



Measuring The Mediating Effect Of Family Role And Learnt Entrepreneurial Skills On Entrepreneurial Success

Dr. Parul Sharda^{1*}, Dr. Sanjay Sharma², Dr. Lalit Kumar Dubey³, Dr. Amit Kumar⁴

^{1*}Associate Professor, Department of Management Studies, Medi-Caps University, Indore (MP), India. ORCID ID:0000-0003-1188-6903

²Professor & Principal, IMI Business School, Indore (MP), India- ORCID ID:0000-0002-7140-8439

³Associate Professor, Acropolis Institute of Management Studies and Research Indore (MP), India

⁴Associate Professor, IPS Academy, IBMR, Indore (MP), India ORCID ID: 0000-0003-1636-4354

Citation: Dr. Parul Sharda et al. (2024) Measuring The Mediating Effect Of Family Role And Learnt Entrepreneurial Skills On Entrepreneurial Success, *Educational Administration: Theory and Practice*, 30(4), 4187-4200
Doi:10.53555/kuey.v30i4.2175

ARTICLE INFO

Received: 11/10/2023

Revised: 10/02/2024

Accepted: 15/03/2024

ABSTRACT

The study delves into the mediating role of "Family and Entrepreneurial Skill Sets" in the relationship between "Ease of Start-up and Entrepreneurial Success" within the domain of unorganized roadside food court businesses. Gathering 509 responses through four questionnaire scales—ease of start-up (11 items), entrepreneurial success (11 items), family role (8 items), and entrepreneurial skills (7 items)—the analysis utilized Cronbach's Alpha Coefficient, yielding values exceeding 0.86 for all scales, indicating their reliability. Employing structural equation modeling, linear regression, and Pearson correlation, alongside tests for discriminant validity using AVE, CR, and HTMT ratios, all values fell within acceptable ranges. Results underscore the significant mediating effects of family role and entrepreneurial abilities, evidenced by substantial "indirect effect" values (IDE=0.748 and IDE=0.712), surpassing direct impact values. Moreover, notable associations were found between "Ease of Start-up" and "Family Role," "Entrepreneurial Success," and "Entrepreneurial Skills," emphasizing the pivotal role of family involvement and entrepreneurial aptitude in the success of ventures within the unorganized roadside food court sector. The study underscores the necessity of a robust entrepreneurial mindset and requisite skill sets for the initiation and prosperity of new ventures in this domain.

Keywords- Family Role, Entrepreneurship Skills, Entrepreneurial Success, Mediating Effect, Structural Equation Model, Self-Employment, Unorganized Retailing, Food-Stall Business etc.

1 Introduction

The study delves into the mediating role of "Family and Entrepreneurial Skill Sets" in the relationship between "Ease of Start-up and Entrepreneurial Success" within the domain of unorganized roadside food court businesses. Gathering 509 responses through four questionnaire scales—ease of start-up (11 items), entrepreneurial success (11 items), family role (8 items), and entrepreneurial skills (7 items)—the analysis utilized Cronbach's Alpha Coefficient, yielding values exceeding 0.86 for all scales, indicating their reliability. Employing structural equation modeling, linear regression, and Pearson correlation, alongside tests for discriminant validity using AVE, CR, and HTMT ratios, all values fell within acceptable ranges. Results underscore the significant mediating effects of family role and entrepreneurial abilities, evidenced by substantial "indirect effect" values (IDE=0.748 and IDE=0.712), surpassing direct impact values. Moreover, notable associations were found between "Ease of Start-up" and "Family Role," "Entrepreneurial Success," and "Entrepreneurial Skills," emphasizing the pivotal role of family involvement and entrepreneurial aptitude in the success of ventures within the unorganized roadside food court sector. The study underscores the necessity of a robust entrepreneurial mindset and requisite skill sets for the initiation and prosperity of new ventures in this domain.

Entrepreneurial success is a complex phenomenon influenced by various factors, including individual characteristics, environmental conditions, and interpersonal dynamics. Within the entrepreneurial

landscape, the roles played by family members and the acquisition of specific entrepreneurial skills are increasingly recognized as critical determinants of success. According to authors such as Shane and Venkataraman (2000), entrepreneurial success is not merely a result of opportunity recognition and exploitation but also hinges on the support and resources provided by family networks and the possession of essential skills. In the context of unorganized roadside food court businesses, where familial involvement and entrepreneurial resourcefulness are prevalent, understanding the mediating effects of family roles and learned entrepreneurial skills on success becomes particularly salient. This study seeks to delve into these mediating mechanisms, drawing upon insights from scholars like Sarasvathy (2001) who emphasize the effect of familial social capital and effectual reasoning on entrepreneurial outcomes. By examining how family roles and entrepreneurial skills mediate the relationship between ease of start-up and entrepreneurial success in the roadside food court sector, this research contributes to a nuanced understanding of the underlying processes driving success in entrepreneurial endeavors.

Family Role in Entrepreneurship Development

Family role in entrepreneurship development has been a subject of interest among scholars exploring the multifaceted dynamics of entrepreneurial ventures. For instance, Aldrich and Cliff (2003) emphasize the significant influence of family ties, networks, and resources in shaping entrepreneurial behavior and outcomes. Similarly, Aldrich and Zimmer (1986) highlight the role of family background and social capital in fostering entrepreneurial intentions and actions. Furthermore, research by Chrisman, Chua, and Sharma (2005) delves into the interplay between family dynamics, succession planning, and entrepreneurial behavior within family businesses, shedding light on the intricate relationships between family involvement and entrepreneurial success. These perspectives underscore the pivotal role of the family environment in shaping entrepreneurial endeavors and outcomes, offering valuable insights into the complex interconnections between family dynamics and entrepreneurship.

Entrepreneurship Skills in Entrepreneurial Success

The role of entrepreneurship skills in achieving entrepreneurial success is a topic of significant interest and research within the entrepreneurial literature. Scholars such as Shane and Venkataraman (2000) argue that entrepreneurship skills, encompassing a range of abilities such as opportunity recognition, resource acquisition, and strategic decision-making, are critical determinants of entrepreneurial success. Additionally, research by Baron and Markman (2003) highlights the importance of specific skills like creativity, risk-taking, and resilience in navigating the challenges and uncertainties inherent in entrepreneurial ventures. Moreover, studies by McMullen and Shepherd (2006) emphasize the role of entrepreneurial expertise and experiential learning in enhancing venture performance and sustainability. These perspectives underscore the fundamental relationship between entrepreneurship skills and entrepreneurial success, emphasizing the significance of skill development and acquisition in fostering effective entrepreneurial outcomes.

