

Demographic Differences in Entrepreneurial Intention of Senior High School Entrepreneurship Students in Cagayan de Oro City, Philippines

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ABSTRACT

This study investigated the level of Entrepreneurial Intention among Grade 12 Senior High School students enrolled in a Private Non-sectarian School in Cagayan de Oro City, Philippines, who completed the Entrepreneurship subject in School Year 2023-2024 and examined significant differences in entrepreneurship intention based on monthly household income, sex, and family engagement in business. Utilizing a quantitative descriptive design, data were collected from 222 students selected via stratified random sampling using academic tracks as strata. A validated and reliable adapted questionnaire measured entrepreneurship intention on a 4-point Likert scale. Descriptive statistics and inferential statistics, preceded by normality testing, were employed for analysis. Results indicated a high overall level of entrepreneurial intention, with the strongest agreement for the desire for autonomy or wanting to be their own boss. A significant difference in entrepreneurship intention was found based on monthly household income suggesting socioeconomic background influences aspirations within this cohort. However, no significant differences were found based on sex or family engagement in business, indicating equitable entrepreneurship intention levels across genders and challenging the assumed primacy of family entrepreneurial exposure. The findings suggest that the formal entrepreneurship curriculum successfully fosters high entrepreneurship intention, potentially mitigating traditional advantages linked to family background, but highlights the need to address the gap between intention and perceived preparedness and support students from lower-income households.

Keywords: *Entrepreneurial Intention, Entrepreneurship Education, Senior High School, Household Income, Gender, Family Business*

INTRODUCTION

Entrepreneurship is widely recognized as a critical engine for economic development, job creation, and innovation globally (Donaldson, 2019). At the heart of new venture creation lies entrepreneurial intention, a conscious state of mind preceding entrepreneurial action and serving as a reliable predictor of future entrepreneurial behavior (Mabhena & Ncube, 2024; Donaldson, 2019). Understanding the factors shaping entrepreneurship intention is therefore paramount for fostering entrepreneurial ecosystems. The Theory of Planned Behavior (TPB), incorporating attitudes, subjective norms, and perceived behavioral control, has emerged as a dominant and robust theoretical framework for explaining entrepreneurship intention (Mabhena & Ncube, 2024; Wan Nawang, 2023; Mishra & Singh, 2022; Tsaknis & Sahinidis, 2020; Wahidmurni et al., 2020; Robu, 2024). This framework highlights that entrepreneurship intention is not merely spontaneous but shaped by individual perceptions and social contexts.

Formal entrepreneurship education is increasingly seen as a vital mechanism for cultivating these perceptions and fostering entrepreneurship intention. Research consistently demonstrates that well-designed entrepreneurship education programs, particularly those incorporating practical, experiential learning, exposure to successful entrepreneurs, and supportive academic environments, positively

influence students' intentions and attitudes toward entrepreneurship (Cekule et al., 2023; Holanda et al., 2024; "Entrepreneurship Education and Entrepreneurial Intention: Case Study of Business Students in Tianjin, China," 2023; Karki et al., 2023; "Entrepreneurship at the University: Entrepreneurial Skills and the Intention to Entrepreneur," 2023; Inoubli, 2024). entrepreneurship education enhances key predictors like perceived feasibility, self-efficacy, innovativeness, and tolerance for uncertainty (Ayvaz & Kurulgan, 2024; "Entrepreneurship at the University: Entrepreneurial Skills and the Intention to Entrepreneur," 2023; Soni & Bakhru, 2021). Consequently, educational institutions worldwide are strategically integrating entrepreneurship into curricula to equip students with the necessary mindset and skills.

