



FACTORS INFLUENCING ENTREPRENEURIAL INTENTIONS AMONG STUDENTS OF CAVITE STATE UNIVERSITY AND CAGAYAN STATE UNIVERSITY: A COMPARATIVE STUDY

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ABSTRACT :*Entrepreneurs' innovativeness helped the economy, according to studies and reference books. Innovation is the act of developing and implementing new ideas by people involved in transactions with others over time within an institutional framework, according to Mamun, et al (2017). This study aimed to determine the factors influencing the entrepreneurial intentions among students of Cavite State University and Cagayan State University .This study used a descriptive design to describe the extent of entrepreneurial intention factors such as attitude, subjective norms, and perceived behavioral norms among participants. The study includes business students from Cagayan State University and Cavite State University-Imus Campus. This study uses purposive or convenience sampling to include all classroom students on survey day utilizing frequency counts, percentages, and Spearman rank correlation. In view of the findings of this study, it is recommended that the college should create initiatives that will help facilitators become more proficient at piquing and maintaining students' interest in business opportunities.*

KEYWORDS: *factors, entrepreneurial intentions, perceptions, behavioral norms, innovativeness, risk-taking propensity, attitude, subjective norms*



INTRODUCTION

Globalized economies are driven by entrepreneurship. Academics and sectors are interested in entrepreneurship (Uysal and Guney, 2016). Mahajar (2012) said universities' role in promoting entrepreneurship through entrepreneurial curricula affects students' inclination to pursue entrepreneurship.

In the Philippines, the Commission on Higher Education (CHED) sees itself as the higher education system's leader, working with other major stakeholders to build human capital and innovation capacity and develop a responsible Filipino nation (Commission On Higher Education Strategic Plan for 2011-2016).

In 2017, the Philippine Development Plan, 2017-2022, was published. The plan aims to make the Philippines an upper-middle income country by 2022 by reducing inequality and rural poverty. Human capital development has fueled recent political reforms (Philippine Development Plan 2017-2022).

Many entrepreneurs succeed without formal training. Many more businesses fail than succeed. The BS Entrepreneurship program combines classroom and experiential learning to help aspiring entrepreneurs develop entrepreneurial skills, values, and attitudes. Graduates should be able to run their own business or work entrepreneurially (Revised Policies, Standards, and Guidelines for Bachelor of Science in Entrepreneurship, 2016).

Few Bachelor of Science in Entrepreneurship graduates have started their own businesses, according to a Cavite State University and Cagayan State University tracer study. Cavite State University had 6 entrepreneurs out of 76 participants, while Cagayan State University had 10 out of 131, or 8% for both.

Cavite State University and Cagayan State University students' entrepreneurial intentions were studied. This study looked at participants' age, sex, year level, occupation, self-



employment history, parents' jobs, and family background. This study measured attitude, subjective norm, and perceived behavioral norms on business students' entrepreneurial intentions. This study examined how attitude, subjective norm, and perceived behavioral norms affect entrepreneurial intentions. This study compares Cavite and Cagayan State University students' entrepreneurial intentions by profile.

The foreign literatures that had been published about entrepreneurial intention are greater compare to local literatures. The current status of different studies focusing on entrepreneurial intention among tertiary students is still very scarce and the different theories and questions that make this study possible are discussed in this chapter. Significant related studies have also cited to promote the direction of the study.

Entrepreneurial intention best predicts entrepreneurial behavior (Mamun, Nawi, et al, 2017). Entrepreneurial intentions include owning a business or becoming self-employed. Personal entrepreneurial intentions can lead to venture creation (Huque, et al, 2016). Tkachev and kolvereid (1999) define entrepreneurial intention as the willingness to become self-employed. Entrepreneurs are "engines of economic growth," according to Baron and Shane (2008). According to Ajzen (1991), attitude, subjective norm, and perceived behavioral control affect intention. The three factors above affect a person's intention to act.

The attitude toward performing behaviors is a person's perception of a particular behavior, its expected results, and its impact. Koe,et al (2012) cite Ajzen (1991, p. 188) as defining attitude as "the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question." According to Koe et al. (2012), attitude has a positive effect on entrepreneurial intention. He cited Fini et al., 2009; Kautonen et al., 2009; Moriano et al., 2011 as evidence that attitude is an important factor in explaining entrepreneurial intention. Innovation and risk-taking are part of the attitude.



Entrepreneurs' innovativeness helped the economy, according to studies and reference books. Innovation is the act of developing and implementing new ideas by people involved in transactions with others over time within an institutional framework, according to Mamun, et al (2017). Hamidi, Wennberg, and Berglund (2008), Armstrong and Hird (2009), Robinson, Stimpson, Huefner, and Hunt (1991) found that innovativeness positively impacted entrepreneurial intention.

According to Mamun et al, risk taking propensity positively affects entrepreneurship attitudes among Malaysian university students, and any entrepreneur is taking a risk. As someone who creates a new business despite risk, entrepreneurs are risk takers.

