
AUTHORITATIVE PARENTING STYLES AS ANTECEDENT OF ENTREPRENEURIAL INTENTIONS FOR VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract: *This research investigates the effect of authoritative parenting styles to early entrepreneurial competence, and students' entrepreneurial intention by including self-efficacy and entrepreneurial personality as mediating variables. Vocational high school students in Jakarta province, Indonesia, are the population of this study and the sample size is 347 students. The software package AMOS 25 was employed to conduct structural equation modeling (SEM) for the purpose of data analysis. The results study indicate that the implementation of authoritative parenting styles has a positive effect on the development of early entrepreneurial competence. This, in turn, can foster the students' entrepreneurial intention. Furthermore, the present research points out the significance of self-efficacy and entrepreneurial personality as mediators. This study makes both theoretical and practical contributions by presenting a tested model that serves as an alternative guide for promoting students' entrepreneurial intentions.*

Keywords: *Authoritative parenting styles, Early entrepreneurial competence, Entrepreneurial intention, Entrepreneurial personality, Self-efficacy*

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1. Introduction

Vocational high school is one of the national education subsystems, vocational school has a direct role in the improvement of quality human resources and is prepared to compete immediately in the demanding environment of the workplace. To achieve this goal, vocational schools provide expertise programs, skills competencies, and apprenticeship experiences (Ana et al., 2016; Haasler, 2020; Li & Islam, 2021). Therefore, it is anticipated that vocational schools will be one strategy to both control the current unemployment rate and prevent future unemployment problems in Indonesia. However, it is a reality that not all graduates of vocational schools find it easy to secure employment opportunities. According to data cited from the Central Bureau of Statistics Republic of Indonesia in August 2022, it is noteworthy that graduates of vocational schools, which are aimed to give students the skills they need to work in the industry, exhibit the highest rate of unemployment.

One of the most challenging and complex processes in life is making career decisions (Fabio et al., 2012; Plessis, 2016), especially for vocational school students who are about to graduate. According to Patton and Porfeli's (2007) theory of professional development, vocational students who are in the adolescent stage are in the career exploration stage, which is the stage where they have to find out about themselves and what they want to accomplish with their lives. Students need to investigate a wide range of employment options and become familiar with a variety of professional outcomes, in the process of making career decisions (Adha et al., 2022; Hirschi, 2013). Students need to think about a lot of things during this process so that their choice will lead to a successful career. Various studies suggest entrepreneurship as a career solution to overcome unemployment problems in a country (Costa et al., 2016; Memon et al., 2015).

Studies regarding the role of authoritative parenting style in efforts to increase early entrepreneurial competence in encouraging student intentions in entrepreneurship have been widely studied by researchers around the world (Hassi, 2016; Petrovici, 2013; Schmitt-Rodermund, 2004), including in Indonesia given the importance of parenting in encouraging entrepreneurial intentions and promoting entrepreneurial careers (Bindah, 2017; Kusumawijaya & Astuti, 2021). One of the efforts to create new entrepreneurs among vocational school graduates is to foster interest and awareness of vocational school graduates for entrepreneurship, because according to TPB put forward by Ajzen (1991) that intention in entrepreneurship is the best predictor in influencing entrepreneurial behavior, so that when intention in entrepreneurship low, then entrepreneurial behavior will be low, this means that entrepreneurship and new jobs will not be created. Research by Botha and Taljaard (2021) proposes a model in developing individual competencies that have an impact on entrepreneurial intentions, where one of the factors that also influences these two factors is self-efficacy. Furthermore, research by Jiang et al. (2017) emphasizes that authoritative parenting styles can foster early entrepreneurial competence and students' entrepreneurial intentions. Nunfam et al. (2022) in research conducted in developing countries also explains that a strong entrepreneurial personality can influence early entrepreneurial competence and entrepreneurial intentions.

