

Entrepreneurial Barriers and Motivational Factors Influencing the Engagement of BTLED Students at Ifugao State University

Dr. Dino A. Reyes¹, Jane Vannessa B. Mercado², Mary Bernadeth R. Bolla³, Ella Mae G. Sumayop⁴,
Myla Y. Inohiaban⁵, Divine Grace P. Palos⁶

Ifugao State University

DOI: <https://doi.org/10.47772/IJRISS.2026.100601246>

Received: 28 June 2026; Accepted: 03 July 2026; Published: 16 July 2026

ABSTRACT

This study looked at Ifugao State University's Lagawe Campus Bachelor of Technology and Livelihood Education (BTLED) students' participation, motivators, and obstacles to entrepreneurship. It specifically sought to ascertain the degree of perceived obstacles in terms of lack of experience, financial limitations, lack of support, and fear of failure; identify the motivating factors in terms of personal interest, economic necessity, family/community influence, and desire for self-reliance; and evaluate students' entrepreneurial engagement in terms of participation in entrepreneurial activities, business involvement, willingness to pursue entrepreneurship, and frequency of entrepreneurial idea generation. The study also investigated the important connections between entrepreneurial participation, motivators, and obstacles.

Purposive sampling was used to pick fifty-five (55) BTLED students as respondents for a descriptive-correlational study design. A structured questionnaire was used to collect the data, and Pearson Product-Moment Correlation Coefficient, weighted mean, and standard deviation were used for analysis.

The results showed that the biggest obstacle to entrepreneurship is money, whereas inexperience, a lack of support, and a fear of failing were thought to be moderate obstacles. Students were highly motivated by self-reliance, family/community influence, economic necessity, and personal enthusiasm. It was discovered that entrepreneurial engagement was high in willingness and idea production but moderate in participation and commercial involvement. According to correlation analysis, entrepreneurial participation is more strongly and significantly correlated with motivational variables than with impediments.

According to the study's findings, BTLED students' strong motivation has a greater impact on their entrepreneurial goals and involvement even when they confront contextual and financial obstacles. To further promote students' entrepreneurial skills, it is advised that the institution improve mentorship programs, strengthen entrepreneurship training, and offer financial assistance mechanisms.

Keywords: Entrepreneurship economic necessity entrepreneurial engagement mentorship mechanisms

The Problem and Its Background

INTRODUCTION

In both rich and emerging nations, entrepreneurship is becoming an increasingly important part of economic growth, innovation, and job creation. It is essential for reducing unemployment, increasing revenue generation, and promoting economies that are driven by innovation. Since many people in the Philippines depend on small and microbusinesses as their main sources of income, entrepreneurship is particularly important there. In order to educate students for self-employment, innovation, and business formation, higher education institutions have incorporated entrepreneurship education into their curricula.

For students pursuing a Bachelor of Technology and Livelihood Education (BTLED), entrepreneurship serves as both a realistic career path that aligns with their technical and vocational skills and an academic prerequisite. The BTLED program gives students the technical know-how, practical knowledge, and livelihood education

skills they need to pursue entrepreneurial endeavors in fields like food processing, craft production, agriculture, and service-oriented businesses. Many students still do not pursue entrepreneurship after graduation, despite this education, indicating that a variety of factors affect their entrepreneurial participation and goals.

According to earlier research, student entrepreneurs face a variety of obstacles that limit their capacity to launch and grow firms. Financial limitations, inexperience, a lack of institutional and community support, and a fear of failing are some of these obstacles. Since launching a business involves capital for production, operations, and marketing, financial constraints continue to be the biggest obstacle. It is challenging for students to start their own businesses since they sometimes do not have access to financial resources like grants or loans.

Lack of experience has an impact on students' confidence in managing business operations, creating business plans, and making strategic judgments in addition to financial difficulties. Furthermore, motivation and access to entrepreneurial prospects may be diminished by a lack of support from peers, family, organizations, and government initiatives. Psychological obstacles like fear of failure are also significant, since students may be reluctant to pursue entrepreneurship because of worries about monetary loss, social criticism, and uncertainty.

Many students are nevertheless inspired to pursue entrepreneurship in spite of these obstacles because of both internal and external influences. Personal interest, enthusiasm, inventiveness, and self-fulfillment are examples of intrinsic motivators; financial necessity, familial influence, and the need for independence are examples of extrinsic motivators. These reasons imply that entrepreneurship is motivated by necessity and individual ambition in addition to opportunity.

Additionally, students' involvement in entrepreneurship varies greatly. Participation in entrepreneurship-related activities, ownership of a business, willingness to pursue entrepreneurship, and regularity of idea generation are examples of engagement. While some students stay at the purpose and idea generating stage, others actively participate in seminars, workshops, and business endeavors.

Examining the connection between entrepreneurial hurdles, motivators, and engagement among BTLED students is crucial in light of these conditions. Gaining knowledge about these elements will help you understand how students view entrepreneurship and what motivates them to pursue it. The study's conclusions could be used to improve entrepreneurial education and fortify institutional support networks.