This is the person's view of the values, thinking, beliefs, and norms of influential people they respect. The most important social influences are any "role model" or "mentor" (such as friends and family) and networking (Khuong& Nguyen, 2016).

This study conceptualizes government support, family support, entrepreneurial development programs, and entrepreneurial education service quality as dimensions of perceived behavioral control that affect entrepreneurial intention. Perceived behavioral control is similar to self-efficacy (Ajzen, 2002), but the Theory of Planned Behavior doesn't account for other variables like fear, threat, mood, or past experience.

According to Igwe-Lucky (2015), entrepreneurship has grown radically over the past two decades, so much so that academicians and the government are concerned about the role entrepreneurship development plays in youth entrepreneurial attitude (Lucky and Olusegun, 2011). The government understands entrepreneurship's role in economic development.

According to Crant (1996), being raised in an entrepreneurial family affects business startup (cited by Mamun,et al, 2017) al. A parent entrepreneur's experiences will provide financial and emotional support.



This includes introducing entrepreneurship programs in schools and universities to promote entrepreneurship (Igwe-Lucky, 2015). Universities play a key role in student entrepreneurship by providing an enabling environment. According to Mamun (2016), university students who learn entrepreneurship have a more positive attitude toward entrepreneurship.

As mentioned on entrepreneurial development programs, entrepreneurship education plays a key role to develop a more positive attitude leading to entrepreneurial intention, but this is just one aspect of concern because another component is entrepreneurial education's service quality. One of the key roles played by university institutions on the students' entrepreneurial intention is by providing an enabling environment that can aid the entrepreneurial intention

Before starting their own business, soon-to-be entrepreneurs should actively participate in the operations of other firms to learn the risks and problems involved. Previous self-employment should boost entrepreneurial intent. Entrepreneurial intention is influenced by students' desire for self-employment (Nguyen, 2018).

An entrepreneur likely has entrepreneurial parents. Entrepreneurial parents provide a role model and management know-how, according to Papadaki et al (2002). (as cited by Nguyen, 2018)

THEORETICAL FRAMEWORK

Due to a rapidly changing technological environment, it's important to understand entrepreneurial competencies. According to Majahar (2012), research on college students' entrepreneurial intent is scarce. The best theory for this study is the Theory of Planned Behavior (TPB). According to Ajzen (1991), theory of planned behavior is one of the best models for explaining entrepreneurial intention. It has three salient beliefs that serve as the fundamental determinants of an individual's intentions and actions: behavioral beliefs,



normative beliefs, and control beliefs. These theories rationalize that people's behavior is influenced by their intentions, which are affected by their attitudes—such as their beliefs about what would happen if they engaged in the behavior, how close associates would view it if they adopted it, and in the TPB, their beliefs about control they think they have over the behavior (factors that may impede or facilitate it). Attitudes drive actions. When attitude and subjective norms favor a behavior and perceived behavioral control is high, intention to perform the behavior is high.

CONCEPTUAL FRAMEWORK

The diagram shows the demographic profile of CSU-Imus and CSU-Cagayan students as independent variables: age, sex, year level, occupation, prior self-employment, and parent's employment background. It also shows Attitude as the first construct with Innovativeness and risk-taking propensity as antecedents that are expected to affect entrepreneurial intention. The subjective norm and perceived behavioral control are expected to affect entrepreneurial intention, government support, family support, entrepreneurial development programs, and entrepreneurial education service quality. Different studies show that demographic profile and attitude, subjective, and perceived behavioral norms influence 1st to 4th year business students at Cavite State University and Cagayan State University. Each factor's correlation coefficient must be determined. The three constructs were analyzed to see if they influenced business students' entrepreneurial intentions.

