THE INFLUENCE OF ENTREPRENEURIAL KNOWLEDGE ON STUDENTS' ENTREPRENEURIAL TENDENCY

By:

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Abstract. *This study examined the influence of entrepreneurial knowledge on students' entrepreneurial tendency at Tagoloan Community College. Specifically, the study evaluated entrepreneurial knowledge in terms of education, experience, training, and skills, and determined how these dimensions affect students' inclination toward entrepreneurship. It also investigated the relationship between entrepreneurial knowledge and entrepreneurial tendency, including the influence of selected demographic variables. The study utilized a quantitative-descriptive research design, employing a survey questionnaire with a Likert scale as the primary data-gathering instrument. The respondents consisted of 184 fourth-year Bachelor of Science in Business Administration (BSBA) students enrolled during the 2025–2026 academic year. Statistical tools, such as frequency distribution, correlation analysis, and regression analysis, were used to analyze the gathered data and determine the extent of the relationship and influence among variables. The findings revealed that students generally strongly agreed that entrepreneurial knowledge significantly influences entrepreneurial tendency. Among the dimensions of entrepreneurial knowledge, skills demonstrated the strongest influence, followed by education and experience, while training showed a positive but statistically insignificant effect. Correlation analysis further indicated that education, experience, training, and skills all have positive relationships with entrepreneurial tendency. Moreover, most demographic variables, including age, sex, student status, and family income, did not significantly affect entrepreneurial tendency, except for students' allowance. The study concluded that entrepreneurial knowledge plays a vital role in shaping students' entrepreneurial tendency, particularly through the development of practical entrepreneurial skills and exposure to entrepreneurship education. These findings emphasize the importance of strengthening entrepreneurship education programs and skills-development initiatives in higher education institutions to encourage students to pursue entrepreneurial opportunities and future business ventures.*

Keywords. ***Entrepreneurial Knowledge, Entrepreneurial Tendency, Entrepreneurship Education, Business Students, Skill Development***

INTRODUCTION

Entrepreneurship plays a vital role in economic development, particularly in generating employment opportunities, promoting innovation, and stimulating economic growth. In recent years, higher education institutions have increasingly emphasized entrepreneurship education to equip students with the knowledge and competencies needed to become future entrepreneurs. However, despite these efforts, a noticeable gap still exists between the entrepreneurial knowledge acquired by students and their actual tendency to engage in entrepreneurial activities. While many business students possess a theoretical understanding of entrepreneurship, not all demonstrate a strong intention or willingness to pursue entrepreneurial ventures. This situation highlights the need to further examine how entrepreneurial knowledge influences students' entrepreneurial tendency, particularly within the context of local academic institutions (World Bank, 2022; Organization for Economic Co-operation and Development, 2021).

Entrepreneurial knowledge is considered a fundamental factor in shaping individuals' ability to recognize business opportunities, make sound decisions, and effectively manage entrepreneurial activities.

Although entrepreneurship education continues to expand globally, several studies revealed that students often gain theoretical knowledge without developing a corresponding entrepreneurial tendency. This suggests that knowledge alone may not be sufficient to encourage entrepreneurial behavior, as other factors may also influence students' intentions and willingness to engage in business ventures. According to Maheshwari, Kha, and Arokiasmy (2022), the rapid expansion of entrepreneurship education has not always translated into stronger entrepreneurial intentions among students, emphasizing the existence of a gap between learning entrepreneurial concepts and applying them in practice.

This study aimed to determine the influence of entrepreneurial knowledge on students' entrepreneurial tendency at Tagoloan Community College. Specifically, it sought to assess the level of entrepreneurial knowledge among business students in terms of education, experience, training, and skills, and to examine how these dimensions affect their entrepreneurial tendency. By focusing on these variables, the study intended to provide a clearer understanding of the relationship between entrepreneurial knowledge and entrepreneurial behavior among students. The study was anchored on the idea that entrepreneurship education should not only provide theoretical concepts but also encourage students to develop confidence, creativity, and practical competencies necessary for entrepreneurial engagement (United Nations Conference on Trade and Development, 2022).

Moreover, the study considered other important aspects that may contribute to the development of entrepreneurial tendency, such as students' exposure to business-related activities and their readiness to apply acquired knowledge in real-life situations. Understanding these elements is essential in determining whether current educational approaches effectively foster an entrepreneurial mindset among business students. Educational institutions play a significant role in preparing students for entrepreneurial careers by providing opportunities for experiential learning, innovation, and skills development (Asian Development Bank, 2021).

The findings of this study were expected to provide valuable insights for educators, academic institutions, and future researchers regarding the importance of strengthening entrepreneurial knowledge to enhance students' entrepreneurial tendency. Furthermore, the study aimed to contribute to the improvement of entrepreneurship education programs by identifying areas that require further enhancement, thereby helping institutions produce more competent, innovative, and entrepreneurial-minded graduates capable of contributing to economic and social development (United Nations Educational, Scientific, and Cultural Organization, 2023).

METHODOLOGY

This part presents the research methodology utilized in the study. It includes the research design, research respondents, research locale, sampling procedure, and data-gathering procedure employed by the researchers. Furthermore, it discusses the research instruments used in collecting the data, including the reliability and validity of the instruments to ensure accuracy and consistency of the results. This also explains the scoring procedure, statistical treatment, and procedures applied in analyzing and interpreting the gathered data. Lastly, ethical considerations observed throughout the conduct of the study are presented to ensure the protection of respondents' rights, confidentiality, and voluntary participation.

Research Design

This study employed a quantitative-descriptive research design to determine the influence of entrepreneurial knowledge on the entrepreneurial tendency of fourth-year business students. Specifically, the study examined entrepreneurial knowledge in terms of education, experience, training, and skills development, and how these variables affected students' inclination toward entrepreneurship. The quantitative-descriptive approach was considered appropriate because it enabled the researchers to

systematically collect, quantify, and analyze data regarding the respondents' perceptions and experiences. Moreover, this design allowed the study to describe existing conditions and determine the relationship between variables without manipulating or altering the natural setting of the respondents.

The study utilized a structured survey questionnaire with a 4-point Likert scale as the primary data-gathering instrument. Through this method, the researchers were able to measure the extent of entrepreneurial knowledge and assess entrepreneurial tendencies such as risk-taking, innovativeness, creativity, self-confidence, and goal orientation among the respondents. The use of statistical tools further enabled the researchers to objectively interpret the gathered data and determine the significant relationship and influence of entrepreneurial knowledge on students' entrepreneurial tendency.

Research Locale

This study was conducted at Tagoloan Community College, located along Marcelo M.H. Del Pilar Street, Poblacion, Tagoloan, Misamis Oriental. The institution is strategically situated approximately 600 meters from the Tagoloan Municipal Hall, making it accessible to both students and community stakeholders. Its location also provides opportunities for collaboration with local government units and access to community-based entrepreneurial activities and resources.

Tagoloan Community College was selected as the research locale because it offers a suitable academic environment for examining the influence of entrepreneurial knowledge on students' entrepreneurial tendency. As an institution that offers business-related programs, the college accommodates students who are exposed to entrepreneurship education, business concepts, and practical learning experiences. The presence of aspiring entrepreneurs, business students, and faculty members made the institution an appropriate setting for gathering relevant information and insights related to the study.