2 Review of Literature

Family Role in Entrepreneurship Development:

Family plays a crucial role in shaping entrepreneurial behaviors and outcomes. Aldrich and Cliff (2003) highlight the intergenerational transmission of entrepreneurial values and skills within family environments, emphasizing the influence of familial socialization on entrepreneurial intentions and actions. Furthermore, studies by Chrisman et al. (2005) and Sharma et al. (2009) underscore the significance of family support, resources, and networks in facilitating entrepreneurial endeavors and mitigating associated risks.

Entrepreneurship Skills in Entrepreneurial Success:

Entrepreneurship skills are essential drivers of entrepreneurial success. Shane and Venkataraman (2000) argue that entrepreneurial skills, including opportunity recognition, resource leveraging, and risk management, significantly influence venture performance and growth. Additionally, research by Baron and Markman (2003) emphasizes the role of creativity, problem-solving, and adaptability in enhancing entrepreneurial outcomes and competitive advantage.

Mediating Effect of Family Role and Entrepreneurial Skills:

The mediating role of family dynamics and entrepreneurial skills in entrepreneurial success has garnered attention in recent literature. Drawing on social cognitive theory, Bandura (1986) suggests that familial influences and learned skills interact to shape entrepreneurial behaviors and outcomes. Moreover, studies by Kautonen et al. (2015) and Wach et al. (2016) provide empirical evidence of the mediating effects of family support and entrepreneurship education on venture performance and success.

Impact of Family Socialization on Entrepreneurial Intentions:

Research by Liñán et al. (2011) explores the influence of family socialization on entrepreneurial intentions among university students. Their findings suggest that familial role models and support significantly affect individuals' perceptions of entrepreneurship as a desirable career choice, thereby shaping their intentions to pursue entrepreneurial ventures. Similarly, studies by Jennings and McDougald (2007) and Mueller et al. (2012) highlight the role of family background and socialization in fostering entrepreneurial aspirations and behaviors.

Entrepreneurship Education and Skill Development:

Entrepreneurship education plays a vital role in cultivating the skills and competencies necessary for entrepreneurial success. Fayolle and Gailly (2015) discuss the importance of experiential learning, mentorship, and practical skill development in entrepreneurship education programs. Furthermore, studies by Kickul et al. (2008) and Pittaway and Cope (2007) emphasize the effectiveness of hands-on learning experiences and immersive environments in fostering entrepreneurial mindset and skill acquisition.

The Role of Entrepreneurial Skills in Venture Success:

The acquisition and application of entrepreneurial skills significantly impact venture performance and success. Zhao et al. (2005) explore the relationship between entrepreneurial competencies and venture growth, highlighting the importance of skills such as opportunity recognition, innovation, and strategic planning. Additionally, research by Rauch and Hulsink (2015) underscores the role of networking, leadership, and adaptability in enhancing venture resilience and sustainability.

3 Hypotheses Development

Hypothesis 1 (H1): The relationship between ease of start-up and family role is significant. Extensive literature underscores the pivotal role of family dynamics in entrepreneurship development, with numerous authors emphasizing a strong correlation between them (Heck et al., 2006; Carlock & Ward, 2001; Audretsch et al., 2015). Business families are known to play a dynamic role in facilitating the establishment and growth of start-ups, leveraging their experience and networks to expedite the process (Parker, 2009; Linan & Chen, 2009; Zhao & Seibert, 2006). Moreover, studies suggest that ventures initiated by individuals from business families exhibit higher success rates compared to those from non-business backgrounds (Poutziouris et al., 2002). Thus, the ease of start-up is often more pronounced for entrepreneurs with familial support and business acumen, leading to smoother venture initiation and development.

Hypothesis 2 (H2): Family role significantly mediates the relationship between ease of start-up and entrepreneurial success. Entrepreneurial success encompasses various factors such as ease of establishment, resource availability, and business growth, which are often facilitated by family involvement (Zellweger et al., 2011; Biraglia & Kadile, 2017). Ventures initiated within business families benefit from inherent support structures, including access to capital, knowledge transfer, and mentorship, which contribute to their success (Haynes et al., 2021; Poutziouris et al., 2002). While ease of start-up is essential, family support can significantly influence the trajectory of entrepreneurial ventures, mediating the relationship between initial conditions and eventual success.

Hypothesis 3 (H3): Ease of start-up significantly correlates with entrepreneurial success. While empirical evidence supporting a direct link between ease of start-up and entrepreneurial success is limited (Mungai & Velamuri, 2011), the concept of ease of start-up encompasses factors such as market entry facilitation and regulatory support, which are integral to venture success (Al Sahaf & Tahoo, 2021; Scillitoe & Birasnav, 2021). Entrepreneurs with easier access to resources and favorable business conditions tend to exhibit positive attitudes and decision-making, enhancing their prospects for success.

Hypothesis 4 (H4): Ease of start-up significantly influences entrepreneurial skills. Entrepreneurial skills play a crucial role in venture success, representing a combination of business knowledge, acumen, and managerial capabilities (Henderson & Robertson, 2000; Prabhu, 2020). Ventures initiated under favorable start-up conditions often provide entrepreneurs with opportunities for skill development and experiential learning, leading to enhanced entrepreneurial competencies (Volery & Mueller, 2006). While the relationship between ease of start-up and entrepreneurial skills may vary across contexts, access to resources and conducive business environments are generally conducive to skill acquisition.

Hypothesis 5 (H5): Entrepreneurial skills mediate the relationship between ease of start-up and entrepreneurial success. Entrepreneurial success is contingent upon the effective application of acquired skills and competencies, which mediate the relationship between start-up conditions and venture outcomes (Henry et al., 2017; Lee & Wang, 2017). Entrepreneurs equipped with robust skill sets are better equipped to navigate challenges, innovate, and capitalize on opportunities, thereby enhancing their prospects for success (Bacigalupo et al., 2016; Jardim, 2021). While ease of start-up may facilitate skill development, it is ultimately the deployment of these skills that determines venture success.

Hypothesis 6 (H6): Family role significantly impacts entrepreneurial success in unorganized roadside food court businesses. Despite the limited research on family dynamics in informal business settings, the role of family support and involvement cannot be underestimated (Takwi, 2020; Haynes et al., 2021). Business families often provide invaluable assistance in terms of financial backing, knowledge sharing, and technical support, which can significantly contribute to the success of entrepreneurial ventures (Archuleta et al., 2017). In the context of unorganized roadside food court businesses, where resources and infrastructure are often limited, family support can serve as a crucial determinant of success.

