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Entrepreneurial Orientation and Entrepreneurial Intention in Generation Z: The Mediating Role of Entrepreneurial Education and Parenting Style

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Abstract

Background: Youth unemployment in Indonesia remains a pressing challenge, demanding a paradigm shift from job seeking to job creation through entrepreneurship development.
Objective: This study examines the mediating roles of *Entrepreneurial Education* (EE) and *Parenting Style* (PS) in the relationship between the dimensions of *Entrepreneurial Orientation* (EO) and *Entrepreneurial Intention* (EI) among Generation Z in Indonesia.
Methods: A quantitative approach using SEM-PLS with SmartPLS 3.2.9 was applied to data collected from 327 university students.
Results: The findings indicate that EE is a significant mediator and exerts a strong direct effect on EI. However, the mediating effect of EE is selective, operating only through the Proactiveness and Competitive Aggressiveness dimensions of EO. PS neither mediates the EO–EI relationship nor significantly predicts EI.
Conclusion: The formal educational environment plays a more dominant role than the family environment in shaping EI among Generation Z. Institutions should design EE curricula that explicitly target Proactiveness and Competitive Aggressiveness. The model explains 44% of the variance in EI; future research should incorporate variables such as entrepreneurial self-efficacy and social support.

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INTRODUCTION

Generation Z comprises the largest proportion of the Indonesian population (270.2 million people), representing 75.49 million individuals, or 27.94% of the total population. This generation was born between 1997 and 2012, meaning that, as of 2025, they are between 13 and 28 years old. Therefore, the majority of Generation Z is currently of productive age (15–64 years old), meaning they are considered capable of working and contributing to the national economy.

Generation Z grew up in the digital age, has extensive access to information, and tends to prefer work flexibility and meaningful personal achievement (Bulut & Maraba, 2021; Twenge, 2017). However, structural challenges such as rising unemployment and global economic uncertainty demand a new approach to fostering entrepreneurial intentions.

These data clearly indicate the need for a paradigm shift from "job seeking" to "job creating." Developing entrepreneurship to drive the economy and absorb labor is more crucial than ever. This is especially important among the younger generation, who possess high innovative potential and will fill the labor market in the coming years. Because Generation Z is generally still influenced by family and educational environments, parenting and education—particularly entrepreneurship education—may play a role in fostering entrepreneurial intentions.

Despite growing research on entrepreneurial intention, a critical gap exists: few studies

have simultaneously examined both Entrepreneurial Education (EE) and Parenting Style (PS) as mediators through which multiple Entrepreneurial Orientation (EO) dimensions translate into Entrepreneurial Intention (EI) among Generation Z in Indonesia. Therefore, this study aims to examine the differential mediating roles of EE and PS across five EO dimensions—Innovativeness, Risk-Taking, Proactiveness, Competitive Aggressiveness, and Autonomy—in shaping EI among 327 Generation Z university students in Indonesia using SEM-PLS analysis.

Literature Review

Entrepreneurial Orientation (EO) encompasses five core dimensions (Lumpkin & Dess, 1996; Miller, 1983). Innovativeness reflects a tendency toward creativity and experimentation in developing novel products or services. Risk-Taking denotes the willingness to commit resources under conditions of uncertainty. Proactiveness involves anticipating and acting on market opportunities ahead of competitors. Competitive Aggressiveness captures the intensity with which an individual challenges rivals through offensive strategies. Autonomy refers to the independent decision-making capacity required to initiate and sustain new ventures.

Entrepreneurial Intention (EI) refers to a deliberate mental state that channels an individual's focus, experiences, and actions toward intended entrepreneurial endeavors (Dlamini & Botha, 2023; Mia et al., 2025; West III & Dickson, 2018). EI is broadly acknowledged as the most significant immediate predictor of entrepreneurial engagement. Meta-analytic research substantiates that personality characteristics such as extroversion, conscientiousness, agreeableness, openness to experience, and neuroticism are significantly linked to the development of EI (Rauch & Hulsink, 2015).

Ezeh (2020) established that EI is partly a function of educational support. Rauch (2015) demonstrated that entrepreneurship education significantly influences individual entrepreneurial behavior. Xevinkeng (2022) found that university entrepreneurship support positively influences EI, attitudes toward entrepreneurship, subjective norms, and self-efficacy. Wijaya (2021) identified a positive but non-significant moderating effect of entrepreneurship education on the relationship between entrepreneurial self-efficacy and EI.

