



DYNAMICS AFFECTING ENTREPRENEURIAL INTENTIONS AMONG STUDENTS OF CAGAYAN STATE UNIVERSITY

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ABSTRACT: *Entrepreneurship is the engine of globalized economies. Entrepreneurship interests both academics and industries (Uysal and Guney, 2016). This study aimed to determine the factors influencing the entrepreneurial intentions among students of 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-Main 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: *dynamics, entrepreneurial intentions, perceptions, behavioral norms, innovativeness, risk-taking propensity, attitude, subjective norms*

INTRODUCTION

Entrepreneurship is the engine of globalized economies. Entrepreneurship interests both academics and industries (Uysal and Guney, 2016). According to Mahajar (2012), universities' support of entrepreneurship through entrepreneurial curricula has an impact on students' propensity to become entrepreneurs.



The Commission on Higher Education (CHED) in the Philippines sees itself as the system's leader, collaborating with other significant stakeholders to develop a nation of responsible Filipinos by fostering innovation and human capital (Commission On Higher Education Strategic Plan for 2011-2016).

The Philippine Development Plan, 2017–2022, was released in 2017. By reducing inequality and rural poverty, the plan seeks to transform the Philippines into an upper-middle income nation by 2022. Development of human capital has fueled recent political reforms (Philippine Development Plan 2017-2022).

Without formal education, many businesspeople are successful. Overwhelmingly more companies fail than succeed. To assist aspiring entrepreneurs in developing entrepreneurial skills, values, and attitudes, the BS Entrepreneurship program combines classroom and experiential learning. Graduates should be capable of operating their own business or engaging in entrepreneurial work (Revised Policies, Standards, and Guidelines for Bachelor of Science in Entrepreneurship, 2016).

According to a tracer study by Cagayan State University, few Bachelor of Science in Entrepreneurship graduates have launched their own businesses. The entrepreneurial intentions of students were investigated. In this study, participants' age, sex, year of schooling, occupation, history of self-employment, parents' occupations, and family background were examined. The entrepreneurial intentions of business students were measured in this study in terms of attitude, subjective norm, and perceived behavioral norms. This study looked at how attitudes, subjective norms, and perceived behavioral norms influence people's intentions to start their own business.

In comparison to local literature, the amount of foreign literature that has been published about entrepreneurial intent is greater. The current state of various studies focusing on entrepreneurial intention among tertiary students is still very limited, and this chapter



discusses the various theories and questions that enable this study. Important related studies have also been cited to support the study's direction.

The best indicator of entrepreneurial behavior is entrepreneurial intention (Mamun, Nawi, et al, 2017). Owning a business or going self-employed are examples of entrepreneurial intentions. Personal entrepreneurial goals can result in the creation of businesses (Huque, et al, 2016). Entrepreneurial intention is the readiness to work for oneself, according to Tkachev and Kolvereid (1999). According to Baron and Shane, entrepreneurs are "engines of economic growth" (2008). Ajzen (1991) asserts that intention is influenced by attitude, subjective norm, and perceived behavioral control. A person's intention to act is influenced by the three factors mentioned above.

A person's perception of a particular behavior, its anticipated outcomes, and its impact are all factors in their attitude toward carrying out behaviors. According to Koe et al. (2012), attitude has a favorable impact on entrepreneurial intention. Ajzen (1991, p. 188) defined attitude as "the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question." As evidence that attitude is a key element in elucidating entrepreneurial intention, he cited Fini et al. (2009), Kautonen et al. (2009), and Moriano et al. (2011). The attitude includes taking risks and being innovative.

Studies and reference books have shown that entrepreneurs' innovation benefited the economy. According to Mamun, et al., innovation is the process of creating and putting into practice new ideas by individuals engaged in interactions with others over time and within an institutional framework (2017). Innovativeness was found to have a favorable impact on entrepreneurial intention by Hamidi, Wennberg, and Berglund (2008), Armstrong and Hird (2009), Robinson, Stimpson, Huefner, and Hunt (1991), and others.

Any entrepreneur is taking a risk, according to Mamun et al., and risk-taking propensity positively influences entrepreneurial attitudes among Malaysian university students. Entrepreneurs are risk takers because they start a new business despite the risk.



This is how they perceive the standards, norms, and ways of thinking of powerful people they look up to. Any "mentor" or "role model" (such as friends and family) and networking are the most significant social influences (Khuong& Nguyen, 2016).

