



Entrepreneurship for Sustainable Development: Exploring Entrepreneurial Competencies and Intentions Among Students

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Abstract: Entrepreneurship plays a crucial role in economic development by fostering innovation, job creation, and self-sufficiency. This study examined the relationship between entrepreneurial competencies and entrepreneurial intentions among BS Entrepreneurship students at Nueva Ecija University of Science and Technology (NEUST), Sumacab Campus. The study used descriptive-correlational research design and explored the students' entrepreneurial competencies—such as systematic planning, persuasion and networking, and self-confidence—and their impact on entrepreneurial intentions. A total of 120 respondents were selected using stratified sampling, and data were collected through a structured questionnaire distributed via Google Forms. Findings indicate that students exhibit a high level of competence in systematic planning and monitoring but show moderate competence in persuasion, networking, and self-confidence. The study highlights that while students recognize the significance of entrepreneurial competencies, further development—particularly in adaptability, communication, and risk management—is necessary to strengthen their entrepreneurial intentions. The correlation results indicate a strong and positive relationship between entrepreneurial competencies and entrepreneurial intentions, with personal attitudes, self-efficacy, and goal-setting emerging as the most influential factors in shaping students' entrepreneurial mindset. These findings emphasize the need for enhanced entrepreneurship education, experiential learning, and institutional support to nurture students' entrepreneurial potential.

Keyword: Competencies, Economic Development,
Entrepreneurship Education, Entrepreneurial Intentions,
Innovation.

1. Introduction

Entrepreneurship is a dynamic business activity that leverages innovative and creative approaches to utilize resources efficiently¹. It plays a vital role in job creation, reducing unemployment, and fostering economic development. As a career path, entrepreneurship promotes social empowerment, self-sufficiency, and national economic growth, particularly in emerging economies². It provides individuals with the opportunity to implement their ideas, achieve personal independence, and contribute to societal progress.

Entrepreneurship is a highly suitable career choice for college students, as it allows them to realize their creative potential while attaining financial and professional independence³. However, fostering entrepreneurship requires strong institutional support, making it imperative for universities to integrate entrepreneurship into their curricula⁴. A key challenge remains: how to effectively nurture entrepreneurial activity among young people. The solution lies in equipping students with

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the necessary entrepreneurial competencies and intentions early on, particularly at the high school and college levels, as career decisions are significantly influenced by the education and training they receive⁵. College students, in particular, possess the necessary skills, knowledge, education, motivation, self-confidence, initiative, creativity, and talent that can empower them to launch and sustain their own businesses. However, a 2017 report by the Organization for Economic Co-operation and Development and the European Union (OECD/EU) highlighted that a majority of young individuals in Europe do not pursue entrepreneurship immediately after graduation due to a lack of essential business skills and knowledge. This underscores the critical role of entrepreneurship education and training in developing entrepreneurial competencies and aspirations⁶.

The development and sustainability of a business venture heavily depend on entrepreneurial competencies⁷. Entrepreneurial competencies as "underlying characteristics such as specific knowledge, motives, traits, self-images, social roles, and skills, which contribute to the birth, survival, and growth of a business"⁸. Entrepreneurial intentions, on the other hand, serve as the foundation of entrepreneurial behavior, guiding individuals toward the decision to start and manage a business⁹. These intentions represent a cognitive state that leads directly to entrepreneurial action, making them the strongest predictor of entrepreneurial behavior. Furthermore, entrepreneurial intentions are shaped by an individual's aptitudes and environmental influences, particularly the educational experiences provided by universities.

This study aims to explore the entrepreneurial competencies and intentions of BS Entrepreneurship students at Nueva Ecija University of Science and Technology, providing insights into how these competencies influence their vision, objectives, and future entrepreneurial endeavors. Entrepreneurial intention is a psychological condition that directs an individual's focus toward specific business goals, leading to entrepreneurial outcomes. Meanwhile, entrepreneurial competencies refer to the set of skills and behaviors necessary to create, develop, manage, and grow a business, including the ability to handle risks. Entrepreneurial behavior is the practical application of these competencies, allowing entrepreneurs to implement their visions, generate value, and transform resources into viable business opportunities.

This study seeks to determine the entrepreneurial intentions and competencies of students, as well as the role of these competencies in shaping their entrepreneurial mindset. Additionally, this research aims to provide valuable insights for future entrepreneurs, business partners, venture capitalists, and entrepreneurial organizations, contributing to the broader understanding of the entrepreneurial ecosystem and the support systems needed to foster entrepreneurship effectively.

2. Material and Methods

This study employed a descriptive correlational research design to systematically gather information on the demographic profile of the respondents and examine the relationship between entrepreneurial intention and entrepreneurial competencies among BS Entrepreneurship students. The respondents of this study comprised Entrepreneurship students enrolled at Nueva Ecija University of Science and Technology, Sumacab Campus, during the academic year 2023-2024. From a total population of 172 students, a sample size of 120 was determined using Raosoft software, ensuring statistical adequacy. To achieve proportional representation across all year levels, the study utilized stratified random sampling. Data collection was facilitated through a structured questionnaire designed to assess entrepreneurial intention and competencies. The survey was administered via Google Forms for accessibility and efficiency. Clear instructions were provided to ensure accurate responses, and upon completion, all data were securely compiled for analysis. Ethical considerations, including confidentiality and data protection, were strictly observed to safeguard respondents' personal information. To establish the validity of the instrument, the questionnaire was reviewed by research experts to ensure it effectively measured the intended constructs. A pilot test was conducted with a small subset of students to refine clarity and improve the relevance of survey items. The reliability of the instrument was assessed using Cronbach's Alpha, yielding a coefficient of 0.85, indicating strong internal consistency among questionnaire items. For data analysis, the study employed descriptive statistics, including frequency counts, weighted means, and correlational analysis, to accurately interpret the findings while maintaining research rigor and integrity.

