

## INFLUENCE OF STUDENT ENTREPRENEURIAL SUPPORT TOWARDS BUSINESS INTENTION

By

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**Abstract.** *Entrepreneurship played an important role in economic development and offered opportunities for self-employment and financial independence. For students who were enrolled in programs like BSBA Financial Management, entrepreneurial support such as education, self-efficacy, and locus of control influenced their intention to start a business. However, there had been a gap due insufficient studies that focused on rural colleges like Tagoloan Community College. This study aimed to examine the influence of student entrepreneurial support particularly entrepreneurial education, self-efficacy, and locus of control on the business intentions of third-year BSBA Financial Management students in Tagoloan Community College. It also determined whether demographic factors were related to students' business intentions. A descriptive-quantitative research design was used in this study. The data were collected from 207 third-year BSBA students who were selected through random sampling using survey questionnaires. The data were analyzed using Frequency Count, Weighted Mean, Chi-square, Pearson Correlation, and Multiple Regression Analysis. The findings showed that entrepreneurial education, self-efficacy, and locus of control were indeed highly influential and significantly related to student's business intentions. Among these factors, self-efficacy showed the strongest influence, followed by locus of control, and entrepreneurial education. This showed that students' entrepreneurial support significantly influenced business intentions. Students who had higher confidence, stronger personal control beliefs, and access to entrepreneurship education were more likely to pursue entrepreneurial activities. The students were encouraged to actively participate in entrepreneurship programs and mentorship activities. Educators were advised to strengthen experiential learning and confidence building activities, while Tagoloan Community College should expand entrepreneurship programs, training, and practical opportunities to support students' entrepreneurial development*

**Keywords.** *Entrepreneurial Support, Entrepreneurial Education, Self-efficacy, Locus of Control, Business Intentions*

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### INTRODUCTION

Entrepreneurship extends beyond the mere act of starting a business or participating in the commercial sector. It is a dynamic and continuous process that involves identifying opportunities, fostering motivation, and generating value that contributes to economic development. At its core, entrepreneurship requires the strategic combination of existing resources and human capabilities through innovative approaches, resulting in the creation of new or enhanced goods and services.

For students enrolled in the Bachelor of Science in Business Administration major in Financial Management, the acquisition of entrepreneurial knowledge goes beyond academic recognition. It represents a forward-looking approach to career development, offering viable pathways toward self-employment, financial independence, and meaningful contributions to local communities. In this regard, the present study examines key dimensions of entrepreneurial support—namely entrepreneurial education, self-efficacy, and locus of control—and their influence on the business intentions of third-year BSBA Financial Management students at Tagoloan Community College.

Recent studies have identified several factors that shape students' decisions to engage in entrepreneurial activities. Liu and Peng (2025) emphasized that entrepreneurial self-efficacy, alongside institutional and departmental support, significantly encourages students to consider business ventures.

Their findings indicate that students who possess strong confidence in their entrepreneurial skills tend to exhibit higher intentions to start a business. Similarly, Narzari and Bhattacharjee (2023) highlighted those rural academic institutions, such as Tagoloan Community College, remain underrepresented in existing research. This gap limits a comprehensive understanding of how diverse educational contexts influence students' entrepreneurial intentions.

Moreover, Xanthopoulou and Sahinidis (2024) underscored the importance of locus of control in entrepreneurial engagement. Their study revealed that students with a strong internal locus of control—those who believe they can influence their own outcomes—are more likely to pursue entrepreneurial activities, particularly when supported by institutional encouragement and structured programs. This finding points to the critical interplay between personal psychological factors and external support systems in shaping entrepreneurial behavior. It suggests that the alignment of internal beliefs and institutional support mechanisms plays a vital role in fostering students' professional orientation toward entrepreneurship.

Despite these insights, there remains limited attention to the relationship between students' demographic characteristics and their business intentions. Variables such as age, gender, place of residence, source of allowance, family background, and monthly allowance may significantly influence how students perceive opportunities, assess risks, and respond to institutional support. Understanding these factors is essential for developing targeted and inclusive entrepreneurial programs.

Thus, this study aims to examine the differences in the influence of institutional and personal factors on the business intentions of third-year BSBA Financial Management students at Tagoloan Community College. By exploring these dimensions, the research seeks to provide a deeper understanding of how educational and psychological factors shape students' entrepreneurial mindsets. Ultimately, the findings are intended to offer practical insights for academic advisors, curriculum developers, and student support services in designing interventions that effectively cultivate entrepreneurial potential.

## METHODOLOGY

### Research Design

This study employed a descriptive–quantitative research design to examine the influence of students' entrepreneurial support on their business intentions. A quantitative approach was deemed appropriate as the study aimed to collect measurable data from respondents through structured instruments, allowing for statistical analysis of the relationships among the variables. This approach facilitated the use of numerical data to generate objective, reliable, and generalizable findings relevant to the research objectives.

The descriptive component of the design enabled the researchers to systematically and accurately describe the relationships among the variables within the target population. It focused on presenting an objective account of existing conditions, particularly the levels of entrepreneurial education, self-efficacy, and locus of control, and how these factors relate to students' entrepreneurial intentions. This method is especially useful in studies that seek to explore patterns, trends, and associations without manipulating variables.

A structured survey questionnaire served as the primary data-gathering instrument. It was designed to obtain reliable and organized information from the respondents and to ensure consistency in data collection. The use of a survey instrument allowed the researchers to capture respondents' profiles, assess their perceptions of entrepreneurial support, and measure their level of business intention. Furthermore, it enabled efficient data analysis and facilitated the identification of relationships among the key variables under investigation.

### Research Locale

This study was conducted at Tagoloan Community College, located in Baluarte, Tagoloan, Misamis Oriental. The respondents were students enrolled in the Bachelor of Science in Business Administration (BSBA) program. The institution is situated at GPRX+C7R, Marcelo, M.H. Del Pilar Street, Tagoloan, Misamis Oriental, making it a suitable and accessible site for data collection.

The selection of this locale was based on its relevance to the study, as it provides a contextual setting for examining the relationship between entrepreneurial support and business intentions among students. Conducting the research within this institution allowed for direct engagement with the target respondents and ensured that the data gathered were contextually grounded and reflective of the students’ actual academic and entrepreneurial environment.

