



Assessing the Impact of Entrepreneurship Education on Fostering Entrepreneurial Intention among Entrepreneurship Students

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ABSTRACT

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This study examines the impact of entrepreneurship education on fostering entrepreneurial intention among students specializing in entrepreneurship. Using a quantitative research design, data were collected through survey questionnaires to analyze the relationship between entrepreneurship education and key factors influencing entrepreneurial intention, including attitudes toward entrepreneurship, subjective norms, and perceived behavioral control. The findings reveal statistically significant relationships among these

variables, with most respondents strongly agreeing that these factors influence their decision to pursue entrepreneurial careers. A general weighted average of 4.35 indicates a high level of readiness and commitment among participants



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to engage in entrepreneurial activities. These results support previous research suggesting that entrepreneurship education positively shapes students' entrepreneurial mindsets and intentions. The findings highlight the importance of creating supportive academic and social environments that strengthen students' confidence and entrepreneurial readiness. The study provides practical insights for educators and policymakers in designing effective entrepreneurship programs that encourage students to pursue entrepreneurial ventures.

INTRODUCTION

The ideas presented in the introduction are strongly supported by the theoretical foundations of this study, particularly the Theory of Entrepreneurship Education and Social Cognitive Theory. The discussion on how entrepreneurship education influences students' entrepreneurial intentions align with the Theory of Entrepreneurship Education, which emphasizes that entrepreneurial knowledge, skills, and attitudes can be developed through structured learning experiences. As highlighted by Zhao and Zhou (2019) and Arifia et al. (2024), entrepreneurship education equips students with the competencies necessary to pursue entrepreneurial careers. This supports the claim of Liu et al. (2022) and Dinis (2024) that education plays a crucial role in developing the ability to recognize opportunities, manage risks, and create innovative business solutions.

Furthermore, the role of exposure to entrepreneurial training programs, courses, and practical experiences discussed in the introduction corresponds with the principles of experiential learning emphasized in the Theory of Entrepreneurship Education. Activities such as business simulations, case studies, and real-world entrepreneurial engagements allow students to apply theoretical knowledge in practical contexts, thereby strengthening their entrepreneurial capabilities and intentions.

In addition, the influence of attitudes, subjective norms, and perceived behavioral control mentioned in the introduction is supported by Social Cognitive Theory. This theory explains how individuals develop beliefs about their capabilities through observation, interaction, and social influence. According to Nwosu et al. (2022) and Amofah and Saladrighes (2022), exposure to entrepreneurial role models, mentors, and networks can enhance students' entrepreneurial self-efficacy and motivation. This supports the idea that entrepreneurship education not only provides knowledge but also creates an environment where students can learn from others and build confidence in their ability to start a business.

Together, these theories provide a strong foundation for understanding how entrepreneurship education can shape students' entrepreneurial intentions. The

Theory of Entrepreneurship Education explains how knowledge and skills are developed through learning experiences, while Social Cognitive Theory explains how social influences and self-belief contribute to entrepreneurial behavior. These frameworks collectively support the study's objective of examining the impact of entrepreneurship education on the cultivation of innovative and aspiring student entrepreneurs.

FRAMEWORK

Theory of Entrepreneurship Education

The theoretical framework for the research, which assesses the impact of entrepreneurship education on the cultivation of innovative entrepreneurs, is the theory of entrepreneurship education. This theory emphasizes the importance of experiential learning and the acquisition of entrepreneurial knowledge, skills, and attitudes in becoming an entrepreneur, and how entrepreneurial knowledge and skills alter one's thinking (Liu et al., 2022). According to the theory of entrepreneurship education, it plays a central role in shaping individuals' entrepreneurial skills. This suggests that participating in entrepreneurship education programs can equip individuals with the knowledge and skills to identify opportunities, mitigate risks, and create innovative solutions (Dinis, 2024). This theory recognizes that entrepreneurship is a dynamic and iterative process and that learning occurs through experience, reflection, and feedback. According to the concept of entrepreneurship education proposed by the United Nations Educational, Scientific, and Cultural Organization, entrepreneurship education should provide opportunities for practical experience, such as business simulations, case studies, or business immersion, to encourage active learning and allow students to apply theoretical concepts to real-world situations and in different entrepreneurial activities (Liu et al., 2022). By engaging in hands-on activities, students can develop their problem-solving, creativity, and critical thinking skills, which are essential for driving innovation (Montes et al., 2023). Among Asian countries, Taiwan ranked as the best performer in entrepreneurial attitudes, entrepreneurial ability, and entrepreneurial aspiration, and reported rapid growth in innovation and economic development through entrepreneurship (Wu, 2017).