3. Result

1. Demographic Profile of the Respondents

Age	Frequency	Percentage
18-20	60	50.00
21-23	53	44.17
24-26	5	4.16
26 and above	2	1.67
Total	120	100

Table 1. Profile of the respondents in terms of age

The high percentage of respondents in the age group of 18-20 years indicates that the majority of BS Entrepreneurship students are young adults who are at the early stages of their academic and professional development. This aligns with the structure of the BS Entrepreneurship program, which is primarily designed for undergraduate students aiming to establish their own businesses or pursue careers in entrepreneurial ventures. However, while younger students may bring fresh ideas,

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enthusiasm, and adaptability, they may also lack the industry experience, financial capital, and managerial expertise necessary for business success.

While younger entrepreneurs may be more inclined toward high-growth ventures, older entrepreneurs tend to achieve greater financial stability, firm size, and subjective success due to their accumulated experience and networks¹⁰. Despite these advantages, older individuals may still require support in areas such as adapting to new market trends, leveraging digital technologies, and accessing entrepreneurial resources.

Gender	Frequency	Percentage
Male	60	50.00
Female	60	50.00
Total	120	100

Table 2. Profile of the respondents in terms of gender

The results indicate an equal distribution of gender among the respondents, with males and females each comprising 50% of the BS Entrepreneurship student population. This balanced representation suggests that entrepreneurial interest and engagement are not significantly skewed toward one gender within this academic program. The finding challenges the traditional notion that entrepreneurship is a male-dominated field, highlighting a shift toward greater gender inclusivity in entrepreneurial education and career aspirations. However, it is important to note that the study does not account for individuals who identify as members of the LGBTQIA+ community, which could provide further insights into gender diversity in entrepreneurship.

Entrepreneurship is both a cultural and economic phenomenon, with gender increasingly shaping entrepreneurial participation and perception¹¹. The equal gender representation found in this study aligns with the evolving discourse on gender and entrepreneurship, suggesting that cultural shifts and educational initiatives may be fostering a more inclusive entrepreneurial landscape.

Marital Status	Frequency	Percentage
Single	116	96.66
Married	4	3.33
Total	120	100

Table 3. Profile of the respondents in terms of marital status

The results in Table 3 indicate that an overwhelming majority (96.66%) of BS Entrepreneurship students are single, while only a small percentage (3.33%) are married. This suggests that the program primarily attracts individuals who are not yet committed to long-term family responsibilities, possibly because they are prioritizing their academic and entrepreneurial aspirations. Given the demanding nature of entrepreneurship, students may choose to focus on developing their business skills and establishing career foundations before considering marriage or family life. The relationship between marital status and work-life balance, highlighting that societal pressures and career demands can influence individuals' commitment to personal and professional responsibilities¹².

Entrepreneurial Ventures	Frequency	Percentage
Yes	21	17.50
No	99	82.50
Total	120	100

Table 4. Profile of the respondents in terms of entrepreneurial ventures

The profile of respondents in terms of entrepreneurial ventures highlights the varying levels of exposure and experience among BS Entrepreneurship students. A small portion (5.83%) of the respondents already own a business, demonstrating that while some students have taken the initiative to launch their ventures, the majority are still in the early stages of entrepreneurial development. A significant percentage (29.17%) have gained experience through business plan implementation, suggesting that structured academic activities play a crucial role in preparing students for real-world business challenges. This reflects the effectiveness of entrepreneurship education in equipping students with the ability to conceptualize, strategize, and plan their business ideas before actual execution.

Additionally, a considerable number of respondents (45.83%) have engaged in experiential learning, indicating that hands-on activities such as internships, business simulations, and project-based learning are essential for entrepreneurial competency development. However, 19.17% of students reported having no entrepreneurial experience, which suggests that a portion of the student population may require more exposure to practical business applications. Data suggest that while most students have some level of entrepreneurial experience, continued efforts to bridge the gap between theoretical learning and practical application are essential for fostering a more entrepreneurial mindset among future business leaders.

Indicators	Frequency	Percentage
Critical and creative-thinking skills	79	65.84
Networking skills	10	8.33

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Practical skills and knowledge	22	18.33
Communication skills	5	4.17
Finance skills	4	3.33
Total	120	100

Table 5. Profile of the respondents in terms of participation in entrepreneurship programs or competitions

The table presents data on the benefits that respondents may gain from participating in entrepreneurship programs or competitions. The findings reveal that the majority of respondents (65.84%) identified the development of critical and creative thinking abilities as the most valuable outcome of their participation. This was followed by practical skills and knowledge, which 18.33% of the respondents recognized as beneficial. Additionally, 8.33% of respondents highlighted networking skills as a key benefit, while 4.17% emphasized communication skills. The least commonly cited benefit was financial skills, with only 3.33% of respondents selecting this option. While university entrepreneurship programs may not necessarily increase entrepreneurship rates, they help students better assess their entrepreneurial potential and improve the overall quality of entrepreneurship¹³.

