

PARENTAL INFLUENCE ON THE ENTREPRENEURIAL INTENTION OF THE BS ENTREPRENEURSHIP STUDENTS OF CMDI

LOVELY JANE FERNANDEZ^{1*}, ANNIE GLECE V. DELA TORRE², ERICA JOY N. ESMO-AN³, KATHY LEEN M. NEVAL⁴, RICARDO R. ONGOB JR.⁵ and MARK GIL SABAY⁶

^{1,2,3,4,5,6}College of Accountancy, CARD-MRI Development Institute, Inc.

*Correspondence: lovelyjanefernandez@cmdi.edu.ph

SDGs: **Goal 1 (No Poverty); Goal 4 (Quality Education)**

ABSTRACT

This study examined the influence of parental factors on the entrepreneurial intentions of BS Entrepreneurship students at CMDI Tagum Campus. It was grounded in the growing importance of entrepreneurship in the Philippines and the challenges faced by young people, particularly the need for family support in shaping entrepreneurial confidence and career choices. The study aimed to determine the level of parental influence in terms of entrepreneurial family background, parental support, career-related modeling, socioeconomic status, and parental expectations, as well as assess students' entrepreneurial intentions based on personal attitude, perceived behavioral control, and risk tolerance. A quantitative descriptive correlational design was used, employing a census-based sampling procedure involving second- to fourth-year students enrolled in the first semester of SY 2024–2025. Data were collected through a researcher-designed, validated questionnaire administered via Google Forms, supported by both primary and secondary sources, and analyzed using Microsoft Excel. Results indicated varying degrees of parental involvement, with some students receiving encouragement while others experienced pressure or limited support, influencing their readiness and confidence toward entrepreneurship. The findings revealed significant relationships between certain parental factors and students' entrepreneurial intentions. The study concluded that stronger parental engagement played a vital role in fostering entrepreneurial motivation, and it recommended enhanced programs that involve families to better support students in pursuing business ventures.

Keywords: *Parental Influence; Entrepreneurial Intention; Career-Related Modeling; Parental Support; Parental Expectations; Entrepreneurial Family Background*

Pamulingan

KCAST Journal of Natural and Cultural Sciences

Volume 2, Issue 1 (2026)

ISSN: 3082-6438

Pamulingan, an Ata-Manobo term for "Transformation", is the official peer-reviewed journal annually published by Kapalong College of Agriculture, Sciences, and Technology.

INTRODUCTION

The Philippines' economy depends heavily on entrepreneurship, and many young people are interested in it since it offers opportunity for creativity, financial freedom, and problem-solving. However, obstacles that young entrepreneurs must overcome include a lack of capital, a lack of mentorship, and the perception of a high risk (Sheppard, 2023). Only a small percentage of young people actually launch enterprises, indicating poor entrepreneurial activity among youth (Georgescu & Herman, 2020), despite the fact that entrepreneurship programs seek to solve these concerns by increasing students' abilities and mindset (Velasco, 2016). These circumstances highlight the growing concern about the disconnect between actual involvement and entrepreneurial interest.

Studies already conducted highlight how parents have a big impact on students' aspirations to start their own business. Although students whose parents are entrepreneurs are more likely to pursue business endeavors, many feel pressured to pick stable employment over entrepreneurship, which prevents them from taking chances. Additionally, students' confidence and drive to follow entrepreneurial paths are weakened by a lack of parental support (Kusumawardani & Richard, 2020). Students' engagement is further impacted by the low level of parental involvement at CMDI Tagum Campus, as evidenced by their limited participation in school programs. Despite previous study, there is currently a lack of studies that concentrate exclusively on CMDI Tagum Campus BS Entrepreneurship students, which leaves this topic insufficiently explored.

This study is important since students' capacity to pursue entrepreneurial jobs is strongly impacted by parental influence. Students' entrepreneurial development may be limited by a lack of confidence, resources, and motivation in the absence of enough parental support (Gozalie et al., 2023; Yusriadi et al., 2020). Furthermore, unrealized entrepreneurial potential could hinder innovation and contributions to economic growth (Georgescu & Herman, 2020). These difficulties show how vital it is to investigate parental influence because neglecting to do so could have a detrimental effect on students' capacity for entrepreneurship and overall economic growth. By enhancing support networks and strengthening entrepreneurship education, the findings will help students, parents, academic programs, and institutions.