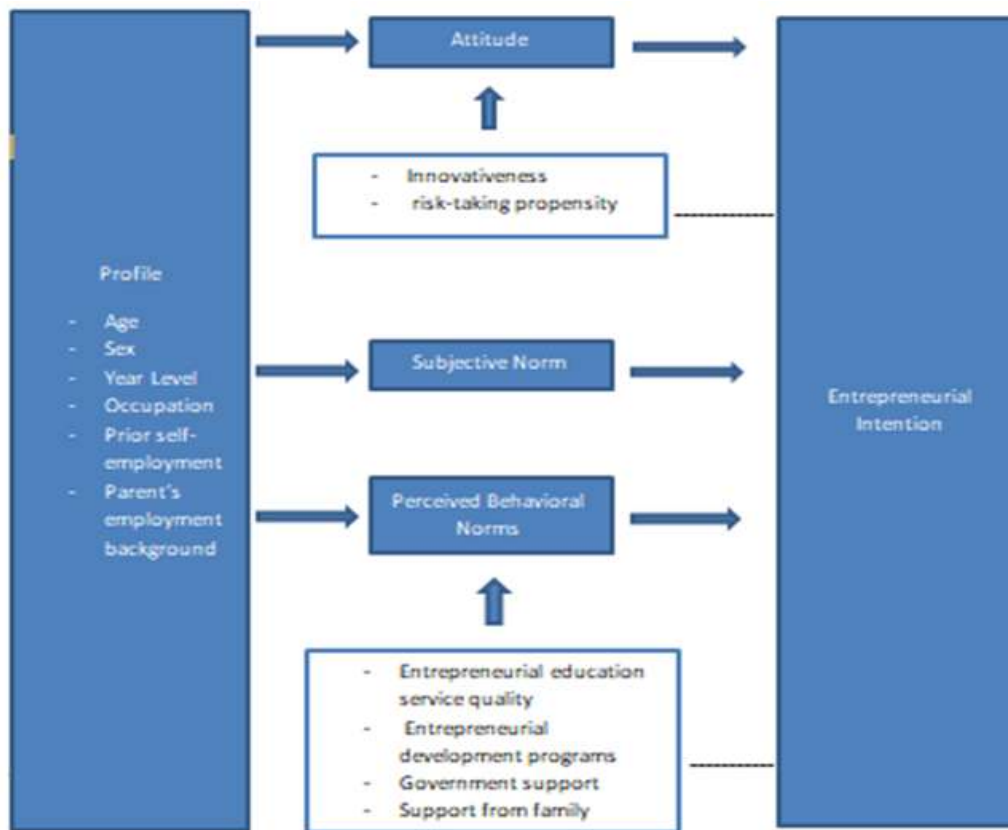


Figure 1. Schematic Diagram of the Conceptual Framework

STATEMENT OF THE PROBLEM

This study aimed to determine the factors influencing the entrepreneurial intentions among students of Cavite State University and Cagayan State University. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 year level
 - 1.4 occupation
 - 1.5 prior exposure to self-employment
 - 1.6 parent self-employment
2. What is the extent of the attitude of the respondents in terms of the following dimensions:
 - 2.1 innovativeness



- 2.2 risk-taking propensity
- 2.3 attitude to entrepreneurship
- 3. What is the perception of the respondents on subjective norms?
- 4. What is the perception of the respondents on the behavioral norms in terms entrepreneurial education service quality, entrepreneurial development programs, government support and support from Family
- 5. What is the perception of the respondents on entrepreneurial intentions?
- 6. Is there a significant influence on the entrepreneurial intentions when grouped according entrepreneurial attitude, behavioral norms and subjective norms?
- 7. Is there a significant difference between the entrepreneurial intentions when grouped according to the profile variables?

RESEARCH METHODOLOGY

The descriptive-comparative method tries to determine the current state of a phenomenon or situation and describe "what exists" within its variables or settings (Comparative Study, 2007). The independent variable is in its natural environment. This study used a descriptive-comparative design to describe the extent of entrepreneurial intention factors such as attitude, subjective norms, and perceived behavioral norms among participants and to compare results from Cavite State University and Cagayan State University.

The study includes business students from Cavite State University-Imus Campus and Cagayan State University-Main Campus. This study uses purposive or convenience sampling to include all classroom students on survey day. Central Limit Theorem was used to determine sample size. Theoretically, when n is large enough, data distribution approaches normal. In this theorem, a large sample size is 30 people. 283 students from Cavite State University and Cagayan State University were surveyed.

The research instrument used in this study was adapted from Mamun, Nawi, et al. (2017) with a slight modification in the 1st part to cover the participants' profiles. This study had 5



sections. All variables used a 4-point Likert scale from 1 (strongly disagree) to 4 (strongly agree).

In order to have a deeper understanding of the participants of this study, this section was comprised of age, sex, year level, occupation, prior self-employment, and parent's employment background. Attitude questions concerned innovation and risk-taking. It was designed to measure entrepreneurial attitude by assessing innovativeness and risk-taking. Subjective norm consists of 4 items focused on peer, friend, or family pressure to comply with certain norms. The perceived behavioral norms section covered entrepreneurial education service quality, development programs, government support, and family support. This is the final section of the study, which consists of 8 items to determine entrepreneurial intent.

STATISTICAL TREATMENT AND TOOLS

Frequency and percentage distribution tables were used to describe CSU and CSU students. Bar graphs and pie charts were used.

The frequency of an event was measured.

While percentage method was used to know the average from the sample size of a population. That is:

$$\% = \frac{f}{N} \times 100$$

where:

f = frequency

N = Number of participants

$\%$ = percentage

Spearman's Rank Order Correlation was used to determine the influence of attitude, subjective norms, and perceived behavioral norms on business students' entrepreneurial



intentions. It's a nonparametric measure of association between two ordinal variables. Spearman's Rank-Order Correlation formula follows:

The general formula for Spearman's Rank-Order Correlation is shown below.

$$\rho = 1 - \frac{6 \sum d^2}{n^3 - n}$$

where:

ρ = spearman's correlation coefficient

d = pairwise difference for each observation

n = no. of respondents

This study considered each factor's correlation coefficient. Stronger relationships between factors and entrepreneurial intentions indicate greater influence. Their relationship's significance was alpha = 5%. The corresponding factor has no effect on the entrepreneurial intent of the two universities' business students. The null hypothesis is rejected if each statement's p-value is less than 5%. The average rating for each factor's statement was also obtained to show rating distribution.