Four interdependent dimensions support the theoretical efficacy of entrepreneurship education (Passarelli & Bongiorno, 2025): creative ideation and opportunity recognition, risk assessment and resilience building, financial acumen and resource orchestration, and social capital formation and network engagement.

1. Creative Ideation and Opportunity Recognition. Curriculum modules facilitate divergent thinking through case analysis, design thinking workshops, and scenario planning, which foster students' capacity to deconstruct complex market signals and generate new value propositions.
2. Risk Assessment and Resilience Building. Through simulation exercises and real-world project management, students confront ambiguity and uncertainty while developing metacognitive strategies for risk mitigation, contingency planning, and iterative pivoting.
3. Financial Acumen and Resource Orchestration. Coursework integrates quantitative frameworks such as cash flow modeling, break-even analysis, and capital fundraising mechanisms, enabling students to use financial metrics as strategic decision-making tools.
4. Social Capital Formation and Network Embeddedness. Structured interactions with experienced entrepreneurs, mentors, and peer groups foster relational assets, which serve as both repositories of tacit knowledge and conduits for collaborative opportunity creation.

Regarding parenting styles, Baumrind's (1991) typology proposed four distinct parenting styles: authoritative, authoritarian, permissive, and neglectful, each defined by a unique configuration of warmth and control. An authoritative parenting style, characterized by high levels of support and firm but reasonable control, is consistently associated with greater independence, self-efficacy, and social competence in children, which are fundamental to entrepreneurial orientation (Pathirathna et al., 2023). Empirical studies have shown that an authoritative parenting style enhances children's entrepreneurial competence and self-confidence, thereby strengthening their entrepreneurial intentions (Adha et al., 2023).

Conversely, an authoritarian parenting style, which emphasizes obedience and strict rules with low warmth, can instill discipline but often limits autonomy and creativity, two essential components of entrepreneurial behavior (Liu et al., 2024). Thus, children raised in authoritarian households often report lower entrepreneurial intentions because of anxiety, fear of failure, and limited freedom in decision-making (Soleimanof et al., 2021). Permissive parenting, which offers emotional warmth without enforcing discipline, can stimulate creative thinking and tolerance for ambiguity—traits beneficial to entrepreneurial exploration (Soleimanof et al., 2021). However, when boundaries are not reinforced, children often develop poor goal regulation and low persistence, potentially undermining the sustainability of their entrepreneurial endeavors (Tessema et al., 2024). Neglectful parenting, characterized by low involvement and minimal support, is universally detrimental to entrepreneurial development.

This parenting style deprives children of emotional scaffolding, modeling, and constructive feedback, resulting in low self-esteem, lack of initiative, and minimal entrepreneurial aspirations (Liu et al., 2024). In short, authoritative parenting emerged as the only parenting style that consistently supports entrepreneurial development by fostering traits such as resilience, autonomy, and proactive behavior (Pathirathna et al., 2023). Meta-analytic findings confirm that non-authoritative parenting styles, whether controlling, indulgent, or otherwise, tend to erode the self-confidence and intrinsic motivation necessary for entrepreneurial action (Tessema et al., 2024).

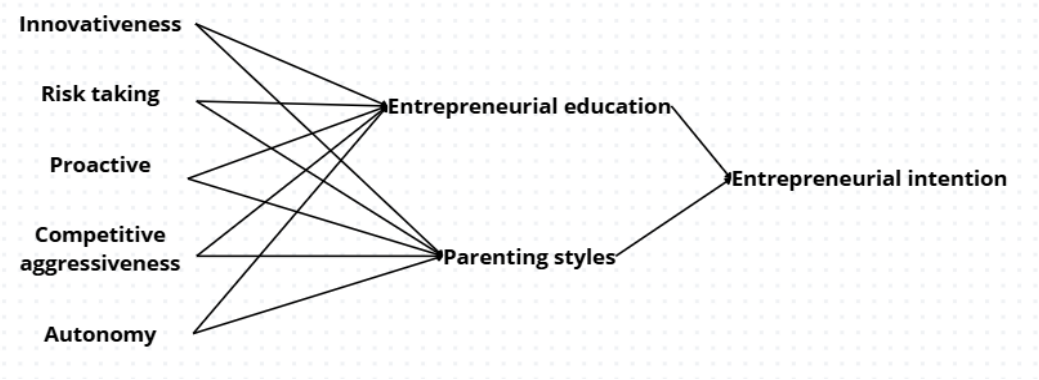

Figure 1: Conceptual Framework

The hypotheses of this study are as follows:

