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ENTREPRENEURIAL PROPENSITY OF BUSINESS STUDENTS OF A CITY IN SOUTHERN PHILIPPINES: A STRUCTURAL MODEL

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ABSTRACT

With the aspiration of finding out what schools can do to improve instruction, curriculum, facilities, and support to improve academic programs related to entrepreneurship, this study aims to develop a causal model of the entrepreneurial propensity of students in selected colleges and universities in Cagayan de Oro City, Northern Mindanao, Philippines. This study is anchored on the assumption that school factors, personality, intention, and motivation may influence the entrepreneurial propensity of students. Four-hundred ninety-eight (498) 4th-year business-related students were respondents of this study. Using Structural Equation Modelling (SEM), the best fit model for entrepreneurial propensity was found. The model proposed that entrepreneurial propensity is best predicted by intention, school factors, and motivation - which indicates that regardless of personality, students are likely to choose entrepreneurship as a career path in the future when significant others such as family or colleagues approved of that choice and if they have a strong belief that they have control of the situation. The mediating effect of school factors and intention varies positively, which was found to enhance the effect of the respondent's motivation on entrepreneurial propensity. The higher the motivation, the higher the students' propensity to become an entrepreneur. Results point to the strong influence of education, particularly curriculum and school support in developing student's entrepreneurial propensity. The right combination of curriculum and facilities & support, especially when the academe is geared towards integrating both factors to entrepreneurship as part of their student development, enhances the effect of motivation and entrepreneurial propensity.

Keywords: Entrepreneurial propensity, best fit model, intention, motivation, academic influence on entrepreneurship, school factors

Introduction

How can a person be inclined towards entrepreneurship? And why do some entrepreneurs succeed, and others do not? Starting and maintaining a business would be a daring task. Many scholars agree that one should have the necessary skills and mindset to sustain the drive to meet the challenge. It is a known fact that behind every successful entrepreneur is a myriad of failures: opportunities missed, investments gone wrong, and many others. However, instead of stopping, an entrepreneur views them as part of the process to succeed.

One would question: What drives them to take the risk, the uncertainty, and the daunting task ahead in choosing this path? Volkman (2007) stresses that no one is born an entrepreneur, but one can develop through education and experience. For Segal, Borgia, & Schoenfeld (2005), being an entrepreneur poses many challenges, such as financial and market risks. A person's character plays an essential role in becoming a successful entrepreneur and no matter how difficult the challenge would be; it takes character and attitude to face the challenges ahead (Gibson, Harris, & Barber, 2008).

Entrepreneurship drives many nation's economies, innovation, and competitiveness. Its role in creating jobs and contribution to economic growth is universally recognized. Developing entrepreneurial minds is a challenge that would respond to this emerging trend (Kuratko, 2013).

To respond to this development challenge, this study aims to create a structural model for the entrepreneurial propensity of fourth-year college students from selected colleges and universities in Cagayan De Oro City. It is hinged on the assumption that intention, motivation, personality traits, and school factors cause an individual's tendency towards entrepreneurship. Specifically, it determined the following: (1) the influence of attitude towards entrepreneurship, subjective norms, and behavioral control towards entrepreneurship; (2) the influence of intention to motivation; and (3) the best fit model for student's entrepreneurial propensity.

Two theories are anchored in this study: Icek Ajzen's Theory of Planned Behavior (1991) and David McClelland's Human Motivation Theory (1987). The Theory of Planned Behavior (TBP) stresses that a person's general attitude, values, and beliefs could influence his intention to act, therefore explains a specific behavior, such as a person's tendencies towards entrepreneurship. This theory hypothesizes three key antecedents to determine a specific behavior: Attitude towards the behavior, subjective norms, and perceived behavioral control. The theory further argues that if people assess the suggested behavior as positive (attitude), believe that there are significant others who can influence them to perform that behavior (subjective norms), and thinks they control the behavior and can enact them successfully (perceived behavioral control); such belief will result in a higher motivation to act (Ajzen, 1991). Some studies looked at these antecedents as factors of entrepreneurial intention. For instance, the Sutanto & Eliyana (2014) and Utami (2017) studies on entrepreneurial characteristics of students in Indonesia find a positive association between students' entrepreneurial attitudes and intentions. Studies by Arshad, Farooq, Sultana, & Farooq (2016) and Wurthmann (2013) also stress that a person's attitude is a substantial predictor of entrepreneurial intentions. Utami (2017), as well as Yoon, Tong, & Loy (2011), discover subjective norms and perceived behavioral control to positively affect entrepreneurial intentions. However, Mohammed, Fethi, & Djaoued (2017) and Yang (2013)

find that perceived behavioral control has no or lower significant effect on intention than the other two factors.

