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Entrepreneurial Readiness of Students in Entrepreneurship Courses: SEM Analysis of Family Background, Motivation, and Character

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Abstract

This study examines the factors influencing entrepreneurial readiness among students enrolled in entrepreneurship courses at Universitas PGRI Mpu Sindok Nganjuk. Specifically, it explores the roles of family background, motivation, character, and entrepreneurship education in shaping students' preparedness to engage in entrepreneurial ventures. Data was collected from 200 students using a structured questionnaire, and Structural Equation Modeling (SEM) was used to analyze the relationships between these factors. The results indicate that family background and entrepreneurship education significantly impact both entrepreneurship course participation and entrepreneurial readiness. Motivation and character, while positively associated with the outcomes, did not show statistically significant effects on entrepreneurial readiness. These findings suggest the importance of early exposure to entrepreneurship and the critical role of formal education in enhancing students' readiness to start their own businesses. The study highlights the need for curricula that integrate both theoretical knowledge and practical, hands-on entrepreneurial experiences.

Introduction

Entrepreneurship education in Indonesia has gained increasing attention in recent years, as there is growing awareness that entrepreneurship is one of the key drivers for economic growth and reducing unemployment rates (Amalia et al., 2021; Widjaja et al., 2022; Nuryanto et al., 2019). Research has shown that entrepreneurship education can enhance entrepreneurial interest, contributing to the reduction of unemployment among students (Jacobs et al., 2021; Ojiako et al., 2025; Diawati et al., 2024). Several factors influencing students' entrepreneurial interest include the use of social media and family environment (Gustina et al., 2022), as well as entrepreneurship education and self-efficacy, which positively affected entrepreneurial attitudes and intentions (Natasha & Puspitowati, 2022). In response to the evolving global market dynamics, many universities in Indonesia have begun offering entrepreneurship programs to equip students with the knowledge and skills needed to innovate and create jobs. These entrepreneurship programs not only cover the teaching of basic entrepreneurship theories and concepts but also provide opportunities to develop practical skills through projects or business incubators. Other studies have shown that factors such as empathy, social support, and entrepreneurship education also had a significant impact on students' social entrepreneurial intentions (Wijaya & Handoyo, 2022; Tran et al., 2025; Asma et al., 2019). The entrepreneurship programs held at universities also played a role in strengthening students' motivation and self-efficacy, which in turn increased their intentions to become entrepreneurs (Larasati, 2020; Wijaya & Widjaja, 2023).

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However, despite the increasing popularity of entrepreneurship education, many challenges were faced in improving students' entrepreneurial readiness in Indonesia (Saptono et al., 2020; Rauf et al., 2024; Maulidi et al., 2025). One of the main challenges was the limited infrastructure supporting entrepreneurial activities on campus, such as business incubation facilities, experienced mentors, and access to business networks. Research showed that, although there were several initiatives at universities in Indonesia to create university-based entrepreneurial ecosystems, their distribution was still limited, especially outside Java Island (Novela et al., 2021; Novela et al., 2021; Setiawan et al., 2025). Furthermore, many entrepreneurship programs focused more on theoretical aspects, while practical experience that directly taught students how to run a business was often limited. This aligns with findings that, although entrepreneurship education had been implemented in many vocational higher education institutions, there were still many internal and external challenges to overcome (Usman & Hamid, 2022; Zhou et al., 2024; Nabi et al., 2017). Additionally, the implementation of entrepreneurship programs that prioritized practical skills and direct interaction with the business world was considered crucial to support students' readiness to become entrepreneurs after graduation (Susilaningsih, 2021). Factors such as better infrastructure support and the development of curricula more integrated with real-world business practices were needed to improve students' entrepreneurial readiness in Indonesia (Nasir, 2023; Wahyuningsih et al., 2025; Suroto et al., 2024).

