

Entrepreneurial Attitude and Entrepreneurial Efficacy as Predictors to Entrepreneurial Intentions of General Academic Strand Students

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ABSTRACT

This study investigated how entrepreneurial attitude and entrepreneurial efficacy influence entrepreneurial intention among General Academic Strand (GAS) senior high school students, and to begin with, it aimed to determine the students' levels of entrepreneurial attitude, entrepreneurial efficacy, and entrepreneurial intention, as well as examine the relationships among these variables and identify how entrepreneurial attitude and entrepreneurial efficacy affect entrepreneurial intention. To accomplish this, the researchers employed a quantitative descriptive-correlational approach and involved 87 GAS students, while data were analyzed using the mean and Spearman's rho correlation coefficient. The results indicated that the students demonstrated moderate levels of entrepreneurial attitude, entrepreneurial efficacy, and entrepreneurial intention; moreover, the findings revealed significant relationships among the variables, with both entrepreneurial attitude and entrepreneurial efficacy exerting a significant influence on entrepreneurial intention. Consequently, this suggests that students who possess positive entrepreneurial attitudes and strong confidence in their entrepreneurial abilities are more likely to develop higher entrepreneurial intentions, and overall, the study underscores the importance of fostering both attitudes and efficacy to strengthen students' entrepreneurial intention.

Keywords: General Academic Strand, Entrepreneurial Attitude, Entrepreneurial Efficacy, Entrepreneurial Intention, Philippines

INTRODUCTION

Entrepreneurial intention was defined as a person's conscious decision and commitment to starting a new business venture (Krueger et al., 2020). According to Aznita et al. (2020), Malaysian university students' low entrepreneurial intention was due to limited access to financial resources, fear of failure, and inadequate entrepreneurial education. Similarly, Zanabazar and Jigjiddorj (2020) noted that many Mongolian students remained hesitant to engage in entrepreneurial activities even after entrepreneurship education was integrated into academic programs. Furthermore, students in India continued to struggle to translate their entrepreneurial awareness into actual action, indicating that there remains a gap between intention and action (Masri et al., 2021).

People in the Philippines, especially in Tacurong, Sultan Kudarat, believed it was important to adopt an entrepreneurial attitude because those with a positive entrepreneurial attitude were more likely to act like entrepreneurs and possessed personality traits that helped them succeed (Buyco et al., 2023). Additionally, the study of Castro et al. (2022) asserts that students in Marilao, Bulacan, Philippines, acquired significant knowledge regarding entrepreneurship, particularly in fostering positive attitudes towards it.

According to Villamor et al. (2024), entrepreneurial efficacy served as a psychological foundation that influenced how people identified opportunities, overcame challenges, and stayed determined in tough situations. It reflected students' confidence in their ability to perform entrepreneurial tasks and their overall

potential for entrepreneurship (Feng & Chen, 2020). People who believed in their entrepreneurial skills were more likely to pursue their business goals with determination. Therefore, entrepreneurial efficacy was strongly linked to entrepreneurial intention (Bayani et al., 2022).

Due to the lack of motivation to participate in entrepreneurial activities, questions were raised about the efficacy of entrepreneurship education and the impact of social, contextual, and personal factors on students' entrepreneurial intentions in Region XI, specifically in Davao del Sur (Demillio, 2024). Despite the increased emphasis on entrepreneurship education, senior high school students in Davao Oriental continued to face challenges like limited exposure, lack of mentorship, and limited entrepreneurial training, all of which undermined their aspirations to become entrepreneurs (Asarak & Aguilar, 2024). Likewise, Lorenzo S. Sarmiento Sr. Researchers discovered that National High School students lacked confidence in their entrepreneurial abilities due to their lack of ambition.

