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Factors Affecting Entrepreneurial Intentions among Youth: The Case of ABM Students of the Province of Bohol, Philippines

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Abstract

This study has explored the influence of the factors such as 'attitude towards entrepreneurship,' 'social norms,' 'perceived behavioral control,' 'attitude towards money,' 'desire for success,' 'education about entrepreneurship,' 'experiences with entrepreneurship,' 'business environment,' and 'creativity to the entrepreneurial intention of the youth particularly the accountancy, business, and management (ABM) students of the province of Bohol, Philippines. The result indicated three significant predictors of entrepreneurial intention. One is the attitude towards entrepreneurship as a significant positive predictor. Another is the attitude towards money as a significant negative predictor and creativity as a significant positive predictor. Such result offers valuable insights for the different schools in Bohol to consider in reviewing the effectiveness of their current programs in business and make necessary adjustments that may foster the entrepreneurial mindset of students in terms of quality and quantity, and highly prepare the foundation for individuals to succeed in an entrepreneurship future.

Keywords: *youth, entrepreneurial intention, education about entrepreneurship*

Introduction

The education landscape in the Philippines has gone through significant transformations in the past few years. Plenty of new initiatives were launched to improve education access and to create more opportunities for Filipinos. These initiatives include but are not limited to the recent education reforms such as K to 12 Program. This is part of the government's commitment to revitalizing its current education system to make its citizens globally competitive.

One of the features of the K to 12 Program is "nurturing the holistically developed Filipino (college and livelihood readiness, 21st-century skills)," which can be achieved through its offered programs called academic strands for the Senior High School (i.e., Grades 11 and 12). One of them is the Accountancy, Business, and Management (ABM) that focuses on the basic concepts of financial management, business management, and all things that can be accounted for. This program, most likely, impacts students' inclination to pursue entrepreneurial activities in the future. It is aimed to create a societal impact. As acknowledged by many scholars, cited by Mamun et al. (2017), entrepreneurship is a crucial factor for societal development. The ABM program can likely impact also students' inclination to own and operate a micro, small, or medium enterprise (MSME) in the future, which is so significant in the economy of the Philippines as the Senate Economic Planning Office (March 2012) stated: "MSMEs have a significant role in developing the Philippine economy. They help reduce poverty by creating jobs for the country's growing labor force. They stimulate economic development in rural and far-flung areas. They serve as valuable partners to large enterprises

as suppliers and providers of support services. They serve as a breeding ground for new entrepreneurs and large corporations. (para. 1)”.

Without any intention to discredit the other academic strands, it is interesting to point out how valuable the ABM students' potential contribution is to collaborative development. The researcher was interested in this sight. He was particularly interested in the entrepreneurial intentions of such students. For this, the researcher took into account the factors used in the study of Nguyen et al. (2019) on the entrepreneurial intentions among youths in Vietnam that include ‘attitude towards entrepreneurship,’ ‘social norms,’ ‘perceived behavioral control,’ ‘attitude towards money,’ ‘desire for success,’ ‘education about entrepreneurship,’ ‘experiences with entrepreneurship,’ ‘business environment,’ and ‘creativity. With these factors, the present study focused on this question: how do these factors influence the youth's entrepreneurial intentions, particularly the ABM students of the province of Bohol, Philippines? To deal on the question, the study had the following specific objectives:

1. To determine the degree of the ‘attitude towards entrepreneurship,’ ‘social norms,’ ‘perceived behavioral control,’ ‘attitude towards money,’ ‘desire for success,’ ‘education about entrepreneurship,’ ‘experiences with entrepreneurship,’ ‘business environment,’ and creativity of the youth particularly the ABM students of Bohol;
2. To identify which among the factors (attitude towards entrepreneurship, social norms, perceived behavioral control, attitude towards money, desire for success, education about entrepreneurship, experiences with entrepreneurship, business environment, and creativity) could serve as a significant predictor of the entrepreneurial intention of the ABM students; and
3. To determine the degree of influence of the identified variable-predictor on the entrepreneurial intention of the ABM students in Bohol.

