenges can be overcome and how success can be achieved (Abbasianchavari & Moritz, 2021; Arfandi et al., 2021; Padalia & Natsir, 2022; Van Auken et al., 2006). However, the family's role does not always positively influence students' entrepreneurial interests. Research (Carr & Sequeira, 2007) indicates that family influence can be harmful if there is excessive pressure to pursue entrepreneurship or when the family holds conservative views on risk. In some cases, families focused on economic stability may encourage their children to choose 'safer' career paths rather than entrepreneurship, often perceived as highly uncertain. The pressure to meet family expectations can also cause students to feel compelled or uncomfortable with entrepreneurial choices, ultimately reducing their interest and motivation (Risal et al., 2023; Suarlin et al., 2021).

Additionally, research by (Zellweger et al., 2011) found that personal experiences and cultural values influence family perceptions of entrepreneurship as a career choice. For instance, in some

cultures that highly value formal education and stable salaried employment, family support for entrepreneurship may be lower than in cultures that are more accepting of risk and change. Factors such as social status, past family business failures, and views on financial stability also play essential roles in influencing how families support or hinder students' entrepreneurial interests.

Furthermore, in the context of financial support, research indicates that access to initial capital provided by the family can significantly assist in starting a business. Students who receive financial support from their families are more likely to realize their business ideas, as initial capital constraints can be more easily overcome (Kim et al., 2006). However, this financial support should be accompanied by proper guidance to ensure that students do not solely rely on the assistance but also learn to be independent in managing and growing their businesses. The role of the family in shaping students' entrepreneurial interests is significant. However, the nature and extent of the support are crucial in determining whether the influence will be positive or negative. Understanding this dynamic is essential for educators and policymakers to design interventions that enhance students' entrepreneurial knowledge and involve families in developing entrepreneurial interests and skills. In this way, a supportive family environment can become a powerful catalyst in fostering and strengthening entrepreneurial interest among students (Natsir et al., 2023; O'Dell & Sulastri, 2019).

The need to create a generation of young people ready to work and capable of becoming job creators through entrepreneurship is paramount. In the context of globalization and increasingly intense economic competition, the ability to innovate and create new ventures is a precious asset. This research is necessary because it can provide new insights into how combining entrepreneurial knowledge and family support shapes students' entrepreneurial interests. Additionally, the findings of this study could offer practical contributions to developing more effective curricula that integrate entrepreneurship into formal education, as well as provide recommendations to families on how to support their children in engaging in entrepreneurship.

This study aims to analyze the influence of entrepreneurial knowledge and family environment on the entrepreneurial interest of high school students. Specifically, the research seeks to answer the following questions: (1) How does entrepreneurial knowledge affect students' entrepreneurial interests? (2) To what extent does the family environment influence students' entrepreneurial interest? (3) How do entrepreneurial knowledge and family environment interact to shape students' entrepreneurial interests? By addressing these questions, this study is expected to contribute significantly to expanding the understanding of the factors influencing students' entrepreneurial interest and offer a solid empirical foundation for more effective entrepreneurship education policies.

## **2. RESEARCH METHOD**

### **2.1 Research Design**

To enhance this research design's robustness, it is essential to ground the methodology in established literature and theoretical frameworks. The survey method is widely recognized for its efficacy in collecting quantitative data from a specific population segment (Creswell, 2014). It allows researchers to gather detailed and scalable insights, facilitating generalizations to the larger population (Fowler Jr, 2013). Using an Ex Post Facto design is advantageous for examining pre-existing conditions and identifying causal relationships where manipulation of variables is not feasible (Salkind, 2010). This approach allows researchers to draw connections and infer relationships based on already occurred events, as supported by (Kerlinger & Lee, 2000), who emphasize its utility in educational research settings where randomized controlled trials may not be applicable.

In exploring the relationship between variables such as entrepreneurial knowledge, family environment, and interest in entrepreneurship, previous studies have highlighted these factors' significant role. For instance, (Fayolle & Gailly, 2015) discusses how entrepreneurial education directly influences students' intentions and attitudes toward entrepreneurship. Furthermore, the

family environment has been consistently identified as a significant influencer of entrepreneurial behavior (Zellweger et al., 2011).

