

Determinants of Entrepreneurial Attitudes and Intentions Among High School Students in Iligan City

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Abstract

Entrepreneurship has been considered by a lot of developing and underdeveloped countries as one possible solution to address poverty issues. Many governments have not been remiss in initiating programs and campaigns to promote entrepreneurial activities, especially among the young to encourage them to be active contributors to the thrust of poverty alleviation. Despite these efforts, mindsets of students still appear to be focused on corporate employment. This study inquires into possible factors influencing entrepreneurial attitudes and ultimately their intention to pursue an entrepreneurial career. By using correlation statistics, it was found that a mother's occupations; a father's highest level of education; curriculum; how important determination, persistence, interest, and energy were to respondents; self-ratings on intelligence and honesty; how strongly respondents agreed that starting a business would mean they could work the hours they wanted and have the control that came from being one's own boss; and how strongly they agreed that a business degree was necessary to start a business all have positive relationships with the students intention to pursue entrepreneurial endeavors. It was further found that students generally have a favorable attitude towards entrepreneurs and entrepreneurship.

Keywords: entrepreneurship, entrepreneurial intentions, entrepreneurial attitudes, youth entrepreneurship

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Introduction

The Department of Trade and Industry in the Philippines reports that small- and medium-sized (SMEs), including micro-enterprises, account for 99 percent of all business establishments and 60 percent of the exporting firms in the Philippines. SMEs currently employ about 55 percent of the Philippine labor force and contribute 30 percent to total domestic sales volume (LET'S GO Foundation, 2008). Despite this seemingly optimistic observation, statistics show that poverty incidence increased to 26.9% for families in 2006 compared to 24.4% in 2003. This is however lower than the 27.5 % poverty incidence in 2000 (Virola, 2008). Furthermore, among the 10 poorest provinces in the country, 6 come from Mindanao (NSCB, 2008).

The Philippine government has installed mechanisms through programs geared towards poverty alleviation – such as livelihood trainings and financing. Furthermore, even private individuals and institutions have also crusaded to promote entrepreneurship with similar initiatives as that of the government. Despite such efforts, impact seemed so trivially evident, if there is any. Most cases involved non-pursuit of or indifference to entrepreneurial undertakings or if individuals do pursue, oftentimes, the entrepreneurial undertakings could not be sustained.

Like all other nations in the world, the Philippines has great expectations from the youth of today to improve the plight of fellow Filipinos. That is the reason why the government, together with some private entities, initiated programs encouraging the youth to engage in entrepreneurship. Basu and Virick reiterate that a career in entrepreneurship offers significant opportunities for individuals to achieve financial independence and accordingly benefits the economy by contributing to job creation, innovation, and economic growth. However, they also mentioned in their study that according to Souitaris et al (2007), there is little understanding of the factors that affect students' intentions of becoming entrepreneurs and the relationship between entrepreneurship education and students' entrepreneurial attitudes and intentions (Basu & Virick, 2008).

This study was undertaken to better understand the attitudes of students towards entrepreneurship and investigate the possible relationship between their attitudes and their intention to pursue an entrepreneurial career.

Review of Related Literature

Entrepreneurs are the backbone of our economy. The Philippines is an entrepreneurial country. Small and medium-sized enterprises (SME), including micro-enterprises, constitute 99 percent of all business establishments and 60 percent of the exporting firms in the Philippines. According to the Department of Trade and Industry, SME's currently employ about 55 percent of the Philippine labor force and contribute 30 percent to total domestic sales volume. Among the current problems that Filipino entrepreneurs encounter today are the inadequate access to technology, financing capital, marketing advice and logistical problems in setting up and maintaining their competitiveness in their community. For this reason, the Philippine government has identified the need to foster entrepreneurial spirit to jumpstart its lagging economy. To further emphasize the importance of developing entrepreneurship education, a recent study by the Center for Asia Pacific Studies reveals, "out of every 100 children enrolled every year, 66 will complete elementary education, 42 will finish high school and only 14 will earn a college degree." A study by Smart Communications adds, "only 7.7% of graduates get employed". This means that out of 100 children that goes to school, only one will end up getting a job (Concepcion, 2009).

One is never too Young to be an Entrepreneur

The importance of developing an innovative and entrepreneurial culture is a crucial part of the Philippines as a developed state in the future. Entrepreneurship directly leads to more business, more job opportunities and better quality of life. Starting and running a business can be a real option for young people, offering an alternative means of achieving both financial and personal independence. There are 24 million youth in the Philippines today and counting. Of these 24 million, 39% or 9.36M are part of the labor force while 40% or 9.6M are living below the poverty line. Encouraging young people to consider business ownership as a viable option is becoming increasingly important given the current trend towards globalization.

Supporting youth entrepreneurship can benefit both the Filipino Youth and the economy. It can create employment opportunities, through

self-employment and by providing additional employment opportunities; give young people a sense of meaning and purpose; promote innovation and resilience in young people; and help young people develop life skills.

In addition, young entrepreneurs may be more responsive to the opportunities that arise from new trends. Enterprise education programs are one way young people can be introduced to entrepreneurship. It involves learning about business development, administration and management and developing the skills of enterprise through teaching methods that encourage responsibility, initiative and problem solving (Concepcion, 2009).

According to ILO estimates, 66 million young people are searching for work but cannot find any with about 80% of them in developing countries and transition economies. The Philippine situation is not very different where the ILO estimates that there are 21 million people aged between 15-30 years. Of these, 12 million are either employed or actively seeking employment. Unemployment and underemployment are higher amongst the youth as compared to the wider population. Hence, young people can be considered as underutilized national assets and are generally disadvantaged (MR & WKB, 2005).

Strategic plans regarding the involvement of young people to the entrepreneurial world of adults seems unviable to apply to all parts of the world because of the existing impediments and constraints: poverty, cultural differences, education and experience, access to finance, and contacts and networks (Edrian, 2010).

In a study conducted by Sergeant & Crawford (2001), they found out that four personal qualities were seen to be essential to the success of an entrepreneur: determination and persistence; confidence; being good with people; and enthusiasm and energy. Creativity and the ability to be innovative; acceptance of the possibility of loss in order to have a chance of success; and intelligence were seen as slightly less critical, but, nevertheless, important. Honesty was not universally seen as a characteristic of entrepreneurs, with some seeing it as essential and others as less important. The characteristics "honesty" and "being good with people" had the highest mean self-ratings. Participants were less likely to see themselves as a person with "ruthlessness", or as someone who "accepts the possibility of loss in order to have a chance of succeeding".

In the same study, participants were asked to indicate their level of agreement with a series of statements about entrepreneurs and their impact on others and on society generally. The results suggest that young Australians have a generally positive view of entrepreneurial activity, a majority agreeing with positive statements such as: they create jobs; they help Australia compete in the world; and they provide goods and services that people need.

Furthermore, the research project investigated the perceived importance of various possible benefits of starting a business and whether respondents believed that starting one's own business represents a way of achieving these benefits. The results show that "earning a living doing something I enjoy" and "having a career that uses my skills and abilities fully" is of key importance to them. Issues of control, including "working the hours I want" and "being my own boss" were also seen as important, yet slightly less so. "Making lots of money" was less important, although still attracting more agreement than disagreement. Participants were most likely to see starting one's own business as a way of earning a living doing something that one enjoys. Indeed, starting one's own business was seen as a way of achieving the three benefits perceived to be most important to participants: "earning a living doing something I enjoy"; "putting my ideas into practice"; and "having a career that uses my skills and abilities fully". More generally, the pattern of results showed that starting a business was perceived to deliver benefits to approximately the same extent as they were sought by young people. It was also found out that young people perceive that one needs good communication skills to start a business, and participants also agreed that starting a business involves taking a risk. There was some disagreement about whether one would "need a lot of money" to start a business, although most thought that they would. A reluctance to take the risk of starting one's own business appears to be the principal barrier to doing so, rather than a perceived inability to acquire the necessary skills. However, more respondents disagreed than agreed with the statement, "I'm reluctant to take on the risk of starting my own business."

