



American Journal of Economics and Business Innovation (AJEBI)

ISSN: 2831-5588 (ONLINE), 2832-4862 (PRIN

VOLUME 5 ISSUE 3 (2026)

PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Entrepreneurial Competencies and Career Intentions: An Empirical Analysis of Graduating Entrepreneurship Students

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Article Information

Received: April 12, 2026

Accepted: June 20, 2026

Published: September 02, 2026

Keywords

*Bachelor of Science
Entrepreneurship, Career
Aspirations, Community College,
Entrepreneurial Intentions,
Entrepreneurial Readiness*

ABSTRACT

This is a descriptive-evaluative research study that assessed the entrepreneurial readiness and post-graduation career intentions of graduating students of a local college in the Negros Island Region, Philippines, in the degree program Bachelor of Science in Entrepreneurship (N=99). For the academic year 2025-2026, there has been a shift from traditional employment to a microenterprise culture. This makes this study relevant and necessary for a local/ community college. The study is anchored on human capital and intention-based models, in which self-efficacy and motivation are examined as determinants of entrepreneurial behavior. This study utilized a researcher-developed tool with its psychometric properties developed using construct validity (Confirmatory Factor Analysis, $X^2=935.28$, $p<0.001$) and internal consistency (Cronbach's Alpha, $\alpha=0.97$). Data revealed that 45.5% of graduating students have definite plans to start a business after graduation, with 33.3% already running businesses. However, the majority of graduates (53.5%) remain undecided. Inferentially, demographic factors such as gender ($p=0.104$) and age ($p=0.130$) do not significantly determine an entrepreneurial mindset. However, the confidence level emerged as a significant determinant of entrepreneurial mindset ($r=0.524$, $p<0.0001$). There was a strong preference for the food and beverage industry (61.2%) among the graduating students. This study concludes that there is an existing confidence gap among undecided graduating students of this community college. Although the curriculum of the BS Entrepreneurship program already teaches technical skills in entrepreneurship. And so, the recommendations include confidence-based experiential learning, the addition of culinary and agri-tech electives, and digital entrepreneurship to be infused within the degree program's curriculum and relevant course syllabi. All of these are intended to better match student readiness with Bacolod City economic opportunities.

INTRODUCTION

In higher education systems across the globe, innovation, employability, and inclusive growth are considered important tools in entrepreneurship education (Dar *et al.*, 2024; Wu *et al.*, 2022). This focus is manifested in the Commission on Higher Education's policy framework of Entrepreneurship programs in the Philippines, which seeks to develop opportunity-seeking, inventive, and ethically based graduates through structured curricular and co-curricular initiatives (CHED, 2017, 2022). This chosen Local College (LUC) not only transmits business knowledge through its Bachelor of Science in Entrepreneurship program but also produces graduates who can generate livelihoods and contribute to local economic resilience among underserved communities in Bacolod City, Negros Island Region (Bayudan-Dacuycuy *et al.*, 2023). Despite these policy ambitions, there remain worries over whether entrepreneurship graduates, specifically from resource-constrained LUCs, that are sufficiently equipped and genuinely plan to pursue entrepreneurial professions post-graduation (Bayudan-Dacuycuy *et al.*, 2023). Recent studies demonstrate that entrepreneurial intention among university students is influenced by a combination of personal characteristics, perceived behavioral control

or self-efficacy, and contextual elements, such as the quality of entrepreneurship education, availability of capital, mentoring, and a conducive ecosystem (Dar *et al.*, 2024; Garcia *et al.*, 2023, Al-Jubari *et al.*, 2024). However, empirical evidence is limited to graduating students in Philippine community colleges, with most of the known studies concentrating on private institutions or state universities and colleges (Bayudan-Dacuycuy *et al.*, 2023). Many students in this local college originate from low-income families and may be compelled to pursue immediate, stable employment rather than participate in risk-bearing entrepreneurial activities (Bayudan-Dacuycuy *et al.*, 2023). At the same time, the BS Entrepreneurship curriculum prioritizes the development of entrepreneurial competencies and confidence through the promotion of opportunity recognition, business planning, and practicum-based venture experiences (CHED, 2017; Wu *et al.*, 2022). This tension between the socio-economic realities of students and the curricular design emphasizes the necessity of conducting a systematic evaluation of the level of preparedness that graduating Entrepreneurship students perceive themselves to be and their intentions for their career paths post-graduation (Garcia *et al.*, 2023; Dar *et al.*, 2024). This study aims to evaluate the entrepreneurial preparedness and career