## 2.2 Research Location

The research is scheduled to be conducted at Maradekaya 2 Elementary School, a site strategically selected due to the compelling phenomenon identified during preliminary observations, notably the low entrepreneurial interest exhibited by the students. This site presents a unique opportunity to explore the factors contributing to this issue and to propose interventions that might enhance students' entrepreneurial engagement. The study is planned to take place over one month, spanning from April to May 2024. This period is deliberately chosen to coincide with the ongoing teaching and learning activities, providing an optimal environment for the researcher to conduct comprehensive observations and collect data. The continuity of academic activities during this time dramatically facilitates interaction with the students and integration into the school's routine, ensuring a robust and contextually rich data collection process.

## 2.3 Population & Sample

It is essential to reference theoretical insights and methodologies detailed in scholarly literature to support the methods described. (Sugiyono, 2011) defines "population" in research as the totality of subjects or objects with certain traits and characteristics established by the researcher from which conclusions can be drawn. This definition underscores the importance of precisely characterizing the population to conduct meaningful research. The sampling process in this study utilizes proportional random sampling. (Arikunto, 2019) outlines that a sample can be understood as a subset of the population examined to make generalizations about the whole. Proportional random sampling involves selecting individuals that accurately reflect the population's structure in terms of size, ensuring each member has an equitable chance of being included (Fraenkel & Wallen, 2009), including all 26 fourth-grade students as the sample provides a comprehensive population representation, minimizing potential biases that can arise from excluding any members. This approach is particularly advantageous in small population studies where including the entire group can produce more robust and reliable findings (Cohen et al., 2018). Utilizing these references reinforces the sampling strategy's validity and alignment with established research practices.

## 2.4 Data Collection

*Observation:* The observation method is fundamental in qualitative research, allowing for an in-depth understanding of the context and behaviors being studied. According to (Creswell & Creswell, 2017), observation enables researchers to comprehensively portray the research environment, providing insights into complex interactions and processes. (Patton, 2002) also, observation helps validate findings by offering direct evidence of the phenomena under study.

*Questionnaire:* Questionnaires are a standard quantitative research method, particularly effective for systematically collecting data from many respondents. (Fraenkel & Wallen, 2009) describe questionnaires as beneficial for obtaining precise data on participants' attitudes and perceptions using a closed-ended questionnaire. (Dillman et al., 2014), ensure clarity and ease of analysis, mainly when using a Likert scale. The Likert scale, introduced by (Likert, 1932), is particularly effective for measuring attitudes and opinions, providing a structured format that facilitates statistical analysis.

*Documentation:* Documentation is a method utilized to acquire data and information in various forms, such as books, archives, documents, written numbers, and images. These materials can include reports and descriptions that provide supportive research evidence. This technique allows researchers to collect historical and contextual data that enrich the study's findings and provide a broader understanding of the research topic.

## **2.5 Data Analysis Techniques**

### **2.5.1. Normality Test**

The normality test ascertains whether the data follows a normal distribution, a prerequisite for many parametric statistical tests. Methods such as the Shapiro-Wilk and Kolmogorov-Smirnov tests are commonly employed to check for normality (Dimitrov, 2014). Establishing normality ensures that the sample data accurately represents the population, allowing for valid statistical inference.

### **2.5.2. Linearity Test**

The linearity test evaluates whether a linear relationship exists between two variables. This assessment is crucial when planning to use linear models for analysis. Scatterplots and statistical tests, like the ANOVA linearity test, are utilized to determine the presence of linearity (Hair et al., 2010). Confirming linearity is essential for the validity of regression analyses.

### **2.5.3. Multiple Linear Regression**

Multiple linear regression is a statistical technique to explore the relationship between one dependent variable and two or more independent variables. This method helps understand how changes in the independent variables are associated with changes in the dependent variable. It provides coefficients for each factor, indicating their contributions to the outcome variable (Montgomery et al., 2021). This technique is beneficial for predicting outcomes and identifying the strength and type of relationships within the data.