This study's primary goal is to figure out how parents affect the entrepreneurial intentions of CMDI Tagum Campus BS Entrepreneurship students. It specifically looks at parental influence in terms of socioeconomic status, parental expectations, career-related modeling, parental support, and entrepreneurial family background. Additionally, it seeks to discover whether there is an important connection between parental influence and entrepreneurial intention, as well as to evaluate students' entrepreneurial ambitions based on their personal attitude, perceived behavioral control, and risk tolerance.

The study relies on Bandura's (1977) Social Learning Theory, Bandura's (1986) Social Cognitive Theory, and Ajzen's (1991) Theory of Planned Behavior. According to these

perspectives, students form their entrepreneurial ambitions through social interactions, personal values, and observation. Parents serve as role models for their children, influencing their attitudes and self-assurance through their actions and encouragement. The conceptual framework demonstrates how family support influences students' abilities, self-assurance, and desire to pursue entrepreneurship by identifying parental influence as the independent variable and entrepreneurial intention as the dependent variable.

This study aligns with SDG 4: Quality Education, which emphasizes inclusive and equitable education and the promotion of lifelong learning opportunities, and SDG 1: No Poverty, which aims to eradicate poverty and enhance economic opportunities for all. By examining parental influence on students' entrepreneurial intentions, the research supports the development of skilled, empowered, and socially responsible young entrepreneurs who can access education, create business opportunities, and contribute to poverty reduction and sustainable economic growth.

METHODOLOGY

This study used a quantitative descriptive, non-experimental correlational design to study the connection between entrepreneurial goals and parental influence among CMDI Tagum Campus BS Entrepreneurship students. The descriptive component gave a clear explanation of the study's background, variables, and significance, while the quantitative method made it possible to collect and analyze quantifiable data. The researchers were able to examine the occurrences in their natural environment because the design was non-experimental, which guaranteed that no factors were changed. Additionally, the correlational component was crucial in identifying the strength and direction of the association between parental influence and entrepreneurial intention, which makes it the best design for achieving the goals of the study. This design allowed for an in-depth analysis of natural associations between parental factors and students' entrepreneurial intentions without manipulation, providing insights to guide educational strategies.

A census-based sampling approach targeted all second- to fourth-year BSE students enrolled in the 1st semester of Academic Year 2024–2025 (N = 250), with 167 respondents participating. This ensured proportional representation across year levels, minimizing sampling bias and capturing a comprehensive view of entrepreneurial intentions at different academic stages.

Data were collected using a self-administered online questionnaire, adapted from validated instruments (Silk et al., 2003; Liñán & Chen, 2009; Zhang et al., 2022) and relevant guidelines for socio-economic status and entrepreneurial family background. Measures included dichotomous, categorical, index, and Likert-scale items, and a pilot test confirmed clarity, validity, and reliability. Secondary data were sourced from published literature to contextualize findings.

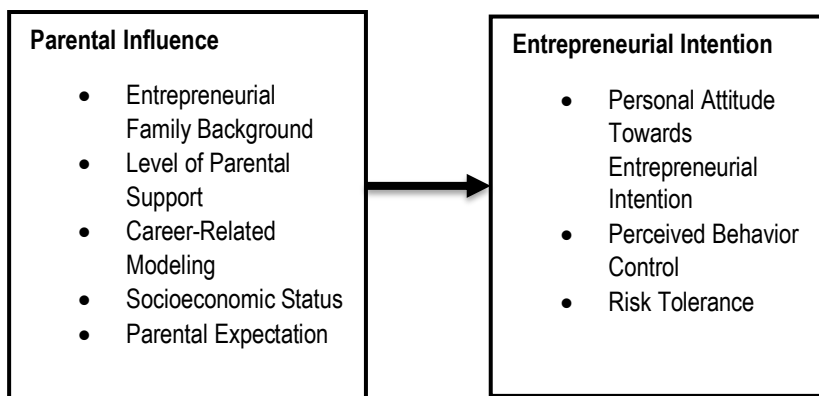


Figure 1. Conceptual Model on the Relationship between Parental Influence and Entrepreneurial Intention

Data were analyzed using Microsoft Excel. Levels of parental influence and entrepreneurial intention were assessed with mean scores, while the relationship between variables was tested using Spearman's Rank Correlation due to non-normal data distribution ($r = 0.535$, $p < 0.001$). Dichotomous and Likert-scale responses captured the intensity and type of parental influence, while arbitrary distributions quantified entrepreneurial exposure and socioeconomic status.