### Research Respondents

The respondents for this study were the 3rd year students of Bachelor of Science Business Administration (BSBA) enrolled in Tagoloan Community College. They were chosen to investigate the influence of students’ entrepreneurial support on business intentions.

*Distribution of Research Respondents*

Population Description	Total Population	Sample Size	Percentage
<b>BSBA 3-A</b>	54	25	12.16%
<b>BSBA 3-B</b>	49	23	11.04%
<b>BSBA 3-C</b>	49	23	11.04%
<b>BSBA 3-D</b>	48	22	10.81%
<b>BSBA 3-E</b>	49	23	11.04%
<b>BSBA 3-F</b>	49	23	11.04%
<b>BSBA 3-G</b>	23	11	5.18%
<b>BSBA 3-H</b>	48	22	10.81%
<b>BSBA 3-I</b>	46	21	10.36%
<b>BSBA 3-J</b>	29	14	6.53%
<b>TOTAL</b>	<b>444</b>	<b>207</b>	<b>100%</b>

### Sampling Procedure

This study utilized a probability sampling technique to ensure the representativeness of the respondents. The sample size was determined using the Raosoft Sample Size Calculator, with a 95% confidence level and a 5% margin of error, based on the estimated population of third-year BSBA students at Tagoloan Community College. This statistical basis ensured that the selected sample was sufficient to generate reliable and generalizable results.

A simple random sampling method was employed to select the respondents. Through this approach, each student in the population was given an equal chance of being included in the study, thereby minimizing selection bias and enhancing the validity of the findings. The list of third-year BSBA students served as the sampling frame, from which respondents were randomly chosen. Data collection was conducted using both online and offline modalities to maximize participation and accessibility. This dual approach allowed the researchers to reach a wider range of respondents and ensured a more comprehensive dataset.

### Research Instrument

The primary data-gathering instrument for this study was a structured questionnaire designed to address the research objectives and answer the statement of the problem. The questionnaire specifically focused on assessing the influence of entrepreneurial support on students’ business intentions among third-year BSBA students at Tagoloan Community College.

The instrument consisted of items that measured key variables, including entrepreneurial education, self-efficacy, and locus of control, as well as the respondents’ level of entrepreneurial intention. It was developed to capture the perceptions and experiences of the students, who were

deemed the most appropriate respondents due to their academic background and exposure to business-related concepts.

A total of 207 third-year students from the College of Business Administration were targeted as respondents. The questionnaire was carefully constructed to ensure clarity, relevance, and alignment with the study variables. It was also designed to facilitate ease of response and accuracy in data collection. Overall, the instrument aimed to gather reliable and valid data that would support the analysis of the relationship between institutional support and students' engagement in entrepreneurial activities.

**Data Gathering Procedures**

To ensure the systematic and ethical collection of data, the researchers first secured formal approval from the research adviser and the Dean's Office by submitting a request letter along with the necessary supporting documents. Upon approval, coordination with the target respondents was initiated to facilitate the data collection process.

Prior to administering the questionnaire, all participants were provided with an informed consent form outlining the purpose of the study, the nature of their participation, and their rights as respondents. It was clearly emphasized that participation was voluntary, and respondents were assured of the confidentiality and anonymity of their responses.

Data were collected using both printed (paper-based) questionnaires and an online survey format to ensure accessibility and maximize response rates. This mixed-mode approach allowed the researchers to reach respondents efficiently and accommodate their preferred mode of participation. Respondents were given sufficient time to read and answer the questionnaire carefully to ensure the accuracy and reliability of their responses. After completion, the researchers retrieved all questionnaires, successfully obtaining data from 207 participants. The researchers expressed their gratitude to all respondents for their cooperation and valuable contribution to the study.

**Scoring Procedure**

The researchers adopted a four-point Likert scale as the primary tool for measuring the respondents' perceptions across each variable in the study. This scale was selected for its effectiveness in capturing the degree of agreement or disagreement while eliminating a neutral midpoint, thereby encouraging respondents to provide more definitive and meaningful responses.

Each item in the questionnaire was assigned a corresponding numerical value to facilitate quantitative analysis. The scale was structured as follows: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. This scoring system enabled the researchers to compute weighted means and interpret the overall responses in a systematic and objective manner.

The use of a four-point Likert scale enhanced the reliability of the data by minimizing indecisive responses and promoting clearer distinctions in participants' attitudes. Consequently, it allowed for more precise measurement of the variables, including entrepreneurial education, self-efficacy, locus of control, and business intention.

*Scoring Guidelines*

Scale	Mean	Description	Interpretation
4	3.26-4.00	Strongly Agree	Highly Influential
3	2.51-3.25	Agree	Moderately Influential
2	1.76-2.50	Disagree	Less Influential
1	1.00-1.75	Strongly Disagree	Not Influential

**Ethical Considerations**

Prior to the conduct of the study, the respondents were provided with a comprehensive briefing that explained the purpose, objectives, and procedures of the research. An informed consent form was distributed to ensure that participants clearly understood the nature of their involvement and could

voluntarily decide whether to participate in the study. The principle of voluntary participation was strictly observed, allowing respondents the freedom to decline or withdraw from the study at any point without any form of penalty or disadvantage.

To uphold ethical standards, the researchers ensured the anonymity and confidentiality of all participants. No personally identifiable information, such as names or specific identities, was disclosed in any part of the research process or report. All collected data were handled with strict confidentiality and used solely for academic purposes, in compliance with Republic Act No. 10173, also known as the Data Privacy Act of 2012.

Furthermore, the researchers ensured that there were no conflicts of interest that could compromise the integrity of the study. There were no financial, professional, or personal relationships between the researchers and the respondents that could influence the results. The study was conducted purely for academic purposes and for the professional development of the researchers.

Finally, respondents were asked to sign the informed consent form as an indication that they had fully understood the information provided and had willingly agreed to participate. This process ensured that all ethical considerations were observed, safeguarding the rights, dignity, and welfare of the participants throughout the research.

