

PREDICTORS OF BUSINESS EDUCATION IN DETERMINING ENTREPRENEURIAL INTENTION: A PHENOMENOLOGICAL STUDY

FATORES PREDITIVOS DA FORMAÇÃO EM ADMINISTRAÇÃO DE EMPRESAS NA DETERMINAÇÃO DA INTENÇÃO EMPREENDEDORA: UM ESTUDO FENOMENOLÓGICO

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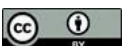
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Abstract

This qualitative study examines the variables that affect university students' intentions to start their own businesses, with a particular emphasis on social influences, experiential learning, and business education. Students participated in semi-structured interviews to gather data, and thematic analysis was used to find important trends and insights. The results show that structured business curricula improve knowledge of financial management, strategic planning, and business operations while fostering confidence and entrepreneurial self-efficacy. Through projects, business simulations, innovation exercises, and case studies, experiential learning helped students apply their theoretical knowledge, improve their critical thinking, problem-solving, and decision-making skills, and cultivate vital soft skills like leadership, teamwork, and communication. By encouraging motivation, resilience, and adaptability, social factors such as peer collaboration, faculty mentoring, and overcoming obstacles further strengthened entrepreneurial intention. The study suggests increasing experiential learning, incorporating the development of soft skills, encouraging mentorship, facilitating peer learning, and offering institutional support in light of these findings. All things considered, developing entrepreneurial competencies requires a comprehensive strategy that

Resumo

Este estudo qualitativo examina as variáveis que afetam as intenções dos estudantes universitários de abrir seus próprios negócios, com ênfase especial nas influências sociais, na aprendizagem experiencial e na formação empresarial. Os estudantes participaram de entrevistas semiestruturadas para a coleta de dados, e foi utilizada uma análise temática para identificar tendências e insights importantes. Os resultados mostram que currículos empresariais estruturados aprimoram o conhecimento sobre gestão financeira, planejamento estratégico e operações empresariais, ao mesmo tempo em que promovem a confiança e a autoeficácia empreendedora. Por meio de projetos, simulações de negócios, exercícios de inovação e estudos de caso, a aprendizagem experiencial ajudou os estudantes a aplicar seus conhecimentos teóricos, aprimorar suas habilidades de pensamento crítico, resolução de problemas e tomada de decisão, além de cultivar competências sociais essenciais, como liderança, trabalho em equipe e comunicação. Ao incentivar a motivação, a resiliência e a adaptabilidade, fatores sociais como a colaboração entre pares, a orientação do corpo docente e a superação de obstáculos fortaleceram ainda mais a intenção empreendedora. O estudo sugere aumentar a aprendizagem experiencial, incorporar o



incorporates social support, real-world experience, and academic knowledge.

Keywords: Business Education. Entrepreneurial Intentions.

desenvolvimento de competências sociais, incentivar a orientação, facilitar a aprendizagem entre pares e oferecer apoio institucional à luz dessas descobertas. Considerando tudo isso, o desenvolvimento de competências empreendedoras requer uma estratégia abrangente que incorpore apoio social, experiência no mundo real e conhecimento acadêmico.

Palavras-chave: Educação Empresarial. Intenções Empreendedoras.

1 INTRODUCTION

With several studies highlighting how structured educational programs enhance important psychological and behavioral predictors like self-efficacy, opportunity recognition, and perceived behavioral control, entrepreneurial intention has become a central focus in current business education research due to its crucial role as a precursor to entrepreneurial behavior and venture creation (Laydes *et al.*, 2024; Anjum *et al.*, 2024). According to a growing body of research, business education enhances students' preparedness for entrepreneurial jobs by fostering innovation competences, confidence, and practical skills in addition to knowledge transfer (Laydes *et al.*, 2024; Koe *et al.*, 2024). There are still problems with inconsistent effects across contexts, though, as some research shows that the way business curricula affect entrepreneurial intentions varies significantly depending on engagement, learning design, and experiential opportunities (Measuring Entrepreneurial Intentions..., 2024; Frontiers in Education, 2025). Recent research consistently indicates that business education has a considerable impact on entrepreneurial inclinations via indicators such as entrepreneurial self-efficacy, attitudes, and experiential learning.