## **3. RESULT AND DISCUSSION**

### **3.1. Description Analysis**

#### **3.1.1. Entrepreneurial Knowledge**

The survey results show that entrepreneurial knowledge significantly enhances respondents' abilities and attitudes toward entrepreneurship, with 87.4% believing it helps them identify new business opportunities and 81.6% feeling it enables them to create innovative products that appeal to consumers. Additionally, 82.8% report that hands-on marketing activities have boosted their creativity, while 83.9% feel motivated to test their entrepreneurial skills. This knowledge also instills a sense of responsibility and confidence, as 79.3% of respondents feel more assured in starting a business. Furthermore, 86.2% have become more selective in managing business capital, and 94.3% recognize the importance of risk management. The survey's average score of 4.14 highlights that entrepreneurial knowledge is precious in building the skills, mindset, and preparedness essential for entrepreneurial success.

#### **3.1.2. Family Environment**

The survey results on the family environment and its influence on respondents' decision to become entrepreneurs show mixed perspectives. Many respondents feel positive support, with 4.02% stating their parents would encourage them to pursue entrepreneurship and 3.91% agreeing that their parents approve of this choice. Furthermore, 3.95% believe their parents would be happy if they chose an entrepreneurial path. However, this support is not always a primary motivator; only 3.39% are motivated to become entrepreneurs because their parents are entrepreneurs themselves, while 4.18% are not discouraged because their parents do not have a business background. In contrast, 3.82% are driven to pursue entrepreneurship due to their parents' low income, and 4.09% feel their parents provide them with complete freedom to choose their path, with 4.04% sensing active encouragement from their family. The average response rate of 3.86% illustrates diverse attitudes within the family environment regarding entrepreneurial ambitions.

### 3.1.3. Interest in Entrepreneurship

Survey results on respondents' interest in becoming entrepreneurs indicate that the main motivations include the freedom to work independently and the desire to make a social impact. 3.96% of respondents are interested in entrepreneurship because of its freedom. In comparison, 4.43% are motivated to create jobs for others, and 4.37% feel driven to reduce unemployment. Respondents also show courage when facing risks, with 4.28% willing to start a business despite the risk of failure. About 4.14% find joy in being an entrepreneur, and 4.11% believe entrepreneurship can lead to a bright future. 4.62% feel happiness at the prospect of succeeding in entrepreneurship. External support and encouragement to take risks also influence their interest; 4.06% feel happy if someone encourages them to become entrepreneurs, and 4.12% reported that their parents taught them to take risks bravely. Overall, an average of 4.17% of respondents show a strong interest in entrepreneurship, influenced by various personal motivations and external support.

## 3.2. Assumption Test

### 3.2.1. Normality Test

A normality test determines whether the data prepared for further analysis follows a normal distribution. A robust regression model requires the data distribution to be normal or approximately normal. This can be detected through graphical analysis. Graphical analysis involves assessing the normality of residuals by examining a histogram that compares observed data with an approximation to a normal distribution. Another method used in graphical analysis is the normal probability plot, which compares the cumulative distribution of the data to a normal distribution. If the residual data distribution is normal, the actual data line will align closely with the diagonal line. Using SPSS, the normal distribution graph is visualized as follows:

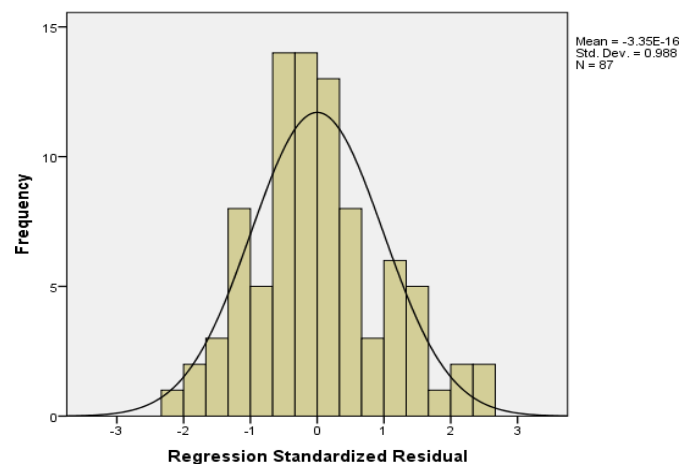


Figure 1. Histogram Normality Test

The histogram above indicates that the research data exhibit a standard shape, aligning with the typical distribution pattern. In a normal distribution, there is no skewness, allowing us to conclude that the data distribution meets the normality assumption.

