

## Entrepreneurial Intention and Influence for Entrepreneurial Engagement of Student Entrepreneurs

**Calvin J. Caliat** 

Faculty, General Education, Secretarial and Office Management Department College of Arts and Sciences  
Mindanao State University – Tawi-Tawi College of Technology and Oceanography

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### Abstract:

Entrepreneurship through entrepreneurial intention is vital to students, allowing them to live independently and provide for their daily personal and school expenses. This study identifies the EI and its influence on the entrepreneurial engagement of student entrepreneurs on campus. A descriptive method was employed using a survey questionnaire to gather data from the respondents. This research used snowball sampling to identify the primary respondents. Results indicate that using their skills and increasing personal income or allowance are the primary intentions of the respondents for business engagement. Their family background and peer power influence the students in entrepreneurship. The result of this study provides a basis for our curriculum and examples in every activity. In addition, the challenge of the university is to assist the student entrepreneurs in continuing their entrepreneurial engagement to be independent, create opportunities, and transform lives for and in the community.

**Keywords:** Entrepreneurship, Entrepreneurial Intention, Entrepreneurial Influence, Student Entrepreneurs, Entrepreneurial Engagement

### 1. Introduction:

There are empirical solutions to address various community problems and target the 2030 agenda for sustainable development goals by the United Nations member states in 2015, especially SDGs No. 1, no poverty, and No. 8, decent work and economic growth through entrepreneurship. The importance of entrepreneurship positively connects with economic development (Savrul, 2017), economic growth (Mauchi et al., 2011; Sheik & Anshur, 2012), productivity (Urbano & Aparicio, 2015) and gender development (Starchenko, 2020). It generates self-employment (Munaiwa, 2013), creates employment (Choudhury & Easwaran,

2019), minimizes unemployment (Sondari, 2014), creates income (Llisterra et al., 2006), upholds innovation (Porkodi & Saranya, 2023), resolves high supply of college graduates (Karimi et al., 2013), increases female empowerment (Warnecke, 2013; Sidratulmunthah et al., 2018) and gender equality (Kargwell, 2012; Sarfaraz et al., 2014).

In order to help the community through student entrepreneurship, the behavior of the entrepreneurs towards entrepreneurship must be explained with the help of Theory of Planned Behavior. The TPB is one of the most cited framework for understanding human social behavior (Ajzen, 2012; Krueger & Brazeal, 1994). However, there

are studies conducted by various scholars to assess the factors that influence EI of the university students. EI towards entrepreneurship has strongly influenced by cognitive and personality factors, such as self-efficacy, desire for achievement, individual attitudes and behavioral control (Biswas and Verma 2021). There are other elements such as previous experience, family background, regional culture and government support that influence the EI of the students (Tiwari et al. 2020).

With this study, the main objective is to identify the primary intention of the students entrepreneurs. In addition, it also assess the principal influences of the student entrepreneurs' decision to venture in the market.

### 1.1 Entrepreneurship:

Entrepreneurship is a comprehensive discipline interconnected with other disciplines, taught more than a business investment (Chigunta et al., 2005) and the value of life (Kayne & Altman, 2005). It is a mainstream curriculum in higher education (Canziani & Welsh, 2019) and a component of a business discipline (Diandra & Azmy, 2020) that educates individuals to have career options for creating value (Lackéus, 2015) and taking the initiative to engage in business (Chigunta et al., 2005).

Entrepreneurship is complex and multifaceted. It is vital to economic development and growth (Warnecke, 2013). It is a method for creativity, innovation, and enterprise development and growth (Workie et al., 2019) that results in more significant economies for the benefit of society (Kritikos, 2014) and creates competition in the market (Farid, 2007). In Chinese higher education institutions, entrepreneurship among graduates is highly recommended as an answer to the increasingly competitive job market (Hu & Ye, 2017).

### 1.2 Entrepreneurship Intention:

EI is the beginning stage of any decision to venture into business, so it is an essential indicator for future engagement, as opposed to attitudes, traits, demographic models, and external factors (Jumamil et al., 2017). It is defined as the self-inner conviction of a person that they are willing to take

risks for a new enterprise (Ridha & Wahyu, 2017). It uncovers new findings on the compound of entrepreneurial behavior (Contreras-Barraza et al., 2021)

In the study, an entrepreneurial attitude directly influences EI (Taneja et al., 2023). The result has a strong positive relationship between perceived behavior control and personal attraction to EI. Furthermore, a moderately significant connection was found between perceived subjective norms and social valuation with the students' EI (Al-Shammari & Waleed, 2018). However, there is no major correlation between perceived behavioral control (Shah & Soomro, 2017), subject norm (Lee-Ross, 2017), and attitudes (Ahmed et al., 2017) with EI (Cabanada et al., 2022).

The study by Farrukh et al. (2019) showed that the attitudes toward entrepreneurship and perceived behavior correlated with individualism and EI. It was, in turn, influenced by perceived utility, creativity, and entrepreneurial experience (Miranda et al., 2017); perceived desirability (Zhang et al., 2014); occupational choice (Franco et al., 2010); perceived capacity (Teixeira et al., 2018)

Furthermore, entrepreneurial motivation (EM) and creativity have a robust relationship with EI but no significant correlation between emotional intelligence and EI (Al-Tekreerti et al., 2023). Learning motivation and personal innovativeness substantially implicitly affect EI-centered human capital (Aboobaker et al., 2023). The increasing autonomy support positively influences EI. In addition, there is a positive relationship between class satisfaction, curiosity, and EI (Puerta-Sierra & Puente-Diaz, 2023).