Indicators	Frequency	Percentage
Increase your entrepreneurial knowledge and skills	91	75.83
Want to live a life you will enjoy in the future	9	7.50
Entrepreneurship compels you to keep learning	8	6.67
Learn business skills for all aspect of your future venture	6	5.00
Use your knowledge in a variety of roles and develop business agility	1	0.83
Ability to see opportunity and utilize your creativity	5	4.17
Total	120	100

Table 6. Profile of the respondents in terms of reasons for pursuing entrepreneurship education

Out of a sample of 120 students, the majority (75.83%) indicated that they pursued entrepreneurship education to enhance their entrepreneurial knowledge and skills. A smaller percentage (7.50%) expressed that their motivation stemmed from the desire to live a fulfilling life in the future. Additionally, 6.67% of respondents stated that entrepreneurship compels them to keep learning, while 5.00% pursued it to gain business skills applicable to all aspects of their future ventures. Furthermore, 4.17% cited the ability to identify opportunities and utilize creativity as their primary motivation, and the least common reason (0.83%) was the aspiration to use entrepreneurial knowledge in various roles and develop business agility.

These findings suggest that the primary motivation for students to enroll in entrepreneurship education is the acquisition of entrepreneurial competencies, reinforcing the importance of structured learning in preparing future entrepreneurs. Entrepreneurship education not only equips students with fundamental business knowledge but also inspires and prepares them for entrepreneurial endeavors¹⁴.

Indicators	Frequency	Percentage
Family Support	97	80.83
Membership (Teacher/Coach)	9	7.50
Peer/Friends	14	11.67
Total	120	100

Table 7. Profile of the respondents in terms of support system

Among the 120 respondents, the majority (80.83%) reported receiving support from their family, making it the most significant source of encouragement in their entrepreneurial journey. Meanwhile, 11.67% of respondents stated that their support system came from peers or friends, and only 7.50% indicated that they received support from their teachers or coaches. These findings highlight the crucial role that family plays in fostering entrepreneurial aspirations, followed by the influence of social circles and academic mentors. This aligns with the study which suggests that changes in family structures influence entrepreneurial opportunities, business start-up decisions, and resource mobilization¹⁵. Their research highlights that family serves as a foundation for business success by nurturing the initial entrepreneurial mindset and providing essential resources.

2. Entrepreneurial Intention

The table presents the entrepreneurial intentions of BS Entrepreneurship students concerning knowledge acquisition and learning habits. The results indicate that students recognize the importance of continuous learning and skill development, as reflected in the grand mean of 3.25 ("Agree"). Notably, the highest-rated indicators include collaboration with peers (3.42) and prioritizing research for decision-making (3.49), both interpreted as "Strongly Agree." This suggests that students place significant value on teamwork and evidence-based decision-making, reinforcing their understanding that successful entrepreneurship relies on both collective insights and informed strategies.

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Indicators	Weighted mean	Verbal Interpretation
1. I continuously seek new knowledge, staying updated on market trends.	3.13	Agree
2. Workshops and seminars are part of my routine for learning.	3.22	Agree
3. My coursework builds a strong foundation in finance and business planning.	3.00	Agree
4. Collaborating with peers enhances our collective knowledge.	3.42	Strongly Agree
5. Research is a priority for well-informed decisions.	3.49	Strongly Agree
Grand Mean	3.25	Agree

Table 9. Entrepreneurial intentions among BS Entrepreneurship Students in terms of knowledge

The effectiveness of entrepreneurship education programs has not been thoroughly examined, and there is insufficient data to determine how learning methodologies influence the development of entrepreneurial competencies¹⁶. This aligns with the study's findings, suggesting a need for further research to assess how different learning approaches impact students' entrepreneurial intentions and venture creation success.

Indicators	Weighted mean	Verbal Interpretation
1. I have confidence in pursuing entrepreneurial opportunities.	3.52	Strongly Agree
2. Challenges are opportunities for growth.	3.46	Strongly Agree
3. Innovation and creativity drive my exploration.	3.35	Strongly Agree
4. Entrepreneurship can drive positive change.	3.43	Strongly Agree
5. Resilience is integral; failure leads to growth.	3.49	Strongly Agree
Grand Mean	3.45	Strongly Agree

Table 10. Entrepreneurial intentions among BS Entrepreneurship Students in terms of personal attitudes and beliefs

Table 10 presents the entrepreneurial intentions of BS Entrepreneurship students in terms of their personal attitudes and beliefs. The grand mean of 3.45 ("Strongly Agree") indicates that students exhibit a strong entrepreneurial mindset, characterized by confidence, resilience, and a positive outlook toward challenges. The highest-rated indicator is confidence in pursuing entrepreneurial opportunities (3.52), suggesting that students strongly believe in their ability to succeed in business ventures. Additionally, they highly value resilience and view failure as a crucial part of growth (3.49), while also perceiving challenges as opportunities (3.46). These findings highlight their adaptability, problem-solving abilities, and determination in navigating the uncertainties of entrepreneurship.

An individual's attitude toward entrepreneurship is shaped by their expectations of outcomes and the value they assign to those outcomes¹⁷. This aligns with the study's findings, as students' strong entrepreneurial intentions appear to be influenced by their belief in the benefits of innovation, resilience, and confidence in overcoming business challenges. Their proactive mindset suggests a promising foundation for entrepreneurial success, but further research could explore how these attitudes translate into actual business ventures.