The family background of students had also played a significant role in their entrepreneurial readiness (Othman et al., 2012; Tipu et al., 2011; Nguyen, 2018). Students from entrepreneurial families had found it easier to be inspired and felt more prepared to take bold steps in starting a business. On the other hand, students who did not have entrepreneurial role models or support from their families had faced more challenges in understanding the world of entrepreneurship and developing the mindset required to become an entrepreneur. Studies had shown that family support and entrepreneurial motivation significantly affected students' entrepreneurial intentions (Kusumawardani & Richard, 2020; Wijayanto et al., 2025). Additionally, motivation and personal character had been equally important factors. A strong motivation to become an entrepreneur, whether driven by the desire for financial independence, following one's passion, or creating social impact, had often served as a key driver for students to start businesses (Indiani & Sontong, 2023). Personal characteristics, such as the courage to take risks, resilience in the face of failure, and self-confidence, had also played a major role in students' entrepreneurial readiness (Wicaksono et al., 2024). These findings had emphasized the importance of both internal and external factors, including family environment and motivation, in shaping the entrepreneurial aspirations of students.

Entrepreneurship education in Indonesia was expected not only to provide theory but also to shape the character of students, preparing them to face the challenges of a business world filled with uncertainty. More effective entrepreneurship programs had to integrate the teaching of theory with practical experience and the character development necessary for aspiring entrepreneurs. Therefore, this study aimed to explore how family background, motivation, and personal character played a role in students' entrepreneurial readiness, particularly in the context of entrepreneurship education in Indonesia. The study used Structural Equation Modeling (SEM) analysis to test both the direct and indirect relationships between these factors, focusing on how campus-based entrepreneurship programs had influenced students' entrepreneurial readiness.

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Methods

Hypothesis Framework

The hypothesis framework of this study is designed to test the relationships between family background, motivation, personal character and entrepreneurial readiness among students. Figure 1 below illustrates the proposed hypothesis framework for this study, showing the direct and indirect relationships between the variables.

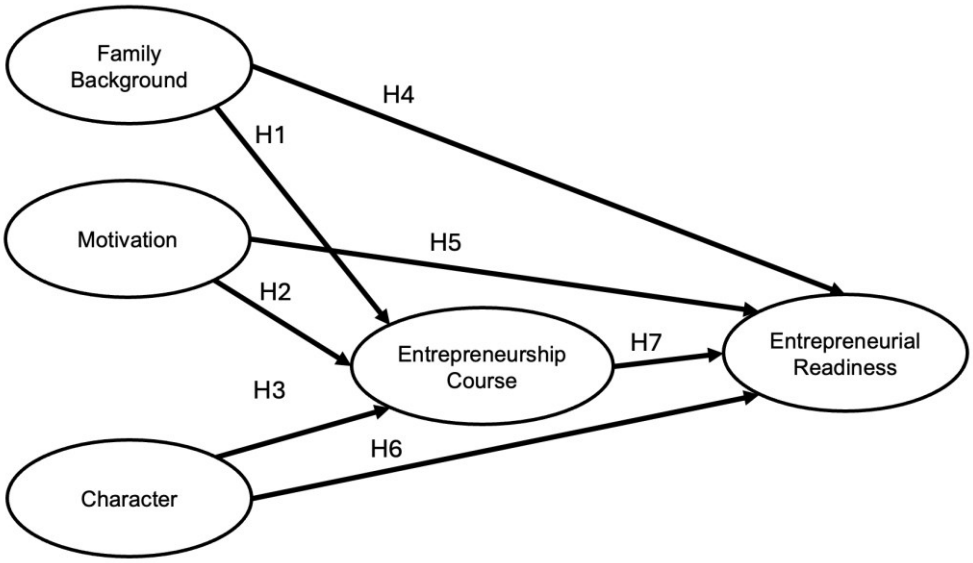

Figure 1. Hypothetic Framework

Based on existing literature and theoretical models, the following hypotheses were proposed:

H1: Family background has a positive and significant effect on students' entrepreneurial readiness.

H2: Motivation has a positive and significant effect on students' entrepreneurial readiness.

H3: Personal character has a positive and significant effect on students' entrepreneurial readiness.

H4: Family background has an indirect effect on students' entrepreneurial readiness through motivation.

H5: Personal character mediates the relationship between family background and entrepreneurial readiness.

H6: Motivation mediates the relationship between family background and entrepreneurial readiness.

