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UNIVERSITY STUDENTS' INTENTIONS TOWARD ENTREPRENEURIAL CAREERS IN THE HOSPITALITY AND TOURISM SECTOR: EMPIRICAL INSIGHTS FROM THE TECHNO-SAVVY GENERATION IN HIGHER EDUCATION

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ABSTRACT
This study investigates the impact of family support, entrepreneurial passion, entrepreneurial motivation, and techno-savvy culture on the entrepreneurial career intentions of university students in the hospitality and tourism sector, with entrepreneurship education as a moderating variable. Data were collected from 277 students at Universitas Negeri Padang's Faculty of Tourism and Hospitality who had completed entrepreneurial courses. Partial least squares structural equation modeling was employed to analyze the data. The findings reveal that family support, entrepreneurial passion, and entrepreneurial motivation significantly influence students' entrepreneurial career intentions, while techno-savvy culture showed no direct impact. However, entrepreneurship education significantly moderated the relationships between these factors and entrepreneurial intentions. These findings provide actionable insights for enhancing entrepreneurship education to foster innovation and career readiness in the hospitality and tourism industry. The study contributes to existing knowledge by elucidating the interplay of support systems, intrinsic motivations, and education in shaping entrepreneurial aspirations, offering a foundation for educational and policy reforms to boost entrepreneurship in the sector.
Keywords: *Family Support, Entrepreneurial Passion, Entrepreneurial Motivation, Techno Savvy Culture, Intention Toward Entrepreneurship Career.*

1. Introduction

Entrepreneurship in the hospitality and tourism sector has gained increasing attention as these industries contribute significantly to global economic growth and job creation. In recent years, the rise of digital technology, changing consumer behaviors, and the growing importance of sustainable practices have reshaped the landscape of these sectors (Daniel et al., 2017; Ndou et al., 2019). Hospitality and tourism present unique opportunities for entrepreneurial innovation, creativity, and leadership, particularly as businesses seek to recover from disruptions caused by global challenges like the COVID-19 pandemic (Biclesanu et al., 2023; Oyeyemi et al., 2024).

Despite these opportunities, the sectors face significant challenges, including skill shortages, rapid technological advancements, and evolving market demands, which require entrepreneurs to possess strong adaptability and innovation capabilities (Koe et al., 2021; Luong & Lee, 2023). Moreover, there is a growing need to understand the factors influencing entrepreneurial intentions among university students, who represent the next generation of industry leaders (Anjum et al., 2021; McSweeney et al., 2022). This study responds to this need by focusing on the techno-savvy generation in higher education, particularly those studying in hospitality and tourism fields.

Although prior research has explored various factors influencing entrepreneurial intentions, significant gaps remain. For example, while family support, entrepreneurial passion, and motivation have been studied extensively (Shahzad et al., 2021; Neneh, 2022), less is known about the role of a techno-savvy culture in shaping entrepreneurial aspirations in the hospitality and tourism sector. Additionally, there is limited understanding of how

entrepreneurship education interacts with these factors to influence career intentions (Amofah & Saladrigues, 2022; Boldureanu et al., 2020). This lack of clarity limits the development of targeted educational programs that address the specific needs of future entrepreneurs in these sectors.

This study aims to address these gaps by examining the influence of family support, entrepreneurial passion, entrepreneurial motivation, and techno-savvy culture on entrepreneurial intentions among hospitality and tourism students. Furthermore, it investigates the moderating role of entrepreneurship education in enhancing these relationships. By doing so, the study offers novel insights into how tailored educational interventions can strengthen students' entrepreneurial intentions and better prepare them for the challenges of the hospitality and tourism industries.

Existing literature highlights the importance of individual and environmental factors in shaping entrepreneurial intentions (Karimi, 2020; Valdez-Juárez & Pérez-de-Lema, 2023). However, there is a paucity of research exploring the interplay of techno-savvy culture and entrepreneurship education in this context. Additionally, most studies focus on general entrepreneurial contexts, overlooking the unique challenges and opportunities within hospitality and tourism (Ndou et al., 2019; Saptono et al., 2020). To address these gaps, this study pursues the following objectives: 1) To analyze the influence of family support, entrepreneurial passion, entrepreneurial motivation, and techno-savvy culture on students' entrepreneurial intentions in the hospitality and tourism sector, 2) To examine the moderating role of entrepreneurship education in these relationships, and 3) To provide actionable recommendations for enhancing entrepreneurship education tailored to the needs of hospitality and tourism students. By addressing these objectives, this study contributes to a deeper understanding of the factors driving entrepreneurial intentions and offers practical guidance for educators and policymakers in shaping the future of the hospitality and tourism industries.