Indicators	Weighted mean	Verbal Interpretation
1. I choose entrepreneurship for independence and creativity.	3.23	Agree
2. Building a network of like-minded peers and mentors is essential.	3.30	Strongly Agree
3. Promoting entrepreneurship in my community is a priority.	3.14	Agree
4. I advocate for diversity and inclusion in entrepreneurship.	3.20	Agree
5. I lead by example, showing the validity of pursuing entrepreneurial dreams.	3.34	Strongly Agree
Grand Mean	3.24	Agree

Table 11. Entrepreneurial intentions among BS Entrepreneurship Students in terms of social norms

Table 11 presents the entrepreneurial intentions of BS Entrepreneurship students in terms of social norms, emphasizing their perspectives on independence, networking, community engagement, and advocacy. The grand mean of 3.24 ("Agree") suggests that students generally acknowledge the influence of social factors in shaping their entrepreneurial aspirations. Notably, the highest-rated indicators include building a network of like-minded peers and mentors (3.30) and leading by example (3.34), both of which received a "Strongly Agree" rating. This finding highlights the students' strong emphasis on mentorship, peer

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connections, and their desire to serve as role models, recognizing these elements as essential components of their entrepreneurial journey.

Indicators	Weighted mean	Verbal Interpretation
1. I believe in my ability to succeed in entrepreneurship.	3.38	Strongly Agree
2. Achieving challenging goals boosts my confidence.	3.25	Agree
3. Obstacles are opportunities for learning and growth.	3.50	Strongly Agree
4. Past achievements reinforce my self-belief.	3.35	Strongly Agree
5. Seeking feedback and mentorship maintains high self-efficacy.	3.40	Strongly Agree
Grand Mean	3.38	Strongly Agree

Table 12. Entrepreneurial intentions among BS Entrepreneurship Students in terms of self-efficacy

Table 12 presents the entrepreneurial intentions of BS Entrepreneurship students in terms of self-efficacy, highlighting their confidence in their entrepreneurial capabilities. The grand mean of 3.38 ("Strongly Agree") suggests that students have a strong belief in their ability to succeed in entrepreneurship, demonstrating resilience, adaptability, and a proactive mindset. The highest-rated indicator, "Obstacles are opportunities for learning and growth" (3.50), underscores their capacity to view challenges as stepping stones toward self-improvement, reinforcing their persistence in overcoming difficulties.

Although students agree that achieving challenging goals boosts their confidence (3.25), this indicator received the lowest rating among the factors measured. This suggests that while goal-setting is important, students may place greater emphasis on adaptability and mentorship as primary drivers of their self-efficacy rather than rigid goal-setting structures. Future initiatives could focus on strengthening goal-setting strategies within entrepreneurship programs to enhance students' ability to set and achieve long-term objectives.

3. Entrepreneurial Competencies

Indicators	Weighted mean	Verbal Interpretation
1. I identify business opportunities by seeking market gaps, unmet needs, and trends.	3.43	Highly Competent
2. I analyze market dynamics and consumer behavior.	3.49	Highly Competent
3. Beyond the classroom, I use real-world observations and research.	3.37	Highly Competent
4. Opportunity seeking drives my entrepreneurial mindset and innovation.	3.40	Highly Competent
5. I believe seizing the right opportunities is crucial and continuously refine my skills.	3.45	Highly Competent
Grand Mean	3.42	Highly Competent

Table 13. Entrepreneurial competencies among BS Entrepreneurship Students in terms of opportunity seeking

Table 13 evaluates the entrepreneurial competencies of BS Entrepreneurship students in terms of opportunity seeking, emphasizing their ability to identify, assess, and capitalize on business opportunities. The grand mean of 3.42 ("Highly Competent") indicates that students possess strong analytical skills in recognizing market trends, consumer needs, and potential business gaps. This suggests that they are well-equipped to navigate the dynamic entrepreneurial landscape by leveraging their ability to spot emerging opportunities.

The highest-rated indicator, "I analyze market dynamics and consumer behavior" (3.49), highlights students' strong analytical approach to evaluating external business environments. Their recognition of the importance of market analysis and consumer insights reflects their preparedness for real-world entrepreneurial decision-making. Furthermore, students believe that seizing the right opportunities and continuously refining their entrepreneurial skills (3.45) is critical for long-term success, demonstrating their commitment to adaptability and self-improvement.

Opportunity seeking is closely linked to strategic management, where entrepreneurs must continuously align their strategies with emerging market trends to maintain relevance and competitive advantage¹⁸. The interconnected nature of strategies and opportunities highlights the importance of proactive market engagement, innovation, and adaptability. In this context, the results suggest that BS Entrepreneurship students possess a strong foundation in opportunity seeking, positioning them well for success in launching and sustaining business ventures.

Indicators	Weighted mean	Verbal Interpretation
1. I embrace calculated risks as a BS Entrepreneurship student	3.04	Moderately Competent
2. I assess risks and rewards carefully and avoid high-risk ventures.	3.25	Moderately Competent

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3. My approach balances risk factors like market research and financial stability.	3.36	Highly Competent
4. Moderate risk-taking lets me explore while being financially prudent.	3.25	Moderately Competent
5. I navigate entrepreneurship's inherent risks responsibly for long-term success.	3.24	Moderately Competent
Grand Mean	3.23	Moderately Competent

Table 14. Entrepreneurial competencies among BS Entrepreneurship Students in terms of moderate risk taking

Table 14 evaluates the entrepreneurial competencies of BS Entrepreneurship students in terms of moderate risk-taking, focusing on their ability to take calculated risks while maintaining financial stability. The grand mean of 3.23 ("Moderately Competent") suggests that while students acknowledge the importance of risk-taking in entrepreneurship, they tend to adopt a cautious approach, prioritizing stability over aggressive business decisions. This reflects a tendency toward responsible risk management rather than impulsive decision-making.

