



## DYNAMICS INFLUENCING ENTREPRENEURIAL INTENTIONS AMONG STUDENTS OF CAVITE STATE UNIVERSITY

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**ABSTRACT:** *It's critical to comprehend entrepreneurial competencies given the quickly evolving technological environment. Majahar (2012) asserts that there is little research on the entrepreneurial intent of college students. This study aimed to determine the dynamics influencing the entrepreneurial intentions among students of Cavite 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 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:** *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 conducted by Cavite State University, not many bachelor of science in entrepreneurship graduates have opened their own businesses. Out of 76 participants, 6 were entrepreneurs from Cavite State University. The entrepreneurial intentions of students at Cavite State University 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. Although perceived behavioral control resembles self-efficacy (Ajzen, 2002), the Theory of Planned Behavior does not take other factors like fear, threat, mood, or previous behavior into account.

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. Mamun (2016) claims that university students who learn entrepreneurship have a more positive attitude toward entrepreneurship.



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).

Most entrepreneurs have successful parents. According to Papadaki et al, entrepreneurial parents serve as role models and sources of management expertise (2002).(as cited by Nguyen, 2018)

## **THEORETICAL FRAMEWORK**

It's critical to comprehend entrepreneurial competencies given the quickly evolving technological environment. Majahar (2012) asserts that there is little research on the entrepreneurial intent of college students. The Theory of Planned Behavior is the most appropriate theory for this study (TPB). One of the best models for illuminating entrepreneurial intention, according to Ajzen (1991), is the theory of planned behavior. It has three key beliefs: control beliefs, normative beliefs, and behavioral beliefs. These three beliefs act as the primary predictors of an individual's intentions and behaviors. These theories explain that people's behavior is influenced by their intentions, which are influenced by their attitudes, including their beliefs about what would happen if they engaged in the behavior, how their close friends and associates would perceive them if they did so, and in the TPB, how others would view them if they did so 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 displays the age, sex, year level, occupation, prior self-employment, and parent's employment history of Cavite State University, Imus students as independent variables. Additionally, it identifies Attitude as the first construct, with Originality and a Propensity to Take Risks as Antecedents, which are Expected to Influence Entrepreneurial Intention. Entrepreneurial intention, government support, family support, entrepreneurial development programs, and the quality of entrepreneurial education services are all anticipated to be impacted by the subjective norm and perceived behavioral control. Numerous studies have demonstrated the influence of demographics, attitudes, subjective norms, and perceived behavioral norms on Cavite State University's first through fourth-year business students. The correlation coefficient for each factor needs to be calculated. To determine whether the three constructs affected the entrepreneurial intentions of business students, they were examined.

