

Influence of entrepreneurial education and sociocultural factors on entrepreneurial intention among Bachelor of Science in Cooperative Development Students of the Nueva Vizcaya State University Bambang Campus

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Abstract

This research determined the influence of entrepreneurial education and sociocultural factors on entrepreneurial intention among Bachelor of Science in Cooperative Development students of the Nueva Vizcaya State University Bambang Campus. This study employed a quantitative research design, specifically descriptive- a correlational method, utilizing a set of questionnaires to gather data pertinent to the study. The study involved 84 Bachelor of Science in Cooperative Development students from first-year to fourth-year levels in the program. Data gathered were treated statistically using frequency, percentage, mean, correlation coefficient, and coefficient of determination. The respondents are generally non-Catholics, belong to the Kalanguya tribe, and whose Parents are farmers. Their assessment of their entrepreneurial education is very high in terms of goal theory and method. Their perception of the sociocultural factors, religion, parents, occupation, customs, and traditions influencing entrepreneurial intention is high. The respondent's level of entrepreneurial intention is very high. There is a significant relationship between entrepreneurial education and entrepreneurial intentions and sociocultural factors and entrepreneurial intentions.

Keywords: entrepreneurship, entrepreneurial education, entrepreneurial, intention, sociocultural factors

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1. Introduction

In recent years, global economic transformation has expanded the avenues through which entrepreneurial ventures are initiated and sustained. Technological advancements such as affordable digital marketing and design tools, integrated e-commerce platforms, and diverse financing mechanisms including crowdfunding have lowered traditional barriers to entry for new enterprises (OECD, 2019). In this context, entrepreneurship has become a pivotal component of economic growth, innovation, and employment generation. According to the **Global Entrepreneurship Monitor (GEM)**, millions of individuals worldwide engage in entrepreneurial activity annually, reflecting diverse motivations, backgrounds, and outcomes (Global Entrepreneurship Monitor, 2023). This proliferation highlights the central role of entrepreneurship education in equipping individuals with the competencies needed to navigate complex business environments and to translate innovative ideas into sustainable ventures.

Entrepreneurship education is defined as a structured pedagogical process designed to develop entrepreneurial competencies, including creativity, opportunity recognition, risk management, and strategic decision-making (Fayolle & Gailly, 2015). Educational programs that integrate experiential learning, real-world problem solving, and interdisciplinary collaboration aim to foster not only business knowledge but also essential transferable skills such as critical thinking, resilience, and adaptive capacity (Rideout & Gray, 2013; Nabi et al., 2017). Research indicates that traditional technical or domain-specific knowledge alone is insufficient in preparing students for the dynamic demands of contemporary economies; competencies such as information management, interpersonal communication, and strategic planning are equally vital (Bae et al., 2014).

A key outcome of entrepreneurship education is the enhancement of entrepreneurial self-efficacy and the ability to identify and act upon opportunities (Karimi et al., 2013). Curricula typically encompass foundational business domains—management, marketing, and finance—while also embracing emerging topics like digital entrepreneurship, sustainable business creation, and innovation commercialization (European Commission, 2018). As national economies increasingly emphasize self-employment and start-up formation, educational systems are under pressure to create ecosystems that nurture entrepreneurial ambition through both cognitive and affective learning experiences. Empirical studies highlight the complex interplay between educational, psychological, and socio-cultural determinants of entrepreneurial intentions. Constructs such as self-efficacy, perceived desirability, and perceived feasibility have been shown to significantly predict entrepreneurial intention among students (Liñán & Chen, 2009; Krueger et al., 2000). Sociocultural dimensions, including familial entrepreneurial background, social norms, and cultural values, further influence individuals' propensity to pursue entrepreneurial paths (Autio et al., 2001; Rauch & Hulsink, 2015). These findings suggest that entrepreneurial engagement is shaped by both individual capabilities and broader environmental contexts.

Beyond economic self-employment, entrepreneurship is critically linked to innovation and societal progress. Entrepreneurs contribute to economic diversification, technology adoption, and employment creation, generating both market and non-market value (Acs et al., 2017). While some early scholarship posited that entrepreneurial traits are largely innate, contemporary research asserts that entrepreneurial skills and mindsets can be cultivated through intentional education, practice, and sustained mentorship (Pittaway & Cope, 2007; Kuratko, 2005). Despite positive developments, challenges persist. In many emerging economies—such as the Philippines—entrepreneurial activity is constrained by limited access to finance, inadequate profit margins, and high early-stage business failure rates relative to regional peers (Asian Development Bank, 2021; Global Entrepreneurship Monitor,

2023). Notably, a substantial proportion of the population expresses confidence in their entrepreneurial abilities despite systemic barriers, indicating the potential impact of targeted educational interventions.

