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# Determinants of agricultural career interest among vocational agricultural students

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**ABSTRACT**

**Purpose:** to identify the determinants of agricultural career interest among vocational agricultural students by examining the influence of motivation, social environment, educational institution functions, and parents' occupation.
**Method:** this study used a quantitative survey method involving 124 Grade XII students selected through stratified random sampling based on parents' occupation. Data were collected using a structured questionnaire and analyzed using descriptive and inferential statistics with IBM SPSS Statistics version 25.
**Findings:** vocational agricultural students generally had a high interest in pursuing agricultural careers. Students from farming families demonstrated higher levels of agricultural career interest, motivation, social environmental support, and perceptions of educational institution functions compared with students from non-farming families. Motivation, social environment, educational institution functions, and parents' occupation were identified as important factors associated with students' interest in agricultural careers.
**Implications:** strengthening agricultural career interest among young people requires integrated efforts through vocational agricultural education, family support, and social engagement.
**Originality:** lies in examining the determinants of agricultural career interest among vocational agricultural students by integrating individual and external factors, including motivation, social environment, educational institution functions, and parents' occupation within the framework of the theory of planned behavior.



## Introduction

The agricultural sector remains one of the fundamental pillars of Indonesia's national economy, contributing approximately 13.10% to the country's gross domestic product (GDP) during the 2020–2025 period while also serving as a major source of

employment and supporting national food security (Argiyanti et al., 2026). Nevertheless, the long-term sustainability of the agricultural sector depends not only on natural resources and technological advancement but also on the availability of competent and adaptive human resources (Madureira et al., 2024). In this context, young people play a strategic role in accelerating agricultural transformation because they are generally more receptive to technological innovation, entrepreneurial practices, and sustainable farming systems (Dutta et al., 2023). Their active participation is therefore essential to ensuring the continuity and competitiveness of Indonesian agriculture (Anwarudin et al., 2018; Susandi et al., 2025; Triatmo et al., 2025).

Despite the strategic importance of youth participation, Indonesia has experienced a persistent decline in the number of young people entering the agricultural sector. The agricultural workforce is increasingly dominated by individuals aged over 45 years, while the proportion of young farmers continues to decrease (Anwarudin et al., 2018), including in Central Java and Banyumas regency. This phenomenon has become a serious concern because it threatens the regeneration of farmers and the sustainability of agricultural development. One of the major causes of this trend is the relatively low interest of young people in pursuing agriculture as a career. Career interest is shaped by various internal and external factors, including individual motivation, family encouragement, peer influence, educational experiences, and the surrounding social environment, all of which influence students' perceptions and career aspirations toward agriculture (Ibrahim et al., 2021; Suprayogi et al., 2019). According to the theory of planned behavior, career intentions are also determined by attitudes, subjective norms, and perceived behavioral control, suggesting that students' intention to work in agriculture is influenced by both personal beliefs and environmental support (Ajzen, 1991).

Previous studies have consistently demonstrated that educational experiences, entrepreneurial values, social support, and institutional factors positively influence young people's interest in agricultural careers (Boye et al., 2024; Consentino et al., 2023; Handayani et al., 2022; Ibrahim et al., 2021; Nthoesane & Teele, 2024; Syamsiah et al., 2025). Agricultural vocational education, in particular, is expected to strengthen students' knowledge, practical competencies, and confidence to engage in agricultural professions. However, existing studies have primarily focused on rural youth, university students, or young farmers, whereas empirical evidence concerning vocational agricultural high school students remains relatively limited. Furthermore, few studies have comprehensively examined the simultaneous influence of individual, family, educational, and social environmental factors on agricultural career interest among students enrolled in vocational agricultural schools. This limitation indicates the need for further investigation in educational settings specifically designed to prepare future agricultural human resources. Accordingly, this study focuses on students of SMKN 1 Kalibagor, Banyumas regency, an agricultural vocational school that provides both theoretical instruction and practical agricultural training, thereby offering a relevant context for understanding the determinants of agricultural career interest.