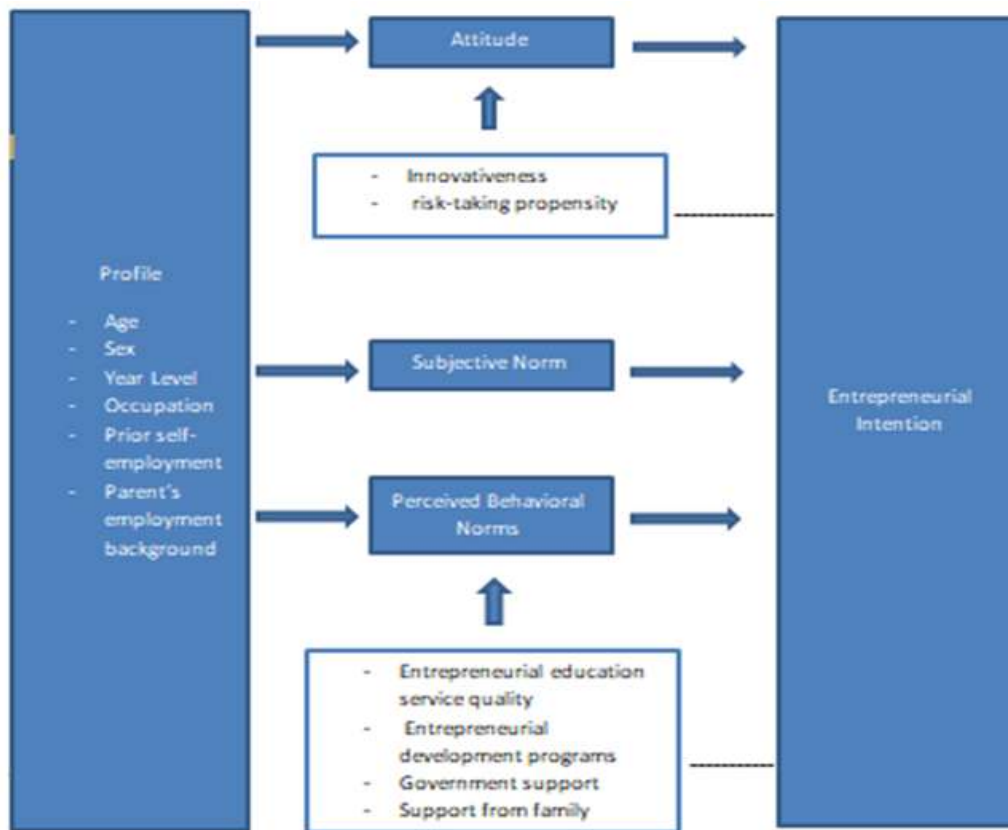


Figure 1. Schematic Diagram of the Conceptual Framework

## STATEMENT OF THE PROBLEM

This study aimed to determine the dynamics influencing the entrepreneurial intentions among students of Cavite 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 innovativeness, risk taking propensity and 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 influence on the entrepreneurial intentions when grouped according to the profile variables?

## **RESEARCH METHODOLOGY**

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 Cavite State University-Imus 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. 130 students 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.

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:

$\rho$  = 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 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.

Like Spearman's Rank-Order Correlation, it can be used on ordinal data. This test compares two or more medians. Here's the Kruskal Wallis 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 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**

| Characteristic          | Cavite State University |             |
|-------------------------|-------------------------|-------------|
|                         | Frequency               | Percentage  |
| <b>Age</b>              |                         |             |
| Below 16                | -                       | -           |
| 16-17                   | -                       | -           |
| 18-19                   | 14                      | 14%         |
| 20 and above            | 89                      | 86%         |
| <b>Total</b>            | <b>103</b>              | <b>100%</b> |
| <b>Sex</b>              |                         |             |
| Male                    | 41                      | 40%         |
| Female                  | 62                      | 60%         |
| <b>Total</b>            | <b>103</b>              | <b>100%</b> |
| <b>Year Level</b>       |                         |             |
| 1 <sup>st</sup> Year    | -                       | -           |
| 2 <sup>nd</sup> Year    | 35                      | 34%         |
| 3 <sup>rd</sup> Year    | 36                      | 35%         |
| 4 <sup>th</sup> Year    | 32                      | 31%         |
| <b>Total</b>            | <b>103</b>              | <b>100%</b> |
| <b>Occupation</b>       |                         |             |
| Full-time student       | 77                      | 75%         |
| Student & working part- | 19                      | 18%         |



|  |            |             |
|--|------------|-------------|
| time                                     |            |             |
| Student & working full-time              | 6          | 6%          |
| <b>Total</b>                             | <b>103</b> | <b>100%</b> |
| <b>Prior exposure to self-employment</b> |            |             |
| Yes                                      | 55         | 53%         |
| No                                       | 48         | 47%         |
| <b>Total</b>                             | <b>103</b> | <b>100%</b> |
| <b>Parent self-employment</b>            |            |             |
| Yes                                      | 42         | 41%         |
| No                                       | 61         | 59%         |
| <b>Total</b>                             | <b>103</b> | <b>100%</b> |

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 89 or 86 percent are aged 20 and above while the remaining 14 or 14 percent are aged 18-19. The result implies that all of the student-respondents are already at the age of majority.

