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Research Article

Entrepreneurial Attitude and Intention of ABM Senior High School Learners

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ABSTRACT

Due to the global health crisis, many people lost their jobs or had to accept lower compensation. To mitigate the economic constraints caused by the pandemic, people pursued entrepreneurship to help meet their basic needs. However, to become successful in the field of entrepreneurship, one must possess a high level of entrepreneurial attitude and intention. Although a considerable study had been conducted to assess the level of entrepreneurial attitude and intention, its Senior High School (SHS) level implementation had only received far less attention. Likewise, a dearth of literature assesses the level of entrepreneurial attitude and intention among Accountancy, Business and Management (ABM) SHS learners. Hence, this study was conducted to determine the level of entrepreneurial attitude and intentions of the Grade 12 ABM SHS learners. The study utilized a descriptive correlational research design. A total of 58 ABM SHS learners from NDMU-IBED, Philippines, were purposively chosen as the respondents of the study. Results revealed that the learners have a high entrepreneurial attitude and intention. Further, Spearman's correlation revealed that there was a statistically significant moderate positive correlation ($p < 0.05$) between the two variables. These indicate that learners have a high attitude toward becoming an entrepreneur and desire to put up or start their businesses. More so, ABM SHS learners' entrepreneurial attitude can be used as a predictor of their entrepreneurial intention.

Keywords: *ABM learners, Entrepreneurship, Entrepreneurial attitude, Entrepreneurial intention, Philippines*

Introduction

Entrepreneurship has been shown to have a positive economic and social impact on a country's ability to increase income. Most

developing countries consider entrepreneurship as part of their goal to assist the underprivileged in improving their living standards. It provides rural communities with various

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commercial alternatives to improve their quality of life (Dahalan et al., 2015). However, the global health crisis has profoundly affected the entrepreneurial systems of countries worldwide, and the Philippines is not an exemption.

Prior to the COVID-19 outbreak, the Philippines were on course to achieve economic development and poverty reduction. The country's economic development has increased by about 6% over the last five years and hit an increase of 7% in the fourth quarter of 2021 (PSA, 2022). This growth in the economic development of the Philippines outpaced China, India, and Indonesia. However, with the COVID-19 crisis in place, the Philippines' economic growth rate is predicted to hover around 3%. Meanwhile, the country's poverty rate has decreased in lockstep with economic expansion.

With the current stance of the Philippines amid the pandemic, numerous Filipinos have been thrown out of employment and compelled to take lesser pay due to decreasing sales, frequent lockdowns, and the need to endure an ongoing economic recession. It is a depressing reality, but some Filipinos are adapting by pursuing various types of entrepreneurship to support their families, and this is occurring even among those who have been fortunate enough to retain their day employment (Reports, 2020). According to Resurreccion (2011), the entrepreneur as the lone hero of contemporary times has often been utilized to illustrate entrepreneurship. On that basis, entrepreneurship is often recognized as one of the most successful economic growth strategies available to a nation. It is seen as a crucial engine of economic development, innovation, and competitiveness in a number of nations as a means of mitigating the limits posed by poverty.

One of the variables that contribute to a country's entrepreneurial growth is the involvement of academic institutions in the implementation of entrepreneurship education. Therefore, it is imperative that learners possess an entrepreneurial attitude to create new jobs after they have finished their studies. The more graduates who exhibit an entrepreneurial attitude, the more entrepreneurs will be produced. This, in return, can elevate the country's economic growth. However, Asmara et al.

(2016) emphasized that entrepreneurial intention is the best predictor of entrepreneurial action. It is a critical factor in establishing a business.

Meanwhile, Ramos (2014) posited that even college graduates struggle to find work following graduation due to the scarcity of available jobs and the high level of competition. This paves the way for the inclusion and intensification of entrepreneurship in the curriculum for the learners to be well educated on generating jobs for themselves. However, one must possess a high level of entrepreneurial attitude and intention to become successful in the field of entrepreneurship.

Although a considerable study had been conducted to examine the level of entrepreneurial attitude and intention among college learners, its senior high school (SHS) level implementation had only received far less attention. Likewise, a dearth of literature assesses the level of entrepreneurial attitude and intention among Accountancy, Business and Management (ABM) SHS learners. Hence, this study.