Several studies, including Abun et al. (2023), highlight the need to understand how students in accountancy, business, and management view and engage in entrepreneurship. Ringo Ho et al. (2018) similarly found that effective entrepreneurship training increased adolescents' entrepreneurial readiness. Anwar et al. (2021) illustrated the significant effects of personal traits and attitudes on the development of entrepreneurial intentions, focusing on the roles of entrepreneurial attitude and self-efficacy. Mantog and Amoguis (2025) noted that multiple studies have examined youth disengagement in business, focusing on entrepreneurial intentions, traits, and potential skills of future entrepreneurs. However, no local research had examined the intents, efficacy, and entrepreneurial attitudes of students in Lorenzo S. Sarmiento Sr. National High School. The perspectives, difficulties, and preparedness for entrepreneurship of these students were poorly understood due to the limited research. There has remained uncertainty as to whether these students possessed the necessary mindset, skills, and behaviors, such as risk-taking, innovation, confidence, resilience, and problem-solving, to pursue entrepreneurial opportunities. There was no information available regarding how well-prepared its pupils were for entrepreneurial activities because the strand was not business-oriented. Their lack of actual data put them at a disadvantage and limited their ability to expand and adapt in a competitive, rapidly changing environment. Thus, the current study examined their entrepreneurial traits, identified the factors that influence them, and suggested ways to improve their entrepreneurial attitude to address these gaps.

Research Objectives

1. To assess the level of entrepreneurial attitude among general academic strand students in Lorenzo S. Sarmiento Sr. National High School in terms of:
 - 1.1 achievement;
 - 1.2 autonomy;
 - 1.3 tendency;
 - 1.4 risk-taking; and
 - 1.5 drive and determination.
2. To evaluate the level of entrepreneurial efficacy among general academic strand students in Lorenzo S. Sarmiento Sr. National High School in terms of:
 - 2.1 skillset; and
 - 2.2 mindset.
3. To examine the level of entrepreneurial intentions among general academic strand students in Lorenzo S. Sarmiento Sr. National High School in terms of:
 - 3.1 attitude towards the behavior;

3.2 subjective norms; and

3.3 behavioral control.

4. To analyze the significant relationship between entrepreneurial attitude and entrepreneurial intentions among general academic strand students in Lorenzo S. Sarmiento Sr. National High School.

5. To explore the significant relationship between entrepreneurial efficacy and entrepreneurial intentions among students in Lorenzo S. Sarmiento Sr. National High School.

6. To identify which of the domains of entrepreneurial attitude would influence entrepreneurial intentions among general academic strand students in Lorenzo S. Sarmiento Sr. National High School.

7. To ascertain which of the domains of entrepreneurial efficacy would influence entrepreneurial intentions among general academic strand students in Lorenzo S. Sarmiento Sr. National High School.

METHODOLOGY

A quantitative, descriptive, correlational research design was used in this study. Such a design was well suited for analyzing real-world academic settings and understanding the natural associations among multiple factors, as it did not require the manipulation or control of variables. By adopting this approach, the study provided a clear picture of how entrepreneurial attitude and entrepreneurial efficacy influenced the entrepreneurial intention of General Academic Strand (GAS) students.

It was quantitative in nature, as the study processed numerical information gathered and tested using tools for research. Entrepreneurial attitude, entrepreneurial efficacy and entrepreneurial intention were measured based on the validated Likert-scale questionnaires such that the participants' responses were both quantified and subjective while remaining consistent. Once collected, the data was statistically analysed in order to see trends, differences, and relationships. This was particularly desirable as the validity of the data is guaranteed, its method results clear and allowed results to be extended to a larger population of GAS students.

The research was also descriptive in nature and involved the systematic collection and interpretation of data to provide an accurate description of certain characteristics, traits and behaviour patterns (Ghanad, 2023). Using this method, GAS students were administered standardized questionnaires to measure their levels of entrepreneurial attitude, entrepreneurial efficacy and proposed behaviour. The obtained data were analyzed through descriptive statistics, including means, percentage frequencies and standard deviations of the responses in this measure to establish patterns across all dimensions as well as form a comprehensive picture of ethical climate in the work environment.

Population and Sample

The population of this study consisted of 87 senior high school students enrolled at Lorenzo S. Sarmiento Sr National High School during the first semester of the school year 2025 - 2026. The study focused only on students officially enrolled in the Gas - ABM specialization, including both male and female. However, other academic strands were not included in this research. Students who were not enrolled in Lorenzo S. Sarmiento Sr. National High School or were not part of GAS - ABM students were not considered in this study.

Census method the full enumeration, or census, approach captures information from all members of the target population rather than choosing a sample from it (Thompson et al., 1998). This approach made it possible to include all members of the population in the samples and thus any information gathered can be considered representative opinions on behalf of that supported group. In the present study, we used a full enumeration approach since we have a relatively small and quantifiable population. This ensures accurate, trustworthy, and comprehensive findings that represent the opinions of all students, thus supporting the reliability of the study's conclusions.