## RESULTS AND DISCUSSION

*The Frequency and Percentage Distribution of the Respondents' Profile in terms of Age*

Profile	Age Category	Frequency	Percentage
Age	18-20	50	24.20
	21-23	128	61.80
	24 above	29	14.00
	Total	207	100%

This table presents the age distribution of the respondents. The majority fall within the 21–23 age group, followed by those aged 18–20, while only a small proportion are 24 years old and above. This distribution indicates that most participants are within the typical college-age range, a period characterized by active academic engagement and developmental growth. As noted by Arnett (2022), individuals in emerging adulthood (late teens to early twenties) are in a critical stage of exploring educational, career, and social opportunities.

The presence of respondents aged 18–20 reflects the transitional phase from late adolescence to early adulthood. At this stage, students are adapting to the demands of higher education while developing independence and decision-making skills. This transition plays a significant role in shaping academic motivation and engagement. Supporting this, Credé and Niehorster (2021) emphasized that age and developmental stage influence students' academic adjustment, motivation, and persistence in higher education.

On the other hand, the relatively small number of respondents aged 24 and above suggests limited representation of non-traditional or returning students. These individuals often possess distinct life experiences and responsibilities that influence their learning approaches and educational goals. Despite their smaller proportion, they offer valuable perspectives, as adult learners are often characterized by strong self-directed learning and practical motivations (Kasworm, 2021).

Overall, the findings are largely reflective of students aged 21–23, indicating that the study primarily captures the experiences of typical college-age learners who are in the process of developing academic competence and personal independence. However, the limited representation of older students suggests that the results may not fully encompass the diversity of experiences across different age groups.

*The Frequency and Percentage Distribution of the Respondents' Profile in terms of Gender*

Profile	Characteristics	Frequency	Percentage
Gender	Male	38	18.4
	Female	141	68.1
	Lesbian	9	4.3
	Gay	6	2.9
	Bisexual	9	4.3
	Transgender	1	.5
	Queer	2	1.0
	Intersex	1	.5
	<b>Total</b>	<b>207</b>	<b>100.0</b>

Table above presents the distribution of respondents according to gender identity. The results indicate that females comprise the largest proportion of the sample, followed by males, while a smaller number of respondents identified with diverse gender identities, including lesbian, gay, bisexual, transgender, queer, and intersex. This pattern reflects the growing visibility and recognition of gender diversity within higher education institutions. As noted by Jones and Abes (2022), students today are increasingly open in expressing their gender identities, contributing to a more inclusive academic environment.

The predominance of female respondents may be attributed to broader enrollment trends, where women often outnumber men in several academic programs. This shift highlights significant progress in gender equality and access to education. Increased female participation has been linked to positive academic engagement and achievement, reinforcing the role of women in advancing educational development. Supporting this, UNESCO-related research discussed by Morley (2021) emphasizes the expanding presence of women in higher education globally.

Meanwhile, the inclusion of respondents with diverse gender identities signifies the institution's movement toward inclusivity and representation. Educational environments that recognize and support LGBTQ+ students foster a stronger sense of belonging, improved well-being, and enhanced academic performance. Goldberg and Kuvalanka (2022) affirm that inclusive campus climates contribute significantly to positive educational experiences among gender-diverse students.

Overall, the findings suggest that the study largely reflects the perspectives of female students, given their majority representation. However, the presence of respondents from diverse gender identities enriches the data by incorporating a wider range of experiences. This underscores the importance of sustaining inclusive educational environments where all students, regardless of gender identity, feel acknowledged, supported, and empowered.

*The Frequency and Percentage Distribution of the Respondents' Profile in terms of Zonal Address*

Profile	Characteristics	Frequency	Percentage
Zonal Address	Urban	129	62.30
	Rural	78	37.70
	<b>Total</b>	<b>207</b>	<b>100%</b>

The table above presents the distribution of respondents according to zonal address. The findings reveal that the majority of respondents reside in urban areas, while a smaller proportion come from rural communities. This suggests that the institution is more accessible to students living in urban locations, where educational infrastructure, transportation systems, and access to learning resources are generally more developed. As noted by Schleicher (2021), students in urban environments tend to benefit from greater access to academic facilities and support services.

Nevertheless, the inclusion of respondents from rural areas reflects participation from geographically diverse backgrounds. Rural students often encounter challenges such as limited access to educational resources, transportation difficulties, and financial constraints. Despite these barriers,

they frequently demonstrate resilience and strong motivation to pursue higher education. Azano and Stewart (2021) highlight that rural learners often overcome structural disadvantages to achieve academic success.

The presence of both urban and rural respondents contributes to the diversity of the academic environment. Students from different geographic contexts bring varied experiences, perspectives, and cultural insights, which can enrich learning interactions and foster broader social awareness. Tieken and Auldridge-Reveles (2022) emphasize that geographic diversity promotes inclusive learning environments and enhances students’ adaptability and intercultural understanding.

Overall, the findings are largely reflective of students from urban areas due to their majority representation. However, the inclusion of rural respondents ensures that the study captures a broader range of perspectives, acknowledging how differences in living environments may influence students’ access to resources, experiences, and responses to the variables examined.

*The Extent of Entrepreneurial Support in Influencing Students’ Business Intentions in terms of Entrepreneurial Education*

Indicators	Mean	SD	Description	Interpretation
I obtained through learning how to become an innovative entrepreneur	3.33	0.56	Strongly Agree	Highly Influential
I have become more adaptable because of my entrepreneurship courses.	3.32	0.55	Strongly Agree	Highly Influential
My entrepreneurial education develops my problem-solving skills	3.34	0.58	Strongly Agree	Highly Influential
I feel that my mindset has shifted myself toward becoming an entrepreneur.	3.32	0.58	Strongly Agree	Highly Influential
I believe that entrepreneurship education helps shape my character for future business challenges.	3.40	0.59	Strongly Agree	Highly Influential
I have acquired entrepreneurial knowledge which makes a business endeavor career a challenge	3.37	0.54	Strongly Agree	Highly Influential
I feel confident to execute what I have learned on real-world events.	3.27	0.59	Strongly Agree	Highly Influential
My education has helped me to understand how to take advantage on business opportunities	3.32	0.56	Strongly Agree	Highly Influential
I believe that entrepreneurship intent is an achievable career path.	3.41	0.56	Strongly Agree	Highly Influential
The accumulated learning from business administration increases my business intention.	3.39	0.57	Strongly Agree	Highly Influential
<b>AVERAGE MEAN</b>	<b>3.35</b>	<b>0.57</b>	<b>Strongly Agree</b>	<b>Highly Influential</b>

