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Entrepreneurship Education and Business Students' Entrepreneurial Intention: Implications for Social Science Education

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ABSTRACT

Purpose of the study: This study investigates the influence of entrepreneurship education on the entrepreneurial intention of college business students at Kalinga State University. The research examined students' perceptions of four dimensions of entrepreneurship education: entrepreneurial university climate, entrepreneurship curricula, entrepreneurial knowledge, and entrepreneurial skills.

Methodology: This study employed a quantitative research approach, particularly a descriptive–correlational design. Data were collected from 48 graduating Bachelor of Science in Entrepreneurship students using total population sampling. A standardized questionnaire with established validity and reliability was administered to gather responses from the students.

Main Findings: Entrepreneurial knowledge (M = 4.38, SD = 0.575) and entrepreneurship curricula (M = 4.32, SD = 0.653) received the highest ratings, followed by entrepreneurial skills (M = 4.24, SD = 0.657). Entrepreneurial university climate, while rated lowest, still obtained a positive evaluation (M = 4.01, SD = 0.740). Entrepreneurial intention was likewise high (M = 4.28, SD = 0.690), reflecting strong entrepreneurial aspirations among students. Pearson correlation analysis revealed that entrepreneurship curricula (r = 0.443, p = 0.002) and entrepreneurial skills (r = 0.431, p = 0.002) were significantly and positively associated with entrepreneurial intention. In contrast, the entrepreneurial university climate and entrepreneurial knowledge were not statistically significant.

Novelty/Originality of this study: Previous studies primarily examined entrepreneurship education as a single construct influencing entrepreneurial intention. The author has not found research that simultaneously tests entrepreneurial university climate, curricula, knowledge, and skills within Economic Education and social learning frameworks. This study integrates these dimensions to explain how educational processes shape economic behavior and entrepreneurial intention.

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1. INTRODUCTION

Entrepreneurship is globally recognized as a critical driver of economic growth, innovation, and employment creation, offering viable solutions to persistent global challenges such as unemployment and poverty [1], [2]. Entrepreneurial activity contributes to inclusive growth by creating jobs, enhancing productivity, and supporting long-term economic sustainability across sectors[3]. From MSMEs to technology-driven start-ups,

entrepreneurship promotes self-reliance and resilience, enabling individuals to better withstand economic fluctuations and reduce poverty [4].

However, beyond its contributions, entrepreneurship is also a fundamental component of economic education within the social sciences. As a field of study, economic education seeks to shape individuals' economic reasoning, decision-making, and responsible participation in markets [5]. Within this framework, entrepreneurship represents a practical application of economic principles, where individuals allocate resources, assess risks, recognize opportunities, and create value. Thus, entrepreneurship education is a pedagogical process that influences students' economic behavior, risk-taking attitudes, and opportunity recognition [6], [7] all of which are core outcomes of economic and social learning. These competencies are socially constructed through interaction, reflection, and experiential learning environments embedded in higher education institutions. Students acquire entrepreneurial knowledge while simultaneously developing social cognition, self-efficacy, and intention through collaborative and experiential processes[8], [9]. From a social learning perspective, entrepreneurial intention emerges through observation, modeling, dialogue, and engagement within supportive institutional climates. Ajzen's Theory of Planned Behavior explains how attitudes, subjective norms, and perceived behavioral control predict entrepreneurial intention[10]. Thus, entrepreneurial education is not only a skills-training mechanism but also a transformative social learning experience that influences students' career orientations and identity formation.

In response to these recognized benefits, higher education institutions have integrated entrepreneurship education into their curricular offerings to promote economic and social development. Entrepreneurship education equips students with essential competencies such as initiative, resourcefulness, alertness, creativity, and opportunity recognition, qualities that are crucial in today's dynamic business environment [11], [12]. The global entrepreneurship monitor emphasizes the pivotal role of higher education institutions in cultivating entrepreneurial culture, stimulating innovation, and encouraging venture creation. Beyond preparing students for self-employment, Entrepreneurship education also strengthens entrepreneurial mindsets and supports the broader goals of teaching and learning within the social sciences [13], [14].