2. Literature Review

The intersection of entrepreneurship, education, and technology within the hospitality and tourism sectors has been the subject of increasing scholarly interest. Prior studies emphasize the critical role of entrepreneurial passion and motivation in fostering entrepreneurial intentions. For instance, Anjum et al. (2021) found that entrepreneurial passion significantly enhances intentions by instilling a sense of autonomy and innovation among students. Similarly, McSweeney et al. (2022) corroborated this, emphasizing the role of self-perceived creativity. However, these studies often overlook the contextual nuances of the hospitality and tourism sectors, where service quality and customer-centric approaches are paramount.

Conversely, the role of family support has received relatively less attention in sector-specific entrepreneurship studies. Shahzad et al. (2021) highlight family's critical influence as both a source of financial backing and moral support, yet they fail to consider the potential variation in influence across different cultures or industries. While the general influence of family support is well-documented, its interaction with formal entrepreneurship education remains an underexplored avenue, particularly in shaping intentions within the hospitality sector (Valdez-Juárez & Pérez-de-Lema, 2023).

The integration of technology, or techno-savvy culture, has emerged as a contemporary focus in entrepreneurial research. Koe et al. (2021) demonstrate a strong correlation between digital proficiency and entrepreneurial success, particularly in globalized markets. However, Oyeyemi et al. (2024) critique the overemphasis on technology's role, arguing that it can overshadow fundamental entrepreneurial skills such as risk-taking and strategic planning. Moreover, while these studies provide robust insights, they often generalize findings across industries, neglecting the specific technological applications relevant to hospitality and tourism, such as reservation systems, digital marketing, and customer feedback analytics.

Entrepreneurship education's moderating role has been well-documented in the literature. Saptono et al. (2020) assert that structured entrepreneurship education programs enhance students' ability to translate entrepreneurial intentions into actionable outcomes. Boldureanu et al. (2020) extend this argument, demonstrating that experiential learning—through internships

and case studies—is particularly effective. However, these studies tend to focus on broad curricula, leaving gaps in understanding the tailored needs of hospitality and tourism students.

This review incorporates recent studies from 2019–2024, ensuring the inclusion of contemporary perspectives and trends. For example, Ndou et al. (2019) and Daniel et al. (2017) highlight the evolving challenges in tourism entrepreneurship, while Biclesanu et al. (2023) and Luong & Lee (2023) provide insights into the role of digital proficiency in modern entrepreneurial practices. The integration of these recent works ensures the relevance and currency of this study's theoretical and empirical underpinnings.

This study is grounded in Ajzen's Theory of Planned Behavior (TPB), which posits that attitudes, subjective norms, and perceived behavioral control predict intention and behavior. This framework is particularly relevant for understanding how factors like family support, entrepreneurial passion, and motivation interact with education to shape entrepreneurial intentions. Additionally, the Resource-Based View (RBV) theory supports the analysis by emphasizing the role of unique resources, such as techno-savvy culture and educational interventions, in building competitive advantages for entrepreneurial ventures in the hospitality sector.

The literature reviewed was selected based on relevance, recency, and methodological rigor. Articles were identified through keyword searches in leading academic databases, focusing on terms such as "entrepreneurship in hospitality," "entrepreneurial intentions," "tech-savvy culture," and "entrepreneurship education." Only peer-reviewed journal articles published between 2019 and 2024 were included to ensure the comprehensiveness and relevance of the review. Preference was given to studies employing robust quantitative or qualitative methods and those explicitly addressing the hospitality and tourism sectors. This selection process ensures that the reviewed literature aligns with the study's objectives and provides a solid foundation for addressing identified gaps.