Framework

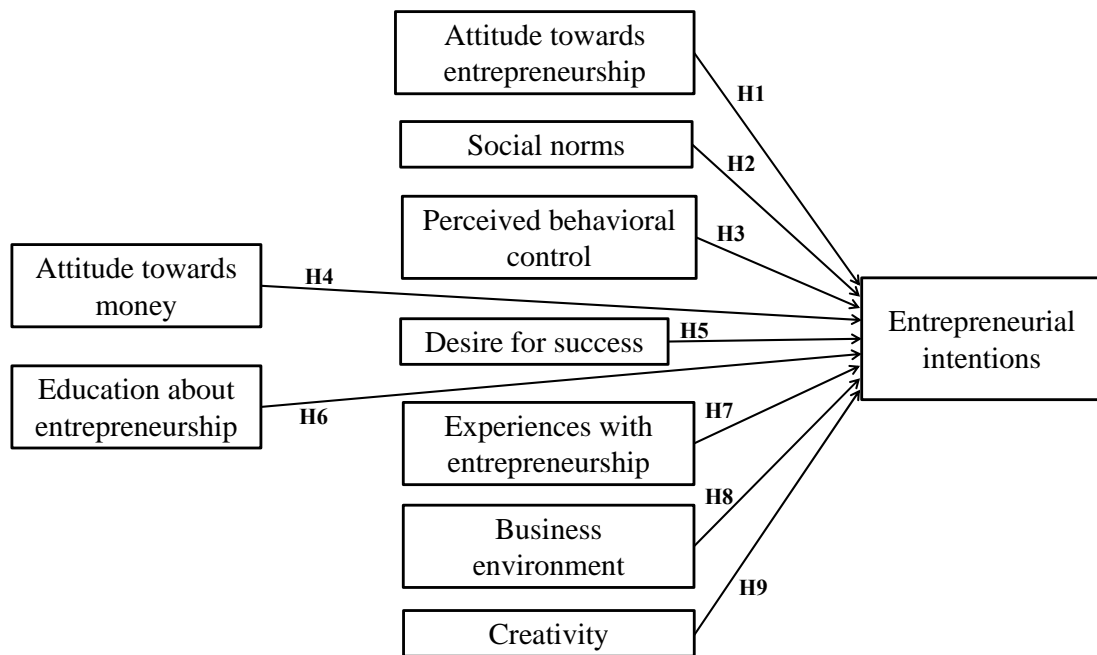
The framework of this study, shown in figure 1, was modeled from Nguyen et al. (2019); it explored the factors associated with entrepreneurial intentions among youth. It was modeled on the Theory of Planned Behavior (TPB) of Ajzen (1991).

Various literature was cited by Nguyen et al. (2019) to explain TPB as the commonly used framework to explain an individual’s entrepreneurial intentions in three factors: attitude towards behaviors, social norms, and perceived behavioral control. Liñan and Chen (2009) also followed TPB pointing out the same three factors of intention. One is toward attitude, which is the individual's negative or positive valuation about being an entrepreneur. Second is a social norm that concerns the perceived social pressure for an individual to carry out or not an entrepreneurial undertaking. Furthermore, third is perceived behavior control, which is the individual’s perception of the easiness or difficulty of fulfilling one’s interest to become an entrepreneur.

The three factors in the TPB were added with six more by Nguyen et al. (2019). They cited Schwarz et al. (2009) for the ‘attitudes toward money;’ Hansemark (2003) and Mohd et al. (2014) for the ‘desire for success;’ Gasse (1985), Johansen & Schanke (2013), and Paço et al. (2011) for the ‘education about entrepreneurship;’ Basu & Virick (2008) for the ‘experiences with entrepreneurship;’ and, Porter (1998) & Wennberg et al. (2008) for the ‘business environment,’ and ‘creativity.’

Figure 1

Operational Framework to explore the entrepreneurial intentions among youth – the ABM students of Bohol



The factors indicated in the framework are defined and described in the context of the present study as follows:

Attitude towards entrepreneurship. The attitude towards behaviors is defined as "the extent to which a person has a favorable opinion of entrepreneurship." This can be understood as the perception of the advantages and disadvantages of entrepreneurship.

Social norms. These are the "social pressure to perform or not" an undertaking in entrepreneurship. This is affected by both business culture and attitudes of other people such as family, friends, schools, and others.

Perceived behavioral control. This involves the degree to which individuals feel that they can perform their interests as an entrepreneur. It is based on whether individuals know how to perform the behavior or not.