On the other hand, McClelland's Human Motivation Theory (HMT) has been widely used to explain entrepreneurial propensity. This theory presents three dimensions of motivation: the need for achievement, the need for power, and the need for affiliation. A need for achievement is a person's drive to succeed, to accomplish something based on following a particular set of standards. The need for power is the desire to have influence or control over others while the need for affiliation is a person's inclination towards sociable interpersonal relationships. The study of Din, Anuar, & Usman (2016) shows that motivation has a positive effect on the achievement of entrepreneurship programs in public universities in Malaysia. Yoon, Tong, & Loy (2011) also found a dimension in McClelland's theory: that the Need for Achievement is positively related to student's entrepreneurial intentions. Furthermore, Botsaris & Vamvaka (2014) revealed the positive effects of this theory on entrepreneurial behavior.

The Theory of Planned Behavior and the Human Motivation Theory is used by many scholars in predicting action, such as a person's tendency to be entrepreneurial. These studies give valuable insights into how people enter into a new venture and understand the underlying reasons that motivate them. Given an individual's intention as an antecedent to actual behavior, such as a person becoming an entrepreneur, this study will help the academe understand students' intent to engage in entrepreneurship and create programs that will motivate them to pursue such intent (Nguyen, 2017; Solesvik, 2013).

Another dimension that the authors found to be associated with entrepreneurial propensity is personality traits. To some extent, personality can affect a person's intention and motivation (Karabulut, 2016; Khan & Ahmed, 2011). Ocean's Big 5 personality model has long been the standard framework: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Zhao, et. Al (2010), as cited by Yao et al. (2016). has studied the association between personality traits and entrepreneurial propensity and found that only openness to experience, conscientiousness, extraversion, and agreeableness are related to a person's tendency for venture creation while neuroticism failed to be associated. Ismail et. al., (2009) as cited by Phuong (2015) also found out that extraversion, agreeableness, and openness to experience are associated with entrepreneurial tendency. Similar research by Chen, Jing, & Sung (2012) and Koe, Nga, & Shamuganathan (2010) also reveals that extraversion, openness to experience, and conscientiousness are positively linked with people who have high entrepreneurial tendencies.

Finally, several authors have written about the role of education and the connection of intention and motivation to a person's propensity towards entrepreneurship. For instance, Mahendra, Djatmika, & Hermawan (2017), Solesvik (2013), and Trivedi (2017) found a positive effect of entrepreneurship education on students' intention and motivation to become entrepreneurs. Similar findings by Liñán, Rodríguez-Cohard, & Rueda-Cantuche (2011) reveal that there is a positive effect of educational institutions in shaping the entrepreneurial attitude of students.

Building up from these past results, this study explores the interplay of these variables (Figure 1) within the academic institution to discover the influence of schools, particularly its curriculum,

instruction, and facility support, in developing potential entrepreneurial students. It wants to see particularly how these factors influence the entrepreneurial propensity of Filipino students.

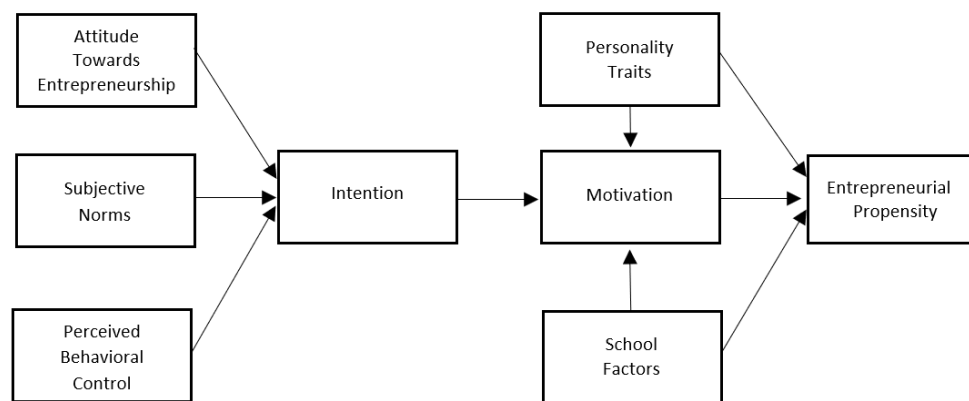


Figure 1: Schematic Diagram of the Study

The study, in its search for entrepreneurial propensity, is limited to these variables. Most of the constructs are internal to the students, and the school factors are the only external features assumed to affect the student's inclination toward entrepreneurship. The growing socio-economic environment of the city, and the government and private sector partnerships to support the rise of the small enterprises, were not included in the study to enable it to primarily looking at the role of the academic institutions on student entrepreneurship tendencies and their potential choices for the future.