Objectives

This study tried to determine the factors influencing the entrepreneurial attitudes and intentions among high school students of

Iligan City. Specifically, the study investigated the respondents' view on the following entrepreneurial qualities in terms of importance to entrepreneurial success: determination and persistence; confidence; being good with people; interest and energy; creativity and innovativeness; willingness to take risks; intelligence; honesty; sensitivity; commitment to work contract; acts according to plans; and openness to feedback. It further examined the respondents' self-assessment on their possession of the aforementioned entrepreneurial qualities. Additionally, the respondents' attitudes towards entrepreneurs in terms of their impact on others and on the society; how important select values and benefits are to the respondents; and how strongly they relate starting a business as means of achieving these values and benefits were also analyzed. Finally, the study scrutinized the relationships between respondents' characteristics, their attitude towards entrepreneurship and their intention to start a business.

Methodology

The study made use of the descriptive method of research since the objectives of the study required profiling of the respondents in terms of select demographic attributes, their self-assessment on some entrepreneurial characteristics as well as their views on some possible factors that could influence their entrepreneurial intentions. Identifying any significant relationships and differences between select variables can also be achieved using the descriptive research approach.

Subject of the Study

The study focused on fourth year students from selected classes of three secondary schools along the city's national highway, specifically, two science curriculum sections each from Iligan City East High School and Iligan City National High School and all of the five sections from the regular class of Tomas Cabili National High School. Actual respondents totaled to 337.

Instrumentation

The primary data collection tool was a researcher-made instrument adapted from the questionnaire of the Department of Industry, Science and Resources, Emerging Industries Section's National Youth Entrepreneurship Survey of 2001 was employed in gathering data. The adaptation involved an addition of 3 entrepreneurial qualities from the Personal Entrepreneurial Competencies (Resurreccion & Vinuya, 1998) – commitment, acts according to plans, and openness to feedback; the rephrasing of some qualities for better comprehension; and the exclusion of selected statements and questions that were not covered by the objectives of this study.

Validity and reliability of the data collection instrument was ensured through a pre-test with select high school students from the MSU-IIT Coop Academy and subjecting pre-test data to Cronbach's alpha. All items bearing a Cronbach's $\alpha \geq 0.80$ were included in the questionnaire.

Statistical Treatment

Analysis of gathered data was subjected to various statistical tests depending on the data's level of measurement. The tests included basic descriptive statistics such as frequencies and proportions; mean and median to measure central tendencies; standard deviations and coefficients of variation to measure variability; and Pearson chi-square and likelihood ratio to test relationships between nominal variables. Differences in responses between respondent groups were determined by using T-test for independent samples. Test for relationships on interval – scaled data was primarily computed with Pearson's product-moment correlation.

Results of the Study

Profile of the Respondents

Fifty – one percent of the respondents came from the regular curriculum sections while the other 49% belonged to science curriculum sections. More than half of the respondents were 16 years old accounting for 61% as the subject of the study are fourth year high school students.

Females outnumber the male respondents at 64%. Of the 70% of the students who were either eldest, 2nd child, or 3rd child in the family, the eldest group comprised the biggest group at 29%. Using the median as the measure, gross monthly household income is at P12,000. This can partly be explained by the finding that the father of 40% of the households is the only one working while 31% of the respondents belong to a dual income household. Still using the median as a measure, the number of members in the family is mostly 5. This explains the 70% composition of eldest to 3rd child respondents. Fifty-five percent of the students' parents were found to either have had a business or has a business at present. Results further revealed that 60% and 56% of the respondents' fathers and mothers, respectively, have either finished college or had some college education.

Perceived Importance of Entrepreneurial Qualities and the Respondents' Self Assessment on Each Quality

Findings reveal that students regard these entrepreneurial qualities as very important except for sensitivity which was only rated as "important" (Figure 1). Nonetheless, this just further confirms what most literatures have discussed regarding specific qualities that are critical to entrepreneurship success. It can also be seen from the graph that self-assessment of students on the same qualities identified as essential to entrepreneurial success is lesser compared to the perceived importance. This may be attributed to self-efficacy levels inherent to young people who tend to feel that they have yet a lot to learn to become successful in any endeavor.

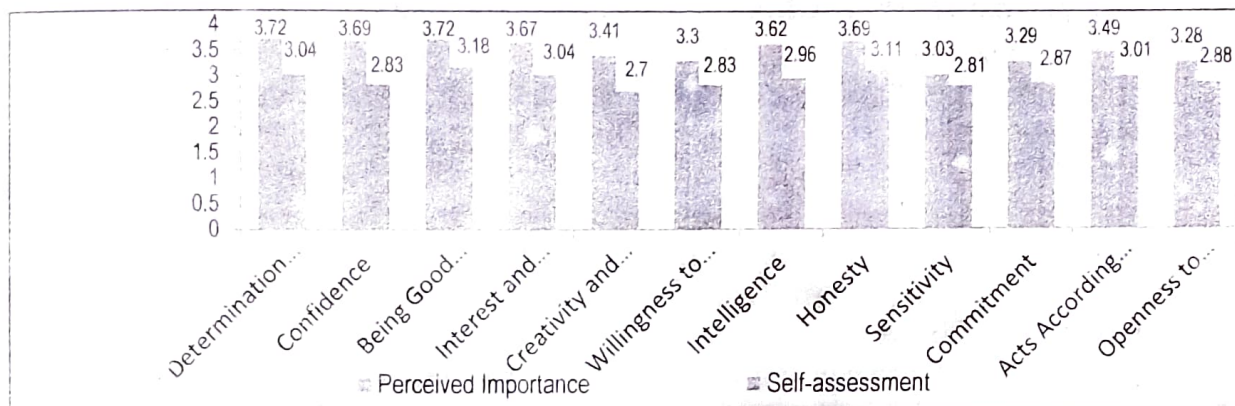


Figure 1. Perceived Importance of Entrepreneurial Qualities and the Self-Assessment of Respondents

It was also found out that both males and females have about the same perceptions on the entrepreneurial qualities in terms of its importance. However, when it comes to their self-assessment, males tend to have a higher rating than females on the following entrepreneurial qualities: Confidence [$p < 0.001$]; Intelligence [$p = 0.05$]; and Acts according to plans [$p < 0.01$]. This implies that males are more positively lenient when it comes to assessing their level of confidence, intelligence, and planning habits. Self-assessment on other entrepreneurial qualities remains similar among males and females.