Students' EI is affected by both significant predictors: entrepreneurial self-efficacy (ESE) (Pruett et al., 2009), entrepreneurial passion (EP) (Muzaffar, 2021), and entrepreneurial alertness (Hu & Ye, 2017). ESE and EE positively impact EI (Putri & Widiyanti, 2022). Passion and EE, which are mediated by self-efficacy, have a strong positive connection with EI (Boutaky & Sahib Eddine, 2023). With the study of Ngek Neneh (2022), passion positively influenced EI and self-

efficacy. However, EP had a positive indirect effect on EI through ESE. EI has a strong relationship with attitudes toward entrepreneurship and perceived behavioral control. EE does not directly affect EI (Duong, 2022).

EE positively correlates with students' EIs (Hoang et al., 2023; Sahputri et al., 2023). EE has a beneficial association with EI. EM mediates EE and EI (Hassan et al., 2021). Sustainable EE has an insignificant influence on sustainable EI, driven by attitude and propensity (Agu et al., 2021). EE has no moderating effect on the relationship with EI on students from low income (Cavalcante et al., 2022). EI is influenced by individual factors, including self-efficacy, risk propensity, and need for power. However, educational support does not impact it (Maheshwari, 2021).

There was an issue with discussing the impact of educational programs on EIs and learning (Shih & Huang, 2017). The analysis by Herman (2019) showed that family background and entrepreneurial personality traits positively influence but not the participation of EE in the EI among engineering students. Moreover, a positive contribution of entrepreneurship education (Zhang et al., 2014; Martinez-Gregorio et al., 2021) and a need for independence (Barba-Sanchez & Atienza-Sahuquillo, 2017; Laudano et al., 2019) are the critical predictors for EI. However, EE through an entrepreneurship curriculum has a small relationship with the students' interest in EI (Awaah et al., 2023).

As evidenced by the study by Boldureanu et al. (2020), the entrepreneurial program has directly influenced the attitudes and intentions of students for entrepreneurial ventures, which also leads to additional perceptions of the benefits and higher income.

In addition, EE and opportunity recognition are directly influenced by EI. Moreover, the attitude moderates the connection with EI (Anwar et al., 2021). EE directly correlates with EI and has a more significant indirect effect on EI through ESE (Pan & Lu, 2022). However, EE weakened the

relationship between the attitude toward EI and behavior (Tran et al., 2024).

Participation in EE, including networking and coaching activities, is more in demand and necessary for EI than lectures and seminars (Küttim et al., 2014). However, lectures differ between classrooms and business conferences. Sharing entrepreneurs' experiences has a beneficial relationship with ESE (Abaho et al., 2015). Moreover, the students who took entrepreneurship subjects have a higher level of EI (Gerba, 2012) than those with little or no prior exposure to decreased ESE (Cox et al., 2002).

### 1.3 Influence to Engage:

It is crucial to identify who influences the student-entrepreneurs to engage in business. Family, friends, experience, training, university, and other external factors influence student engagement. Peer, institutional, and family support positively contribute to EI (Martins et al., 2023).

Whether biological or adoptive, entrepreneurial parents are primary mediators in transmitting EIs to their offspring (Lindquist et al., 2015); similarly, they significantly contribute to the influence of entrepreneurial pursuit (Pablo-Lerchundi et al., 2017; Soares et al., 2022). Business mothers in the United States influence their children to engage (Vistaprint, 2018).

The entrepreneurial performance of the parents (Criaco et al., 2017) and entrepreneurial family background (Georgescu & Herman, 2020) affected the entrepreneurial career intentions of their children. However, the study of Pham & Le (2023) revealed that family support negatively moderates the effect of EE on ESE and EI. In addition, student experience and business friends are statistically insignificant with EI (Sahputri et al., 2023).

Aside from family, social support influences positively with EI (Vladasel et al., 2020). It indirectly moderates the effect of EP on EI through ESE (Ngek Neneh, 2022). Peer power is associated positively with EA towards entrepreneurship (Kumar & Das, 2019) and increases the percentage with EI (Soares et al., 2022; Pophal, 2023).

Social pressure is the key indicator of EI for master students, while Entrepreneurship Education Program students are influenced by perceived control behavior (Ahmed et al., 2017). The socio-cultural dimension also shapes the EI of the students (Pruett et al., 2009; Patricia & Silangen, 2016; Pérez-Macías et al., 2019). The student's perspective on multiculturalism has a positive effect on EI with a mediator of psychological capital (Maslakci et al., 2021)

This research study identifies the EI and influences the decision to engage in entrepreneurial activities among the university's student entrepreneurs. The result contributes insight and information that augment the topics in the course subject syllabus. It also provides ideas on how to help student entrepreneurs continue their business ventures and achieve their short-term goals.

## 2. Materials and Method:

This research employs a descriptive design. The survey method was used to collect the data through a structured questionnaire for university student entrepreneurs, who were the primary research respondents. The survey questionnaire has two

pages and three parts, including the demographic profile, the business owner profile, and the respondents' intentions. All items were measured using a checklist. This research employs frequency and percentage analysis to analyze the data.

The university does not have a list of student entrepreneurs; therefore, this survey research uses a snowball sampling technique, wherein the participants assist the researchers in identifying other potential respondents (OSU, 2010). There were 54 respondents in total from different colleges in the university.

## 3. Results and Discussion:

### 3.1 Profile of the Respondents:

Most of the respondents are female (59%). 37% were male, and 4% were members of the LGBTQ community (Figure 1). The average age is 23.36 years (Figure 2). Reflected in Figure 3 is the parents' occupation of the respondents; some mothers are full-time housewives (34%), and others are in the government (23%). Regarding the father's occupation of the respondents, no husband manages the household. They are government employees (18%) and farmers (13%).