Statement of the Problem

This study aimed to determine the barriers, motivators, and entrepreneurial engagement of BTLED students.

Specifically, it sought to answer the following questions:

1. What are the typical obstacles that BTLED students encounter?
 - 1.1 financial constraints
 - 1.2 lack of experience
 - 1.3 limited support
 - 1.4 fear of failure
2. What factors encourage BTLED students to pursue entrepreneurship?
 - 2.1 personal interest/passion
 - 2.2 economic necessity
 - 2.3 family/community influence

2.4 desire for self-reliance

3. How involved are BTLED students in entrepreneurship in terms of:

3.1 participation in entrepreneurial-related activities

3.2 business ownership or involvement

3.3 willingness to pursue entrepreneurship

3.4 frequency of entrepreneurial idea generation

4. Is there a significant relationship between:

4.1 barriers and entrepreneurial engagement

4.2 motivators and entrepreneurial engagement

Hypothesis

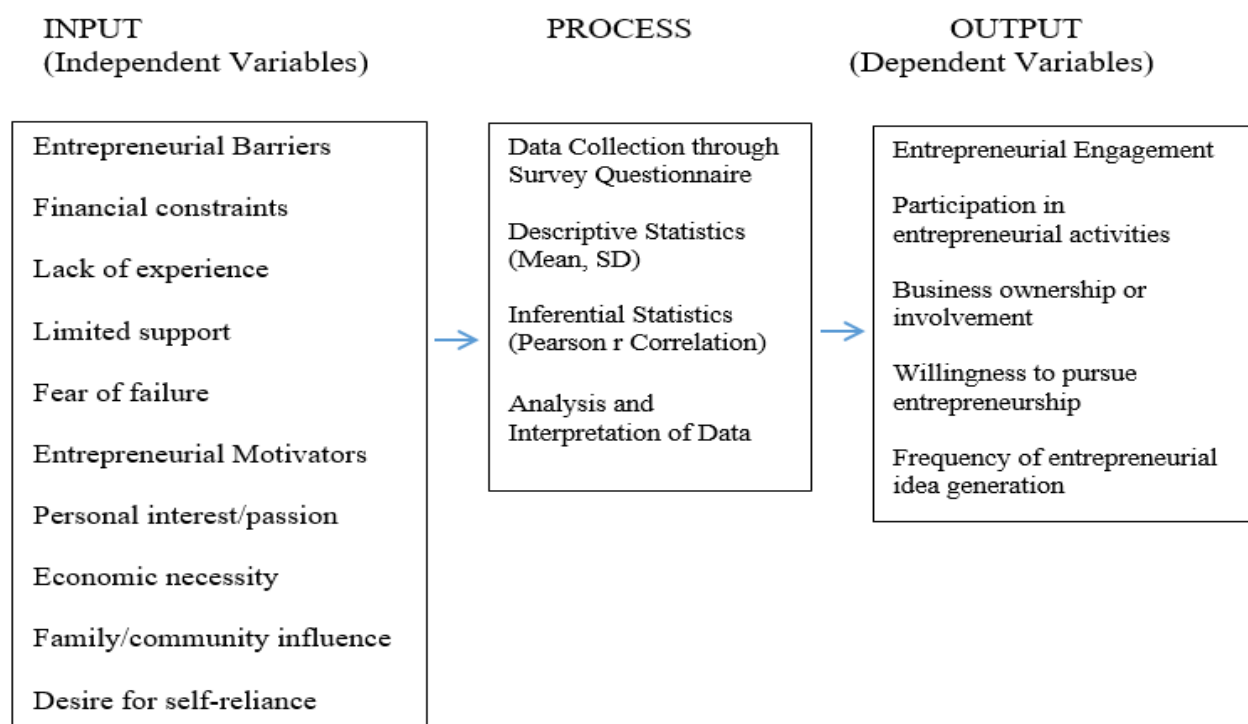
This study was guided by the following null hypotheses:

H₀₁: There is no significant relationship between entrepreneurial barriers and the entrepreneurial engagement of BTLED students.

H₀₂: There is no significant relationship between entrepreneurial motivators and the entrepreneurial engagement of BTLED students.

CONCEPTUAL FRAMEWORK

This study is anchored on the idea that entrepreneurial engagement is influenced by both barriers and motivators.



According to this theory, students' motives and the difficulties they encounter both influence their involvement in entrepreneurship.

Scope and Delimitation of the Study

The goal of this study was to identify the entrepreneurial involvement, motivators, and obstacles faced by Bachelor of Technology and Livelihood Education (BTLED) students. It also looked at how these variables related to one another.

Because only 55 BTLED students participated in the study, the results are mostly relevant to this group and may not apply to other academic programs or college students in general.

Four primary obstacles were examined in the study: lack of expertise, fear of failure, insufficient support, and financial limitations. It also looked at four motivators: desire for self-reliance, family/community influence, economic necessity, and personal interest/passion. Participation in events, business involvement, willingness to pursue entrepreneurship, and frequency of idea development were used to gauge entrepreneurial engagement.

