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Analyzing the Determinants of Entrepreneurial Intentions between Business and Non-Business Students at a State University

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ABSTRACT

Given the crucial role of entrepreneurship in driving economic growth and job creation, understanding the factors that shape entrepreneurial intentions has become essential for developing effective support systems and educational strategies. This research aims to investigate the influence of perceived educational (university) support (PES), perceived relational (family) support (PRS) and perceived structural (government/institutional) support (PSS) on the entrepreneurial intentions (EI) of both business and non-business students. It further seeks to determine whether significant differences exist between these two groups regarding their perceived support and entrepreneurial intention levels. Using a purposive sampling technique, a total of 300 students, comprising 150 business and 150 non-business students, from five state university colleges participated in the study through a Google Form questionnaire. A comparative causal research design was employed to explore the relationships among the variables. The findings revealed that PES, PRS, and EI were higher among business students, while PSS was lower. However, the Mann-Whitney U test indicated no significant difference between business and non-business students regarding their perceptions of support and entrepreneurial intentions. Moreover, multiple linear regression analysis showed that PES, PRS, and PSS significantly and positively influence students' entrepreneurial intentions. The study recommends that universities, families, peer networks, and government institutions strengthen their support mechanisms to foster a more conducive environment for nurturing entrepreneurial aspirations among students, regardless of academic discipline.

Keywords: *entrepreneurial support, entrepreneurial intention, theory of planned behavior*

INTRODUCTION

Since entrepreneurship is seen as the catalyst of economic growth, it is a rapidly developing topic that is currently attracting a lot of interest from academics and researchers. By generating jobs, entrepreneurs not only make money for themselves but also for others. Understanding what makes great entrepreneurs tick has wider societal ramifications. Scholars studying entrepreneurship have been interested in what makes someone an entrepreneur. Examining the variables that influence entrepreneurial intention is, in this regard, one of the most vital study directions.

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Entrepreneurship education has become a focal point in higher education institutions internationally, aiming to cultivate entrepreneurial mindsets, skills, and intentions among students. Fayolle and Liñán (2014) pointed out the significance of entrepreneurial intentions as a key predictor of entrepreneurial behavior, indicating the importance of comprehending and fostering these intentions among university students.

In the Philippine context, the Department of Trade and Industry (2017) outlined the Philippine Development Plan 2017-2022, which gives emphasis on the promotion of entrepreneurship as a key driver for economic development, job creation, and poverty reduction. This national agenda elaborates the importance of understanding the entrepreneurial landscape and identifying strategies to promote entrepreneurial intentions among Filipino students.

Despite the growing body of literature on entrepreneurship education and entrepreneurial intentions, there remains a research gap in comprehending the comparative analysis of perceptions

and intentions among business and non-business students in the Philippines. Nevertheless, there is still a need for more comprehensive studies that integrate these findings with the broader literature on entrepreneurship education, entrepreneurial intentions, and national development agendas like the Philippine Development Plan.

Furthermore, the comparative analysis between business and non-business students provides a holistic view of the entrepreneurial ecosystem, uncovering nuanced differences and similarities. Understanding these differences can direct educational institutions in benchmarking their performance, learning from each other's strengths and weaknesses, and promoting a culture of entrepreneurship. The broader perspective of comparing perceptions across all business programs further improves the understanding of the entrepreneurial landscape, offering insights that may not be evident when focusing primarily on specific subsets of the student population. These insights significantly affect policy formulation, curriculum development, and stakeholder engagement. By aligning educational offerings with industry needs, fostering partnerships, and building an enabling landscape for aspiring entrepreneurs, universities can boost innovation, economic growth, and development.

This study extends to various stakeholders, including universities, university students, aspiring entrepreneurs, parents and the community, government agencies, and future researchers.

