

Examining the Effects of Entrepreneurship Training, Innovation, and Business Capital on Students' Entrepreneurial Interest

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ABSTRACT

The unemployment rate among university graduates remains relatively high, indicating an imbalance between the number of job seekers and available employment opportunities. This situation highlights the need for alternative solutions through the development of entrepreneurship among students. This study examines the effects of entrepreneurship training, innovation, and business capital on students' entrepreneurial interest at the Faculty of Economics and Business, Bina Insani University, among the 2022–2024 cohorts. This study employed a quantitative approach with a cross-sectional survey design and simple random sampling. The minimum sample size was determined using the Slovin formula, resulting in 78 respondents, while 100 valid respondents were retained for the main analysis. Data were collected through questionnaires in April 2026 and analyzed using IBM SPSS Statistics version 29 with multiple linear regression. The results showed that entrepreneurship training was positively and significantly associated with entrepreneurial interest ($B = 0.281$; $\beta = 0.257$; $t = 3.795$; $p < 0.001$), innovation was positively and significantly associated with entrepreneurial interest ($B = 0.546$; $\beta = 0.532$; $t = 7.679$; $p < 0.001$), and business capital was positively and significantly associated with entrepreneurial interest ($B = 0.208$; $\beta = 0.207$; $t = 3.047$; $p = 0.003$). Simultaneously, the three variables were significantly associated with entrepreneurial interest ($F = 98.215$; $p < 0.001$), with $R^2 = 0.754$ and adjusted $R^2 = 0.747$. Innovation showed the strongest relative association with entrepreneurial interest based on the largest standardized coefficient ($\beta = 0.532$). These findings indicate that entrepreneurship training, innovation, and business capital are significantly associated with students' entrepreneurial interest. The findings may provide considerations for developing student entrepreneurship programs through strengthening individual capabilities and providing appropriate entrepreneurial support

Keyword: *Entrepreneurship Training, Innovation, Business Capital, Entrepreneurial Interest*



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1. Introduction

Unemployment remains a persistent employment problem in Indonesia, including among individuals with higher levels of education. Based on data from Statistics Indonesia (BPS), the Open Unemployment Rate (TPT) varies across educational attainment levels. In November 2025, the Open Unemployment Rate among individuals with Diploma IV, undergraduate (S1), master's (S2), and doctoral (S3) education reached 5.38%, while those with Diploma I, II, and III education recorded 4.22%. In comparison, individuals with elementary education or below recorded an unemployment rate of 2.29%. These figures indicate that higher educational attainment does not necessarily guarantee employment opportunities [1].

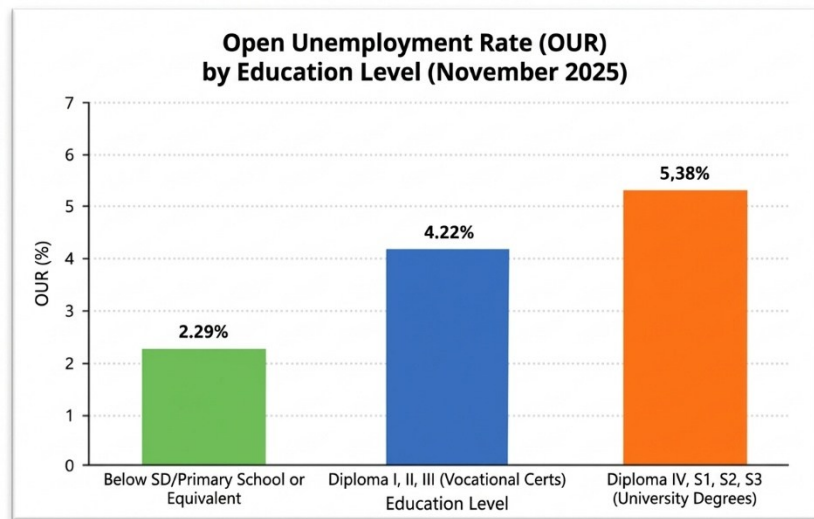


Figure 1 Open Unemployment Rate by Educational Attainment, November 2025

Source: BPS [1]