Ethical standards were maintained throughout. Participants provided informed consent, confidentiality was ensured in compliance with RA 10173 (Data Privacy Act), and all data were securely stored. The study adhered to principles of research integrity, including accurate reporting, proper source attribution, and prevention of data manipulation.

RESULTS

Respondents' Demographics

The survey results provided a comprehensive overview of the demographic profiles of the 167 BS Entrepreneurship students at CMDI Tagum Campus, all of whom lived with their parents, highlighting the social and familial context in which parental influence may operate. In terms of academic distribution, the majority of respondents were second-year students (41.32%), followed by third-year students (32.34%) and fourth-year students (26.35%), allowing for an analysis of entrepreneurial intentions across different stages of academic progression. This distribution is important because students at different year levels may possess varying degrees of exposure to entrepreneurial concepts, practical training, and maturity, which could shape how they perceive and respond to parental guidance and support.

Table 1*Demographic Characteristics of Respondents*

Characteristic	Frequency (N=167)	Percentage (%)	Cumulative Percentage (%)
Year Level			
2nd year	69	41.32	41.32
3rd year	54	32.34	73.66
4th year	44	26.35	100.00
Age (years)			
19-23	148	88.62	88.62
24-33	19	11.38	100.00
Sex			
Female	123	73.65	73.65
Male	44	26.35	100.00
Family-owned a business			
Yes	40	23.95	23.95
No	127	76.60	100.00

A substantial proportion of respondents were aged 19–23 (88.62%), which reflects the typical age range of students pursuing tertiary education, suggesting that most participants are at a developmental stage where parental influence remains highly relevant in shaping decision-making, career aspirations, and entrepreneurial mindset. Furthermore, female students comprised 73.65% of the sample, highlighting a gendered dimension to entrepreneurial engagement.

Notably, only 23.95% of respondents reported having family-owned businesses, whereas the remaining 76.60% had no prior exposure to family enterprises. This indicates that the majority of students are developing their entrepreneurial intentions largely independently of direct family business experience, relying instead on parental guidance, support, and expectations rather than inherited knowledge or resources. The combination of limited family business exposure with a high reliance on parental support emphasizes the potential for parents to shape attitudes, perceived behavioral control, and risk-taking tendencies even in students without direct entrepreneurial backgrounds.

Table 2 presents a detailed examination of the level of parental influence on BSE students across five key indicators, highlighting both areas of strong influence and those with minimal impact. Among the indicators, Career-Related Modeling recorded the highest mean of 4.20 (SD = 0.673), suggesting that students perceive their parents as significant role models in shaping their career perspectives and providing guidance on academic and entrepreneurial decisions. Similarly, Level of Parental Support (mean = 4.14, SD = 0.733) and Parental Expectations (mean = 4.07, SD = 0.711) also reflected strong parental influence, indicating that emotional, motivational, and goal-oriented guidance from parents plays a critical role in fostering students' entrepreneurial confidence and aspirations.

Table 2
Level of Parental Influence on BSE Students

Indicators		Mean	SD	Descriptive Equivalent
Entrepreneurial Background	Family	1.35	0.769	Very low parental influence
Level of Parental Support		4.14	0.733	Strong parental influence
Career-Related Modeling		4.20	0.673	Strong parental influence
Socio-economic Status		1.96	0.898	Low parental Influence
Parental Expectations		4.07	0.711	Strong parental influence
Overall		3.15	0.459	Neutral Influence

In contrast, Socio-Economic Status (mean = 1.96, SD = 0.898) and Entrepreneurial Family Background (mean = 1.35, SD = 0.769) were observed to be low to very low. This indicates that the majority of respondents come from families with limited financial resources and minimal exposure to family-owned businesses.