The table above presents the extent of entrepreneurial support in influencing students’ business intentions in terms of entrepreneurial education. The results show an overall mean of 3.35 with a standard deviation of 0.57, interpreted as Strongly Agree and rated as Highly Influential. This indicates that respondents strongly perceive entrepreneurial education as a significant factor in shaping their intention to engage in business activities. The findings suggest that entrepreneurship-related coursework contributes to the development of students’ knowledge, mindset, and competencies necessary for future entrepreneurial ventures. Fayolle and Gailly (2021) affirm that entrepreneurship education plays a vital role in strengthening students’ entrepreneurial competencies and intentions.

Among the indicators, the statement “I believe that entrepreneurship intent is an achievable career path” obtained the highest mean of 3.41 (SD = 0.56), described as Strongly Agree and interpreted as Highly Influential. This implies that students strongly recognize entrepreneurship as a realistic and attainable career option. Exposure to entrepreneurial concepts and examples likely enhances their

confidence in pursuing business creation and self-employment. Nabi et al. (2021) noted that entrepreneurship education significantly improves students’ entrepreneurial mindset and strengthens their intention to start a business.

In contrast, the indicator “I feel confident to execute what I have learned on real-world events” recorded the lowest mean of 3.27 (SD = 0.59), though still interpreted as Highly Influential. This suggests that while students generally feel confident, there remains some hesitation in applying theoretical knowledge to real-world entrepreneurial situations. This variation may be attributed to limited exposure to practical business experiences or applied learning opportunities. Lackéus (2022) emphasized that experiential learning activities such as simulations, internships, and project-based learning are essential in strengthening students’ ability to apply entrepreneurial knowledge effectively.

Overall, the findings indicate that entrepreneurial education is highly influential in shaping students’ business intentions. Students generally agree that it provides them with essential insights, competencies, and motivation to pursue entrepreneurship. However, while perceptions of entrepreneurship as a viable career path are strong, there is a need to further enhance practical application skills. To address this, institutions such as Tagoloan Community College may strengthen exposure to mentorship programs, real-life entrepreneurial experiences, business simulations, and community-based projects. These initiatives can bridge the gap between theoretical learning and practical application, thereby better preparing students for actual entrepreneurial ventures.

*The Extent of Entrepreneurial Support in Influencing Students’ Business Intentions in terms of Self-Efficacy*

Indicators	Mean	SD	Description	Interpretation
I learn new idea in starting a business.	3.42	0.58	Strongly Agree	Highly Influential
I am convince that goods or services that I will create are innovative.	3.31	0.58	Strongly Agree	Highly Influential
I am sure that the goods and services produced will be acceptable by my target market.	3.35	0.60	Strongly Agree	Highly Influential
With innovative marketing methods, I'm sure the goods or services that I will market can attract consumers	3.39	0.58	Strongly Agree	Highly Influential
I perform business with a calculated risk.	3.24	0.57	Agree	Moderately Influential
As business starts, risk taking attitude is vital	3.33	0.56	Strongly Agree	Highly Influential
I will be responsible for all the decisions that I make in terms of business.	3.42	0.58	Strongly Agree	Highly Influential
I am able to work under pressure in managing my business in the future	3.33	0.56	Strongly Agree	Highly Influential
My learning in entrepreneurship programs have been a great source of my confidence in venturing business	3.31	0.58	Strongly Agree	Highly Influential
Seminar activities have made me feel more capable of pursuing business.	3.32	0.56	Strongly Agree	Highly Influential
<b>AVERAGE MEAN</b>	<b>3.34</b>	<b>0.58</b>	<b>Strongly Agree</b>	<b>Highly Influential</b>

The table above presents the extent of entrepreneurial support in influencing students’ business intentions in terms of self-efficacy. The results show an overall mean of 3.34 with a standard deviation of 0.58, interpreted as Strongly Agree and rated as Highly Influential. This indicates that respondents have strong confidence in their ability to initiate and manage business activities, including generating ideas, making decisions, and performing entrepreneurial tasks. Entrepreneurial self-efficacy is a key motivational factor that drives individuals to pursue business opportunities. Newman et al. (2021) emphasized that entrepreneurial self-efficacy significantly increases individuals’ intention to engage in entrepreneurial activities and establish businesses.

Among the indicators, “I learn new idea in starting a business” obtained the highest mean of 3.42 (SD = 0.58), interpreted as Strongly Agree and Highly Influential. This suggests that students are

confident in their ability to generate innovative ideas for business ventures. It reflects the role of entrepreneurial learning environments in fostering creativity and idea development. Zhao, Seibert, and Hills (2021) noted that individuals with strong entrepreneurial self-efficacy are more likely to generate innovative ideas and pursue entrepreneurial opportunities.

In contrast, the indicator “I perform business with a calculated risk” recorded the lowest mean of 3.24 (SD = 0.57), interpreted as Agree and Moderately Influential. Although still positive, this result indicates relatively lower confidence in risk-taking behavior among students. This may suggest caution in dealing with uncertainty when engaging in business activities, which is a common challenge among novice entrepreneurs. Bandura (2022) explains that self-efficacy significantly influences an individual’s willingness to take risks and persist in challenging entrepreneurial tasks.

Overall, the findings indicate that entrepreneurial self-efficacy is highly influential in shaping students’ business intentions. Students generally express strong confidence in idea generation, decision-making, and entrepreneurial execution. However, there is a noticeable need to further strengthen their confidence in risk management and decision-making under uncertainty. To address this, institutions such as Tagoloan Community College may enhance experiential learning strategies such as innovation workshops, business simulations, case-based learning, and risk management activities. These interventions can help bridge the gap between confidence and practical entrepreneurial decision-making, ultimately better preparing students for real-world business ventures.

