

Entrepreneurial Spirit and Intent of Bachelor in Secondary Education-Tle Majors of Quirino State University

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Abstract

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This study presents the vital role of education, role models and socialization as the variables in the development of the entrepreneurial spirit and intent of BSEd-TLE majors. The study aims to determine the entrepreneurial spirit, entrepreneurial intent, perceived images of entrepreneurs and awareness on entrepreneurship of BSEd-TLE majors. The study followed the descriptive type of research as it describes the Entrepreneurial Spirit and Intent of BSEd-TLE Majors. The study focused on the determinant of factors that affect their spirit and intent, together with the perceived impact of education, as well as their trainings, in the development of their business culture, other variables describe in the study are the profile of students in terms of their age, gender, ethnic affiliation, and major. The result of the study was analyzed using statistical tools to establish significance on the Entrepreneurial Spirit and Intent of BSEd-TLE Major. Results showed that there was a great entrepreneurial spirit and intent among the respondents as majority of them intends to create their own business. In addition, very good images of entrepreneurs were perceived by the respondents which were good indicators of positive spirit, drive and motivation. Education was seen as an important factor in developing the entrepreneurial spirit and intent in their schema. This study concludes that the respondents are likely to be entrepreneurs in the future.

Keywords: Entrepreneurial Spirit, Entrepreneurial Intent, Education, Entrepreneurs, Entrepreneurship

Chapter I

THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

There is an increased national and international interest in the field of entrepreneurship due to its implication on individuals and national economic benefits (Hisrich, 2005). In the 2015 GEM survey, Philippines was registered the highest societal perception of entrepreneurship in terms of entrepreneurship as a good career choice and media attention on entrepreneurship among countries in Southeast Asia. According to the World Bank, Philippines is among the top three growth performers in the region in 2017 and the Philippine economy grew from 6.9 percent year-on-year in 2016 to 6.7 percent year-on-year in 2017 furthermore, the Philippine economy is projected to continue its expansionary path and grow at an annual rate of 6.7 percent in both 2018 and 2019, and 6.6 percent in 2020. Global development is entering

a phase where entrepreneurship will increasingly play a more important role and it is expected that entrepreneurship will contribute to economic growth and employment creation in advanced, emerging and least developed economic alike. Thus, entrepreneurship may spur economic development if appropriately supported by the state (Wim Naude, 2011).

According to the PSA's Labor Force Survey (LFS), Philippines unemployment rate in October 2018 inched up to 5.1% slightly higher than the recorded 5% in October 2017 and according to our econometric models, unemployment rate is projected to trend around 5.20% in 2020. Serious concern has been raised by policy makers and academicians for the unemployment issues among graduates. In curbing the issue, these graduates can choose to be self-employed. Many fresh graduates do possess the knowledge and skill that are important for starting-up their own business, however; only small percentage of students chooses to be self-employed immediately after graduating. It may be due to lack of self-confidence or lack of encouragement or reassurance. There may also be others who are potential entrepreneurs but are not properly aware of the career options that are open to them (Advising Entrepreneurial Students, n.d). Becoming an entrepreneur can be one of the options; their intention on becoming self-employed had prompted researchers to investigate particularly on the influence of entrepreneurial characteristics and entrepreneurial intention among undergraduates towards entrepreneurial activities.

Entrepreneurship creates significant opportunities for individuals to achieve financial independence and benefit the economy by contributing job creation, innovation, and economic growth (Van Praag & Verslot, 2007). Entrepreneurial activities are considered as the driving force for the achievement of high degree of economic development. It promises a healthy development within in the country through reduction of unemployment, fair distribution of income and various social advantages. Countries establish their economic development on knowledge based small business entrepreneurship lay deep-rooted ground for the sustainability of their economy (Hisrich, 2005).

According to Azjen (1991) and Krueger (1993), intentions are believed to be a good predictor of future planned behavior of individuals. Therefore, researching the student's intention to create entrepreneurial venture is worthwhile to foretell their decision to engage in entrepreneurial venture as their career choice after graduation. This study will determine the entrepreneurial spirit and intent of TLE Majors, determine the perceived image and awareness on entrepreneurship by the respondents, distinguish the importance of entrepreneurial education and training to the respondents' spirit and intent and evaluate the significant difference on the perceived importance of entrepreneurial education and training to the respondents' spirit and intent when group by profile. The core is, in order to create tomorrow's potential entrepreneurs, universities and colleges play indispensable role because they are a big help in igniting the entrepreneurial spirits and intent of the students which can lead to business ventures that can help with the development of the economy.

Objectives of the Study

This study is sought to determine the entrepreneurial spirit and intent of Bachelor of Secondary Education students major in Technology and Livelihood Education.