After examining the national unemployment situation, it is important to consider the more specific conditions at the local level, particularly in Bekasi City. Bekasi City is one of the areas surrounding the capital city and has relatively high industrial and economic activity. This condition should provide broad employment opportunities for the community. However, based on the Open Unemployment Rate (TPT) in Bekasi City during 2023–2025, the unemployment rate remained relatively high despite a declining trend. In 2023, the TPT was recorded at 7.90%, decreasing to 7.82% in 2024 and 7.33% in 2025. Although the rate declined, these figures indicate that employment absorption in Bekasi City has not been fully optimal. This condition reflects challenges in absorbing the growing workforce, including the possibility of a mismatch between workers' skills and labor market requirements [2].

One alternative that can contribute to employment creation is entrepreneurship. University students represent a group with considerable potential to develop entrepreneurial activities because they have opportunities to develop creativity, innovation, managerial skills, and leadership through academic and non-academic activities. The Global Entrepreneurship Monitor (GEM) also reports that young people continue to face limitations in entrepreneurship education and training, business experience, and support for starting a business. Therefore, entrepreneurship can serve as an alternative career pathway for university students while contributing to employment creation [3].

This issue is relevant to students of the Faculty of Economics and Business at Bina Insani University. Internal university data show that there were 353 Management students from the 2022–2024 cohorts, consisting of 93 students from the 2022 cohort, 99 students from the 2023 cohort, and 161 students from the 2024 cohort. This population represents a potential group for developing entrepreneurial activities. The development of this potential requires supporting factors that can strengthen students' entrepreneurial interest [4].

Entrepreneurship Theory provides a framework for understanding how individuals identify and pursue business opportunities through creativity, innovation, and the effective use of resources [5], [6]. Within this framework, entrepreneurship training can develop the knowledge, skills, attitudes, and confidence needed to recognize and pursue business opportunities [7]. Innovation encourages individuals to generate new ideas and create value, while business capital provides resources needed to transform business ideas into entrepreneurial activities [8], [9]. These factors can contribute to entrepreneurial interest, which reflects an individual's willingness and readiness to engage in entrepreneurial activities.

Previous studies have reported significant relationships between entrepreneurship training, innovation, business capital, and entrepreneurial interest [10]–[24]. However, the findings remain inconsistent across studies. For entrepreneurship training, several studies reported significant results, while [25], [26] found no significant relationship. Similar differences can be observed in studies of innovation, where most studies

reported significant relationships, while [26], [27] found no significant relationship. Business capital was also generally found to have a significant relationship with entrepreneurial interest, although one study reported a non-significant result [28].

Based on the previous studies, these differences may be related to variations in research designs, construct definitions, and respondent characteristics across studies. Previous studies have examined these variables in different empirical contexts and populations, while some have focused on individual factors separately. This study addresses this gap by examining entrepreneurship training, innovation, and business capital simultaneously in relation to students' entrepreneurial interest within a university student population. Thus, the study provides further empirical evidence on the role of these three factors in explaining variations in students' entrepreneurial interest in a higher education context.

Therefore, this study aims to examine the relationship between entrepreneurship training, innovation, and business capital and students' entrepreneurial interest at the Faculty of Economics and Business, Bina Insani University, among the 2022–2024 cohorts. Using a quantitative survey approach, this study provides empirical evidence on the relationship between the three independent variables and students' entrepreneurial interest when examined simultaneously within a university student population. The theoretical contribution of this study is to provide further evidence regarding the role of entrepreneurship training, innovation, and business capital in explaining variations in students' entrepreneurial interest across a specific educational context. The findings may also provide practical considerations for higher education institutions in developing entrepreneurship programmes that support students' interest in entrepreneurship. Based on this research framework, the hypotheses proposed in this study are as follows:

H1: Entrepreneurship Training has a significant effect on entrepreneurial interest

H2: Innovation has a significant effect on entrepreneurial interest

H3: Business Capital has a significant effect on entrepreneurial interest

H4: Entrepreneurship Training, Innovation, and Business Capital simultaneously have a significant effect on entrepreneurial interest.

