

# AN ANALYSIS OF THE ENTREPRENEURIAL MINDSET AND GOALS AMONG SENIOR HIGH SCHOOL STUDENTS IN REGION 10, PHILIPPINES

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**ABSTRACT:** *This study examines the entrepreneurial attitudes and intentions of senior high school students in Northern Mindanao, Philippines. While entrepreneurship is widely recognized as crucial for economic growth, few studies have investigated high school students' attitudes toward it. Using a quantitative descriptive research design, 158 senior high school students from 12 schools in Region 10 completed data-gathering questionnaires via Google Forms. The results indicate that, in general, students have positive attitudes towards entrepreneurship, although they lack confidence in managing their own businesses due to a lack of knowledge, skills, and confidence. The findings can be used to inform curriculum design, aiming to better prepare students to become entrepreneurs. Additionally, the study can help remind students of the importance of their choice to enroll in the Bachelor of Science in Entrepreneurship, Technology, and Management program.*

**Keywords:** *Entrepreneurial Attitudes, Entrepreneurial Intentions, Entrepreneurship, Senior High School students.*

## 1. INTRODUCTION

Business alone supports the global economy. Business progresses a nation. Economic development indicates business expansion. Without economic progress, poverty persists or expands. GDP measures economic growth. The global economy is expected to rise by 3.1% in 2018 as investment, manufacturing, and trade revive. Different nations promote this expansion. Overall, advanced economies should expand by 2.2% in 2018. Emerging markets and developing economies as a whole are expected to increase by 4.5% in 2018, as commodities exporters continue to recover despite rising prices [2].

These are evidence of economic expansion and mobility. The Philippines' economic growth for 2018 is predicted to rise to 6.7% and 6.8% from 6.5% and 6.7%. Government expenditure and private investment encourage growth. According to ADB (2005), private enterprises provide 95% of GDP and employ 90% of the country's workers [1]. This paper shows that private investment is vital to the Philippines' economic development and jobs.

According to 2016 MSME data, the Philippines has 915,726 businesses. More than 900,914 business entities were recorded in 2015. Micro, small, and medium businesses (MSMEs) account for 99.57 percent (911,768) of all establishments, with 89.63 percent (820,795) being microenterprises, 9.50 percent (86,955) being small, and 0.44 percent (4,018) being medium. 0.43 percent were large businesses (3,958) [3].

Statistically, MSMEs boost the economy and jobs. Entrepreneurs founded MSMEs. Entrepreneurs are those who don't want to work for the government or other companies and instead start their own businesses. These people are innovators, sources of new ideas, commodities, services, and business/or methods. They're important to any economy. Without them, the economy and poverty continue. These individuals have the abilities and initiative to foresee current and future demands and sell excellent ideas.

Business classes in high school teach students to be entrepreneurs, not employees. They'll likely launch businesses and generate employment. The present research aims to determine whether Region 10 Senior High School students are entrepreneurial and plan to start a company.

## 2. LITERATURE REVIEW

The reviewed literature highlights the importance of understanding the attitudes, intentions, and characteristics of

entrepreneurs. Bird (1988) proposed intent models that focus on attitudes and antecedents to explain entrepreneurship [4], while Davidson (1995) linked to age, gender, education, vicarious experience, and changing experiences to entrepreneurial convictions [5]. Kourilsky (1995) emphasized the importance of entrepreneurial education programs in elementary and secondary schools, noting that childhood and adolescence are ideal for learning about business and developing a positive attitude towards it [6].

The literature also suggests that intentions may predict action, even with temporal gaps [7]. Therefore, it is crucial to understand intentions in order to explain and forecast entrepreneurial behavior. Entrepreneurial training can shape venture creation intents using intention models, and promoting entrepreneurial ambitions by boosting public views of feasibility and attractiveness is not only desirable but also achievable.

Entrepreneurship is considered one of the strongest economic growth techniques, driving economic development, innovation, and competitiveness in many countries [8]. However, it is debated whether entrepreneurship can be taught and whether traditional schooling adequately prepares students for it. Fadel (2016) suggests a deeper engagement with the private sector and teaching problem-solving, critical thinking, teamwork, and risk-taking, which are all essential entrepreneurial skills and values [9].