3. Research Methods

This study employs a quantitative research approach, which is appropriate for examining the relationships between variables such as family support, entrepreneurial passion, entrepreneurial motivation, and techno-savvy culture, as well as the moderating effect of entrepreneurship education. The Partial Least Squares Structural Equation Modeling (PLS-SEM) method was chosen for data analysis due to its robustness in handling complex models with multiple variables and its suitability for predictive research objectives (Hair et al., 2017). This approach allows for the simultaneous testing of hypotheses and evaluation of the measurement model, making it ideal for exploring the intricate dynamics of entrepreneurial intentions.

3.1. Samples and data collection

Below are specifics about study instruments, sample and data collecting, and more. Purposive sampling and an online poll were used to collect the data. All students who satisfied the requirements and have completed entrepreneurial courses in college were given access to the online survey. 277 replies in all were successfully gathered. The sample characteristics are compiled in Table 1. The participants in this study were 277 students enrolled in entrepreneurial courses at the Faculty of Tourism and Hospitality, Universitas Negeri Padang. The sample was selected using purposive sampling to ensure relevance to the research focus. The participants included 174 females (62.82%) and 103 males (37.18%), with the majority aged between 18-23 years (98.92%). Educational backgrounds spanned diploma and bachelor's programs, representing the techno-savvy generation in higher education. This demographic is particularly relevant as they are positioned to lead innovation in the hospitality and tourism sectors.

Table 1 - Respondent Profile.

Variable	Level	Count	Proportion
Gender	Male	103	37.18%

	Female	174	62.82%
Age	<18 years old	2	0.72%
	18-20 years old	150	54.15%
	21-23 years old	124	44.77%
	>23 years old	1	0.36%
Level of Education	Diploma	129	46.57%
	Applied Bachelor/Bachelor	147	53.07%
	Postgraduate	1	0.36%
Parents' job	Farmer	77	27.80%
	Self-employed	76	27.44%
	Labourer	34	12.27%
	State Civil Apparatus	32	11.55%
	Private sector employee	23	8.30%
	Housewife	14	5.05%
	Driver	8	2.89%
	Retired	6	2.17%
	Fisherman	4	1.44%
	Educator	2	0.72%
	None (Father and mother are dead)	1	0.36%

3.2. Research Instrument

The family support measurement in this study was based on 7 items adapted from Mei et al. (2022). Entrepreneurial passion was assessed using 7 items, drawn from the work of Al Halbusi et al. (2022) and Yulastri et al. (2023). For entrepreneurial motivation, 8 items were adapted from Srimulyani and Hermanto (2021). Additionally, 8 new items were developed to measure techno-savvy culture. Entrepreneurship education was measured using 9 items adapted from Amofah and Saladrigues (2022). Finally, the intention towards an entrepreneurial career among higher education students was measured using 8 items, also adapted from Amofah and Saladrigues (2022).

Data were collected through an online survey, comprising a structured questionnaire designed to measure the study variables:

1. Family Support: Measured using seven items adapted from Mei et al. (2022), focusing on moral, financial, and social support aspects.
2. Entrepreneurial Passion: Assessed with seven items based on Al Halbusi et al. (2022) and Yulastri et al. (2023), capturing intrinsic motivation and enthusiasm for entrepreneurship.
3. Entrepreneurial Motivation: Measured with eight items adapted from Srimulyani and Hermanto (2021), exploring financial goals, personal achievements, and job satisfaction.
4. Techno-Savvy Culture: Evaluated with eight newly developed items, addressing digital proficiency and technology adoption in entrepreneurial activities.
5. Entrepreneurship Education: Measured with nine items adapted from Amofah and Saladrigues (2022), covering curriculum quality, practical exposure, and institutional support.
6. Entrepreneurial Career Intentions: Measured using eight items from Amofah and Saladrigues (2022), reflecting students' aspirations and resolve to pursue entrepreneurial careers.

All items were rated on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree."

3.3. Data analysis

When dealing with multiple complications and poorly defined variables, Partial Least Squares Structural Equation Modeling (PLS-SEM) offers a more efficient approach compared to standard statistical techniques or simple inferential regression. The data in this study was analyzed using SmartPLS 3, as recommended by Ramayah et al. (2016). Two models were utilized, and the evaluation followed the guidelines of Hair et al. (2017), focusing on assessing the measurement model’s reliability through internal consistency, convergent validity, and discriminant validity. Internal consistency reliability was measured using Cronbach’s alpha and composite reliability (CR). For convergent validity, the Average Variance Extracted (AVE) for

each construct must be at least 0.50 (Hair et al., 2017). Fornell and Larcker (1981) suggested that both Cronbach's alpha and CR should exceed 0.7. Discriminant validity was assessed using Heterotrait-Monotrait (HTMT) ratios.