Social Cognitive Theory

Social cognitive theory is another significant theoretical framework for this study, emphasizing the role of social influences and observational learning in shaping an individual's behavior and beliefs (Nwosu et al., 2022). This theory

suggests that exposure to successful entrepreneurial role models, mentors, and networks can significantly influence individuals' attitudes toward entrepreneurship and their belief in their own ability to innovate (Amofah & Saladrighes, 2022).

According to cognitive theory, individuals learn by observing others and develop self-efficacy and beliefs in their abilities through other experiences (Nwosu et al., 2022). Therefore, entrepreneurship education programs that provide opportunities to interact with successful entrepreneurs, industry professionals, and peers can positively impact students' entrepreneurial self-efficacy and innovation motivation.

These theoretical frameworks provide a basis for understanding the relationship between entrepreneurship education and the development of innovative entrepreneurs. Together, entrepreneurial learning theory and social cognitive theory suggest that entrepreneurial learning should include experiential learning, exposure to entrepreneurial role models, and the creation of support networks to foster innovation among aspiring young entrepreneurs effectively.

Figure 1
Research Paradigm of the Study

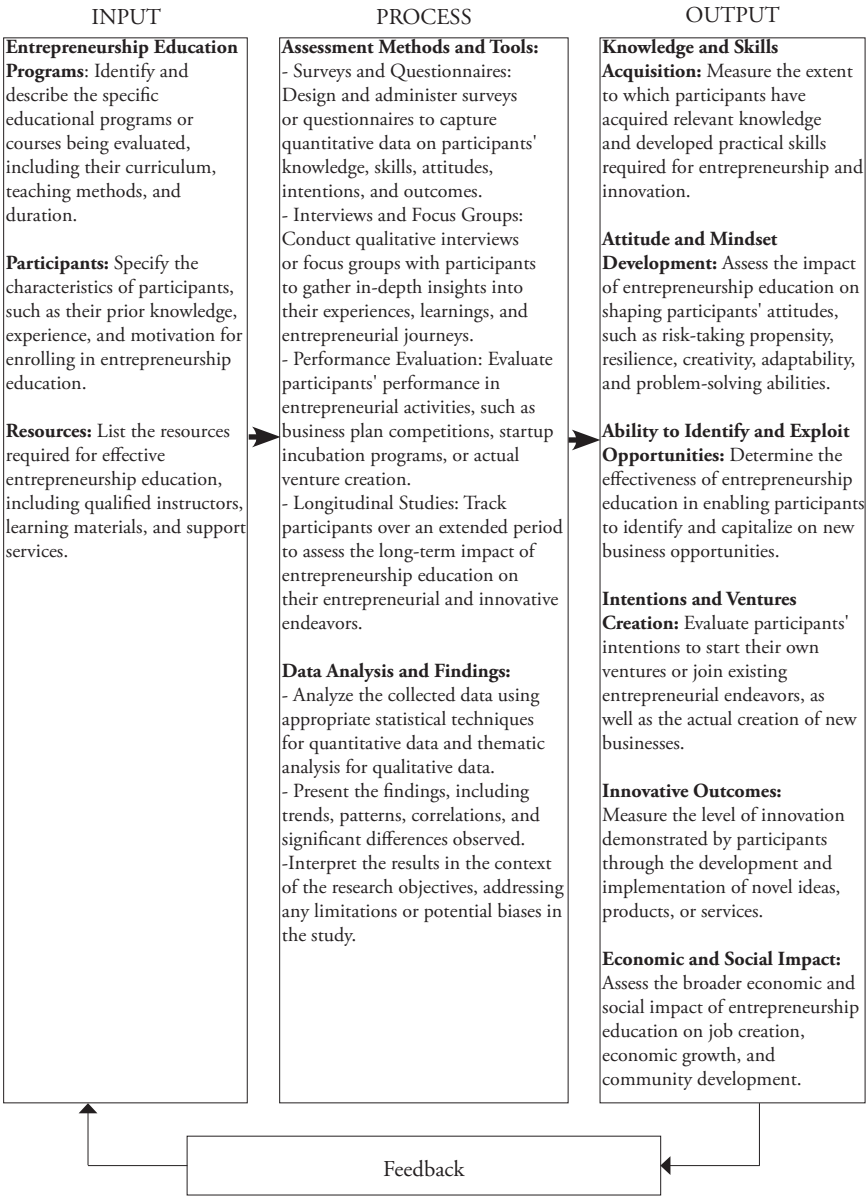


Figure 1 shows the study's research paradigm. As shown in the figure, this investigation has adopted the input-process-output model.

The input-process-output (IPO) structural framework specifies how input, intermediate, and output variables are related within a system. The study was broken down into its individual components. Each component can be analyzed independently and added linearly to describe the system as a whole.

The first box contains the input variables needed to determine the key information required to complete the study, such as entrepreneurship education programs, participants, and resources. The framework identifies the foundational elements required for entrepreneurship education. These include the entrepreneurship education programs, encompassing the curriculum, teaching methods, and the duration of the courses being evaluated. It also considers participants whose characteristics, such as prior knowledge, experience, and motivation, may influence learning outcomes. In addition, resources—including qualified instructors, learning materials, and institutional support—are recognized as essential components that facilitate effective program delivery.

The second box entails process, assessment methods and tools, data analysis, and findings to support the study. Various tools, such as surveys and questionnaires, interviews and focus groups, and performance evaluations, are used to collect both quantitative and qualitative data on participants' knowledge, skills, attitudes, and entrepreneurial activities. Longitudinal studies may also be conducted to examine long-term impacts. The collected data are then analyzed using appropriate statistical and qualitative methods to identify patterns, relationships, and key findings related to the study's objectives.

