

An Integrative TPB-SCCT Analysis of Generation Z's Intention in Continuing Family Business: a Qualitative Study in a Private University

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ABSTRACT

This study aims to explore the entrepreneurial intention of Generation Z students to continue their family businesses, focusing on the underlying cognitive and motivational factors that shape these intentions. A qualitative research design was adopted, employing in-depth interviews with eight Generation Z undergraduate students from Universitas Pendidikan Nasional (Undiknas), Bali. Respondents were selected through purposive sampling and met specific criteria. The study integrates the Theory of Planned Behavior (TPB) and Social Cognitive Career Theory (SCCT) as dual theoretical lenses. Data were analyzed using Mayring's content analysis to identify recurring themes and theoretical linkages. The findings reveal three key themes influencing Gen Z students' intention: family influence, economic and perceived benefits, and intrinsic factors. This study also discovers that the communication process is a factor supporting the intention toward entrepreneurship. The integration of TPB and SCCT provides a multidimensional understanding of how cognitive evaluations and motivational beliefs interact in shaping entrepreneurial intentions. Although conducted in Bali, this study did not deeply examine the influence of Balinese cultural values, suggesting an opportunity for future research to incorporate cultural dimensions into family business succession studies. Practically, this research offers valuable insights for family businesses and educational institutions seeking to encourage entrepreneurial intentions among Generation Z. Family businesses can use these findings to design more effective succession planning strategies that balance parental guidance with youth autonomy, while universities can develop entrepreneurship curricula that address both cognitive skills and motivational aspects of business continuation.

KEYWORDS



Entrepreneurial Intention; Theory of Planned Behavior (TPB); Social Cognitive Career Theory (SCCT); Family Business; Generation Z.

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INTRODUCTION

Family businesses contribute significantly in supporting national economies, specifically in developing countries such as Indonesia. They depict a dominant force in the private sector and employment generation. According to the Indonesian Employers Association (Apindo, 2025 as cited in Kompas, 2025a), family businesses contribute more than 70% of private economic activity and around 70% of the national workforce. Despite this significant contribution, intergenerational activity remains a persistent challenge. Only around 30% of family firms in Indonesia endure into the second generation, and merely 13% survive into the third generation (Daya Qarsa, 2022 as cited in Kompas 2025b). This generational decline highlights an urgent need to understand the intentions and motivations of younger generations, particularly Generation Z, in sustaining family business, who are entering a crucial phase in determining their career choices.

Within the Indonesian context, and particularly in Bali where this study is conducted, entrepreneurial intentions are shaped not only by economic factors but also by deeply rooted cultural values. Balinese culture emphasizes the concept of Tri Hita Karana (three causes of well-being), which includes harmonious relationships with God, people, and the environment. This philosophical framework influences family business practices through strong intergenerational obligations and collective decision-making processes. However, as

Generation Z emerges with more individualistic career aspirations influenced by global digital culture, there exists a potential tension between traditional cultural expectations and modern entrepreneurial values. Understanding how these cultural dynamics interact with cognitive and motivational factors becomes particularly relevant in the Balinese context, where family businesses often serve as vehicles for cultural preservation alongside economic sustainability.

Generation Z, referred to as individuals born between 1997 and 2022, now represents Indonesia's largest demographic group, 27.94% of the population, exceeding millennials, around 25.78% (IDN Research Institute, 2024). This demographic dominance makes Gen Z an interesting group for understanding their intention in entrepreneurship, particularly in continuing the family business. This generation is recognized for technological adaptability, fluency, and a preference for flexible careers (Rahayu et al., 2023). A study found that 76% of Gen Z individuals consider themselves more entrepreneurial than previous generations, with 75% wanting to be entrepreneurs (Cirstea & Anagnoste, 2023). This indicates that this generation has strong interest and ability in the field of entrepreneurship, and their motivations often emphasize independence, work-life balance, and social impact values, aligning closely with digital, creative, and purpose-driven ventures.

