

Entrepreneurship Education Influencing Entrepreneurial Intentions of Business Students

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ARTICLE INFO	ABSTRACT
Received: 31 Dec 2024 Revised: 20 Feb 2025 Accepted: 28 Feb 2025	Entrepreneurship education is essential for equipping students with the necessary skills and confidence to pursue entrepreneurial opportunities, thereby encouraging their engagement in entrepreneurial activities. This study investigates the influence of entrepreneurship education on the entrepreneurial intentions of business students in Cebu City, Philippines, focusing on perceived desirability, perceived feasibility, and the propensity to act. It emphasizes how education shapes students' entrepreneurial aspirations while addressing the challenges they face. A quantitative research design was employed, using Structural Equation Model (SEM) in the analysis of data collected from 300 business students from three different universities namely; University of San Carlos, University of San Jose-Recoletos, and Cebu Technological University. The data were collected using a structured questionnaire that captured demographic information, major constructs, and perceived barriers. It helped in determining the effects of entrepreneurship education on entrepreneurial intention directly and indirectly. The present study demonstrates that entrepreneurship education strongly influences students' perception of the subject as desirable and increases their intention to pursue entrepreneurial activities. These factors positively impact entrepreneurial intentions. Although perceived feasibility is moderately affected by education, it does not directly contribute to entrepreneurial intentions in this context. Key barriers identified include lack of capital, fear of failure, and market competition. This study underscores the importance of experiential learning methods, such as mentorship programs and business simulations, in enhancing the effectiveness of entrepreneurship education. By addressing perceived obstacles and promoting proactive attitudes, educational institutions can better prepare students for entrepreneurial success. The findings provide practical insights for designing educational programs that inspire and support aspiring entrepreneurs. Keywords: Entrepreneurship Education, Entrepreneurial Intentions, Perceived Desirability, Perceived Feasibility, Propensity to Act, Business Students, Structural Equation Modeling (SEM).

INTRODUCTION

Entrepreneurship education is a pivotal driver of global economic growth, job creation, and innovation [5] (Apostu et al., 2022). In the Philippines, recognized as one of the most dynamic economies in East Asia and the Pacific, this role becomes increasingly significant. The country's economic momentum is fueled by urbanization, a young population, and strong private-sector activities, all bolstered by a strong labor market and remittances that uplift vulnerable populations [36] (World Bank Group, 2024). However, despite its potential, entrepreneurship education in the Philippines faces limitations in accessibility and relevance, with gaps in training programs tailored to the socio-economic realities of Filipino students (Masatoshi, 2023).

International research shows that entrepreneurship education significantly boosts students' self-confidence, entrepreneurial attitudes, and readiness for careers. Experiential learning methods such as mentorship and business simulations have proven effective in shaping entrepreneurship as a desirable and feasible career path [27] (Motta & Galina, 2023). Yet, studies on its specific influence within the Philippine context remain scarce, leaving a critical gap in understanding how cultural, socio-economic, and institutional factors interact to impact entrepreneurial intentions among Filipino students. Filipino students often encounter unique challenges, including socio-cultural expectations and resource constraints, which require education programs to be contextually aligned to address these barriers (Quiño et al., 2024).

This study seeks to address these gaps by focusing on business students in Cebu City, Philippines, a demographic pivotal to regional economic development yet uniquely challenged by socio-economic pressures and familial expectations. While prior research has broadly explored entrepreneurial intentions, limited focus has been given to the interplay of Filipino students' cultural backgrounds and economic environments with educational interventions. This research aims to fill this gap by leveraging the Entrepreneurial Event Theory (Shapero & Sokol, 1982) to examine how entrepreneurship education influences students' perceptions of desirability, feasibility, and readiness to act.

Employing a quantitative approach with Structural Equation Modeling (SEM), this research aims to provide a comprehensive understanding of how students' perceptions of desirability, feasibility, and readiness to act are shaped by their educational experiences and environment.