Specifically, it aimed to:

1. determine the entrepreneurial spirit of BSEd-TLE majors;
2. determine the entrepreneurial intent of BSED-TLE majors;
3. determine the perceived images of entrepreneurs by BSEd-TLE majors;
4. determine the awareness on entrepreneurship of the BSEd-TLE majors;

5. evaluate significant differences on the entrepreneurial spirit of BSEd-TLE majors when grouped by profile;
6. evaluate significant differences on the entrepreneurial intent of BSEd-TLE majors when grouped by profile;
7. evaluate significant differences on the perceived images of entrepreneurs by BSEd-TLE majors when grouped by profile; and
8. evaluate significant differences on the awareness on entrepreneurship of the BSEd-TLE majors when grouped by profile.

Hypotheses of the Study

This study worked on the following hypotheses:

1. There are no significant differences on the entrepreneurial spirit of BSEd-TLE majors when grouped by profile;
2. There are no significant differences on the entrepreneurial intent of BSEd-TLE majors when grouped by profile;
3. There are no significant differences on the perceived images of entrepreneurs by BSEd-TLE majors when grouped by profile; and
4. There are no significant differences on the awareness on entrepreneurship of the BSEd-TLE majors when grouped by profile.

Scope and Delimitation

This study considered the BSEd-TLE Major students of QSU- Diffun Campus for the school year 2018-2019. It served as an assessment as to what extent are the Entrepreneurial Spirit and Intent of BSEd-TLE majors. Moreover, this study was limited only to the profile of the respondents in terms of age, sex, ethnic affiliation, and major. Findings were applicable only to the areas covered by the study.

Significance of the Study

This study was most significant to the following:

Body of knowledge. It is believed that with adequate knowledge, education and inspiration for entrepreneurship, the possibility of choosing entrepreneurial career may increase among young people (Turker and Selcuk, 2009). Furthermore, Devonish et al. (2008) mention that entrepreneurs can apply their knowledge to influence their children to carry on their family business or to develop new business.

Teachers. This study can be used by the teachers as basis when teaching entrepreneurship education since entrepreneurship education is added in the school curriculum.

Prospective teachers. This study will provide the prospective teachers with the knowledge about the benefits of entrepreneurship it will encourage them to engage in entrepreneurship after graduating or in the future. Thus, reducing the unemployment rate of the country.

Future researchers. The study provides the future researchers with detailed information about the entrepreneurial spirit and intent of TLE Majors. Regarding the theoretical model of the theory of planned behavior, future researchers can identify the entrepreneurial activity easily. The theoretical framework may be referred by other researchers in the future studies.

Definition of Terms

The following are defined according to how they are used in this research study:

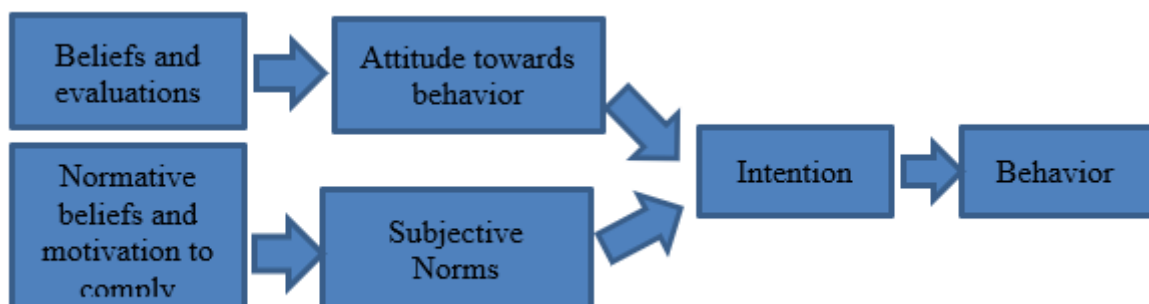
1. Entrepreneurial Spirit. This refers to a mindset. It’s an attitude and approach to thinking that actively seeks out change, rather than waiting to adapt to challenge
2. Entrepreneurial Intent. This is considered as personal orientations which might lead to venture creations.
3. Prospective Teachers. This refers to the candidates who were enrolled in teacher education and in their final years of education.
4. Entrepreneurial Education. This refers to the course discipline that provides students with the knowledge, skills and motivation to encourage variety of settings.
5. Entrepreneurship. This is an activity of setting or starting a business, taking on financial risks in the hope of profit.
6. Economic growth. This refers to the increased capacity of an economy to produce goods and services, compared from one period of time to another.
7. Economic development. This is a process by which a nation improves the economic, political, and social well-being of its people.
8. Business. This refers to an organization or economic system where goods and services are exchanged for one another or for money.
9. Business Venture. This refers to start to do something new or different that usually involves risk.
10. Entrepreneurs. This refers to the person who organizes and operates a business.

