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Internal Drive and External Support: Shaping High Schoolers' Entrepreneurial Intentions

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ABSTRACT

Indonesia's population, estimated at 282 million in 2024, presents significant entrepreneurial potential, yet the nation faces a high unemployment rate (8.5%) among high school graduates. To address this, the government launched the National Entrepreneurship Movement (GKN) and incorporated entrepreneurship education into the 2013 Curriculum. Beyond policy, parental influence, student self-belief (Locus of Control), and drive (Need for Achievement) are crucial psychological factors. This study uniquely integrates internal factors (Locus of Control, Need for Achievement) and external influences (Role of School, Role of Parents) to explain high school students' entrepreneurial intentions in Indonesia a combination rarely examined empirically. The novelty lies in this unified model of psychological and contextual motivators. Using a quantitative survey with 103 respondents selected through purposive sampling, data were analyzed using multiple linear regression (IBM SPSS 26). The findings reveal that Locus of Control, Role of School, and Role of Parents significantly and positively influence entrepreneurial intention; Need for Achievement does not. This study contributes to the Theory of Planned Behavior (TPB) by emphasizing both contextual and psychological antecedents. Practically, the results provide strategic insights for schools and families to enhance Indonesia's youth entrepreneurship ecosystem and long-term economic resilience.

Keywords: Entrepreneurial Intention, Locus of Control, Need for Achievement, Role of Parents, Role of School
JEL: I21, J24, L26

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1. INTRODUCTION

As the world's largest archipelagic nation, Indonesia is navigating a complex socio-economic landscape shaped by vast demographic potential and multifaceted development challenges. With a population of approximately 282 million in 2024, the nation possesses both a substantial domestic market and a large pool of human resources, offering a unique opportunity to accelerate economic growth (Hisrich & Peters, 1998, p. 9). This potential is further reinforced by the global transition toward a customer-centric business paradigm, which emphasizes innovation, adaptability, and responsiveness—qualities inherent to entrepreneurship. According to Simamora and Sulistyo (2023), superior customer experience has become a key determinant of competitiveness, positioning entrepreneurs as central agents of economic transformation. Recognizing this, the Indonesian government has made youth entrepreneurship a cornerstone of its national development strategy. The emergence of new ventures initiated by younger generations is considered a vital indicator of a nation's progress (Rahmawati & Mettan, 2023), underscoring the importance of cultivating entrepreneurial intention from an early age to develop job creators rather than job seekers.

However, this optimistic outlook is tempered by the persistent challenge of youth unemployment, which hinders Indonesia's ability to harness its demographic dividend. Data from the Indonesia Statistics (BPS, 2022) reveal that approximately 8.43 million Indonesians remain unemployed, with

secondary school graduates comprising the largest segment. The Open Unemployment Rate stood at 8.57% for high school and 9.42% for vocational graduates, reflecting a mismatch between educational outcomes and labor market demands. This data, suggests that academic and technical competencies alone are insufficient; a strong entrepreneurial mindset—marked by initiative, persistence, and risk-taking—is equally vital (Hisrich & Peters, 1998, p. 9; Frese, 2009). As Jones (2019, p. 45) argues, youth unemployment is not merely economic but a systemic threat to social stability and national development. Within this context, entrepreneurship emerges as a strategic solution rather than just an occupational choice. Shane and Venkataraman (2000) affirm that entrepreneurial activities drive innovation, efficiency, and job creation, thus fostering sustainable economic growth. Promoting entrepreneurship is therefore a deliberate national policy response to Indonesia's employment challenges.

In addressing this challenge, the Indonesian government has initiated several strategic programs. One of the most notable is the National Entrepreneurship Movement (GKN), launched in 2009 to instill entrepreneurial values across society, particularly among youth. In education, the 2013 Curriculum (K-13) formally integrated entrepreneurship education into both general and vocational secondary education. The philosophy behind this curriculum emphasizes that entrepreneurship encompasses cognitive, behavioral, and practical skills that can be developed through systematic education (Hansemark, 1998; Fayolle and Gailly, 2008). Its aim is to foster creativity, opportunity recognition, and risk management skills, enabling students to view entrepreneurship as a viable alternative to traditional employment.