This study had six objectives: (a) to assess the effect of entrepreneurship education on perceived desirability, (b) to evaluate the effect of entrepreneurship education on perceived feasibility, (c) to analyze the effect of entrepreneurship education on propensity to act, (d) to examine the influence of perceived desirability on entrepreneurial intentions, (e) to examine the influence of perceived feasibility on entrepreneurial intentions, and (f) to examine the influence of propensity to act on entrepreneurial intentions.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education is vital in nurturing entrepreneurial intentions by providing students with the necessary skills, knowledge, and mindset to pursue entrepreneurial careers. Globally, it is recognized as a key driver of innovation, economic growth, and job creation (Sagar et al., 2023). Programs that incorporate experiential learning components, such as business simulations, mentorship, and real-world projects, have been shown to significantly boost students' entrepreneurial intentions [16] (Grewe, 2020). These initiatives address critical barriers, including lack of self-efficacy, fear of failure, and limited business knowledge [3] (Alhaji et al., 2022).

In the Philippine context, Republic Act No. 10679, known as the Youth Entrepreneurship Act, institutionalized entrepreneurship and financial literacy education at all levels of education. This legislation aligns with the global frameworks, emphasizing the importance of education in fostering entrepreneurial skills and addressing barriers to entrepreneurship [34] (Villareal et al., 2024). Locally, Quiño et al. (2024) highlighted that entrepreneurship education tailored to cultural and economic realities improves students' entrepreneurial intentions by enhancing their perceived desirability and feasibility.

Entrepreneurial Event Theory

The Entrepreneurial Event Theory (EET) by Shapero and Sokol (1982) posits that entrepreneurial behavior arises when individuals perceive it as desirable, feasible, and triggered by a propensity to act. The theory emphasizes the interplay between individual perceptions and external factors, such as education and socio-cultural context, in shaping entrepreneurial intentions. [23] Lindberg et al. (2017) utilized EET to demonstrate how mentorship and experiential learning programs improve perceptions of desirability and feasibility, fostering a stronger entrepreneurial mindset.

In the Southeast Asian context, [3] Alhaji et al. (2022) applied EET to reveal that entrepreneurship education tailored to cultural nuances enhances students' perceptions of feasibility and desirability. Similarly, Quiño et al. (2024) used EET to explore how limited resources and socio-cultural pressures affect entrepreneurial intentions among Cebu City business students, concluding that localized educational programs significantly mitigate these challenges.

Entrepreneurial Intention

Entrepreneurial intention refers to an individual's cognitive state and motivation to start a business venture. This construct is influenced by multiple factors, including psychological traits, socio-cultural environment, and educational experiences [37] (Yousaf et al., 2021). Studies have consistently shown that entrepreneurship education enhances entrepreneurial intentions by increasing students' confidence and readiness to act [16] (Grewe, 2020). In the Philippines, [9] Cimene et al. (2023) demonstrated that entrepreneurship education programs addressing socio-cultural and economic barriers significantly strengthen entrepreneurial intentions.

Perceived Desirability

Perceived desirability pertains to the attractiveness of entrepreneurial activities as viewed by an individual. This perception is shaped by personal attitudes, societal norms, and educational experiences (Shapero & Sokol, 1982). Entrepreneurship education has been shown to enhance perceived desirability by creating a positive attitude toward entrepreneurship and highlighting its potential benefits [27] (Motta & Galina, 2023).

Locally, Quiño et al. (2024) found that entrepreneurship education programs designed to align with students' socio-cultural contexts effectively improve their perceived desirability for entrepreneurship. The inclusion of real-world success stories and mentorship from local entrepreneurs was identified as a key driver in shaping positive attitudes.

Perceived Feasibility

Perceived feasibility refers to an individual's belief in their capability to successfully execute entrepreneurial tasks. This construct is closely tied to self-efficacy and is significantly influenced by education and external support systems [37] (Yousaf et al., 2021). Studies have highlighted that experiential learning activities, such as business simulations and collaborative projects, substantially enhance perceived feasibility among students [2] (Al-Mamary et al., 2020).

In the Philippine setting, Obregon et al. (2023) emphasized that practical training and resource access are critical in improving students' perceived feasibility of entrepreneurship. Similarly, [12] Damianus et al. (2022) found that exposure to family business practices and educational support positively impacts students' perceptions of feasibility.

Propensity to Act

The propensity to act refers to an individual's readiness and motivation to translate entrepreneurial intentions into action. This construct is influenced by psychological traits, educational interventions, and socio-cultural factors [31] (Ryan & Deci, 2017). Studies have shown that entrepreneurship education programs that foster autonomy, competence, and relatedness significantly enhance students' propensity to act [23] (Lindberg et al., 2017).

