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# Eudaimonic wellbeing and parental influence on student's entrepreneurial orientation and intention

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## *ABSTRACT*

Increasing entrepreneurship among students plays a crucial role in addressing the lack of job opportunities, which has contributed to rising unemployment rates in Indonesia. Enhancing entrepreneurial intention is seen as a viable solution to reduce unemployment. Previous studies have not conducted a comprehensive analysis involving research models that include well-being and parental influence factors in relation to entrepreneurial orientation and intention. This research aims to examine the roles of eudaimonic well-being, parental influence, and entrepreneurial orientation in fostering entrepreneurial intentions among 196 students from private universities in Indonesia. The study employed purposive sampling, and data collection was carried out through questionnaires. Structural Equation Modeling (SEM) was used for data analysis. The findings indicate that parental influence and eudaimonic well-being significantly impact entrepreneurial orientation and intention. Eudaimonic well-being mediates the relationship between parental influence and entrepreneurial orientation, while entrepreneurial orientation mediates the relationship between eudaimonic well-being and entrepreneurial intention. Additionally, a sequential mediation effect exists through eudaimonic well-being and entrepreneurial orientation between parental influence and entrepreneurial intention. The study suggests that increasing the role of parents in terms of influence and enhancing students' well-being through eudaimonic well-being are essential. The implications for educational institutions include developing strategies to boost entrepreneurial orientation and intention by fostering students' eudaimonic well-being and leveraging positive parental influence. Creating a supportive environment that nurtures motivation, purpose, and confidence can promote entrepreneurship as a viable and fulfilling career path.

**Contribution/Originality:** This study contributes to the existing literature on individual entrepreneurship, specifically addressing the relationship between eudaimonic well-being and individual entrepreneurial factors among students in the Indonesian context.

## 1. INTRODUCTION

The unemployment rate in Indonesia remains relatively high. Out of the total working-age population of 208.54 million people, approximately 5.83% or 8.4 million individuals are unemployed. Notably, 14% of this unemployed group, or around 1.2 million people, are educated unemployed those holding diplomas and bachelor's degrees (Abidin, 2022). The relatively low number of diploma and graduate students pursuing entrepreneurship highlights the need to strengthen entrepreneurial intentions among students. Encouraging them to consider entrepreneurship as a viable

career path—ideally even before graduation can contribute to economic growth and job creation. Entrepreneurial orientation and intention are shaped by various factors, one of which is eudaimonic well-being. According to self-efficacy theory and self-determination theory, individuals with high levels of autonomy and self-development tend to be more willing to take risks, innovate, and act proactively traits essential for entrepreneurship. Supporting this, data from the European Social Survey shows that personal values related to well-being and self-direction significantly influence one's likelihood of engaging in entrepreneurial activities (Croonen, Noseleit, & Wyrwich, 2022). The relationship between eudaimonic well-being and entrepreneurship particularly in the context of orientation and intention of entrepreneurship remains underexplored and requires further investigation. Existing studies that demonstrate a link between the two are still limited, making this an important area for deeper academic inquiry. This connection is especially intriguing because it may be reciprocal, depending on the context. On one hand, eudaimonic well-being, which emphasizes personal growth, purpose, and self-realization, can enhance entrepreneurial traits such as proactiveness, innovation, and risk-taking. On the other hand, engaging in activities of entrepreneurship may also contribute to a person's sense of meaning and fulfillment, thereby reinforcing their eudaimonic well-being. In research conducted (Boris, Lerman, Boudreaux, & Mueller, 2022), self-employed people showed high eudaimonic well-being scores. People who work as entrepreneurs are used to having autonomy, and there is a high drive for personal growth; therefore, entrepreneurial activities carried out will be able to increase attitudes of autonomy and personal growth.

However, the discussion regarding certain variables related to self-employment or entrepreneurship is not yet as specific as the variables of entrepreneurial orientation and entrepreneurial intention, so it needs to be reviewed again to be more precise. The results of other studies show different things. Research conducted on business owners (Verena, Frese, Binnewies, & Schmitt, 2012) actually shows that eudaimonic well-being is a crucial factor in forming proactive behavior which is part of entrepreneurial orientation. Then the research discusses only one dimension of entrepreneurial orientation, so the complete picture regarding other dimensions has not been studied. Not many people have studied the relationship between parental influence in the context of entrepreneurship and eudaimonic well-being. Although there have been several studies showing the link between parental influence and eudaimonic well-being (Huta, 2012; Krukova, Saporovskaia, & Voronina, 2018; Suldo & Fefer, 2013; Ziółkowska, Bargiel-Matusiewicz, & Gruszczyńska, 2022), there is no specific discussion or study regarding parental influence in the context of entrepreneurship and its relation to increasing eudaimonic well-being. Students' entrepreneurial orientation and intentions can also be influenced by the role of parents. Several research results show the impact of parental influence on entrepreneurial orientation and entrepreneurial intentions (Bagherian, Soleimanof, & Feyzbakhsh, 2022; Hayward, Cheng, Wang, & Smyth, 2023; Nexhipi, Llambi Prendi, & Musabelli, 2022) however, discussions related to human capital theory, which explain more specifically regarding the resources they have in terms of welfare, the level of parental attention, and parental expectations regarding entrepreneurial careers, have not yet been explained in more depth in relation to efforts to increase entrepreneurial intentions, especially among students. Research related to the relationship between entrepreneurial orientation and intentions has indeed been widely carried out (Narmaditya et al., 2022; Suwarno, Malinda, Margaretha, & Aliwinoto, 2023; Yasa et al., 2023). Despite growing interest in entrepreneurship research, few studies have simultaneously examined the roles of eudaimonic well-being and parental influence, including the various dimensions within each construct. Even fewer have integrated these factors into a comprehensive research model that explores their combined impact on entrepreneurial orientation and entrepreneurial intentions. Moreover, there is a noticeable gap in studies employing path analysis to examine the relationships among parental influence, eudaimonic well-being, intention, and orientation of entrepreneurship particularly in the context of sequential or serial mediation. This analytical approach is crucial for understanding how these variables interact and influence one another over time. Given these gaps, it becomes both relevant and compelling to conduct research that investigates the role of eudaimonic well-being, parental influence, and entrepreneurial orientation in shaping and enhancing students' entrepreneurial intentions.

## 2. HYPOTHESIS, MEASUREMENT MODEL AND STRUCTURAL MODEL

The topic of this research discusses internal and external factors that can influence entrepreneurial intentions, specifically related to eudaimonic well-being, parental influence, and entrepreneurial orientation.

