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The Roles of Entrepreneurship Education, Self-Motivation, and Perceived Relational Support in Shaping University Students' Entrepreneurial Readiness

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Abstrak

Penelitian ini bertujuan untuk menguji dan menganalisis peran *entrepreneurship education*, *self-motivation*, dan *perceived relational support* dalam membentuk *entrepreneurial readiness*. Penelitian ini menggunakan pendekatan kuantitatif eksplanatori dengan metode survei. Populasi penelitian terdiri atas seluruh peserta SIB E-Commerce Batch 1 yang berjumlah 200 orang. Sampel ditentukan menggunakan teknik *simple random sampling*, sedangkan ukuran sampel minimum dihitung dengan metode *inverse square root*. Berdasarkan tingkat pengembalian kuesioner, diperoleh 87 responden yang memenuhi kriteria untuk dianalisis. Pengujian hipotesis dilakukan menggunakan *Partial Least Squares Structural Equation Modeling* (PLS-SEM) dengan analisis moderasi melalui aplikasi SmartPLS 3.0. Hasil penelitian menunjukkan bahwa *entrepreneurship education*, *self-motivation*, dan *perceived relational support* berpengaruh positif dan signifikan terhadap *entrepreneurial readiness*, baik secara parsial maupun simultan. Sebaliknya, *perceived relational support* tidak terbukti memoderasi secara signifikan hubungan antara *entrepreneurship education* dan *entrepreneurial readiness*, yang mengindikasikan adanya faktor-faktor lain yang berpotensi memperkuat hubungan tersebut. Temuan ini menegaskan pentingnya pengalaman pendidikan kewirausahaan, motivasi internal, dan dukungan relasional dalam meningkatkan kesiapan berwirausaha mahasiswa, sekaligus membuka peluang bagi penelitian selanjutnya untuk mengidentifikasi faktor-faktor lain yang dapat mengoptimalkan efektivitas pendidikan kewirausahaan dalam membentuk *entrepreneurial readiness*.

Keywords:
Entrepreneurial readiness; Entrepreneurship education; Self-motivation; Perceived relational support

Abstract

This study aims to examine the roles of entrepreneurship education, self-motivation, and perceived relational support in shaping entrepreneurial readiness. An explanatory quantitative survey design was employed. The study population comprised all 200 participants in the first cohort of the Certified Independent Study in E-Commerce (SIB E-Commerce) program. Using simple random sampling and the inverse square root method to determine the minimum sample size, 87 valid responses were obtained and analyzed. The proposed research model was tested using Partial Least Squares Structural Equation Modeling (PLS-SEM), with moderation analysis performed in SmartPLS 3.0. The findings reveal that entrepreneurship education, self-motivation, and perceived relational support each exert positive and statistically significant effects on entrepreneurial readiness, both individually and collectively. However, perceived relational support does not significantly moderate the relationship between entrepreneurship education and entrepreneurial readiness, suggesting that other contextual or individual factors may play a more influential role in strengthening this relationship. These findings contribute to the growing literature on entrepreneurial readiness by highlighting the importance of educational, motivational, and relational factors in preparing university students for entrepreneurial careers while identifying promising directions for future research on the mechanisms through which entrepreneurship education translates into entrepreneurial readiness.

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INTRODUCTION

Unemployment remains one of the most persistent challenges faced by developing countries, including Indonesia. This issue not only affects social welfare through increased poverty and crime but also has significant implications for economic development. Widayati (2021) argued that unemployment hampers public prosperity, reduces national income, and constrains economic growth. Consequently, the Indonesian government has continuously implemented various policies to reduce the unemployment rate, which has shown an increasing trend over the years.