Methods

This quantitative research involves randomly sampled 498 fourth-year students currently enrolled in a business-related course of selected Colleges and Universities in Cagayan De Oro City. The selection of the schools included in the study are based on the following criteria: (1) they are private tertiary institutions offering the degree Bachelor of Science in Business Administration, and (2) the institution's departments offering entrepreneurship and entrepreneurship-related classes are accredited with either of the country's voluntary accrediting agencies, the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) or Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), to ensure their high standards. Five colleges and universities within the city meet the criteria.

The participating students are chosen with these considerations: (1) they are currently 4th-year students at the time of the study, (2) they are at least 18 years of age, and (3) they are taking or have taken subjects related to entrepreneurship, to ensure that the students as respondents have enough basic exposure to entrepreneurship and can provide the information sought out by the study. They are assured that their participation does not have any bearing on their status as

business students and that it is purely voluntary and they are free to withdraw from the survey at any time.

The total population of the 4th year enrollees from the five schools is 1,515. Using Cochran's formula, the sample size is computed as 498. Employing stratified random sampling, each of the five schools is assured to have proportional participation in the study. Particularly, the sample size of each school is as follows: School A, 141; School B, 39; School C, 60; School D, 20; and School E, 238; this totals to 498.

Personal visitation is made to the schools for the gathering of data. The participants are given a researcher-made survey questionnaire, except for variables Attitude towards Entrepreneurship, Subjective Norms, Perceived Behavioral Control, and Intention, which are patterned from Liñan and Chen's Entrepreneurial Intention Questionnaire (2009). An agreement scale of 6 (6 – Completely agree, 5 – Mostly agree, 4 – Slightly Agree, 3 – Slightly disagree, 2 – Mostly disagree, 1 – Completely disagree) was used to measure these variables. On the other hand, school factors use a likelihood scale of 6 (6 – Very great extent, 5 – High extent, 4 – Moderate extent, 3 – Low extent, 2 – Very low Extent, 1 – No extent).

Table 1: Reliability Tests

Variables	Cronbach Alpha
Attitude Towards Entrepreneurship	.900
Subjective Norms	.925
Perceived Behavioral Control	.951
Intention	.964
Motivation	
- Need for Achievement	.778
- Need for Power	.832
- Need for Affiliation	.833
- Other Motivators	.827
Personality Traits	
- Extraversion	.854
- Openness to Experience	.760
- Conscientiousness	.780
- Neuroticism	.863
- Agreeableness	.829
h. School	
- Teachers	.947
- Facilities and Support	.913
- Curriculum	.952
i. Entrepreneurial Propensity	
- Risk-Taking	.786
- Innovativeness	.873
- Creativity	.898

Before actual data gathering, a reliability test is conducted on 30 respondents using Cronbach Alpha. George & Mallery (2010) as cited by Cinches, Russell, Chavez, & Ortiz (2015) state that reliable scales must have values between 0.70 to 0.90. Table 1 reveals that the instrument used in this study is reliable.

Examining the variables in the framework of the study, Multiple Linear Regression is used to test the influence of attitude towards entrepreneurship, subjective norms and behavioral control towards entrepreneurial intention; the influence of personality traits and school factors towards entrepreneurial motivation; and the influence of intention to motivation. Using IBM Amos, Structural Equation Modelling was used to determine the best fit model for student's entrepreneurial propensity.

Results

The Influence on Entrepreneurial Intention

Table 2 presents the Multiple Linear Regression results to test the influence of attitude towards entrepreneurship, subjective norms, and behavioral control on entrepreneurial intention. These results will determine if the attitude towards entrepreneurship, perceived subjective norms, and perceived behavioral control can predict the entrepreneurial intention of the respondents.