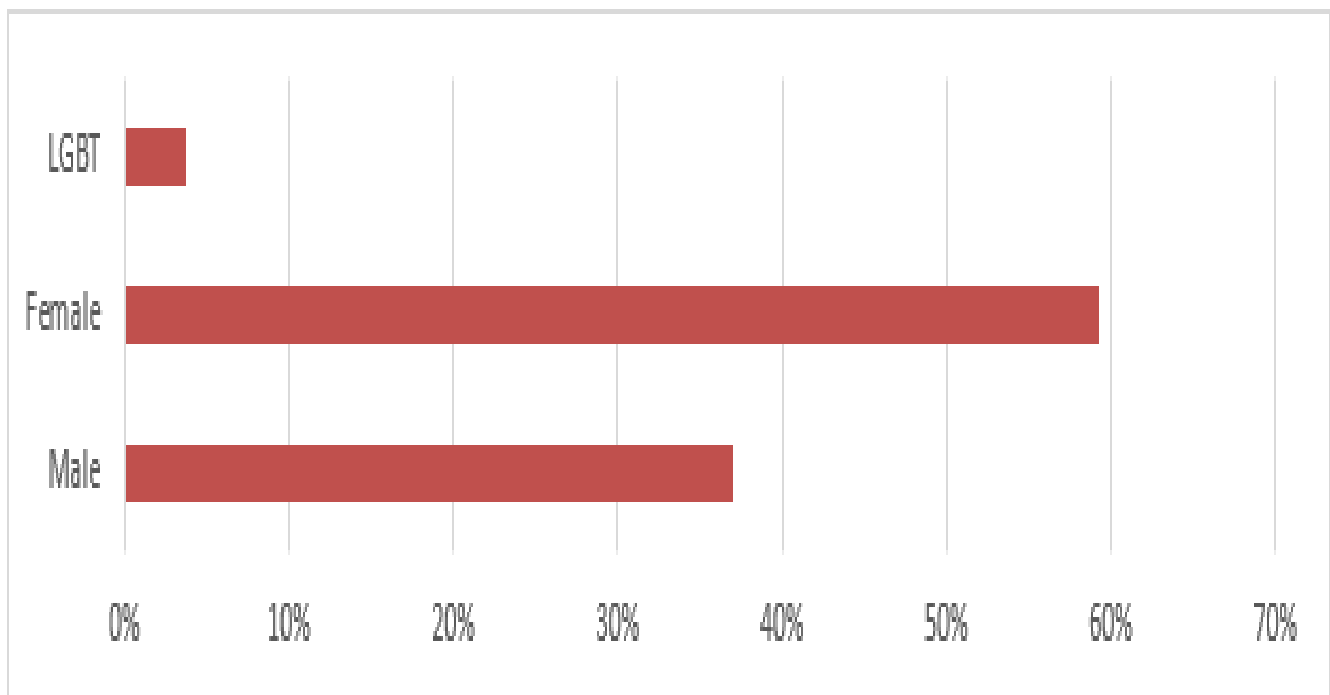
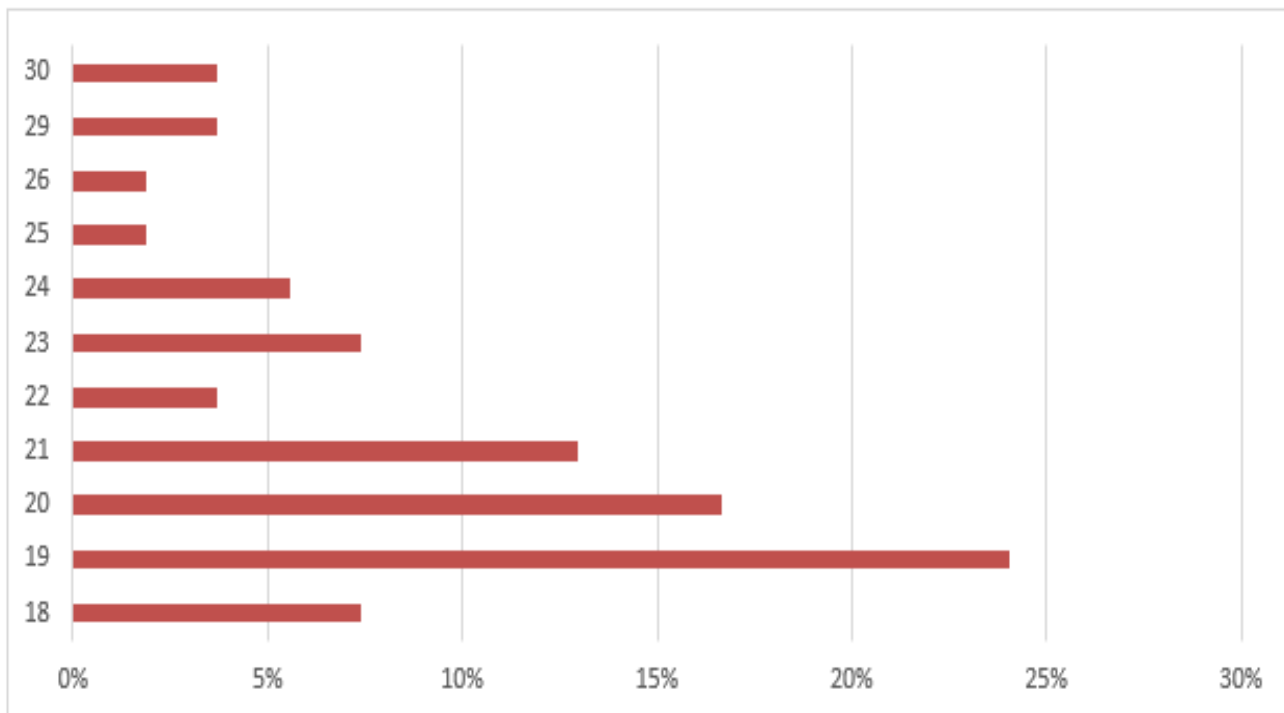
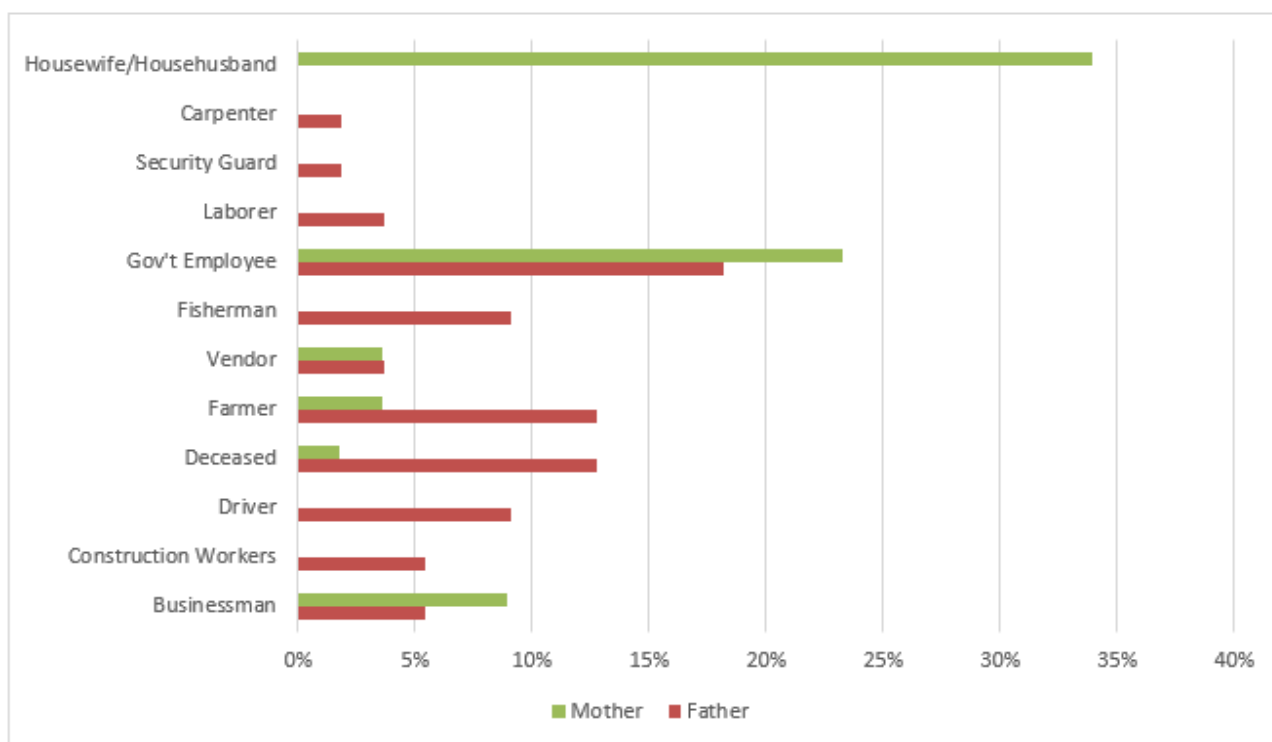