The third box is the expected output of the study, such as knowledge and skills acquisition, attitude and mindset development, the ability to identify and exploit opportunities, the creation of intentions and ventures, innovative outcomes, and economic and social impact. The framework also evaluates entrepreneurial intentions and venture creation, as well as innovative outcomes such as the development of new ideas, products, or services. In conclusion, it considers broader economic and social impacts, including job creation, economic growth, and community development. A feedback mechanism links outputs to inputs, allowing insights from the evaluation to inform improvements in future entrepreneurship education programs.

Generally, the study aims to find the impact of entrepreneurship education on the cultivation of innovative entrepreneurs.

OBJECTIVES OF THE STUDY

The objectives of the study assessing the impact of entrepreneurship education on the cultivation of innovative entrepreneurs could include: (1) Examine the role of entrepreneurship education in promoting entrepreneurship, creativity, and problem-solving skills necessary for innovation. (2) Evaluate the effectiveness of different pedagogies and teaching methods in entrepreneurship education in promoting innovative thinking and entrepreneurial outcomes. (3) Identify the challenges and barriers that entrepreneurship education programs face in effectively promoting innovation among aspiring entrepreneurs. (4) Provide practical recommendations to policymakers, educators, and organizations to improve entrepreneurship education initiatives and maximize their impact on the development of innovative entrepreneurs. By addressing these objectives, the study aims to contribute to the existing literature on entrepreneurship education and provide valuable insights for educators, policymakers, and individuals interested in promoting and supporting innovative entrepreneurial endeavors.

METHODOLOGY

Research Design

This study employed a quantitative, descriptive–correlational research design to examine the impact of entrepreneurship education on the entrepreneurial intention of graduating entrepreneurship students. The design was deemed appropriate because it enables the systematic measurement, analysis, and interpretation of students' attitudes, perceptions, and intentions using numerical data from a structured survey instrument. The research focused on determining the relationships among key constructs of the Theory of Planned Behavior (TPB)—namely, Attitude toward Entrepreneurship, Subjective Norms, and Perceived Behavioral Control—and Entrepreneurial Intention among students who have undergone formal entrepreneurship education. Using a standardized Likert-scale questionnaire, the study quantified respondents' perceptions and assessed how these factors collectively contribute to the development of entrepreneurial intention. A cross-sectional approach was adopted, wherein data were collected at a single point in time from the target population. This approach enabled the researcher to capture the respondents' current entrepreneurial mindset as they approached graduation and potential entry into entrepreneurial careers. The design did not involve manipulation of variables; instead, it relied