According to research, practice-oriented curricula, innovation training, and reflective learning settings increase students' motivation and confidence in pursuing entrepreneurship. Despite its growing importance, the lived experiences of students pursuing business education, as well as how these subjective realities shape predictive factors of entrepreneurial intention, have received little attention, leaving a gap in understanding both nuanced individual development and contextual contingencies.

This study explores the lived experiences of individuals who have undergone business education in order to understand the key predictors that shape their entrepreneurial intentions. Specifically, the study examines four central themes: business education, experiential and pedagogical influences, perceived self-efficacy and motivation, and contextual challenges encountered during business education. By focusing on learners' personal narratives, this research investigates how business education contributes to the formation of entrepreneurial intentions and how participants interpret and internalize their educational experiences. The findings aim to deepen understanding of how business education can effectively foster entrepreneurial mindsets in an increasingly dynamic economic environment. Three central questions are:

1. How do business-educated people characterize their actual experiences gaining the knowledge, abilities, and self-assurance necessary to pursue their entrepreneurial goals?
2. What perceived obstacles and constraints do students face in business education programs that influence the growth of their entrepreneurial intentions?
3. How do participants' lived experiences and their entrepreneurial intentions get shaped by contextual factors like learning environments, experiential opportunities, and institutional support?

2 LITERATURE REVIEW

2.1 Business education and entrepreneurial intentions

Business education has been widely recognized as a critical driver of entrepreneurial intentions, as it equips learners with essential knowledge, skills, and mindsets necessary for venture creation. An important part of organizational commitment is business commitment, which is well-defined as the degree to which entrepreneurs take part and help develop new business enterprises. It comprises a range of activities and performances that exhibit a commitment to entrepreneurial endeavors on both a behavioral and emotional level. This is exclusively noticeable when assessing the development's of economic feasibility in the formation of a new company. Entrepreneurs must compel to unceasingly spending their time, effort, and resources. It focuses on more

than simply business owners (Wang & Zhang, 2022). Entrepreneurial commitment is critical to a company's sustainability since without it, performance suffers and the desired goals are not met.

According to empirical data, a stronger entrepreneurial commitment from the business owner is related with higher levels of performance. Increased sales volume, profitability, and other positive factors that contribute to enhanced business performance are just a few examples of how dedication and performance are linked. As a result, research focusing on Micro, Small, and Medium Enterprises have found that increasing person participation and attachment to the firm has a direct impact on its success, particularly in terms of business performance (Ambarwati, Handayanti, Djatmika, 2022).

2.2 Cognitive predictors of entrepreneurial intentions

Cognitive factors such as entrepreneurial self-efficacy, perceived behavioral control, and attitudes toward entrepreneurship are consistently identified as strong predictors of entrepreneurial intentions. The idea that an entrepreneur's commitment is a significant factor in determining the success of a mentoring relationship is supported by existing formulations of this topic in the literature. Being committed to a relationship entails giving it your all and being willing to see it through to the end. This type of dedication is inherently associated with a long-term perspective, indicating that its significance grows over time. Muhammad, F. & Samia Karoul Zouaoui (2021) emphasize the importance of regularly monitoring the effectiveness and duration of the coaching relationship as a key component in fostering the mutual growth of the coach and the entrepreneur.