As dimensions of perceived behavioral control that influence entrepreneurial intention, this study conceptualizes government support, family support, entrepreneurial development programs, and the quality of entrepreneurial education services. According to Ajzen (2002), perceived behavioral control is comparable to self-efficacy, but the Theory of Planned Behavior does not take into account other factors like fear, threat, mood, or prior experience.

Igwe-Lucky (2015) claims that over the past two decades, entrepreneurship has grown significantly, to the point where academics and the government are concerned about the influence that entrepreneurship development has on young people's entrepreneurial attitudes (Lucky and Olusegun, 2011). The government is aware of how entrepreneurship contributes to economic growth.

Being raised in an entrepreneurial family has an impact on business startup, according to Crant (1996) (cited by Mamun, et al., 2017). The experiences of a parent entrepreneur will offer both material and psychological support.

To encourage entrepreneurship, this includes establishing entrepreneurship programs in schools and universities (Igwe-Lucky, 2015). By creating a supportive environment, universities play a significant part in encouraging student entrepreneurship. University students who learn about entrepreneurship have a more favorable attitude toward it, claims Mamun (2016).

As stated in entrepreneurial development programs, entrepreneurship education is important in fostering a more optimistic outlook that leads to an entrepreneurial intention.



However, this is only one aspect of concern; the other is the service quality of entrepreneurial education. By fostering an environment that can support entrepreneurial intention, university institutions play one of the key roles in influencing students' entrepreneurial intentions.

Soon-to-be entrepreneurs should actively participate in the operations of other businesses before starting their own to understand the risks and challenges involved. Entrepreneurial intent should be strengthened by prior self-employment. Students' desire for self-employment has an impact on their entrepreneurial intention (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-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. Each factor's correlation coefficient must be determined. The three constructs were analyzed to see if they influenced business students' entrepreneurial intentions.

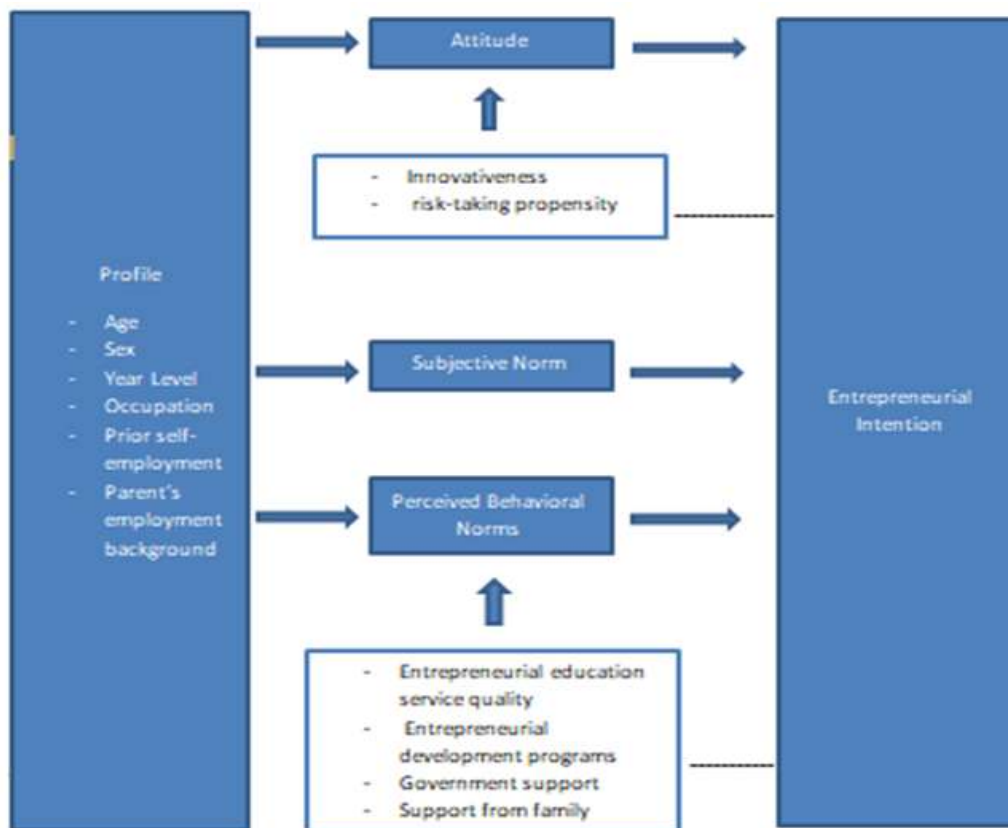


Figure 1. Schematic Diagram of the Conceptual Framework



STATEMENT OF THE PROBLEM

This study aimed to determine the factors influencing the entrepreneurial intentions among students of 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 of 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 to 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 design to describe the extent of entrepreneurial intention factors such as attitude, subjective norms, and perceived behavioral norms among participants Cagayan State University.

