

Analysis of the Influence of Entrepreneurial Project Outputs and Family Economic Conditions on the Entrepreneurial Behavior of State High School Students in Mojokerto Regency: Entrepreneurial Self-Confidence as a Mediation Variable

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ABSTRACT

This study examines the influence of entrepreneurial project outputs and family economic conditions on entrepreneurial behavior, with entrepreneurial self-confidence as a mediating variable. Using a quantitative survey method, data were collected from 261 Grade XII students of State High Schools in Mojokerto and analyzed using SEM-PLS. The results show that entrepreneurial project outputs significantly and positively affect both entrepreneurial self-confidence and entrepreneurial behavior, while family economic conditions significantly influence entrepreneurial self-confidence. Entrepreneurial self-confidence also directly enhances entrepreneurial behavior and mediates the effects of project outputs and family economic conditions. However, family economic conditions were not found to directly influence entrepreneurial behavior. These findings highlight the importance of strengthening school-based entrepreneurship projects and family support to foster students' entrepreneurial behavior in line with current industry needs.

INTRODUCTION

Entrepreneurship has a significant impact on economic growth, job creation, and innovation in a country (Chang & Chen, 2020; de Sousa et al., 2022; Nájera-Sánchez et al., 2023). Through entrepreneurship, new opportunities can be found, products or services can be developed, and market needs can be met more effectively (Pertwi & Khafid, 2021). Li et al. (2020) revealed that in developed countries, many students who study entrepreneurship are able to achieve a business success rate of up to 20%. Students who study entrepreneurship tend to be more motivated to start new ventures as well as create innovations (Mia et al., 2022; Pidduck et al., 2023; Salhieh & Al-Abdallat, 2022). Lihua, (2022) found the facts of the results of the research that differ from the entrepreneurial behavior of students in developing countries, such as Indonesia. Many developing countries only reach 2% of students who dare to start a business independently and the success rate reaches 10% (Martín-Gutiérrez et al., 2024). Entrepreneurship education only encourages students to have an interest in entrepreneurship, but has not had much of an impact on entrepreneurial behavior (Febyanti et al., 2022; Kakouris et al., 2024). The same is also true of the results of the MyCOS Chinese College Graduates Employment Report (2020) research which explains that the percentage of school graduates who are self-employed is 2.8%, while the level of students' interest in entrepreneurship reaches 75% of students (Yao et al., 2023). From this data, students who have an interest in entrepreneurship are high, but the entrepreneurial behavior shown by students is relatively low in each developing country (Calza et al., 2020).

The open unemployment rate and poverty continue to increase in Indonesia due to several indicators, such as lack of skills, lack of innovation, lack of confidence, lack of managerial skills, limited marketing, and lack of business capital (Caliat et al., 2024; Rogel & Reginalde, 2024; Yao et al., 2023). According to data from the Indonesian Education Statistics Center, students graduating from State High Schools are the second highest graduates with the unemployment rate in Indonesia after Vocational High School (Central Statistics Agency, 2023). The open unemployment rate (TPT) for State High School graduates in 2023 will reach 8.57%, second highest of all levels of education in Indonesia (Central Statistics Agency, 2023).

The urgency of the problem in this study lies in the increasing unemployment rate among State High School graduates in Mojokerto. According to employment statistics data for Mojokerto residents, high school graduates have the highest unemployment rate, which is 6.72 percent (Census, 2023). Meanwhile, the ratio of the population who run their business independently only reaches 19.42 percent, which is greater than the ratio of the population who work as employees (Firmansyah & Dede, 2022). The data can explain that entrepreneurial behavior among students graduating from State High School in Mojokerto Regency is very weak. Rantung, (2020) added that the unemployment rate of State High School graduates in Mojokerto Regency increases the number of open unemployment rates (TPT) nationally. The ratio of independent business people in 2020 in Indonesia was only 3.47% of the total population, while

Malaysia has reached 6% and Singapore has reached 7% (Rantung, 2020). The weakening ratio of independent business people to the population in the country shows a weak national economic structure (Hilali et al., 2020).