Although there have been many studies examining models that can be used to foster early entrepreneurial competence and students' entrepreneurial intentions, not much has

examined the role of authoritative parenting style in efforts to increase early entrepreneurial competence and students' entrepreneurial intentions in encouraging career choices as entrepreneurs, especially in the context of vocational schools. This study tries to fill the gap in previous studies, namely examining the contribution of authoritative parenting style (APS) to early entrepreneurial competence (EEC) and student entrepreneurial intentions (EI) by including self-efficacy (SE) and entrepreneurial personality (EP) as mediating variables. This study offers insights into a minimum of three aspects, from a theoretical aspect to complement the research that has been conducted (Botha & Taljaard, 2021; Gorgievski et al., 2018; Obschonka et al., 2010), by including the variable early entrepreneurial competence as a mediating variable for entrepreneurial intentions, which a number of previous researchers have not investigated. The second aspect is to provide practical insight to related parties, ways to boost entrepreneurial intentions by using predictor factors, with the hope that entrepreneurship becomes an alternative career choice for students. The third aspect is the first step regarding a similar theme, in a different context.

2. Literature Review

In today's world, it is becoming more widely acknowledged that entrepreneurship is an essential component of the economic and social development of a nation (Mensah et al., 2021; Vodă & Florea, 2019). Through intentional and planned behavior entrepreneurship is formed (Hou et al., 2019; Nabi et al., 2017). One of the strongest factors of entrepreneurship, according to Hisrich et al. (2016), is the entrepreneurial intention. Research by Obschonka et al. (2011) reveals that entrepreneurial intentions are formed by early entrepreneurial competence. Therefore, early entrepreneurial competence is important for sustainable entrepreneurial development activities.

Early entrepreneurial competence should ideally be developed in adolescence through education at school (Ferrerias-Garcia et al., 2021; Hassi, 2016). Young people who start their own businesses at an early age are better able to think ahead and plan for their future careers as business owners. Adolescence is a time when a person experiences many transitions. At least this transition is marked by experiencing puberty (biological aspect), entering secondary education (social aspect), and experiencing increased cognitive abilities, thus allowing adolescents to think idealistically, logically, and abstractly (cognitive aspect) (Eccles & Roeser, 2011). Adolescents are in an identity crisis phase, where self-exploration helps them find identity (Owusu-Agyeman, 2021; Qiao & Hua, 2019). During that period, parents have an opportunity to play a role by proactively establishing chances for their children, allowing adolescents to gain exposure to a variety of roles, which can subsequently be converted into capital as the children get older (Garcia et al., 2015; Schmitt-Rodermund et al., 2019). As a result, the role of parents, manifested as parenting, is critical for adolescents in forming their identity (Alexander & Harris, 2022), self-efficacy, self-esteem (Pinquart & Gerke, 2019), hopes, beliefs, and career plans (Boz & Ergeneli, 2014).

Authoritative parenting style is characterized by parents who promote their children's autonomy while at the same time imposing constraints and regulations on their behavior (Nie et al., 2022). It is not always necessary for parents to exert control over their children;

instead, they should provide more open possibilities for their children to explore in order to teach them how to make their own choices based on the factors that are most essential to them (Bartholomeu et al., 2016; Seroussi & Yaffe, 2020). Authoritative parenting is also linked to positive adolescent development, for instance psychosocial competencies for example, independence, resilience, self-esteem, optimism, social competence, maturity and children achievement (Kuppens & Ceulemans, 2019). The development of entrepreneurial skills in teenagers is facilitated by an authoritative parenting style, which encourages the growth of autonomy, independence, self-confidence, leadership, and perseverance (Schmitt-Rodermund, 2004). Parenting styles of students' parents can have a significant impact on the future of their children (Alexander & Harris, 2022; Situmorang & Salim, 2021; Sovet & Metz, 2014). Shanine et al. (2022) confirms that parents can be an example or role model and significantly influence intentions in entrepreneurship. For this reason, parenting style influences students' intentions to engage in entrepreneurial activities (Alexander & Harris, 2022; Bartholomeu et al., 2016; Jiang et al., 2017).

The ability to believe in one's own abilities and the success of these abilities is what we call self-efficacy (Bandura, 1977, 2001, 2006). Someone with a low level of self-efficacy will always be hesitant in doing their job, whereas someone with a high level of efficacy will always be confident in their ability to do anything about their work (Godwin et al., 2016; Shinnar et al., 2014). A person's level of efficacy has a affect on their ability to realize their full potential, work towards achieving what they most desire, and maintain a confident attitude when interacting with others and participating in community activities (Alhaji, 2015; Hou et al., 2019). If people believe in their potential, they will continue to improve the quality of their work. When determining whether someone will pursue entrepreneurship or not, self-efficacy is an important factor (Qiao & Hua, 2019; Shinnar et al., 2014). Entrepreneurial intentions can also be influenced by self-efficacy, which can be described as a person's belief in his ability to launch and manage a business (Hsu et al., 2019; Jianchao et al., 2022; Shinnar et al., 2014). Specifically, Igwe et al. (2020) states that self-efficacy can be a mediating variable in increasing entrepreneurial intentions.