H7: The entrepreneurship course has a significant effect on students' entrepreneurial readiness.

These hypotheses aim to explore how different factors of family background, motivation, and personal character interact and influence students' preparedness to become entrepreneurs, particularly within the context of entrepreneurship education in Indonesia.

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Sample

The sample for this study consisted of 200 students from Universitas PGRI Mpu Sindok Nganjuk who were enrolled in an entrepreneurship course. A random sampling technique was employed to select the participants, ensuring a diverse and representative sample. These students were selected based on their active participation in the entrepreneurship course, which ensured that the sample accurately reflected those who had been exposed to entrepreneurship education. The inclusion criteria for participants were that they had completed at least one entrepreneurship-related course and were actively engaged in the course activities.

Before the data collection began, ethical clearance was obtained from the Ethics Committee of Universitas PGRI Mpu Sindok Nganjuk. This approval ensured that the research adhered to the ethical standards and guidelines concerning the participants' rights, privacy, and informed consent. The study adhered to the principles of confidentiality and voluntary participation.

Informed consent was obtained from all participants prior to their involvement in the study. Participants were provided with a clear explanation of the research purpose, the voluntary nature of participation, and the right to withdraw from the study at any time without penalty. By completing the questionnaire, participants confirmed their consent to participate in the study, with an understanding that their responses would be used solely for academic purposes.

Instrument

The data collection instrument used in this study was a structured questionnaire designed to measure the key variables: family background, motivation, personal character, and entrepreneurial readiness. The questionnaire was adapted from existing validated scales and modified to fit the context of entrepreneurship education in Indonesia. A similar approach has been used in previous studies where structured questionnaires were employed to assess students' entrepreneurial readiness and related factors such as family background and motivation (Hamid et al., 2023; Ilomo & Mwantimwa, 2023).

These instruments are crucial in understanding how various factors, such as the family environment and personal attributes, influence students' intentions to become entrepreneurs (Devi et al., 2020; Ma, 2022). The full list of items in the questionnaire is shown in Table 1. The structure and items were tested for reliability and validity in line with best practices in entrepreneurship research, ensuring that the data collected would accurately reflect students' entrepreneurial preparedness (Krisnanti & Inggarwati, 2023).

Table 1. Research instrument

Construct	Questions
Family Background (FB)	1. My parents have experience in entrepreneurship.
	2. Since childhood, I often heard discussions about business at home.
	3. My parents gave me a direct example of how to run a business.
	4. I feel that my family background positively influences my interest in entrepreneurship.
	5. My parents support my business ideas, both emotionally and financially.
Motivation (MO)	1. I have a strong desire to start my own business after graduation.

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	2. I believe that entrepreneurship is the best way to achieve financial independence.
	3. I am motivated to start a business because I want to provide jobs for others.
	4. I believe entrepreneurship can provide opportunities for innovation.
	5. I want to be an entrepreneur because I see many successful examples around me.
Character (CR)	1. I adapt easily to changes and challenges.
	2. I have high self-confidence in making difficult decisions in business.
	3. I am willing to take risks to achieve greater goals.
	4. I do not give up easily when facing failure or obstacles in business.
	5. I have high creativity in solving problems in business.
Entrepreneurship Course (EC)	1. The entrepreneurship course I took gave me a better understanding of how to start and manage a business.
	2. The entrepreneurship course encouraged me to think creatively in solving business problems.
	3. The entrepreneurship course helped me understand the importance of sound business planning.
	4. The entrepreneurship course provided me with practical skills necessary to start a business.
	5. The entrepreneurship course gave me the confidence to start my own business.
Entrepreneurial Readiness (ER)	1. I feel ready to start my own business after graduation.
	2. I am confident in identifying profitable business opportunities.
	3. I already have a clear business idea that is ready to be implemented.
	4. I feel prepared to face the challenges and risks in entrepreneurship.
	5. I feel capable of managing the financial aspects of a business (e.g., cash flow management, costs, and profit).
	6. I am confident in managing human resources in a business, both in terms of recruitment and motivating a team.
	7. I feel I have the necessary skills to design a marketing strategy for a new business.
	8. I feel comfortable with the uncertainty that may arise when starting a business.
	9. I am ready to make difficult decisions that may impact the continuity of the business.
	10. I am confident that I can bounce back from failure or setbacks that may occur in the entrepreneurial journey.
	11. I feel confident in facing the pressures and stresses often experienced by entrepreneurs.

