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When Learning Meets Support: Insights from Indonesian Undergraduate Students on the Impact of Entrepreneurship Education in Fostering Entrepreneurial Intention

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ABSTRACT

Objective: *Despite the growing emphasis on entrepreneurship education as a solution to employment challenges, its impact on entrepreneurial intention remains inconsistent, with limited attention to contextual moderators such as social support in developing economies like Indonesia. This study aims to examines the influence of Entrepreneurship Education (EE) on Entrepreneurial Intention (EI) among Indonesian undergraduate students and investigates and to investigate the moderating role of Social Support (SS).* ***Method:*** *The research method employs a quantitative approach using 767 undergraduate students who have completed at least one entrepreneurship-related course. Data were analyzed using PLS-SEM, independent samples t-tests, and Kruskal-Wallis tests to explore differences across gender, field of study, and cohort. The key results indicate that EE has a positive and significant effect on EI.* ***Results:*** *However, the moderating effect of SS is significant but negative, suggesting that higher perceived social support weakens the influence of EE on EI. The key findings also reveal that male students exhibit higher EI than female students, business students score higher in both EE and EI than non-business students, and students' perceptions evolve across academic cohorts.* ***Novelty:*** *The novelty of this study lies in identifying the counterintuitive moderating role of social support, which weakens rather than strengthens the EE–EI relationship. The contribution of this study enriches the entrepreneurship education literature by providing a deeper understanding of contextual and demographic factors influencing entrepreneurial intention in the Indonesian higher education context.*

INTRODUCTION

Entrepreneurship is widely regarded as a key driver of economic growth and job creation, particularly in developing economies such as Indonesia (Fazira et al., 2017; Maheshwari et al., 2022). This is particularly relevant in the Indonesian context, where employment challenges remain significant. Recent data from Statista indicate that the youth unemployment rate reached 13.14% in 2024 (O'Neill, 2025). Moreover, unemployment is not limited to low-skilled workers, as it also affects individuals with higher education backgrounds. Data from the Ministry of Manpower in 2024 show that approximately 1.01 million diploma and university graduates remain unemployed (Pusdatik Kemnaker, 2025). This condition highlights the need to promote alternative career pathways that go beyond traditional job seeking, particularly through entrepreneurship as a means of creating employment opportunities. In this context, entrepreneurial intention plays a critical role, as it reflects the extent to which individuals are willing to engage in entrepreneurial activities and pursue entrepreneurship as a career choice (Liñán et al., 2011). However, global evidence suggests that students' entrepreneurial intention remains relatively low. The Global University Entrepreneurial

Spirit Students' Survey (GUESSS) 2023 reports that only 15.7% of students worldwide intend to become entrepreneurs immediately after graduation, while 65.9% prefer employment. Furthermore, only 30% of students plan to start a business within five years after graduation (Sieger et al., 2024).

Given this condition, strengthening students' entrepreneurial intention becomes increasingly important to encourage entrepreneurial career choices and address employment challenges. In this regard, entrepreneurship education in higher education plays a crucial role in fostering entrepreneurial readiness by developing students' entrepreneurial capabilities and readiness to engage in venture creation, as it is regarded as a strategic means for new venture creation and the development of entrepreneurial knowledge, skills, attitudes, and competencies (Fayolle et al., 2006; Fayolle & Gailly, 2015; G. Li et al., 2022; Sánchez, 2013; Wu & Wu, 2017). Entrepreneurship education has also been extensively studied for its influence on entrepreneurial intention (Bae et al., 2014; Belchior & Lyons, 2021; Krueger & Carsrud, 1993; L. Li & Wu, 2019; Lv et al., 2021; Mukhtar et al., 2021; Nabi et al., 2018; Nguyen & Nguyen, 2023; Otache et al., 2024; Sun et al., 2023; Teoh et al., 2024; Tian et al., 2022; Xu et al., 2023; Yousaf et al., 2020). Therefore, understanding the relationship between entrepreneurship education and entrepreneurial intention is essential, particularly within the context of higher education, where universities play a crucial role in promoting youth entrepreneurship to mitigate ongoing employment issues (Fute et al., 2024; Musariwa & Tinonetsana, 2023; Prasad et al., 2024).