Comparing the responses between the science curriculum and the regular curriculum sections revealed that those students belonging to the science curriculum regard the following qualities as more important to entrepreneurial success compared to how those coming from the regular sections regard the importance of the same qualities: Determination and persistence [$p < 0.001$]; Confidence [$p < 0.001$]; Interest and energy [$p < 0.001$]; Creativity [$p < 0.001$]; Willingness to take risks [$p < 0.001$]; Intelligence [$p < 0.01$]; Sensitivity [$p < 0.05$]; Commitment [$p < 0.001$]; Acts according to plans [$p < 0.01$]; and Openness to feedback [$p < 0.001$]. This may be because students belonging to science curriculum classes have more rigorous training and higher academic performance standards by virtue of their curriculum design thus making students

more competitive, accountable, and enthusiastic in their studies. It must also be noted that admission policies for science curriculum classes require students to garner the highest scores in their respective admission examinations (Fuentes, 2010). This implies that most students accepted to the science curriculum are academic achievers in their elementary years. The degree of importance that they place on the above qualities may also be a reflection of the values that are emphasized in their classes.

A more in-depth scrutiny on the self-ratings on the same entrepreneurial qualities by the science curriculum and regular sections suggest that those coming from the former group tend to have higher self-assessments than those from the latter on the following qualities: Determination and persistence [$p < 0.05$]; Sensitivity [$p < 0.05$]; and Openness to feedback [$p < 0.001$]. The demands of secondary schools' science curriculum could be a contributing factor to this finding. Based on the admission qualifications of the science curriculum, students are expected to be more confident over those enrolled in the regular classes (Fuentes, 2010).

On the other hand, those with parents who have been or are business owners view determination and persistence as an important quality of entrepreneurs [$p < 0.01$]. With parents considered as very influential factor to their opinions, it is possible that these students have seen how their parents have both fallen and triumphed over challenges inherent in running a business. Interestingly, those with parents who have not had or do not have a business have a higher self-assessment on creativity [$p < 0.05$] and honesty [$p < 0.05$] compared to those whose parents have been or are business owners. However, Pearson's chi-square results indicate that there is no relationship between parents' experience of business ownership to their self-rating on creativity and honesty.

The perceived importance on the entrepreneurial qualities is about the same between those who intend to start a business in the future and those who do not. While when it comes to their self-assessment, those who do not intend to start a business in the future rated themselves higher on "willingness to take risks" [$p < 0.05$] and "acts according to plans" [$p < 0.05$] compared to those who intend to start a business in the future. This may mean that entrepreneurship is not the only career that is considered risky in terms of its probability of success, and that requires acting according to plans.

Those who have not set up a business in the past perceived determination and persistence as more important [$p < 0.01$] compared to those who have. This may mean that entrepreneurial activities are not the only undertakings that require determination and persistence. On the other hand, those who have set up a business in the past rated themselves higher on the following entrepreneurial qualities compared to those who have not: Intelligence [$p < 0.05$]; Sensitivity [$p < 0.05$]; and Commitment [$p < 0.05$]. The more influential the parents are, on the other hand, the higher the self-assessment of the students on "acts according to plans" [$p < 0.05$]. This finding suggests that most parents have this quality and imposes the same value to their children.

While, as the average gross monthly household income increases, the more important the following qualities are perceived by the respondents: Determination and persistence [$p < 0.01$] and Creativity [$p < 0.05$].

Research results further reveal that the smaller the number of members a family has, the higher the perceived importance on the following: Determination and persistence [$p < 0.05$] and Risk-taking [$p < 0.05$]. This could mean that smaller families make it easy for parents to clearly instill these values on their children.

Attitudes on Entrepreneurs

Figure 2 show that the students generally have a favorable view of entrepreneurs. They are most agreeable to statements pertaining to the Philippines needing more entrepreneurs, entrepreneurs providing goods and services that people need, and entrepreneurs creating jobs. Moreover, the following statements elicited disagreement: "They do more harm than good."; "They are selfish people"; "They destroy more jobs than they create."; and "They are just out to make money."

It must be noted though, that the mean rating of the statement, "They are just out to make money," falls at the uppermost limit of the range of "disagree," bordering on "agree" and the students agreed to the statement, "They spend too little time with their family and friends." This might be influenced by the image of businessmen most often portrayed in Philippine television programs where children characters claim that their parents do not have enough time for their children and are spending more time in their businesses.

A deeper inquiry into the means of the group who are undecided to start a business in the future and those who are decided reveal that those who intend to start a business are more agreeable to the statement, “They are people others look up to,” compared to those who are undecided [$p < 0.05$].

Furthermore, there are also differences in the means between those who belong to the science curriculum sections and those from the regular curriculum sections on the following statements: “They create jobs.” [$p = 0.01$]; “They help the Philippines compete in the world” [$p < 0.01$]; and “They are people others look up to” [$p < 0.01$]. In all the three statements, those coming from the science curriculum sections tend to have a stronger degree of agreement than those coming from the regular curriculum sections.

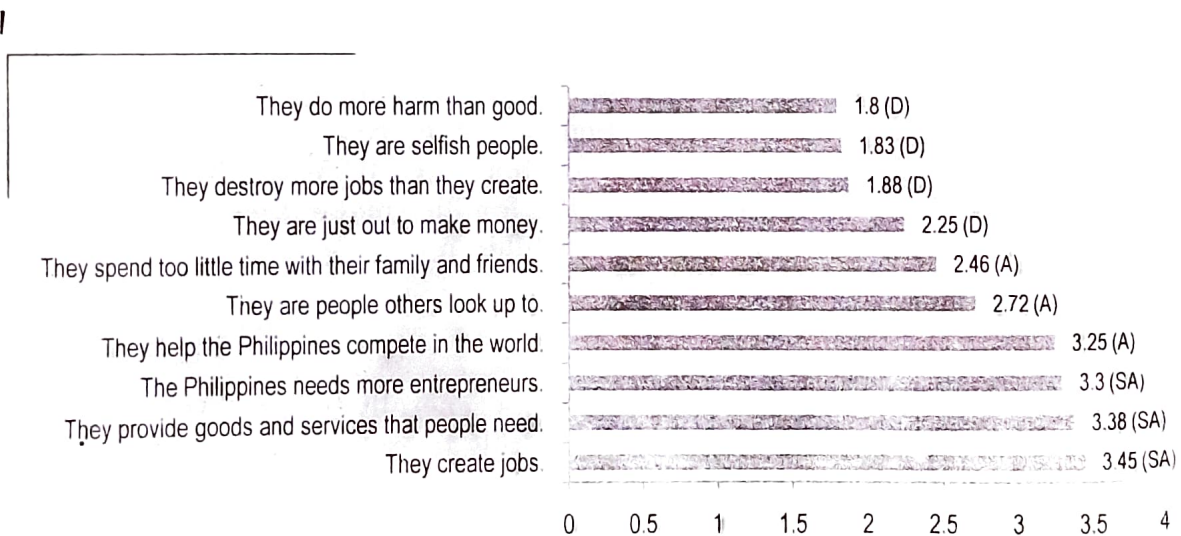


Figure 2. Respondents' Attitudes Towards Entrepreneurs and Entrepreneurship

Those whose parents have had or have a business view entrepreneurs more positively on the following statements compared to those whose parents have not had or do not have a business: “They create more jobs.” [$p < 0.05$]; and “They help the Philippines compete in the world.” [$p < 0.05$].

Starting a Business

When inquired about their intention to start a business in the future, respondents vary in their plans as shown in Figure 3.

