

Entrepreneurial Abilities and Attitude of Business Students as Determinants of their Interest in Starting a Business

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ABSTRACT

Studying personal characteristics plays a great influence in understanding entrepreneurial abilities and entrepreneurial attitude which are considered as varying factors in determining entrepreneurial interest as shown in several studies. Abilities are those which all individuals need for personal fulfillment and development and social inclusion and employment such as cognitive and non-cognitive abilities whilst entrepreneurial attitude is someone's traits and behavior on the personal desirability in creating an enterprise. This study aims to assess if entrepreneurial abilities, both cognitive and non-cognitive skills, and attitude towards entrepreneurship significantly influence business students' interest to start a business. This research utilized the descriptive research design. A researcher-made questionnaire was used as the main data gathering tool. The same instrument was pilot tested to check its internal consistency. Validity was determined through the assessment of the three experts consulted for the said purpose. A random sampling design was utilized in this study which led to involve 265 respondents from the four member schools of the private education network. Multiple linear regressions were used to determine the statistical significance of the influence that was tested. The results proved that both entrepreneurial ability and attitude towards entrepreneurship significantly influence student's interest to start a business. Specifically, cognitive skills, and Self-efficacy, Social Orientation, and Motivating as non-cognitive skills are significant influencers to starting a business while Pro-activity is not found to have the same influence on the same. Finally, the study concludes that overall attitudes towards entrepreneurship significantly influence a student's decision to start a business. Calculated risk and need for achievement is found to have a significant influence on the intention to start a business while autonomy, creative tendency and drive and motivation were not found significant.

Keywords-- Cognitive Skills, Entrepreneurship, Entrepreneurial Attitude, Non-Cognitive Skills

the promulgation of small-medium-sized enterprise (SME) policy have become an important development prescription towards legal regulation or even towards usual recommendation in investing. The practice of starting a new organization or revitalizing mature organizations emerge in response to identified opportunities (Eroglu 2011) and a drive towards entrepreneurial endeavours as affirmed by Drucker who says that entrepreneurship is risky and it is a practice that starts with action and creation of the organization.

The characteristics and environment of entrepreneurs is said to play a vital role in the examination of the basic understanding of the concept of entrepreneurship in the academe. Having had the experience of being able to grasp an opportunity from the individual's interest and act upon creation of an enterprise, it is just appropriate to consider entrepreneurs as cornerstone in the study of entrepreneurship (Kolvereid & Isaksen, 2012). Consequently, a person's interest to engage in entrepreneurial activity has been widely accepted as a vital stage of becoming an entrepreneur since, as espoused by Seibert, & Lumpkin (2010), interest are great predictors of planned behavior. While several studies have looked into the factors that develop entrepreneurial interest, a careful look into the study of Kusmintarti and others (2014) entitled "The Relationships among Entrepreneurial Characteristics, Entrepreneurial Attitude, and Entrepreneurial interest" reveal that attempts to explain entrepreneurial interest are vaguely divided into two – environment factors and personal characteristics.

Studying personal characteristics plays a great influence in understanding entrepreneurial abilities and entrepreneurial attitude which are considered as varying factors in determining entrepreneurial interest as shown in several studies. Abilities are those which all individuals need for personal fulfillment and development and social inclusion and employment such as cognitive and non-cognitive abilities as defined by European Commission (2004B:5), whilst entrepreneurial attitude is someone's traits and behavior on the personal desirability in creating an enterprise. Competence is generally considered the ability of one to succeed in a specific outcome with the least effort and time spent. The entrepreneurial abilities of people are not innate, but are developed through education and practice. Hisrich and Peters (2012) regard

I. INTRODUCTION

Entrepreneurial activity is increasing throughout the global business context, being an engine of economic progress, job creation and social adjustment environment (Geldhof et al. 2014). The World Bank has continuously emphasized that the promotion of entrepreneurship and

entrepreneurship ability as someone's capacity to create something new, putting time and effort while taking into account economic, psychological and social risks, but also taking advantage of economic and personal satisfaction and independence. On the other hand, Rivenburgh (2016) argues that entrepreneurs wanting to see themselves at the top need to take time to work on their attitude. In a certain way, it influences a person to behave. Indeed, a person's behavior is a reflection of the person's attitude and who the person is.

Through this study, the proponent aimed to assess whether entrepreneurial abilities and attitude are determinants of starting a business among business students in a private system of schools in the Philippines. The researcher finds a gap between business student's interest in becoming an entrepreneur and the student's aim of just being an employee after graduation. The researcher as being part of the academe, the primary interest to study is the business education most especially entrepreneurship. Entrepreneurship in the Philippines is very important as it has been considered as one major project of DTI which was participated by DTI partners, visiting small businesses and realizing that it can actually create impact in the economic development and the Philippines is highly reliant to it. As part of the school teaching and handling business students, the researcher really wonders how to develop entrepreneurs and what are those things needed in developing young entrepreneurs. The researcher arrived at significant findings that were useful in the enhancement of the curriculum and promote innovations through a course on entrepreneurship.

Enhancement and innovation on the course of entrepreneurship was suggested basing also in the findings of the study. There are a lot of entrepreneurs who have achieved great success without the benefit of the formal training however there were also new successful business venture that failed and never been heard about. With the proposed enhancement, classroom training and experiential learning that will be exhibit in the innovation of the curriculum/course of entrepreneurship will help aspire entrepreneurs acquire skills, values and attitudes that will increase their chances of success. According to Milidragovic (2016) that more than half of the academic and industry leaders that today's generation really fails to meet the needs of students and IBM education reiterates that nearly 60% believe it fails to meet the needs of the industry. Innovation in the entrepreneurial education is integral not only in the successful operation of the business but also the preparation of the students towards this entrepreneurial direction. As a result importance must be given towards those who instruct on business processes, the business schools and its innovation to its curriculum. The four schools involved in the study had already adopted and shifted to a new curriculum. There are changes already

on the subjects to be taught and even on the way it is to be delivered. Business Administration curriculum has changed by adding new subjects and dropping old ones and will run for three and a half years. These private schools has adopted a so-called "Student-Centered Learning" program in which some of the subjects that includes principles of management and entrepreneurship will only be taught for 20 minutes and students will rely on the paper-pencil inside classroom activities. They are not exposed to any practical activities which may enhance their skills and develop their learning through first-hand experience. The focus group discussion shows that students really seek for employment after graduation because aside from not have enough financial resources, they are not practiced inside school premises that will somehow give them experiences to learn from.