However, previous studies have reported inconsistent findings regarding the effect of entrepreneurship on entrepreneurial intention. Several studies have found that entrepreneurship education has a significant positive influence on entrepreneurial intention, indicating that entrepreneurship learning can directly enhance students' entrepreneurial intention (Anjum et al., 2022; Jiatong et al., 2021; Lv et al., 2021), while Adu et al. (2020), Duong (2021), Wang et al. (20230, and Yousaf et al. (2020) found that entrepreneurship education does not directly influence entrepreneurial intention, but rather operates through mediating mechanisms. These inconsistencies suggest that the impact of entrepreneurship education is shaped by surrounding contextual factors, as students are not only influenced by formal education but also by broader environmental influences, such as social relationships, institutional settings, and cultural norms (Larsen et al., 2023). Social support can be understood as a form of social influence, reflecting how individuals receive advice, assistance, and support from their social networks, including family, and friends (Duong, 2025). In this regard, support from family and friends plays an important role in strengthening individuals' desire to engage in entrepreneurial activities (Neneh, 2022). This role becomes more pronounced in collectivist context, where social relationships and group influence play a central role in shaping individual decisions. In collectivist societies like Indonesia, social support plays a critical role in shaping individual's confidence and motivation to engage in entrepreneurship. Huang et al. (2024) and Wasim et al. (2024) emphasize that social networks and partner support are essential elements for entrepreneurial learning and well-being, highlighting the importance of integrating social context into the design of entrepreneurship education. Despite its importance, prior studies have predominantly focused on the direct relationship between entrepreneurship education and entrepreneurial intention, while

relatively little attention has been given to contextual moderators such as social support, particularly in developing-country contexts like Indonesia. This indicates a research gap in understanding how social support may strengthen or weaken the effectiveness of entrepreneurship education in fostering entrepreneurial intention. In addition, students' perceptions of entrepreneurship education and their entrepreneurial intention may vary across individual characteristics such as gender, field of study, and academic cohort (Köpke & Schmitt-Rodermund, 2025; Preedy et al., 2025; Teixeira & Forte, 2017). Examining these differences is important to provide a more comprehensive understanding of how entrepreneurship education influences diverse student groups.

Building on the discussion above, this study aims to analyze the influence of Entrepreneurship Education (EE) toward Entrepreneurial Intention (EI) among undergraduate students in Indonesia, highlighting the moderating influence of Social Support (SS) on this relationship. This study also analyzes differences in students' perceptions of entrepreneurship education and entrepreneurial intention according to gender, field of study (business versus non-business), and cohort (year of study). This study addresses three research questions. First, it examines whether Entrepreneurship Education (EE) significantly influence Entrepreneurial Intention (EI) among undergraduate students in Indonesia. Second, it investigates whether Social Support (SS) moderate the relationship between Entrepreneurship Education (EE) and Entrepreneurial Intention (EI). Third, it explores whether there are significant differences in students' perceptions of EE and levels of EI based on gender, field of study (business vs. non-business), and cohort (year of study).

The findings of this research are expected to provide both theoretical and practical contributions. Theoretically, this study addresses the inconsistent findings in prior research regarding the relationship between entrepreneurship education and entrepreneurial intention by demonstrating that the effectiveness of entrepreneurship education may depend on contextual conditions, particularly the presence of social support. By incorporating social support as a moderating variable, this study provides additional insight into how contextual factors may shape the relationship between entrepreneurship education and entrepreneurial intention. Furthermore, this study contributes to the literature by extending the role of social support, which has been predominantly examined as a direct predictor, into a moderating construct within the entrepreneurship education context, particularly in a developing-country setting such as Indonesia. In addition, this study contributes to the literature on entrepreneurship education by examining differences in students' perceptions of entrepreneurship education and entrepreneurial intention based on gender, field of study, and cohort, thereby providing a more comprehensive understanding of heterogeneous student characteristics. From a practical perspective, the study offers valuable implications for higher education institutions, educators, and policymakers. The findings can assist universities in developing more inclusive and effective entrepreneurship education programs that consider students' social environments and individual characteristics. This article is structured into five sections: Introduction, Literature Review, Methodology, Results, Discussion and Conclusion. It begins by outlining the study's background and theoretical foundations, followed by an explanation of the research design and analytical

methodologies. The paper then presents the key findings and concludes with a discussion of their theoretical and practical implications, as well as directions for future research.

Entrepreneurship Education and Entrepreneurial Intention

The development of entrepreneurship education has had an increasing impact over the past few decades on influencing behavior, including the development of knowledge, skills, attitudes, and competencies (Fayolle & Gailly, 2015; G. Li et al., 2022; Lv et al., 2021; Sánchez, 2013), as well as entrepreneurial intention ((Fayolle & Gailly, 2015; Handayati et al., 2020; Patricia & Silangen, 2016; Sánchez, 2013; Soomro & Shah, 2022). Fayolle et al. (2006) define entrepreneurship education programs as "any pedagogical program or process of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities." Entrepreneurial intention is commonly used to assess the impact of entrepreneurship education (Joensuu-Salo et al., 2019; Longva & Foss, 2018) and is considered a key factor influencing individual entrepreneurship (Maheshwari & Kha, 2022).