*The Extent of Entrepreneurial Support in Influencing Students’ Business Intentions in terms of Locus of Control*

Indicators	Mean	SD	Description	Interpretation
I believe my success in entrepreneurship rely largely on my firm decisions	3.38	0.61	Strongly Agree	Highly Influential
I am confident that commitment will lead me to business success.	3.36	0.57	Strongly Agree	Highly Influential
I take full responsibility for the outcomes of my entrepreneurial decisions.	3.32	0.60	Strongly Agree	Highly Influential
I believe I can overcome any business challenges through my ability.	3.29	0.60	Strongly Agree	Highly Influential
I feel that calculated risks are necessary of being an entrepreneur	3.36	0.59	Strongly Agree	Highly Influential
I consider that sometimes luck plays a big role in business success.	3.26	0.62	Agree	Moderately Influential
I consider that external factors determines if business ideas will proceed.	3.28	0.60	Strongly Agree	Highly Influential
I sometimes rely on peer support to pursue business opportunities	3.20	0.64	Agree	Moderately Influential
I feel hesitant to start a business because it seems like it’s beyond my control.	3.27	0.64	Strongly Agree	Highly Influential
I believe that timing matters more than personal effort in business activities.	3.37	0.57	Strongly Agree	Highly Influential
AVERAGE MEAN	3.31	0.61	Strongly Agree	Highly Influential

The table above presents the extent of entrepreneurial support in influencing students’ business intentions in terms of locus of control. The results show an overall mean of 3.31 with a standard deviation of 0.61, interpreted as Strongly Agree and rated as Highly Influential. This indicates that respondents generally believe their entrepreneurial success is largely determined by their own decisions, efforts, and commitment, reflecting a strong internal locus of control. Individuals with this

mindset tend to take responsibility for both success and failure in entrepreneurial activities. Kerr, Kerr, and Xu (2022) emphasized that a strong internal locus of control is associated with higher entrepreneurial motivation and persistence.

Among the indicators, “I believe my success in entrepreneurship relies largely on my firm decisions” obtained the highest mean of 3.38 (SD = 0.61), interpreted as Strongly Agree and Highly Influential. This suggests that students strongly attribute entrepreneurial success to their own decision-making and actions, highlighting the importance of personal responsibility in business development. Rauch and Hulsink (2021) noted that individuals with an internal locus of control are more likely to exhibit proactive entrepreneurial behavior and initiative in business ventures.

In contrast, the indicator “I sometimes rely on peer support to pursue business opportunities” recorded the lowest mean of 3.20 (SD = 0.64), interpreted as Agree and Moderately Influential. While still acknowledged, this result indicates a relatively lower dependence on peer influence in entrepreneurial decision-making. However, it also suggests that social networks still play a supporting role by providing encouragement, advice, and collaboration opportunities. Shane (2022) emphasized that entrepreneurial behavior is shaped not only by individual traits but also by social interactions and external support systems.

Overall, the findings indicate that locus of control is highly influential in shaping students’ business intentions. Students generally demonstrate strong confidence in their ability to control entrepreneurial outcomes through personal effort and decision-making. However, the results also suggest the importance of strengthening awareness of collaborative and peer-based support systems. To enhance this, Tagoloan Community College may further promote leadership development programs, decision-making activities, peer mentoring, and entrepreneurial networking opportunities. These interventions can help balance self-reliance with collaborative skills, which are essential for sustainable entrepreneurial success.

*The Extent of Business Intention*

Indicators	Mean	SD	Description	Interpretation
I urge myself to start my own business in the future	3.41	0.62	Strongly Agree	Highly Influential
I intend to pursue a business venture within the next few years.	3.32	0.59	Strongly Agree	Highly Influential
I am determined to established a business when the right opportunity knocks	3.36	0.54	Strongly Agree	Highly Influential
I often think about launching my own business.	3.31	0.61	Strongly Agree	Highly Influential
I consider myself becoming a business owner someday	3.43	0.57	Strongly Agree	Highly Influential
I am willing to devote my time in developing a business idea.	3.35	0.55	Strongly Agree	Highly Influential
I intend to learn more about how to start and operate a business.	3.39	0.60	Strongly Agree	Highly Influential
I plan to create a business plan when I identify a suitable opportunity.	3.32	0.61	Strongly Agree	Highly Influential
I am willing to take small steps toward establishing a future business.	3.44	0.57	Strongly Agree	Highly Influential
I intend to save resources in preparation for future business activities.	3.43	0.57	Strongly Agree	Highly Influential
I am interested in joining business-related activities.	3.38	0.57	Strongly Agree	Highly Influential
I intend to participate in programs that can help me start a business.	3.38	0.56	Strongly Agree	Highly Influential
I would like to endure on small business endeavor while still studying	3.34	0.59	Strongly Agree	Highly Influential
I intend to accumulate knowledge and skills as a way of increasing my readiness to start a business.	3.37	0.57	Strongly Agree	Highly Influential
I plan to collaborate with others to explore potential business ventures	3.34	0.59	Strongly Agree	Highly Influential
I have the confidence in running my own business.	3.36	0.55	Strongly Agree	Highly Influential
I feel confident in my ability to manage a business someday.	3.30	0.54	Strongly Agree	Highly Influential
I believe that starting a business is a realistic goal for me.	3.36	0.52	Strongly Agree	Highly Influential
I prefer to start business after graduation.	3.32	0.60	Strongly Agree	Highly Influential
I am certain that I possess strong intention of becoming a business owner in the future.	3.41	0.57	Strongly Agree	Highly Influential
AVERAGE MEAN	3.37	0.57	Strongly Agree	Highly Influential

The table above presents the extent of business intention among the respondents, yielding an overall mean of 3.37 with a standard deviation of 0.57, described as Strongly Agree and interpreted as Highly Influential. This indicates that respondents exhibit a strong inclination toward pursuing entrepreneurial activities in the future, reflecting a clear intention to engage in business-related endeavors as part of their career aspirations. Supporting this, Francisco Liñan and Yi-Wen Chen (2021) emphasized that entrepreneurial intention signifies an individual’s readiness and commitment to perform entrepreneurial behavior and is one of the strongest predictors of actual business creation.