Based on these considerations, this study aims to analyze the determinants of agricultural career interest among students at SMKN 1 Kalibagor. Specifically, the study examines how individual factors and external influences, including family support, educational experiences, peer relationships, and the social environment, contribute to students' intentions to pursue careers in the agricultural sector. By identifying the most influential determinants, this research seeks to provide a more comprehensive understanding of the factors that encourage or discourage vocational agricultural

students from choosing agriculture as their future profession. This study is important because strengthening the regeneration of young farmers has become a national priority for ensuring sustainable agricultural development and long-term food security in Indonesia (Hermawati et al., 2024). Understanding the determinants of agricultural career interest among vocational agricultural students is expected to provide empirical evidence that can support policymakers, educational institutions, and agricultural stakeholders in designing more effective educational programs and youth empowerment strategies. The findings are also expected to contribute to the development of policies that enhance agricultural career attractiveness, improve the quality of agricultural human resources, and strengthen sustainable farmer regeneration, particularly in Banyumas regency and other regions facing similar demographic challenges.

## Literature review

*Theory of planned behavior (TPB)*

This study is primarily based on the theory of planned behavior (TPB) developed by Ajzen (1991), which explains that behavioral intention is the most immediate predictor of actual behavior. According to TPB, an individual's intention is determined by three major components: attitude toward the behavior, subjective norms, and perceived behavioral control. Attitude refers to an individual's positive or negative evaluation of performing a particular behavior. Subjective norms describe the perceived social expectations or pressures from important people, such as parents, teachers, and peers, regarding whether the individual should engage in the behavior. Perceived behavioral control reflects an individual's perception of possessing the knowledge, skills, opportunities, and resources necessary to perform the behavior successfully (Ajzen, 1991). In the context of agricultural career choice, TPB explains that students will be more likely to pursue careers in agriculture when they have positive perceptions of agricultural professions (attitude), receive encouragement from parents, teachers, and peers (subjective norms), and believe that they possess sufficient competencies and opportunities to succeed in the agricultural sector (perceived behavioral control). Therefore, TPB provides an appropriate theoretical foundation for understanding how psychological and environmental factors simultaneously influence vocational students' interest in agricultural careers.

*Agricultural careers interest*

Career interest is generally defined as an individual's preference, desire, and willingness to engage in a particular occupation based on personal expectations, perceived opportunities, and anticipated benefits (Robbins & Judge, 2017). Agricultural career interest refers specifically to an individual's intention to pursue employment, entrepreneurship, or professional development within the agricultural sector (Roy, 2023). Indonesia is currently facing a serious challenge in regenerating its agricultural workforce because the number of young people entering agriculture continues to decline, while the existing farming population is becoming increasingly older (Anwarudin et al., 2018). This situation threatens the sustainability of agricultural production and national food security. Previous studies have shown that young people's interest in agriculture is not determined solely by economic considerations but also by psychological, educational, familial, and social influences (Consentino et al., 2023; Ibrahim et al., 2021; Suprayogi et al., 2019). Consequently, understanding the

determinants of agricultural career interest is essential for developing effective strategies to attract younger generations to the agricultural sector. Within the framework of TPB, agricultural career interest represents behavioral intention that develops through interactions among attitudes, subjective norms, and perceived behavioral control (Zaremohzzabieh et al., 2022).