In terms of sex, the table shows that there are more female respondents compared to male with a frequency of 62 and 41 respectively. The result also shows that young women are more likely to be enrolled in college today than young men (Kim Parker) and young women tend to gain more from a tertiary degree in the labor market which may make pursuing higher education more attractive for these female students (OECD).

As to the year level it can be seen that respondents are second, third and fourth year students. As seen on the table, 36 or 35 percent are third year students followed by the second year with 35 respondents and the fourth year with 32 respondents.



As to the occupation, the table reveals that majority or 77 out of 103 students are full-time students, 19 or 18 percent are working part-time while there are 6 working full-time and at the same time carrying a full-time academic load. The result implies that majority of the respondents are benefitted from the Universal Access to Quality Tertiary Education Act where more students specially the underprivileged can now access education because of the free tuition and exemption from other fees in state universities and colleges. For the other respondents, the reasons why they work is due to budgetary need, meet a quick or basic necessity, and to help the respondents in their future objectives (Williams 2014).

As to prior exposure to self-employment, 55 or 53 percent of the respondents have prior exposure while the remaining 48 or 47 percent don't have prior exposure to self-employment. The result implies that with a substantial percentage of the student population engaging in part-time or full-time jobs, it is not a surprise to find a lot of working students enrolled in colleges and universities.

In terms of parent self-employment, it can be seen in the table that 42 or 41 percent are self-employed and the majority of the parents' respondent or 61 out of 103 are employed in the government, private or other sectors.

**Table 2: Median Rating and Category 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 |
|---|---------------|-------------------|
| <b>Innovativeness</b>   |               |                   |
| • 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 4 Strongly Agree  
ways of doing things.

#### **Risk-taking Propensity**

- I am willing to take great risks for high 4 Strongly Agree  
returns
- I do not mind working under conditions of 3 Agree  
uncertainty as long as there is a reasonable  
probability for me.
- I do not fear investing my money in a 3 Agree  
venture whose dividends I have calculated.

#### **Attitude to Entrepreneurship**

- Being an entrepreneur implies more 4 Strongly Agree  
advantages than disadvantages to me.
- A career as entrepreneur is attractive to me. 4 Strongly Agree
- If I had the opportunity and resources, I 4 Strongly Agree  
would like to start a business.
- Being an entrepreneur would entail great 4 Strongly Agree  
satisfaction for me.

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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, in terms of innovativeness, “I believe there are always new and better ways of doing things” was categorized by the respondents as strongly agree with a median rating of 4. The result shows that students believe that there are always new challenges to meet along the way and there would always be better ways of doing things. Overall, the result implies that students are aware and agree that innovation is a distinctive instrument of entrepreneurship (Soriano &Huarng, 2013) and see innovation as a necessary tool for entrepreneurs (Soriano &Huarng 2013).



On risk taking propensity, students strongly agree and willing to take great risk of high returns. The result shows that students fully understand that taking risks is a good step and way to create opportunity and progress. The remaining two variables was categorized as agree which implies that students are also aware that risk states every decision an entrepreneur makes and in order for the outcome of the decision to be productive, the extent of the risk must be assessed (Paulsen et al., 2012).

In the case of attitude to entrepreneurship, the four variables got a median rating of 4 or “strongly agree”. The result implies that students fully believe that attitude is vital to life and that entrepreneurs need the right attitude to start and run a flourishing business.

**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 norms refer to a person's beliefs on how and what to think about people considered important and motivated to follow the thought (Maulana,



H.D., 2009). As seen on the table, the respondents 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 their family, friends, and other people towards that behavior (Ibrahim & Afifi, 2018). The respondents are also aware that social influence become main determinants to affect intention towards behavior including entrepreneur (Ajzen, 1991; Kabir *et al.*, 2017).