Extensive research supports the influence of both personal and cultural factors on entrepreneurial intent and behavior, underscoring the need for context-sensitive educational models (Shinnar et al., 2012; Wilson et al., 2007). Within this framework, institutions such as Nueva Vizcaya State University have integrated entrepreneurship education into broader academic programs—such as cooperative development—aiming to equip students with the competencies necessary to choose between traditional employment and independent venture creation upon graduation. Understanding how entrepreneurship education affects students' career orientations and intentions toward self-employment is essential for refining curricular frameworks, promoting evidence-based pedagogy, and strengthening the entrepreneurial ecosystem. By aligning educational strategies with local and global entrepreneurial dynamics, academic institutions can play a significant role in fostering innovation, economic resilience, and inclusive growth.

Integrating experiential learning, mentorship, and culturally responsive pedagogies in entrepreneurship education can enhance students' practical competencies and confidence. For students, active engagement in entrepreneurial activities builds creativity, strategic thinking, and professional preparedness. Higher education institutions can further amplify impact through partnerships with industry, government agencies, and entrepreneurial networks, facilitating access to incubation resources, market exposure, and real-world application. Collectively, these strategies can nurture robust entrepreneurial ecosystems that support sustainable venture creation and broader economic development.

The primary purpose of this research study is to assess the Entrepreneurial Intention among Bachelor of Science in Cooperative Development Students of Nueva Vizcaya State University and its Influence on their Entrepreneurial Education and Sociocultural Factors. Specifically, it sought to:

- Identify the respondents' assessment of entrepreneurial education in terms of goal, theory, and method;
- assess the respondents' perception level of sociocultural factors influencing entrepreneurial intention in terms of religion, parents' occupation, and customs and traditions;
- look into the respondents' level of entrepreneurial intention along with behavioral intention and self-prediction, and
- to look into the possible influence of the respondents' entrepreneurial education and sociocultural factors on their level of entrepreneurial intention.

2. Review of Literature

Education serves as a cornerstone for societal development, equipping individuals with the knowledge, skills, and competencies needed to navigate an increasingly complex and dynamic global landscape. Among various educational interventions, entrepreneurship education has emerged as a critical mechanism for preparing students to address post-pandemic economic challenges. It fosters independent thinking, innovative problem-solving, and the ability to recognize emerging opportunities. Globally, governments and policymakers have emphasized cultivating entrepreneurial mindsets as a strategy to enhance economic resilience, stimulate innovation, and reduce youth unemployment.

The Role of Experiential Learning in Entrepreneurship Education - Despite the integration of entrepreneurship into formal curricula, research indicates that students often lack sufficient opportunities for practical engagement (Hardie, 2020). Experiential learning methods—including mentorship programs, business simulations, incubation initiatives, and value-creation activities—have been shown to significantly enhance students' propensity to pursue entrepreneurial ventures. Educators play a pivotal role in this process, as confidence, practical experience, and pedagogical expertise are essential for delivering instruction that is relevant and

impactful in contemporary contexts. Public schools and universities provide structured avenues for acquiring both entrepreneurial knowledge and hands-on experience. Studies by Nabi et al. (2018) and Lackéus (2015) demonstrate that combining theoretical instruction with experiential learning allows students to develop business knowledge, practical skills, and mentorship guidance, collectively preparing them to initiate and manage entrepreneurial ventures (Moberg, 2014; Elahi, 2019; Sirelkhatim & Gangi, 2015). Piperopoulos and Dimov (2015) further argue that experiential learning strengthens entrepreneurial competencies, fosters engagement, and promotes opportunity recognition. Practically, teachers can enhance student outcomes by integrating case studies, simulations, and collaborative projects, while institutions can establish mentorship and incubation programs to bridge the gap between theory and practice.

Impact on Entrepreneurial Identity and Capability - University-level entrepreneurship education is particularly effective in fostering entrepreneurial identity and capability, often surpassing traditional instructional methods (Kleiman, 2015; O’Leary, 2012; Scharmer et al., 2020). Even at lower secondary levels, exposure to entrepreneurship contributes to the early formation of an entrepreneurial mindset. By providing knowledge, practical skills, and self-efficacy, such education enables students to seize opportunities, tackle challenges, and generate solutions to societal problems (Rieckmann, 2020; Scharmer et al., 2020). Empirical evidence indicates that participation in entrepreneurship programs enhances confidence, motivation, creativity, engagement, and opportunity recognition (Lackéus, 2020; Maritz et al., 2020). These outcomes are maximized through sustained, longitudinal hands-on experiences rather than brief interventions (Marire, 2015; Rauch & Hulsink, 2015; Gorgievski & Stephan, 2016). The OECD (2019) emphasizes that young people lacking formal skills are particularly vulnerable to underemployment, highlighting the role of entrepreneurial competencies in improving employability and economic participation. Practically, educational practitioners should design multi-year programs that progressively build skills and confidence, while students benefit from continuous engagement in practical experiences, ultimately cultivating graduates who are proactive, adaptable, and economically empowered.