Beyond education, research highlights the significant influence of demographic and background factors on entrepreneurship intention. Gender findings are complex; some studies report higher entrepreneurship intention among male students (Sharma & Ahmad, 2023), while others find gender influences specific sub-factors like the desire for success rather than overall intention (Ayvaz & Kurulgan, 2024). Family background, particularly parental occupation or involvement in business, frequently emerges as a significant positive predictor, likely due to role modeling, exposure, and perceived social norms (Tsaknis & Sahinidis, 2020; Sharma & Ahmad, 2023; Uctu & Al-silefanee, 2023). Socioeconomic background, often proxied by household income, also features in studies, though findings on its direct impact can be mixed (Ayvaz & Kurulgan, 2024; Mabhena & Ncube, 2024). Personality traits like creativity, passion, and self-efficacy are also crucial internal drivers (Soni & Bakhru, 2021; Wahidmurni et al., 2020). This underscores the need to investigate entrepreneurship intention within diverse contexts and across different student populations (Mabhena & Ncube, 2024; "Entrepreneurship Education and Entrepreneurial Intention: Case Study of Business Students in Tianjin, China," 2023; Mawardi et al., 2022; Wan Nawang, 2023; Uctu & Al-silefanee, 2023; Abdullah et al., 2023; Mishra & Singh, 2022; Inoubli, 2024).

In the Philippine context, fostering entrepreneurship is a strategic educational goal. Republic Act No. 10533 (The Enhanced Basic Education Act of 2013) explicitly aims to prepare Senior High School (SHS) students for "entrepreneurial employment in a rapidly changing and increasingly globalized environment" (Manila Bulletin, 2023). The SHS curriculum includes specialized tracks, with the Entrepreneurship subject being a cornerstone for developing relevant skills and potentially shaping entrepreneurship intention. However, concerns persist about whether students graduate with sufficient competencies for entrepreneurial success (Beatrice, 2023). While research on entrepreneurship intention is growing globally and within specific Philippine higher education contexts, Abdullah et al., (2023) offer a regional example. There is a notable gap concerning Grade 12 SHS students in the Philippines who have completed the mandated Entrepreneurship course. Understanding the level of entrepreneurship intention among these students and how it interacts with key demographic variables (monthly household income, sex, and family business engagement) is crucial for evaluating the effectiveness of the current entrepreneurship education approach within the K-12 framework and identifying potential areas for intervention.

Therefore, this study addresses this gap by investigating the entrepreneurial intentions of Grade 12 Senior High School students enrolled in a Private Non-sectarian School in Cagayan de Oro City, Philippines, who have completed the Entrepreneurship subject during the 2023-2024 school year. Guided by the TPB framework and acknowledging the influence of demographic factors identified in prior research, this study specifically seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of monthly household income, sex, and family engagement in business?
2. How do students assess their level of entrepreneurial intention?
3. Is there a significant difference in the students' entrepreneurial intention when they are grouped

according to their monthly household income, sex, and family engagement in business?

By examining these questions, this research contributes to understanding how the Philippine SHS Entrepreneurship curriculum influences entrepreneurship intention within a specific local context and how demographic backgrounds may shape these intentions, providing valuable insights for educators, policymakers, and curriculum developers aiming to enhance entrepreneurial preparedness among Filipino youth.

MATERIALS & METHODS

This study employed a quantitative descriptive research design to systematically investigate the entrepreneurial intentions of Grade 12 Senior High School students and their relationship with key demographic variables. The target population comprised all Grade 12 students enrolled in a Private Non-sectarian School in Cagayan de Oro City, Philippines, who had completed the Entrepreneurship subject during the School Year 2023-2024 and were aged 18 years or above. To ensure representative sampling across the diverse academic tracks within the school, stratified random sampling was utilized, using the students' academic tracks (ABM, HUMSS, STEM, and Prebaccalaureate Maritime) as the strata. The required sample size was calculated using Cochran's formula, resulting in a target of 222 respondents. This calculated sample size was then proportionately allocated across each academic track stratum based on their relative sizes within the total eligible population, ensuring each track was adequately represented in the final sample.