Chapter II

LITERATURE REVIEW

The Theory of Reasoned Action that was developed by Fishbein and Ajzen in 1975 defines the links between beliefs, attitudes, norms, intentions, and behavior of individuals. According to this theory, a person’s behavior is determined by its behavioral intention to perform it. This intention is itself determined by the person’s attitudes and his subjective norms towards the behavior. The attitude of a person towards a behavior is determined by his beliefs on the consequences of this behavior, multiplied by his evaluation of these consequences. Beliefs are defined by the person’s subjective probability that performing a particular behavior will produce specific results. This theory therefore suggests that external stimuli influence attitudes by modifying the structure of the person’s beliefs. Moreover, behavioral intention is also determined by the subjective norms that are themselves determine by the normative beliefs of an individual and by his motivation to comply with the norms.

This theory can be summarized by the following diagram:

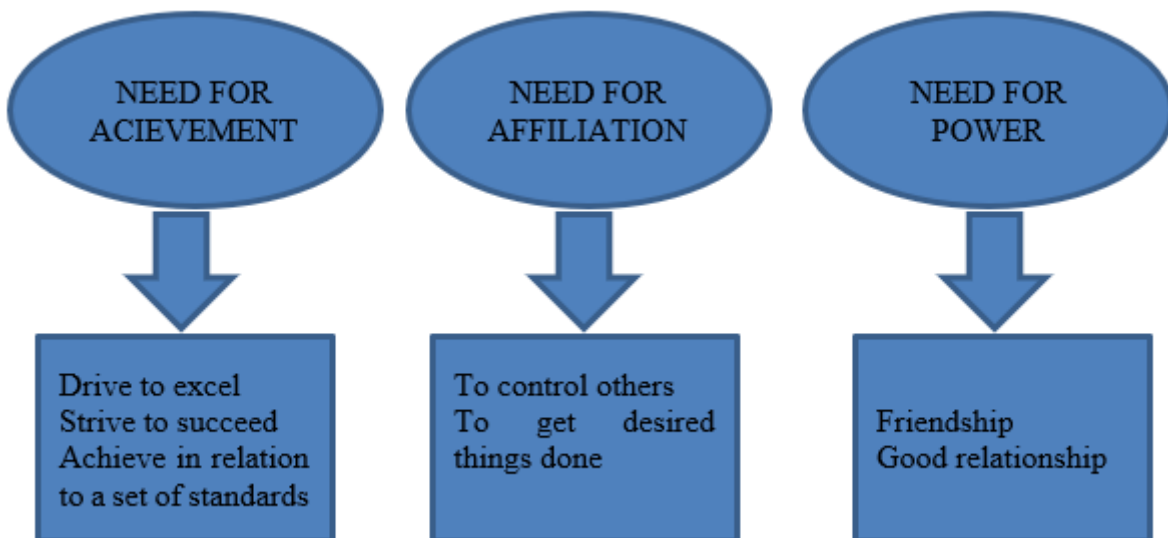


In McClelland's Theory of Needs which sometimes referred as three need theory or as the learned needs theory, he proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. Most of these needs can be classed as either;

Achievement- people with high need for achievement seek to excel and thus tend to avoid both low-risk and high-risk situations. Achievers avoid low-risk situations because the easily attained success is not genuine achievement. In high-risk projects, achievers see the outcome as one of a chance rather than one's own effort. High needs for achievement individuals prefer work that has moderate probability of success, ideally a 50% chance. Achievers need regular feedback in order to monitor the progress of their own achievement. They prefer to work alone or to work with high achievers.

Affiliation- those with high need for affiliation need harmonious relationships with other people and need to feel accepted by other people. They tend to conform to the norms of their work group. High need for affiliation individuals prefer work that provides significant personal interaction. They perform well in customer service and client interactions.

Power- a person's need for power can be one of two types-personal and institutional. Those who need personal power want to direct others, and this need often perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of organization. Managers with a high need for institutional power tend to be more effective than those with high need for personal power. A person's motivation and effectiveness in a certain job functions are influenced by these three needs. .



Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first four levels are:

1. Physiological: hunger, thirst, bodily comforts, etc.;
2. Safety/security: out of danger;
3. Belongingness and Love: affiliate with others, be accepted; and
4. Self-Esteem: to achieve, be competent, gain approval and recognition.



According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need--self-actualization. Self-actualized people are characterized by:

1. being problem-focused;
2. incorporating an ongoing freshness of appreciation of life;
3. a concern about personal growth; and
4. the ability to have peak experiences.

Maslow later differentiated the growth need of self-actualization, specifically identifying two of the first growth needs as part of the more general level of self-actualization (Maslow & Lowery, 1998) and one beyond the general level that focused on growth beyond that oriented towards self (Maslow, 1971).