To overcome the above problems, entrepreneurial self-confidence in students needs to be emphasized in education in schools (Maczulskij & Viinikainen, 2023). Entrepreneurial self-confidence is the ability of students to direct full confidence in carrying out tasks related to entrepreneurship (Costin et al., 2022). Students need to be confident in the ability to run a business (Vuorio et al., 2023). Entrepreneurial self-confidence can be strengthened in students by increasing the number of entrepreneurial projects and the economic conditions of the family (Soomro & Shah, 2022). The output of entrepreneurial projects can be in the form of products or services, independent economic growth, practical experience, and business networks (Omri, 2017). All outputs of these entrepreneurship projects are able to increase students' confidence to run a business independently (Manafe et al., 2023). The output of entrepreneurship projects was included in the study because there was a change in focus on entrepreneurship education in secondary schools (Chien-Chi et al., 2020). Entrepreneurship education no longer produces students who are in accordance with the development of the industry, but students who have behavior in accordance with the development of entrepreneurial projects (Kuura & Lundin, 2019). Family economic conditions also have a significant influence on the increase in students' entrepreneurial self-confidence (Bruns-Berentelg et al., 2022). The family economic conditions allow students to dare to take risks, find innovative solutions, tenacity, and perseverance to run a business (Abbassi & Sta, 2019). These attitudes often bring victory which in turn can trigger confidence in realizing students' entrepreneurial behavior (Huang et al., 2022).

The research gap in this study lies in the many limitations of previous research that did not touch the variables selected in this study. Many previous researchers have focused more on individual factors, such as entrepreneurial interests, attitudes and motivations that can influence student behavior. Such as research from Nature, 2019; Botsaris & Vamvaka, 2016; Iffan, 2019; Mahendra, 2017), which explains the influence of motivation, interest and entrepreneurial attitude on entrepreneurial behavior. In addition, previous research has been very minimal in examining family economic conditions as a factor that affects students' entrepreneurial behavior (Liu et al., 2022). Previous research has been limited to entrepreneurial and psychological education factors (Cardella et al., 2020; Suratno et al., 2021). For example, research from (Ginanjar, 2016 & Kirkley, 2017) which explains that entrepreneurship education can affect entrepreneurial behavior. The economic condition of the family as a driver of student entrepreneurial behavior has not been widely researched in previous research. The context of entrepreneurship research in previous research was limited to vocational school students and college students, such as research from (Bakhrudin Bakhrudin, 2023; de Sousa, 2022; Kumilachew Aga & Singh, 2022).

High school graduates who are increasingly unemployed, school graduates who do not guarantee high salaries, entrepreneurship that is increasingly competitive and increasingly crowded. This research provides

novelty in relating the output of entrepreneurship projects with students' entrepreneurial behavior, including family economic conditions as a variable that is rarely studied, using entrepreneurial self-confidence as a mediating variable, and focusing on high school students who are still minimally researched in the field of entrepreneurship. Thus, the results of this research can be the basis for the development of a more effective entrepreneurship education policy at the high school level in Mojokerto Regency.

The implications of this study are as follows: (1) This research can enrich the entrepreneurship literature by adding new perspectives on how entrepreneurial projects and family economic conditions can affect students' entrepreneurial behavior; (2) The results of this research can be the basis for the development of the entrepreneurship curriculum in high school, especially by improving the quality of entrepreneurship projects in order to produce outputs that have an impact on students' entrepreneurial behavior; (3) Teachers can facilitate more applicable activities, such as real business mentoring or internship programs that can increase students' entrepreneurial confidence; and (4) Parents can understand that economic and psychological support plays a very important role in shaping children's entrepreneurial behavior, so that they are more active in providing motivation and facilities that support their business independently.

LITERATURE REVIEW

External Entrepreneurship Projects

External entrepreneurship projects are one of the most active forms of entrepreneurial learning in student-centered entrepreneurship education (Zheng, 2024). Entrepreneurship projects establish more constructive learning, clear outcome goals, collaboration between students, communication, and reflection from practical outcomes. The teaching method of entrepreneurship projects is always centered on problems that can motivate students to solve the problem (Sugihartono et al., 2024). Problems are given to students in order to be able to transfer the knowledge gained into entrepreneurial practice. With problems, students learn how to design, plan, and implement new ideas to produce a project. The output of an entrepreneurship project in entrepreneurship education can be in the form of products or services, publications, and presentations (Hassan et al., 2020). The output of the entrepreneurship project is expected to play a role in changing the mindset of students from job seekers to job creators (Omri, 2017). For example, school graduates in Japan have increased by around 80% of students who are able to create new entrepreneurial projects after graduating from school (Ummah, 2019).