**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 |
|--|---------------|-------------------|
| <b>Entrepreneurial Education Service Quality</b>   |               |                   |
| My lecturer/instructor is knowledgeable in the entrepreneurship course.                    | 4             | Strongly Agree    |
| My lecturer/instructor gives feedback on my progress in the entrepreneurship course.       | 4             | Strongly Agree    |
| My lecturer/instructor helps me if I need any assistance in the entrepreneurship course.   | 4             | Strongly Agree    |
| My lecturer/instructor shows sincere interest in solving entrepreneurship course problems. | 4             | Strongly Agree    |
| My lecturer/instructor displays a positive attitude throughout the course.                 | 4             | Strongly Agree    |
| <b>Entrepreneurial Development Programs</b>  |               |                   |
| The course has exposed students to basic skills required for entrepreneurs.                | 4             | Strongly Agree    |
| The course has exposed you to the important basic knowledge of entrepreneurship.           | 4             | Strongly Agree    |
| The course has created awareness of being an entrepreneur.                                 | 4             | Strongly Agree    |





You are interested in being an entrepreneur after taking the course. 4 Strongly 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. 3 Agree

New firms can get most of the required permits and licenses in about a week. 3 Agree

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. 3 Agree

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 may change a student’s attitudes toward entrepreneurship (Galloway and Brown 2002). As seen on the table, the respondents gave a median rating of 4 or a descriptive scale of “strongly agree” the five variables on entrepreneurial education service. The result implies that the respondents strongly agree and believe that their



lecturers/instructors fully assist and guide them to become and have a lasting and stable entrepreneurial personality. As seen on the median rating also, the respondents believe that with the help of their instructors they could be able to establish correct values and cognitive systems, enhance their perceptions of innovation and continuously integrate, and accumulate new knowledge to shape their innovative ability and personality.

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 4 or “strongly agree.” The result implies that the respondents strongly agree and believe that the course was designed to help them in strengthening their entrepreneurial motive and that the necessary skills, knowledge and information was properly obtained which is essential in performing their entrepreneurial role in the future. The respondents also strongly agree that with the right entrepreneurial program, they believe that everyone have the chance to be developed and that their outlook can be changed and ideas can be transformed into action.

As seen on the table, the respondents gave a median rating of 3 or a descriptive scale of “agree” all the four variables under government support. The respondents agree that government support plays a positive role in motivating individuals become future entrepreneurs.

Family support is defined as a family's behavior and attitude in accepting its family members, which can take emotional, informational, and instrumental support. As seen in the table above, 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 with proper support from family, it could boost their confidence in their abilities to venture into entrepreneurial activities. The result further implies that respondents are aware that family support in the entrepreneurial context can take the form of information as well as help in acquiring or providing venture capitals.



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

| <b>Entrepreneurial Intention</b>                                     | <b>Median Rating</b> | <b>Descriptive Scale</b> |
|--|----------------------|--------------------------|
| • I am ready to anything to be an entrepreneur.                      | 4                    | Strongly Agree           |
| • My professional goal is to become an entrepreneur.                 | 4                    | Strongly Agree           |
| • I will make every effort to start and run my own business.         | 4                    | Strongly Agree           |
| • I am determined to create a business venture in the future.        | 4                    | Strongly Agree           |
| • I have very seriously thought about starting a firm.               | 4                    | Strongly 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. | 4                    | Strongly Agree           |
| • I have the intention to start a firm someday.                      | 4                    | Strongly Agree           |

Table 5 shows the median rating and descriptive scale on the perception of the respondents on entrepreneurial intentions. As seen on the table all variables are given a median rating of 4 or a descriptive scale of “strongly agree” except for statement “I have the intention to start a firm in the next two years.” The result implies that respondents have the intention and desire to start a new business or create new core value in existing organization in the future. The result further implies that entrepreneurial intention is the starting line of a decision to venture in any business which makes it a more significant predictor of future entrepreneurial engagement compared to characteristic and demographic models or attitudes and external factors which are usually situational.