II. THEORETICAL FRAMEWORK

This study was anchored on the theory of planned behaviour developed by Ajzen. Hasbullah (2014) noted that Ajzen's theory of planned behaviour (TPB) model (1987) revealed three precedents of interest: acting attitude, and perceived feasibility which is the ability and capacity of an individual in doing things. Theory of planned behaviour is used to understand and predict behaviors/ attitudes and abilities and actions towards individual's interest. It gives us knowledge and basis in understanding and explains how certain attitude and abilities might lead students in their interest in opening or starting a business. Theory of planned behaviour expound attitude as someone's evaluation whether it is favourable or unfavourable on an interest. Shook and others (2011) referred to attitude as an assessment by the individual of the personal desirability of creating a new enterprise while subjective standards pertain to an individual's perception of what important people think about the creation of a risk in their lives. Perceived feasibility or the abilities on the other hand points to the perception of the individual's ability to successfully launch a new undertaking. The degree of entrepreneurial interest is mostly stimulated by the acquired ability of an individual in managing an enterprise. Thus, the theory of planned behaviour has two important and most of the time co-existing stimulators for entrepreneurial interest: entrepreneurial attitude and entrepreneurial ability.

Theory of planned behaviour (TPB), was used to address student's individual motivational factors within distinctive contexts to give details to the overall execution of the specific behaviour. This theory has been widely used to capture an array of attitudes, abilities/skills, behaviors, and even beliefs concerning the interest or intention of individual on a specific aspect. By applying the TPB model solely to the entrepreneurship, insight into

how students develop their attitudes and abilities about their interest in starting a business can prove valuable in shaping innovations, developments, and enhancement in the entrepreneurial education.

Attitude is characterized by the desire of an individual for self-employment and is even more escalated when accorded with opportunities to develop a business (Li, 2007). The same author posits that such construct on entrepreneurial attitude may be analysed in terms of the need for achievement, need for autonomy/independence, creative tendency/innovation, calculated risk taking, and drive and determination.

Sibin Wu (2007) argues that the need for accomplishment is positively connected to the persistence of entrepreneurs. However, some studies also reject the need for achievement and entrepreneurship association. Other studies argued that it is not possible to universalize the need for achievement because cultural differences exist. The entrepreneurial attitude may be affected by cultural background.

According to Patel (2012), the fundamental motivation for business entrepreneurs is not just to make money, but to take pleasure in the autonomy and the degree of freedom to do things at their own pacing without being nudged by other people as an exercise of control over him and his time. Talents of people are generally stifled when they are not set in an environment where they explore possibilities. Entrepreneurs exhibit a strong desire to be free and independent. They tend to unconventionally and this sense of identity and self-direction was seen as a predictor of a successful entrepreneur. Autonomy is always argued as the main source of entrepreneurs journeying into various economic activities. Moreover, Roberts and others (2007) said that entrepreneurs want to make important decisions herself. Entrepreneurs always wanted to keep directly in touch with what was going on simply through a day-to-day involvement in all of the firm's key activities.

In addition, Anastasia (2015) discovered the relationship between creative tendency and business success. Entrepreneurs' minds revolve around innovation, new ideas and opportunities. They proceed to evaluate existing local practices and identify ways to implement them in a more efficient and cost-effective manner. Simply put, entrepreneurship work towards business optimization.

Moreover, Caird (2013) noted that it is not possible to separate creativity and innovation from risk-taking behaviour given that both thrive in a seamless environment which is not time-bounded where some people win while others learn a valuable lesson. An entrepreneur identifies any and all possible threats that will challenge his chartered course, thus takes calculated risks. As what Greene (2013) had mentioned in his book entitled "Entrepreneurship", Entrepreneurship is risky, as just as

there is the chance to earn large sums of money, there is as well a big possibility of losing and going out of business.

Finally, Gould (2014) argues that enthusiasm and attitude is an inner drive that makes a person not only recognises opportunities but challenge a status quo. It is this drive that brings people to greater heights and pushes them out and far beyond their comfort zone. Entrepreneur's attitude is seeing opportunities where others see obstacles and problems (Hizon, et al, 2017). In addition, Scarborough (2013) states that entrepreneurship is all about hard work, entrepreneur's commitment are must in launching a company successfully. Business founders should immerse themselves completely in business to overcome insurmountable barriers to keep company grow.

Entrepreneurial abilities can be further categorized as cognitive and non-cognitive skills. Rosendahl (2012) noted that non-cognitive skills involve rediscovering and trusting one's own abilities which consequently enable individuals to turn their creative ideas into action. It involves conscious intellectual effort such as thinking, reasoning and remembering that influence the overall behaviour of a person. Shane pointed out that interest is vital in the life of an entrepreneur because trust in one's own ability increases the willingness to pursue entrepreneurial opportunities aside from critical thinking, creativity and problem-solving skills.

Cognitive skills a human's ability and knowledge/thought that is linked to the product's functionality, customer satisfaction, market dynamics, marketing mix, collaborative financial institutions, the return of business operations and the legal system within which they operate. European Commission 2016 mentioned that knowledge of career opportunities and the world of work are learning outcomes that are not solely related to entrepreneurship, but are usually part of the overall preparation of students for their future career choices. A sound knowledge of the nature of work and various types of work, however, involves an understanding of what it is to be an entrepreneur.

Engle and others (2010) illustrate entrepreneurial interest as the enthusiasm of individuals to engage in self-employment, start a business, or participate and carry out business activities. Generally speaking, the individuals who are interested in becoming entrepreneurs tend to be interested and delighted with the business profession including any and all related activities. There are a lot of academic institutions and universities who have introduced entrepreneurship to cultivate student's interest in becoming future entrepreneurs. The focus of entrepreneurship is to have an entrepreneurial interest before starting a business as it is and must be the starting point of any business creation. Entrepreneurial interest is a self-acknowledge conviction by a person that they intend to set up a new

business venture as defined by Thompson (2009), moreover it is as well an exploration and an assessment of information to fully understand and achieve business objectives (Choo and Wong, 2009).

Interest is a human behaviour. Several studies have shown that swotting on the individuals personal characteristics such as abilities and attitude greatly influence the interest of every individual. Student's likelihood to engage in entrepreneurship is indicated by their levels of creativity and ability to take risk and as what Camposano (2004) reiterated, Entrepreneurs are common labelled as risk-takers and entrepreneurs are recognized to have skills in managing high-risk business. Theory of planned behaviour is one major theory used in any study of individual's interest (Fini et al, 2009). This only states that understanding individual's behavior can be done by identifying determinants such as attitude and abilities.

III. STATEMENT OF THE PROBLEM

This study aimed to assess whether entrepreneurial abilities and attitude are determinants of interest in starting an enterprise among business students in a private system of schools in the Philippines. Specifically, this study aimed to answer the following questions:

1. How do the business students assess their entrepreneurial abilities in terms of the following components:
 - 1.1 Cognitive Skills
 - 1.2 Non – Cognitive Skills
2. How do the business students assess their attitude toward entrepreneurship in terms of:
 - 2.1 Need for Achievement
 - 2.2 Need for Autonomy
 - 2.3 Creative Tendency
 - 2.4 Calculated Risk taking
 - 2.5 Drive and Determination
3. How do the business students assess their interest in starting a business?
4. Do students' entrepreneurial abilities and attitudes significantly influence their interest in starting a business?