Business environment. In the present study, this factor is more on the environment that concerns the government's supportive policies. Mamun et al. (2017) defined government support as the sum of a government's policies and programs concerning a particular issue, such as entrepreneurship. Demirci (2020) referred to support from the government as structural support in creating entrepreneurs. Demirci (2020) cited (Khoshmaram et al., 2018) that such structural support includes regulations, level of bureaucracy, financial support, taxation, and other factors to develop entrepreneurship.

The desire for success. It is associated with the "need for achievement," as postulated by McClelland (in the citation by Naushad, 2018) that individuals with a strong desire for success would have a high propensity towards a high level of need achievement. Karabulut

(2016) argued that the "need for achievement" can be defined as having a desire and ambition to succeed. It is the drive of a person to succeed.

Entrepreneurial intention. Krueger, Fragoso et al. (2020) defined entrepreneurial intention as the commitment an individual has to start a new business, and it can be considered a key antecedent of entrepreneurial behavior. Fragoso et al. (2020) also cited Adekiya and Ibrahim (2016) and Ladd et al. (2018), saying that entrepreneurial intention is the intentional behavior perceived among students to create a new venture after finishing their studies. For Karabulut (2016), entrepreneurial intention initiates entrepreneurial actions and shows a person's intention to choose to be an entrepreneur for his/her career.

Education about entrepreneurship. Many authors used the term "entrepreneurship education" or sometimes "entrepreneurial education" instead of "education about entrepreneurship." For Fragoso et al. (2020), citing Kimwolo et al. (2012), entrepreneurial education enables individuals to acquire the skills required to create a new venture and manage a business. Fragoso et al. further cited Dryer (1995) that early exposure to entrepreneurial training and education may be particularly effective in promoting interest in entrepreneurship. As cited, Lee-Gosselin and Grise (1990) say that entrepreneurial education and training play a crucial role in starting a business. For Ozaralli and Rivenburgh (2016), "entrepreneurship education is all about the development and improvement of entrepreneurial inspiration, awareness, knowledge, and skills that are much needed to establish and run an entrepreneurial venture successfully." Stamboulis & Barlas (2014) cited Fayolle and Gailly (2009) in defining entrepreneurship education as the activities aiming to foster entrepreneurial mindsets, attitudes, and skills and covering a range of aspects such as idea generation, startup, growth, and innovation.

Attitude towards money. Murugesan and Dominic (2013) cited Schwarz et al. in explaining that attitude towards money should be relevant to understand different individual entrepreneurs' perspectives towards issues like roles of money in providing autonomy and freedom of choices and its symbolic meaning of achievement. They also tackled the study of Douglas on the relationship between the intention to start one's own business and an individual's attitudes toward money. Results indicated that individuals with a more positive attitude toward money are characterized by a higher willingness to become entrepreneurs.

Experiences with entrepreneurship. Ngoc Khuong & Huu An (2016) on entrepreneurship experiences asserted that these could come from many sources such as entrepreneurship training programs, family business, part-time jobs, summer internships, or even the attempts to start a small business project before. Ngoc Khuong & Huu An (2016) further cited Basu and Virick (2008), who claimed that prior contact to entrepreneurship occurrence and happening has a particular impact on students' attitudes toward entrepreneurship and intention to choose it as their future profession.

Creativity. Zampetakis et al. (2011) cited Amabile's (1996) definition of creativity in entrepreneurship studies: producing novel and valuable ideas. Ward (2004), as cited by Zampetakis et al., asserted that 'novel and useful ideas are the lifeblood of entrepreneurship.'

From the framework, the researcher deduced the following hypotheses to be tested:
Null Hypothesis 1 - Attitude towards entrepreneurship does not significantly predict the entrepreneurial intentions of the ABM students.

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- Null Hypothesis 2 - Social norms do not significantly predict the entrepreneurial intentions of the ABM students.
- Null Hypothesis 3 - Perceived behavioral control does not significantly predict the entrepreneurial intentions of the ABM students.
- Null Hypothesis 4 - Attitude towards money does not significantly predict the entrepreneurial intentions of the ABM students.
- Null Hypothesis 5 - Desire for success does not significantly predict the entrepreneurial intentions of the ABM students.
- Null Hypothesis 6 - Education about entrepreneurship does not significantly predict the entrepreneurial intentions of the ABM students.
- Null Hypothesis 7 - Experiences with entrepreneurship do not significantly predict the entrepreneurial intentions of the ABM students.
- Null Hypothesis 8 - The business environment does not significantly predict the entrepreneurial intentions of the ABM students.
- Null Hypothesis 9 - Creativity does not significantly predict the entrepreneurial intentions of the ABM students.