Table 2: Multiple Linear Regression on Influence of Attitude, Subjective Norms, and Behavioral Control on Intention

Independent Variables	B	T-Value	P
Attitude	.564	12.07	.000
Subjective Norms	.122	3.66	.000
Perceived Behavioral Control	.224	6.24	.000
Dependent Variable	Intention		
Constant		.553	
Adjusted R-Squared		.543	
F Value		197.46	
P		.000	

$$\text{Intention} = .553 + .564\text{ATE} + .122\text{SN} + .224\text{PBC}$$

Results reveal that the value of adjusted R^2 indicates that 54% of the variation of the respondents' entrepreneurial intention can be predicted by the attitude towards entrepreneurship, subjective norms, and perceived behavioral control. The adjusted R^2 value indicates the amount of influence of the attitude towards entrepreneurship, subjective norms, and perceived behavioral control on entrepreneurial intention. With an F-Value of 197.46, the model is highly significant at $P=0.000$. The figures of the table show that for every unit change in the respondent's attitude towards entrepreneurship (ATE), perceived subjective norms (SN), and perceived behavioral control (BC), there is a corresponding increase of 56%, 12%, and 22.4%, respectively in their entrepreneurial intention. This indicates that the higher the attitude, subjective norms, and

behavioral control, the higher the entrepreneurial intention would be. While these have proven the enhancing effect of the independent variables to entrepreneurial tendency, the missing 44% of attitude, 88% of subjective norms, and 77.6% of perceived behavioral control might be attributed to other influencing factors, which can be considered in future studies.

This result adds to the growing literature that confirms Ajzen's Theory of Planned Behavior (1991), which stressed that attitude towards the behavior, subjective norms, and perceived behavioral control are critical antecedents to intention. Many scholars used this theory in predicting action, such as a person's tendency to be entrepreneurial. These studies give valuable insights into how people enter into a new venture and understand the underlying reasons that motivate them. For instance, the studies of Sutanto & Eliyana (2014) and Utami (2017) reveal that attitude towards entrepreneurship significantly influences intentions to become an entrepreneur. Similarly, studies by Arshad, Farooq, Sultana, & Farooq (2016) and Wurthmann (2013) stressed that a person's attitude is a significant predictor of entrepreneurial intentions. On the other hand, Utami (2017) and Yoon, Tong, & Loy (2011) found subjective norms and perceived behavioral control to affect entrepreneurial intentions positively. Given an individual's intention as an antecedent to actual behavior, such as a person becoming an entrepreneur, this study will help the academe understand the reasons behind a student's intention to engage in a certain way, such as one becoming an entrepreneur.

The Influence of Entrepreneurial Intention on Entrepreneurial Motivation

Table 3 presents the multiple linear regression to test the effect of intention on motivation. This decides if respondents' intention has to influence power on their level of motivation.

Table 3: Multiple Linear Regression on the Influence of Intention on Motivation

Independent Variable	B	T-Value	P
Intention	.620	18.86	.000
Dependent Variable	Motivation		
Constant		2.07	
Adjusted R-Squared		.42	
F Value		355.68	
P		.000	

$$\text{Motivation} = 2.07 + .62I$$

Results reveal that the value of adjusted R^2 suggests 42% of the variation of the respondents' motivation can be predicted by intention. The adjusted R^2 value shows the amount of influence of intention on motivation. With an F-Value of 355.68, the model is significant to a high degree at $P=0.000$. The figures show that for every unit change in the respondents' intention, there is a corresponding increase of 62% in their motivation. This indicates that the higher the intention, the higher the motivation would be. While this has established the positive effect of intention on

motivation, the missing 38% of intention might be attributed to other dimensions that can be looked at in future studies. The findings contribute to the growing knowledge of the influence of intention on motivation, which affirms several authors' findings. Sigmund Freud points out that when a person is performing a particular action, the intention is the first cognitive process he will experience. The likelihood to perform a particular behavior is high when a person's intention is high, thus increasing his motivation to act. Raz (2017) also points out the sustaining power of motivation to intention. He emphasized that to keep tendencies to proceed with the directions one wants to go, intentions should be set and reaffirmed through motivation, which keeps a person going over the long run. In business, failures are imminent; the question should then be asked, "Why am I doing this?". A person's motivation will sustain the urge to continue. Conscious or unconscious, it fuels the person's drive to act in a particular way.

The findings above also draw similar findings to the studies of Mahendra et al. (2017), Solesvik (2013), and Trivedi (2017) that students' motivation in choosing a career in entrepreneurship is related to their intention to pursue such career option. It confirms that the higher the students' intention, the higher they are motivated to become entrepreneurs.

The Best Fit Model for Student's Entrepreneurial Propensity

The best fit for the study is thus presented:

Table 4: Summary of the Model Fit Indices

	P	CMIN/DF	GFI	CFI	NFI	TLI	RMSEA
Model 1	.000	3.24	.920	.955	.937	.946	.067
Model 2**	.173	1.34	.991	.997	.990	.995	.026
Fit Criterion	>0.05	<5.00	>0.95	>0.95	>0.95	>0.95	<0.05

** *Best fit*

Figure 2 presents Model 1, which proposed that Entrepreneurial Propensity (EP) can be influenced by motivation, personality, and school factors and where motivation is the effect of a person's degree of intention to pursue a certain action, such as one becoming an entrepreneur.