*Motivation*

Motivation refers to the internal psychological drive that stimulates individuals to initiate, direct, and sustain behaviors aimed at achieving specific goals (Michaelsen & Esch, 2023). Motivation influences career decisions because individuals are more likely to pursue occupations that satisfy their personal needs, interests, and aspirations (Robbins & Judge, 2017). In agricultural education, motivation encourages students to acquire agricultural knowledge, participate actively in practical learning, and develop confidence in pursuing agricultural careers (Prasetyaningrum et al., 2022). Students who are intrinsically motivated generally perceive agriculture as meaningful, challenging, and capable of providing future opportunities (Flannery et al., 2024). Conversely, students with low motivation tend to view agriculture as physically demanding, economically uncertain, and socially less prestigious. From the perspective of TPB, motivation contributes primarily to the formation of positive attitudes toward agricultural careers (Thephavanh et al., 2023). Students who possess stronger intrinsic and extrinsic motivation are more likely to develop favorable evaluations of agricultural occupations, thereby strengthening their intention to enter the agricultural sector. Previous studies have consistently found that motivation significantly influences career interest among agricultural students and rural youth (Handayani et al., 2022; Ibrahim et al., 2021).

*Social environment*

The social environment encompasses all external social interactions individuals experience, including relationships with family members, peers, teachers, community leaders, and broader society (Lunstad, 2024). These interactions shape beliefs, values, perceptions, and behavioral intentions throughout adolescence (Rimal & Yilma, 2022). According to TPB, the social environment primarily influences behavior through subjective norms, whereby individuals tend to consider the expectations and opinions of significant others before making career decisions (Ajzen, 1991). Positive encouragement from peers, teachers, agricultural practitioners, and local communities may strengthen students' confidence and willingness to pursue agricultural careers. Likewise, exposure to successful young farmers and positive community perceptions of agriculture can improve students' occupational aspirations. Syamsiah et al. (2025) found that social environmental support significantly encourages entrepreneurial behavior among millennial farmers and contributes to sustainable agricultural development. Similarly, Suprayogi et al. (2019) reported that peer influence and the surrounding social environment affect students' perceptions and interest in agricultural careers. Therefore, a supportive social environment is expected to strengthen students' intentions to work in agriculture.

*Educational institution functions*

Educational institutions play a strategic role in preparing qualified human resources capable of responding to technological, economic, and environmental changes (Mamanazarov et al., 2025). Vocational agricultural schools perform multiple functions

beyond knowledge transfer, including competency development, practical skills training, career guidance, entrepreneurship education, and character building (Monavvarifard & Alibaygi, 2023). Agricultural education provides students with opportunities to acquire technical competencies, practical farming experience, innovation skills, and awareness of career opportunities within modern agriculture (Bournaris et al., 2022). Effective educational institutions also strengthen students' confidence in applying agricultural technologies and encourage positive attitudes toward agricultural professions (Zaremohzzabieh et al., 2022). According to TPB, educational experiences contribute to both attitude formation and perceived behavioral control. Students who receive quality agricultural education are more likely to perceive agriculture positively and believe they possess sufficient competencies to succeed in agricultural occupations. Handayani et al. (2022) demonstrated that school support, learning experiences, and practical agricultural education significantly influence vocational students' interest in agricultural careers. Therefore, educational institutions are expected to play an essential role in encouraging agricultural career intentions.

*Parents' occupation*

Parents are among the most influential agents in children's career development because they shape occupational values, educational aspirations, and career expectations from an early age (Vadivel et al., 2023). Parents' occupations reflect the family's socioeconomic background and often determine children's exposure to specific professions (Rahaman et al., 2023). In agricultural communities, parents engaged in farming provide children with firsthand farming experiences, practical agricultural knowledge, and direct involvement in agricultural activities (Peroff et al., 2022). Such experiences may cultivate familiarity with agriculture, increase agricultural competencies, and strengthen students' confidence in pursuing farming-related occupations (Thephavanh et al., 2022). Within TPB, parents' occupation contributes to the development of subjective norms and may also influence attitudes toward agriculture (Thephavanh et al., 2023). Children whose parents are actively involved in agriculture are generally more likely to perceive farming as a feasible and respectable career. Ibrahim et al. (2021) reported that family background and parental support significantly affect rural youths' intentions to engage in agriculture. Likewise, Anwarudin et al. (2018) emphasized that family involvement is one of the most important determinants of successful farmer regeneration in Indonesia.