Family Economic Conditions

The economic condition of the family remains the only determining factor for the success of students' entrepreneurial behavior. The family's economic conditions in good and bad conditions still affect the confidence and behavior of students for business (Friedline et al., 2021). The family's economic condition is a force that can provide motivation, encouragement, and support emotionally, socially, and financially to students (Saoula et al., 2023). Families provide support in initial capital financing and the social environment such as finance, expansion

of relationships and political networks. With that, students who start a business need to establish interpersonal relationships with families to get financial and relational support. Economic conditions in several previous studies have shown positive results with student success in business (Arimbawa & Widhiyani, 2021; Saoula et al., 2023). Abbassi & Sta, (2019) explain several dimensions in entrepreneurial behavior driven by family economic conditions, namely daring to take risks, finding innovative solutions, tenacity, and perseverance to run a business.

Entrepreneurial Self Confidence

Entrepreneurial self confidence is a statement that describes confidence in making decisions, overcoming challenges, and achieving business goals (Otache et al., 2021). Students are essential to have strong confidence to run a business. Garaika & Margahana, (2019) found an empirical study that entrepreneurs in general have strong confidence so that their business is successful. Entrepreneurial confidence is a characteristic of entrepreneurship that is formed through psychology, experience and learning (Maczulskij & Viinikainen, 2023). Students' entrepreneurial characteristics can be observed through innovative, creative, and flexible behaviors (Mahmood et al., 2020). With that, students during the entrepreneurial education period need to be given motivation, experience, and entrepreneurial learning that can increase confidence. According to Otache, (2021) there are five dimensions to measure the level of entrepreneurial self-confidence in students, namely having a leadership spirit, optimism, tolerance for ambiguity, proactive, and locus of control.

Entrepreneurial Behavior

Entrepreneurial behavior is defined as an activity or activity that students can do in running a business. Entrepreneurial behavior occurs on the basis of interaction between students as business people and customers. Students who carry out entrepreneurial behavior certainly have a level of confidence, a sense of responsibility, and have the skills to run a business. Pidduck, (2023) said that entrepreneurial behavior for students is a reflection of always determining the best business in the future. Students who have experience in running a business from now on will be strong in confidence and skills. Ajzen (1991) in the theory of planned behavior states that intention is the student's belief and perception of entrepreneurial behavior (Chien-Chi et al., 2020). Ajzen's opinion is agreed by several academics who state that students' entrepreneurial intentions ultimately lead to entrepreneurial behavior. Li, et al. (2020) also explain the act of entrepreneurship as the practice of entrepreneurial behavior which is considered as an understanding of entrepreneurial interests.

METHODOLOGY

This study uses a type of quantitative research that is analyzed using SEM-PLS to investigate the influence of entrepreneurial project output (X) and family economic conditions (X2) on entrepreneurial behavior (Y) through entrepreneurial self-confidence (Z) (see Figure 1). The benefit of SEM-PLS is the

ability to maximize the variance of dependents and estimate data based on the dimensions of the measurement model (Hair et al., 2019).

