**Promoting the employability and entrepreneurship**
of Higher Education graduates
through innovative ways in the Philippines

PATHWAY

# Final Report

## Entrepreneurial Intention of Philippine's HEI students

April, 2024

PhD Víctor F. Climent

Department of Sociology I – University of Alicante

Co-funded by the
Erasmus+ Programme
of the European Union

| Authoring information | |
|---|---|
| **Project** | Promoting the employAbility and enTrepreneurship of High education graduates through innovative WAYS in the Philippines / PATHWAY |
| **Grant number** | # 618907-EPP-1-2020-1-ES-EPPKA2-CBHE-SP. |
| **Document authors** | Dr. Victor F. Climent, Associate Professor, University of Alicante |

**PATHWAY consortium**

**European Union:**

- University of Alicante (coordinator)
- University of Montpellier

**Philippines:**

- Ateneo de Manila University (AdMU)
- Benguet State University (BSU)
- Lyceum of the Philippines University - Batangas (LPU-B)
- Polytechnic University of the Philippines (PUP)
- St. Paul University Philippines (SPUP)
- Commission on Higher Education (CHED)
- European Chamber of Commerce of the Philippines (ECCP)

**Contact information:**

Institutional Project Management Office (OGPI) – University of Alicante

Website: www.ogpi.ua.es

PATHWAY: www.pathway2employability.eu/

**Acknowledgments:** To the dedicated staff in the partner institutions who are truly invested in the success of this project and were responsible for distributing the survey among their students which provided the data for this analysis; as well as to the European Commission for supporting and co-funding this project through the Erasmus+ Programme.

Edited by the University of Alicante, Spain



Please cite this publication as: Victor F. Climent. *Entrepreneurial Intention of Philippine's HEI students, Final Report, 2024. PATHWAY project. Erasmus+ programme.*

# Table of contents



Co-funded by the Erasmus+ Programme of the European Union

Co-funded by the Erasmus+ Programme of the European Union

# 1 PRESENTATION

Entrepreneurship plays a pivotal role in fostering economic growth, innovation, and job creation across the globe. In developing economies, such as the Philippines, entrepreneurship is not merely a career choice but a vital strategy to combat the challenges of unemployment and economic underdevelopment.

Understanding the entrepreneurial intentions of young individuals, particularly university students, is crucial as they represent the forthcoming wave of potential entrepreneurs.

This study focuses on exploring the entrepreneurial intentions among university students in the Philippines to establish a foundational knowledge that can assist policy makers in crafting informed, data-driven strategies to promote entrepreneurship effectively.

The primary objective of this study is to examine the factors influencing entrepreneurial intentions among these students. By integrating theoretical frameworks from contemporary entrepreneurship research with empirical testing and interdisciplinary validation, this research aims to provide a robust basis for policy development and educational reforms tailored to enhancing entrepreneurial activities.

Co-funded by the
Erasmus+ Programme
of the European Union

# 2 OBJETIVES & FRAMEWORK

## 2.1 Objectives:

The examination of entrepreneurial intentions among university students in the Philippines serves a pivotal purpose within the broader scope of entrepreneurial studies and policy-making. Traditional research has often emphasized the influence of family background and the presence of entrepreneurial role models as primary predictors of entrepreneurial behaviour. However, the contemporary landscape of entrepreneurship research is shifting towards a more nuanced understanding, recognizing entrepreneurial intention as a more direct precursor to entrepreneurial activities. This shift is crucial for capturing the dynamic interplay of various factors that influence an individual's decision to engage in entrepreneurship.

### 2.1.1 Broadening the Analytical Framework

While familial influence undoubtedly plays a significant role, it is increasingly clear that today's youth are influenced by a broader set of factors that transcend immediate family experiences. These influences include but are not limited to:

- **Globalization and Cultural Exchange:** As the world becomes more interconnected, young entrepreneurs are increasingly exposed to diverse business practices and entrepreneurial narratives that shape their attitudes and aspirations beyond local or familial contexts.
- **Technological Advancements:** The rapid evolution of technology has democratized access to entrepreneurial tools and knowledge, enabling aspiring entrepreneurs to pursue ventures that were not feasible in previous generations.
- **Educational Opportunities:** Formal education and targeted entrepreneurship programs can significantly impact entrepreneurial intentions by providing the necessary skills and knowledge to foster entrepreneurial confidence and competence.

### 2.1.2 Specific Objectives of the Study

In light of the above considerations, the specific objectives of this study are:

- To Quantify and Analyse Entrepreneurial Intentions:
  - Assess the level of entrepreneurial intentions among university students and identify key factors that influence these intentions. Explore how these intentions vary among different personal aspects and psychological dimensions of behavioural entrepreneurship.
- To Move Beyond Traditional Predictors:
  - Investigate the extent to which students' entrepreneurial intentions are influenced by factors beyond their family business background. This includes examining the impact of personal motivation, perceived social support outside the family, and exposure to entrepreneurial education. Compare the relative influence of familial versus non-familial predictors in shaping entrepreneurial intentions.
- To Contextualize within a Globalized Framework:
  - Analyse how global trends and international exposure influence entrepreneurial intentions among students in the Philippines. Determine the role of cross-cultural interactions and international networks in fostering entrepreneurial mind-sets among students.
- Leveraging the PATHWAY Project:
  - Utilize the resources and opportunities provided by the PATHWAY project, funded by the European Commission's ERASMUS PLUS K2 program, to conduct this research. This project offers a unique platform to explore these dimensions within a well-supported and expansive framework.
  - Ensure that the insights gained from this study are integrated into the broader objectives of the PATHWAY project, aiming to enhance entrepreneurial capacities among the youth in a sustainable and scalable manner.
- Summarising
  - These objectives aim to deepen the understanding of entrepreneurial intentions in a modern and globalized context, moving beyond traditional paradigms that focus primarily on family influence. The outcome of this study will provide valuable insights that can inform targeted policies and programs designed to nurture and capitalize on

the entrepreneurial potential of university students in the Philippines. By doing so, we contribute to building a robust entrepreneurial ecosystem that is reflective of both local and global influences.

## 2.2 Theoretical Framework: Theory of Planned Behaviour in Understanding Entrepreneurial Intentions

### 2.2.1 Introduction to the Theoretical Framework

To interpret the objectives of examining entrepreneurial intentions among university students in the Philippines, the Theory of Planned Behaviour (TPB) by Icek Ajzen offers a robust framework. TPB helps in understanding how attitudes, subjective norms, and perceived behavioural control influence individuals' intentions and behaviours, particularly in the context of entrepreneurship. This theory is especially relevant for analysing how various factors—beyond traditional family influence—affect students' intentions to engage in entrepreneurial activities.