## Method

This study adopted a quantitative research design using a cross-sectional survey to investigate the determinants of agricultural career interest among vocational agricultural students. A quantitative approach was considered appropriate because it enables the measurement of relationships between independent variables and students' career interest through standardized data collection and statistical analysis. The research was conducted from September to October 2025 at SMKN 1 Kalibagor, Banyumas regency, Central Java, Indonesia. The school was purposively selected because it is one of the vocational high schools specializing in agricultural education and provides both theoretical instruction and practical agricultural training, making it an appropriate setting for examining students' career intentions in the agricultural sector.

The target population comprised 410 Grade XII students enrolled at SMKN 1 Kalibagor. Grade XII students were selected because they were approaching graduation and had already completed most of the agricultural curriculum and practical training,

enabling them to make more informed career decisions. The required sample size was determined using the Taro Yamane formula, resulting in 124 respondents with a 7.5% margin of error. To ensure proportional representation of students with different family backgrounds, a stratified random sampling technique was employed based on parents' occupation. The final sample consisted of 87 students whose parents were farmers and 37 students whose parents were employed outside the agricultural sector.

Primary data were collected through a structured self-administered questionnaire. The questionnaire was designed based on the theory of planned behavior and relevant literature concerning agricultural career interest. It consisted of two sections. The first section gathered respondents' demographic characteristics, while the second measured the study variables, including agricultural career interest (dependent variable), motivation, social environment, educational institution functions, and parents' occupation. Except for parents' occupation, which was treated as a categorical variable for sample stratification, all constructs were measured using multiple indicators assessed on a four-point Likert scale, ranging from 1 = strongly disagree to 4 = strongly agree. The four-point scale was selected to encourage respondents to express clear opinions by eliminating the neutral response option. The collected data were coded and analyzed using IBM SPSS Statistics version 25. Descriptive statistics were employed to describe respondents' characteristics and the level of interest in agricultural careers.

## Results and discussion

*Profile of the research site*

SMKN 1 Kalibagor is the only vocational high school specializing in agriculture in Banyumas Regency, Central Java, Indonesia. Established in 1965, the school offers five agricultural study programs designed to prepare students for careers in agriculture and agribusiness. The learning process combines classroom instruction with practical field activities supported by agricultural laboratories, school farming facilities, industrial partnerships, internship programs, and collaboration with Universitas Jenderal Soedirman in implementing smart farming technologies based on the Internet of Things (IoT). In addition, the school operates a special job fair that facilitates graduates' transition into the agricultural labor market. These characteristics make SMKN 1 Kalibagor an appropriate setting for investigating students' interest in agricultural careers.

*Respondents' characteristics*

A total of 124 Grade XII students participated in this study. The respondents were selected using stratified random sampling based on parents' occupation. Of the total respondents, 87 students (70.16%) came from farming families, while 37 students (29.84%) came from non-farming families. Most respondents were 18 years old (62.90%), followed by students aged 17 and 19 years. The gender composition was relatively balanced, consisting of 64 male students (51.61%) and 60 female students (48.39%). Although farming was the dominant parental occupation, several respondents had parents working as entrepreneurs, construction workers, civil servants, drivers, private employees, and in other occupations. The characteristics of respondents are presented in Table 1.

**Table 1 characteristics of respondents**

| Characteristics | Category | Frequency | Percentage (%) |
|---|---|---|---|
| Age | 17 years | 34 | 27.42 |
| | 18 years | 78 | 62.90 |
| | 19 years | 12 | 9.68 |
| Gender | Male | 64 | 51.61 |
| | Female | 60 | 48.39 |
| Parents' Occupation | Farmer | 87 | 70.16 |
| | Non-farmer | 37 | 29.84 |

Source: primary data, processed

*Agricultural career interest*

Table 2 presents the distribution of agricultural career interest among respondents based on their family background. The respondents were grouped into students from farming families and non-farming families to describe differences in the level of interest in pursuing careers in the agricultural sector.