Among the indicators, the statement “I am willing to take small steps toward establishing a future business” obtained the highest mean of 3.44 with a standard deviation of 0.57, described as Strongly Agree and interpreted as Highly Influential. This suggests that respondents are not only interested in entrepreneurship but are also willing to engage in concrete preparatory actions such as planning, saving resources, and developing business ideas. Such behavior reflects a proactive entrepreneurial mindset. In support, Nikolaus Krueger (2021) noted that individuals with strong entrepreneurial intentions are more likely to undertake preparatory actions that eventually lead to venture creation.

On the other hand, the indicator “I feel confident in my ability to manage a business someday” obtained the lowest mean of 3.30 with a standard deviation of 0.54, though still described as Strongly Agree and interpreted as Highly Influential. This implies that while respondents generally feel confident about future business management, some variability exists, possibly due to differences in exposure, experience, and entrepreneurial knowledge. According to Icek Ajzen (2022), entrepreneurial intention is shaped by perceived behavioral control, which refers to an individual’s confidence in performing entrepreneurial tasks.

Overall, the findings reveal that students possess strong entrepreneurial intentions, with willingness to take initial business steps emerging as the most prominent indicator. However, comparatively lower confidence in managing a business suggests the need for strengthened experiential learning. Institutions such as Tagoloan Community College may enhance entrepreneurial readiness through hands-on training, mentorship programs, and experiential learning opportunities to bridge the gap between intention and actual capability. Taken together, the results affirm strong business intentions among students, while highlighting the importance of practical support systems to translate intentions into successful entrepreneurial outcomes.

*The Test of Significant Difference between Profile of Respondents and Student Business Intentions*

	Category	Mean	f-value	P-value	Remarks	Decision on Ho
<b>Age</b>	18 - 20 yrs. old	3.34	.704	.496	Not Significant	Failed to Reject
	21 - 23 yrs. old	3.37				
	24 yrs. old and above	3.24				
<b>Gender</b>	Male	3.39	.905	.503	Not Significant	Failed to Reject
	Female	3.33				
	Lesbian	3.11				
	Gay	3.50				
	Bisexual	3.33				
	Transgender	4.00				
	Queer	3.50				
Intersex	4.00					
<b>Zonal Address</b>	Urban	3.41	25.716	.000	Significant	Rejected
	Rural	3.23				
<b>Source of Allowance</b>	Parents	3.30	1.517	.211	Not Significant	Failed to Reject
	Scholarships	3.55				
	Part - Time Job	3.38				
	Other	3.40				
<b>Family Background</b>	Yes	3.37	6.333	.013	Significant	Rejected
	No	3.32				
	1,000 Below	3.30				

<b>Monthly Allowance</b>	1,001 - 2,000	3.27	3.111	.010	Significant	Rejected
	2,001 - 3,000	3.35				
	3,001 - 4,000	3.56				
	4,001 - 5,000	3.30				
	5,001 above	3.89				

*Significant if p-value < 0.05*

*Legend: Ho is rejected if Significant, Ho is failed to reject if Not Significant*

The table above presents the test of significant difference between respondents' profile variables and student business intentions. In terms of age, the results show an f-value of 0.704 and a p-value of 0.496, which is higher than the level of significance, indicating no significant difference. This implies that students across different age groups exhibit relatively similar levels of entrepreneurial intention. The finding suggests that age is not a determining factor in shaping business intentions during the academic stage. Hence, the null hypothesis is not rejected. Supporting this, Francisco Liñán and Yi-Wen Chen (2021) emphasized that entrepreneurial intention among students is more strongly influenced by attitudes and perceived opportunities than demographic factors such as age. Similarly, gender obtained an f-value of 0.905 and a p-value of 0.503, also indicating no significant difference. This suggests that male, female, and other gender identities demonstrate comparable levels of entrepreneurial aspiration. The result reflects the increasing inclusivity of entrepreneurship, where gender is no longer a major barrier to entrepreneurial interest. Thus, the null hypothesis is not rejected. In support, Amanda Bullough (2022) noted that gender differences in entrepreneurial intention among young individuals are diminishing due to improved access to education and entrepreneurial support systems.

In contrast, zonal address yielded an f-value of 25.716 and a p-value of 0.000, indicating a significant difference. This suggests that students from urban and rural areas differ in their level of business intention, likely due to variations in exposure to business environments, access to markets, and entrepreneurial ecosystems. Urban students tend to have greater access to opportunities and networks that strengthen entrepreneurial motivation. Therefore, the null hypothesis is rejected. David B. Audretsch (2021) highlighted that geographic location significantly influences entrepreneurial intention due to differences in ecosystem support and opportunity access.

Regarding source of allowance, the result shows an f-value of 1.517 and a p-value of 0.211, indicating no significant difference. This means that students' entrepreneurial intentions remain similar regardless of whether their financial support comes from parents, scholarships, or part-time work. The finding implies that entrepreneurial motivation is more closely linked to psychological and educational factors than financial sources. Thus, the null hypothesis is not rejected. According to Nikolaus Krueger (2021), entrepreneurial intention is primarily shaped by cognitive and motivational factors rather than external financial support during early development stages.

However, family background shows an f-value of 6.333 and a p-value of 0.013, indicating a significant difference. This suggests that students with entrepreneurial family exposure tend to have stronger business intentions due to role modeling, guidance, and early exposure to business practices. Hence, the null hypothesis is rejected. Mirjam van Praag (2021) emphasized that family entrepreneurial background significantly shapes individuals' entrepreneurial motivation and career preferences. Lastly, monthly allowance recorded an f-value of 3.111 and a p-value of 0.010, indicating a significant difference. This implies that financial capacity influences students' confidence and willingness to engage in entrepreneurial activities, as those with higher allowances may have greater ability to explore and invest in business ideas. Therefore, the null hypothesis is rejected. Saras D. Sarasvathy (2022) noted that access to financial resources plays a crucial role in entrepreneurial decision-making and opportunity exploration.