Research Respondents

The respondents of this study were the fourth-year Bachelor of Science in Business Administration students enrolled at Tagoloan Community College during the academic year 2025–2026. These students were selected as participants because they possessed sufficient academic exposure and understanding of business and entrepreneurship concepts acquired throughout their years of study. As graduating students, they were expected to have developed the necessary entrepreneurial knowledge, skills, competencies, and mindset relevant to entrepreneurial activities and business management.

Furthermore, fourth-year students were considered appropriate respondents because they had already undergone various entrepreneurship-related subjects, training activities, and practical learning experiences that may influence their entrepreneurial tendency. Their academic background and exposure to business concepts enabled them to provide reliable and meaningful responses regarding the influence of entrepreneurial knowledge on their inclination toward entrepreneurship. The respondents represented different sections of the BSBA program, ensuring a broader perspective and balanced representation of the target population.

Distribution of Research Respondents

Respondents	Population	Sample Size	Percentage
4A	47	25	13.59%
4B	51	27	14.67%
4C	53	28	15.22%
4D	51	27	14.67%
4E	49	26	14.13%
4F	50	25	13.59%
4G	49	26	14.13%
Total	350	184	100%

Sampling Procedure

The study employed a sampling procedure to determine the appropriate number of respondents from the total population of fourth-year Bachelor of Science in Business Administration (BSBA) students at Tagoloan Community College during the academic year 2025–2026. 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 computed result, a total of 184 respondents were selected from the population of 350 fourth-year BSBA students. The use of the Raosoft calculator ensured that the sample size was statistically adequate and representative of the target population.

To ensure fair representation from each section, proportionate random sampling was utilized. The respondents were proportionally distributed according to the total number of students in each BSBA section. This method allowed every student within the identified population an equal opportunity to be selected as a respondent, thereby minimizing bias and increasing the reliability and validity of the gathered data. Through this procedure, the researchers were able to obtain a representative sample that reflected the characteristics and perspectives of the entire population.

The selected respondents were considered appropriate participants because they possessed sufficient academic exposure and understanding of entrepreneurship concepts gained from their business-related courses and learning experiences. This sampling approach enabled the researchers to gather reliable, relevant, and contextually meaningful data necessary for examining the influence of entrepreneurial knowledge on students' entrepreneurial tendency.

Research Instrument

In gathering the necessary data for the study, the researchers utilized a structured questionnaire employing a 4-point Likert Scale as the primary data-gathering instrument. The Likert Scale was used to measure the respondents' level of agreement or disagreement with a series of statements related to entrepreneurial knowledge and entrepreneurial tendency. This instrument allowed the researchers to

quantitatively assess the perceptions, experiences, and tendencies of the respondents in a systematic and organized manner.

The questionnaire consisted of carefully constructed statements that reflected the key indicators of the variables under investigation, particularly entrepreneurial knowledge in terms of education, experience, training, and skills, as well as entrepreneurial tendency. Each item was formulated clearly and aligned with the objectives of the study to ensure relevance, accuracy, and comprehensibility. Furthermore, the questionnaire was designed to encourage honest and objective responses from the participants while ensuring that the gathered information would effectively address the research problems and contribute to the successful completion of the study.

Data Gathering Procedure

Before conducting the study, the researchers formally sought permission and approval from the research adviser, dean, and program head of the Bachelor of Science in Business Administration department of the College. After obtaining the necessary approval, the researchers identified the target respondents and informed them about the purpose and objectives of the study. The respondents were then requested to provide their voluntary consent before participating in the research to ensure that ethical standards and participants' rights were properly observed throughout the study.

Upon securing the respondents' consent, the researchers distributed the structured questionnaire utilizing a 4-point Likert Scale as the primary data-gathering instrument. The questionnaire was administered personally to the selected respondents to ensure proper guidance and clarification of instructions whenever necessary. Sufficient time was also provided for the respondents to answer the questionnaire honestly and completely. After the retrieval of the accomplished questionnaires, the responses were carefully checked, organized, tabulated, and prepared for statistical analysis. The gathered data were then used as the basis for determining the influence of entrepreneurial knowledge on students' entrepreneurial tendency.

Reliability and Validity of Instruments

Prior to the actual data gathering, a pilot test was conducted to evaluate the reliability, validity, clarity, and overall effectiveness of the research questionnaire. The pilot testing involved thirty (30) students from the College of Hospitality Management who possessed characteristics similar to the target respondents of the study. These participants were selected to determine whether the survey items were understandable, relevant, and appropriate to the objectives of the research.

The primary purpose of the pilot test was to identify possible issues within the questionnaire, such as unclear instructions, difficult wording, ambiguous statements, or items that might lead to respondents' misinterpretation. Through this preliminary testing, the researchers were able to gather valuable feedback regarding the structure, organization, and content of the instrument. The comments, suggestions, and responses of the participants were carefully reviewed and analyzed by the researchers to identify necessary improvements. Based on the results of the pilot testing, revisions and modifications were made to enhance the clarity, consistency, and reliability of the questionnaire. This process ensured that the final research instrument would effectively gather accurate, reliable, and meaningful data during the actual conduct of the study. Consequently, the pilot test served as an essential step in validating the instrument and improving the overall quality and credibility of the research.

Reliability Test Result

Subscale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
Entrepreneurial Knowledge	0.809	0.809	40
Business Students' Entrepreneurial Tendency	0.911	0.811	20

The results presented indicate that the research instrument demonstrated good to excellent internal consistency. The entrepreneurial knowledge scale obtained a Cronbach's Alpha of 0.809, which indicates good reliability, while the entrepreneurial tendency scale achieved a Cronbach's Alpha of 0.911, interpreted as excellent reliability. These results suggest that the questionnaire items were consistent and reliable in measuring the intended variables of the study.

Cronbach's Alpha Interpretation

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.90$	*Excellent*
$0.90 > \alpha \geq 0.80$	*Good*
$0.80 > \alpha \geq 0.70$	*Acceptable*
$0.70 > \alpha \geq 0.60$	*Questionable*
$0.60 > \alpha \geq 0.50$	*Poor*
$\alpha < 0.50$	*Unacceptable*

Scoring Procedure

The researchers utilized a four-point Likert Scale to measure the respondents' level of agreement regarding the statements related to entrepreneurial knowledge and entrepreneurial tendency. Each statement in the questionnaire was assigned a corresponding numerical value to quantify the responses of the participants. The use of the Likert Scale enabled the researchers to systematically analyze the perceptions, attitudes, and experiences of the respondents concerning the variables under investigation. The interpretation of the responses was based on the computed mean range and corresponding descriptive interpretation presented in the table below.

Scoring Guideline

Scale	Mean Range	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*

The weighted mean was used to determine the overall assessment of the respondents for each indicator. The computed mean scores were interpreted according to the scale presented above to identify the extent to which entrepreneurial knowledge influences students' entrepreneurial tendency. This procedure enabled the researchers to provide an organized and objective interpretation of the gathered data.

Statistical Treatment and Procedures

The data gathered from the respondents were carefully examined, organized, analyzed, and interpreted using appropriate statistical tools and techniques. These statistical methods were employed to ensure that the findings accurately represented the relationship between entrepreneurial knowledge and the entrepreneurial tendency of Bachelor of Science in Business Administration (BSBA) students. The statistical treatment also helped determine the extent of influence of entrepreneurial knowledge variables such as education, experience, training, and skills on students' entrepreneurial tendency.