[25] Mendoza and Lacap (2015) highlighted the role of personality traits, such as openness and conscientiousness, in shaping the propensity to act among Filipino students. Programs that integrate experiential learning and mentorship were identified as effective in addressing psychological barriers, such as fear of failure and low self-efficacy.

METHODOLOGY

Research Design and Instruments

This study employed a quantitative descriptive-correlational design to investigate of entrepreneurship education on the entrepreneurial intentions of business students. A causal-explanatory approach was employed to analyze the relationships among key variables, including perceived desirability, perceived feasibility, and propensity to act, using Structural Equation Modeling (SEM). According to Mohajan (2020), quantitative research allows for systematic evaluation of numerical data, providing objective insights into the relationships among constructs.

The questionnaire was divided into three parts to gather comprehensive data: (1) Demographic Profile, capturing respondents' age, gender, school enrollment, entrepreneurial experience, and business ownership; (2) Core Constructs, assessing Entrepreneurship Education, Perceived Desirability, Perceived Feasibility, Propensity to Act, and Entrepreneurial Intentions using a 5-point Likert scale from "Strongly Disagree" to "Strongly Agree"; and (3) Perceived Barriers, focusing on two key challenges: lack of capital and fear of failure. The instrument was validated in the original study, so no additional validation procedures were conducted.

Sample of the Study

The questionnaire was divided into three sections to collect comprehensive data: (1) Demographic Profile, capturing respondents' age, gender, school enrollment, entrepreneurial experience, and business ownership; (2) Core Constructs, assessing Entrepreneurship Education, Perceived Desirability, Perceived Feasibility, Propensity to Act, and Entrepreneurial Intentions using a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree"; and (3) Perceived Barriers, focusing on two primary challenges: lack of capital and fear of failure. The instrument was validated in the original study, so no additional validation procedures were conducted.

Sample of the Study

The target population consisted of business students enrolled in entrepreneurship programs at three universities in Cebu City: University of San Carlos, University of San Jose-Recoletos, and Cebu Technological University. Stratified random sampling was used to select 300 respondents, ensuring proportional representation from the three institutions. This sampling method guaranteed diversity in perspectives and experiences within the context of entrepreneurship education.

Data Collection Procedures

Before conducting the survey, necessary permissions were obtained from university administrators, and ethical considerations, such as informed consent and data confidentiality, were strictly followed. The questionnaire was administered digitally using Google Forms, providing a convenient and efficient method for data collection while maintaining accessibility for respondents. Clear instructions were provided, and respondents were assured of their voluntary participation.

Data Analysis

The data were analyzed using SEM with SmartPLS 3.0 software to evaluate the hypothesized relationships among variables. Descriptive statistics were employed to summarize respondent demographics and key constructs, while inferential statistics were employed to determine the direct and indirect effects of entrepreneurship education on entrepreneurial intentions. Path coefficients, p-values, and R-squared values were analyzed to provide insights into the relationships between constructs.

Ethical Considerations

The study complied with the principles outlined in the Data Privacy Act and adhered to ethical research practices. Participation was entirely voluntary, and respondents were assured of the confidentiality and anonymity of their responses. No personally identifiable information was collected, and data were securely stored to ensure privacy and integrity.

RESULTS

Respondent Characteristics

In terms of gender, the majority of the respondents were female, accounting for 208 individuals or 69.33% of the total sample, while males comprised 92 respondents or 30.67%. This significant disparity suggests higher participation or representation of female students in the study, consistent with studies that emphasize the growing involvement of women in entrepreneurship education [12] (Damianus et al., 2022).

For schools enrolled, the University of San Jose-Recoletos (USJ-R) had the highest number of participants, with 133 respondents (44%), highlighting its significant contribution to the study. The University of San Carlos (USC) followed with 105 respondents (35%), demonstrating strong engagement as well. Cebu Technological University (CTU) accounted for 62 respondents (21%), ensuring representation from a technical-oriented academic environment. This distribution indicates diverse institutional participation, providing a comprehensive view of entrepreneurship education across different school types (Quiño et al., 2024).