H1. Entrepreneurial Education mediates the effect of Innovation on Entrepreneurial Intention.
H2. Entrepreneurial Education mediates the effect of Risk-Taking on Entrepreneurial Intention.
H3. Entrepreneurial Education mediates the effect of Proactiveness on Entrepreneurial Intention.
H4. Entrepreneurial Education mediates the effect of Competitive Aggressiveness on Entrepreneurial Intention.
H5. Entrepreneurial Education mediates the effect of Autonomy on Entrepreneurial Intention.
H6. Parenting Style mediates the effect of Innovation on Entrepreneurial Intention.
H7. Parenting Style mediates the effect of Risk-Taking on Entrepreneurial Intention.
H8. Parenting Style mediates the effect of Proactiveness on Entrepreneurial Intention.
H9. Parenting Style mediates the effect of Competitive Aggressiveness on Entrepreneurial Intention.
H10. Parenting Style Mediates the Influence of Autonomy on Entrepreneurial Intention

METHOD

In this study, Entrepreneurial Orientation was measured through each of its dimensions separately. Innovativeness was measured using four indicators: enjoyment of creative activities, enjoyment of experimentation, enjoyment of trying new things, and enjoyment of exploring technology. Risk-Taking was measured using five indicators: decision-making skills, ability to

calculate business risks, ability to identify market opportunities, ability to conduct SWOT analyses, and ability to develop strategies.

Proactiveness was measured using six indicators: having a vision for the future, ability to plan, ability to predict future opportunities that were not yet visible, ability to identify market needs, ability to move faster than competitors, and ability to anticipate events before they occurred. Competitive Aggressiveness was measured using five indicators: ability to map competition, initiative to excel, ability to manage resources toward healthy competition, ability to compete fairly (without cheating and similar unethical behavior), and ability to undertake risky activities related to competition. Autonomy was measured using three indicators: courage to make different choices, courage to take risks, and courage to be accountable for choices or decisions.

As a mediating variable, Entrepreneurial Education was measured using four indicators: creative ideation and opportunity recognition, risk assessment and resilience building, financial acumen and resource orchestration, and social capital formation and network engagement. Meanwhile, another mediating variable, Parenting Style, was measured using four indicators: authoritative parenting, authoritarian parenting, permissive parenting, and neglectful parenting. Entrepreneurial Intention, as the dependent variable, was measured using nine indicators: need for achievement, self-confidence, personal attitude, conscious state of mind, extroversion, conscientiousness, agreeableness, openness to experience, and neuroticism.

The questionnaire was distributed to university students from Generation Z, and they were asked to share it with their friends. As a result, a total of 327 respondents were collected during the two-month questionnaire distribution period. The responses were then processed using SEM-PLS.

RESULTS AND DISCUSSION

Results

Measurement Model Testing (Outer Model)

This study examines the mediating roles of Entrepreneurial Education (EE) and Parenting Style (PS) in the relationship between Entrepreneurial Orientation (EO) dimensions and Entrepreneurial Intention (EI) among Generation Z. The Outer Model assessment confirms that all indicators and constructs demonstrate satisfactory convergent validity, discriminant validity, and reliability. Composite Reliability, Cronbach's Alpha, and Average Variance Extracted (AVE) values all meet the required thresholds, confirming the quality and suitability of the research instrument.

1. *Convergent Validity*

According to Latan (2023), an indicator is considered valid if it has a high loading factor value, while a medium-level loading factor is still acceptable. In this study, loading factors below the required standard were deleted from the Outer Model results. Based on data processing using SmartPLS, all indicators in Innovativeness, Risk-Taking, Proactiveness, Competitive Aggressiveness, Autonomy, Entrepreneurial Education, Parenting Style, and Entrepreneurial Intention show good loading factor values. This means that all indicators in this research are valid and suitable for use in the measurement model.