Objectives of the Study

This study sought to determine the level of entrepreneurial attitude and intention of Accountancy, Business and Management (ABM) Senior High School (SHS) learners. Specifically, it sought to determine the: (1) level of entrepreneurial attitude of ABM SHS learners in terms of (a) need for achievement; (b) need for autonomy/independence; (c) creative tendency/innovation; (d) calculated risk-taking; and (e) drive and determination; (2) level of the entrepreneurial intention of ABM SHS learners; and (3) relationship between entrepreneurial attitude and entrepreneurial intention of ABM SHS learners.

Review of Related Literature

Entrepreneurship

Entrepreneurship originated from the French term "entreprendre," which translates as "to undertake." Its objective is to initiate new commercial ventures. There are other more definitions of entrepreneurship, but none are universally accepted. The widely held belief is that entrepreneurship is defined as the act of

founding a new business. It begins with identifying economic opportunities to exploit and the capital necessary to turn those opportunities into profitable companies. It begins with an inquiry and risk management journey aimed at generating profit for the firm and generating societal good (Manisha & Singh, 2016).

Entrepreneurial Attitude

Entrepreneurs who want to prosper must make an effort to cultivate a positive mentality. Attitudes, rather than demographic features, are regarded to be a stronger predictor of career choice. It has an effect on an individual's confidence, enthusiasm, proclivity, and desire to be an entrepreneur. Geissler et al. (2011) emphasize the importance of the attitude notion as a highly predictive factor for entrepreneurial desire. Likewise, although both influence conduct, attitude and personality are inextricably linked (Florin et al., 2007). Additionally, planned behavior postulates that an individual's mood has an effect on his or her conduct through purpose (Schwarz et al., 2009).

Need for Achievement

Entrepreneurs are impelled to make decisions and are unable to give up easily in pursuit of their ambitions. In other words, individuals who want to be great entrepreneurs will face constant obstacles. This ability is referred to in psychology as the Need for Achievement (Asmara et al., 2016). According to Asmara et al. (2016), one of the personality traits that encourages individuals to pursue entrepreneurship is their desire for success. Someone who is driven by a desire to succeed has three characteristics: they are accountable for their actions, willing to take risks appropriate with their abilities, and committed to continuous learning. The desire to succeed is a critical indicator of entrepreneurial purpose. Individuals with a high need for achievement are more qualified to engage in activities or tasks that require a high level of responsibility, expertise, and effort, include some risk, and need performance feedback, in comparison to those with a low need for success. As a result, individuals with a Need for High Achievement are more inclined to pursue entrepreneurial endeavors.

Need for Autonomy or Independence

It cannot be disputed that the desire for autonomy is a necessary component of human nature (Deci & Ryan, 2015). Human beings, according to Self-Determination Theory, possess a natural curiosity in their environment and a drive to learn and expand their knowledge. Autonomy implies an internal validation of one's activities—the sense that one's actions originate with oneself and are entirely unique to oneself (Deci & Ryan, 2000). Autonomy refers to the process of defining and accomplishing one's own goals, ideas, and interests (Assor et al., 2002). This innate disposition must be expressed if the person is to be happy. External control, on the other hand, often inhibits this natural proclivity from being completely achieved. Patel (2012) asserts that entrepreneurs establish businesses for a variety of reasons, not the least of which is autonomy or independence. When people are recruited or operate under the control of others, they often perform poorly and are unable to reach their full potential. Entrepreneurs have a strong desire for autonomy and self-sufficiency. They have a proclivity for autonomy, which has been recognized as a predictor of successful entrepreneurs.

Creative Tendency

To succeed in business, one must demonstrate originality and innovation. Creativity is the proclivity to generate new ideas, alternatives, and ways of addressing problems and connecting with people. It is also the potential to produce novel ideas for resolving problems and capitalizing on new opportunities. Creativity is not intrinsic; it must be nurtured and educated. Entrepreneurs must acquire and improve this skill. According to Desai (2006), the most important characteristic of an entrepreneur is innovation. Additionally, it was shown that a link exists between a creative bent and financial success. Entrepreneurs' minds gravitate toward innovative thoughts and potential sources of innovation and change. They are continually examining established practices and developing new ones to make them more efficient and successful in terms of both time and money. Entrepreneurship is built on the concept of idea creation and development.