Empirical evidence from other regions demonstrates that entrepreneurship education plays a significant role in shaping entrepreneurial intention, which is widely regarded as the most reliable predictor of entrepreneurial behavior[1], [13], [15]. Studies in Latin America reveal that entrepreneurship education significantly enhances students' entrepreneurial aspirations, particularly when combined with motivation and institutional support [16]. In African contexts, entrepreneurship education has been shown to influence entrepreneurial intention through psychological attributes such as need for achievement and risk-taking propensity [17]. Similarly, research in Asia highlights the mediating roles of entrepreneurial self-efficacy and alertness in strengthening the Entrepreneurship Education-Entrepreneurial Intention relationship [13], [18]. More recently, Malathi and Venugopal [19] emphasized that pedagogical design and supportive institutional climate are critical in sustaining student engagement and reinforcing entrepreneurial intention.

Within the Philippine context, where unemployment and poverty remain pressing developmental concerns, entrepreneurship has become a central pillar of national policy aimed at promoting inclusive and sustainable growth [20], [21]. The institutionalization of entrepreneurship education through Republic Act No. 10679, also known as the Youth Entrepreneurship Act, reflects the government's commitment to equipping young people with entrepreneurial competencies. The commission on higher education further reinforces this mandate by promoting the integration of Bachelor of Science in Entrepreneurship and related business programs across higher education institutions, thereby supporting the development of an entrepreneurial ecosystem aligned with the Sustainable Development Goals (SDGs).

Despite these national efforts, local socio-economic conditions significantly influence how entrepreneurship education translates into entrepreneurial intention. In Kalinga, a province in the Cordillera Administrative Region, students face distinct challenges, including limited employment opportunities, dependence on agriculture, restricted access to capital, and geographic isolation. These conditions constrain career options and limit exposure to broader entrepreneurial ecosystems. Consequently, there is a growing need for higher education institutions not only to impart entrepreneurial knowledge but also to foster relevant skills, supportive learning environments, and entrepreneurial mindsets that can strengthen students' entrepreneurial intention upon graduation [22].

However, despite the expanding implementation of entrepreneurship programs in the Philippines, studies examining the influence of entrepreneurship education on entrepreneurial intention remain limited, particularly among business students in state universities. Existing studies often emphasize entrepreneurial knowledge while overlooking other critical dimensions of entrepreneurship education, such as curriculum design, institutional climate, and skill development, which may substantially shape students' entrepreneurial intention [23]-[25]. Notably, no empirical study has yet examined this relationship in Kalinga State University, where students encounter both opportunities and constraints unique to the local context.

To address this gap, the present study investigates the influence of entrepreneurship education on entrepreneurial intention among college business students at Kalinga State University, focusing on four key dimensions: entrepreneurial university climate, entrepreneurship curricula, entrepreneurial knowledge, and

entrepreneurial skills. By situating entrepreneurship education within the broader discourse of social science teaching and learning, this study contributes empirical evidence that can inform pedagogical practices, curriculum development, and institutional strategies aimed at strengthening youth entrepreneurship and supporting local and regional development.

2. RESEARCH METHOD

A quantitative research method was employed in this study to examine the relationship between entrepreneurship education and entrepreneurial intention among college business students. This approach is appropriate when the objective is to measure variables numerically, test relationships statistically, and generate findings that allow objective interpretation and generalizable insights within a defined population [26]. In educational research, quantitative methods are also commonly used to assess attitudes, perceptions, and behavioral intentions through structured instruments and statistical analysis [27]. By employing measurable indicators and inferential statistics, this approach enables the identification of patterns and associations between dimensions of entrepreneurship education and students' entrepreneurial intention.

2.1. Research Design

The study employed a descriptive-correlational research design to determine the relationship between entrepreneurship education and entrepreneurial intention among business students. This design is appropriate for examining naturally occurring variables and identifying potential associations without manipulating the research environment [28].

2.2. Research Participants

The respondents of the study were the forty-eight (48) graduating students enrolled in the Bachelor of Science in Entrepreneurship program for Academic Year 2024–2025 at Kalinga State University. Given the manageable size of the student population, the study employed total population sampling, wherein all eligible graduating students were included as respondents. This approach ensured comprehensive representation of the target group and minimized sampling bias, thereby strengthening the reliability of the findings. This method is appropriate when the population size is small and fully accessible, ensuring comprehensive representation and minimizing sampling bias [29].