The integration of entrepreneurship into higher education aims to foster entrepreneurial intention and behaviour among university students (Cui et al., 2021; Sun et al., 2023). (Anjum et al., 2022; Jiatong et al., 2021; Lv et al., 2021) found that entrepreneurship education directly influences students' tendency to become entrepreneurs. Entrepreneurship education plays a key role in nurturing students' entrepreneurial intention (L. Li & Wu, 2019). Entrepreneurship education acquired in higher education can enhance the human capital assets necessary to identify or create new business opportunities, thereby fostering students' intention to become entrepreneurs (Patricia & Silangen, 2016).

Hypothesis 1: Entrepreneurship education has a significant positive effect on entrepreneurial intention.

Social Support

Zimet et al. (1988) define social support as an individual's perception of the availability support received from social sources such as family, friends, and significant others, which may provide emotional comfort, appreciation, and practical assistance. Students who feel socially supported are better able to overcome fear of failure, stress, and uncertainty, feel safer taking risks, and receive validation and encouragement to pursue new ventures. While entrepreneurship education provides knowledge, skills, competencies and exposure to entrepreneurial activities (Fayolle et al., 2006; Fayolle & Gailly, 2015; G. Li et al., 2022; Sánchez, 2013; Wu & Wu, 2017), its effectiveness in fostering entrepreneurial intention may depend on external contextual factors, as entrepreneurial responses are shaped not only by formal learning experiences, but also by environmental conditions, including social interactions, institutional surroundings, and cultural context (Larsen et al., 2023). In this regard, social support can function as a reinforcing mechanism that strengthens the translation of learning experiences into entrepreneurial intention. Within the entrepreneurial ecosystem, strong social support has been shown to enhance individuals' likelihood of transforming their interest into actual entrepreneurial engagement (Setyowati et al., 2025). This role becomes particularly important in

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collectivist societies such as Indonesia, where social relationships, interdependence, and group harmony are highly valued. Individuals in collectivist cultures tend to be more sensitive to social influence and rely on their social networks when making decisions, including career choices. Moreover, collectivist values emphasize strong social cohesion and close interpersonal relationships, which facilitate the development of social capital and provide access to resources, information, and opportunities that support entrepreneurial activities (Anggraeni, 2019). Empirically, Muhammed et al. (2021) found that perceived social support significantly and positively moderates the relationship between entrepreneurship education and entrepreneurial intention, even though the direct effect EE on EI was not significant. Moreover, collectivist values emphasize strong social cohesion and close interpersonal relationships, which facilitate the development of social capital and provide access to resources, information, and opportunities that support entrepreneurial activities.

Hypothesis 2: Social support significantly moderates the relationship between entrepreneurship education and entrepreneurial intention.

Supported by the literature review and previous empirical findings, the hypotheses of this study are developed and illustrated in Figure 1.

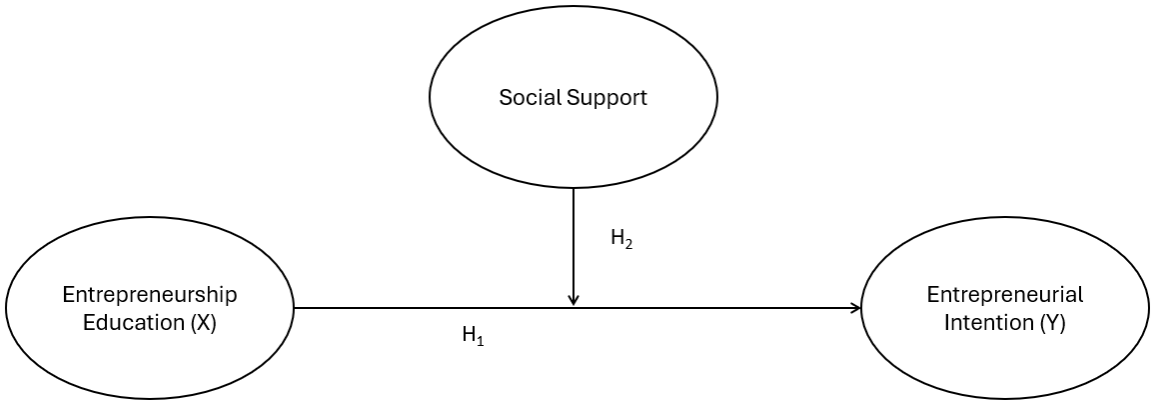

Figure 1. Research Model

The model proposes that entrepreneurship education (X) positively influences entrepreneurial intention (Y), while social support moderates the relationship between entrepreneurship education and entrepreneurial intention.