Only quantitative information obtained from a standardized questionnaire was included in the study. Experimental techniques and qualitative interviews were excluded. Additionally, the analysis did not account for external characteristics including long-term entrepreneurial outcomes, cultural differences outside of the respondents, and regional economic policies.

REVIEW OF RELATED LITERATURE AND STUDIES

Entrepreneurship and Economic Development

Innovation, job creation, and economic progress all depend heavily on entrepreneurship. Schumpeter (1934) asserts that innovation and the launch of new goods and services are how entrepreneurship propels economic growth. Entrepreneurs are seen as important change agents in contemporary economies who boost production and encourage competitiveness (Acs et al., 2018). In a similar vein, entrepreneurship is the process of identifying, assessing, and seizing opportunities, according to Shane and Venkataraman (2000). This concept emphasizes the significance of opportunity recognition, which is crucial for students who are still learning how to be entrepreneurs. Entrepreneurship is frequently viewed as a remedy for underemployment and unemployment in developing nations like the Philippines (Department of Trade and Industry [DTI], 2022). By creating jobs and promoting local development, small and medium-sized businesses (SMEs) make a substantial contribution to the national economy (Asian Development Bank [ADB], 2021).

Entrepreneurship Education and Students

Students' aspirations to become entrepreneurs are greatly influenced by entrepreneurship education. Fayolle and Gailly (2015) claim that entrepreneurship education improves students' attitudes, abilities, and knowledge regarding starting a firm.

In a similar vein, Nabi et al. (2017) discovered that entrepreneurship education considerably raises students' ambition to start their own business, particularly when paired with experiential learning strategies.

According to Cruz (2020), including entrepreneurship into teacher education programs such as BTLED in the Philippine setting helps students acquire livelihood skills that may be converted into activities that generate revenue.

However, Rideout and Gray (2013) contended that without institutional backing and practical experience, entrepreneurship education is insufficient to generate entrepreneurs.

Financial Constraints as a Barrier

One of the most often mentioned obstacles to entrepreneurship is financial limitation. Evans and Jovanovic (1989) assert that a major barrier to entrepreneurial entry is a lack of cash.

Additionally, Beck and Demircug-Kunt (2006) noted that in emerging nations with undeveloped credit markets,

financial constraints are more severe.

Lack of launch cash is a significant problem for students because they frequently depend on family support or personal resources (Fatoki, 2014).

Young entrepreneurs find it challenging to launch businesses as a result.

SMEs in the Philippine setting frequently face difficulties obtaining funding institutions (DTI, 2022), which exacerbates financial obstacles for would-be business owners.

Lack of Experience and Entrepreneurial Skills

Another factor influencing entrepreneurial readiness is a lack of experience. Kolb (1984) asserts that developing the practical skills required for entrepreneurship requires experiential learning.

Entrepreneurial experience greatly enhances opportunity perception and corporate decision-making, according to Politis (2005).

Due to their frequent lack of exposure to actual business settings, students are less confident when launching new businesses (Kautonen et al., 2015).

Limited business immersion in teacher education programs such as BTLED may contribute to students' perceptions of inexperience (Cruz, 2020).

Limited Support Systems

In business, support networks like family, mentors, organizations, and government initiatives are crucial.

Family support has a major impact on entrepreneurial goals and venture success, according to Aldrich and Cliff (2003).

In a similar vein, Zimmer and Aldrich (1987) emphasized that social networks offer the emotional support and resource access required for entrepreneurship.

Entrepreneurial success is also improved by institutional support, such as training courses and incubation facilities (Autio et al., 2014).

Entrepreneurial growth is frequently constrained in developing nations by the absence of government support programs (Asian Development Bank, 2021).

Fear of Failure

One psychological obstacle that influences entrepreneurial action is fear of failure. McClelland (1961) asserts that those who have a strong fear of failing typically steer clear of dangerous endeavors.

Cacciotti and Hayton (2015) discovered that emotional, cognitive, and social factors—such as humiliation and financial loss—have an impact on fear of failure.

Entrepreneurship may be further discouraged in collectivist cultures by the fear of disappointing family and community (Li et al., 2019).

Nonetheless, some research indicates that a mild fear of failing can spur improved risk management and planning (Morgan & Sisak, 2016).

Entrepreneurial Motivation: Personal Interest and Passion

An important factor in entrepreneurship is intrinsic motivation. People are more inclined to participate in activities that offer autonomy and personal fulfillment, claim Deci and Ryan (1985).

Entrepreneurial passion is a powerful predictor of entrepreneurial tenacity and success, according to Cardon et al. (2009).

According to Krueger (2007), students who have a strong personal interest in business are more likely to come up with creative ideas and seek jobs in entrepreneurship.

Economic Necessity as Motivation

One powerful extrinsic drive for business is economic need. In emerging economies, necessity-driven entrepreneurship is prevalent (Reynolds et al., 2005).

Due to unemployment or a lack of economic prospects, people frequently start their own businesses (Bosma et al., 2012).

Entrepreneurship is a common survival strategy for financial stability in the Philippines (DTI, 2022).