The study includes business students from 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. 180 students from Cagayan State University were surveyed.

The research instrument used in this study was adapted from Mamun, Nawati, 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 the Sampled Participants as to their Profile Variables

Profile Variables	Frequency	Percentage
Age		
Below 16	-	-
16-17	-	-
18-19	49	27%



20 and above	131	73%
Total	180	100%
Sex	180	100%
Male	67	37%
Female	113	63%
Total	180	100%
Year Level		
1 st Year	27	15%
2 nd Year	53	29%
3 rd Year	32	18%
4 th Year	68	38%
Total	180	100%
Occupation		
Full-time student	155	86%
Student & working part-time	23	13%
Student & working full-time	2	1%
Total	180	100%
Prior exposure to self-employment		
Yes	63	35%
No	149	83%
Total	180	100%
Parent self-employment		
Yes	31	17%
No	149	83%
Total	180	100%



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.

The table shows that majority of the respondents with a frequency of 131 or 73 percent are aged 20 and above while 49 or 27 percent are aged 18-19. The result implies that all of the student-respondents are already at the age of majority.

As to sex, the female respondents outnumbered the male respondents with a frequency of 113 and 67 respectively. The result generated coincides with the 2020 Global Gender Gap Report of the World Economic Forum (WEF) wherein they have found out that by comparison, more females had attained tertiary education compared to males. The result therefore implies that college education helps women get a better access to careers where they have a fair advantage (Leukhina ,Smaldone).

As to year level, the table reveals that out of the 180 respondents, 68 or 38 percent are 4th year, 53 or 29 percent are 2nd year, 32 or 18 percent are third year and the least frequency of 27 are 1st year students.

In terms of occupation, 155 respondents are full-time students, 23 are working part-time and there are 2 students who are working full-time. The result implies that more students can now easily access tertiary education with the help of Republic Act 10931 or the Universal Access to Quality Tertiary Education Act. With the free tuition and exemption from other fees of State Colleges and Universities, more students can now study full-time. As seen in the table, there are also students who are working part-time or full-time. Working while studying is driven fundamentally by budgetary need .Furr and Elling (2002), states also in their study that the reason why the students work part-time or full-time is due to financial problem but for some 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 (Tymon, 2013; Tomlinson, 2007).



As to the prior exposure to self-employment, more students do not have prior exposure to self-employment with a frequency of 149 or 83 percent. The result implies that Filipino parents value education as one of the most important gifts they can give to their children so they are willing to make sacrifices to send their children to school (Dolan 1991, De Dios 1995, La Rocque 2004) which leads to students not engaging in self-employment since full support is given to them by their parents. For the 63 or 35 percent who have prior exposure to self-employment, they have seen this opportunity to do things that matter with an opportunity mindset.

In terms of parent self-employment, it can be seen in the table that 149 or 83 percent are employed in the government, private or other sectors while 31 or 17 percent are self-employed. The study implies that the 17 percent of the parent's respondents believe that self-employment is a good source of employment which definitely reduces unemployment and poverty.

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

Attitude	Median Rating	Descriptive Scale
Innovativeness		
• While others see nothing unusual in the surroundings, I am able to perceive in it opportunities for business.	3	Agree
• I am able to beat difficulties through strokes of ingenuity and resourcefulness.	3	Agree
• I believe there are always new and better ways of doing things.	3	Agree
Risk-taking Propensity		



- I am willing to take great risks for high returns 3 Agree
- I do not mind working under conditions of uncertainty as long as there is a reasonable probability for me. 3 Agree
- I do not fear investing my money in a venture whose dividends I have calculated. 3 Agree

Attitude to Entrepreneurship

- Being an entrepreneur implies more advantages than disadvantages to me. 3 Agree
- A career as entrepreneur is attractive to me. 3 Agree
- If I had the opportunity and resources, I would like to start a business. 3 Agree
- Being an entrepreneur would entail great satisfaction for me. 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 shown in the table, innovativeness, risk taking propensity and attitude to entrepreneurship got a median mean of 3 or a descriptive scale of “agree”. In terms of innovativeness, the result implies that respondents agree and believe that innovativeness is essential for a firm to maintain a competitive advantage as well as survive within their market (Hacioglu et al., 2012) and that they are able to create an innovative environment by promoting curiosity and accepting uncertainty.