2. Methods

2.1 Research Design and Sample

This study employed a quantitative research approach with an associative design to examine the effects of entrepreneurship training, innovation, and business capital on students' entrepreneurial interest at the Faculty of Economics and Business, Bina Insani University. The study used a cross-sectional survey design, with data collected from respondents at a single point in time.

The population of this study consisted of 353 undergraduate students from the Faculty of Economics and Business, Bina Insani University, from the 2022–2024 cohorts, comprising 93 students from the 2022 cohort, 99 students from the 2023 cohort, and 161 students from the 2024 cohort. The minimum sample size was determined using the Slovin formula with a 10% margin of error, resulting in 77.925 and rounded up to 78 respondents. Simple random sampling was used as the sampling technique, with students from the 2022–2024 cohorts serving as the sampling population.

Data were collected in April 2026 using a Google Forms questionnaire distributed through WhatsApp and by directly approaching students on campus. Before completing the questionnaire, each potential respondent was asked to indicate their cohort to ensure that they belonged to the 2022–2024 population. Eligible respondents were then invited to participate. Nearly 200 responses were initially collected. Thirty responses were used for validity and reliability testing, while the remaining responses were screened based on the eligibility criteria and questionnaire completeness. Responses that did not meet the criteria or contained unanswered required items were excluded. After the screening process, 100 valid responses were retained for the main analysis.

Participation was voluntary, and respondents were informed of the purpose of the study before completing the questionnaire. The questionnaire did not collect information regarding respondents' prior business experience. Respondents' personal information was treated confidentially, and the collected data were used only for research purposes.

2.2 Data Collection and Measurement

Entrepreneurship training refers to students' entrepreneurship learning experience through the entrepreneurship course (KWU) and related activities, including campus bazaars. Students from the 2022–2024 cohorts had completed the one-semester course before data collection. Questionnaire items were developed by referring to statements from previous studies that corresponded to the predetermined indicators [29], then paraphrased and adjusted to the context of university students.

The innovation indicators were adapted from [30] and paraphrased to fit the student context. Their applicability was supported by students' direct experience in entrepreneurship learning, as they participated in a campus bazaar as part of the course assessment, involving product ideation, preparation, and sales. The items therefore assessed the application of product-related innovation in an entrepreneurial learning context, including product development, variation, and improvement.

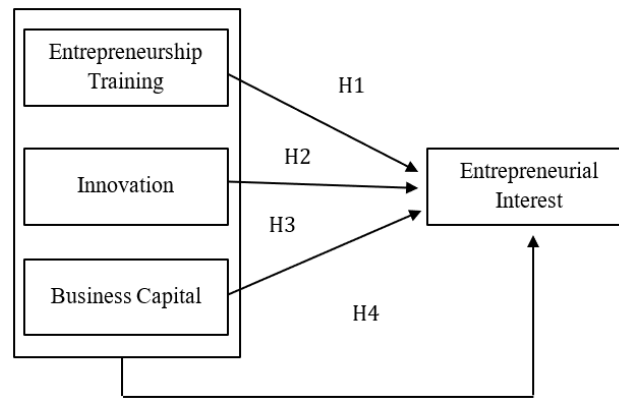
Business capital was measured as a perceptual construct rather than an actual monetary amount. Its five indicators covered own capital, capital required to start a business, amount of capital, ease of access to capital, and sources of capital [9]. The items assessed students' perceptions of their ability to obtain capital, capital needs, the relationship between capital amount and business scale, access to capital, and potential capital sources. No specific monetary amount was requested.

Entrepreneurial interest was operationalized using five indicators derived from [31], namely self-confidence, initiative taking, achievement orientation, leadership ability, and risk-taking propensity. The six questionnaire items were developed by referring to statements corresponding to these indicators and were paraphrased and adjusted to the context of university students. The items were mapped as follows: EI1 for self-confidence, EI2 for initiative taking, EI3 for achievement orientation, EI4 for leadership ability, and EI5–EI6 for risk-taking propensity. These indicators were assessed collectively to represent students' willingness and readiness to engage in entrepreneurial activities.

The instrument consisted of 21 items: five for entrepreneurship training, five for innovation, five for business capital, and six for entrepreneurial interest. The questionnaire was administered in Indonesian using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). All items were positively worded with no reverse-coded items. Item scores were summed to obtain a composite score for each construct.