IV. STATEMENT OF HYPOTHESIS

The following null hypotheses were tested at 0.05 level of significance:

Ho1: Entrepreneurial abilities in students do not significantly influence their interest in starting a business.

Ho2: Entrepreneurial attitude in students does not significantly influence their interest in starting a business.

V. RESEARCH DESIGN

The study utilized a descriptive design with qualitative method of research to gauge the whether entrepreneurial ability and attitudes are determinants of the interest in starting a business among business students in a system of schools in the Philippines.

The findings of the study served useful in developing a curriculum and a more responsive entrepreneurship programs in the country.

Research Locale

The study was conducted within the four (4) campuses of a private system of schools located in the Philippines, namely: Cagayan de Oro City, Iloilo City, Nueva Ecija and Pangasinan.

A Philippine business institution that innovates by realizing to invest in education way back 2004 as it is one key in fully accomplishing the institution's mission on helping Filipinos attain a better lives. This academic institution overall enrolment has always been high and consistent while helping students go on and finish a tertiary degree and improving existing programs and approaches to students learning.

Sampling Design

A random sampling design was utilized in this study. This study took the population of all the students enrolled in the BSBA program major in Marketing Management and Financial Management in each of the four (4) campuses who were identified as respondents. The Slovin's formula was used to identify the distribution of respondents as shown in Table 1 from where the samples were taken.

VI. RESPONDENTS OF THE STUDY

The respondents of this study who were selected at random were the fourth year students who are enrolled in the program, Bachelor of Science in Business Administration majors in Marketing Management and Financial Management during the Second Semester of School Year 2019-2020 in the four (4) campuses of a private system of schools in the Philippines. These students were asked with their socio-demographic profiles such as age, sex, marital status, parent's occupation and family income.

Female respondents are significant in numbers than male. 105 of the total respondents ages from 20-21 years old, 86 are 22-23 years old, 65 are those 24 and above and the remaining ages 20 below. As expected, only few with a total of 14 respondents are married. The mission of this private school is to serve determined and resilient youth from-low income families by intention, this is supported by the results given that out of 265 respondents 111 of these has unemployed parents with 0-

11,914.5 monthly income. Only 110 respondents have employed parents whilst the remaining is sustained by being self-employed. This only shows that this private

education network is really into helping and serving youth coming from a non to low-family income.

Table 1: Population and Sample Size

Respondents	Population Size	Sample Size
Cagayan de Oro City	379	128
Iloilo City	139	32
Nueva Ecija	93	47
Pangasinan	170	58
TOTAL	781	265

Research Instrument

To provide and gather as much informative and relative evaluation, descriptive method was used. The study used a researcher-made survey questionnaire and a focus group discussion. The draft of the questionnaire was drawn out based on the researcher's readings, previous studies, and literatures. The instrument was composed of four parts. The First part of the study covered the socio-demographic profile of the respondents with items 1 to 5 extracting information on respondents Sex, Age, Marital Status, Parent's Occupation, and Family income, respectively. The second part identified the interest in starting a business among the respondents. The third part determined the entrepreneurial ability as assessed by the respondents. Finally, the third part includes items that cover the level of entrepreneurial attitude of the respondents. The items expressed in a four point Likert Scale are the entrepreneurial interest in starting a business, entrepreneurial attitude, non-cognitive skills, and the cognitive skills. This is done on the premise that knowledge of basic business concepts could have an influence on the interest to start a business. Open – ended questions were provided for the focus group discussion to accommodate the free formatted views related to the topic.

The researcher invited and gathered 20 students part of the respondents in one private school here in

Cagayan de Oro City to discuss the FGD questions and get their ideas freely and openly. The researcher and the respondents discussed each questions one by one while having notes of the free flowed answers. The goal is to generate the maximum amount of discussion and opinions from the students within the specific time period. The ideas got from the FGD result were then very helpful in supporting the discussion of the results of the data gathered from the questionnaire.

VII. VALIDATION AND RELIABILITY OF THE INSTRUMENT

Prior to the distribution of the questionnaire, the instrument was subjected to content validation by a three (3) experts. The experts rated the instrument using content validity form (Appendix 5). The over-all mean of the content validation yielded a value of 3.70 which is equivalent to very good and is ready for utilization. After content validation, the instrument was tested for internal consistency. Using twenty (20) students who were not part of the final respondents of this study, the Cronbach's alpha values were derived as follows (detailed correlation results of the inter-item analysis is provided in Appendix 4);

Table 2: Cronbach's Alpha Values for Internal Consistency Test

Item	Cronbach's Alpha on Standardized Items	No. of Items
Interest to Start a Business	0.718	15
Entrepreneurial Abilities	0.733	16
Entrepreneurial Attitude	0.880	35

VIII. DATA GATHERING PROCEDURE

The survey questionnaires were distributed personally to each respondent in each of the four (4) campuses in a private system of schools and selected students in Cagayan de Oro campus were assembled to

answer questions necessary to gather information and collected the data through focus group discussion.

Prior to the distribution of the survey questionnaire, a letter request addressed to each of the Vice President for Academic Affairs in all of the four campuses involved was delivered to inform them of the study and the inclusion of selected respondents who are enrolled in the BS Business Administration program

majors in Marketing Management and Financial Management.

IX. STATISTICAL TREATMENT OF DATA

The responses to the floated questionnaires were tallied and tabulated. Research questions number one, two, and three which assess the business student's entrepreneurial ability (both cognitive and non cognitive), entrepreneurial attitude, and interest to start a business will be treated using descriptive statistics specifically mean and standard deviation.

Research questions 4 which aim to test if entrepreneurial ability and attitude has a significant influence towards students' interest to start a business were treated and analyzed using multiple linear regression. Finally, research questions 5 and 6 which aim to identify the perceived challenges of starting a business and the possible innovations that can be provided to improve the curriculum for entrepreneurship were descriptively analyzed in terms of frequency of response and qualitative thematic groupings.

X. PRESENTATION OF DATA AND ANALYSIS

Problem 1: How do the business students assess their entrepreneurial abilities in terms of Cognitive Skills and Non – Cognitive Skills?

Table 5 and 6 show the respondents' assessment of their entrepreneurial abilities. The research focused on two dimensions of entrepreneurial abilities – cognitive and non-cognitive skills. In terms of cognitive skills (table 5) it can be seen that, over-all, the students have very high cognitive skills with a mean of 3.29 and a standard deviation of 0.55. This would suggest that the respondents have sound knowledge of the nature of work related to entrepreneurship which is linked to business functionalities

including managing employees, finances and marketing operations.