Further supporting this phenomenon, a preliminary exploratory survey was conducted in August 2025 among undergraduate students at Universitas Pendidikan Nasional. The short online questionnaire employed convenience sampling and aimed to capture an initial overview of entrepreneurial intentions among students with family business backgrounds. Among 78 valid respondents, 79% of participants reported they were from business-owning families, 52% intended to start a business, 12% planned to continue their family enterprise, and 45% preferred employment. Although this data was not designed for statistical generalization, it provides indicative insights suggesting that entrepreneurial aspirations are prevalent among young adults, yet the intention to continue existing family business remains relatively limited. These initial findings reflect a shifting career orientation where entrepreneurship is an increasingly attractive option among young adults. Moreover, research by Holdsworth & Sandri (2021) confirms that university students exhibit high entrepreneurial intentions, primarily influenced by sufficient knowledge and family support. However, given that the intention to continue a family business remains relatively low, this study aims to explore the underlying motivations and factors influencing Gen Z students' intention to continue their family companies.

A family business is defined as a firm controlled and governed by members of one or more families with the intention of sustaining intergenerational continuity (Morris et al., 1996; Tirdasari & Dhewanto, 2012). Succession intention refers to the successors' willingness and commitment to assume ownership and leadership in the family enterprises (Handler, 1994; Sharma et al., 2003). Its success relies upon the readiness of the successor, family support, and intergenerational relationships (Sharma et al., 2003). Meanwhile, entrepreneurial intention (EI) is conceived as the conscious state of mind that directs and guides personal attention and action toward planned entrepreneurial behavior (Krueger et al., 2000; Batista-Canino et al., 2024). It is an individual's readiness or commitment to take actions that lead to the establishment of a business. Carr & Sequeira (2007) explain EI as the initial actions an individual takes before formally starting a business or generating sales related to an ongoing business. It is considered a crucial first step in the business development process and a prerequisite for forming new businesses or continuing existing ones (Esfandiar et al., 2019; Nguyen et al., 2019). EI is also

defined as a state of mind that leads people to choose self-employment over regulated salaried employment (Afolabi et al., 2017; Handaru et al., 2015). EI is widely regarded as a precursor either to new business creation driven by recognition, innovation, and an orientation towards risk and reward (Biswas & Verma, 2021) or to the continuation of an existing business (Baltazar et al., 2023; Song et al., 2024).

Further, entrepreneurial intention is commonly explained by the Theory of Planned Behavior (Ajzen, 1991). This theory has been extensively applied as a framework. It posits that intention toward a particular behavior is influenced by three key points: attitude toward behavior, subjective norms, and perceived behavioral control. Previous researchers found that these three antecedents control the influence on an individual's intention to become an entrepreneur (Milohnić & Licul, 2025; Mustari et al., 2024; Sampene et al., 2023; Su et al., 2021). However, most prior studies adopting quantitative approaches have focused primarily on new venture creation rather than succession within family business contexts, lacking motivational depth and ignoring emotional and contextual factors. Thereby, they do not fully capture the experiential, motivational, and self-regulatory processes involved in entrepreneurial and career-related choices (Krueger et al., 2000; Liñán & Chen, 2009).

To address these limitations, the present study integrates the Social Cognitive Career Theory (SCCT) (Lent et al., 1994) as a complementary framework. SCCT explains career-related behavior through the interplay of self-efficacy, outcome expectations, and personal goals, along with contextual supports or barriers, which shape career interests, goals, and actions. By bringing SCCT into a dialogue with TPB, this research constructs a multidimensional theoretical model. TPB supplies the cognitive-behavioral antecedents (what influences intention), while SCCT provides the motivational aspects (why individuals act or refrain). This integration is specifically relevant because the intention to continue family business is not merely a rational behavioral intention; it also reflects a personal career commitment. This integration is theoretically novel because most prior studies on entrepreneurial intention have examined TPB and SCCT separately. By linking the cognitive and motivational dimensions, this study seeks to reveal not only whether students plan to continue their family business, but also why they decide to do so—or not.