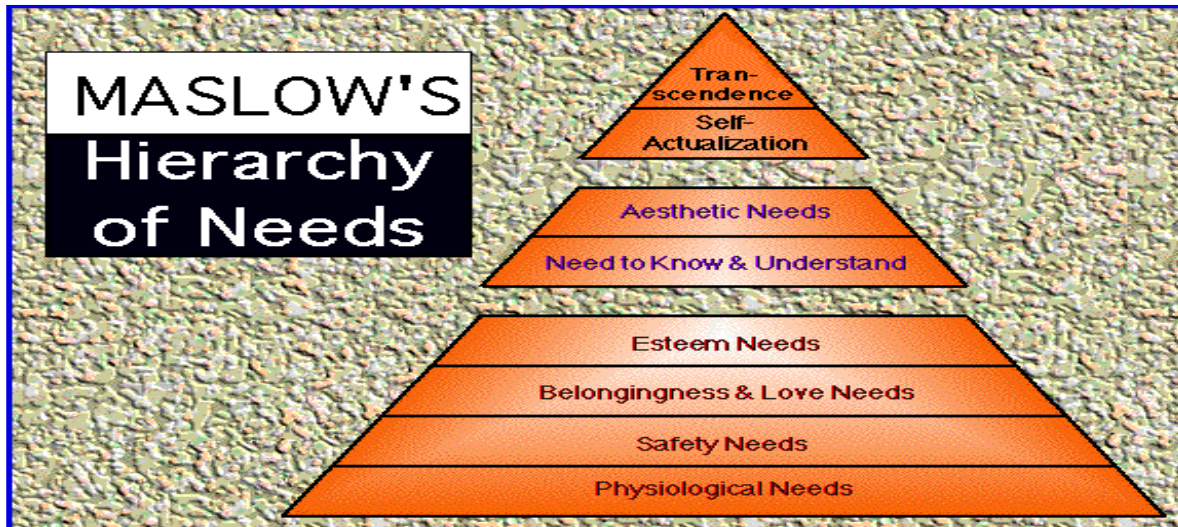
They are:

1. Cognitive: to know, to understand, and explore;
2. Aesthetic: symmetry, order, and beauty;
3. Self-actualization: to find self-fulfillment and realize one's potential;
4. Self-transcendence: to connect to something beyond the ego or to help others find self-fulfillment and realize their potential.

Maslow's basic position is that as one becomes more self-actualized and self-transcendent, one becomes more wise (develops wisdom) and automatically knows what to do in a wide variety of situations. Daniels (2001) suggested that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behavior and motivation.

Norwood (1999) proposed that Maslow's hierarchy can be used to describe the kinds of information individuals seek at different levels of development. For example, individuals at the lowest level seek coping information in order to meet their basic needs. Information that is not directly connected to helping a person meet his or her needs in a very short time span is simply left unattended. Individuals at the safety level need helping information. They seek to be assisted in seeing how they can be safe and secure. Enlightening information is sought by individuals seeking to meet their belongingness needs. Quite often this can be found in books or other materials on relationship development. Empowering information is sought by people at the esteem level. They are looking for information on how their egos can be developed. Finally, people in the growth levels of cognitive, aesthetic, and self-actualization seek edifying information. While Norwood does not specifically address the level of transcendence, I believe it is safe to say that individuals at this stage would seek information on how to connect to something beyond them or to how others could be edified.

Maslow published his first conceptualization of his theory over 50 years ago (Maslow, 1943) and it has since become one of the most popular and often cited theories of human motivation. An interesting phenomenon related to Maslow's work is that in spite of a lack of empirical evidence to support his hierarchy, it enjoys wide acceptance (Wahba & Bridgewell, 1976; Soper, Milford & Rosenthal, 1995).



A dynamic theory of entrepreneurship was first advocated by Schumpeter (1949) who considered entrepreneurship as the catalyst that disrupts the stationary circular flow of the economy and thereby initiates and sustains the process of development. Embarking upon 'new combinations' of the factors of production - which he succinctly terms, innovation - the entrepreneur activates the economy to a new level of development.