2. *Discriminant Validity*

Following the outcomes of the discriminant validity assessment subsequent to the model adjustment during the convergent validity phase, it was observed that all indicators exhibited cross-loading values on their respective constructs that exceeded the cross-loading values on alternative constructs, thereby confirming their validity. Furthermore, the Average Variance Extracted (AVE) values for the variables examined in this research satisfied the stipulated criteria (i.e., exceeding 0.50). The Innovativeness variable has an AVE of 0.539, Risk-Taking 0.657, Proactiveness 0.683, Competitive Aggressiveness 0.585, Autonomy 0.626, Entrepreneurial Education 0.737, Parenting Style 0.620, and Entrepreneurial Intention 0.560. Thus, it can be concluded that all constructs studied have good discriminant validity.

3. *Construct Reliability*

Reliability testing assesses the consistency and stability of a measurement instrument. A construct is considered reliable when its Composite Reliability and Cronbach's Alpha values exceed the minimum threshold of 0.70.

a. *Composite Reliability*

All variables demonstrate Composite Reliability values exceeding 0.70, ranging from 0.908 (Autonomy) to 0.961 (Entrepreneurial Intention), confirming the reliability of the research model.

b. *Cronbach's Alpha*

Based on the data processing results, each variable has a Cronbach's Alpha value above 0.70. The lowest value is 0.872 for the Innovativeness variable, while the highest value is 0.953 for the Entrepreneurial Intention variable. These results conclude that the research model is reliable because it already meets Cronbach's Alpha requirements.

Structural Model Evaluation

The results of the Inner Model evaluation show that the variables Entrepreneurial Education, Parenting Style, and Entrepreneurial Intention are explained by the independent variables by 38.8%, 14.8%, and 38.9%, respectively (R-square values). These values are classified as weak to moderate, indicating that more than 60% of the variance in the dependent and mediating variables is still influenced by other factors outside this research model. This finding is in line with the suggestion to identify other independent variables that may also influence these relationships.

1. *R Square* (R^2)

Inner Model evaluation is conducted using the coefficient of determination to assess how strongly the model explains the variance of endogenous variables, where R-square values of 0.75, 0.50, and 0.25 indicate strong, moderate, and weak models, respectively. The results show that the R-square value for Entrepreneurial Education is 0.388, which means that 38.8% of this variable is weakly influenced by Innovativeness, Risk-Taking, Proactiveness, Competitive Aggressiveness, and Autonomy, while 61.2% is influenced by other variables outside the study. The R-square value for Parenting Style is 0.148, meaning that 14.8% is weakly influenced by the same variables, while 85.2% is influenced by other factors not included in this research. Meanwhile, the R-square value for Entrepreneurial Intention is 0.389, which shows that 38.9% of this variable is weakly influenced by Innovativeness, Risk-Taking, Proactiveness, Competitive Aggressiveness, Autonomy, Entrepreneurial Education, and Parenting Style, while the remaining 61.1% is influenced by other variables outside the study.

Hypothesis Testing

In the statistical table, the t-value corresponding to a degree of freedom (DF) of 318 is 1.967, with a significance level (α) set at 0.05. If the p-values exceed 0.05 or if the t-count is less than the t-table value, then the null hypothesis (H_0) is rejected. Conversely, if the p-values are less than 0.05 or if the t-count exceeds the t-table value, then the null hypothesis (H_0) is accepted. The results of the structural model test, represented by the t-values, are illustrated in Figure 4.1 below.