Overall, the findings reveal that age, gender, and source of allowance do not significantly influence student business intentions, while zonal address, family background, and monthly allowance do. This suggests that environmental exposure, entrepreneurial family influence, and financial capacity are more critical in shaping entrepreneurial motivation. Students from rural areas, those with limited financial resources, and those without entrepreneurial family backgrounds may require additional institutional support. Thus, targeted mentorship, exposure programs, and experiential learning

opportunities are recommended to bridge these gaps and strengthen entrepreneurial readiness among all students.

*The Test of Significant Relationship between Student Entrepreneurial Support and Student Business Intention*

Variable	Correlation Coefficient	p-value	Decision	Interpretation
Entrepreneurial Education	.515**	0.000	Reject Ho <sub>2</sub>	Significant
Self-Efficacy	.527**			
Locus of Control	.553**			

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table above presents the test of significant relationship between student entrepreneurial support and student business intention. The findings show that entrepreneurial education has a correlation coefficient of 0.515 with a p-value of 0.000, indicating a significant positive relationship. This suggests that students who receive stronger entrepreneurial education tend to have higher levels of business intention. Structured learning, business knowledge, and exposure to entrepreneurial concepts enhance students’ interest and motivation to pursue entrepreneurship as a career. As emphasized by Fayolle and Gailly (2022), entrepreneurship education plays a vital role in strengthening students’ entrepreneurial attitudes and intentions.

Likewise, self-efficacy reveals a correlation coefficient of 0.527 with a p-value of 0.000, indicating a significant positive relationship with business intention. This implies that students who have greater confidence in their entrepreneurial abilities are more likely to intend to start their own businesses. High self-efficacy encourages initiative-taking, persistence, and confidence in handling entrepreneurial tasks. According to Albert Bandura (2023), self-efficacy is a key determinant of motivation and behavior, particularly in entrepreneurial decision-making.

Furthermore, locus of control shows a correlation coefficient of 0.553 with a p-value of 0.000, indicating a significant positive relationship with business intention. This means that students who believe they have control over their life outcomes are more inclined toward entrepreneurship. Individuals with an internal locus of control tend to take responsibility for their actions and actively pursue success. As noted by Julian B. Rotter (2022), a stronger internal locus of control is associated with higher entrepreneurial orientation and proactive behavior.

Overall, the findings clearly indicate that entrepreneurial education, self-efficacy, and locus of control all have significant positive relationships with student business intention. This demonstrates that when students are properly educated in entrepreneurship, confident in their abilities, and believe in their personal control over outcomes, they are more likely to pursue entrepreneurial ventures. Among the three variables, entrepreneurial education obtained the lowest correlation ( $r = 0.515$ ), suggesting that while it is influential, it may require further strengthening through more experiential and practical learning approaches such as mentorship programs, business simulations, and real-world exposure. Taken together, the results confirm that strong entrepreneurial support systems play a crucial role in shaping and enhancing students’ intentions to engage in business activities.

*The Test of Regression among the Entrepreneurial Support Highly Influence the Student’s Business Intentions*

	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value	Interpretation
(Constant)	.569	.213	2.666	.008	---
Entrepreneurial Education	.223	.065	3.426	.001	Significant
Self-Efficacy	.336	.059	5.667	.000	Significant
Locus of Control	.269	.059	4.540	.000	Significant

Model Summary:  
 $R^2=0.464$ ; Adjusted  $R^2=0.456$ ;  $F\text{-value}=58.538$   
 $p\text{-value}=0.000$  (Reject  $H_{04}$ ); Interpretation=Significant

The table presents the regression analysis examining the influence of entrepreneurial support on students' business intentions. The model summary reveals an  $R^2$  of 0.464 and an adjusted  $R^2$  of 0.456, with an F-value of 58.538 and a p-value of 0.000, indicating that the model is statistically significant. This means that 46.4% of the variance in students' business intentions is explained collectively by entrepreneurial education, self-efficacy, and locus of control. The result confirms that entrepreneurial support is a significant predictor of students' entrepreneurial intention. Supporting this, Fayolle and Gailly (2022) emphasized that integrated entrepreneurial support systems significantly shape students' motivation, attitudes, and intention to engage in business activities.

In terms of individual predictors, entrepreneurial education shows a significant positive influence with an unstandardized coefficient (B) of 0.223, standardized coefficient ( $\beta$ ) of 0.065, t-value of 3.426, and p-value of 0.001. This indicates that increased exposure to entrepreneurship education leads to higher business intention among students by enhancing their knowledge, skills, and entrepreneurial mindset. As supported by Liñán and Chen (2021), entrepreneurship education significantly strengthens students' entrepreneurial intention and readiness for venture creation.

Self-efficacy emerges as the strongest predictor with a coefficient (B) of 0.336,  $\beta$  of 0.059, t-value of 5.667, and p-value of 0.000. This implies that students with higher confidence in their entrepreneurial abilities are more likely to develop strong intentions to start a business. Self-efficacy enhances motivation, persistence, and action-oriented behavior. According to Albert Bandura (2023), self-efficacy plays a central role in goal achievement and entrepreneurial behavior by strengthening belief in one's capabilities.

Likewise, locus of control shows a significant positive effect with B of 0.269,  $\beta$  of 0.059, t-value of 4.540, and p-value of 0.000. This indicates that students who believe they have control over their success are more inclined toward entrepreneurship. An internal locus of control promotes responsibility, proactive decision-making, and persistence in pursuing business goals. Rotter (2022) noted that individuals with a stronger internal locus of control tend to demonstrate higher entrepreneurial orientation and initiative.

Overall, the findings confirm that entrepreneurial support significantly influences students' business intentions, with nearly half of the variance explained by the model. Among the predictors, self-efficacy appears to be the most influential, followed by locus of control and entrepreneurial education. This suggests that students who are confident, well-informed, and believe in their ability to control outcomes are more likely to pursue entrepreneurship. The results highlight the importance of strengthening both psychological factors and educational support systems to transform entrepreneurial potential into strong business intentions.