When an entrepreneur creates a new idea that is both feasible and efficient, he or she gains a competitive edge over current rivals. Our creativity helps us to examine approaches to improve our present business practices. It is capable of generating the most implausible ideas and innovating established techniques. Fillis (2010) observed in his research that excellent businesses are often inventive.

Calculated Risk-Taking

Calculated risk-taking implies that the innovative individual is opportunistic and seeks knowledge and expertise to determine if the opportunity is worth pursuing, which almost always involves some risk (Caird, 2013). Entrepreneurs are defined by their willingness to take calculated risks. Entrepreneurs intuitively understand that individuals who constantly play it safe do not profit. An entrepreneur who persistently chases every prospect regardless of available resources, and the cautious entrepreneur who, although taking some risks in the early stages of the firm, may seek to protect initial profits by prudent risk-taking. Calculated risk implies that risk must be assessed in advance and that the enterprise will not fail. Entrepreneurship has always been connected with risk and taking calculated risks. One of the most crucial components of an entrepreneur's success is their willingness to take risks. That is the only way for them to see their thoughts and goals come true (Allah & Nakhaie, 2011).

Drive and Determination

Entrepreneurial success requires a high level of drive and dedication. According to Miami Business Plans (2018), drive is an internal attribute that motivates an individual to accept and question the status quo. This urge is what motivates individuals to strive for greater heights. Due to their drive, humans are never satisfied with what they have and always need more. Drive motivates individuals to go beyond their comfort zone and seek out new chances that may lead them someplace. Psychologically, determination refers to a person's persistence in pursuing a goal despite challenges (Kirby et al., 2014). It is a feeling that inspires an individual to take action and culminates in the accomplishment of a goal. It also acts as a source of

motivation for the individual to pursue a specific activity with critical consequences. Self-determination, according to Self-determination Theory, is a volitional action made by individuals based on their own will, and it results from deliberate and conscious choice and decision (Nota et al., 2011). However, in the context of optimal adolescent development, self-determination encompasses more than drive; it encompasses the capacity to think for oneself and act on that idea (Catalano et al. 2004). Self-determination is about autonomy, independent thought, self-advocacy, empowerment, and the capacity to live by ideals and norms. Entrepreneurs exhibit a number of characteristics. One of these characteristics is determination. This is what distinguishes an entrepreneur. It is one of the reasons why an entrepreneur fails when he or she lacks tenacity and drive.

Entrepreneurial Intentions

It is indeed worth remembering that entrepreneurship is a manifestation of deliberate conduct (Krueger et al., 2000). This assertion might be explained by the fact that becoming an entrepreneur is considered as a deliberate and purposeful choice (Lian & Chen, 2009). Aviram (2010), for example, suggested that new firms do not emerge spontaneously or randomly and that some are purposefully cultivated. Similarly, Schlaegel and Koenig (2013) suggest in their review that entrepreneurial goals are crucial for understanding entrepreneurship because they serve as the foundation for finding, developing, and exploiting opportunities. This establishes the concept that purpose is crucial in both entrepreneurial theory and practice (Thompson, 2009). Entrepreneurial intentions of individuals are critical elements in predicting their entrepreneurial behaviour. Intentions may be a reflection of actual conduct. However, when it comes to the notion of intention, scholars do not agree on how an individual's entrepreneurial objectives should be defined (Peng et al., 2012). Entrepreneurial intention is a term that refers to a person's future ambition to own a company. Entrepreneurial ambitions, as shown by research, are critical in determining whether or not to start a new company. However, the reasons why individuals enter

business differ according to a variety of conditions.

Methods

Research Design

This study utilized a descriptive-correlational research design in its attempt to determine the level and relationship of entrepreneurial attitude and intention of ABM SHS learners. Descriptive-correlational research design characterizes the variables and the naturally occurring relationships between and among the variables (Lappe, 2000). In this study, the entrepreneurial attitude of ABM SHS learners and their entrepreneurial intention were described, and their relationships were examined.