Ethical Considerations

The researchers ensured that all participants involved in the study were treated with fairness, dignity, and respect throughout the entire research process. Prior to the conduct of the study, the respondents were properly informed about the nature, objectives, and significance of the research, including their role and participation in the study. The researchers clearly explained the purpose of the data collection and assured the respondents that the information gathered would be used solely for academic and research purposes.

Informed consent was obtained from each participant before the administration of the questionnaire. Participation in the study was entirely voluntary, and respondents were given the freedom to decline participation or withdraw from the study at any time without any penalty, consequence, or disadvantage. This ensured the protection of the respondents' autonomy and freedom of choice throughout the conduct of the research.

Furthermore, the researchers placed great importance on maintaining the privacy and confidentiality of all participants. Personal information and identities of the respondents were kept strictly confidential and were not disclosed in any report, presentation, or publication related to the study. The data collected were securely stored, carefully managed, and accessed only by the researchers involved in the study. All responses were treated with utmost confidentiality to protect the rights and welfare of the participants.

The study was also conducted with honesty, integrity, and transparency. The researchers ensured that no form of deception, manipulation, or bias influenced the collection, analysis, and interpretation of the data. The findings of the study were presented accurately and truthfully to preserve the credibility and reliability of the research. By adhering to ethical principles such as informed consent, voluntary participation, confidentiality, transparency, and participant welfare, the researchers demonstrated their commitment to responsible and ethical research practices while fostering trust and cooperation among the respondents.

RESULTS AND DISCUSSION

This presents the analysis, interpretation, and discussion of the findings regarding the influence of entrepreneurial knowledge on the entrepreneurial tendency of business students. It provides a detailed examination of the data gathered from the respondents and interprets the results in relation to the objectives of the study and relevant concepts in entrepreneurship education. The discussion focuses on how entrepreneurial knowledge contributes to shaping students' entrepreneurial mindset, intentions, and readiness to engage in entrepreneurial activities.

Specifically, this chapter analyzes the demographic profile of the respondents in terms of age, sex, weekly allowance, student status, and family income. It also examines the respondents' level of entrepreneurial knowledge in the areas of education, experience, training, and skills, as well as the extent of their entrepreneurial tendency. The presentation of findings allows for a clearer understanding of the respondents' perceptions and experiences regarding entrepreneurship and entrepreneurial behavior.

This also explores the relationships and significant differences between demographic variables and entrepreneurial tendency through the use of appropriate statistical tools such as correlation and regression analysis. Particular emphasis is given to determining how the various dimensions of entrepreneurial knowledge influence students' motivation, self-confidence, innovativeness, risk-taking behavior, and preparedness for entrepreneurial engagement.

The findings presented provide a comprehensive understanding of the factors that shape students' entrepreneurial tendency and highlight the importance of entrepreneurial knowledge in fostering entrepreneurial development among business students. The results also serve as the basis for the conclusions, implications, and recommendations of the study, particularly in improving entrepreneurship education programs and strengthening entrepreneurial competencies among students.

Frequency and Percentage Distribution of the Respondents in terms of Age

Profile Characteristics	Frequency	Percentage
Age Bracket		
19–22 years old	88	47.8%
23–25 years old	72	39.1%
26–30 years old	22	12.0%
31 years old and above	2	1.1%
Total	184	100.0%

The table above presents the frequency and percentage distribution of the respondents according to age. The findings revealed that the majority of the respondents were aged 19–22 years old, with a frequency of 88 or 47.8% of the total respondents. This was followed by respondents aged 23–25 years old, comprising 72 respondents or 39.1%. Meanwhile, respondents aged 26–30 years old accounted for 22 respondents or 12.0%, while only 2 respondents or 1.1% belonged to the age group of 31 years old and above.

The results indicate that most respondents were within the typical age range of undergraduate students in higher education institutions. The dominance of respondents aged 19–22 years old suggests that the majority were in the early adulthood stage, a period commonly associated with academic growth, career exploration, and identity development. Individuals within this age bracket are often more open to acquiring entrepreneurial knowledge, developing new skills, and exploring business opportunities that may shape their future careers. According to Jeffrey Jensen Arnett, emerging adulthood between the ages of 18 and 25 is characterized by exploration, self-development, and preparation for future professional roles.

Furthermore, the relatively high number of respondents aged 23–25 years old indicates that some students pursued their studies beyond the traditional college age due to varying academic or personal circumstances. On the other hand, the smaller proportion of respondents aged 26 years old and above suggests that mature learners were less represented in the study population. Despite their limited number, their inclusion reflects diversity among the respondents and highlights that entrepreneurial education remains relevant across different age groups. Overall, the findings imply that entrepreneurship education programs may be more effective when designed to address the interests, adaptability, and career aspirations of young adult learners who are actively preparing for future entrepreneurial engagement.

Frequency and Percentage Distribution of the Respondents in terms of Sex

Profile	***Characteristics***	***Frequency***	***Percentage***
Sex	*Male*	72	39.1%
	Female	112	60.9%
	Total	184	100.0%

The above table presents the frequency and percentage distribution of the respondents according to sex. The findings revealed that female respondents comprised the majority of the participants, with 112 respondents or 60.9% of the total sample, while male respondents accounted for 72 respondents or 39.1%. This indicates that female students were more represented in the study compared to their male counterparts. The higher participation of female respondents may reflect the gender composition of the Bachelor of Science in Business Administration program or the greater willingness of female students to participate in academic research activities.

The results align with the growing trend of increased female participation in higher education institutions worldwide. Over the years, women have demonstrated greater engagement in academic programs, research activities, and professional development opportunities. According to Claudia Goldin, the increasing participation of women in higher education reflects broader developments in educational access and gender equality. Female students are often highly engaged in academic and organizational activities, which may contribute to their active involvement in studies related to entrepreneurship and business education.

Despite the dominance of female respondents, the participation of male students remained significant in the study. Their inclusion provided diverse perspectives that contributed to a more balanced understanding of entrepreneurial knowledge and entrepreneurial tendency among business students. The findings suggest that entrepreneurship education is relevant and beneficial to both male and female students, as both groups play important roles in shaping the entrepreneurial environment within academic institutions.

Furthermore, the higher proportion of female respondents may imply that entrepreneurial education programs are increasingly encouraging women to develop entrepreneurial interests, confidence, and

business-related competencies. This indicates that higher education institutions serve as important avenues for promoting gender inclusivity and empowering students to pursue entrepreneurial opportunities regardless of sex. The findings also highlight the importance of sustaining entrepreneurship programs that cater to the diverse needs, motivations, and aspirations of both male and female students.

Frequency and Percentage Distribution of the Respondents in terms of Weekly Allowance

Profile	Characteristics	Frequency	Percentage
Weekly Allowance	*100–500*	98	53.3%
	500–1,000	86	46.7%
	Total	184	100.0%

The table presents the frequency and percentage distribution of the respondents according to their weekly allowance. The findings revealed that the majority of the respondents, with a frequency of 98 or 53.3%, received a weekly allowance ranging from 100–500 pesos. Meanwhile, 86 respondents or 46.7% received a weekly allowance ranging from 500 to 1,000 pesos. The results indicate that most students operated within a limited financial budget to support their daily academic and personal expenses, such as transportation, food, school supplies, and communication costs.