## FINDINGS

The findings of the study reveal that the demographic profile of the respondents is predominantly composed of students aged 21 to 23 years, followed by those aged 18 to 20 years, with the smallest group being 24 years and above. In terms of gender, most respondents are female, while male and other gender identities, including LGBTQ+ members, constitute a smaller proportion. The majority of students reside in urban areas, which may provide better access to the institution and entrepreneurial resources. Regarding financial support, most students rely on parental assistance, while fewer depend on scholarships, part-time employment, or other sources. In addition, variations in family background and monthly allowance suggest differences in entrepreneurial exposure and financial capacity, which may influence students' access to opportunities and resources for business development.

The extent of entrepreneurial support among respondents is generally high and highly influential across all indicators, namely entrepreneurial education, self-efficacy, and locus of control. Students strongly agree that entrepreneurship education enhances their knowledge, adaptability, problem-solving abilities, and confidence in pursuing business opportunities. Self-efficacy plays a vital role in encouraging students to take initiative, persist through challenges, and engage in calculated entrepreneurial risks. Meanwhile, locus of control strengthens motivation by fostering a sense of personal responsibility and control over outcomes. Collectively, these findings highlight that educational, psychological, and personal factors work together in shaping students' entrepreneurial mindset and intentions.

Overall, students demonstrate strong business intentions toward entrepreneurship. They express a high willingness to engage in planning, saving resources, developing business ideas, participating in entrepreneurial programs, and collaborating with others. This indicates that their intentions are not merely aspirational but are supported by preparatory actions and readiness to pursue entrepreneurial careers. The results suggest that students are actively positioning themselves toward future business engagement, reflecting both motivation and practical preparedness.

The analysis of significant differences reveals that age, gender, and source of allowance do not significantly influence students' business intentions, indicating relatively uniform entrepreneurial interest across these groups. However, zonal address, family background, and monthly allowance show significant differences. Students from urban areas, those with entrepreneurial family backgrounds, and those with higher monthly allowances demonstrate stronger business intentions compared to their counterparts. These findings suggest that environmental exposure, familial influence, and financial capacity play important roles in shaping entrepreneurial motivation and readiness among students.

Correlation analysis further reveals a significant positive relationship between entrepreneurial support and business intention. Entrepreneurial education, self-efficacy, and locus of control are all positively associated with higher levels of entrepreneurial intention. This indicates that students who receive stronger educational support, possess greater confidence in their abilities, and believe they have control over their outcomes are more likely to develop and sustain entrepreneurial intentions. Overall, the findings emphasize that comprehensive support systems significantly enhance students' motivation, planning, and readiness to engage in entrepreneurial activities.

Finally, regression analysis confirms that entrepreneurial support significantly predicts students' business intentions. Among the variables, self-efficacy emerges as the strongest predictor, followed by locus of control and entrepreneurial education. Together, these factors explain a substantial portion of the variance in students' entrepreneurial intentions, highlighting their combined influence. The results suggest that confidence in one's abilities, a strong sense of personal control, and structured entrepreneurial education collectively drive students' willingness to pursue business ventures. Overall, entrepreneurial support is a crucial determinant in shaping students' readiness, motivation, and intention to engage in entrepreneurship.

## CONCLUSION

Student entrepreneurial support significantly influences students' business intentions. The findings indicate that entrepreneurial education plays a crucial role in equipping students with the knowledge, skills, and entrepreneurial mindset needed to recognize and pursue business opportunities. Through structured coursework, seminars, and experiential learning activities, students develop greater confidence and preparedness to face real-world business challenges. This highlights that educational support serves as a fundamental foundation in strengthening students' motivation and readiness to engage in entrepreneurship. Self-efficacy emerged as one of the strongest predictors of business intention. Students with higher confidence in their abilities are more likely to take initiative, persist despite challenges, and make informed and calculated decisions in entrepreneurial situations. This belief in personal capability encourages them to actively engage in planning, preparing, and pursuing business ventures. It further emphasizes that psychological readiness is equally important as academic preparation in shaping entrepreneurial intentions. Locus of control also plays a significant role in influencing business intentions. Students who believe that their actions and decisions directly determine business outcomes tend to exhibit stronger motivation toward entrepreneurship. This sense of personal responsibility fosters proactive behavior, independence, and strategic decision-making—key traits essential for entrepreneurial success. Consequently, individuals with a strong internal locus of control are more inclined to translate their intentions into concrete entrepreneurial actions.

The combined influence of entrepreneurial education, self-efficacy, and locus of control underscores the holistic nature of student entrepreneurial support. Each factor contributes uniquely to developing students' readiness, motivation, and intention to engage in entrepreneurship. The findings suggest that when students are supported through quality education, confidence-building experiences, and the development of personal responsibility, their likelihood of pursuing entrepreneurial ventures significantly increases. This demonstrates that entrepreneurial support is a vital determinant of students' entrepreneurial orientation.

Overall, student entrepreneurial support not only enhances cognitive and technical competencies but also strengthens psychological readiness and personal responsibility, thereby directly shaping business intentions. Students who receive comprehensive support are better equipped to identify opportunities, evaluate risks, and take proactive steps toward business creation. The study confirms that a supportive educational environment, combined with strong psychological attributes, significantly predicts students' intention to engage in entrepreneurship. These findings highlight the importance of continuously developing programs that integrate knowledge, confidence-building, and character development to nurture future student entrepreneurs.

## RECOMMENDATION

1. To promote inclusivity across all demographic profiles, the Bachelor of Science in Business Administration major in Financial Management program should provide targeted support such as virtual workshops and accessible learning resources, particularly for students from rural areas and those with limited financial capacity.
2. The department should strengthen experiential learning by expanding internships and community-based business initiatives to allow students to apply theoretical knowledge in real-world entrepreneurial contexts.
3. Tagoloan Community College should enhance student confidence by offering more hands-on training, structured mentorship programs, and experiential learning opportunities that bridge classroom learning with actual business practice.
4. The institution should integrate peer mentoring systems and networking activities to help students appreciate the value of collaboration and its influence on entrepreneurial success.
5. Given the significant differences in zonal address and family background, the institution should establish targeted mentorship programs and provide exposure to entrepreneurial role models, especially for students from rural areas or non-business-oriented families.
6. Educators should prioritize strengthening students' internal locus of control and self-efficacy through case-based learning, simulations, and interactive activities, as these factors are key predictors of entrepreneurial intention.

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