Individuals with a strong motive to achieve tend to prefer immediate risks, while those with a stronger motive to avoid failure either take on minimal risks or engage in highly challenging ventures¹⁹. This aligns with the study's findings, suggesting that while BS Entrepreneurship students exhibit risk awareness and financial prudence, fostering resilience and adaptability in risk management could further strengthen their entrepreneurial potential. Moreover, financial stability plays a crucial role in risk-taking, as access to resources enables entrepreneurs to take strategic risks with greater confidence. Encouraging students to develop financial literacy and risk-mitigation strategies will empower them to navigate the entrepreneurial landscape with greater assurance.

Indicators	Weighted mean	Verbal Interpretation
1. I commit to delivering quality products and services.	3.39	Highly Competent
2. Efficiency and quality are essential for success in a competitive business environment	3.50	Highly Competent
3. I apply efficiency to resource management and operations .	3.33	Highly Competent
4. Quality is non-negotiable and builds a strong brand reputation	3.31	Highly Competent
5. I continually hone efficiency and quality to stay competitive.	3.39	Highly Competent
Grand Mean	3.38	Highly Competent

Table 15. Entrepreneurial competencies among BS Entrepreneurship Students in terms of high demand for efficiency and quality

Table 15 assesses the entrepreneurial competencies of BS Entrepreneurship students in terms of their demand for efficiency and quality, emphasizing their commitment to maintaining high standards in business operations. The grand mean of 3.38 ("Highly Competent") suggests that students recognize efficiency and quality as fundamental elements of entrepreneurial success. Their strong inclination toward these principles highlights their understanding of how operational excellence contributes to business sustainability and competitive advantage.

The highest-rated indicator, "Efficiency and quality are essential for success in a competitive business environment" (3.50, "Highly Competent"), underscores students' awareness of how these factors influence long-term market positioning. Additionally, students highly agree that committing to quality (3.39) and continually improving efficiency (3.39) are critical for maintaining competitiveness. These ratings reflect a proactive mindset toward business excellence, demonstrating that students not only value quality assurance but also actively seek ways to enhance productivity and optimize business processes.

Fostering a strong relationship between customers and suppliers enhances information flows, ultimately improving efficiency in various industries²⁰. Understanding customer needs, coupled with delivering the right product or service, contributes to demand chain effectiveness and higher customer satisfaction.

Indicators	Weighted mean	Verbal Interpretation
1. I take commitments seriously, ensuring dedication and integrity.	3.32	Highly Competent
2. Commitment builds trust with partners, customers, and stakeholders.	3.48	Highly Competent
3. I see commitment as binding and vital for professionalism.	3.46	Highly Competent
4. It sets a solid foundation for successful business relationships	3.42	Highly Competent
5. All commitments receive unwavering dedication due to their significance.	3.40	Highly Competent
Grand Mean	3.42	Highly Competent

Table 16. Entrepreneurial competencies among BS Entrepreneurship Students in terms of commitment to work contract

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Table 16 evaluates the entrepreneurial competencies of BS Entrepreneurship students in terms of their commitment to work contracts, emphasizing their dedication to professionalism, integrity, and business relationships. The grand mean of 3.42 ("Highly Competent") indicates that students strongly value commitment as a critical factor in establishing credibility and trust in business. This high level of competency suggests that students recognize the significance of honoring agreements, which is essential for building and sustaining long-term professional relationships.

The highest-rated indicator, "Commitment builds trust with partners, customers, and stakeholders" (3.48, "Highly Competent"), underscores students' understanding that reliability and trustworthiness are fundamental in business transactions. Additionally, their strong agreement that "Commitment is binding and vital for professionalism" (3.46) highlights their ethical mindset and awareness of the role integrity plays in successful entrepreneurship. These findings suggest that students prioritize ethical business practices, demonstrating a sense of accountability and reliability in fulfilling contractual obligations.

The fulfillment of psychological contracts is linked to organizational commitment and workplace behaviors, including absenteeism, turnover, and job performance²¹. Their study highlights the connection between individual and organizational career management behaviors and psychological contract fulfillment. Furthermore, their findings suggest that organizational support for career development fosters greater commitment and enhances workplace performance. These insights align with the study's findings, reinforcing the idea that maintaining contractual integrity not only benefits external business relationships but also contributes to overall career and organizational success.

Indicators	Weighted mean	Verbal Interpretation
1. Persistence drives me; I overcome challenges in entrepreneurship.	3.25	Moderately Competent
2. Setbacks fuel my growth and learning.	3.24	Moderately Competent
3. Perseverance is my strength, keeping me focused.	3.21	Moderately Competent
4. Persistence is crucial in the entrepreneurial world.	3.29	Highly Competent
5. I cultivate persistence to reach my aspirations.	3.23	Moderately Competent
Grand Mean	3.24	Moderately Competent

Table 17. Entrepreneurial competencies among BS Entrepreneurship Students in terms of persistence

Table 17 evaluates the entrepreneurial competencies of BS Entrepreneurship students in terms of persistence, emphasizing their ability to remain determined despite challenges. The grand mean of 3.24 ("Moderately Competent") suggests that while students recognize the significance of persistence in entrepreneurship, they are still in the process of fully developing the resilience needed to embrace setbacks as opportunities for growth.