Curriculum Design and Institutional Responsibility - Educational institutions are central to cultivating entrepreneurial capabilities. Early exposure to entrepreneurship increases the likelihood that students will perceive it as a viable career path. At the tertiary level, entrepreneurship education strengthens interest, preparedness, and skill acquisition. Effective curricula foster creativity, innovative thinking, and an entrepreneurial mindset through project-based learning, business plan development, and strategic problem-solving exercises (Greene et al., 2015; Fayolle & Gailly, 2013; Kalyoncuolu et al., 2017; Keat et al., 2011; Welsh et al., 2016). Entrepreneurial intention—a cognitive state motivating the creation of new ventures—is shown to increase among students participating in structured programs at both public and private institutions (Rasli et al., 2013; Jumalil, 2017; Peng et al., 2012; Adelaja & Arshad, 2016; Keong, 2008; Pfeifer et al., 2016; Karyaningsih et al., 2020). Developing an entrepreneurial mindset involves knowledge acquisition, skill development, and cultivation of psychological traits conducive to innovation, self-employment, and value creation (Cui et al., 2019; Yuan & Wu, 2020; Günzel-Jensen et al., 2017; Zupan et al., 2018; Morris & Tucker, 2021; Green et al., 2020; Rodriguez & Lieber, 2020; Saptono et al., 2020). Practically, teachers should address both cognitive and affective dimensions, incorporating reflection, goal-setting, and self-assessment, while institutions should emphasize integrated programs that combine theory, practice, and mentorship to enhance entrepreneurial readiness.

Socio-Cultural Influences on Entrepreneurship - Socio-cultural factors—including family influence, peer networks, societal norms, religion, and cultural values—play a significant role in shaping entrepreneurial intentions and behaviors (Fitzsimmons & Douglas, 2011; Olatunji & Ejalonibu, 2013, 2014; Tiwari, 2017; Ule, 2012; Abdulganiy, 2014; Masoviz, 2018; European Commission, 2012; Fatoki, 2010). Students with entrepreneurial role models in their families or communities gain practical insights, reinforcing their inclination toward business creation and innovative ventures. Practically, teachers can leverage socio-cultural contexts by integrating local examples and success stories into instruction, while institutions can facilitate peer networks and community partnerships to provide mentorship and role models, enhancing the relevance and applicability of entrepreneurship education. This study investigates the influence of entrepreneurial education and socio-cultural factors on the entrepreneurial intentions of Bachelor of Science in Cooperative Development students at Nueva

Vizcaya State University, Bambang Campus. By integrating theoretical knowledge, practical skills, and socio-cultural understanding, a comprehensive framework for fostering entrepreneurial mindsets emerges. The findings highlight that sustained, experiential, and culturally responsive entrepreneurship education cultivates self-employment capabilities, innovative problem-solving, and broader societal contributions, offering meaningful insights for educators, students, and institutions.

3. Methodology

Research Design - This study employed a quantitative research design, leveraging computational, statistical, and mathematical tools to analyze and interpret data systematically. Specifically, the descriptive-correlational research method was adopted. This approach allows for the observation and explanation of relationships between variables, providing a structured framework for identifying patterns, formulating preliminary models, and guiding strategic recommendations.

Population and Sample - The research population consisted of all BS Cooperative students enrolled at Nueva Vizcaya State University. From this population, a sample of 84 students was selected using a random sampling technique, ensuring each member had an equal probability of inclusion. The selected sample represents approximately 50% of the total population of 167 students, which provides adequate statistical power for correlational analyses while maintaining representativeness.

Research Instrument - Data collection was conducted using a **structured questionnaire**, adapted and modified from the instruments developed by **Afrianty (2020)** and **Kalitanyi (2015)**. The questionnaire comprised three major sections:

- **Entrepreneurial Education:** Evaluates the respondents' exposure to entrepreneurial goals, theoretical frameworks, and pedagogical methods.
- **Sociocultural Factors:** Explores the influence of religious affiliation, parental occupation, and cultural norms on entrepreneurial orientation.
- **Behavioral Intentions and Self-Predictions:** Assesses the respondents' prospective business intentions and self-efficacy in entrepreneurial endeavors.

The instrument underwent **validation by expert authors** and was pilot-tested to ensure reliability and clarity.

Measurement Scale - The study employed a five-point Likert scale to assess respondents' levels of agreement with the presented statements. The scale ranged from 1 to 5, with 1 representing "Strongly Agree" and 5 representing "Strongly Disagree." Each numerical value was associated with an interpretative category to facilitate analysis: scores between 1.00 and 1.79 were classified as Very High, indicating strong agreement; 1.80 to 2.59 as High; 2.60 to 3.39 as Moderately High; 3.40 to 4.19 as Low; and 4.20 to 5.00 as Very Low, indicating strong disagreement. This scale allowed for both quantitative measurement and qualitative interpretation of respondents' perceptions, providing a standardized framework suitable for the research study.