Review of Related Literature

Relationship between University Support and Entrepreneurial Intention

According to Anjum et al (2021), universities are thought to be a better place to encourage creativity and an entrepreneurial mindset. In order to positively influence students' entrepreneurial intentions (EI) and enable them to venture into a new business, universities can play a big part. Consequently, we think that colleges are a central venue for encouraging students' entrepreneurial passion. Probing how much educational institutions influence students' aspirations to become entrepreneurs is significant. This might be accomplished, for instance, by looking into how students perceive their experiences at university in relation to their EI. Universities can help in specific ways by imparting the information and abilities required to initiate a business. Universities may also provide student-focused assistance. The assistance that is being eyed can include assistance with the idea and business growth. Besides the fact that creativity is ideally thought of in terms of personality qualities, research suggests that creativity may be responsive to its surroundings, meaning that outside factors may have an effect on creativity. Research suggests, for instance, that students' creativity may be influenced by their university environment.

Entrepreneurship education, according to Lestari and Sukirman (2020), is knowledge obtained by students from educational institutions through a well-developed curriculum that fuses foundational concepts and approaches with practical life skills.

Several factors can be used to quantify entrepreneurship education, according to a study conducted by Hassan et al. (2020). A few of these indicators include understanding the entrepreneurial environment, being more conscious of the characteristics of an entrepreneur, having the desire to commence your own business, having the skills necessary to do so, and intending to do so.

In this case, a functional campus is necessary to maximize students who have business entrepreneurial intentions. Thus, the intention can later be realized well, not only in the form of intention but also in real action, which eventually will become a momentum to expand the number of entrepreneurs in the country (Sari, M., et al., 2021).

Consequently, there is a need for systematic approaches to assess the impact of various motivational determinants linked to the university's entrepreneurial landscape that could enhance the EI of students (Bazan et al, 2020).

Relationship between Relational Support and Entrepreneurial Intention

Based on a research study, students who originated from entrepreneurial families expressed a stronger desire to start their own business than those who did not (Georgescu & Herman, 2020).

Samuel et al. (2013) expressed that a student's inclination to begin their own business is hugely influenced by their gender and family history. Students from families with a history of business are more aware of and engaged in entrepreneurship.

People's social environments are another demographic concern. Entrepreneurial attitudes and general entrepreneurial aspirations are encouraged by a supportive social context (family, friends, etc., or social norms). As a result, a person's desire to commence their own business expands with how supportive their surroundings are of their entrepreneurial aspirations. In addition, a number of studies, including one by Gubik and Farkas (2019), have noted that students' entrepreneurial ideas are also influenced by their education and their family's business background.

Relationship between Institutional Support and Entrepreneurial Intention

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) laid out the case for education that prioritizes the development of employable skills over solely preparing students for the workforce. A comprehensive strategy is vital for successful entrepreneurship education, with a focus on reshaping students' attitudes and behaviors. While entrepreneurship is a fundamental component and major economic driver, it is significant that governments and educational institutions determine creative strategies to inspire students to pursue entrepreneurial endeavors (Swarupa & Goyal, 2020).

According to Vidal-Suñé and López-Panisello (2013), government and economic policies motivate students to go after their entrepreneurial goals. They were found to significantly influence the intention to commence a business.

The greatest influence on the ambition to begin a business venture is also shown in government backing. This paper provides a complete framework that helps in conceptualization and complements academic institutions and the government in improving curricula and abilities to inspire business students to become successful entrepreneurs in the coming years (Debbarma S., et al., 2022; Nordin N. M. et al, 2024).

The Theory of Planned Behavior, or TPB (Ajzen, 1991), is one of the most well-known psychological theories for describing and forecasting human behavior because of its consistency. This theory's models have been efficiently used in the entrepreneurial setting to forecast the specific actions involved in opening up a new business. More so, it has proven to be an effective tool for assessing students' entrepreneurial intention in a complex of cultural contexts.

Conceptual Framework

Figure 1 models the influence of perceived support from educational institutions, social networks, and institutional support on entrepreneurial intention.

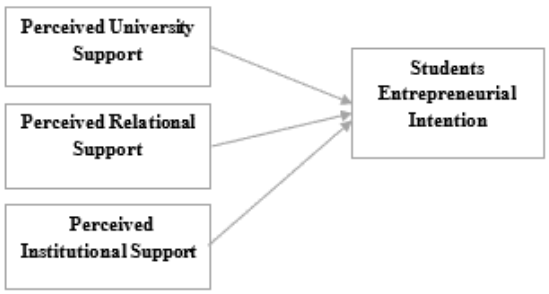

Figure 1. Conceptual Framework

METHODOLOGY

The Comparative Causal Research Design employed by the researcher represents a methodical approach to understanding the relationship between perceived support and entrepreneurial intention, specifically between business and non-business student groups.