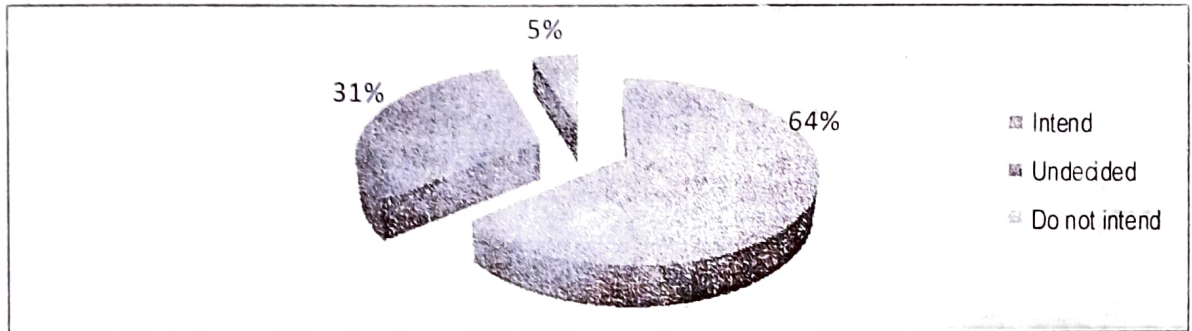


Figure 3. Respondents' Desire to Start a Business in the Future

Cross-tabulating data gender with intention to start a business in the future in Figure 4 reveals that females are more inclined to start a business compared to males. However, more females are also undecided to start a business compared to males.

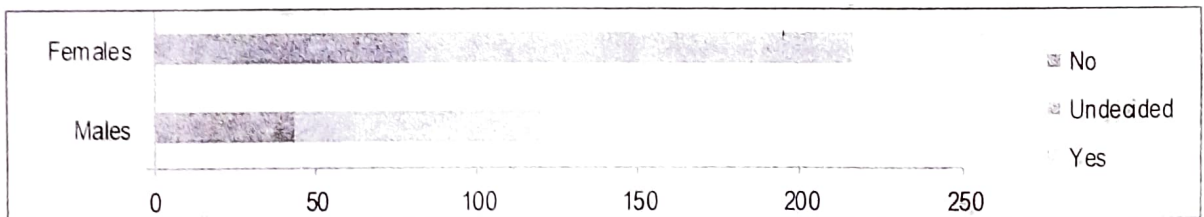


Figure 4. Entrepreneurial Intentions According to Gender

The students were likewise asked to indicate how important some values and benefits were to them. As can be seen in Figure 5, findings of the study show that students most value careers that allow them to use their skills and abilities fully. Moreover, they also value earning a living doing something they enjoy and putting their ideas into practice more than having control from being his or her own boss, making lots of money, and being able to work the hours they want. From these results, it

appears that high school students consider self-actualization as more important compared to some extrinsic factors of a job or career.

When means between gender groups were compared, results suggest that females value earning a living doing something they enjoy more than do males [$p < 0.05$]. Those who consider their parents as very influential regard the following values and benefits as more important compared to those who consider their parents as not influential: Putting their ideas into practice [$p < 0.05$]; and Having a career that uses their skills and abilities fully [$p < 0.01$]. This implies that parents tend to encourage their children to be in a career that is more aligned to their interests.

When means between science and regular curriculum sections were compared, findings reveal that those belonging to the science curriculum sections place more importance to the following values and benefits than those from the regular curriculum classes:

- Having control that comes from being one's boss [$p = 0.001$];
- Earning a living doing something they enjoy [$p < 0.001$];
- Putting one's ideas into practice [$p < 0.001$]; and
- Being able to work the hours they want [$p < 0.01$].

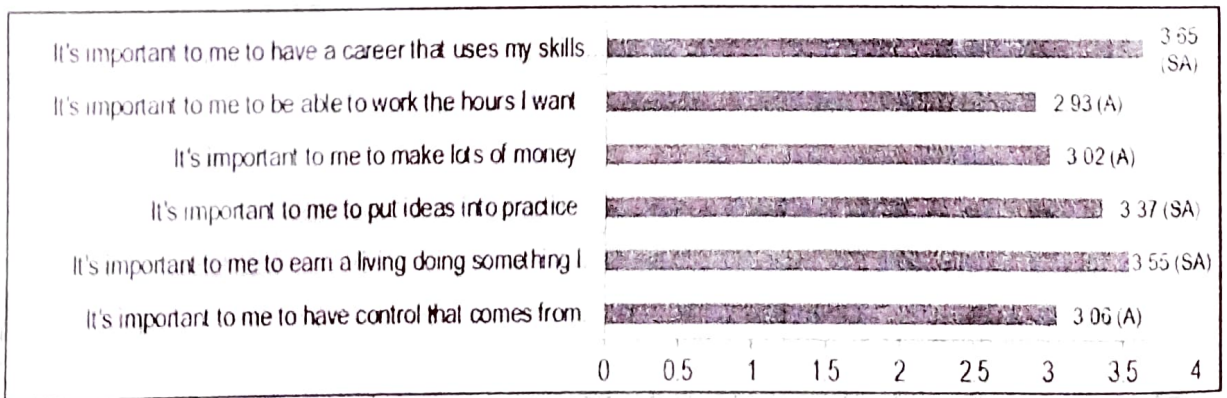


Figure 5. Perceived Importance of Select Benefits and Values

It must be noted also that though the means of the level of agreement to the statements, "It's important to me to be able to work the

hours I want,” and, “It’s important to me to make lots of money,” indicates “agree” values, there are 24% and 18% of the respondents, respectively, who disagreed with the statements as shown in Figure 6.

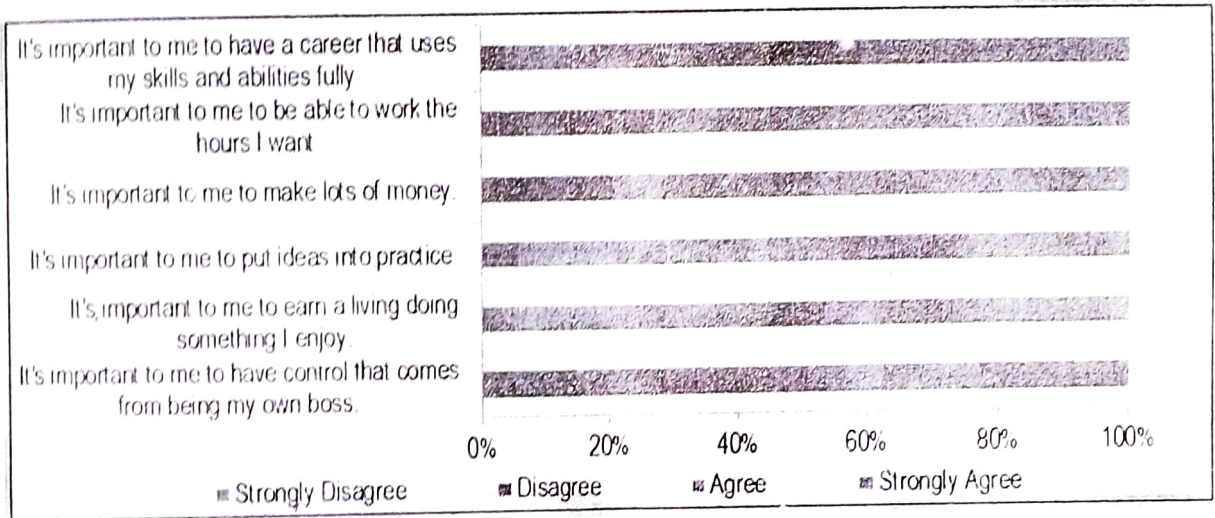


Figure 6. Perceived Importance of Select Benefits and Values as Proportions

There is no significant difference in the perceived importance of the benefits in starting a business between those who intend to start a business in the future and those who do not, as well as between those who intend to start a business in the future and those who are still undecided.