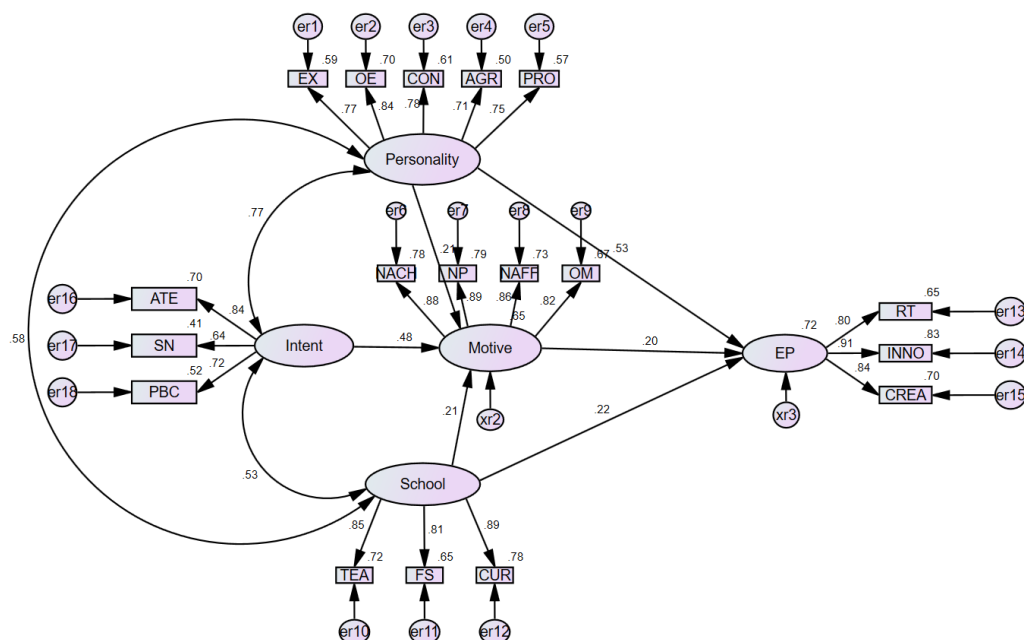


Figure 2: Model 1

MODEL 1 REVEALS THAT 72% OF THE CHANGES IN ENTREPRENEURIAL PROPENSITY (EP, $R^2=.72$) ARE EXPLAINED BY PERSONALITY (PERSONALITY, $B=.53$), MOTIVATION (MOTIVE, $B=.20$), AND SCHOOL FACTORS (SCHOOL, $B=.22$). MOREOVER, 65% OF THE CHANGES IN MOTIVATION (MOTIVE, $R^2=.65$) IS EXPLAINED BY PERSONALITY ($B=.21$), INTENT ($B=.48$), AND SCHOOL ($B=.21$). CORRELATIONS ARE ALSO SEEN TO BE SIGNIFICANT BETWEEN PERSONALITY AND SCHOOL ($B=.56$), PERSONALITY AND INTENT ($B=.77$), AND SCHOOL AND INTENT ($B=.53$).

The model further reveals a positive effect of the indicators on latent variables: Personality, Intent, Motive, School, and EP. *Personality* is influenced by extraversion (EX, $\beta=.77$), openness to experience (OE, $\beta=.84$), conscientiousness (CON, $\beta=.79$), agreeableness (AGR, $\beta=.71$) and proactivity (PRO, $\beta=.75$). The results of R^2 for EX ($R^2=.59$), OE ($R^2=.70$), CON ($R^2=.61$), AGR ($R^2=.50$) and PRO ($R^2=.57$) implies that 59%, 70%, 61%, 50%, and 57% respectively of the changes in Personality can be explained through EX, OE, CON, AGR, and PRO. The remaining 41% for EX, 30% for OE, 39% for CON, 50% for AGR, and 43% for PRO may be explained by other factors, which can be considered in future studies.

The intent is influenced by attitude towards entrepreneurship (ATE, $\beta=.84$), subjective norms (SN, $\beta=.64$), and perceived behavioral control (PBC, $\beta=.72$). The R^2 results for ATE ($R^2=.70$), SN ($R^2=.41$), and PBC ($R^2=.52$) indicate that 70%, 41%, and 52% respectively of the variation of the respondents' Intention can be predicted by ATE, SN, and PBC. The remaining 30% for ATE, 59% for SN, and 48% for PBC may be explained by other factors, which can be considered in future studies.