Figure 1. Distribution by Gender



**Figure 2. Distribution by Age**



**Figure 3. Parents' Occupation**

**3.2 Business Profile of the Respondents:**

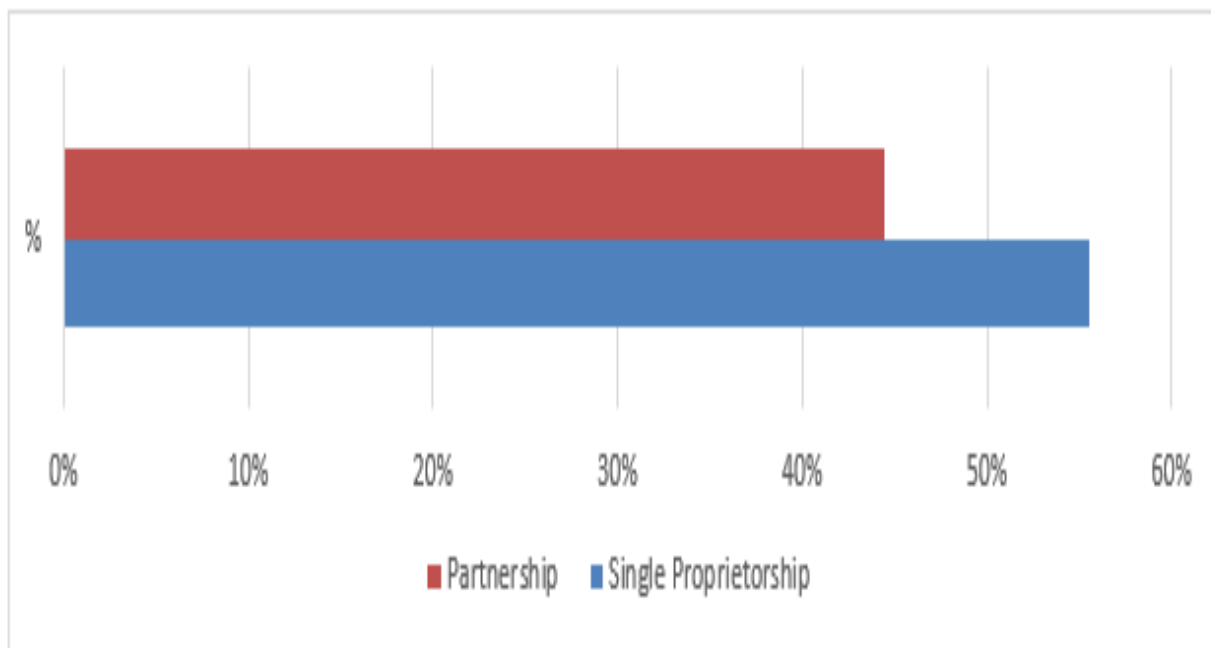
**Forms of Business**

Businesses are economic transactions that supply goods and services to the target market, where the primary goal is profit (Valencia & Roxas, 2014). Three forms are