Those whose parents have not been or are not business-owners value making lots of money more [$p < 0.01$] than those whose parents have been or are business-owners. This result is contrary to the findings of the National Youth Entrepreneurship Attitude Survey in Australia (2001). This suggests that in the Philippines, the pursuit of more money is believed to be not solely dependent on having one’s own business or not. Other careers may also be seen as opportunities for making financial resources superfluous.

After the students were asked how important certain benefits and values were, they were then asked to evaluate the degree to which starting a business would provide these benefits. The means of the

respondents' level of agreement to the statements to achieve this objective are shown in Figure 7.

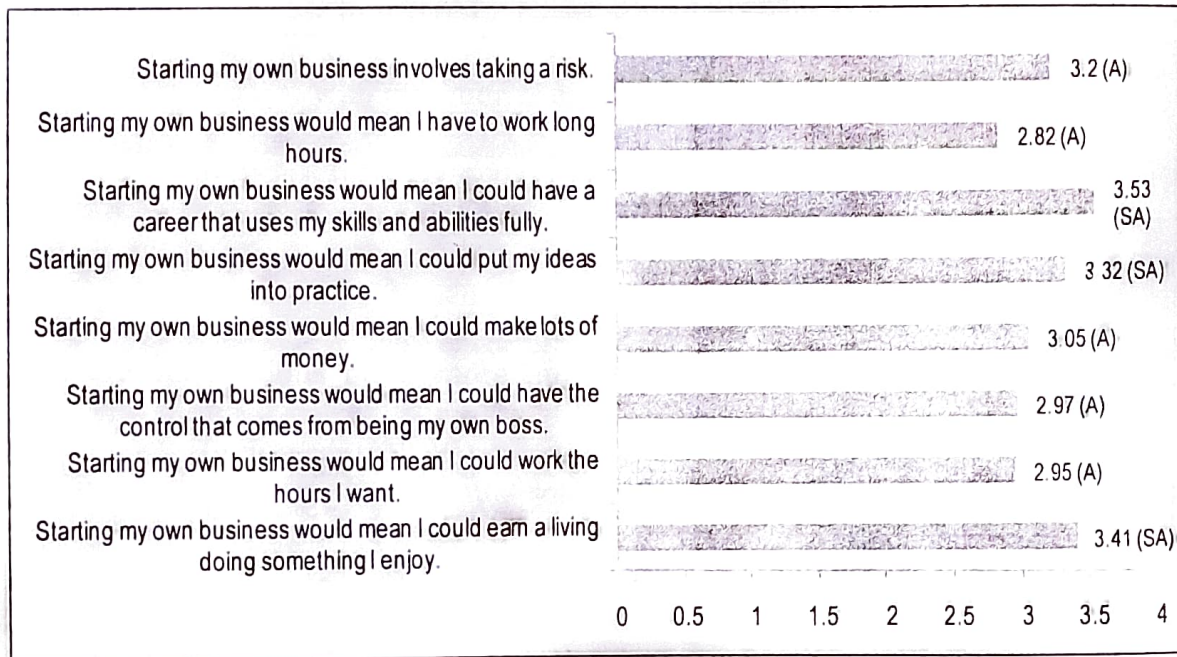


Figure 7. Perceived Benefits and Implications of Starting Own Business

Findings of the study tell us that students strongly believe that starting a business would let them have a career where they could use their skills and abilities fully; earn a living while doing something that they enjoy; and put their ideas into practice. It must be noted that these three are highly valued by the respondents. Figure 7 also tells us that the students strongly agree on the statement, “Starting my own business would mean I could put my ideas into practice,” as quantified by the mean 3.32. However, as shown in Figure 8, fifty percent are less convinced that starting a business would, indeed, mean that the student could put his or her ideas into practice compared to the 42% who strongly agreed.

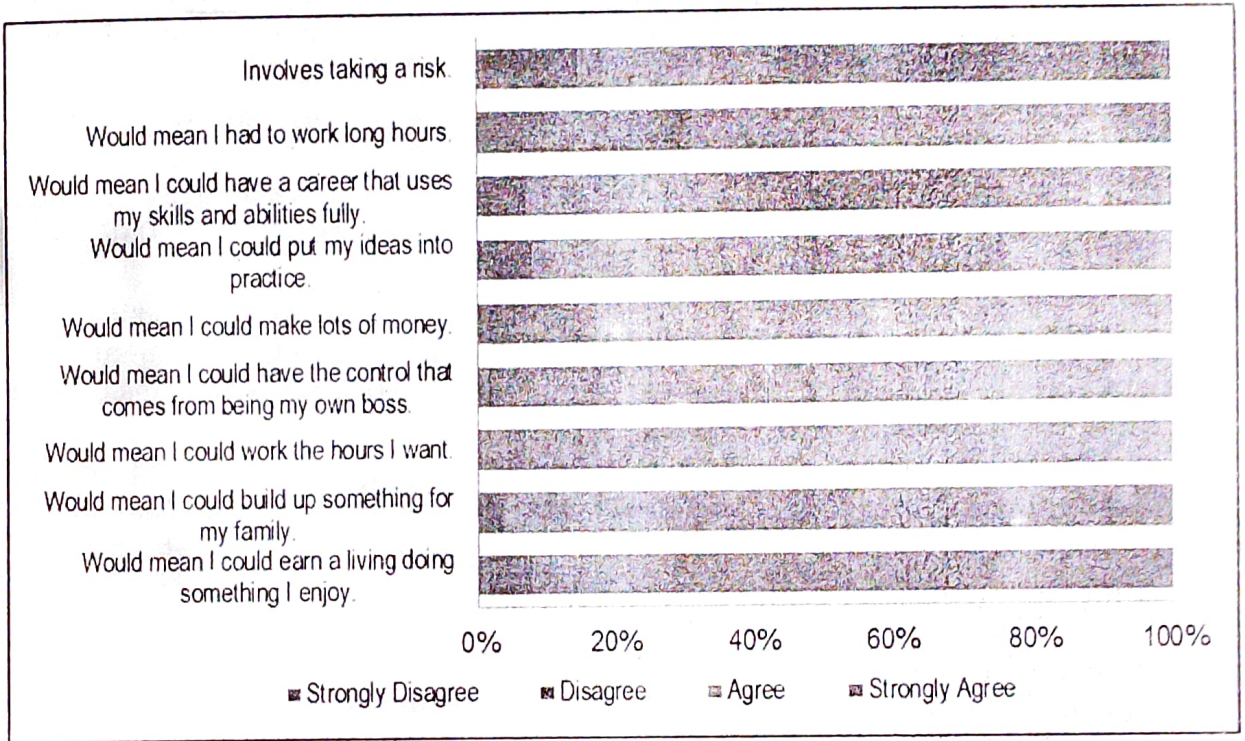


Figure 8. Perceived Benefits and Implications of Starting Own Business as Proportions

There is no difference in the levels of agreement on the statements on perceived benefits of starting one’s own business in terms of gender. Those whose parents have not been or are not business owners more strongly believe that starting their own business would mean they could make lots of money [$p < 0.01$] and have to work long hours [$p < 0.05$] than those whose parents have been or are business owners. Those who intend to start a business in the future have about the same opinion on the benefits that starting a business could provide with those who do not intend to start a business in the future. The difference between the means of males and females, as well as those whose parents have been or

are business owners and those whose parents have not been or are not business owners on these statements are not significantly different.