A nonparametric bootstrap approach was employed to assess the structural model after confirming the suitability of the measurement model. The entrepreneurial preparedness model included three relationships and one moderator to test three moderation hypotheses (H5, H6, H7, and H8). Since all variables were reflective and the aim was to determine if the moderator had a significant effect, a two-stage process was applied to generate the interaction terms (Hair et al., 2017). The study used a bootstrap sample size of 5,000. One-tailed tests were conducted as each hypothesis had a directional component.

4. Results and Discussions

4.1. Analysis of Data

Partial Least Squares Structural Equation Modeling (PLS-SEM) or Covariance-Based Structural Equation Modeling (CB-SEM) can be used to estimate the structural relationships between constructs. PLS-SEM is preferred when the research goal is to identify key determinants (Hair et al., 2017). In this study, PLS-SEM was applied to analyze data, with entrepreneurial education as a moderator and family support, entrepreneurial passion, entrepreneurial motivation, and tech-savvy culture as antecedents influencing students' intentions to pursue entrepreneurship careers in the hospitality and tourism sector. PLS-SEM is particularly useful when the stricter assumptions of traditional multivariate methods (CB-SEM) cannot be met.

The data was analyzed using SmartPLS 3, following the guidelines set by Hair et al. (2017). The results from PLS-SEM, which involved two main models, were used to evaluate the measurement model's internal consistency reliability, discriminant validity, and convergent validity. Internal consistency reliability was measured using Cronbach's alpha and composite reliability (CR), with both required to exceed 0.7 (Hair et al., 2017). Convergent validity was confirmed if each construct's Average Variance Extracted (AVE) was at least 0.50 and all item loadings were above 0.70 (Fornell & Larcker, 1981). Discriminant validity was verified using Heterotrait-Monotrait (HTMT) ratios, with values below the threshold of 0.90 (Henseler et al., 2015), ensuring that discriminant validity was maintained.

A nonparametric bootstrap methodology was used to assess the structural model after the measurement model's applicability was established. According to Hair et al., (2017), four independent factors and one moderator—entrepreneurship education—were modelled to affect university students' intention toward an entrepreneurial career in the hospitality and tourism sector in order to test the moderation hypotheses (i.e., H5, H6, H7, and H8). Because the constructs were all reflecting and the goal was to ascertain whether the moderator had a significant impact, a two-stage approach was employed to develop the interaction (Hair et al., 2017). They state that 5000 was chosen as the bootstrap sample size. Since each study hypothesis had a directional component, one-tailed tests were carried out.

4.2. Measurement Model

According to Ramayah et al. (2016), convergent validity is used to evaluate factor loadings, AVE, composite reliability, and Cronbach's alpha. The measurement model is shown in Figure 1, and Table 2's findings report includes the outer loading, Cronbach Alpha value, composite reliability, and AVE scores.