enumerated in the book of Metropolitan State University (2004), including sole proprietorship, partnership, and corporation. A single proprietorship is an individual's most straightforward form of business management (Rumley, n.d.). A partnership is a flexible form that runs the organization by two or more persons as co-

owners (ISUEO, 2016). At the same time, the corporation is managed with no limit to the number of stockholders with a high ability to raise capital (Habaradas & Tullao, 2017). In the study,

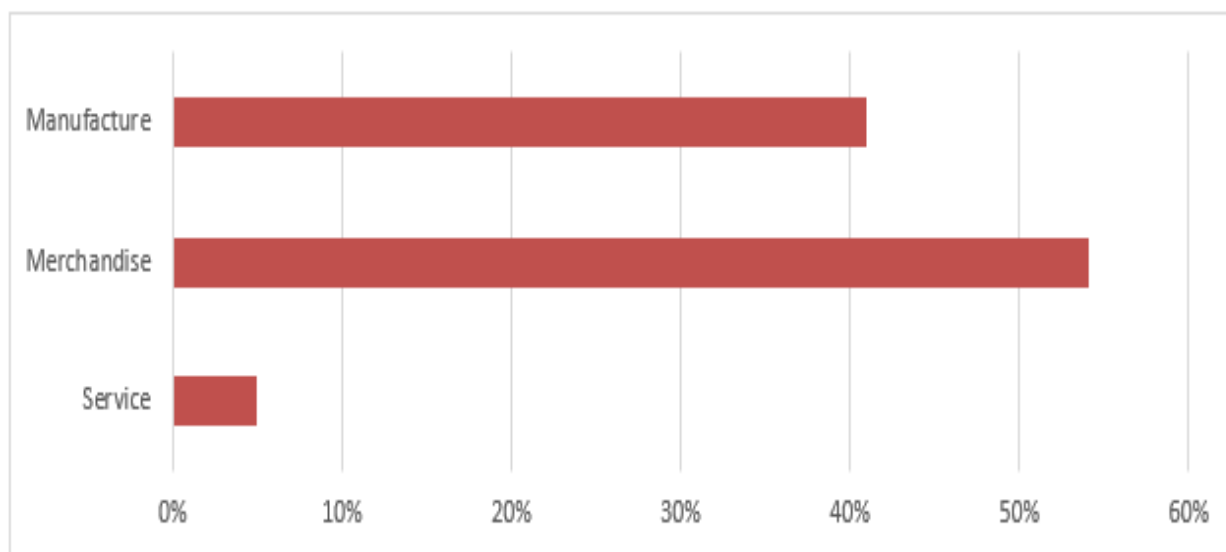
most business enterprises are managed by a single proprietorship (56%). 44% are managed by partners (Figure 4). The participants were involved in business for an average of three years.



**Figure 4. Respondents' Forms of Business**

Primary Activities in Business

Business involves three primary activities: services, merchandising, and manufacturing. Services are primarily intangible economic activities that generate income (NCERT, n.d.). Merchandising involves on-store and in-store promotion (Buttle, 2007) for buying and selling (Valencia & Roxas, 2014). Manufacturing makes a final product from raw materials (Kenton, 2024). In this study, the student entrepreneurs engage in merchandising with 54% (Figure 5). They have also ventured into manufacturing with 41% and service with 5%. For service, respondents are venturing into photography and transportation services.

