



The Effect of Entrepreneurship Education and Sociological on Student's Entrepreneurial Intention : The Perspective of Entrepreneurial Skills Theory and Social Capital Theory

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Abstract: This study aims to analyze the effect of entrepreneurship education and sociological factors on the entrepreneurial intentions of students. Two theories integrated into this research were the Entrepreneurial Skills Theory and Social Capital Theory. The research adopts a quantitative approach, applying structural equation modeling (SEM) and Partial Least Square (PLS) for analysis. The non-probability sampling technique used was Purposive Sampling to determine the research sample. The study participants consisted of 68 college students in Tasikmalaya, Indonesia, selected to complete an online questionnaire. The research findings indicated that entrepreneurship education and sociological factors significantly and positively influence students' entrepreneurial intentions. Furthermore, both the Entrepreneurial Skills Theory and Social Capital Theory not only have individual positive impacts but also complement each other in shaping students' entrepreneurial intentions. The integration of entrepreneurship education, combining the development of individual skills with the strengthening of social relationships and collaboration, was an effective foundation for motivating and preparing students to face challenges in the business world.

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Introduction

Entrepreneurship education plays a crucial role in the context of higher education, especially given the increasing relevance of entrepreneurial contributions to economic development and social progress (Atrup et al., 2023). In the midst of the uncertainty and dynamics of the global economy, entrepreneurship education emerges as a key pillar to equip students with the skills, knowledge, and attitudes needed to respond to constant changes in the workplace (Sutrisno et al., 2023). Its influence is not limited to individual development but also has a significant impact at the macro level, providing support for economic growth and creating new opportunities for society as a whole.

With these advancements, research on the implications of entrepreneurship education on students' entrepreneurial intentions has become a highly interesting topic for deeper investigation. In examining this aspect, it is important to recognize that social elements play a significant role in shaping and influencing students' entrepreneurial intentions. Awareness of the influence of these social factors forms an essential basis for understanding the complexity



of the interaction between entrepreneurship education and the social context, opening opportunities for substantial discoveries in our understanding of the dynamics of students' entrepreneurial desires.

Prior studies have presented varied results concerning the influence of entrepreneurship education and societal factors on the entrepreneurial intentions of students. Certain studies observe favorable influences of both elements, but others reveal adverse consequences. (Mei et al., 2020) did a study examining the backdrop of entrepreneurship instruction in Chinese higher education institutions and its impact on students' entrepreneurial inclinations. The research uncovered disparities in the degree of students' involvement in entrepreneurship education, irrespective of the institution type and their area of specialization. Moreover, the study revealed a positive correlation between the extent of entrepreneurship education obtained by students and their level of self-empowerment in making entrepreneurial decisions, as well as their inclination towards entrepreneurship.

Conversely, a study conducted by (Küttim et al., 2014) emphasized the substantial positive effects on students' desire to become entrepreneurs. The study involved participants from 17 European nations who were enrolled in entrepreneurship education programs. This study highlighted the crucial significance of entrepreneurship education in inspiring pupils to cultivate an entrepreneurial mindset. Although the findings of this study do not provide definitive conclusions, they greatly enhance our understanding of the relationship between entrepreneurship education and students' entrepreneurial goals in the European environment.

In contrast, a study conducted by (Listyaningsih et al., 2023) on 180 university students in Bandar Lampung revealed that entrepreneurship education did not have a discernible effect on entrepreneurial motivation. Moreover, entrepreneurial curiosity was not significantly influenced by entrepreneurial motivation. Furthermore, there were no discernible intermediary influences from entrepreneurial motivation on the correlation between entrepreneurship education and entrepreneurial interest. These data suggest that students in universities in Bandar Lampung perceive entrepreneurship education as a regular subject, lacking in motivation to foster an interest in entrepreneurship.