Prior studies have examined psychological and environmental determinants of entrepreneurial intention separately. The influence of the family, particularly that of parents, is often even more substantial in shaping entrepreneurial intention. Parents represent the earliest and most significant role models, transmitting fundamental values, behavioral norms, and perspectives that shape a child's worldview. Empirical evidence consistently highlights a strong association between parental entrepreneurial background and a child's propensity to pursue entrepreneurial activities (Bosma et al., 2012). The impact of parents on their children's development extends beyond mere imitation; it includes cultivating a growth-oriented mindset, providing essential emotional encouragement, and, in some cases, financial resources. This assertion is corroborated by the findings of Georgescu and Herman (2020), who demonstrated that parental attitudes and experiences exert a significant and positive influence on the formation of entrepreneurial intentions among their children. Entrepreneurial intention should be nurtured from childhood, as education is crucial for developing human capital and reducing poverty. As posited by Alfin and Boedirochminarni (2025), an increase in the average years of schooling has been shown to reduce poverty levels in East Java significantly. This is because education endows individuals with the competencies and knowledge necessary to elevate their economic well-being. This evidence supports the view that integrating entrepreneurship education into secondary school curricula is not only for character development but also represents a long-term economic strategy to address unemployment and poverty. Integrating entrepreneurship education into the school curriculum can be seen as a social investment aimed at equipping younger generations with the ability to become job creators rather than job seekers.

In contrast, external factors create a favorable ecosystem, the inner psychological drive to pursue entrepreneurship originates from within the individual (Brockhaus & Horwitz, 1986). Two constructs—Locus of Control (LoC) and Need for Achievement (nAch)—are especially influential. *Locus of Control*, introduced by Rotter (1966), refers to an individual's perception of control over events affecting their life. Individuals with a strong internal LoC believe that their own actions determine success or failure, which makes them proactive, opportunity-oriented, and resilient. This sense of agency is essential for entrepreneurship (Mueller & Thomas, 2001, p. 55). As Rauch and Frese (2007) noted, entrepreneurs typically exhibit higher levels of internal LoC compared to the

general population, which enables them to persist despite uncertainty and risk.

The need for Achievement complements the concept of Locus of Control (nAch) theory, a motivational theory advanced by David McClelland (1987). This construct refers to an individual's intrinsic motivation to attain excellence and succeed in tasks that present an optimal level of challenge. This concept encapsulates the aspiration to attain elevated standards of performance, not for external validation, but for the intrinsic gratification derived from the act of accomplishment itself. Individuals with elevated levels of nACh have been shown to exhibit a preference for moderately difficult objectives, a strong desire for concrete feedback regarding their performance, and a willingness to assume personal responsibility for the outcomes of their efforts. These psychological characteristics are closely aligned with the essence of entrepreneurship, a field which demands goal orientation, adaptability to continual market feedback, and accountability for business results (Gaddam,2008). It is evident that a pronounced need for achievement functions as a critical motivational force, thereby sustaining persistence, resilience, and commitment throughout the arduous process of establishing and developing a new enterprise.

In light of Indonesia's persistent challenge of youth unemployment and the theoretical perspectives outlined above, few have explored their combined influence among Indonesian adolescents. The development of entrepreneurial intention is inherently multifaceted and cannot be attributed solely to formal education. The phenomenon under discussion emerges through the dynamic interaction between external environmental factors and the individual's internal psychological dispositions. The school and the family represent two of the most significant external determinants. The institution functions as a structured environment where students are introduced to entrepreneurial principles and have opportunities to engage in experiential learning through co-curricular and extracurricular initiatives. A positive and supportive school atmosphere, where educators serve not only as instructors but also as mentors who foster creativity and risk-taking, is essential for nurturing students' self-efficacy and confidence to engage in entrepreneurial endeavors (Tentama, 2020).

The objective of this study is to empirically evaluate how internal psychological factors, specifically Locus of Control and Need for Achievement, interact with external contextual influences, such as the roles of schools and parents, to influence the propensity of young Indonesians to engage in entrepreneurial endeavours. Contrast with the majority of previous studies, which examined these constructs in isolation, the present investigation aims to capture their combined and interactive effects on the entrepreneurial intentions of high school and vocational students. The research is anchored in the demographic potential of the nation, the prevailing issue of youth unemployment, and a theoretical framework encompassing both internal and external motivational factors. This renders the research highly pertinent. A comprehensive understanding of how entrepreneurial intention can be effectively cultivated among Indonesia's younger generation is urgently required. A plethora of preceding studies have examined these determinants independently (McClelland, 1965; Green et al., 1996; Gürol & Atsan, 2006; Tentama, 2020; Georgescu & Herman, 2020); however, the present study seeks to examine their combined and concurrent effects within the context of Indonesian high school students. The integration of these perspectives is expected to facilitate a more comprehensive understanding of the mechanisms that shape entrepreneurial intention among young people in developing economies.