The population of the study comprises students from the main campus, specifically from its five colleges: College of Arts and Sciences (CAS), Institute of Information Technology (IIT), College of Education (CED), College of Engineering and Technology (CET), and the College of Business and Accountancy (CBA).

The sampling method is purposive sampling, where the researcher intentionally selects participants based on specific criteria relevant to the research objectives. In this case, the researcher identified and selected 150 business students and 150 non-business students to ensure representation from both groups. Each category comprises 150 students, making up 50.0% of each sample. This indicates an equal representation of business and non-business students in the sample, accounting for half of the total population surveyed.

The measures for University support, relational support, and structural support were adapted from Turker and Selcuk (2009), and Entrepreneurial Intention indicators were adapted from Liñán et al. (2011).

Since the research questionnaire was adapted from established previous studies, a validity test was not deemed necessary. To ensure the reliability of the questionnaire, the researcher conducted a pre-test with a sample of 16 students who were not part of the actual data collection process. The pre-test results showed that all the Cronbach's alpha values for the scales used were above 0.70, indicating good internal consistency and reliability of the survey items.

Table 1 shows the internal consistency of four variables measured by their Cronbach's Alpha and Standardized Alpha values. Perceived Educational Support has a Cronbach's Alpha of 0.71, indicating acceptable reliability.

The data gathering procedure involves systematically disseminating a Google Forms survey to students across the different colleges within the state university main campus. The researcher then prepares a comprehensive survey questionnaire using Google

Table 1. Reliability Test Results

Variables	Cronbach Alpha
Perceived Educational Support	0.71
Perceived Relational Support	0.91
Perceived Institutional Support	0.84
Entrepreneurial Intention	0.99

Table 2. Mann–Whitney U Test Results and Descriptive Statistics for Perceived Support and Entrepreneurial Intention by Group

Variable	Group	Mean	Med	SD	SE	*U*	*p*
Perceived Educational Support (PES)	Business	3.59	3.67	.480	.0376	10285	.171
	Nonbusiness	3.46	3.67	.618	.0505		
Perceived Relational Support (PRS)	Business	3.65	3.83	.418	.0341	10238	.155
	Nonbusiness	3.56	3.67	.468	.0382		
Perceived Structural Support (PSS)	Business	3.33	3.25	.508	.0415	10981	.714
	Nonbusiness	3.34	3.25	.592	.0484		
Entrepreneurial Intention (EI)	Business	3.44	3.50	.522	.0427	9976	.083
	Nonbusiness	3.27	3.17	.696	.0568		

Table 3. Multiple Linear Regression Predicting Entrepreneurial Intention from Perceived Support Dimensions

Model Fit Statistics						
Model	**R**	**R²**	**F**	**df1**	**df2**	**p**
1	0.637	0.406	67.3	3	296	< .001
Model Coefficients - Entrepreneurial Intention (EI)						
Predictor			Estimate	SE	T	p
Intercept			-0.00320	0.2521	-0.0127	0.990
Perceived Educational Support (PES)			0.22047	0.0587	3.7554	< .001
Perceived Relational Support (PRS)			0.34101	0.0714	4.7790	< .001
Perceived Structural Support (PSS)			0.40557	0.0599	6.7706	< .001

Forms, which includes items related to perceived support (educational, relational, and structural) and entrepreneurial intention. Once the survey is finalized, it is distributed to students via email or other communication channels, with instructions on completing it.

After data gathering, the researcher proceeded with data analysis, employing descriptive and inferential statistical methods to examine the collected data.

RESULTS AND DISCUSSION

In Table 2, the results of the Independent Samples T-Test examine the differences between business and non-business students in their perceived levels of educational support (PES), relational support (PRS), structural support (PSS), and entrepreneurial intention (EI).