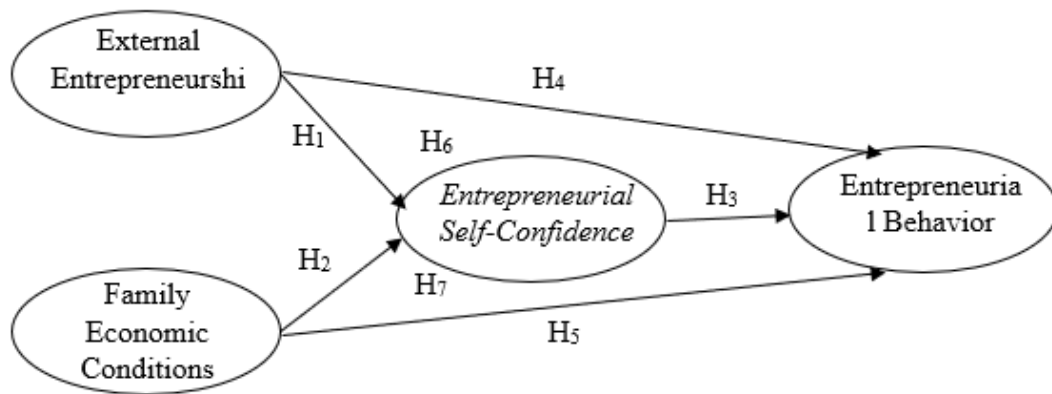


Figure 1. Research Framework Design

Respondents and Data Collection Techniques

State High School students in Mojokerto participated in this study. Eleven State High Schools in Mojokerto became the object of research. We examined a total of 261 respondents with 40 Google Form questions sent via WhatsApp. The respondent criteria in this study are students who have received full entrepreneurship education lessons (students who have received entrepreneurship theory and practice). This research was conducted from June to August 2025. The variables of this study are the output of entrepreneurial projects (X1), family economic conditions (X2), entrepreneurial self-confidence (Z), and entrepreneurial behavior (Y).

Table 1. Respondent Characteristics

No	Gender	Sum	Presentation
1	Woman	186	71,3%
2	Man	75	28,7%
	Total	261	100%

Source: Primary Data Processed by Researchers, 2025

Through Table 1. The above shows that the majority of respondents in this study are dominated by female gender with a total of 186 respondents (71.3%), while male gender genius amounted to 75 respondents (28.7%). From these results, it can be conveyed that this study discusses and analyzes a lot about entrepreneurial behavior from the female gender.

Instrument Development and Data Analysis

This research instrument is adapted from previous research and literature review. The questionnaire was translated from English to Indonesian and modified for the Indonesian context. The questionnaire is translated from English to Indonesian and modified for the local context. The externalities of entrepreneurship projects are measured with four items from (Omri, 2017). The economic condition of the family is measured by three items (Abbassi & Sta, 2019). Entrepreneurial self-confidence was measured with six items from (Otache et al., 2021). Entrepreneurial behavior is measured by three items from (Pidduck

et al., 2023). The questionnaire used asked participants to rate each statement from 1 (strongly disagree) to 5 (strongly agree). This study uses Smart PLS 4.0 for modeling the smallest quadratic structural equation (PLS-SEM).

RESEARCH RESULT

External Model Evaluation

PLS external models are specified to ensure the presence of reliable instruments. The model with determination criteria is said to be realistic when the composite reliability (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2019). The results of this study show that the CR value of each construct is 0.909 to 0.930 for dependence. A mean of significant extracted variance (AVE) > 0.50 indicates convergent validity (Hair et al., 2019). The convergent validity in this study was achieved because all items exceeded 0.50 and the AVE of each construct ranged from 0.689 to 0.788. Cross-charged factors are used to test discriminant validity and convergent validity. The cross-load values for all the output variables of the entrepreneurial project (X1), family economic conditions (X2), entrepreneurial self-confidence (Z), and entrepreneurial behavior ranged from 0.850 to 0.910 > 0.70 , indicating discriminant validity.

Hypothesis Testing

This model tests the hypothesis using structural equation modeling (SEM-PLS). The researchers used 261 bootstrap samples to display all the t-statistics. As seen in Table 2, six of the seven hypotheses in this study met the criteria, with t-values ranging from 3,204 to 11,101, which involved 1.96. A t-value that does not meet the criteria, with a t-value of 0.906 which is less than 1.96.