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This was used to identify the levels of entrepreneurial attitude, entrepreneurial efficacy, and entrepreneurial intention among the respondents.

Spearman’s rho. This tool measured the degree and direction of the relationship among entrepreneurial attitude, entrepreneurial efficacy, and entrepreneurial intention, providing insight into whether the relationships were positive, negative, or negligible.

Multiple Regression Analysis. This tool was applied to assess the predictive power of entrepreneurial attitude and entrepreneurial efficacy in explaining variations in entrepreneurial intention.

RESULTS

Level of Entrepreneurial Attitude

Table 1 illustrates the level of entrepreneurial attitude with respect to achievement, autonomy, tendency, risk-taking, and drive and determination. The overall mean of 3.74, classified as high, and a standard deviation of 0.55 indicate that respondents meant that the entrepreneurial attitude among senior high school students was positive.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.95 or high for drive and determination with a standard deviation of 0.71; 3.90 or high for achievement with a standard deviation of 0.73; 3.77 or high for autonomy with a standard deviation of 0.60; 3.55 or moderate for risk taking with a standard deviation of 0.68; and 3.53 or moderate for tendency with a standard deviation 0.57.

Table 1. Level of Entrepreneurial Attitude

Indicators	Mean	SD	Descriptive Equivalent
Achievement	3.90	0.73	High
Autonomy	3.77	0.60	High
Tendency	3.53	0.57	Moderate
Risk taking	3.55	0.68	High
Drive and Determination	3.95	0.71	High
Overall	3.74	0.55	High

Level of Entrepreneurial Efficacy

Presented in table 2 are the mean scores for the indicators of entrepreneurial efficacy, with an overall mean score of 3.91, with a standard deviation of 0.65. This indicates that the entrepreneurial efficacy among senior high school students was positive on most indicators in the items of skillset and mindset.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.07 or high for mindset with a standard deviation of 0.72 and 3.75 or high for skillset with a standard deviation of 0.66.

Table 2. Level of Entrepreneurial Efficacy

Indicators	Mean	SD	Descriptive Equivalent
skillset	3.75	0.66	High
mindset	4.07	0.72	High
Overall	3.91	0.65	High

Level of Entrepreneurial Intention

Table 3 shows the level of students' entrepreneurial intention in terms of attitude towards the behavior, subjective norms and behavioral. The overall mean is 3.79, described as high, with a standard deviation of 0.67. This meant that the entrepreneurial intention among senior high school students was positive.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.97 or high for attitude towards the behavior with a standard deviation of 0.94; 3.74 or high for subjective norms with a standard deviation of 0.83; and 3.66 or high for behavioral control with a standard deviation of 0.86.

Table 3. Level of Entrepreneurial Intention

Indicators	Mean	SD	Descriptive Equivalent
Attitude Towards the Behavior	3.97	0.64	High
Subjective Norms	3.74	0.83	High
Behavioral Control	3.66	0.86	High
Overall	3.79	0.67	High

Significance of the relationship Between Entrepreneurial Attitude and Entrepreneurial Intention

Table 4 shows that entrepreneurial attitude and entrepreneurial intention have a Spearman's rho of 0.772* indicating a strong positive relationship. Moreover, a p-value of <.001, less than the 0.05 p-value, means a significant relationship between entrepreneurial attitude and entrepreneurial intention. Thus, the null hypothesis, which states no significant relationship between entrepreneurial attitude and entrepreneurial intention, is rejected. This further implies that entrepreneurial intention tends to be observed when the entrepreneurial attitude is observed.

Table 4. Significance of the Relationships Between Entrepreneurial Attitude to Entrepreneurial Intention

	Spearman's rho	p
Entrepreneurial Attitude—Entrepreneurial Intention	0.772*	<.001

**significant at 0.05 level of significance*

Significance of the relationship Between Entrepreneurial Efficacy and Entrepreneurial Intention

Another crucial purpose of this study is to determine whether or not the entrepreneurial efficacy has a significant relationship with entrepreneurial intention. The appended table 6.1 shows that the Shapiro-Wilk Test for Bivariate Normality has a p-value of <.001, indicating that the distribution is not normal. Hence, non-parametric test, Spearman's rho correlation, is suited for this distribution.