2.3 Pedagogical approaches in business education

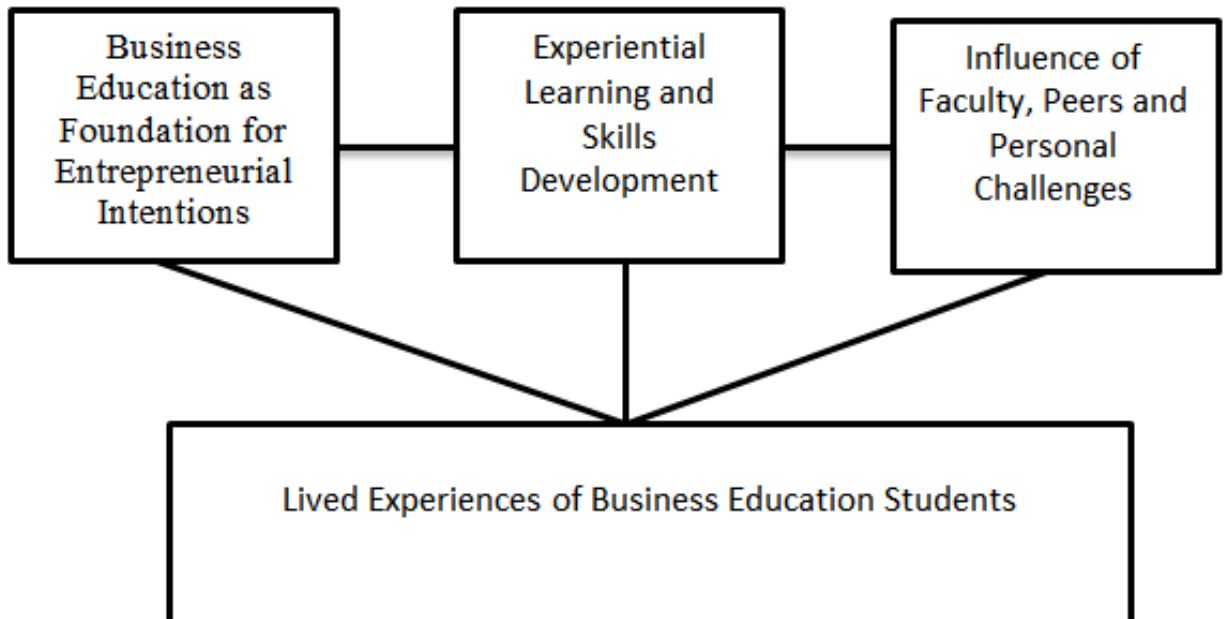
Recent literature underscores the importance of pedagogical approaches in strengthening the impact of business education on entrepreneurial intentions. A commitment to entrepreneurship is required to achieve corporate growth in accordance with established goals. It starts with a significant time, effort, and resource commitment, ranging from financial and relational to intellectual and emotional. Active involvement,

attachment, willingness to participate, and a strong desire for organizational behavior innovation and growth are all examples of commitment. Affective commitment, which is impacted by the entrepreneur's ethos, values, and personality; normative commitment, which is impacted by internalized norms, responsibilities, and truths; and sustainability commitment, which is motivated by the entrepreneur's investment in the business because there are no other feasible options, are the three main components of commitment in the entrepreneurial realm.

2.4 Contextual and experiential factors

Contextual factors, including institutional support, access to mentors, cultural expectations, and socioeconomic conditions, play a crucial role in shaping entrepreneurial intentions. A systematic approach to quality management in goods manufacturing started to develop in the 1920's by people in operations management, systematic approaches in service quality lingered until the 1980's and came from marketers. Although goods and services always appear in some kind of dependency in a customer offering, the understanding of the similarities and differences between goods and services is rarely found among the same people. There is usually an assumed causal connection between customer perceived quality and profitability. This connection is supported by evidence from the PIMS research program and the studies between the connection between profits and customer loyalty (Gurrieri, A. R. 2007). In addition, the basic steps in managing transition to new system such as TQM; identifying task to be done, creating necessary management structures, developing strategies for building, commitment, designing mechanisms to communicate the change; and assigning resources.

The role of a quality manager is to ensure that all company's products and services meet the customers' expectations. He or she is said to make impact when the products produced and services offered are of superior quality and are consistently reliable. The quality managers can be referred as quality assurance manager or quality control manager.

Figure 1*Conceptual Framework***3 RESEARCH METHOD****3.1 Methodology**

The researcher employed a qualitative research design to capture the essence of the phenomenon by exploring it from the perspectives of those who have directly experienced it. This approach is particularly well-suited for obtaining deep, contextualized insights into human experiences, beliefs, and perceptions, making it ideal for examining how business students perceive and interpret their entrepreneurial intentions within the context of business education (Saunders *et al.*, 2023).

This study was guided by exploratory-ontological research questions, designed to capture the realities of respondents' lived experiences and to uncover the meaning they attribute to the phenomenon under investigation. Ontological research questions focus on understanding what participants perceive as their reality, providing depth and richness in interpreting lived experiences (Herber *et al.*, 2026).

To effectively analyze the qualitative data, a series of coding methods were utilized to allow for a comprehensive and nuanced interpretation of participant insights. These included:

- Narrative coding to capture the sequence and structure of participant stories.
- Process coding to understand actions and changes over time.
- Value coding to identify underlying beliefs, values, and attitudes.
- Thematic coding to synthesize patterns and overarching themes across individual accounts.