Moreover, the intention to continue a family business is not simply the expression of entrepreneurial intention; it also reflects a career identity formation process in early adulthood. In this regard, universities and higher education contexts are especially meaningful because they represent career decision-making phases when students are forming long-term identity development (Levinson, 1986). Empirical evidence supports this: Zhao et al. (2005) confirm that university years serve as a crucial period for shaping entrepreneurial self-concept and long-term career intentions, especially when students are exposed to supportive environments that enhance self-efficacy and opportunity recognition. Similarly, Boubker et al. (2021) demonstrated that family influence, entrepreneurial education, and self-efficacy during university significantly contribute to students' entrepreneurial commitment and readiness.

As such, focusing on Gen Z undergraduates (aged approximately 18–28) offers an appropriate developmental context for examining how entrepreneurial intentions evolve. This developmental focus is particularly important because university students are at a critical juncture where they must reconcile familial expectations with personal career aspirations, making it an ideal period to understand the factors that either strengthen or weaken succession. An Integrative TPB-SCCT Analysis of Generation Z's Intention in Continuing Family Business: A Qualitative Study in A Private University

intentions. This study is structured around the following research questions: What cognitive and motivational factors influence Generation Z university students' intention to continue their family businesses? How do TPB and SCCT constructs interact to shape these intentions?

Therefore, by integrating TPB and SCCT within a qualitative design, this study advances theoretical understanding of entrepreneurial succession intention and contributes to the literature on next-generation family business continuity. It provides insights into how and why Gen Z students from family business backgrounds form intentions to sustain their family enterprises, offering both academic and practical implications for family business management.

METHOD

This study adopted a qualitative exploratory design to investigate the underlying motivations and influencing factors that shape Generation Z students' intention to continue their family businesses, guided by the Theory of Planned Behavior (TPB) and Social Cognitive Career Theory (SCCT). Following Bohnsack, (1999) interpretive approach, the researcher aimed to minimize intervention and allow participants to express their lived experiences and perspectives naturally. Participants were selected using purposive sampling, based on following criteria, providing rich and relevant insights to phenomenon studied:

1. Belonging to Generation Z (born between 1997-2012, aged 18-28 years);
2. Currently enrolled as undergraduate students at Universitas Pendidikan Nasional (UNDIKNAS);
3. Having parents who own a family business that has operated for at least 10 years to ensure business stability and intergenerational relevance;
4. Having a self-reported consideration or interest-either active involvement, intention, or perceived expectation to continue the family business.

This criterion ensured that participants were thinking about continuity decision, rather than simply being aware of their family's business. Eight participants met these criteria were interviewed. The sample size of eight participants was determined based on the principle of data saturation in qualitative research. Following Guest et al.'s (2020) guidance that saturation in homogeneous qualitative studies can be achieved with 6-12 participants, this study systematically monitored thematic repetition throughout the data collection process. Initial coding began after the third interview, and by the sixth interview, no substantially new themes emerged, indicating saturation had been reached.

The final two interviews served as confirmatory cases to validate the stability of identified themes. This iterative approach to sample size determination ensures both methodological rigor and efficient use of research resources. Although relatively small, this sample align with Guest et al., (2020), who found that data saturation, often be achieved with 6-12 participants in homogenous qualitative studies. In this study, thematic repetition was observed after sixth interview, confirming saturation. While this study provides in-depth insights from a single institutional context, the findings' transferability could be enhanced through future research across multiple universities in different Indonesian regions, or even comparative studies with other Southeast Asian countries where family businesses play similar economic roles. Such broader sampling would allow examination of whether the identified patterns hold across diverse educational environments and regional cultures.

Moreover, the study was conducted at Universitas Pendidikan Nasional (UNDIKNAS), a private university in Bali which is providing entrepreneurship concentration emphasizing innovation, family business management, and digital entrepreneurship. This institutional framework has the potentially shape students' entrepreneurial mindsets, making it an ideal setting for investigating how academic exposure combines with familial influence in developing career intentions.

Data were collected through semi-structure interviews between August and September 2025. The protocol was reviewed by two entrepreneurship lecturers to ensure content validity and tested with two non-participants students to improve clarity and flow. Interviews lasted 45-60 minutes, conducted face to face and online meeting. Rapport was established through casual conversation and the assurance that participants can share freely without judgment. Informed consent was obtained prior participant, ensuring confidentiality and voluntary participation. Some interviews were audio recorded with permission and then transcribed verbatim. Moreover, data were analyzed using qualitative content analysis following Mayring (2015), which integrates both inductive (data-driven) and theory-based category development. The analysis proceeded in three primary stages consisting summarizing, inductive category formation, and structuring.