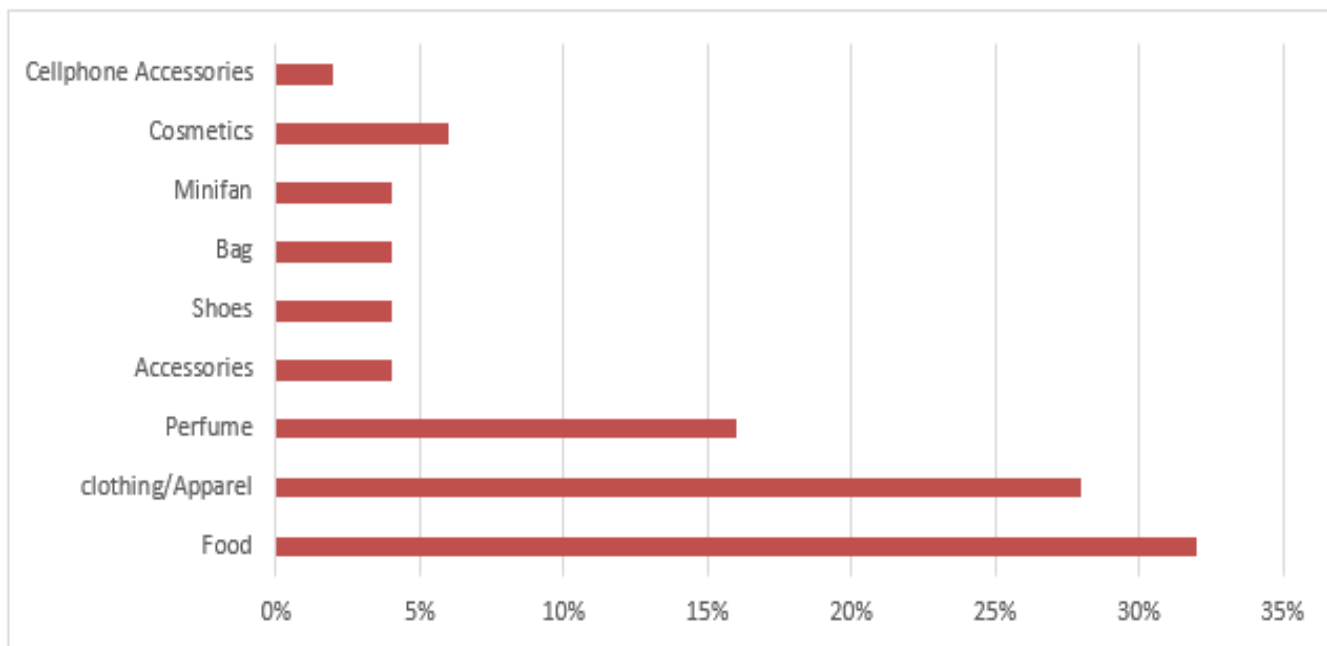


**Figure 5. Primary Activities of Respondents' Business**

Product Sold by the Student-Entrepreneurs

Most of the students were more engaged in trading. This study identified a list of products that are usually sold by the respondents (Figure 6). Most of

the respondents were selling food (32%) and clothing or apparel (28%). There were 16% selling perfume.

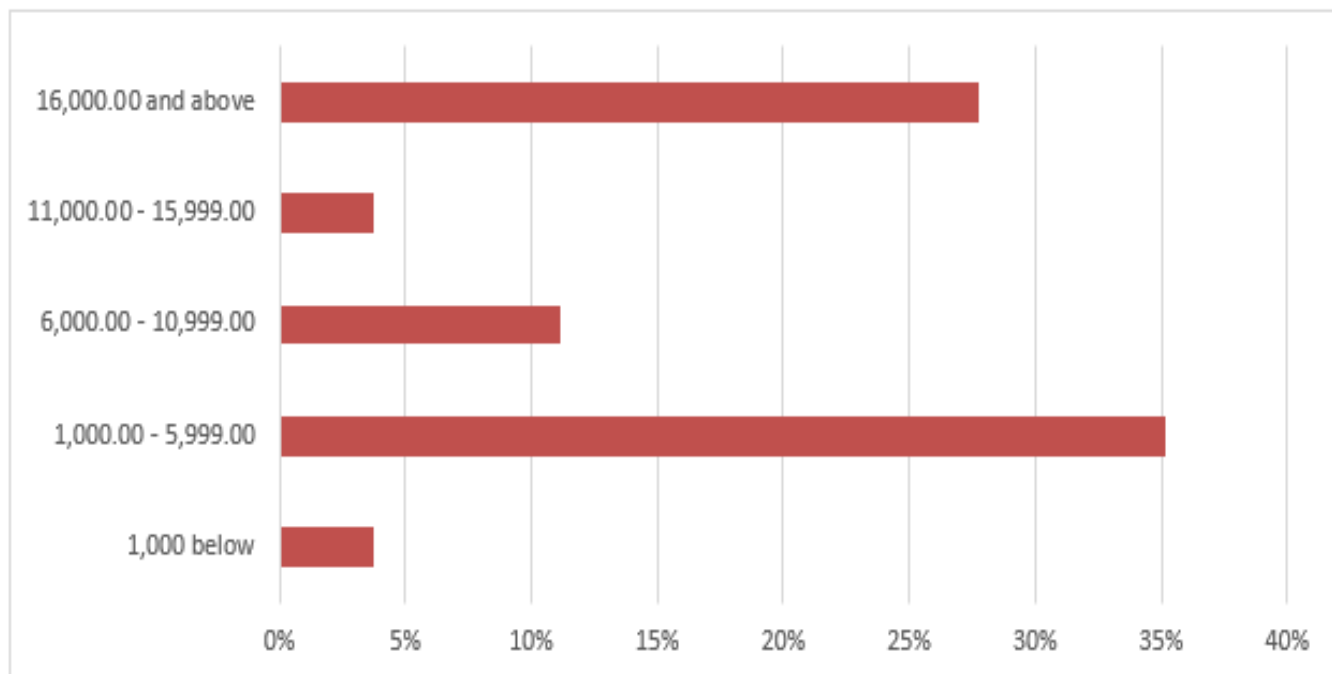


**Figure 6. Product Sold by the Student-Entrepreneurs**

**Estimated Monthly Sales by the Respondents**

Sales refers to revenue from the cash inflow of economic activities not netted by expenses. It is the amount received through the ordinary business

transactions (Chauhan, 2013). For this study, the respondents gained an estimated sales revenue (Figure 7) of PhP 1,000.00—PhP 5,999.00 (35%), followed by PhP 16,000.00 and above with 28%.