These coding strategies are grounded in established qualitative analysis practices and are effective for capturing layered and interconnected aspects of human experience. Contemporary coding frameworks emphasize the iterative and interpretive nature of qualitative coding, enabling deep engagement with data and ensuring that emergent patterns reflect participants' perspectives. The most recent edition of *The Coding Manual for Qualitative Researchers* (Saldana, 2025) provides updated guidance on these methods and supports integration of rigorous analytical procedures.

Thematic analysis served as the primary analytic approach, focusing on identifying, analyzing, and interpreting patterns of meaning within the dataset. Thematic analysis is a flexible and widely used method in qualitative research that supports rich, contextualized descriptions of participant experiences and can be adapted to suit the study's ontological aims.

Data collection occurred over a two-month period from November to December 2025, allowing for thorough engagement with participants and ensuring that their narratives were comprehensively captured. This extended period facilitated rapport building, thoughtful interview processes, and careful reflection on emerging insights, which in turn enhanced the credibility and trustworthiness of the findings. By employing these methodologies and allocating sufficient time for data gathering, this study contributes valuable knowledge to the field of entrepreneurial education research and offers actionable insights into the lived experiences shaping business education students' intention to entrepreneurial venture.

3.2 Demographic Profile of Informants

Table 1

<i>Informants</i>	<i>Age</i>	<i>Course</i>	<i>Gender</i>	<i>Residence</i>
A*	24	BS Entrep	Female	Baliuag
B**	27	BSBA	Female	Pulilan
C**	26	BSBA	Male	Malolos
D*	25	BS Entrep	Female	Baliuag
E**	24	BSBA	Female	Bustos
F*	24	BSBA	Female	Bustos
G*	25	BS Entrep	Male	Plaridel
H*	27	BS Entrep	Male	San Rafael
I**	29	BS Entrep	Female	Angat
J*	25	BSBA	Male	Pandi

*public university; ** private university

Table 1 presents the demographic profile of the ten interviewees involved in the study on predictors of business education in shaping entrepreneurial intentions. The participants are young adults aged 24 to 29, a stage critical for career development and entrepreneurial mindset formation. Their age range ensures that the study captures experiences of individuals actively engaging with business education and considering entrepreneurial opportunities.

The respondents are enrolled in two business programs: Bachelor of Science in Entrepreneurship (BS Entrep) and Bachelor of Science in Business Administration (BSBA) in higher educational public and private institution. Five participants are BS Entrep students, while five are BSBA students, allowing for insights from both specialized entrepreneurship training and broader business education curricula. This mix helps examine how different educational experiences influence entrepreneurial intention.

Gender representation includes six females and four males, providing perspectives from both genders and enabling exploration of potential gendered differences in business education experiences.

Participants also come from diverse municipalities within Bulacan—Baliuag, Pulilan, Malolos, Bustos, Plaridel, San Rafael, Angat, and Pandi—reflecting varied local contexts that may affect access to resources, exposure to entrepreneurial opportunities, and community support. Overall, the demographic distribution of age, course, gender, and residence offers a balanced and contextually relevant sample for investigating how business education shapes entrepreneurial intentions through lived experiences.

3.3 Instrument

The table 2 below signifies the set of interview protocols:

Table 2

List of Interview Protocols

No.	Questions
1	How has your business education influenced your intention to become an entrepreneur?
2	Can you describe specific experiences during your business education that shaped your entrepreneurial mindset?
3	What aspects of your business education do you consider most influential in forming your intention to start a business?
4	How do you perceive the role of faculty or mentors in your business education in fostering your entrepreneurial intentions?
5	In what ways did classroom activities or projects contribute to your desire to pursue entrepreneurship?
6	How did your interactions with peers during business education impact your entrepreneurial aspirations?
7.	Can you share any challenges during your business education that affected your entrepreneurial intentions?

The data collection tool was semi-structured interviews, as it was necessary to give flexibility to the data collection that would enable them to examine the experiences of the informants in detail. Discussions were facilitated by open-ended questions, and probes were employed to explain answers, identify themes that came out. Interviews were also audio-taped with transcripts and transcribed verbatim at the authorization of the participants to maintain originality.