Table 5 shows that entrepreneurial efficacy and entrepreneurial intention have a Spearman's rho value of 0.721*, indicating a strong positive relationship. Moreover, a p-value of <.001, less than the 0.05 p-value, means a significant relationship between entrepreneurial efficacy and entrepreneurial intention. Thus, the full hypothesis, which states no entrepreneurial efficacy between entrepreneurial intention, is rejected. This further implies that entrepreneurial intention tends to be observed when the entrepreneurial efficacy is observed.

Table 5. Significance of the Relationships Between Entrepreneurial Efficacy to Entrepreneurial Intention

	Spearman's rho	p
Entrepreneurial Efficacy—Entrepreneurial Intention	0.721*	<.001

**significant at 0.05 level of significance*

Significance of the Influence of the Domains of Entrepreneurial Attitude on Entrepreneurial Intention

Presented in Table 6 is the regression analysis on the influence of Entrepreneurial Attitude on the Entrepreneurial Intention. The table shows a computed f-value of 25.98 and a p-value <.001, meaning that entrepreneurial attitude significantly influences the students' entrepreneurial intention since the probability value is the less than the 0.05 significance level.

The coefficient of determination (R²) 0.619 connotes that 61.90% of entrepreneurial intention is explained by an achievement, autonomy, tendency, risk taking, drive and determination, while the remaining percentage 38.10% is accountable to other indicators not included in the study.

Table 6. Significance of the Influence of the Domains of Entrepreneurial Attitude on Entrepreneurial Intention

Entrepreneurial Attitude	Coefficients	t	p	Decision $\alpha=0.05$
Achievement	0.187	1.486	0.141	H ₀ is not rejected
Autonomy	0.182	1.470	0.145	H ₀ is not rejected
Tendency	0.063	0.635	0.527	Ho is not rejected
Risk Taking	0.264*	2.710	0.008	H ₀ is rejected
Drive and Determination	0.228	1.624	0.108	H ₀ is not rejected
Dependent Variable: Entrepreneurial Intention				

*p<0.05 R=0.787 R²=0.619 F-ratio=25.98 p-value< .001

Significance of the Influence of the Domains of Entrepreneurial Attitude on Entrepreneurial Intention

The data presented in Table 7 is the regression analysis on the influence of entrepreneurial efficacy on the entrepreneurial intention. The table shows a computed f-value of 27.77 and p-value of <.001, meaning that the entrepreneurial efficacy significantly influences the entrepreneurial intention since the probability value is less than the 0.05 significance level. The coefficient of determination (R²) of 0.401 connotes that 40.10% of students' entrepreneurial intention is explained by skillset and mindset. In comparison, the remaining percentage of 59.90% is accountable to other indicators not included in the study.

Table 7. Significance of the Influence of the Domains of Entrepreneurial Efficacy on Entrepreneurial Intention

Entrepreneurial Efficacy	Coefficients	t	p	Decision $\alpha=0.05$
Skillset	0.494*	3.851	<.001	H ₀ is rejected
Mindset	0.173	1.347	0.182	H ₀ is not rejected
Dependent Variable: Entrepreneurial Intention				

*p < 0.05 R= 0.633 R²=0.401 F= 27.77 p-value < .001

DISCUSSIONS

Level of Entrepreneurial Attitude

Senior high school students at Lorenzo S. Sarmiento Sr. National High School were found to have a high level of entrepreneurial attitude. This means that their confidence in approaching tasks is consistently evident. They are willing to take calculated risks, think creatively, and persevere when faced with challenges. While their entrepreneurial mindset is strongly expressed, it is not just limited to classroom activities but extends to real-life situations. With this high level of entrepreneurial attitude, students are more proactive in spotting opportunities, solving problems, and making sound decisions. They are innovative and goal-driven, able to turn ideas into action and adapt effectively to different challenges.

This study's findings align with those of Yousaf et al. (2021), who emphasised that individuals with a strong entrepreneurial attitude tend to approach opportunities with confidence and are more likely to pursue them. Also, in the same way the study of Lopez and Ramirez (2022) observed that students who possess this mindset are often motivated to initiate their own business ventures. Additionally, to further support with this, the findings of Khan and Ali (2023) highlighted that students with high entrepreneurial attitudes demonstrate creativity and persistence, especially when faced with challenges. Similarly, to provide additional support Nguyen and Tran (2024) confirmed that such attitudes strengthen students' trust in their own skills and decisions, enabling them to handle business situations more effectively.