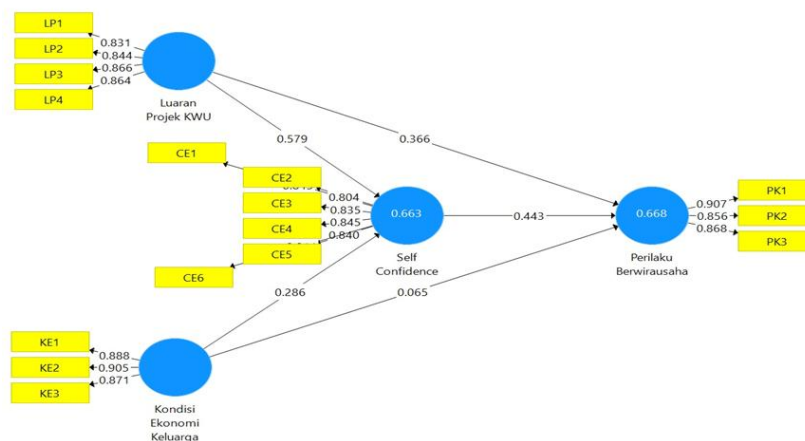


Figure 2. SEM-PLS Calculation Results

This study uses the R-Square (R²) model to show the accuracy of the model's predictions. The determination coefficient is used to determine the accuracy of the prediction and show the magnitude of the influence of exogenous variables on endogenous variables. If the model meets 100% of the data with the value obtained reaching the value of 1, it can be said that the model explains the variation in endogenous variables (Fisher et al., 1995). The following are the results of the determination coefficient based on data processing using SmartPLS. Table 2. R-Square Analysis Results

Variabel	R-Square
Entrepreneurial Behavior	0.668
Entrepreneurial Self-Confidence	0.663

Source: Data Processed by Researchers, 2025

Based on Table 2, the R-Square value on the entrepreneurial behavior variable (Y) was obtained as 0.668 which shows that 66.8% can be influenced by the variables of entrepreneurial project output (X1), the family economic condition variable (X2), and the entrepreneurial self-confidence variable (Z), while the remaining 33.2% are influenced by other variables outside the study. The R-Square value of the entrepreneurial self-confidence variable (Z) was obtained at 0.663 which showed that 66.3% could be influenced by the variables of entrepreneurial project output (X1) and family economic conditions (X2) while the remaining 33.7% were influenced by other variables outside the study. So, the higher the R-Square value, the greater the ability of the independent variable to explain the dependent variable, so that the better the structural equation.

Table 3. Outer Model Estimation

Construct	Item	Outer Loading	A	CR	AVE
External Entrepreneurship Project (LP)	LP1.1	0.831	0.876	0.913	0.725
	LP1.2	0.844			
	LP1.3	0.866			
	LP1.4	0.864			
Family Economic Conditions	KE2.1	0.888	0.866	0.918	0.788
	KE2.2	0.905			
	KE2.3	0.871			
Entrepreneurial Self-Confidence (ES)	ES3.1	0.845	0.850	0.930	0.689
	ES3.2	0.804			
	ES3.3	0.835			
	ES3.4	0.845			
	ES3.5	0.840			
	ES3.6	0.811			
Entrepreneurial Behavior (PK)	PK4.1	0.907	0.910	0.909	0.769
	PK4.2	0.856			
	PK4.3	0.868			

Source: Data Processed by Researchers, 2025

Table 4. Discriminatory Validity

Variabel	External Entrepreneurs hip Project (X1)	Family Economi c Conditio ns (X2)	Entrepreneur ial Self Confidence (Z)	Entrepreneur ial Behavior (Y)
External Entrepreneurs	0.852			

hip Project (X1)				
Family Economic Conditions (X2)	0.743	0.888		
Entrepreneurial Self Confidence (Z)	0.882	0.716	0.830	
Entrepreneurial Behavior (Y)	0.765	0.654	0.779	0.877

Source: Data Processed by Researchers, 2025

Table 5. Direct Impact Test

	Variabel	Original Sampel	T-Statistics	P-Values	Information
H1	External Entrepreneurship Project > Entrepreneurial Self-Confidence	0.579	11.101	0.000	Accepted
H2	Family Economic Conditions > Entrepreneurial Self-Confidence	0.286	4.667	0.000	Accepted
H3	Entrepreneurial Self-Confidence > Entrepreneurial Behavior	0.443	5.953	0.000	Accepted
H4	Luaran Projek Kewirausahaan > Perilaku Kewirausahaan	0.366	4.752	0.000	Accepted
H5	Family Economic Conditions > Entrepreneurial Behavior	0.065	0.906	0.365	Rejected