The descriptive statistics show that business students reported slightly higher mean scores across all variables than non-business students. Specifically, the mean score for Perceived Educational Support (PES) was higher among business students (M = 3.59, SD = 0.46) than among non-business students (M = 3.46, SD = 0.62). Similarly, business students scored higher on Perceived Relational Support (PRS) (M = 3.65, SD = 0.42) compared to non-business students (M = 3.56, SD = 0.47) and on Entrepreneurial Intention (EI) (M = 3.44, SD = 0.52) compared to their non-business counterparts (M = 3.27, SD = 0.70). For Perceived Structural Support (PSS), business students had a slightly lower mean (M = 3.33, SD = 0.51) than non-business students (M = 3.34, SD = 0.59), though the difference was minimal.

Despite these differences in mean scores, the Mann-Whitney U test results indicate that none of the differences between the two groups were statistically significant: PES (p = .171), PRS (p = .155), PSS (p = .714), and EI (p = .083).

In Table 3, the Overall Model Test indicates the overall performance of the regression model in predicting Entrepreneurial Intention (EI). The model exhibits a significant relationship (R^2=0.406), indicating that approximately 40.6% of the variance in EI can be explained by the combination of the predictors (PES, PRS, and PSS). The F-test statistic of 67.3 with 3 and 296 degrees of freedom is significant at $p < .001$, suggesting that the model as a whole is statistically significant in predicting EI.

Looking at the Model Coefficients specifically for Entrepreneurial Intention (EI), each predictor variable's coefficient estimates, standard errors (SE), t-values, and associated p-values are provided. Each predictor variable—Perceived Educational Support (PES), Perceived Relational Support (PRS), and Perceived Structural Support (PSS)—shows significant positive relationships with EI, with p-values < .001. This suggests that higher levels of perceived educational, relational, and structural support are associated with greater entrepreneurial intention among participants after accounting for the other variables in the model.

CONCLUSION

Students generally perceive a positive level of educational, relational, and structural support for entrepreneurship, albeit with variations across different aspects of these support systems.

Perceived educational, relational, and structural support are significant positive predictors of entrepreneurial intention, collectively explaining a substantial portion (40.6%) of the variance in entrepreneurial intention.

There are no significant differences in perceived support levels and entrepreneurial intention between business and non-business students, suggesting that entrepreneurial mindsets and intentions are not exclusively limited to business students.

Thus, it is recommended that entrepreneurship education and curricula be enhanced to equip students with practical skills, knowledge, and hands-on experiences in starting and running businesses, going beyond just theoretical knowledge. Create a positive environment that nurtures entrepreneurial aspirations by offering continuous emotional support and encouragement to help them stay motivated. Implement policies and initiatives that promote entrepreneurship education at all levels of the education system, starting from primary and secondary schools, to instill an entrepreneurial mindset from an early age. Conduct longitudinal studies to investigate the long-term impact of educational, relational, and structural support on entrepreneurial intentions and actual business creation. Strengthen collaborations with successful entrepreneurs, industry experts, and business incubators to provide mentorship, guidance, and real-world insights to students interested in entrepreneurship. Recognize and celebrate entrepreneurial successes and milestones, fostering a sense of pride and motivation. This reinforcement encourages continued effort and perseverance. Streamline bureaucratic processes and regulations related to business registration, licensing, and compliance to create a more supportive and accessible environment for new business ventures. Examine the role of different relational support sources (e.g., mentors, professional networks, community organizations) and their relative impact on entrepreneurial intentions and success.

Explore the effectiveness of interventions and support programs to foster entrepreneurial intentions and success and identify best practices for promoting entrepreneurship.

Universities and policymakers should strengthen educational programs, foster supportive relationships (especially within families), and improve structural support mechanisms, such as access to financing, to create an environment conducive to entrepreneurship.

AUTHOR'S CONTRIBUTIONS

Conceptualization, R.H.G. and E.J.G.E.; methodology, R.H.G. and E.J.G.E.; software, R.H.G.; formal analysis, E.J.G.E.; resources, R.H.G. and E.J.G.E.; data curation, R.H.G. and E.J.G.E.; writing—original draft, R.H.G.; writing—review and editing, E.J.G.E.; visualization, E.J.G.E.; supervision, E.J.G.E.; project administration, R.H.G. and E.J.G.E; funding acquisition, R.H.G. and E.J.G.E. All authors have read and agreed to the published version of the manuscript.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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