### *2.1. Eudaimonic Well-Being*

Eudaimonic well-being is a form of personal excellence that is based on efforts to realize a person's true and best nature (Ryff, 2019). This implies that there are two things that must be fulfilled, namely self-truth (knowing oneself) and efforts towards excellence in accordance with one's potential (being oneself). The author compares the understanding of eudaimonic well-being and hedonic well-being (Stephan et al., 2020). Eudaimonic well-being is defined as activation (energy and vitality) and focuses on self-meaning and realization, while hedonic well-being tends to be passive and focuses on achieving pleasure and avoiding pain. There are six dimensions of eudaimonic well-being, namely: autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance (Ryff, 2019). Increasing eudaimonic well-being is an important aspect in the context of individual entrepreneurship, especially from the perspective of the entrepreneur as a person and entrepreneurial attitude-skill-behavior. Entrepreneurship can be viewed from four perspectives: the entrepreneur as a person, the entrepreneurship process, entrepreneurial attitude-skill-behavior, and the entrepreneurial ecosystem as an environment (Li & Zhang, 2025).

### *2.2. Parental Influence*

Parental influence in this case refers to the impact of parents on career choice or career sustainability, either currently or in the future. In the developmental psychology literature, there are three triggers for parental influence (Hayward et al., 2023). First, related to the welfare of the family or parents. Second, the level of attention shows the parents' dedication to their children. Third, the hopes that parents have for their children. Apart from that, there are also other factors that can trigger parental influence, namely the similarity of parents' careers, interests, and level of approval (Nexhipi et al., 2022).

### *2.3. Entrepreneurial Orientation*

The concept of entrepreneurial orientation was first introduced by Miller (1983), which includes proactiveness, risk-taking, and innovativeness (Ismail et al., 2015). Orientation of entrepreneurship is an important factor that can make a company successful in developing new products, achieving high financial and non-financial levels in relation to business performance, and attaining high levels of social performance as well (Cho & Lee, 2018). The concept of entrepreneurial orientation was originally intended for companies, but currently, this concept has experienced a shift or change from the organizational level to the individual level. This shift was introduced by Bolton and Lane in 2012 (Efrata, Radianto, & Effendy, 2021). The dimension of entrepreneurial orientation consists of willingness to take risks, innovativeness, competitive assertiveness, and proactive attitude (Siddiqui, Ravina Ripoll, Yusheng, & Aden, 2024).

### *2.4. Entrepreneurship Intention*

Understanding a person's intentions towards entrepreneurship is important in increasing the number of entrepreneurs in a country because entrepreneurs are created, not born (Koe, 2016). Referring to the theory of planned behavior, entrepreneurial intentions contain several components, namely perceived behavioral control, attitude, and subjective norms (Asghar, Gul, Hakkarainen, & Tasdemir, 2019). Perceived behavioral control assumes that someone who has a high level of self-efficacy will influence their behavior. Attitude refers to a result of certain behavior or beliefs. Subjective norms refer to perceptions that are formed based on the opinions of the people around us.

### 2.5. Parental Influence and Eudaimonic Well-Being

Not many studies have been conducted that specifically discuss parental influence and eudaimonic well-being, especially in the context of entrepreneurship. However, the relationship between the two can be explained based on the concept of parental autonomy support, which states that parents who support autonomy will be able to foster autonomous motives in their children's behavior. The concept of entrepreneurship is relevant to this, where parents encourage or have hopes for their children to become entrepreneurs or self-employed. Parental support for the development of autonomous attitudes in their children will be higher. The research shows that there is an influence of autonomy support from parents on well-being (Adhity & Suminar, 2022). Other research shows that autonomy can be increased through parental support (Inguglia, Ingoglia, Liga, Lo Coco, & Lo Cricchio, 2015). Where autonomy in this case is one element of eudaimonic well-being. The relationship between parental influence and eudaimonic well-being can also be explained based on the mastery orientation approach. This approach emphasizes that to achieve a certain quality of expertise, efforts are made to improve that expertise. In relation to parental influence, parents who hope that their children will become entrepreneurs in the future make specific efforts so that their children develop a certain spirit or attitude that can support their success as entrepreneurs. Research conducted on 6,062 participants shows that the mastery orientation approach influences well-being (Montano, 2024).

*$H_1$: There is an influence of parental influence on eudaimonic well-being.*

### 2.6. Parental Influence and Entrepreneurial Orientation

Several previous studies discussed the relationship between the role of parents and increasing entrepreneurial orientation. Research conducted on young people in six different cities in Indonesia shows that the role of parents can increase entrepreneurial orientation (Kurniawan, Sanjaya, & Virlia, 2019). Other research conducted on samples in Sweden also shows that parents who are focused on entrepreneurship will be able to increase the opportunity by 60% for their children to also concentrate on entrepreneurship (Lindquist, Sol, & Van Praag, 2015). The other research shows that parents who provide freedom of responsibility will enable children to be braver in facing risks, innovative, and ready to face competition (Sanjaya, Kurniawan, & Virlia, 2021).

*Hypothesis 2: There is parental influence on entrepreneurial orientation.*

### 2.7. Parental Influence and Entrepreneurial Intention

The relationship between parental influence and entrepreneurial intentions can be explained based on human capital theory introduced by Becker (1964) and Teixeira (2014). This theory posits that individuals with more resources tend to attain higher levels of education and better career prospects. According to this theory, parents with fewer children can dedicate more resources to them, enabling them to choose vocational options, including entrepreneurship. Furthermore, according to Burman (2017), the role of parental well-being, the level of attention, and expectations of parents as the main sources of influence on their children are included in the opportunity to choose entrepreneurial activities. This is supported by research conducted by (Hayward et al., 2023), which shows that there is an influence of the resources and attention that parents have on their children's entrepreneurial tendencies. The results of research conducted by Nexhipi et al. (2022) also show that there is an influence of family factors, in this case, parents, on young people's entrepreneurial intentions.