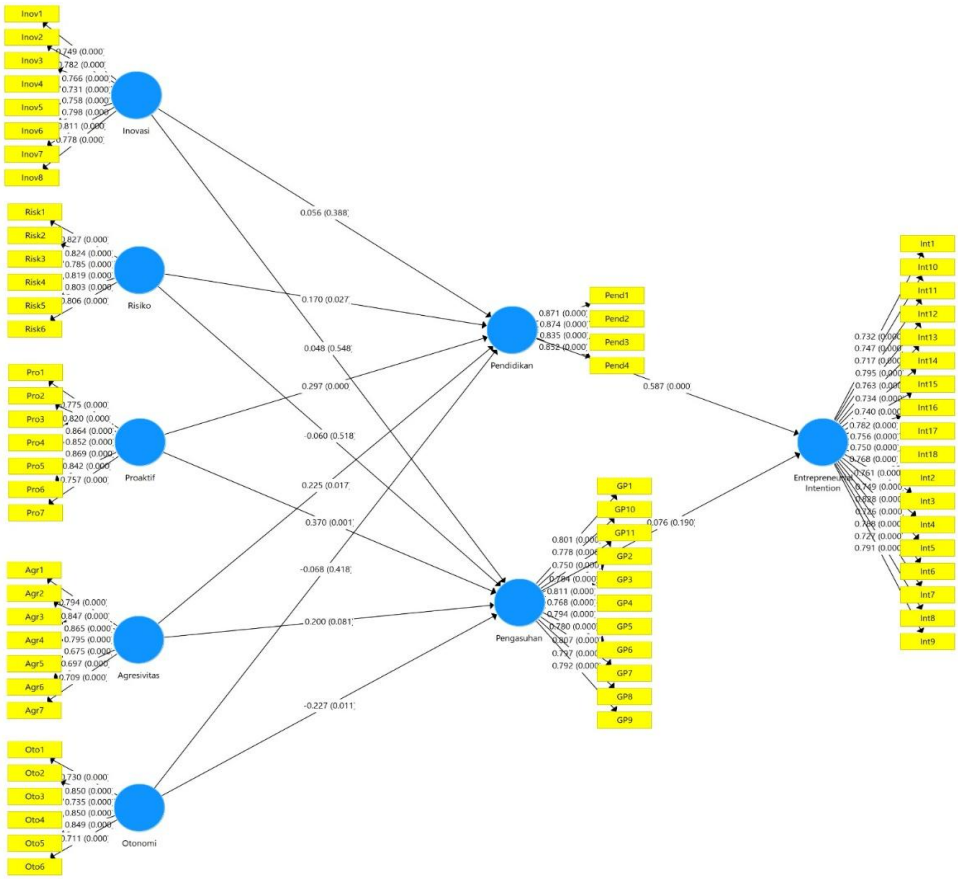

Figure 2. Structural Model Testing (T-Values)
Source: Data Processing Results with SmartPLS version 3.2.9

Furthermore, the coefficient values between variables can be seen in the path in Figure 3 below.

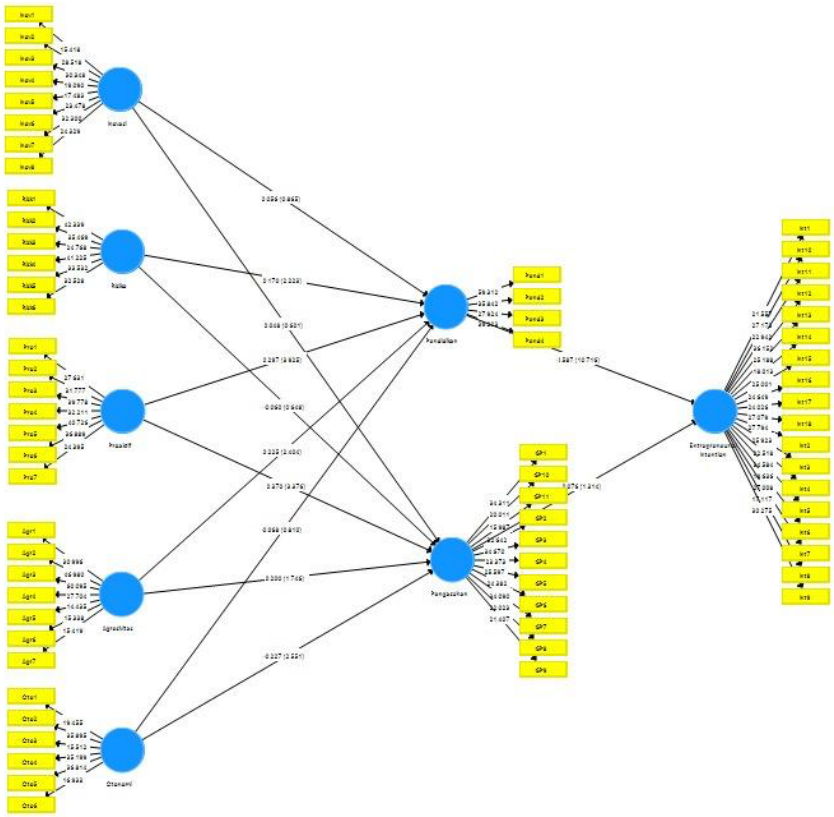

Figure 3. Original Sample (Coefficient)
Source: Data Processing Results with SmartPLS version 3.2.9

The results of the hypothesis based on Figures 2 and 3 above can be seen more clearly in the following table.