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aspirations of graduating BS Entrepreneurship students at a local or community college for the academic year 2025–2026. This study aims to (1) assess the degree of entrepreneurial readiness regarding knowledge, skills, and self-efficacy; (2) ascertain the primary post-graduation career aspirations of the cohort; (3) analyze perceived institutional and environmental facilitators and obstacles to entrepreneurial career selection; and (4) offer evidence-based recommendations for the improvement of curriculum and student support in accordance with current trends in entrepreneurship education and LUC development (Bayudan-Dacuyucuy *et al.*, 2023; CHED, 2017, 2022). This study aims to evaluate the level of entrepreneurial readiness and the post-graduation career intentions of the graduating Bachelor of Science in Entrepreneurship students at a local college in Negros Island Region, Philippines for the Academic Year 2025–2026. The findings serve as a basis for enhancing the institutional curriculum and support programs.

Specifically, this research seeks to answer the following questions

- What is the level of entrepreneurial readiness among the respondents in terms of the following dimensions:

- Entrepreneurial Knowledge
- Entrepreneurial Skills
- Entrepreneurial Mindset?

- What are the post-graduation career intentions of the respondents as characterized by:

- Intentionality
- Launch Timeline
- Industry Preference?

- What are the perceived factors that facilitate or hinder the respondents' pursuit of an entrepreneurial career, specifically regarding:

- Internal Barriers
- External Factors

- Based on the findings, what enhancements can be proposed for the local college's Entrepreneurship curriculum to better align with the technical and social demands of the local industry?

LITERATURE REVIEW

Entrepreneurial Readiness of Students. Current literature defines entrepreneurial readiness as the degree to which individuals possess the knowledge, skills, mindset, and confidence required to initiate and manage entrepreneurial ventures (Garcia *et al.*, 2023; Wu *et al.*, 2022). Key components include opportunity recognition, planning and financial literacy, problem-solving, risk management, creativity, resilience, and communication and networking skills (Dar *et al.*, 2024; Ortiz, 2025). Empirical studies in higher education contexts show that participation in entrepreneurship education—particularly when it is experiential and practice-oriented—can significantly raise students' perceived readiness and self-efficacy (Garcia *et al.*, 2023; Wu *et al.*, 2022). Nonetheless, gaps are often observed between perceived and actual readiness, especially in institutions with limited

access to incubators, seed funding, mentors, and industry networks (Bayudan-Dacuyucuy *et al.*, 2023). Students may report high levels of conceptual understanding but still feel uncertain about navigating real-world challenges such as financing, regulation, and competition (Grežo, 2024; Ortiz A F, 2025). These concerns are especially salient for LUCs that operate under constrained budgets and infrastructure, potentially limiting the depth and breadth of entrepreneurship training and support (Bayudan-Dacuyucuy *et al.*, 2023). Entrepreneurial Intentions and Career Aspirations. Recent research continues to confirm that entrepreneurial intention is a strong predictor of subsequent entrepreneurial behavior, while emphasizing the complex pathways through which individual traits, education, and context interact (Dar *et al.*, 2024; Al-Jubari *et al.*, 2024). Among university students, entrepreneurial intentions are shaped by personal attitudes toward entrepreneurship, entrepreneurial self-efficacy, perceptions of opportunity, and broader labor market conditions, including the availability of attractive employment options (Garcia *et al.*, 2023; Wu *et al.*, 2022). Studies involving graduating students frequently show a divergence between short-term and long-term intentions: many plan to work first to gain experience or financial security before starting a business (Dar *et al.*, 2024; Al-Jubari *et al.*, 2024). In emerging economies, immediate income needs, family expectations, and perceived risk further push graduates toward wage employment, even when they value entrepreneurship (Bayudan-Dacuyucuy *et al.*, 2023). Within the Philippine setting, recent evidence suggests that entrepreneurship education and supportive institutional environments can enhance entrepreneurial self-efficacy and intention, but that these effects may be moderated by socio-economic background and perceived opportunity structures (Garcia *et al.*, 2023; Ortiz A F, 2025). However, there remains limited research focused specifically on graduating Entrepreneurship majors in community-college-type institutions such as LUCs (Bayudan-Dacuyucuy *et al.*, 2023). Entrepreneurship Education in Philippine LUCs. CHED's policy standards for the BS Entrepreneurship program call for outcomes related to opportunity recognition, feasibility analysis, business operations, and ethical practice, with graduates envisioned as potential founders and managers of micro, small, and medium enterprises (CHED, 2017). More recent guidelines on institutional recognition of LUCs further underscore expectations around program quality, student outcomes, and alignment with local development priorities (CHED, 2022). Analyses of LUCs, however, highlight persistent systemic constraints—including limited budgets, infrastructure deficits, and challenges in attracting and retaining qualified faculty—that can compromise the quality and consistency of program delivery (Bayudan-Dacuyucuy *et al.*, 2023). In this environment, local college Entrepreneurship program serves students who are often first-generation college goers from low-income households, and is positioned as a key mechanism for social and economic mobility