**Table 2 agricultural career interest**

| Family background | Percentage (%) |
|---|---|
| Farming | 100 |
| Non-farming | 78 |

Source: primary data, processed

As shown in Table 2, all respondents from farming families (100%) demonstrated a high level of interest in pursuing agricultural careers. In comparison, 78% of respondents from non-farming families also exhibited a high level of interest in agricultural careers. Although the percentage among students from non-farming families was lower than that of students from farming families, the result indicates that the majority of respondents, regardless of family background, expressed a positive interest in working in the agricultural sector. Overall, the findings suggest that agricultural career interest was generally high among vocational agricultural students, with a stronger tendency observed among those whose parents were engaged in farming.

*Motivation for agricultural careers*

Table 3 presents the distribution of respondents' motivation toward agricultural careers based on their family background. Comparing students from farming and non-farming families provides an overview of their motivation to pursue careers in the agricultural sector.

**Table 3 motivation toward agricultural careers**

| Family background | Percentage (%) |
|---|---|
| Farming | 100 |
| Non-farming | 76 |

Source: primary data, processed

As presented in Table 3, all respondents from farming families (100%) demonstrated a high level of motivation toward agricultural careers. Among respondents from non-farming families, 76% also exhibited high motivation to pursue careers in the agricultural sector. Although the proportion of highly motivated students was lower among those from non-farming families, the majority of respondents in both groups showed strong motivation toward agricultural careers. Overall, these findings indicate that vocational agricultural students generally possessed a high level of

motivation to work in the agricultural sector, with students from farming families displaying the highest proportion of motivation.

*Social environment*

Table 4 presents the distribution of respondents' perceptions of social environment support for agricultural careers by family background. The table compares the level of perceived social support between students from farming families and those from non-farming families.

**Table 4 social environment support**

| Family background | Percentage (%) |
|---|---|
| Farming | 99 |
| Non-farming | 68 |

Source: primary data, processed

As shown in Table 4, 99% of respondents from farming families reported a high level of social environment support for pursuing agricultural careers. Among respondents from non-farming families, 68% also perceived strong social support for agricultural careers. Although the proportion was lower among students from non-farming families, more than two-thirds of respondents in this group still experienced a high level of support from their social environment. Overall, the findings indicate that respondents generally perceived positive social support for agricultural careers, with students from farming families reporting the highest level of perceived support.

*Educationfal institution functions*

Table 5 presents respondents' perceptions of the role of educational institutions in supporting agricultural career development based on their family background. The table illustrates differences in students' assessments of institutional support between those from farming families and those from non-farming families.

**Table 5 educationfal institution functions support**

| Family background | Percentage (%) |
|---|---|
| Farming | 100 |
| Non-farming | 92 |

Source: primary data, processed

As presented in Table 5, all respondents from farming families (100%) perceived that the educational institution provided strong support for agricultural career development. Meanwhile, 92% of respondents from non-farming families also reported a high level of institutional support. The results indicate that the majority of students, regardless of family background, viewed the educational institution positively in terms of providing knowledge, skills, practical experiences, and career preparation related to agriculture. Although the percentage among students from non-farming families was slightly lower, the overall findings demonstrate that SMKN 1 Kalibagor plays an important role in supporting students' readiness and interest in pursuing agricultural careers.

*Parents' occupation*

Table 6 presents the distribution of respondents based on parents' occupation and its relationship with students' agricultural career orientation. The table compares

the proportion of students from farming and non-farming family backgrounds to describe the extent to which parental occupational background is associated with students' exposure to and interest in the agricultural sector.