Data analysis followed the thematic analysis method using NVivo 15 software to assist and organize the data. To enhance reliability, the researcher maintained an audit trail and conducted peer debriefing with another academic familiar with qualitative analysis to ensure coding accuracy and thematic consistency. Reflective notes were maintained throughout to monitor potential researcher bias. Further, all participants provided informed consent based on voluntary participation. As such, figure 1 illustrates the research framework.

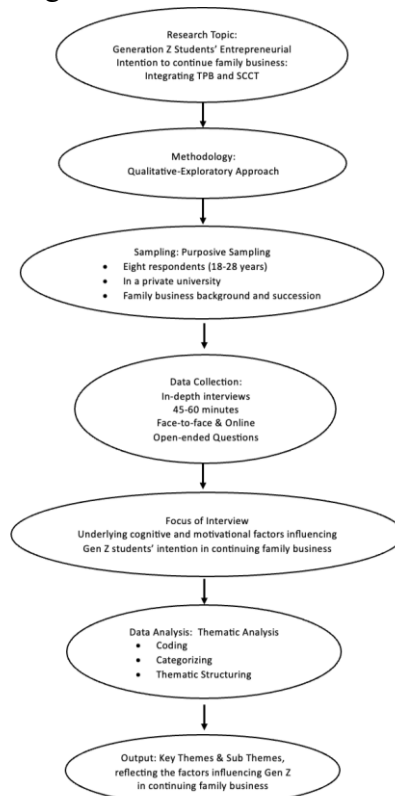


Figure 1. Research Framework

RESULT AND DISCUSSION

The study identified three major themes shaping Generation Z students' entrepreneurial intentions to continue their family business (1) family influence, (2) financial motivation and perceived benefit, and (3) intrinsic motivation. These themes collectively demonstrate how subjective norms, attitude toward behavior, perceived behavioral control from TPB and self-efficacy, outcome expectations, and personal goal from SCCT interact in the formation of entrepreneurial intention. Table 1 provides a summary of the respondents' background information. Meanwhile table 2 summarizes the thematic analysis, mapping each main them and sub-theme to the corresponding theoretical construct of TPB and SCCT.

Table 1: Summary of Respondents Background

| Stud ents | Age/ Gender | Family Firms (Industry) | Involvement in Family Business | Academ ic Year |
|--------------|----------------|---|--|----------------------|
| 1 | 18/M | Souvenir shops an Art Shop | Assisting with sales in the shop (Self-interested) | 1 st year |
| 2 | 21/M | Resort, retail, and handicraft | Assisting in operation (Active involvement) | 2 nd year |
| 3 | 18/M | Travel agency and Construction services | Checking the site (Periodically involvement) | 1 st year |
| 4 | 18/M | Guest House and accommodation service | Assisting in needed and on holiday in high session (Familial expectation) | 1 st year |
| 5 | 20/M | Beverages Retail | Running the whole operations (Self-interested) | 3 rd year |
| 6 | 20/M | Wooden Kitchenware Manufacturing | Observing and assisting when needed (Familial Expectation) | 3 rd year |
| 7 | 18/F | Fashion and art shop | Assisting the whole business (Self-interested) | 1 st year |
| 8 | 21/F | Oil & Gas and Education company | Assisting in operation and getting opportunity to make decision (Active involvement) | 4 th year |

Theme 1 Family Influence

Family influence emerged as the factor shaping undergraduate gen Z' intention to continue the family business. This theme encompasses the impact of early exposure, family support, and family pressure.