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	12. I feel I have the perseverance and determination to achieve my entrepreneurial goals.
	13. I feel that I have the ability to remain motivated despite facing failure or setbacks.

The questionnaire items for each variable are as follows: 1) Family Background: Items assessing the presence of entrepreneurial role models and family support in business; 2) Motivation: Items measuring intrinsic and extrinsic motivations for pursuing entrepreneurship, such as financial independence, passion, and social impact; 3) Character: Items evaluating personal traits relevant to entrepreneurship, including risk-taking, resilience, and self-confidence.

Entrepreneurial Readiness: Items assessing the students' preparedness to start a business, including their self-assessment of entrepreneurial skills and knowledge.

Results and Discussion

Respondent Demographics

Table 2 presents the demographic data of the respondents in this study. The sample consisted of 200 students from Universitas PGRI Mpu Sindok Nganjuk, who were enrolled in an entrepreneurship course.

Table 2. Respondent Demographic Data

Demographic	Category	Frequency (N)	Percentage (%)
Gender	Male	81	40.5
	Female	119	59.5
Semester	Semester 2	51	25.5
	Semester 4	89	44.5
	Semester 6	42	21.0

In terms of gender, the sample consisted of a higher proportion of female students, accounting for 119 students (59.5%) of the total sample. Male students made up the remaining 81 students (40.5%). This shows that a majority of the respondents in this study were female, which is consistent with the general trend in some Indonesian universities where female students tend to have a higher representation in higher education.

The respondents were also categorized by their academic semester. The majority of participants were from Semester 4, with 89 students (44.5%). This was followed by Semester 2, with 51 students (25.5%) and Semester 6, with 42 students (21%). The distribution suggests a good representation across different academic stages, allowing for a broad perspective on entrepreneurial readiness among students in various stages of their studies.

The demographic breakdown indicates a balanced distribution of participants across gender, with a higher representation of female students. Additionally, the distribution of students across different semesters ensures that the study includes insights from students at various points in their academic journey. This diversity in the sample provides a comprehensive view of factors influencing entrepreneurial readiness in students enrolled in entrepreneurship courses.

Reliability and Validity

In this study, reliability and validity of the measurement instruments were assessed to ensure that the constructs used to measure family background, motivation, character, entrepreneurship course, and entrepreneurial readiness were both consistent and accurate.

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Reliability was evaluated using Cronbach's Alpha (Cronbach's α), which measures the internal consistency of the items within each construct. A Cronbach's alpha value of 0.70 or higher is generally considered acceptable. Based on the results in Table 3, all constructs showed good reliability, with Cronbach's alpha values ranging from 0.803 to 0.890. These values indicate that the measurement instruments used to assess each construct exhibit high internal consistency, making them reliable for further analysis.

Table 3. Reliability and Validity test

Construct	Measuring Instruments	Cronbach's	SD	CR	AVE
Family Background (FB)	FB1	0,812	0,67	0.890	0.674
	FB2	0,812	0,67		
	FB3	0,811	0,56		
	FB4	0,808	0,65		
	FB5	0,817	0,58		
Motivation (MO)	MO1	0,813	0,58	0.837	0.567
	MO2	0,810	0,51		
	MO3	0,814	0,63		
	MO4	0,811	0,60		
	MO5	0,815	0,57		
Character (CH)	CH1	0,816	0,61	0.855	0.597
	CH2	0,803	0,58		
	CH3	0,810	0,52		
	CH4	0,810	0,57		
	CH5	0,808	0,60		
Entrepreneurship Course (EC)	EC1	0,809	0,67	0.890	0.666
	EC2	0,809	0,56		
	EC3	0,812	0,58		
	EC4	0,808	0,51		
	EC5	0,806	0,58		
Entrepreneurial Readiness (ER)	ER1	0,807	0,52	0.890	0.674
	ER2	0,807	0,58		
	ER3	0,806	0,64		
	ER4	0,803	0,58		
	ER5	0,813	0,46		
	ER6	0,808	0,62		
	ER7	0,812	0,58		
	ER8	0,809	0,58		
	ER9	0,810	0,58		
	ER10	0,806	0,66		
	ER11	0,807	0,69		
	ER12	0,808	0,58		
	ER13	0,806	0,57		