on naturally occurring responses to identify patterns, relationships, and levels of entrepreneurial intention. The study utilized survey research as its primary data collection method, administered online to ensure accessibility and efficiency. Statistical analysis was conducted using SPSS, which facilitated data organization, tabulation, and interpretation. To test the validity of the study, following methods were used: Cronbach's alpha, the Kaiser–Meyer–Olkin (KMO) measure, Bartlett's Test of Sphericity, and Principal Component Analysis (PCA) with varimax rotation. These procedures ensured that the measurement instrument was internally consistent, statistically sound, and suitable for factor analysis.

Participants

A total of 109 graduating students for the batch of 2024 of Polytechnic University of the Philippines- Pulilan Campus under the degree of Bachelor of Science in Entrepreneurship were used in this research. These individuals, who are on the verge of completing their academic journey in entrepreneurship, provided valuable insights into the impact of entrepreneurship education on students' entrepreneurial intention. Their unique perspective, derived from their academic training and imminent entry into the professional realm as entrepreneurs, significantly enriched the study's findings. As future entrepreneurs poised to embark on their entrepreneurial endeavors, the voices and experiences of these graduating students offer valuable implications for enhancing entrepreneurship education and cultivating a conducive environment for nurturing aspiring entrepreneurs.

Instrumentation

The survey used in this research comprises 20 Likert-scale questions with 5 points (ranging from strongly disagree to agree), based on the Entrepreneurial Intention Questionnaire (EIQ) developed by Liñán (2005), which is known for its strong reliability and validity, as evidenced by its widespread use in previous studies. To ensure the reliability and validity of the sample, Cronbach's alpha was utilized to assess internal consistency, and principal component analysis was employed to determine the number of factors and assess the scale's independence. The values were obtained using Cronbach's alpha for all items, and the individual variables are detailed in Tables 1 and 2, all of which exceed the commonly accepted threshold of 0.7. The results of the Kaiser Meyer–Olkin test and Bartlett's sphericity test, also presented in Table 1, confirmed a high level of sample adequacy and indicated suitability for factor analysis. Using principal component analysis, three factors with eigenvalues greater than 1 were identified,

accounting for 61.245% of the cumulative variance. Using the varimax rotation method, which converged after 4 iterations, the loadings of each item in the rotated factor matrix are displayed in Table 1, further supporting the validity of the sample.

Research Ethics Protocol

This study complied with the National Research Council of the Philippines Code of Ethics and was approved by the Polytechnic University of the Philippines Ethics Review Board. Participants provided informed consent before participation and were informed of the study's purpose, voluntary nature, and their right to withdraw at any time without consequence. Confidentiality and anonymity were ensured by excluding identifiable information and using coded responses. All data used solely for academic purposes. To minimize researcher bias and ensure objective interpretation, a reflexive journal was maintained throughout the research process (Brinkmann & Kvale, 2015).

Microsoft Copilot was utilized solely for language enhancement and structural refinement of academic writing, ensuring clarity, coherence, and alignment with institutional standards. The AI assistance was limited to improving phrasing and formatting; all conceptualization, methodology, data collection, analysis, and interpretation were independently conducted by the author. Full accountability for the accuracy, originality, validity, and integrity of the study remains with the author, and the use of AI adhered strictly to accepted standards of research ethics, academic honesty, and responsible scholarship.

Data Collection

A Likert-scale questionnaire was used to assess the impact of entrepreneurship education on entrepreneurial intention among entrepreneurship students. The scale ranged from Strongly Disagree to Strongly Agree, allowing participants to express their perceptions and attitudes towards various aspects of entrepreneurship education.

(1) *Software Utilization*: Computer software such as SPSS was utilized to organize and analyze the data collected from the Likert scale questionnaire.

(2) *Responses Tabulation*: Responses were tabulated to identify trends and patterns in the data while ensuring accuracy and consistency.