Data Collection Procedure - Data collection was carried out in compliance with ethical standards, including informed consent and voluntary participation. Respondents were briefed on the purpose of the study, confidentiality measures, and instructions for completing the questionnaire. The structured questionnaire was administered during regular class sessions to maximize response rates and ensure uniformity in data gathering.

Data Analysis - Collected data were subjected to descriptive and correlational statistical analyses. Descriptive statistics (mean, standard deviation) were used to summarize respondents' perceptions, while correlational analyses were performed to examine relationships between entrepreneurial education, sociocultural factors, and behavioral intentions. Statistical computations were conducted using appropriate software to ensure precision, reliability, and replicability.

Ethical Considerations - Ethical compliance was maintained throughout the study, including participant anonymity, voluntary participation, and transparency regarding the research objectives. All responses were coded to protect individual identities, and findings were reported in aggregate to avoid any potential disclosure of personal information.

4. Discussion of Results

This chapter contains the results and discussion of the data gathered from the research instrument. A logical presentation starts with the statement of the problem, the statistical tool used, and the analysis and interpretation of data with supporting literature and results of previous studies.

Problem 1. What is the profile of the respondents in terms of religion, ethnicity, and parents' occupation?

Clustering the respondents by the identified profile characteristics was done using frequency and percentage to solve this issue. Tables 2 and 4 show the outcomes.

Table 2
Frequency and Percentage Distribution of Respondents According to Religion

Religion	Frequency	Percentage
Roman Catholic	27	32.14
Non-Catholic	57	67.85
Total	84	100

It can be seen in Table 2 that 27 or 32.14% out of 84 respondents are Roman Catholics. In comparison, 57 or 67.85% are non-Catholics, probably compared to members of Iglesia ni Cristo, Methodist, Seventh Day Adventist, Born Again, and so on. This implies that Nueva Vizcaya State University (NVSU) students belong to diverse religious sects.

Table 3
Frequency and Percentage Distribution of Respondents According to Ethnicity

Ethnicity	Frequency	Percentage
Ilocano	22	26.19
Ifugao	12	14.29
Kalanguya	26	30.95
Ibaloi	13	15.48
Kanakana-ey	2	2.38
Others	9	10.71
Total	84	100

As displayed in Table 3, the Kalanguya group has the highest number of respondents, comprised of 26 or 30.95% of the 84 respondents, followed by the Ilocano with 22 or 26.19%, 13 or 15.48% for Ibaloi, 12 or 14.29% for Ifugao, 9 or 10.71% from another ethnic group presumably Isinay, Gaddang, Ibanag, or Bugkalot, and 2 or 2.38% are Kankana-ey, which is the lowest in number. Noticeably, when the subgroups are combined under one ethnic group- Igorot –they dominate the respondent population. This may be attributed to the fact that, in terms of proximity, the university is more accessible to them.

Table 4
Frequency and Percentage Distribution of Respondents According to Parents' Occupation

Parents' Occupation	Frequency	Percentage
Farming	69	82.14
Sari-sari Store Vendor	3	3.57
Others	12	14.29
Total	84	100

Table 4 shows that out of the total sample, 69 (82.14%) are farmers, 3 (3.57%) are Sari-sari store vendors, and 12 (14.29%) are either government employees, military service members, or laborers. The Igorots are well-known for effectively using their ample land resources and for living a simple existence that relies on farming as their means of subsistence, which may explain why farming is the most common profession among parents. Some have

regular jobs as teachers, government workers, or manual laborers, but they still grow on the side to supplement their income.

Problem 2. What is the respondents' assessment of entrepreneurial education in terms of goal, theory, and method?

To determine the answer to this question, the mean for each component was computed, from which the overall mean was determined. The results are depicted in Table 5.

Table 5
Respondents' Assessment of Entrepreneurial Education in Terms of Goal, Theory, and Method

Entrepreneurial Education	Mean	Qualitative Description
Goal	1.52	Very High
Theory	1.88	High
Method	1.80	High
Overall Mean	1.73	Very High

The findings presented in Table 5 indicate that respondents perceive the level of entrepreneurial education they received as very high overall, with a mean score of 1.73. Specifically, the respondents rated the “goal” dimension at 1.52 (very high), the “theory” dimension at 1.88 (high), and the “method” dimension at 1.80 (high), suggesting that the course effectively balances the objectives, theoretical foundations, and pedagogical strategies of entrepreneurship education. Respondents reported heightened awareness of the entrepreneurial environment (mean = 1.76) and agreed that the course enhanced their understanding of business management, strategic planning (mean = 1.40), and essential entrepreneurial qualities (mean = 1.39), indicating that the educational goals of the course were successfully achieved. This aligns with Wei and Liu (2019), who highlight that entrepreneurial education is designed to cultivate entrepreneurial skills, encouraging students to initiate innovative projects that foster creativity and problem-solving abilities. Similarly, Velasco (2019) emphasizes that the personal growth of students—developing traits such as creativity, curiosity, perseverance, financial literacy, strategic thinking, and resilience is central to entrepreneurship education, equipping learners with the mindset and competencies necessary for successful entrepreneurial practice.