### 2.2.2 Application of the Theory of Planned Behaviour

- **Attitudes Towards Behaviour:** According to TPB, individuals' positive or negative evaluations of performing a behaviour significantly influence their intentions. In this study, attitudes might encompass students' views on the desirability and feasibility of entrepreneurship, which can be shaped by global influences, technological advancements, and educational opportunities. For instance, exposure to global entrepreneurial narratives could foster positive attitudes by highlighting the benefits and potential success in entrepreneurship, moving beyond the local and familial success stories.
- **Subjective Norms:** This component of TPB involves the perceived social pressure to perform or not perform the behaviour. For university students, these norms can include the influence of peers, family, and significant others. In a broadened framework, this study also considers the impact of cultural exchanges and international networks, which may either support or dissuade

Co-funded by the Erasmus+ Programme of the European Union

entrepreneurial intentions. The research will explore how the endorsement of entrepreneurship by influential figures within and outside the family circle, including mentors from international programs like the PATHWAY project, impacts students' entrepreneurial intentions.

- **Perceived Behavioural Control:** This reflects individuals' perceptions of their ability to perform a given behaviour and is influenced by past experience and anticipated obstacles. In the context of this research, perceived behavioural control could be linked to the accessibility of entrepreneurial resources and training provided by educational institutions and initiatives like the PATHWAY project. Assessing whether students feel they have the skills, knowledge, and resources to start a business will be crucial. This includes understanding how technological advancements have potentially lowered barriers to entry for young entrepreneurs.

### 2.2.3 Integration of Specific Objectives with TPB

Quantifying and Analysing Entrepreneurial Intentions: Through the lens of TPB, this objective will evaluate how attitudes, subjective norms, and perceived behavioural control collectively shape entrepreneurial intentions among students. The study will identify which of these factors are most predictive of entrepreneurial intentions, providing a nuanced understanding that could inform targeted interventions.

Moving Beyond Traditional Predictors: By focusing on non-familial predictors such as personal motivation and external social support, this objective aligns with the subjective norms and perceived behavioural control aspects of TPB. The comparative analysis of familial versus non-familial influences will highlight the relative importance of each in the context of modern entrepreneurial dynamics.

Contextualizing within a Globalized Framework: This objective uses TPB to understand how global trends and international exposure modify students' attitudes and perceived behavioural controls regarding entrepreneurship. It will investigate how cross-cultural interactions and networks contribute to forming a supportive environment for entrepreneurial intentions.

Co-funded by the
Erasmus+ Programme
of the European Union

Leveraging the PATHWAY Project: This initiative provides practical opportunities to enhance perceived behavioural control among students by equipping them with necessary entrepreneurial skills and resources. This objective aligns with enhancing both the subjective norms and perceived control components of TPB, aiming to directly influence students' intentions to engage in entrepreneurship.

### 2.2.4 Summary

The Theory of Planned Behaviour provides a comprehensive framework for understanding the complex interplay of personal, social, and contextual factors influencing entrepreneurial intentions. By applying TPB, this study will uncover deeper insights into how various elements beyond traditional familial influence contribute to shaping the entrepreneurial landscape among university students in the Philippines. This approach ensures a holistic view of entrepreneurship that is sensitive to both local and global influences, ultimately supporting the development of effective policies and programs.

Co-funded by the
Erasmus+ Programme
of the European Union

# 3 METHODOLOGY

## 3.1 Survey Method and Structural Equation Modelling in Entrepreneurial Intention Research

The methodology for exploring entrepreneurial intentions among university students in the Philippines combines a comprehensive survey method with sophisticated analytical techniques, specifically structural equation modelling (SEM). This approach aligns with the objectives of examining various influences on entrepreneurial intentions within the framework of the Theory of Planned Behaviour (TPB).

### 3.1.1 Survey Method

The survey method is chosen for its effectiveness in collecting large amounts of data from a diverse group of respondents within a structured format. Surveys are particularly useful for assessing attitudes, intentions, and perceptions, making them ideal for studies on entrepreneurial intentions.

### 3.1.2 Design and Implementation:

- **Questionnaire Development:** The questionnaire will be designed to include both closed-ended and Likert-scale questions that measure the key constructs of TPB—attitudes toward entrepreneurship, subjective norms, and perceived behavioural control—along with questions about entrepreneurial intention.
- **Sampling:** The survey will target students across PATHWAY partner's universities in the Philippines, ensuring a representative sample for the consortium that includes a variety of academic disciplines and demographic backgrounds.
- **Distribution and Collection:** The questionnaire was distributed online.

Co-funded by the Erasmus+ Programme of the European Union

## 3.2 Structural Equation Modelling (SEM)

SEM is an advanced statistical technique that is particularly suited for testing theoretical models involving multiple variables and hypotheses. It allows for the examination of complex relationships between observed and latent variables, providing a comprehensive understanding of the pathways influencing entrepreneurial intentions.

### 3.2.1 Application of SEM in the Context of TPB:

Model Specification: The model will specify paths from the latent variables (attitudes, subjective norms, and perceived behavioural control) to the observed variable (entrepreneurial intention). This reflects the hypothesized influences based on TPB, where each of these components is expected to contribute to the likelihood of entrepreneurial action.

Estimation and Evaluation: SEM will estimate the parameters of the model using the collected data, testing the strength and significance of the hypothesized relationships. The fit of the model will also be evaluated to determine how well the data supports the TPB framework in explaining entrepreneurial intentions.

Interpretation: The results from the SEM analysis will provide insights into the relative importance of each TPB component in shaping entrepreneurial intentions. This will allow for targeted recommendations to enhance educational and policy initiatives aimed at fostering entrepreneurship.

### 3.2.2 Linking Survey Method and SEM

Combining the survey method with SEM provides a robust methodology for this research. The survey method enables the collection of detailed data directly related to the theoretical constructs of interest. SEM, on the other hand, utilizes this data to rigorously test the relationships and constructs specified by TPB. This dual approach ensures that the findings are both empirically grounded and theoretically sound, offering a comprehensive analysis of the factors influencing entrepreneurial intentions among university students.

### 3.2.3 Advantages of This Methodology:

- **Holistic Analysis:** By integrating both descriptive and inferential statistics, this methodology provides a full spectrum analysis from individual item assessment to complex model testing.
- **Theoretical Alignment:** This approach is particularly suited for testing theories like TPB in real-world contexts, validating and refining theoretical assumptions based on empirical data.
- **Policy Relevance:** The findings will have direct implications for policy makers, providing a detailed understanding of the drivers of entrepreneurial intentions that can inform the development of effective support systems and interventions.

This methodological framework is designed to not only explore but also to understand deeply the dynamics of entrepreneurial intentions within the Filipino university context, guided by a proven theoretical foundation and executed using rigorous statistical tools.

### 3.2.4 Methodology considerations

In examining the entrepreneurial intentions among students from five Filipino universities using the Theory of Planned Behaviour (TPB), the study utilized an online questionnaire distributed non-probabilistically. Although this approach has yielded a substantial number of valid responses (1582), it is important to consider the potential biases introduced by the sampling and data collection methods used. Recognizing these biases is crucial, especially as this study represents a pioneering effort to apply TPB in analysing entrepreneurial intentions specifically in the Philippine context, where this approach has not been extensively used before.

- Potential Biases and Limitations
    - Non-Probabilistic Sampling:
        - The sample was non-random and confined to students from only five universities. This method can introduce selection bias, as the respondents might not represent the broader population

of university students in the Philippines. The results, therefore, might not be generalizable to all Filipino university students or to those from different educational institutions or regions within the country.