Looking further, it can be seen that the students believe that they can effectively communicate and negotiate with suppliers, potential investors, customers and employees (Indicator 3) and that they can motivate and allocate time to mentor and coach employees (Indicator 4). The students also have very high cognitive skills in terms of product or marketing knowledge as evidenced by the "very high" assessments on indicators 2 (I will be able to promote products and services effectively to generate sales) and 7 (I know how to set prices on the products and services that may be offered). The students were also confident in their ability to generate business ideas and be able to execute them (Indicator 6).

Interestingly, among all indicators of Cognitive Skills, the respondents tend to be less sure in their ability to make a Business Plan (Indicator 8) and their ability to effectively manage their finances like monitoring profits and losses (Indicator 1).

Phelan and Sharpley (2012) noted that in order for an individual to progress on an entrepreneurial endeavour, they have to have managerial skills and other entrepreneurial abilities like the ability to care for customer and manage finances and marketing. While the results show that the students have very high managerial skills in terms of managing employees and marketing activities, the ability of the business students to manage their finances is relatively lower compared to other skills/abilities. This may explain why they also have relatively lower skill in making a business plan as financial projections are major components of the same.

In fact, Sánchez (2012) highly stress the unique cognitive requirements of being an entrepreneur. He stressed that, unlike other people, entrepreneurs utilize a different form of knowledge structure and data gathering process to generate an effective business decision. They have to effectively organize and transfer this cognitive knowledge into actionable entrepreneurial decisions.

Table 5: Mean Distribution of the Respondents’ Assessment on Their Entrepreneurial Ability in Terms of Cognitive Skills

<i>Indicators of Cognitive Skills</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
1. I can effectively manage my finances like monitoring profits and losses.	0.57	3.20	Agree	High
2. I will be able to promote products and services effectively to generate sales.	0.51	3.32	Strongly Agree	Very High
3. I can effectively communicate and negotiate with suppliers, potential investors, customers and employees.	0.52	3.35	Strongly Agree	Very High
4. I can motivate and allocate time to mentor and coach employees.	0.55	3.34	Strongly Agree	Very High
5. I will be able to make good decisions, sometimes under pressure.	0.56	3.28	Strongly Agree	Very High
6. I can generate business ideas and be able to execute them.	0.55	3.29	Strongly Agree	Very High
7. I know how to set prices on the products and services that may be offered.	0.57	3.29	Strongly Agree	Very High
8. I know how to make a Business Plan.	0.57	3.24	Agree	High
Over-all Cognitive Skills	0.55	3.29	Strongly Agree	Very High

In terms of non-cognitive skills, the study considered four major dimensions. These include self-efficacy, social orientation, motivation and proactivity. The succeeding table (table 6) shows the assessment of the respondents in the mentioned dimensions. Over-all, it can be seen that the over-all non cognitive skills of the business students are very high (\bar{x} =3.49, SD =0.52). The low standard deviation also suggests a high level of agreement among the respondents. This would imply that the respondents trust their own abilities to be effective in entrepreneurial endeavours. In other words, the students have high emotional maturity, interpersonal skills and verbal and non-verbal communications necessary for entrepreneurship.

Looking further, the results suggest that among the non-cognitive skills captured in this study, motivating skills (\bar{x} =3.65, SD =0.48) and proactivity (\bar{x} =3.58, SD =0.55) tend to be the highest contributors of the observed “Very High” level of cognitive skills. These two abilities tend to be highly prevalent among individuals who believe that they can control their life outcomes. Altinay and colleagues (2012) argued that one important aspect of entrepreneurial skill is the belief that the

execution of such will yield the desired output. This aspect is sometimes referred to as locus of control. Interestingly, both motivating skills and proactivity are important components of locus of control. Individuals who exhibit the ability to motivate one self and others and those who believe that current actions are determinants of the future are consequently the same individuals who believe that they can control their destiny.

Interestingly however, self-efficacy was rated the lowest among the covered dimensions of non-cognitive skills (\bar{x} =3.29, SD =0.51). This may suggest that the respondents have assessed their ability to control their situation higher than their ability to pursue their belief that they can succeed in their specific area of their life. Put differently, this implies that as of the moment, while they believe they can control of their career outcomes, they may not have yet possessed the necessary skills to do so. The difference in the assessment on the mentioned areas reinforces the importance of distinguishing the “belief that it is possible to control career outcomes” from the “belief that one could execute such control considering their current skills possessed”.

Table 6: Mean Distribution of the Respondents’ Assessment on Their Entrepreneurial Ability in Terms of Non-cognitive Skills

<i>Indicators of Non-cognitive Skills</i>	<i>SD</i>	<i>Mean</i>	<i>Level or Agreement</i>	<i>Qualitative Description</i>
Self-efficacy				
I believe that I possess the skills necessary to be successful in any career that I would like to engage in.	0.49	3.31	Strongly Agree	Very High
I am confident that I could deal efficiently with unexpected events.	0.53	3.27	Strongly Agree	Very High
Over-all (Self-efficacy)	0.51	3.29	Strongly Agree	Very High
Social Orientation				
I am motivated with a career that creates social change.	0.53	3.40	Strongly Agree	Very High
If given a chance, I would do a job that has an impact to the society.	0.52	3.49	Strongly Agree	Very High
Over-all (Social Orientation)	0.53	3.45	Strongly Agree	Very High
Motivating				
Even if I am faced with difficulties, I will still finish what I have started.	0.53	3.51	Strongly Agree	Very High
I will work hard because I want to achieve my goal.	0.43	3.78	Strongly Agree	Very High
Over-all (Motivating)	0.48	3.65	Strongly Agree	Very High
Pro-activity				
Most of the things I do today is my preparation for the things that I might face in the future.	0.49	3.67	Strongly Agree	Very High
I strongly believe in the idea that failure to plan is preparing to fail.	0.62	3.50	Strongly Agree	Very High
Over-all (Pro-activity)	0.55	3.58	Strongly Agree	Very High
Over-all Non Cognitive Skills	0.52	3.49	Strongly Agree	Very High

Table 7 summarizes the results of the assessment of both cognitive skills and non-cognitive skills with the latter’s corresponding dimensions. Comparatively speaking, the business students’ level of non-cognitive skills is higher compared to their assessed level of cognitive skills. It can also be seen that among the dimensions of non-cognitive skills, motivating skills and pro activity tends to be the highest contributor. This supports the idea of Prieto (2010) that success on any

career outcome, including entrepreneurship, requires the ability to be proactive.