The dominance of respondents receiving a 100–500 pesos weekly allowance suggests that many students practiced careful budgeting and financial prioritization in managing their daily needs. Limited financial resources may encourage students to become more disciplined and responsible in handling their expenses. In some cases, financial constraints may also motivate students to develop practical decision-making and resource management skills, which are valuable competencies in both academic and entrepreneurial settings. According to Annamaria Lusardi, financial literacy and responsible money management are essential skills among young adults in coping with financial limitations and making informed financial decisions.

On the other hand, respondents receiving a 500–1,000-peso weekly allowance may have experienced relatively greater financial flexibility in supporting their academic requirements and extracurricular activities. However, regardless of allowance level, effective financial management remained important in ensuring that students could properly allocate their resources throughout the week. The variation in weekly allowance also reflects differences in the financial backgrounds and economic capacity of the respondents' families.

Overall, the findings imply that financial resources may influence students' daily experiences, spending behavior, and decision-making practices. The results further suggest the importance of implementing financial literacy programs, scholarship opportunities, and student support services that may help students effectively manage their financial resources while pursuing their education and entrepreneurial aspirations.

Frequency and Percentage Distribution of the Respondents in terms of Student Status

Profile	Characteristics	Frequency	Percentage
Student Status	*Regular*	153	83.2%
	Irregular	29	15.8%
	Working Student	2	1.1%
	Total	184	100.0%

The table above presents the frequency and percentage distribution of the respondents according to student status. The findings revealed that the majority of the respondents were regular students, with a frequency of 153 or 83.2% of the total respondents. This was followed by irregular students with 29 respondents or 15.8%, while only 2 respondents or 1.1% were classified as working students. The results indicate that most respondents followed the standard academic program schedule and maintained consistent enrollment in their studies.

The dominance of regular students suggests that the majority of the respondents were able to progress according to the prescribed curriculum and academic requirements of the institution. Regular students commonly enroll in the recommended number of subjects per semester, which may allow them to focus more on their academic responsibilities, school activities, and learning experiences. According to Vincent Tinto, consistent academic progression and active engagement in school activities contribute positively to student retention and academic success in higher education.

Meanwhile, the presence of irregular students indicates that some respondents experienced variations in their academic pathways due to factors such as subject failures, delayed enrollment, shifting of programs, or personal circumstances. Despite these adjustments, irregular students continued pursuing their educational goals and remained part of the academic environment. Their inclusion highlights the diversity of student experiences within higher education institutions.

The findings also revealed that only a very small percentage of the respondents were working students. This suggests that most students primarily depended on family support or other financial assistance while pursuing their studies. Working students often face additional responsibilities and time constraints as they balance employment and academic demands. However, balancing work and studies may also help students develop discipline, responsibility, and time-management skills that are valuable in both academic and entrepreneurial settings.

Overall, the results imply that most respondents were able to concentrate mainly on their studies, which may have positively influenced their participation in entrepreneurship education and other academic activities. The findings also suggest the importance of providing academic support programs, flexible learning opportunities, and student services that cater to the varying needs of regular, irregular, and working students to ensure their continued academic growth and entrepreneurial development.

Frequency and Percentage Distribution of the Respondents in terms of Family Income

Profile	Income Range	Frequency	Percentage
Family Income	*3,000 below*	29	15.8%
	5,000–10,000	121	65.8%
	10,000–15,000	20	10.9%
	15,000–20,000	14	7.6%
	Total	184	100.0%

The above table presents the frequency and percentage distribution of the respondents according to family income. The findings revealed that the majority of the respondents, with a frequency of 121 or 65.8%, belonged to families earning between 5,000 and 10,000 pesos monthly. This was followed by respondents with family incomes of 3,000 pesos and below, comprising 29 respondents or 15.8%. Meanwhile, 20 respondents or 10.9% reported family incomes ranging from 10,000–15,000 pesos, while only 14 respondents or 7.6% belonged to families earning 15,000–20,000 pesos monthly.

The results indicate that most respondents came from low- to lower-middle-income households. Family income plays an important role in influencing students' access to educational resources, financial support, and learning opportunities. Students from families with limited financial capacity may experience challenges in sustaining educational expenses, including transportation, school supplies, internet access, and other academic needs. According to Sean Reardon, socioeconomic background significantly affects students' educational experiences and access to academic opportunities.

The findings also suggest that students from lower-income families may view entrepreneurship as a potential means of improving their financial situation and achieving economic stability in the future. Limited financial resources may encourage students to become more motivated, resourceful, and financially responsible, which are important qualities in entrepreneurial development. In some cases, students from financially constrained households may rely on scholarships, financial assistance, or family support to continue their studies and pursue their educational goals.

On the other hand, respondents from relatively higher-income families may have greater access to educational materials, technology, and extracurricular learning opportunities that could support their entrepreneurial learning experiences. However, financial advantage alone does not guarantee entrepreneurial success, as motivation, creativity, perseverance, and institutional support also contribute significantly to entrepreneurial tendency and academic achievement.

Overall, the findings emphasize the importance of strengthening entrepreneurship education programs that are accessible to students regardless of their socioeconomic background. Educational institutions may further support students by providing entrepreneurship-related activities, financial literacy programs, business simulations, and practical learning opportunities that help develop entrepreneurial knowledge and skills among students from diverse income groups.

Respondents' Assessment of Entrepreneurial Knowledge in terms of Education

Indicators	Mean	SD	Description	Interpretation
I learned formal instruction on entrepreneurship in school or training programs.	3.57	0.50	Strongly Agree	Highly Influential
I am acquainted with the entrepreneurship courses offered in my academic institution.	3.45	0.50	Strongly Agree	Highly Influential
I undergo workshops or seminars focused on entrepreneurship.	3.39	0.49	Strongly Agree	Highly Influential
I have been exposed to case studies of successful entrepreneurs during my education.	3.43	0.50	Strongly Agree	Highly Influential
I have knowledge on how to prepare a business plan through my education.	3.46	0.50	Strongly Agree	Highly Influential
I have gained knowledge of financial literacy through entrepreneurship education.	3.44	0.50	Strongly Agree	Highly Influential
I have accumulated knowledge, skills, and marketing strategies as part of entrepreneurship education.	3.45	0.50	Strongly Agree	Highly Influential
I have learned about risk management in entrepreneurship courses.	3.51	0.50	Strongly Agree	Highly Influential
I have exercised developing innovative ideas during my education.	3.42	0.49	Strongly Agree	Highly Influential
Entrepreneurship education has equipped me with the strategic framework necessary to launch and scale a business.	3.46	0.50	Strongly Agree	Highly Influential
Average Mean	3.46	0.50	Strongly Agree	Highly Influential

The above table presents the respondents' assessment of entrepreneurial knowledge in terms of education. The findings revealed an overall mean of 3.46 with a standard deviation of 0.50, interpreted as "Strongly Agree" and "Highly Influential." This indicates that entrepreneurship education significantly contributed to the development of students' entrepreneurial knowledge, business understanding, and entrepreneurial competencies. The relatively low standard deviation further suggests that the respondents shared similar perceptions regarding the influence of education on entrepreneurial learning.