The objective of this study is to address the following research questions: Is a student's entrepreneurial intentions significantly influenced by their sense of locus of control (LoC)? The present study seeks to ascertain whether Need for Achievement (nAch) exerts a significant and positive influence on students' entrepreneurial intentions. The following research questions are proposed: firstly, whether the school's role in providing entrepreneurship education and fostering a supportive environment significantly contributes to students' entrepreneurial intentions; and secondly, whether the parental role, both as role models and as sources of support, has a significant positive impact on students' entrepreneurial intentions. The objective of the present study is to explore

the aforementioned questions, with a view to generating meaningful empirical insights that can guide relevant stakeholders—including education policymakers, school administrators, teachers, and parents—in designing more comprehensive and effective strategies to cultivate a robust entrepreneurial ecosystem and nurture a generation of innovative and resilient Indonesian entrepreneurs. Despite extensive prior studies on entrepreneurship education, parental influence, and individual motivation, few have integrated these perspectives simultaneously within the Surabaya, East Java Province, Indonesian high school context. Therefore, this study fills that gap by empirically testing a combined model that bridges psychological and environmental determinants of entrepreneurial intention. The result of this study are expected to inform policymakers, educators, and families in designing a more integrated and sustainable ecosystem to cultivate the next generation of Indonesian entrepreneurs.

2. METHODS

This study builds upon a comprehensive theoretical framework and prior empirical findings that explore the psychological and environmental factors influencing entrepreneurial intention. Previous studies, such as Kusmulyono (2017), analyzed the effects of entrepreneurship education and parental support on high school students, while Voda and Florea (2019) examined how personality traits and entrepreneurship education affect entrepreneurial intentions among business and engineering students. The present research extends this discourse by simultaneously examining school roles, parental roles, Locus of Control (LoC), and Need for Achievement (nAch) as determinants of entrepreneurial intention among high school and vocational students in Indonesia. By integrating both internal and external factors, this study establishes a more holistic framework to explain entrepreneurial intention formation. It also provides a foundation for future studies to incorporate other potential determinants, such as self-efficacy, social capital, or risk tolerance. The research employs a quantitative approach designed to identify and analyze how the four independent variables—LoC, nAch, Role of School, and Role of Parents—affect Entrepreneurial Intention. Primary data were gathered through structured questionnaires distributed both online (via Google Forms) and in person to selected students.

Locus of Control is conceptualised as an individual's belief regarding the degree to which they can influence the outcomes of their own life events. Some individuals possess a strong internal sense of control, perceiving their achievements and failures as the result of personal effort and competence. In contrast, others attribute life outcomes to external factors such as luck, fate, or the influence of others (Widjaya et al., 2021). Within this construct, ten indicators are used to operationalize the variable, including: (1) success or failure in life is largely determined by one's ability, (2) feeling in control of one's life, (3) achieving goals primarily through personal effort, (4) believing that life outcomes depend on individual actions, (5) attributing success to being in the right place at the right time, (6) viewing business success as largely a matter of luck, (7) perceiving that people in positions of power determine life events, (8) considering long-term planning unwise due to uncertainty, (9) believing that much of life is governed by random events, and (10) perceiving personal achievements as products of chance.

The Need for Achievement (nAch) is defined as a motivational tendency characterised by a desire to attain excellence, compete against standards of high performance, and accomplish meaningful goals (Hansemark, 1998). It reflects an individual's drive to achieve beyond basic requirements and to persist in the pursuit of self-imposed objectives. This variable is measured through ten indicators, which include: (1) maintaining a deliberate and consistent work pace, (2) striving for excellence in all endeavors, (3) working excessively to achieve goals, (4) persisting until tasks are completed perfectly, (5) demonstrating diligence and persistence, (6) exceeding expectations in performance, (7) fully engaging in assigned tasks, (8) showing low motivation to succeed, (9) doing only the

minimum necessary to meet obligations, and (10) performing insufficient effort to achieve meaningful outcomes.

The Role of the School refers to the institution's function in fostering entrepreneurship education through three key dimensions: curriculum implementation, teacher competence, and the provision of supporting facilities (Kusmulyono, 2017). These dimensions collectively reflect how schools contribute to the cultivation of entrepreneurial intention among students. To operationalize this construct, nine indicators are employed: (1) acquiring entrepreneurial knowledge through school subjects, (2) participating in and enjoying entrepreneurship seminars organized by the school or external institutions, (3) possessing a solid understanding of entrepreneurship-related content taught at school, (4) recognizing that teachers demonstrate adequate knowledge of entrepreneurship, (5) receiving motivational support from teachers to enhance entrepreneurial interest, (6) understanding entrepreneurship materials presented by instructors, (7) acknowledging that the school provides sufficient facilities to stimulate entrepreneurial engagement, (8) having access to entrepreneurship-related literature through the school library, and (9) showing interest in reading online articles about business and entrepreneurship.