Kruskal-Wallis test was used to compare the influence of CSU and CSU students. Like Spearman's Rank-Order Correlation, it can be used on ordinal data. This test compares two or more medians. Here's the KruskalWallis formula.

$$H = (N - 1) \frac{\sum_{i=1}^g n_i (\bar{r}_i - \bar{r})^2}{\sum_{i=1}^g \sum_{j=1}^{n_i} (r_{ij} - \bar{r})^2},$$

where:

n_i = number of observations in group i

r_{ij} = the rank (among all observation) of observation j from group i

N = total number of observations across all groups

$$\bar{r}_i = \frac{\sum_{j=1}^{n_i} r_{ij}}{n_i} = \text{average rank of all observations in group i}$$



$$\bar{r} = \frac{1}{2}(N + 1) = \text{average of all } r_{ij}$$

For this study, differences in the extent of influence among business students at two universities were tested when grouped by age, sex, year level, prior self-employment experience, and parent's self-employment. The null hypothesis for the test is that there is no difference in business students' influence when grouped by a characteristic. When the p-value is below the significance level, the null hypothesis is rejected (5 percent).

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of Respondents' Profile

Characteristic	Cavite State University		Cagayan State University	
	Frequency	Percentage	Frequency	Percentage
Age	103	100%	180	100%
Below 16	-	-	-	-
16-17	-	-	-	-
18-19	14	14%	49	27%
20 and above	89	86%	131	73%
Sex	103	100%	180	100%
Male	41	40%	67	37%
Female	62	60%	113	63%
Year Level	103	100%	180	100%
1 st Year	-	-	27	15%
2 nd Year	35	34%	53	29%
3 rd Year	36	35%	32	18%
4 th Year	32	31%	68	38%
Occupation	103	100%	180	100%
Full-time student	77	75%	155	86%



Student & working part-time	19	18%	23	13%
Student & working full-time	6	6%	2	1%
Prior exposure to self-employment	103	100%	180	100%
Yes	55	53%	63	35%
No	48	47%	117	65%
Parent self-employment	103	100%	180	100%
Yes	42	41%	31	17%
No	61	59%	149	83%

Table 1 shows the frequency and percentage distribution of the respondents' profile relative to age, sex, year level, occupation, prior exposure to self-employment and parent self-employment of Cavite State University and Cagayan State University.

The table shows that in terms of age, at Cavite State University, 89 or 86 percent are aged 20 and above while only 14 are aged 18-19. On the other hand, at Cagayan State University there 131 or 73 percent are aged 20 and above and the remaining 49 or 27 percent are aged 18-19. The result implies that in both universities all respondents are already at the age of majority and that the students start the ability to make independent decisions while taking full responsibility of the consequences of their actions.

In terms of sex and as seen on the table, both universities are female dominated. In Cavite State University, 62 or 60 percent are female and 41 or 40 percent are male. While in Cagayan State University, 113 or 63 percent are female while 67 or 37 percent are male. The result coincides with the article written by MattherReysio-Cruz wherein he stated that according to the annual report that measures gender equality in 153 countries, in the Philippines, Filipino women are enrolled in high school and college at significantly higher



rates than men. And according to Kim Parker, one reason why more women are enrolled in tertiary is because women's educational gains have appeared alongside their growing labor force participation as well as structural changes in the economy. Furthermore the result also implies that women value education more than men do because they no longer see themselves merely staying at home and they expect to have and build their own careers in the future.

As to year level, at Cavite State University, majority of the respondents are third year students with a frequency of 36 or 35 percent while the fourth-year students got the least frequency of 32 or 31 percent. On the other-hand at Cagayan state University, the fourth year students registered the highest frequency of 68 or 38 percent, followed by the second year students with 53 or 29 percent while the first year have the least frequency of 27 or 15 percent.

As to occupation, the table shows that in both universities majority of the respondents are full-time students. As seen on the table, 77 or 75 percent students of the Cavite State University are full-time students while Cagayan State University have 155 or 86 percent full-time students. The high percentage rate of full time students is the result of the Republic Act 10931 of the Universal Access to Quality Tertiary Education Act which institutionalizes free tuition and exemption from other fees in state universities and colleges which in a way would help the under privileged students to have an access and a better chance to earn a college degree. Further, as seen on the table there are also students who are engaged in part-time or full-time work while carrying a full-time academic load. Cavite State University have 19 students working part-time while 6 students working full time. Cagayan State University on the other hand, 23 respondents are working part-time while 2 are working full time. As reported by Steinberg et al. (1981), engaging students in part-time and some full-time job is gradually becoming a common event everywhere. According to Tymon, 2013; Tomlinson, 2007, from the perspective of students, part-time or full-time work is often an introduction to the real world which will assist them both in personal and career development especially in the higher education sector. We cannot also deny the fact that not all parents have enough income to send and assist their children in school therefore



some students have to support themselves by becoming working students to finish a degree.