The highest-rated indicator, "I learned formal instruction on entrepreneurship in school or training programs," obtained a mean of 3.57 and a standard deviation of 0.50. This finding implies that formal classroom instruction and structured entrepreneurship education played the most influential role in shaping students' entrepreneurial knowledge. Through lectures, discussions, and entrepreneurship-related subjects, students gained a deeper understanding of business concepts, innovation, business planning, and entrepreneurial strategies. According to Alain Fayolle, structured entrepreneurship education enhances

students' entrepreneurial competencies and strengthens their ability to recognize and pursue business opportunities.

Meanwhile, the indicator "I undergo workshops or seminars focused on entrepreneurship" obtained the lowest mean of 3.39 with a standard deviation of 0.49. Although still interpreted as "Strongly Agree" and "Highly Influential," the result suggests that workshops and seminars were slightly less influential compared to formal classroom instruction. This may indicate that some students had fewer opportunities to participate in external training programs, seminars, or experiential entrepreneurial activities. Nevertheless, such activities still contributed positively to students' entrepreneurial development by exposing them to practical insights, networking opportunities, and real-world entrepreneurial experiences.

Furthermore, the consistently high mean scores across all indicators indicate that the respondents recognized the importance of entrepreneurship education in developing skills related to financial literacy, business planning, innovation, marketing strategies, and risk management. These competencies are essential in preparing students for future entrepreneurial activities and business ventures. The findings suggest that the entrepreneurship curriculum effectively equipped students with both theoretical knowledge and strategic frameworks necessary for entrepreneurial engagement.

Overall, the results imply that entrepreneurship education plays a significant role in strengthening students' entrepreneurial knowledge and readiness to pursue entrepreneurial careers. The findings further emphasize the importance of continuously enhancing entrepreneurship programs through both formal instruction and experiential learning opportunities such as seminars, workshops, business simulations, and entrepreneurial activities to further develop students' confidence, creativity, and entrepreneurial mindset.

Respondents' Assessment of Entrepreneurial Knowledge in terms of Experience

Indicators	Mean	SD	Description	Interpretation
I have participated in entrepreneurial activities such as selling products or services.	3.46	0.50	Strongly Agree	Highly Influential
I have demonstrated self-direction by launching and sustaining a project independently.	3.38	0.49	Strongly Agree	Highly Influential
I have managed cash flow and budgeting for an independent venture.	3.47	0.50	Strongly Agree	Highly Influential
I have encountered challenges in entrepreneurship and learned from them.	3.45	0.50	Strongly Agree	Highly Influential
I have explored problem-solving skills in real business situations.	3.47	0.50	Strongly Agree	Highly Influential
I have interacted with customers in a business setting.	3.42	0.49	Strongly Agree	Highly Influential
I have been actively involved in entrepreneurial competitions.	3.40	0.49	Strongly Agree	Highly Influential
I have gained experience in negotiating with suppliers or partners.	3.39	0.49	Strongly Agree	Highly Influential

I have experienced teamwork in entrepreneurial projects.	3.48	0.50	Strongly Agree	Highly Influential
I have used project failures to improve business strategies and resilience.	3.52	0.51	Strongly Agree	Highly Influential
Average Mean	3.44	0.50	Strongly Agree	Highly Influential

The table above presents the respondents' assessment of entrepreneurial knowledge in terms of experience. The findings revealed an overall mean of 3.44 with a standard deviation of 0.50, interpreted as "Strongly Agree" and "Highly Influential." This indicates that entrepreneurial experiences significantly contributed to students' entrepreneurial knowledge and understanding of real-world business activities. The results suggest that practical exposure enabled students to apply theoretical concepts to actual entrepreneurial situations, helping them develop confidence, adaptability, and decision-making skills. According to David A. Kolb, experiential learning plays a vital role in developing practical knowledge and professional competencies through direct experience.

The highest-rated indicator, "I have used project failures to improve business strategies and resilience," obtained a mean of 3.52 and a standard deviation of 0.51. This finding implies that students recognized failure and challenges as important learning opportunities that helped them improve their entrepreneurial thinking and strengthen their resilience. Through setbacks and difficulties, students learned to evaluate mistakes, refine strategies, and make better business decisions. This suggests that entrepreneurial learning is not only developed through success but also through reflection and adaptation during difficult situations.

Meanwhile, the lowest-rated indicator, "I have demonstrated self-direction by launching and sustaining a project independently," obtained a mean of 3.38 with a standard deviation of 0.49. Although still interpreted as "Strongly Agree" and "Highly Influential," the result suggests that fewer students had fully experienced independent entrepreneurial activities without guidance or supervision. Many students may still rely on instructors, mentors, or group collaboration when engaging in entrepreneurial tasks. Nevertheless, the result highlights the importance of encouraging students to develop initiative, independence, and self-confidence in entrepreneurial settings.

Furthermore, the consistently high ratings across all indicators indicate that students valued hands-on experiences such as managing finances, interacting with customers, solving business problems, participating in competitions, and working collaboratively in entrepreneurial projects. These experiences contributed significantly to the development of practical entrepreneurial skills and enhanced students' preparedness for future business ventures. The findings imply that experiential learning activities help bridge the gap between theoretical instruction and actual business practice.

Overall, the results emphasize that entrepreneurial experience is an essential component in strengthening students' entrepreneurial knowledge and entrepreneurial tendency. The findings suggest that educational institutions should continue providing practical learning opportunities such as business simulations, entrepreneurial projects, workshops, competitions, and community-based business activities to further enhance students' entrepreneurial competence, resilience, and readiness for future entrepreneurial engagement.

Respondents' Assessment of Entrepreneurial Knowledge in terms of Training

Indicators	Mean	SD	Description	Interpretation
My training helped me identify market opportunities and understand customer needs.	3.44	0.50	Strongly Agree	Highly Influential
I have participated in workshops focused on business planning.	3.44	0.50	Strongly Agree	Highly Influential
I have received training on financial literacy for entrepreneurship.	3.48	0.50	Strongly Agree	Highly Influential
I have attended training sessions on marketing strategies.	3.38	0.49	Strongly Agree	Highly Influential
I have undergone training on risk management in entrepreneurship.	3.40	0.50	Strongly Agree	Highly Influential
I have participated in training that emphasized innovation.	3.41	0.49	Strongly Agree	Highly Influential
I have attended leadership training for entrepreneurial ventures.	3.47	0.50	Strongly Agree	Highly Influential
I have received training on negotiation skills.	3.45	0.50	Strongly Agree	Highly Influential
I have undergone training on digital tools for entrepreneurship.	3.39	0.49	Strongly Agree	Highly Influential
I actively participated in training programs that improved my entrepreneurial confidence.	3.45	0.50	Strongly Agree	Highly Influential
Average Mean	3.43	0.50	Strongly Agree	Highly Influential

The table above presents the respondents' assessment of entrepreneurial knowledge in terms of training. The findings revealed an overall mean of 3.43 with a standard deviation of 0.50, interpreted as "Strongly Agree" and "Highly Influential." This indicates that entrepreneurship training programs significantly contributed to the development of students' entrepreneurial knowledge, confidence, and practical business skills. The consistent responses further suggest that students shared similar perceptions regarding the importance of entrepreneurial training in preparing them for future business activities. According to Colette Henry, entrepreneurship training programs help individuals develop the practical competencies needed to establish and manage business ventures effectively.