2.3. Research Instruments

The study utilized a survey questionnaire to gather data. The questionnaire was adapted from previous studies and was modified to align with the study's objectives. It consists of two parts: the first part collects the level of influence of entrepreneurship education on the graduating students, and the second part collects their level of entrepreneurial intent. To maintain data quality, the survey questionnaire was standardized. Respondents rated the items on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The different indicators to measure the different dimensions of entrepreneurship education were adopted from the studies of Gazi et al. [25], Mediany et al. [30], and Puni et al. [31]. The measures of entrepreneurial intent were adopted from Saoula et al.[32].

A validity and reliability test was conducted to ensure that the questionnaire is valid and reliable for the study's context. A panel of five experts from the academe evaluated the items under two main constructs: Entrepreneurial Education and Entrepreneurial Intent. Each factor was composed of six items, and the five experts rated each item in terms of relevance to the construct it was intended to measure. The validity results show that all values under the entrepreneurial education exceeded the 0.80 benchmarks, suggesting that the items under each factor are highly valid and effectively represent their intended constructs. The second construct, measuring entrepreneurial intent, which consists of six items, yielded an Aiken V coefficient of 0.833. This further shows the validity of the items designed to assess entrepreneurial intent.

To assess the internal consistency and reliability of the research instrument, Cronbach's alpha (α) coefficient was calculated for each factor under the constructs of Entrepreneurial Education and Entrepreneurial Intent. Thirty students participated in the reliability test. All factors demonstrated very high reliability, with Cronbach's alpha coefficients ranging from 0.9171 to 0.9772. These results indicate a strong internal consistency among the items within each construct, which suggests that the instrument is highly reliable for measuring both entrepreneurial education and entrepreneurial intent. In combination, the content validity analysis using Aiken's V, and the high Cronbach's alpha values confirm that the research instrument is both valid and reliable. Table 1 shows the study's instrument grid.

Table 1. Research instrument grid

No.	Dimension	Operational Definition in the Study	No. of items	Source
1	Entrepreneurial University Climate	Refers to students' perception of the institutional environment that supports entrepreneurial development, innovation, and venture creation.	6 items	[25], [30], [31]
2	Entrepreneurship Curricula	Refers to the structure, relevance, and practical orientation of entrepreneurship courses offered in the academic program.	6 items	[25], [30], [31]
3	Entrepreneurial Knowledge	Refers to students' cognitive understanding of entrepreneurial concepts, processes, and economic frameworks.	6 items	[25], [30], [31]
4	Entrepreneurial Skills	Refers to the practical competencies developed through entrepreneurship education that enable students to perform entrepreneurial tasks effectively.	6 items	[25], [30], [31]
5	Entrepreneurial Intention	Refers to the individual's conscious state of mind that directs attention and action toward starting a new business venture.	6 items	[32]

2.4. Research Procedures

This study adopted a survey method as the primary data collection technique using a survey questionnaire as a primary gathering tool. Before data collection, the research proposal was formally reviewed and approved by the university in accordance with institutional research policies and ethical standards. Following university approval, authorization to administer the survey instrument was secured from the Dean of the College of Entrepreneurship, Tourism, and Hospitality Management. The official list of graduating Bachelor of Science in Entrepreneurship students was obtained from the program chairperson to determine the target respondents. Coordination was conducted to schedule the questionnaire administration at a convenient academic period to ensure maximum participation.

Before distributing the instrument, the purpose of the study, its academic significance, and the voluntary nature of participation were clearly explained to the respondents. Participants were informed of their rights, including confidentiality, anonymity, and the option to withdraw at any time without academic consequences. Clear instructions on how to complete the questionnaire were provided to promote accuracy and consistency in responses. The questionnaires were then administered and retrieved upon completion. All responses were reviewed for completeness prior to data encoding using MS Excel. Statistical analysis and consultation with the statistician followed. Then, finally, the interpretation of the results. Figure 1 shows the flowchart of the research procedure.