Several kinds of literature show how the factors (i.e., attitude towards entrepreneurship, attitude towards money, social norms, perceived behavioral control, education about entrepreneurship, experiences with entrepreneurship, government's supportive policies, desire for success, and creativity) can influence the 'entrepreneurial intentions' of the youth.

The 'attitude towards entrepreneurship' was indicated to have a positive relationship and served as a predictor with/of entrepreneurial intention. It is evident in the study of Naushad (2018), which finding has shown 'attitude towards entrepreneurship' as the strongest predictor of entrepreneurial intention. The findings of Mamun et al. (2017) revealed that 'attitude to entrepreneurship,' generated by innovativeness and risk-taking propensity, has significant effects on entrepreneurial intention among university students in Malaysia. The positive associations between 'entrepreneurial intentions' and 'attitude towards entrepreneurship' are also supported in the study of Ozaralli and Rivenburgh (2016). The findings of Mirjana et al. (2018) also revealed that an individual's entrepreneurial intentions are positively related to personal attitudes towards entrepreneurial behavior. Interestingly, though two studies, Ridha & Wahyu (2017) and Novanda et al. (2020), revealed the non-significant effect of the 'attitude towards entrepreneurship' on youth's intention to be an entrepreneur.

The 'social norms' and 'entrepreneurial intention' to have a positive relation having the former as a significant predictor of the latter were revealed. It is in the study of Naushad (2018). Also, the findings of Mamun et al. (2017), Ozaralli and Rivenburgh (2016), and Mirjana et al. (2018) indicated the positive relationship of the subjective norm to the entrepreneurial intention of the young ones. In comparison, Ridha & Wahyu's (2017) findings and Novanda et al. (2020) revealed the significant influence of subjective norms on students' intention to be an entrepreneur.

The 'perceived behavioral control' revealed a positive relation (Ozaralli and Rivenburgh, 2016; Mirjana et al., 2018), with 'entrepreneurial intentions' having the former significant impact on the latter (Mamun et al., 2017; Novanda et al., 2020).

The 'attitude towards money' is a relevant predictor of entrepreneurial intention among students, as revealed in Murugesan and Dominic's study (2013).

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Meanwhile, 'desire for success,' 'education about entrepreneurship,' and 'experiences with entrepreneurship' revealed to have a positive effect on entrepreneurial intention in the studies of Karabulut (2016), Fragoso et al. (2020), Adekiya and Ibrahim (2016), Maresch et al. (2016), and Ngoc Khuong & Huu An (2016) respectively.

'Government's supportive policies' in the form of structural support are not perceived as a statistically significant predictor of entrepreneurial intentions (Demirci, 2020). While 'creativity in the study of Zampetakis et al. (2011), the higher it is, the higher an entrepreneurial intention was revealed.

Methodology

The study used the survey design of quantitative method in determining the individual degree of the factors such as attitude towards entrepreneurship, social norms, perceived behavioral control, attitude towards money, desire for success, education about entrepreneurship, experiences with entrepreneurship, business environment, and creativity of the youth particularly the ABM students of Bohol; also, in exploring the influence of the said factors to their entrepreneurial intention.

The survey design was the preferred approach because of its rapid turnaround for data collection, conducted through a google survey. The instrument's link was sent to the teachers of the ABM students, who in turn administered the survey to their students. A cross-sectional survey was employed. The single-stage sampling procedure was employed as the researcher could sample the respondents directly in coordination with the student's teachers. The sampling aimed to draw a random sample to give each student in the population an equal probability to be chosen.

The respondents of the study were ABM students of Bohol, Philippines. They are youth as their ages 16 to 18 years fall within what was defined by the World Health Organization, individuals who belong to the 15 to 24 year age group. They are also Filipino youth as their age's fall within whom a Filipino youth is 15 to 30 years old, as defined in the Republic Act 8044, the Youth in Nation-Building Act of 1995.