As to the prior exposure to self-employment, for Cavite State University 55 or 53 percent have prior exposed to self-employment while 48 or 47 percent do not have prior exposure. For Cagayan State University there are more respondents or 117 do not have prior exposure to self-employment while the remaining 63 respondents have a prior exposure to self-employment. According to Wondwosen Tamrat (2020) the self-employment sector is heterogeneous and can include those who earn very little and are less successful businesses than those led by successful entrepreneurs with promising growth potential. The self-employed are those who see themselves as working on their own account rather than for an employer in a conventional employment relationship (Arum & Müller, 2009). The result implies therefore that those who have prior exposure to self-employment have experienced in a way the advantage of self-employment which is independence, control and freedom from routine and more.

In terms of parent self-employment, it can be seen in the table that 61 or 59 percent and 149 or 83 percent of parents are not self-employed for Cavite State University and Cagayan State University respectively. The result therefore implies that majority of the respondents' parents are employed either in the government, private, service or other sectors. The 42 or 41 percent for Cavite State University and 31 or 17 percent for Cagayan State University respondents' parents are among those workers who are working on their own account where the salary or wage is dependent upon the profits gained from the goods and services produced.



Table 2: Median Rating and Descriptive Scale on the Extent of the Attitude of the Respondents in Terms of Innovativeness, Risk Taking Propensity and Attitude to Entrepreneurship

Statement	Cavite	State	Cagayan	State
	University	University	University	University
	Median	Descriptive	Median	Descriptive
	Rating	Scale	Rating	Scale
Attitude				
Innovativeness				
<ul style="list-style-type: none"> While others see nothing unusual in the surroundings, I am able to perceive in it opportunities for business. 	3	Agree	3	Agree
<ul style="list-style-type: none"> I am able to beat difficulties through strokes of ingenuity and resourcefulness. 	3	Agree	3	Agree
<ul style="list-style-type: none"> I believe there are always new and better ways of doing things. 	4	Strongly Agree	3	Agree
Risk-taking Propensity				
<ul style="list-style-type: none"> I am willing to take great risks for high returns 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> I do not mind working under conditions of uncertainty as long as there is a reasonable probability for me. 	3	Agree	3	Agree



<ul style="list-style-type: none"> I do not fear investing my money in a venture whose dividends I have calculated. 	3	Agree	3	Agree
Attitude to Entrepreneurship				
<ul style="list-style-type: none"> Being an entrepreneur implies more advantages than disadvantages to me. 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> A career as entrepreneur is attractive to me. 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> If I had the opportunity and resources, I would like to start a business. 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> Being an entrepreneur would entail great satisfaction for me. 	4	Strongly Agree	3	Agree

Table 2 shows the median rating and descriptive scale on the extent of the attitude of the respondents in terms of innovativeness, risk taking propensity and attitude to entrepreneurship.

As seen on the table, in terms of innovativeness, Cavite State University strongly agreed on the statement “I believe there are always new and better ways of doing things” which implies that the students recognize the impact and importance of small and gradual improvements and that there is always a room for change and improvement. The rest of the given variable got a median rating of 3 or a descriptive scale of “agree” for both Cavite State University and Cagayan State University. The result implies that innovativeness can be considered as a good factor that stimulates new ideas that can be useful in various entrepreneurial activities and that there would always be a better way of doing things. Just like what Datta (2013) mentioned in his study, innovation can be said to be the essence of an organization and to contribute towards the organization’s sustainability.



Under the risk propensity, Cavite State University strongly agreed on the statement “I am willing to take great risks for high returns.” The students of Cavite State University have displayed one of the core personality traits of any entrepreneur is that of risk-taking (Van Praag& Cramer, 2001). For the other variables under risk taking, Cavite State University and Cagayan State University got a median rating of 3 or a descriptive scale of “agree”. According to Zhang, et. Al., 2017, risk-taking is the attitude of an individual who is willing to accept situations of uncertainty. As seen in the table, from the different variables given, the result implies that students fully understand that risk factors go hand in hand with entrepreneurial decision-making process and is essential in general theory of entrepreneurship (Chen, et al., 2020) and we can also see from the result that even if the business environment is volatile and changeable, students are willing and ready to take risks in order to achieve success in the future.