Family and Community Influence

Entrepreneurial inclinations are significantly influenced by one's family background. People pick up behaviors through imitation and observation, according to Bandura's Social Learning Theory (1977).

The possibility of pursuing business endeavors is increased when one is exposed to entrepreneurial family members (Carr & Sequeira, 2007).

By offering motivation and direction, community support and role models also have an impact on entrepreneurial behavior (Zellweger et al., 2011).

Self-Reliance and Autonomy

One of the main driving forces for entrepreneurship is the need for freedom. People pursue entrepreneurship in order to have autonomy and control over their jobs, according to Shane et al. (2003).

People can become financially independent and self-sufficient through entrepreneurship (Douglas & Shepherd, 2002).

Students frequently see entrepreneurship as a way to break free from conventional job arrangements.

Entrepreneurial Engagement

Active involvement in entrepreneurial endeavors, firm ownership, and idea production are all considered forms of entrepreneurial engagement.

Liñán and Chen (2009) assert that entrepreneurial activity is substantially predicted by entrepreneurial purpose.

Participating in entrepreneurship programs improves business preparedness and skill development (Fayolle & Gailly, 2015).

However, the degree of engagement varies according to institutional support and possibilities.

Idea Generation and Creativity

In entrepreneurship, creativity is crucial. Amabile (1996) asserts that creativity entails coming up with original and practical ideas.

Market possibilities are more likely to be recognized by entrepreneurs with high levels of creativity (Ward, 2004).

Synthesis of Literature

The literature study demonstrates that both obstacles and incentives have an impact on entrepreneurship. Entrepreneurial purpose is driven by passion, economic necessity, familial influence, and self-reliance, while financial limitations, inexperience, lack of support, and fear of failure act as barriers.

Research constantly demonstrates that when it comes to promoting entrepreneurial participation, particularly among students, motivation frequently exceeds obstacles. However, support networks and opportunities for hands-on learning play a major role in the shift from intention to actual business activity.

METHODOLOGY

Research Design

In order to investigate the obstacles, drivers, and entrepreneurial engagement of Bachelor of Technology and Livelihood Education (BTLED) students, this study used a descriptive-correlational research approach. The degree of perceived obstacles (financial limitations, inexperience, lack of support, and fear of failure), motivators (personal interest/passion, economic necessity, family/community influence, and desire for self-reliance), and entrepreneurial engagement (participation in activities, business involvement, willingness, and idea generation) were all assessed using the descriptive component.

To ascertain the important connections between entrepreneurial activity and the identified obstacles and motivators, the correlational component was employed. This strategy is acceptable as the study looks at current conditions and relationships between variables rather than changing variables.

Locale of the Study

The study, which focused on students enrolled in the Bachelor of Technology and Livelihood Education (BTLED) program, was carried out at the Ifugao State University–Lagawe Campus. The university was chosen because of its focus on entrepreneurship education and its applicability in training future educators and livelihood trainers who might pursue entrepreneurial endeavors.

Respondents of the Study

Fifty-five (55) BTLED students who were formally enrolled throughout the study's academic year served as the study's responders. They were chosen because they have firsthand experience with topics and activities connected to entrepreneurship, which makes them suitable data sources for evaluating entrepreneurial obstacles, motivators, and engagement.

Sampling Technique

Purposive sampling was used in the study to choose its participants. To make sure they were suitable for the study's goals, participants were carefully selected using predetermined inclusion criteria. According to these requirements, participants had to be willing to take part in the study, be formally enrolled Bachelor of Technology and Livelihood Education (BTLED) students, and have taken or are presently enrolled in courses relating to entrepreneurship.

Since this sample strategy focuses on people who have firsthand experience with entrepreneurship education and hold pertinent expertise, it was deemed suitable for the study. The study guarantees the acquisition of more precise, knowledgeable, and significant data in line with its research aim by choosing respondents who fit these requirements.

Research Instrument

A structured questionnaire intended to collect pertinent data from the respondents served as the study's main tool. To thoroughly evaluate the study's factors, the questionnaire was split into four main sections.

The first section addressed obstacles to entrepreneurship. This portion assessed the respondents' perceived barriers, which were divided into four categories: fear of failure, lack of experience, insufficient support, and financial limits. These metrics were employed to assess how much different obstacles impact entrepreneurial goals and endeavors.

The second section looked at entrepreneurial motivators. The elements that promote entrepreneurial engagement—personal interest or passion, financial necessity, family or community impact, and the need for independence—were evaluated in this section. These factors made it easier to pinpoint the main factors influencing students' propensity for entrepreneurship.

Entrepreneurial engagement was measured in the third section. This section assessed the respondents' degree of engagement in entrepreneurial activities, including their willingness to pursue entrepreneurship, frequency of entrepreneurial idea development, ownership or involvement in a business, and participation in entrepreneurship-related activities. This allowed the study to ascertain the respondents' level of prospective and actual entrepreneurial behavior.

Part IV: Demographic Profile (if included in your final paper)

Basic details like year level, gender, and age.