The personality traits associated with entrepreneurship have the potential to cultivate a desire to pursue entrepreneurial endeavors, thereby impacting individual career decisions in the context of the Industry 4.0 era (Fabio et al., 2012; Nunfam et al., 2022). Individuals possessing an entrepreneurial personality trait are likely to exhibit a greater degree of self-reliance, be able to face life's difficulties and be able to manage job opportunities for himself and others, with these personality characteristics that can influence their early entrepreneurial competence (Botha & Taljaard, 2021; Ismail, 2022). The more mature the individual's personality, the individual has the provision to face all problems and uncertainties in entrepreneurship.

The relationship between authoritative parenting style is believed to affect early entrepreneurial competence and students' intentions in entrepreneurship, but this depends on self-efficacy and entrepreneurial personality as the most important determinants of intention (Botha & Taljaard, 2021; Igwe et al., 2020; Jiang et al., 2017; Kusumawijaya & Astuti, 2021). Several studies conceptualize entrepreneurial personality and self-efficacy have been identified as mediating factors in various studies due to their position within an individual's internal factors. For example, studies by (Alexander & Harris, 2022; Fabio et al., 2012; Igwe et al., 2020; Situmorang & Salim, 2021) show that

parenting style can affect early entrepreneurial competence and entrepreneurial intentions, through self-efficacy and entrepreneurial personality. Seeing the unemployment rate and the lack of desire of students to do entrepreneurship as a career choice is a problem that needs attention.

The hypotheses are:

H1: Directly APS has a effect on EI

H2: Indirectly APS has a effect on EI through SE

H3: Indirectly APS has a effect on EI through SE and EEC

H4: Indirectly APS has a effect on EI through EP

H5: Indirectly APS has a effect on ECC through EP and EEC

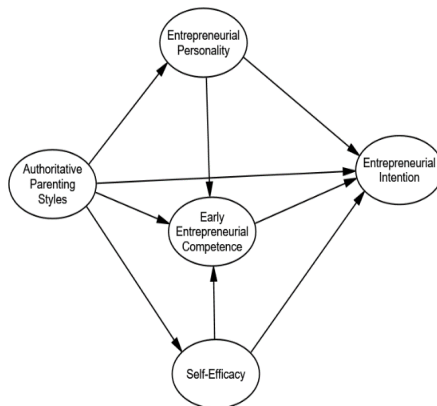
H6: Indirectly APS has a effect on EI through EEC

3. Methodology

Design

Quantitative approach with structural equation modeling was utilized in order to acquire an all-encompassing comprehension of the relations that exist between the variables. In this study, we use quantitative data that was gathered about student perceptions related to the variables that were studied through survey techniques. As can be seen in Figure 1, this study takes into account a total of five variables: authoritative parenting styles (APS), entrepreneurial personality (EP), early entrepreneurial competence (EEC), self-efficacy (SE), and entrepreneurial intention (EI).

Figure 1: Proposed Model



Source: Author's design

Samples and Instrument

Vocational high school students in Jakarta, Indonesia is the population of this research, with a total population of 194,591 students. The minimum sample size with 95% confidence level is 347 students based on Isaac and Michael (1995). There are five cities (East Jakarta, West Jakarta, North Jakarta, South Jakarta, Central Jakarta) in Jakarta Province, Indonesia, the sampling method used was proportional random sampling. As illustrated in Table 1, the percentage of female respondents is higher than that of male students. It can be seen from the profession of parents that most parents of students work as general employees with a percentage of 27%, followed by civil servants with a percentage of 21%, teacher/lecturer 19%, while parents of students who are entrepreneurs as much as 15%, further profession as military/police and others, respectively by 11% and 7%.