The results of the focus group discussion coincide with the findings on the same table. When asked about the reason why one might not engage in entrepreneurship and consider employment as number one option, most of the students say that the “know how” on running the business is key. They believe that their lack or little experience do not provide them with enough skills (cognitive) to run a business.

Table 7: Over-all Assessment of Entrepreneurial Ability in Terms of Cognitive and Non-cognitive Skills

<i>Entrepreneurial Ability Dimensions</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
Over-all Cognitive Skills	0.55	3.29	Strongly Agree	Very High
Non Cognitive Skills				
Self-efficacy	0.51	3.29	Strongly Agree	Very High
Social Orientation	0.53	3.45	Strongly Agree	Very High
Motivating	0.48	3.65	Strongly Agree	Very High
Proactivity	0.55	3.58	Strongly Agree	Very High
Over-all Non-cognitive Skills	0.52	3.49	Strongly Agree	Very High

Problem 2: How do the business students assess their entrepreneurial attitude in terms of Need for Achievement, Need for Autonomy, Creative Tendency, Calculated Risk taking, and Drive and Determination?

The study also assessed the business students in terms of their personal desirability of creating a new enterprise. This was gauged using five dimensions namely Need for Achievement, Need for Autonomy, Creative Tendency, Calculated Risk taking, and Drive and Determination. The succeeding tables, tables 8 through 13 show the assessment of the business student respondents in the mentioned dimensions.

To start, table 8 shows the descriptive statistics of the assessment of the respondents’ entrepreneurial attitude considering the need for achievement. As what can be viewed from the table, the respondents have very high level of entrepreneurial attitude in the area of desire for achievement ($\bar{x}=3.38$, $SD=0.58$). This would imply that the business students have very high persistence to achieving personal and career goals be it in employment or entrepreneurship.

Looking further, the results suggest that the business students are very convinced that they need to focus on the task needed to achieve their dreams (Indicator

7). In addition, the results also show that the student respondents generally like challenges that really stretch their abilities rather than the things that I can do easily (Indicator 4) and that if they are having problems with a task, they will not leave it until I get the result (Indicator 5).

It can also be observed that students tend to have a relatively low assessment in terms of their tendency to defend their point of view if someone disagrees with them (Indicator 1) and while they are very highly positive in achieving their goals, they are comparatively less likely to sacrifice sleep and meals in order to get special assignments done (Indicator 6).

The importance of the need for achievement in entrepreneurship could never be underestimated. This primarily because entrepreneurs most likely are motivated by their higher desire of achievement compared to other individuals in another career. Entrepreneur managers, as termed by Stewart and Roth (2007), tend to have substantially larger motivation achievement than the others and thus have no credibility intervals that include zero. This enables them to succeed in a career that is generally considered more challenging and risky compared to typical employment careers.

Table 8: Mean Distribution of the Respondents' Assessment on Their Entrepreneurial Attitude in terms of Need for Achievement

<i>Indicators for Need for Achievement</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
I usually defend my point of view if someone disagrees with me.	0.53	3.20	Agree	Positive
I think more of the present and the future rather than the past.	0.60	3.37	Strongly Agree	Very Positive
It is more important to do a job well than to try to please people.	0.55	3.45	Strongly Agree	Very Positive
I like challenges that really stretch my abilities rather than the things that I can do easily.	0.55	3.47	Strongly Agree	Very Positive
If I am having problems with a task, I will not leave it until I get the result.	0.56	3.47	Strongly Agree	Very Positive
I get up early, stay late and skip meals in order to get special assignments done.	0.72	3.09	Agree	Positive
I need to focus on the task needed to achieve my dreams.	0.52	3.59	Strongly Agree	Very Positive
Over-all	0.58	3.38	Strongly Agree	Very Positive

Table 9 proceeds with the assessment of the business students' entrepreneurial attitude in terms of their need for autonomy. As what the results show, the over-all attitude of the respondents in terms of desire for autonomy is "positive" with a mean of 3.01 (SD=0.73). This may prove that business students in the private educational system understudy highly desire to be free and independent in making and implementing choices in any entrepreneurial activities.

In fact, an analysis of individual indicators suggest that only indicators 1 and 7 reached an assessment range of very high with the later only reaching the minimum limit of the range of 3.26. The results show that the business students are less likely to let someone else take the lead when they are in a group (Indicator 3) and that they are more likely to take orders (Indicator 6). The respondents are also more likely to prefer working with other people than working alone (Indicator 5). While all these indicators (Indicators 3,6, and 5) are still in the high assessment range, they still fall behind from other indicators suggesting a lower level of attitude in needs for autonomy as assessed in these specific aspects.

This finding is confirmed in the focus group conducted by the researcher. Most of the students

explained that they are motivated to become an entrepreneur because they want to be successful in life. In fact, a student mentioned during the discussion that being famous is a good motivation to start a business and by doing so he can give back to the community through hiring employees and making good products for consumers.

The satisfaction of self-employment has been considered to be relatively higher compared to regular employment. This is regardless of incomes earned, hours spent in work, the level of the employee in the organization, differences in culture or the nature of business owned. This observation has been associated with several factors. High among them is the self-employed individuals' greater autonomy in doing his or her tasks and decisions (Lange, 2012). Entrepreneurs need to be able to accept and be ready for the uncertainties that lie in their future. These leads to an increasing need to have the attitude of coping up with these uncertain tides. This is where autonomy becomes even more desirable and appealing as it provides better platform to enjoy the mentioned uncertain journey without any regret or self-doubt.

Table 9: Mean Distribution of the Respondents’ Assessment on Their Entrepreneurial Attitude in terms of Need for Autonomy

<i>Indicators of Need for Autonomy</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
I like to do things creatively.	0.58	3.46	Strongly Agree	Very Positive
When I am in group, I am not happy to let someone else take the lead.	0.84	2.78	Agree	Positive
I like to do things in my own way without worrying about what other people think about me.	0.79	3.01	Agree	Positive
When tackling a task I rarely ask for help.	0.69	3.08	Agree	Positive
I prefer working alone than with other people.	0.81	2.83	Agree	Positive
I dislike taking orders.	0.84	2.67	Agree	Positive
I need to express what I think.	0.57	3.26	Strongly Agree	Very Positive
Over-all	0.73	3.01	Agree	Positive

Table 10 shows the entrepreneurial attitude of the respondents in terms of need for creative tendencies. The over-all mean of 3.01 (SD=0.73) suggest that the respondents, on an average, have a positive attitude towards entrepreneurship in the context of creativity. This would mean that the respondents are positive towards innovation and opportunities of changing ideas.

Looking further, indicator 5 (I enjoy exploring and discovering new things) is the only indicator that reached the “very positive” assessment. The remaining indicators fall within the “positive” assessment with the attitude of thinking that their ideas were found unusual by other people (indicator 2) as the lowest contributor to the over-all assessment.