Furthermore, it is crucial to acknowledge that, alongside entrepreneurship education, social factors can also have a substantial impact on the development of entrepreneurial goals among students. These features encompass multiple issues, including the prevalent social norms in the students' surrounding, the quantity of social support they receive, and how the social environment influences their opinions about entrepreneurship. An example is the study conducted by (Chao & Yu, 2022), which constructed a structural model to examine the social entrepreneurship intentions of business administration students in Taiwan. The model incorporated elements from planned behavior theory, such as attitudes and subjective norms, as well as social capital, individual environmental responsibility, and absorptive capacity, encompassing both potential and realized absorptive capacity. The research findings suggest that students' attitudes towards social entrepreneurship are positively influenced by their environmental responsibility and their realized absorptive capacity. The results indicate that individuals who are personally aware of and committed to environmental challenges are motivated to pursue entrepreneurial solutions that have beneficial social and environmental effects.

Understanding environmental responsibility can also motivate students to engage in entrepreneurial efforts aimed at achieving sustainability and benefiting both society and the environment. Social factors, overall, play a positive role in shaping students' entrepreneurial intentions because the social environment can shape attitudes, norms, and values that support entrepreneurial spirit. For example, the presence of entrepreneurs in the family, supportive



conditions for starting a business, and improvements in the business environment within a country can inspire and instill confidence in students to pursue entrepreneurial careers (Belas et al., 2017). However, these findings may not always align with other research that notes that the social environment does not have a significant influence on students' entrepreneurial interest (Bahri & Trisnawati, 2021). The lack of direct support or the absence of positive role models for entrepreneurship in the social environment can limit its impact on students' entrepreneurial interest. Therefore, in specific cases, other factors may have a greater dominance in influencing students' entrepreneurial interest than the social environment.

One of the theories used to explain entrepreneurship education is the Entrepreneurial Skills Theory introduced by David McClelland in 1965. This theory emphasizes the importance of entrepreneurial skills and characteristics in shaping entrepreneurial behavior. Within this framework, there are several dimensions or entrepreneurial skills identified as determinants of success in entrepreneurial activities. According to (McClelland, 1965), there are four dimensions that can increase the likelihood of success in entrepreneurship, namely:

- 1) *Independence*: The ability to work independently, make decisions, and take responsibility for personal actions.
- 2) *Innovation*: The ability to generate new ideas, identify opportunities, and develop creative solutions to problems.
- 3) *Risk Orientation*: The ability to manage risks, make decisions based on limited information, and embrace uncertainty.
- 4) *Perseverance*: The ability to stay focused and endure in the face of obstacles and failures.

The Entrepreneurial Skills Theory asserts that the development of these dimensions has the potential to enhance success in entrepreneurial contexts. Therefore, entrepreneurship education focuses on facilitating the growth and mastery of these skills and characteristics, especially in individuals who show interest and aspirations to pursue an entrepreneurial path.

Additionally, we also employ Social Capital Theory, formulated by (Bourdieu et al., 1992), to discuss social relationships and networks as resources that can be beneficial in various contexts, including understanding sociological factors and students' entrepreneurial interests. This theory emphasizes the importance of social relationships, interpersonal connections, and access to resources through networks as critical elements in building social capital that supports individual success in various endeavors, including entrepreneurship. We use three main dimensions in Social Capital Theory, namely:

- 1) *Social Networks*: The extent to which an individual is involved in strong and extensive social networks.
- 2) *Social Norms and Trust*: The level of trust and social norms within a community or network.
- 3) *Shared Resources*: The existence of resources collectively owned by members of the social network.

Social Capital Theory posits that students engaged in rich social networks with abundant access to social capital may be more inclined to have entrepreneurial interests. Connections with entrepreneurs, mentors, or fellow student entrepreneurs can provide the support, inspiration, and resources needed to initiate their ventures.

