

Entrepreneurial Intentions, Capabilities and Skills of Business Students in Selected Universities in Pampanga

Manuelita G. Valencia, DBA, Mary Rose M. Tayag, MBA, and Judy L. Rodriguez, DBA
College of Business and Accountancy, Angeles University Foundation, Philippines

Abstract: This study focuses on the Entrepreneurial Intentions, Capabilities, skills of business students in selected universities in Pampanga. The study adopted a descriptive and correlational design using a questionnaire focusing on the respondents' profile, entrepreneurial Intentions as well as the students' capabilities and skills. Stratified random sampling was used to determine the respondents. The findings of the study showed that the students disagreed on their entrepreneurial intentions in terms of behavioral, normative, and control beliefs. The students assessed themselves with low entrepreneurial capabilities and skills. Inferential statistics showed that the behavioral and control beliefs have significant difference with school, gender, course, and year level. The course and average monthly allowance have a significant difference with normative beliefs. The significant relationship between entrepreneurial intentions, capabilities, and skills was also identified. Recommendations include promoting more entrepreneurial activities like trade fairs, product planning, business incubation, and other subjects that will be experiential to the students and may create positive behavioral and normative beliefs. These will likewise augment their capabilities that will influence their control beliefs. The curriculum and syllabi may be revisited to ensure the integration of these activities. Discussions on the opportunities that await them and the different business endeavors that they may enter into depending on their skills, should be part of the learning activities to ensure their normative beliefs. Successful entrepreneurs can be partners in honing the students and allow them to have hands-on and adequate internship experience to serve as spurring factors for their entrepreneurial intention.

Keywords: Entrepreneurial Intentions, Entrepreneurial Capabilities, Behavioral Belief, Normative Belief, and Control Belief

I. INTRODUCTION

Entrepreneurship is essential to build more dynamic economic culture. Zhao, Seibert, and Hills (2005) noted that active involvement in entrepreneurship promotes efficient economies and better employment opportunities. With more people engaging in entrepreneurial activities, more innovative ideas are pooled into the market, thereby improving the quality of products and services available to the public. Wilson, Kickul, and Marlino (2007) posited that creating a rich "pipeline" of people interested in entrepreneurial activities can ensure a good number of entrepreneurs for the economy. While Zhao, Seibert, and Lumpkin (2010) asserted that the personality of individuals can be a potent factor in

determining the entrepreneurial intentions of people, this does not discredit the assumption that universities offering business courses have the mandated responsibility of honing the intentions of students who attend the course to engage into entrepreneurial activities.

Fayolle and Liñan (2014) expressed that a responsive curriculum promotes entrepreneurial intentions among students. For example, it is a mandate to have basic paradigms in the curriculum to promote entrepreneurial ideas. Ajzen's (1991) Theory of planned behavior is one of the most prominent paradigms.

Other sectors of the market are likewise persistent in understanding the dynamics of entrepreneurial intentions. The study of Acar and his associates (2013) has shown that even the banking industry is exploring the improvement of entrepreneurial intentions to promote more progressive business culture in the economy. Liñan and Santos (2007) proposed a model that integrated cognitive social capital to the entrepreneurial intentions of individuals. Such a proposal drawn the attention of many researchers on other variables that could fully explain the intertwined influences of mediating variables on entrepreneurial intentions.

Assessing the entrepreneurial intentions, capabilities and skills of business students in selected universities of Pampanga, Philippines would provide knowledge to academicians and serve as inputs to their strategic plans in improving the delivery of good quality education. This will encourage other universities to evaluate their curricula or other activities that would encourage students to venture into entrepreneurial activities while they attend to their respective universities or after they acquired their degrees. As seen from the previously cited studies, universities can have a strong influence on the cultivation of such intentions towards their students.

Objectives of the Study

This study seeks to determine the Entrepreneurial Intentions, Capabilities, and Skills of business students in selected universities of Pampanga. Specifically, it seeks to answer the following questions:

1. How may the profile of the student respondents be described in terms of:

- 1.1 School
 - 1.2 Gender
 - 1.3 Course
 - 1.4 Year Level
 - 1.5 Average Family Income
 - 1.6 Family background
2. How may the entrepreneurial intentions of the student respondents be assessed in terms of:
 - 2.1 Behavioral beliefs
 - 2.2 Normative beliefs
 - 2.3 Control beliefs
 3. How may the entrepreneurial capabilities and skills be assessed?
 4. Is there a significant difference of the respondents' entrepreneurial intentions across their profile?
 5. Is there a significant relationship between the respondents' entrepreneurial intentions and capabilities?