(Bayudan-Dacuycuy *et al.*, 2023). Yet there is a lack of empirical studies that rigorously assess whether, at the point of graduation, these students feel both ready and inclined to pursue entrepreneurship as a viable career option (Ortiz A F, 2025). Theory of Planned Behavior. This study integrates the Theory of Planned Behavior (TPB) (Ajzen, 1991) and human capital theory (Becker, 1964; Schultz, 1961) to explain entrepreneurial readiness and intentions among graduating entrepreneurship students. TPB posits that intention—the most immediate predictor of behavior—is shaped by three core factors: attitude toward entrepreneurship (personal evaluation of venture creation as desirable), subjective norms (perceived social expectations from family/peers/institutions), and perceived behavioral control (self-efficacy/confidence in executing entrepreneurial tasks despite constraints) (Ajzen, 1991; Dar *et al.*, 2024). Human Capital Theory. Human capital theory (Becker, 1964; Schultz, 1961) complements TPB by emphasizing entrepreneurship-specific human capital—knowledge (business concepts, legal requirements), skills (opportunity identification,

marketing, risk management), and experience (practicum-based competencies)—as foundational enablers of successful venture creation and performance (Grežo, 2024; Ortiz, 2025). Applied to entrepreneurship education, structured coursework and experiential learning enhance self-efficacy (confidence in startup execution) (Ajzen, 1991; Wu *et al.*, 2022), while institutional supports (mentors, networks) and reduced perceived constraints (capital access, risk tolerance) strengthen entrepreneurial intentions over employment alternatives (Al-Jubari *et al.*, 2024). Contextual factors, particularly resource limitations in Philippine Local Universities and Colleges (LUCs), moderate these relationships (Bayudan-Dacuycuy *et al.*, 2023). Taken together, these insights highlight the need for a context-specific, empirically grounded assessment of entrepreneurial readiness and post-graduation career intentions among local college graduating Entrepreneurship students. Such an assessment can help bridge the gap between national policy aspirations, curricular design, and the lived realities of students as they transition into the labor market or entrepreneurial

