

# Fostering Entrepreneurial Education and Unravelling the Conundrum of Entrepreneurial Intention: A Conceptual and Empirical Insights

Karl P. Campos

University of Southeastern Philippines, Davao City Philippines

[karl.campos@usep.edu.ph](mailto:karl.campos@usep.edu.ph)

## ABSTRACT

**Purpose:** A considerable agreement exists about the importance of fostering entrepreneurship education in developing student's entrepreneurial intention. In particular, this research investigates the effect of entrepreneurship education on entrepreneurial intention of students among State, Universities, and Colleges (SUCs) in Davao Region, Philippines.

**Design/methodology/approach:** In order to address the quandary of this study, a survey questionnaire was administered to 463 enrolled students in business-related courses. Pearson product moment correlation was used to determine the interrelationship of variables.

**Findings:** The results show that entrepreneurial education shows a significant relationship with students' entrepreneurial intention considering its different measures and variables.

**Research limitations/implications:** Hence, those students enrolled on business related courses who have sufficient knowledge and comprehension about the study were taken into consideration. On the other hand, enrolled students in non-business-related degree were excluded as they cannot truly assess the entrepreneurial intention of students because of the nature of their field of study and scope set by the researcher.

**Practical implications:** Indeed, it's a call for educational institutions and curriculum developers to foster and promote entrepreneurship in the learning institutions for many successful entrepreneurs are honed and harnessed in the university. From a practical point of view, entrepreneurial education plays a significant role in motivating students to venture into business as an option to employment nor as a career.

**Originality/value:** The researcher certifies that this research is original to the best of his knowledge.

**Paper type:** Research Paper

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## I. INTRODUCTION

The question of why students do or do not intend to start their own business has received ample attention in entrepreneurship literature from a motivational perspective (Iakovleva & Kolvereid, 2014). A student without an entrepreneurial intention might not have the thought to consider entrepreneurship as their employment choice or maybe they would end up either being unemployed or employed (Wei et al., 2012). Furthermore, the reason for this is that the education obtained by the tertiary learners did not provide them with all the desirable abilities and skills needed to create jobs and self-employment (Ekpoh & Edet, 2011).

Entrepreneurial education is an effective technique of equipping learners with the required entrepreneurial expertise (Rita Remeikiene et al., 2013). Entrepreneurial education also influences the students' career choice (Fayolle & Gailly, 2015). Universities are needed to play the main role in encouraging entrepreneurship in order to survive in today's intensified business world. Universities play a vital role in encouraging entrepreneurship as

a career decision by offering the needed exposure to entrepreneurship through theoretical and applied know-how.

Cognizant of the importance of entrepreneurial intention, extensive research has been made on this topic for possible variables that may be associated with it. The variables were found to be significant in manner entrepreneurial education to be linked with entrepreneurial intention (Liñán et al., 2011). Becoming an entrepreneur can be one of the alternatives; they were led by their intention to become self-employed to explore the entrepreneurial intention among students. It is therefore essential to determine the entrepreneurial intention among students that could affect them to become entrepreneurs (Sama-Ae, 2009).

It is on the previous context, that the researcher opted to test the significant relationship of entrepreneurial education to students' entrepreneurial intention considering its different variables. The result of this research can be a basis of designing suitable entrepreneurial programs and policies among universities and colleges. Also, the result of this study would be of great interest to researchers, entrepreneurs and academician, as it can provide valuable implications to a growing body of knowledge and contribute to the entrepreneurship literatures. Thus, making this undertaking was a matter too of social relevance.

## II. METHODOLOGY

This study employed a quantitative research design utilizing the descriptive-correlation technique and structural equation model to generate the best-fit-model. Descriptive-correlation research design is used to explain the subject phenomenon and to articulate what variables, conditions and attributes were present (Bordens & Abbott, 2002). Moreover, this kind of research is concerned with how or what exists is related to some preceding event that has influenced or affected a present condition or event (Johnson, Burke & Christensen, 2008). Specifically, this study utilized a correlational research approach since the study seeks to establish the relationship of entrepreneurial education that influence the student's entrepreneurial intention in higher education institutions in Davao region. Pearson Product Moment Correlation (Pearson R) was used to determine the interrelationships between entrepreneurial education and student's entrepreneurial intention.

In choosing the respondents, scientific process and purposive sampling was followed. In order to address the quandary of this study, a survey questionnaire was administered to 463 enrolled students in business-related degrees such as Bachelor of Science in Business Administration, Entrepreneurship, Agribusiness, Accountancy, Management and other allied courses being offered in Higher Educational Institutions (HEIs) specifically in the State Universities and Colleges (SUCs) of Region XI were the participants of this study. On the other hand, students enrolled in non-business related degrees were excluded as they cannot truly assess the entrepreneurial intention of students because of the nature of their field of study.