Regarding type of business ownership, most respondents (178 individuals or 59.33%) reported not having any business experience. A significant portion (96 respondents or 32%) owned a family business, suggesting a reliance on family enterprise as a stepping stone toward entrepreneurship. Only 26 respondents (8.67%) had personal business ownership, indicating a relatively smaller group actively pursuing independent entrepreneurial ventures. This data aligns with prior findings that family business exposure plays a critical role in shaping entrepreneurial aspirations, especially in cultures where family enterprises are prevalent [25] (Mendoza & Lacap, 2015). The insights

reinforce the need for targeted entrepreneurship education programs to foster entrepreneurial intentions, as emphasized by recent studies on the effectiveness of such initiatives (Obregon et al., 2023).

Table 1: Respondent Characteristics

Category	Respondent Characteristics	Frequency	Percentage
Gender	Male	92	30.67%
	Female	208	69.33%
TOTAL		300	100%
Schools Enrolled	Cebu Technological University	62	21.00%
	University of San Carlos	105	35.00%
	University of San Jose-Recoletos	133	44.00%
TOTAL		300	100%
Type of Business Ownership	Own a Family Business	96	32.00%
	Have a Personal Business	26	8.67%
	Do not have a Business	178	59.33%
TOTAL		300	100%

Perceived Obstacles

The respondents identified several obstacles that align with established challenges in entrepreneurship research. Capital emerged as the most significant barrier, with 133 responses, underscoring the critical role of financial resources in entrepreneurial success, a challenge also highlighted by [1] Ahmed et al. (2017). Fear of failure ranked second with 131 responses, reflecting psychological barriers that hinder risk-taking, as noted by [24] Martins et al. (2018), who emphasized the link between self-confidence, fear of failure, and entrepreneurial orientation.

Other key obstacles included competition and market saturation (101 responses) and business ideas and innovation (94 responses), highlighting challenges in market entry and differentiation. These align with findings by Hameed and Irfan (2019), who noted a lack of entrepreneurial education as a contributing factor. Marketing and business strategies (91 responses) further reflected gaps in strategic positioning, as supported by [6] Arranz et al. (2019) and [28] Pfeifer et al. (2016).

Economic uncertainty (75 responses) also emerged as a critical issue, complicating decision-making processes, a challenge similarly observed by [6] Arranz et al. (2019). Operational challenges such as work-life balance (57 responses) and supply chain disruptions (54 responses) were also prominent. Pookaiyaudom (2015) discussed the impact of work-life balance on entrepreneurial sustainability, while Hoogendoorn et al. (2019) highlighted systemic supply chain issues.

Finally, structural barriers such as government regulations (53 responses) and access to skilled labor (42 responses) underscored systemic constraints, aligning with research by Hoogendoorn et al. (2019) and [38] Zanello et al. (2016) on the importance of regulatory environments and workforce development.

Table 2: Perceived Business Obstacles

Perceived Business Obstacles	Frequency	Rank
Capital	133	1
Fear of Failure	131	2
Competition and Market Saturation	101	3
Business Ideas and Innovation	94	4
Marketing and Business Strategies	91	5
Economic Uncertainty	75	6

Business Opportunities	60	7
Work-Life Balance for Entrepreneurs	57	8
Supply Chain Disruptions	54	9
Government Regulations and Compliance	53	10
Access to Skilled Labor	42	11
Human Resource Management	36	12
Technology and Digital Transformation	34	13
Others	20	14

Research Model

The structural model provides a comprehensive analysis of the relationships among the variables in the research framework. The results highlight the direct effects of Entrepreneurship Education (EE) on Perceived Desirability (PD), Perceived Feasibility (PF), and Propensity to Act (PA), as well as the mediating effects of these constructs on Entrepreneurial Intentions (EI).

Entrepreneurship Education significantly influences all three mediators: PD ($\beta = 0.60$, $p < 0.01$), PF ($\beta = 0.56$, $p < 0.01$), and PA ($\beta = 0.75$, $p < 0.01$). These findings underscore the critical role of EE in enhancing students' perceptions of entrepreneurship's desirability and feasibility, as well as their readiness to take entrepreneurial actions. These results align with the theoretical framework of Entrepreneurial Event Theory (Shapero & Sokol, 1982), which posits that desirability and feasibility are key drivers of entrepreneurial intentions.