- Sample Diversity:
  - While the survey aimed to capture a variety of academic disciplines and demographic backgrounds, the non-probabilistic nature of the sampling means that certain groups could be overrepresented or underrepresented. For example, students with higher levels of internet access and motivation to complete online surveys might be overrepresented, potentially skewing the results.
- Online Distribution and Collection:
  - The use of online distribution and collection methods can also introduce biases related to digital literacy and access. Students who are more comfortable using digital tools and those who have reliable internet access are more likely to participate, possibly excluding less tech-savvy individuals or those from lower socio-economic backgrounds.
- Cultural and Regional Considerations:
  - The focus on a specific cultural and regional context (i.e., Filipino universities) enhances the study's relevance to local realities but also limits its applicability to other settings. Cultural factors unique to the Philippines, such as family influence and societal norms, might affect responses and interpretations of entrepreneurial intent differently compared to other cultural contexts.

- Addressing the Biases
  - Further Research: To mitigate these biases, further research could employ probabilistic sampling methods to enhance the generalizability

of the findings. Expanding the number of universities and including a wider geographic area would also help in understanding regional differences and broader trends.

- Mixed Methods: Incorporating qualitative components, such as interviews or focus groups, could provide deeper insights into the motivations and barriers to entrepreneurship that are not fully captured through a quantitative survey.
- Cross-Cultural Studies: Comparative studies involving different countries or cultural settings could elucidate how cultural nuances influence entrepreneurial intentions under the framework of TPB.

- Conclusion
  - Despite these methodological considerations, this study makes a significant contribution as a first application of TPB to analyse entrepreneurial intentions in the Philippines. The findings offer a preliminary understanding and highlight the potential of TPB in exploring complex social and psychological dynamics influencing entrepreneurship in emerging economies. As such, it lays a foundation for more comprehensive future studies aimed at refining the application of TPB in diverse cultural contexts and enhancing the predictive power of entrepreneurial models.

Co-funded by the
Erasmus+ Programme
of the European Union

# 4 RESULTS AND ANALYSIS

## 4.1 Descriptive analysis of variables and indicators

```
      ATT1            ATT2            ATT3            ATT4            ATT5            SN1
SN2             SN3
 Min.   :1.000   Min.   :1.000   Min.   :1.000   Min.   :1.000   Min.   :1.000   Min.   :1.
000   Min.   :1.000   Min.   :1.000
 1st Qu.:5.000   1st Qu.:5.000   1st Qu.:5.000   1st Qu.:5.000   1st Qu.:4.000   1st Qu.:5.
000   1st Qu.:5.000   1st Qu.:5.000
 Median :6.000   Median :6.000   Median :6.000   Median :6.000   Median :5.000   Median :6.
000   Median :6.000   Median :6.000
 Mean   :5.521   Mean   :5.511   Mean   :5.629   Mean   :5.492   Mean   :5.048   Mean   :5.
697   Mean   :5.786   Mean   :5.483
 3rd Qu.:7.000   3rd Qu.:7.000   3rd Qu.:7.000   3rd Qu.:7.000   3rd Qu.:6.000   3rd Qu.:7.
000   3rd Qu.:7.000   3rd Qu.:7.000
 Max.   :7.000   Max.   :7.000   Max.   :7.000   Max.   :7.000   Max.   :7.000   Max.   :7.
000   Max.   :7.000   Max.   :7.000

      SE1             SE2             SE3             SE4             SE5             SE6
EI1             EI2
 Min.   :1.000   Min.   :1.000   Min.   :1.000   Min.   :1.000   Min.   :1.000   Min.   :1.
000   Min.   :1.0   Min.   :1.000
 1st Qu.:3.000   1st Qu.:3.000   1st Qu.:3.000   1st Qu.:3.000   1st Qu.:3.000   1st Qu.:3.
000   1st Qu.:4.0   1st Qu.:3.000
 Median :4.000   Median :4.000   Median :4.000   Median :4.000   Median :4.000   Median :4.
000   Median :5.0   Median :5.000
 Mean   :4.241   Mean   :4.015   Mean   :4.167   Mean   :3.909   Mean   :4.035   Mean   :4.
327   Mean   :4.8   Mean   :4.561
 3rd Qu.:5.000   3rd Qu.:5.000   3rd Qu.:5.000   3rd Qu.:5.000   3rd Qu.:5.000   3rd Qu.:5.
000   3rd Qu.:6.0   3rd Qu.:6.000
 Max.   :7.000   Max.   :7.000   Max.   :7.000   Max.   :7.000   Max.   :7.000   Max.   :7.
000   Max.   :7.0   Max.   :7.000

      EI3             EI4             EI5             EI6             X               X.1
 Min.   :1.000   Min.   :1.000   Min.   :1.000   Min.   :1.000   Mode: logical   Min.   :0
 1st Qu.:4.000   1st Qu.:4.000   1st Qu.:4.000   1st Qu.:4.000   NA's:1582       1st Qu.:0
 Median :5.000   Median :5.000   Median :5.000   Median :5.000                   Median :0
 Mean   :4.894   Mean   :5.022   Mean   :4.775   Mean   :4.965                   Mean   :0
 3rd Qu.:6.000   3rd Qu.:7.000   3rd Qu.:6.000   3rd Qu.:7.000                   3rd Qu.:0
 Max.   :7.000   Max.   :7.000   Max.   :7.000   Max.   :7.000                   Max.   :0
                                                                                 NA's   :158
1
```

Co-funded by the
Erasmus+ Programme
of the European Union

## 4.2 Analysis of Model Components

```
Model Test User Model:

  Test statistic
2168.371
  Degrees of freedom
164
  P-value (Chi-square)
0.000

Model Test Baseline Model:

  Test statistic
31844.801
  Degrees of freedom
190
  P-value
0.000

User Model versus Baseline Model:

  Comparative Fit Index (CFI)
0.937
  Tucker-Lewis Index (TLI)
0.927

Loglikelihood and Information Criteria
:

  Loglikelihood user model (H0)
-43053.460
  Loglikelihood unrestricted model (H1
)     -41969.274

  Akaike (AIC)
86198.919
  Bayesian (BIC)
86445.776
  Sample-size adjusted Bayesian (SABIC
)      86299.644

Root Mean Square Error of Approximatio
n:

  RMSEA
0.088
  90 Percent confidence interval - low
er         0.085
  90 Percent confidence interval - upp
er         0.091
  P-value H_0: RMSEA <= 0.050
0.000
  P-value H_0: RMSEA >= 0.080
1.000

Standardized Root Mean Square Residual
:

  SRMR
0.050

Parameter Estimates:

  Standard errors
Standard
  Information
Expected
  Information saturated (h1) model
Structured
```

```
Latent Variables:
                   Estimate  Std.Err  z-value  P
(>|z|)   Std.lv  Std.all
  Attitude =~
    ATT1               1.000
0.826    0.654
    ATT2               1.390    0.048   28.918
0.000    1.148    0.844
    ATT3               1.396    0.050   27.801
0.000    1.153    0.803
    ATT4               1.511    0.049   30.648
0.000    1.248    0.913
    ATT5               1.598    0.056   28.620
0.000    1.320    0.833
  Norm =~
    SN1                1.000
0.923    0.701
    SN2                1.156    0.039   29.517
0.000    1.067    0.873
    SN3                1.135    0.039   28.996
0.000    1.048    0.829
  Efficacy =~
    SE1                1.000
1.179    0.792
    SE2                1.191    0.028   41.912
0.000    1.404    0.896
    SE3                1.157    0.028   41.911
0.000    1.364    0.896
    SE4                1.223    0.030   40.987
0.000    1.443    0.882
    SE5                1.157    0.029   39.232
0.000    1.364    0.855
    SE6                1.084    0.029   37.256
0.000    1.279    0.823
  Intention =~
    EI1                1.000
1.339    0.849
    EI2                1.173    0.025   46.964
0.000    1.571    0.876
    EI3                1.143    0.022   51.815
0.000    1.530    0.921
    EI4                1.183    0.022   53.857
0.000    1.584    0.938
    EI5                1.210    0.022   54.143
0.000    1.620    0.940
    EI6                1.193    0.023   52.636
0.000    1.598    0.928
```