Early exposure

Most participants described early involvement in family firms, such as helping parents, observing the activities, participating in managing, and learning through informal tasks. "Since junior high school, I helped my parents at the resort to welcome guests" (Informant 2). "When I wanted to have more money, I helped my father sell merchandise to tourists" (Informant 1). This early exposure established entrepreneurship as a socially expected and normatively desirable pathways, reflected in participants' perception of subjective norms. The students internalized family business involvement as the correct and valued direction endorsed by their reference group (family). Whereas, observing and participating in entrepreneurial activities built self-efficacy and shaped outcome expectations as participants saw firsthand how the business operated and what success looked like. These findings indicate that early exposure

can support intention formation, but its effect depends on perceived agency and the meaningfulness of the learning experience. When students feel invited rather than obligated are more motivated. Thus, early exposure will encourage entrepreneurial intent if it is combined with voluntary participation and positive emotional reinforcement.

Family Support and Mentoring

Participants highlighted the role of parental guidance, “My father teaches me how to manage employees and serve customers” (Informant 6). While six participants said “my mom always provides emotional support while my dad advises for further improvement.” These interactions between parents and children reinforce subjective norms by providing emotional and practical support, which strengthens students’ confidence and sense of encouragement to continue the family business. Additionally, guidance provided by parents enhances students perceived behavioral control by increasing their belief in their ability to perform business successfully. Further, such mentoring and support represent environmental support, which in turns foster self-efficacy. The guidance and emotional encouragement by the parents build confidence in managing the business and also strengthen their motivations to engage in entrepreneurial activities.

Family Pressure

Family pressure emerges as both a motivator and psychological burden. Three participants declared, “If I don’t continue the business, my parents will be disappointed.” Another informant stated, “if not us to continue it, then who else?” These pressures can result in intentions becoming higher or lower, reflecting subjective norms perceived as controlling rather than supportive.

Firstly, it will enhance motivation by instilling a sense of responsibility and obligation. It represents the perceived social expectations from important others and students act in line with what they believe their parents expect, shaping their intention. Conversely, these pressures potentially result in psychological stress. The weight of parental expectations could create anxiety and feeling of inadequacy, weakening students’ belief in their ability to manage the business. These shows that subjective norms alone cannot fully predict intention, as the impact of the pressure depends on how individuals perceive their capability to meet those expectations. Here self-efficacy plays a mediating role, students with strong belief view pressure as supportive guidance, while those with lower self-efficacy experience it as overwhelming.

Theme 2 Economic Motivation and Perceived Benefit

Economic considerations were another factor shaping business continuation intentions. This theme consists financial gain, autonomy, security, and growth.

Financial Gain

Participants viewed business continuation as economically advantageous. Three informants stated, “The business has been running for more than 10 years, the income is high.” While another five claimed, “The income is higher than an office job.” These findings reflect a positive attitude toward behavior shaped by the believe that entrepreneurship provides better financial prospects than traditional employment. Motivationally, these financial expectations

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operate as outcome expectations, students believe that engaging in entrepreneurship will lead to desirable rewards, reinforcing their drive to act.

Flexibility and Autonomy

Entrepreneurship was seen as a path to freedom from hierarchical work. Most of the informants stated, “Being self-employed is better, gives me control over my time.” While the others claimed, “It is more flexible, I can work anywhere, I don’t have to come to office every day from nine to five.” These represents a positive attitude toward behavior, where students cognitively evaluate independence and flexibility as desirable outcomes. Moreover, the belief that entrepreneurship offers control over one’s schedule increases perceived behavioral control, reflecting confidence in managing time and making decision effectively. Further, these perceptions also reflect outcome expectations, the belief that engaging in entrepreneurship will lead to valued results, such as autonomy, flexibility, and the ability to balance work and personal life.

Career security

Informants emphasized continuing the family business as a safer option and provide stability. “It less risky because the capital and customers already exist” (Informant 1 and 5). “I don’t have to worry about my job after graduation.” (Informant 2, 4, and 6). These findings show a positive attitude behavior, as students associate business continuation with stability and low risk, they more likely to develop favorable attitude, thereby strengthening intention. Moreover, students note that capital and customer bases already exist which reduces uncertainty and makes entrepreneurship seem easier. This reflects perceived behavioral control, as the individual feels confident and supported by existing resources. Meanwhile, these expectations correspond to outcome expectations, individuals expect to gain from an action. Students expect security, stability, and stable income, which increase their motivation.