The mediating constructs demonstrate varying levels of influence on Entrepreneurial Intention. Perceived Desirability has a significant positive effect on EI ($\beta = 0.43$, $p < 0.01$), suggesting that students who view entrepreneurship as desirable are more likely to develop entrepreneurial intentions. Similarly, Propensity to Act positively impacts EI ($\beta = 0.32$, $p < 0.01$), emphasizing the importance of students' willingness to act on their entrepreneurial aspirations. These findings are consistent with studies by [37] Yousaf et al. (2021), which highlight the significance of motivational and psychological readiness in shaping entrepreneurial behavior.

Conversely, the relationship between Perceived Feasibility and EI is weaker and not statistically significant ($\beta = 0.08$, $p = 0.09$). This suggests that while students may feel capable of undertaking entrepreneurial activities, this perception alone does not necessarily translate into entrepreneurial intentions. This finding resonates with [16] Grewe (2020), who noted that feasibility perceptions often require additional motivational triggers to influence intentions effectively.

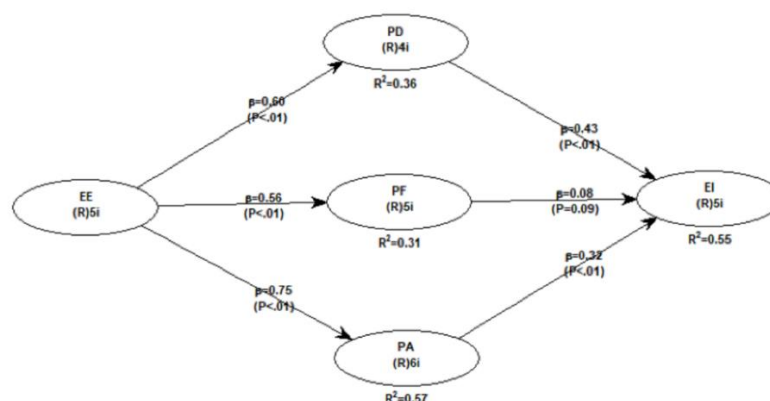


Figure 1. Research Model

The measurement model analysis confirms the reliability and validity of the constructs and their indicators. All constructs demonstrate strong convergent validity, as indicated by Average Variance Extracted (AVE) values

exceeding the threshold of 0.50, and significant indicator loadings showing a strong correlation between each construct and its indicators.

Entrepreneurship Education (EE) exhibits strong convergent and discriminant validity, with its indicators aligning closely with the construct and minimal cross-loadings with other variables. Similarly, Perceived Desirability (PD) and Perceived Feasibility (PF) show substantial alignment between their indicators and constructs, with low cross-loadings confirming their distinctiveness. Propensity to Act (PA) and Entrepreneurial Intention (EI) also meet the criteria for validity, with high indicator loadings and clear separation from other constructs.

The results ensure that the measurement model is robust, with all constructs demonstrating both convergent and discriminant validity. These findings shows a strong basis for examining the structural relationships in the subsequent phase of the analysis.

Table 3: Convergent validity statistics: Indicator loadings, cross-loadings, and AVEs

	EE	PD	PF	PA	EI	P-value
A. Entrepreneurship Education (EE) (AVE=.84)						
EE1	0.91	0.11	-0.02	-0.01	0.03	0.000
EE2	0.90	0.01	0.01	-0.04	-0.01	0.000
EE3	0.94	0.04	0.01	-0.04	-0.03	0.000
EE4	0.91	-0.09	0.03	0.03	-0.01	0.000
EE5	0.93	-0.06	-0.03	0.05	0.03	0.000
B. Perceived Desirability (PD) (AVE= .68)						
PD1	-0.04	0.87	-0.07	-0.06	0.19	0.000
PD2	0.07	0.89	0.06	-0.11	0.04	0.000
PD3	-0.07	0.77	0.10	0.19	-0.14	0.000
PD4	0.04	0.77	-0.09	0.00	-0.11	0.000
C. Perceived Feasibility (PF) (AVE= .72)						
PF1	-0.09	0.17	0.77	-0.11	0.00	0.000
PF2	-0.05	0.02	0.89	-0.06	0.06	0.000
PF3	-0.06	-0.01	0.89	-0.10	0.06	0.000
PF4	0.09	-0.08	0.85	0.10	-0.09	0.000
PF5	0.12	-0.09	0.82	0.17	-0.03	0.000
D. Propensity to Act (PA) (AVE=.70)						
PA1	0.13	-0.11	0.21	0.81	0.03	0.000
PA2	-0.08	0.05	-0.13	0.84	-0.07	0.000
PA3	0.02	-0.03	-0.06	0.88	-0.05	0.000
PA5	-0.16	0.09	0.07	0.79	0.08	0.000
PA6	0.03	0.02	-0.05	0.85	0.03	0.000
PA7	0.06	-0.02	-0.03	0.84	-0.01	0.000