A 5-point Likert scale, from Strongly Disagree (1) to Strongly Agree (5), was utilized in the questionnaire.

Scoring Procedure and Interpretation

The following scale was used to interpret the weighted mean:

Scale	Interpretation
4.50 – 5.00	Strongly Agree
3.50 – 4.49	Agree
2.50 – 3.49	Neutral
1.50 – 2.49	Disagree
1.00 – 1.49	Strongly Disagree

Validity and Reliability of the Instrument

Experts in the fields of education and entrepreneurship validated the research instrument's content to make sure the items were acceptable, relevant, and clear.

A pilot test was carried out on a set of respondents with comparable characteristics who were not included in the final sample in order to guarantee dependability. Cronbach's Alpha, which assessed the instrument's internal consistency, was used to examine the collected data. A reliability coefficient of at least 0.70 was deemed appropriate.

Data Gathering Procedure

To guarantee that the study was carried out correctly, a number of methodical procedures were followed during the data collection phase. First, approval to perform the research was formally requested from the university administration. After receiving approval, the researcher went on to obtain the authorization of the necessary program directors and faculty members in the Bachelor of Technology and Livelihood Education (BTLED) program.

The questionnaire was given to the chosen BTLED student responders once the required approvals were obtained. To guarantee the authenticity and dependability of their answers, they were given enough time to complete the

questionnaire honestly and on their own. After completion, the questionnaires were gathered, thoroughly examined for accuracy, and then encoded in order to prepare the data for analysis.

Statistical Treatment of Data

In order to properly address the research concerns, the data collected for the study was evaluated using the proper statistical tools. The degree of obstacles, motivators, and entrepreneurial engagement among BTLED students was assessed using the weighted mean. This made it possible for the researcher to explain how each variable was evaluated overall based on participant replies.

Additionally, the variability of replies was measured using standard deviation, which shows how consistent or scattered the respondents' responses were with respect to each indicator.

Additionally, the significant association between the discovered variables—that is, between barriers and entrepreneurial engagement and between motivators and entrepreneurial engagement—was ascertained using the Pearson Product-Moment Correlation Coefficient (Pearson r). To ascertain if the associations found were statistically significant, the statistical tests' significance levels were established at the 0.05 and 0.01 alpha levels.

Descriptive Interpretation

used to interpret respondents' perceptions or levels of agreement based on Likert scale data.

Ethical Considerations

The study observed strict adherence to ethical research standards to ensure the protection and rights of the respondents. Participation in the study was entirely voluntary, and respondents were not compelled to take part in the research. They were also properly informed about the purpose and objectives of the study prior to their participation.

In addition, confidentiality of all responses was strictly maintained throughout the research process. The data gathered were used solely for academic purposes and were not utilized for any other intent. Furthermore, no personal identifiers were disclosed in the analysis to ensure the anonymity and privacy of all participants.

Presentation, Analysis, And Interpretation of Data

This chapter provides, analyzes, and interprets the data acquired from the Bachelor of Technology and Livelihood Education (BTLED) students regarding the barriers they meet, the factors that inspire them toward entrepreneurship, and their level of entrepreneurial activity. The presentation adheres to the study's goals. Descriptive statistics were utilized to calculate the General Weighted Mean (GWM) of each variable, while Pearson Product-Moment Correlation was employed to determine the correlations between perceived barriers, entrepreneurial motivators, and entrepreneurial involvement.

Barriers Faced by BTLED Students in Pursuing Entrepreneurship

Variable	GWM	Descriptive Title
Financial Constraints	3.61	Agree
Lack of Experience	3.20	Neutral
Limited Support	2.73	Neutral
Fear of Failure	3.44	Neutral

Table 1. Summary of Perceived Barriers

Financial Constraints

With a General Weighted Mean (GWM) of 3.61 (Agree), the results show that BTLED students' biggest obstacle to pursuing entrepreneurship is financial limitations. This suggests that students typically view financial

constraints as a significant obstacle to launching and maintaining a business.

A strong view of inadequate startup capital is reflected in the highest-rated indicator, "I lack the financial resources to start my own business" ($M = 3.87$). Concerns about high operating costs ($M = 3.53$ – 3.63) and restricted loan availability ($M = 3.63$) also highlight the financial difficulties faced by students.

These results imply that, despite students' enthusiasm in entrepreneurship, financial capacity continues to be a significant barrier, especially in settings with little resources. The neutral reaction ($M = 3.44$) regarding financial risk, however, suggests that students might still be open to taking chances in spite of their financial constraints.

Lack of Experience

In comparison to financial limitations, the lack of experience had a GWM of 3.20 (Neutral), suggesting that it is not viewed as a significant barrier.

While students recognize challenges with risk assessment ($M = 3.40$), financial management ($M = 3.20$), and business planning ($M = 3.20$), these are typically not viewed as significant constraints. When compared to seasoned business owners, students appear to feel somewhat disadvantaged, as indicated by the marginally higher agreement on competition ($M = 3.58$).

In general, BTLED students seem to see inexperience as a short-term problem that can be overcome with exposure and education rather than a long-term obstacle.