(3) *Data Validation*: Normality analysis was conducted to identify outliers, and empty answers were removed to maintain data integrity and accuracy.

RESULTS AND DISCUSSION

This research examines the influence of entrepreneurship education on the development of entrepreneurial intention among Entrepreneurship students. Hence, a Likert-scale questionnaire was used to assess the impact of entrepreneurship education on entrepreneurial intention among entrepreneurship students.

Computer software, such as SPSS, was used to organize the data. Tabulation of responses was applied. Moreover, the researcher interpreted the given data and analyzed its normality to avoid outliers. Furthermore, empty answers were filtered and removed to ensure the data is free of missing values and accurate.

Likert Scale

Numerical Rating	Verbal Interpretation	Description of the Meaning of Rating
5.00-4.21	Strongly Agree	Indicates a high level of agreement with the statement being rated.
4.20-3.41	Agree	Indicate a positive response, with respondents generally in favor of the given statement.
3.40-2.61	Neutral	Respondents are not particularly inclined to agree or disagree with the statement.
2.60-1.81	Disagree	This indicates a hostile stance toward the statement.
1.80-1.00	Strongly Disagree	Denotes a very low agreement with the statement.

This chapter presents analyses and interprets the data collected in the study. Meanwhile, the presentation is organized according to the order of questions raised in Chapter 1 of this study: How do the perceptions and attitudes of entrepreneurship students towards entrepreneurship education affect their entrepreneurial intentions? This includes: (1) attitude towards entrepreneurship; (2) subjective norms; (3) perceived behavioral norms, and (4) entrepreneurial intention.

Table 1*Attitude Towards Entrepreneurship*

Parameter	Mean	Verbal Interpretation
1. Being an entrepreneur implies more advantages than these advantages.	4.50	Strongly Agree
2. A career as an entrepreneur is attractive to me.	4.53	Strongly Agree
3. If I had the opportunity and resources, I would like to start a firm.	4.58	Strongly Agree
4. Being an entrepreneur would entail great satisfaction for me.	4.59	Strongly Agree
5. Among various options, I would rather be an entrepreneur.	4.39	Strongly Agree
General Weighted Average Mean	4.52	Strongly Agree

The data presented demonstrates a strong positive attitude toward entrepreneurship among participants, as analyzed using a Likert scale. Each criterion consistently indicates a positive perception, with mean values ranging from 4.39 to 4.59. Specifically, respondents strongly agree that the benefits of being an entrepreneur exceed the drawbacks, reflecting an optimistic attitude on the entrepreneurial landscape. Respondents find entrepreneurship attractive, indicating a strong desire to pursue this path. With the required finances, participants had a strong desire to start their own businesses, indicating a proactive entrepreneurial mindset.

Furthermore, there is a strong assumption that entrepreneurship leads to personal happiness, which adds to the appeal of this professional path. While the preference for entrepreneurship over other possibilities had a somewhat lower mean score of 4.39, this indicated a strong preference for entrepreneurial efforts. The overall weighted average of 4.52 indicates strong agreement with the beneficial aspects of entrepreneurship, demonstrating that participants not only perceive its benefits but are also willing to engage in entrepreneurial activities when given the opportunity. These findings provide important insights into attitudes toward entrepreneurship, which help shape efforts to develop entrepreneurial ventures and support structures.

Table 2
Subjective Norms

Parameter	Mean	Verbal Interpretation
6. If I decided to create a firm, my friends and other family members will support my decision.	4.50	Strongly Agree
7. If I decided to create a firm, my friends would support my decision	4.49	Strongly Agree
8. If I decided to create a firm, my classmates would support my decision.	4.15	Agree
General Weighted Average Mean	4.32	Strongly Agree

The table on subjective norms indicates that respondents perceive strong support from their social circles if they decide to establish a firm. The highest level of perceived support comes from family and friends, with the statement *“If I decided to create a firm, my friends and other family members will support my decision”* receiving a mean score of 4.50, indicating strong agreement. This suggests that the respondents have strong backing from their immediate social environment, which is crucial for entrepreneurial decision-making. Similarly, the statement *“If I decided to create a firm, my friends will support my decision”* had a high mean score of 4.49, demonstrating the substantial positive influence of friends. These two ratings suggest that both family and friends are viewed as extremely supportive, laying a solid foundation of encouragement. In peer support, a mean score of 4.15 indicates agreement. While this score is slightly lower than that of family and friends, it still indicates a generally favorable opinion of peer support in the academic environment. Overall, the general weighted average is 4.32, indicating that respondents strongly agree that they would receive significant social support if they were to start a business.