Data collection was conducted using an adapted research questionnaire, rigorously validated to ensure its suitability and reliability for the context. The instrument underwent content validation by industry experts who assessed the relevance, clarity, and appropriateness of the items, particularly those measuring entrepreneurial intention. Subsequently, the questionnaire underwent a pilot test with a separate group of students not included in the main sample. Reliability analysis using Cronbach's Alpha yielded coefficients of 0.70 or above across all measured variables, confirming the internal consistency and reliability of the scales used. The finalized questionnaire consisted of four main sections: (1) an Informed Consent Form detailing the study's purpose, voluntary nature, confidentiality, and procedures; (2) a Demographic Profile Section capturing data on Monthly Household Income, Sex (Male/Female), and Family Engagement in Business (Yes/No); and (3) a section measuring Entrepreneurial Intention using an adapted set of questions rated on a 4-point Likert Scale (e.g., 1=Strongly Disagree to 4=Strongly Agree).

The data-gathering process adhered strictly to ethical protocols. Formal written communication and permissions were secured from the school administration before commencement. During administration, the researcher personally facilitated the process with each selected group. Students were thoroughly briefed on the research goals, assured of confidentiality and anonymity, and explicitly informed that participation was voluntary. The researcher was present throughout the session to clarify instructions, answer any questions the students had, and ensure the informed consent forms were properly understood and signed before questionnaire completion. This direct facilitation aimed to minimize errors and enhance data quality.

Data analysis proceeded systematically to address each research question. Descriptive statistics were employed for the first two questions: frequencies and percentages were calculated to summarize and present the demographic profile of the respondents (Research Question 1), while mean scores and standard deviations were computed for each Entrepreneurial Intention question and for the overall entrepreneurship intention scale to assess the level of entrepreneurial intention among the students (Research Question 2). Before conducting inferential analyses for Research Question 3 (testing significant differences in entrepreneurship intention based on demographics), the assumption of

normality for the entrepreneurship intention data distribution was rigorously tested using Shapiro-Wilk Test. Based on the confirmation of normality, inferential statistics were applied: One-way analysis of Variance (ANOVA) was used to test for significant differences in entrepreneurship intention when students were grouped according to their Monthly Household Income categories. Independent Samples t-tests were employed to test for significant differences in entrepreneurship intention when students were grouped according to Sex (Male vs. Female) and according to Family Engagement in Business (Yes vs. No). The significance level for all inferential tests was set at $\alpha = 0.05$. Crucially, alongside significance (p-values), F-value for ANOVA, and t-value for t-tests) were calculated and reported to determine the practical significance of any observed differences. All statistical analyses were performed using specialized software.

RESULTS AND DISCUSSION

1. What is the demographic profile of the respondents in terms of monthly household income, sex, and family engagement in business?

Table 1 presents the frequency and percentage distribution of the key demographic characteristics, namely; monthly household income, sex, and family engagement in business, for the 222 Grade 12 Entrepreneurship students who participated in this study. This profile directly addresses the first research question and provides essential context for interpreting the subsequent analyses of entrepreneurial intention and its relationship to these background factors.

The distribution of monthly household income reveals a distinct socioeconomic profile. The largest proportion of respondents (72 students, 32.4%) reported belonging to households with the lowest income bracket (Php 10,956 or less). Combined with the next two brackets (Php 10,957 – Php 21,193: 22.1% and Php 21,194 – Php 43,827: 22.5%), these lower-middle income categories encompassed a substantial majority of the sample (76.9%). In contrast, the higher income brackets were sparsely represented, with only 11.3% (Php 43,828 – Php 76,668), 8.6% (Php 76,669 – Php 131,483), and minimal representation in the highest categories (Php 131,484 – Php 219,139: 1.4%; Php 219,140 or more: 1.8%). This indicates that the sampled students predominantly come from households with modest economic means. This concentration in lower-income strata is significant, as prior research presents mixed findings on the direct influence of socioeconomic background on entrepreneurship intention. While some studies suggest access to resources (often correlated with higher income) can facilitate entrepreneurial action (Mabhena & Ncube, 2024), others, like Ayvaz & Kurulgan (2024), found no significant impact of parental status (a potential proxy) on overall entrepreneurship intention. This sample's composition allows for a meaningful exploration of whether entrepreneurship intention levels differ significantly across these income groups within a predominantly lower-middle-income context, potentially testing hypotheses related to necessity versus opportunity entrepreneurship.