Attitude is a greater predictor of a career choice than demographics [10]. Therefore, entrepreneurs must work on their mentality to succeed. Need for Achievement (nAch) is a crucial entrepreneurial element, with people with high nAch taking personal responsibility, creating and fulfilling moderately tough objectives, and obtaining performance feedback. Autonomy is cited as the main reason entrepreneurs start businesses, and creativity and innovation help businesses compete in today's market. Entrepreneurs must be comfortable with change and the unknown, willing to take calculated risks, and determined to succeed.

Entrepreneurial intention is the desire to start a company, and personality factors, culture, and family background can impact it. Entrepreneurial education programs can help boost entrepreneurial inclinations, and there is a positive connection between entrepreneurial characteristics and conduct and starting a new business. The present research aims to determine whether accounting, business, and management

students have an entrepreneurial attitude and whether personality qualities and entrepreneurial desire are linked. The influence of socio-demographic background on students' entrepreneurial ambition is minimal in Sri Lanka [11].

The reviewed literature highlights the importance of understanding the attitudes, intentions, and characteristics of entrepreneurs and the role of entrepreneurial education programs in promoting entrepreneurship. It also emphasizes the need for a deeper engagement with the private sector and the development of essential entrepreneurial skills and values such as problem-solving, critical thinking, teamwork, and risk-taking.

**3. STATEMENT OF THE PROBLEM**

The study would like to measure the entrepreneurial attitude and entrepreneurial intention of the Region 10 Senior High School Students, specifically it seeks to answer the following questions:

1. What is the Students' Level of interest in entrepreneurship technology and management?
2. What is the Level of interest in:
  - a. Learning the use of technology for business?
  - b. Learning technology innovation & entrepreneurship?
  - c. Learning business management strategies?
3. What are the students' Plans after college?
4. What is their level of attraction to:
  - a. Salaried work?
  - b. Entrepreneur?
5. Are the students prepared to start a business?
6. What is the likelihood that the students will consider enrolling in BS Entrepreneurship, Technology & Management?

**4. IMPORTANCE OF THE STUDY**

The study on the entrepreneurial attitude and intention of Region 10 Senior High School students holds significant importance. Firstly, the research can provide insights to curriculum creators on how to redesign course material that aligns with the program's purpose of preparing students to become entrepreneurs. The findings can also help students understand the fundamental goal of their decision to enroll in BS Entrepreneurship, Technology, and Management, and make informed career choices after college.

Furthermore, the Bachelor of Science in Entrepreneurship, Technology, and Management (BS EnTM) program has been launched by USTP to assist entrepreneurs to realize their full potential, from product invention through commercialization, and beyond. This curriculum emphasizes hands-on experience, classroom instruction, and the development of necessary abilities, values, and attitudes for entrepreneurial success.

Entrepreneurship in innovation and technology is a rapidly growing field that has the potential to impact and improve the global environment significantly. The BS EnTM program focuses on developing students' skills to create technology-based products, services, and enterprises from conception to market launch and improvement. Thus, the study's results can contribute to the development of a more defined operational definition of technology entrepreneurship, which can be helpful in creating new businesses and extracting value for them. In summary, the study's importance lies in its potential

to contribute to the development of a curriculum that prepares students to become successful entrepreneurs, which can ultimately impact the economic growth and development of the region.

**5. METHODOLOGY**

This study utilized a descriptive quantitative research method to collect quantifiable data from a population sample for statistical analysis. The research aimed to describe the entrepreneurial attitude and intention of Region 10 Senior High School students. The research was primarily conducted in Region 10, with the majority of the respondents coming from 12 Senior High Schools in Cagayan de Oro and Misamis Oriental. A Google Form survey was distributed among the 12 Senior High Schools. The study utilized a descriptive approach to present and analyze the results.

The participants of this study were 158 Senior High School students from various schools in Misamis Oriental, mostly from the Grade 12 level. The 12 Senior High Schools that participated in the survey were Cugman National High School, USTP-CDO CAMPUS, Gusa SHS-Cugman Annex, Lumbo Senior High School, Macasandig Senior High School, Kinawe National High School, Tablon National High School, Jasaan Senior High School, Bobontugan National SHS, ABCCA Balingasag, Lumbo National High School Lagonglong, and Puerto National High School.