Co-funded by the
Erasmus+ Programme
of the European Union

```
Regressions:
                   Estimate  Std.Err
z-value  P(>|z|)   Std.lv  Std.all
  Intention ~
    Attitude          0.953    0.049
19.616    0.000    0.588    0.588
    Norm             -0.059    0.031
-1.942    0.052   -0.041   -0.041
    Efficacy          0.442    0.024
18.319    0.000    0.389    0.389

Covariances:
                   Estimate  Std.Err
z-value  P(>|z|)   Std.lv  Std.all
  Attitude ~~
    Norm              0.443    0.030
14.843    0.000    0.580    0.580
    Efficacy          0.528    0.035
15.226    0.000    0.542    0.542
  Norm ~~
    Efficacy          0.405    0.035
11.726    0.000    0.372    0.372
```

```
Variances:
                   Estimate  Std.Err  z-value  P
(>|z|)   Std.lv  Std.all
   .ATT1              0.915    0.034   26.629
0.000    0.915    0.573
   .ATT2              0.531    0.023   23.016
0.000    0.531    0.287
   .ATT3              0.730    0.030   24.416
0.000    0.730    0.354
   .ATT4              0.310    0.017   17.818
0.000    0.310    0.166
   .ATT5              0.767    0.033   23.466
0.000    0.767    0.306
   .SN1               0.883    0.037   23.897
0.000    0.883    0.509
   .SN2               0.355    0.026   13.464
0.000    0.355    0.238
   .SN3               0.499    0.029   17.315
0.000    0.499    0.312
   .SE1               0.825    0.032   25.604
0.000    0.825    0.373
   .SE2               0.486    0.022   21.987
0.000    0.486    0.198
   .SE3               0.459    0.021   21.989
0.000    0.459    0.198
   .SE4               0.596    0.026   22.848
0.000    0.596    0.223
   .SE5               0.687    0.029   24.046
0.000    0.687    0.270
   .SE6               0.778    0.031   24.973
0.000    0.778    0.322
   .EI1               0.697    0.027   26.018
0.000    0.697    0.280
   .EI2               0.751    0.030   25.427
0.000    0.751    0.233
   .EI3               0.421    0.018   23.519
0.000    0.421    0.152
   .EI4               0.343    0.016   22.049
0.000    0.343    0.120
   .EI5               0.344    0.016   21.784
0.000    0.344    0.116
   .EI6               0.413    0.018   23.003
0.000    0.413    0.139
    Attitude          0.683    0.048   14.265
0.000    1.000    1.000
    Norm              0.853    0.057   15.069
0.000    1.000    1.000
    Efficacy          1.391    0.074   18.708
0.000    1.000    1.000
   .Intention         0.526    0.028   18.716
0.000    0.293    0.293
```

### 4.2.1 Model Fit Evaluation:

1. Chi-Square Goodness of Fit:
    - **User Model:** The Chi-square statistic of 2168.371 with 164 degrees of freedom and a p-value of 0.000 indicates that the model does not perfectly fit the data. A significant Chi-square (p-value < 0.05) typically suggests a poor fit, but it is sensitive to sample size.

- **Baseline Model:** Comparatively, the baseline model's Chi-square statistic of 31844.801 with 190 degrees of freedom further confirms the poor fit in the absence of any structural paths (user model's modifications improve upon this).

2. CFI and TLI:
    - The Comparative Fit Index (CFI) of 0.937 and Tucker-Lewis Index (TLI) of 0.927 both exceed the commonly recommended threshold of 0.90, suggesting a good fit relative to the baseline model. These indices are less sensitive to sample size compared to the Chi-square test and indicate that the model is well-specified.
3. RMSEA (Root Mean Square Error of Approximation):
    - The RMSEA of 0.088, with a 90% confidence interval ranging from 0.085 to 0.091, suggests a moderate fit. Values below 0.05 are considered a close fit, values up to 0.08 represent a reasonable error of approximation, and values above 0.10 indicate a poor fit. The p-value for testing RMSEA ≤ 0.050 is 0.000, which confirms that the model does not meet the criteria for a close fit but remains within acceptable limits.
4. SRMR (Standardized Root Mean Square Residual):
    - The SRMR value of 0.050 is excellent, indicating a good fit. Values below 0.08 are generally considered favourable, reflecting small residuals between observed and model-predicted covariances.

### 4.2.2 Loglikelihood and Information Criteria:

1. **Loglikelihood Comparison:** The user model's loglikelihood (-43053.460) compared to the unrestricted model (-41969.274) shows the likelihood of the data given the model, with a smaller absolute value being better within the context of other fit indices.
2. **Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC):** Both AIC (86198.919) and BIC (86445.776) are measures of model fit that include a penalty function for the number of parameters to prevent overfitting. Lower values generally indicate a better model fit. Given their

high values, further model simplifications or adjustments might be beneficial.