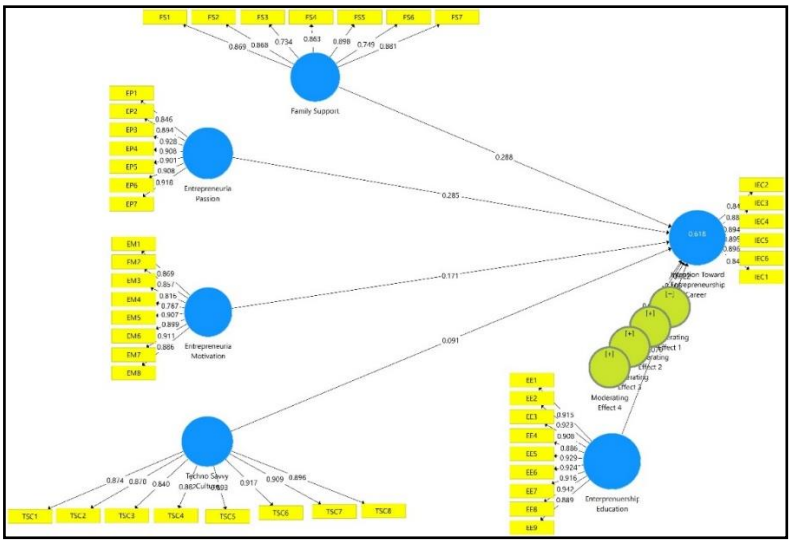

Fig. 1. Measurement Model

Table 2 - Construct reliability and convergent validity

Latent Variable	Code	Items	Outer Loadings	Cronbach Alpha	Composite Reliability	AVE
Family Support	EP1	My family support my decision to launch a business.	0.869	0.930	0.943	0.705
	EP2	My family think I can succeed as an entrepreneur.	0.868			
	EP3	My family are ready to provide me some initial funding.	0.734			
	EP4	I'll get entrepreneurial advise from my family.	0.863			
	EP5	My family will try to find answers for the issues I run into when starting my own business.	0.898			
	EP6	My family will assist me locate business prospects by utilizing their personal connections.	0.749			
	EP7	My family believe that starting my own business will put me to the test.	0.881			
Entrepreneurial Passion	EP1	Finding novel, commercially viable solutions to unmet market demands is thrilling.	0.846	0.961	0.968	0.812
	EP2	It's enjoyable for me to come up with new concepts for the goods and services provided.	0.894			
	EP3	I'm curious to know how to improve the current goods and services.	0.928			
	EP4	looking out for fresh options that truly thrill me.	0.908			

	EP5	Discovering novel answers to issues is a fundamental aspect of my identity.	0.901			
	EP6	I'm incredibly excited and passionate about operating a business.	0.908			
	EP7	I can't wait to study more and advance my career in the realm of entrepreneurship.	0.918			
Entrepreneurial Motivation	EM1	I can earn income every month	0.869	0.953	0.960	0.753
	EM2	I can improve the family economy	0.857			
	EM3	I am more respected in social circles	0.816			
	EM4	Compared to working with others, I feel more honored.	0.787			
	EM5	I can create new jobs	0.907			
	EM6	I am able to satisfy consumer demand.	0.899			
	EM7	I'm able to run my own company.	0.911			
	EM8	I can still split my time between job and family instead of having to collaborate with others.	0.886			
Techno Savvy Culture	TSC1	I actively use digital applications and platforms to promote my business ideas or products.	0.874	0.961	0.967	0.784
	TSC2	I feel confident in using new technology to improve operational efficiency in business.	0.870			
	TSC3	I often take online training or courses related to technological innovation in entrepreneurship.	0.840			
	TSC4	I feel it is important to stay up to date with the latest technological developments in the entrepreneurship industry.	0.882			
	TSC5	I often collaborate with teams or colleagues using digital tools and applications for entrepreneurial projects.	0.893			
	TSC6	I feel that my technology skills provide a competitive advantage in the entrepreneurial industry.	0.917			
	TSC7	I actively use social media to build a professional network and market my business products or services.	0.909			

	TSC8	I often use data analysis and digitally available information to make strategic decisions in my business.	0.896			
Enterprenuership Education	EE1	The university has a well-functioning infrastructure to support entrepreneurial learning in starting new businesses	0.915	0.976	0.979	0.837
	EE2	The university organizes mentoring and consultancy services for aspiring entrepreneurs	0.923			
	EE3	On-campus learning provides a creative atmosphere for developing ideas for new business start-ups	0.908			
	EE4	The university provides funding through its entrepreneurship program	0.886			
	EE5	My university provides students with the knowledge needed to start a new business	0.929			
	EE6	My university organizes lectures with successful entrepreneurs to share experiences	0.924			
	EE7	My university created awareness of entrepreneurship as a possible career option	0.916			
	EE8	My university offers training to study entrepreneurship	0.942			
	EE9	My university offers entrepreneurship courses	0.889			
Intention Toward Entrepreneurship Career	IEC1	I'm willing to go above and beyond to launch my own business.	0.845	0.940	0.952	0.768
	IEC2	My career aspiration is to start my own business.	0.845			
	IEC3	I'll work tirelessly to launch and manage my own company.	0.882			
	IEC4	I'm resolved to launch a company in the future.	0.894			
	IEC5	I've been giving launching a business a lot of thought.	0.895			
	IEC6	I'm determined to launch a business eventually.	0.896			

Table 2's AVE values for every construct were more than 0.5, indicating convergent validity Hair et al., (2017). Cronbach's Alphas varied from 0.930 to 0.976, whereas composite reliability ranged from 0.943 to 0.979. Given that these values are more than the cutoff point of 0.70, we may conclude that every item has achieved convergent validity (Hair et al., 2017).

