



STUDENT'S PERCEPTION OF ENTREPRENEURSHIP

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Abstract

The involvement of entrepreneurship develops the economy due to the growth of production. It also encourages inventions and innovations as well as helps in the upliftment of society. Moreover, Entrepreneurship in students prepares them for the uncertain future of the labor market. In this study, we looked at what Business Administration students think about entrepreneurship, and what they think matters and is what is going to hold them back from making a contribution. A qualitative approach was utilized to investigate the perception of Entrepreneurship conducted by the students of Palompon Institute of Technology. An open-ended questionnaire was administered which was analyzed thematically. Topic analysis. Agricultural entrepreneurship education for students is not just the owner and manager of the business; it is also a dynamic process and others. Entrepreneurs are valued as they create jobs for others and grow the economy which means they don't have to depend on anyone. Yet, having a fear of failure, being risk-averse, not having any seed capital, lack of resources or opportunity were the top-ranked. Participants gave various reasons for this phenomenon. Most students believe the lack of motivation and support is the major deterrent factor. It has also been noted that individuals with lesser competencies can perform better with training. For instance, there are some students with ideas, but they cannot get started because they don't have the competence. Some students think that people do not make the choice.

Keywords:

Entrepreneurship, Economic Growth, Student Perceptions, Barriers to Entrepreneurship, Entrepreneurial Competence, Sustainable Development Goal 8.

Introduction

Entrepreneurship is the process whereby an individual or a group of individuals undertake the efforts to organize a commercial enterprise or business. The small and medium-sized enterprises are the ideal example of entrepreneurs. The business environment is changing very fast and under this condition, the entrepreneurs have been reforming and creating processes in the economic system. According to studies done in 2025, entrepreneurship education increased self-efficacy

and affected occupational choice in situations where conventional opportunities were limited (James, 2025).

The global pandemic and crisis are changing how young people see risks and opportunities. According to research, students are quite interested in engaging with sports, however, they fear the cost and failure as well as the lack of institutional support (Al-Fattal, 2024). In contrast, a survey states disagreement on the above, and the general understanding that businesses play a vital role in their countries' economic development, motivated to start their business for cultural and mentoring reasons, but a low undertaking of actual activity (ABM Student Study, 2023).

This proposal examines students' attitudes toward entrepreneurship by exploring their understanding of the term, reasons for its significance, perceived barriers to engagement, and their potential contributions to entrepreneurial activities. Using qualitative methodology, the study aims to provide insights that can help shape more supportive educational programs and institutional policies.

Objectives and Research Questions

The main objective of this study is to examine Business Administration students' perceptions of entrepreneurship at Palompon Institute of Technology. Specifically, the study addresses the following research questions:

1. To identify students' ideas and definitions of entrepreneurship.
2. To examine why students, believe entrepreneurship is important.
3. To explore reasons why few individuals, engage in entrepreneurship.
4. To understand how students perceive their potential contributions to entrepreneurship.

Methodology

The study utilized qualitative research design using thematic analysis. Thematic analysis is a qualitative analytic approach which allows the researcher to identify, organize and offer insight into patterns of meaning (themes) across a data set (Braun & Clarke, 2021) Note: this theme was taken from a 2021 issue of the Journal of Qualitative Research in Psychology. Using a qualitative approach to make an in-depth study about the perceived importance, conceptualization, contribution to entrepreneurship and the perceived barriers to entrepreneurship of the first-year Bachelor of Science in Business Administration (BSBA) students of the Palompon Institute of Technology towards the promotion of entrepreneurship.

Thematic analysis is justified by the rise of recent qualitative entrepreneurship and career education studies that are noted for a thematic approach to the development of an entrepreneurial mindset among university students (e.g., Liguori & Winkler, 2020; Nabi et al., 2021). The data utilized above are gathered through a thematic analysis approach and is employed in analyzing data to extract themes from these variables.

The Sustainable Development Goals (United Nations, 2023) were used as the theoretical framework of this study, specifically: Sustainable Development Goal (SDG) 8 Decent Work &

Economic Growth. Highlighting the significance of youth entrepreneurship, SDG 8 is committed to promoting economic growth through their enhanced capability and contribution towards achieving sustainable development.