The highest-rated indicator, "I have received training on financial literacy for entrepreneurship," obtained a mean of 3.48 with a standard deviation of 0.50. This finding highlights the importance of financial literacy in entrepreneurial development. Students recognized that training in budgeting, financial planning, and resource management helped them better understand how to handle business finances and make informed decisions. Financial knowledge is essential in ensuring the sustainability and growth of entrepreneurial ventures.

Meanwhile, the indicator "I have attended training sessions on marketing strategies" received the lowest mean of 3.38 with a standard deviation of 0.49, although it remained interpreted as "Strongly Agree" and "Highly Influential." This suggests that students may have had fewer opportunities to participate in specialized marketing-related training compared to other entrepreneurial areas. Despite this, marketing knowledge remains essential in promoting products, reaching customers, and building business competitiveness in the market.

Furthermore, the findings indicate that training programs effectively strengthened students' competencies in leadership, negotiation, innovation, risk management, business planning, and the use of digital tools for entrepreneurship. These skills are important in helping students become more prepared, adaptable, and confident in entrepreneurial settings. The results also imply that structured entrepreneurial training allows students to connect theoretical learning with practical application, which enhances their readiness for real-world business challenges.

Overall, the findings emphasize that entrepreneurial training is a highly influential factor in strengthening students' entrepreneurial knowledge and entrepreneurial tendency. The results suggest that educational institutions should continue enhancing entrepreneurship training programs and provide more experiential learning opportunities, particularly in marketing and digital entrepreneurship, to further improve students' entrepreneurial competence and future business readiness.

Respondents' Assessment of Entrepreneurial Knowledge in terms of Skills

Indicators	Mean	SD	Description	Interpretation
I can identify potential business opportunities.	3.50	0.50	Strongly Agree	Highly Influential
I have enough knowledge in preparing a business plan effectively.	3.52	0.50	Strongly Agree	Highly Influential
I can confidently manage business financial resources.	3.44	0.50	Strongly Agree	Highly Influential
I can design marketing strategies for products.	3.48	0.50	Strongly Agree	Highly Influential
I can forecast risks in entrepreneurial ventures.	3.42	0.50	Strongly Agree	Highly Influential
I have leadership skills that contribute to entrepreneurial success.	3.47	0.50	Strongly Agree	Highly Influential
I can negotiate effectively in business situations.	3.42	0.50	Strongly Agree	Highly Influential
I can easily adapt to changes in the business environment.	3.42	0.50	Strongly Agree	Highly Influential
I practice ethical behavior in entrepreneurship.	3.51	0.50	Strongly Agree	Highly Influential
I can use digital tools to support entrepreneurial activities.	3.45	0.50	Strongly Agree	Highly Influential
Average Mean	3.46	0.50	Strongly Agree	Highly Influential

The table above presents the respondents' assessment of entrepreneurial knowledge in terms of skills. The findings revealed an overall mean of 3.46 with a standard deviation of 0.50, interpreted as "Strongly Agree" and "Highly Influential." This indicates that the respondents believed they possessed the essential entrepreneurial skills needed for business development, innovation, and entrepreneurial engagement. The consistent standard deviation further suggests that the respondents shared similar

perceptions regarding their entrepreneurial competencies and readiness to apply business-related skills in real-life situations.

The highest-rated indicator, "I have enough knowledge in preparing a business plan effectively," obtained a mean of 3.52 with a standard deviation of 0.50. This finding implies that business planning was considered the strongest entrepreneurial skill among the respondents. Preparing a business plan is an important entrepreneurial competency because it helps individuals evaluate opportunities, organize resources, set business goals, and develop operational strategies. According to Robert D. Hisrich, effective business planning is one of the most essential skills for successful entrepreneurial ventures because it supports strategic decision-making and business sustainability.

Meanwhile, the indicators "I can forecast risks in entrepreneurial ventures," "I can negotiate effectively in business situations," and "I can easily adapt to changes in the business environment" obtained the lowest mean of 3.42, although all remained interpreted as "Strongly Agree" and "Highly Influential." These results suggest that while students recognized the importance of risk management, negotiation, and adaptability, they may still require further practical exposure and training in these areas. Entrepreneurial skills related to forecasting risks and adjusting to changing business conditions are often strengthened through continuous practice and real-world entrepreneurial experiences.

Furthermore, the findings show that students were confident in identifying business opportunities, managing financial resources, creating marketing strategies, demonstrating leadership, practicing ethical entrepreneurship, and utilizing digital tools for entrepreneurial activities. These competencies are important in helping students become more prepared, innovative, and competitive in entrepreneurial environments. The results imply that entrepreneurship education and practical learning activities effectively contributed to the development of students' entrepreneurial skills and confidence.

Overall, the findings emphasize that entrepreneurial skills are highly influential in shaping students' entrepreneurial knowledge and entrepreneurial tendency. The results suggest that educational institutions should continue strengthening experiential learning opportunities such as business simulations, case studies, entrepreneurial projects, leadership training, and risk management activities to further enhance students' practical entrepreneurial competencies and readiness for future business ventures.

Bottom of Form

Extent of Business Students' Entrepreneurial Tendency

Indicators	Mean	SD	Description	Interpretation
I am motivated to start my own business in the future.	3.59	0.49	Strongly Agree	Highly Influential
I enjoy thinking of new business ideas or opportunities.	3.60	0.49	Strongly Agree	Highly Influential
Entrepreneurship is important in creating change and economic growth.	3.58	0.49	Strongly Agree	Highly Influential
I feel confident in my ability to run a business.	3.61	0.49	Strongly Agree	Highly Influential
I am willing to take calculated risks to pursue a business idea.	3.48	0.50	Strongly Agree	Highly Influential
I can recognize market needs and create solutions.	3.51	0.50	Strongly Agree	Highly Influential
I can manage business finances effectively.	3.48	0.50	Strongly Agree	Highly Influential

I can lead a team to achieve business goals.	3.47	0.50	Strongly Agree	Highly Influential
I am good at solving problems creatively.	3.45	0.50	Strongly Agree	Highly Influential
I can make decisions under uncertainty.	3.48	0.50	Strongly Agree	Highly Influential
My early exposure to entrepreneurship increased my interest in business.	3.44	0.50	Strongly Agree	Highly Influential
I have learned practical skills from entrepreneurial training.	3.51	0.50	Strongly Agree	Highly Influential
Early training helped me understand how to run a business.	3.51	0.50	Strongly Agree	Highly Influential
I feel more prepared to become an entrepreneur because of training.	3.51	0.50	Strongly Agree	Highly Influential
I have applied lessons from training to real-life situations.	3.49	0.50	Strongly Agree	Highly Influential
I have strong family support in exploring entrepreneurship.	3.51	0.50	Strongly Agree	Highly Influential
I am inspired by successful entrepreneurs in my community.	3.56	0.50	Strongly Agree	Highly Influential
My school environment motivates me to explore entrepreneurship.	3.54	0.50	Strongly Agree	Highly Influential
I have access to mentors who guide my entrepreneurial goals.	3.54	0.50	Strongly Agree	Highly Influential
I believe my school offers opportunities for new businesses.	3.52	0.50	Strongly Agree	Highly Influential
Average Mean	3.52	0.50	Strongly Agree	Highly Influential

The table above presents the extent of business students' entrepreneurial tendency. The findings revealed an overall mean of 3.52 with a standard deviation of 0.50, interpreted as "Strongly Agree" and "Highly Influential." This indicates that the respondents generally possessed strong entrepreneurial tendencies, positive attitudes toward entrepreneurship, and high motivation to engage in future business ventures. The low standard deviation further suggests that the respondents shared similar perceptions regarding their entrepreneurial interests, confidence, and entrepreneurial readiness. According to Francisco Liñán, entrepreneurial tendency among students is often strengthened by entrepreneurship education, supportive learning environments, and personal motivation to pursue business opportunities.