University graduates are expected to adapt to the highly competitive labor market while also being encouraged to become job creators rather than job seekers. Putra (2021) suggested that at least 10% of higher education graduates should become entrepreneurs each year. Higher education institutions also play a strategic role in fostering new entrepreneurs and promoting innovation among micro, small, and medium-sized enterprises (MSMEs) (Ihsan, 2021). However, Indonesia's entrepreneurial ratio remains relatively low compared with many other countries, standing at only 3.47% (Ismoyo, 2021). According to the *Global Entrepreneurship Index 2019* report by Ács et al. (2019), Indonesia ranked 75th out of 137 countries with a score of 26.0, representing an improvement from its previous score of 21.0. Furthermore, the 2019 Sea Group survey on employment preferences among young people identified entrepreneurship as the most preferred career choice in Indonesia (Jayani, 2019). These findings indicate considerable potential for Indonesia to strengthen the quality of entrepreneurship and enhance support for its entrepreneurial ecosystem.

To improve graduate competencies and prepare university students for rapid social, cultural, and technological changes as well as evolving labor market demands, the Indonesian government has introduced various strategic initiatives. One such initiative is the optimization of the *Merdeka Belajar–Kampus Merdeka* (MBKM) program, implemented by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek). In support of this initiative, PowerCommerce.Asia (PT Mitra Semeru Indonesia), through its Power Academy, developed the Certified Independent Study in E-Commerce (*Studi Independen Bersertifikat E-Commerce*; SIB E-Commerce) program (Direktorat Jenderal Pendidikan Tinggi, 2020). PowerCommerce.Asia is an Indonesia-based e-commerce enabler that provides end-to-end solutions and services to empower brands, expand existing businesses, and bring products to global markets through omnichannel platforms. The SIB E-Commerce program was designed to improve both the quality and quantity of Indonesian university graduates who are prepared to pursue careers in the e-commerce industry. Funded by the Ministry of Education, Culture, Research, and Technology as part of the MBKM initiative, the program is open to university students seeking practical learning experiences beyond the conventional classroom setting (Power News, 2021).

The program was conducted over a four-month period, from September 6 to December 24, 2021. A total of 200 students from universities across Indonesia participated in a series of activities, beginning with the first-stage group allocation, followed by online lectures, assignments, and mentoring sessions. Participants then entered the second stage, during which they completed interest-based projects (Kampus Merdeka, 2021; Power News, 2021). Each participant was given the autonomy to select a project type that aligned with their interests. Upon completion of the program, participants submitted individual activity reports along with a group project output in the form of a digital technology-based business idea, a professional service project, or a digital startup portfolio.

A preliminary observation was conducted involving 20 participants from the first cohort of the SIB E-Commerce program (representing 10% of the total population) to assess their level of entrepreneurial readiness upon program completion. Respondents were asked three questions consisting of one closed-ended question and two open-ended questions: (1) *Are you ready to become an entrepreneur?* (2) *To what extent do you consider yourself ready to become an entrepreneur? Please explain your answer.* and (3) *What actions have you taken, or do you plan to take, to improve your entrepreneurial readiness?* Responses to the first question are presented in Table 1.

Table 1 Entrepreneurial Readiness Levels of SIB E-Commerce Participants

No	Level of Readiness	Final Project Type			Total
		A	B	C	
1	Highly Ready	-	2	1	3
2	Ready	2	2	6	10
3	Insufficiently Ready	-	5	2	7
4	Not Ready	-	-	-	0
5	Not at All Ready	-	-	-	0
Total		**2**	**9**	**9**	**20**

Source: Authors' own calculations.

A total of 35% of the respondents perceived themselves as being insufficiently prepared for entrepreneurship, whereas the remaining 65% considered themselves either very ready (15%) or ready (50%). Respondents identified several factors that contributed to their entrepreneurial readiness, including support from their social networks (family, friends, colleagues, and the surrounding community), entrepreneurial knowledge and skills, personal motivation and psychological readiness, and the availability of resources. These preliminary findings suggest that stronger supporting factors are associated with higher levels of entrepreneurial readiness, whereas weaker support contributes to lower levels of readiness. To enhance their preparedness for entrepreneurship, respondents reported several initiatives, including expanding their entrepreneurial knowledge and skills, preparing the necessary resources, strengthening professional networks, and initiating entrepreneurial activities by forming teams, developing business strategies, and marketing products.