*Hypothesis 3: There is parental influence on entrepreneurial intention.*

### 2.8. Eudaimonic Well-Being and Entrepreneurial Orientation

In relation to the relationship between eudaimonic well-being and entrepreneurial orientation. Based on the self-efficacy theory introduced by Bandura (1977), someone who has high self-efficacy will try to develop themselves and attempt to survive when facing challenges and unpleasant experiences. Based on this theory, it can be said that someone who has a high level of eudaimonic well-being means that person will try to maximize the potential within

themselves in order to become someone who excels and has a proactive attitude, dares to take risks, and always strives to develop new things that can provide value to their environment. Based on self-determination theory, individuals who have high self-determination tend to develop themselves (Legault, 2016). So, this can also make the person proactive, willing to take risks, and carry out certain innovations that can help him develop or experience personal growth. Ryff (2019), in his research, explains how several dimensions of eudaimonic well-being are related to entrepreneurial orientation. The first dimension, namely autonomy, emphasizes self-determination and independence as the ability to evaluate things based on existing personal standards. This is relevant to the attitude of initiative and risk-taking contained in entrepreneurial orientation. The second dimension is environmental mastery, which emphasizes attitudes that can manage the surrounding environment, including taking advantage of existing opportunities, which can still create a context that suits personal needs and values. This is relevant to the attitude of an entrepreneur who has effective management of something and takes advantage of existing opportunities. The third dimension is personal growth, which focuses on self-realization and efforts to achieve certain achievements. This is relevant to the dimensions of entrepreneurial orientation related to achievement orientation and competition. The fourth dimension, positive relations with others, emphasizes a warm attitude towards other people, trust, concern for the welfare of others, understanding give and take in social relationships, and having empathy and feelings. This is relevant to the entrepreneurial context, where success or failure is related to relationships or networks with other people. The fifth dimension, purpose in life, is a core part of eudaimonic well-being, emphasizing that life has meaning, direction, and purpose. This is relevant to the dimensions of entrepreneurial orientation, achievement orientation. In entrepreneurship, goals, targets to be achieved, and the meaning of life are also very necessary. Without this, entrepreneurs will quickly give up and ultimately fail in their efforts to face various challenges and obstacles. The sixth dimension, self-acceptance, emphasizes having a positive attitude towards oneself. This is relevant to the entrepreneurial context, as self-acceptance fosters an attitude of self-confidence to overcome problems that arise in business and can become a person's capital to be confident in creating product innovations or taking risks.

*Hypothesis 4: There is an influence of eudaimonic well-being on entrepreneurial orientation.*

### *2.9. Eudaimonic Well-Being and Entrepreneurial Intention*

The relationship between eudaimonic well-being and entrepreneurial intentions can be examined from the perspective of self-organization theory. Entrepreneurship provides individuals with the ability to determine for themselves what they want to plan and implement, as stated by Haaglund (2019) regarding the concept of spiritual freedom. The concept of entrepreneurship can also be described as a self-organized behavior that enables a person to organize themselves and set their goals independently (Nambisan & Baron, 2013; Shir & Ryff, 2021). Another study conducted by Barraza et al. (2022) in Chile showed that well-being influences entrepreneurial intentions. Research conducted by Stephan et al. (2020) in 16 European countries shows that self-employment, which leads to entrepreneurial intentions, is associated with high levels of eudaimonic well-being. Individuals with attitudes of autonomy, self-acceptance, personal growth, environmental mastery, positive relationships with others, and a sense of purpose in life tend to pursue self-employment.

*Hypothesis 5: There is an impact of eudaimonic well-being on entrepreneurial intention.*

### *2.10. Entrepreneurial Orientation and Entrepreneurial Intention*

The relationship between entrepreneurial orientation and entrepreneurial intentions can be explained by the fact that individuals who are willing to take risks, are innovative, proactive, competitive, and achievement-oriented tend to have a propensity to engage in entrepreneurial activities, such as starting their own businesses. This correlation is supported by several studies. Research conducted by Gorostiaga et al. (2019) demonstrates the influence of entrepreneurial orientation on students' entrepreneurial intentions. Additionally, other studies, such as the research

by Suwarno et al. (2023), also indicate that an individual's entrepreneurial orientation significantly impacts their entrepreneurial intentions.

*Hypothesis 6: There is an impact of entrepreneurial orientation on entrepreneurial intention.*

Based on the research hypothesis above, the author created the following research model.

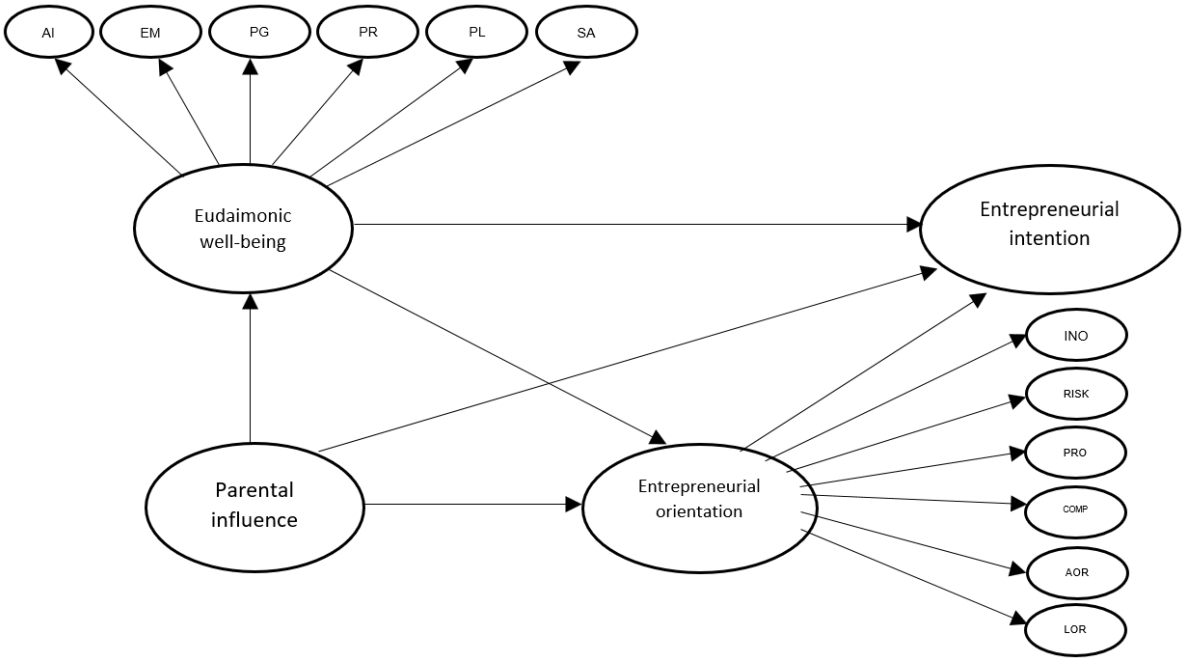


**Figure 1.** Research model.

Based on the Figure 1, variables of eudaimonic well-being will be measured using a second-order construct with the following dimensions: Autonomy (AI), Environmental Mastery (EM), Personal Growth (PG), Positive Relations with Others (PR), Purpose in Life (PL), and Self-Acceptance (SA). The variable of entrepreneurial orientation is also measured by a second-order construct with the dimensions: Innovation (INO), Risk-Taking (RISK), Proactiveness (PRO), Competitiveness (COMP), Achievement Orientation (AOR), and Learning Orientation (LO). Meanwhile, parental influence and entrepreneurial intention are measured by first-order constructs.