Theoretical understanding was also strongly reinforced, as evidenced by an average score of 1.88, reflecting respondents' grasp of entrepreneurial concepts (mean = 1.93), inspiration to start ventures (mean = 1.86), and exposure to contemporary business practices. This suggests that students are capable of translating theoretical knowledge into practical applications, aligning with the notion that strategic business knowledge—including tacit, explicit, and experiential forms—is a critical asset in achieving entrepreneurial success (Business Info, Co.UK, 2020). Furthermore, respondents recognized the effectiveness of instructional methods, agreeing that interactive learning approaches, case studies, and lectures from practicing entrepreneurs enhanced comprehension and engagement (mean scores ranging from 1.77 to 1.81). These findings corroborate Esmi et al. (2019), who argue that pedagogical design, teaching methods, and curriculum structure must be closely aligned with learning objectives to optimize the development of entrepreneurial competencies.

From a practical perspective, these results have significant implications for educational practitioners, teachers, students, and institutions. For educators, the findings underscore the importance of integrating goal-oriented, theory-informed, and methodologically sound approaches in entrepreneurial curricula to foster skill development and practical application. For students, the high perceived effectiveness of the course suggests enhanced readiness for entrepreneurial ventures, emphasizing the value of experiential learning, mentorship, and exposure to real-world business scenarios. Institutions are similarly encouraged to support such programs through resource allocation, partnerships with industry, and curricular innovation, ensuring that entrepreneurship education not only encourages business creation but also cultivates creativity, critical thinking, and resilience among learners. Nevertheless, contrasting evidence from Velasco (2019) highlights ongoing challenges, particularly in contexts where entrepreneurship education remains overly focused on startup promotion at the expense of cultivating creativity and innovation, indicating a need for comprehensive support from both academia and industry to sustain

entrepreneurial outcomes. Overall, the very high level of entrepreneurial education perceived by respondents demonstrates the course's potential to prepare students effectively for meaningful engagement in the entrepreneurial landscape.

Problem 3. What is the respondents' perception level of sociocultural factors influencing entrepreneurial intentions in terms of religion, parents' occupation, and customs and traditions?

To come up with the answer to this problem, the mean for each of the sociocultural factors influencing entrepreneurial intention, after which the overall mean was determined, the results are found in Table 6.

Table 6

Respondents' Perception Level of Sociocultural Factors in Terms of Religion, Parents' Occupation, and Customs and Traditions

Sociocultural Factors	Mean	Qualitative Description
Religion	2.38	High
Parents' Occupation	1.68	Very High
Customs and Traditions	2.19	High
Overall Mean	2.08	High

The data presented in Table 6 reveal that respondents perceive sociocultural factors as significant influencers of entrepreneurial intentions, with an overall mean of 2.08, qualitatively described as high. Among these factors, parents' occupation was rated very high ($M = 1.68$), while religion ($M = 2.38$) and customs and traditions ($M = 2.19$) were rated high. Specifically, students expressed strong agreement that their parents perform their work with dedication, serve as role models, and occupy honorific positions, which in turn shapes their own professional aspirations and financial goals. Although students reported high admiration for their parents' professions, their aspiration to directly pursue the same occupation was moderate ($M = 2.02$ for same profession, $M = 1.80$ for financial aspiration). This pattern reflects the well-documented phenomenon whereby children emulate parental behaviors and values, particularly when exposed to successful professional and entrepreneurial role models (Pablo-Lerchundi & Gonzalez-Firados, 2015). The influence of parental occupation is particularly salient, as children of self-employed parents are more likely to exhibit entrepreneurial inclinations compared to children of government employees, highlighting the role of familial context in shaping professional and entrepreneurial aspirations.

Regarding customs and traditions, respondents indicated that they derive entrepreneurial skills and behaviors from cultural practices ($M = 1.98$ – 1.95), although gender-related barriers persist, such as the limited participation of women in positions of power ($M = 2.46$) and the perceived challenge of female-headed households in entrepreneurship ($M = 2.88$). These findings underscore that sociocultural norms—including beliefs, conventions, and market-related practices—directly influence entrepreneurial behavior. Practically, educational institutions and teachers can incorporate local customs and cultural entrepreneurship examples into curricula, fostering students' understanding of how cultural knowledge translates into marketable skills, while also promoting gender inclusivity in entrepreneurial education (Quain, 2019).