In terms of the attitude to entrepreneurship, Cavite State University got a median of 4 or a descriptive scale of “strongly-agree” in all the four variables while Cagayan State University got a median rating of 3 or a descriptive scale of “agree” in all four variables. The result shows that Cavite State University responded more positively as compared to Cagayan State University in terms of the attitude to entrepreneurship. But overall, the result shows that the students of both universities will intend to form a new venture if they think it will benefit them. The result also implies that attitude factor has a positive relationship with entrepreneurial intention (Krueger Jr (2003), Zhao et al. (2005), Baron (2006), Ismail et al. (2012), Mmadu and Egbule (2014).

Table 3: Median Rating and Descriptive Scale of the Respondents on the Statements Regarding Subjective Norms.

Statement	Cavite State University		Cagayan State University	
	Median Rating	Descriptive Scale	Median Rating	Descriptive Scale
Subjective Norms				



-
- If I were to create a firm, my close family would approve of my decision. 3 Agree 3 Agree
 - If I were to create a firm, my close friends would approve of my decision. 3 Agree 3 Agree
 - If I were to create a firm, my close friends from university would approve of my decision. 3 Agree 3 Agree
 - If I were to create a firm, other people who are important to me would approve of my decision. 3 Agree 3 Agree

Table 3 shows the median rating and descriptive scale of the respondents on the statements regarding subjective norms. Subjective norms are the views considered important by individuals who advise the individual to perform or not perform certain behaviors and motivation accompanied by a willingness to do or not do something that is considered important (Wedayanti, N. P., and Giantari, I., 2016).

As seen on the table, both Cavite State University and Cagayan State University categorized all the four statements regarding subjective norm as “agree” with a median rating of 3. The result implies that the respondents will definitely weigh and execute behavior based on the value perception from third parties towards that behavior (Ibrahim & Afifi, 2018). The support they will get from their friends, family members, and social group members will serve as a stimulus towards entrepreneurial intention for the respondents.



Table 4: Median Rating and Descriptive Scale on the Perception of the Respondents on the Behavioral Norms in terms of Entrepreneurial Education Service Quality, Entrepreneurial Development Programs, Government Support and Support from Family

Perceived Behavioral Norms	Cavite	State	Cagayan	State
	University		University	
	Median Rating	Descriptive Scale	Median Rating	Descriptive Scale
Entrepreneurial Education Service Quality				
<ul style="list-style-type: none"> My lecturer/instructor is knowledgeable in the entrepreneurship course. 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> My lecturer/instructor gives feedback on my progress in the entrepreneurship course. 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> My lecturer/instructor helps me if I need any assistance in the entrepreneurship course. 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> My lecturer/instructor shows sincere interest in solving entrepreneurship course problems. 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> My lecturer/instructor displays a positive attitude throughout the course. 	4	Strongly Agree	3	Agree
Entrepreneurial Development Programs				
<ul style="list-style-type: none"> The course has exposed students to basic skills required for entrepreneurs. 	4	Strongly Agree	3	Agree



- The course has exposed you to the important basic knowledge of entrepreneurship. 4 Strongly Agree 3 Agree
- The course has created awareness of being an entrepreneur. 4 Strongly Agree 3 Agree
- You are interested in being an entrepreneur after taking the course. 4 Strongly Agree 3 Agree

Government Support

- There are sufficient government subsidies available for new and growing firms in my province. 3 Agree 3 Agree
- There is sufficient funding available from development organizations in my province. 3 Agree 2 Disagree
- New firms can get most of the required permits and licenses in about a week. 3 Agree 2 Disagree
- Taxes and other regulations are applied to new and growing firms in a predictable and consistent way. 3 Agree 3 Agree

Support from Family

- My parents influence me in pursuing a career in entrepreneurship. 3 Agree 2 Disagree
- Assisting my parents in business has increased my desire to be an entrepreneur. 3 Agree 3 Agree
- My parents are willing to provide me 3 Agree 3 Agree



with funds for entrepreneurship activities.

- My parents are role models for me in cultivating entrepreneurship. 3 Agree 3 Agree

Table 4 show the median rating and descriptive scale on the perceptions of the respondents on the behavioral norms in terms of entrepreneurial education service quality, entrepreneurial development programs, government support and support from family.

Entrepreneurship is regarded as one of the key economic development strategies to advance a country’s economic growth and to sustain its competitiveness in facing the increasing trends of globalization and Entrepreneurship education is an important factor to bring an entrepreneur. As seen on the table on entrepreneurial education service quality, Cavite State University got a median rating of 4 or a descriptive scale of “strongly agree” on all five variables given. The result implies that the respondents strongly agree that their lecturer/instructors have a great impact in increasing knowledge about entrepreneurship and that entrepreneurship education cultivates innovative talents, which are an important driving force for future development. Meanwhile, Cagayan State University got a median rating of 3 or “agree” on all five variables given. This also implies that the respondents agree and believe that their instructors play a part in shaping their ability and fostering their creative skills which they can apply in the future. Overall, for both universities, the respondents are fully aware that entrepreneurship education service quality provides student entrepreneurs with the information, knowledge, and other resources they need, thereby forming a strong ambiance of innovation and entrepreneurship, lessening environmental ambiguity, and creating a good environment for innovation and development

Entrepreneurial development program helps in developing entrepreneurial abilities and skills and seeks to provide a new direction for those who choose a different career path. As seen on the table, on entrepreneurial development program, Cavite State University got a



median rating of 4 on the four variables given or a descriptive scale of “strongly agree.” The result implies that the respondents strongly agree and believe that entrepreneurs are not necessarily born, they can also be developed and enhanced through education, training and experience. Cagayan State University on the other hand got a median rating of 3 on all four variables or with a descriptive scale of “agree.” Overall, the respondents believe that the course was crafted to motivate and develop them for entrepreneurial career and be able to make them capable of perceiving and exploiting successfully various opportunities.