School is explained through the teacher (TEA, $\beta=.85$), facilities and support (FS, $\beta=.81$), and curriculum (CUR, $\beta=.89$). The R^2 results for TEA ($R^2=.72$), FS ($R^2=.65$), and CUR ($R^2=.78$) mean that 72% of TEA, 65% of FS, and 78% of CUR explains the variation of School. The

remaining 28%, 35%, and 22% respectively may be predicted by other variables, which can be considered in future studies.

Motive can be influenced by a need for achievement (NACH, $\beta=.88$), need for power (NP, $\beta=.89$), need for affiliation (NAFF, $\beta=.86$) and other motivators (OM, $\beta=.82$). R^2 for all indicators signifies that 78%, 79%, 73%, and 67% respectively of the changes of MOTIVE can be explained through NACH ($R^2=.78$), NP ($R^2=.79$), NAFF ($R^2=.73$), and OM ($R^2=.67$). The remaining 32% for NACH, 31% for NP, 27% for NAFF, and 33% for OM can be explained by other factors that can be included in future studies.

Entrepreneurial propensity (EP) is influenced by risk-taking (RT, $\beta=.80$), innovation (INNO, $\beta=.91$), and creativity (CREA, $\beta=.84$). The R^2 for RT ($R^2=.65$), INNO ($R^2=.83$), and CREA ($R^2=.70$) implies that 65% of RT, 83% of INNO, and 70% of CREA explains the changes of EP. This also means that the remaining 35% of RT, 17% of INNO, and 30% of CREA can be predicted by other factors that can be looked at in future studies.

Table 5 presents Model 1 fit indices. Although Model 1 reveals significant positive regression weights (B-Coefficient) and squared multiple correlations (R^2) for each line connecting all the variables, the result was a poor fit, considering that CMIN P (.000) was highly significant. Although CMIN/DF (3.24) and CFI (.937) are qualified, GFI, NFI, and TLI are less than the acceptable value of 0.95. Also, RMSEA (.067) is greater than the acceptable value of 0.05. This implies that this model does not represent the data. Therefore, Model 1 is not acceptable.

Table 5: Model 1 Fit Indices

Criteria	Acceptable Values	Model 1 Results
CMIN P	> 0.05	.000
CMIN/DF	< 5.00	3.24
GFI	> 0.95	.920
CFI	> 0.95	.955
NFI	> 0.95	.937
TLI	> 0.95	.946
RMSEA	< 0.05	.067

On the other hand, a second model is presented in Figure 3. The model suggests that entrepreneurial propensity (EP) is influenced by Intent, Motive, and School, where Motive is affected by the degree of intent to pursue entrepreneurship and the quality of school factors such as curriculum and facilities to support academic programs for entrepreneurship.

For Intent, the model proposes two indicators: subjective norms (SN) and perceived behavioral control (PBC). For School, both facilities and support (FS), and Curriculum (CUR) are retained. For Motive, two indicators are proposed: the need for achievement (NACH) and other motivators (OM). Finally, for entrepreneurial propensity (EP), the model maintains two indicators: risk-taking (RT) and creativity (CREA).