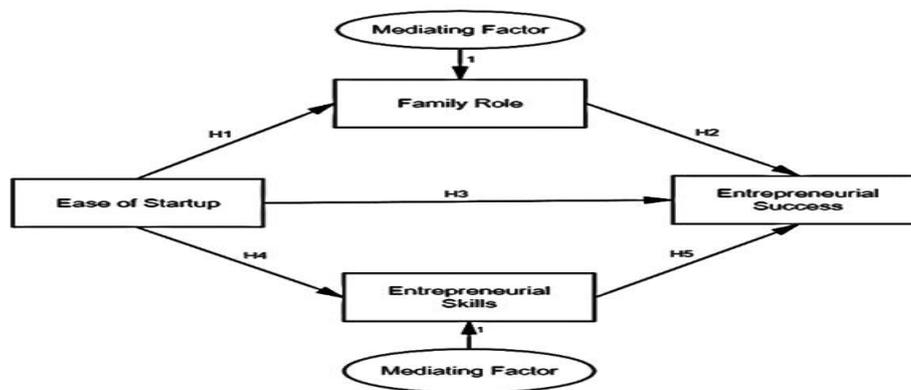
Hypothesis 7 (H7): Entrepreneurial skills significantly impact entrepreneurial success in unorganized roadside food court businesses. In the evolving landscape of entrepreneurship, digital platforms and technology have democratized access to entrepreneurial education and skill development (Alonso et al., 2018; Gezelius, 2017). Skilled entrepreneurs possess the capabilities to navigate uncertainties, adapt to market dynamics, and capitalize on emerging opportunities (Lee & Marshall, 2013). In the context of unorganized roadside food court businesses, where competition is fierce and margins are thin, entrepreneurial skills are indispensable for achieving sustainable success.

4 Method and Material

Research Design

The current study employs an empirical research method to empirically test the proposed hypotheses using systematically collected primary data from qualified respondents through tested questionnaire scales. This research design encompasses various elements, including the research approach with a defined purpose, the type of data collected, the analytical tools utilized, the sampling method employed, and the pictorial representation of the research design. The empirical research technique adopts an action research approach to estimate trends with exploratory stances, addressing predetermined research problems (D'Souza, 1982). To elucidate the current research design, the following diagram is presented, illustrating the fundamental purpose of the study and clearly delineating the variables under investigation.

Fig 1- Empirical Design with Variables



The research design outlined above aims to investigate the interrelationship and association among four variables using structural equation modeling. These variables have been selected based on relevant literature, particularly focusing on the rapidly growing phenomenon of unorganized businesses in developing countries (Sharma, 2013). The first variable, 'Ease of Start-up,' is crucial for understanding the challenges and advantages of initiating small businesses in developing economies, providing insights into the prerequisites and potential obstacles encountered during the early stages (Mishra, 2017; Goyal & Prakash, 2011). The second variable, 'Entrepreneurial Success,' holds significant relevance for self-employment and entrepreneurship growth, encompassing key dimensions such as growth, survival, expansion, revenue growth, customer loyalty, and feedback (Kumar & Ogunmola, 2021; Caliendo et al., 2015; Mogale, 2019). The third variable, 'Family Role,' examines the critical role of families in new start-ups and business success, including aspects like working capital, knowledge sharing, skill set building, and success strategies, particularly relevant for unorganized roadside food court businesses (Chahal & Sharma, 2020). Lastly, the fourth variable, 'Entrepreneurial Skills,' aims to assess the level of success influenced by factors such as ease of start-up, family role, and entrepreneurial skills, considering the unique challenges and success factors prevalent in small retail businesses, especially roadside food carts (Allen-Barnes, 2020).

Research Method

The empirical research method, as utilized in this study, serves to explore and validate the relationship between variables and their associations, drawing upon primary data to understand prevailing phenomena (Bem, 2003; Bhattacharya, 2008). By gathering insights from primary respondents, including their views, observations, and experiences, empirical findings establish a foundational knowledge base on the research question, shedding light on the reasons underlying observed phenomena (Corbin & Strauss, 2015). In this study, empirical research is employed to investigate the correlation between 'ease of start-up and entrepreneurial success,' with a focus on two significant mediating variables: 'family role and entrepreneurial skills.' This approach allows for an in-depth examination of the relationships among these variables and the potential mediating effects, contributing to a comprehensive understanding of the research problem within the context of unorganized roadside small food court businesses (Curtis, Comiskey & Dempsey, 2016).

Variables Used

The research is based upon four important variables which collaboratively reflect the ground truth of small food business being running by experience and fresh entrepreneurs. The below explanation of variables represents comprehensive understanding of the concepts-

Table 2- Descriptions of the Variables Used

Variable Name	Dependent	Independent	Description
Ease of Start-up	-	Yes	Investigate the initial struggle of entrepreneurs, arrangement of resources, paying-off the debts, recovering mechanism etc.
Entrepreneurial Success	Yes	-	It measures the level of success while considering the time frame of business and role of mediating variables.
Family Role	-	Yes	What role a business family or non-business family perform in fresh start-up and help in dealing with initial hurdles.
Entrepreneurial Skills	-	Yes	Check the business skillsets of entrepreneurs, expertise, management knowhow etc.

Sampling Method and Data Collection

The study employs a purposive sampling technique to select respondents, ensuring the collection of relevant and targeted data from individuals engaged in unorganized roadside food court businesses (Ames, Glenton & Lewin, 2019). As a part of non-probability sampling, purposive sampling allows researchers to use their judgment to select participants who meet specific criteria, in this case, self-employed individuals operating in the specified business sector (Benoot, Hannes, & Bilsen, 2016). A total of 509 responses were gathered through a self-structured questionnaire comprising five sections. The first section captures demographic information to provide a comprehensive understanding of the respondents' profiles. The subsequent sections focus on various aspects relevant to the study, including 'ease of start-up,' 'entrepreneurial success,' 'family role,' and 'entrepreneurial skills.' These sections contain statements and questions designed to assess the respondents' perceptions and experiences regarding each respective dimension, enabling a thorough analysis of the phenomenon under investigation.

Table 3- Profile of the Respondents

Category		Frequency	Participation %
Gender	Male	389	71
	Female	161	29
Family Types	Business Family	267	49
	Non-Business Family	283	51
Education	< UG	281	51
	UG	182	33
	PG	87	16
	>PG	Nil	0
Experience	0-3 yrs	156	28
	3-6 yrs	242	44
	Above 6 yrs	152	28

Measurement of Construct

Measurement scale play vital role in empirical research to validate the result obtained from primary data and its implications in the real world (Tranfield, Denyer & Smart, 2003). Scale validation has been checked using Cronbach's Alpha Coefficient (Saini & Shlonsky, 2012). Four scales (self-prepared) have been used to record responses on each construct and its validity are checked for analysis appropriateness. Scale one i.e. *ease of start-up* consists 11 statements, second scale i.e. *entrepreneurial success* consists 10 statements, third scale i.e. *family role* consists 8 statements and fourth scale i.e. *entrepreneurial skills* consists 7 statements. These statements are referred from previous literatures and questionnaires related to the topic and research area. According to the need of the current study referred statements are edited accordingly so that study's requirements can be fulfilled. Variables' categorization and definition is important in data driven research so that appropriate scale viz. ordinal, interval, nominal or ratio can be adopted and used for the definite purpose (Froehle & Roth, 2004).