Level of Entrepreneurial Efficacy

The respondents' level of entrepreneurial efficacy is at a high level. This means that senior high school students in Lorenzo S. Sarmiento Sr. National High School consistently show confidence in their ability to take on entrepreneurial tasks. Furthermore, while their mindset is strongly expressed, it goes beyond basic skills and is evident in their willingness to innovate, take risks, and plan strategically even in new or challenging situations. Entrepreneurial efficacy is a key determinant in shaping how students approach opportunities and problem-solving, both in school and in real-life contexts. With this high level of entrepreneurial efficacy, students are likely to be proactive, resilient, and adaptable, qualities that enable them to overcome obstacles and achieve positive results in their future ventures.

The findings of this study converge with those of Hossain and Asheq (2020), who emphasized that students with high entrepreneurial efficacy believe strongly in their ability to take on essential tasks such as recognizing opportunities, planning, and making decisions. This confidence allows them to apply their knowledge more effectively, enabling them to manage risks and challenges with greater ease. Similarly, the study of Miao et al. (2020) found that students with strong entrepreneurial efficacy approach entrepreneurial activities with determination, which helps them persist even when difficulties arise. Consistent with this, Shinnar et al. (2020) highlighted that a strong sense of efficacy nurtures persistence, creativity, and resilience qualities that are vital for achieving entrepreneurial goals.

The findings of this study are aligned with the work of Mei et al (2020), who emphasize that students with high entrepreneurial efficacy are more capable of translating entrepreneurship education into strong entrepreneurial intentions, enabling them to adapt to dynamic labor markets and pursue innovative ventures. Furthermore, these results are consistent with Othman and Hisam (2020), who suggest that students with high entrepreneurial self-efficacy demonstrate greater confidence in initiating entrepreneurial activities, which significantly enhances their intention to engage in business creation. In addition, this finding supports the study of Ganefri et al. (2024), which argues that students with high entrepreneurial efficacy can effectively integrate digital literacy with an entrepreneurial mindset, resulting in stronger readiness to launch and sustain business ventures. Moreover, this reinforces the explanation of Afriyie et al. (2025) by showing that students with high entrepreneurial efficacy adapt more effectively to entrepreneurship education approaches, leading to improved competence, satisfaction, and stronger entrepreneurial intentions.

Level of Entrepreneurial Intention

The respondents' level of entrepreneurial intention is at a high level. This means that senior high school students in Lorenzo S. Sarmiento Sr. National High School consistently show a strong commitment to pursuing entrepreneurship. Furthermore, while their interest in business is evident, it goes beyond curiosity and is expressed through their readiness to spot opportunities, plan ventures, and take concrete steps toward starting or managing a business. Entrepreneurial intention is a key determinant in shaping how students prepare for their future, influencing the way they set goals, approach challenges, and embrace innovation. With this high level of intention, students are likely to be proactive, confident, and resilient, qualities that enable them to adapt effectively and achieve success in their entrepreneurial pursuits.

The findings of this study converge with those of Rashid et al. (2021), who emphasised that students with high entrepreneurial intention demonstrate a strong willingness to establish their own businesses, showing heightened motivation to identify opportunities and engage in planned entrepreneurial behaviour. Similarly, the

study of Gonzalez et al. (2022) reported that students with high entrepreneurial intention exhibit positive attitudes toward entrepreneurship, perceive greater behavioural control, and display stronger commitment to self-employment. This perspective is further supported by Liñán and Fayolle (2015), who explained that high entrepreneurial intention reflects a deliberate and sustained orientation toward business creation rather than a temporary interest. In the same way, Karimi (2020) observed that students with strong entrepreneurial intention are more inclined to pursue entrepreneurial careers when entrepreneurship is perceived as both desirable and feasible.

The result of this study aligns with the findings of Makai and Dóry (2023), who noted that a high level of entrepreneurial intention reflects a strong determination and a clear willingness among students to engage in business creation and self-employment. In addition, the outcome of this study is consistent with the work of Teoh et al. (2024), who highlighted that students with a high level of entrepreneurial intention are highly motivated, proactive, and consistent in pursuing entrepreneurial goals, enabling them to translate their ideas into concrete plans. Furthermore, the present result aligned with the findings of Skrbková et al. (2024), who found that high entrepreneurial intention enhances students' effectiveness by fostering persistence, resilience, and a forward-looking mindset that helps them overcome challenges in the entrepreneurial process.