The Role of Parents encompasses the supportive dimensions of family involvement that encourage students' interest in entrepreneurship and influence their career orientation (Kusmulyono, 2017). Parental influence extends beyond material support, encompassing emotional, moral, and communicative aspects within the family context. This variable is measured through several indicators, including: (1) parents consistently providing attention and guidance, (2) families instilling strong moral values, (3) parents teaching and reinforcing positive behavioral norms within the household, (4) parents offering continuous motivation to help their children achieve future success, (5) emphasizing the importance of open communication within the family, and (6) recognizing that effective communication fosters harmony and emotional balance at home.

Entrepreneurial Intention is defined as an individual's deliberate commitment to engage in business activities (Bird & Jelinek, 1989), primarily oriented toward creating new employment opportunities and contributing to economic development. Beyond this, entrepreneurial intention also reflects an individual's personal aspiration to become an entrepreneur who demonstrates perseverance, dedication, and a strong work ethic in pursuing business success (Satriadi et al., 2022**)**. This construct is operationalized through nine indicators, namely: (1) aspiring to become a successful young entrepreneur, (2) being willing to exert maximum effort to initiate and manage a business after graduation, (3) demonstrating a strong work ethic toward achieving entrepreneurial success, (4) expressing the Intention to pursue higher education in entrepreneurship, (5) desiring to help reduce unemployment through entrepreneurial activities, (6) showing readiness to face entrepreneurial risks, (7) identifying entrepreneurship as a primary professional goal, (8) being determined to establish a business in the future, and (9) seriously considering launching a business venture.

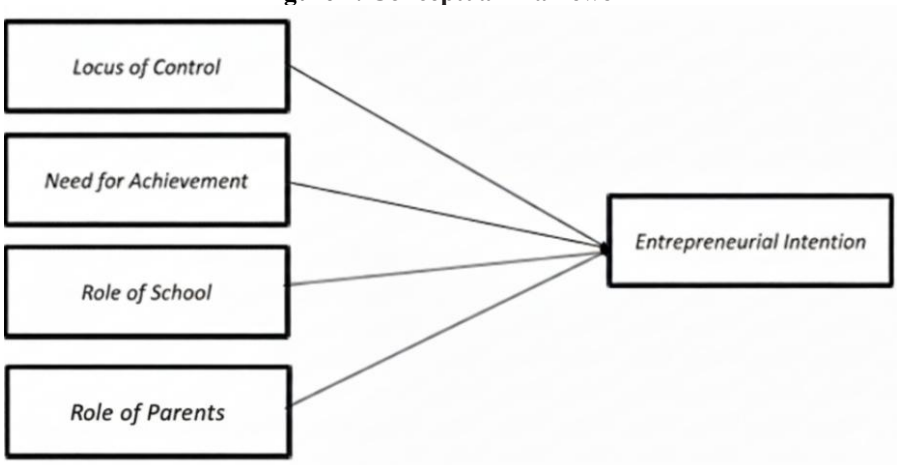
This research adopts a survey method with structured questionnaires distributed to 150 respondents, comprising high school and vocational students in Surabaya and nearby areas. A purposive sampling technique was employed to ensure the inclusion of participants meeting the following criteria: aged 14 years or older, currently enrolled in grades X–XII, have completed entrepreneurship courses. The questionnaire employed a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). This design allows the researcher to capture variations in attitudes and intentions related to entrepreneurship across multiple dimensions.

The collected data were analysed using IBM SPSS Statistics 26, employing a multiple linear regression model with four independent variables (*Locus of Control*, *Need for Achievement*, *Role of the School*, and *Role of Parents*) and one dependent variable (*Entrepreneurial Intention*). To illustrate the relationships among variables, a conceptual framework (Figure 1) was developed, depicting the hypothesized links between Locus of Control, Need for Achievement, Role of School, Role of Parents, and

Entrepreneurial Intention.

Furthermore, this research adhered to ethical standards in data collection. Informed consent was obtained from all participants, and participation was voluntary. Respondents were informed of their right to withdraw at any stage, and confidentiality was strictly maintained.

Figure 1. Conceptual Framework



Source: Author data (2025)

3. RESULT AND DISCUSSION

Based on the data analysis performed using IBM SPSS Statistics 22, the initial stage involved examining the characteristics of the respondents and the distribution of their responses. The study's respondents were high school and vocational school students in Surabaya, actively enrolled in grades X, XI, and XII at the time of data collection. All participants were residents of Surabaya and its surrounding areas, aged 14 years and above, had taken Entrepreneurship as an academic subject, and expressed an interest in pursuing entrepreneurial activities. The research questionnaire was administered through an online survey using Google Forms, facilitated by two student research assistants to ensure proper distribution and response management. The data collection process was conducted over a period of five months, from Monday, June 22, 2024, to October 22, 2024.