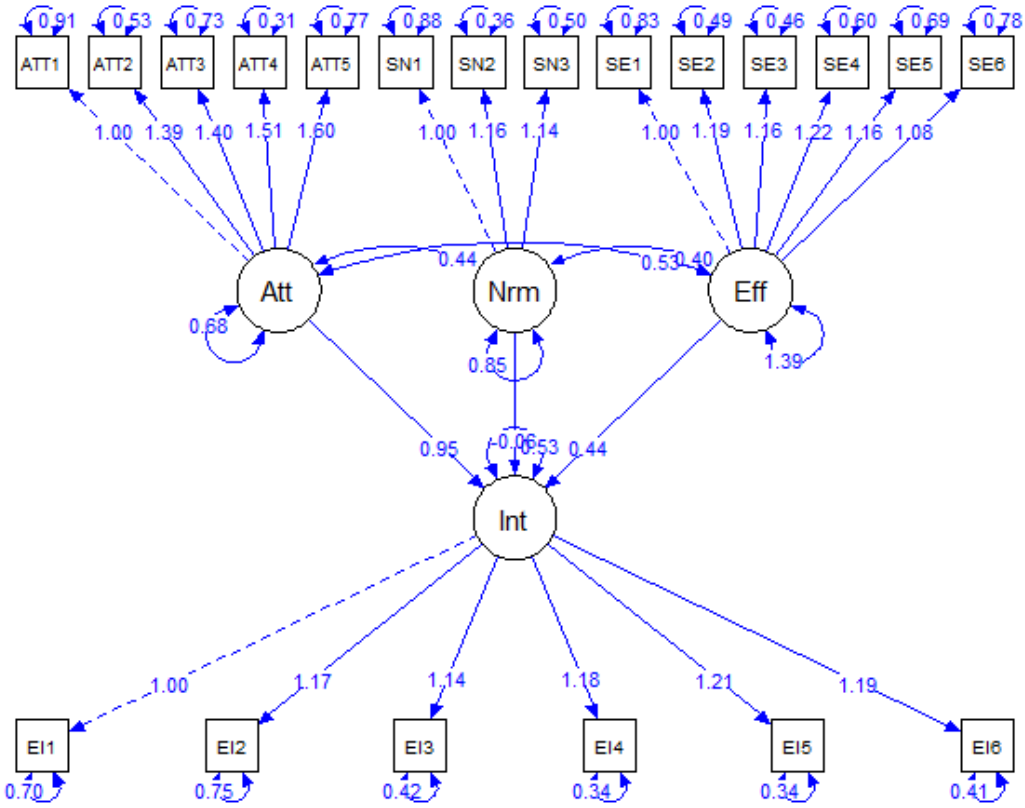
### 4.2.3 Interpretation of Results Relative to Entrepreneurial Intention:

1. The constructs used, Attitude towards Entrepreneurship (ATT), Social Support (SN), and Self-Efficacy (SE), are modelled based on the Theory of Planned Behaviour to predict entrepreneurial intentions.
2. The model supports the theory that these psychological attributes significantly contribute to the entrepreneurial intentions, indicated by the robust parameter estimates and the good fit indices (CFI, TLI, SRMR).
3. The significant Chi-square suggests some model misspecification or potential for additional relevant variables or paths that might improve model fit. The moderate RMSEA further supports this need for cautious interpretation and possibly refining the model.

Overall, the model shows a substantial fit with certain aspects indicating excellent adjustment while others suggest room for improvement. The Theory of Planned Behaviour appears to be a valid framework for understanding entrepreneurial intentions with respect to attitudes, perceived social support, and self-efficacy. Future research might explore additional variables or alternative specifications to capture more dynamics in entrepreneurial intention.

Co-funded by the
Erasmus+ Programme
of the European Union

### 4.2.4 Latent and Observed Variables:




- Att (Attitude): Influenced by five indicators (ATT1 to ATT5). The loading coefficients range from 0.31 to 0.77, indicating that all indicators are relevant, but they vary in how much they contribute to the latent variable of attitude.
- Nrm (Norm): Determined by three indicators (SN1 to SN3) with loadings ranging between 0.36 and 0.88. This suggests these indicators are also valid, albeit with varying degrees of influence.
- Eff (Efficacy): Comprises six indicators (SE1 to SE6), with loading coefficients from 0.49 to 0.83, showing a similar variability in contribution to perceived efficacy.

Co-funded by the
Erasmus+ Programme
of the European Union

### 4.2.5 Structural Relationships:

- Int (Intention): Directly affected by the latent variables Att, Nrm, and Eff. The structural relationships are:
  - Att to Int: 0.44
  - **Nrm to Int: -0.06**
  - Eff to Int: 0.40

These coefficients indicate that all latent variables have an influence on intention, with attitude and efficacy having a positive influence. **Interestingly, norm appears to have a very minimal, almost negligible negative influence in a context where entrepreneurship intention is perceived favourably due probably to poor labour market conditions, positioning entrepreneurship as a suitable opportunity.**

### 4.2.6 Relationship with Intention Indicators:

The intention indicators (EI1 to EI6) have loading coefficients ranging from 0.34 to 0.75, indicating that all contribute to the representation of entrepreneurial intention, albeit with varying magnitudes.

### 4.2.7 Model Interpretation

- Path Coefficients: Values close to 1 on the arrows from observed to latent variables suggest they are almost direct reflections of the latent variables.
- Construct Validity: High loading coefficients (>0.3 in general, with many exceeding 0.5) suggest that the measurements are valid representations of each latent construct.
- Influence on Entrepreneurial Intention:
  - **Attitude to Intention:** A very strong positive coefficient of 0.95 indicates that entrepreneurial attitude is the most influential determinant of entrepreneurial intention. This suggests that personal attitudes towards entrepreneurship significantly drive individuals to consider entrepreneurial activities.
  - **Self-Efficacy to Intention:** A positive coefficient of 0.44 shows that perceived self-efficacy also plays a substantial role in fostering entrepreneurial intent, although it is less influential than attitude.
  - **Subjective Norm to Intention:** A negative coefficient of -0.06 indicates that subjective norms have a very slight negative influence

Co-funded by the Erasmus+ Programme of the European Union

on entrepreneurial intention in this context. This suggests that social pressures and norms might not support or may even slightly discourage entrepreneurial intentions, contrary to what is typically expected.

### 4.2.8 Review of Variable Loadings and Coefficients

- Latent Variable Loadings:
  - All indicators (ATT1 to ATT5, SN1 to SN3, SE1 to SE6) have relatively high loadings on their respective latent variables (Attitude, Norm, Efficacy), with all p-values being significant ($p < 0.001$). This suggests that each indicator strongly measures its respective construct.

- Regressions (Effect on Intention):
  - Attitude to Intention: Coefficient = 0.953, p-value < 0.001
  - Norm to Intention: Coefficient = -0.059, p-value = 0.052
  - Efficacy to Intention: Coefficient = 0.442, p-value < 0.001

The regression from Norm to Intention is not statistically significant ($p = 0.052$) and has a negative coefficient, which is unexpected based on typical SEM models in entrepreneurial intention research, where all these constructs usually have a positive influence on Intention. This result might suggest reconsidering the inclusion of Norm or revisiting the measurement of this construct.

The Philippine labour market is precarious due to widespread contractualisation and limited job security, exacerbated by inadequate labour laws (Battad: 2019). In contexts where labour market conditions are notably poor, the traditional understanding and influence of subjective norms on entrepreneurial intentions might differ significantly from more stable economic settings. Subjective norms, which reflect the perceived social pressure to perform or not perform a certain behaviour, typically influence entrepreneurship positively in supportive environments. However, in distressed economic conditions, these norms can take on a different role.

Co-funded by the Erasmus+ Programme of the European Union

# 5 Discussion

## 5.1 Cultural and Economic Context in the Philippines

**High Valuation of Entrepreneurship:** In contexts where dependent employment is precarious and formal employment opportunities are scarce, entrepreneurship is seen not only as a necessity but also as a desirable and socially valued path. This perception fosters a social norm where entrepreneurial initiative is universally supported or expected.