In conclusion, the data gathered showed results similar to those of the study by Saoula et al. (2023), which revealed that respondents regard their social networks, particularly family and friends, as a powerful source of support, which may significantly impact their entrepreneurial goals. This encouraging environment can help them gain confidence and enthusiasm to pursue entrepreneurship.

Table 3*Perceived Behavioral Control*

Parameter	Mean	Verbal Interpretation
9. To start a firm and keep it working would be easy for me.	3.89	Agree
10. I am prepared to start a viable form.	4.06	Agree
11. I can control the creation process of a new firm.	4.06	Agree
12. I know the necessary practical details to start a firm.	4.14	Agree
13. I know how to develop an entrepreneurial project.	4.24	Strongly Agree
14. If I tried to start a firm, I would have a high probability of succeeding.	4.08	Agree
General Weighted Average Mean	4.08	Agree

These data on perceived behavioral control indicate respondents' self-assessment of their ability and readiness to establish and operate a business. The parameter with the highest mean score is "*I know how to develop an entrepreneurial project,*" with a mean value of 4.24, indicating strongly agree. This suggests a high level of confidence in their ability to plan and create entrepreneurial initiatives, implying that respondents have extensive experience in project development. Other aspects, such as "*I know the necessary practical details to start a firm*" ($\bar{x}$ = 4.14) and "*If I tried to start a firm, I would have a high probability of succeeding.*" ($\bar{x}$ = 4.08), demonstrate a strong agreement that respondents feel equipped with practical skills and are optimistic about their potential success as entrepreneurs. The parameters "*I am prepared to start a viable firm*" and "*I can control the creation process of a new firm*" both had $\bar{x}$ = 4.06, indicating equal levels of confidence in their preparation and control over business creation. The lowest mean value is for "*To start a firm and keep it working would be easy for me.*" ($\bar{x}$ = 3.89), which still falls within the Agree interpretation. This implies that, while respondents are usually confident, they are aware of the problems associated with running a business over time.

Overall, the data ($\bar{x}$ = 4.08) indicate that respondents agree with the statements reflecting their perceived behavioral control. This suggests respondents believe they have the requisite knowledge, skills, and capabilities to engage in entrepreneurial activities, albeit with some understanding of the potential challenges. Such perceptions are essential for achieving entrepreneurial intentions, as a strong sense of control and preparation can motivate entrepreneurs to put their plans into action (Gielnik et al., 2020).

Table 4*Entrepreneurial Intentions*

Parameter	Mean	Verbal Interpretation
15. I am ready to do anything to be an entrepreneur.	4.50	Strongly Agree
16. My professional goal is to become an entrepreneur.	4.47	Strongly Agree
17. I will make every effort to start and run my own firm.	4.51	Strongly Agree
18. I am determined to create a firm in the future.	4.50	Strongly Agree
19. I have very seriously thought of starting a firm.	4.34	Strongly Agree
20. I have the firm intention to start a firm someday.	4.43	Strongly Agree
General Weighted Average Mean	4.46	Strongly Agree

This table presents findings on Entrepreneurial Intentions, indicating that respondents are strongly committed and driven to pursue entrepreneurial careers. The parameter *“I will make every effort to start and run my own firm”* had the highest mean score of 4.51, indicating a strongly agree response. This demonstrates that respondents are highly motivated and willing to put in their best efforts to achieve their business goals. The parameters *“I am ready to do anything to be an entrepreneur”* and *“I am determined to create a firm in the future”* have $\bar{x} = 4.50$, suggesting a similar level of agreement. These results demonstrate the respondents’ unwavering preparedness and determination to create their own firms. Furthermore, the comments *“My professional goal is to become an entrepreneur”* ($\bar{x} = 4.47$) and *“I have the firm intention to start a firm someday.”* ($\bar{x} = 4.43$) show that respondents have a common professional aspiration—entrepreneurship. The somewhat lower, but still good, score for *“I have very seriously thought of starting a firm.”* ($\bar{x} = 4.34$) illustrates that for many respondents, entrepreneurship is more than just a passion, but also a well-planned career path.