In order to increase the level of trustworthiness, we used member checking and expert validation to overcome the problem of clarification bias. The qualitative data was supplemented with a demographic survey that gives the background of the context of both the professional and personal lives of the informants.

3.4 Data analysis

Qualitative data analysis in this study began concurrently with data collection by using in-depth interviews and observations, capturing participants' original words through recordings and detailed notes to preserve the richness of their lived experiences.

Researchers documented immediate impressions and recorded contact summaries to track and reflect on emerging insights across sessions, a practice aligned with rapid qualitative analysis approaches designed to enhance depth and practical understanding early in the analytical process (Brown *et al.*, 2025). Data organization involved open coding, where transcripts were iteratively examined to identify and label key concepts, a foundational step in thematic and grounded analysis that supports the identification of patterns and meaning across narratives (sources describe iterative coding as essential for theme development; Braun & Clarke framework explained in recent methodological literature, 2025). Following coding, data were grouped into categories and conceptual clusters, enabling the development of themes that reflect participants' interpretations of how business education influences their entrepreneurial intentions.

Guiding questions ensured analytical consistency and comparability across respondents, facilitating systematic categorization and theme refinement. Manual highlighting and code memos in qualitative software or word processors helped connect data points and reveal relationships between concepts within and across cases. To ensure trustworthiness, the analysis incorporated strategies such as examining alternative explanations, seeking evidence that could challenge initial interpretations, and reflecting on the researcher's influence on the data and emerging themes, consistent with contemporary criteria for rigor in qualitative inquiry. The process yielded a comprehensive and contextually grounded understanding of how business education shapes entrepreneurial intentions from participants' lived experiences.

3.5 Data treatment

A widely used method in this study was thematic analysis, a flexible and systematic approach to analyzing qualitative data that focuses on identifying, analyzing, and interpreting patterns of meaning (themes) within interview transcripts and other narrative data (McLeod, 2025; thematic analysis overview, 2023). In this method, the researcher carefully examined the interview transcripts and iteratively developed codes that capture recurring ideas and topics relevant to participants' experiences of business education and entrepreneurial intention.

Contemporary literature on thematic analysis emphasizes that it is an interpretive process in which themes do not merely “emerge” from the data, but are actively constructed through iterative engagement with the data (thematic analysis overview, 2023). Braun and Clarke’s work remains a foundational reference point, distinguishing among three main orientations within thematic analysis: coding reliability, codebook, and reflexive approaches, each differing in their assumptions about the nature of themes and the role of the researcher (Braun *et al.*, 2019; thematic analysis overview, 2023).

Reflexive thematic analysis, in particular, highlights the researcher’s active interpretive role in identifying patterns of shared meaning across the dataset, making it suitable for exploring lived experiences (Braun *et al.*, 2019; McLeod, 2025). This approach allows for a rich, nuanced understanding of how participants interpret their business education experiences and how these interpretations shape their entrepreneurial intentions.

3.6 Ethical considerations

Strict ethical guidelines were followed in this study to guarantee each participant's safety, rights, and welfare. Participants received comprehensive information about the study's goals, methods, and their freedom to discontinue participation at any moment without incurring penalties prior to data collection. Every participant gave their informed consent. By giving respondents codes rather than their true names, confidentiality and anonymity were preserved, and all information—including recordings and transcripts of interviews—was safely kept.

The researchers made sure that no personally identifiable information was revealed during analysis or reporting, and that participant responses were used only for the purposes of this study. By establishing a courteous and nonjudgmental interview setting, the researcher also reduced any possible psychological or social risks and made sure that participants felt at ease discussing their lived experiences with regard to business education and entrepreneurial goals. According to modern qualitative research standards, which place a strong emphasis on honesty, openness, and respect for research participants at every stage of the process (Brown *et al.*, 2025; McLeod, 2025), ethical rigor was directed.