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



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|   | p-value | *Decision |
|---|---------|-----------|
| <b>Attitude</b>                           |         |           |
| Innovativeness                            | 0.002   | Reject Ho |
| Risk-taking Propensity                    | <0.001  | Reject Ho |
|   | 0.039   | Reject Ho |
| <b>Subjective Norms</b>                   |         |           |
| <b>Perceived Behavioral Norms</b>         |         |           |
| Entrepreneurial Education Service Quality | 0.001   | Reject Ho |
| Entrepreneurial Development Programs      | 0.001   | Reject Ho |
| Government Support                        | 0.207   | Reject Ho |
| Support from Family                       | <0.001  | Reject Ho |

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**\*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 Santos et al., (2016) and Liñán et. al. (2011a), wherein they have stated that attitude towards entrepreneurship has a positive impact on entrepreneurial intention.

Null hypothesis for the subjective norms should also be rejected therefore, there is a significant influence on the entrepreneurial intentions when grouped according to social norms. Past research has shown results that there is a correlation between subjective norms with the intention of entrepreneurship. Cavazos-Arroyo, Puente-Diaz, and Agarwal (2017) and Usman (2016) found that there is positive and significant relationship between subjective norms and entrepreneurial intention.



On perceived behavioral norms, the null hypothesis should also be rejected. According to TervoandHaapenen (2007) highlight that there is a clear connection with entrepreneurial intentions and having role models inside family. Studies of Khalifa&Dhiaf, 2016; Mei, Lee & Xiang, 2020 also confirm that there is significant theoretical and empirical link between entrepreneurial education and entrepreneurial intention.

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

| Profile Variables                  | p-value | Decision* |
|------------------------------------|---------|-----------|
| Age                                | 0.973   | Accept Ho |
| Sex                                | 0.8647  | Accept Ho |
| Year Level                         | 0.0849  | Accept Ho |
| Occupation                         | 0.0943  | Accept Ho |
| Prior exposure to self-employment  | 0.0236  | Reject Ho |
| Parent exposure to self-employment | 0.0236  | Reject Ho |

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

Table 7 shows the significant influence between entrepreneurial intentions when grouped according to profile variables. The table shows that for the items on prior exposure to self-employment and parent exposure to self-employment, the null hypothesis should be rejected hence there is a significant influence on the entrepreneurial intention and prior exposure to self-employment as well as parent exposure to self-employment. The result is backed up by the study conducted by Phan et.al., Tkachev and Kolvereid wherein they have found out that prior exposure to self-employment is expected to have a positive impact on entrepreneurial intentions. Fairlie and Robb (2007) showed that entrepreneurs tended to have a self-employed mother or father in their family history.

For the other profile variables such as the age, sex, year level and occupation, the null hypothesis should be accepted. The result is similar to the study of Chaudhary (2017) wherein the author does not support age as inversely related to entrepreneurial inclination.



Some studies also showed no meaningful difference between men and women in terms of intentions to start a businesses (Kourilsky and Walstad, 1998; Shay and Terjensen, 2005;Wilsonetal.,2007;Smith et al., 2016a,b;Chaudhary,2017).

## **RECOMMENDATIONS:**

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.
- holding self-motivation seminars or seminars with successful entrepreneurs and leadership development programs to boost confidence in one's capacity to manage one's own employment.
- conducting business associations for entrepreneurs as a venue for idea exchange
- For additional research, the researchers are able to look into other factors, such as sexuality, empathic concern, behavior, descriptive norms, behavioral beliefs, injunctive beliefs, control beliefs, and moral norms.
- To generalize the research findings, more study can be conducted at various higher education institutions across the globe. As a result, it would be necessary to take into account additional factors that have an impact on entrepreneurial intention.



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