## 3. METHOD

### *3.1. Participant*

This research is empirical with a quantitative approach involving students at a private university. The research format employed is quantitative, with a descriptive and verification approach. Data collection involves respondents who are students at private universities in Indonesia. The type of data used in this research is primary data, specifically obtained from Indonesian private universities.

### *3.2. Procedure*

The sampling technique used was purposive sampling. The respondents selected were students who had attended entrepreneurship education. The respondents chosen as a sample were 196 private university students in Indonesia. The data collection method for respondents will be carried out by distributing questionnaires in 2024 at Indonesian private universities. This questionnaire was administered by distributing a list of questions to respondents who were potential entrepreneurial candidates.

### *3.3. Endogenous Variables*

This research has three endogenous variables: eudaimonic well-being, entrepreneurial orientation, and entrepreneurial intention. The two initial variables also act as mediating variables. Each of these variables is measured with a score from 1 to 5. Participants are asked to indicate, for each question, whether they agree or disagree on a 5-point Likert scale. Eudaimonic well-being and entrepreneurial orientation are latent variables measured using six observable reflective variables each, expressed in several statements.

### *3.4. Exogenous Variables*

This research has one exogenous variable: parental influence. This variable is measured with a score from 1 to 5. Participants are asked to indicate, for each question, whether they agree or disagree, on a 5-point Likert scale.

### *3.5. Statistical Analysis*

Data analysis was conducted using Structural Equation Modeling with the AMOS application. Two tests were performed: measurement model testing and structural model testing. Measurement model testing was conducted to evaluate the validity and reliability of the research instruments. Structural model testing aimed to examine the research hypotheses, analyzing the relationships between two variables and the influence of mediating variables within the constructed research model.

## 4. RESULT

### *4.1. Characteristic of Respondents*

Characteristics of respondents in this study can be shown in Table 1.

Table 1. Characteristics of respondents

| Variable | Classification | Number of people | Percentage |
|---|---|---|---|
| Gender | Male | 80 | 40.8 |
| | Female | 116 | 59.2 |
| | Total | 196 | 100 |
| Age | 17 | 2 | 1.0 |
| | 18 | 30 | 15.3 |
| | 19 | 37 | 18.9 |
| | 20 | 52 | 26.5 |
| | 21 | 47 | 24.0 |
| | 22 | 14 | 7.1 |
| | 23 | 9 | 4.6 |
| | 24 | 5 | 2.6 |
| | Total | 196 | 100 |
| Semester | 4 | 75 | 38.3 |
| | 6 | 44 | 22.4 |
| | 8 | 77 | 39.3 |
| | Total | 196 | 100 |

Based on Table 1, majority respondent of this study is female (59.2%). This fact shows that the portion of female respondents is larger than that of males. According to age, the majority are 20 years old. Based on semester, most respondents are in their final semester, so they usually have plans for their careers after graduation.

### *4.2. Measurement Model*

Testing the measurement model in this research analyzes the validity and reliability of the research instruments used. Testing the validity of the research instrument uses the loading factor of each question item. If the loading factor value of the question item is more than 0.5, then it can be said to be valid. Meanwhile, reliability is measured

using a construct reliability score whose value is greater than 0.6. For several variables, measurement model testing was carried out using second-order testing. Testing of the measurement model can be seen below.

**Table 2.** Loading factors and reliability check.

| Variable | Dimension | Item | Factor loading | Construct reliability |
|---|---|---|---|---|
| Eudaimonic Wellbeing | Autonomy | AI1 | 0.585 | 0.859 |
| | | AI3 | 0.706 | |
| | | AI5 | 0.791 | |
| | Environmental mastery | EM2 | 0.747 | 0.894 |
| | | EM4 | 0.760 | |
| | Personal growth | PG5 | 0.796 | 0.942 |
| | | PG6 | 0.811 | |
| | Positive relation | PR1 | 0.800 | 0.922 |
| | | PR2 | 0.736 | |
| | Purpose in life | PL1 | 0.859 | 0.999 |
| | | PL4 | 0.880 | |
| | Self-acceptance | SA1 | 0.783 | 0.910 |
| | | SA2 | 0.762 | |
| Parental influence | | PI2 | 0.712 | 0.690 |
| | | PI3 | 0.667 | |
| | | PI7 | 0.677 | |
| Entrepreneurial orientation | Innovation | INO4 | 0.827 | 0.771 |
| | | INO5 | 0.833 | |
| | Risk taking | RISK3 | 0.806 | 0.914 |
| | | RISK4 | 0.663 | |
| | | RISK5 | 0.871 | |
| | Proactive | PRO1 | 0.869 | 0.925 |
| | | PRO3 | 0.772 | |
| | Competitive agreeableness | COMP2 | 0.848 | 0.893 |
| | | COMP3 | 0.844 | |
| | Achievement orientation | AOR1 | 0.736 | 0.894 |
| | | AOR6 | 0.766 | |
| | Learning orientation | LOR1 | 0.829 | 0.941 |
| | | LOR3 | 0.759 | |
| Entrepreneurial intention | | EI6 | 0.735 | 0.966 |
| | | EI8 | 0.875 | |
| | | EI9 | 0.888 | |