Validity was assessed using Composite Reliability (CR) and Average Variance Extracted (AVE). CR values above 0.70 suggest that the construct is reliable, while AVE values above 0.50 indicate that a substantial proportion of the variance in the items is explained by the construct. All constructs in this study demonstrated satisfactory levels of validity. The CR values for each construct were well above the threshold of 0.70, ranging from 0.837 to 0.890,

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showing strong reliability. The AVE values for all constructs were also above 0.50, ranging from 0.567 to 0.674, which confirms the convergent validity of the constructs.

In summary, the measurement instruments used in this study were found to be both reliable and valid. These results suggest that the constructs adequately capture the intended variables and can be used for further analysis.

Model fit analysis

To assess the overall fit of the Structural Equation Modeling (SEM) model, several fit indices were examined. These indices help determine how well the proposed model fits the observed data. Table 4 presents the model fit indices, which include several commonly used metrics for evaluating the model's adequacy.

Table 4. Model fit indices

Fit Index	Recommended Value	Fit Value
X^2/df	< 3.0	1.372
GFI	> 0.9	0.994
RMSEA	< 0.08	0.043
NFI	> 0.9	0.972
IFI	> 0.9	0.976
CFI	> 0.9	0.952

*Estimation Method: Robust Weighted Least Square (WLSMV)

The Chi-square to degrees of freedom ratio (X^2/df) is one of the primary indicators of model fit. A value below 3.0 is generally considered an indication of a good fit. In this study, the X^2/df value was 1.372, which is well below the recommended threshold, suggesting that the model fits the data well.

The Goodness of Fit Index (GFI), which measures the proportion of variance explained by the model, is another important fit index. A value greater than 0.9 indicates a good fit. In this case, the GFI was 0.994, indicating an excellent fit.

The Root Mean Square Error of Approximation (RMSEA) is another crucial index, with values less than 0.08 indicating a good fit. The RMSEA value for this model was 0.043, which is well below the threshold, indicating a very good fit between the model and the data.

The Normed Fit Index (NFI), Incremental Fit Index (IFI), and Comparative Fit Index (CFI) are all measures of how well the model improves upon a baseline model. Values greater than 0.9 for these indices are considered indicative of good model fit. In this study, the NFI, IFI, and CFI values were 0.972, 0.976, and 0.952, respectively, all of which exceed the 0.9 threshold and suggest that the model fits the data well.

Overall, the model demonstrates excellent fit across all indices, indicating that the proposed model adequately represents the relationships among the constructs in the study.

Hypothesis Testing

The results of hypothesis testing, as shown in Table 5 and Figure 2, provide insights into the relationships between the constructs in the study. The standardized path coefficients (β), standard errors (SE), z-values, and p-values were evaluated to determine the significance and direction of each hypothesized relationship.

Table 5. Path testing and standardized path coefficients

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Research Hypothesis		Path	SE	ß	z	*p*	Hypothesis Direction	Inspection Result
H1	FB→EC	0.277	0.214	0.567	1.938	0.034*	Positive	Positive
H2	MO→EC	0.459	0.256	0.708	1.982	0.057	Positive	Positive
H3	CH→EC	0.405	0.251	0.823	1.879	0.097	Positive	Positive
H4	FB→ER	0.476	0.149	0.486	1.940	0.045*	Positive	Positive
H5	MO→ER	0.507	0.166	0.404	1.802	0.085	Positive	Positive
H6	CH→ER	0.532	0.196	0.634	1.851	0.133	Positive	Positive
H7	EC→ER	0.460	0.240	0.691	2.371	0.018*	Positive	Positive

*Significant Result

The results of the path testing and standardized path coefficients are shown in Table 5. This analysis tests the relationships between family background (FB), motivation (MO), character (CH), entrepreneurship course (EC), and entrepreneurial readiness (ER), as outlined in the hypotheses of the study. The relationships were assessed using Structural Equation Modeling (SEM).