There was a total of 160 students who actively participated. The researcher got access to such a population through permission granted by the school after a written formal communication of request. Out of 160 students, the first 30 responses were utilized for testing the reliability of the instrument. For the remaining 130 students, the needed sample size was 98 at a confidence level of 95% and a margin of error of 5% as computed through surveymonkey.com sample size calculator.

The research instrument used has three sections. The first is the introductory part, where the research ethics approach and 'opt-out option' are integrated. It is structured in a consent form stating that the participant's answer will remain confidential, secured, and discarded as soon as the data is analyzed. If the student-youth agrees to participate in the study, he/she can proceed with answering the survey questionnaire. Otherwise, he/she can just disregard such an instrument. The second section is a self-developed set of questions to get the participants' demographic information, such as age, gender, and parents' occupation. The third section was adopted from the instrument used by Nguyen et al. (2019) to collect Vietnamese youths' data. It is composed of critical questions about factors associated with entrepreneurial intentions and demonstrated acceptable reliability in the 2019 study of Nguyen et al. The questions are a self-

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scoring questionnaire with a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The third section of the instrument can be viewed in Appendix A.

Pre-testing of the instrument was dealt with through the first 30 students who responded via google survey. It is to identify the instrument's internal consistency reliability, quantified by a Cronbach's alpha value for the present study. Using a Jamovi statistical software, the result indicated the following Cronbach's alpha value: attitude towards entrepreneurship scale = 0.95; attitude towards money scale = 0.72; social norms scale = 0.75; perceived behavioral control scale = 0.89; education about entrepreneurship scale = 0.81; experiences with entrepreneurship scale = 0.78; government's supportive policy scale = 0.76; desire for success scale = 0.88; creativity scale = 0.59; and entrepreneurial intention = 0.79. All the scales, except for creativity, demonstrated acceptable reliability at an optimal value ranging from 0.72 to 0.95. The creativity scale demonstrated reliability that is a bit below good (0.59).

In analyzing the collected data for the present study, Jamovi Statistical Software Version 1.2.27.0 was used. Descriptive and multiple regression were the statistical tools utilized. Descriptive was used in establishing the profile of the ABM students. Descriptive was further used in determining the level of the attitude towards entrepreneurship, attitude towards money, social norms, perceived behavioral control, education about entrepreneurship, experiences with entrepreneurship, government's supportive policy, desire for success, creativity, and entrepreneurial intention of the ABM students. Multiple regression was used to identify if the attitude towards entrepreneurship, money, social norms, perceived behavioral control, education about entrepreneurship, experiences with entrepreneurship, government's supportive policy, desire for success, and creativity can significantly predict entrepreneurial intention. The entrepreneurial intention was generally applied as a dependent variable while the other variables served as predictors.

Discussion of Results

There were 98 total actual responses from a population size of 130, with 76.5% female ($n = 75$) and 23.5% male ($n = 23$). This indicates a sample size with a confidence level of 95% and margin error of 5%. The average age of the participants was 17.1 with a standard deviation of 0.823 (male: $M = 17.2$, $SD = 0.72$; female: $M = 17.1$, $SD = 0.86$).

Their scores were transformed to determine the level of attitude towards entrepreneurship, social norms, perceived behavioral control, attitude towards money, desire for success, education about entrepreneurship, experiences with entrepreneurship, business environment, creativity, and entrepreneurial intention of the ABM students into average logarithms. The result was a scale of one to five, where three served as the scale's midpoint and signified a neutral position. Any score above three suggested a positive association with a particular question, idea, or concept related to the construct. Any score below three suggested a weaker or negative association with a particular question, idea, or concept related to the construct.

Based on the mean of the average logarithms, participants are positively associated with all the constructs as shown by the following results: the level of attitude towards entrepreneurship indicated a very strong score of 4.03, social norms at a very strong score of 4.27, perceived behavioral control indicated a positive score of 3.25, attitude towards money at a strong score of 3.70, desire for success at a very strong score of 4.53, education about entrepreneurship at a very strong score of 4.22, experiences with entrepreneurship indicated a

very strong score of 4.0, the business environment at a strong score of 3.75, creativity at a strong score of 3.80, and entrepreneurial intention at a score of 3.64.