Based on Table 2, the loading factor scores for each indicator above are more than 0.5. This shows that all the indicators above are proven to be valid. In the eudaimonic wellbeing variable, the dimension with the largest loading factor is purpose in life, namely 0.859 and 0.880. Therefore, this dimension is the most significant contributing factor to the eudaimonic wellbeing variable. If we examine each dimension of eudaimonic wellbeing more closely, after testing the measurement model, several indicators within the autonomy dimension are valid, namely AI1 (independence and self-determination), AI3 (ability to manage social pressure to think and act), and AI5 (self-evaluation based on established personal standards). In the autonomy dimension, the largest factor loading score is AI5 (0.791), indicating that this indicator is the primary factor contributing to the autonomy dimension. In the environmental mastery dimension, valid indicators are EM2 (the ability to control a complex series of external activities) and EM4 (the ability to choose or create a context that suits personal needs and values). The highest loading factor score is EM4 (0.760), signifying that this indicator is the most influential factor for the environmental mastery dimension. In the personal growth dimension, valid indicators include PG5 (seeing self-improvement and behavior over time) and PG6 (changes in the self that better reflect self-knowledge and effectiveness). The largest loading factor score is PG6 (0.811), indicating that this indicator is the primary contributing factor for the personal

growth dimension. In the dimension of positive relations with others, several valid indicators are PR1 (having warm, satisfying, and trusting relationships and caring about the welfare of others) and PR2 (having strong empathy, compassion, and intimacy towards others). The highest loading factor score is PR1 (0.800), demonstrating that this indicator is the main contributing factor for the dimension of personal relations with others. In the purpose in life dimension, several valid indicators are PL1 (having a purpose in life and a direction in the future) and PL4 (having a clear purpose and direction in life). The largest loading factor score is PL4 (0.880), indicating that this indicator is the primary contributing factor to the purpose in life dimension. In the self-acceptance dimension, several valid indicators are SA1 (having a positive attitude towards oneself) and SA2 (recognition and acceptance of various aspects of oneself, including the good and the bad). The largest loading factor score is SA1 (0.783), demonstrating that this indicator is the primary contributing factor to the self-acceptance dimension.

In the parental influence variable, there are several valid indicators, namely PI2 (parental support for starting/running a business), PI3 (parental influence in having an interest in entrepreneurship), and PI7 (parental hope for their child to become an entrepreneur). The largest loading factor score is PI2 (0.712), indicating that this indicator is the most significant factor contributing to the parental influence variable. In the entrepreneurial intention variable, several valid indicators are EI6 (strong intention to start a business), EI8 (readiness to create products that will solve problems in society), and EI9 (readiness to look for opportunities to start a business). The largest loading factor score is EI9 (0.888), signifying that this is the most influential factor for the entrepreneurial intention variable.

In the entrepreneurial orientation variable, the dimension with the highest factor loading scores is competitive agreeableness, at 0.848 and 0.844. This indicates that competitive agreeableness is the most significant factor contributing to the entrepreneurial orientation variable. Examining each dimension of entrepreneurial orientation more closely, the innovation dimension includes several valid indicators, namely INO4 (prefers to try unique ways based on one's own approach when learning new things compared to doing it like most people) and INO5 (likes experiments and taking different approaches to solving a problem). The largest loading factor score is INO5 (0.833), indicating that this factor is the most significant contributor to the innovation dimension. In the risk-taking dimension, several valid indicators are present: RISK3 (readiness to make mistakes in order to create something of value), RISK4 (admiration of people who take big risks), and RISK5 (need to take risks in order to create something of value). The largest loading factor score is RISK5 (0.871), indicating that this factor is the primary contributor to the risk-taking dimension. In the proactive dimension, several valid indicators are present, namely PRO1 (taking initiative whenever there is an opportunity to do so) and PRO3 (likes to take initiative in almost everything that is done). The highest loading factor score is PRO1 (0.869), demonstrating that this indicator is the main contributing factor to the proactive dimension. In the competitive agreeableness dimension, COMP2 (view that competition is something good) and COMP3 (view that life in general is about competition) are relevant indicators. The largest loading factor score is COMP2 (0.848), indicating that this indicator is the primary contributing factor to the competitive agreeableness dimension. In the achievement orientation dimension, several valid indicators are present, namely AOR1 (setting goals before carrying out a task) and AOR6 (inner goal is to have a job where we continue to learn new things). The highest loading factor score is AOR6 (0.766), signifying that this indicator is the most influential in the achievement orientation dimension. Finally, in the learning orientation dimension, valid indicators include LOR1 (learning from mistakes made) and LOR3 (likes people who never stop learning). The highest loading factor score is LOR1 (0.829), demonstrating that it is the most significant factor within the learning orientation dimension.

Regarding the reliability test, all question indicators, both variables and dimensions, have a reliability score of more than 0.6. This indicates that each construct in this research can be considered reliable.

### *4.3. Structural Model*

Structural model testing in this research is used to examine the relationship between variables.

The structural model can be seen in the Figure 2.

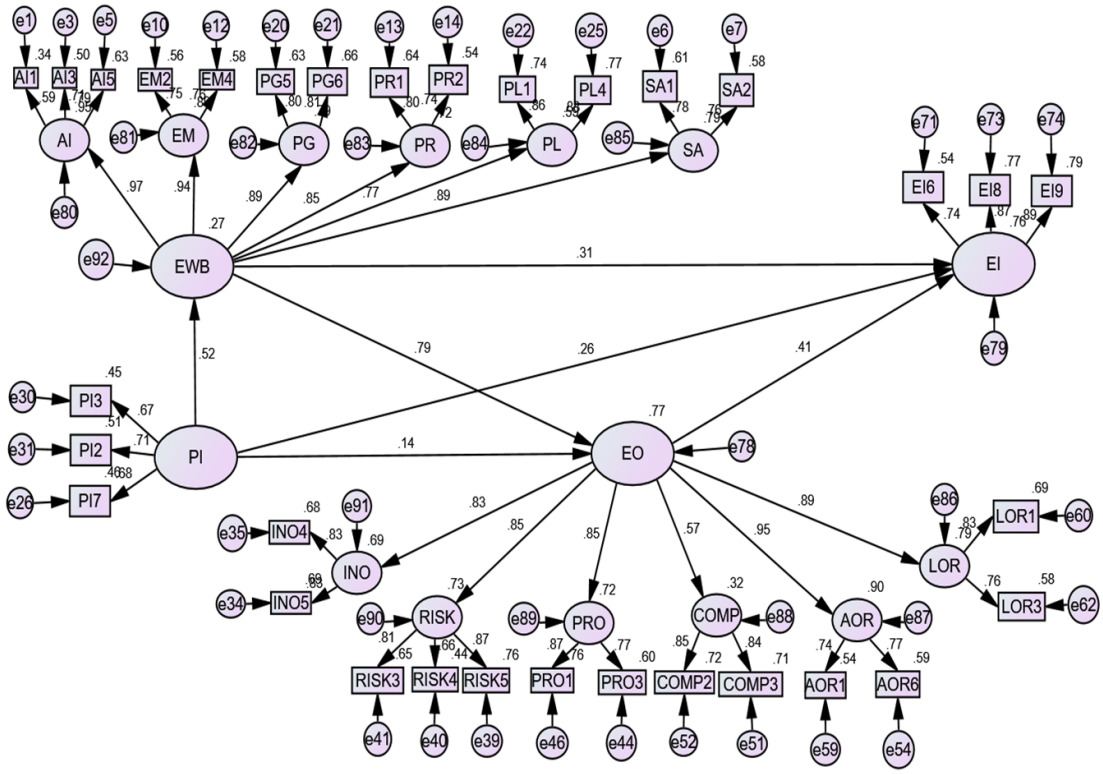


**Figure 2.** Structural model.

In testing the structural model, several variables are examined using second-order analysis, including eudaimonic wellbeing and entrepreneurial orientation. These two variables are then tested for their relationship to parental influence and entrepreneurial intention. This approach represents a contribution and a differentiator in this research compared to other studies. Testing the feasibility of the research model can be seen in Table 3.