H1: Family Background (FB) → Entrepreneurship Course (EC). The path from family background to entrepreneurship course was found to be positive and statistically significant (β = 0.567, p = 0.034). This result supports the hypothesis that students with entrepreneurial backgrounds or exposure to entrepreneurship through their families are more likely to engage in entrepreneurship education.

H2: Motivation (MO) → Entrepreneurship Course (EC). The path from motivation to entrepreneurship course was positive (β = 0.708, p = 0.057), but the result was marginally significant at the 0.05 level. This suggests that while motivation plays a role in students' decision to enroll in entrepreneurship courses, the effect is not strong enough to reach conventional statistical significance.

H3: Character (CH) → Entrepreneurship Course (EC). The path from character to entrepreneurship course showed a positive relationship (β = 0.823, p = 0.097), but it was not statistically significant at the 0.05 level. This indicates that while character traits such as risk-taking and resilience may influence students' decision to take entrepreneurship courses, this relationship was not significant in this study.

H4: Family Background (FB) → Entrepreneurial Readiness (ER). The path from family background to entrepreneurial readiness was significant (β = 0.486, p = 0.045). This supports the hypothesis that family background positively influences students' entrepreneurial readiness. Students with entrepreneurial family backgrounds are more likely to feel prepared to engage in entrepreneurial activities.

H5: Motivation (MO) → Entrepreneurial Readiness (ER). The path from motivation to entrepreneurial readiness was positive (β = 0.404, p = 0.085), but it was not statistically significant at the 0.05 level. While motivation is expected to influence entrepreneurial readiness, the effect was not significant in this analysis, suggesting that other factors may play a more critical role in shaping entrepreneurial readiness.

H6: Character (CH) → Entrepreneurial Readiness (ER). The relationship between character and entrepreneurial readiness was positive (β = 0.634, p = 0.133), but the result was not statistically significant. This suggests that while certain character traits, such as resilience and risk-taking, may be associated with greater entrepreneurial readiness, this effect was not significant in the present study.

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H7: Entrepreneurship Course (EC) → Entrepreneurial Readiness (ER). The path from entrepreneurship course to entrepreneurial readiness was found to be statistically significant (β = 0.691, p = 0.018). This result supports the hypothesis that taking an entrepreneurship course positively influences students' readiness to engage in entrepreneurial activities. The positive and significant relationship highlights the importance of entrepreneurship education in enhancing students' entrepreneurial preparedness.

Figure 2 illustrates the path diagram showing the relationships between the variables: family background, motivation, character, entrepreneurship course, and entrepreneurial readiness. The standardized path coefficients, as shown in the diagram, reflect the strength and direction of the relationships, with the significant paths highlighted in the analysis. This diagram provides a visual representation of the theoretical model tested in the study.