Using the Shapiro-Wilk test of normality, the result revealed that perceived behavioral control ($p = .17$), creativity ($p = .12$), and entrepreneurial intentions ($p = .09$) were normal. The rest are not normal: attitude towards entrepreneurship ($p < .001$), social norms ($p < .001$), and attitude towards money ($p = .006$), desire for success ($p < .001$), education about entrepreneurship ($p < .001$), experiences with entrepreneurship ($p < .001$), and business environment ($p = .043$).

The result of the multiple regression revealed that the significant predictors of the entrepreneurial intentions of the ABM students are attitude towards entrepreneurship ($p < .001$), attitude towards money ($p = .02$), and creativity (.032). It entails that null hypothesis 1, null hypothesis 4, and null hypothesis 9 are rejected.

The result of the multiple regression further indicated that social norms ($p = .263$), perceived behavioral control ($p = .776$), education about entrepreneurship ($p = .324$), experiences with entrepreneurship ($p = .4$), government's supportive policy ($p = .082$), and desire for success ($p = .232$) are not significant predictors of the entrepreneurial intentions of the ABM students. This entails that null hypotheses 2, 3, 5, 6, 7, and 8 are not rejected.

The estimate of the attitude towards entrepreneurship is 0.414, indicating that entrepreneurial intention is expected to increase by 41.4% for every increase in the attitude towards entrepreneurship; everything else held constant. Meanwhile, attitude towards money has an estimate of -0.31, indicating that entrepreneurial intention is expected to decrease by 31% for every attitude towards money; everything else held constant. On the other hand, creativity revealed an estimate of 0.22, indicating that entrepreneurial intention is expected to increase by 22% for every increase in creativity; everything else held constant.

Conclusions

The youth, particularly the ABM students of the province of Bohol, have a sufficiently strong attitude towards entrepreneurship, social norms, perceived behavioral control, attitude towards money, desire for success, education about entrepreneurship, experiences with entrepreneurship, business environment, creativity, and entrepreneurial intention. These are indicated by the values of 4.03, 4.27, 3.25, 3.70, 4.53, 4.22, 4.0, 3.75, 3.8, and 3.64 respectively on a scale of one to five, having five as the highest.

Multiple regression was able to identify three significant predictor variables of the entrepreneurial intentions of the ABM students. One is the attitude towards entrepreneurship which is a significant positive predictor. This conforms to the findings of Naushad (2018), Mamun et al. (2017), Ozaralli and Rivenburgh (2016), and Mirjana et al (2018). It also conforms to the findings of Nguyen et al. (2019), being the factor that has the most decisive influence on the entrepreneurial intentions of the ABM students. It disagrees though to the findings of Ridha & Wahyu (2017) and Novanda et al. (2020), who indicated that attitude towards entrepreneurship has no significant effect on entrepreneurial intentions in the agriculture sector of the students and the youth. Another variable is the attitude towards money which is a significant negative predictor. It conforms to the findings of Murugesan & Dominic (2013), which indicated that attitude toward money appeared as the most relevant predictor of entrepreneurial intention among students. Thirdly is the variable of creativity which was

revealed as a significant positive predictor. It supports the findings of Zampetakis et al. (2011), which indicated that the more creative the young people consider themselves to be, the higher their entrepreneurial intentions.

Limitations and Recommendations for Future Research

The study focused only on the youth of the province of Bohol, particularly the ABM students from 2020 to 2021. These student-respondents were enrolled in one of the universities in Bohol. They were residents from different towns in the province of Bohol. The distress brought about by the Covid-19 virus may have an impact on the students' participation.

The result of the present study offers valuable insights to the administration of the Senior High Schools in Bohol in reviewing the effectiveness of their current programs in ABM and make necessary adjustments that may foster the entrepreneurial mindset in terms of quality and quantity, and highly prepare the foundation for individuals to succeed in an entrepreneurship future. Universities must seek to nurture individual creativity and entrepreneurial mindsets.

Furthermore, with the result of the study, it is recommended that schools offering ABM programs capitalize on the three significant predictive variables (i.e., attitude towards entrepreneurship, attitude towards money, and creativity) in reviewing their programs for their business students. There may be a need to enhance the curriculum and syllabi, considering the three significant predictive variables. It implies the offering of supplemental to the minimum requirement prescribed by the Department of Education. It is also recommended that the same study be conducted in other schools or universities of the country. This is to explore the degree of the entrepreneurial intentions of their youth, which may give insight into reengineering the programs that will enable individuals to acquire the skills required to create a new venture and manage an enterprise.