Table 1. Research Sample Selection

Description	Number of respondents
Total Questionnaires distributed	Shared online using Google Form
Total questionnaires returned	143
Total questionnaires completed	136
Total Questionnaires that fit the criteria	123
Total Questionnaires passed Outliers	103
Sample Size (n)	103

Based on the analysis of respondent characteristics processed using IBM SPSS Statistics, the following results in Table 1 were obtained. When classified by gender, the data show that of the 103 respondents, 29 (28.2%) were male and 74 (71.8%) were female. This distribution indicates that entrepreneurial aspirations are not limited to males; a significant proportion of female students also demonstrate strong interest and intention to pursue entrepreneurship. This finding reflects an encouraging trend in the increasing participation of young women in entrepreneurial activities, particularly among high school and vocational school students in Surabaya and its surrounding areas.

In terms of age, 66 respondents (64.1%) were within the 16–17-year age group, followed by 24 respondents (23.3%) aged 14–15 years, and 13 respondents (12.6%) aged 18 years and above. These

results confirm that the entire respondent group consisted of high school and vocational students actively enrolled during the data collection period. The survey encompassed approximately 35 schools across Surabaya, as detailed in the appendix. Regarding academic level, 23 respondents (22.3%) were in Grade 10, while 40 respondents (38.8%) were in Grades 11 and 12. Furthermore, participants were distributed across 12 different fields of interest, reflecting a diverse range of academic and vocational backgrounds.

The **availability of entrepreneurship-related subjects**, 96 respondents (93.2%) affirmed that their schools offered courses supporting entrepreneurial development. This suggests that the majority of high schools in Surabaya have implemented entrepreneurship-related curricula consistent with the government's objective of nurturing a generation of capable young entrepreneurs. Additionally, **supporting facilities for entrepreneurship**, such as business laboratories and incubation centres, were reported to be available in many schools. Specifically, 69 respondents (67%) confirmed the existence of such facilities, whereas 34 respondents (33%) indicated their absence. This disparity underscores the need for greater attention from the Ministry of Education and Culture, Republic of Indonesia (*Kementerian Pendidikan Dasar dan Menengah Republik Indonesia / KEMENDIKBUD)* and relevant authorities to promote equitable access to entrepreneurship education infrastructure across all high schools and vocational institutions in Surabaya and neighbouring regions. Enhancing such facilities could play a crucial role in fostering a more inclusive and sustainable ecosystem for the development of future entrepreneurs

3.1 Validity Test Result

The significance values for all questionnaire items are below the 0.1 threshold. This finding indicates that each item satisfies the validity criteria and is appropriate for inclusion in the study. Table 2 describes the validity test result significance values for all research variables, as the values are less than 0.1, while the Pearson correlation coefficients exceed the critical value of 0.138 (*r* table). These results confirm that the items used to measure the variables—*Locus of Control*, *Need for Achievement*, *Role of the School*, *Role of Parents*, and *Entrepreneurial Intention (EI)*—demonstrate adequate validity. Accordingly, the questionnaire items can be considered valid and suitable as instruments for data collection in this research.

Table 2. Validity Test Result

Indicator	Pearson Correlation Value	P-Value	Conclusion
Locus of Control			
X1_1	0.466	0,000	Valid
X1_2	0.469		
X1_3	0.471		
X1_4	0.518		
X1_5	0.743		
X1_6	0.791		
X1_7	0.684		
X1_8	0.708		
X1_9	0.749		
X1_10	0.682		
Need for Achievement			
X2_1	0.540	0,000	Valid
X2_2	0.648		
X2_3	0.481		
X2_4	0.509		
X2_5	0.546		
X2_6	0.661		
X2_7	0.504		

Indicator	Pearson Correlation Value	P-Value	Conclusion
X2_8	0.627		
X2_9	0.638		
X2_10	0.687		
Role of Schools			
X3_1	0.709		
X3_2	0.533		
X3_3	0.707		
X3_4	0.702		
X3_5	0.779	0,000	Valid
X3_6	0.755		
X3_7	0.737		
X3_8	0.654		
X3_9	0.654		
Role of Parents			
X4_1	0.729		
X4_2	0.827		
X4_3	0.839	0,000	Valid
X4_4	0.819		
X4_5	0.790		
X4_6	0.792		
Entrepreneur Intention (EI)			
Y1	0.746		
Y2	0.848		
Y3	0.837		
Y4	0.742		
Y5	0.792	0,000	Valid
Y6	0.738		
Y7	0.871		
Y8	0.837		
Y9	0.769		

3.2 Reliability Test

According to Ghozali (2018), a questionnaire is considered reliable when the Cronbach's Alpha coefficient is equal to or greater than 0.6, indicating that the measurement indicators consistently reflect the construct being assessed. As presented in Table 3, the results of the reliability test processed using IBM SPSS Statistics 22 show that all variables exhibit Cronbach's Alpha values exceeding the minimum threshold of 0.6. This finding demonstrates that each variable—*Locus of Control*, *Need for Achievement*, *Role of the School*, *Role of Parents*, and *Entrepreneurial Intention (EI)*—possesses an acceptable level of internal consistency. Therefore, all questionnaire items are considered reliable for measuring their respective constructs in this study.