Table 1: Sample Characteristics

Characteristics		Total	Percentage (%)
Area			
	West Jakarta	77	22%
	East Jakarta	103	30%
	Central Jakarta	41	12%
	North Jakarta	49	14%
	South Jakarta	77	22%
Gender			
	Male	136	39%
	Female	211	61%
Grade			
	10th	84	24%
	11th	139	40%
	12th	124	36%
Parents profession			
	General Employee	94	27%
	Teacher/Lecture	67	19%
	Civil Servant	73	21%
	Military/Police	39	11%
	Entrepreneur	51	15%
	Others	23	7%
N= 347			

Schmitt-Rodermund (2004) identified four indications of authoritative parenting styles, including monitoring, family decision-making, warmth, and authority. These four indicators guided the development of the assessment scale for APS, which consists of four items. The EP measurement scale (5 items) was developed based on the indicators used by Vega-gómez et al. (2020) in their research, namely conscientiousness, openness, agreeableness, neuroticism, and extraversion. The SE measurement scale (3 items) was adapted from indicators developed by Bandura (1977, 2006) including magnitude (level of task difficulty), strength (degree of confidence), and generality (broad area of behavior).

The measurement scale for EEC (3 items) was adapted from indicators developed by Schmitt-Rodermund, (2004) which is also used by Obschonka et al. (2010) in their research, namely early commercial activities, leadership, and early inventions. The EI measurement scale (3 items) was adapted based on indicators developed by Liñán and Chen (2009) and also adapted by Adha et al. (2022) including desire, interest, and belief.

In order to collect information from respondents between the months of January - March 2023, an online questionnaire was used. To assure research ethics, respondents provide their information voluntarily, and their identities are kept private. Cronbach's alpha and Aiken's V were applied to investigate the reliability and validity of the five-point scale used in this research. In more detail, the range of Aiken's V and Cronbach's alpha coefficient values for each variable is as follows, APS: 0.835-0.920 (α : 0.918), EP: 0.811-0.893 (α : .852), SE: 0.823-0.905 (α : 0.886), ECC: 0.829-0.913 (α : 0.871), and EI: 0.841-0.918 (α : 0.904). The instrument can be declared reliable, because the acceptable Cronbach's alpha is >0.60 as suggested by Hair et al. (2010), while the validity of the instrument is determined based on Aiken (1985) recommendation, namely the acceptable threshold value of Aiken's V is 0.80, for five raters.

4. Data Analysis

To examine the relationships between the variables, data analysis were carried out utilizing the SPSS 25 and AMOS 24 programs. Within the context of this investigation, three stages were required for the completion of the SEM analysis: First, exploratory factor analysis (EFA) with the help of SPSS 25 software was carried out to extract different factors using VARIMAX rotation. Second, the model's validity and reliability were evaluated using a confirmatory factor analysis (CFA) performed in AMOS 24. When the loading factor >0.70 (Byrne, 2016), the average variance extracted (AVE) >0.50 (Bagozzi & Yi, 1988), and the composite reliability (CR) >0.70 (Hair et al., 2010), the criteria for convergent validity have been met. Discriminant validity is confirmed as recommended Fornell and Larcker (1981) through comparison of the AVE's square root value, which must be higher than the correlation between the constructs.

Appropriateness of the empirical framework utilized in this study was assessed through the application of criteria suggested by Hu and Bentler (1999); Kline (2015); Byrne (2016), namely the value goodness of fit index (GFI), tucker-lewis index (TLI), and comparative fit index (CFI), must be >0.90 ; the index value root mean squared error of approximation (RMSEA), and root mean square residual (RMR) must be <0.08 ; while the p-value should be >0.05 , and the value CMIN/df should be <3.00 . Third, with a 5% significance rate, structural equation modeling (SEM) was utilized to examine hypothesized correlations.

This study also included data normality and outlier checks using AMOS 24. Before beginning the SEM analysis, it is recommended by (uharyanto et al. (2023) to first check the normality of the data and look for any outliers. The critical ratio (c.r) value for each indicator's skewness and kurtosis, according to the findings of the normality test, is not larger than +2.58. Meanwhile, the multivariate kurtosis line has a value of c.r equal to 2.417. As suggested by Byrne (2016), this indicates that there is no issue with the normality of the data at either the univariate or multivariate levels. Blunch (2013) advised that a

mahalanobis distance (MD) value less than chi square indicated no multivariate outlier problem, hence the outlier test was done. The results of the analysis showed that the chi-squared value was 302.960, while the most significant MD value was 275.178.