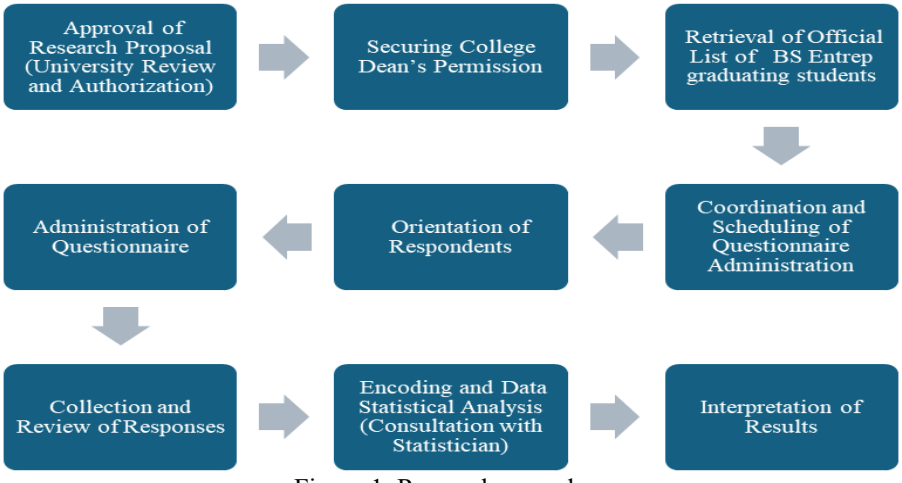

Figure 1. Research procedure

2.5. Data Analysis

The study employed both descriptive and inferential statistics to process, analyze, and interpret the data. A five-point Likert scale was used to measure the indicators. Mean scores were computed to determine the central tendency of responses across the four dimensions of entrepreneurship education and entrepreneurial intention.

Pearson's r correlation coefficient was used to examine the relationship between Entrepreneurship Education and Entrepreneurial Intention. This statistical test was deemed appropriate given the approximately continuous nature of Likert-scale data and the objective of determining the strength and direction of linear relationships. Data were encoded and prepared using Microsoft Excel and analyzed using SPSS, with the level of significance set at $p < 0.05$.

2.6. Ethical Considerations

The study has undergone review and approval by the research council of Kalinga State University before data collection. Participation of respondents was voluntary and based on informed consent, with participants free to withdraw at any time. Confidentiality and anonymity were ensured through coded identifiers, and all data were securely stored and used solely for academic purposes in accordance with institutional data privacy guidelines.

3. RESULTS AND DISCUSSION

3.1. The level of agreement on the influence of entrepreneurship education across its four dimensions among business students at Kalinga State University

This section presents the analysis of responses gathered from the respondents regarding their level of agreement on the influence of entrepreneurship education. The objective is to determine how students perceive the impact of various components of entrepreneurship education, such as entrepreneurial climate, curricula, knowledge, and skills, on their understanding and readiness for entrepreneurial activities. The findings provide insights into the effectiveness of the university's entrepreneurship education initiatives and their role in shaping students' entrepreneurial mindset and capabilities.

Table 2. Level of Agreement on the Influence of Entrepreneurship Education among Business Students

Dimension	Indicator	Mean	SD	
University Climate	Meet peers with business ideas	4.13	0.606	Agree
	Training sessions available	4.13	0.703	Agree
	Access to funding support	3.94	0.755	Agree
	Provision of facilities	4.00	0.772	Agree
	Mentorship programs offered	3.92	0.794	Agree
	Linkages with agencies/partners	3.98	0.812	Agree
General Weighted Mean		4.01	0.740	Agree
Entrepreneurship Curricula	Courses focused on entrepreneurship	4.21	0.922	Strongly Agree
	Courses improved my business understanding	4.50	0.619	Strongly Agree
	Materials relevant to real-world business	4.25	0.636	Strongly Agree
	Instructors linked courses to applications	4.38	0.640	Strongly Agree
	The syllabus includes practical knowledge	4.19	0.532	Agree
	Curriculum relevant in today's business world	4.38	0.570	Strongly Agree
General Weighted Mean		4.32	0.653	Strongly Agree
Entrepreneurial Knowledge	Learned methods of generating ideas	4.27	0.610	Strongly Agree
	Learned how to prepare a business plan	4.46	0.544	Strongly Agree
	Learned start-up processes	4.52	0.545	Strongly Agree
	Learned sources of business funding	4.33	0.559	Strongly Agree
	Awareness of entrepreneurship benefits	4.31	0.624	Strongly Agree
	Awareness of entrepreneurs' rights	4.38	0.570	Strongly Agree
General Weighted Mean		4.38	0.575	Strongly Agree
Entrepreneurial Skills	Improved ability to identify opportunities	4.27	0.574	Strongly Agree
	Learned business management	4.25	0.526	Strongly Agree
	Learned problem-solving and solutions	4.29	0.743	Strongly Agree
	Improved ability to build networks	4.19	0.762	Agree
	Developed ability to manage a team	4.23	0.722	Strongly Agree
	Enhanced ability to manage resources	4.21	0.617	Strongly Agree
General Weighted Mean		4.24	0.657	Strongly Agree