Table 1. Path Coefficient, t-Statistics and P-Values for direct effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	TStatistics (|O/STDEV|)	P Values
Innovativeness → Entrepreneurial Education	0.056	0.050	0.066	0.850	**0.396**
Innovativeness → Parenting Style	0.048	0.042	0.084	0.577	**0.564**
Risk-Taking → Entrepreneurial Education	0.170	0.173	0.082	2.070	**0.039**
Risk-Taking → Parenting Style	-0.060	-0.049	0.104	0.579	**0.563**
Proactive → Entrepreneurial Education	0.297	0.308	0.078	3.804	**0.000**
Proactive → Parenting Style	0.370	0.368	0.111	3.349	**0.001**
Competitive Aggressiveness → Entrepreneurial Education	0.225	0.218	0.097	2.332	**0.020**
Competitive Aggressiveness → Parenting Style	0.200	0.207	0.122	1.637	**0.102**
Autonomy → Entrepreneurial Education	-0.068	-0.067	0.088	0.777	**0.437**
Autonomy → Parenting Style	-0.227	-0.232	0.086	2.633	**0.009**
Entrepreneurial Education → Entrepreneurial Intention	0.587	0.587	0.054	10.956	**0.000**
Parenting Style → Entrepreneurial Intention	0.076	0.079	0.057	1.338	**0.181**

Source: Data Processing Results with SmartPLS version 3.2.9

The results of the hypothesis testing can be summarized as follows: 1) Innovativeness has no significant effect on Entrepreneurial Education. 2) Risk-Taking has a significant effect on Entrepreneurial Education. 3) Proactiveness has a significant effect on Entrepreneurial Education. 4) Competitive Aggressiveness has a significant effect on Entrepreneurial Education. 5) Autonomy has no significant effect on Entrepreneurial Education. 6) Innovativeness has no significant effect on Parenting Style. 7) Risk-Taking has no significant effect on Parenting Style. 8) Proactiveness has a significant effect on Parenting Style. 9) Competitive Aggressiveness has no significant effect on Parenting Style. 10) Autonomy has a significant effect on Parenting Style.

Table 2: Path Coefficient, t-Statistics and P-Values for indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Innovativeness → Entrepreneurial Education → Entrepreneurial Intention	0.033	0.030	0.040	0.831	**0.406**
Innovativeness → Parenting Style → Entrepreneurial Intention	0.004	0.005	0.009	0.397	**0.691**
Risk-Taking → Entrepreneurial Education → Entrepreneurial Intention	0.100	0.102	0.051	1.962	**0.050**
Risk-Taking → Parenting Style → Entrepreneurial Intention	-0.005	-0.004	0.011	0.430	**0.667**
Proactive → Entrepreneurial Education → Entrepreneurial Intention	0.174	0.181	0.049	3.535	**0.000**
Proactive → Parenting Style → Entrepreneurial Intention	0.028	0.029	0.024	1.198	**0.232**
Competitive Aggressiveness → Entrepreneurial Education → Entrepreneurial Intention	0.132	0.128	0.058	2.294	**0.022**
Competitive Aggressiveness → Parenting Style → Entrepreneurial Intention	0.015	0.018	0.018	0.835	**0.404**
Autonomy → Entrepreneurial Education → Entrepreneurial Intention	-0.040	-0.039	0.051	0.776	**0.438**
Autonomy → Parenting Style → Entrepreneurial Intention	-0.017	-0.019	0.016	1.063	**0.288**

Source: Data Processing Results with SmartPLS version 3.2.9

The results of hypothesis testing using SmartPLS 3.2.8 software show that Entrepreneurial Education does not mediate the relationship between Innovativeness and Entrepreneurial Intention and also does not mediate the relationship between Risk-Taking and Entrepreneurial Intention. However, Entrepreneurial Education mediates the effect of Proactiveness and Competitive Aggressiveness on Entrepreneurial Intention. Entrepreneurial Education also does not mediate the relationship between Autonomy and Entrepreneurial Intention. Meanwhile, Parenting Style does not mediate the relationship between all dimensions of Entrepreneurial Orientation and Entrepreneurial Intention.