The description of the scales used in the study along with validity scores are being presented in the table 4 as below-

Table 4- Measurement Scales and Validity Scores

Scale	Cronbach's Alpha Coefficient	Statements
<i>Ease of Start-Up</i>	0.86	I found business related information easily.
		I easily get help and support to start new venture.
		I easily arranged start-up capital.
		I easily identified the source of required material.
		I easily get management knowhow to run business.
		I easily identified and occupy the space for my business.
		I easily understand how to run business.
		I easily learn how to handle hurdles.
		I usually get support of others when required.
		I easily get additional capital when required.
		I could easily manage infrastructure building for business.
<i>Entrepreneurial Success</i>	0.88	I could easily manage my business.
		I could easily sustain my sales.
		I could easily create customer loyalty.
		I could easily maintain my revenue.
		I can see my business growing.
		I can easily plan for expansion.
		I have added new products in my product range.
		I believe my business is scaling up.
		I am satisfied with business success.
		I could start new venture easily now.
I have no debt rather I could save required money.		
<i>Family Role</i>	0.92	I could easily arrange capital from my family.
		My family gave valuable insights of my business.
		I get technical support when it is required.
		It was easy to find place for my business due to my family.
		My family helped me a lot at every steps.
		I easily get suppliers and financier for my business due to my family business.
		I never get problem to add new product.
I feel confident due to family support.		
<i>Entrepreneurial Skills</i>	0.90	I understand and know the need of the business.
		I know how to market my business.
		I understand the importance of customers' satisfaction.
		I know what I should do to make desired sales.
		I know the mechanism of customer delightedness and increase loyalty.
		I know how to prepare my product better.
I know the art of serving product to my customers.		

Objectives

To investigate the relationship between entrepreneurial skills and entrepreneurial success in unorganized road side food court business.

1. Assessment of the Relationship between 'Ease of Start-up' and 'Family Role' in Roadside Food Court Businesses.
2. Evaluation of the Mediating Role of 'Family Involvement' between 'Ease of Start-up' and 'Entrepreneurial Success' in Unorganized Roadside Food Court Businesses.
3. Analysis of the Relationship between 'Ease of Start-up' and 'Entrepreneurial Success' in Roadside Food Court Businesses.
4. Examination of the Relationship between 'Ease of Start-up' and 'Entrepreneurial Skills' in Roadside Food Court Businesses.
5. Investigation of the Mediating Role of 'Entrepreneurial Skills' between 'Ease of Start-up' and 'Entrepreneurial Success' in Unorganized Roadside Food Court Businesses.

Hypotheses

- H₁: Ease of start-up has significant relationship with family role.
- H₂: Family role significantly mediate the relationship between ease of start-up and entrepreneurial success.
- H₃: Ease of start-up has significant relationship with entrepreneurial success.
- H₄: Ease of start-up has significant relationship with entrepreneurial skills.
- H₅: Entrepreneurial skills mediate the relationship between ease of start-up and entrepreneurial success.

5 Result

Analysis of 1st, 3rd and 4th Objective

Ob1- Measurement of relationship between ‘ease of start-up’ and ‘family role’ for road side food court business

H₁: Ease of start-up has significant relationship with family role

Table 5- Regression Analysis

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.100	1	.100	2.495	.042
Residual	102.560	508	.202		
Total	102.660	509			
a. Predictors: (Constant), FR					
b. Dependent Variable: EOS					

H₁ stands accepted with sig. value 0.042 < 0.05 with F value 2.495, MS= .100. The test is observed significant and support the relationship between the variables. EOS as dependent variable indicate the great significance of FR for easy and smooth take-off of new venture. The ANOVA result support the linear relationship of variables with residual SOS 102.560. The assumption of hypothesis reveals that role of family in ease of start-up keeps immense importance and relevance (Bao, 2020). Family play strategic role in entrepreneurship development and self-employment in the economy (Aldrich & Cliff, 2003).

Table 6- Model Summary of Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.39	.375	.349	.10932
a. Predictors: (Constant), FR				

Table 6 representing model summary of linear regression analysis that shows FR may influence EOS with 35% i.e. adjusted R²= 0.349. The independent variable (FR) reflect reasonably good predictability for EOS. This reveals that, role of family is statistically significant to ensure ease of start-up in road side food court business (refer regression model 1).

Regression Model 1:

$$EOS = \alpha_0 (4.042) + (0.388) FR + \epsilon_1$$

Ob3- Measurement of relationship between ‘ease of start-up’ and ‘entrepreneurial success’.

H₃: Ease of start-up has significant relationship with entrepreneurial success

Table 7- Regression Analysis

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.436	1	7.436	35.132	.000 ^a
Residual	107.523	508	.212		
Total	114.959	509			

a. Predictors: (Constant), EOS

b. Dependent Variable: ES

H₃ is found accepted with sig. 0.00 < 0.05 which indicate that the test is significant at 5% level of significance. Test reveals positive relationship amongst the variables and establish statistical relevance of EOS for ES. Test statistics is observed as F(509)= 35.132, MS= 7.436 and SOS= 7.436 respectively. The regression analysis supports the relationship between EOS and ES. ES somewhere get hamper from trouble one experience at early stage of new venture, which may demotivate and discourage the feelings of entrepreneurship (Picken, 2017). Ease in start-up boost in confidence and improve daring to take risk for business success (Jens & Prufer, 2020).

Table 8- Model Summary

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Change Statistics				
						R Square Change	F Change	df1	df2	Sig. Change
1	.254 ^a	.065	.063		.46006	.065	35.132	1	508	.000

a. Predictors: (Constant), EOS

Model summary representing the level of impact of EOS on ES. Here, the R value i.e. .254 indicate the 25% influence of EOS on ES whereas, adjusted R square value .063 shows very less impact i.e. 6%. However, the test is significant but level of association is very low. This shows, EOS is not so much relevant or it may not guarantee success in road side food court business. Other factors also play prominent role in ES (refer regression model 2).

Regression Model 2:

$$EOS = \alpha_0 (2.983) + (0.269) ES + \epsilon_2$$

Ob4- Measurement of relationship between ‘ease of start-up’ and ‘entrepreneurial skills’ for road side food court business

H₄: Ease of start-up has significant relationship with entrepreneurial skills.