Regarding sex, the sample showed a higher representation of female students (123 students, 55.4%) compared to male students (99 students, 44.6%). This gender distribution is noteworthy given the ongoing debate within the entrepreneurship intention literature. Some studies, particularly in specific contexts like India, have reported higher entrepreneurship intention among male students (Sharma & Ahmad, 2023). However, other research, such as Ayvaz & Kurulgan (2024), suggests that while gender might not directly influence overall entrepreneurship intention, it can significantly impact specific motivational sub-factors like the "desire for success." The female majority in this Philippine sample provides a valuable opportunity to examine entrepreneurship intention levels and potential gender differences within this specific educational and cultural setting, contributing to the broader discourse on gender and entrepreneurial aspirations.

Table 1
Frequency and Percentage Distribution of Respondents' Demographic Profile

Demographic Profile	Frequency	Percentage
Monthly Household Income		
with income of Php 10,956 or less	72	32.4%
with income of Php 10,957 to Php 21,193	49	22.1%
with income of Php 21,194 to Php 43,827	50	22.5%
with income of Php 43,828 to Php 76,668	25	11.3%
with income of Php 76,669 to Php 131,483	19	8.6%
with income of Php 131,484 to Php 219,139	3	1.4%
with income of Php 219,140 or more	4	1.8%
TOTAL	222	100.0%
Sex		
Male	99	44.6%
Female	123	55.4%
TOTAL	222	100.0%
Family is engage in business		
Yes	118	53.2%
No	104	46.8%
TOTAL	222	100.0%

The data on family engagement in business shows a slight majority of respondents (118 students, 53.2%) come from families engaged in business, while 104 students (46.8%) do not. This near-even split is highly relevant, as extensive research strongly supports the influence of family background on entrepreneurship intention. Exposure to entrepreneurship through family members serves as a powerful form of vicarious learning and role modeling, shaping attitudes, perceived social norms (subjective norms in TPB), and perceived behavioral control (Tsaknis & Sahinidis, 2020; Uctu & Al-silefanee, 2023). Students with self-employed parents or family members often demonstrate higher entrepreneurship intention due to greater familiarity with the entrepreneurial process, access to informal networks, and potentially more supportive subjective norms regarding business ownership (Sharma & Ahmad, 2023). The significant representation of students both with and without this family exposure in this sample provides a robust basis for investigating its impact on entrepreneurship intention within this cohort, aligning with the theoretical expectations of the TPB framework.

2. How do students assess their level of entrepreneurial intention?

Table 2 presents a detailed assessment of Entrepreneurial Intention among the 222 Grade 12 Entrepreneurship students, addressing the study's second research question. It displays the mean scores, standard deviations, descriptive interpretations, and overall level classifications for 14 specific intention statements, culminating in an overall average mean of 2.96 (SD = 0.85).

Based on the study's interpretation legend (2.50-3.24 = Agree; High Entrepreneurial Intention), this overall result indicates a favorable and relatively high level of entrepreneurial intention among the sampled students who completed the Entrepreneurship subject. This positive overall disposition aligns with the broader goal of the Philippine K-12 curriculum, particularly Republic Act No. 10533, which aims to prepare students for "entrepreneurial employment" (Manila Bulletin, 2023), and suggests that the educational exposure had a generally positive impact on fostering entrepreneurial aspirations within this cohort.