**Table 3.** Goodness of Fit Model

| Measurement | Req. | Score | Category |
|---|---|---|---|
| Chi-Square | ≥ 0.05 | 0.00 | Moderate Fit |
| GFI | > 0.9 | 0.832 | Moderate Fit |
| RMSEA | < 0.08 | 0.032 | Fit |
| ECVI | Smaller-better | 4.206 | Fit |
| TLI | > 0.8 | 0.935 | Fit |
| NFI | > 0.8 | 0.840 | Fit |
| RFI | > 0.8 | 0.822 | Fit |
| AGFI | > 0.8 | 0.802 | Fit |
| IFI | > 0.8 | 0.943 | Fit |
| CFI | > 0.9 | 0.942 | Fit |
| PGFI | 0 – 1 | 0.703 | Fit |
| PNFI | 0 – 1 | 0.756 | Fit |

**Source:** Processed data (2024)

According to structural equation modeling to assess model suitability, the Chi-square ($X^2$) value is 656.242, significant at 0.00. Although the p-value is < 0.05, the CMIN/DF score is 1.471, which suggests a good fit between the data sample and the hypothesized model, as it falls within the recommended range of 1 to 3. as stated by Carmines and McIver (1981) and Arbuckle (2013). Moreover, relying on the $X^2$ value is often insufficient to evaluate the goodness of fit of the model. Additional fit indices are necessary to support the $X^2$ and p-value results. In this model, the Non-Centrality Parameter (NCP) is 210.242, indicating a good model fit since it falls within the 90% confidence

interval range of 145.734 (lower bound) to 282.740 (upper bound). The Expected Cross-Validation Index (ECVI) is 4.206, which also supports a good fit, as it lies within the acceptable range of 3.876 (LO 90) to 4.578 (HI 90), as recommended by Carmines and McIver (1981) and Arbuckle (2013). Score of RMSEA is 0.049; this indicates that the model test meets the criteria for goodness of fit because the value is less than 0.08 (Fabrigar, Wegener, MacCallum, & Strahan, 1999). RMSEA is an absolute fit index that evaluates how far a hypothesized model is from a perfect model (Xia & Yang, 2019). Several indicators also show good fit as shown in Table 2. According to these results, the research model can be considered effective in explaining the relationship between the variables studied.

The results of hypothesis testing can be seen in the following table:

**Table 4.** Hypothesis testing.

| Hypothesis | Associated path | Path coefficient | P (Value) | Conclusion |
|---|---|---|---|---|
| One | PI → EWB | 0.516 | 0.000 | Hypothesis accepted |
| Two | PI → EO | 0.144 | 0.040 | Hypothesis accepted |
| Three | PI → EI | 0.260 | 0.000 | Hypothesis accepted |
| Four | EWB→EO | 0.792 | 0.000 | Hypothesis accepted |
| Five | EWB →EI | 0.309 | 0.018 | Hypothesis accepted |
| Six | EO →EI | 0.414 | 0.002 | Hypothesis accepted |

Table 4 shows that the path coefficient value for each causal relationship in the hypothesis statement indicates a positive and significant value (p value < 0.05). Therefore, it can be concluded that all the hypotheses formulated are accepted. This indicates that the study demonstrates an impact of parental influence on eudaimonic wellbeing (Hypothesis 1), parental influence effect on entrepreneurial orientation (Hypothesis 2), parental influence effect on entrepreneurial intention (Hypothesis 3), eudaimonic wellbeing effect on entrepreneurial orientation (Hypothesis 4), eudaimonic wellbeing effect on entrepreneurial intention (Hypothesis 5), and finally, entrepreneurial orientation effect on entrepreneurial intention (Hypothesis 6).

In this research, the role of mediating variables in the relationship between the independent and dependent variables was also tested. Testing the effect of mediation was carried out using the Sobel test, where the results can show whether there is a mediating effect from the variables eudaimonic wellbeing and entrepreneurial orientation. These tests can be seen in Table 5.

**Table 5.** Mediation effect testing.

| Mediation testing | Associated path | Path coefficient/PC (Unstandardized beta) | S.E. PC | Indirect effect | S.E. Sobel | Z-score | P (value) |
|---|---|---|---|---|---|---|---|
| PI →EWB →EO | PI → EWB | 0.339 | 0.071 | 0.359 | 0.092 | 3.879 | 0.000 |
| | EWB → EO | 1.058 | 0.159 | | | | |
| PI → EO → EI | PI → EO | 0.126 | 0.062 | 0.047 | 0.028 | 1.685 | 0.092 |
| | EO → EI | 0.374 | 0.124 | | | | |
| EWB → EO → EI | EWB → EO | 1.058 | 0.159 | 0.396 | 0.144 | 2.747 | 0.006 |
| | EO → EI | 0.374 | 0.124 | | | | |

In Table 5, after testing using the Sobel Test. The results of testing the mediation effect show that the influence of parental influence on entrepreneurial orientation is mediated by eudaimonic well-being. The p-value (value) is 0.000 (< 0.05). This indicates that there is a parental influence on entrepreneurial orientation, mediated by eudaimonic well-being. In testing the influence of parental influence on entrepreneurial intention mediated by entrepreneurial orientation, the p-value (value) was 0.092 (> 0.05). This suggests that there is no significant impact of parental influence on entrepreneurial intention. In testing the influence of eudaimonic well-being on entrepreneurial intention

mediated by entrepreneurial orientation, the p-value (value) was 0.006 (< 0.05). This demonstrates that eudaimonic well-being has a significant influence on entrepreneurial intention, mediated by entrepreneurial orientation.

This research also tests the sequential mediation effect of the EWB and EO variables on the relationship between parental influence and entrepreneurialism. The testing of the effect of sequential mediation is shown in Table 6.