Means between those from the science curriculum sections and those from the regular curriculum sections show evidence of significant differences in their level of agreement on the benefits and values that starting a business can bring. Students belonging to the science curriculum sections more strongly agree that the following can be achieved when one goes into business: Earning a living doing something one enjoys [$p < 0.001$]; Working the hours one wants [$p < 0.05$]; and "Putting one's ideas into practice" [$p < 0.01$].

To better understand the respondents' notions on starting a business, they were asked to indicate their level of agreement on statements identifying certain prerequisites in starting a business, the findings of which are exhibited in Figure 9.

Most students strongly agree that they would need good communication skills, proper knowledge about money, and management skills to start a business. Students also agree but to a lesser extent, that they would need a business degree and a lot of money to start a business.

The figure below shows some evidence of respondents' awareness that starting a business does require some prerequisites. Some of the results include very strong recognition that venturing into business would mean having good communication skills, proper knowledge about money, and management skills. Students also tend to agree, though to a lesser extent, that a business degree and a lot of money are necessary if one intends to start a business.

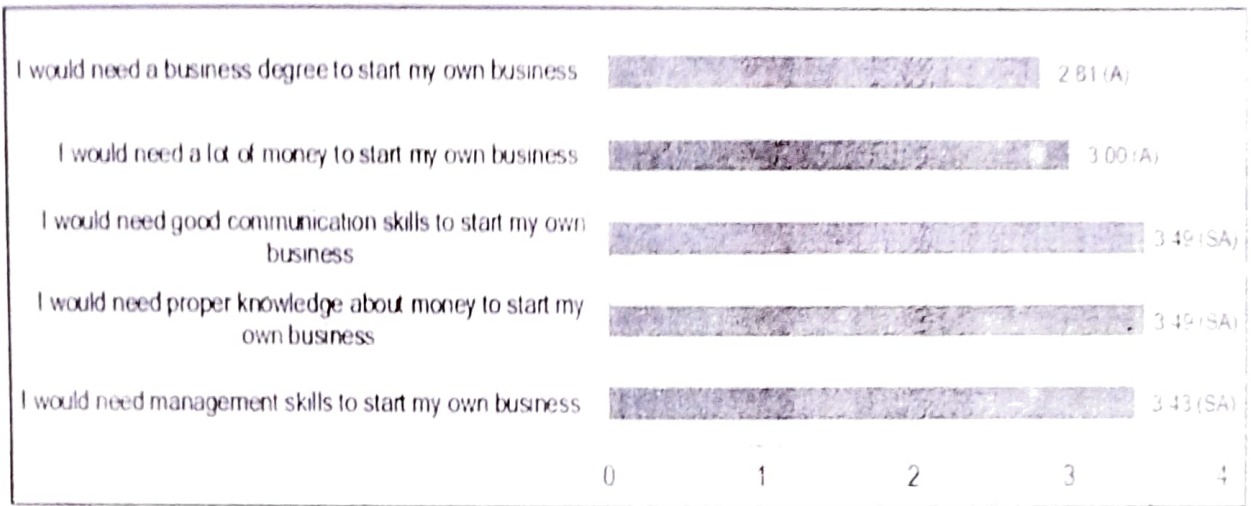


Figure 9. Perceived Prerequisites in Starting a Business

Those who do not intend to start a business in the future agrees more to the statement, “I would need a business degree to start my own business,” than those who intends to start a business. This finding implies that these students have no intention of taking up a business course in college.

Once again, those in the science curriculum sections more strongly recognize the following prerequisites in starting a business than those in the regular curriculum sections: “Management skills” [$p < 0.001$]; “Proper knowledge about money” [$p < 0.01$]; and “Good communication skills” [0.01].

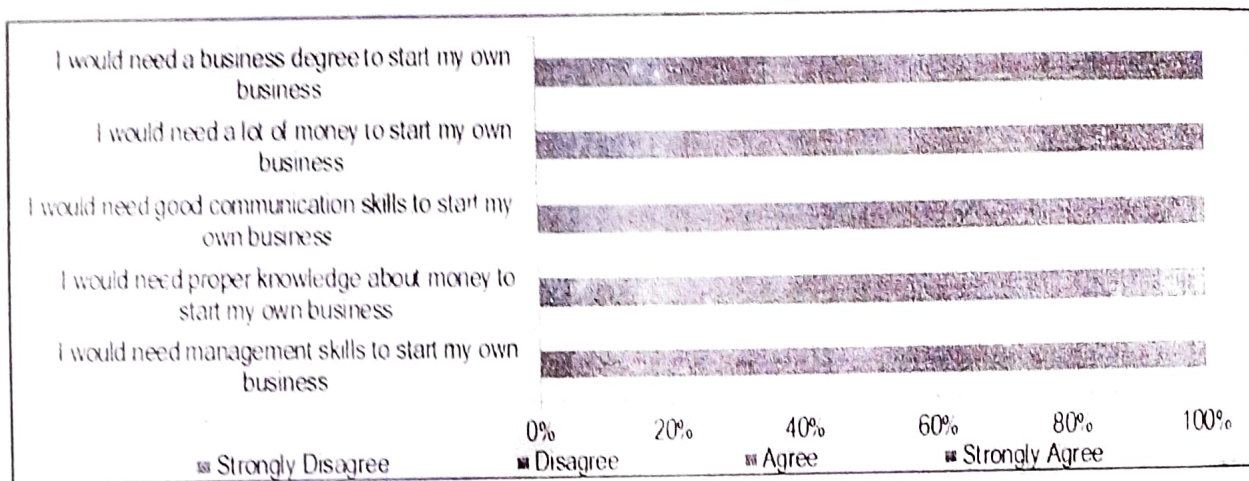


Figure 10. Perceived Prerequisites in Starting a Business as Proportions

The proportions of the responses on the perceived prerequisites in starting a business exhibited in Figure 10 indicate that though the means of the statements, “I would need a business degree to start my own business,” and, “I would need a lot of money to start my own business,” elicited a mean level agreement qualitatively described as “strongly agree,” 31% and 23%, respectively disagree that this is so. For these students, it is likely that they do not consider a business degree a necessary ingredient when one has to start a business.

With the students having expressed their views on the perceived prerequisites when starting a business, the study sought to determine whether they are confident that they will be able to acquire them. Results presented in Figure 11 indicate that for a lot of students, having sufficient management skills is a major barrier to starting a business. Moreover, though the students consider having good communication skills as an important prerequisite, they are also not very confident that they will acquire such competence. Other barriers, though to a lesser extent, include having the proper knowledge about money and having enough money to start a business with means of 2.55 (agree) and 2.54 (agree), respectively. Despite these expected difficulties, the students remain confident that they can acquire the necessary degree to start a business.