5. Results

Exploratory Factors Analysis

The utilization of SPSS 25 software was implemented to conduct an EFA for the purpose of extracting distinct factors. Based on the EFA results using VARIMAX rotation, it generates five distinct factors. First factor is called authoritative parenting styles (APS). Second factor is called entrepreneurial personality (EP). Third factor is called early entrepreneurial competence (EEC). Fourth factor is called self-efficacy (SE). Fifth factor is called entrepreneurial intention (EI). Can be seen in Table 2 these five factors explain 68.27% of the total variance. CFA was carried out with the AMOS 24 program in order to validate the components that were identified through EFA and to assess the hypothesized through SEM.

Table 2: Factor Analysis Results

Factor	Item Code	Loading	Eigen Value	Explained Variance (%)	AVE	CR
Authoritative Parenting Styles (APS)	APS1	0.71	12.17	20.62	0.67	0.89
	APS2	0.78				
	APS3	0.92				
	APS4	0.84				
Entrepreneurial Personality (EP)	EP1	0.82	10.06	18.75	0.64	0.90
	EP2	0.75				
	EP3	0.86				
	EP4	0.80				
	EP5	0.77				
Early Entrepreneurial Competence (EEC)	EEC1	0.91	6.49	13.26	0.76	0.91
	EEC2	0.83				
	EEC3	0.88				
Self-Efficacy (SE)	SE1	0.85	4.64	9.13	0.62	0.83
	SE2	0.72				
	SE3	0.79				
Entrepreneurial Intention (EI)	EI1	0.80	2.72	6.51	0.64	0.84
	EI2	0.73				
	EI3	0.87				

Source: own representation

Measurement Model Evaluation

Table 2 summarizes the results of factor analysis (EFA and CFA). As previously explained, five different factors generated through EFA. The measurement model has

good convergent validity, as shown in Table 2, because the value of loading factors range between 0.71-0.92 (>0.70). While, the CR value for each construct ranges between 0.83-0.91 (>0.70), and AVE value for each construct ranges between 0.62–0.76 (>0.50).

Table 3: Discriminant Validity Examination

Construct	1	2	3	4	5
1. Authoritative Parenting Styles (APS)	0.82				
2. Entrepreneurial Personality (EP)	0.35	0.80			
3. Early Entrepreneurial Competence (EEC)	0.21	0.44	0.87		
4. Self-Efficacy (SE)	0.27	0.19	0.28	0.79	
5. Entrepreneurial Intention (EI)	0.43	0.20	0.09	0.18	0.80

Source: own representation

Table 3 displays the results of the discriminant validity analysis, which show that the results are satisfactory in accordance with the recommendation of Fornell and Larcker (1981). It can be seen that the AVE square root value of each construct is greater than the correlation value between constructs. Furthermore, an analysis of the model fit index was carried out. The values of all of the indices, such as the CFI, GFI, TLI, RMSEA, RMR, CMIN/DF, and p, were satisfactory, as recommendations provided by Byrne (2016); Hair et al. (2010). Table 4 contains details about the model fit index.

Table 4: Measures of Model Fit

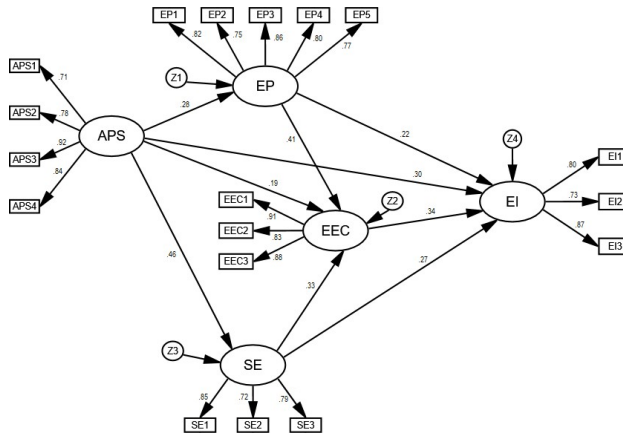
Criteria	Cut-Off Value	Model Fit Value
CFI	> 0.90	0.93
GFI	> 0.90	0.91
TLI	> 0.90	0.93
RMSEA	< 0.08	0.6
RMR	< 0.08	0.4
CMIN/DF	< 3.00	2.61
p	> 0.05	0.09