Table 9- Regression Analysis

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.190	1	1.190	5.959	.015 ^a
Residual	101.470	508	.200		
Total	102.660	509			

a. Predictors: (Constant), ESK

b. Dependent Variable: EOS

H₄ is accepted with sig. .015 < 0.05 which reveal that, both the variables share significant relationship and influence each other. The test is significant at 5% level of significance whereas F(509)= 5.959, MS= 1.190, SOS= 1.190. New venture planning and execution become easier if entrepreneur has required skill set and knowledge of the business. Employee skills talks about necessary experience of the field and knowledge of product that together concrete smooth take off and conduction of business.

Table 10- Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608 ^a	.369	.324	.34693

a. Predictors: (Constant), ESK

Model summary support the test statistics by displaying the level of relationship through R value. Here, R=.608 where as adjusted RS= .324 that represent 32% influence on variable on another one. The level of relationship is quite significant and may influence EOS. According to the test result, EOS shows strong association with ESK that ensures easy and handy starting of food court business.

Regression Model 3:

$$EOS = \alpha_0 (4.329) + (0.183)ESK + \varepsilon_3$$

Analysis of 2nd objective-**Ob2- Measurement of mediation of 'family role' between 'ease of start-up and entrepreneurial success' in unorganized road side food court business.**

H₂: Family role significantly mediate the relationship between ease of start-up and entrepreneurial success.

Table 11- Discriminant Validity

	FR	EOS	ES
Family Role	.478	-	-
Ease of Start-Up	.742	.528	-
Entrepreneurship Skill	.654	.489	.573

Discriminant validity proves and check the latent variables' predictability effectiveness with respect to dependent variable. The test statistics display validate result the establish variables' reliability, and association. Both, convergent validity through AVE & CR and discriminant validity through HTMT ratio (Henseler, Ringle & Sarstedt, 2015). Association amongst the variables are expressed through composite reliability. Whereas, discriminant validity reflect relationship between measurement items and latent variable. The calculated values for all three variables are within the acceptable range i.e. < 0.85 hence, validity of all the variables are suitable for analysis.

Table 12- Direct and In-Direct Effect

Hypothesis	Relationship	Direct Effect	Indirect Effect	Sig.	Result
H2	EOS □ FR □ ES	0.546	0.748	.034	Significant

Direct and indirect effect scores indicate the mediation role of variables in influencing the relationship between the variables. H₂ stands accepted that indicates the positive mediation of FR in influence the relationship between EOS and ES. The scores, IDE=0.748 is found greater than DE=0.546 which reveals that the level of relationship between EOS and ES improves with the mediation of FR. The sig. value .034 < .05 which make this test significant at 95% level of confidence. Role of family indispensably motivate e-ship development by inculcating values, knowledge, attitude and entrepreneurial approach (Audretsch, et al., 2015). New venture backed with long family business experience usually more prone to get success as compare to non-business family entrepreneurs. The mediation effect supports the concept of business success through family expertise. Also, all three variables together constitute a great start and success with more predictability (Del Giudice, et al., 2014).

Ob5- Measurement of mediation of 'entrepreneurial skills' between 'ease of start-up and entrepreneurial success' in unorganized road side food court business.

H₅: Entrepreneurial skills mediate the relationship between ease of start-up and entrepreneurial success.

Table 13- Direct and In-Direct Effect

Hypothesis	Relationship	Direct Effect	Indirect Effect	Sig.	Result
H5	EOS □ ESK □ ES	0.453	0.712	.022	Significant

H₅ also found accepted that indicate towards the successive mediation of ESK in improving the relationship between EOS and ES. The IDE= 0.712 is observed greater than DE= 0.453 which establish the relevance of mediating variable in the relationship. The sig. value .022 < .05 i.e. significant at 95% level of confidence. The result proves that ESK helps to increase the effectiveness of relationship between EOS and ES. Business knowledge, experience and expertise increase the chances of success by minimizing the events of failure (Biraglia & Kadile, 2017). Venture's success can be predicted from entrepreneurial skillset and confidence that comes from smooth start-up at initial level (Zhao, et al., 2005).

6 Findings

EOS shows significant relationship with FR & ES with respect to road side food court business. It reveals that, at initial stage of venture role of family is crucial which extend ultimate help to take off fresh ideas and facilitate all necessary resources that undoubtedly ensure favourable sustenance and success. In addition to this, EOS also found positively associated with ESK that indicate towards the importance of business knowledge and expertise for smooth business starting up and running. From this, the study understands that, role of family would only be beneficial if entrepreneur has required skill sets with adequate knowledge of business. Further, the mediation analysis reveals that, FR and ESK successfully mediate the relationship between EOS and ES. The result supports the philosophy of importance of business family role in promoting

and helping new entrepreneurship. The mediation role also establishes the great significance of skills one has to successfully thought of business and execute it properly. New venture backed up with great family support and desired skill set ensure smooth take off and with predictable rate of success.

7 Conclusion

The unorganized sector, particularly in the roadside food court business, is experiencing rapid expansion globally, contributing significantly to economic support in various economies. However, managing and regulating these unorganized businesses pose challenges for governments. This study focuses on the observed growth and expansion of roadside food court businesses in developing economies. It identifies two key factors crucial for the success of such businesses: the role of family and the required skill set. The ease of start-up and the success of ventures in this sector are heavily influenced by family involvement and the possession of entrepreneurial skill sets. These variables serve as mediators in the relationship between the ease of start-up and entrepreneurial success in this business category. With rapidly increasing competition in this sector, characterized by easy entry and exit, entrepreneurs must possess the necessary knowledge and skills to thrive and avoid being overshadowed by competitors.