Table 3. Reliability Test

Variable	Value of Cronbach Alpha Coefficient	Value of Cronbach Alpha	Conclusion
Locus of Control (LoC) / X1	0.6	0.836	
Need for Achievement (NoA) / X2	0.6	0.781	
Role of Schools / X3	0.6	0.861	Reliable
Role of Parents/ X4	0.6	0.887	
Entrepreneur Intention (EI) / Y	0.6	0.927	

3.3 Multicollinearity Test

The results of the multicollinearity diagnostic test indicate that the regression model employed in this study is free from multicollinearity problems. This conclusion is supported by the fact that all independent variables—X1 (*Locus of Control*), X2 (*Need for Achievement*), X3 (*Role of the School*), and X4 (*Role of Parents*)—meet the statistical criteria for acceptable collinearity levels. Specifically, each variable exhibits a Tolerance value greater than 0.10 and a Variance Inflation Factor (VIF) value substantially below the upper limit of 10. The lowest VIF value recorded is 1.219, while the highest is 2.088, both of which fall well within the acceptable range. These results confirm that there is no high intercorrelation among the independent variables, ensuring that the estimated coefficients of the regression model are stable, reliable, and free from bias.

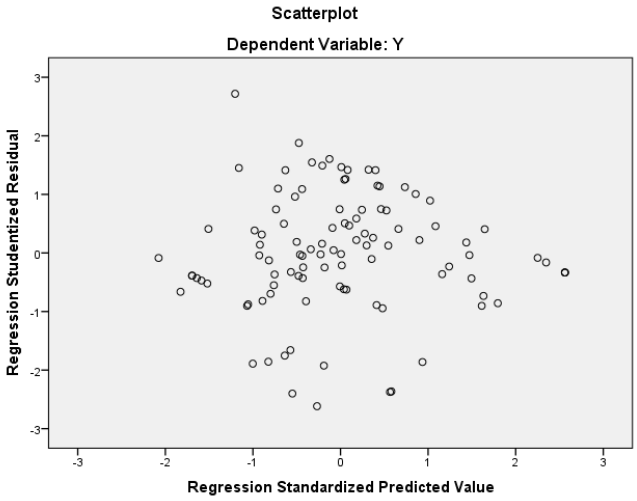
Table 4. Multicollinearity Test Results

Description	Collinearity Statistic		Multicollinearities Assumption
	Tolerance	VIF	
X1	0.482	2.074	There is no assumption of multicollinearity.
X2	0.479	2.088	
X3	0.574	1.744	
X4	0.820	1.219	

3.4 Heteroscedasticity Test

The results of the heteroscedasticity diagnostic test indicate that the regression model satisfies the assumption of homoscedasticity, signifying the absence of heteroscedasticity problems. This conclusion is based on figure 2 assessment, which shows that the data points are randomly dispersed and do not form any systematic or discernible pattern. The points are distributed both above and below the zero line on the Y-axis, reflecting a constant variance of residuals across all levels of the independent variables. Such a random distribution pattern confirms that the error terms are evenly distributed, thereby fulfilling the homoscedasticity assumption and validating the reliability of the regression model (Ghozali, 2018).

Figure 2. Heteroscedasticity Test



Source: Author data (2025)

3.5 Coefficient of Determination

Based on the results of the multiple linear regression analysis, which incorporates four independent variables (*Locus of Control*, *Need for Achievement*, *Role of the School*, and *Role of*

Parents) and one dependent variable (*Entrepreneurial Intention*), the calculated coefficient of determination (**R²**) is presented in Table 5. This value represents the proportion of variance in the dependent variable that can be explained by the combined influence of the independent variables, providing an overall measure of the model's explanatory power.

Table 5. Coefficient of Determination Test Results Equation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.616[a]	.379	.354	.60330	2.266

3.6 Model Fit Test

Table 6. F-Test Results

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.781	4	5.445	14.961	.000[b]
	Residual	35.669	98	.364		
	Total	57.499	102			

Table 6 shows that the results of the *F-test* reveal a calculated F-value of 13.961, with a corresponding significance probability of 0.000. Since this probability value is lower than the established significance level (α = 0.10), and the calculated F-value exceeds the critical F-table value of 2.00, the null hypothesis is rejected (Ghozali, 2018). These results indicate that the overall regression model is statistically significant and exhibits a good fit with the data. Consequently, the independent variables—*Locus of Control*, *Need for Achievement*, *Role of the School*, and *Role of Parents*—collectively exert a significant simultaneous effect on the dependent variable, *Entrepreneurial Intention*.