When the shared variance (AVE) within a concept is higher than the shared variance between ideas, discriminant validity—which gauges how unique a thought is from others—is attained (Hair & Alamer, 2022). To evaluate discriminant validity, Henseler et al. (2015) advise using the Heterotrait-Monotrait Ratio of Correlations (HTMT). Each concept's HTMT value needs to be less than 0.9 in order to show the discriminant validity (Henseler et al., 2015). The HTMT value for every construct is shown in Table 3.

Table 3 - Examining discriminant validity.

	Family Support	Entrepreneurial Passion	Entrepreneurial Motivation	Techno Savvy Culture	Intention Toward Entrepreneurship Career	Entrepreneurship Education
Family Support						
Entrepreneurial Passion	0.720					
Entrepreneurial Motivation	0.667	0.738				
Techno Savvy Culture	0.617	0.742	0.782			
Intention Toward Entrepreneurship Career	0.715	0.750	0.711	0.671		
Entrepreneurship Education	0.576	0.687	0.745	0.659	0.628	

Table 3 provides an example of this. All HTMT ratios were below the cut-off value of 0.90, and the square root of AVE estimations was larger in every combination of constructs than the corresponding estimates of construct correlations (Hair & Alamer, 2022; Henseler et al., 2015). The results show discriminant validity.

4.3. Structural Models and Hypotheses Testing

Path coefficients (Beta estimates) and the degree of significance (P-value) in this structural model were used to examine the suggested hypothesized links between the constructs. The outcomes of the structural model evaluation are shown in Table 3. The study path analysis's goodness-of-fit score (R2=0.618) for the variation in the aim toward an entrepreneurial career in the hotel and tourism sector is considered strong, according to Hair et al. (2017).

Table 4 - Path analysis

Path	Beta	Standard Error	T Statistics	P Values
Family Support -> Intention Toward Entrepreneurship Career	0.293	0.069	4.197	0.000
Entrepreneurial Passion -> Intention Toward Entrepreneurship Career	0.279	0.075	3.798	0.000
Entrepreneurial Motivation -> Intention Toward Entrepreneurship Career	0.180	0.088	1.948	0.026
Techno Savvy Culture -> Intention Toward Entrepreneurship Career	0.082	0.079	1.150	0.125

*Notes: R^2=0.618 (Intention Toward Entrepreneurship Career), Q^2=0.464 (Intention Toward Entrepreneurship Career); **p < 0.05; ***p < 0.01*

It was found that each endogenous construct's coefficient, R2, and significance levels had a substantial impact on the intention of the participants toward pursuing an entrepreneurial career: family support ($\beta = 0.293$, $p < 0.05$), entrepreneurial passion ($\beta = 0.279$, $p < 0.05$), and entrepreneurial motivation ($\beta = 0.180$, $p < 0.05$). Conversely, it was discovered that techno savvy culture had no discernible impact on intention toward an entrepreneurial career ($\beta = 0.082$, $p > 0.05$). We may conclude that among university students in the hotel and tourism sector, the intention toward an entrepreneurial career is increased by family support, entrepreneurial passion, and entrepreneurial motivation. The inclination of university students in the hotel and tourism sector to intention toward an entrepreneurial career, however, was not

significantly impacted by a techno savvy culture of the students. H1–H4 were therefore supported.

4.4. Moderating Effects

Four additional hypotheses (H5, H6, H7, and H8) investigate the potential moderating effects of entrepreneurship education on the antecedent factors that influence university students in the hospitality and tourism sector's intention toward intention a career in entrepreneurship: family support, entrepreneurial passion, entrepreneurial motivation, and techno savvy culture. This is predicated on the theoretical justification that identifies entrepreneurship education as the moderating element affecting the desire of intention a career in entrepreneurship. The SmartPLS moderating impact tool employs Hair et al. (2021)'s suggested product indicator technique. Assuming that the interaction effect's route coefficient is significant, the moderating effect is put to the test. The outcome is summarized in Table 5.