Source: own representation

Evaluation and Interpretation of Structural Model

The structural model was analyzed and interpreted so that the hypothesized relationship between the research variables could be studied. This is necessary to ensure that the hypothesis can be proven. The findings of the SEM tests that were carried out with the assistance of the AMOS 24 program are displayed in Figure 2. The Sobel test is utilized for the purpose of investigating the effect of mediator variables (Sobel, 1982), specifically entrepreneurial personality, early entrepreneurial competence, and self-efficacy, in mediating the influence of authoritative parenting styles on entrepreneurial intention among vocational high school students. Table 5 shows a summary of the total effects of authoritative parenting styles on entrepreneurial intention and indirect effects through entrepreneurial personality, early entrepreneurial competence, and self-efficacy.

Figure 2: SEM Results



Source: Author's design

Results of the authoritative parenting styles' total effect on entrepreneurial intention were considerable. The effect was also significant when entrepreneurial personality, early entrepreneurial competence, and self-efficacy were added to the model as mediators. Total indirect effect of authoritative parenting styles on the entrepreneurial intention is 0.33; when combined with direct effect, the total effect of authoritative parenting styles on the entrepreneurial intention is 0.63. In short, the effects of mediation accounted for 52.38% of the total effects, meaning that authoritative parenting styles can significantly improve entrepreneurial intention through mediator variables.

Table 5: Size of Effect and Hypothesis Testing Results

Hypothesis	β	p	Cut of Value	Decision
APS → EI	0.30	0.00	0.05	H1 Approved
APS → EP → EI	0.06	0.00	0.05	H2 Approved
APS → EP → EEC → EI	0.04	0.03	0.05	H3 Approved
APS → SE → EI	0.12	0.00	0.05	H4 Approved
APS → SE → EEC → EI	0.05	0.01	0.05	H5 Approved
APS → EEC → EI	0.06	0.00	0.05	H6 Approved

* Total indirect effect APS → EI, $\beta=0.33$
 * Total effect of APS → EI $\beta=0.63$

Source: own representation

6. Discussion

The current uncertain economic situation caused by the presence of a pandemic over the past few years, where it is difficult for graduates of educational institutions to get decent jobs, entrepreneurship has been introduced in educational institutions around the world as an effort to grow professional entrepreneurial careers (Adha et al., 2022; Ratten, 2020).

It becomes important to understand the role of parenting style and to determine how it influences students' entrepreneurial intentions (Aldrich et al., 2021; Alexander & Harris, 2022), culminating in students' entrepreneurial career choices. Research on entrepreneurial competence and entrepreneurial intentions is still largely focused on the context of adults (Maritz et al., 2021), and businesses, for example family businesses (Adha et al., 2023; Shanine et al., 2022), small and medium enterprises (Ismail, 2022), and low-income households (Kimmitt et al., 2020). Unfortunately, there is still not much studies on entrepreneurial competence and entrepreneurial intentions in the context of youth and vocational schools.

As the findings of the study show that authoritative parenting style has a significant influence on students' early entrepreneurial competence and entrepreneurial intentions, the results are also significant when the variables self-efficacy and entrepreneurial personality are added as mediating variables. During the period of adolescence, there exists a positive correlation between high levels of expected entrepreneurial competence and the inclination towards entrepreneurship. This inclination, in turn, is associated with the potential for success in an entrepreneurial career (Obschonka et al., 2010; Shanine et al., 2022). Entrepreneurial competence expectations serve as crucial factors in shaping entrepreneurial intention and decisions. Therefore, personal traits and self-efficacy assume significant roles.

One of the main determinants of self-efficacy for adolescents is the assessment of the parenting style they receive from their parents (Jiang et al., 2017; Preston & Salim, 2019). The impact of parenting practices can be explained through the perspective of students' encounters with social persuasion, vicarious, and mastery. The act of parenting exerts a substantial impact on an individual's development across various life stages, ranging from early childhood education to higher education (Alexander & Harris, 2022; Sahithya et al., 2019). Rivers et al. (2012) explained that parents have an impact on the development of self-efficacy by providing an observational model that can guide shifts in adolescent self-perceptions. So that the influence of authoritative parenting style on students' competence and intentions in entrepreneurship, is also strengthened by the presence of strong student self-efficacy.