In their seminal study, Gibb & Ritchie (1982) identified four principal components that contribute to successful business start-up: (1) motivation and determination, (2) resources, (3) ability, and (4) business ideas and markets. First, motivation and determination are reflected in family and business partner support, entrepreneurial aspirations, and prior entrepreneurial experience. Second, resources include both physical resources, such as land, buildings, materials, and employees, and financial capital. Anand & Kumar (2021) further categorized the resources required for sustainable entrepreneurship into five forms of capital: human capital (education, skills, and health), physical capital (machinery and business equipment), social capital (networks and social associations), financial capital (savings, loans or credit, and investment), and natural capital (water, air, flora, and fauna). Third, entrepreneurial ability encompasses previous entrepreneurial experience, knowledge and skills relevant to the business sector, as well as technical and managerial competencies. Finally, business ideas and markets refer to the viability of business ideas, the identification of loyal customers, and the competitive conditions within the target market. Similarly, Bauman & Lucy (2021) proposed three key determinants of entrepreneurial success: (1)

the entrepreneur's personal characteristics, (2) available resources, and (3) the business environment.

Entrepreneurial readiness as a prerequisite for successful business start-up can be examined through the lens of the Social Cognitive Career Theory (SCCT). Liguori et al. (2018) argued that SCCT provides a useful framework for predicting entrepreneurial intentions and the expected outcomes of entrepreneurial behavior. As a theoretical approach to understanding educational and career development, SCCT posits that self-efficacy and outcome expectations influence individuals' personal goals, including their intention to engage in entrepreneurial activities or create entrepreneurial ventures (Lent, 2013). Furthermore, self-efficacy and outcome expectations are shaped by both person inputs, such as gender, race or ethnicity, and general self-efficacy, and background inputs, including educational experiences, work experience, and family business background (Liguori et al., 2018).

Educational background plays a crucial role in developing human capital and is therefore expected to enhance an individual's entrepreneurial readiness, particularly through entrepreneurship education. Zali & Chaychian (2017) argued that entrepreneurship education equips students with the knowledge and skills required to establish new businesses while simultaneously cultivating an entrepreneurial mindset that influences their attitudes and intentions toward entrepreneurship. Entrepreneurship education has also been shown to positively affect the development of individual competencies and creativity (Kumar et al., 2021). Its contribution to entrepreneurial readiness has been widely documented, with previous studies consistently reporting a significant positive relationship between entrepreneurship education and entrepreneurial readiness (Farkhan, 2019; Kumar et al., 2021; Kurniawati et al., 2020; Lupitasari, 2018; Olugbola, 2017; Saptono et al., 2020; Sehabuddin et al., 2020).