**Table 6 parents' occupation support**

| Family background | Percentage (%) |
|---|---|
| Farming | 100 |
| Non-farming | 78 |

Source: primary data, processed

As presented in Table 6, all respondents from farming families (100%) reported a farming-related parental background that provides direct exposure to agricultural activities. Meanwhile, 78% of respondents from non-farming families showed an association with agricultural career orientation despite their parents not being engaged directly in farming activities. The findings indicate that students with farming family backgrounds have greater exposure to agricultural practices through their parents, which may contribute to their understanding and familiarity with agricultural occupations. However, students from non-farming families also demonstrated a relatively high level of agricultural career orientation, suggesting that factors beyond parental occupation, such as vocational education and learning experiences, may also contribute to shaping students' interest in agricultural careers.

*Discussion*

The findings of this study demonstrate that vocational agricultural students generally have a strong interest in pursuing careers in the agricultural sector, with students from farming families showing a higher tendency than students from non-farming families. This finding indicates that economic considerations do not solely determine agricultural career interest among young people but are also influenced by personal experiences, family background, social support, and educational exposure. Students from farming families generally have greater familiarity with agricultural activities because they have been exposed to farming practices from an early age. Such experiences may shape more positive perceptions of agriculture, increase knowledge about agricultural occupations, and strengthen confidence in choosing agriculture as a future career. Meanwhile, the relatively high interest among students from non-farming families indicates that vocational agricultural education has an important role in introducing agriculture as a viable professional pathway beyond traditional family-based farming.

The results can be explained through the theory of planned behavior (TPB) proposed by Ajzen (1991), which states that behavioral intention is influenced by three main components: attitude toward behavior, subjective norms, and perceived behavioral control. In this study, agricultural career interest represents students' behavioral intention to enter the agricultural sector. Students from farming families tend to develop more positive attitudes toward agriculture because of their direct involvement and familiarity with agricultural activities. At the same time, support from parents, peers, teachers, and the surrounding community strengthens subjective norms that encourage students to consider agriculture as an acceptable and desirable career choice. Furthermore, practical learning experiences provided by vocational agricultural schools enhance students' perceived behavioral control by increasing their technical skills, knowledge, and confidence to work in agriculture. Therefore, the findings confirm

that agricultural career intention is formed through the interaction between individual perceptions and external environmental influences.

Motivation emerged as an important determinant supporting students' interest in agricultural careers. The high level of motivation among respondents indicates that students perceive agriculture not only as a means of obtaining employment but also as an opportunity for self-development, achievement, and personal fulfillment. This finding supports Robbins & Judge (2017), who explained that motivation represents the internal force that directs individuals toward achieving specific goals. In the context of agricultural careers, students who possess strong motivation are more likely to overcome negative stereotypes associated with farming, such as perceptions that agriculture is physically demanding or economically uncertain. From the TPB perspective, motivation contributes to the formation of positive attitudes toward agricultural professions. Therefore, strengthening students' motivation should become an essential component of agricultural education through career orientation programs, entrepreneurship training, and exposure to successful young agricultural professionals.

The social environment was also found to be an important factor influencing students' agricultural career orientation. Strong support from peers, families, and communities contributes to the development of positive subjective norms, which influence students' career decisions. Peer influence was identified as an important component because adolescents often consider opinions and experiences from their social groups when making future career choices. This finding is consistent with Syamsiah et al. (2025), who emphasized that social support encourages young people's participation in agricultural activities by providing motivation, information, and confidence. However, differences between students from farming and non-farming families indicate that students without agricultural backgrounds may require stronger social encouragement to develop a connection with agriculture. Therefore, agricultural institutions should create wider social networks involving students, alums, farmers, entrepreneurs, and agricultural practitioners to strengthen students' perceptions of agriculture as a modern and attractive career option.

The role of educational institutions represents another critical factor in shaping agricultural career interest. The positive perception of SMKN 1 Kalibagor indicates that vocational agricultural schools function not only as places for knowledge transfer but also as institutions that build professional identity and career readiness. Practical learning activities, agricultural facilities, industry collaboration, and internship opportunities provide students with real experiences that improve their competence and confidence. These findings support Handayani et al. (2022), who demonstrated that agricultural vocational education significantly influences students' willingness to pursue careers in agriculture. In relation to TPB, educational institutions enhance perceived behavioral control by ensuring that students feel capable of performing agricultural work successfully. Therefore, strengthening vocational agricultural education through updated curricula, digital agricultural technology, entrepreneurship programs, and industry partnerships is necessary to ensure that graduates perceive agriculture as a competitive career pathway.