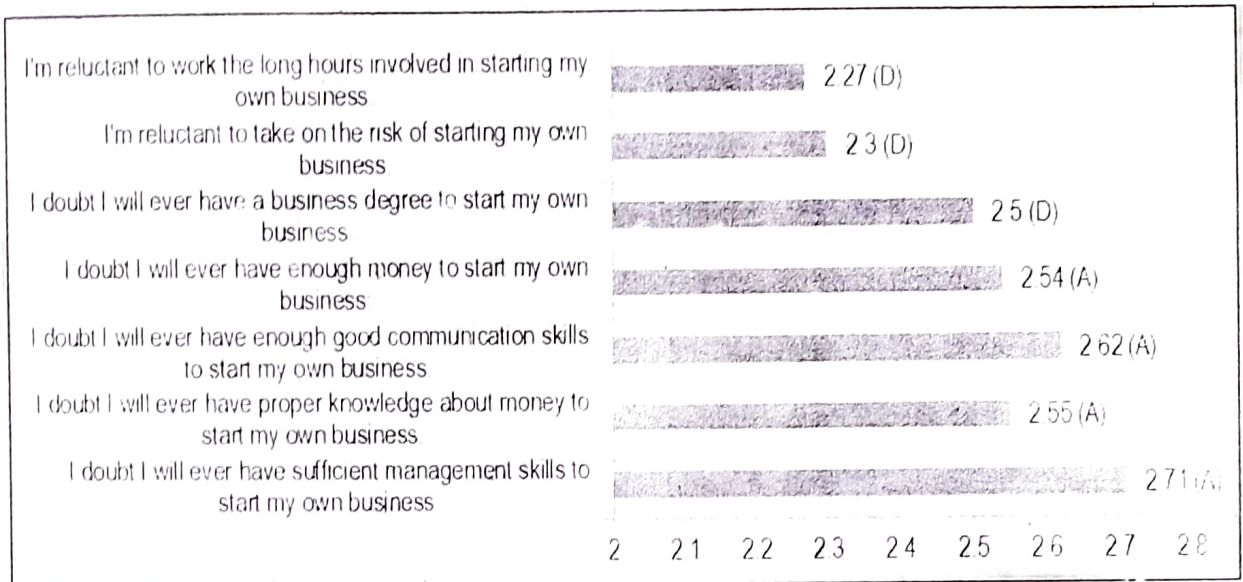


Figure 11. Extent to Which Prerequisites Act as Barriers

It is important to note that though the means are middling at values with an “agree” interpretation on the statements pertaining to doubting having enough money, good communication skills, proper knowledge about money, and sufficient management skills, there are still a considerable number of students who are confident that these prerequisites would not hinder them in starting their own businesses.

On the other hand, Figure 12 shows that there is about the same number of students agreeing and disagreeing to the statement, “I doubt I will ever have a business degree to start my own business.” Hence, despite the result of a mean that gives us an interpretation of “disagree,” it cannot be safely generalized that the students are confident that they can hurdle this factor.

Students’ opinion on the statement, “I am reluctant to take on the risk of starting a business yielded a mean of 2.3 with an interpretation of “disagree”. This implies that students are willing to take the risks in facing the uncertainties when starting a business. This does not come as a surprise since they gave themselves a “good” rating at 2.83 on a 1 to 4 scale in their self-assessment on risk-taking.

When it comes to the students' reluctance in working the long hours involved in starting one's business, their level of agreement yielded a mean of 2.27 with an interpretation of "disagree." A closer look at the proportions on this statement indicates that more than half of the respondents or 65% disagreed. This means that students are generally unmindful of the amount of time starting a business would demand.

It must be noted that males are less doubtful that they will have sufficient management skills to start a business compared to females. This is well supported by the earlier finding that males assess themselves as more confident than females.

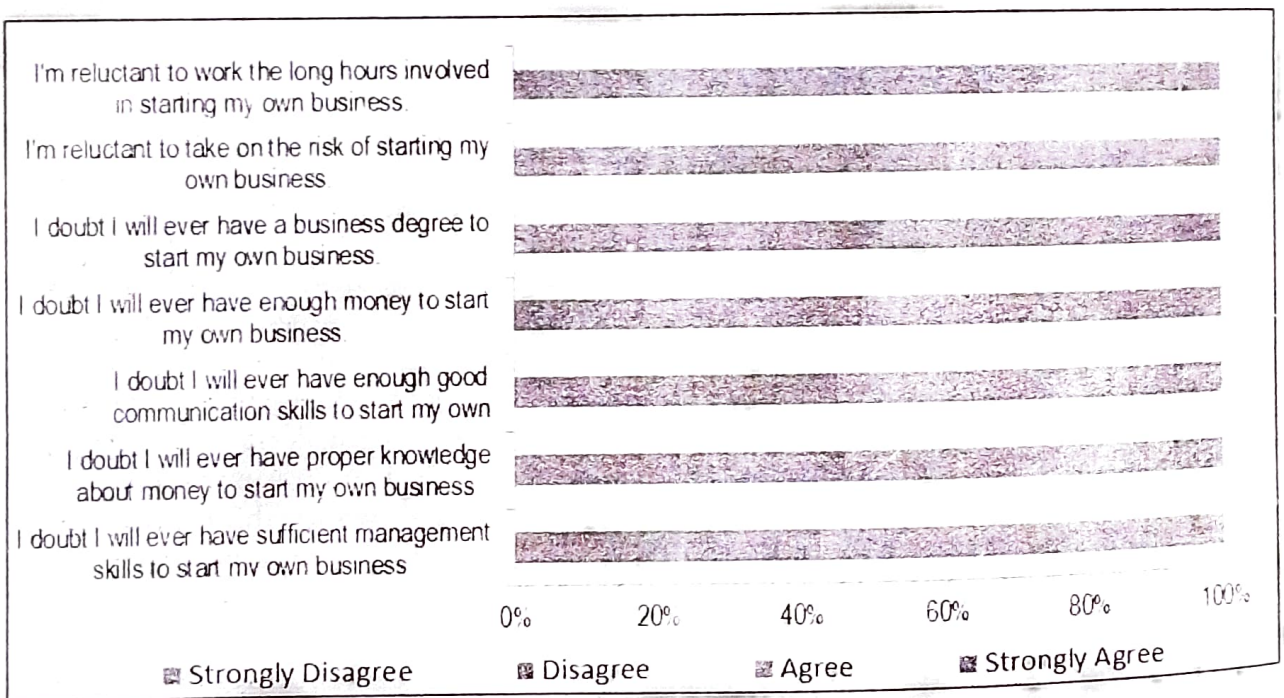


Figure 12. Extent to Which Prerequisites Act as Barriers as Proportions

The following prerequisites to starting a business are regarded with more doubt by those coming from the science curriculum sections than those from the regular curriculum sections: "Having enough money" [$p < 0.01$]; "Having proper knowledge about money" [$p < 0.01$]; and "Having a business degree" [$p < 0.05$]. This does not necessarily mean

though that their doubt comes from foreseeable difficulties in acquiring such as this could also mean that they are still uncertain of pursuing a business degree that would hopefully give them some knowledge about money.

There is no significant difference in the opinions on the extent to which above prerequisites act as barriers between students whose parents have been or are business-owners and those whose parents have not been or are not business-owners and between students who intend and those who do not intend to start a business in the future.

Impact of Influencers

Many literatures have identified social and environmental factors such as family, peers, role models, and past experiences and knowledge to affect human behavior (Robbins & Decenzo, 2008). In this study, students were asked the degree of influence of certain entities and factors within the students' social and environmental circle that may have possible effects on the decisions and opinions of the respondents. Results of this inquiry are shown in Figure 13.

It was found out that parents are the most influential factor in the students' opinions and decisions on the queries presented by the study. Other very influential factors, but to a lesser extent, are subjects studied and hearing about people they know becoming successful. Partly influential factors include career advisers, hearing in the media about people becoming successful like teachers, other family members, and friends. These confirm that opinions and attitudes of individuals are affected by both social and environmental factors.