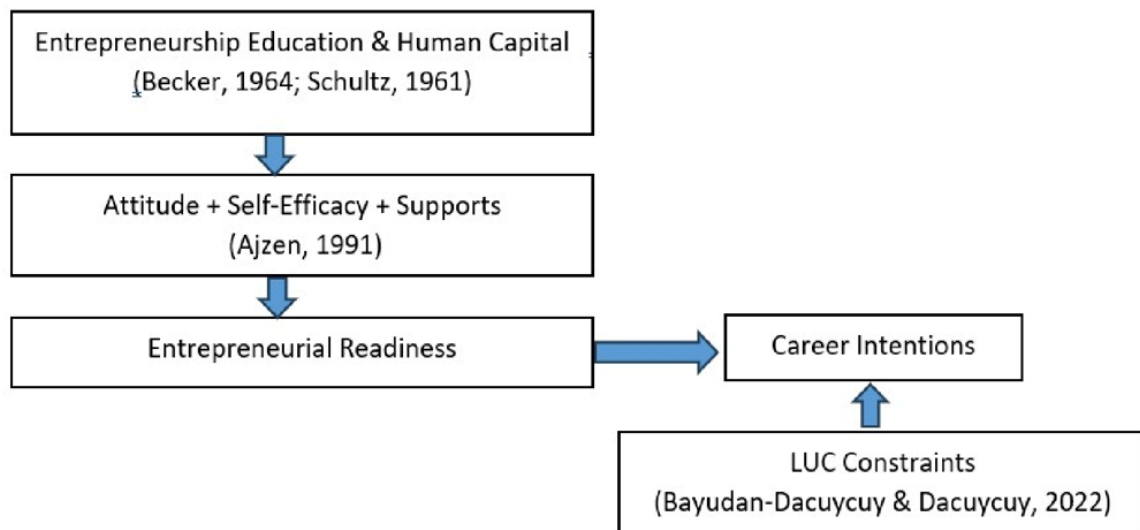


Figure 1: Framework of this Study

ecosystem (Bayudan-Dacuycuy *et al.*, 2023; CHED, 2017, 2022).

This multidimensional framework conceptualizes entrepreneurial readiness as the integration of human capital (Becker, 1964), self-efficacy (Ajzen, 1991), and enabling environments, directly predicting post-graduation career choices (startup vs. employment vs. hybrid pathways). It addresses empirical gaps in LUC entrepreneurship outcomes by linking established theories to the study's specific context. The integrated model follows a logical progression that begins with Entrepreneurship Education and Human Capital as the foundational input. According to the framework, academic training and the accumulation of knowledge do not immediately translate into business action; instead, they first influence the “Mental Engine,” which serves

as a mediator. This stage encompasses the development of a positive attitude toward entrepreneurship, the building of self-efficacy or personal confidence, and the perception of available social and institutional supports. As these psychological factors take root, they produce Entrepreneurial Readiness, a state where the individual possesses the necessary skills, practical preparedness, and technical competence to launch a venture. This readiness then drives the student's Career Intentions, forming the primary decision-making path toward starting a business. However, this final link is not absolute; it is moderated by LUC Constraints, such as financial limitations, family obligations, and regulatory barriers. These external factors act as a filter that can either facilitate or hinder the transition from feeling ready to actually intending to pursue an entrepreneurial career path.

MATERIALS AND METHODS

Research Design.

The study adopts a quantitative, descriptive-evaluative research design, conducted by means of a survey. This design is appropriate as the major purpose of this is to obtain a systematic and measurable profile of entrepreneurial aptitude and career ambitions for the entire graduating cohort, and not to explore individual experiences in depth (Garcia *et al.*, 2023). This design is suitable to get self-reported attitudes, competencies, and intentions, as well as to produce baseline data for curriculum assessment and policy development (Dar *et al.*, 2024; Wu *et al.*, 2022).

Research Respondents

The participants in this study are all graduating BS in Entrepreneurship students enrolled at a local college in Negros Island Region, for the Academic Year 2025–2026. The inclusion criteria are: (1) formal enrollment in the last year of the BS Entrepreneurship program, and (2) the expectation to graduate at the conclusion of AY 2025–2026, regardless of age, gender, or academic standing. A total enumeration (or population census) is undertaken in this study.

Data Gathering Procedure

The survey was administered to all eligible students through an online platform (google forms). The survey began after clearance from the college's ethical committee. No student was forced to answer the author's survey. No major risks were observed, as this is plainly a survey-type study. Although, orientation and debriefing was readily available from the Dean of the college concerned. AI was used for assistance in the preparation of the study manuscript and brainstorming of the data analysis. The authors declare a moderate amount (30-40%) of AI-assistance for this study; to ensure academic integrity, a plagiarism check was done by the authors, with around 2% plagiarism found (below the allowable 8% by the institution).

Research Instrument

The study utilized the “Entrepreneurial Readiness and Career Intentions Survey” crafted by the authors themselves to assess respondents' readiness and career goals. It gathers basic demographic data and evaluated entrepreneurial preparedness through a Likert scale measuring knowledge and skills, including market research, SWOT analysis, and legal requirements. The survey focused on students' entrepreneurial mentality, self-efficacy, and their support systems, as well as external barriers like financial risks and personal obligations. It also examined students' post-graduation career aspirations,

determining their ambition to start a business immediately or pursue other career paths, while considering contextual factors such as industry interests.

Validity

The validity of this tool was established through a confirmatory factor analysis with pilot testing 30 recently graduated students (alumni) of the same city college. It was found that the tool is confirmed to have construct validity among its dimensions ($X^2[120]=935.28$, $p<0.001$); it is highly statistically significant. The results of Bartlett's Test of Sphericity provide strong statistical evidence that the research instrument possesses sufficient dimensionality. The high level of significance indicates a robust inter-item relationship. This proves that the individual items within the tool are not independent variables.