References

1. Al Sahaf, M., & Al Tahoo, L. (2021). Examining the key success factors for startups in the Kingdom of Bahrain. *International Journal of Business Ethics and Governance*, 9-49.
2. Aldrich, H. E., & Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of Business Venturing*, 18(5), 573-596.
3. Aldrich, H. E., & Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of Business Venturing*, 18(5), 573-596.
4. Aldrich, H. E., & Zimmer, C. (1986). Entrepreneurship through social networks. In D. L. Sexton & R. W. Smilor (Eds.), *The Art and Science of Entrepreneurship* (pp. 3-23). Ballinger.
5. Aldrich, H. E., Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of business venturing*, 18(5), 573-596.
6. Allen-Barnes, V. P. (2020). *Strategies for Small Restaurant Owner Success Beyond 5 Years*. Walden Dissertations and Doctoral Studies, Walden University.
7. Ames, H., Glenton, C. & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: a worked example from a synthesis on parental perceptions of vaccination communication. *BMC Medical Research Methodology*, 19(26).
8. Archuleta, K. L., Zimmerman, L. G., Williams, K. K., Olsen, C. S., Coffman, B., & Burr, E. (2017). Midwestern women's farm business roles and farm business financial satisfaction: An exploratory study. *Journal of Family and Economic Issues*, 38(3), 390-404. <https://doi.org/10.1007/s10834-016-9515-2>.
9. Ardichvilli, A., Cardozo, R., & Ray, S. (2003). A Theory of Entrepreneurial Opportunity Identification and Development. *Journal of Business Venturing*, 18, 105-124.
10. Audretsch, D. B., Belitski, M., Desai, S. (2015). Entrepreneurship and economic development in cities. *Ann. Reg. Sci.* 55, 33-60. [10.1007/s00168-015-0685-x](https://doi.org/10.1007/s00168-015-0685-x)
11. Audretsch, D. B., Belitski, M., Desai, S. (2015). Entrepreneurship and economic development in cities. *Ann. Reg. Sci.* 55, 33-60. [10.1007/s00168-015-0685-x](https://doi.org/10.1007/s00168-015-0685-x)
12. Bacigalupo, M., Kamylyis, P., Punie, Y., Van-den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Publication Office of the European Union: Luxembourg.
13. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.
14. Bao, L. T., Quynh, Blischke, Roy, J. (2020). Maitrayee and Sadikoglu, Fatih and Gwendoline, Asoh, *The Role of Family Involvement in the Entrepreneurial Business* (February 11, 2020). Available at SSRN: <https://ssrn.com/abstract=3783758> or <http://dx.doi.org/10.2139/ssrn.3783758>
15. Baron, R. A., & Markman, G. D. (2003). Beyond social capital: The role of entrepreneurship skills in enabling individual economic opportunity. In D. L. Sexton & H. Landström (Eds.), *The Blackwell handbook of entrepreneurship* (pp. 206-227). Blackwell Publishing.
16. Baron, R. A., & Markman, G. D. (2003). Beyond social capital: The role of entrepreneurship skills in enabling individual economic opportunity. In D. L. Sexton & H. Landström (Eds.), *The Blackwell handbook of entrepreneurship* (pp. 206-227). Blackwell Publishing.
17. Barrow, C. (1993). *The Essence of Small Business*, New York, Prentice Hall.
18. Bem, D. J. (2003). Writing the empirical journal article. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds.), *The Complete Academic: A Practical Guide for the Beginning Social Scientist 2nd Edition*. Washington, DC: American Psychological Association.

19. Benoot, C., Hannes, K., & Bilsen, J. (2016). The use of purposeful sampling in a qualitative evidence synthesis: a worked example on sexual adjustment to a cancer trajectory. *BMC Med Res Methodol.* 16(1), 21-26.
20. Bhattacharya, H. (2008). Empirical Research. In L. M. Given (ed.), *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks, CA: Sage, 254-255. <https://dx.doi.org/10.4135/9781412963909.n133>
21. Biraglia, A., Kadile, V. (2017). The role of entrepreneurial passion and creativity in developing entrepreneurial intentions: insights from American homebrewers. *J. Small Bus. Manag.* 55, 170-188.
22. Biraglia, A., Kadile, V. (2017). The role of entrepreneurial passion and creativity in developing entrepreneurial intentions: insights from American home brewers. *J. Small Bus. Manag.* 55, 170-188.
23. Bloemen-Bekx, M., Voordeckers, W., Remery, C., & Schippers, J. (2019). Following in parental footsteps? The influence of gender and learning experiences on entrepreneurial intentions. *International Small Business Journal: Researching Entrepreneurship*, 37(6), 642-663. <https://doi.org/10.1177/0266242619838936>
24. Caliendo, M., Kunn,S., Wiebner, F., and Hogenacker, J. (2015). Subsidized start-ups out of unemployment: A comparison of regular business start-ups. *IZA Discussion Papers*, 8817, 2015.
25. Carlock, R. S. and Ward, J. (2001). *Strategic Planning for the Family Business: Parallel Planning to Unify the Family and Business*. New York: Palgrave.
26. Chahal, H. & Sharma, A. (2020). Family Business in India: Performance, Challenges and Improvement Measures. *Journal of New Business Ventures.* 1. 9-30. [10.1177/2632962X20960824](https://doi.org/10.1177/2632962X20960824).
27. Chang, J., & Rieple, A. (2013). Assessing students' entrepreneurial skills development in live projects. *Journal of Small Business and Enterprise Development*.
28. Chrisman, J. J., Chua, J. H., & Sharma, P. (2005). Trends and directions in the development of a strategic management theory of the family firm. *Entrepreneurship Theory and Practice*, 29(5), 555-576.
29. Chrisman, J. J., Chua, J. H., & Sharma, P. (2005). Trends and directions in the development of a strategic management theory of the family firm. *Entrepreneurship Theory and Practice*, 29(5), 555-575.
30. Corbin, J., & Strauss, A. (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 4th ed. Thousand Oaks, CA: Sage. ISBN 978-1-4129-9746-1
31. Curtis, E., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher*, 23(6), 20-25. <https://doi.org/10.7748/nr.2016.e1382>
32. D'Souza, V. S. (1982). DESIGNS OF STUDY IN EMPIRICAL RESEARCH. *Journal of the Indian Law Institute*, 24(2,3), 669-677.
33. Davidsson, P., Delmar, F. & Wiklund, J. (2006). Entrepreneurship as Growth: Growth as Entrepreneurship - In Davidsson, P, Delmar, F, & Wiklund, J (Eds.) 'Entrepreneurship and the Growth of Firms', Edward Elgar Publishing, United Kingdom, England, Cheltenham, pp. 21-38
34. Del, G. M., Della-Peruta, M. R., Scuotto, V. (2014). Student Entrepreneurship, creativity and success. How much does knowledge heterogeneity really matter? *Int. J. Entrep. Innov. Manag.* 18, 45-58.
35. Del-Giudice, M., Della-Peruta, M. R., Scuotto, V. (2014). Student Entrepreneurship, creativity and success. How much does knowledge heterogeneity really matter? *Int. J. Entrep. Innov. Manag.* 18, 45-58. [10.1504/IJEIM.2014.062789](https://doi.org/10.1504/IJEIM.2014.062789)
36. Desrochers, P. & Sautet, F. (2008). Entrepreneurial Policy: The Case of Regional Specialization vs. Spontaneous Industrial Diversity. *Entrepreneurship Theory and Practice*, 32(5), 813-832.
37. Dewitt, S., Jafari-Sadeghi, V., Sukumar, A., Aruvannahalli Nagaraju, R., Sadraei, R., & Li, F. (2022). Family dynamics and relationships in female entrepreneurship: an exploratory study. *Journal of Family Business Management*, 11, 1. <https://doi.org/10.1108/JFBM-01-2022-0013>
38. Diawati, P., Ausat, A. M. A., & Augustin, J. (2023). Creativity: How to Develop an Entrepreneurial Attitude of Creativity. *Journal on Education*, 5(4), 11116-11122. <https://jonedu.org/index.php/joe/article/view/2036>
39. Dominginhos, P. M. C. & Carvalho, L. M. C. (2009). Promoting business creation through real world experience: Projecto Começar. *Educ. Train.* 51, 150-169.
40. Duarte-Alonso, A., Kok, S., & O'Shea, M. (2018). Family businesses and adaptation: A dynamic capabilities approach. *Journal of Family and Economic Issues*, 39(4), 683-698. <https://doi.org/10.1007/s10834-018-9586-3>.
41. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75-93.
42. Fritsch, M., Wyrwich, M. (2014). The Long Persistence of Regional Levels of Entrepreneurship: Germany, 1925-2005. *Reg. Stud.*, 48, 955-973.
43. Froehle, C. M., & Roth, A. V. (2004). New measurement scales for evaluating perceptions of the technology-mediated customer service experience. *Journal of operations management*, 22(1), 1-21.
44. Gezelius, S. S. (2017). Considerate exchange: Exploring social exchange on family farms. *Journal of Family and Economic Issues*, 38(1), 18-32. <https://doi.org/10.1007/s10834-016-9496-1>.
45. Goyal, M. & Prakash, J. (2011). Women entrepreneurship in India-problems and prospects. *Zenith International Journal of Multidisciplinary Research*,1(5).