4 RESULTS AND DISCUSSION

Table 3

Major Themes and Subthemes Generated from the Interview Data

Theme 1. Business Education as a Foundation for Entrepreneurial Intention
Subtheme 1.1: Understanding Business Operations and Management
Subtheme 1.2: Increased Confidence and Entrepreneurial Awareness
Subtheme 1.3: Application of Theoretical Knowledge
Theme 2. Experiential Learning and Skill Development
Subtheme 2.1: Classroom Activities and Business Projects
Subtheme 2.2: Development of Soft Skills
Subtheme 2.3: Exposure to Case Studies and Real-World Scenarios
Theme 3. Influence of Faculty, Peers, and Personal Challenges
Subtheme 3.1: Role of Faculty and Mentors as Role Models
Subtheme 3.2: Peer Interaction and Collaboration
Subtheme 3.3: Challenges as Motivational Factors

4.1 Business education as a foundation for entrepreneurial intention

The first major theme highlights how business education provides students with foundational knowledge and understanding that support the development of entrepreneurial intentions. Informants consistently noted that their coursework and classroom experiences shaped their awareness of how businesses operate and increased their confidence in pursuing entrepreneurial activities—a finding supported by recent studies showing that entrepreneurship and business education significantly enhance students' perceived desirability and feasibility toward entrepreneurship (Campaner *et al.*, 2025; *Frontiers in Education*, 2025).

4.1.1 Understanding business operations and management

Majority of the informants emphasized that they gained a clearer understanding of core aspects of business operations—including planning, managing finances, and handling daily business tasks—which contributed to their entrepreneurial mindset. Informant A explained: “Mas naintindihan ko how the business operate efficiently and effectively, mag-handle ng finances, at mag-manage ng mga risks.”

Similarly, Informant B noted that completing business reports and learning operational details helped them appreciate the complexity of running a business and strengthened their entrepreneurial confidence. These insights align with empirical findings that entrepreneurship education equips learners with practical knowledge and skills essential for new venture creation, and that such knowledge increases confidence and intention to embark on entrepreneurial endeavors (Campaner *et al.*, 2025; higher education studies, 2025). Studies further show that by exposing students to business planning, financial management, and strategic thinking, business education enhances their entrepreneurial competencies and attitudes, which are critical predictors of entrepreneurial intention (Frontiers in Education, 2025; qualitative Malaysian study, 2025).

4.1.2 Increased confidence and entrepreneurial awareness

Informant D stated: “Nagkaroon na din ako ng kagustuhan na magkaroon ng sariling business in the future dahil nalinawan ako na posible kang magkaroon nito.”

Informants shared that business education increased their confidence and made them believe starting a business is achievable. This aligns with research showing that entrepreneurship and business education significantly enhances students’ entrepreneurial self-efficacy and confidence, which in turn strengthens their intention to pursue entrepreneurship (Deliana & Simanjorang, 2025; Laydes *et al.*, 2024). These studies emphasize that structured educational experiences promote innovative skills, self-efficacy, and a “can-do” mindset among students.

4.1.3 Application of theoretical knowledge

Informants described how theoretical business concepts like pricing, costing, and marketing strategies provided practical guidance for entrepreneurial decision-making. This is supported by research showing that entrepreneurship education not only increases confidence but also equips students with practical business knowledge and decision-making skills that underpin entrepreneurial intentions and behavior (Campaner

et al., 2025). Engagement with curriculum content fosters useful cognitive skills and problem-solving strategies that are directly relevant to real-world business challenges. Informant F highlighted: “Yung pricing and costing concept, dito natutunan ko din paano makakaearn ng profit at kung paano mag manage ng pera.”

These findings align with prior research indicating that a solid academic foundation increases entrepreneurial intention by providing knowledge and confidence (Krueger *et al.*, 2000).

4.2 Experiential learning and skill development

The second theme highlights the role of experiential learning in developing entrepreneurial skills and mindset. Respondents frequently mentioned that hands-on activities, projects, and real-world exposure contributed significantly to their entrepreneurial growth.

4.2.1 Classroom Activities and Business Projects

Informants reported that activities like innovation management projects, product development, and business plan exercises allowed them to experience entrepreneurship practically. Informant H said:

“Nag develop kami ng product sa isang subject kasi dahil doon mas nagging critically thinker ako, problem solver, and risk taker which is something that an entrepreneur must have.”

Experiential learning activities such as business plan simulations and project-based entrepreneurship tasks have been found to significantly enhance students’ practical skills, critical thinking, and decision-making abilities by engaging them in real-world business processes (International Journal of Research and Innovation in Social Science, 2025; Business, Management and Economics Engineering, 2025).

4.2.2 *Development of soft skills*

Classroom interactions and group activities improved skills such as teamwork, leadership, decision-making, communication, and adaptability. Informant A emphasized the importance of collaboration:

“Pakikipag-collab ko sa mga kaklase in group works at discussions, big help para mas ma-develop yung teamwork at communication skills ko.”