Limited Support

Limited support had a GWM of 2.73 (Neutral), suggesting that students do not consider a lack of help to be a significant obstacle.

Limited resources ($M = 3.47$) and trouble establishing connections with business partners ($M = 3.42$) are the two biggest problems. Peer and family support, on the other hand, had lower means (2.73–2.89), indicating that students often receive sufficient moral and emotional support from close networks.

However, there seem to be gaps in external entrepreneurial ecosystems due to the lack of institutional and governmental support.

Fear of Failure

Students' fear of failing had a GWM of 3.44 (Neutral), indicating a moderate degree of concern.

Students reported fear of failing to accomplish goals ($M = 3.56$) and concern about business failure ($M = 3.85$). Hesitancy is also influenced by stigma and social pressure. Financial worry and competition anxiety, on the other hand, remained neutral, indicating conflicting psychological reactions to entrepreneurship.

This suggests that although fear does exist, it does not significantly deter students from following their business goals.

Motivators of BTLED Students Toward Entrepreneurship

Variable	GWM	Descriptive Rating
Personal Passion and Interest	4.07	Agree
Economic Necessity	4.20	Agree
Family and Community Influence	3.73	Agree
Desire for Self-Reliance	4.35	Agree

Table 2. Summary of Entrepreneurial Motivators

Individual Passion and Interest

With a GWM of 4.07 (Agree), personal interest and enthusiasm were found to be powerful motivators.

Students have a good correlation between entrepreneurship and fulfillment ($M = 4.15$), creativity ($M = 4.22$), and personal happiness ($M = 4.16$). This implies that entrepreneurial ambition is significantly influenced by intrinsic motivation.

These results show that students are motivated by real interest and delight in entrepreneurial endeavors in addition to necessity.

Economic Necessity

With a GWM of 4.20 (Agree), economic necessity is a strong motivator.

Students view entrepreneurship as a way to support their families and achieve financial stability. The need to enhance family financial circumstances was the greatest signal ($M = 4.20$), with income supplementation coming in second ($M = 4.05$).

This demonstrates how entrepreneurship may be used as a survival tactic as well as a reaction to a lack of job prospects.

Family and Community Influence

The GWM for family and community impact was 3.73 (Agree).

Peer support ($M = 3.80$), community entrepreneurial success ($M = 3.98$), and role models ($M = 4.00$) all inspire students. On the other hand, the family heritage of entrepreneurship is neutral ($M = 3.42$), suggesting that impact is encouraged but not required.

Desire for Self-Reliance

Self-reliance is one of the strongest motivators, with a GWM of 4.35 (Agree).

Students have a significant desire for autonomy, control over their jobs, and financial independence

($M = 4.40$). This suggests that people see entrepreneurship as a means of achieving independence and self-sufficiency.

Entrepreneurial Engagement of BTLED Students

Variable	GWM	Descriptive Rating
Entrepreneurial Activities	3.27	Neutral
Business Ownership/Involvement	3.30	Neutral
Willingness to Pursue Entrepreneurship	4.22	Agree
Entrepreneurial Idea Generation	3.93	Agree

Engaging in Entrepreneurial Pursuits

With a GWM of 3.27 (Neutral), students demonstrated a modest level of involvement.

They participate less in long-term initiatives like clubs and contests but more in organized events like seminars and group projects. This implies a low level of consistent participation in entrepreneurial development initiatives.

Business Ownership or Involvement

Moderate engagement is also reflected in business involvement.

Students reported having some experience managing small enterprises, helping family businesses, and selling goods. Full ownership is still restricted, though, suggesting early-stage exposure to entrepreneurship.

Willingness to Pursue Entrepreneurship

A high GWM of 4.22 (Agree) was attained for willingness to pursue entrepreneurship. Students showed a high desire to pursue entrepreneurial opportunities after graduation, as well as a willingness to take risks. This indicates that BTLED students have a strong potential for entrepreneurship.

Frequency of Entrepreneurial Idea Generation

With a GWM of 3.93 (Agree), students often come up with entrepreneurial ideas. They demonstrate high creative and opportunity detection skills by regularly spotting chances, coming up with unique solutions, and brainstorming ideas with colleagues.

Correlation Between Variables

The findings indicate that:

Participation in entrepreneurial activity is significantly positively correlated with limited support. Entrepreneurial participation is significantly positively correlated with motivators like self-reliance, familial influence, and economic necessity.

Willingness and idea generation are greatly influenced by personal enthusiasm.

However, obstacles including lack of expertise, fear of failure, and financial limitations typically don't significantly correlate with entrepreneurial engagement, indicating that internal motivation transcends external limitations.