2.3 Conceptual Framework

Based on Entrepreneurship Theory and previous empirical studies, this study proposes a conceptual framework illustrating the relationships among entrepreneurship training, innovation, business capital, and entrepreneurial interest. Entrepreneurship training, innovation, and business capital are treated as independent variables, whereas entrepreneurial interest serves as the dependent variable. Entrepreneurship Theory suggests that entrepreneurial competencies acquired through training, innovative capability, and the availability of business resources collectively contribute to strengthening individuals' entrepreneurial interest. The conceptual framework of this study is presented in Figure 2.

**Figure 2. Conceptual Framework**

Source: Processed Data (2026)

The hypotheses of this study are as follows:

H1: There is a significant effect of Entrepreneurship Training on Entrepreneurial Interest.

H2: There is a significant effect of Innovation on Entrepreneurial Interest.

H3: There is a significant effect of Business Capital on Entrepreneurial Interest.

H4: There is a simultaneous effect of Entrepreneurship Training, Innovation, and Business Capital on Entrepreneurial Interest.

2.4 Operational Definition of Variables

The operational definitions, indicators, and item mappings of the variables are presented in Table 1.

Tabel 1. Operational Definitions of Variables

Construct	Operational Definition	Indicator	Items	Reference
Entrepreneurship training	Entrepreneurship training is a learning process aimed at developing business skills and fostering an independent, creative, and innovative mindset, while also enhancing individuals' understanding of the preparations required to start a business.	1. Training objectives 2. Training materials 3. Training methods 4. Training participants 5. Trainer qualifications	ET 1 ET 2 ET 3 ET 4 ET 5	[29]
Innovation	Innovation refers to the development of new ideas that add value to products, services, or business processes, as well as the creation of new concepts aimed at improving effectiveness and efficiency in delivering products and services.	1. New to the world product 2. New product line extension 3. Product addition (to existing products) 4. Product improvement or modification 5. Product style and design variation	IN 1 IN 2 IN 3 IN 4 IN 5	[30]

Business Capital	Business capital refers to the financial resources and perceived availability of capital needed to start and operate a business, including own capital, capital requirements, amount of capital, access to capital, and potential sources of capital.	1. Own capital	BC 1	[9]
		2. Capital required to start a business	BC 2 BC 3 BC 4 BC 5	
		3. Amount of capital		
		4. Ease of access to capital		
		5. Sources of capital		
Entrepreneurial Interest (Y)	Entrepreneurial interest refers to an individual's desire and motivation to start and develop a business independently by utilizing available opportunities, as well as a willingness to enter the business world and develop one's own potential	1. Self confidence	EI 1 EI 2	[31]
		2. Initiative taking	EI 3 EI 4	
		3. Achievement orientation	EI 5 – EI 6	
		4. Leadership ability		
		5. Risk-taking propensity		

2.5 Data Analysis

The collected data were analyzed using validity and reliability tests, followed by classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was conducted through multiple linear regression analysis, t-tests, F-tests, and the coefficient of determination (R^2) using IBM SPSS Statistics version 29.0.

3. Results and Discussion

3.1 Result

Table 2 presents the demographic characteristics of the 100 respondents based on cohort, gender, and semester. The percentages were calculated based on the final sample of 100 valid respondents.

Table 2. Respondent Characteristics

Characteristics	Category	n	Percentage (%)
Cohort	2022	46	46%
	2023	25	25%
	2024	29	29%
Gender	Female	68	68%
	Male	32	32%
	4	29	29%
Semester	6	25	25%
	8	46	46%

Source: Primary Data from Questionnaire Survey (2026)

3.2 Descriptive Statistics

The descriptive statistics of the research variables among Bina Insani University's Faculty of Economics and Business students in the 2022–2024 cohort are shown in Table 3. The results indicate that all variables have relatively high mean scores, suggesting that respondents generally provided positive evaluations of the study variables.