The highest-rated indicator, "I feel confident in my ability to run a business," obtained a mean of 3.61 with a standard deviation of 0.49. This finding implies that entrepreneurial self-confidence was the strongest factor influencing students' entrepreneurial tendency. Students believed that they possessed the knowledge, skills, and capabilities needed to manage and operate a business successfully. Confidence in entrepreneurial ability is important because it encourages students to take initiative, pursue opportunities, and overcome challenges associated with entrepreneurship. The result further suggests that entrepreneurship education and training programs effectively strengthened students' entrepreneurial self-efficacy and business preparedness.

Meanwhile, the lowest-rated indicator, "My early exposure to entrepreneurship increased my interest in business," obtained a mean of 3.44 with a standard deviation of 0.50. Although still interpreted as "Strongly Agree" and "Highly Influential," the result suggests that early entrepreneurial exposure was slightly less influential compared to other factors such as self-confidence, motivation, and entrepreneurial training. This may indicate that some students developed entrepreneurial interest later through formal education, mentorship, and practical experiences rather than through early exposure alone. Nevertheless, early entrepreneurial experiences still played an important role in shaping students' entrepreneurial mindset and business aspirations.

Furthermore, the consistently high ratings across all indicators indicate that students were highly motivated to start businesses, generate innovative ideas, solve problems creatively, manage risks, lead teams, and apply entrepreneurial skills in real-life situations. The findings also show that family support, mentorship, entrepreneurial training, and the school environment positively contributed to students' entrepreneurial tendency and motivation to explore business opportunities.

Overall, the results imply that business students possessed strong entrepreneurial tendencies and were generally prepared to engage in entrepreneurial activities in the future. The findings highlight the importance of continuously strengthening entrepreneurship education programs, mentorship opportunities, business simulations, and experiential learning activities to further enhance students' entrepreneurial confidence, creativity, and readiness for future entrepreneurial ventures.

Test of Significant Difference between the Profiles of Respondents and Business Students' Entrepreneurial Tendency

Profile	Category	Mean	f-value	p-value	Remarks	Decision on Ho
Age	*19–22 years old*	3.60	1.719	0.165	*Not Significant*	*Failed to Reject*
	23–25 years old	3.69				
	26–30 years old	3.59				
	31 years old and above	3.00				
Sex	*Male*	3.63	0.058	0.809	*Not Significant*	*Failed to Reject*
	Female	3.63				
Weekly Allowance	*100–500*	3.56	15.425	0.000	*Significant*	*Rejected*
	500–1,000	3.71				
Student Status	*Regular*	3.66	1.724	0.181	*Not Significant*	*Failed to Reject*
	Irregular	3.48				
	Working Student	3.50				

Family Income	*3,000 below*	3.48	2.186	0.091	*Not Significant*	*Failed to Reject*
	5,000–10,000	3.65				
	10,000–15,000	3.80				
	15,000–20,000	3.50				

Significant if p-value < 0.05; Ho is rejected when significant, otherwise fails to reject.

The table above presents the test of the significant difference between the respondents' demographic profile and their entrepreneurial tendency. The results revealed that most demographic variables, such as age, sex, student status, and family income, showed no significant differences, as their p-values were greater than the 0.05 level of significance. This implies that entrepreneurial tendency among business students is generally consistent regardless of these demographic factors, suggesting that personal background variables do not strongly influence entrepreneurial inclination.

In terms of age, the computed f-value of 1.719 and p-value of 0.165 indicated no significant difference among age groups, although the 23–25 years old group obtained the highest mean (3.69). Similarly, sex showed no significant difference (f = 0.058, p = 0.809), with both male and female respondents having identical mean scores (3.63), indicating equal levels of entrepreneurial tendency across gender.

Student status also showed no significant difference (f = 1.724, p = 0.181), despite regular students obtaining a slightly higher mean (3.66). Likewise, family income yielded no significant difference (f = 2.186, p = 0.091), although respondents from the 10,000–15,000 income group recorded the highest mean (3.80).

However, weekly allowance emerged as the only variable with a significant difference (f = 15.425, p = 0.000), leading to the rejection of the null hypothesis. Students receiving a 500–1,000 pesos weekly allowance (mean = 3.71) demonstrated higher entrepreneurial tendency compared to those receiving 100–500 pesos (mean = 3.56). This suggests that financial capacity may enhance students' exposure to entrepreneurial opportunities and activities.

Overall, the findings imply that entrepreneurial tendency is not largely shaped by demographic characteristics but is more influenced by access to resources, financial capacity, and available opportunities.

Test of Significant Relationship between Entrepreneurial Knowledge and Business Students' Entrepreneurial Tendency

Variables	Correlation Coefficient (r)	p-value	Decision	Interpretation
Education	*0.377***	0.000	*Reject Ho₂*	*Significant*
Experience	*0.324***	0.000	*Reject Ho₂*	*Significant*
Training	*0.242***	0.001	*Reject Ho₂*	*Significant*
Skills	*0.420***	0.000	*Reject Ho₂*	*Significant*

Note: Correlation is significant at the 0.01 level (2-tailed).

The table above presents the relationship between entrepreneurial knowledge and business students' entrepreneurial tendency. The findings revealed that all dimensions of entrepreneurial knowledge—education, experience, training, and skills—showed significant positive relationships with entrepreneurial tendency, as indicated by p-values lower than 0.01. This means that higher levels of entrepreneurial knowledge are associated with stronger entrepreneurial tendency among business students.

Among the indicators, skills recorded the strongest correlation (r = 0.420), indicating that practical competencies such as planning, leadership, innovation, and financial management play the most influential role in shaping students' entrepreneurial inclination. This suggests that the ability to apply knowledge in real situations is a key driver of entrepreneurial behavior.

Education (r = 0.377) also showed a moderate and significant relationship, implying that formal entrepreneurship instruction contributes meaningfully to students' entrepreneurial mindset by strengthening their conceptual understanding of business principles.

Similarly, experience (r = 0.324) demonstrated a significant relationship, suggesting that exposure to real or simulated business activities helps students develop confidence and interest in entrepreneurship. Meanwhile, training (r = 0.242), although having the weakest correlation among the variables, still showed a significant positive relationship, indicating that workshops and structured programs contribute to entrepreneurial development, albeit to a lesser extent compared to other factors.

Overall, the results confirm that entrepreneurial knowledge significantly influences students' entrepreneurial tendency. The consistent positive correlations suggest that as students gain more education, experience, training, and skills, their inclination toward entrepreneurship also increases. This highlights the importance of integrating both theoretical and practical learning approaches in entrepreneurship education to better prepare students for future entrepreneurial endeavors.