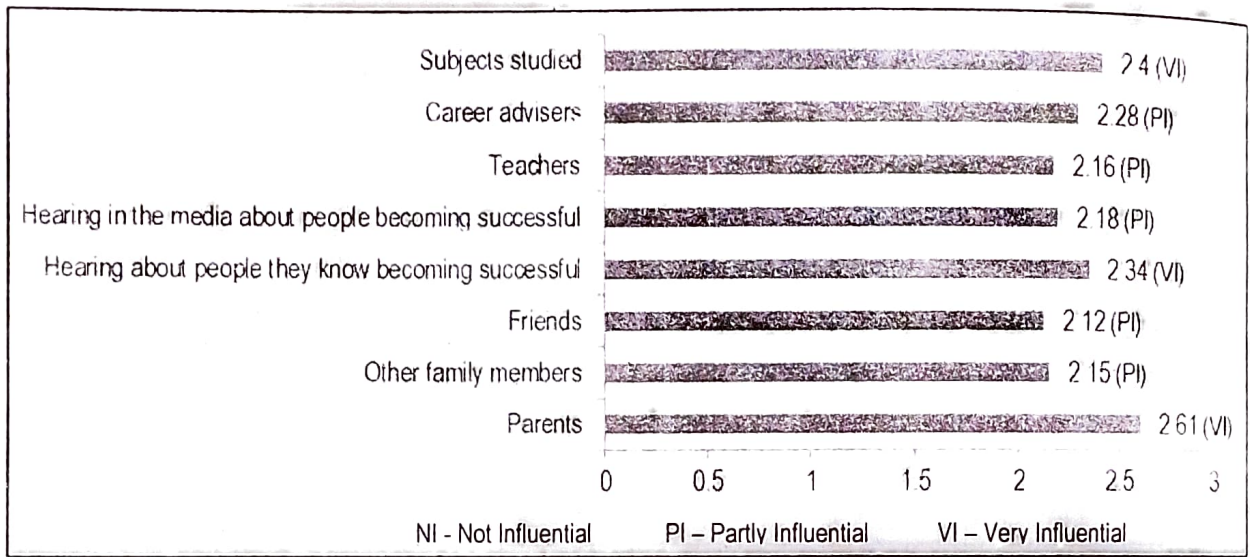


Figure 13. Degree of Influence of Identified Influencers

It is likewise worthy to note that the more parents are considered as influential, the higher the perceived importance of the following qualities: “Determination and persistence” [p < 0.05]; “Being good with people” [p < 0.05]; and “Risk-taking” [p < 0.05].

Determinants to Entrepreneurial Intentions

Using Pearson chi-square and likelihood ratio, possible factors were identified to have influence over students’ decision whether to start a business in the future or not.

Table 1. Factors With Statistical Evidence to Have Influence Over a Student's Entrepreneurial Intention

Variables	χ^2	<i>p</i>
Respondents' Profile Attributes:		
Mother's occupation	16.280	< 0.050
Father's highest level of education	23.464	< 0.050
Curriculum	54.374	< 0.001
Perceived Importance of Entrepreneurial Qualities:		
Determination and persistence	13.831	< 0.010
Interest and energy	21.524	< 0.001
Self Ratings on the Entrepreneurial Qualities:		
Intelligence	17.059	< 0.010
Honesty	27.548	< 0.001
Perceptions on the Benefits and Values Starting a Business Can Provide:		
Could work the hours one wants	18.447	< 0.010
Could have the control that comes from being one's own boss	29.483	< 0.001
Perceived Prerequisites in Starting One's Business:		
Business degree	25.591	< 0.010

Some respondent profile attributes are significantly related with entrepreneurial intentions. Students whose mothers are unemployed are more likely to start a business in the future compared to those whose mothers are employed in white- and blue-collar jobs. The likelihood is also greater than those whose mothers are business-owners. Respondents

whose fathers were able to reach or finish college are more likely to pursue entrepreneurial endeavors than those whose fathers have lower education attainment. Those who belong to the science curriculum sections are most likely to start a business in the future than those who belong to the regular curriculum classes.

Importance placed on certain entrepreneurial qualities was also found to be significantly related to the students' intention to start a business. Those who regard determination and persistence as very important are more inclined to start a business in the future than those who value this quality less. Those who view interest and energy as very important to become successful entrepreneurs are most likely to venture into business compared to those who regard this quality at a lesser degree.

On the other hand, how students evaluate themselves against the entrepreneurial qualities identified to be critical to entrepreneurial success indicate some statistical evidence of relationship to entrepreneurial intentions. Those who rated themselves good in intelligence and honesty are most likely to start a business in the future.

One's strong belief that certain benefits and values can be attained if one goes to business was also found to have an effect on a student's intention to go into business. Those who agree that starting a business would allow them to work the hours they want and provide opportunities for control that comes from being one's own boss are more likely to engage in business than those who disagree.

Lastly, those who believe that a business degree is needed to start a business are more likely to pursue entrepreneurial undertakings than those who do not.

Conclusion

Based on the aforementioned findings and analysis, the following conclusions are drawn:

- a. Students are aware of the competencies and qualities strongly associated with entrepreneurial success;
- b. Students have lower efficacy levels on the qualities of successful entrepreneurs compared to ideal levels.
- c. Students generally have favorable views on entrepreneurs and entrepreneurship in terms of its impact to society.

- d. Curriculum design seems to have a strong influence over attitudes towards entrepreneurship in the light of the many significant differences observed between students from the two curricula.
- e. Though certain benefits and values important to the respondents are favorably perceived as could be attained by starting a business, relationships found to be inconsistent with some literatures and earlier studies suggest that starting a business is not the only means to enjoy these benefits and values.
- f. Students believe that starting a business would require some prerequisites. Much of the given prerequisites can be easily addressed by getting formal education such as a baccalaureate degree in business. However, the mild evidence of uncertainty in being able to get a degree suggests that students may not pursue a business career.
- g. Several findings suggest that students whose parents have no business experience have more favorable attitudes and intentions towards entrepreneurship than those whose parents have business experience. Considering that the parents are regarded as very strong influencers, it is likely that entrepreneur parents want a stable job for their children and not a risky and uncertain entrepreneurial career.
- h. Entrepreneurial intentions are not solely determined by the possession of what are believed to be entrepreneurial qualities. These are jointly influenced by several factors including social factors, values system, self-efficacy, and perceptions.

Recommendations

In the light of the foregoing findings and conclusions and with due consideration to the limitations of the study, the researcher recommends the following:

- a. The curriculum of secondary schools should be reviewed with emphasis on the delivery of the Technology Livelihood Education (TLE) subject for a possible re-designing of the same to better translate the government's thrust of promoting entrepreneurship among the youth;
- b. Curricular programs on Business Administration or Entrepreneurship should strongly consider positioning the course as one of the means of equipping students' the appropriate competencies to start a business. Colleges and universities should primarily focus their enrollment

campaigns for these programs to students coming from the science curriculum classes.

- c. Further studies should be conducted with emphasis on the following:
 - i. Increase in sample size to minimize the limitations of cluster sampling and in geographic scope to cover the Northern Mindanao region;
 - ii. Comparative study between secondary school students and business students' attitudes and entrepreneurial intentions;
 - iii. Being regarded as a very strong influence to young people's attitudes and opinions, an inquiry on parents' attitudes towards entrepreneurship and a triangulation of findings;
 - iv. Investigation on the inferences drawn based on findings; and,
 - v. Study other possible factors that may influence entrepreneurial intentions such as locus of control and risk-taking.

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