Significance of the Relationship Between Entrepreneurial Attitude and Entrepreneurial Intention

The respondents exhibit a significant relationship between entrepreneurial attitude and entrepreneurial intention. This indicates that senior high school students who hold more positive attitudes toward entrepreneurship tend to develop stronger intentions to engage in entrepreneurial activities. Additionally, a positive relationship suggests that as students' entrepreneurial attitudes improve, such as perceiving entrepreneurship as valuable, interesting, and achievable, their entrepreneurial intention also tends to increase. Moreover, the findings illustrate that fostering a positive entrepreneurial attitude can strengthen students' motivation, enthusiasm, and willingness to take initiative, thereby encouraging greater commitment to entrepreneurial pursuits.

The result aligns with the findings of Shah and Soomro (2021), who reported that students have a high level of entrepreneurial attitude, demonstrating strong confidence, motivation, and commitment to engaging in entrepreneurial activities. Also, this is consistent with the findings of Wang et al. (2023), who noted that students with positive attitudes toward entrepreneurship tend to be more willing to take risks, show initiative, and are capable of translating entrepreneurial ideas into concrete intentions. Additionally, this is also in relation to the study of Zaremohzzabieh et al. (2023), who found that students with higher entrepreneurial attitudes are proactive, innovative, and resilient in pursuing business opportunities, reflecting a well-developed entrepreneurial intention.

The results of this study are consistent with those of Nabi et al. (2023), who found that students who perceive entrepreneurship as rewarding, meaningful, and aligned with their personal goals are more likely to develop strong intentions to start a business. Additionally, the study of Maheshwari et al. (2020) who noted that as students develop more favourable attitudes toward entrepreneurship, they become more enthusiastic, persistent, and open to challenges, which strengthens their willingness to engage in entrepreneurial activities. In addition, the outcome of this study aligns with the work of Hassan et al. (2021), who emphasised that entrepreneurial attitude not only influences students' interest in entrepreneurship but also motivates them to translate positive perceptions into concrete entrepreneurial intentions.

Significance of the Relationship Between Entrepreneurial Efficacy and Entrepreneurial Intention

The findings of this study revealed a significant relationship between entrepreneurial efficacy and entrepreneurial intention among senior high school students. This shows that those with stronger confidence in their entrepreneurial abilities are more likely to develop clear intentions to pursue entrepreneurial activities. In other words, when students believe they can identify opportunities, manage resources, and overcome challenges, they tend to view entrepreneurship as a viable career path. The computed results indicate a meaningful positive correlation, suggesting that as entrepreneurial efficacy increases, entrepreneurial intention also strengthens, though the relationship may be influenced by other factors. Furthermore, these findings

emphasize that building students' confidence in entrepreneurship contributes to their motivation, persistence, and readiness to take risks, ultimately shaping their commitment to turn ideas into action and prepare for future ventures.

The findings of this study are consistent with those of Newman et al. (2022), who reported that when students believe they can handle entrepreneurial tasks, they are more likely to develop clear intentions to start a business. Additionally, in line with this, Hassan et al. (2022) emphasised that stronger confidence enables individuals to spot opportunities and manage risks more effectively, which strengthens their drive to pursue entrepreneurship. Similarly, the study of Abbas et al. (2023) highlighted that this confidence fuels persistence and proactive behaviour qualities that help transform entrepreneurial goals into concrete commitments. Furthermore, echoing these insights, Sahid (2024) confirmed that students who truly believe in their entrepreneurial abilities are more inclined to follow through and commit to entrepreneurial pursuits.

The results of this study revealed a significant relationship between entrepreneurial efficacy and entrepreneurial intention among senior high school students. This shows that those with stronger confidence in their entrepreneurial skills are more likely to develop clear and concrete intentions to pursue business creation. Also, in line with this, Sahid (2024) emphasised that confidence in entrepreneurial abilities plays a vital role in encouraging students to commit to entrepreneurship. Similarly, the findings of Tahan (2025) noted that students who trust their capacity to spot opportunities and manage risks tend to form stronger entrepreneurial intentions. Furthermore, consistent with this study, Hulsink and Rauch (2023) highlighted that entrepreneurial confidence not only boosts motivation but also guides students toward setting goals and actively working to achieve them.