Over the years, various policies and programs have been established by governments to heighten economic sustainability, the standard of living as well as economic growth and that they are involved in determining factors which influence entrepreneurship. As seen on the Table, for the government support, Cavite State University gave a median rating of 3 or a descriptive scale of “agree” for the four variables given. The result implies that the respondents agree that if there is a support coming from the government and with that there is a possibility that more people would be motivated to become an entrepreneur specially if the government would help them grow. For Cagayan State University, the respondents rated 2 or a descriptive scale of “disagree” the statement “There is sufficient funding available from development organizations in my province.’ and “New firms can get most of the required permits and licenses in about a week”. The result implies that the respondents do not get enough support from their government and they lack the ability to motivate them and be confident in looking at their future as entrepreneurs. Overall, the result therefore implies that rapid industrial development is typically backed by government support, subsidiaries and tariffs that helps to promote entrepreneurship (Amsden).

Family support could be a source of encouragement and constant supporting which can take the form of supervision, fulfillment of personal needs, as well as financial assistance or help in completing a task (Sarafino and Smith). The table above shows that for the Cavite State University, the respondents gave a median rating of 3 or a descriptive scale of “agree” all variables under support from family. The result implies that the respondents agree that their family is a good source of support and motivation and that family support helps them



decide to venture into entrepreneurial activities. Meanwhile, for Cagayan State University, the statement “My parents influence me in pursuing a career in entrepreneurship.” Was given a median rating of 2 or a descriptive scale of “disagree.” The respondents believe that there are other factors that can influence them to pursue a career in entrepreneurship and factors like creativity, motivation and awareness could be some of them. Overall, the result coincides with the study conducted by Haider (2013) wherein he stated that family background and support give a significant impact on students’ entrepreneurial ability and potential.

Table 5: Median Rating and Descriptive Scale on the Perception of the Respondents on Entrepreneurial intentions

Statement	Cavite State University		Cagayan State University	
	Median Rating	Descriptive Scale	Median Rating	Descriptive Scale
Entrepreneurial Intention				
• I am ready to anything to be a entrepreneur.	4	Strongly Agree	3	Agree
• My professional goal is to become an entrepreneur.	4	Strongly Agree	3	Agree
• I will make every effort to start and run my own business.	4	Strongly Agree	3	Agree
• I am determined to create a business venture in the future.	4	Strongly Agree	3	Agree
• I have very seriously thought about starting a firm.	4	Strongly Agree	3	Agree
• I have the intention to start a firm in the next two years.	3	Agree	3	Agree



<ul style="list-style-type: none"> I have the intention to start a firm in the next three-five years. 	4	Strongly Agree	3	Agree
<ul style="list-style-type: none"> I have the intention to start a firm someday. 	4	Strongly Agree	3	Agree

Table 5 shows the median rating and descriptive scale on the perception of the respondents on entrepreneurial intentions. Entrepreneurial intention is a decision to create a new business enterprise that is planned rather than conditioned and it is also the result of the individual's attitude and values, it is the state of mind of an individual to encourage creativity in a business enterprise (Rasli, 2013).

The table shows that Cavite State University gave a median rating of 4 or descriptive scale of "strongly agree" on seven out of the eight entrepreneurial intention variables. On the variable "I have the intention to start a firm in the next two years", the respondents gave a median rating of 3 or a descriptive value of "agree." The result shows that entrepreneurial intention can be influenced and directed by various personal and environmental factors such as knowledge, skills, experiences and socioeconomic assistants and barriers (Souitaris et al. 2007). Meanwhile, Cagayan State University gave a median rating of 3 or a descriptive scale of "agree" all the eight entrepreneurial intention variables. From the result, respondents are aware that having the right entrepreneurial intention will lead in taking actions to develop new businesses or create new values in existing enterprises in the future. Overall, respondents from both universities believe that entrepreneurial intention is the entrepreneur's intrinsic cognition, preference and behavioral tendency to create a new business (DeNoble et al. (1999) Krueger (2000).