Table 5 - Moderating effect of the entrepreneurship education

Hypothesis	Path analysis	Beta	T Statistics	P Values	Result
H_5	Family Support + *Entrepreneurship Education* -> Intention Toward Entrepreneurship Career	0.119	2.278	0.019	Significant
H_6	Entrepreneurial Passion + *Entrepreneurship Education* -> Intention Toward Entrepreneurship Career	0.194	3.091	0.008	Significant
H_7	Entrepreneurial Motivation + *Entrepreneurship Education* -> Intention Toward Entrepreneurship Career	0.150	2.585	0.013	Significant
H_8	Techno Savvy Culture + *Entrepreneurship Education* -> Intention Toward Entrepreneurship Career	0.137	2.438	0.015	Significant

*Notes: ***p<0.05*

Concerning the results of the moderation analysis, the entrepreneurship education was significantly correlated to the relationship between family support and intention toward entrepreneurship career (β= 0.119), entrepreneurial passion and intention toward entrepreneurship career (β= 0.194), entrepreneurial motivation and intention toward entrepreneurship career (β= 0.150), and techno savvy culture and intention toward entrepreneurship career (β= 0.137). It can be concluded that there is interaction effect of entrepreneurship education on the family support, entrepreneurial passion, entrepreneurial motivation, and techno savvy culture on the univeristy students intention toward an entrepreneurial career in the hospitality and tourism sector.

The R2 values for the intention toward an entrepreneurial career among university students in the hospitality and tourist sector were presented in order to evaluate the prediction ability of the study model. R2 values of 0.25, 0.50, and 0.75 for endogenous constructs, respectively, should be considered weak, moderate, and strong (Hair Jet al., 2017). The results of this study's computations showed that the aim toward a career in entrepreneurship had an R2 value of 0.618. The study model's capacity to forecast sample findings is gauged by the Q2 value, which was further produced as a backup evaluation. According to Hair et al. (2017), the study's Q2 value of intention toward a career in entrepreneurship was calculated as 0.464, which is much higher than the cutoff criterion.

4.5. Discussion

The findings of this study provide valuable insights into the factors shaping entrepreneurial intentions among university students in the hospitality and tourism sector. Family support, entrepreneurial passion, and entrepreneurial motivation were all found to significantly influence entrepreneurial intentions, while techno-savvy culture did not exhibit a direct impact. Additionally, the moderating role of entrepreneurship education proved significant, amplifying the effects of the examined factors on entrepreneurial intentions.

The positive influence of family support aligns with previous research emphasizing its importance as a source of financial, moral, and social encouragement (Shahzad et al., 2021; Valdez-Juárez & Pérez-de-Lema, 2023). Families often provide the foundational resources and emotional reinforcement needed to overcome challenges in entrepreneurial endeavors. This study extends these findings by demonstrating that entrepreneurship education further strengthens the impact of family support, suggesting that students with strong familial backing and exposure to entrepreneurial curricula are better positioned to pursue entrepreneurial careers.

Entrepreneurial passion emerged as another significant driver of entrepreneurial intentions, consistent with the work of Anjum et al. (2021) and McSweeney et al. (2022), who highlight passion's role in fostering creativity, autonomy, and perseverance. This study contributes a novel perspective by identifying entrepreneurship education as a mechanism that amplifies the influence of passion. The integration of experiential learning and mentorship within entrepreneurship programs likely enhances students' ability to channel their passion into actionable entrepreneurial plans.

Similarly, entrepreneurial motivation—encompassing financial aspirations, personal achievement, and job satisfaction—was found to significantly influence intentions. These findings resonate with the research of Srimulyani and Hermanto (2021) and Luong and Lee (2023), who underscore motivation's critical role in entrepreneurial decision-making. The moderation analysis revealed that entrepreneurship education not only reinforces this relationship but also equips students with the skills and confidence to navigate the challenges of the hospitality and tourism sectors, such as high competition and service quality expectations.