## III. RESULTS AND DISCUSSION

Table 1. Correlation between Entrepreneurial Education and Student's' Entrepreneurial Intention

Entrepreneurial Education	Entrepreneurial Intention			
	Personal Attitude	Subjective Norm	Perceived Behavioral Control	Overall
Curricula	.577**	.382**	.487**	.591**
	.000	.000	.000	.000
Teaching Methodologies	.488**	.304**	.440**	.502**
	.000	.000	.000	.000

	.419**	.415**	.512**	.559**
<i>Role of University</i>				
	.000	.000	.000	.000
	.592**	.444**	.578**	.663**
<i>Overall</i>				
	.000	.000	.000	.000

Table 1 exhibits the data results of correlations between entrepreneurial education and entrepreneurial intention. The overall r-value attained by the aforesaid measures is 0.663 ( $p < 0.05$ ) hence significant rejecting the null hypothesis of having no significant relationship.

Moreover, it was observed that personal attitude, subjective norms and perceived behavioral control as indicators of entrepreneurial intention when correlated to curricula, the overall r-value is 0.591 with  $p < 0.05$  hence, significant. When indicators of entrepreneurial intention are correlated to teaching methodologies, the over-all r-value is 0.502 with  $p < 0.05$  hence significant. Also, as the indicators of entrepreneurial intention are correlated to role of university, it has an r-value of 0.559 with  $p < 0.05$ , hence it is significant.

The variable relationship test shows an important connection between entrepreneurial education and entrepreneurial intent, leading to the study's null hypothesis being rejected. This means that there is an association between entrepreneurial education and entrepreneurial intention. The overall result of the entrepreneurial education of students among higher educational institutions is significantly correlated with entrepreneurial intention. Personal attitude, subjective norms and perceived control of behavior are associated with entrepreneurial education in a unique state.

The result of the study corroborates the findings of Owusu-Ansah (2012) that entrepreneurial education affects the career intentions of learners. It shows that the entrepreneurial education provided by universities meets the requirements of pupils to become entrepreneurs. The findings of this study demonstrate a positive link between entrepreneurship education and entrepreneurial intention which is also consistent and supported by previous researches (Izedonmi, 2010). This is because education in entrepreneurship has equipped learners with the required abilities and expertise by preparing them to cope with uncertainty in the future by assisting them to become entrepreneurs as they have a fundamental understanding of business venture, minimizing risk barriers (Ahmed et al., 2010), leading to an improvement in entrepreneurial capacity.

An interpretation of the connection between entrepreneurship education and enterprise intentions needs an awareness of business education as it could be a more efficient driver of company intentions. Entrepreneurial education should improve knowledge of entrepreneurship as an alternative career path towards employment (Viktor Slavtchev et al., 2012), while enterprise education helps learners' function in established businesses (Bae et al., 2014). This upswing in entrepreneurial activity has been accompanied by a considerable increase in the number of articles published on entrepreneurship education in the last decade (Kozlinska, 2011). Entrepreneurial education is generally intended to facilitate the transfer of knowledge, skills and attitudes associated with new venture creation and management (Liñán et al., 2011). Studies have examined the effect of entrepreneurial education on the results of entrepreneurship, such as the development of new enterprises, new employment, abilities, attitudes and other psychological mentalities obtained from such programs (Nabi et al., 2016); (Ndofirepi & Rambe, 2017).

#### IV. CONCLUSION

The following conclusion is taken in light of the research results. The finding exposed that entrepreneurial education has an impact in developing intention to start their own business. It implies that entrepreneurial intention is a commitment and a will to initiate towards a new business and among other entrepreneurial activities. It is suggested that the curricula of the different colleges and universities must be anchored and comply with all entrepreneurial competencies set by the different educational governing bodies as needed by students to develop one's entrepreneurial skills, abilities and interest.

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## ABOUT THE AUTHOR / ABOUT AUTHORS

Karl P. Campos, PhD is a Full Time Faculty and MBA Program Head of the University of Southeastern Philippines located in Davao City, Philippines. He served before as the technology transfer officer and technology business incubator staff of the same university. His research interest focuses on business resiliency, entrepreneurial intention, and innovation readiness. Karl taught managerial economics, business venture, and innovation management in undergraduate and graduate programs. He earned his Doctor of Philosophy in Management at the University of Mindanao. He works as a consultant in some small and medium enterprises.

Authors' ORCID: <https://orcid.org/0000-0002-8483-1631>