The overall mean of 3.15 (SD = 0.459) indicates a neutral level of parental influence among the respondents, suggesting a balance between areas of strong involvement, such as support, expectations, and career-related modeling, and areas with minimal impact, including socio-economic status and entrepreneurial family background. It is important to note that this overall score describes the extent of parental influence but does not yet indicate any relationship with the students’ entrepreneurial intentions. Understanding this distribution provides context for interpreting parental influence and highlights areas where support is strong versus areas that may require further attention, without implying a direct effect on entrepreneurial outcomes at this stage.

Table 3
Level of Entrepreneurial Intention among BSE Students

Indicators		Mean	SD	Descriptive Equivalent
Personal Attitude Towards Entrepreneurial Intention		4.26	0.564	Very high entrepreneurial intention
Perceived Behavioral Control		3.96	0.682	High entrepreneurial intention
Risk Tolerance		3.97	0.669	High entrepreneurial intention
Overall		4.06	0.569	High Entrepreneurial Intention

Table 3 provides a detailed assessment of the level of entrepreneurial intention among BSE students, measured across three key indicators. Personal Attitude Towards Entrepreneurial Intention recorded the highest mean of 4.26 (SD = 0.564), indicating that students possess a very high level of entrepreneurial intention in terms of their personal attitudes. This suggests that respondents generally hold positive perceptions about

entrepreneurship, including strong motivation, interest, and commitment to pursuing entrepreneurial activities.

Both Perceived Behavioral Control (mean = 3.96, SD = 0.682) and Risk Tolerance (mean = 3.97, SD = 0.669) were also rated high, reflecting that students feel confident in their ability to manage the tasks and challenges associated with entrepreneurship and are willing to take calculated risks. High perceived control suggests that students believe they can effectively plan, execute, and adapt entrepreneurial activities, while strong risk tolerance indicates a readiness to face uncertainty, experiment with innovative ideas, and seize potential opportunities despite potential setbacks.

The overall mean of 4.06 (SD = 0.569) reflects a generally high level of entrepreneurial intention among the respondents, demonstrating that BSE students at CMDI Tagum Campus are well-positioned to pursue entrepreneurial ventures. These results highlight that while individual attitudes are particularly strong, students also exhibit a robust sense of capability and a willingness to embrace risk, forming a holistic profile of entrepreneurial readiness.

Table 4 presents the relationship between parental influence and entrepreneurial intention among BSE students, highlighting the connection between family factors and students' entrepreneurial aspirations. The analysis revealed a moderate positive correlation ($r = 0.535$), indicating that as parental influence increases, students' entrepreneurial intention also tends to increase. The relationship was statistically significant ($p < 0.001$), leading to the rejection of the null hypothesis and confirming that parental involvement plays a meaningful role in shaping students' entrepreneurial mindset.

These findings suggest that students who receive strong parental support, clear expectations, and effective career-related modeling are more likely to develop the confidence, motivation, and readiness needed to pursue entrepreneurial activities. Parental influence may provide not only guidance and encouragement but also indirect modeling of entrepreneurial behaviors, instilling values, attitudes, and self-efficacy that enhance students' willingness to engage in business ventures.

Table 4
Relationship between Parental Influence and Entrepreneurial Intention

Independent Variable	Dependent Variable	r-value	df	p-value	Decision
Parental Influence	Entrepreneurial Intention	0.535	165	<0.001	Ho is rejected

* $p < 0.05$

This result highlights the importance of parental involvement in nurturing the entrepreneurial potential of students. It shows that supportive family environments can reinforce students' positive attitudes toward entrepreneurship, increase their perceived behavioral control, and encourage risk-taking behavior, thereby fostering stronger entrepreneurial

intention. These insights provide a valuable foundation for CMDI and similar institutions to design programs and initiatives that actively engage parents in the development of students' entrepreneurial capacities, ensuring a more holistic approach to entrepreneurship education.