46. hane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217-226.
47. Haynes, G., Marshall, M., Lee, Y. (2021). Family business research: Reviewing the past, contemplating the future. *J Fam Econ*, 42(1), 70–83. <https://doi.org/10.1007/s10834-020-09732-6>
48. Heck, R. K., Danes, S. M., Fitzgerald, M. A., Haynes, G. W., Jasper, C. R., Schrank, H. L., & Winter, M. (2006). The family's dynamic role within family business entrepreneurship. *Handbook of research on family business*, 80-105.
49. Henderson, R., & Robertson, M. (2000). Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career. *Career development international*, 5(6), 279-287.
50. Henseler, Jö. Ringle, C. M. & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modelling. *Journal of the Academy of Marketing Science*, 1-21.
51. Huggins, R., Thompson, P. (2015). Entrepreneurship, innovation and regional growth: A network theory. *Small Bus. Econ.*, 41, 103–128.
52. Hutagalung, B., Dalimunthe, D. M. J., Pambudi, R., Hutagalung, A. Q., & Muda, I. (2017). The Effect of Entrepreneurship Education and Family Environment Towards Students' Entrepreneurial Motivation. *International Journal of Economic Research*, 14(20), 331–348.
53. James, D. (2015). Marketing competence and human relations competence and how they influence entrepreneurial productivity in Northern Senatorial District of Ondo State. *International Business Research*, 2(4), 78-91.
54. Jardim, J. (2021). Entrepreneurial Skills to Be Successful in the Global and Digital World: Proposal for a Frame of Reference for Entrepreneurial Education. *MDPI Journal*.
55. Jardim, J., Bártolo, A., Pinho, A. (2021). Towards a global entrepreneurial culture: A systematic review of the effectiveness of entrepreneurship education programs. *Sustainability*.
56. Jennings, J. E., & McDougald, M. S. (2007). Work-family interface experiences and coping strategies: Implications for entrepreneurship research and practice. *Academy of Management Review*, 32(3), 747-760.
57. Jens, P. & Prüfer, P. (2020). Data science for entrepreneurship research: Studying demand dynamics for entrepreneurial skills in the Netherlands. *Small Business Economics*, 55, 651–672.
58. Kautonen, T., Tornikoski, E. T., & Kibler, E. (2015). Entrepreneurial intentions in the third age: The impact of perceived age norms. *Small Business Economics*, 44(4), 761-778.
59. Kickul, J., Gundry, L. K., Barbosa, S. D., & Whitcanack, L. (2008). Intuition versus analysis? Testing differential models of cognitive style on entrepreneurial self-efficacy and the new venture creation process. *Entrepreneurship Theory and Practice*, 32(3), 439-453.
60. Kim, P. H., Aldrich, H. E., Keister, L. A. (2006). Access (not) denied: the impact of financial, human, and cultural capital on entrepreneurial entry in the United States. *Small Bus. Econ.* 27, 5–22.
61. Korzhov, H., & Pasko, Y. (2020). Entrepreneurship education as a factor of society's modernization. *SHS Web of Conferences*, 75, 02002. <https://doi.org/10.1051/shsconf/20207502002>
62. Kumar, V. & Ogunmola, G. (2021). Determinants of the Success of Online Retail in India. *International Journal of Business Information Systems*. 37. 246-262. 10.1504/IJBIS.2020.10024174.
63. Lee, J., & Wang, J. (2017). Developing entrepreneurial resilience: Implications for human resource development. *Eur. J. Train Dev.* 41, 519–539.
64. Lee, Y. G., & Marshall, M. I. (2013). Goal orientation and performance of family businesses. *Journal of Family and Economic Issues*, 34(3), 265–274. <https://doi.org/10.1007/s10834-012-9329-9>.
65. Liñán, F. & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrep. Theor. Pract.* 33, 593–617. 10.1111/j.1540-6520.2009.00318.x
66. Liñán, F., Urbano, D., & Guerrero, M. (2011). Regional variations in entrepreneurial cognitions: Start-up intentions of university students in Spain. *Entrepreneurship & Regional Development*, 23(3-4), 187-215.
67. Manafe, M. W. N., Ohara, M. R., Gadzali, S. S., Harahap, M. A. K., & Ausat, A. M. A. (2023). Exploring the Relationship Between Entrepreneurial Mindsets and Business Success: Implications for Entrepreneurship Education. *Journal on Education*, 5(4), 12540–12547.
68. McMullen, J. S., & Shepherd, D. A. (2006). Entrepreneurial action and the role of uncertainty in the theory of the entrepreneur. *Academy of Management Review*, 31(1), 132-152.
69. Mogale, S., & Chandrakant, D. (2019). A Study on Retailing in India: Growth and Challenges. *International Journal of Trend in Scientific Research and Development*. Special Issue. 95-97. 10.31142/ijtsrd23073.
70. Moriano, J. A., Gorgievski, M., Laguna, M., Stephan, U., and Zarafshani, K. (2012). A cross-cultural approach to understanding entrepreneurial intention. *J. Career Dev.* 39, 162–185. doi: 10.1177/0894845310384481
71. Mueller, S. L., Melwani, S., & Goncalo, J. A. (2012). The bias against creativity: Why people desire but reject creative ideas. *Psychological Science*, 23(1), 13-17.