Table 3. Descriptive Statistics

Variable	Mean
Entrepreneurship training	4.19
Innovation	4,22
Business Capital	4,17
Entrepreneurial Interest	4,21

3.3 Validity and Reliability Test

The validity test was conducted using data from 30 respondents. The item correlation values ranged from 0.534 to 0.863, exceeding the critical value of 0.361 ($df = 28$, $\alpha = 0.05$, two-tailed). Thus, all 21 questionnaire items met the item-level validity criterion. The overall Cronbach's Alpha for the 21-item instrument was 0.926, exceeding the minimum criterion of 0.60 and indicating adequate internal consistency.

Table 4. Validity and Reliability Test Results

Variabel	Item	Item correlation	Critical r	Conclusion	Interpretation
Entrepreneurship training	PK1	0,798	0.361	Valid	Reliable
	PK2	0,860	0.361	Valid	
	PK3	0,769	0.361	Valid	
	PK4	0,798	0.361	Valid	
	PK5	0,853	0.361	Valid	
Innovation	IN1	0,755	0.361	Valid	Reliable
	IN2	0,781	0.361	Valid	
	IN3	0,767	0.361	Valid	
	IN4	0,669	0.361	Valid	
	IN5	0,779	0.361	Valid	
Business Capital	MU1	0,783	0.361	Valid	Reliable
	MU2	0,534	0.361	Valid	
	MU3	0,738	0.361	Valid	
	MU4	0,642	0.361	Valid	
	MU5	0,620	0.361	Valid	
Entrepreneurial Interest (Y)	MB1	0,784	0.361	Valid	Reliable
	MB2	0,684	0.361	Valid	
	MB3	0,863	0.361	Valid	
	MB4	0,685	0.361	Valid	
	MB5	0,776	0.361	Valid	
	MB6	0,658	0.361	Valid	

Source: Data Processed Using SPSS Version 29 (2026)

3.4 Normality Test

The Kolmogorov–Smirnov test was used to assess the normality of the regression residuals. The test statistic was 0.053, with an Asymp. Sig. value of 0.200^d using the Lilliefors significance correction. The Monte Carlo significance was 0.694, exceeding 0.05, indicating that the residuals met the normality assumption.

Table 5. Normality Test Results

Indicator	Value
N	100
Kolmogorov-Smirnov Statistic	0.053
Asymp. Sig. (2-tailed)	0.200 ^d
Monte Carlo Sig. (2-tailed)	0.694
99% Confidence Interval	0.682–0.706
Conclusion	Normally Distributed

Source: Data Processed Using SPSS Version 29 (2026)

^c Lilliefors Significance Correction.

^d This is a lower bound of the true significance.

^e Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

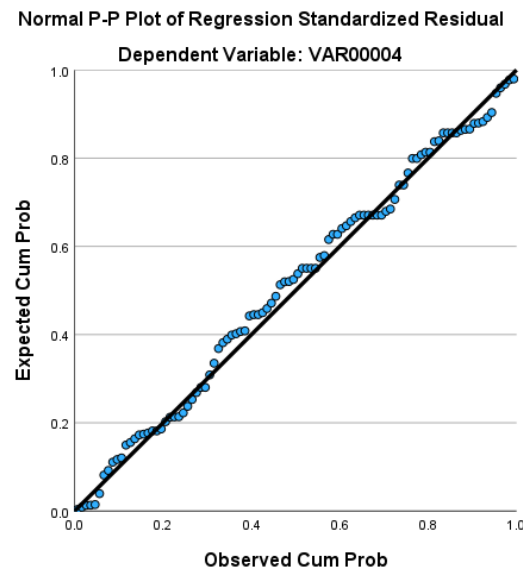


Figure 3 Normal P-P Plot of Regression Standardized Residuals

The standardized residual points generally followed the diagonal line, supporting the normality assumption.

3.5 Multicollinearity Test

All independent variables have tolerance values over 0.10 and VIF values below 10, according to the multicollinearity test results. These values did not exceed the stated screening thresholds for multicollinearity.

Table 6. Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Entrepreneurship Training	0,559	1.790	No Multicollinearity
Innovation	0,536	1.866	No Multicollinearity
Business Capital	0,556	1.798	No Multicollinearity

Source: Data Processed Using SPSS Version 29 (2026)

3.6 Heteroscedasticity Test

The Glejser test was conducted using the absolute residuals as the dependent variable. The significance values for entrepreneurship training, innovation, and business capital were 0.806, 0.924, and 0.760, respectively. All significance values exceeded 0.05, indicating no evidence of heteroscedasticity in the regression model.