Significance of the Influence of the Domains of Entrepreneurial Attitudes on Entrepreneurial Intention

The results of this study revealed that students at Lorenzo S. Sarmiento Sr. National High School show a high level of entrepreneurial attitude. This means that those who hold positive views about entrepreneurship are more likely to develop stronger intentions to engage in business activities. In particular, the findings confirm that entrepreneurial attitude plays a meaningful role in shaping entrepreneurial intention, as students who see entrepreneurship as beneficial, achievable, and connected to their personal goals tend to feel more motivated to explore opportunities. Specifically, confidence, risk-taking, and initiative were identified as significant predictors of entrepreneurial intention, while temporary curiosity or interest did not contribute substantially. These findings highlight the importance of cultivating entrepreneurial attitudes, since they not only strengthen students' confidence but also encourage persistence, creativity, and readiness to pursue entrepreneurship as a possible career path.

The result is in line with the study of Soomro and Shah (2020) emphasised that students who see entrepreneurship as appealing and achievable are more likely to commit to entrepreneurial pursuits. Consistent with this, the findings of Saeed et al. (2020) found that a positive outlook encourages students to spot opportunities and actively participate in entrepreneurial activities. Likewise, the study of Nguyen (2020) confirmed that entrepreneurial attitude builds confidence, persistence, and motivation qualities that are essential for turning business ideas into reality.

The findings of this study are consistent with those of Yousaf et al. (2020) emphasised that entrepreneurial attitude is a significant predictor of entrepreneurial intention. Additionally, the study of Esfandiar et al. (2020) highlighted that favourable attitudes foster adaptability, resilience, and proactive career orientation. Moreover, consistent with these findings of Bazkiaei et al. (2020) confirmed that entrepreneurial attitude has a direct positive effect on entrepreneurial intention.

Significance of the Influence of the Domains of Entrepreneurial Efficacy on Entrepreneurial Intention

The results of this study revealed that entrepreneurial self-efficacy significantly influences entrepreneurial intention among senior high school students at Lorenzo S. Sarmiento Sr. National High School. This shows that those with stronger confidence in their entrepreneurial abilities are more likely to pursue new venture creation, persist in overcoming challenges, and actively engage in entrepreneurial activities. In particular, the

findings confirm that entrepreneurial self-efficacy serves as a crucial factor in shaping entrepreneurial intention, as mastery experiences, social support, and vicarious learning were identified as significant contributors. Moreover, this influence suggests that when students develop higher levels of entrepreneurial self-efficacy, their confidence is more effectively translated into concrete entrepreneurial actions, sustained motivation, and readiness to commit to business creation.

The result of the findings of Neneh (2020) emphasised that self-confidence plays a powerful role in shaping entrepreneurial intention. Additionally, the study of Chu et al. (2020) highlighted that entrepreneurial self-efficacy helps students remain persistent when building ventures. Also, the Findings of Osadolor et al. (2021) confirmed that entrepreneurial confidence positively affects intention, with the desire for independence making this link even stronger. Likewise, this is also in relation to Ahmed (2022) noted that entrepreneurial efficacy, especially when paired with family support and a good fit for entrepreneurship, plays a major role in shaping intention.

The result is in line with the findings of Ahmed (2022), who emphasised that entrepreneurial confidence, especially when paired with family support and a good fit for entrepreneurship, plays a major role in shaping intention. Consistent with this, the study of Al-Jubari (2020) highlighted that entrepreneurial efficacy enables students to recognise opportunities and take concrete steps toward creating ventures. Likewise, the findings of Newman et al. (2022) confirmed that entrepreneurial confidence not only boosts motivation but also strengthens persistence, showing that students with stronger beliefs in their abilities are better equipped to face challenges and sustain their entrepreneurial efforts.

CONCLUSION

The study concludes that the level of entrepreneurial attitude among senior high school students is high. The level of entrepreneurial efficacy among senior high school students is high. The level of entrepreneurial intention of senior high school students is also high. The findings further revealed that there is a positive and significant relationship between entrepreneurial attitude and entrepreneurial efficacy, between entrepreneurial attitude and entrepreneurial intention, and between entrepreneurial efficacy and entrepreneurial intention. Moreover, entrepreneurial attitude significantly influences entrepreneurial efficacy. Three out of four domains in entrepreneurial attitude achievement, autonomy, tendency toward risk-taking, and drive and determination significantly predict the entrepreneurial intention of senior high school students. Finally, there is a significant indirect effect of entrepreneurial attitude on entrepreneurial intention through entrepreneurial efficacy, concluding that entrepreneurial efficacy significantly mediates the relationship between entrepreneurial attitude and entrepreneurial intention

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