These skills are consistent with the traits commonly associated with successful entrepreneurs, including problem-solving and interpersonal competence.

Experiential and team-based learning approaches in entrepreneurship education have been shown to strengthen students' communication, teamwork, and interpersonal competencies, which are critical for entrepreneurial effectiveness (Laydes *et al.*, 2024; Adm. Sci., 2025).

4.2.3 *Exposure to case studies and real-world scenarios*

Exposure to case studies and real business scenarios helped informants understand practical challenges and informed their business decisions. Informant C shared:

“Exposure sa case studies or real-world business scenarios ay nagsilbing inspiration at motibisyon sa’king magtiyaga upang lalong pagbutihan ang aking pag-aaral upang matupad ko aking pangarap na makapagtayo ng sarili kong negosyo.”

This finding suggests that experiential learning bridges the gap between theory and practice, enhancing entrepreneurial intentions (Rae, 2007).

4.3 Influence of faculty, peers, and personal challenges

The third theme focuses on the social and personal factors that affect entrepreneurial intention, including the role of faculty, peers, and challenges encountered during education.

4.3.1: Role of faculty and mentors as role models

Informants consistently highlighted the importance of faculty and mentors. Their guidance, life experiences, and teaching methods motivated students to pursue entrepreneurship. Respondent 5 explained:

“Some of my professors motivated me as an entrepreneur... Their life experiences that they shared with us will greatly help us throughout our career.”

Research indicates that exposure to entrepreneurial role models and guidance from faculty or mentors can positively influence students' entrepreneurial intentions by enhancing self-efficacy, motivation, and perceived feasibility of entrepreneurship, making role models a critical part of entrepreneurship education (Mothibi & Malebana, 2025; *International Journal of Research and Innovation in Social Science*, 2025).

4.3.2 Peer interaction and collaboration

Interactions with peers encouraged idea-sharing, teamwork, and mutual motivation. Informant D noted:

“Sa mga ginagawa namin na sharing ng ideas doon may malalaman ka at pwede ka rin na makipag palitan ng mga idea mo at i-share sa kanila para magkaroon din sila ng kaalaman.”

Peer interaction and support have been found to significantly influence students' entrepreneurial intention and collaborative learning by facilitating idea sharing and encouragement among learners (Susanti, 2025). Peer influence, when coupled with entrepreneurship education, has been shown to foster a positive mindset and joint learning that contributes to entrepreneurial intentions among students.

4.3.3 Challenges as Motivational Factors

Informants identified challenges such as lack of communication skills, public speaking, financial computations, and fear of failure as factors that motivated them to improve. Informant G shared:

“Back nung first year wala akong experience sa accounting and I needed to adjust and adapt para makasabay ako sa kanila. And that made me realized na dapat ganun din in a Negosyo.”

These findings indicate that overcoming challenges is integral to building resilience and determination, key traits for future entrepreneurs. Entrepreneurial education that includes confronting fear of failure and learning from setbacks has been shown to enhance students’ resilience and help sustain entrepreneurial motivation and intention (Ma *et al.*, 2025). Psychological resilience has been demonstrated to significantly predict entrepreneurial intention, indicating that overcoming challenges and adapting to difficulties builds determination among students (Zainuddin *et al.*, 2025).

Table 4

Summary of Qualitative Coding

Theme	Sub-theme	Representative Quotes
1. Business Education as a Foundation for Entrepreneurial Intention	1.1 Understanding Business Operations and Management	“Mas naintindihan ko how the business operate efficiently and effectively, mag-handle ng finances, at mag-manage ng mga risks.” – Respondent A
	1.2 Increased Confidence and Entrepreneurial Awareness	“Nagkaroon na din ako ng kagustuhan na magkaroon ng sariling business in the future dahil nalinawan ako na posible kang magkaroon nito.” – Respondent D
	1.3 Application of Theoretical Knowledge	“Yung pricing and costing concept, dito natutunan ko din paano makakaaearn ng profit at kung paano mag manage ng pera.” – Respondent F
2. Experiential Learning and Skill Development	2.1 Classroom Activities and Business Projects	“Nag develop kami ng product sa isang subject kasi dahil doon mas nagging critically thinker ako, problem solver, and risk taker which is something that an entrepreneur must have.” – Respondent H
	2.2 Development of Soft Skills	“Pakikipag-collab ko sa mga kaklase in group works at discussions, big help para mas ma-develop yung teamwork at communication skills ko.” – Respondent I
	2.3 Exposure to Case Studies and Real-World Scenarios	“Exposure sa case studies or real-world business scenarios ay nagsilbing inspiration at motibisyon sa’king magtiyaga upang lalong pagbutihan ang aking pag-aaral upang matupad ko aking pangarap na makapagtayo ng sarili kong negosyo.” – Respondent C