3.7 Hypothesis Test

Table 7. Hypothesis Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.275	0.538		0.511	
	Loxus of Control (X1)	0.247	0.135	0.210	1.834	0.070
	Need for Achievement (X2)	0.205	0.145	0.163	1.414	0.160
	Peran Sekolah (X3)	0.319	0.126	0.266	2.535	0.013
	Peran Orang Tua (X4)	0.212	0.108	0.172	1.963	0.053

The results of the *t-test* in table 7 provide evidence for the acceptance or rejection of each proposed hypothesis. A hypothesis is accepted if the acceptance threshold or significance is < 0.01. If the significance value is > 0.01, the hypothesis is rejected (Ghozali, 2018). The hypothesis testing (t-test) analysis indicates that three of the four independent variables have a statistically significant influence on Entrepreneurial Intention (EI) at the 10% significance level (α = 0.1). Hypothesis 1 (H1) is accepted, showing that Locus of Control has a positive and significant effect on EI, supported by a significance value of 0.070. Similarly, Hypothesis 3 (H3) is accepted, confirming that the Role of the School has a positive and significant influence, with a significance value of 0.013. Hypothesis 4 (H4) is also accepted, indicating that the Role of Parents has a positive and significant impact on EI, as demonstrated by a significance value of 0.053. Conversely, Hypothesis 2 (H2) is rejected. Need for Achievement did not show a statistically significant effect on Entrepreneurial Intention, as its significance value of 0.160 exceeds the α = 0.1 threshold.

3.8 Regression Equation

Based on the table of variables in the equation in the appendix, the regression equation can be

formulated as follows: Y (Entrepreneurial Intention) = 0.275 + 0.247 Locus of Control + 0.205 Need for Achievement + 0.319 Role of School + 0.212 Role of Parents + e. Based on the above equation, it can be concluded that initially, all respondents had the intention to become entrepreneurs, supported by the variables Locus of Control, Role of School, and Role of Parents, which further encourage the intention to become entrepreneurs. However, the variable Need for Achievement, although it has a positive result, does not have a significant impact on the intention to become an entrepreneur. This is evidenced by the hypothesis test results, where the variables Locus of Control, Role of School, and Role of Parents have positive constants and significance values < 0.1, while the Need for Achievement variable, despite having a positive constant, has a significance value > 0.1.

Table 8. Summary of Hypothesis Testing Results

Hypothesis	Variable	Sig. Value	Result
H1	Locus of Control → Entrepreneurial Intention	0.070	Accepted
H2	Need for Achievement → Entrepreneurial Intention	0.160	Rejected
H3	Role of School → Entrepreneurial Intention	0.013	Accepted
H4	Role of Parents → Entrepreneurial Intention	0.053	Accepted

3.9 Discussion

The findings of this study align with the *Theory of Planned Behavior* (Ajzen, 1991), which posits that intention is influenced by personal attitudes, perceived behavioral control, and social norms. In this study, perceived behavioral control is reflected by Locus of Control (LoC), while social norms are represented by School and Parental roles. The multiple linear regression results reveal that LoC, Role of the School, and Role of Parents each have a significant positive effect on the entrepreneurial intentions of high school and vocational school students, whereas Need for Achievement (nAch) does not exhibit a statistically significant impact. These results support both classical entrepreneurship theories and recent empirical findings.

The significant influence of *Locus of Control (LoC)* reinforces the theoretical proposition that individuals with a strong internal LoC—those who believe that outcomes are determined by their own actions—are more inclined toward entrepreneurial careers. Such individuals demonstrate greater autonomy, persistence, and resilience traits essential for entrepreneurial success (Widjaya et al., 2021). This aligns with findings reported by Satriadi et al. (2022), who found that internal determinants significantly predict entrepreneurial intention among Indonesian students. The belief in personal control thus strengthens confidence in one's abilities, which subsequently fosters entrepreneurial intention. Similarly, Tentama (2020) reported that vocational high school students with a high internal LoC display stronger entrepreneurial drive, reaffirming LoC as a core psychological antecedent to entrepreneurial intention. Collectively, these studies confirm that LoC is not only a significant statistical determinant but also a key motivational foundation for the emergence of young entrepreneurs.