Religion was similarly perceived as a high influence on entrepreneurial intentions ($M = 2.38$). Students recognized that religious norms shape societal values, provide ethical frameworks, and promote networking opportunities ($M = 1.90$ – 2.24). Conversely, respondents were less decisive on whether religion impedes business initiatives or access to capital ($M = 2.70$ – 2.92). This suggests that religious beliefs serve as both a motivational and normative guide for entrepreneurial behavior, varying by denomination and societal context. Empirical studies corroborate these insights, indicating that religion affects business decision-making, professional norms, and individual entrepreneurial drive, while intersecting with socioeconomic factors such as caste or family background (Audretsch, Grilo, & Thurik, 2007; Audretsch et al., 2013; da Silva-Sousa et al., 2020). For educational practitioners, these findings highlight the importance of integrating discussions on ethical decision-making, cultural values, and socially responsible entrepreneurship into pedagogical strategies.

Overall, these findings have several practical implications. For teachers and educational institutions, integrating family and community context into entrepreneurial training can enhance students' real-world

understanding of business opportunities and role modeling. Students benefit from culturally responsive pedagogy that acknowledges the influence of religion, customs, and parental occupation on entrepreneurial intentions. Additionally, policymakers and school administrators can use these insights to design mentorship programs linking students with community and family-based role models, thereby fostering entrepreneurial mindsets and addressing sociocultural barriers to participation, particularly for women. In sum, recognizing the interplay of religion, parental occupation, and customs in shaping entrepreneurial intent is crucial for holistic, context-sensitive entrepreneurial education.

Problem 4. What is the respondents' level of entrepreneurial intention along with behavioral intention and self-prediction?

The mean was computed to answer this question, which is presented in Table 7.

Table 7
Respondents' Level of Entrepreneurial Intention

Organizational Behavior	Mean	Qualitative Description
Behavioral Intention	1.73	Very High
Self-Prediction	1.52	Very High
Overall Mean	1.62	Very High

Table 7 presents the respondents' levels of entrepreneurial intention, revealing a markedly high entrepreneurial mindset. The overall mean of 1.62 indicates a "very high" level of intention, with behavioral intention (M = 1.73) and self-prediction (M = 1.52) further supporting this conclusion. Specifically, respondents strongly agreed with statements reflecting their interest in entrepreneurship (M = 1.40), their intent to pursue entrepreneurial ventures (M = 1.54), and their readiness to become entrepreneurs (M = 2.20). These findings suggest that respondents not only aspire to entrepreneurial roles but also perceive themselves as sufficiently prepared in terms of foundational knowledge and skills, even if practical constraints, such as initial capital, may still pose challenges.

This high entrepreneurial intention aligns with Ajzen's (1991) Theory of Planned Behavior (TPB), which posits that intention is a key determinant of deliberate behavior. According to TPB, entrepreneurial intention is influenced by attitudes toward entrepreneurial behavior, perceived social norms, and perceived behavioral control or self-efficacy. Respondents' readiness and positive self-prediction underscore the centrality of self-efficacy in shaping entrepreneurial action, reflecting a proactive stance toward opportunity recognition, creation, and capitalization. Consistent with Moriano et al. (2012), entrepreneurial intention can be understood as a conscious state of mind that precedes entrepreneurial action, guiding individuals toward venture creation and adoption of an entrepreneurial lifestyle.

The optimistic self-predictions observed among respondents (M = 1.51–1.55) suggest the presence of a self-fulfilling prophecy effect, wherein individuals' beliefs in their entrepreneurial capabilities drive behaviors that realize those expectations (Merton, 1948). This indicates that when students and aspiring entrepreneurs perceive themselves as capable, they are more likely to engage in behaviors that actualize their intentions, highlighting the psychological dimension of entrepreneurial development. Vamvaka et al. (2020) further corroborate this by identifying affective attitudes and perceived self-efficacy as the most significant predictors of entrepreneurial commitment and nascent entrepreneurship.

From an educational standpoint, these findings carry significant implications for teachers, students, and institutions. For practitioners and educators, fostering entrepreneurial intention requires integrating experiential learning, business simulations, and mentorship programs into the curriculum to strengthen both skills and confidence. For students, awareness of one's self-efficacy and the deliberate nature of entrepreneurial action can enhance motivation, goal setting, and proactive engagement in venture creation. For educational institutions, promoting entrepreneurship education can cultivate a pipeline of capable, motivated future business owners, contributing to broader socio-economic development and aligning with global initiatives for entrepreneurial competencies (OECD, 2018). By translating high entrepreneurial intention into actionable skills and opportunities,

educational stakeholders can bridge the gap between aspiration and practice, ensuring that students are not only willing but also equipped to embark on entrepreneurial ventures successfully.