The only tool used for data collection was a Google Form questionnaire. The questionnaire was designed based on a critical theoretical review of entrepreneurial intention theories. The questionnaire was pre-tested to ensure that it was able to bring forth the required responses and to determine the attitudes and behavior of respondents toward the structuring and wording of questions.

The findings were presented in tables and explained based on the data presented. The survey instrument used a Likert 5-point rating scale as shown in Table 1, with corresponding adjectival ratings. The data were analyzed using descriptive statistics, and the results were interpreted to answer the research questions.

The results of this study in Table 2 can be used by curriculum creators to re-design course material that aligns with the purpose of preparing students to become entrepreneurs. Additionally, the findings can help students understand the fundamental goal of enrolling in BS Entrepreneurship, Technology, and Management. The study's outcomes may also inform USTP's efforts to provide a comprehensive range of services to assist entrepreneurs in realizing their full potential.

**Table 1. Appropriate rating scale with corresponding adjectival ratings**

Rating Scale	Adjectival Rating
4.20 – above	Highly Considered
3.40 – 4.20	Likely Considered
2.60 – 3.40	Fairly Considered
1.80 - 2.60	Poorly Considered
1.80 – below	Not Applicable

**Table 2. Levels of Interest in Entrepreneurship Technology and Management (N=158)**

Parameters	Mean
1. Level of interest in entrepreneurship technology and management	4.18
2. Level of interest in:	
a. Learning the use of technology for business	4.43
b. Learning technology innovation & entrepreneurship	4.39
c. Learning business management strategies	4.42
3. Plans after college	
a. Working as an employee	3.92
b. Starting up a firm	3.56
c. Follow on training and preparation	3.98
4. Level of attraction to:	
a. Salaried work	4.04
b. entrepreneur	4.16
5. Agreement to the following phrases:	
a. "Being an entrepreneur implies more advantages than disadvantages to me"	3.94
b. "A career as an entrepreneur is attractive for me"	4.01
c. "If I had the opportunity and resources, I'd like to start a business"	4.08
d. "Being an entrepreneur would entail great satisfaction for me"	4.06
e. "Among various options, I'd rather be an entrepreneur"	3.89
6. Affirmation of personal entrepreneurial capacity	
a. Start a business and keeping it working would be easy for me	3.51
b. I'm prepared to start a viable business	3.42
c. I can control the creation process of a new business	3.38
f. I know the necessary practical details to start a business	3.22
g. I know how to develop an entrepreneurial project	3.27
h. If I tried to start a business, I would have a high probability of succeeding	3.39
7. Affirmation of personal entrepreneurial capacity in terms of:	
a. Opportunity recognition	3.77
b. Creativity	3.79
c. Problem-solving	3.83
d. Leadership and communication skills	3.75
e. Development of new products and services	3.77
f. Networking and making professional contacts	3.73
8. Affirmation of personal entrepreneurial will	
a. I'm ready to do anything to be an entrepreneur	3.71
b. My professional goal is to become an entrepreneur	3.54
c. I will make every effort to start and run my own business	3.75
d. I'm determined to create a business in the future	3.75
e. I have very seriously thought about starting a business	3.6
f. I've got the firm intention to start a firm someday	3.67

**6. CONCLUSION**

In conclusion, the findings of this study demonstrate a high level of interest among Senior High School students in entrepreneurship technology and management. The results indicate that the respondents are likely to highly consider enrolling in the BSEnTM program of USTP, CDO. The study also shows that the respondents expressed a high level of interest in learning the use of technology for business, technology innovation & entrepreneurship, and business management strategies, as well as a high level of attraction to salaried work and being an independent entrepreneur. However, the respondents expressed some inadequacy in their confidence to manage their own business, which may be due to their lack of knowledge, skill set, and confidence in business management. The results suggest that the proposed BSEnTM program could be a viable solution to address this need. Overall, the responses across parameters yielded high consideration among SHS students, and the respondents were truthful in their responses as demonstrated by their admission of their need to be acquainted with entrepreneurship, technology, and management.

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