DISCUSSION

This study highlights the significant role of parental influence in shaping entrepreneurial intention among BSE students, confirming and extending insights from prior research. Among the parental influence indicators, Career-Related Modeling (mean = 4.20), Parental Support (mean = 4.14), and Parental Expectations (mean = 4.07) were particularly strong, suggesting that students benefit from parents who serve as role models, provide guidance, and set high but realistic expectations. These results are consistent with the findings of Soleimanof et al. (2021) and Capio & Luncido (2022), who emphasized that entrepreneurial parents foster creativity and positive attitudes in their children. Similarly, the observed importance of parental support aligns with Denanyoh et al. (2015) and Soares et al. (2023), who underscored that emotional, verbal, and financial backing enhances students' entrepreneurial confidence. Parental expectations also emerged as a critical factor, echoing Subroto (2023), who demonstrated that clear expectations boost entrepreneurial aspirations.

In contrast, Socio-Economic Status (mean = 1.96) and Entrepreneurial Family Background (mean = 1.35) were low, suggesting that the financial capacity of the family or direct exposure to parental business activity plays a limited role in this context. This finding indicates that while family resources may provide some advantage, the quality of parental engagement—through modeling, support, and expectations—is more decisive in shaping entrepreneurial intention, emphasizing that motivation and guidance can outweigh material or experiential advantages.

The overall parental influence averaged to a neutral level (mean = 3.15), reflecting a balance between areas of strong involvement and those with minimal impact. Importantly, this does not yet reflect a causal relationship but provides context for understanding how different parental behaviors may shape entrepreneurial development, consistent with previous literature highlighting the multidimensional nature of family influence on entrepreneurship.

Regarding entrepreneurial intention, the respondents demonstrated a high overall level (mean = 4.06), led by Personal Attitude (mean = 4.26), followed by Risk Tolerance (mean = 3.97) and Perceived Behavioral Control (mean = 3.96). This suggests that students possess a positive mindset toward entrepreneurship, feel confident in their ability to manage entrepreneurial tasks, and are willing to take calculated risks. These results reinforce findings by Osorio et al. (2017), who found that positive attitudes increase the likelihood of pursuing entrepreneurial activities, and by Herdjiono et al. (2017) as well as Yasir and Mahmood (2019), who emphasized that risk tolerance and perceived behavioral control are critical drivers of entrepreneurial behavior.

Also, the study confirmed a moderate positive correlation between parental influence and entrepreneurial intention ($r = 0.535$, $p < 0.001$), showing that stronger parental involvement is associated with higher entrepreneurial intention. This supports earlier research by Tsaknis &

Sahinidis (2020) as well as Moussa and Kerkeni (2021), who found that students with entrepreneurial parents or strong family role models are more likely to pursue entrepreneurial endeavors. Collectively, these findings emphasize that parental guidance, support, and modeling are central to nurturing entrepreneurial intentions, and suggest that interventions combining parental engagement with programs that enhance students' attitudes, perceived control, and risk tolerance can further strengthen entrepreneurial capacities.

Conclusion

This study demonstrates the significant role of parental influence in shaping entrepreneurial intention among BSE students at CMDI Tagum Campus. Parental guidance, support, and career-related modeling emerged as the strongest dimensions of influence, while socio-economic status and entrepreneurial family background were comparatively less impactful. These findings confirm that the quality of parental engagement, rather than financial resources or direct business exposure, is important in fostering entrepreneurial aspirations, aligning with prior research emphasizing modeling, support, and expectations as key drivers of entrepreneurial intention (Soleimanof et al., 2021; Capio & Luncido, 2023; Denanyoh et al., 2015; Soares et al., 2023; Subroto, 2023).

The study further revealed a high level of entrepreneurial intention among students, particularly in terms of positive personal attitude, risk tolerance, and perceived behavioral control. This suggests that students are motivated, confident, and willing to take calculated risks in pursuing entrepreneurial activities, consistent with established findings on the psychological and behavioral determinants of entrepreneurship (Osorio et al., 2017; Herdjiono et al., 2017; Yasir & Mahmood, 2019).