Problem 5. Do the respondents' levels of entrepreneurial education and sociocultural factors influence their level of entrepreneurial intention?

Table 8

Summary of Correlation on the Influence of the Respondents' Entrepreneurial Education and Sociocultural Factors on their Level of Entrepreneurial Intention

Variables	Correlation Coefficient	Coefficient of Determination	of Sig.	Remarks
Entrepreneurial education vs. entrepreneurial intention	0.37	13.71%	0.0005	Significant
Sociocultural factors vs. entrepreneurial intention	0.30	9.08%	0.0005	Significant

*Correlation is significant at a 0.05 level

The analysis of the data, as summarized in Table 8, demonstrates a significant positive relationship between entrepreneurial education and entrepreneurial intention among respondents. The correlation coefficient of 0.37 ($p = 0.0005$) and a coefficient of determination of 13.71% indicate that exposure to entrepreneurial education accounts for a measurable proportion of students' intention to engage in entrepreneurial activities. Accordingly, the null hypothesis asserting no significant correlation between entrepreneurial education and entrepreneurial intention is rejected. This suggests that individuals who receive formal education in entrepreneurship are more likely to develop the knowledge, skills, and confidence necessary to initiate and manage their own ventures. Although 13.71% of the variation in entrepreneurial intention is explained by entrepreneurial education, 86.29% remains influenced by other factors, highlighting the multifaceted nature of entrepreneurial motivation.

The practical implications of this finding are significant for educational practitioners and institutions. For teachers, it underscores the importance of integrating experiential learning opportunities, such as business simulations, internships, and project-based assignments, into the curriculum to strengthen students' entrepreneurial mindset. For students, it illustrates that formal entrepreneurial training can enhance self-efficacy, risk tolerance, and strategic thinking—key competencies for successfully launching and sustaining a business. Educational institutions can leverage these findings to design robust entrepreneurship programs that go beyond theoretical instruction to include mentoring, networking, and incubation support, thereby fostering a culture of innovation and venture creation.

Similarly, sociocultural factors were found to significantly correlate with entrepreneurial intention, with a correlation coefficient of 0.30 ($p < 0.05$) and a coefficient of determination of 0.08%. This indicates that students' social environment, family background, and cultural norms have a nuanced but meaningful impact on their entrepreneurial aspirations. While the direct predictive power of sociocultural factors is relatively small, understanding and addressing these influences can help educators and policymakers create supportive ecosystems that nurture entrepreneurial behavior. For example, educators can engage families and communities in entrepreneurship initiatives, while institutions can provide platforms for students from diverse backgrounds to interact, share experiences, and develop entrepreneurial confidence.

These findings align with prior research emphasizing the role of entrepreneurship education in cultivating resilience, creativity, and opportunity recognition among students (Hardie, 2020). Gerba (2012) similarly observed that students exposed to entrepreneurship programs demonstrated higher entrepreneurial aspirations. Jena (2020) and Ismail (2015) further note that entrepreneurial intention is a critical predictor of future entrepreneurial behavior, emphasizing that purposeful, goal-directed actions underpin the decision to engage in business activities. Adekiya and Ibrahim (2016) describe intentionality as a mental state focusing attention and effort on planned outcomes, reinforcing the idea that entrepreneurial education fosters deliberate action toward venture creation. Moreover, the

study highlights the importance of context in shaping entrepreneurial intent. Sociocultural influences can either encourage or constrain entrepreneurial behavior, depending on how norms, family expectations, and community attitudes interact with individual traits and educational experiences (Binti et al., 2017). Recognizing these dynamics allows educators to tailor programs that are culturally responsive and sensitive to students' social realities, enhancing the effectiveness of entrepreneurship initiatives in higher education.

These results underscore the dual significance of formal entrepreneurial education and sociocultural context in shaping students' entrepreneurial intentions. For practitioners, this suggests a holistic approach to entrepreneurship education—one that combines curriculum design, experiential learning, mentorship, and supportive community engagement—can meaningfully influence the next generation of entrepreneurs. By fostering both skills and a supportive environment, educational institutions can enhance students' preparedness to contribute innovatively to local and national economies.

5. Conclusions

Based on the significant findings presented, the following conclusions are drawn:

Respondents' Profile – The respondents of the study exhibit diverse religious affiliations, with the majority identifying as non-Catholic and a substantial portion as Roman Catholic, indicating a religiously heterogeneous student population at Nueva Vizcaya State University. Ethnically, the Kalanguya and Ilocano groups form the largest proportions, while Igorot subgroups collectively dominate, reflecting the university's accessibility to nearby indigenous communities. In terms of parents' occupations, most are engaged in farming, suggesting a strong agricultural influence, while a smaller portion are involved in trade, government service, or other professions, pointing to a familial culture grounded in labor-intensive and self-sustaining livelihoods.