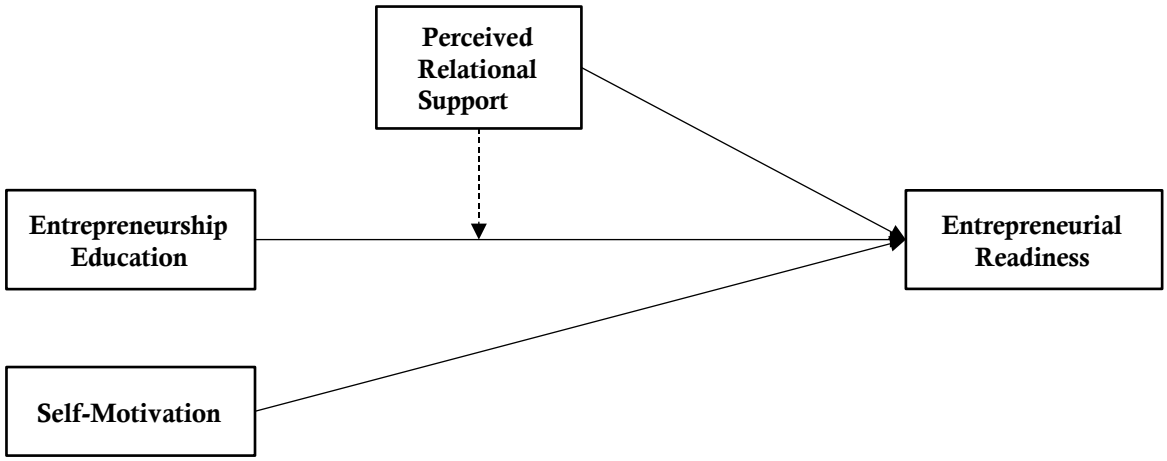
Individuals with higher levels of entrepreneurial motivation are generally more prepared to establish businesses than those with lower motivation. They are more willing to engage in activities and undertake responsibilities that require substantial commitment and performance (Olugbola, 2017). According to Hayton et al. (2011), entrepreneurs should possess strong entrepreneurial motivation, as it strengthens their determination to accomplish entrepreneurial tasks, including identifying business opportunities, analyzing emerging industries, and evaluating market opportunities based on demand data. Previous empirical studies have also confirmed a significant positive relationship between entrepreneurial motivation and entrepreneurial readiness, thereby providing empirical support for the theoretical framework (Astiti & Margunani, 2019; Nastiti, 2019; Olugbola, 2017; Wulandari et al., 2021).

Another factor that influences entrepreneurial readiness is individuals' perceptions of relational support. Support from family members, relatives, and friends contributes significantly to entrepreneurial readiness because these relationships provide both financial and psychological support (Salami et al., 2019). Nielsen (2020) emphasized that such support enables entrepreneurs to cope with various challenges encountered during business operations. Moreover, support derived from broader social networks also shapes entrepreneurial behavior. Xie et al. (2021) found that entrepreneurs who actively establish and maintain professional relationships develop stronger social networks that contribute to business sustainability. Previous studies examining the effects of perceived relational support, including parental support, social support, and environmental support, have consistently reported significant positive effects on entrepreneurial readiness (Astiti & Margunani, 2019; Fatimah et al., 2020; Haqq et al., 2021; Pardiman & ABS, 2020; Salami et al., 2019; Sehabuddin et al., 2020).

Social networks, as a fundamental component of social capital, play a critical role in establishing and developing entrepreneurial ventures. Entrepreneurs build and utilize social capital to obtain valuable information and essential resources, identify and exploit business opportunities, strengthen core competencies to achieve competitive advantage, and ensure long-term business sustainability (Xie et al., 2021). Social capital can also be cultivated through entrepreneurship education. Similar to other educational institutions, entrepreneurship education provides students with access to valuable social networks, including alumni associations and professional networks associated with business development and evaluation, such as venture capital investors (Zali & Chaychian, 2017). These networking opportunities contribute positively to entrepreneurial readiness. Consequently, relational support derived from family, relatives, friends, and the broader community is expected to strengthen the relationship between entrepreneurship education and entrepreneurial readiness.

Based on the background presented, which highlights both empirical phenomena and inconsistencies in previous research findings, further investigation into entrepreneurial readiness is warranted. Accordingly, this study aims to examine and analyze the roles of entrepreneurship education, self-motivation, and perceived relational support in influencing entrepreneurial readiness.

Figure 1 Research Framework



Source: Authors' own elaboration.

Based on the conceptual framework presented in Figure 1, the following hypotheses are proposed:

H1: Entrepreneurship education has a positive and significant effect on entrepreneurial readiness.

H2: Self-motivation has a positive and significant effect on entrepreneurial readiness.

H3: Perceived relational support has a positive and significant effect on entrepreneurial readiness.

H4: Perceived relational support positively moderates the relationship between entrepreneurship education and entrepreneurial readiness, such that it strengthens the positive effect of entrepreneurship education on entrepreneurial readiness.

METHODS

This study employed an explanatory quantitative research design using a survey method. Data were collected through a structured questionnaire to measure the research variables using ordinal-scale responses. The proposed hypotheses were tested using Partial Least Squares Structural Equation Modeling (PLS-SEM), which is well suited for analyzing this type of data.