The findings show that the entrepreneurial university climate dimension received the lowest overall rating ($M = 4.01$, $SD = 0.740$), though still interpreted as Agree. Students acknowledged opportunities to meet peers with entrepreneurial ideas ($M = 4.13$) and the availability of training sessions ($M = 4.13$). However, relatively lower

scores were noted for funding support (M = 3.94) and mentorship programs (M = 3.92), suggesting that institutional backing for entrepreneurial initiatives may not be as robust as other components of entrepreneurship education. This indicates a need for greater investment in financial assistance, mentorship, and external linkages. The standard deviation for this dimension is 0.740, the highest among the four constructs, indicating a wider variability in student perceptions. While many students agreed that the university provides training and networking opportunities, lower ratings on funding support and mentorship suggest that not all students experienced these equally. This higher dispersion reflects inconsistencies in access to or awareness of entrepreneurial support within the university. This finding corroborates earlier studies emphasizing that while entrepreneurship education may be embedded in academic programs, its effectiveness is strengthened when complemented by consistent mentorship, financial support, and external linkages [16], [19], [25]. This result highlights the importance of viewing entrepreneurship education as a socially situated learning process shaped by institutional context. Learning outcomes are influenced not only by instruction but also by the availability of support structures that enable students to apply knowledge in real-world and community-based settings.

The entrepreneurial curricula dimension was rated highly (M = 4.32, SD = 0.653), interpreted as Strongly Agree. Students particularly valued the improvement in their business understanding (M = 4.50) and the ability of instructors to connect lessons with real-world applications (M = 4.38). These results underscore the importance of a relevant and practical curriculum that bridges theory with business realities. These findings support prior research underscoring the role of curriculum relevance, instructional quality, and experiential pedagogy in enhancing entrepreneurship education outcomes [33], [34]. While most items were strongly rated, the relatively lower mean for "syllabus includes practical knowledge" (M = 4.19) indicates that problem-solving applications could be further emphasized. The standard deviation of 0.653 suggests moderate consistency in student responses. However, the slightly wider spread compared to knowledge and skills may indicate differing levels of satisfaction with the practical aspects of the syllabus. These results reinforce the value of learner-centered and application-oriented teaching strategies. Entrepreneurship courses that contextualize theory through real-life cases, simulations, and problem-based learning promote deeper understanding and align with social science pedagogy that emphasizes critical thinking and contextual analysis.

Entrepreneurial knowledge obtained the highest general weighted mean (M = 4.38, SD = 0.575), showing that students strongly agree on the effectiveness of entrepreneurship education in building foundational and advanced business knowledge. The highest-rated item was "learned start-up processes" (M = 4.52), followed by "learned how to prepare a business plan" (M = 4.46). These results indicate that the program successfully equips students with critical knowledge for venture creation and management. This affirms previous findings that structured entrepreneurship programs effectively transmit essential entrepreneurial knowledge [35], [36]. Even the lowest-rated indicator, "learned methods of generating ideas" (M = 4.27), was still strongly endorsed, suggesting that while creativity is supported, it may benefit from further reinforcement. With the lowest standard deviation of 0.575, this dimension demonstrated the highest level of agreement among students. Responses clustered closely around the mean, suggesting that nearly all students consistently acknowledged the strong influence of entrepreneurship education on building entrepreneurial knowledge, particularly on start-up processes and business planning. This high consistency indicates uniform effectiveness of instruction in this area. These finding underscores the role of entrepreneurship education as an applied domain of social science teaching, where conceptual understanding is closely linked to practical knowledge relevant to economic and societal contexts. Ensuring conceptual clarity while maintaining contextual relevance supports meaningful and transferable learning outcomes.