The results of the focus group discussion proved the same response from students. A good number of the

participants in the focus group expressed their “fantasy” of being creative and innovative. In fact, a few participants mentioned market opportunity specifically. They feel that the market is going well and this opportunity is too good to pass out.

The United Nations Educational, Scientific and Cultural Organization (2013) noted that the concept of creativity has grown from the perspective of having the ability to forge something new from an existing subject to a more routine and social perspective that involves collaboration with emphasis on education and learning. This makes creativity part of the key competencies of the 21st century. Since this area of assessment may not be as high as expected, this may suggest an area for improvement for the school system understudy.

Table 10: Mean Distribution of the Respondents’ Assessment on Their Entrepreneurial Attitude in terms of Creative Tendency

<i>Indicators of Creative Tendency</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
I am always day dreaming.	0.77	3.04	Agree	Positive
Sometimes people find my ideas unusual.	0.69	2.96	Agree	Positive
Other people say that I ask a lot of questions.	0.73	2.98	Agree	Positive
I can handle a lot of things at the same time.	0.59	3.12	Agree	Positive
I enjoy exploring and discovering new things.	0.57	3.44	Strongly Agree	Very Positive
I do not want to deal with things that are common.	0.69	2.97	Agree	Positive
It is not hard for me to adapt to change	0.60	3.16	Agree	Positive
Over-all	0.66	3.10	Agree	Positive

Table 11 shows the business students entrepreneurship attitude in terms of calculated risk. Overall, the results suggest that business students are very positive in the entrepreneurial activity of being unscrupulous and seeking data and expertise to assess opportunities with risks (\bar{x} =3.37, SD =0.59). Like most of the observed assessment, the low standard deviation also suggests high level of agreement among the respondents on the mentioned level of assessment.

Moreover, the results suggest that the business students are willing to always grab any opportunity that will make them a better person than be contented with my comfort zone (Indicator 22) and that they are willing still

to stand up, try again and never give up even if they fail (Indicator 21). The students also expressed that they are willing to take risk even if the chances of succeeding are slim (Indicator 26).

Estay, Durrieu, and Akhter (2013) mentioned that an entrepreneur’s journey is mostly dominated by taking risks and exploiting advantageous business opportunities. This makes it necessary for entrepreneurs to possess the genes of risk taking. The very positive attitude of the respondents towards risk taking and logical calculation of the same is a positive indicator to the private school system.

Table 11: Mean Distribution of the Respondents’ Assessment on Their Entrepreneurial Attitude in terms of Calculated Risk

<i>Indicators of Calculated Risk</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
If there is an opportunity to earn money, I would be willing to borrow funds to be able to grab the chance.	0.68	3.21	Agree	Positive
Even if I fail, I will still stand up, try again and never give up.	0.54	3.60	Strongly Agree	Very Positive
I will always grab any opportunity that will make me a better person than be contented with my comfort zone.	0.49	3.66	Strongly Agree	Very Positive
25. I do not find it difficult to ask favour from other people	0.67	3.19	Agree	Positive
I will take risk even if the chances of succeeding are slim.	0.56	3.36	Strongly Agree	Very Positive
Before making important decisions, I always weigh the cost over the benefit of a proposal than regret,	0.55	3.43	Strongly Agree	Very Positive
I prefer the unfamiliar rather than what we are used to.	0.61	3.14	Agree	Positive
Over-all	0.59	3.37	Strongly Agree	Very Positive

Table 12 shows the respondents assessment on their entrepreneurial attitude in terms of drive and motivation. Turker and Selcuk (2009), argued that the entrepreneurs unceasing drive to achieve his or her set goals. It is this drive that usually separates an entrepreneur from individuals working in other careers. The results show that the business students are very positive on their entrepreneurial like drive and motivation with a mean of 3.43 and a standard deviation of 0.60. This would suggest that the business students possess an inner quality that makes a person not only recognizes but challenge the status quo.

Looking at the individual indicators, the results imply that the business students are very convinced that being successful is the result of working hard because luck has nothing to do with (Indicator 35) and if they want to be good at one thing, they will have to work hard (Indicator 30). These results are confirmed by the focus group discussion. When asked about their aspiration in life, they often expressed that they are willing to work hard to have a better life with their family. They are willing to do the necessary things to get them to statuses where they want to be in the future.

Cooney (2012) posited that the main differentiating factor between self-employed individuals

and those successful entrepreneurs is their dedication for hard-work. Their attitude in believing that an individual's future is mostly determined by his or her action and not on

luck allows the entrepreneurs to access his other potentials like creativity and innovativeness.

Table 12: Mean Distribution of the Respondents' Assessment on Their Entrepreneurial Attitude in terms of Drive and Motivation

<i>Indicators of Drive and Motivation</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
If I want to be successful, I will take every opportunity that will come my way.	0.56	3.53	Strongly Agree	Very Positive
If I want to be good at one thing, I will have to work hard	0.54	3.58	Strongly Agree	Very Positive
I do not need to please people with control over me to get what I want.	0.71	3.25	Agree	Positive
For me, getting what I want has little to do with luck.	0.69	3.18	Agree	Positive
What happen to me in life is not determined by other people	0.60	3.40	Strongly Agree	Very Positive
When I make plans to do something, I always do what I planned.	0.55	3.48	Strongly Agree	Very Positive
Being successful is the result of working hard because luck has nothing to do with.	0.54	3.60	Strongly Agree	Very Positive
Over-all	0.60	3.43	Strongly Agree	Very Positive

Table 13 summarizes the assessment of the entrepreneurial attitude of the respondents as covered by this study. It can be observed that among all dimensions of entrepreneurial attitude, need for autonomy and creative tendency are assessed the lowest relative to other dimensions. It is not surprising that these two dimensions go together as autonomy or need to be less dependent from others is one of the prerequisite of being creative. These

two dimensions must be given importance as Saraf and Bennerjee (2013) found that personality traits and values such as creativity, innovativeness, leadership among others are significant indicators of positive entrepreneurial attitude. Lange (2010) noted that autonomy allows decisional freedoms that unlock creativity. In fact, the third lowest rated attitude is risk taking which is also highly associated to both mentioned entrepreneurial attitudes.

Table 13: Over-all Assessment of Entrepreneurial Attitude

<i>Entrepreneurial Attitude Dimensions</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
Need for Achievement	0.58	3.38	Strongly Agree	Very Positive
Need for Autonomy	0.73	3.01	Agree	Positive
Creative Tendency	0.66	3.10	Agree	Positive
Calculated Risk taking	0.59	3.37	Strongly Agree	Very Positive
Drive and Determination	0.60	3.43	Strongly Agree	Very Positive
Over-all Entrepreneurial Attitude	0.63	3.26	Strongly Agree	Very Positive

Problem 3: How do the business students assess their interest in starting a business?