Null hypotheses:

Ho₁. There is no significant difference between the entrepreneurial intentions across the respondents' profile.

Ho₂. There is no significant relationship between the respondents' entrepreneurial intentions and capabilities.

Scope of the Study

The present study focuses on the intentions and capabilities skills of business students of selected universities in Pampanga.

II. LITERATURE REVIEW

This section presents the theoretical bases, literature, and studies relevant to the study.

Ajzen (2019) stated that there are three elements of human behavior namely behavioral beliefs, normative beliefs, and control beliefs. Behavioral beliefs will lead to attitudes that can be favorable or unfavorable while normative beliefs are the right things to do. Control beliefs refer to perception on the presence of some factors that would hinder or prevent a particular behavior. The overall beliefs on these three elements lead to a certain behavioral intention. There is a need to have manifestations of favorable attitudes, great perceived control and subjective norms to have a persistent intention to perform a specific behavior. An adequate degree of control over the behavior leads to people carrying out their intentions which is assumed to be the immediate antecedent of behavior.

Kristansen and Indarti (2004) stated that those who teach entrepreneurs could similarly understand students' motivation and perception of career objectives. Obviously, self-efficacy is important and may be developed.

Fayolle and Gailly (2014) mentioned that the initial level of entrepreneurial intention appears to be a key indicator

to profile the students and better orient them. Some students had never been exposed to entrepreneurship or had been negatively influenced by a prior experience of entrepreneurship. Others had been influenced and/or had made up their mind to become entrepreneurs in one way or another. Our results indicate that an awareness compulsory course could prepare students by giving them knowledge about entrepreneurs and entrepreneurship in a more objective way. This kind of Entrepreneurship Education Program may enable students to envisage more seriously an entrepreneurial career by playing an important role in the formation of their entrepreneurial intention and its persistence. Vieira, et al, (2014) stated that the situation of the global economic crisis has been reflected in the different economies, particularly in the decline of employment to unimaginable heights. In order to counteract this negative cycle, it becomes imperative to stimulate, maintain and cultivate an entrepreneurial attitude.

The subject of entrepreneurship continues to attract interest from both academicians and policymakers to the extent that many business schools at universities include entrepreneurship studies as part of their graduate and undergraduate curricula. Similarly, empirical research studies exploring the extent to which entrepreneurial education influences the decision to become an entrepreneur are steadily increasing. (Byabashaija et al, 2011).

III. METHODOLOGY

The study used descriptive and correlational design. Using a questionnaire adopted from the study of Liñán, F. & Chen, Y. (2006). "Testing the Entrepreneurial Intention Model on a Two-Country Sample,". The study described the profile of students in selected Universities in Pampanga and its relationship to entrepreneurial intentions, capabilities, and skills of the business students.

3.1. Procedure

A letter of request to conduct the study and the questionnaire were sent to the College of Business Administration of selected Universities in Pampanga. Upon approval, the questionnaire was uploaded in the google form and the link was sent to the respondents.

3.2. Research Instrument

The research instrument was anchored from the study of Liñán, F. & Chen, Y. (2006) titled. "Testing the Entrepreneurial Intention Model on a Two-Country Sample," Working Papers 0607, Department Empresa, Universitat Autònoma de Barcelona, revised Jul 2006.

3.3 Sampling Technique

Stratified random sampling was used to identify the business students from the three (3) universities in Pampanga, Philippines. Table 1 shows that out of 2,995 business students, there were 341 respondents.

Table 1. Number of respondents

School	N	%	n
A	1,482	49%	168
B	817	27%	93
C	696	23%	80
Total	2,995	99%	341

3.4 Statistical Treatment

The following tools were used to analyze the data:

3.4.1. Frequency Distribution

3.4.2. Percentage Distribution

3.4.3. Pearson's Correlation Coefficient

3.4.4 Likert Scale:

Legend

1.00 - 1.82	Strongly Disagree
1.83 - 2.65	Disagree
2.67 - 3.49	Disagree to a limited extent
3.50 - 4.32	Agree to a limited extent
4.33 - 5.15	Agree
5.16 - 6.00	Strongly Agree

IV. RESULT AND DISCUSSION

This section presents the results and discusses the findings of this study.