Source: Data Processed by Researchers, 2025

Table 6. Indirect Influence Test

	Variabel	Original Sampel	T-Statistics	P-Values	Information
H6	External Entrepreneurship Project > Entrepreneurial Self-Confidence >	0.256	5.938	0.000	Accepted

	Entrepreneurial Behavior				
H7	Family Economic Conditions > Entrepreneurial Self-Confidence > Entrepreneurial Behavior	0.127	3.204	0.001	Accepted

Source: Data Processed by Researchers, 2025

DISCUSSION

The external hypothesis of the entrepreneurial project had a positive effect on entrepreneurial self-confidence with an initial sample value of 0.579, a p-value of $0.000 < 0.005$, and a t-statistic of $11,101 > 1.96$. Students are more confident to produce products or services, practice management, communication, and the selling value of the work. Although the financial impact and job creation are still limited, the experience of entrepreneurial practice still gives confidence that they can become entrepreneurs in the future. Previous research from Maczulskij & Viinikainen, (2023) found that the output of entrepreneurial projects can increase confidence, especially among women. Díaz-garrido et al., (2025) also argue that the output of entrepreneurial projects can increase confidence to make decisions and solve problems. Chien-Chi et al., (2020) also found that the output of entrepreneurship projects can increase students' entrepreneurial self-confidence. The theory of planned behavior (TPB) has a very large contribution to hypothesis one in this study. The external entrepreneurial projects produced by students at school such as making products, selling products, collaborations and so on are in line with one of the behaviors in the TPB theory (Inada, 2020). Perceived behavior control encourages students to engage in entrepreneurial activities (Yan et al., 2023).



Figure 3. The external entrepreneurial projects

The results of the management in the second hypothesis show that family economic conditions have a significant and positive effect on entrepreneurial self-confidence. From the results of data processing, it was found that the initial sample value was 0.286, the p-value was $0.000 < 0.005$, and the t-statistic was $4.677 > 1.96$. This happened because all respondents answered that the family's economic condition has a great influence on the character of the children in the family. Students who feel family support shape entrepreneurial attitudes, emotions and behaviors. Previous research from Muh. Arif & Rahmad Solling Hamid, (2023) found that families can shape the confidence and confidence of women involved in the world of entrepreneurship. Parman et al., (2024) also

found that family economic conditions greatly affect the development of individual personalities. Alfani et al., (2022) also said that individuals who have self-confidence tend to be more skilled and develop entrepreneurial knowledge unlimitedly.

The third hypothesis shows that the results of entrepreneurial self-confidence have a significant and positive effect on entrepreneurial behavior with a t-statistic value of $5.953 < 1.96$, a p-value of $0.000 > 0.005$ and an original sample of 0.443. This means that State High School students have good entrepreneurial confidence. High confidence encourages students to dare to develop products, face uncertain situations, have motivation, skills and business networks. However, students need to improve themselves in the aspect of adaptability and optimism for the future of the business so that entrepreneurial behavior can develop well. Previous research from Otache et al., (2021) conducted research on hospitality students that showed that self-confidence can improve entrepreneurial behavior. Likewise, Isma et al., (2020) found that students of the Faculty of Economics, State University of Makassar have high confidence to produce entrepreneurial behavior.

The fourth hypothesis shows that the output of entrepreneurial projects has a positive and significant effect on entrepreneurial behavior with a t-statistical value of $4.752 > 1.96$, the original sample value of 0.366 and the p-value of $0.000 < 0.005$. The output of entrepreneurship projects has a positive effect on entrepreneurial behavior because students have gained experience. Students gain experience in the form of creating valuable products, learning to be financially independent, managerial skills, communication and business networking. Previous research from Feng & Chen, (2020) found that entrepreneurial projects can promote an optimistic and positive attitude that can stimulate students' creativity and strength. Students who are used to doing entrepreneurial projects can foster creativity in entrepreneurial behavior. Therefore, the output of entrepreneurship projects produced at school provides opportunities for students to cultivate real and applicable entrepreneurial behavior independently.