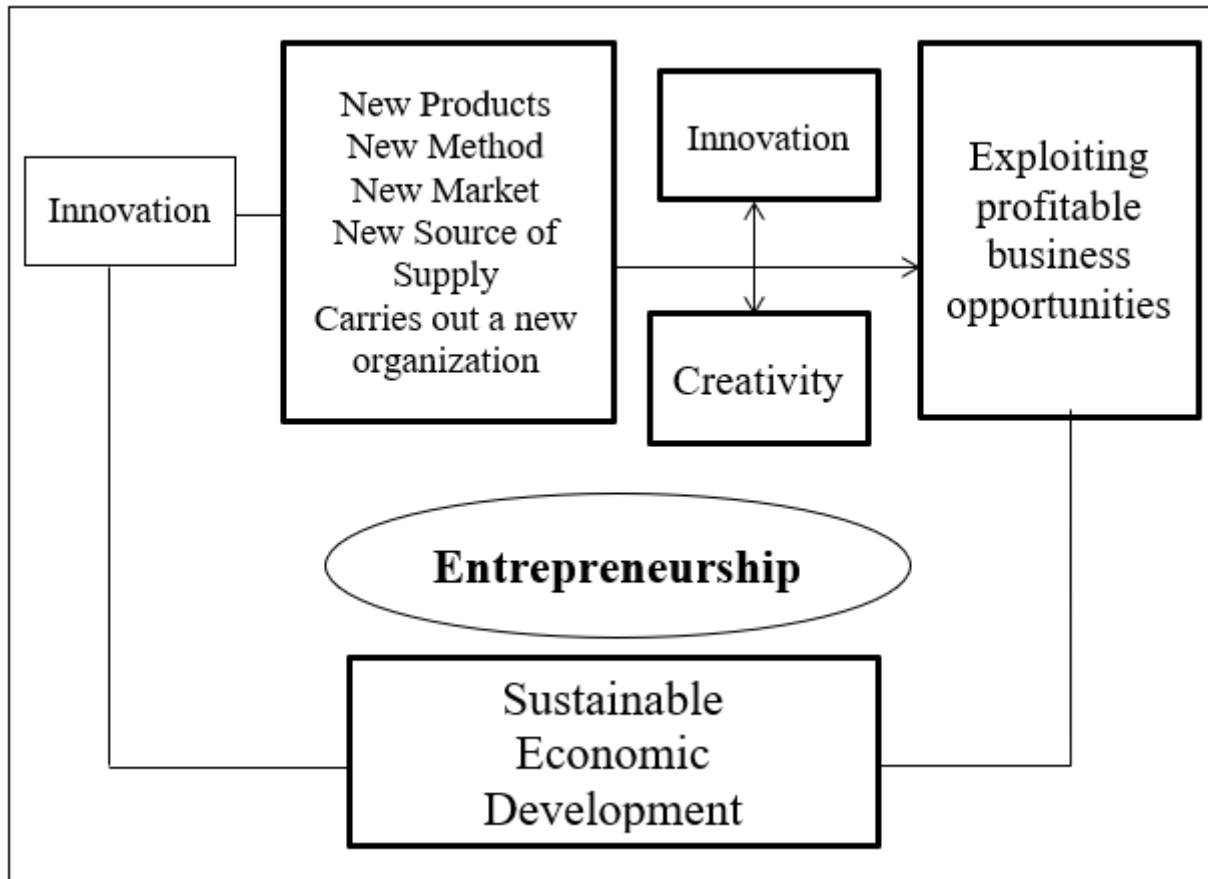
Schumpeter (1949) introduced a concept of innovation as key factor in entrepreneurship in addition to assuming risks and organizing factor of production. Schumpeter defines entrepreneurship as "a creative activity".

An innovator who brings new products or services into economy is given the status of an entrepreneur. He regards innovation as a tool of entrepreneur, The entrepreneur is viewed as the 'engine of growth', He sees the opportunity for introducing new products, new markets, new sources of supply, new forms of industrial organization or for the development of newly discovered resources. The concept of innovation and its corollary development embraces five functions:

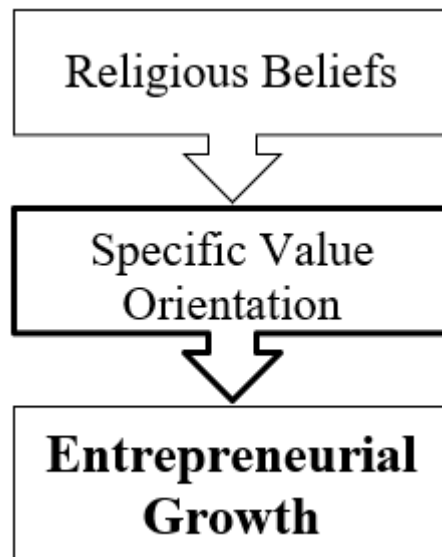
1. The introduction of a new product with which consumers are not yet familiar or introduction of a new quality of an existing product;
2. The introduction of new method of production that is not yet tested by experience in the branch of manufacture concerned, which need by no means be founded upon a discovery scientifically new and can also exist in a new way of handling a commodity commercially;
3. The opening of new market that is a market on to which the particular branch of manufacturer of the country in question has not previously entered, whether or not this market has existed before;
4. Conquest of a new source of supply of raw material; and
5. The carrying out of the new organization of any industry.

Schumpeter is the first major theorist to put the human agent at the center of the process of economic development. He is very explicit about the economic function of the entrepreneur. The entrepreneur is the prime mover in economic development; his function, to innovate or carry out new combinations.

Schumpeter makes a distinction between an innovator and an inventor. An inventor discovers new methods and new materials. On the contrary, an innovator is one who utilizes or applies invention and discoveries in order to make new combinations. An inventor is concerned with his technical work of invention whereas an entrepreneur converts the technical work into economic performance. An innovator is more than an inventor because he does not only originate as the inventor does but goes much farther in exploiting the invention commercially.