Discussion

The results of this study show that, among the two mediator variables, only Entrepreneurial Education has a mediating function. Parenting Style does not even affect Entrepreneurial Intention; therefore, its mediating role is not supported. These results emphasize that entrepreneurship education is very important in creating entrepreneurial opportunities for Generation Z.

For the direct effects, three dimensions of Entrepreneurial Orientation were found to have a significant influence on Entrepreneurial Education, namely Proactiveness, Competitive Aggressiveness, and Risk-Taking. The significant effect of Risk-Taking shows that individuals who can calculate business risks use Entrepreneurial Education to improve their financial analysis and risk management skills (Entrepreneurial Education dimensions: Risk-Taking Assessment and Financial Acumen), thereby increasing self-confidence and reducing fear or anxiety about starting a business.

Proactiveness, which involves having a vision, making plans, and anticipating opportunities, has the strongest influence. Proactive and forward-thinking individuals are better equipped to recognize opportunities. They can also develop more thorough plans and assess risks more effectively, thus increasing confidence and reducing panic when starting a business. This finding is in accordance with the dimensions of Entrepreneurial Education, namely Creative Ideation and Opportunity Recognition, making such individuals more open to new experiences and social networks offered through entrepreneurship education (Verzat et al., 2017).

Competitive Aggressiveness indicates that individuals who have the initiative to excel and can map competition will utilize Entrepreneurial Education to strengthen their ability to analyze opportunities and risks, ultimately fostering ambition and the drive to succeed in business.

Conversely, Innovativeness and Autonomy did not have a significant effect on Entrepreneurial Education. This finding supports the literatur Hu (2025), which argues that Entrepreneurial Education is needed to foster the growth of risk-taking behavior, the desire to innovate, and the ability to act autonomously, rather than the reverse relationship.

For Parenting Style, only the Proactiveness and Autonomy dimensions showed significant effects. These results are consistent with previous literature, which states that leadership and independence characteristics, such as Proactiveness and Autonomy, are usually associated with certain parenting styles, especially the authoritative parenting style Pathirathna (2023), which supports children's independence and creativity. Other dimensions of Entrepreneurial Orientation, such as Innovativeness, Risk-Taking, and Competitive Aggressiveness, did not show significant effects.

The two mediator variables also showed different direct effects on entrepreneurial intention. Entrepreneurial Educationshowed a highly significant effect on entrepreneurial intention. This means that entrepreneurship education programs are strong predictors of entrepreneurial intention among Generation Z, consistent with the findings of (Rauch & Hulsink, 2015). On the other hand, Parenting Style did not show a significant direct effect on entrepreneurial intention, which means that the family environment, although important in shaping basic character, is less dominant than the formal educational environment in influencing entrepreneurial career decisions among productive-age Generation Z.

For the indirect or mediation effects, the hypothesis testing results showed that only Entrepreneurial Education mediates the influence of Entrepreneurial Orientation on Entrepreneurial Intention through the Proactiveness and Competitive Aggressiveness dimensions. This finding strengthens the role of Entrepreneurial Education as an important mechanism for transforming proactive and competitively aggressive personality traits into clear entrepreneurial intentions. Through Entrepreneurial Education, proactive individuals can build social networks (Entrepreneurial Education dimension: Social Capital Formation), which subsequently influence and shape their entrepreneurial intentions.

No significant mediation through Entrepreneurial Education was found for Innovativeness, Risk-Taking, and Autonomy (H1, H2, and H5 rejected), consistent with the argument that Entrepreneurial Education functions as an antecedent rather than a mediator for these dimensions (Hu & Li, 2025). No significant mediation through Parenting Style was found for any Entrepreneurial Orientation dimension (H6–H10 rejected), aligning with the non-significant direct effect of Parenting Style on Entrepreneurial Intention. This confirms that although authoritative parenting is foundational for character development Pathirathna (2023), its mediating influence between Entrepreneurial Orientation traits and Entrepreneurial Intention among Generation Z is not empirically supported in this model.