### 3.2.2. Linearity Test

This study employs the linear regression method. Linear regression analysis is a statistical tool used to analyze the relationships between two or more research variables, namely the dependent and independent variables. It is used to determine both partial and simultaneous effects of the independent variables on the dependent variable. This analysis requires data from several groups of observations or measurements. The study examines whether the independent variables have significant partial and simultaneous influences on the dependent variable.



**Table 1.** Linear Regression Test (Interest in Entrepreneurship)

Model	Unstandardized Coef.		Standardized Coef.	T	Sig.
	B	Std. Error	Beta		
(Constant)	7.462	3.069		2.431	0.017
Entrepreneurial Knowledge	0.036	0.097	0.022	0.368	0.714
Family Environment	0.840	0.061	0.842	13.780	0.000

The regression analysis reveals significant insights into how entrepreneurial knowledge and family environment positively influence students' interest in entrepreneurship. The baseline interest in entrepreneurship, represented by the constant value of 7.462, suggests an inherent entrepreneurial inclination among students even without external influences from the measured variables.

With a regression coefficient of 0.036, entrepreneurial knowledge directly yet modestly impacts students' entrepreneurial interests. This relationship indicates that improvements in entrepreneurial education correlate with increased interest, albeit at a gradual pace. Such findings highlight the importance of integrating comprehensive entrepreneurial education within the curriculum to further stimulate and nurture this interest.

The family environment exerts a more substantial impact, as evidenced by its regression coefficient of 0.840. This suggests that a supportive family background significantly boosts students' entrepreneurial interests, marking it a critical factor in fostering entrepreneurial intentions. These results point to the vital role families play alongside educational initiatives in encouraging entrepreneurship among students, providing actionable insights for educators and policymakers.

### 3.3. Hypothesis

#### 3.3.1. Partial Test (T-Test)

The partial test, commonly known as the T-test, determines whether an independent variable (X) significantly contributes to predicting or explaining the dependent variable (Y). This test helps identify the extent to which each independent variable individually affects the outcome variable. Typically, the results of a T-test are presented in a table format, indicating the significance levels of each variable and helping to ascertain their impacts on the dependent variable. This analysis is crucial for understanding the unique contribution of each independent factor within a predictive model.

**Table 2.** Partial Test (T-Test)

Model	Unstandardized Coef.		Standardized Coef.	T	Sig.
	B	Std. Error	Beta		
(Constant)	7.462	3.069		2.431	0.017
Entrepreneurial Knowledge	0.036	0.097	0.022	0.368	0.714
Family Environment	0.840	0.061	0.842	13.780	0.000

The t-test calculation for entrepreneurial knowledge resulted in a t-value of 0.368, less than the critical t-table of 1.662. The associated significance level is 0.714, which exceeds the conventional alpha level of 0.05. Therefore, it is concluded that entrepreneurial knowledge does not have a statistically significant effect on entrepreneurial interest when considered in isolation. The contribution of entrepreneurial expertise to entrepreneurial interest, as the Beta coefficient indicates, is 2.2%.

In contrast, the t-test for the family environment variable yielded a t-value of 2.431, which surpasses the critical t-table of 1.662. The significance level for this variable is 0.00, which is below the threshold of 0.05. These results indicate that the family environment has a statistically

significant influence on entrepreneurial interest (Y), with the Beta coefficient showing a substantial contribution of 84.2%.

3.3.2. Simultaneous Test (F-Test)

The simultaneous F-test determines whether the independent variables collectively contribute significantly to the dependent variable. This test evaluates the overall fit of the regression model by examining whether the set of independent variables, as a group, significantly explain variations in the dependent variable. The F-test is crucial for understanding the independent variables' combined effect on the outcome, indicating whether they provide meaningful predictive power when considered. Typically, a significant F-test result implies that the model's independent variables, taken as a whole, are effective in accounting for the variability in the dependent variable.