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Appendix A. Section 3 of the research instrument to measure each variable (Five-level Likert scale for each question with the values ranging from 1 “strongly disagree” to 5 “strongly agree.”)

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a) Attitude toward entrepreneurship (*Source as cited by Nguyen et a (2019) is Liñán & Chen, 2009*)

1. I have many advantages/possibilities to become an entrepreneur/owner of a business
2. Becoming a businessman is attractive for me
3. If there are opportunities and resources, I will set up my own business
4. Becoming a business owner will make me very happy
5. Being a businessman/business owner is always my passion and my career orientation

b) Attitude toward money (*Source as cited by Nguyen et a (2019) is Schwarz et al., 2009*)

1. To me, high income is an important criterion in assessing the level of personal success.
2. It is important for me to make a lot of money
3. Money is an important measure of personal ability

c) Social norms (*Source as cited by Nguyen et a (2019) is Liñán & Chen, 2009*)

1. My friends will support my decision to start a business
2. My family will support my decision to start a business
3. The people around me will support my decision to start a business

d) Perceived behavioral control (*Source as cited by Nguyen et a (2019) is Liñán & Chen, 2009*)

1. Opening and operating a company are easy/not difficult for me
2. I believe that I can start my own business
3. I can control the process of setting up a new business
4. If I set up my own company, there is more likelihood that I would be successful
5. I know how to develop a business idea
6. I know what to do to grow a business

e) Entrepreneurship education (*Sources as cited by Nguyen et al (2019) are Liñán (2004), Gurbuz & Aykol (2008), Yeng Keat & Ahmad (2012)*)

1. Entrepreneurship should be taught in high school/college
2. If there is a chance I will study the field of Entrepreneurship
3. Entrepreneurship should be a compulsory course to encourage entrepreneurship in the school.
4. Schools should have more entrepreneurship programs that will help students to get better start.
5. University courses are well prepared for our entrepreneurship

f) Experiences in entrepreneurship (*Source as cited by Nguyen et al is Sonmez Selcuk & Turker, 2009*)

1. The failures (difficulties) help me create a successful business
2. My previous business activities prepare me to think about starting a business
3. A successful business-friend gives me reason to think about starting my own business

g) Government's supportive policies (*Source as cited by Nguyen et al is Oruoch, 2006*)

1. The government encourages entrepreneurship
2. The economy provides many opportunities for entrepreneurs
3. It is not easy to get a loan from banks when starting a business
4. The government rules and regulations make it difficult to start a new business

h) Desire for success (*Source as cited by Nguyen et al is Mhango, 2006*)

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1. I desire and pursue success
2. To me, failure is the norm in business
3. I think success or failure is due to myself, not others and circumstances
4. I like to accomplish my goals (or tasks assigned)
5. When I have time, I will return to the unfinished work and finish them
6. I put in great effort sometimes in order to learn something new

i) CREATIVITY (*Source as cited by Nguyen et al is Mueller & Thomas, 2001*)
(as used in the study entitled “Culture and entrepreneurial potential: A nine country study of locus of control and innovativeness” by Mueller & Thomas, 2001 which appears to be adapted from Jackson Personality Inventory 1994 as shown in the appendix of the study)

1. I prefer a job that requires skill and practice rather than creative work
2. I like the job that requires the performer to think when starting
3. People often ask me for help in creative activities
4. I'm not a very creative person
5. I obtain more satisfaction from mastering a skill than coming up with a new idea.
6. People are often surprised by the ideas that I give
7. For a job, I like experimenting with different ways of doing things than just doing it in a single way
8. I usually do the work according to the process that I am taught

j) Entrepreneurial intentions (*Source as cited by Nguyen et a (2019) is Liñán & Chen, 2009*)

1. I am willing to do anything to become an entrepreneur
2. I will try my best to start and run my business
3. I'm not really confident about starting my own business
4. I decided to set up a company in the future
5. My career goal is to become an entrepreneur
6. I do not think seriously about starting a private company

Appendix B. Pre-test results of the research instrument used in the present study