A moderate positive correlation between parental influence and entrepreneurial intention ($r = 0.535$, $p < 0.001$) confirmed that stronger parental involvement is associated with higher entrepreneurial intention. This underscores the importance of supportive family environments and effective parental role modeling in cultivating entrepreneurial mindsets, echoing previous evidence (Tsaknis & Sahinidis, 2020; Moussa & Kerkeni, 2021).

Collectively, these results highlight that fostering entrepreneurial capacities among BSE students requires not only curricular and institutional interventions but also active parental engagement. By combining supportive family involvement with programs that enhance students' attitudes, risk-taking ability, and perceived behavioral control, educational institutions like CMDI can create a holistic framework that nurtures both the motivation and the competence necessary for successful entrepreneurship.

Recommendations

Schools offering BS Entrepreneurship programs should enhance parental engagement through structured initiatives such as workshops, seminars, and mentorship programs that actively involve parents in students' entrepreneurial development. These activities should emphasize career modeling, supportive guidance, and realistic goal-setting to help parents nurture confidence, motivation, and perseverance in their children. At the same time, schools must strengthen experiential learning by integrating hands-on activities such as business simulations, startup incubations, and real-world projects into the curriculum to bridge

theory and practice, enhancing students' skills, resilience, and entrepreneurial self-efficacy. Building community and industry partnerships is equally essential; collaboration with local businesses, alumni, and organizations can provide mentorship, internships, and networking opportunities that expose students to practical entrepreneurial experiences. Finally, schools should support students from low-influence or disadvantaged backgrounds by offering entrepreneurship clubs, peer mentoring, financial literacy training, and access to micro-funding programs. These targeted interventions ensure that all students, regardless of family background, have equitable opportunities to develop entrepreneurial competencies and successfully pursue business ventures.

ACKNOWLEDGMENT

First and foremost, we give our deepest gratitude to God Almighty for His wisdom, strength, and guidance throughout this research journey. We sincerely appreciate CARD-MRI Development Institute, Inc. (CMDI) Tagum Campus, its founders, and staff for their unwavering support and guidance.

We also extend our appreciation to the Dean of Accounting Education and Panel Chairman, Ms. Estrellieta O. Pentacase, CPA, MBA, along with Panel Members Ms. Airen B. Abao, CPA, CTT, MBA, Mr. Loreto P. Sabodan Jr., LPT, Ms. Mary Grace S. Baid, and Ms. Joy A. Buton, LPT, for their insightful recommendations, and to our Statistician, Ms. Jona Rose Demanarig, for her guidance and support. We are profoundly grateful to the BS Entrepreneurship students of CMDI Tagum Campus for their participation, as their contributions were essential to this study. Finally, we dedicate this work to our families, friends, and personal inspirations, whose constant encouragement and belief in us served as a continual source of motivation.

REFERENCES

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Bandura, A. (1977). *Social learning theory*. Prentice Hall. <https://books.google.com.ph/books?id=HFokAQAAMAAJ>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall. <https://books.google.com/books?id=eaK3AAAAIAAJ>
- Capio, M. T., & Luncido, A. J. P. (2022). *Determinants of entrepreneurial engagements of household-heads in Northern Mindanao* [Thesis, Bukidnon State University]. ResearchGate. https://www.researchgate.net/publication/368789992_Determinants_of_Entrepreneurial_Engagements_of_Household-Heads_in_Northern_Mindanao