Table 2
The Level of Respondents' Entrepreneurial Intention

Statement	Mean	SD	Description	Interpretation
I am ready to do anything to be an Entrepreneur.	2.96	0.83	Agree	High Entrepreneurial Intention
My professional goal is to become an entrepreneur.	2.65	0.86	Agree	High Entrepreneurial Intention
I will make every effort to start and run my own firm.	3.09	0.85	Agree	High Entrepreneurial Intention
I am determined to create a firm in the future.	3.09	0.86	Agree	High Entrepreneurial Intention
I have very seriously thought of starting a firm.	2.94	0.84	Agree	High Entrepreneurial Intention
I have the firm intention to start a firm someday.	3.09	0.82	Agree	High Entrepreneurial Intention
I prefer to be an entrepreneur rather than to be an employee in a company	2.95	0.89	Agree	High Entrepreneurial Intention
I am prepared to do anything to be an entrepreneur	2.82	0.87	Agree	High Entrepreneurial Intention
I am very interested to be an entrepreneur	2.93	0.85	Agree	High Entrepreneurial Intention
I shall work very hard at becoming an entrepreneur.	3.00	0.85	Agree	High Entrepreneurial Intention
I have already prepared myself to become an entrepreneur.	2.61	0.87	Agree	High Entrepreneurial Intention
I'll put every effort to start and run my own business.	3.03	0.86	Agree	High Entrepreneurial Intention
I have thought seriously to start my own business after completing my study.	2.87	0.86	Agree	High Entrepreneurial Intention
I want to be my own boss.	3.35	0.78	Strongly Agree	Very High Entrepreneurial Intention
Average Mean	2.96	0.85	Agree	High Entrepreneurial Intention

Legend: 1.00-1.74 Strongly Disagree (Very Low Entrepreneurial Intention), 1.75-2.49 Disagree (Low Entrepreneurial Intention), 2.50-3.24 Agree (High Entrepreneurial Intention), 3.25-4.00 Strongly Agree (Very High Entrepreneurial Intention)

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Analysis of the individual statements reveals nuanced insights into the nature of this intention. The strongest agreement was expressed for the statement "I want to be my own boss" (Mean = 3.35, SD = 0.78), which was the only item to reach the "Strongly Agree" level (Very High Intention). This highlights a powerful desire for autonomy and independence as a core driver of entrepreneurial aspiration among these students, resonating with findings that intrinsic motivations like autonomy are significant predictors of entrepreneurship intention (Soni & Bakhru, 2021; Ayvaz & Kurulgan, 2024 on desire for success; Wan Nawang, 2023 on professional attraction). Conversely, the statement reflecting the lowest level of agreement, though still within the "Agree" range, was "I have already prepared myself to become an entrepreneur" (Mean = 2.61, SD = 0.87). This suggests that while intention is high, concrete preparatory actions or self-perceived readiness lag behind the aspiration.

This gap between intention and tangible preparation underscores a potential area for enhanced educational focus, aligning with recommendations for entrepreneurship education programs to emphasize hands-on experience, skill development, and practical readiness (Cekule et al., 2023; Karki et al., 2023; "Entrepreneurship at the University: Entrepreneurial Skills and the Intention to Entrepreneur," 2023).

Several statements reflecting commitment and effort received consistently high scores (all Means $\geq$ 3.00), such as "I will make every effort to start and run my own firm" (3.09), "I am determined to create a firm in the future" (3.09), "I have the firm intention to start a firm someday" (3.09), "I'll put every effort to start and run my own business" (3.03), and "I shall work very hard at becoming an entrepreneur" (3.00). These findings strongly relate to the Perceived Behavioral Control component of the Theory of Planned Behavior (TPB) (Mabhena & Ncube, 2024; Mishra & Singh, 2022; Tsaknis & Sahinidis, 2020; Wahidmurni et al., 2020), indicating that students feel a significant degree of self-efficacy and belief in their capability to exert effort towards entrepreneurial goals. This robust sense of agency is a positive outcome potentially fostered by the Entrepreneurship curriculum, as entrepreneurship education is known to enhance perceived behavioral control and self-efficacy (Inoubli, 2024; Holanda et al., 2024). Furthermore, the high agreement with statements like "I prefer to be an entrepreneur rather than to be an employee" (2.95) and "I am very interested to be an entrepreneur" (2.93) reflects a positive Attitude Toward Entrepreneurship (another core TPB component), reinforcing the overall high intention level.

3. Is there a significant difference in the students' entrepreneurial intention when they are grouped according to their monthly household income, sex, and family engagement in business?

Table 3 presents the results of the inferential statistical analyses testing for significant differences in the respondents' Entrepreneurial Intention when grouped according to their demographic profile (Monthly Household Income, Sex, and Family Engagement in Business). This directly addresses the study's third research question and builds upon the descriptive findings presented in Tables 1 and 2. The analyses employed were Analysis of Variance (ANOVA) for the multi-category income variable and Independent Samples t-tests for the binary variables of Sex and Family Business Engagement, with the significance level set at $\alpha = 0.05$.