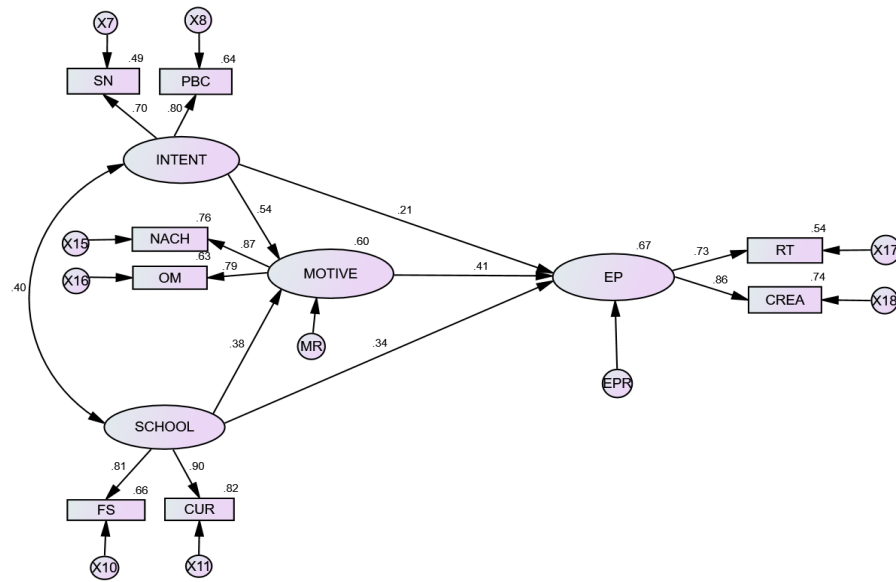


Figure 3: The Best Model

The model reveals that 67% of the variations in entrepreneurial propensity (EP, $R^2=.67$) are predicted by intent (INTENT, $\beta=.21$), motivation (MOTIVE, $\beta=.41$), and school factors (SCHOOL, $\beta=.34$) presenting a structural equation of ($EP = 0.21INTENT + 0.41MOTIVE + 0.34SCHOOL$). Furthermore, 60% of the changes in motivation (MOTIVE, $R^2=.60$) are affected by Intent ($\beta=.54$) and School ($\beta=.38$) presenting a structural equation of ($MOTIVE = 0.54INTENT + 0.38SCHOOL$). Correlations are significant between Intent and School ($\beta=.40$), which implies that both variables move in one direction. When School increases, Intention also increases.

The results also reveal a positive effect of the indicators on latent variables Intent, Motive, School, and EP. For INTENT, it is influenced by PBC ($\beta = .80$), and SN ($\beta = .70$). The results of R^2 for both PBC ($R^2 = .64$) and SN ($R^2 = .49$) implies that 64% and 49% respectively of the variation of the respondents' Intention can be predicted by PBC and SN. The remaining 36% for PBC and 51% for SN may be explained by other factors, which can be considered in future studies.

On the other hand, MOTIVE is influenced by NACH ($\beta = .87$) and OM ($\beta = .79$). R^2 for both indicators signifies that 76% and 63% respectively of the variation of MOTIVE can be explained through NACH ($R^2 = .76$) and OM ($R^2 = .63$). The remaining 24% of Need for Achievement and 37% for Other Motivators can be explained by other factors that can be included in future studies.

For SCHOOL, CURR ($\beta = .90$) and FS (.81) are the best indicators. With R^2 of .66 and .82 respectively, it means that 66% of CURR and 82% of FS explains the variation of SCHOOL. The remaining 34% and 18% respectively for CURR and FS may be predicted by other variables, which can be considered in future studies.

Furthermore, ENTREPRENEURIAL PROPENSITY is best predicted through RT ($\beta = .73$) and CREA ($\beta = .86$). The R^2 for both RT ($R = .54$) and CREA ($R = .74$) implies that 54% of risk taking and 74% of creativity explains the variation of the respondents perceived Entrepreneurial Propensity. This also implies that the remaining 46% of risk-taking and 36% of creativity can be predicted by other factors that can be investigated in future studies.

Table 6: Model 2 Fit Indices (The Best Fit Model)

Criteria	Acceptable Values	Best Fit Results
CMIN P	> 0.05	.173
CMIN/DF	< 5.00	1.34
GFI	> 0.95	.991
CFI	> 0.95	.997
NFI	> 0.95	.990
TLI	> 0.95	.995
RMSEA	< 0.05	.026

Table 6 presents the fit indices for Model 2, the best fit model. Results disclose significant regression weights (B-Coefficient) and squared multiple correlations (R^2) for each line connecting all the variables. With CMIN P of .173, CMIN/DF of 1.34, GFI of .991, CFI of .997, NFI of .990, TLI of .995, and RMSEA of .026, all the criteria met the accepted values. Therefore, the best fit model for Entrepreneurial Propensity is found.

The best-fitting model suggests that *entrepreneurial propensity (EP)* is anchored on *Motive*, which is supported by *Intent and School*. The correlation between *School* and *Intent* is also positive. The best indicators for *Intent* are subjective norms (SN) and perceived behavioral control (PBC). For *School*, the best indicators are curriculum (CUR) and facilities and support (FS). For *Motive*, the best indicators are needed for achievement (NACH) and other motivators (OM). For *EP*, the best indicators were creativity (CREA) and risk-taking (RT).

Discussion

The results imply that students' entrepreneurial propensity can be formed when their intention and motivation to do so is high. Students were seen to rely on the influence of significant others to pursue a particular decision. Nevertheless, a show of even a slight belief on the matter sheds light on the positive attitude of the respondents in entrepreneurship, especially that they generally believe they have a great chance of success if they tried to start a business in the future and they are confident they can adapt to changes easily (Mahendra et al., 2017; Solesvik, 2013).

The findings confirm Ajzen's Theory of Planned Behavior and McClelland's Motivation Theory that students' intention and motivation predict a person's action of certain behavior. Findings by Mahendra et al. (2017), Solesvik (2013), and Trivedi (2017) also confirm how students' motivation in choosing a career in entrepreneurship is related to their intention to pursue such career options. The higher the student's intention, the higher they are motivated to become an entrepreneur. Solesvik (2013), Mihaela, et al (2015), Othman et al. (2012), and Cinches et al.