Theme 3 Intrinsic Factor

Apart from the family influence and economic drivers, participants described that their intention came from personal motivation. This included pride in legacy, self-improvement and contributing to others.

Pride in Legacy

Participants often expressed emotional attachment and pride in continuing the family the family tradition. “The business was created by grandmother with hard work, so I want to continue it.” (Informant 2). This expression reflects a deep sense of belonging and loyalty toward the family legacy, representing subjective norms, as students internalize family expectations and perceive business continuation as socially valued and morally endorsed behavior. Another informant declared “I feel confident continuing this business because my father gives me trust to manage it.” The trust expresses by the parents in their children’s ability, nurture a sense genuine commitment rather than obligation, perceive continuing the business as a meaningful and self-driven goal. Additionally, this attachment manifests as positive outcomes expectations, as students associate business continuation with emotional fulfillment, family honor, and personal meaning rather than financial gain. Such expectations are reinforced

by personal goals, where continuing the business becomes an act of self-expression and identity preservations. The interaction between subjective norms, outcome expectations, and personal goals show how external family expectations are internalized into intrinsic motivation, students not only conform to family norms, but also transforms them into personal aspirations.

Continuous Learning and Improvement

Students emphasized that acquiring new skills, knowledge, and adaptability are essential before continuing the family business. Three participants claimed, “I want to continue the business, but first I need to finish my bachelor’s degree and gain more experience.” These findings shows that intention among them begin as a desire to learn and prepare, rather than an immediate plan to take over the business, reflecting perceived behavioral control. They believe that preparation and competence increase their ability to manage the business successfully. Motivationally, these learning efforts build self-efficacy, as engaging in learning activities helps them develop confidence, ability and readiness to succeed. This pursuit of knowledge is driven by intrinsic motivation, personal satisfaction gained from self-improvement and mastery. Students demonstrates a genuine curiosity to explore business strategies and finding satisfaction in becoming more capable and independent.

Benefiting Others

Informants described the motivation to help employees or contribute to society through business continuity. Almost all the participants stated, “I want to develop this business, so I can create more job opportunities and help people in need.” While another two said, “I want to open up internship opportunities for student, because it is difficult to find work without experience nowadays.” These findings indicate the intention are shaped by intrinsic values, where the act of helping others and contributing to the community provides a sense of personal fulfillment and meaning. Cognitively, this reflects a positive attitude toward behavior, as students evaluate business continuation as meaningful and socially valuable. For them, entrepreneurship is not merely a means of income generation but a pathway to create employment and support communities. Further, these aspirations correspond to outcome expectations, individuals believe their efforts will lead to socially meaningful results such as employee welfare, new job opportunities, and broader social combination. As a result, these positive outcome expectations strengthen personal goals, as individuals view these actions as personally morally valuable, the expected results are in line with a person’s intrinsic values, the desire to achieve them becomes mutually reinforcing, encouraging perseverance even in the face of challenges.

Table 2. Finding structured in categories

| Main Theme | Sub-theme | Theory related |
|---------------------|----------------------------|--|
| Family Influence | Early exposure | TPB- Subjective norms SCCT- Self-efficacy |
| | Family support & mentoring | TPB- Subjective norms, perceived behavioral control SCCT- Self-efficacy |
| | Family pressure | TPB - Subjective norms SCCT- Self-efficacy |
| Economic Motivation | Financial gain | TPB- Attitude toward behavior SCCT- Outcome expectations |

| Main Theme | Sub-theme | Theory related |
|-----------------------|--|---|
| and Perceived Benefit | Flexibility and autonomy | TPB - Attitude toward behavior SCCT- Outcome expectations |
| | Career security | TPB- Attitude toward behavior, Perceived behavioral control SCCT- Outcome expectations |
| Intrinsic Motivation | Pride in legacy | TPB- Subjective norms SCCT- Personal Goals, Outcome expectations |
| | Continuous learning and learning improvement | TPB- Perceived behavioral control SCCT- Self-efficacy |
| | Benefiting Others | TPB- Attitude Toward Behavior SCCT- Outcome expectations |

The findings reveal that family influence, economic motivation, and intrinsic factors collectively shape students' entrepreneurial intentions through the interplay of subjective norms, attitude toward behavior, perceived behavioral control, self-efficacy, outcome expectations, and personal goals. The results indicate that Gen Z students' intentions are formed through a combination of cognitive and motivational mechanisms embedded within ongoing communication processes, particularly family communication.