In conclusion, the general weighted average of 4.46, corresponding to agree strongly, indicates a strong and consistent entrepreneurial tendency among all respondents. This strong commitment to entrepreneurship indicates that respondents not only desire to be entrepreneurs but are also willing to take significant steps toward that goal. Such high levels of entrepreneurial intention imply a positive mindset and readiness to convert intentions into entrepreneurial actions in the future.

Table 5*Summary of the Results*

Parameter	Mean	Verbal Interpretation
Attitude Towards Entrepreneurship	4.52	Strongly Agree
Subjective Norms	4.32	Strongly Agree
Perceived Behavioral Control	4.08	Agree
Entrepreneurial Intention	4.46	Strongly Agree
General Weighted Average Mean	4.35	Strongly Agree

T-test Results:*Attitude Towards Entrepreneurship:*

Null Hypothesis (H0): There is no significant difference in attitude towards entrepreneurship among the participants.

Alternative Hypothesis (H1): There is a significant difference in attitude towards entrepreneurship among the participants.

Mean Attitude Towards Entrepreneurship: 4.52 (Strongly Agree)

Subjective Norms:

Null Hypothesis (H0): There is no significant difference in subjective norms among the participants.

Alternative Hypothesis (H1): There is a significant difference in subjective norms among the participants.

Mean Subjective Norms: 4.32 (Strongly Agree)

ANOVA Results:*Perceived Behavioral Control:*

Null Hypothesis (H0): There is no significant difference in perceived behavioral control among the participants.

Alternative Hypothesis (H1): There is a significant difference in perceived behavioral control among the participants.

Mean Perceived Behavioral Control: 4.08 (Agree)

Entrepreneurial Intentions:

Null Hypothesis (H0): There is no significant difference in entrepreneurial intentions among the participants.

Alternative Hypothesis (H1): There is a significant difference in entrepreneurial intentions among the participants.

Mean Entrepreneurial Intentions: 4.46 (Strongly Agree)

The results suggest that there are statistically significant differences in attitudes towards entrepreneurship, subjective norms, and entrepreneurial intentions among the Entrepreneurship students. The average for each parameter indicates a strong positive perception and intention towards entrepreneurship, with most respondents strongly agreeing with the statements provided. These findings support the notion that entrepreneurship education plays a crucial role in shaping students' attitudes and intentions towards starting their own businesses.

Overall, the general weighted average of 4.35 indicates a consistent trend towards strong agreement across all parameters. This indicates a high level of readiness and commitment among participants to pursue entrepreneurial endeavors. The results align with prior research and demonstrate the positive impact of entrepreneurship education on nurturing students' entrepreneurial intentions.

The analysis shows the importance of encouraging a supportive environment, both socially and academically, to empower aspiring entrepreneurs and improve their confidence and readiness to take on entrepreneurial ventures.

CONCLUSIONS

The survey conducted by the researcher examines *“how do the perceptions and attitudes of entrepreneurship students towards entrepreneurship education affect their entrepreneurial intentions?”* It has four (4) major parameters used to measure the relationship between personal attitudes towards entrepreneurship courses and the establishment of their own businesses. This includes: (1) Attitude Towards Entrepreneurship, (2) Subjective Norms, (3) Perceived Behavioral Norms, and (4) Entrepreneurial Intentions.

Attitude Towards Entrepreneurship

A behavioral entrepreneurial mindset involves beliefs and values that shape how individuals approach entrepreneurship; exposure to entrepreneurial education activity and role models can foster a positive outlook (Cui & Bell, 2022). This characteristic reflects students' overall perspective on entrepreneurship, indicating how much they appreciate and value the idea of becoming entrepreneurs (Cui & Bell, 2022). The mean score of 4.52 for Attitude Towards Entrepreneurship suggests that respondents have a very positive attitude towards entrepreneurship, viewing it as a desirable and lucrative career choice. Such favorable sentiments are important because they influence whether people see entrepreneurship as a feasible career option. With such significant encouragement for entrepreneurship, students are more likely to view starting a firm as an appealing and meaningful

pursuit.