Table 3
The Test for Significant Difference in Respondents' Entrepreneurial Intention when grouped according to their Demographic Profile

Demographic Profile	ANOVA		
	<i>P-value</i>	<i>F-value</i>	<i>Decision on Ho</i>
Monthly Household Income	3.204	0.005	Rejected
	T-Test		
	<i>P-value</i>	<i>t-value</i>	<i>Decision on Ho</i>
Sex	0.708	0.695	Failed to reject
Family is engage in business	1.014	0.058	Failed to reject

Significant if P-value < 0.05

Legend: *Ho is rejected if Significant Ho is accepted if Not Significant*

The most striking finding in Table 3 is the statistically significant difference in entrepreneurship intention based on Monthly Household Income (ANOVA: $F = 3.204$, $p = 0.005$). Since the p -value is less than 0.05, the null hypothesis stating no difference exists between the income groups is rejected.

This indicates that students from different household income brackets exhibit significantly varying levels of entrepreneurial intention. This finding carries substantial weight, particularly considering the sample's composition was predominantly skewed towards lower-middle-income households (76.9% in the three lowest brackets, as shown in Table 1). The significant ANOVA result suggests that within this economically modest cohort, income level remains a differentiating factor for entrepreneurship intention. This finding resonates with the call by Mabhena & Ncube (2024) to investigate entrepreneurship intention across diverse socioeconomic backgrounds and offers a nuanced perspective to the mixed findings in prior literature. While some studies found no direct impact of parental status/income proxies on overall entrepreneurship intention (Ayvaz & Kurulgan, 2024), this result suggests that in the specific context of Filipino Grade 12 students, economic circumstances significantly shape entrepreneurial aspirations. This could potentially reflect differences in perceived feasibility, access to resources, or the impetus of necessity versus opportunity entrepreneurship across income levels.

In contrast to the income finding, no statistically significant difference in entrepreneurship intention was found based on Sex (t-Test: $t = 0.695$, $p = 0.708$). The p -value is greater than 0.05, leading to a failure to reject the null hypothesis. This indicates that, on average, male and female students in this sample reported similar levels of entrepreneurial intention. This finding is particularly noteworthy given the female majority (55.4%) in the sample and contributes significantly to the ongoing discourse on gender and entrepreneurship intention. While some studies in contexts like India have reported higher entrepreneurship intention among males (Sharma & Ahmad, 2023), this result aligns more closely with research suggesting that gender may not be a primary determinant of *overall* entrepreneurship intention, even if it influences specific motivational sub-factors like the "desire for success" (Ayvaz & Kurulgan, 2024). The lack of a significant gender difference in this Philippine cohort suggests that the Entrepreneurship subject, or the broader educational and cultural environment, may foster similar levels of entrepreneurial aspiration among both male and female students. This finding supports the potential of entrepreneurship education to cultivate interest equitably across genders within this specific setting.

Similarly, no statistically significant difference in entrepreneurship intention was found based on Family Engagement in Business (t-Test: $t = 1.014$, $p = 0.058$). Although the p -value is close to the significance threshold, it exceeds 0.05, failing to reject the null hypothesis. This finding is perhaps the most surprising given the strong theoretical (TPB) and empirical foundation suggesting that exposure to family business significantly enhances entrepreneurship intention through role modeling, perceived norms, and perceived behavioral control (Tsaknis & Sahinidis, 2020; Uctu & Al-silefane, 2023; Sharma & Ahmad, 2023). While students from business-engaged families showed a slightly higher mean entrepreneurship intention (not shown in this table, but implied by the positive t -value), the difference was not statistically significant in this sample. This suggests that for these Grade 12 students who have all completed a formal Entrepreneurship subject, the influence of family background may have been moderated or supplemented by the educational intervention. The structured curriculum, exposure to entrepreneurial concepts, and potentially inspiring instructors or case studies might have empowered students without family business exposure to develop levels of intention comparable to their peers who had that background. This finding underscores the potentially powerful role of formal education in democratizing entrepreneurial aspiration and mitigating the advantage traditionally associated with family entrepreneurial capital.