A situational factor that influences student achievement and competence is parenting style (Rivers et al., 2012; Situmorang & Salim, 2021). One of the factors that influence intentions in entrepreneurship, which in turn can influence students' choices in entrepreneurship, is parenting style (Schmitt-Rodermund, 2004; Schmitt-Rodermund et al., 2019; Shanine et al., 2022). Authoritative parenting styles are also prevalent in Indonesian society, these findings support previous research, especially for school children (Hans et al., 2019; Preston & Salim, 2019; Situmorang & Salim, 2021). Indonesian parents exhibit a tendency to establish guidelines, boundaries, and norms upon their offspring while simultaneously maintaining a receptive disposition towards engaging in dialogue with them. The authoritative parenting is characterized by a blend of parental involvement and warmth, alongside the implementation of clear rules and consistent consequences (Martínez & García, 2007). Authoritative parenting approach pertains to the extent of parental involvement in their child's life, the practice of open communication, the establishment of trust, acceptance, and support for the child's

psychological autonomy, and the monitoring of the child's whereabouts (Nie et al., 2022). Furthermore, based on the results of a literature review by Sahithya et al. (2019), states that student raised in authoritative parenting have a high level of self-efficacy, which in turn has an impact on students' competence and entrepreneurial intentions (Alves & Yang, 2022; Obschonka et al., 2011).

Research conducted by Schmitt-Rodermund (2004) which examined entrepreneurial personality, interests, and parenting styles of adolescents supports the results of this study, they found that authoritative parenting style influences children's entrepreneurial personality and the development of entrepreneurial interests. The impact of parenting style on the vocational exploration of student indicates that parents with an authoritative approach tend to foster a greater inclination towards exploring a wider range of career options, as well as cultivating a greater sense of autonomy in career decision-making (Schröder et al., 2011; Sovet & Metz, 2014).

The fundamental principle of authoritative parenting is centered on the notion that parents facilitate their child's autonomy in both thinking and acting (Jiang et al., 2017; Schmitt-Rodermund et al., 2019). It is crucial for parents to consistently articulate the rationale behind their expectations for children, even as they maintain hopes for their children's future. In the context of adolescent development, those who are raised with authoritative parenting tend to exhibit an internal locus of control (Nie et al., 2022; Sovet & Metz, 2014). This refers to the tendency for their behavior to be guided by their own initiative rather than external factors such as peer influence. When provided with the chance to satiate their inquisitiveness, adolescents typically derive pleasure from this feeling and endeavor to fulfill it, as evidenced by their proactive and inventive conduct (Jiang et al., 2017; Lyu et al., 2023). Parents who adopt an authoritative parenting style consistently provide support to their children in attaining mutually agreed-upon goals, which has a positive impact on their success (Kuppens & Ceulemans, 2019). A desire for accomplishment is the driving force behind an individual's competitiveness, which is a facet of the entrepreneurial personality (Adha et al., 2023; Sun et al., 2020).

7. Conclusion

The act of parenting exerts a substantial impact on an individual's entire lifespan, spanning from early childhood education to higher education. The effects of parental approaches can be elucidated through the perspective of students' encounters with social persuasion, vicarious, and mastery. This study shows that authoritative parenting has an impact on early entrepreneurial competence and students' intentions in entrepreneurship, which in turn encourages students to choose entrepreneurial careers. This study also highlights self-efficacy and entrepreneurial personality as factors that mediate the effect of authoritative parenting style on students' entrepreneurial intentions. The model that has been tested in this study can be a useful guide to encourage students' entrepreneurial intentions, especially in the context of vocational students.

Several limitations are also inherent to this research, for example the research instrument was completed by students directly so that it may not reflect the actual parenting style and conditions, the population of this study is also only students who come from urban areas, the other limitation is that this study only examines one style parenting, while there are

other parenting styles that can be examined by future researchers, the results may be different. Practically this research can be used as a reference for school leaders in establishing communication with parents of students about their parenting style, so that there is synergy between schools and parents related to efforts to encourage students to have entrepreneurial competence and entrepreneurial intentions. Based on the limitations, this research can be used as a milestone for research with similar topics, for example by taking student populations in remote areas, and complementing the results of this study using a qualitative approach, to describe appropriate parenting styles in seeking career choices as entrepreneurs.

Authorship

Equal contribution from all authors.

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