- Denanyoh, R., Adjei, K., & Nyemekye, G. E. (2015). Factors that impact on entrepreneurial intention of tertiary students in Ghana. *International Journal of Business and Social Research*, 5(3), 19–29. <https://doi.org/10.18533/ijbsr.v5i3.693>
- Georgescu, M.-A., & Herman, E. (2020). The impact of the family background on students' entrepreneurial intentions: An empirical analysis. *Sustainability*, 12(11), 4775. <https://doi.org/10.3390/su12114775>
- Gozalie, P. K., Massie, J. D. D., & Pandowo, M. H. C. (2023). The intention to become entrepreneurs between students who live with their parents and students who live separate with their parents (Case study: Students at FEB UNSRAT). *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 11(3), 667–677. <https://doi.org/10.35794/emba.v11i3.49934>
- Herdjiono, I., Puspa, Y. H., Maulany, G., & Aldy, B. E. (2017). The factors affecting entrepreneurship intention. *International Journal of Entrepreneurial Knowledge*, 5(2), 5–15. <https://doi.org/10.1515/ijek-2017-0007>
- Kusumawardani, K. A., & Richard. (2020). Family comes first: An investigation on entrepreneurial intention among Chinese Indonesian Gen Z. *International Journal of Family Business Practices*, 3(1), 39–54. <https://doi.org/10.33021/ijfbp.v3i1.1156>
- Liñán, F., & Chen, Y.-W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>
- Moussa, N. B., & Kerkeni, S. (2021). The role of family environment in developing the entrepreneurial intention of young Tunisian students. *Entrepreneurial Business and Economics Review*, 9(1), 31–46. <https://doi.org/10.15678/EBER.2021.090102>
- Osorio, A. E., Settles, A., & Shen, T. (2017). The influence of support factors on entrepreneurial attitudes and intentions of college students. *Academy of Management Proceedings*, 2017(1), Article 10901. <https://doi.org/10.5465/AMBPP.2017.10901abstract>
- Sheppard, L. (2023, November 26). Fueling entrepreneurial spirit in the youth of the Philippines. *LinkedIn*. <https://www.linkedin.com/pulse/fueling-entrepreneurial-spirit-youth-philippines-lana-sheppard-rwwfc>
- Silk, J. S., Steinberg, L., & Morris, A. S. (2003). Adolescents' emotion regulation in daily life: links to depressive symptoms and problem behavior. *Child Development*, 74(6), 1869–1880. <https://doi.org/10.1046/j.1467-8624.2003.00643.x>
- Soares, A. M. J., de Melo, F. L. N. B., & Sampaio, L. M. B. (2023). Influence of parental support on entrepreneurial intention of university students: Empirical evidence in Brazil. *Cadernos EBAPE.BR*, 21(2), Article e2022-0121. <https://doi.org/10.1590/1679-395120220121>

- Soleimanof, S., Morris, M. H., & Jang, Y. (2021). Following the footsteps that inspire: Parental passion, family communication, and children's entrepreneurial attitudes. *Journal of Business Research*, 128, 450–461. <https://doi.org/10.1016/j.jbusres.2021.02.018>
- Subroto, A. A., Armanu, D. W. I., & Rofiq, A. (2023). Breaking the mold: Why parental expectations are key to entrepreneurial intentions in Indonesian students? In *Proceedings of the International Conference on Intellectuals' Global Responsibility (ICIGR 2022)* (pp. 249–254). Atlantis Press. https://doi.org/10.2991/978-2-38476-052-7_28
- Tsaknis, P. A., & Sahinidis, A. G. (2020). An investigation of entrepreneurial intention among university students using the theory of planned behavior and parents' occupation. In A. Masouras, G. Maris, & A. Kavoura (Eds.), *Entrepreneurial development and innovation in family businesses and SMEs* (pp. 149–166). IGI Global. <https://doi.org/10.4018/978-1-7998-3648-3.ch009>
- Velasco, R. M. (2016). The making of an entrepreneur: Aligning institutional paradigm to the industry needs. *Journal of Business and Retail Management Research*, 10(3), 81–89. https://www.jbmr.com/cdn/article_file/i-24_c-231.pdf
- Yasir, N., Liren, A., & Mahmood, N. (2019). Role of entrepreneurship education on students' intention and mediating effect of self-efficacy. *African Journal of Business Management*, 13(1), 1–10. <https://doi.org/10.5897/AJBM2018.8692>
- Yusriadi, Y., Tahir, S. Z. B., Awaluddin, M., & Misnawati, M. (2020). Poverty alleviation through social entrepreneur. *Journal of Education, Humaniora and Social Sciences*, 3(2), 721–725. <https://doi.org/10.34007/jehss.v3i2.400>
- Zhang, L., Li, Q., Zhou, T., Li, C., Gu, C., & Zhao, X. (2022). Social creativity and entrepreneurial intentions of college students: Mediated by career adaptability and moderated by parental entrepreneurial background. *Frontiers in Psychology*, 13, 893351. <https://doi.org/10.3389/fpsyg.2022.893351>