Table 6. Test of Significant Influence on the Entrepreneurial Intentions when Grouped According to Attitude, Subjective Norms and Perceived Behavioral Norms

Statement	Cavite State University		Cagayan State University	
	p-value	*Decision	p-value	*Decision
Attitude				
• Innovativeness	0.002	Reject Ho	<0.001	Reject Ho
• Risk-taking Propensity	<0.001	Reject Ho	<0.001	Reject Ho
	0.039	Reject Ho	<0.001	Reject Ho
Subjective Norms				
Perceived Behavioral Norms				
• Entrepreneurial Education Quality	0.001	Reject Ho	<0.001	Reject Ho
• Entrepreneurial Development Programs	0.001	Reject Ho	<0.001	Reject Ho
• Government Support	0.207	Reject Ho	<0.001	Reject Ho
• Support from Family	<0.001	Reject Ho	<0.001	Reject Ho
*Reject Ho if p-value < 0.05				

Table 6 shows that for both universities, each selected factor's p-value is less than 0.05, rejecting the null hypothesis. At alpha = 0.05, we have enough evidence to say that innovativeness and risk-taking propensity influence entrepreneurial intention of respondents for both universities. Subjective and perceived behavioral norms are determined by the quality of entrepreneurial education, development programs, government support, and family support.

Table 7. Test of Significant Difference Between the Entrepreneurial Intentions When Grouped According to Profile Variables

Profile Variables	Cavite State University	Cavite State University
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	p-value	Decision*	p-value	Decision*
Age	0.973	Accept Ho	0.0178	Accept Ho
Sex	0.8647	Accept Ho	0.0823	Accept Ho
Year Level	0.0849	Accept Ho	0.001	Accept Ho
Occupation	0.0943	Accept Ho	0.5149	Accept Ho
Prior exposure to self-employment	0.0236	Reject Ho	0.0048	Reject Ho
Parent exposure to self-employment	0.0236	Reject Ho	0.1673	Fail to reject Ho

***Reject Ho if p-value < 0.05**

Table 7 shows that age, sex, and occupation p-values are all greater than 0.05 for Cavite State University, so the null hypothesis cannot be rejected. There is insufficient evidence to say that age, sex, year level, and occupation affect business students' entrepreneurial intentions at Cavite State University. Prior self-employment exposure of respondents and their parents' self-employment exposure both have p-values of 0.0236, rejecting the null hypothesis. At alpha = 0.05, we have enough evidence to say that business students from Cavite State University have different entrepreneurial intentions based on their prior self-employment experience. This includes their parents' self-employment.

The table shows that age, year level, and prior exposure to self-employment for Cagayan State University respondents are all less than 0.05, rejecting the null hypothesis. Sex, occupation, and parental self-employment all have p-values above 0.05, so we cannot reject the null hypothesis. At alpha = 0.05, we can say that CSU business students' entrepreneurial intentions differ by age. This applies to age and self-employment experience. We lack evidence to say whether Cagayan State University business students' entrepreneurial intentions differ by gender. This applies to parents' occupations and self-employment.

Entrepreneurship boosts the economy by promoting competition, innovation, employment, and long-term wealth. Identifying factors affecting entrepreneurial intentions is crucial. This



study identified factors affecting entrepreneurial intentions of 283 undergraduate students in Cavite State University (103 students) and Cagayan State University (180). Despite weak to moderate influences of attitude, subjective norms, and perceived behavior on Cavite State University's students, business students strongly agreed to be entrepreneurs. Cagayan State University business students agree to be entrepreneurs despite attitude, subjective norms, and perceived behavioral norms. 86% are full-time students, and 14% only have self-employment experience. Cavite State University business students are self-motivated. They'll be self-starters. This is TPB's impact. More Cavite State University students have prior self-employment experience, supporting their entrepreneurial spirit. 55% of Cavite State University and 35% of Cagayan State University respondents have self-employment experience. Cavite State University's tracer study found that 6 of 76 respondents started a business. Cagayan State University's 131 tracer study participants include 10 entrepreneurs. Both universities produced 8% entrepreneurs, a shocking rate. Cavite State University should increase innovativeness, risk-taking propensity, students' friends and families, entrepreneurial education, and student awareness of government entrepreneur programs to increase the percentage of students who venture into entrepreneurial activities. Cagayan State University students should be more entrepreneurial (Ng Kim-Soon) Inasmuch as entrepreneurial education service quality and entrepreneurial development programs influence students, parental exposure to entrepreneurial endeavors affects students' intentions.

RECOMMENDATIONS

Given the results of this study, it is advised that:

- The college should develop programs to assist facilitators in improving their ability to pique and sustain students' interest in business opportunities.
- hosting leadership development programs, self-motivation seminars, or seminars with successful business owners to boost self-assurance in one's ability to manage one's own employment.
- running business associations for business owners to provide a forum for idea exchange.



- The researchers can examine additional variables like sexuality, empathic concern, behavior, descriptive norms, behavioral beliefs, injunctive beliefs, control beliefs, and moral norms in further research.
- More research can be done at numerous higher education institutions around the world to generalize the research findings. Consequently, it would be necessary to consider

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