**Figure 7. Estimated Monthly Sales**

**Product Made by the Respondents**

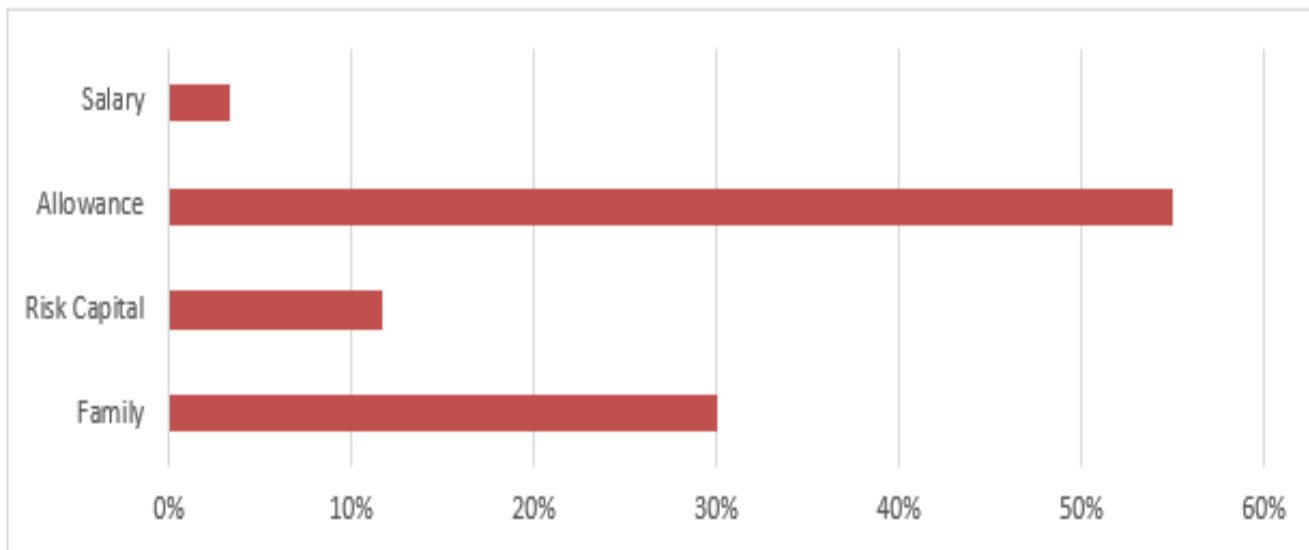
Manufacturing is the process of converting raw materials, components, or parts into designed

goods or products to satisfy customers and gain profit (Huang et al., 2024). In this study, all respondents manufactured food as their product for selling.

### Sources of Capital

Identifying the source of capital investment among the respondents when starting their business venture is essential. Capital investment is used to purchase equipment, materials, and other things to

fund the business operation (Boehlje & Ehmke, n.d.). For this study, Figure 8 reflects the source of capital of the students. Entrepreneurs sourced their investment for entrepreneurial activities from allowance (55%), family (30%), and risk capital (12%).

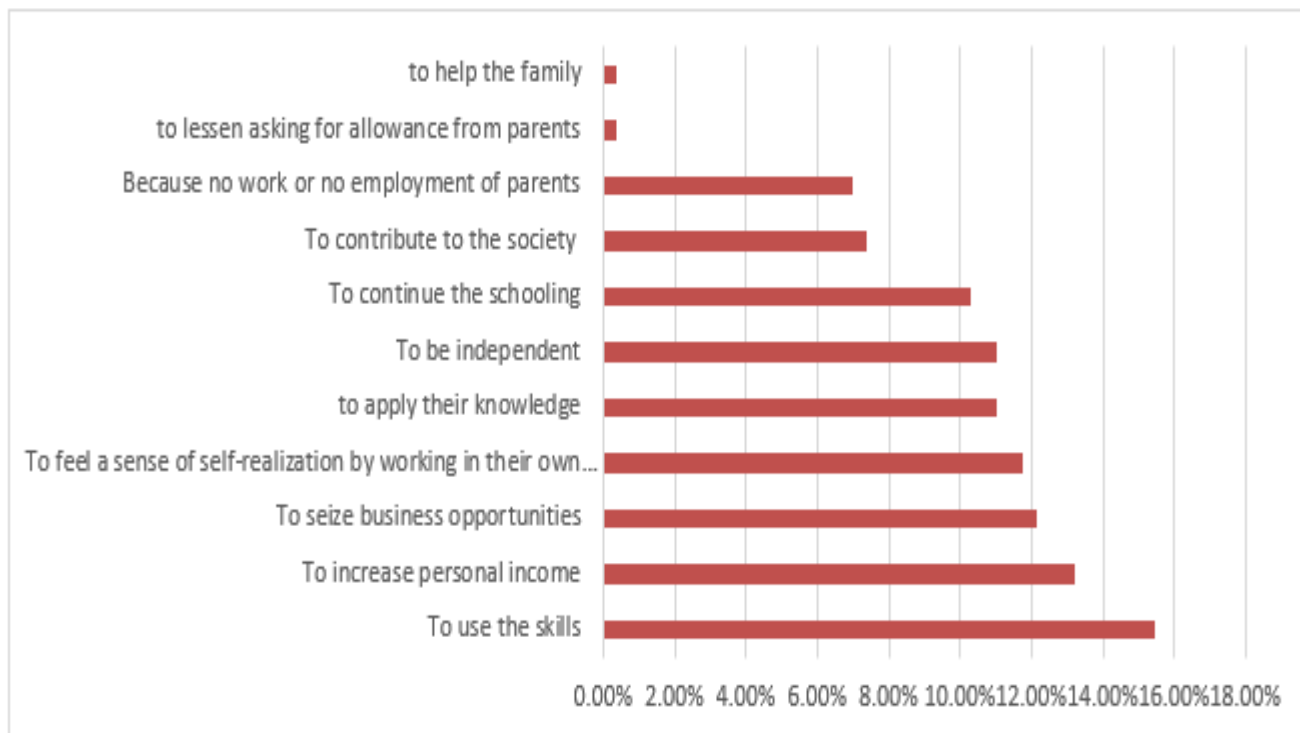


**Figure 8. Sources of Capital**

### 3.3 Entrepreneurial Intention:

EI is the desire and motivation to work hard and be strong-willed to achieve goals (Rakib et al., 2020). 15.44% of the respondents agree that their intention

to engage in business is to use their skills and increase them (13.24%) (Figure 9). 12.13% and 11.76% say they want to seize business opportunities and feel a sense of self-realization by working in their own venture, respectively.