Locale of the Study

The study was conducted in the Notre Dame of Marbel University-Integrated Basic Education Department Senior High School (NDMU-IBED SHS). NDMU-IBED SHS is a Catholic educational institution managed by the Marist Brothers, or FMS (*Fratres Maristae a Scholis*), a French-based Catholic religious order located in Koronadal City, Philippines. The institution provides Academic Track programs for SHS such as Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering, and Mathematics (STEM) strands.

Respondents of the Study

The respondents of the study were the fifty-eight (58) Grade 12 ABM learners of NDMU-IBED SHS who were officially enrolled in the First Semester, SY 2021-2022. The small sample size of the respondents was considered a limitation of the study.

Sampling Technique

The respondents of this study were mainly selected based on the purposive sampling technique. It was a non-probability sampling technique in which the researchers carefully selected the respondents with the assumption that they would be able to provide specific and rich data that are important to achieve the purpose of the study. Each respondent was

considered a single, discrete entity or statistic in this study.

Research Instrument

The research questionnaire adapted from the studies of Abun et al. (2017), Fitzsimmons and Douglas (2005), Ramos (2014), and Asmara et al. (2016) was utilized in this study to determine the level of entrepreneurial attitude and the entrepreneurial intention of ABM SHS learners. The questionnaire was composed of two sections: (1) entrepreneurial attitude and (2) entrepreneurial intention. The entrepreneurial attitude section of the questionnaire was divided into sub-sections, namely; (a) need for achievement with nine (9) indicators; (b) need for autonomy/independence with eight (8) indicators; (c) creative tendency/innovation with eight (8) indicators; (d) calculated risk-taking with eight (8) indicators; and (e) drive and determination with eight (8) indicators.

On the other hand, the entrepreneurial intention section has nine (9) indicators. Overall, the research questionnaire was composed of fifty (50) indicators. The research questionnaire was subjected to content and face validation before the data gathering.

A 5-point Likert scale shown in Table 1 was used to describe and interpret the results of the ABM SHS learners' level of entrepreneurial attitude and intention.

Table 1. *Rating Scale for the Entrepreneurial Attitude and Intention*

Rating Scale	Range	Interpretation
5	4.21–5.00	Very High
4	3.41– 4.20	High
3	2.61–3.40	Moderate
2	1.81–2.60	Low
1	1.00–1.80	Very Low

Note. Pimentel (2010)

Data Gathering Procedure

The researchers initially wrote a permission letter explaining the purpose and nature of the study to the Director and School Principal of NDMU-IBED SHS. Subsequently, with the ap-

proval of the request to conduct the study, a letter of invitation, an informed consent form, and the questionnaire were sent online to the respondents using the Google form. The goal and their participation in the research were also explained to them.

Ethical Consideration

The researchers conducted this study in complete accordance with established research protocols. The researcher ensured that the respondents approved the computerized informed consent form. The participants were informed that their participation would be voluntary, private, and confidential and that their identities would remain anonymous. Additionally, participants were informed that the data gathered would be utilized solely for academic purposes and would be kept with the utmost confidentiality.

Data Analysis

To conduct an objective analysis of the gathered data, the researchers utilized descriptive statistics such as **means** to determine ABM SHS learners' level of entrepreneurial attitude and intention. An exploratory analysis of the gathered data was initially employed for the inferential statistics, i.e., the normality test. Results showed that the data were not normally distributed. Hence, a nonparametric test - **Spearman's correlation** was utilized to measure the strength of the relationship between the entrepreneurial attitude and intention of ABM SHS learners.

Table 2 below was used to interpret the strength of the relationship between the two variables.

Table 2. Spearman's Correlation Interpretation

Correlational Size	Interpretation
±.90 to ±1.0	Very High Positive/Negative Correlation
±.70 to ±.90	High Positive/Negative Correlation
±.50 to ±.70	Moderate Positive/Negative Correlation
±.30 to ±.50	Low Positive/Negative Correlation
±.00 to ±.30	Negligible Correlation

Results and Discussion

Level of Entrepreneurial Attitude of SHS Learners

This study sought to determine the level of entrepreneurial attitude of ABM SHS learners in terms of (a) need for achievement; (b) need for autonomy/independence; (c) creative tendency/innovation; (d) calculated risk-taking; and (e) drive and determination. Means were computed and interpreted. The level of entrepreneurial attitude of ABM SHS learners is presented in Table 3.