4.1. Profile of the Respondents

The respondents were characterized according to their school, gender, course, year level, average monthly income, and family background. The results have shown that out of the total 341 respondents, 168 or 49% are from the first university, 93 or 27% are from the second university and the remaining 80 respondents are from the third university. Sixty six percent (66%) or 226 are female and the remaining 34% or 115 are male. Thirty-five percent (35%) are taking up Management and/or entrepreneurship courses, followed by marketing management students with 31% or 105, 28% or 94 students for accountancy, and 7% or 23 students for other courses like operations management and human resource management. . In terms of year level 40% or 137 students are in 2nd-year level, the 31% or 105 students are 1st year, followed by 20% or 69 students are in 4th-year level and the remaining 9% or 30 students are in 3rd year. In terms of average monthly income, there are 70% or 240 students with 20,000-24,999 average monthly income, 12% or 40 students with 10,000-14,999, followed by 11% or 39 students with 15,000-19,999, only 7% or 22 students with less than 10,000 average monthly income. In terms of family background, 55% or 188 students shows that students have no family business and 45% or 155 among the students have their own family business

Table 2. Demographic Profile of the Respondents

Variables	Frequency	Percentage
	(F)	(P)
School		
A	168	49
B	93	27
C	80	23
Total	341	100
Gender		
Female	226	66
Male	115	34
Total	341	100
Course		
Management and Entrepreneurship	119	35
Accountancy	94	28
Marketing Management	105	31
Others (Operations Management, Human Resource Management)	23	7
Total	341	100
Year level		
1st Year	105	31
2nd Year	137	40
3rd Third	30	9
4th Year	69	20
Total	341	100
Average Monthly Income		
Less than 10,000	22	7
10,000-14,999	40	12
15,000-19,999	39	11
20,000-24,999	240	70
Total	341	100
Family Background		
With Family Business	153	45
Without Family Business	188	55
Total	341	100

4.2. Entrepreneurial Intentions

Table 3 shows the distribution of students' perceptions on entrepreneurial intentions in terms of behavioral beliefs. The general result of the indicators was rated at an average of 2.10, a standard deviation of .7547, and with a quantitative description of disagree. It can be seen that the lowest mean is 1.74 strongly disagreeing on exerting extra effort to start a business. It's also noted that the highest is 2.52 where the respondents amongst various options, would rather be anything but an entrepreneur. The table shows that

entrepreneurship is not within the ambit of primary concern or intent of the respondents.

This is relative to the study of Abun, D. et al, (2018) who stated that the individual’s entrepreneurial intentions are important variables to predict their entrepreneurial behaviors. Intentions may reflect concrete behavior. Previous research states that entrepreneurial intentions induce a decision to establish a new firm. However, some people are influenced by family or cultural background. There are individuals who do not want to be under the leadership or control of another person. Independence may be their call and be the head of his/her own business.

Table 3. Behavioral Beliefs

Behavioral Beliefs	Mean	SD
I am ready to do anything to be an entrepreneur	2.01	.9219
I believe I would be completely able to start a business	2.18	.9972
I will make every effort to start and run my own business	1.74	.9014
I am able to control the creation process of a new business	2.16	.9322
Amongst various options, I would rather be anything but an entrepreneur	2.52	1.1129
I am determined to create a business venture in the future	1.85	.9394
If I tried to start a business, I would have a high chance of being successful	2.04	.9148
Being an entrepreneur would entail great satisfaction for me.	1.91	.8875
It would be not difficult for me to develop a business idea..	2.47	.9926
My professional goal is to be an entrepreneur	2.14	1.0493
Being an entrepreneur implies more advantages than disadvantages to me	2.05	.9141
Average	2.10	.7457

Table 4 shows the distribution of students’ perception on entrepreneurial intentions in terms of normative beliefs. The general result of the indicators was rated at 1.902 with a quantitative description of disagree. This means that family, friends, and colleagues do not have an influence in the respondents’ decision in starting a business. In the study of Kristansen and Indarti (2004), entrepreneurs could benefit from a better understanding of reasons behind their own intentions. Those who teach entrepreneurs could similarly gain from better understanding of students’ motivation and perception of career objectives.

Table 4. Normative Beliefs

Normative Beliefs	Mean	SD
My friends would approve of my decision to start a business	1.947	.8962
My immediate family would approve of my decision to start a business	1.818	.8496
My colleagues would approve of my decision to start a business	1.947	.8640
Average	1.902	.7972

Table 5 shows the distribution of students’ perception on entrepreneurial intentions in terms of control beliefs. The general result of the indicators was rated at a mean of 2.159, standard deviation of .7622 with a quantitative description of disagree. The item on respondents’ perception on whether it is easy for them to start a business and keeping it variable has the highest mean of 2.504 with a standard deviation of .9690 and descriptive rating of disagree. The item with the lowest mean among the respondents is 1.674 with a standard deviation of .8590 and with a descriptive rating of strongly disagree. The table means that a presence or absence of some factors do not influence their behavior.