Data were collected online from 87 participants in the first cohort of the SIB E-Commerce program (SIB E-Commerce Batch 1). Prior to the main survey, the questionnaire underwent pilot testing to establish its reliability and validity. The study employed a simple random sampling technique, and the minimum required sample size was determined using the inverse square root method, which is recommended for PLS-SEM analysis.

This study examined the effects of entrepreneurship education, self-motivation, and perceived relational support on entrepreneurial readiness. In addition, perceived relational support was hypothesized to serve as a moderating variable that strengthens the relationship between entrepreneurship education and entrepreneurial readiness. The operational definitions of the research variables are presented as follows.

Table 2 Operationalization of the Research Variables

No	Variable	Operational Definition	Indicators
1	Entrepreneurial Readiness (ER)	An individual's capability to respond to entrepreneurial challenges in pursuit of self-determined goals, influenced by sociological, psychological, and business management competency factors.	1) Psychological traits 2) Entrepreneurial and managerial background (Adeniyi et al., 2022; Coduras et al., 2016)
2	Entrepreneurship Education (EE)	Educational efforts aimed at developing students' entrepreneurial attitudes, knowledge, and skills through an interactive, experiential learning approach.	1) Cognitive outcomes 2) Skill-based outcomes 3) Affective outcomes (Kozlinska et al., 2020)
3	Self-Motivation (SM)	Internal and external factors that motivate individuals to engage in entrepreneurship, including personal needs and perceived opportunities.	1) Entrepreneurial core 2) Work core 3) Social core 4) Individual core 5) Economic core (Vijaya & Kamalanabhan, 1998)
4	Perceived Relational Support (PRS)	An individual's perception of the extent to which support from interpersonal relationships contributes to their entrepreneurial readiness.	1) Family support 2) Friends support 3) Significant other support (Zimet et al., 1988)

Source: Developed by the authors based on Adeniyi et al. (2022), Kozlinska et al. (2020), Vijaya and Kamalanabhan (1998), and Zimet et al. (1988).

The questionnaire data were subsequently processed and analyzed using inferential statistical techniques. The hypotheses were tested using Partial Least Squares

Structural Equation Modeling (PLS-SEM) with moderation analysis in SmartPLS 3.0. Structural model assessment focused on evaluating the path coefficients and the coefficient of determination (R^2), following the guidelines proposed by Hair et al. (2021).

RESULTS AND DISCUSSION

RESULTS

Path Coefficients

To assess the effect size of each exogenous construct on the endogenous construct, the f^2 statistic was examined. The f^2 value serves as an indicator of the magnitude of each predictor's contribution to the structural model. The results are presented in Table 3.

Table 3 Effect Size (f^2) Values

Hypothesis	f^2	Effect Size
H_1 (EE-ER)	0.083	Small
H_2 (SM-ER)	0.178	Medium
H_3 (PRS-ER)	0.263	Medium
H_4 (PRS*EE-ER)	0.001	Trivial

Source: Authors' own calculations using SmartPLS 3.0.

The f^2 values indicate the effect size associated with each hypothesized relationship. The first hypothesis yielded an f^2 value of 0.083 ($0.02 \leq f^2 < 0.15$), indicating a small effect of entrepreneurship education on entrepreneurial readiness. The second and third hypotheses produced f^2 values of 0.178 and 0.263, respectively ($0.15 \leq f^2 < 0.35$), indicating medium effect sizes. In contrast, the interaction effect proposed in the fourth hypothesis yielded an f^2 value of 0.001, suggesting a negligible effect that can be considered trivial.

Following the assessment of effect sizes, the direction and significance of the relationships among the constructs were evaluated using the path coefficients. Path coefficient values range from −1 to +1, where values approaching −1 indicate a strong negative relationship, whereas values approaching +1 indicate a strong positive relationship. A path coefficient is considered statistically significant when the *p*-value is less than 0.05.