RESEARCH METHOD

This study employed a quantitative approach to investigate the relationship between the variables. The population consisted of undergraduate students in Indonesia who have been exposed to entrepreneurship education. Undergraduate students were selected as the target population because they represent a critical group in the transition from education to the labor market, where issues such as educated unemployment remain prevalent. In this context, fostering entrepreneurial intention among university students becomes important as an alternative career pathway beyond traditional employment. However, the exact population size cannot be precisely determined due to the lack of

available data across higher education institutions. Therefore, a non-probability sampling approach was considered appropriate. Specifically, purposive sampling was employed to ensure that respondents had prior exposure to entrepreneurship education, which is essential for examining its effect on entrepreneurial intention. The respondents met the following criteria: students who had previously taken at least one entrepreneurship-related course or were currently enrolled in an entrepreneurship course. Following the sample size recommendation by (Hair et al., 2006), the minimum sample should be five times the number of indicators. Given that this study utilized 24 indicators, the minimum sample size needed was 120 respondents, which is considered adequate for PLS-SEM analysis. However, the use of purposive sampling may introduce potential sampling bias, as the sample may not fully represent all undergraduate students in Indonesia. Therefore, the generalizability of the findings should be interpreted with caution. Data was collected using an online questionnaire distributed via Google Forms and Microsoft Forms. Prior to data collection, respondents were informed about the objectives of the study, and their participation was voluntary.

The research instrument was developed by adapting measurement scales that have been widely used in previous studies. Entrepreneurship Education (EE) measured using six indicators proposed by Duong (2021). Social Support (SS) measured using three dimensions, family support (SS1), friend support (SS2) and significant other support (SS3). The items were adapted from a multidimensional scale of perceived social support developed by Zimet et al. (1988). Entrepreneurial Intention (EI) measured using six indicators adapted from (Liñán & Chen, 2009). All instruments were translated and adapted into Bahasa Indonesia to ensure clarity and relevance to the study context. To enhance content validity, the adapted items were reviewed by experts in entrepreneurship and entrepreneurship education prior to data collection. All statements were assessed using a 7-point Likert scale, ranging from 1=strongly disagree to 7=strongly agree to evaluate respondent's perception and level of agreement toward each statement. Data were analyzed using SPSS (version 29) for preliminary analysis, including descriptive statistics and independent sample t-tests, while PLS-SEM was conducted using SmartPLS (version 3.0) to test the measurement and structural model.

RESULTS AND DISCUSSION

Results

Despite the minimum required sample size of 120 respondents, this study successfully collected 767 valid responses. In Table 1, the sociodemographic profile of 767 respondents is presented. The sample consisted of 309 males (40.29%) and 458 females (59.71%), indicating most female participants. In terms of academic background, 488 students (63.62%) were enrolled in business-related study programs, while 279 students (36.38%) were from non-business disciplines.

Table 1. Sociodemographic Profile (N=767).

Variables	Categories	Frequency	Percentage
Gender	Male	309	40.29%
	Female	458	59.71%
Study Program	Business	488	63.62%
	Non-Business	279	36.38%
Cohort	2020	34	4.43%
	2021	288	37.55%
	2022	165	21.51%
	2023	187	24.38%
	2024	93	12.13%

In terms of cohort distribution, the major cohort was the 2021 group (37.55%), followed by the 2023 cohort (24.38%) and the 2022 cohort (21.51%). Meanwhile, smaller proportions were observed for students from 2024 cohort (12.13%) and 2020 cohort (4.43%).

Table 2 presents the descriptive results of main variables measured on a seven-point Likert scale. The average values of all indicators were above the midpoint, indicating positive perceptions among students.

Table 2. Descriptive statistics

Variables & Dimensions	Mean	Std. Deviation
EE	5.91	0.84
EI	5.80	1.05
SS1	5.84	1.00
SS2	5.60	1.10
SS3	5.53	1.27
SS	5.66	0.96

The level of entrepreneurship education (EE) was relatively high (M=5.91), indicating that students perceived their entrepreneurship learning as effective. The mean score for entrepreneurial intention (EI) (M=5.80) indicated a strong tendency for pursuing entrepreneurial careers. The average score of Social Support (SS) was 5.66, indicating the students perceived a strong sense of support from their social environment. If detailed by the source of support (SS1) exhibited the highest mean (M=5.84), followed by friend's support (SS2) (M=5.6), while significant other support (SS3) was slightly lower (M=5.53). These findings indicate that students tend to perceive strong support from family and friends, which may significantly enhance the entrepreneurial learning and intentions.