72. Mungai, E., Velamuri, S. R. (2011). Parental entrepreneurial role model influence on male offspring: Is it always positive and when does it occur? *Entrep. Theor. Pract.* 35, 337–357. 10.1111/j.1540-6520.2009.00363.x
73. Neneh, B. N. (2017). Family support and performance of women-owned enterprises: the mediating effect of family-to-work enrichment. *J. Entrep.* 26, 196–219. doi: 10.1177/0971355717716762
74. Nordqvist, M., and Melin, L. (2010). Entrepreneurial families and family firms. *Entrep. Reg. Dev.* 22, 211–239. doi: 10.1080/08985621003726119
75. Okolo, A. (2015). *Entrepreneurial development, small and medium enterprises*. Kaduna: Entrepreneurship Academy Publishing.
76. Pedrini, M., Langella, V., Molteni, M. (2017). Do entrepreneurial education programs impact the antecedents of entrepreneurial intention? An analysis of an entrepreneurship MBA in Ghana. *J. Enterprising Communities*, 11, 373–392.
77. Petridou, E., Sarri, A., & Kyrgidou, L. P. (2009). Entrepreneurship education in higher educational institutions: the gender dimension. *Gender in Management. An International Journal*, 24(4), 286–309.
78. Picken, J. C. (2017). From start up to scalable enterprise: Laying the foundation. *Business Horizons*. 60, 587–595.
79. Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. *International Small Business Journal*, 25(5), 479–510.
80. Politańska, J. (2014). *Best Practices in Teaching Entrepreneurship and Creating Entrepreneurial Ecosys*; Warszawa: Warszawa, Poland, 2014.
81. Poutziouris, P., Wang, Y., & Chan, S. (2002). Chinese entrepreneurship: the development of small family firms in China. *Journal of Small Business and Enterprise Development*, 9(4), 383–399.
82. Prabhu, J. J. (2020). A Study and Analysis of Entrepreneurial Skills and Entrepreneurship Education: Recommendation for Arts and Science College Students. Research Gate.
83. PTI (2023). Indian retail industry to reach \$2 trillion by 2032: Reliance Retail Director Subramaniam V. Source: <https://www.indiaretailing.com/2023/03/06/indian-retail-industry-to-reach-2-trillion-by-2032-reliance-retail-director-subramaniam-v/#:~:text=Director%20Subramaniam%20V,-,The%20Indian%20retail%20market%20is%20estimated%20at%20%24844%20billion%20in,of%20the%20share%2C%20he%20said>.
84. Raharjo, I. B., Ausat, A. M. A., Risdwiyanto, A., Gadzali, S. S., & Azzaakiyyah, H. K. (2023). Analysing the Relationship between Entrepreneurship Education, Self-Efficacy, and Entrepreneurial Performance. *Journal on Education*, 5(4), 11566–11574. <https://doi.org/10.31004/joe.v5i4.2106>
85. Rasul, O., Bekun, F. V., Akadiri, S. S. (2017). The impact of self-efficacy on international student entrepreneur intention. *Int. Rev. Manag. Mark.* 7, 169–174.
86. Rauch, A., & Hulsink, W. (2015). Putting entrepreneurship education where the intention to act lies: An investigation into the impact of entrepreneurship education on entrepreneurial behavior. *Academy of Management Learning & Education*, 14(2), 187–204.
87. Saini, M., & Shlonsky, A. (2012). *Systematic synthesis of qualitative research*. USA: OUP.
88. Sarasvathy, S. D. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. *Academy of Management Review*, 26(2), 243–263.
89. Scillitoe, J. L. & Birasnav, M. (2021). Ease of market entry of Indian startups: formal and informal institutional influences. *South Asian Journal of Business Studies*, 11(2), 195–215.
90. Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217–226.
91. Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217–226.
92. Sharma, P., Chrisman, J. J., & Chua, J. H. (2009). A review and annotated bibliography of family business studies. *Journal of Business Venturing*, 24(3), 155–169.
93. Sharma, Y. (2013). Women entrepreneur in India. *IOSR Journal of Business Management*, 15(2).
94. Sugianingrat, I. A. P. W., Wilyadewi, I. I. D. A. Y., & Sarmawa, I. W. G. (2020). Determination of Entrepreneurship Education, Family Environment, and Self-Efficacy on Entrepreneurship Interest. *Jurnal Economia*, 16(1), 33–43. <https://doi.org/10.21831/economia.v16i1.30374>
95. Sumit, M. (2017). Start-Up in India: Opportunities and Challenges. 10.13140/RG.2.2.18850.76489.
96. Sutrisno, Cakranegara, P. A., Hendrayani, E., Jokhu, J. R., & Yusuf, M. (2022). Positioning Women Entrepreneurs in Small and Medium Enterprises in Indonesia – Food & Beverage Sector. *Enrichment: Journal of Management*, 12(5), 3873–3881.
97. Suzanti, L., & Maesaroh, S. (2017). Entrepreneurship Learning for Early Childhood. *Proceedings of the 2nd International Conference on Economic Education and Entrepreneurship*, 403–410. <https://doi.org/10.5220/0006887004030410>
98. Takwi, F. M. (2020). Key Success/Failure Factors of Family Business. Researchgate.
99. Tranfield, D., Denyer, D., Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *Br J Manag.* 14(3), 207–220.

100. Volery, T., & Mueller, S. (2006). A conceptual framework for testing the effectiveness of entrepreneurship education programs towards entrepreneurial intention. *Rencontres de St-Gall*, 18-21.
101. Wach, K., Stephan, U., & Gorgievski, M. (2016). More than money: Developing an integrative multi-factorial measure of entrepreneurial success. *International Small Business Journal*, 34(8), 1098-1121.
102. Welsh, D. H. B., Tullar, W. L., & Nemati, H. (2016). Entrepreneurship education: Process, method, or both? *Journal of Innovation & Knowledge*, 1(3), 125–132. <https://doi.org/10.1016/j.jik.2016.01.005>
103. Zellweger, T., Sieger, P., Halter, F. (2011). Should I stay or should I go? Career choice intentions of students with family business background. *J. Bus. Ventur.* 26, 521–536.
104. Zhao, H., Seibert, S. E. (2006). The Big Five personality dimensions and entrepreneurial status: a meta-analytical review. *Journal of Applied Psychology*. 91, 259–271. [10.1037/0021-9010.91.2.259](https://doi.org/10.1037/0021-9010.91.2.259).
105. Zhao, H., Seibert, S. E., & Hills, G. E. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90(6), 1265-1272.