Based on Table 3, the results showed that ABM SHS learners were generally high driven

and determined ($M = 4.04$). This indicated that they wanted to take chances to succeed, and when they make plans to do something, they always do what they plan. They also have a high belief that getting what they want has little to do with luck, and what happens to them in life is not determined by other people. They believe that they have to work hard, and they do not need to please people with control over them to get what they want. For them, success is not determined by the place and time; being successful results from working hard.

Table 3. Level of Entrepreneurial Attitude of ABM SHS Learners

Entrepreneurial Attitude	Mean	Interpretation
Need for achievement	3.86	High
Need for autonomy/independence	3.27	Moderate
Creative tendency/innovation	3.31	Moderate

Entrepreneurial Attitude	Mean	Interpretation
Calculated risk-taking	3.65	High
Drive and determination	4.04	High
Overall	3.63	High

Note. 4.21-5.00 = Very High 1.81-2.60 = Low
3.41-4.20 = High 1.00-1.80=Very Low
2.61-3.40 = Moderate

Likewise, the need for achievement ($M = 3.86$) and calculated risk-taking ($M = 3.65$) registered high entrepreneurial attitude levels. This implied that the ABM SHS learners have a high set of goals rather than easy ones and that they usually defend their point of view if someone disagrees with them. They were also thinking more of the present and the future than the past. For them, it is more important to do a job well done rather than to try to please people, and they take responsibility for themselves rather than be dependent on others. They like challenges that stretch their abilities rather than things that they can do easily, and they will not easily leave a task until they get a result.

On the contrary, they can easily get annoyed when people are not on time to work, and they need to focus too much to accomplish assignments and tasks. Likewise, the ABM SHS learners were risk-takers. They will take the risk if the chances of success are high. They also like to start new projects even if it takes some risks because when they have to set their goals, they will proceed even if it is not certain that they will achieve them. If there is a chance of failure, they will still try to do so again.

It can also be deduced from Table 3 that the ABM SHS learners showed a moderate entrepreneurial attitude toward the need for autonomy/independence ($M = 3.27$) and creative tendency/innovation ($M = 3.31$). This suggested that the ABM SHS learners moderately prefer to work independently but like to do things unconventionally. They also moderately prefer sudden changes for they cannot easily adapt, and they can just moderately handle many things simultaneously.

Generally, the level of entrepreneurial attitude of ABM SHS learners was regarded as "high" ($M = 3.63$). This indicated that the learners possessed high entrepreneurial spirits to establish their businesses. Robinson et al. (1991) posited that attitude influences confidence, enthusiasm, inclination, and aspiration toward entrepreneurship.

Level of Entrepreneurial Intention of ABM SHS Learners

This study also sought to determine the level of the entrepreneurial intention of ABM SHS learners. Means were computed and interpreted. The level of the entrepreneurial intention of ABM SHS learners is presented in Table 4.

Based on Table 4, the level of the entrepreneurial intention of ABM SHS learners registered an overall mean of 3.84. This indicated that they have high entrepreneurial intentions. Thus, they have a high intention of putting up their own business or being an entrepreneur. Schlaegel and Koenig (2013) stated that entrepreneurial intentions are critical for understanding entrepreneurship since they serve as the starting point for identifying, generating, and exploiting possibilities.

The high level of entrepreneurial attitude and intention results in this study could be attributed to the nature of the respondents. Since the respondents of this study were ABM SHS learners whose curriculum is inclined toward the business field; hence, they might already have an intrinsic and favorable disposition toward entrepreneurship.