The first theme, family influence, emerged as a factor shaping entrepreneurial cognitive. Early exposure and parental mentoring operate as forms of family communication, where parents model behaviors, give verbal instruction, and provide emotional feedback. These ongoing interactions create subjective norms that feel socially endorsed, as they are continually reinforced through daily communication within the family. Scholar describe this pattern as an intergenerational communication between parents and their children, consisting soft factors that are invisible, intangible, and inward such as feelings, emotions, relations, trust, or empathy (Zehrer & Leiß, 2020). This involvement and guiding not shapes what students believe they should do, but also develop self-efficacy and perceived behavioral control, as students acquire tacit knowledge and confidence through experiential learning. Prior research emphasizes that children socialized early in family business internalize entrepreneurial scripts and subsequently demonstrate stronger intentions (Muigai et al., 2022). However, for Gen Z, family influence work differently. As generation value autonomy and flexibility, the family pressure reveals a dual function, either strengthens subjective norms and responsibility or it may also generate psychological strain when expectations exceed perceived capability. These expectations act as normative message, signaling what is considered appropriate or morally expected within the family. According to Lapinski & Rimal, (2005), the impact of such norms depends on how individuals interpret the communicator's intent and whether messages are perceived supportive or controlling, meaning norms alone cannot fully predict intention. The effect depends on self-efficacy, when Gen Z perceive themselves as competent, pressure is internalizing as supportive motivation, while if the efficacy is low, it is experienced as coercive. Research support this dynamic, parental emotional support positively influences succession intention through entrepreneurial self-efficacy (Lyons et al., 2024), while excessive family pressure can weaken intention when individuals feel constrained or overwhelmed (Kautonen et al., 2015). This dynamic illustrates how SCCT enriches TPB by explaining the quality of motivation underlying normative influence and highlighting family communication.

The second theme, economic motivation and perceived benefit, Gen Z participants perceived entrepreneurship as offering greater income potential and long-term stability than traditional employment, shaping positive attitude toward behavior. These evaluations reflect a rational decision-making process, as Gen Z perceive continuing the business as advantageous and worthwhile. At the same time, SCCT explains this through outcome expectations, as students anticipate desirable results such as financial security that reinforce motivation to continue. This interpretation is further reinforced by intensive exposure to media communication, as digital-native, Gen Z constructs their understanding of entrepreneurship through social media content, influencer narratives, and success stories. According to Dewantara et al., (2025) show that social media mediates Gen Z's perception, where exposure to the lifestyle and achievements of influencers increases the belief that entrepreneurship offers more promising economic opportunities. Consequently, the expectation of the financial security as positive outcomes strengthens their entrepreneurial intention, consistent with the research by Adjimah et al., (2025). Moreover, autonomy and flexibility are perceived as benefit that make entrepreneurship appealing. Gen Z regard continuing business as an opportunity to control their schedules, make independent decisions, maintain work-life balance, and avoid hierarchical work, consistent with Gen Z's preference for freedom and self-direction (Cirstea & Anagnoste, 2023; Rahayu et al., 2023). These perceived advantages enhance attitude toward behavior, positioning entrepreneurship as a rewarding and adaptable career option. Additionally, they operate as outcome expectations, shaping motivation through anticipation of greater control and satisfaction from self-managed work. Such expectations are reinforced by the communicative climate typically found in family businesses, where interactions are more informal, collaborative, and dialogue than in corporate setting (Staniewski et al., 2025). This environment enables Gen Z to envision entrepreneurship as a space where they can contribute ideas and participate more directly in decision-making, strengthening their belief that entrepreneurship supports autonomy and personal control. This synergy indicates that student's cognitive appraisal of entrepreneurship as beneficial are strengthened by their belief that it will help them achieve valued career goals. Similarly, Eesley et al., (2014) found that flexibility is likely to increase individual's entrepreneurial intention through the mechanism of choice provision. Furthermore, the perception of job security through existing capital, networks, and customer bases strengthens perceived behavioral control, as Gen Z students feel capable of sustaining and developing the business. These beliefs also align with SCCT's concept of outcome expectations, students expect security, which enhance their motivation to continue the family business. This is consistent with Pires, (2025) who found job security enhance confidence, thereby translating expected benefits into stronger intentions. Together, these factors demonstrate Gen Z's intention strengthens when their belief that the business is beneficial and manageable due to existing resources align with their expectation that it will provide meaningful rewards.