Unexpectedly, techno-savvy culture did not have a significant direct impact on entrepreneurial intentions. While this contrasts with studies like Koe et al. (2021), which highlight the importance of digital proficiency, it aligns with Oyeyemi et al. (2024), who argue that technological skills alone may not drive entrepreneurial intentions. A potential explanation is that students may perceive technological tools as supplementary rather than central to entrepreneurial success, particularly in service-oriented industries like hospitality and tourism. This finding underscores the need for entrepreneurship education to integrate technology within a broader entrepreneurial framework, emphasizing its strategic applications.

The moderating role of entrepreneurship education was evident across all relationships, including the interaction between techno-savvy culture and entrepreneurial intentions. This finding suggests that while students may not inherently recognize the value of technology in entrepreneurship, well-structured educational programs can bridge this gap by demonstrating its practical relevance. For instance, integrating digital marketing, reservation systems, and analytics into curricula can help students understand how technology enhances business efficiency and customer engagement.

In synthesis, this study reinforces the critical role of family support, passion, and motivation in shaping entrepreneurial intentions while highlighting the nuanced influence of technology and the amplifying effect of education. The results suggest that universities should focus on providing comprehensive entrepreneurship education that not only fosters intrinsic motivators but also contextualizes technological tools within industry-specific challenges. These findings contribute to the broader discourse on entrepreneurship by emphasizing the interplay between personal, social, and educational factors in shaping career intentions.

In conclusion, the limited impact of techno-savvy culture reveals the importance of contextual factors in entrepreneurship. While technology is a powerful enabler, its value must be effectively communicated and integrated within educational frameworks. By addressing these dynamics, this study offers actionable insights for educators and policymakers to cultivate entrepreneurial mindsets that align with the evolving demands of the hospitality and tourism sectors.

4.6. Implications

The results are noteworthy in two respects. From an academic perspective, this study suggests that family support, entrepreneurial passion, entrepreneurial motivation, and a tech-savvy culture have a significant impact on university students' intentions to pursue careers in entrepreneurship in the hospitality and tourism sector. Additionally, the study suggests that

entrepreneurship education plays a moderating role in these intentions, contributing to the body of knowledge and having real-world implications. This finding also provides a strong basis for further research, especially that which focuses on university students in the hospitality and tourism sector who intend to pursue careers in entrepreneurship.

The scientific understanding of intention toward a career in entrepreneurship is enhanced by this research. Family support, entrepreneurial passion, entrepreneurial motivation and except techno savvy culture act as precursors or predictors of intention toward entrepreneurship career among university students in hospitality and tourism sector. family support, entrepreneurial passion, and entrepreneurial motivation in higher education as well as increases their intention toward entrepreneurship career. Another important thing is that entrepreneurial education has impact on increase the relationship of family support, entrepreneurial passion, entrepreneurial motivation and except techno savvy culture on intention toward entrepreneurship career among university students in hospitality and tourism sector.

The study's conclusions also provide significant new information and numerous useful takeaways for Indonesia's governments and higher education organizations. First, for universities to re-evaluate providing quality entrepreneurship education so that it can encourage someone's desire to have a career as an entrepreneur in the future. This success also supports the achievement of higher education performance in producing graduates who are entrepreneurs. So that research contributions can be used as a reference in overcoming the problem of unemployment in Indonesia

5. Conclusion

This study underscores the significant roles of family support, entrepreneurial passion, and entrepreneurial motivation in shaping university students' intentions toward entrepreneurial careers in the hospitality and tourism sector. While techno-savvy culture did not directly influence entrepreneurial intentions, its impact was enhanced through the moderating role of entrepreneurship education. These findings highlight the multifaceted nature of entrepreneurial intentions, emphasizing the interplay between personal, social, and educational factors. The study's theoretical implications extend the understanding of entrepreneurial intentions by integrating the Theory of Planned Behavior and the Resource-Based View to explore how intrinsic and extrinsic influences interact within a sector-specific context. Practically, the findings provide actionable insights for universities and policymakers to enhance entrepreneurship education by incorporating experiential learning, mentorship, and industry-relevant technological training. By addressing the unique challenges and opportunities of the hospitality and tourism sectors, this study offers a roadmap for cultivating entrepreneurial mindsets that align with the demands of a dynamic and evolving industry. Future research should further explore the contextual nuances of technological adoption and its integration into sector-specific entrepreneurial education.

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