Figure 2 presents the structural model of the study. The model illustrates the hypothesized relationship between Entrepreneurship Education (EE), Entrepreneurial Intention (EI), including the moderating effect of Social Support (SS).

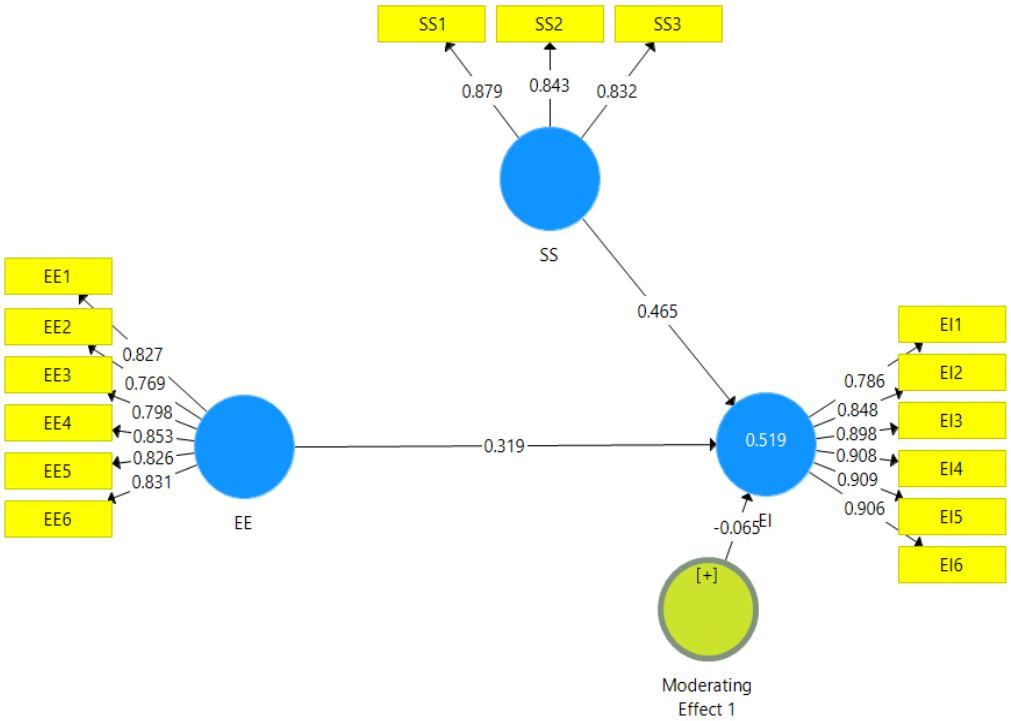

Figure 2. Structural Model

Table 3 presents the results of the reliability and convergent validity analysis for all constructs. The standardized factor loadings for all indicators exceeded the recommended Hair et al. (2006), affirming acceptable indicator reliability. The loadings factor for Entrepreneurship Education (EE) varied from 0.769 to 0.853, for Entrepreneurial Intention (EI) from 0.786 to 0.909 and for Social Support (SS) from 0.832 to 0.879, indicating that each indicator significantly contributes to its corresponding construct.

Table 3. Reliability and convergent validity.

Variable	Indicators	Standardized Factor loadings	CR	Cronbach Alpha	AVE
EE	EE1	0.827	0.924	0.901	0.669
	EE2	0.769			
	EE3	0.798			
	EE4	0.853			
	EE5	0.826			
	EE6	0.831			
EI	EI1	0.786	0.952	0.939	0.769
	EI2	0.848			
	EI3	0.898			
	EI4	0.908			
	EI5	0.909			
	EI6	0.906			
SS	SS1	0.879	0.888	0.812	0.725
	SS2	0.843			
	SS3	0.832			

Composite Reliability (CR) values were all above 0.7, ranging from 0.888 to 0.952, indicating high internal consistency among items within each construct. The Cronbach Alpha ranged from 0.812 to 0.939, indicating that all constructs demonstrated high reliability (Hinton et al., 2014). The Average Variance Extracted (AVE) values for all constructs were above 0.5 threshold, indicating satisfactory convergent validity (Sekaran & Bougie, 2016). The results affirm that all measurement scales used in this study exhibit adequate levels of reliability and convergent validity.