The third theme, intrinsic motivation such as pride in legacy, self-improvement, and benefiting others also influence Gen Z students' intention to continue their family business. This motivation emerges from interpersonal communication, namely the daily conversations and shared stories that construct meaning around the family business. According to Botsaris & Vamvaka, (2016), intrinsic motivation is stronger predictors than extrinsic rewards due to personal values and enjoyment, making it more powerful. In this study, pride in legacy

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illustrates how external family expectations can evolve into internalized motivation, where subjective norms in TPB transforms into personal goals in SCCT. They feel pride and satisfaction in making their parents proud and carrying forward the family's values. This process is reinforced through narrative communication, in which stories and histories about the family business create a shared narrative that strengthens identity and emotional attachment (Kellas, 2005). Burton et al., (2022) also support that emotional attachment to the family business increases commitment and intention to continue the business, making the family legacy a source of intrinsic motivation. Moreover, continuous learning and self-development demonstrates Gen Z's growth-oriented mindset and reflect perceived behavioral control, as they view competence and preparation as prerequisites for success. These experiences strengthen their self-efficacy, the belief that they possess the capability to perform effectively in entrepreneurial tasks, align with the research by Afriyie et al., (2025). This behavior reflects Gen Z's adaptive, as they value continuous learning and self-improvement to succeed in dynamic environments (Narojczyk & Nowak, 2025). Together, these constructs show how perceived feasibility is reinforced by internal confidence, indicating that Gen Z's intention stems not only from external opportunity but also from self-assured capability. Finally, Gen Z' aspirations to help others through job creation and community involvement, shaping positive attitude toward entrepreneurship because they view the business as a way to generate social value. These socially oriented aspirations reflect outcome expectations, namely moral satisfaction that can sustain motivation to continue the family business. As such, this orientation demonstrates an internalized sense of responsibility that provides emotional satisfaction, illustrating intrinsic motivation grounded in moral and social values (Grant, 2008; Ryan & Deci, 2000). Therefore, this study provides a nuanced understanding of how external expectations and internal belief jointly drive entrepreneurial intention. By integrating TPB and SCCT, offering insights for both theory and practice in fostering young successors' motivation and readiness.

Theoretically, it shows that, subjective norms are insufficient to predict intention, their effect depends on self-efficacy. The positive attitude also becomes stronger when supported by outcome expectations. Additionally, outcome expectations interact with intrinsic motivations to strengthen intention, demonstrating the motivational pathway from anticipated benefits to personal goals. On the other side, practically, the result suggest that family business and educators should provide early voluntary exposure to business activities, offer mentoring that build competence and confidence, and support intrinsic motivations such as skill development and value-driven purpose.

CONCLUSION

This study reveals that Generation Z's intention to continue family businesses is driven by an interplay of family influence, economic prospects, and personal motivation, where processes like intergenerational communication and media exposure shape cognitive evaluations and self-efficacy. By integrating the Theory of Planned Behavior and Social Cognitive Career Theory, the findings highlight that commitment is sustained when entrepreneurship is perceived as beneficial, feasible, and aligned with personal goals, underscoring the importance of early involvement. However, the research is limited by a small sample from a single Balinese university, a lack of cultural analysis regarding local values,

potential bias from an entrepreneurship-focused environment, and a focus on dominant patterns over contradictory cases. Future studies should therefore employ larger, more diverse samples, mixed-method or longitudinal designs, and incorporate a deeper cultural perspective to statistically test the proposed model and better understand how communication dynamics and local values influence these evolving intentions.

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