The result generated in terms of risk-taking propensity on the other hand shows that respondents possess one of the core personality traits of any entrepreneur which is risk taking (Van Praag & Cramer, 2001). From the result above, it can be seen that students



strongly agree and are willing to accept situations of uncertainty and that they are fully aware that taking risks is an essential element of entrepreneurship because entrepreneurs must accept the trade-offs of time, money, and relationships to start a new business (Tang & Tang, 2007). Meanwhile on attitude to entrepreneurship, with a median rating of 3 or a descriptive value of “agree” on all variables, the result implies that having the right entrepreneurial attitude can help an entrepreneur prosper and succeed in life.

Table 3: : Median rating and Descriptive Scale on the Perception of the of the Respondents on Subjective Norms.

Subjective Norms	Median Rating	Descriptive Scale
• If I were to create a firm, my close family would approve of my decision.	3	Agree
• If I were to create a firm, my close friends would approve of my decision.	3	Agree
• If I were to create a firm, my close friends from university would approve of my decision.	3	Agree
• If I were to create a firm, other people who are important to me would approve of my decision.	3	Agree

Table 3 shows the median rating and descriptive scale of the respondents on the statements regarding subjective norms. Subjective norm is the individual’s perception that societal pressure can influence the behaviour performance (Ajzen, 1991).

As seen on the table, the respondents gave a median rating of 3 on all of the four statement regarding subjective norms. The result implies that respondents agree that motivation from family members, friends, and other people important to the respondents could increase the intention to become an entrepreneur. The respondents are also aware that they develop



beliefs on what is acceptable or not acceptable and these beliefs shape their perception of behavior and intention to perform or not.

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	Median Rating	Descriptive Scale
Entrepreneurial Education Service Quality		
My lecturer/instructor is knowledgeable in the entrepreneurship course.	3	Agree
My lecturer/instructor gives feedback on my progress in the entrepreneurship course.	3	Agree
My lecturer/instructor helps me if I need any assistance in the entrepreneurship course.	3	Agree
My lecturer/instructor shows sincere interest in solving entrepreneurship course problems.	3	Agree
My lecturer/instructor displays a positive attitude throughout the course.	3	Agree
Entrepreneurial Development Programs		
The course has exposed students to basic skills required for entrepreneurs.	3	Agree
The course has exposed you to the important basic knowledge of entrepreneurship.	3	Agree
The course has created awareness of being an entrepreneur.	3	Agree
You are interested in being an entrepreneur after taking the course.	3	Agree



Government Support

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

Support from Family

My parents influence me in pursuing a career in entrepreneurship.	2	Disagree
Assisting my parents in business has increased my desire to be an entrepreneur.	3	Agree
My parents are willing to provide me with funds for entrepreneurship activities.	3	Agree
My parents are role models for me in cultivating entrepreneurship.	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 education is concerned with fostering creative skills that can be applied in practices, education, and environments supporting innovation (Binks et al., 2006; Gundry et al., 2014). As seen on the table the respondents gave the entrepreneurial education service quality a median rating of 3 or a descriptive scale of “agree” on all variables given. The result implies that the students agree that their lecturers/instructors help them create new knowledge through transforming experience and putting knowledge into practice and that they are being guided well by their mentors.



In terms of the entrepreneurial development program, it can be seen in the table that the respondents gave all four variables a median rating of 3 or “agree.” The result implies that the respondents agree and believe that the course was crafted to equip them with the required skills and knowledge needed in their future entrepreneurial venture and the course included skills, knowledge and information which is needed in building their entrepreneurial attitude and encourage them to develop entrepreneurial skills.

As seen on the table on government support, the variables 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” got a median rating of 2 or disagree. From the given result, it can be said that the respondents lack the motivation to become future entrepreneurs due to the lack of support also coming from the government. We all know that government support plays a positive role in motivating individuals become entrepreneur and that a strong emphasis of government support can contribute significantly to firms’ growth (Guan and Yam). The result therefore implies that the performance of a behavior is influenced by the presence of adequate resources and ability to control barriers to behaviors

Supportive families tend to increase togetherness over time and become sources of support for each other. As seen on the table, the respondents gave a median rating of 2 or a descriptive scale of “disagree” on the statement “My parents influence me in pursuing a career in entrepreneurship.” The result implies that the respondents’ choice is caused by life happenings or other factors that can determine his or her purpose and achievements other than the influence of their parents. The remaining three variables got a median rating of 3 or with a descriptive scale of “agree.”