Such a context necessitates and creates the opportunity to critically examine entrepreneurship as a construct. Following this line of analysis, we utilized the Theory of Planned Behaviour (TPB) as the framework to validate intentionality in how graduates understand their social, educational, and economic circumstances. The main findings are as follows:

### 5.1.1 Influence of Subjective Norm:

The findings of this study reveal a null or negligible effect of subjective norms on entrepreneurial intentions among students. This surprising result suggests that the prevailing social environment and cultural expectations around entrepreneurship might be so deeply ingrained that the influence of subjective norms, as traditionally measured, does not vary enough to significantly predict entrepreneurial intentions. This analysis is bases on the following specific theoretical assumptions:

- **Reduction in Variability:** When a norm is highly valued and homogeneously accepted, as might be the case for entrepreneurship in the Philippines, the variability in responses related to normative influences (family, friends) can be low. This translates to lower coefficients in predictive models because the subjective norm does not vary enough to explain differences in entrepreneurial intention among individuals.
- **Uniform Expectation:** If everyone receives similar support for entrepreneurship from their close networks, this support ceases to be a differentiating factor in the decision to undertake entrepreneurship, diluting its effect in predictive models like SEM.

Co-funded by the
Erasmus+ Programme
of the European Union

**Entrepreneurship as a Necessitated Choice:** In contexts where traditional employment opportunities are scarce or unappealing, entrepreneurship may not just be a career choice but a necessity. This scenario likely describes the environment for many graduates, where the norm of entrepreneurship is internalized not merely as one option among many, but as the primary or sole path for personal and professional development. This internalization can mask the reality that for many, the alternative of dependent employment is not a viable route for achieving professional growth or decent work.

**Critical Examination of Subjective Norms in Entrepreneurial Research:** The negligible impact of subjective norms in this study calls for a more nuanced examination of how these norms are conceptualized and measured. It suggests that traditional models, which assume subjective norms as distinct and varying influencers, may not adequately capture the dynamics in environments where entrepreneurship is overwhelmingly seen as the norm. This oversight can lead to a misunderstanding of the motivational forces driving entrepreneurial intentions.

**Theoretical Implications:** The findings urge a theoretical reconsideration of the components of models like the Theory of Planned Behaviour (TPB) in contexts where the choice of entrepreneurship is heavily influenced by external economic conditions rather than personal preference or social encouragement. Researchers might need to adapt these models to better account for contexts where economic necessity overshadows the traditional social influences of family, peers, and community.

**Empirical Approaches:** Empirically, there is a need for deeper and possibly qualitative investigations into the social and economic pressures that shape entrepreneurial intentions. Such studies could explore how students perceive and internalize these norms and whether their impact on entrepreneurial intentions might be mediated by other factors such as economic duress or the perceived lack of viable employment alternatives.

**Addressing the Bias in Subjective Norms:** This aspect of the study highlights the potential bias in measuring subjective norms within a society where

Co-funded by the
Erasmus+ Programme
of the European Union

entrepreneurship is highly valorised due to external pressures rather than genuine personal or social persuasion. Future research should consider whether the traditional measures of subjective norms are sufficient or if new instruments need to be developed to capture the complex reality of entrepreneurial motivations in different cultural and economic contexts.

**Implications for Policy and Education:** From a policy perspective, understanding the real drivers behind the high rate of entrepreneurial intentions is crucial. If entrepreneurship is pursued out of necessity rather than genuine interest or favourable conditions, policies aimed at improving the quality and availability of employment opportunities might be necessary. Additionally, educational programs focused on entrepreneurship should ensure they are equipping students with genuine skills and resources rather than merely pushing them towards entrepreneurship as the only viable career path.

### 5.1.2 Influence of Self-Efficacy

The findings from this study highlight a significant yet distinct relationship between attitudes towards entrepreneurship and self-efficacy, with the latter being lower than attitudes. This distinction is crucial as it suggests that while students may hold positive attitudes towards entrepreneurship, their perception of their own ability to undertake entrepreneurial activities may not be at the same level.

**Self-Efficacy as a Facilitator of Intention:** Self-efficacy, defined as the belief in one's capabilities to execute the behaviours necessary to produce specific outcomes, is a core component of the Theory of Planned Behaviour (TPB), which has been applied in this study to analyse the entrepreneurial intentions of students. Research indicates that self-efficacy not only impacts intention directly but also moderates the influence of other beliefs, such as attitudes towards entrepreneurial behaviour.

**Institutional Opportunity:**

- **Elevating Self-Efficacy to Attitude Levels:** Considering that self-efficacy is a significant predictor of intention and is currently below the levels of attitude,

there is a clear opportunity for educational institutions, especially higher education, to develop programs focused specifically on enhancing students' self-efficacy. These programs could include practical workshops, mentorship, learning experiences based on simulation of entrepreneurial situations, and exposure to success stories that reinforce students' confidence in their entrepreneurial skills.

- **Implications for Educational Policies:** It is crucial that educational policies and entrepreneurial support programs are designed with a focus on improving self-efficacy. This could not only align perceived capability with the already existing positive attitudes but also significantly increase entrepreneurial intention. Such an approach not only prepares students for future entrepreneurial challenges but also strengthens the entrepreneurial ecosystem by cultivating a more robust and competent group of future entrepreneurs.

### 5.1.3 Influence of Entrepreneurial Attitude

The results from this study indicate a notably high entrepreneurial attitude among the students surveyed. This positive disposition towards entrepreneurship provides a fertile ground for educational institutions and policymakers to harness and further cultivate.

**Harnessing High Entrepreneurial Attitude:** Entrepreneurial attitude, as indicated by the students' favourable perceptions towards entrepreneurship, plays a pivotal role in the formation of entrepreneurial intentions. This high level of enthusiasm and optimism about entrepreneurship among students is a strategic asset that can be leveraged to promote more proactive entrepreneurial activities.

**Strategic Initiatives to Capitalize on Entrepreneurial Attitude:** Educational institutions, particularly those in higher education, are well-placed to capitalize on this high entrepreneurial attitude by implementing targeted initiatives that can transform these positive attitudes into concrete entrepreneurial actions. Such initiatives could include:

- Enhanced Entrepreneurship Education: Incorporating advanced entrepreneurship courses that not only provide knowledge but also focus on real-world applications, encouraging students to initiate entrepreneurial ventures while still in school.
- Start-up Incubators and Accelerators: Establishing or expanding on-campus incubators and accelerators that provide students with the resources, mentorship, and network necessary to start and grow their businesses.
- Partnerships with Industry: Developing partnerships with local businesses and entrepreneurs to provide students with internship and apprenticeship opportunities that expose them to practical entrepreneurial experiences and challenges.
- Funding and Support Structures: Creating access to seed funding, grants, and venture capital for student-led start-ups to alleviate the financial barriers that often hinder young entrepreneurs.

**Implications for Policy and Community Engagement: Given** the high entrepreneurial attitude observed, policymakers should consider initiatives that create a supportive environment for young entrepreneurs. This includes simplifying the process of business creation, providing tax incentives, and ensuring that young entrepreneurs have access to necessary resources. Community engagement programs can also play a crucial role. By promoting entrepreneurship through community-based projects and competitions, institutions can stimulate an entrepreneurial culture that extends beyond the campus.