The highest-rated indicator, "Persistence is crucial in the entrepreneurial world" (3.29, "Highly Competent"), reflects students' strong awareness of its importance in sustaining business ventures. However, their ability to internalize and consistently apply this trait in real-world settings may still be evolving. Their agreement that "Setbacks fuel growth" (3.24) and "Perseverance keeps them focused on long-term goals" (3.21) further supports the idea that while persistence is valued, it is not yet a fully mastered competency.

Entrepreneurs with a track record of success are significantly more likely to succeed in future ventures compared to first-time entrepreneurs or those who have previously failed¹⁰. Their research highlights that persistence is closely tied to strategic decision-making, particularly in selecting the right industry and timing for new ventures. Furthermore, entrepreneurs with demonstrated market timing skills are more likely to outperform their industry peers, as suppliers and customers perceive them as reliable and successful.

Indicators	Weighted mean	Verbal Interpretation
1. As a BS Entrepreneurship student, I actively seek information to make informed decisions by researching industry trends and market data.	3.41	Highly Competent
2. I stay up-to-date with business developments through books, articles, and reports.	3.29	Highly Competent
3. I gather data and feedback to improve my strategies and adapt to changing markets.	3.36	Highly Competent
4. I connect with experts at networking events to gain knowledge.	3.32	Highly Competent
5. Being well-informed is crucial for successful entrepreneurship, and I'm dedicated to expanding my knowledge.	3.49	Highly Competent
Grand Mean	3.37	Highly Competent

Table 18. Entrepreneurial competencies among BS Entrepreneurship Students in terms of information seeking

Table 18 evaluates the entrepreneurial competencies of BS Entrepreneurship students in terms of information seeking, emphasizing their commitment to staying well-informed for effective decision-making. The grand mean of 3.37 ("Highly

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Competent") suggests that students actively engage in knowledge acquisition to strengthen their entrepreneurial skills and enhance their decision-making processes.

The highest-rated indicator, "Being well-informed is crucial for successful entrepreneurship, and I'm dedicated to expanding my knowledge" (3.49, "Highly Competent"), underscores students' strong belief in continuous learning as a fundamental aspect of business success. Their high level of competence in "Researching industry trends and market data" (3.41) and "Gathering feedback to refine strategies" (3.36) further demonstrates their analytical mindset and adaptability in navigating dynamic business environments. These findings indicate that students prioritize staying updated on market developments and are willing to adjust their strategies based on relevant insights.

Information seeking is the proactive and preemptive search for data and knowledge to help achieve objectives and clarify problems²². Students who actively seek relevant information demonstrate a heightened ability to make informed decisions, ultimately contributing to their entrepreneurial success^{22, 23}.

Indicators	Weighted mean	Verbal Interpretation
1. I set clear objectives to guide my actions and measure progress.	3.10	Moderately Competent
2. Goals give me direction and help prioritize tasks and resources for success.	3.34	Highly Competent
3. Realistic yet challenging goals are essential, aiming high with dedication.	3.30	Highly Competent
4. I break larger goals into manageable steps to track progress and adjust as needed.	3.25	Moderately Competent
5. Goal setting is my roadmap to entrepreneurial success, continually refining my skills.	3.22	Moderately Competent
Grand Mean	3.24	Moderately Competent

Table 19. Entrepreneurial competencies among BS Entrepreneurship Students in terms of goal setting

Table 19 evaluates the entrepreneurial competencies of BS Entrepreneurship students in terms of goal setting, emphasizing their ability to establish clear objectives and develop structured plans for success. The grand mean of 3.24 ("Moderately Competent") suggests that while students acknowledge the significance of goal setting, they are still in the process of refining their skills in effectively setting, tracking, and achieving business objectives.

The highest-rated indicator, "Goals give me direction and help prioritize tasks and resources for success" (3.34, "Highly Competent"), underscores students' understanding of how goal setting enhances efficiency and strategic planning. Additionally, their agreement that "Setting realistic yet challenging goals helps me stay motivated and committed to long-term success" (3.30) indicates their recognition of goal setting as a driving force in entrepreneurial achievement.

Goal setting provides individuals with a sense of purpose and enhances their mental focus on tasks, leading to a greater sense of personal efficacy and intrinsic motivation. Goals also influence decision-making, direct effort, prolong persistence, and encourage individuals to seek appropriate strategies for achieving their objectives²⁵. Furthermore, goal setting plays a crucial role in fostering entrepreneurial motivation among aspiring entrepreneurs²⁶. Students actively engage in setting goals and objectives, particularly when they perceive these goals as meaningful and attainable²⁴. By strengthening their goal-setting competencies, students can enhance their ability to translate their entrepreneurial vision into actionable and measurable success.

Indicators	Weighted mean	Verbal Interpretation
1. Detailed business plans and strategies ensure organization and alignment with goals.	3.34	Highly Competent
2. I approach entrepreneurship systematically, emphasizing thorough planning and ongoing monitoring.	3.41	Highly Competent
3. Regular assessment tracks progress and identifies areas for improvement.	3.39	Highly Competent
4. Adaptability is valuable; I adjust plans when facing challenges.	3.22	Moderately Competent
5. Commitment to systematic planning and monitoring is the foundation for efficient business operations.	3.37	Highly Competent
Grand Mean	3.35	Highly Competent

Table 20. Entrepreneurial competencies among BS Entrepreneurship Students in terms of systematic planning and monitoring

Table 20 evaluates the entrepreneurial competencies of BS Entrepreneurship students in terms of systematic planning and monitoring, emphasizing their ability to develop structured strategies and track progress effectively. The grand mean of 3.35 ("Highly Competent") suggests that students recognize the critical role of thorough planning and continuous evaluation in business operations.