Table 7. Heteroscedasticity Test Results

Model	B	Std. Error	Beta	t	Sig.
(Constant)	0.774	0.786	—	0.984	0.327
Entrepreneurship Training	0.011	0.045	0.034	0.246	0.806
Innovation	0.004	0.043	0.013	0.096	0.924
Business Capital	-0.013	0.041	-0.042	-0.306	0.760

a. Dependent Variable: Absolute Residual

Source: Data Processed Using SPSS Version 29 (2026)

3.7 t-test Results

The t-test results show that entrepreneurship training (X1) has a t-value of 3.795 with a significance level of $p < .001$, indicating a significant effect on entrepreneurial interest. Innovation (X2) has a t-value of 7.679 with $p < .001$, while business capital (X3) has a t-value of 3.047 with $p = .003$. All three variables have a significant effect on entrepreneurial interest.

Table 8. t-test Results

Variable	t-value	Sig.	Conclusion
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Entrepreneurship Training	3,795	< 0,001	Significant
Innovation	7,679	< 0,001	Significant
Business Capital	3,047	0,003	Significant

Source: Data Processed Using SPSS Version 29 (2026)

H1: Entrepreneurship Training Has a Significant Effect on Entrepreneurial Interest

The findings indicate that entrepreneurship training significantly influences students' entrepreneurial interest. This suggests that entrepreneurship training helps students develop entrepreneurial knowledge, skills, and confidence, which encourage them to engage in entrepreneurial activities. Therefore, H1 is supported by the reported test.

H2: Innovation Has a Significant Effect on Entrepreneurial Interest

The findings indicate that innovation significantly influences students' entrepreneurial interest. Students who possess innovative ideas and creativity are more likely to develop an interest in entrepreneurship because innovation enables them to identify and exploit business opportunities. Therefore, H2 is supported by the reported test.

H3: Business Capital Has a Significant Effect on Entrepreneurial Interest

The findings indicate that business capital significantly influences students' entrepreneurial interest. This indicates that students' perceptions regarding business capital are positively associated with their entrepreneurial interest. Therefore, H3 is supported by the reported test.

H4: Entrepreneurship Training, Innovation, and Business Capital Have a Significant Effect on Entrepreneurial Interest

The findings indicate that entrepreneurship training, innovation, and business capital simultaneously influence students' entrepreneurial interest. This means that entrepreneurial knowledge and skills, innovative capabilities, and access to business capital collectively play an important role in encouraging students to engage in entrepreneurial activities. Therefore, H4 is supported by the reported test.

Table 9. Simultaneous Hypothesis

Model	F	Sig.
Regression	98.215	<.001 ^b

Source: Data Processed Using SPSS Version 29 (2026)

3.8 Summary of Analysis Results

The results of the multiple linear regression and coefficient of determination analyses provide an overview of the relationships between entrepreneurship training, innovation, business capital, and entrepreneurial interest. The regression coefficients, model summary, and ANOVA results are presented in Tables 10–12.

Table 10. Multiple Linear Regression Coefficients

Variable	B	SE	β	t	p	95% CI Lower	95% CI Upper
Constant	3.550	1.300	—	2.730	.008	.969	6.130
Entrepreneurship Training	.281	.074	.257	3.795	< .001	.134	.427
Innovation	.546	.071	.532	7.679	< .001	.405	.688
Business Capital	.208	.068	.207	3.047	.003	.072	.343

Source: Data Processed Using SPSS Version 29 (2026)

Table 11. Model Summary

R	R ²	Adjusted R ²	Std. Error	N
.868	.754	.747	1.061	100

Source: Data Processed Using SPSS Version 29 (2026)

Table 12. ANOVA

Model	Sum of Squares	df	Mean Square	F	p
Regression	331.411	3	110.470	98.215	< .001
Residual	107.979	96	1.125	—	—
Total	439.390	99	—	—	—

Source: Data Processed Using SPSS Version 29 (2026)

The findings shown in Table 10 allow for the following interpretations:

1. The constant value of 3.550 indicates the predicted entrepreneurial interest score when all predictor scores equal zero; this may fall outside the observed score range.
2. The regression coefficient of entrepreneurship training is 0.281, indicating a positive relationship with entrepreneurial interest. This finding suggests that better entrepreneurship training tends to be associated with higher entrepreneurial interest among students.
3. Innovation has a regression coefficient of 0.546, indicating a positive relationship with entrepreneurial interest. Among the independent variables, innovation has the largest standardized coefficient ($\beta = .532$), indicating the strongest relative effect on entrepreneurial interest.
4. Business capital has a positive regression coefficient of 0.208, indicating that higher perceived business capital is associated with higher entrepreneurial interest.
5. Entrepreneurship training, innovation, and business capital jointly explain 75.4% of the variation in entrepreneurial interest, based on the R^2 value of .754. The remaining 24.6% represents unexplained variation that may reflect omitted factors, measurement error, and model misspecification.

3.9 Discussion

The findings of this study indicate that entrepreneurship training has a positive and significant effect on students' entrepreneurial interest. This suggests that entrepreneurship training enhances students' entrepreneurial knowledge, practical skills, and readiness to engage in business activities. The result supports Entrepreneurship Theory, which emphasizes that entrepreneurial competencies can be developed through learning and experience [5]. It also aligns with the perspective of [32], who argued that entrepreneurship is a systematic process of applying creativity and innovation to market opportunities. Furthermore, this finding is consistent with previous studies reporting that entrepreneurship training positively influences entrepreneurial interest [10], [11], [17]–[19].

The results also demonstrate that innovation has a positive and significant effect on entrepreneurial interest and has the largest standardized coefficient ($\beta = .532$) among the independent variables. This finding indicates that students who are capable of generating creative ideas and identifying business opportunities are more likely to develop entrepreneurial intentions. The result is consistent with the concept of innovation proposed by [8], [33], which emphasizes the creation of added value through new ideas, products, and business processes. It also supports previous empirical studies that identified innovation as an important determinant of entrepreneurial interest [21]–[24], [34].

Business capital was also found to have a positive and significant effect on entrepreneurial interest. This finding suggests that students' perceptions of their ability to obtain and access business capital are associated with higher entrepreneurial interest. The result supports [9], who explained that business capital is an essential resource for establishing and sustaining business operations. In addition, the finding is consistent with previous studies showing that business capital positively influences entrepreneurial interest [12], [14]–[16], [24].

Overall, the findings demonstrate that entrepreneurship training, innovation, and business capital are positively and significantly associated with students' entrepreneurial interest. Among the three predictors, innovation has the largest standardized coefficient ($\beta = .532$), indicating the strongest relative association with entrepreneurial interest in the model. These findings support Entrepreneurship Theory by highlighting the relevance of entrepreneurial competencies, creativity, innovation, and supporting resources in explaining students' entrepreneurial interest. Based on these findings, higher education institutions may consider strengthening entrepreneurship learning, encouraging innovation-related activities, and providing appropriate entrepreneurial support to foster students' entrepreneurial interest.

3.10 Limitations

This study has several limitations. First, the respondents were drawn from a single higher education institution, which may limit the generalizability of the findings. Second, the use of self-reported questionnaire data may introduce common-method or response bias. Third, because participation was voluntary, selection and nonresponse bias cannot be ruled out. Fourth, the cross-sectional design limits the ability to establish temporal or causal direction between the variables. Finally, other factors that may be associated with entrepreneurial interest were not included in the model.

4. Conclusion

Based on the study's findings, among Bina Insani University's Faculty of Economics and Business students in the 2022–2024 cohorts, entrepreneurial interest was positively and significantly associated with entrepreneurship training, innovation, and business capital. Innovation showed the strongest relative association based on the largest standardized coefficient ($\beta = 0.532$). Future research may broaden the scope of variables and research objects to provide a more comprehensive understanding of entrepreneurial interest.

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Conflict of Interest

The author declares that there is no conflict of interest related to this study.

Data Availability

The questionnaire and de-identified research data may be made available upon reasonable request, subject to respondent consent and applicable institutional requirements.

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