This research will delve into and examine in greater detail the complex relationship between entrepreneurship education, social (sociological) factors, and students' entrepreneurial intentions. The main assumption underlying this research is the existence of a positive correlation between the level of entrepreneurship education attended by students and the level of entrepreneurial interest they demonstrate. Descriptively, this study observes that



students engaged in more holistic and in-depth entrepreneurship education tend to show higher levels of entrepreneurial interest (Satriadi et al., 2022). Furthermore, this research recognizes the significant role of social factors, particularly social support and social norms, in enriching the entrepreneurial environment. In this context, it is assumed that the presence of strong social support and social norms appreciating entrepreneurship can descriptively reinforce the positive relationship between entrepreneurship education and students' entrepreneurial interest (Yan et al., 2022). Thus, students experiencing higher levels of entrepreneurship education and supported by positive social factors are likely to exhibit greater entrepreneurial interest compared to their peers who may have lower levels of entrepreneurship education and less social support (Deng & Wang, 2023).

Previous research has uncovered inconsistencies, emphasizing the importance of re-exploring various variables to contribute original findings. This study focused on entrepreneurship education, social factors, and student entrepreneurial intentions in Tasikmalaya City, West Java, stands out. The city's approach includes not only higher education initiatives but also support from entrepreneurship centers. Social factors, such as family influence and local culture, significantly impact students' entrepreneurial interest. Regular training programs and community support foster practical skills and a conducive business environment. Further research referencing local sources is crucial for understanding entrepreneurship dynamics fully. Limitations in existing academic studies in Tasikmalaya City underscore the need for continued investigation.

Research Method

This study used a quantitative approach. Quantitative research involves the collection and analysis of numerical data to understand phenomena, relationships, or patterns. It typically employs statistical techniques to analyze the data and draw conclusions. In this case, the aim is to gather numeric and statistical data to meet scientific standards, emphasizing empirical, objective, measurable, rational, and methodical features. The research focused on exogenous variables, including entrepreneurship education and social factors, as well as endogenous variables referring to students' entrepreneurial intentions. The choice of a quantitative approach was based on the consideration that in both the Entrepreneurial Skills Theory and Social Capital Theory, entrepreneurship education focuses on facilitating the growth and mastery of skills in individuals who show interest and aspirations to pursue an entrepreneurial path.

This perspective underscored the vital role of entrepreneurship education in fostering students' innovative skills, fueling economic growth, and nurturing their entrepreneurial spirit. Our study in Tasikmalaya City reveals a positive correlation between entrepreneurship education, social factors, and students' entrepreneurial intentions. We believe this framework can ignite interest in entrepreneurship among students, laying a solid foundation for their success as future entrepreneurs. Students are increasingly recognizing the importance of embracing new business paradigms, such as digital ventures, to enhance opportunities and academic standing. By examining key predictors like gender, academic level, and majors/programs, alongside the unique context of Tasikmalaya City, our research aims to fill a gap in understanding entrepreneurship education and its social influences in the area.

Although the total population of students in Tasikmalaya was unknown, this research employs the Non-Probability Sampling technique, specifically Purposive Sampling, to determine the research sample. This approach was chosen with the consideration to identify students from the cohorts of 2020-2023 who have taken entrepreneurship courses and actively participated in entrepreneurial organizations both on and off-campus. An online

survey using the Likert scale was conducted on 68 students enrolled in universities in Tasikmalaya City during December 2023. Data analysis was conducted by adopting the Structural Equation Modeling - Partial Least Squares (SEM-PLS) statistical method, facilitated by SmartPLS 3.2 software. The analysis stages involve assessing convergent validity, discriminant validity, reliability, R-square, Q-square, and hypothesis testing.