The highest-rated indicator, "I approach entrepreneurship systematically, emphasizing thorough planning and ongoing

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monitoring" (3.41, "Highly Competent"), reflects students' strong inclination toward structured decision-making and goal alignment. Additionally, their competence in "Regularly assessing progress and identifying areas for improvement" (3.39) highlights their awareness of the importance of continuous evaluation in ensuring business success. These findings indicate that students are well-equipped with the skills necessary to create, implement, and monitor business strategies, which are essential for long-term sustainability and growth.

The results also suggest that students understand how to monitor progress effectively, allowing them to anticipate challenges and develop responsive strategies. Their ability to foresee obstacles through consistent monitoring enables them to create contingency plans, ensuring that business operations remain stable despite changes in circumstances.

Systematic planning involves developing strategies through logical thinking and a step-by-step process to achieve objectives²². This competency enables students to actively monitor significant changes in business conditions and revise their strategies accordingly to achieve desired outcomes.

Indicators	Weighted mean	Verbal Interpretation
1. Building relationships and convincing others are crucial entrepreneurial skills for me.	3.28	Highly Competent
2. Active engagement in networking events connects me with potential partners, mentors, and investors.	3.23	Moderately Competent
3. I've honed persuasion skills to convey my ideas convincingly.	3.19	Moderately Competent
4. Nurturing relationships in my professional network grants access to resources and guidance.	3.32	Highly Competent
5. Persuasion and networking are assets I continually refine for entrepreneurial success.	3.13	Moderately Competent
Grand Mean	3.23	Moderately Competent

Table 21. Entrepreneurial competencies among BS Entrepreneurship Students in terms of persuasion and networking

Table 21 assesses the entrepreneurial competencies of BS Entrepreneurship students in terms of persuasion and networking, emphasizing their ability to build meaningful connections and effectively influence others. The grand mean of 3.23 ("Moderately Competent") suggests that while students recognize the importance of persuasion and networking in entrepreneurship, they are still in the process of refining these essential skills.

The highest-rated indicator, "Nurturing relationships in my professional network grants access to resources and guidance" (3.32, "Highly Competent"), highlights students' awareness of the advantages that strong professional connections can provide. Additionally, their agreement that "Building relationships and convincing others are crucial entrepreneurial skills" (3.28) reflects a solid foundation in interpersonal effectiveness. These results indicate that students understand the value of networking in securing business opportunities, partnerships, and mentorship, which are critical to entrepreneurial success. These findings indicate that while students recognize the significance of persuasion and networking, they may lack the confidence or practical experience needed to apply these skills effectively in business settings.

Indicators	Weighted mean	Verbal Interpretation
1. I understand its power to inspire trust in others.	3.37	Highly Competent
2. Self-confidence is a cornerstone of my entrepreneurial competencies, fueling my positive attitude.	3.22	Moderately Competent
3. My confidence comes from preparation and competence.	3.25	Moderately Competent
4. Embracing failures and setbacks strengthens my self-confidence.	3.15	Moderately Competent
5. Self-confidence drives my entrepreneurial journey, motivating me to pursue ambitious goals.	3.28	Highly Competent
Grand Mean	3.25	Moderately Competent

Table 22. Entrepreneurial competencies among BS Entrepreneurship Students in terms of self-confidence

Table 22 evaluates the entrepreneurial competencies of BS Entrepreneurship students in terms of self-confidence, highlighting their belief in their abilities and resilience in navigating business challenges. The grand mean of 3.25 ("Moderately Competent") suggests that while students recognize the importance of self-confidence in entrepreneurship, they are still in the process of fully developing this trait.

The highest-rated indicator, "I understand its power to inspire trust in others" (3.37, "Highly Competent"), underscores students' awareness of how self-confidence influences credibility and leadership. This suggests that they recognize the role of confidence in establishing trust with partners, customers, and stakeholders—an essential component of entrepreneurial success. Additionally, students acknowledge that "Self-confidence drives my entrepreneurial journey and motivates me to pursue

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ambitious goals" (3.28), reinforcing their understanding that belief in one's capabilities is a key driver of perseverance and success.

4. Relationship Between Entrepreneurial Intention and Entrepreneurial Competencies

Entrepreneurial Competencies	Entrepreneurial Intention			
	Knowledge	Personal attitudes and beliefs	Social Norms	Self-efficacy
Opportunity Seeking	0.733	0.766	0.671	0.742
Moderate Risk Taking	0.789	0.715	0.678	0.666
High Demand for Efficiency and Quality	0.786	0.801	0.654	0.745
Commitment to Work Contract	0.730	0.804	0.651	0.762
Persistence	0.784	0.788	0.736	0.776
Information Seeking	0.784	0.707	0.668	0.722
Goal Setting	0.744	0.800	0.653	0.786
Systematic Planning and Monitoring	0.737	0.729	0.705	0.677
Persuasion and Networking	0.784	0.756	0.708	0.774
Self-confidence	0.690	0.741	0.622	0.741

Table 23. Relationship Between Entrepreneurial Intention and Entrepreneurial Competencies

The correlation results between entrepreneurial competencies and entrepreneurial intention among students reveal a consistently strong and positive relationship across all measured dimensions: knowledge, personal attitudes and beliefs, social norms, and self-efficacy. This suggests that students who demonstrate higher levels of entrepreneurial competencies are also more likely to express stronger intentions to pursue entrepreneurship. Among the competencies, persistence, goal setting, commitment to work, and high demand for efficiency and quality exhibit particularly high correlation values, indicating their significant influence on students' entrepreneurial mindset.