External environmental factors specifically the roles of schools and parents—also exert a significant influence. The results align with Georgescu and Herman (2020), who reported that educational environments and parental backgrounds jointly foster entrepreneurial aspirations. This study further highlights that effective entrepreneurship education, supportive teachers, and adequate school facilities create an enabling institutional framework. Simultaneously, parental support—through encouragement, modeling, and moral guidance—serves as an essential social reinforcer. Bhaskara and Inggarwati (2023) also observed that parental entrepreneurial background moderates the influence of entrepreneurship education on students' intentions. Tentama (2020) similarly emphasized that teachers play a pivotal role in translating entrepreneurial concepts into personal motivation and self-efficacy among students. The results indicate that the Role of School

has a positive and significant influence on Entrepreneurial Intention. This finding aligns with previous research by Riaz et al. (2017, p. 173), which confirmed that entrepreneurship education implies a positive impact on students' intentions to start a business

From a broader perspective, the role of education and family support becomes more pronounced amid Indonesia's macroeconomic challenges. According to Mala et. al (2024), volatility in interest rates, inflation, and exports affects national growth, limiting employment opportunities for youth. Encouraging entrepreneurship through schools thus provides a sustainable policy response to economic instability, fostering micro-level resilience and employment creation. This aligns with Indonesia's broader development agenda, which prioritizes productivity, innovation, and human capital formation. Although Rolando and Mulyono (2024) found that parental involvement did not always moderate the effect of entrepreneurship education, consistent evidence across studies, including Georgescu and Herman (2020) confirms that family and school remain the two most influential external determinants of entrepreneurial intention.

Contrary to McClelland's (1987) classical theory identifying Need for Achievement (nAch) as a core entrepreneurial driver, this study found no significant link between nAch and intention among adolescents. The data suggests that for high school students, external scaffolding—such as family support and school environment—along with self-efficacy, plays a far more critical role than intrinsic traits. This aligns with findings from the Loupias Conference (Leo Jejaring Ilmu, 2025) and Park and Kang (2025), which suggest that younger individuals have not yet translated the desire for achievement into concrete aspirations. Instead, their entrepreneurial intention is primarily cultivated through tangible social reinforcement and structured educational support rather than internal drive alone.

The findings contribute both theoretically and practically. Theoretically, they extend the *Theory of Planned Behavior* by Ajzen (1991), integrating psychological factors (Locus of Control and Need for Achievement) with contextual influences (school and parental roles) in explaining adolescent entrepreneurial intention, demonstrating the dynamic interaction between personal agency and environmental support. Practically, the results highlight the importance of entrepreneurship education that builds self-efficacy through experiential learning and parental involvement. Schools should adopt business simulations and mentorship programs to strengthen internal LoC, while parents can nurture entrepreneurial values through encouragement and role modeling. Overall, entrepreneurial intention in youth arises from the synergy between psychological traits and supportive environments. The non-significant effect of Need for Achievement suggests that adolescent entrepreneurship is driven more by confidence and contextual reinforcement than by internal ambition, warranting future longitudinal studies incorporating variables such as risk tolerance, mentorship, and social capital.

4. CONCLUSION

This study aimed to examine the influence of internal factors (*Locus of Control* and *Need for Achievement*) and external influences (the roles of schools and parents) on the entrepreneurial intentions of high school students in Surabaya. The analysis revealed that three of the four proposed hypotheses were statistically significant. Specifically, a strong internal *Locus of Control*, together with supportive school and parental roles, positively influenced students' entrepreneurial intentions. This finding suggests that belief in one's ability to control personal outcomes—when strengthened by conducive educational and family environments—serves as a crucial foundation for nurturing entrepreneurial interest. In contrast, *Need for Achievement* did not show a significant effect, implying that at the adolescent stage, a general aspiration for success does not necessarily translate into entrepreneurial choice. Developing an entrepreneurial ecosystem from an early age aligns with Indonesia's national economic strategy, emphasizing productivity and innovation through a state-

driven capitalist model that fosters both industrial and entrepreneurial growth (Widjanarko, 2025). Consequently, the study underscores the strategic role of family and school support in strengthening national competitiveness.

Theoretically, this study extends and reinforces the *Theory of Planned Behavior (TPB)* by integrating psychological and contextual determinants within the adolescent population. It demonstrates that psychological factors such as *Locus of Control* (as perceived behavioral control) and social influences from schools and parents (as subjective norms) are key predictors of entrepreneurial intention. The non-significant result for *Need for Achievement* adds nuance to entrepreneurship research, suggesting that supportive environments and a sense of personal agency may be more influential than intrinsic achievement motives at this stage of development. Practically, the findings provide actionable insights for educators and parents to jointly cultivate entrepreneurial mindsets through experiential learning, mentorship, and family engagement. Future research should expand geographically, employ longitudinal designs, and examine moderating factors such as risk tolerance, mentorship, and social capital.

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