The entrepreneurial skills dimension was also rated strongly (M = 4.24, SD = 0.657), highlighting the role of entrepreneurship education in building applied competencies. Students strongly agreed that entrepreneurship education improved their opportunity recognition (M = 4.27), problem-solving ability (M = 4.29), and team management skills (M = 4.23). These results corroborate studies demonstrating that experiential learning enhances entrepreneurial skill development and student confidence [37], [38], [39]. However, network-building skills scored the lowest (M = 4.19), indicating that while technical and managerial skills are well developed, social capital and networking abilities may require more experiential opportunities, such as mentorship, pitch competitions, and industry linkages. The standard deviation of 0.657 reveals moderate variability in students' perceptions of skills development. While opportunity recognition, problem-solving, and team management were highly rated, networking skills showed slightly lower and more varied responses. This suggests that while most students perceive entrepreneurship education as effective in skill-building, experiences differ when it comes to opportunities for networking and resource access. These findings emphasize the importance of social interaction, collaboration, and community engagement in learning. Integrating industry immersion, mentorship-driven activities, and community-based entrepreneurial projects can enhance students' networking skills and strengthen the social dimensions of entrepreneurship education.

3.2. The level of agreement on the entrepreneurial intention among business students at Kalinga State University

This section presents and interprets the degree to which students express a desire to pursue entrepreneurship, based on their responses to indicators that assess intent, determination, and long-term goals related to starting and managing their own business.

Table 3. Level of Agreement on Entrepreneurial Intention among Business Students

Indicator	Mean	SD
Apply learning to start a business	4.33	0.663
Try to start a business after graduation	4.19	0.704
Professional goal is entrepreneurship	4.10	0.751
Desire to be one's own boss	4.46	0.683
Intend to start a firm someday	4.35	0.668
Willing to do whatever it takes	4.25	0.668
General Weighted Mean	4.28	0.690

The results reveal a high level of entrepreneurial intention among business students, with a general weighted mean of 4.28. The indicator with the highest mean was "desire to be one's own boss" (M = 4.46), reflecting the strong motivational pull of autonomy in entrepreneurial careers. This finding corroborates prior research identifying independence and self-direction as key determinants of entrepreneurial career choice [40]. Students strongly agree that they are willing to apply what they learned in school to entrepreneurial ventures (M = 4.33) and expressed long-term aspirations to establish their own businesses (M = 4.35). These results are consistent with the Theory of Planned Behavior [10], which posits that intention is shaped by attitudes toward behavior and perceived behavioral control. The strong agreement on applying learning and willingness to exert effort suggests that students perceive themselves as capable of engaging in entrepreneurial activities, an interpretation supported by studies emphasizing the role of entrepreneurial self-efficacy in strengthening intention [24], [36].

Meanwhile, slightly lower though still positive ratings were recorded for "trying to start a business after graduation" (M = 4.19) and "professional goal is entrepreneurship" (M = 4.10), suggesting that while students value entrepreneurship, some remain cautious about pursuing it as an immediate career path. Such findings align with earlier studies indicating that external factors, such as financial constraints, perceived risk, and limited institutional support, can moderate the transition from intention to immediate entrepreneurial action [16], [41].

The standard deviation of 0.690 reveals moderate variability in students' perceptions of their entrepreneurial intention. While applying school learning to start a business, starting a firm someday, and willingness to do whatever it takes showed stronger consensus, professional goals in entrepreneurship and plans to start a business immediately after graduation reflected greater dispersion. This suggests that while most students share strong entrepreneurial aspirations, experiences, and confidence levels differ when it comes to pursuing entrepreneurship after graduation.

3.3. The relationship between entrepreneurship education and entrepreneurial intention of business students at Kalinga State University

This section presents the results of the correlation analysis conducted to determine the relationship between entrepreneurship education and entrepreneurial intention among business students at Kalinga State University. The Pearson Product-Moment Correlation Coefficient was used to assess the strength and significance of these relationships.