Regression Analysis of Entrepreneurial Knowledge on Business Students' Entrepreneurial Tendency

Variables	***Unstandardized Coefficient (B)***	***Standardized Coefficient (β)***	***t-value***	***p-value***	***Interpretation***
Constant	1.510	0.303	4.976	0.000	—
Education	0.196	0.073	2.700	0.008	*Significant*
Experience	0.137	0.072	1.901	0.050	*Significant*
Training	0.007	0.072	0.093	0.926	*Not Significant*
Skills	0.262	0.076	3.437	0.001	*Significant*

Model Summary: $R^2 = 0.238$; Adjusted $R^2 = 0.221$; $F = 13.970$; $p = 0.000$ (Significant)

The above table presents the regression analysis examining the influence of entrepreneurial knowledge on business students' entrepreneurial tendency. The overall model was statistically significant (F = 13.970, p = 0.000), indicating that entrepreneurial knowledge significantly predicts students' entrepreneurial tendency. The R^2 value of 0.238 shows that 23.8% of the variation in entrepreneurial

tendency is explained by education, experience, training, and skills combined, while the remaining percentage is influenced by other external factors not included in the model.

Among the predictors, skills emerged as the strongest significant factor ($\beta = 0.262$, $p = 0.001$), indicating that practical competencies such as business planning, decision-making, leadership, and financial management have the greatest impact on students' entrepreneurial tendency. This suggests that students are more likely to develop entrepreneurial intentions when they are confident in applying business-related skills in real situations.

Education ($\beta = 0.196$, $p = 0.008$) also showed a significant positive effect, implying that formal entrepreneurship instruction strengthens students' understanding and encourages entrepreneurial interest. Likewise, experience ($\beta = 0.137$, $p = 0.050$) contributed significantly, suggesting that exposure to real or simulated entrepreneurial activities helps enhance students' entrepreneurial inclination, although at a relatively weaker level.

However, training ($\beta = 0.007$, $p = 0.926$) was not statistically significant, indicating that workshops and training sessions alone do not strongly influence entrepreneurial tendency unless complemented by hands-on application and real-world exposure.

Overall, the findings highlight that entrepreneurial skills, education, and experience are key drivers of entrepreneurial tendency among students, while training requires stronger practical integration to become more effective. The results emphasize the importance of experiential learning approaches that combine theory with practice to better develop entrepreneurial readiness among business students.

FINDINGS

1. The majority of respondents were aged 19–22, predominantly female, receiving a weekly allowance of 100–500 pesos, enrolled as regular students, and mostly coming from families earning 5,000–10,000 pesos monthly. These characteristics indicate that respondents were generally young, financially constrained, and full-time students. Despite demographic differences, the group showed relative homogeneity in academic and economic conditions, providing a relevant basis for analyzing entrepreneurial tendency.
2. Entrepreneurial knowledge in terms of education, experience, training, and skills was generally rated as highly influential. Formal education and coursework were the most impactful, followed by experiential learning and skills development. Training and workshops, while slightly lower, still contributed positively. Overall, students demonstrated strong entrepreneurial knowledge, particularly in business planning, financial literacy, leadership, and opportunity recognition.
3. Entrepreneurial tendency was also found to be highly influential. Students expressed strong motivation to start businesses, confidence in entrepreneurial capability, willingness to take risks, and ability to identify market opportunities. External factors such as school environment, mentorship, family support, and early exposure further strengthened their entrepreneurial inclination, indicating a strong readiness for entrepreneurial engagement.
4. The analysis of differences showed that age, sex, student status, and family income did not significantly affect entrepreneurial tendency. However, weekly allowance showed a significant difference, with students receiving higher allowances exhibiting slightly stronger entrepreneurial tendency. This suggests that financial capacity may influence access to entrepreneurial opportunities, while other demographic factors are less determinant.
5. Correlation results revealed that all dimensions of entrepreneurial knowledge were significantly and positively related to entrepreneurial tendency. Skills had the strongest relationship, followed by education and experience, while training showed a weaker yet significant relationship. This confirms that higher entrepreneurial knowledge corresponds to stronger entrepreneurial inclination among students.

6. Regression analysis confirmed that education, experience, and skills significantly influenced entrepreneurial tendency, while training alone was not a significant predictor. The model explained 23.8% of the variance, indicating a moderate explanatory power. Skills emerged as the strongest predictor, emphasizing the importance of applied competencies in shaping entrepreneurial behavior and readiness.

CONCLUSION

The study concluded that entrepreneurial knowledge significantly influences students' entrepreneurial tendency. Findings showed that education, experience, and skills collectively enhance students' motivation, confidence, and readiness to engage in entrepreneurial activities. Students with greater exposure to entrepreneurship courses and practical learning experiences demonstrated stronger intentions to pursue business ventures. This highlights the importance of structured academic learning combined with applied experiences in developing an entrepreneurial mindset. Overall, knowledge acquisition serves as a foundational element that enables students to identify opportunities and make informed business decisions.

Among the dimensions, skills emerged as the strongest influence on entrepreneurial tendency. Competencies in business planning, financial management, leadership, and marketing equip students with the practical ability to translate ideas into action. These skills strengthen problem-solving, innovation, and decision-making, ultimately increasing students' confidence in handling real business situations. The findings suggest that entrepreneurship education should place greater emphasis on hands-on skill development to better prepare students for actual venture creation.

Education and experience also play significant roles in shaping entrepreneurial tendency. Formal education provides essential theoretical grounding in entrepreneurship, while experiential learning allows students to apply concepts in real-life or simulated business settings. Engagement in projects, internships, and entrepreneurial activities further enhances practical understanding and self-efficacy. Together, education and experience create a complementary effect that strengthens both analytical thinking and practical readiness for entrepreneurship.

Although training showed a positive but insignificant effect, it still contributes to reinforcing entrepreneurial learning. Workshops and seminars provide exposure to tools, strategies, and networks that support entrepreneurial development. However, training alone is not sufficient to significantly influence entrepreneurial tendency unless integrated with skills development and experiential learning. This indicates that entrepreneurship education is most effective when theory, practice, and application are combined in a cohesive learning approach.

Overall, the study concludes that entrepreneurial knowledge is a key driver of students' entrepreneurial tendency. The integration of education, experience, and skills significantly enhances students' capability, confidence, and motivation to pursue entrepreneurial ventures. Therefore, institutions should strengthen entrepreneurship programs by emphasizing experiential learning and skill-based activities to better prepare students for real-world entrepreneurial challenges and opportunities.

RECOMMENDATION

1. Students are encouraged to actively engage in entrepreneurship-related activities such as business planning, simulations, competitions, and small ventures to further enhance practical skills and strengthen entrepreneurial readiness.
2. Schools should strengthen entrepreneurship curricula by integrating more experiential learning opportunities such as internships, business incubators, case-based learning, and hands-on projects to complement theoretical instruction.
3. Teachers should focus on skill-based teaching strategies, emphasizing real-world applications of entrepreneurship concepts, including financial literacy, leadership, and opportunity recognition activities.

4. Entrepreneurship training programs should be redesigned to be more practical and interactive, ensuring that workshops and seminars include simulations, mentoring, and actual business exposure to increase effectiveness.
5. Institutions should provide stronger support systems such as mentorship programs, entrepreneurship hubs, and linkages with local businesses to enhance students' exposure to real entrepreneurial environments.
6. Financial support mechanisms such as scholarships, startup grants, and youth entrepreneurship funding should be strengthened to help students with limited financial capacity access entrepreneurial opportunities.
7. Further studies may explore additional factors affecting entrepreneurial tendency such as personality traits, digital literacy, or institutional support, and may expand the scope to other academic programs and institutions for broader validation.

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