Reliability

With the same 30 pilot testing respondents, the reliability of this tool was established through cronbach's alpha internal consistency reliability. The results yielded a coefficient of 0.968 indicating excellent inter-item correlation. This indicates that the tool's items relatively produce similar and stable data.

Ethical Consideration

This research adheres to the principles of beneficence and non-maleficence, and emphasizes integrity and transparency in disclosing the findings. The authors confirm the lack of competing financial or academic interests. The study addresses relevant ethical issues such as Informed Consent and Voluntary Participation. This is in order to conform to institutional and international standards for scientific integrity. The respondents are aware of their rights and are aware that their participation will not affect their academic standing, where no personal identifiers are collected, ensuring anonymity in accordance with the Philippine Data Privacy Act of 2012. Data storage is in encrypted, password protected files with stringent restrictions on data retention. It also includes standards in deletion of data once the research is complete (storage for 3 years from completion). Surveys are done on neutral online platforms to prevent coercion, with consent given to the researchers digitally. The study recognizes possible stress among participants and offers counseling resources when necessary.

RESULTS AND DISCUSSION

The study analyzed data from 99 respondents. As detailed in Table 1 below, the sample is predominantly female ($f=61$, 61.6%), with males accounting for 35.4% ($f=35$). The age distribution reveals a young demographic, primarily comprised of individuals aged 21–22 ($f=46$,

Table 1: Demographic Profile

Variable	f	%
Gender		
Female	61	61.6 35.4
Male	35	3.00

Prefer not to say	3	Over-all	99
Age Group			46.5 38.4
21-22 years old	46		15.2
23-24 years old	38		
25 years old and up	15		53.5 45.5
Plan to Start Business			1.00
Undecided	53		
Definitely	45		17.3 35.7
Probably Not	1		45.9
Confidence Level			1.00
Very High	17		
High	35		100
Neutral	45		
Low	1		

46.5%) and 23–24 ($f=38$, 38.4%). A major finding in this demographic profile data is the disparity in entrepreneurial intent—45.5% of the students ($f=45$) have a definite plan to start a business, while a majority ($f=53$, 53.5%) remains undecided. Furthermore, the prevailing confidence level is neutral ($f=45$, 45.9%), suggesting that these graduating students possess foundational knowledge but lack an arguably high amount of self-assurance needed to commit to a venture.

For this community college, this profile shows a student body of graduating seniors that are Gen-Z. The demographics alone show a need for intervention plan with a large volume of graduating students falling below a high level of self-confidence in committing to a business venture, being in neutral ($f=45$, 45.9%) and low ($f=1$, 1.00%). Mentorship and experiential learning can be ways to transition students from a neutral stance to a high-confidence mindset.

Table 2: Intended Business Launch Timeline of Respondents

Timeline	f	%
Already running a business	15	33.30%
1–2 years after graduation	14	31.10%
3+ years	9	20.00%
Within 6 months	7	15.60%
Total	45	100%

Note: This includes the time for Intended Launch of those who reported YES to Planning in Opening a business

Entrepreneurial Students' Intended Timeline to Launch Business

Among the respondents who expressed a definite intent to launch a business ($n=45$), the data revealed a proactive approach to market entry; refer to Table 2 below. Notably, 33.3% are already operating a business while completing their studies. For those not yet with a business venture, 31.1% plan to launch within the next year or two

after graduation. And so, collectively, nearly 80% of this subgroup intends to enter the market within two years of finishing their degree.

Entrepreneurial Students' Business Interest

Regarding sectoral preferences as provided in Table 3 below, the Food and Beverage industry is the primary

Table 3: Interested Business Sectors of Respondents

Sector	f	%
Food & Beverage	60	61.20%
Tech, Agriculture, & Pet Care	20	20.40%
Retail/Clothing	18	18.40%
Total	98	100%

Note: This includes the students who plan to open their own business ($n=98$).

choice, chosen by majority of respondents ($f=60$, 61.20%). This is followed by Technology, Agriculture, and Pet Care ($f=20$, 20.4%) and Retail ($f=18$, 18.4%). This concentration in the food and service sector aligns with national trends in the Philippines, where micro and

small enterprises (MSMEs) often gravitate toward high-demand consumer goods.