(2017) also confirmed that school factors affect positive student outcomes in their respective studies.

Results also imply the big role of schools in preparing the youth for their career. The variable School was found to have a crucial role in forming students' entrepreneurial intention and motivation, which contributes to the students' entrepreneurial propensity. Since SN and PBC are found to explain intention, NACH and OM affect motivation and, RT and CREA explain EP, the academe must identify and create platforms that are hinged in this direction. Particularly, the attention should be more focused on integrating entrepreneurial programs for curriculum and facilities and support, which are found to be factors that best contribute to successful academic programs for entrepreneurship.

Based on the findings, this study concludes that regardless of personality, students are likely to choose a career in entrepreneurship when significant others such as family, colleagues, or the community approve of that choice and if they generally believe that they have control of the situation they are in. Furthermore, students' entrepreneurial propensity can be formed when they are highly motivated and are aware of the factors they think are of importance. Providing them opportunities to develop risk-taking given, the appropriate space for innovation and creativity can boost their need to achieve.

The study also concludes that the role of schools in motivating students' decision to pursue entrepreneurship is vital. Results point to the strong influence of school factors such as curriculum, and facilities, and support in developing student's entrepreneurial propensity. It behooves business schools to urgently recognize the importance of reviewing their existing curriculum and further enhance existing programs geared towards entrepreneurship. The more programs and exposure relating to enterprising activities, the higher the tendency for students to be nurtured and/or developed in their entrepreneurial propensity.

From the preceding findings and conclusions, recommendations can be forwarded to schools, colleges, and universities to look at the curriculum, facilities, training, classroom activities, and teacher quality to usher students towards entrepreneurship.

The design and development of the curriculum are seen as critical in the effective delivery of entrepreneurship education. Hinging subjects related to entrepreneurship on experiential than theoretical context is important. This means that schools should consider provisions for more exposure to students. This can be done by putting more weight on the application in the design of the syllabus, as students will gain more interest when they are firsthand applicators of the theory and concepts taught in the classroom. Since creativity and risk-taking are seen to be relevant indicators to entrepreneurial propensity, the entrepreneurial-related subject may also emphasize developing creativity and risk management skills. For instance, the inclusion of rubric-based risk-taking and creativity assessment in all entrepreneurship-related subjects; the creation of business plans that include risk identification and management to develop skills in creativity and controlling and managing risks. In addition, schools may expose their students as early as their first year to different business establishments to give them an idea and to form their foundation towards entrepreneurial behavior. The provision of programs that provides links between schools and the industry can also be intensified. Finally, the offering of entrepreneurial

application subjects may be given in the 3rd year first semester and continue up to the 4th year 1st semester. This setup will give students more entrepreneurial exposure.

Schools may consider the possibility of creating facilities that support entrepreneurial activities and promotes student engagement. This can be achieved through the establishment of a training center for entrepreneurial activities such as the creation of a business incubation area where students can do brainstorm business ideas, do research, and create mini-companies. The use of case studies and real-world problems, the provision of spaces for entrepreneurial activities, linking curricula to real-world business challenges, partnering with businesses, helping and guiding students launch their business are also effective ways to engage students and increase interest in entrepreneurship.

In addition, a school may consider designing an intensive training program for teachers to develop their competencies. This may include essential business skills such as financial management, marketing, sales and customer management, communication and negotiation, handling people; outcomes-based teaching and learning in the application of the “learning-by-doing” concept and experiential learning; teaching and assessment methods and strategies related to entrepreneurship; and the creation of outcomes-based syllabus so that teachers may create teaching plans designed for entrepreneurship. Finally, a significant component of the school administration’s job is to improve teacher quality, and teacher quality equals student quality. Thus, the administration may intensify their monitoring and evaluation processes to ensure teacher quality by giving a substantial performance assessment, offering constructive feedback/suggestions, and the provision meaningful professional development programs.

Students’ motivation to pursue entrepreneurship is high. Therefore, teachers should continuously encourage and motivate students in their desire to achieve that goal. Motivating students may be done by giving more engaging activities in the classroom, giving positive reinforcements such as recognizing and praising student accomplishments, and recognizing the learning styles of students. To encourage entrepreneurship, teachers must give more practical coursework, blending the theory in the traditional economic literature with the tangible needs of everyday business management. The learning experience should be experiential, hands-on, and action-driven to give students real-world experience. With these efforts, their intention and motivation will be guided to their career in entrepreneurship.

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