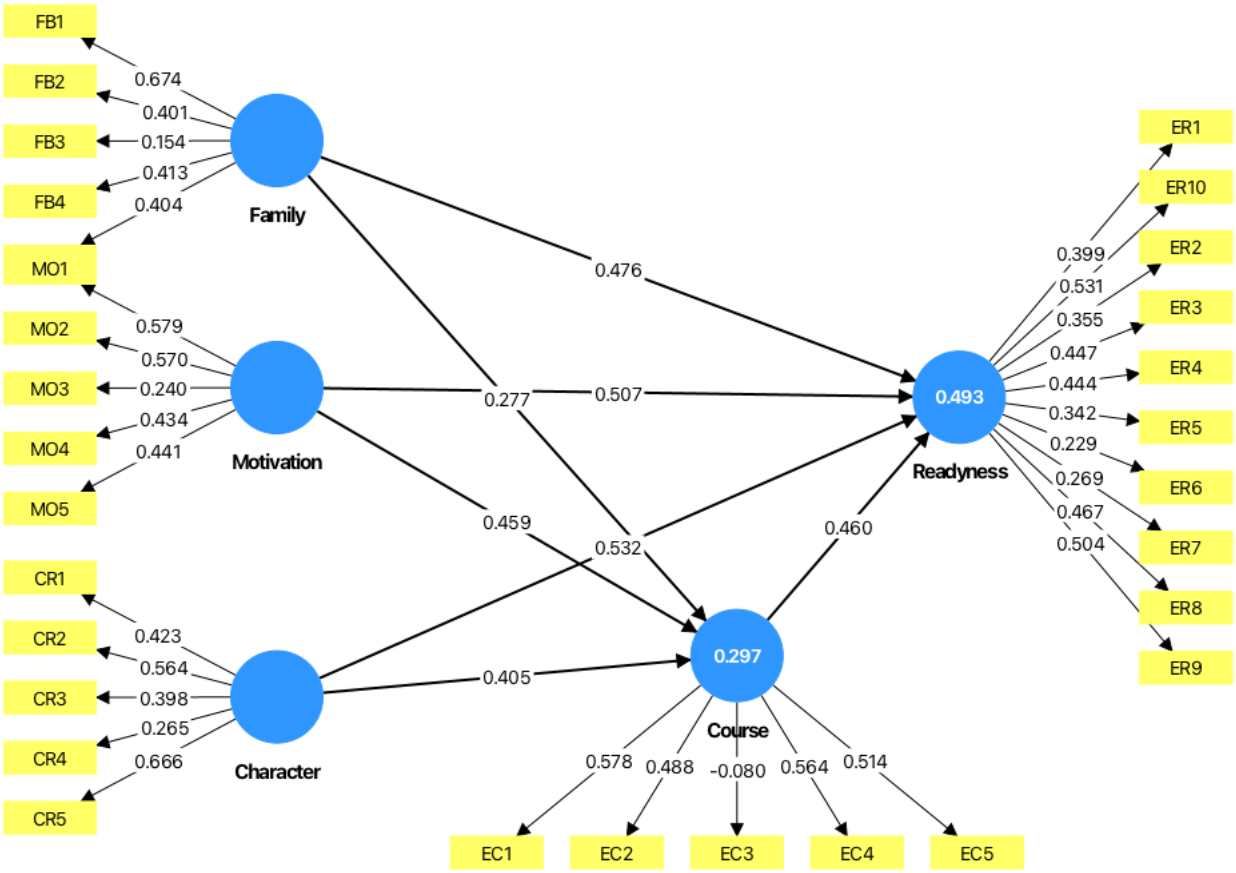

Figure 2. Path diagram

The hypothesis testing results show that family background, entrepreneurship course, and entrepreneurial readiness all have significant positive relationships, confirming the importance of personal and educational factors in fostering entrepreneurial readiness. While motivation and character also showed positive relationships with entrepreneurial readiness and entrepreneurship courses, these paths were not statistically significant at the conventional threshold of 0.05. These findings suggest that entrepreneurship education, along with family background, plays a central role in shaping entrepreneurial readiness among students.

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R-Square Analysis

The R-Square analysis, presented in Table 6, assesses the proportion of variance in the dependent variables that is explained by the independent variables in the model. R-Square (R^2) values indicate the explanatory power of the model.

Table 6. R-Square score

Variable	R^2
Entrepreneurship Course (EC)	0.297
Entrepreneurial Readiness (ER)	0.493

The R^2 value for Entrepreneurship Course (EC) is 0.297, which means that the independent variables (family background, motivation, and character) explain 29.7% of the variance in the Entrepreneurship Course. While this indicates a moderate level of explanation, it suggests that other factors not included in the model may also influence students' decision to enroll in entrepreneurship courses.

The R^2 value for Entrepreneurial Readiness (ER) is 0.493, indicating that 49.3% of the variance in entrepreneurial readiness is explained by the independent variables (family background, motivation, character, and entrepreneurship course). This is a relatively high proportion, suggesting that the model captures a significant amount of the factors that contribute to students' readiness to engage in entrepreneurial activities. However, there may still be other influencing factors not accounted for in this model.