Barriers for Entrepreneurial Students

Table 4 below reveals that lack of startup capital

constitutes the predominant barrier ($f=44$, 60.27%). Obviously, insufficient funding is their primary obstacle to business initiation. This finding aligns with Azucena's

(2025) case study of entrepreneurial readiness among these community college students, where limited resource access consistently emerged as the dominant constraint

Table 4: Primary Barriers to Entrepreneurship

Challenges/ Barriers	f	%
Lack of start-up capital	44	60.27%
Fear of financial risk/failure	6	8.22%
Preference for stable employment	9	12.33%
Insufficient skills or experience	2	2.74%
family or personal obligations	12	16.44%

Note: This was taken from all respondents where they may choose multiple responses.

hindering innovation and startup transitions. Family and personal obligations rank second ($f=12$, 16.44%), reflecting significant life demands, while preference for stable employment follows ($f=9$, 12.33%), indicating aversion to entrepreneurial uncertainty. Fear of financial risk or failure accounts for 8.22% ($f=6$), and insufficient skills or experience represents the smallest barrier at 2.74% ($f=2$).

The data establish a clear hierarchy wherein financial access (60%) overwhelmingly surpasses psychosocial factors (20% combined), corroborating global evidence that capital constraints drive approximately 50% of small

business failures within five years (Kauffman Foundation, 2020; Coleman, 2025). Among the studied population, these results echo Azucena's (2025) emphasis on resource limitations as the primary gap between academic preparation and real-world entrepreneurial action, suggesting microfinance and support ecosystems as priority interventions over generalized skill development.

Differences in Entrepreneurial Mindsets

Table 5 provides inferential statistics evaluating differences in entrepreneurial mindset based on demographic

Table 5: Evaluating Differences in Entrepreneurial Mindset Based on Demographics and Confidence Levels

Variable	M (SD)	Interpretation	Statistic & DoF	p-value
Gender			$F(96)=2.31$	0.104
Female	3.64 (0.73)	High		
Male	3.86 (0.60)	High		
Prefer not to say	4.33 (0.58)	Very High		
Age Group			$F(96)=2.08$	0.130
21-22 years old	3.71 (0.53)	High		
23-24 years old	3.65 (0.79)	High		
25 years old and up	4.06 (0.78)	High		
Confidence Level			$F(94)=7.98$	0.0001*
Very High	4.23 (0.48)	Very High		
High	3.91 (0.72)	High		
Neutral	3.46 (0.58)	High		
Plan to Start Business			$F(94)=1.28$	0.282
Yes	3.80 (0.81)	High		
Undecided	3.70 (0.57)	High		

Note: p-value with an asterisk () indicates significance; 3.41-4.20 - High Entrepreneurial Mindset, >4.21 - Very High Entrepreneurial Mindset*

variables and confidence levels. The analysis revealed that there is no statistically significant difference in entrepreneurial mindset when respondents are grouped by Gender ($p = .104$) or Age Group ($p = .130$). This suggests that within this specific student population, demographic factors do not significantly impact the development of an entrepreneurial outlook. In contrast, the data reveals a highly significant difference based on

Confidence Level ($p = .0001$). Respondents with "Very High" confidence demonstrated a significantly stronger mindset ($M = 4.23$) compared to those with "Neutral" confidence ($M = 3.46$). This aligns with recent findings that Entrepreneurial Self-Efficacy (ESE) is a primary driver of mindset development, as students who believe in their capabilities are more likely to adopt proactive and innovative traits (Cui *et al.*, 2021). Interestingly, the Plan to

Start a Business did not result in a significant difference in mindset ($p = .282$). This implies that a mindset is an underlying psychological framework that exists independently of a concrete business plan. Such a finding supports the idea that “entrepreneurial thinking” can be cultivated even in students who are still undecided about their career paths (Lent & Brown, 2020). This finding is supported by recent literature which suggests that while intention is a precursor to action, the entrepreneurial mindset is a cognitive framework that can exist independently of immediate planning. According to Cui *et al.* (2021), entrepreneurial mindset is often more closely tied to psychological resilience and self-efficacy than to the mere presence of a business plan. When linking these inferential results to the primary barriers identified in Table 4, it becomes evident that the ‘Confidence Gap’ ($p = .0001$) is deeply tied to resource scarcity. The fact that 60.27% of respondents cite a lack of start-up capital

suggests that their ‘Neutral’ confidence is a rational response to perceived financial risk. Recent research indicates that external barriers act as psychological anchors; when students feel they lack the ‘cash to transform intention into action,’ their Entrepreneurial Self-Efficacy (ESE) remains stagnant despite their academic preparation (Cui *et al.*, 2021). Essentially, the barriers listed in Table 4 are the primary reasons why the mindset scores differ so significantly based on confidence levels. For the 53.5% of undecided students, the move toward a ‘Very High’ confidence mindset is blocked not by a lack of ideas, but by the weight of these financial and personal obligations (Huang & Yang, 2022).