Table 4. *Level of Entrepreneurial Intention of ABM SHS learners*

Indicators	Mean	Interpretation
My professional goal is to become an entrepreneur.	3.83	High
I will make every effort to start and run my own business.	4.07	High

Indicators	Mean	Interpretation
I am determined to establish business in the future.	4.14	High
I have thought of a business already that I feel I can be successful to manage it.	3.79	High
I am ready to do anything to be an entrepreneur.	3.74	High
Having a business of my own make me financially well-off.	3.86	High
Being an entrepreneur would make me great.	3.90	High
I have ideas about how to start a business in the future.	3.72	High
It is easy for me to develop business ideas and plans.	3.47	High
Overall	3.84	High

Note. 4.21-5.00 = Very High 1.81-2.60 = Low
 3.41-4.20 = High 1.00-1.80=Very Low
 2.61-3.40 = Moderate

Relationship Between Entrepreneurial Attitude and Intention of ABM SHS Learners

This study also sought to determine the extent of the relationship between the level of the entrepreneurial attitude intention of ABM SHS learners. An exploratory data analysis was initially employed, i.e., a normality test. Results showed that the data were not normally distributed ($p=0.000$). Hence, a nonparametric test - Spearman's correlation was utilized to

measure the strength of the relationship between the entrepreneurial attitude and intention of 58 ABM SHS learners. Table 5 shows the relationship between entrepreneurial attitude and intention of ABM SHS learners.

Based on Table 5, there was a statistically significant moderate positive correlation between the entrepreneurial attitude and intention with a correlation coefficient = 0.5624, $p=0.000$.

Table 5. Correlation between Entrepreneurial Attitude and Intention of ABM SHS Learners

		Attitude	Intention
Attitude	Correlation Coefficient	1.0000	0.5624*
	Sig. (2-tailed)		0.000
	N	58	58
Intention	Correlation Coefficient	0.5624*	1.0000
	Sig. (2-tailed)	0.000	
	N	58	58

Note. * means Correlation is significant at the 0.05 level of significance.

Legend:

- ±.90 to ±1.0 = Very High Positive/Negative Correlation
- ±.70 to ±.90 = High Positive/Negative Correlation
- ±.50 to ±.70 = Moderate Positive/Negative Correlation
- ±.30 to ±.50 = Low Positive/Negative Correlation
- ±.00 to ±.30 = Negligible Correlation

The moderate positive correlation between ABM SHS learners' entrepreneurial attitude and intention agrees with the previous research findings (Abun et al., 2017; Asmara et al., 2016). For instance, Venesaar (2006) posited that the attitude of an entrepreneur is correlated positively to starting a new venture in the near future. Likewise, Karabulut (2016)

conducted a study on personality traits and their effect on entrepreneurial intention among Turkish learners. The results of his study revealed that the learners' attitude toward entrepreneurship showed a positive correlation to the learners' entrepreneurial intentions.

Meanwhile, Phuong and Hieu (2015), in their study on the predictors of entrepreneurial

intentions of undergraduate learners in Vietnam, found out that risk-taking propensity, creativity, and personality traits, such as locus of control and need for achievement, had a strong influence on the intention of the learners to start a new venture in business.

Conclusions

Based on the findings of the study, a high level in the entrepreneurial attitude of the ABM SHS learners was observed. Specifically, its components such as the need for achievement, calculated risk-taking, and drive and determination registered a high level, while a moderate level was observed in need for autonomy/independence and creative tendency/innovation. Likewise, a high level of entrepreneurial intention among ABM SHS learners was registered. Meanwhile, the assessment of the correlation between the entrepreneurial attitude and intention of ABM SHS learners revealed a moderate positive correlation. This implied that the entrepreneurial attitude of the ABM SHS learners could be used as a viable predictor of their entrepreneurial intention.

Recommendations

Due to the researchers' limitations and constraints throughout the conduct of the study, the data obtained may be insufficient to provide a comprehensive conclusion on a broader level. Hence, the researchers recommended to (1) conduct a similar study on a broader scope to improve the reliability and practicability of the results; and (2) since the sample size was limited and only exclusive among ABM SHS learners; hence, it is suggested that other SHS strands be included to have a general overview of the entrepreneurial attitude and intention of SHS learners. While the current study may be limited to only a few respondents, this study could serve as a baseline for succeeding studies on entrepreneurial attitude and intention.

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