Max Weber (1947) in his theory says that religion has a large impact on entrepreneurial development. According to Weber some religions have basic beliefs to earn and acquire money and some have less of it. He calls them a ‘spirit of capitalism’ and ‘adventurous spirit’. The spirit of capitalism will be generated when mental attitude in the society is favorable to capitalism. According to Max Weber, driving entrepreneurial energies are generated by the adoption of exogenously-supplied religious beliefs. It is these beliefs which produce intensive exertion in occupational pursuits, the systematic ordering of means to ends, and the accumulation of assets. His theory suggests the belief systems of Hinduism, Buddhism as Islam do not encourage entrepreneurship. His stand has been challenged by many sociologists. Max Weber’s Theory is shown in the diagram:



Max Weber's theory suited the colonial rulers who wanted to encourage European entrepreneurship in India. But it has been criticized by subsequent researchers. The theory is based on the invalid assumptions, which are:

- a) There is a single system of Hindu value;
- b) The Indian community internalized those values and translated them to day-to-day behavior; and
- c) These values remained immune to and insulated against external pressures and change. The rapid growth of entrepreneurship in India since independence proves that Hinduism is not averse to the spirit of capitalism and to adventurous spirit.

According to the study of Usman and Kamau (2017), choosing to become an entrepreneur is not fate but a decision made by individuals. Regardless of the common challenges such as high risk, uncertainties, barriers, and failure in making right decisions that may lead to the success or failure of the entrepreneur growth in their business. The research examined the influence of personal attitude, subjective norms, and perceived behavioral control on the entrepreneurial intention of undergraduate Muslim students in Kenya. The research was conducted by collecting data using questionnaire from 200 students enrolled in United States International University-Africa. The study applied quantitative approach with statistical techniques used such as factor analysis, multiple regression analysis. The findings from the study uncover that all the variables used in this research has significant influence on the majority of the respondents. Furthermore, the majority of the students are more than willing to venture into business among all possible option. Students who have family who members who are exposed in business had a higher intention to become entrepreneurs, this can help the student build confidence as well as knowledge and experience of starting a business. Students who are exposed in family business are ready to engage in entrepreneurship. The study premised on the theory of planned behavior which has three variables in the study. It is therefore recommended that the other studies be done to unearth more on the topic using another variable, it is also suggested that the study be done in other universities to increase the statistical relevance of the study and more reliable results.

In addition, the study of Mat et al. (2015) stated that in this era of globalization, entrepreneurship and entrepreneurs have been declared to be highly essential. It is hoped that by studying this subject, students will acquire the basic knowledge and gain interest to become potential entrepreneurs after they graduated. The aim of this study was to identify the factors that affecting the entrepreneurial intention among

engineering technology students. A set of questionnaires on entrepreneurial intention consists of 54 questions was used for data collection. The data were analyzed using descriptive statistics and inferential statistics. The factors that contribute most to entrepreneurship as a career choice are Locus of control, Need for achievement, Instrumental Readiness, and Subjective norms. The study has examined the entrepreneurial intention model among engineering technology students, these students have the intention to pursue career in entrepreneurial field although the findings showed a moderate entrepreneurial intention level among them. However, the students are found to favor reward of having the entrepreneurial attitude. For future work purposes, the findings of this research can be extended to the related parties in identifying the potential entrepreneurs among engineering technology students.

The study of Bautista and Marcelo (2015) stated that entrepreneurial skills and initiative had been the major concern of higher education as Business graduates flourished all over the world. Developing the entrepreneurial intent and spirit of Business Students is geared towards helping them realize their potentials as Businessmen and Business leaders in the future. This study was designed to determine the entrepreneurial spirit and intention of Business Administration students of Cagayan Valley Computer and Information and Technology College Inc. Using Descriptive Research, the study focused on the variables that affected their entrepreneurial spirit and intent. It was found out that there was great entrepreneurial spirit and intent among the respondents as majority of them intends to put-up their own businesses. Moreover, there were very good indications of positive spirit, drive and motivation. Entrepreneurship education was seen as very important factor in the development of this entrepreneurial spirit and intent in their schema. The study made an understanding on the variables that affects the students' entrepreneurial spirit and intent. The study recommends that the development of technology-based competencies as applied in Business and Business Education should be seeded among the learning schemas of the would-be entrepreneurs. Hence, curricular institution should be technology based and a correct international benchmarking procedure needs to be adopted and implemented in incorporating academic changes in the program and International good practices and standards must be complacent to the program.