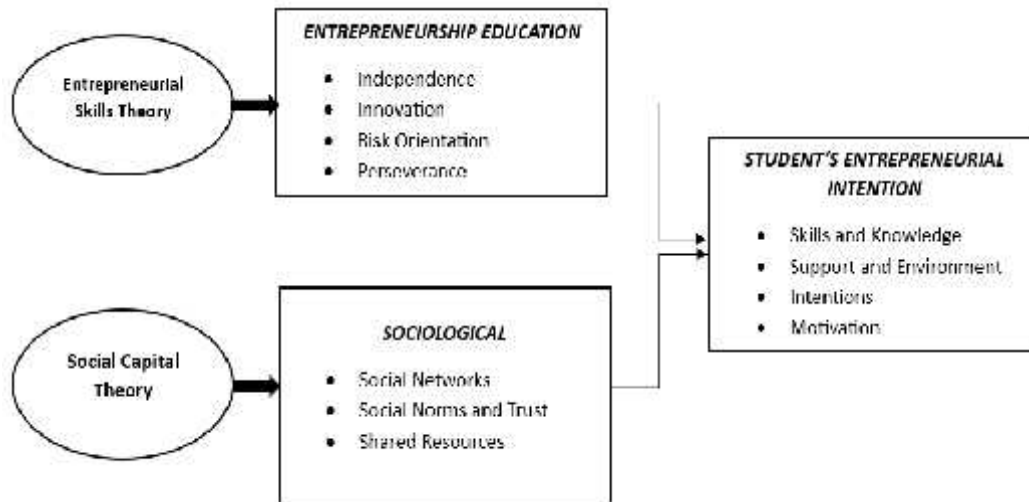


Figure 1. Research Framework

Table 1. Characteristics of the Respondents

	Demographic	Frequency	Percentage
Institution	Universitas Siliwangi	20	29.41%
	UMTAS Tasikmalaya	16	23.53%
	UBSI Tasikmalaya	12	17.65%
	Universitas Perjuangan	11	16.18%
	Sekolah Tinggi Agama Islam	9	13.24%
	Total	68	100%
Year Class	2020	3	4.41%
	2021	18	26.47%
	2022	39	57.35%
	2023	8	11.76%
	Total	68	100%
Gender	Male	39	57.35%
	Female	29	42.65%
	Total	68	100%
Age	17-23 years	68	100%
	24-30 years	0	0%
	31-37 years	0	0%
	>37 years	0	0%
	Total	68	100%
Subject	Business Administration	16	23.53%
	Information Technology	8	11.76%
	Sharia Economics	8	11.76%
	Accounting	11	16.18%
	Management	24	35.29%
	Development Economics	1	1.47%
Location	Tasikmalaya	68	100%

The data in Table 1 describe the profile characteristics of the 68 respondents selected as subjects for this study. Of the total participants, 39 were identified as male, while 29 were identified as female. In the context of the year of university enrollment, the distribution of respondents indicates that 3 started their studies in 2020, 18 in 2021, 39 in 2022, and 8 in

2023. These respondents encompass various study programs, with 16 individuals from the business administration program, 8 from the information technology program, 8 from the sharia economics program, 11 from the accounting program, 24 from the management program, and one respondent from the development economics program. These findings indicate that students in the management program tend to show higher interest in entrepreneurship during the entrepreneurship education process, as well as a higher perceived need for success. In terms of campus location, all 68 respondents are from campuses located in Tasikmalaya City, reflecting the adherence of this research to the specified sample study criteria.

Results and Discussion

Outer Model

By implementing tests for convergent validity, discriminant validity, and reliability, this research demonstrates the preliminary phase in the Structural Equation Model analysis based on Partial Least Squares (SEM-PLS), which involves testing the outer model.

Convergent Validity

According to (Hair et al., 2011), when the factor loading values for each essential manifest variable of a construct are greater than 0.70, it means that there is a significant correlation between two or more construct measurements, also known as indicators. The test findings show that reflected indications can be acknowledged as valid when utilizing the convergent validity test with SmartPLS 3.2.9. Factor loading values above 0.70 are displayed by all construct indicators in Table 2, indicating reliability and convergent validity that align with the research findings.

Discriminant Validity

Calculated by taking the square root of the Average Variance Extracted (AVE) and dividing it by the correlation between the constructs. If an instrument's AVE square value is more than the correlation between the relevant constructs, then it is valid according to the discriminant validity test provided by (Hair et al., 2011). This discovery lends credence to the model's validity, as demonstrated in Table 3.