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

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

Table 5 shows the median rating and descriptive scale on the perception of the respondents on entrepreneurial intentions. Entrepreneurial intention is a psychological state that guides our attention toward specific business goals in order to achieve entrepreneurial results. As seen on the table, the respondents gave a median rating of 3 or a descriptive scale of “agree” all the eight variables of entrepreneurial intention. The result implies that respondents agree that entrepreneurial intention would lead to the belief that entrepreneurs intend to start a business (Thompson 2009). The respondents are also aware and agree that a strong entrepreneurial intention should result to an eventual attempt to start a business despite immediate changes in circumstances like marriage, childbearing, graduation, employment which may cause delays (Krueger, et. al, 2000).



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

	p-value	*Decision
Attitude		
Innovativeness	<0.001	Reject Ho
Risk-taking Propensity	<0.001	Reject Ho
	<0.001	Reject Ho
Subjective Norms		
Perceived Behavioral Norms		
Entrepreneurial Education Service Quality	<0.001	Reject Ho
Entrepreneurial Development Programs	<0.001	Reject Ho
Government Support	<0.001	Reject Ho
Support from Family	<0.001	Reject Ho

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

Table 6 shows the test of significant influence on the entrepreneurial intention when grouped according to attitude, subjective norms and perceived behavior norms. The result shows that in terms of attitude, the null hypothesis is rejected thus there is a significant influence on the entrepreneurial intentions when grouped according to attitude. The result coincides with the study conducted by various authors such as Abun, Foronda, Agoot, Belandres, and Magallanez (2018), David and Lawal (2018), Esfandiar, Shari, Pratt and Altinay (2019), Gujrati, Tyagi and Lawan (2019), Liu., Lin, Zhao and Zhao (2019), and Norziani, Mastura and Rosdi (2015) where all found that attitude has a significant effect on the entrepreneurial intention of students.

The null hypothesis in terms of subjective norms should also be rejected hence there is a significant influence on the entrepreneurial intentions when grouped according to subjective norms. The result coincides with the study conducted by Christina WhidyaUtami, 2017; Gerbing& Anderson 1988; Autio et al. 2001; Bodewes et al. 2010; Tegtmeier, 2012;



Jianfeng Yang, 2013, wherein all authors stated that subjective norm influences the entrepreneurship intentions.

The null hypothesis on perceived behavioral norms should also be rejected since there is a significant influence on the entrepreneurial intentions when grouped according to perceived behavioral norms. Adu, Boakye, Suleman&Bingab, 2020 in their study stated that entrepreneurial education as the most important factor to determine a person's intention to become an entrepreneur.

Table 7. Test of Significant Influence on the Entrepreneurial Intentions When Grouped According to Profile Variables

Profile Variables	p-value	Decision*
Age	0.0178	Reject Ho
Sex	0.0823	Accept Ho
Year Level	0.001	Reject Ho
Occupation	0.5149	Accept Ho
Prior exposure to self-employment	0.0048	Reject Ho
Parent exposure to self-employment	0.1673	Accept Ho

Table 7 shows the significant influence on the entrepreneurial intentions when grouped according to profile variables. The table shows that in terms of age, the null hypothesis should be rejected, hence there is a significant influence on the entrepreneurial intention when grouped according to age. Hatak et al. (2015) confirms that age is associated with a lower likelihood of having an entrepreneurial intention. Based on the result, the null hypothesis for year level and prior exposure to self-employment should also be rejected. The result coincides with the study of Basu and Virick, 2008 wherein they have highlighted that education and prior experience does have a positive and significant impact on entrepreneurial behavior and intention.

In terms of sex, the null hypothesis is accepted. The result coincides with the study conducted by Gupta et. al. (2009) and Kristiansen and Indarti (2004) wherein they have



found out that there is no significant difference between males and females respondents on entrepreneurial intentions. The null hypothesis for the occupation and parent exposure to self-employment is also accepted.

RECOMMENDATIONS

In view of the findings of the study, the following are being offered for recommendations:

- 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 additional elements that affect entrepreneurial intention.

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