The study of Kalyoncuoglu et al. (2017) found out that entrepreneurship education and teaching programs are influencing students' entrepreneurial intention and behavior. It is expected that by undergoing formal entrepreneurial education training, individuals will acquire knowledge and skills necessary to take on the challenges of setting up one's own business. The aim of this study is to reveal the effect of entrepreneurship education on entrepreneurial intentions of students. This study was carried out by applying pre-test and post-test at the beginning and in the end of the term to measure entrepreneurial intentions of undergraduate students at the Department of Business, Faculty of Economics and Administrative Sciences, who were divided into two groups as experimental (received entrepreneurial education) and control (did not receive entrepreneurial education). It was found out that the scores of experimental group after receiving entrepreneurial education, on the other hand, the control group did not show any significant difference both in their general entrepreneurial intention and in each dimension of entrepreneurial intention. Entrepreneurial education positively affects and increases the innovation and action dimension of entrepreneurial intention. The study scientifically confirms that entrepreneurial intentions can be increased through education and entrepreneurship education can play a positive role in bringing new entrepreneurs to the economy. In the future, it will be useful to carry out studies which include control groups and larger samples in their research design, and which especially take into account different demographic characteristics of that finding of present studies in the literature can be better tested and develops.

Moreover, the study of Kuttim et al. (2013) claimed that entrepreneurship education has been increased due to the need to prepare students for coping in the contemporary work and living environment. Entrepreneurship education has been shown to contribute to the development of students' entrepreneurial intentions, although the findings are not entirely conclusive. The aim of the study was to identify the content of university entrepreneurship education and its impact for students' entrepreneurial education. The study design used was cross-sectional study and the sample consisted of the students from 17 European countries that have been grouped for the purpose of analysis by the level of economic development into two country groups: efficiency-driven and innovation-driven economies (Porter et al. 2002). Frequencies and binary logistic regression were used to analyze the impact of different factors, including participation in entrepreneurial education for entrepreneurial intentions. Results indicate that what is offered is not necessarily the most demanded in entrepreneurship education as lectures and seminars are provided more but networking and coaching are expected more by the students. Participation in entrepreneurship education was found to exert positive impact on entrepreneurship intentions. This manifests the need for open innovation in entrepreneurship education including various stakeholders into teaching and coaching activities and seeing it as a process of knowledge exchange. In further research, it would be interesting to differentiate between compulsory and voluntary courses in entrepreneurship education to see whether students with entrepreneurial intention differ in their choice of voluntary courses from students without those intentions.

Hence the study of Ambad and Damit (2016) stated that recently, entrepreneurship has been given a serious devotion due to its importance on economic growth, job creation, sources of innovation and productivity. Thus, developing countries like Malaysia encourage students to be involved in entrepreneurship and consider entrepreneurship as a career choice. This study aims to identify the determinants of entrepreneurial intention among undergraduate students using the theory of planned behavior. The primary data for independent variables were collected through online and face to face survey done using a structured questionnaire. The questionnaires were addressed to 550 undergraduates who have taken entrepreneurship subject in the previous semester. The personal attitude, perceived behavioral control, and perceived relational support have an insignificant relationship on students' entrepreneurial intention. Person attitude is the most significant predictor followed by perceived behavioral control and perceived relational support. Thus, it is suggested that the greater the students' attitude toward the entrepreneurship, the greater the entrepreneurial intention is. The implication of this study to policy makers and educators is a part from offering entrepreneurship courses. The universities should consider other factors to motivate the student to become entrepreneurs. In this sense, it may require additional syllabus or programs for entrepreneurship study. The limitation of this study is its sample size which only consists of one university in Malaysia. Future research may consider including public and private universities.

Therefore, the study of Israr and Saleem (2018) stated that entrepreneurs are considered as the backbone of the industries as they come up with innovative business ideas which ultimately contribute to the social and economic growth. In Italy, thousands of university graduates' intent to engage in job being their first choice rather to start their own business. The aim of this study is to explore university students' entrepreneurial mindset and their intentions for starting a new business by investigating the deterring factors which restrict them to go towards self-employment. The data was analyzed using multiple regression models. Gender, Family background, entrepreneurial education, extraversion, agreeableness and openness to experience showed positive results while age, previous grade and neuroticism showed

negative relationship with entrepreneurial intention. The decision to start a new venture seems to be influenced by personality traits with extroversion, agreeableness and openness. The study suggested that the universities should focus their attention on attracting students towards entrepreneurial education as students who attended entrepreneurial courses/trainings showed significantly higher entrepreneurial intention.