Table 2. Measurement Model Analysis

Variable	Item	Factor Loading	Cronbach's Alpha	Composite Reliability	AVE
Entrepreneurship Education (X1)	X1.1	0,836	0,833	0,882	0,604
	X1.2	0,899			
	X1.3	0,773			
	X1.4	0,794			
Sociological (X2)	X2.1	0,838	0,895	0,847	0,612
	X2.2	0,716			
	X2.3	0,824			
Student's Entrepreneurial Intention (Y1)	Y1.1	0,778	0,819	0,894	0,635
	Y1.2	0,767			
	Y1.3	0,818			
	Y1.4	0,782			

Table 3. Discriminant Validity

Var/Ind	X1	X2	Y1
X1.1	0,823	0,601	0,553
X1.2	0,710	0,539	0,578
X1.3	0,774	0,556	0,510
X1.4	0,876	0,594	0,598
X2.1	0,515	0,797	0,511
X2.2	0,533	0,719	0,587

Var/Ind	X1	X2	Y1
X2.3	0,503	0,810	0,542
Y1.1	0,689	0,672	0,873
Y1.2	0,422	0,684	0,742
Y1.3	0,419	0,596	0,781
Y1.4	0,593	0,577	0,869

Inner Model

This study illustrates the procedural steps involved in the analysis of the Structural Equation Model with Partial Least Squares (SEM-PLS), emphasizing the model evaluation through examinations of R-squared, Q-squared, and hypothesis testing.

R-Square

The use of the R-square metric is carried out to measure the extent of contribution of exogenous constructs to endogenous constructs. The findings of the R-square analysis are summarized in Table 4 below. The R-square value reaches 0.618. Therefore, entrepreneurship education and social factors can explain approximately 61.8% of the variation in students' entrepreneurial intentions. In comparison, the remaining 38.2% is attributed to other factors beyond the scope of this research framework. Hence, following (Hair et al., 2011), the SEM model is considered to have moderate to strong strength when the R-square value exceeds 0.50.

Q² Predictive Relevance

The use of Q² serves as a diagnostic step to validate the underlying structure, specifically focusing on Predictive Relevance. Models achieve an acceptable level of fit and predictability when the Q² value surpasses zero, as stated by (Hair et al., 2011). The formula governing the calculation of Q² is formulated as follows:

$$Q^2 = 1 - (1 - R^2)$$

$$Q^2 = 1 - (1 - 0,618)$$

$$Q^2 = 1 - 0,382$$

$$Q^2 = 0,618$$

The derived Q² manifests a numerical value amounting to 0.618. The evaluation of model proficiency and the effectiveness of parameter estimation can be undertaken through meticulous examination of the Q² value, as expounded by (Hair et al., 2011).

Hypothesis Testing

The assertion is formulated to illustrate a favorable correlation when the path coefficient surpasses 0.1 and achieves statistical significance with a P-value below 0.05 or a T-value exceeding 1.96, in accordance with the guidelines set forth by (Hair et al., 2011). The results of the hypothesis testing are delineated in Table 5 below.

Table 4. R-Square Test

No	Variable	R-Square
1	Y1	0,618

Table 5. Hypothesis Testing Results

Hypothesis	Path Coefficient	T-Value	P-Value	Result
X1->Y1	0,219	5,827	0,000	Positive Significant
X2->Y1	0,493	5,318	0,005	Positive Significant

The fifth table above reflects the results of research indicating that entrepreneurship education has a positive and significant impact on students' entrepreneurial intentions. These findings consistently support the first hypothesis proposed. This conclusion aligns with previous research that also revealed similar facts, as highlighted by (Liu et al., 2022). The explanations provided in this context are based on the Entrepreneurial Skills Theory perspective, emphasizing the importance of entrepreneurial skills and characteristics in



shaping entrepreneurial behavior. Therefore, the following is an elaboration on the principles underlying the Entrepreneurial Skills Theory and the contribution of entrepreneurship education to students' entrepreneurial intentions.