Table 4 presents the results of the discriminant validity test. The diagonal values signify the square root of the AVE for each construct, while the values outside the diagonal indicate the correlation between constructs. The square root AVE values of each construct are higher than the correlations between other constructs. Therefore, it may be concluded that each construct exhibits strong discriminant validity (Fornell & Larcker, 1981).

Table 4. Discriminant Validity of Variables

	EE	EI	SS
EE	0.818		
EI	0.600	0.877	
SS	0.551	0.657	0.851

Table 5 summarizes the results of the hypotheses testing using the structural model. The first hypothesis (H1) which proposed that entrepreneurship education positively influence entrepreneurial intention was supported (p = 0.000). This indicates that higher level of perceived entrepreneurship education effectiveness is associated with stronger entrepreneurial intention.

Table 5. Summary of Hypotheses Test

	Path	Path coefficient	p value	Remarks
H_1	EE → EI	0.319	0.000	Accepted
H_2	EExSS →EI	-0.065	0.014	Accepted

The second hypothesis (H2) investigated the moderating effect of social support in the relationship between EE and EI. The result indicates a significant negative moderating effect, implying that although social support affects the relationship, increased level of perceived social support may weaken the direct effect of entrepreneurship education on entrepreneurial intention. This implies that when students perceive strong social support, their entrepreneurial intention may rely less on formal entrepreneurship education.

Table 6 presents the descriptive statistics of EE and EI based on gender. Male and female students reported nearly identical mean scores for entrepreneurship education, indicating that both groups perceive a similar level of effectiveness in entrepreneurship education. However, there is a difference observed in entrepreneurial intention mean score, where male students showed higher scores than female students.

Table 6. Descriptive statistics of EE and EI by Gender

Variable	Gender	N	Mean	SD
EE	Male	309	5.91	0.82
	Female	458	5.92	0.85
EI	Male	309	5.97	0.95
	Female	458	5.68	1.11

Table 7 summarizes the results of independent samples t-test performed to investigate gender differences in EE and EI. The t-test results indicated no significant differences in perceived entrepreneurship education between male and female students. A significant difference was observed in entrepreneurial intention, with male exhibiting higher level of entrepreneurial intention compared to female students.

Table 7. Result of Independent Samples t-Test for Gender Differences in EE and EI

Variable	Levene's Test Sig.	t	df	Sig. (2-tailed)	Remarks
EE	0.347	-0.074	765	0.941	Not significant
EI	<0.001	3.797	721.53	<0.001	Significant

Table 8 presents the descriptive statistics of EE and EI based on students' field of study. Business students reported higher perceptions of entrepreneurship education effectiveness (M=6.02) compared to non-business students (M=5.73). Similarly, business students also demonstrated a higher level of entrepreneurial intention (M=6.02) compared to the non-business students (M=5.41). These differences indicate that students in business-related disciplines tend to have greater exposure to entrepreneurship learning experiences, which may contribute to their stronger entrepreneurial intention.

Table 8. Descriptive statistics of EE and EI by field of study

Variable	Field of Study	N	Mean	SD
EE	Business	488	6.02	0.78
	Non-Business	279	5.73	0.90
EI	Business	488	6.02	0.89
	Non-Business	279	5.41	1.20

Table 9 presents the results of the independent samples t-test for EE and EI based on field of study, comparing business and non-business students. The analysis indicated significant differences for both EE and EI, indicating that business students perceived entrepreneurship education as more effective and also demonstrated a higher level of entrepreneurial intention compared to non-business students.

Table 9. Result of Independent Samples t-Test for Field of Study Differences in EE and EI

Variable	Levene's Test Sig.	t	df	Sig. (2-tailed)	Remarks
EE	0.001	4.385	513.25	<0.001	significant
EI	<0.001	7.535	453.71	<0.001	Significant

Table 10 displays the descriptive statistics of students' perceived effectiveness of entrepreneurship education and entrepreneurial intention across five cohorts.

Table 10. Descriptive statistics of EE and EI by cohort

Variable	Cohort	N	Mean	Std. Deviation
EE	2020	34	6.20	0.60
	2021	288	6.07	0.77
	2022	165	5.91	0.80
	2023	187	5.66	0.89
	2024	93	5.83	0.94
EI	2020	34	6.24	0.77
	2021	288	6.05	0.96
	2022	165	5.93	0.85
	2023	187	5.36	1.15
	2024	93	5.53	1.19

The results indicate that both EE and EI mean scores differ among cohort, with the 2020 cohort exhibiting the highest mean values for both EE (M=6.20) and EI (M=6.24) dan the 2023 cohort displaying the lowest for both EE (M=5.66) and EI (M=5.36). This pattern indicates that senior students tend to perceive entrepreneurship education as more effective and demonstrate stronger entrepreneurial intention compared to junior students, perhaps due to increased exposure to entrepreneurial learning experiences during their study years.