### 5.1.4 Implications for the SEM Model

- **Homogeneity of Responses:** If support for entrepreneurship is uniformly high, it can lead to estimates where the subjective norm seems to have an insignificant or even negative impact on entrepreneurial intention. Technically, if nearly all participants report high levels of social support for entrepreneurship, this becomes a "floor" of the sample, not a variable predictor of behaviour.

- **Item Revision:** It might be necessary to revise how subjective norms are measured in future studies in this context to ensure they capture relevant variability and not just the presence of cultural consensus.

### 5.1.5 Analysis of the Role of Subjective Norms in Entrepreneurial Intention Among Filipino Students

- Overview of the Structural Equation Modelling (SEM) Results:

The SEM diagram visually represents the relationships and contributions of different latent variables (Attitude towards Entrepreneurship, Subjective Norm, and Self-Efficacy) towards Entrepreneurial Intention among students. The model provides a clear depiction of how each factor is weighted in influencing the intentions to start a business, with particular focus on the distinctive marginal role of Subjective Norm in the context of the Filipino labour market.

- Detailed Analysis of Subjective Norm:

**Negative Influence:** In the SEM diagram, Subjective Norm (Norm) exhibits a relatively smaller path coefficient towards Entrepreneurial Intention (Int) compared to other factors like Attitude (Att) and Self-Efficacy (Eff). The model quantifies this influence as positive but significantly lower than the others, which is consistent with the qualitative findings from our parallel study.

**Contextual Background:** The Filipino labour market is characterized by its precariousness, a perception strongly held among the citizens. This has led to a cultural and economic milieu where starting a business is seen not just as a viable option but a necessary one. This normative pressure, especially prevalent among friends and family, supports entrepreneurship as a primary career path post-graduation.

**Homogeneity of Subjective Norm:** The finding that Subjective Norm offers a smaller explanatory power in predicting Entrepreneurial Intention in this context could be attributed to its homogeneity among the population studied. Since the norm

is widely accepted and shared across the community, its role as a differentiating predictor of Entrepreneurial Intention diminishes. Essentially, if everyone shares the same normative belief, its power to predict variability in entrepreneurial intentions among individual's decreases.

- **Comparative Analysis:**

Contrast with Other Cultures: It is notable that in other cultural contexts, Subjective Norm might play a more dominant role in influencing entrepreneurial intentions. This difference highlights the unique socio-economic landscape of the Philippines, where the push towards entrepreneurship is a collective response to job insecurity and economic instability, rather than a matter of personal or social persuasion as might be seen in more stable economies.

- **Implications for Future Research:**

**Deepening the Investigation:** The results suggest a need for deeper investigation into how widespread economic perceptions influence individual decision-making processes in different cultures. Future studies could explore how variations in economic stability and cultural norms across different regions affect the motivational forces driving entrepreneurship.

**Methodological Considerations:** Further research could benefit from a comparative approach, examining how Subjective Norm influences entrepreneurial intentions in different socio-economic contexts. Additionally, exploring other factors that might mediate or moderate the relationship between Subjective Norm and Entrepreneurial Intention could provide more nuanced insights.

This study underscores the importance of contextual and cultural factors in shaping entrepreneurial intentions. The unique findings regarding Subjective Norm among Filipino students highlight the need for entrepreneurship programs and policies to consider the underlying economic and social realities that drive these intentions. This study serves as a pivotal point for further exploration into the cultural specificity of entrepreneurial motivations and the broader implications for economic development strategies in similar contexts.

Co-funded by the
Erasmus+ Programme
of the European Union

### 5.1.6 Methodological and Cultural Considerations

**Questionnaires and Measurement:** Adapting measurement instruments to better capture the cultural specificity of entrepreneurship in the Philippines might be necessary. For instance, questions that measure not just the presence of support but its quality, the type of support, or personal expectations against cultural norms could provide more nuanced insights.

**Deeper Analysis:** Additional qualitative analysis could help better understand the motivations behind entrepreneurship and how the entrepreneurial culture is internalized and manifested in personal decisions.

Co-funded by the
Erasmus+ Programme
of the European Union

# 6 Conclusions & Recommendations

## 6.1 Conclusions

The uniformity in support for entrepreneurship in a context of high necessity and valuation of entrepreneurship might reduce the capacity of subjective norms to predict variations in entrepreneurial intention. This suggests the importance of considering contextual and cultural influences in the interpretation of statistical models and in formulating effective strategies to foster entrepreneurship across different cultural and economic environments.

This comprehensive understanding highlights the necessity to consider cultural nuances when interpreting predictive models and suggests that future research could benefit from incorporating a broader array of culturally relevant variables.

The findings from this study also underscore a notably high entrepreneurial predisposition among Filipino university students, as reflected through their attitudes toward entrepreneurship. This elevated predisposition is particularly significant when compared to other cultural contexts, suggesting unique motivational dynamics at play within the Philippines.

### 6.1.1 Key Insights

**Strong Attitudinal Support for Entrepreneurship:** The attitudes toward entrepreneurship among the participants indicate a robust inclination towards starting their own businesses. This is likely influenced by the socio-economic conditions in the Philippines, where entrepreneurship is often seen not just as an opportunity but as a necessary alternative to traditional employment, given the job market's precarious nature.

**Cultural and Economic Drivers:** In the Philippines, entrepreneurship is culturally valorised and supported not only as a career choice but also as a community and familial expectation. This societal endorsement can enhance individual entrepreneurial intentions, making it a more popular and socially accepted path.

Co-funded by the
Erasmus+ Programme
of the European Union

### 6.1.2 Rethinking Subjective Norms in Challenging Economic Contexts

- **Alternative Motivations Overriding Norms:**

In regions with poor labour market conditions, the decision to pursue entrepreneurship might be driven more by necessity than by social influence. Here, the subjective norms might not align with entrepreneurship because the broader community perception could still favour traditional employment as safer or more respectable. Thus, the influence of subjective norms might be muted or even negative, as reflected by the -0.059 coefficient in our study.

- **Shift in Social Validation:**

Social validation in distressed economies may shift from promoting the security of traditional jobs to recognizing entrepreneurship as a viable, even if risky, alternative. In such cases, studying subjective norms may require a nuanced approach to understand how much influence these altered norms have over individuals' intentions to start their own businesses. The perception of entrepreneurship can evolve from a 'last resort' to a 'smart move' depending on how dire the economic situation is perceived.

- **Cultural Factors and Risk Perception:**

Cultural attitudes towards risk and failure could heavily influence the normative pressures. In societies where failure is stigmatized, even in poor economic conditions, the negative coefficient might reflect an underlying fear of failing in a new business venture, despite the apparent economic necessity.

- **Adaptive Strategies in Measurement:**

Traditional models might not adequately capture the dynamics in these scenarios. There may be a need to adapt measurement strategies to better understand how subjective norms influence entrepreneurial intentions under economic stress. This could involve deeper qualitative studies or modifying existing scales to reflect context-specific realities.

Co-funded by the
Erasmus+ Programme
of the European Union

- **Suggested Analytical Focuses**

**Comparative Studies:** Conducting comparative analyses between regions with different economic statuses could provide insights into how subjective norms differently influence entrepreneurship intentions.