	EE	PD	PF	PA	EI	P-value
E. Entrepreneurial Intention (EI) (AVE= .76)						
EI1	-0.07	0.06	-0.07	0.11	0.76	0.000
EI2	0.02	-0.06	-0.05	0.06	0.89	0.000
EI3	0.02	-0.02	0.01	0.00	0.92	0.000
EI4	0.03	0.01	-0.07	-0.03	0.90	0.000
EI5	-0.01	0.02	0.17	-0.12	0.88	0.000

Notes:

1. AVE = average variance extracted. The indicator loadings are shown in green font. The last column displays the P-values of the indicator loadings. The other values are called cross-loadings.
2. The research adhered to the loadings-approach criteria for assessing convergent validity as outlined in Amora (2021). This involved: a) the indicator loadings should be .50 or above, b) the associated P-values should be below .05, and c) the cross-loadings should be significantly lower than indicator loadings. Indicators failing to meet these standards should be excluded from the study. In this study, PA4, an indicator of Propensity to Act (PA), violated criterion c. After removing PA4, all latent variables demonstrated convergent validity.
3. Convergent validity can also be evaluated using the AVE, with values of .50 or higher indicating evidence of convergent validity [15] (Fornell & Larcker, 1981; Kock & Lynn, 2012; Kock, 2022). In this study, the AVE of all variables are greater than .50 indicative of convergent validity.

Discriminant validity confirms that the constructs in the model are distinct and that their indicators accurately measure their intended variables without overlap. This study evaluates discriminant validity using the Fornell-Larcker criterion and the Heterotrait-Monotrait ratio of correlations (HTMT2) method, ensuring the robustness of the model.

According to the Fornell-Larcker criterion, discriminant validity is established when the square root of the Average Variance Extracted (AVE) for a construct is greater than its correlations with other constructs. In this study, the square root of the AVE for each construct exceeds its correlations with others, indicating clear distinctiveness. For instance, Entrepreneurship Education (EE) shows a higher AVE value compared to its correlations with Perceived Desirability (PD), Perceived Feasibility (PF), Propensity to Act (PA), and Entrepreneurial Intention (EI), demonstrating that EE is conceptually distinct from these constructs.

The HTMT2 method, known for its reliability in testing discriminant validity, also confirms this distinctiveness. All HTMT2 values are below the threshold of 0.85, ensuring that no significant overlap exists between constructs. For example, the HTMT2 value between PD and PF is well within acceptable limits, as is the value between PA and EI, further reinforcing the validity of the constructs.

Table 4: Reliability and Common Method Bias of the Variables

	Composite Reliability	Cronbach's Alpha	Full collinearity VIF
EE	0.96	0.95	2.37
PD	0.90	0.84	2.06
PF	0.93	0.90	1.81
PA	0.93	0.91	3.04
EI	0.94	0.92	2.34

The model fit and quality indices validate the adequacy of the research model in Partial Least Squares Structural Equation Modeling (PLS-SEM). These indices ensure that the parameter estimates and construct relationships are reliable and meaningful.

The results confirm that the model meets all established criteria. The Average Path Coefficient (APC), Average R-squared (ARS), and Average Adjusted R-squared (AARS) are statistically significant, demonstrating the model's predictive accuracy. Multicollinearity is minimal, as both the Average Block Variance Inflation Factor (AVIF) and Average Full Collinearity Variance Inflation Factor (AFVIF) fall well within acceptable thresholds, ensuring stability in regression estimates.

The model achieves a strong Goodness of Fit (GoF) value, exceeding the large threshold, indicating alignment between the model and observed data. Residual-based indices, including the Standardized Root Mean Squared Residual (SRMR) and Standardized Mean Absolute Residual (SMAR), are below the acceptable threshold, confirming minimal residual error.