Table 11. Kruskal-Wallis Test Results for EE and EI across Cohorts

	EE	EI
Kruskal-Wallis H	30.490	59.525
df	4	4
Asymp. Sig.	<0.001	<0.001

Table 11 presents the results of the Kruskal-Wallis test performed to examine differences in students' perceived effectiveness of entrepreneurship education and entrepreneurial intention among five cohorts. The results revealed significant differences in both entrepreneurship education ($p < 0.001$) and entrepreneurial intention ($p < 0.001$). These results demonstrate that students' perceptions of entrepreneurship education effectiveness and their entrepreneurial intention vary significantly between cohorts.

Discussion

The results of this study confirmed that entrepreneurship education (EE) significantly and positively influences entrepreneurial intention (EI) among undergraduate students in Indonesia. This finding is consistent with previous studies that have reported a positive and significant relationship between entrepreneurship education and entrepreneurial intention (Handayati et al., 2020; Indriyati et al., 2025; Jiatong et al., 2021; Lv et al., 2021; Patricia & Silangen, 2016). This relationship can be explained by the role of entrepreneurship education in equipping students with knowledge, skills, and exposure to entrepreneurial activities (Fayolle et al., 2006; Fayolle & Gailly, 2015; G. Li et al., 2022; Sánchez, 2013; Wu & Wu, 2017), which in turn enhances their awareness of opportunities and their confidence in pursuing entrepreneurial paths (Wei et al., 2019). Through learning experiences such as problem-solving, business simulations, and real-world projects, students are more likely to develop a stronger inclination toward entrepreneurship. From the perspective of the Stimulus–Organism–Response (S-O-R) framework, entrepreneurship education can be viewed as a stimulus that triggers a response in the form of entrepreneurial intention. Although the internal organism process is not explicitly examined in this study, the findings suggest that learning experiences can directly influence individuals' responses under certain conditions. However, the strength of this relationship may not be uniform, as it can be influenced by contextual factors (Larsen et al., 2023). In this study, social support emerges as an important condition that alters how entrepreneurship education translates into entrepreneurial intention.

The study revealed that social support significantly moderates the relationship between entrepreneurship education and entrepreneurial intention, but in a negative direction. This indicates that while social support contributes to entrepreneurial development, higher levels of perceived social support may slightly weaken the direct effect of entrepreneurship education on entrepreneurial intention. Previous study has reported a reinforcing role of social support in strengthening the relationship between entrepreneurship education and entrepreneurial intention. However, the present finding shows a different pattern, suggesting that the role of social support may not be uniform across different contexts. For instance, Muhammed et al. (2021), which was conducted among university students in Nigeria and found social support to have a reinforcing moderating effect. In contrast, the present study demonstrates a weakening effect, indicating that the role of social support may vary depending on contextual factors. In the Indonesian context, entrepreneurship is strongly shaped by collectivist cultural values, where social relationships, networking, and togetherness play a central role in business activities (Anggraeni, 2019). In such context, individuals tend to rely more heavily on family, peers, and social networks, which provide access to resources, information, and emotional support. While these relational dynamics offer important advantages, they may also influence how individuals respond to formal entrepreneurship education. Within this context, social support may function as a psychological safety net that buffers perceived risks (Calhoun et al., 2022) which may reduce the urgency to rely on formal entrepreneurship education in shaping entrepreneurial intention. In addition, prior research suggests that high dependence on parental financial support may increase reliance on external resources (Vosylis et al., 2025) and potentially reduce individuals' tendency to independently develop their

intention. In collectivist societies such as Indonesia, strong family and social support can sometimes reduce students' need for self-driven exploration or risk-taking behaviours, thereby dampening the motivational effect of formal entrepreneurship education. This context helps explain the negative moderating effect found in this study, where high levels of perceived social support may weaken the influence of entrepreneurship education on entrepreneurial intention.