The researchers conducted this study in Academic Year 2025-2026 to the 32 first year BSBA students of Palompon Institute of Technology. The selection of respondents was through total enumeration of available students in the selected school. This research will contribute to the initial establishment of students in business studies. Further, it will provide insight into their opinion regarding the concept of entrepreneur and the features of entrepreneur. Recent studies show that university-level exposure in your first-year shapes students' entrepreneurial intention and opportunity recognition (Kuratko et al., 2021 and Shi et al., 2022). Data were collected through a structured open-ended survey questionnaire. The survey questionnaire had things that draw out student opinions on entrepreneurship. The items were consistent with the four domains identified in entrepreneurship literature:

1. Conceptualizations of Entrepreneurship – how students define and understand entrepreneurship (innovation, risk-taking, opportunity recognition).
2. Perceived Importance of Entrepreneurship – its role in economic growth, job creation, and personal empowerment.
3. Barriers to Entrepreneurship – psychological, financial, and structural constraints.
4. Students' Contributions to Entrepreneurship – ways students can support or engage in entrepreneurial activities.

All of these domains are consistent with recent frameworks for the entrepreneurial mindset/perceived behavioural control in combination with entrepreneurial ecosystems in HEIs (Nabi et al., 2021; Fellnhofer, 2022). One can also draw parallels from organizational empowerment research which argumentative access to knowledge, autonomy and enabling environments are antecedents which unlock performance and innovative potential of staff member (Guanzon, 2025). Guanzon (2025) was limited to the empowerment of workers as well as the organizational performance of SMEs in Palompon. However, the focus on enabling conditions and performance outcome lends conceptual support for empowerment studies in education the field. The instrument was piloted on a small number of students who were not part of the study to verify understanding and flow of questions. The administrators made amendments to the instrument after receiving the results of the pilot test. The instrument was personally administered by the researcher to the respondents during the class schedule to maximize retrieval rate. The study was voluntary and complied with ethical research practices, which included obtaining consent from the participants, whose responses were anonymous and confidential. All information was successfully retrieved. After gathering the qualitative data, the researcher applied Braun and Clarke's (2021) six-phase process of thematic analysis to conduct the data analysis: (1) the data was transcribed and read repeatedly to facilitate data familiarization; (2) significant statements were highlighted in the margin for initial coding; (3) the search for themes; (4) the review of the themes; (5) definition and naming of the themes; and (6) the report. The codes were pooled together into broad themes that were evident in the responses. Peer debriefing was used to

check findings for trustworthiness of the research. In addition, we kept track of the coding decisions we made.

Results and Discussion

The survey responses showed that students had different ideas about entrepreneurship. These ideas could be grouped into four main categories: (1) ideas about what entrepreneurship is, (2) how important entrepreneurship is, (3) the obstacles to entrepreneurship, and (4) how students can help entrepreneurship. These themes shed light on students' comprehension and interaction with entrepreneurial concepts.

Theme	Subthemes / Codes	Illustrative Quotes	Interpretive Insights
Conceptualizations of Entrepreneurship	Business creation and management; Creativity and innovation; Problem-solving; Risk-taking and resilience	Finding opportunities, making things better, and solving problems through new ideas, creativity, and taking risks.	Students conceptualize entrepreneurship not only as starting a business but as a dynamic process involving creativity, innovation, and risk management. It is also linked to resilience and the generation of social value.
Perceived Importance of Entrepreneurship	Economic growth and job creation; Innovation and solutions to everyday problems; Independence and empowerment; Community advancement	Entrepreneurship is important because it creates jobs, helps the economy grow, and provides solutions to everyday problems.	Students perceive entrepreneurship as vital for both societal progress (economic growth, innovation) and personal development (self-sufficiency, empowerment). It is valued for its dual role in
Barriers to Entrepreneurship	Fear of failure and financial loss; Lack of capital and resources; Preference for stable employment; Limited knowledge and opportunities	A lot of people are afraid to fail or lose their money. Only those who have enough money are willing and able to pursue their ideas.	Barriers are both psychological (fear, risk aversion) and structural (lack of capital, knowledge, and support systems). These constraints highlight the difficulty of pursuing entrepreneurship
Students Contributions to Entrepreneurship	Supporting local businesses; Skill development (business, communication, finance); Small-scale ventures (online selling, school projects); Peer support and advocacy	I can help by sharing ideas, helping others, and coming up with solutions that show both creativity and compassion.	Students contribute through grassroots support, skill-building, and small-scale entrepreneurial initiatives. Their engagement reflects a community-oriented approach that fosters entrepreneurial