Variable	Pearson r	p-value	Interpretation
Financial Constraints	-0.112	.283	Not Significant
Lack of Experience	-0.084	.421	Not Significant
Limited Support	0.298	.004	Significant Positive Relationship
Fear of Failure	-0.093	.361	Not Significant
Personal Passion and Interest	0.511	< .001	Significant Positive Relationship
Economic Necessity	0.406	< .001	Significant Positive Relationship
Family and Community Influence	0.378	.001	Significant Positive Relationship
Desire for Self-Reliance	0.552	< .001	Significant Positive Relationship

According to the correlation study, entrepreneurial engagement was positively and significantly correlated with limited assistance ($r = 0.298$, $p = .004$). Although respondents generally did not see support as a substantial barrier (GWM = 2.73), students who had more institutional, family, and community support indicated higher levels of entrepreneurial activity. This result suggests that support networks serve more as enablers than obstacles.

Financial restrictions, lack of expertise, and fear of failure demonstrated modest and statistically non-significant correlations with entrepreneurial participation ($p > .05$). These findings imply that students' participation in entrepreneurial activities is not significantly influenced by these perceived obstacles.

On the other hand, there were statistically significant positive correlations between entrepreneurial engagement and all four motivating variables. Desire for self-reliance demonstrated the strongest association ($r = 0.552$, $p < .001$), followed by personal passion and interest ($r = 0.511$, $p < .001$), economic necessity ($r = 0.406$, $p < .001$), and family and community influence ($r = 0.378$, $p = .001$).

Overall, the findings indicate that entrepreneurial participation among BTLED students is driven more strongly by intrinsic and socioeconomic motives than by perceived restrictions. Students appear willing to seek entrepreneurial chances despite financial limits or minimal expertise when they exhibit strong personal ambition, economic objectives, and supportive social surroundings.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

Several important conclusions were drawn from the study, which looked at the obstacles, drivers, and entrepreneurial participation of BTLED students. The findings show that the biggest obstacle preventing students from engaging in business is money. Lack of experience and fear of failing, on the other hand, were found to be moderate barriers, indicating that while they have an impact on students, they are not the main obstacles. Conversely, minimal support was viewed as mostly neutral, meaning that respondents did not strongly agree or disagree with its impact.

The results indicate that students are highly motivated by community impact, self-reliance, economic necessity, and personal enthusiasm. These elements are essential in stimulating their interest in and desire for entrepreneurial endeavors. In terms of entrepreneurial engagement, the findings show that respondents' enthusiasm to pursue entrepreneurship and frequency of idea generation were high, while their actual participation in entrepreneurial activities was moderate.

Overall, the study indicates that positive driving forces have a greater impact on students' entrepreneurial intents and practices than impediments, suggesting that motivators have a higher influence on entrepreneurial participation.

Conclusions

Several inferences were made in light of the study's findings. Financial constraints continue to be the biggest barrier preventing BTLED students from pursuing their entrepreneurial goals, suggesting that economic capacity is still a significant barrier to student entrepreneurship. Although there are psychological obstacles like fear of failure, they are not thought to be significant impediments to entrepreneurial goals.

The findings also imply that BTLED students are highly motivated, both internally and externally, to pursue entrepreneurial endeavors. Their entrepreneurial engagement, however, is still in its infancy, suggesting that even if participation is present, there is still a great deal of room for expansion and development. Overall, the study finds that BTLED students' entrepreneurial behavior is more influenced by incentive than by obstacles.

Recommendations

Several suggestions are made for various stakeholders to better improve the entrepreneurial development of BTLED students based on the study's results and conclusions.

It is advised that the institution enhance its entrepreneurial programs by creating incubation hubs and offering hands-on business training. To assist students in overcoming financial obstacles, the institution could also make seed money, microgrants, and financial literacy instruction more accessible. Additionally, mentorship programs that connect students with local business owners ought to be improved in order to offer practical advice and exposure to the industry.

More experiential learning activities, such business simulations and real venture creation, should be incorporated into education for instructors and teachers. In order to boost their confidence and entrepreneurial skills, students should be encouraged to actively participate in startup pitching events, fairs, and contests.

It is also recommended that students actively participate in training programs and entrepreneurial organizations. In order to increase their exposure to and chances for entrepreneurship, they are also encouraged to deepen their networking with peers and local business owners, as well as to acquire critical skills in financial management and business planning.

Improving student entrepreneurs' access to startup capital is advised for government organizations and other stakeholders. Additionally, it is necessary to support school-based entrepreneurship development programs that

promote innovation and enterprise creation, as well as to boost local entrepreneurial ecosystems, especially in rural places like Ifugao.

Lastly, it is advised that future scholars carry out comparative studies between various academic programs or universities. Further research into the efficacy of entrepreneurship education interventions at higher education institutions is also encouraged, as are longitudinal studies that monitor student entrepreneurs after graduation.