The dimension of independence in the Entrepreneurial Skills Theory framework reflects an individual's ability to act independently and take initiative in facing business challenges. In the context of entrepreneurship education and students' entrepreneurial interests, this dimension has a positive and significant impact. The rational justification for explaining this finding is that students who demonstrate strength in the dimension of independence tend to have the initiative to learn independently. They are more likely to actively seek information sources, refer to literature related to entrepreneurship, and develop their understanding of various business aspects independently (Ratinho et al., 2020). This phenomenon supports entrepreneurship education by encouraging students to be more proactive in acquiring the necessary knowledge and skills.

The dimension of innovation in the Entrepreneurial Skills Theory framework highlights an individual's capacity to generate new ideas, design creative solutions, and apply innovative concepts in a business context. When applied to the understanding of entrepreneurship education and students' entrepreneurial interests, the innovation dimension shows a positive and significant impact. One reason that can be disclosed to explain this finding is that the innovation dimension motivates students to develop creative and unique business ideas. Entrepreneurship education emphasizing innovation provides opportunities for students to sharpen their abilities in designing innovative business concepts with the potential for success in the market (Mahmudin, 2023). Moreover, innovation is closely related to problem-solving skills. Students trained in the innovation dimension will be better able to identify problems in the business world and generate new and effective solutions. By strengthening the innovation dimension, entrepreneurship education contributes to students becoming more adept problem solvers.

The dimension of risk orientation in Entrepreneurial Skills Theory encompasses an individual's ability and attitude toward risk management in a business context. Entrepreneurship education that reinforces the risk orientation dimension can have a positive and significant impact on shaping entrepreneurial interests and students' readiness to innovate (Pham et al., 2023). The rationale behind this is that the risk orientation dimension helps students develop the ability to take measured and intelligent risks. Entrepreneurship education focused on this dimension teaches students about the risk evaluation process and decision-making based on thorough risk analysis. Thus, this approach helps create a balance between ambition and awareness of potential risks.

The dimension of perseverance in entrepreneurship skills theory refers to an individual's ability to remain resilient and persistent in facing challenges and difficulties in running a business. Entrepreneurship education that emphasizes the perseverance dimension shows a positive and significant impact on shaping entrepreneurial interests and students' readiness to face the realities of business. This can be explained by the fact that students who exhibit a strong dimension of perseverance tend to have a higher level of resilience to failure. They perceive failure as an integral part of the learning and development process, not as the end of their efforts. Entrepreneurship education that encourages a positive perception of failure has the potential to help students overcome obstacles and maintain entrepreneurial spirit (Duong & Vu, 2023).

Entrepreneurship education has a positive and significant impact on students' entrepreneurial interests through the development of dimensions such as independence, innovation, risk orientation, and perseverance. The independence dimension motivates



students to engage in independent learning, enhancing proactivity in acquiring entrepreneurial knowledge (Douglass & Morris, 2014). The innovation dimension encourages the development of creative business ideas and innovative solutions, involving students in problem-solving processes. The risk orientation dimension helps students manage risks intelligently, creating a balance between ambition and awareness of potential risks. On the other hand, the perseverance dimension increases resilience to failure, motivating students to remain steadfast and consistent in their business endeavors. Entrepreneurship education that emphasizes these aspects contributes to shaping students who are not only knowledgeable but also possess the skills, attitudes, and resilience needed for success in the business world.

Furthermore, the fifth table also indicates that sociological dimensions have a positive and significant impact on students' entrepreneurial intentions. This finding supports the acceptance of the second hypothesis. The research results align with previous studies that also uncovered similar phenomena (Kuswanti & Margunani, 2020). The perspective applied in this explanation is the Social Capital Theory, emphasizing the importance of social relationships, interpersonal interactions, and access to resources through networks as critical elements in building social capital that supports individual success in various fields, including entrepreneurship. The following is an elaboration on the principles of Social Capital Theory and the contribution of social factors to students' entrepreneurial intentions.