CONCLUSION

This study investigated the Entrepreneurial Intentions of Grade 12 Senior High School students enrolled in a Private Non-sectarian School in Cagayan de Oro City, Philippines, who completed the

Entrepreneurship subject in SY 2023-2024 and examined the influence of key demographic variables such as monthly household income, sex, family engagement in business. The findings revealed a generally high level of entrepreneurial intention among respondents, with the strongest motivation being the desire for autonomy or to be their own boss. While no significant differences in entrepreneurship intention were found based on sex, indicating equitable intentions across genders, or family engagement in business which is a surprising result challenging assumptions about family influence, a statistically significant difference in entrepreneurship intention was found based on monthly household income. This underscores the persistent influence of socioeconomic context on entrepreneurial aspirations, even within a sample predominantly composed of students from lower-middle-income households. Therefore, the results suggest that the formal Entrepreneurship curriculum successfully cultivated a positive attitude and high intention towards entrepreneurship among these students, potentially mitigating traditional advantages associated with family background and fostering equitable aspirations across genders. However, the gap between high intention and lower perceived preparedness, coupled with the significant income-based disparity, highlights areas for enhancement.

Recommendations

Based on the study's findings, the following targeted recommendations are proposed:

1. *For Students.* Actively leverage the high entrepreneurial intention fostered by the curriculum. Recognize the gap between intention and preparedness; proactively seek out practical experiences beyond the classroom, such as internships with local businesses, participation in business plan competitions, online skills development courses, and engagement with entrepreneurial student clubs or community initiatives. Students from lower-income backgrounds should actively explore school, DepEd, or local government support programs aimed at aspiring young entrepreneurs.
2. *For School Administrators.* Strengthen the Entrepreneurship curriculum by significantly increasing practical, experiential learning components. Integrate mandatory business plan development with pitching sessions, implement robust business simulation exercises, establish mentorship programs connecting students with local entrepreneurs, and facilitate opportunities for micro-enterprise projects or school-based enterprise initiatives. Consider developing targeted support mechanisms or scholarship linkages for students from the lowest income brackets identified in the study to help bridge the resource gap impacting their perceived feasibility.
3. *For the Department of Education (DepEd).* Review the national Entrepreneurship curriculum guidelines for Senior High Schools to mandate a stronger emphasis on experiential learning, skill application, and practical venture creation activities across all tracks. Allocate resources or provide incentives for schools to develop partnerships with local businesses and industry for mentorship and real-world exposure. Develop or enhance national/regional programs providing seed funding, incubation support, or specialized training accessible to SHS graduates demonstrating high entrepreneurial potential, particularly those from economically disadvantaged backgrounds, to translate intention into action. Consider longitudinal tracking of SHS Entrepreneurship completers to assess actual venture creation rates.
4. *For Parents.* Recognize and nurture your child's entrepreneurial aspirations, regardless of whether the family has prior business experience. Provide encouragement, emotional support, and opportunities for exploration such as allowing them to try small selling ventures, and discussing business ideas. Focus on fostering traits like resilience, creativity, and problem-solving. Parents with business experience, consciously share knowledge and involve children appropriately to build practical understanding.
5. *For Future Researchers.* Conduct longitudinal studies tracking this cohort (or similar ones) to assess if high entrepreneurship intention translates into actual entrepreneurial behavior after

graduation and identify critical transition factors. Explore the specific reasons behind the income-based disparity in entrepreneurship intention such as perceived feasibility, access to capital/role models, and necessity vs. opportunity drivers, using mixed-methods approaches. Investigate the apparent moderating effect of formal Entrepreneurship Education on family background influence in different Philippine contexts such as public schools or different regions. Examine the "preparedness gap" identified in this study such as what specific skills or experiences students feel they lack, and how can entrepreneurship education best address this. Broaden the scope to include other potential influencing factors like personality traits, peer influence, specific pedagogical methods, and diverse student populations within the K-12 system. Replicate the study in diverse settings to test the generalizability of the gender and family business findings.

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