**Table 3.** Simultaneous F-Test (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4246.100	2	2123.050	108.921	0.000
Residual	1637.303	84	19.492		
Total	5883.402	86			

The ANOVA results report an F-value of 108.921, more significant than the critical F-table of 3.951. Furthermore, the associated significance level (p-value) is 0.000, marked below the alpha threshold 0.05. These findings conclude that entrepreneurial knowledge and family environment collectively exert a statistically significant influence on entrepreneurial interest.

**3.4. Discussion**

At first glance, one might assume that entrepreneurial knowledge directly increases entrepreneurial interest. However, this study's findings reveal that the calculated t-value is lower than the t-table value, with a significance level above the 0.05 threshold, indicating that this knowledge alone cannot spark entrepreneurial interest. This aligns with (Hisrich et al., 2017) findings, which emphasize that entrepreneurial knowledge establishes a foundational understanding of business concepts but may not be the primary driver of entrepreneurial interest among children. It suggests that simply knowing about entrepreneurship is insufficient to motivate young students; other factors play a more significant role in nurturing this interest.

More critically, other factors seem to influence entrepreneurial interest more substantially. For instance, the family environment plays an essential role, as highlighted by (Zellweger et al., 2011), who state that support and examples set by families with entrepreneurial backgrounds can stimulate children's interest in entrepreneurship. A conducive family environment can effectively instill entrepreneurial values. Additionally, the influence of educational institutions and teachers is vital. (Fayolle & Gailly, 2015), highlight the strategic role of educators in creating learning environments that stimulate entrepreneurial interest. Through innovative and participatory teaching approaches, teachers can encourage students to engage more intensely in entrepreneurial learning processes, enhancing their interest in the field.

Furthermore, extracurricular programs focusing on entrepreneurial practices offer students opportunities to gain direct, relevant, and engaging experiences. (Pittaway & Cope, 2007) argue that direct, activity-based experiences through such programs can increase students' entrepreneurial interests and capabilities. Practically engaging students in entrepreneurial learning is proven more effective in stimulating interest and developing entrepreneurial skills (Rauch & Hulsink, 2015). Regarding social influence, peers also significantly influence entrepreneurial interest through social interactions and motivation (Erikson, 2002). (Davidsson & Honig, 2003) emphasize the importance of social capital and how interactions with peers can enhance self-confidence and entrepreneurial intentions. By understanding these multifaceted influences, educators and policymakers can better foster entrepreneurial spirit in students through integrated and comprehensive approaches.

The study on the influence of family environment on the entrepreneurial interest of elementary school students in Maradekaya 2 shows a significant and positive relationship. The statistical test



results indicate that the t-value of 2.431 is greater than the t-table value of 1.662, at a significance level of 0.000, well below the significance threshold of 0.05. Thus, the hypothesis that the family environment significantly influences entrepreneurial interest can be accepted. The influence of the family environment, which reaches 84%, indicates that various factors related to family conditions—such as emotional support, open communication, the instillation of entrepreneurial values by parents, and direct exposure to entrepreneurial practices—contribute significantly to shaping entrepreneurial interest in children. This is consistent with the theory proposed (Shapiro & Sokol, 2002), which states that the family environment is a critical factor in forming entrepreneurial intentions. The family environment can provide motivation, knowledge, and basic skills relevant to entrepreneurial activities. This finding is supported (Schoof, 2006), who notes that a supportive family, including the role of parents as entrepreneurial role models, can enhance children's entrepreneurial interests and skills.

Moreover, the study (Fayolle & Gailly, 2015) emphasizes that early exposure to entrepreneurial practices, especially within the family environment, tends to shape a proactive mindset and attitude toward entrepreneurship. This research highlights the importance of the family's role as a fundamental unit in society that can shape the character and interests of students from an early age. A positive and supportive family environment can influence children to develop confidence, creativity, and courage in facing risks—essential attributes in entrepreneurship, as stated (Drucker, 2017). Therefore, it is vital for parents and educators to consciously create an atmosphere conducive to fostering entrepreneurial interest from a young age. These findings also imply that schools and the government can facilitate parental involvement in entrepreneurship education programs, for example, by organizing workshops or seminars on entrepreneurship involving families. This will strengthen collaboration and engagement between families, schools, and the community in nurturing students' entrepreneurial spirit.