Notably, the personal attitudes and beliefs dimension shows the strongest correlations overall, with the highest values observed in commitment to work ($r = 0.804$), high demand for efficiency and quality ($r = 0.801$), and goal setting ($r = 0.800$). This implies that students who are committed to fulfilling obligations, focused on achieving high standards, and clear about their goals are more likely to develop favorable attitudes and beliefs toward entrepreneurship. These internal motivators appear to be central in shaping how students perceive entrepreneurship as a desirable and achievable career path.

The self-efficacy dimension, which reflects students' confidence in their entrepreneurial abilities, also demonstrates strong associations with competencies like goal setting ($r = 0.786$), persistence ($r = 0.776$), and persuasion and networking ($r = 0.774$). This indicates that students who consistently pursue their goals, remain determined in the face of challenges, and are able to influence others tend to feel more capable of starting and managing a business. Enhancing these specific competencies may therefore boost students' entrepreneurial self-confidence and readiness.

In contrast, the social norms dimension, while still showing moderate to strong correlations, generally reflects slightly lower values than the other dimensions. For example, the lowest correlation in the table is between self-confidence and social norms ($r = 0.622$), suggesting that external social influences may play a less significant role in shaping certain personal traits like confidence. Nonetheless, competencies such as persistence ($r = 0.736$) and persuasion and networking ($r = 0.708$) still display meaningful links with perceived social expectations around entrepreneurship.

5. Discussion

The findings demonstrate that entrepreneurial intention is not an isolated psychological construct but is reinforced by the development of entrepreneurial competencies acquired through education and experiential learning. The consistently positive relationships across all dimensions support the proposition of the Theory of Planned Behavior that entrepreneurial behavior is influenced by attitudes, perceived behavioral control, and social influences. Students who develop entrepreneurial competencies are more likely to perceive entrepreneurship as both desirable and feasible, thereby strengthening their entrepreneurial intentions. This suggests that entrepreneurship education should move beyond knowledge transmission and focus on cultivating practical competencies that translate entrepreneurial aspirations into future entrepreneurial actions.

The strongest associations observed between personal attitudes and beliefs and competencies such as commitment to work contracts, high demand for efficiency and quality, and goal setting emphasize the importance of intrinsic motivational factors in entrepreneurial development. These competencies reflect discipline, responsibility, and achievement orientation, which are essential characteristics of successful entrepreneurs. Rather than merely acquiring technical business knowledge, students who internalize professional values and develop a strong sense of purpose are more likely to sustain entrepreneurial intentions despite uncertainties. This finding reinforces previous studies suggesting that favorable entrepreneurial attitudes

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significantly influence individuals' willingness to establish and manage new ventures.

The strong relationships between entrepreneurial competencies and self-efficacy further highlight the critical role of confidence in entrepreneurial readiness. Self-efficacy enables aspiring entrepreneurs to perceive challenges as manageable, make strategic decisions under uncertainty, and remain persistent in pursuing business opportunities. Competencies such as goal setting, persistence, and persuasion contribute to this confidence because they provide students with repeated opportunities to experience mastery, solve problems, and communicate business ideas effectively. Consequently, entrepreneurship programs should intentionally incorporate experiential learning activities, including business simulations, mentoring, startup incubation, and pitching competitions, to strengthen students' entrepreneurial self-efficacy through authentic learning experiences.

Although social norms exhibited comparatively lower correlations than the other dimensions, their moderate relationships with entrepreneurial competencies indicate that external influences continue to shape entrepreneurial development. Support from peers, mentors, faculty members, family, and professional networks may not directly determine entrepreneurial confidence, but these social environments provide encouragement, access to resources, and opportunities for collaboration that reinforce entrepreneurial behaviors. This finding suggests that higher education institutions should cultivate entrepreneurial ecosystems that facilitate networking, mentorship, and industry engagement, thereby complementing classroom instruction with supportive social environments that encourage entrepreneurial participation and innovation.

Overall, the results imply that entrepreneurial competency development should be viewed as a holistic process in which technical competencies, personal characteristics, and social learning mutually reinforce entrepreneurial intention. Since competencies related to persistence, goal setting, commitment, efficiency, and networking exhibit meaningful relationships with multiple dimensions of entrepreneurial intention, curriculum enhancement should prioritize integrated competency-based learning rather than isolated skill development. Embedding experiential pedagogies, interdisciplinary projects, industry collaboration, and continuous competency assessment within the entrepreneurship curriculum can better prepare graduates to transform entrepreneurial intentions into sustainable entrepreneurial behavior. Such an approach will not only improve graduate employability but also contribute to the development of innovative entrepreneurs capable of responding to evolving economic and societal challenges.

6. Conclusion

The study reveals that BS Entrepreneurship students possess strong entrepreneurial intentions and demonstrate high competency in areas such as opportunity seeking, information seeking, and commitment to work, while showing moderate competence in goal setting, risk-taking, and persistence. The strong positive correlations between entrepreneurial competencies and intentions—particularly in dimensions like personal attitudes, self-efficacy, and knowledge—underscore the importance of targeted educational strategies that foster practical skills, confidence, and resilience. The study affirms the vital role of comprehensive, experience-driven, and student-centered entrepreneurship education in developing future entrepreneurs.

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