REFERENCES

1. Acs, Z. J., Audretsch, D. B., Lehmann, E. E., & Licht, G. (2018). National systems of entrepreneurship. *Small Business Economics*, 51(2), 501–514. <https://doi.org/10.1007/s11187-018-0065-0>
2. ADB. (2021). Small and medium-sized enterprises in Asia: Development and challenges. Asian Development Bank. <https://www.adb.org>
3. Aldrich, H. E., & Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of Business Venturing*, 18(5), 573–596. [https://doi.org/10.1016/S0883-9026\(03\)00011-9](https://doi.org/10.1016/S0883-9026(03)00011-9)
4. Amabile, T. M. (1996). *Creativity in context*. Westview Press.
5. Autio, E., Kenney, M., Mustar, P., Siegel, D., & Wright, M. (2014). Entrepreneurial innovation: The importance of context. *Research Policy*, 43(7), 1097–1108. <https://doi.org/10.1016/j.respol.2014.01.015>
6. Bandura, A. (1977). *Social learning theory*. Prentice Hall.
7. Beck, T., & Demirgüç-Kunt, A. (2006). Small and medium-size enterprises: Access to finance as a growth constraint. *Journal of Banking & Finance*, 30(11), 2931–2943. <https://doi.org/10.1016/j.jbankfin.2006.05.009>
8. Bosma, N., Wennekers, S., & Amorós, J. E. (2012). *Global entrepreneurship monitor: Extended report*. Global Entrepreneurship Research Association.
9. Cacciotti, G., & Hayton, J. C. (2015). Fear and entrepreneurship: A review and research agenda. *International Journal of Management Reviews*, 17(2), 165–190. <https://doi.org/10.1111/ijmr.12052>
10. Cardon, M. S., Wincent, J., Singh, J., & Drnovsek, M. (2009). The nature and experience of entrepreneurial passion. *Academy of Management Review*, 34(3), 511–532. <https://doi.org/10.5465/amr.2009.40633190>
11. Cruz, J. P. (2020). Entrepreneurship education in Philippine teacher education programs. *Philippine Journal of Education Studies*, 12(1), 45–60.
12. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.
13. Department of Trade and Industry (DTI). (2022). *MSME development report*. <https://www.dti.gov.ph>
14. Douglas, E. J., & Shepherd, D. A. (2002). Self-employment as a career choice: Attitudes, entrepreneurial intentions, and utility maximization. *Entrepreneurship Theory and Practice*, 26(3), 81–90. <https://doi.org/10.1177/104225870202600305>
15. Evans, D. S., & Jovanovic, B. (1989). An estimated model of entrepreneurial choice under liquidity constraints. *Journal of Political Economy*, 97(4), 808–827. <https://doi.org/10.1086/261629>
16. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes. *Journal of Small Business Management*, 53(2), 360–380. <https://doi.org/10.1111/jsbm.12066>
17. Fatoki, O. (2014). The financing options for new SMEs in South Africa. *Mediterranean Journal of Social Sciences*, 5(20), 748–755.
18. Kautonen, T., Van Gelderen, M., & Fink, M. (2015). Robustness of entrepreneurial intentions. *Journal of Business Venturing*, 30(5), 655–671. <https://doi.org/10.1016/j.jbusvent.2014.02.001>
19. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
20. Krueger, N. F. (2007). What lies beneath? The experiential essence of entrepreneurial thinking. *Entrepreneurship Theory and Practice*, 31(1), 123–138. <https://doi.org/10.1111/j.1540-6520.2007.00166.x>
21. Li, J., Qu, S., & Huang, J. (2019). Cultural influences on fear of failure in entrepreneurship. *Journal of Business Research*, 98, 154–162. <https://doi.org/10.1016/j.jbusres.2019.01.003>

22. Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>
23. McClelland, D. C. (1961). *The achieving society*. Princeton, NJ: Van Nostrand.
24. Morgan, J., & Sisak, D. (2016). Fear of failure and entrepreneurship. *Journal of Economic Behavior & Organization*, 122, 82–103. <https://doi.org/10.1016/j.jebo.2015.12.017>
25. Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2014.0026>
26. Politis, D. (2005). The process of entrepreneurial learning. *Entrepreneurship Theory and Practice*, 29(4), 399–424. <https://doi.org/10.1111/j.1540-6520.2005.00091.x>
27. Reynolds, P. D., Bygrave, W. D., & Autio, E. (2005). *Global Entrepreneurship Monitor report*. Babson College.
28. Rideout, E. C., & Gray, D. O. (2013). Entrepreneurship education effectiveness. *Journal of Small Business Management*, 51(3), 329–351. <https://doi.org/10.1111/jsbm.12021>
29. Schumpeter, J. A. (1934). *The theory of economic development*. Harvard University Press.
30. Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217–226. <https://doi.org/10.5465/amr.2000.2791611>
31. Shane, S., Locke, E. A., & Collins, C. J. (2003). Entrepreneurial motivation. *Human Resource Management Review*, 13(2), 257–279. [https://doi.org/10.1016/S1053-4822\(03\)00017-2](https://doi.org/10.1016/S1053-4822(03)00017-2)
32. Ward, T. B. (2004). Cognition, creativity, and entrepreneurship. *Journal of Business Venturing*, 19(2), 173–188. [https://doi.org/10.1016/S0883-9026\(03\)00005-3](https://doi.org/10.1016/S0883-9026(03)00005-3)
33. Zellweger, T., Sieger, P., & Halter, F. (2011). Should I stay or should I go? Career choice intentions. *Journal of Business Venturing*, 26(5), 521–536. <https://doi.org/10.1016/j.jbusvent.2010.04.007>