Table 14 shows the respondents assessment on their interest in starting a business. The over-all intention to start a business is very high at 3.44 (SD=0.56). In fact, the detailed result implies that they are preparing to create a business in the near future (Indicator 1) and are

interested to start their small business as soon as the opportunity strikes (Indicator 4). Based on the focus group discussion, most of the students really wanted to start their own business as they believe that they have a lot of opportunity and it is considered one target of every business students. What only hinders them to do such action is the financial constraints and lack of experience in

handling and overseeing a business. Students believe that creating their own business enterprise will help them improve and sustain lives and this is linked to the idea of Perri and Chu (2012) that found out that the need for family and relatives' security really motivates everyone in to create start-ups. The respondents are also willing to make every effort to start and run their own business (Indicator 6) and they intend to personally attend to all requirements and activities needed in opening a new business including business registration (Indicator 7). Students are really motivated and looking forward in creating their own business enterprise, as said by many, they are willing to take all opportunities and risk that will be facing in achieving this life goal. This could then be supported by the idea of Camposano (2004) that entrepreneurs are commonly labeled as risk takers and they

are really willing to acquire skills that may help them manage high-risk business.

Interestingly however, the specific item about preferring self-employment over being employed by somebody (Indicator 2) is the only item that fell below the very high range. The focus group discussion conducted by the researcher revealed a very similar theme. Most of the respondents wanted to work first before starting a business or have business as a sideline. Most of the respondents argued that this will allow them to gain both experience and capital. This finding is consistent with the study of Figueroa, Roa and Doblaz (2019) conducted among private university students with majority of the cohort intending to start their business at least 5 years after graduation to gain experience and social and financial capital.

Table 14: Mean Distribution of the Respondents' Assessment on Their Interest in Starting a Business

<i>Indicators of Interest in Starting a Business</i>	<i>SD</i>	<i>Mean</i>	<i>Level of Agreement</i>	<i>Qualitative Description</i>
I am preparing to create a business in the near future.	0.53	3.59	Strongly Agree	Very High
I prefer self-employment over being employed by somebody.	0.66	3.23	Agree	High
Given enough experience, I will pursue an entrepreneurial career.	0.56	3.45	Strongly Agree	Very High
I am interested to start my small business as soon as the opportunity strikes.	0.54	3.57	Strongly Agree	Very High
My professional goal is to become an entrepreneur.	0.60	3.43	Strongly Agree	Very High
I will make every effort to start and run my own business.	0.54	3.58	Strongly Agree	Very High
I will personally attend to all requirements and activities needed in opening a new business including business registration.	0.54	3.53	Strongly Agree	Very High
I am interested and determined to create a firm in the future.	0.58	3.43	Strongly Agree	Very High
I am interested and ready to make anything to be an entrepreneur.	0.53	3.44	Strongly Agree	Very High
I have seriously thought of starting a firm.	0.60	3.28	Strongly Agree	Very High
Being an entrepreneur will give me great satisfaction.	0.56	3.45	Strongly Agree	Very High
A career as an entrepreneur is totally attractive to me.	0.55	3.45	Strongly Agree	Very High
I have the interest in controlling the creation process of a new firm.	0.53	3.34	Strongly Agree	Very High
I am interested to know how to develop an entrepreneurial project.	0.54	3.52	Strongly Agree	Very High
If I'll try to start a firm, I would have a high probability of succeeding.	0.59	3.37	Strongly Agree	Very High
Over-all	0.56	3.44	Strongly Agree	Very High

Problem 4: Do students’ entrepreneurial ability and attitude significantly influence their interest in starting a business?

The main purpose of the study is to assess if entrepreneurial ability, both cognitive and non-cognitive, and entrepreneurial attitude significantly influence their interest in starting a business. These two prong analysis allows a holistic determination of statistically significant factors to determine a student’s propensity to start a business.

Table 15 shows the summary statistics for the regression analysis to assess the extent to which the first explanatory variables, cognitive and non-cognitive skills, influence the effect variable of which in this case is the students’ interest to start a business.

As what can be seen from the table, the computer adjusted r square is 0.354998 with a multiple R value of 0.605982. This would suggest that around 35% of the variations in the dependent variable (interest to start a business) can be explained by the independent variable (Cognitive and Non cognitive skills combined).

Multiple R	0.605982
R Square	0.367214
Adjusted R Square	0.354998
Standard Error	0.309222
Observations	265

**significant at 0.01

Table 16 reinforces the results of the regression statistic summary in table 15. As what can be seen from the table, the computed F value of 30.06023 is significant at 0.01 (p<0.01). This table explains that the observed influence presented in table 16 is in fact statistically

significant and did not happen by chance. Thus, the combined effect of both cognitive and non-cognitive skills significantly influences students’ interest to start a business.

	Df	SS	MS	F	Significance F
Regression	5	14.37154	2.874307	30.06023	4.67E-24**
Residual	259	24.76513	0.095618		
Total	264	39.13667			

To further assess the individual components’ influence on students’ intention to start a business, table 17 presents the coefficients with corresponding p values to determine which repressors, if taken independently, are significant. This allows the analysis of independent effects of the regressors to the independent variable. Looking at the same table, only proactivity was found to be statistically insignificant at all levels holding all other regressors constant. Cognitive skills and other non-cognitive skills such as social orientation and motivating

skill were significant at 0.01 while self-efficacy was found significant at 10% significance level.

The findings support several studies that have posited the influence of certain cognitive and non-cognitive abilities to entrepreneurial intention. Sánchez (2011) perceives through Cognitive Psychology that entrepreneurial intention heightens the conditions that allow entrepreneurial endeavours. The author explains that cognitive abilities represent and embody knowledge that are highly relevant to the entrepreneurial process

which emanates from the discovery of opportunity to managing the major operations of the enterprise and eventual flight towards innovation and creativity.

In terms of self-efficacy, the findings of the study are consistent with study of Trevelyan (2009). He found that entrepreneurial intention is in line with the belief that opportunities weigh more than the risks and that they are in fact competent to overcome the obstacles to arrive at positive results to prove that it is worth the try. In addition, the desire to be entrepreneurial is usually associated with the persistence and the confidence of an individual to organize oneself and the resources around him amidst the uncertainty of the entrepreneurial journey.

Moreover, Siu and Lo, (2013) noted that an individuals’ ability to exhibit social desirability such as the ability to motivate others (and oneself) and the desire to help others are consistent with entrepreneurial inclination. In fact, the same authors argue that entrepreneurial intention is highly driven by the desire not only to fulfil ones goals and desires but more importantly the desire to help others and use the current state to uplift other individuals in society more or equally for them. In summary, the null hypothesis about the cognitive skills and the non-cognitive skills such as self-efficacy, social orientation, and motivating are rejected while only non-cognitive skill pro-activity is accepted.