In the study of Ismail, A. (2015), the image of entrepreneurship is determined by the attitudes towards entrepreneurship and the entrepreneurial intentions. The phenomenon of relatively high mean values for the attitude toward entrepreneurship and relatively low mean values for the entrepreneurial intentions can be observed among all students. Further factors influencing the attitudes and intentions of female and male students are the desire for independence, perceived aids, perceived impediments, situation of start-up guidance, and attitudes toward work

Moreover, Setiadi, N.J. and Puspitasari, D.M. (2014) mentioned that the students value earning a living by doing something that they enjoy and having control for being his or her own boss more than putting their ideas into practice, making lots of money, and being able to work the hours they want that lead them to increase their intention to be an entrepreneur in the near future. Thus, they may be able to improve their problem-solving skills, leadership, and communication skills, and lead to come up with innovative products and strengthening linkaging partners.

Table 5. Control Beliefs

Control Beliefs	Mean	SD
Starting a firm and keeping it viable would be easy for me	2.504	.9690
A career as an entrepreneur is totally attractive to me	2.079	.9805
I have no doubts about ever starting my own business	2.308	.9802
If I had the opportunity and resources, I would love to start a business	1.674	.8590
I have a very high intention of ever starting a business	1.909	.9534
I know all about the practical details needed to start a business	2.478	1.0503
Average	2.159	.7622

4.3. Entrepreneurial Capabilities and Skills

Table 6 shows the distribution of students’ perception on entrepreneurial capabilities and skills. The general mean of the indicators was rated at 2.006 with a quantitative description of disagree. The item with the highest mean (2.006) with a standard deviation of .7821 is regarding the development of new products and services while the lowest mean (1.838) is regarding leadership with a standard

deviation of .7984. These findings reveal that the respondents recognize some skills that they need to have as entrepreneurship skills. This is in consonance with the study of Ramos, A. (2014), where it was mentioned that with respect to how the respondents rate themselves with several entrepreneurial skills and capabilities, it shows that many students believed that creativity is a very significant skill needed to become entrepreneur. Most of the students agreed that they need to be creative and have good communication skills to start and manage their own business. Respondents also agreed that they still need to improve their networking skills.

Resurrection, P (2011) shared that “the biggest challenge the country faces in promoting entrepreneurship is to develop the capabilities and skills of Filipinos in starting and growing businesses” through formal and informal training.

Liñán, F., & Santos, F. J. (2007) suggests that there is a strong case, for developing skills such as opportunity recognition, creativity, problem-solving, leadership, communication, innovation, and networking. They are needed for successful entrepreneurship, but not only for that career option. Therefore, the inclusion of specific content in the education system would be an obvious policy action to be taken. For the particular case of entrepreneurship education, these contents would be a very important complement to the more widespread business-plan course.

Table 6. Entrepreneurial Capabilities and Skills

Entrepreneurial Capabilities and Skills	Mean	SD
Recognition of opportunity	1.897	.7923
Creativity	1.918	.8148
Problem-solving skills	1.988	.8152
Leadership	1.838	.7984
Communication Skills	1.891	.8194
Development of new products and services	2.006	.7821
Networking skills and making professional contacts	1.950	.8192
Average	1.9270	.6539

Table 7 shows that the behavioral and control beliefs have significant difference with school, gender, course, and year level. The course and average monthly allowance have a significant difference with normative beliefs.

For behavioral beliefs, students from the three(3) schools disagreed. However, school B students, female, accountancy and first year level students have lesser disagreement on entrepreneurial intentions compared with other students.

For normative beliefs, course and average monthly income have significant difference wherein students taking operations management and human resource management and students having monthly allowance of less than 10,000 have lesser disagreement on entrepreneurial intentions.

For control beliefs, school B, female, students taking operations management and human resource management and first year students have lesser disagreement on entrepreneurial intentions.

These findings are somewhat in contrast with the study of Ramos, A. (2014) where findings revealed that the entrepreneurial intentions of the respondents are not affected by the profile variables. Most of the students agreed that they possess entrepreneurial intention, capabilities, and skills. Leadership skills and problem-solving skills are factors that are contributory to the entrepreneurial capabilities and skills of the students.