The fifth hypothesis measures the economic condition of the family on entrepreneurial behavior with a t-statistic of $0.906 > 1.96$, the original value of the sample is 0.065 and the p-value is $0.365 < 0.005$. This shows that the economic condition of the family does not have a significant or negative effect on entrepreneurial behavior. Students feel entrepreneurship is more determined by personal mindset and skills than family financial condition. Students agree that entrepreneurial education, practical experience, and school environment shape entrepreneurial behavior more than family economic backgrounds. The results of previous research actually show that family economic conditions affect entrepreneurial behavior. Vuorio et al., (2023) found that the economic conditions of the family provide greater confidence for individuals, allowing them to take risks and face the challenges that exist in entrepreneurship better. The family's economic condition can be a strong motivation to continue to strive to achieve entrepreneurial goals (Tung et al., 2020). Research from Saoula et al., (2023) explains that family economic conditions can improve students' perceived

behavioral control by providing resources and emotional support, which improves students' entrepreneurial behavior in managing entrepreneurial tasks.

The sixth hypothesis shows that entrepreneurial self-confidence can mediate the influence of entrepreneurial project outputs on entrepreneurial behavior with an original sample value of 0.256, a t-statistical value of 5.938 > 1.96, and a p-value of 0.000 not exceeding the maximum limit of 0.05. These results show that entrepreneurial self-confidence can mediate the influence of entrepreneurial project outputs on entrepreneurial behavior. With confidence, students are more courageous to start a business, are consistent in innovation, are able to overcome problems, and are oriented towards achieving success. High self-confidence will result in entrepreneurial behavior. Previous research from Putra et al., (2020) found that project-based entrepreneurship education can improve entrepreneurial behavior. This education is strengthened by confidence that can increase creativity for students in running small businesses in North Bengkulu. Findings from Lang & Liu, (2019) explain that self-confidence is one of the intermediate factors to realize students' entrepreneurial behavior in the external entrepreneurship project. Self-confidence will encourage students' ability to carry out entrepreneurial behavior to achieve certain goals (Fan et al., 2024).

The seventh hypothesis shows that entrepreneurial self-confidence mediates the influence of family economic conditions on entrepreneurial behavior with an original sample value of 0.127, a t-statistic of 3.204 and a p-value of 0.001 not exceeding the maximum limit of 0.05. Thus, entrepreneurial self-confidence can mediate the influence of family economic conditions significantly and positively on entrepreneurial behavior. The family's economic condition provides financial and emotional support that can encourage students to realize entrepreneurial behavior. The results of this study are in accordance with the results of previous research that emphasized that self-confidence mediates the influence of family economic conditions on entrepreneurial behavior. Research from Arimbawa & Widhiyani, (2021) explains that family economic conditions directly affect entrepreneurial behavior by providing emotional and sometimes financial support, which can increase confidence to run a business. In addition, Saoula et al., (2023) added that the family environment, including parental influence and support, plays an important role in shaping entrepreneurial intentions as well as self-confidence, which is crucial for developing entrepreneurial behaviors.

CONCLUSIONS AND RECOMMENDATIONS

The results of this study show that the output of entrepreneurship projects has a significant positive influence on entrepreneurial self-confidence and entrepreneurial behavior. In addition, family economic conditions have a significant and positive influence on entrepreneurial self-confidence. Furthermore, entrepreneurial self-confidence can affect entrepreneurial behavior. Entrepreneurial self-confidence also mediates the external influence of entrepreneurial projects and family economic conditions on entrepreneurial behavior. However, this study did not succeed in testing the influence of family

economic conditions on entrepreneurial behavior in State High School students in Mojokerto.

This finding has very significant implications for the development of entrepreneurial project outputs and family economic conditions through entrepreneurial self-confidence at the State High School level in Mojokerto. The family's economic condition has proven to be unable to affect the entrepreneurial behavior of State High School students in Mojokerto. This indicates that teachers or educators need to encourage families especially students' parents to act as catalysts for entrepreneurial behavior by influencing students' entrepreneurial intentions, which in turn mediates the relationship between family support and entrepreneurial actions (Mala et al., 2019). Thus, the financial and motivational aspects of the family also need to be emphasized to parents in order to form positive emotions towards students' entrepreneurial behavior.

ADVANCED RESEARCH

Researchers can then analyze the influence of family economic conditions on entrepreneurial behavior with other approaches. For example, with a qualitative method with a case study or phenomenology approach to find out how parents teach entrepreneurial behavior to children.

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