Table 4 Path Coefficient Results

Hypothesis	Original Sample (β)	Sample Mean	Standard Deviation	*t*-Statistic	*p*-Value
H_1 (EE-ER)	0.256	0.274	0.101	2.534	0.012
H_2 (SM-ER)	0.347	0.339	0.096	3.618	0.000
H_3 (PRS-ER)	0.370	0.365	0.083	4.429	0.000
H_4 (PRS*EE-ER)	0.010	0.016	0.031	0.328	0.743

Source: Authors' own calculations using SmartPLS 3.0.

As shown in Table 4, the first hypothesis demonstrates that entrepreneurship education has a positive and statistically significant effect on entrepreneurial readiness (H1; β = 0.256, t = 2.534, p = 0.012). Consistent with the f^2 results, entrepreneurship education accounts for a small effect size (f^2 = 0.083), indicating that it is a significant, albeit modest, predictor of entrepreneurial readiness.

The second hypothesis indicates that self-motivation has a positive and statistically significant effect on entrepreneurial readiness (H2; β = 0.347, t = 3.618, p <

0.001). With an f^2 value of 0.178, self-motivation exhibits a medium effect size. Therefore, H2 is supported.

Similarly, perceived relational support has a positive and statistically significant effect on entrepreneurial readiness (H3; β = 0.370, t = 4.429, p < 0.001). The corresponding f^2 value of 0.263 indicates a medium effect size, supporting H3.

In contrast, the moderating effect of perceived relational support on the relationship between entrepreneurship education and entrepreneurial readiness was not statistically significant (H4; β = 0.010, t = 0.328, p = 0.743). Moreover, the interaction effect yielded a trivial effect size (f^2 = 0.001). Accordingly, H4 is not supported.

Coefficient of Determination (R^2)

The coefficient of determination (R^2) was used to assess the explanatory power of the exogenous variables in predicting the endogenous variable. Higher R^2 values indicate greater explanatory power of the structural model.

Table 5 Coefficient of Determination (R^2)

Endogenous Variable	R^2	Adjusted R^2
Entrepreneurial Readiness	0.721	0.708

Source: Authors' own calculations using SmartPLS 3.0.

As presented in Table 5, the exogenous variables collectively explain a substantial proportion of the variance in entrepreneurial readiness, with an R^2 value of 0.721 and an adjusted R^2 value of 0.708. This indicates that entrepreneurship education, self-motivation, perceived relational support, and their interaction jointly account for **70.8%** of the variance in entrepreneurial readiness. Accordingly, the structural model demonstrates **substantial explanatory power**, suggesting that the proposed model provides a strong explanation of entrepreneurial readiness among the study participants.

DISCUSSION

According to Lent (2013), individuals' competencies and learning experiences play a crucial role in shaping career development. These factors foster self-efficacy beliefs and outcome expectations, which jointly support the formulation and achievement of personal goals. The findings of this study indicate that entrepreneurship education has a positive and statistically significant effect on entrepreneurial readiness, with an effect size (f^2) of 0.083. This finding confirms a positive relationship between the two constructs, suggesting that higher levels of entrepreneurship education are associated with greater entrepreneurial readiness. However, the observed effect size falls within the small-effect category, indicating that entrepreneurship education alone has a relatively limited influence on entrepreneurial readiness. This suggests that entrepreneurship education does not immediately translate into entrepreneurial readiness; rather, its effectiveness depends on the presence of complementary factors. Therefore, entrepreneurship education should be accompanied by authentic entrepreneurial experiences and the cultivation of a strong entrepreneurial mindset to enable students to develop well-established entrepreneurial competencies.

The results further demonstrate that self-motivation has a positive and statistically significant effect on entrepreneurial readiness, with an effect size (f^2) of 0.178, which represents a medium effect. This finding indicates a positive relationship between self-motivation and entrepreneurial readiness, implying that individuals with higher levels of self-motivation are more prepared to pursue entrepreneurial careers. According to Lent (2013), personal goals in career development are shaped by

individuals' beliefs in their capabilities and their expectations regarding the outcomes of their actions. Self-motivation strengthens these beliefs by encouraging individuals to undertake entrepreneurial activities with confidence. Moreover, motivation enables individuals to make appropriate decisions and pursue actions that maximize the likelihood of achieving successful entrepreneurial outcomes.