**Table 6.** Sequential mediation effect testing.

| Sequential mediation testing | Associated path (Indirect) | Effect | S.E. | Z-Score | P (value) |
|---|---|---|---|---|---|
| PI → EWB → EI | PI → EWB → EO | 0.359 | 0.092 | 3.879 | 0.0002 |
| | EWB → EO → EI | 0.396 | 0.144 | 2.747 | 0.0091 |
| | PI → EWB, PI → EO, EWB → EI, EO → EI | 0.134 | 0.056 | 2.381 | 0.0234 |
| | PI → EO → EI | 0.047 | 0.028 | 1.685 | 0.0964 |
| | PI → EWB → EI | 0.126 | 0.059 | 2.122 | 0.0419 |
| Cumulative effect (Sequential mediation) | | 0.307 | 0.086 | 3.553 | 0.0007 |

Table 6 shows a test of the sequential mediation effect of the variables eudaimonic well-being and orientation of entrepreneurship on the relationship between parental influence and intention of entrepreneurship. The p value (value) shows 0.0007. This means that there is an impact of parental influence on intention of entrepreneurship, mediated by eudaimonic well-being and entrepreneurial orientation sequentially.

## 5. DISCUSSION

Testing the first hypothesis results show that there is an influence of parental influence on eudaimonic well-being. This supports the concept of parental autonomy support, which states that autonomy support from parents can increase autonomous motives for their children's behavior. The concept of autonomy is related to self-employment in entrepreneurship. This research also supports previous studies conducted (Inguglia et al., 2015; Khan & Jahan, 2023). The results of this research also support the concept of the mastery orientation approach, which states that efforts to achieve certain quality standards in specific professions that parents hope for their children can foster a particular spirit or attitude in the child. The findings aim to demonstrate that parents who wish their children to become entrepreneurs will attempt to develop certain qualities or attitudes relevant to entrepreneurial practices, such as environmental mastery, positive relations with others, self-acceptance, autonomy, personal growth, and purpose in life. This research corroborates previous studies showing the influence of the mastery orientation approach on well-being (Montano, 2024). The implication of the results of this research is that increasing eudaimonic well-being can be achieved by enhancing parental influence. When parents support their children in starting or running a business, foster interest in entrepreneurship, and express hope that their children will choose a career as entrepreneurs, the attitudes associated with eudaimonic well-being are likely to improve. In particular, parental support for children to own or operate a business is the factor that contributes most significantly to parental influence.

The results of testing the second hypothesis show that there is an influence of parental influence on the orientation of entrepreneurship. The results of this research support several previous studies conducted by Kurniawan et al. (2019); Lindquist et al. (2015) and Sanjaya et al. (2021). This research proves that parents have a role in increasing their children's entrepreneurial orientation. The implication of the results of this research is that parents' support, hopes, and influence for their children to own/run a business can develop innovative attitudes, competitiveness, risk-taking, achievement, learning orientation, and proactiveness. The factor of parental support for their children in owning/running a business is the biggest factor influencing the formation of entrepreneurial orientation, especially in terms of competitive agreeableness, particularly the view that competition is a good thing. Another aspect that can be improved by parental influence is an increased liking for experimentation and taking a

different approach compared to most people, the courage to take risks to create something different, taking initiative whenever there is an opportunity, learning new things, and learning from mistakes made.

The results of testing the third hypothesis show that there is an influence of parental influence on entrepreneurial intention. The results of this research support human capital theory and also several other research results that discuss the role of parents in increasing entrepreneurial intentions (Burman, 2017; Hayward et al., 2023; Nexhipi et al., 2022; Teixeira, 2014). In theory and several research results, it is said that parents' support and hope for their children to own/run a business can increase their children's tendency to become entrepreneurs or have entrepreneurial intentions. The factor of parental support, especially in terms of resources and attention to their children, particularly in entrepreneurial activities, can lead to an increase in entrepreneurial intentions. The implication of this research is that increasing someone's entrepreneurial intentions, especially young people, can be achieved by providing support in terms of resources, attention, and hope in the context of entrepreneurial practice. Resource support can be in the form of capital, both financial and in increasing the necessary skills. The concerns and hopes that parents have that their child can have a career as an entrepreneur need to be supported by adequate resources. Because this is the initial capital that a young person can have to start running a business.

Testing the fourth hypothesis from the research results shows that there is an impact of eudaimonic well-being on the orientation of entrepreneurship. These results support the concept stated in self-efficacy theory (Bandura, 1977) a person who considers that he has great potential within himself will try to maximize that potential, including being proactive, daring to take risks, and so on. This research also supports the concept in self-determination theory (Legault, 2016) someone who has high determination, including the desire to always experience self-development, then this can increase the desire to compete and the desire to achieve something. The results of this research also support research conducted by Ryff (2019) which states that several dimensions of eudaimonic well-being are related to increasing entrepreneurial orientation. The implication of the results of the study is to be able to increase entrepreneurial orientation in relation to increasing innovative attitudes, courage to take risks, proactive attitudes, desire to compete, orientation in terms of achievement and learning. This can be done by increasing eudaimonic well-being, especially in terms of increasing purpose in life which is related to having a life goal and direction in life in the future. Life goals and life direction in this case can be related to career choices as entrepreneurs in the future, plus it is also necessary to specifically choose a career as an entrepreneur in what field.

Testing the fifth hypothesis shows that there is an influence of eudaimonic well-being on entrepreneurial intention. This supports the concept in self-organization theory, which explains that someone who wants to determine for themselves what they want to plan and implement will be more likely to choose to become an entrepreneur (Haaglund, 2019; Nambisan & Baron, 2013; Shir & Ryff, 2021). This research also supports findings that demonstrate the influence of eudaimonic well-being on entrepreneurial intentions (Barraza et al., 2022; Stephan et al., 2020). The implications of the results of this research suggest that efforts to increase a person's entrepreneurial intentions can be effective through several approaches. Ownership of life goals and a clear life direction, particularly in choosing a career as an entrepreneur, are essential. In the context of education, students should be guided and supported to develop clear life goals and career directions related to entrepreneurship. Additionally, fostering an attitude of autonomy such as independence, creating personal standards, and self-evaluation can contribute significantly. Creating a context that aligns with personal needs and values, maintaining good relationships to expand one's network of friends and colleagues, and increasing potential business opportunities are also important strategies. Lastly, cultivating a positive attitude towards oneself can help realize the inherent potential within, especially concerning future career development as an entrepreneur. These approaches collectively support the development of entrepreneurial intentions and capabilities, aligning with the findings of the research.