Assessment of Entrepreneurial Education – Respondents perceive the entrepreneurial education program as very effective overall. The program's goals are rated very high, indicating alignment between objectives and student learning outcomes. The theoretical component is considered high, demonstrating substantial understanding of entrepreneurial concepts and motivation to apply knowledge in practice. Teaching methods also receive high ratings, reflecting the positive impact of interactive approaches, case studies, and real-world exposure on student engagement and comprehension. These findings collectively suggest that the program effectively develops entrepreneurial competencies, critical thinking, creativity, and problem-solving skills essential for venture creation.

Perception of Sociocultural Factors Influencing Entrepreneurial Intentions – Sociocultural factors are recognized as influential in shaping respondents' entrepreneurial intentions. Parents' occupation is identified as the most impactful, with parental role modeling, work dedication, and professional behavior guiding students' aspirations. Customs and traditions are highly influential, emphasizing the role of cultural practices and local knowledge, though gender-related barriers persist. Religion is also perceived as a high influence, offering ethical guidance, societal values, and networking opportunities that inform decision-making. These insights highlight the importance of integrating familial, cultural, and religious contexts into entrepreneurship education for enhanced relevance and effectiveness.

Level of Entrepreneurial Intention – Respondents demonstrate a very high level of entrepreneurial intention, with both behavioral intention and self-prediction rated very high. This reflects strong motivation, readiness, and confidence to pursue entrepreneurial ventures, indicating that students possess both the mindset and perceived capability to transform intention into action. Self-efficacy and proactive engagement emerge as key drivers of entrepreneurial behavior among respondents.

Influence of Entrepreneurial Education and Sociocultural Factors on Entrepreneurial Intention – Entrepreneurial education significantly and positively influences respondents' entrepreneurial intentions, enhancing the knowledge, skills, and confidence needed for business creation. Sociocultural factors also exert a meaningful influence, though to a slightly lesser extent, emphasizing the role of family, community, and cultural

norms in shaping aspirations. These results suggest that a holistic approach—combining structured education with supportive sociocultural environments—effectively fosters an entrepreneurial mindset and prepares students for venture creation.

Recommendations - Considering the preceding significant findings and conclusions in this study, the following recommendations are offered;

Respondents' Profile - Given the diverse religious affiliations and ethnic backgrounds of students at **Nueva Vizcaya State University**, it is recommended that the university incorporate inclusive strategies in entrepreneurship programs. Activities should be designed to respect and leverage religious diversity, while culturally responsive approaches can engage both Kalanguya, Ilocano, and other Igorot subgroups effectively. Additionally, considering the predominance of farming as parents' occupation, programs could include modules on agripreneurship, sustainable agriculture, and family business management to make learning more relevant and applicable to students' contexts.

Assessment of Entrepreneurial Education - Since students perceive the entrepreneurial education program as highly effective, maintaining the current balance of theoretical knowledge and practical application is advisable. To enhance outcomes further, it is recommended that instructors continue using interactive teaching methods, such as case studies, simulations, and project-based learning, while integrating mentorship from local entrepreneurs. Periodic feedback and evaluation mechanisms should be implemented to identify areas for improvement and to ensure that students can translate theoretical concepts into real-world business skills efficiently.

Perception of Sociocultural Factors Influencing Entrepreneurial Intentions - Acknowledging the strong influence of parental occupation, customs, traditions, and religion on students' entrepreneurial intentions, it is recommended to incorporate family and community engagement into entrepreneurship education. This can include inviting parents or local business leaders to workshops, showcasing traditional business practices, and emphasizing ethical decision-making aligned with religious and cultural values. Additionally, programs should address gender-related barriers through targeted initiatives that promote inclusivity and equal opportunities for all students to engage in entrepreneurial activities.

Level of Entrepreneurial Intention - Given the very high entrepreneurial intention among respondents, the university should provide structured opportunities for students to practice and refine their entrepreneurial skills. Recommended actions include supporting incubator programs, facilitating student-led business projects, and creating platforms for networking with experienced entrepreneurs. Encouraging participation in competitions, internships, and community ventures can strengthen self-efficacy and reinforce the students' motivation to pursue actual entrepreneurial ventures.

Influence of Entrepreneurial Education and Sociocultural Factors on Entrepreneurial Intention - Since both entrepreneurial education and sociocultural factors significantly shape intentions, a holistic approach is recommended. Programs should integrate formal training with sociocultural insights by combining business skills development with mentorship programs, cultural entrepreneurship projects, and peer collaboration initiatives. Creating a supportive ecosystem that blends academic knowledge with family, community, and cultural resources will likely maximize students' readiness and confidence to launch ventures successfully.

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