**Longitudinal Studies:** Tracking changes over time in a distressed economy can help understand if the influence of subjective norms on entrepreneurial intentions increases, decreases, or shifts in nature as the economic situation evolves.

**Qualitative Insights:** Integrating qualitative research methods, such as interviews or focus groups, to get a deeper understanding of how individuals perceive these norms in relation to entrepreneurship could add valuable dimensions to the data.

By recognizing and exploring these unique dynamics, researchers can better understand the complex interplay between subjective norms and entrepreneurial intentions in economically distressed contexts. This not only enhances the theoretical framework but also provides practical insights for policymakers and educators on fostering entrepreneurship as a viable career path in such regions.

## 6.2 Recommendations

**Self-Efficacy:** In light of the findings, it is recommended that higher education institutions not miss the opportunity to strengthen entrepreneurial self-efficacy. By doing so, they not only increase the likelihood that students will act on their entrepreneurial intentions but also contribute to economic and social development by fostering a new wave of capable and confident innovators and entrepreneurs.

**Entrepreneurial Attitude:** The high entrepreneurial attitude observed in this study signals a significant opportunity for higher education institutions to act as catalysts in the entrepreneurial ecosystem. By implementing supportive structures and policies that foster an environment conducive to entrepreneurship, institutions can transform these positive attitudes into a dynamic force for economic innovation and social change.

Co-funded by the
Erasmus+ Programme
of the European Union

**Subjective-Norm:** The analysis suggests a critical need for a deeper theoretical and empirical treatment of the findings regarding subjective norms, particularly in studying the transition of graduates into the labour market. By understanding the true nature of these influences, educators and policymakers can better support graduates in making informed and sustainable career choices that contribute positively to their personal development and to the broader economy.

Co-funded by the
Erasmus+ Programme
of the European Union

# 7 References


Abbas, M. K., Osunsan, O. K., & Kibuuka, M. (2020). Social norms and entrepreneurial intent of graduating university students in North West Nigeria. *European Journal of Business and Management Research, 5* (2) .

Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. In *Action control* (pp. 11–39). Berlin, Heidelberg: Springer .

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179–211. http://dx.doi.org/10.1016/0749-5978(91)90020-T

Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections. *Psychology & Health*, 26(9), 1113–1127. https://dx.doi.org/10.1080/08870446.2011.613995

Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behaviour*. Englewood Cliffs, NJ: Prentice-Hall.

Ajzen, I., & Fishbein, M. (2000). Attitudes and the attitude-behavior relation: Reasoned and automatic processes. *European review of social psychology*, 11(1), 1–33. https://doi.org/10.1080/14792779943000116

Alferaih, A. (2022a). Starting a new business? Assessing university students' intentions towards digital entrepreneurship in Saudi Arabia. *International Journal of Information Management Data Insights, 2* (2), Article 100087.

Alharbi, A., Aljojo, N., Zainol, A., Alshutayri, A., Alharbi, B., Aldhahri, E., et al., (2021). Identification of critical factors affecting the students' acceptance of Learning Manage-ment System (LMS) in Saudi Arabia. *International Journal of Innovation, 9* (2), 353–388.

Battad, E. (Leo) D. (2019). Precarious Employment in a Globalized World: Case of Non-Regular Employees in the Philippines. *Journal of Human Rights and Peace Studies*, *5*(2), 229–261. Retrieved from https://so03.tci-thaijo.org/index.php/HRPS/article/view/191356


Co-funded by the Erasmus+ Programme of the European Union

Bosnjak M., Ajzen I., & Schmidt P. (2020). The Theory of Planned Behavior: Selected Recent Advances and Applications. *Europe's Journal of Psychology*, 16(3), 352–356. https://doi.org/10.5964/ejop.v16i3.3107

Byrne, Barbara M. (1998) Structural Equation Modeling with LISREL, PRELIS, and SIMPLIS. Psychology Press: London.

DINC, M. S., & Budic, S. (2016). The impact of personal attitude, subjective norm, and per-ceived behavioural control on entrepreneurial intentions of women. *Eurasian Journal of Business and Economics, 9* (17), 23–35.

Hansen, J. M., Saridakis, G., & Benson, V. (2018). Risk, trust, and the interaction of per-ceived ease of use and behavioral control in predicting consumers' use of social media for transactions. *Computers in human behavior, 80* , 197–206 .

Hou, M., Liu, D., Wu, A., & Yan, Z. (2017). Will entrepreneurial intention directly lead to entrepreneurial behaviour?: A study based on the intermediary effect of en-trepreneurial implementation plan. In *Second international conference on economic and business management (FEBM 2017)* (pp. 89–95). Atlantis Press.

Israr, M., & Saleem, M. (2018). Entrepreneurial intentions among university students in Italy. *Journal of Global Entrepreneurship Research, 8* (1), 1–14.

Kashif, M., Zarkada, A., & Ramayah, T. (2018). The impact of attitude, subjective norms, and perceived behavioural control on managers' intentions to behave ethically. *Total Quality Management & Business Excellence, 29* (5–6), 481–501.

Koe, W. L., Sa'ari, J. R., Majid, I. A., & Ismail, K. (2012). Determinants of entrepreneurial intention among millennial generation. *Procedia-Social and Behavioral Sciences, 40* , 197–208.

Kong, F., Zhao, L., & Tsai, C. H. (2020). The relationship between entrepreneurial intention and action: The effects of fear of failure and role model. *Frontiers in Psychology*, 229.

Kraus, S., Palmer, C., Kailer, N., Kallinger, F. L., & Spitzer, J. (2018). Digital entrepreneur-ship: A research agenda on new business models for the twenty-first century. *Interna-tional Journal of Entrepreneurial Behavior & Research*.

Co-funded by the Erasmus+ Programme of the European Union

Miller, D. (2011). Miller (1983) revisited: A reflection on EO research and some sugges-tions for the future. *Entrepreneurship theory and practice, 35* (5), 873–894.

Miniard, L. E., & Cohen, J. B. (1981). An examination of the Fishbein behavioral intentions model's concept and measures. *Journal of Experimental Social Psychology, 17*, 309–329.

Otchengco, A. M., Jr, & Akiate, Y. W. D. (2021). Entrepreneurial intentions on perceived behavioral control and personal attitude: Moderated by structural support. *Asia Pacific Journal of Innovation and Entrepreneurship*, 14–25.

Page, J., McKenzie, E., Bossuyt, M., Boutron, I., Hoffmann, C., Mulrow, D., Shamseer, L., Tetzlaff, J., Akl, E., Brennan, S., Chou, R., Glanville, J., Grimshaw, J., Hróbjartsson, A., Lalu, M., Li, T., Loder, E., Mayo-Wilson, E., McDonald, S., … Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 71. https://doi.org/10.1136/bmj.n71

Tirado, S., Neipp, M.C., Quiles, Y., & Rodríguez, J. (2012). Development and validation of the theory of planned behaviour Questionnaire in physical activity. *The Spanish Journal of Psychology*, 15(2), 801–816. https://dx.doi.org/10.5209/rev_SJOP.2012.v15.n2.38892

Co-funded by the Erasmus+ Programme of the European Union