Lent (2013) also emphasized that environmental factors, particularly social support and individuals' ability to build interpersonal relationships, contribute significantly to career development. Social support may take the form of psychological encouragement as well as practical assistance in entrepreneurial activities. Such support can facilitate business development through collaborative partnerships with suppliers and distributors, customer networking, entrepreneurial communities, business discussion forums, mentoring opportunities, and other forms of professional assistance. Consistent with this perspective, the present study found that perceived relational support has a positive and statistically significant effect on entrepreneurial readiness, with a medium effect size ($f^2 = 0.263$). These findings indicate that individuals who perceive stronger support from family members, friends, and significant others tend to exhibit higher levels of entrepreneurial readiness.

Despite these significant direct effects, the results of the path analysis indicate that perceived relational support does not significantly moderate the relationship between entrepreneurship education and entrepreneurial readiness. The interaction effect was negligible ($f^2 = 0.001$), suggesting that the moderating role of perceived relational support is trivial and can be considered practically insignificant. This finding contrasts with the theoretical expectation that social support within educational settings contributes to the development of social capital, which benefits members of entrepreneurial communities (Mikiewicz, 2021). Likewise, Lent (2013) argued that career development is closely associated with social support and individuals' social competencies, both of which can be strengthened through educational communities and collaborative learning environments.

The proposed moderating effect of perceived relational support represents one of the novel contributions of this study. However, the absence of a significant moderation effect suggests that other contextual or individual factors may play a more influential role in strengthening the relationship between entrepreneurship education and entrepreneurial readiness. Future research should therefore investigate additional moderating mechanisms that may better explain how entrepreneurship education translates into entrepreneurial readiness.

CONCLUSION

Based on the findings and discussion, this study concludes that entrepreneurship education, self-motivation, and perceived relational support exert significant effects on entrepreneurial readiness, both collectively and individually. These findings suggest that entrepreneurial readiness is shaped by multiple factors, including prior entrepreneurship education acquired through formal and non-formal learning, individuals' intrinsic motivation to pursue entrepreneurial careers, and the financial and psychological support provided by family members, friends, and other significant individuals.

To enhance entrepreneurial readiness, university students are encouraged to: (1) strengthen their entrepreneurial attitudes, knowledge, and skills by actively participating in experiential entrepreneurship education programs; (2) enhance self-motivation by establishing clear and meaningful goals that foster psychological resilience, perseverance, and long-term commitment to an entrepreneurial career; and (3) cultivate stronger perceptions of relational support by expanding their social competencies and

developing both internal and external professional networks that facilitate business development and sustainability.

In addition to the implications for students, higher education institutions can further strengthen entrepreneurship education by: (1) providing more comprehensive experiential learning opportunities within entrepreneurship courses to enhance students' entrepreneurial attitudes, knowledge, and skills; (2) expanding internship and entrepreneurial practicum programs to equip students with practical entrepreneurial experience and facilitate the application of entrepreneurial competencies in real-world business settings; and (3) offering grant schemes and zero-interest financing to support promising student entrepreneurs in developing, launching, and scaling their business ventures. These institutional initiatives are expected to enhance entrepreneurial competencies, facilitate venture creation, and ultimately improve students' entrepreneurial readiness.

The findings further indicate that perceived relational support does not significantly moderate the relationship between entrepreneurship education and entrepreneurial readiness. This result suggests that relational support alone is insufficient to strengthen the effect of entrepreneurship education on entrepreneurial readiness. Accordingly, future research should investigate other contextual or individual factors that may more effectively moderate this relationship and provide a deeper understanding of the mechanisms through which entrepreneurship education contributes to entrepreneurial readiness.

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