Table 17: Coefficients Table of Entrepreneurial Ability Regressors Vis a Vis Interest in Starting a Business

	Coefficients	SE	t Stat	P-value	Decision	Interpretation
Intercept	0.941281	0.211559	4.449266	1.28E-05**		
Cog.Skills	0.197616	0.070348	2.809106	0.0053**	Reject	Significant
Self Efficacy	0.112008	0.059957	1.868142	0.06287*	Reject	Significant
Social.Orient	0.141646	0.054552	2.596549	0.0099**	Reject	Significant
Motivating	0.200538	0.060376	3.321457	0.0010**	Reject	Significant
Pro-activity	0.073688	0.049538	1.487493	0.138101	Accept	Not Significant

**significant at 0.01 *significant at 0.10

Table 18 shows the summary statistics of the regressions analysis conducted to assess whether or not entrepreneurial attitude significantly influences an individual’s desire to start up a business. The computed R

value of 0.413105 corresponds to an adjusted R square value of 0.154645 suggesting that almost 16% of the changes of the interest to start of business can be explained by over-all entrepreneurial attitude.

**Table 18:
Regression Statistics For Over-all Attitude Towards
Entrepreneurship Vis a Vis Interest in Starting a Business**

Multiple R	0.413105
R Square	0.170656
Adjusted R Square	0.154645
Standard Error	0.354005
Observations	265

Moving on, table 19 shows whether or not the observed variation in the mean of interest to start a business as influenced by the level of entrepreneurial attitude is in fact statistically significant by using relative variations of the mean from one observation to another. The computed F value of 10.65899 is statistically significant at 0.01 showing the earlier mentioned influence

in table 19 is in fact statistically significant. Thus, there is enough evidence to reject the null hypothesis. Entrepreneurial Attitude significantly influence students’ interest to start a business.

This supports the findings of Estay, Durrieu, and Akhter (2013) stating that there are certain attitudinal characteristics that are highly associated to observed start-

up intentions. These perspectives do even impact the entire

career choice of a student.

Table 19:

Analysis of Variance for Regression of Over-all Attitude Towards Entrepreneurship Vis a Vis Interest in Starting a Business

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5	6.678901	1.33578	10.65899	2.51E-09**
Residual	259	32.45777	0.12532		
Total	264	39.13667			

Table 20 examines the individual loading factors of the considered entrepreneurial attitude as it affects interest to start a business *ceteris paribus*. As what the table shows, only calculated risk and need for improvement are statistically significant in influencing the interest to start a business at 1% and 5% level of significance respectively.

These findings support the study of Franke and Lüthje, C (2004) who noted that individuals who are very comfortable in assessing risk and return trade-offs are most likely to engage in entrepreneurial endeavours than those who do not. They tend to get excitement from the belief

that they see the opportunities more than the risk compared to other people and that this allows them to have a better foresight of what is coming ahead.

Moreover, the study also confirms the findings of Varghese and Hassan (2012) who found that students who have greater desire to achieve some form of accomplishment tend to exhibit entrepreneurial intentions or behaviours. In summary, table 21 shows the results of the hypothesis test conducted as entrepreneurial attitude such as need for achievement and calculated risk taking are rejected while the need for autonomy, creative tendency, and drive and determination are accepted.

Table 20: Coefficients Table of Entrepreneurial Attitude Regressors Vis a Vis Interest in Starting a Business

	Coefficients	SE	t Stat	P-value	Decision	Interpretation
Intercept	1.870837	0.22886	8.17435	1.33E-14**		
Need for Improvement	0.19988	0.07847	2.54702	0.0114*	Reject	Significant
Need for Autonomy	0.064224	0.06423	0.099980	0.3183	Accept	Not Significant
Creative Tendency	0.062436	0.07614	0.82	0.4129	Accept	Not Significant
Calculated Risk taking	0.334899	0.10409	3.32740	0.0014**	Reject	Significant
Drive and Determination	0.067128	0.08119	0.82679	0.4091	Accept	Not Significant

In summary, table 21 shows the summary of the hypothesis test conducted with the sub tests presented in its appropriate order.

Table 21: Summary of Hypothesis Test Conducted

Null Hypothesis	Decision
Ho1: Entrepreneurial abilities do not significantly influence their interest in starting a business.	Reject
Cognitive Skills	Reject
Non Cognitive Skills -Self-efficacy	Reject
Non Cognitive Skills -Social Orientation	Reject
Non Cognitive Skills –Motivating	Reject
Non Cognitive Skills –Proactivity	Accept
Ho2: Entrepreneurial attitude does not significantly influence their interest in starting a business.	Reject
Need for Achievement	Reject
Need for Autonomy	Accept
Creative Tendency	Accept
Calculated Risk taking	Reject
Drive and Determination	Accept

XI. CONCLUSION

Based on the findings of the study, two important conclusions are derived. One, entrepreneurial ability overall significantly influences an individual's interest to start a business. Specifically, cognitive skills, and Self-efficacy, Social Orientation, and Motivating non negative skills are significant influencers to starting a business. Pro-activity is not found to have no significant influence on the desire to start a business.

Two, the study concludes that over-all entrepreneurial attitudes significantly influence a student's decision to start a business. Calculated risk and need for achievement is found to have a significant influence on the intention to start a business while autonomy, creative tendency and drive and motivation were not found significant.

The results of the study supported the theory of planned behavior by Ajzen that states that behavioral interest of a person is influenced by the attitude and perceived ability. The degree of entrepreneurial interest is mostly stimulated by the acquired ability and attitude of an individual in managing an enterprise.

RECOMMENDATIONS

The researcher advances the following recommendations based on the derived conclusions and findings of the study.

The public policy makers or the private education system in particular should further develop their students in terms of creativity and autonomy. The students may be further exposed to independent or self-directed learning which allows them not only to have actual control but also a platform to exercise their innovative potentials.

The proposed Barit's Creativity and Autonomy based Model of Entrepreneurship Curriculum Development for the entrepreneurship curriculum may be adopted by the policy makers and the teachers as the front liners as a start for curriculum review or development. The principles suggested by the researcher can serve as a guide for curriculum development groups to design their teaching, learning, and assessment methods that fits well the nature of entrepreneurship. The proposed model also serves as a reminder that entrepreneurship cannot be approached in a way similar to stand disciplines such as math and sciences. It has its own characteristics and the education system has to address these unique characteristics rather than forcing them to traditional curriculum design or course delivery.

For future researchers, further research may explore other layers in entrepreneurship education and entrepreneurship in general. Some of which may include using actual entrepreneurs as test units or including other variables such as socio demographic profile as explanatory variables.

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