This shows that the students see themselves as future entrepreneurs and enablers of the ecosystem, starting to engage in the community and learn new skills. As per the findings, entrepreneurship is considered by the sample students as an ever-growing process. It is the process of creating innovations, risks and wealth creation. The entrepreneur is considered to be an important element for economic development, empowerment and social advancement; however, there are challenges that include fear, lack of capital, and desire for stability. Although the challenges are many, the students show an early entrepreneurship spirit by indicating willingness to engage as ecosystem enablers by creating capabilities and supporting local entrepreneurs or making minor innovations.

Educational institutions can contribute towards an entrepreneurial culture by tackling structural barriers (such as access to resources and training) and psychological barriers (such as fear of failure) according to these insights. experiential learning, mentorship, and community-based

entrepreneurial initiatives may enhance students' confidence and ability to participate in entrepreneurship.

Conclusion

The study assessed the first-year students' level of entrepreneurship and its importance for them. The scholar stated that entrepreneurship is a process in which goods and services are produced for profiting and establishing a business. They explained that entrepreneurship involves innovation and creativity that entails risk-taking and value creation, as well as the identification of opportunity and the seizure and packaging of the requisite resources (land, labour and capital) for its utilisation.

Students think of it as a process through which employment and income are generated for the needy. Entrepreneurship helps to properly use resources and increase economic growth. It enables the youth by using their skill and creativity and looks to achieve social growth and development. The student also sees entrepreneurship to be a SDG that relates to decent work.

Nevertheless, even though they have a positive perception on the entrepreneurial intention of students, they also stated different barriers and constraints that hinder the entrepreneurs to become an entrepreneur and perform entrepreneurial activities. The biggest fear of students that prevents them from engaging in any sort of entrepreneurial activities is failure. They consider themselves risk-averse, which is also a major barrier to applying for loans.

Another common barrier is the lack of seed capital and for participating in any type of entrepreneurial activity, one must have good access to funds. Students also mentioned other institutional barriers that interfere with their entrepreneurial intention and activity. In recent years, students in higher education engage more in entrepreneurial activities. However, psychological and structural barriers hamper the entrepreneurial intention of students (Gascon et al.,). Therefore, the need of the hour is institutional support to implement such strategies.

Recommendations

Based on the findings and supported by recent study, the following recommendations are proposed:

Strengthen Entrepreneurship Education

Curricula should integrate experiential learning, project-based activities, and case studies to bridge theory and practice. Studies confirm that entrepreneurship education enhances confidence and entrepreneurial intention when grounded in real-world application (Campaner et al., 2025).

Establish Mentorship Programs

One of the significant challenges that a student faces is not getting mentorship and Role models. Students frequently lack access to entrepreneurs and business professionals. In order to overcome this, the institutions should link successfully established entrepreneurs and alumni to launch institution-wide mentor program. Through this student will understand that no matter whether

you win or lose it is always important to take a stand. According to a recent and ongoing research by (Gascon et al., 2025), the mentorship reduces fear of failure and subsequently increases the entrepreneurial resilience.

Enhance Access to Resources and Promote Community-Based Initiatives

Access to resources is one of the biggest challenges faced by the students. Lack of funds and market access will shut important business doors. To tackle these difficulties, universities and colleges create incubators, launch seed funding initiatives and forge partnerships with local businesses. The ability to access a sufficient amount of funds.

Address Psychological Barriers

The fear of failure and aversion to taking risks are covered here. Very Helpful report on the students and youth and entrepreneurship Students often do not participate in entrepreneurship but they have a burning desire to do so in order to become crisis-averse. Institutions must provide workshops and training on resilience, risk management and confidence. Also, the latest studies show that other issues, fear and risk aversion creates bigger barriers than anything else. According to Silesky-Gonzalez and others, students must confront their mental hindrances to attain SDG 8 goals.

Institutional and Policy Support

The incorporation of entrepreneurship ideals and concepts can assist higher education institutions to empower schools with an environment that allows them to work effectively (Guanzon, 2025). Besides, the policy should have increased emphasis on institutional entrepreneurial development and embedding sustainability agenda in the curriculum.

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