Furthermore, findings of the study are also in contrast with the study of Nguyen (2018) wherein the results revealed that male students somewhat have higher entrepreneurial intentions than females. In general, women have been reported as having lower entrepreneurial intentions. It also confirmed in the study of Crant (1996) that men are more interested in entrepreneurial intention or preference for starting their own businesses than women. Zhao et al. (2005) concluded that women are less likely become an entrepreneur than males.

In the study of Israr & Salem (2018), gender, family background, entrepreneurial education, extraversion, agreeableness, and openness to experience showed a positive relationship with entrepreneurial intentions, while the other demographic profile such as age, previous grades, and neuroticism showed a negative relationship with entrepreneurial intentions. Similarly in the study of Kristiansen and Indarti, (2004), demographic factors such as age and gender have an impact on entrepreneurial intentions. Furthermore, the students whose parents are self-employed showed higher entrepreneurial intentions.

In addition, Uddin et al. (2016) mentioned that demographic factors are found to be influencing the entrepreneurial intention of the students and show a high level of intention among students to start entrepreneurial ventures.

Table 6. Significant Relationship between Demographic Profile and Entrepreneurial Intentions

Demographic profile	Behavioral Beliefs	Normative Beliefs	Control Beliefs
School	.001**	.618	.043*
Gender	.000**	.101	.002**
Course	.000**	.032*	.000**
Year level	.006**	.561	.004**
Average monthly income	.952	.001**	.263
Family Background	.866	.053	.191

Table 7 shows that there is a significant relationship between entrepreneurial intentions (behavioral, normative and control beliefs) and capabilities and skills. This means that as there is an association among the three elements of the entrepreneurial intentions,. This relates to their capabilities

and skills which increase or decrease their interest in entrepreneurship. In the study of Shah & Soomro (2017) shows that the attitudes toward behavior and subjective norms have a positive and significant relationship with entrepreneurial intentions, however, the perceived behavioral control has no significant relationship with entrepreneurial intentions.

Table 7. Relationship between Entrepreneurial Intentions, Capabilities, and Skills

		Behavioral Beliefs	Normative Beliefs	Control Beliefs
Entrepreneurial average	Pearson Correlation	.646**	.423**	.646**
	Sig. (2-tailed)	.000	.000	.000
	N	341	341	341

** Correlation is significant at the 0.01 level (2-tailed)

V. CONCLUSION

Majority of the respondents are students taking up Management and/or entrepreneurship courses and are dominated by female and second-year level course. Most of the respondents have no existing family business and their parents are average income earners.

Descriptive statistics also show that the students disagreed to a certain extent on their entrepreneurial intentions in terms of behavioral, normative, and control beliefs. The students assessed themselves with low entrepreneurial capabilities and skills.

Inferential statistics show that there is a significant relationship between demographic profile and entrepreneurial intentions. It shows that school, gender, course, and year level has a significant relationship with behavioral and control beliefs. Course has a significant relationship with normative beliefs. There was also a significant relationship between entrepreneurial intentions and capabilities and skills.

To improve the entrepreneurial intentions of business students in terms of behavioral, normal, and control beliefs, students should be informed and be updated with the unlimited opportunities of Entrepreneurship so they can have a more positive outlook of business and not to be hesitant about it. This can be done by promoting more entrepreneurial activities like business planning, trade fairs, product planning, business incubation, and other subjects that will be experiential to the students which will help them too in improving their leadership and problem skills that may create positive behavioral and normative beliefs. These will likewise augment their capabilities that will influence their control beliefs. The curriculum and syllabi may also be revisited to ensure the integration of these activities.

Faculty members should be sure that they are persistent and consistent in their drive to promote entrepreneurship since many of the parents are not entrepreneurs, they do not have initial orientation. Discussions on the opportunities that await

them and the different business endeavors that they may enter depending on their skills should be part of the learning activities to ensure their normative beliefs. Successful entrepreneurs can be partners in honing the students and allow them to have hands-on and adequate internship experience to serve as spurring factors for their entrepreneurial intention. Schools should strengthen their collaboration or linkages with other business organizations to increase the exposure of the students preparing them in becoming an entrepreneur.

ACKNOWLEDGEMENT

The researchers wish to express their sincere gratitude and appreciation to the faculty and students of selected universities who assisted them in the data collection and helped make the research possible.

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