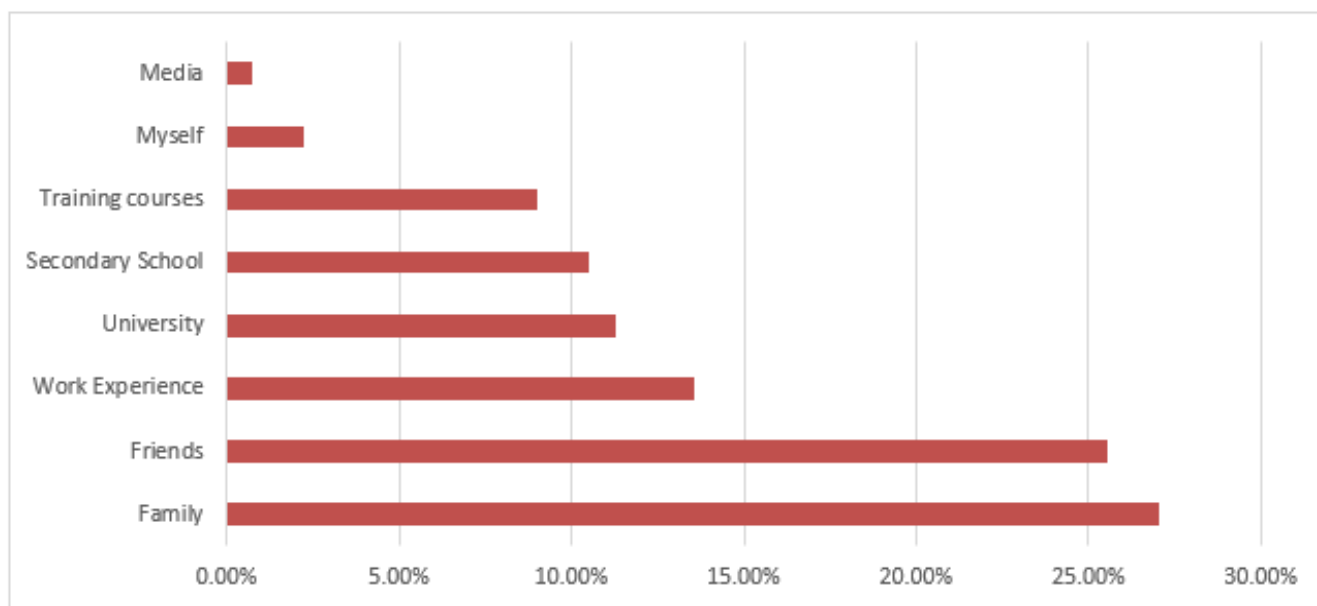
**Figure 9. Entrepreneurial Intention**



### 3.4 Influence on Entrepreneurial Engagement:

It is also essential to identify the primary influence of the respondents on their start-up intention. Their

family (27.07%) and friends (25.56%) influence their decision to engage with business. Their work experience (13.53%) helps them gain knowledge and business skills for engagement.



**Figure 10. Influence for Entrepreneurial Engagement**

### 4. Conclusion:

This research study aims to identify the EIs of the student entrepreneurs on campus. Aside from intention, the study determines the primary influencer among the respondents to engage in business. According to Donaldson (2019), there are characteristics of student entrepreneurial intention that drive student entrepreneurship. These characteristics include age and gender.

Age affects the decision to pursue entrepreneurial engagement. This research study agrees with Schimperna et al.'s (2022) study that age is the feature affecting student entrepreneurship. Teenagers engage in business because they want to use their skills. Past experiences and way of life are factors that influence the respondents' entrepreneurial engagement. Poverty influences them to engage in business. Furthermore, family and work experiences influence them to venture into entrepreneurship.

According to Shirokova et al. (2016), there is a small rate of gender difference in entrepreneurship. This study agrees with what aspects of student

entrepreneurs influence them to engage. Among females, males, and members of the LGBTQ+, family is the primary influencer in entrepreneurial engagement. However, there is the exact intention among them.

Overall, the results show that the top reason for their entrepreneurial activity is to use their skills. Skills are sourced from their experiences in their work and from their parents. Some of their parents are ventures in business and vendors. The participants experienced the kind of living that applies to their own. Besides using skills, the respondents want to increase their money to cover their daily expenses and support their school projects to ensure they can continue their schooling. In addition, the students seize business opportunities in the market community. Hence, to ensure that they can stand alone in their life adventure, the students are investing in entrepreneurial activity to support their parents from the school expenses and to feel a sense of self-realization by working in their venture.

Moreover, it is essential to identify the power of influence in transmitting the EI to the

entrepreneurs. In the study, the intention of the start-up was influenced by their parents. Parents are vital mediators for the intergenerational transmission of entrepreneurship. Most people are fishermen, and the parents and people are fishermen, and the parents and their offspring usually sell their catch in the market. It is evidence that there was a mentorship of entrepreneurial activity to their offspring.

This research study provides facts for the university to organize student entrepreneurs and assist them in training, seminars, and workshops regarding entrepreneurial engagement. Education from training courses, universities, and secondary education can provide not only theories but also learning skills that students can apply in the real world. The output also provides additional information that is attached to the curriculum and examples in every activity.

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