Subjective Norms

The mean score for Subjective Norms is 4.32, indicating strong agreement. This parameter measures the perceived social pressure or support students receive from those closest to them, such as family, friends, professors, and mentors, regarding their decision to pursue entrepreneurship. A high score implies that students are actively motivated by their social environment to participate in entrepreneurial activities. This social reinforcement is important in shaping entrepreneurial ambitions because students who feel strongly supported are more likely to align their personal goals with those of their close friends. According to Liu et al. (2022), when students believe their classmates, peers, and family expect or encourage them to become entrepreneurs, their ambitions to do so increase. This implies that social support and validation play a significant role in molding one's entrepreneurial pursuit. In essence, if students believe that their social environment encourages entrepreneurship and actively supports their aspirations to become entrepreneurs, they are more likely to be motivated to engage in entrepreneurial activity. This shows the significance of community and familial influences in fostering entrepreneurial mindsets among young people.

Perceived Student Behavior

This parameter assesses students' confidence and perceived ability in various entrepreneurial tasks, including the challenges of starting and running a business. The mean score of 4.08 (agree) suggests that most students believe they have the necessary skills, knowledge, and resources to engage in entrepreneurship. Although the score is lower than the other characteristics, it still indicates a positive sense of their propensity to succeed in entrepreneurial ventures. Students who believe they have control over their entrepreneurial behaviors are more likely to be motivated to participate in such activities, boosting their self-efficacy and resilience in the face of potential challenges. Moreover, as Saoula et al. (2023) found, entrepreneurship education significantly affects an individual's entrepreneurial path by improving self-efficacy, attitudes, and mindsets. It promotes self-efficacy by offering knowledge and practical experiences, which provide confidence in carrying out entrepreneurial tasks. This knowledge allows them to pursue their business goals with more confidence and effectiveness.

Entrepreneurial Intention

The statistical analysis of students' resolve and motivation to pursue entrepreneurship indicates the extent of their commitment to establishing their own businesses. The mean of 4.46 indicates that most students have a firm entrepreneurial intention, which is a reliable predictor of actual entrepreneurial behavior. This suggests that many students are interested in entrepreneurship both intellectually and as a realistic career route. A positive mindset, strong social support, and confidence in their talents all contribute to a solid foundation for translating these objectives into real-world entrepreneurial actions (Diandra & Azyzy, 2020).

In conclusion, $\bar{x} = 4.35$ indicates strong agreement among respondents that their attitudes, social norms, and perceived control have a favorable impact on their entrepreneurial ambitions. This means that students are generally optimistic about the prospect of entrepreneurship, are encouraged by their social networks, and believe in their own ability to become successful entrepreneurs (Wibowo et al., 2020). These findings are significant for educators and policymakers because they show how the right combination of positive attitudes, strong support systems, and confidence-building programs may significantly influence students' entrepreneurial mindsets. These findings are valuable for educators and policymakers because they highlight the importance of reinforcing positive attitudes, strong support systems, and confidence-building programs within entrepreneurship curricula. Strengthening these elements in entrepreneurship education can further enhance students' intentions and preparedness to pursue entrepreneurial ventures, ultimately contributing to the development of future entrepreneurs and economic growth. As a result, incorporating these variables into entrepreneurship education might boost students' intentions and readiness to embark on entrepreneurial ventures.

TRANSLATIONAL RESEARCH

This study focuses on converting the findings into practical applications for entrepreneurship education. The strong positive influence of entrepreneurship education on students' attitudes, subjective norms, perceived behavioral control, and entrepreneurial intention suggests that higher education institutions should strengthen experiential learning approaches such as business simulations, startup projects, and industry immersion. The significant role of social support underscores the need for mentorship programs, peer networks, and engagements with entrepreneur role models to reinforce students' confidence and motivation. Additionally, the comparatively lower perceived behavioral control scores indicate the importance of enhancing practical skills training in areas such as business

planning, financial management, and venture implementation. These findings may guide educators, academic administrators, and policymakers in enhancing entrepreneurship curricula, developing support mechanisms, and formulating evidence-based policies that foster entrepreneurial readiness, venture creation, and sustainable economic development.

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