Significant Relationships between Variables

Table 6 details the relationships between key variables through correlation analysis. The findings indicate a

Table 6: Correlation Analysis

Paired Variables	n	Coefficient	Interpretation	p-value
Confidence Level & Entrepreneurial Mindset	96	$r=0.524$	Moderate Positive, Significant	$p=<.0001$
Plan to Start Business & Confidence Level	96	$r=0.212$	Weak Positive, Significant	$p=0.030$
Gender & Confidence Level	96	$X^2(6)=11.88$	Negligible, Not Significant	$p=0.065$
Age & Confidence Level	96	$r=0.034$	Negligible, Not Significant	$p=0.739$

Note: r coefficient - pearson correlation; X^2 - chi-square test of association

moderate positive correlation between Confidence Level and Entrepreneurial Mindset ($r=.524$, $p<.0001$), which suggests that as a student’s confidence in their entrepreneurial abilities grows, the strength of their entrepreneurial mindset increases accordingly. Furthermore, a weak but significant positive correlation was observed between the Plan to Start a Business and Confidence Level ($r=.212$, $p=.03$), implying that higher levels of confidence slightly increase the likelihood of an individual committing to a business launch. In contrast, demographic factors did not appear to have a statistically significant relationship with the psychological state of the respondents. Neither Gender ($X^2(6)=11.88$, $p=.065$) nor Age ($r=.034$, $p=.739$) showed a significant correlation with confidence levels. These results suggest that Confidence Level is the primary driver of an entrepreneurial mindset among the surveyed students. This data aligns with the Social Cognitive Career Theory (SCCT), which emphasizes that self-efficacy—the belief in one’s ability to succeed—is the strongest predictor of career-related interests and choices (Lent & Brown, 2020). For this local college, this implies that curriculum interventions should focus not just on business mechanics, such as filing taxes or managing inventory, but on building the psychological confidence of students to navigate uncertainty. Furthermore, the high interest in the Food and Beverage sector (61.2%) indicates a need for specialized elective tracks that address the unique

challenges of the hospitality and culinary industries in the local economy.

CONCLUSION

At this local college, students of the BS Entrepreneurship program have the drive and training to start businesses, but a lack of startup capital hinders them. While self-efficacy is high, 60% of students remain undecided about an entrepreneurial career due to financial risks. To turn intention into action, students need hands-on financial support and industry-specific training, particularly tailored to the Food and Beverage sector (61.2%), reflecting Bacolod City’s actual economic landscape. This study reinforces the importance of community colleges as a primary means for low-income students to have higher education.

Recommendations

To improve BS Entrepreneurship students’ confidence and modernize the program, the following curriculum updates are recommended. First, the program should transition to a single-stream model. Students will develop one core product innovation project from their first year through to graduation, building a practical, pre-verified business instead of working on detached theoretical plans. Second, digital automation tools should be treated as practical daily resources. Students will use software to automate branding, market research, and logistics to

dramatically cut operational overhead. Third, to tackle funding gaps within one semester, the institution can launch a ₱50 weekly student savings program, a ₱5,000 local professional matching circle, alumni sponsorships, and family pre-order events. Finally, specialized tracks should be introduced—specifically for the high-interest Food and Beverage sector—alongside reformatting the final enterprise course into a hands-on mentorship series focused on psychological resilience and financial forecasting.

Limitations & further research

This study's findings are limited by a small, localized sample (N=99) from a single community college, preventing wider generalization. Additionally, its quantitative design captures only self-reported data rather than nuanced student experiences. Future research should implement longitudinal tracking to see if undecided students and those with definite plans actually launch businesses. Furthermore, qualitative or mixed-methods studies could investigate how external interventions, like microfinance or incubators, can lower the 60.27% startup capital barrier.

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