3. Influence of Faculty, Peers, and Personal Challenges	3.1 Role of Faculty and Mentors as Role Models	“Some of my professors motivated me as an entrepreneur... Their life experiences that they shared with us will greatly help us throughout our career.” – Respondent E
	3.2 Peer Interaction and Collaboration	“Sa mga ginagawa namin na sharing ng ideas doon may malalaman ka at pwede ka rin na makipag palitan ng mga idea mo at i-share sa kanila para magkaroon din sila ng kaalaman.” – Respondent D
	3.3 Challenges as Motivational Factors	“Back nung first year wala akong experience sa accounting and I needed to adjust and adapt para makasabay ako sa kanila. And that made me realized na dapat ganun din in a Negosyo.” – Respondent G

5 IMPLICATIONS

The results of this study have some practical implications to the business education programs, especially in Philippine universities in Bulacan. More practical learning, including practical projects, cases, etc., needs to be incorporated into the curriculum to develop self-effectiveness and practical skills to promote entrepreneurial attitudes. Social forces can be increased using faculty training in mentorship and peer collaboration activities, whereas resilience-building modules will help overcome challenges such as fear of failure. To increase graduates becoming entrepreneurs, policymakers would give a priority to in order to better fund such multimodal programs because such programs are in line with national objectives of innovation and economic development.

6 CONCLUSION

This study emphasizes the importance of business education, experience learning, and social influences in molding students' entrepreneurial inclinations. The findings indicate that business education is an excellent foundation for developing entrepreneurial knowledge, confidence, and practical abilities. Respondents said that understanding business operations, financial management, and strategic planning increased their awareness of entrepreneurial processes and provided them with the tools needed to start and operate businesses. This is consistent with current research, which suggests that

structured business curricula promote self-efficacy, problem-solving ability, and a "can-do" entrepreneurial approach (Campaner *et al.*, 2025; Deliana & Simanjourang, 2025; Laydes *et al.*, 2024).

Furthermore, experience learning has emerged as a vital component in skill development. Hands-on projects, innovative management exercises, and case study analyses allowed participants to apply theoretical knowledge to real-world situations, improving critical thinking, decision-making, and flexibility. Group activities and dynamic classroom engagements helped to improve soft skills such as teamwork, leadership, communication, and collaboration, which are attributes typically associated with successful entrepreneurship (Laydes *et al.*, 2024; Adm. Sci., 2025). Exposure to authentic business scenarios provided motivation and inspiration, bridging the gap between theory and practice.

Social and personal elements, such as teacher mentorship, peer participation, and the experience of overcoming obstacles, enhanced entrepreneurial intent. Participants emphasized the importance of mentors and role models in providing guidance, sharing life experiences, and inspiring confidence. Peer interactions promoted information sharing and collaborative learning, creating a conducive environment for entrepreneurial growth. Personal obstacles, such as overcoming skill gaps and fear of failure, have been shown to increase resilience, determination, and adaptability—key psychological attributes for entrepreneurial success (Mothibi & Malebana, 2025; Susanti, 2025; Ma *et al.*, 2025; Zainuddin *et al.*, 2025).

Overall, the study emphasizes that entrepreneurial ambition is influenced by a combination of academic learning, experiential opportunities, mentorship, peer support, and resilience-building activities. This multimodal approach provides students with the cognitive and emotive competencies required to successfully navigate the business landscape.

CONFLICT OF INTEREST

The researchers thereby state that no conflicts of interest arise regarding this research. No financial, personal, or professional affiliations have been utilized in designing the research, data collection, data analysis, or interpretation of the result. The research was

carried out in a manner that was transparent, full of integrity, and ethical principles in research.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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