The social network dimension in Social Capital Theory refers to the social connections or interpersonal relationships an individual possesses. In the context of sociology and students' entrepreneurial interests, the social network dimension has a positive and significant impact. The argumentation for explaining this finding is that the social network dimension opens access for students to various resources, including information, knowledge, and support. Students with extensive social networks can leverage the experiences and knowledge of others in the business domain (Achiriah et al., 2022). Entrepreneurship education that encourages the development of social networks can enhance students' access to the resources needed to design and manage businesses.

The social norm and trust dimensions in Social Capital Theory have a positive and significant impact on explaining students' entrepreneurial interests from a sociological perspective. The social norm dimension involves social norms that can influence individuals' views and behaviors toward entrepreneurship. Students raised in an environment that appreciates and encourages entrepreneurial values are more likely to show interest in entrepreneurship. Positive norms toward entrepreneurship can shape students' perceptions of achieving success through personal business efforts (Peterman & Kennedy, 2003). Meanwhile, the trust dimension includes the level of trust present in an individual's social network. Students with a high level of trust in their social network are more likely to share information, provide support, and collaborate on business projects. Trust in social networks contributes to the creation of an environment where collaboration and resource exchange can occur effectively.

The shared resources dimension in Social Capital Theory refers to resources shared or collaborated within an individual's social network. In the sociological context of students' entrepreneurial interests, the shared resources dimension has a positive and significant impact. The rationale behind this is that shared resources enable students to share knowledge and information related to entrepreneurship. In a mutually supportive social network, students can leverage shared experiences and knowledge, providing deeper insights into the business world (Widén et al., 2023). It enhances students' interest in engaging in entrepreneurial activities.



This research validates Social Capital Theory's role in explaining students' interest in entrepreneurship. It highlights the significant impact of social factors like networks, norms, trust, and shared resources on entrepreneurial interest. These findings emphasize the importance of social interaction and capital in shaping entrepreneurial aspirations. Additionally, they suggest practical implications for educational interventions and policies. Institutions can foster entrepreneurial interest by creating networking opportunities, collaborative environments, and supportive communities. Entrepreneurship education should incorporate social capital elements, encouraging network building, trust, and resource sharing. Involving students in entrepreneurial networks provides access to valuable resources and mentorship. Policymakers can support this by incentivizing networking events, funding collaborative projects, and fostering a culture of trust and cooperation among entrepreneurs.

Conclusion

This study rigorously examines the impact of entrepreneurship education alongside social determinants on students' inclinations towards entrepreneurship. Findings underscore the substantial and affirmative contribution of entrepreneurship education in fostering entrepreneurial interest. Specifically, it elucidates the enhancement of key dimensions including independence, innovation, risk propensity, and perseverance. Entrepreneurial skills training boosts students' initiative, creativity, risk-taking, and resilience, guided by the Entrepreneurial Skills Theory. This theory emphasizes independence, innovation, risk orientation, and perseverance. Such education not only imparts knowledge but also fosters essential attitudes and resilience for thriving in business. Additionally, Social Capital Theory highlights the social dimension's impact on entrepreneurial interest, promoting resource access, positive norms, trust, and collaboration. Together, these theories suggest that blending entrepreneurship education with social aspects effectively equips students to tackle business challenges with confidence and adaptability.

Recommendation

This study highlights the importance of improving entrepreneurship education in universities. Emphasizing traits like independence, innovation, risk-taking, and perseverance can increase students' interest in entrepreneurship. Social aspects, such as fostering social networks and promoting positive attitudes towards entrepreneurship, are also crucial. Recommendations include closer ties between academia and industry, collaboration with business stakeholders for practical insights, and tailoring education to market needs. However, limitations include a focus on higher education students and the inability to generalize findings. Future research should explore a wider sample and consider additional variables for a deeper understanding of entrepreneurial interests.

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