In summary, the R-Square analysis shows that the model is able to explain a moderate portion of the variance in entrepreneurship course participation and a larger portion of the variance in entrepreneurial readiness. However, it also suggests that additional factors, beyond those included in the current model, could contribute to a fuller understanding of the outcomes studied.

Significant Findings

The analysis revealed several important findings regarding the factors influencing entrepreneurial readiness among students. The most significant findings include the positive and significant roles of family background and entrepreneurship education in shaping both entrepreneurship course participation and entrepreneurial readiness. Family background had a strong influence on students' decision to engage in entrepreneurship courses ($\beta = 0.567$, $p = 0.034$) and their perceived readiness to start a business ($\beta = 0.486$, $p = 0.045$). These findings emphasize the importance of early exposure to entrepreneurship, as students from entrepreneurial families feel more confident in their entrepreneurial abilities (Georgescu & Herman, 2020; Szabó & Aranyossy, 2024).

Additionally, entrepreneurship education was found to have a significant impact on entrepreneurial readiness ($\beta = 0.691$, $p = 0.018$), reinforcing the crucial role that formal education plays in preparing students for entrepreneurial activities (Lee et al., 2021; Natasha & Puspitowati, 2022). On the other hand, while motivation and character showed positive trends, their effects were not statistically significant in determining entrepreneurial readiness, suggesting that other factors, such as family background or entrepreneurship education, may play more prominent roles (Krisnanti & Inggarwati, 2023).

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Implications for Education and Policy

The findings of this study have important implications for entrepreneurship education and policy development. First, the significant role of family background in shaping students' entrepreneurial readiness suggests that early exposure to entrepreneurship can be an effective way to foster entrepreneurial intentions. Policymakers and educators should consider integrating family-based entrepreneurial programs or family business case studies into curricula to engage students and their families in entrepreneurial activities.

Furthermore, the significant impact of entrepreneurship courses on entrepreneurial readiness underscores the importance of providing practical and hands-on learning experiences. These could include internships, mentorship programs, business simulations, or real-world entrepreneurial projects, which help students build the skills and confidence needed to start their own ventures. Universities and institutions offering entrepreneurship programs should focus on creating learning environments that emphasize both theoretical knowledge and practical application.

Given the findings, policy-makers should also consider increasing funding and support for entrepreneurship programs in higher education, especially in institutions with lower participation in entrepreneurship education, to ensure that all students have access to the resources and opportunities necessary for entrepreneurial development.

Limitations and Future Research

While this study provides valuable insights, it also has some limitations. One key limitation is that the research was conducted at a single university, which may limit the generalizability of the findings. Future studies could expand the sample to include students from multiple universities or regions to provide a more comprehensive understanding of the factors influencing entrepreneurial readiness.

Additionally, the study primarily focused on family background, motivation, and character as predictors of entrepreneurial readiness. However, other variables, such as access to resources, social networks, and cultural factors, may also play important roles in shaping entrepreneurial intentions and readiness. Future research should consider these additional factors to develop a more holistic model of entrepreneurial readiness.

Lastly, longitudinal studies could provide a more nuanced understanding of how entrepreneurship education and family background influence entrepreneurial readiness over time, as students progress through their education and career paths.

Conclusion

This study highlights the significant roles of family background and entrepreneurship education in shaping entrepreneurial readiness among students. The findings reveal that students with entrepreneurial families are more likely to engage in entrepreneurship courses and feel prepared to start their own businesses. Furthermore, participation in entrepreneurship courses significantly enhances students' readiness to pursue entrepreneurial ventures, emphasizing the importance of formal education in equipping students with the necessary skills and confidence. While motivation and character also showed positive associations with entrepreneurial outcomes, their effects were not as strong, suggesting that additional factors may play a more prominent role in shaping entrepreneurial intentions.

In conclusion, the results underscore the importance of integrating both family-based influences and comprehensive entrepreneurship education into the development of entrepreneurial readiness. Educational programs that provide practical, hands-on experiences

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and foster early exposure to entrepreneurial environments can significantly enhance students' preparedness for entrepreneurship. Future research should explore additional factors that influence entrepreneurial readiness, including social networks and access to resources, to further refine models that can guide policy and educational practices in fostering future entrepreneurs.

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