The research results on the simultaneous influence of entrepreneurial knowledge and family environment on the entrepreneurial interest of students provide significant insights. Based on the F-test at a 5% significance level, the calculated F-value of 108.921 greatly exceeds the F-table value of 3.951. Furthermore, the F significance value of 0.000 is less than 0.05, indicating that, statistically, both entrepreneurial knowledge and the family environment positively and significantly impact students' entrepreneurial interests. These findings underscore the importance of entrepreneurial expertise as a foundation for understanding business and economic concepts. Entrepreneurial knowledge offers students a deep understanding necessary to initiate and manage ventures (Casson, 2008; Hisrich et al., 2017). However, the impact of this knowledge is significantly enhanced when combined with support and real-life examples from a conducive family environment. As (Zellweger et al., 2011) documented, a supportive family environment can strengthen entrepreneurial intentions by providing motivational foundations and practical support.

The family environment acts as an additional catalyst, facilitating the practical application of entrepreneurial knowledge that students acquire. Students who observe entrepreneurial practices within their families better understand how to implement this knowledge in real-life situations. Family support, such as moral encouragement, opportunities to participate directly in family businesses, and instill entrepreneurial values, can boost students' confidence to take initial steps in entrepreneurship. This aligns with (Aldrich & Cliff, 2003) findings that family involvement in entrepreneurial practices can instill entrepreneurial values early on. Moreover, this study demonstrates that the synergy between entrepreneurial knowledge and the family environment is crucial in motivating students to develop their entrepreneurial interests and potential.

It highlights the need for a holistic educational approach that teaches entrepreneurial theory and involves practical experiences and family support. Academic programs that integrate theoretical learning with direct practice and involve family participation can effectively cultivate strong entrepreneurial interest among students. These findings are consistent with previous studies, which suggest that a multidimensional approach encompassing formal education and social influence results in better outcomes in shaping entrepreneurial intentions (Gibb, 2011; Kuratko, 2005). Therefore, schools and policymakers must consider strategies that enhance the link between entrepreneurial knowledge taught in schools and the active role of families in supporting this learning process. Additionally, integrating extracurricular activities, mentorship programs and community engagement can provide a comprehensive scaffold for students, encouraging them to

explore and realize their entrepreneurial ambitions. Studies by (Leeflang et al., 2014; Rauch & Hulsink, 2015) also reinforce this approach by highlighting the effectiveness of experiential learning in entrepreneurial education. Creating an ecosystem that includes educational institutions, families, and the broader community working in concert to support students' entrepreneurial journeys is crucial to fostering an entrepreneurial mindset.

#### 4. CONCLUSION

The discussions underscore the intricate relationship between entrepreneurial knowledge, the family environment, and other educational influences on nurturing entrepreneurial interest in students. While entrepreneurial knowledge provides a necessary foundation of business concepts, it is insufficient to ignite a strong interest in entrepreneurship. The family environment plays a crucial role as a facilitator, offering emotional support, real-world examples, and a platform for practical application that profoundly influences children's entrepreneurial intentions. The synergy between these factors is reflected in various studies, highlighting that environments encouraging open communication and supporting entrepreneurial values substantially enhance the motivation and confidence necessary for young individuals to pursue entrepreneurial activities.

Moreover, the research highlights the importance of a holistic approach to entrepreneurship education, combining theoretical knowledge and practical experiences. Integrating family involvement and support from educational institutions, such as schools, through innovative teaching and extracurricular activities can further enhance the entrepreneurial spirit. Policies that encourage the blending of educational frameworks with active familial participation and real-world engagement are pivotal. These comprehensive strategies empower students to harness their entrepreneurial potential effectively, creating a supportive ecosystem in which educational institutions, families, and the community collaboratively nurture future entrepreneurs.

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