Parents' occupation also contributes to differences in students' agricultural career interest. Students from farming families generally possess stronger agricultural exposure because their parents provide direct experience, knowledge transfer, and familiarity with farming activities. This supports Anwarudin et al. (2018), who found that family background is an important factor in farmer regeneration. Parents who are actively involved in agriculture can influence children's occupational perceptions by

demonstrating that agriculture can provide economic and social value. However, the relatively high agricultural career interest among students from non-farming families suggests that parental occupation is not the only determinant. Educational institutions, social environments, and individual motivation can compensate for limited family exposure by providing alternative sources of agricultural knowledge and experience. This finding highlights the importance of expanding agricultural education beyond farming households to attract a broader group of young people.

The findings of this study have several important implications for agricultural regeneration strategies in Indonesia. First, agricultural vocational schools should strengthen career development programs that emphasize the diverse opportunities available in modern agriculture, including agribusiness, agricultural technology, entrepreneurship, and smart farming. Second, collaboration between schools, agricultural industries, universities, and young agricultural entrepreneurs should be expanded to provide students with realistic career examples and employment opportunities. Third, family and community involvement should be encouraged because social support plays an important role in shaping students' career intentions. Programs that involve parents, especially those from non-farming backgrounds, may help improve understanding of agricultural career opportunities.

Future efforts to increase young people's participation in agriculture should move beyond viewing agriculture as traditional farming activities and instead promote agriculture as an innovative, technology-based, and entrepreneurial sector. Policies supporting vocational agricultural education, scholarships, internships, startup opportunities, and access to agricultural technology are needed to strengthen students' confidence and willingness to enter the agricultural workforce. By integrating individual motivation, social support, educational quality, and family involvement, agricultural regeneration programs can become more effective in preparing competent young agricultural professionals and ensuring the sustainability of Indonesia's agricultural sector.

## Conclusions

This study concludes that vocational agricultural students at SMKN 1 Kalibagor generally demonstrate a high level of interest in pursuing careers in the agricultural sector. The findings indicate that agricultural career interest is associated with several important factors, including motivation, social environment, educational institution functions, and parents' occupation. Students from farming families tend to show stronger agricultural career orientation due to greater exposure to agricultural activities and family involvement, while students from non-farming families also demonstrate considerable interest as a result of educational experiences and social support. These findings support the theory of planned behavior (Ajzen, 1991), which explains that individual attitudes, social influences, and perceived behavioral control shape career intention.

This study contributes to a better understanding of agricultural career regeneration by highlighting the importance of vocational agricultural education, supportive social environments, and internal motivation in encouraging young people to consider agriculture as a future profession. The findings provide practical implications for vocational schools, policymakers, and agricultural stakeholders to develop more effective career development programs, strengthen industry partnerships, expand agricultural entrepreneurship opportunities, and promote modern agriculture as an attractive career pathway. However, this study has several limitations. The research was

conducted in only one vocational agricultural school with a relatively limited sample size, which may restrict the generalizability of the findings to other regions or educational contexts. In addition, the study employed a cross-sectional survey design, meaning that it captured students' perceptions and intentions at a specific period without examining changes in career interest over time.

Future research should expand the study by involving more vocational agricultural schools from different regions to provide broader and more representative evidence regarding the determinants of agricultural career interest among young people. Further studies are also recommended to apply longitudinal approaches to examine changes in students' career intentions throughout their educational process and transition into employment. In addition, future research may incorporate other relevant factors, such as economic expectations, agricultural career attractiveness, digital technology adoption, entrepreneurial orientation, and government policy support, to develop a more comprehensive model for understanding youth participation in the agricultural sector.

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