Testing the results of the sixth research shows that there is an impact of the orientation of entrepreneurship on the intention of entrepreneurship. The results of this research support research conducted by Gorostiaga et al. (2019) and Suwarno et al. (2023), which shows that a person's orientation toward entrepreneurship can increase that person's

intention to pursue entrepreneurship. The implication of the study is that, in order to increase a student's tendency to choose a career as an entrepreneur, efforts can be made to enhance the spirit of competition among students by designing entrepreneurship education that can trigger healthy competition and appreciation for those who succeed. However, it is also necessary to provide an understanding or mindset that competition is beneficial in order to improve the personal qualities of each student. Additionally, to increase entrepreneurial intentions, students should be encouraged to conduct experiments or explore different ways of solving problems, train students to have the courage to take risks, be proactive, possess a desire to achieve, and continuously learn to develop themselves.

In this research, researchers also tested the mediating influence of the variables eudaimonic well-being and entrepreneurial orientation, which is one of the novelties produced in this study. The study shows that there is a mediating influence of eudaimonic well-being on the relationship between parental influence and entrepreneurial orientation. This indicates that entrepreneurial orientation can be enhanced by parental influence through eudaimonic well-being. The implications of the results suggest that improving aspects contained in eudaimonic well-being, such as environmental mastery, autonomy, personal growth, purpose in life, positive relationships, and self-acceptance, can increase the influence of parental influence on entrepreneurial orientation. The type of mediating influence observed in this relationship is partial mediation because parental influence can also have a direct effect on entrepreneurial orientation. The mediating influence of entrepreneurial orientation on the relationship between parental influence and entrepreneurial intention was not confirmed in this research. This demonstrates that parental influence, in the form of support, influence, and hopes for their child's career as an entrepreneur, can directly impact a child's entrepreneurial intentions without necessarily increasing entrepreneurial orientation first. This aligns with human capital theory, which states that parental support, especially when parents have adequate resources for their child to own and operate a business, will directly increase the child's tendency to become an entrepreneur. Additionally, research indicates that parental welfare, attention, and expectations are primary sources of influence on children, including in the context of choosing entrepreneurial activities (Burman, 2017; Nexhipi et al., 2022).

Based on other tests, it is proven that there is also a mediating influence of entrepreneurial orientation on the relationship between eudaimonic well-being and entrepreneurial intention. The type of mediating influence in this research is partial mediation. The results of this research show that the role of eudaimonic well-being in increasing entrepreneurial intention is by increasing entrepreneurial orientation. This supports self-efficacy theory, self-determination theory, and also several previous research results (Bandura, 1997; Gorostiaga et al., 2019; Legault, 2016; Ryff, 2019; Suwarno et al., 2023). A person who has self-efficacy and determination seeks to develop or maximize his or her potential both in terms of autonomy, personal growth, clarity of direction, and life goals. Where these factors can further increase a proactive attitude, courage to take risks, foster interest in competition, orientation towards achievement, and continuous learning, which in the end will increase the tendency to become an entrepreneur in the future. The implication of this research is that efforts to increase students' entrepreneurial intentions can be maximized through increasing eudaimonic well-being, especially on the factor of clarity of direction and life goals that choose entrepreneurship as a career choice in the future, by first making efforts to increase entrepreneurial orientation, especially on the factor of fostering an interest in competition, which can improve the quality of life and career competence in the future, especially in terms of entrepreneurship.

Testing the final mediation effect, the researcher examined whether a sequential mediation effect exists in this study. The results indicate that there is a sequential mediation effect of eudaimonic well-being and entrepreneurial orientation on the relationship between parental influence and entrepreneurial intention. This suggests that parental influence on entrepreneurial intention can occur through eudaimonic well-being and entrepreneurial orientation. Parents who support their children in pursuing careers as entrepreneurs can enhance their children's clarity of direction and life goals related to entrepreneurship, as well as foster attitudes such as autonomy, self-acceptance, personal growth, environmental mastery, and positive relations. Ultimately, these attitudes increase students' propensity to choose an entrepreneurial career. The implications of this research highlight the significant role of

parents in increasing students' entrepreneurial intentions. Parental support is a critical factor in a student's decision to pursue entrepreneurship. However, parental support should be complemented by efforts to improve attitudes that bolster entrepreneurial capabilities, including clarity of direction and goals in life, especially regarding career choices, autonomous attitudes, a willingness to develop continuously, a desire for ongoing learning and achievement, proactive attitudes, courage to take risks, and the willingness to compete.

## 6. CONCLUSION

This research demonstrates that parental influence can directly enhance eudaimonic well-being, entrepreneurial orientation, and entrepreneurial intention. It also indicates that eudaimonic well-being can directly increase entrepreneurial orientation and entrepreneurial intention. Furthermore, the study confirms that eudaimonic well-being mediates the relationship between parental influence and entrepreneurial orientation. Additionally, entrepreneurial orientation mediates the relationship between eudaimonic well-being and entrepreneurial intention. The results further reveal a sequential mediation effect, where eudaimonic well-being and entrepreneurial orientation together influence the relationship between parental influence and entrepreneurial intention.

The study provides several implications and policy recommendations. First, enhancing parental involvement in entrepreneurial development is necessary. Therefore, programs aimed at fostering entrepreneurship among youth should actively involve parents. Second, promoting eudaimonic well-being in education for college students is essential. Educational institutions should integrate well-being-focused interventions such as personal development programs and purpose-driven training into entrepreneurship learning programs. Third, fostering entrepreneurial orientation as a strategic lever is important. Students must be encouraged through experiential learning opportunities such as business practices to develop traits like innovation, risk-taking, proactiveness, competitiveness, achievement, and learning orientation.

This research has several limitations; for further research, it is possible to test with second-order analysis for other variables such as parental influence and entrepreneurial intention, in the form of testing the dimensions of these two variables. This will enable a more comprehensive picture regarding the relationship between the four variables in this research. Future research could also consider testing respondents with a wider scope. A mixed method with qualitative research can provide more insight into the phenomenon of students' eudaimonic well-being, entrepreneurial orientation, parental influence, and entrepreneurial intention.

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**Institutional Review Board Statement:** This study was approved by Institutional Review Board of Universitas Kristen Maranatha, under protocol number (205.A/LPPM/UKM/VI/2025), dated (19 June 2025). Informed verbal consent was obtained from all participants, and all data were anonymized to protect parcipant confidentiality.
**Transparency:** The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
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