Table 4. Correlation between Entrepreneurship Education Dimensions and Entrepreneurial Intention

Dimension of Entrepreneurship Education	r (Pearson)	p-value	Interpretation
Entrepreneurial University Climate	0.208	0.156	Not Significant
Entrepreneurship Curricula	0.443**	0.002	Significant
Entrepreneurial Knowledge	0.205	0.162	Not Significant
Entrepreneurial Skills	0.431**	0.002	Significant

Note: $p < 0.05$ = significant (2-tailed). N = 48.

Pearson product–moment correlation analysis was conducted to examine the relationship between entrepreneurship education dimensions and entrepreneurial intention among business students. The findings indicate that entrepreneurship education does not influence entrepreneurial intention uniformly across the different dimensions. Among the four dimensions considered in the study, entrepreneurship curricula and entrepreneurial skills demonstrated significant positive relationships with entrepreneurial intention, whereas entrepreneurial university climate and entrepreneurial knowledge did not show statistically significant associations.

Entrepreneurial university climate was positively related to entrepreneurial intention; however, the relationship was not statistically significant (r = 0.208, p = 0.156). Although students rated the institutional climate favorably (M = 4.01), the absence of significance suggests that perceived institutional support alone may not directly shape students' entrepreneurial commitment. From the perspective of the Theory of Planned Behavior [10], university climate primarily contributes to subjective norms, that is, the perception that entrepreneurship is socially valued. However, subjective norms may not strongly influence intention unless supported by concrete learning mechanisms such as mentorship, incubation programs, and funding opportunities. Similar findings have been reported in developing-country contexts, where supportive environments require tangible experiential structures to meaningfully influence entrepreneurial intention[25], [42]. This result implies that institutional climate must be operationalized through structured engagement rather than remaining a symbolic or environmental factor.

In contrast, entrepreneurship curricula showed a moderate and statistically significant positive relationship with entrepreneurial intention *(r = 0.443, p = 0.002).* Students perceived the curriculum as relevant and application-oriented (*M* = 4.32), indicating that course design meaningfully shapes entrepreneurial attitudes. From an Economic Education perspective, Pashaei [43] emphasizes that the curriculum serves as the primary mechanism through which students develop economic reasoning, opportunity evaluation, and risk assessment skills. When entrepreneurship courses integrate real-world cases, simulations, and project-based learning, they enhance both perceived desirability and feasibility of entrepreneurship. This finding aligns with prior research demonstrating that practice-oriented and structured entrepreneurship curricula significantly enhance entrepreneurial intention [36], [44].

Despite receiving the highest overall mean rating (M = 4.38), entrepreneurial knowledge did not show a statistically significant relationship with entrepreneurial intention (r = 0.205, p = 0.162). Although students reported strong acquisition of knowledge related to start-up processes, business planning, and funding sources, this knowledge alone did not translate into stronger entrepreneurial intention. Under TPB, knowledge contributes to perceived behavioral control, yet this study suggests that cognitive understanding must be activated through experience to influence intention. This finding supports Wang et al. [13], who emphasized that entrepreneurial knowledge becomes impactful only when reinforced by hands-on engagement and confidence-building opportunities. Thus, knowledge serves as a necessary but insufficient condition for intention formation. From the lens of entrepreneurship education as social learning, this finding reinforces that intention develops through interaction, modeling, and applied practice rather than through information transmission alone.

Finally, entrepreneurial skills showed a significant positive relationship with entrepreneurial intention (r = 0.431, p = 0.002) and were strongly rated by students (M = 4.24). Skill development directly strengthens perceived behavioral control in TPB by enhancing students' confidence in their ability to perform entrepreneurial tasks. Students reported strong development in opportunity recognition, problem-solving, teamwork, and resource management, although networking skills received comparatively lower ratings. These findings are consistent with Atmono et al. [45] and Duong [46], who identified skills-based and experiential learning as strong predictors of entrepreneurial intention. Moreover, Zhang et al. [42] noted that networking and social capital are best developed through real-world exposure and interaction beyond the classroom, explaining the relatively lower scores in this area. This underscores that entrepreneurship education is most impactful when it cultivates practical competencies through active and experiential learning strategies.