Based on these results, several implications can be identified. First, the findings strengthen the context-based model of entrepreneurial intention. Theoretically, the results reinforce the entrepreneurial intention model by integrating the context of entrepreneurship education. This study demonstrates that not all dimensions of Entrepreneurial Orientation are mediated uniformly. The model proves that Proactiveness and Competitive Aggressiveness are two key dimensions that are effectively translated into Entrepreneurial Intention through Entrepreneurial Education.

Second, the findings reorient the role of the mediator. These results challenge traditional perspectives by suggesting that, for dimensions such as Innovativeness, Risk-Taking, and Autonomy, Entrepreneurial Education may function as an antecedent (trigger or driving) variable

rather than as a mediator. This provides a new direction for future research to examine Entrepreneurial Education as either a moderating variable or an independent variable that directly influences specific dimensions of Entrepreneurial Orientation.

Third, the findings highlight the differing roles of environmental factors. This model demonstrates that among Generation Z, the formal educational environment (Entrepreneurial Education) plays a more significant and measurable role in shaping entrepreneurial intentions than the family environment (Parenting Style). This implies that theoretical models of Entrepreneurial Intention in young adulthood should place greater emphasis on non-family educational interventions.

From a practical perspective, building entrepreneurial opportunities requires designing appropriately targeted Entrepreneurial Education curricula. Educational institutions should design Entrepreneurial Education curricula that explicitly focus on developing:

1. Proactiveness: Through business simulations and real-world projects, students are trained to create long-term plans, predict opportunities, and take anticipatory action.
2. Competitive Aggressiveness: Through case studies and exercises focused on competitive mapping, SWOT analysis, and resource management for achieving a healthy competitive advantage, in line with the Entrepreneurial Education dimensions of Creative Ideation, Opportunity Recognition, and Financial Acumen.

Second, interventions should focus on core character traits. Although Parenting Style was not found to be a significant mediator, the finding of a direct effect of Proactiveness and Autonomy on Parenting Style confirms that the foundation of entrepreneurial character begins at home. Therefore, families and educational institutions need to collaborate to create an ecosystem that supports the development of independence, creativity, and risk-taking from an early age—traits fostered by authoritative parenting.

Third, future studies should develop a more holistic model. Given that the R-square value for Entrepreneurial Intentionwas only 38.9%, future researchers are encouraged to explore additional independent variables, such as entrepreneurial self-efficacy, social support, or subjective norms, that may influence Generation Z's entrepreneurial intentions in order to provide a more comprehensive understanding.

CONCLUSION

This study concludes that Entrepreneurial Education (EE) is a significant mediator and a strong direct predictor of Entrepreneurial Intention (EI) among Generation Z. Its mediating role is dimension-specific, confirmed only for Proactiveness and Competitive Aggressiveness within Entrepreneurial Orientation (EO). Parenting Style (PS) neither mediates the EO–EI relationships nor significantly predicts EI directly, indicating that the formal educational environment is more dominant than the family environment in shaping entrepreneurial career decisions among Generation Z.

The results also show that the variables in this study (Entrepreneurial Orientation, Entrepreneurial Education, and Parenting Style) explain only 44% of the variance in Entrepreneurial Intention, while the remaining 56% is influenced by other factors outside the model. The model accounts for only 38.9% of the variance in EI, underscoring the need for future research to integrate additional variables such as entrepreneurial self-efficacy, social support, and subjective norms. Future researchers should also examine Entrepreneurial Education as an antecedent or moderator for the Innovativeness, Risk-Taking, and Autonomy dimensions of Entrepreneurial Orientation.

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AUTHOR CONTRIBUTION STATEMENT

Amanda Setiorini contributed to conceptualization, methodology, data collection, formal analysis, and writing the original draft. Harsono Yoewono contributed to supervision, validation,

theoretical review, and manuscript editing. Kane Evan contributed to data interpretation, literature review, visualization, and proofreading of the manuscript. All authors have read and approved the final version of the manuscript

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