Table 5: Model fit and Quality Indices

	Value	P-value	Criteria*	Remark
Average path coefficient (APC)	.456	.000	P should be less than .05	Acceptable since P value is significant.
Average R-squared (ARS)	.446	.000	P should be less than .05	Acceptable since P value is significant.
Average adjusted R-squared (AARS)	.444	.000	P should be less than .05	Acceptable since P value is significant.
Average block VIF	2.158	NA	Acceptable if ≤ 5 ; ideally ≤ 3.3	Ideal
Average full collinearity VIF (AFVIF)	2.325	NA	Acceptable if ≤ 5 ; ideally ≤ 3.3	Ideal
Tenenhous GoF (GoF)	.574	NA	small ≥ 0.1 , medium ≥ 0.25 , large ≥ 0.36	Large
Standardized Root Mean Squared Residual (SRMR)	.067	NA	Acceptable if $\leq .10$	Acceptable
Standardized Mean Absolute Residual (SMAR)	.053	NA	Acceptable if $\leq .10$	Acceptable

*Note: *The criteria are taken from Kock (2022).*

The hypothesis testing results reveal significant relationships between the constructs in the research model, highlighting how entrepreneurship education shapes perceptions, actions, and entrepreneurial intentions.

Entrepreneurship Education (EE) positively influences Perceived Desirability (PD), Perceived Feasibility (PF), and Propensity to Act (PA), indicating its effectiveness in fostering entrepreneurial perceptions and actions. Among these, the strongest impact is seen in the relationship between EE and PA, suggesting that education significantly enhances students' readiness to take entrepreneurial action.

For entrepreneurial intentions, both PD and PA significantly contribute to Entrepreneurial Intention (EI), emphasizing the importance of perceiving entrepreneurship as desirable and having the motivation to act. However,

the relationship between PF and EI is nonsignificant, suggesting that while feasibility perceptions matter, they may not directly translate into intentions but could influence them indirectly through other factors.

The R^2 values show that EE explains a substantial portion of the variance in PD, PF, and PA, while these mediators collectively explain over half of the variance in EI. These findings underscore the critical role of entrepreneurship education in shaping students' entrepreneurial intentions, with PA emerging as the most influential mediator.

Table 6: Effects of the Variables on Other Variables in the Model

Hypotheses	Path coefficient	SE	P-value	Effect Size	Remark
H1: EE → PD	.598	.053	.000	.358	Effect is significant
H2: EE → PF	.558	.053	.000	.311	Effect is significant
H3: EE → PA	.753	.051	.000	.568	Effect is significant
H4: PD → EI	.432	.054	.000	.297	Effect is significant
H5: PF → EI	.078	.057	.086	.044	Effect is nonsignificant
H6: PA → EI	.317	.055	.000	.208	Effect is significant

Notes:

- Effect Size:** f^2 is the Cohen's (1988) effect size: 0.02=small, 0.15=medium, 0.35=large.
- R-squared:** R^2 for PD=.36, R^2 for PF=.31, R^2 for PA=.57, R^2 for EI=.55

CONCLUSION

The hypothesis testing results emphasize the need for targeted educational interventions to address gaps in entrepreneurship education and foster entrepreneurial intentions among students. Entrepreneurship Education (EE) significantly impacts Perceived Desirability (PD), Perceived Feasibility (PF), and Propensity to Act (PA), with PA having the strongest effect on Entrepreneurial Intentions (EI). However, the weak and nonsignificant link between PF and EI highlights the need for additional support to translate feasibility perceptions into actionable intentions.

Aligning with the proposed improvement plan through an entrepreneurship summit, schools should enhance experiential learning opportunities by integrating business simulations, startup incubators, and project-based collaborations. These initiatives would cultivate practical skills, confidence, and resilience among students. Workshops on overcoming barriers like fear of failure, as well as training on accessing funding and managing financial risks, are essential components to address the challenges students face, particularly in capital access and market competition.

Furthermore, fostering an entrepreneurial ecosystem through partnerships with businesses, financial institutions, and government agencies will provide students with mentorship, funding, and networking opportunities. Inter-school collaboration initiatives, such as business pitch competitions and summits, can broaden students' perspectives and enhance their understanding of market dynamics.

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