Regarding gender, this study found that male students reported significantly higher entrepreneurial intention than female students, although their perceptions of entrepreneurship education were similar. This finding is consistent with prior studies by Gallegos et al. (2024) and Köpke & Schmitt-Rodermund (2025), who also found that male students tend to exhibit stronger entrepreneurial intention than female students. However, it contrasts with Contreras-Barraza et al. (2021) who found no gender differences among business and economics students in Chile, and (Mahendran & Rahman, 2025)who reported similar results among public undergraduate students. (Köpke & Schmitt-Rodermund, 2025) state that male students tend to exhibit higher entrepreneurial intention compared to female students due to greater risk-taking propensity, stronger entrepreneurial self-identity, and higher self-confidence. In addition, paternal entrepreneurship enhances men's entrepreneurial personality and risk-taking tendency, while maternal entrepreneurship shows a weaker influence.

In terms of field of study, business students demonstrated higher mean scores for both EE and EI compared to non-business students. This indicates that business students perceive entrepreneurship education as more effective and are more inclined to pursue entrepreneurial careers. This aligns with (Daniela et al., 2016) who indicated that business students generally demonstrate higher entrepreneurial intention than the non-business students, as their education offers greater exposure to business concepts, entrepreneurial experiences, and supportive social norms. Significant differences were also observed across student cohorts, suggesting that students' perceptions of entrepreneurship education and their entrepreneurial intentions evolve as they progress through their studies. Earlier cohorts may have had limited exposure to updated curricula or practical opportunities, while senior cohorts having accumulated more exposure to entrepreneurship-related learning and real-world applications, therefore demonstrate higher level of entrepreneurship education and entrepreneurial intention. This pattern suggests that students' entrepreneurial understanding develops progressively through repeated exposure to learning activities, practical experiences, and reflection processes, in line with experiential learning perspectives that emphasize the development of knowledge through accumulated experiences and reflective processes (Agapito et al., 2024; Pittaway & Thorpe, 2012) which reinforce their ability to recognize opportunities and build confidence (Wei et al., 2019). This supports the notion that entrepreneurship education is a cumulative learning process that builds over time (Gagné, 1985; Mai, 2024).

CONCLUSION

Fundamental Finding: This study investigated the influence of entrepreneurship education on entrepreneurial intention among undergraduate students in Indonesia, with social support analysed as moderating variable, as well as differences based on gender, field of study, and cohort. The findings can be summarized into three key points.

The findings can be summarized into several key points. Second, social support was found to have a significant but negative moderating effect, indicating that higher levels of perceived support may weaken the influence of entrepreneurship education on entrepreneurial intention. Third, significant differences were identified across gender, field of study, and cohort, suggesting that entrepreneurial intention and perceptions of entrepreneurship education vary across student characteristics and develop over time. **Implication**: This study contributes to the entrepreneurship education literature by not only confirming the positive role of entrepreneurship education but also highlighting the context-specific role of social support in Indonesia as a collectivist society. The findings suggest that, in contrast to prior studies, social support may not always strengthen the impact of entrepreneurship education but may instead weaken its influence, particularly in contexts where individuals rely heavily on relational networks and social capital. In addition, this study provides further insight into heterogeneity among students by demonstrating differences across gender, field of study, and cohort. **Limitation**: From a practical perspective, several key recommendations can be drawn. First, universities in Indonesia should strengthen entrepreneurship education by emphasizing experiential learning that is closely connected to real industry practices and local socio-economic challenges. This can be achieved by collaborating with local business communities such as Indonesian Young Entrepreneurs Association (HIPMI), Junior Chamber International (JCI), Indonesian Café and Restaurant Entrepreneurs Association (Apkrindo), and Micro, Small, and Medium Enterprises (MSMEs) networks to provide students with direct exposure to entrepreneurial activities through mentoring, guest lectures, and real business projects. Second, institutions should develop more inclusive programs that specifically support female students through mentoring, role models, and confidence-building initiatives, particularly by involving successful local women entrepreneurs from these communities to provide relatable and context-specific inspiration. Third, universities should expand entrepreneurship exposure beyond business programs by integrating interdisciplinary learning and encouraging collaboration between students from different academic backgrounds. Finally, universities should recognize that while social support is an important resource in Indonesia's collectivist culture, excessive reliance on it may reduce students' independence in translating learning into entrepreneurial action. Therefore, entrepreneurship education should not only leverage social relationships but also intentionally develop students' autonomy, critical thinking, and self-driven initiative within socially supportive learning environments. **Future Research**: This study is limited by its cross-sectional design; future research could adopt a longitudinal design to observe changes in entrepreneurship education and entrepreneurial intention over time. Given that significant differences were found in entrepreneurial intention between male and female students, as well as between business and non-business majors, future studies may use multi-group structural modelling to investigate whether the relationships between entrepreneurship education, social support, and entrepreneurial intention vary across these groups.

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