3.4. Implications for Social Science Teaching and Learning

The findings of this study suggest significant implications for social science teaching and learning, particularly in the context of entrepreneurship education. The significant influence of entrepreneurship curricula on entrepreneurial intention highlights the importance of curriculum relevance and pedagogy. Social science instruction should emphasize learner-centered and application-oriented approaches that connect theoretical concepts to real-world entrepreneurial contexts through case studies, simulations, and problem-based learning.

The strong relationship between entrepreneurial skills and entrepreneurial intention underscores the need to prioritize experiential and skills-based learning. Teaching strategies that develop opportunity recognition, problem-solving, collaboration, and resource management should be integrated into social science courses to strengthen students' confidence and readiness for entrepreneurial engagement. Conversely, the non-significant effect of entrepreneurial knowledge suggests that knowledge alone is insufficient to influence intention. Entrepreneurship educators should ensure that conceptual learning is complemented by practical activities that allow students to apply, reflect on, and internalize what they have learned.

Finally, while a supportive university climate is necessary, its limited influence on intention indicates that institutional resources must be embedded within instructional practices. Strengthening mentorship, industry linkages, and experiential platforms within the curriculum can enhance the effectiveness of entrepreneurship education as an applied social science pedagogy. The findings position entrepreneurship education as a valuable platform for advancing social science teaching and learning by integrating theory, practice, and contextual engagement to foster purposeful and action-oriented learning outcomes.

3.5. Limitations and Future Research

Despite its contributions, this study has several limitations that should be considered when interpreting the findings. First, the study was conducted among a single group of graduating business students from one state university, which may limit the generalizability of the results to other higher education institutions or academic disciplines. Second, the use of self-reported survey data may be subject to response bias, as students' perceptions and intentions may not always translate into actual entrepreneurial behavior. Third, the cross-sectional design of the study captures entrepreneurial intention at one point in time and does not account for changes in intention as students transition into the workforce.

Future research may address these limitations by expanding the sample to include students from multiple universities or business academic programs to enhance external validity. Longitudinal studies are also recommended to examine how entrepreneurship education influences entrepreneurial intention and behavior over time. Additionally, future studies may incorporate qualitative methods or mixed-method approaches to gain deeper insights into students lived experiences, motivation, and contextual factors influencing entrepreneurial intention. Exploring mediating and moderating variables such as entrepreneurial self-efficacy, institutional support, socio-demographic, and socio-cultural influences may further strengthen the understanding of how entrepreneurship education contributes to entrepreneurial outcomes. Finally, comparative studies across institutions and geographic regions may further enrich understanding of how entrepreneurship education functions within varying economic ecosystems. Such investigations would contribute to a more comprehensive and context-sensitive model of entrepreneurship education as a driver of economic and social development.

4. CONCLUSION

This study concludes that entrepreneurship education plays a vital role in shaping the entrepreneurial development of business students at Kalinga State University. The findings indicate that students generally perceive entrepreneurship education as effective in equipping them with relevant entrepreneurial knowledge, practical skills, and curriculum-based learning experiences that support their entrepreneurial aspirations. The results further reveal a high level of entrepreneurial intention among the students, suggesting that entrepreneurship education not only enhances cognitive and skill-based outcomes but also motivates students to view entrepreneurship as a viable and desirable career path. The strong intention to apply learning, pursue business ownership, and exercise autonomy reflects the positive impact of educational interventions that emphasize real-world relevance, practical application, and experiential learning.

However, the study demonstrates that the influence of Entrepreneurship Education on Entrepreneurial Intention is dimension-specific. While entrepreneurship curricula and entrepreneurial skills significantly predict entrepreneurial intention, entrepreneurial knowledge, and university climate, despite being positively perceived, they do not exert a statistically significant effect. This finding leads to a partial rejection of the null hypothesis and aligns with the Theory of Planned Behavior, which underscores the importance of applied learning and perceived behavioral control in intention formation. These results suggest that knowledge acquisition and supportive environments alone are insufficient unless translated into actionable skills and meaningful learning experiences. This research contributes empirical evidence to the entrepreneurship education literature by clarifying how specific educational dimensions influence entrepreneurial intention within a Philippine state university context. The findings provide valuable insights for higher education institutions, particularly state universities, in designing entrepreneurship education programs that prioritize curriculum relevance, experiential learning, and skill development to effectively strengthen students' entrepreneurial intention and support broader social and economic development goals.

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