Henceforth, in the study of Haque et al. (2017), entrepreneurship plays an important role to economic advancement, employment as well as a solution to the excessive number of university graduates and social problems. Entrepreneurship is also an engine of a nation's long term economic growth. This study aims at evaluating the outlook of students, who are studying at a countryside institution in a developing country, towards entrepreneurship by applying the theory of planned behavior. The relevant primary data were collected using a close-ended questionnaire. The questions in the questionnaire were adopted from Liñan and Chen, Solesvik et al. (2009) and Autio et al. (2012). The results showed that there was positive outlook of the respondents towards self-employment. Attitude toward the entrepreneurship being the significant predictor followed by perceived behavioral control and subjective norm. Bangladesh, in this case this study finds that the theory of planned behavior is decisive in reporting self-employment intention and there is no issue of having any negative attitudes toward entrepreneurship among them. This study urges that the policy makers should ensure an environment for the perspective entrepreneurs where it would be relatively easy to form a new business venture. It will be also interesting to see if there is any significant difference in entrepreneurial intention between students from urban and rural higher educational institutions.

In accordance with the study of Paco et al. (2011), the identification and study of students' entrepreneurial characteristics assumes special relevance for the development of adequate educational programs related with entrepreneurship and business creation. Therefore, investigating what factors determine the entrepreneurial intentions is a crucial issue in the entrepreneurship research. This study aims to identify some factors that may be explaining differences among secondary students in start-up intentions. The model old data collection was a survey by self-administered questionnaire with several groups of questions related to the demographic characteristics from the theory of planned behavior. Questionnaires were administered in class, with permission from the school director and with the collaboration of the two secondary student's classes, aged between 14 and 15 years old. The analysis of the total effects shows that subjective norm and personal attitude have total effect on entrepreneurial intention, with a very large positive value. Subjective norm despite not having a direct effect on entrepreneurial intention have an indirect effect. So, the education and training should center itself much more on changing personal attitudes than in knowledge because the effects could be more significant to the process of business creation and to overcome the perceived barriers to entrepreneurship. The limitation of this study is probably associated to some problems with the measure model. So, the study recommends the test of the model here presented in other population, as well as the development of new indicators in order to fully understand how entrepreneurial intention help determine start-up decisions.

Furthermore, the study of Herdjiono et al. (2017) declared that nowadays, many college students prefer to work as employee in a company or becoming government employee. Only few of them think to create self-employment or become entrepreneur due to lack of confidence in their skill and capital. Many college graduates become unemployed because practically they want to become government employee or in other words be a job seeker instead of a job creator. According to unemployment condition in Merauke and one of the efforts to overcome is by encouraging individual to be a job creator. The purpose of the study is to

examine the effects of family environment, self-concept, motivation and risk-taking propensity of entrepreneurship intention in Merauke, the border area of Indonesia. The study used primary data that are collected using the enclosed questionnaire and the sample was taken using purposive sampling technique. The analytical method used in the study is the multiple linear regression models. The results proved that family environment, self-concept, motivation and risk-taking propensity have significant and positive effect on university students' interest in entrepreneurship. The study recommends that the next research can consider entrepreneurship education to test the effect on increase of entrepreneurial intention.

In the study of Sanchez and Shaquille (2017), it was claimed that partly due to the current crisis and its high unemployment rates, the labor market increasingly requires multidisciplinary engineers with additional skills to their own. Engineering education therefore faces new challenges and these include equipping engineers with greater entrepreneurship. The research work aims to analyze the impact of entrepreneurial motivation on entrepreneurial intentions among future engineers and identify the role that entrepreneurship education plays in the development of engineer's entrepreneurial intention. The regression analysis was used. 423 questionnaires were collected of which 216 questionnaires are from industrial engineering students and 198 from computer engineering students. The questionnaires that were left out were incomplete with regard to or target independent variable. The results indicate that the need for independence is the key factor in the entrepreneurial intention of future engineers and confirm the positive contribution that entrepreneurial education has on their entrepreneurial education. Further and ongoing research is required to investigate the immediate and longitudinal impact of entrepreneurial training, using new, longer and more diverse samples.

Adding to the study of Ayedun and Ajayi (2018), entrepreneurial intention is one of the major contributing factors to the formation, growth and development of entrepreneurship. It promotes self-reliance and brings out the initiatives. Entrepreneurship on the other hand has been considered as an engine of growth for economic growth and development of develop and emerging economies. The purpose of the study is to assess the level of entrepreneurship intention among students of selected tertiary institutions in Ondo state. The study employed survey research design. Data were collected for the study through the administration of structured questionnaires from 396 students which 388 were retrieved. Data analysis included descriptive and inferential statistics. The results from the regression analysis revealed that entrepreneurial education has a positive influence on entrepreneurial intention of students which revealed that 73% of the variation in entrepreneurial intentions is explained by variation in entrepreneurship education of students, personality traits have positive influence on entrepreneurial intention of students, 56 % of the variation in entrepreneurial intention is explained by variation in personality traits of students. There was positive but weak relationship between demographic characteristics of students and their entrepreneurial intention. It was concluded from these findings that previous experience, demographic characteristics, participation in entrepreneurial education and personality traits can have a positive impact on an individual's intention to be self-employed. Policy recommendations were made as emanated from the study which included making students entrepreneurship core missions of government agencies such as small and medium enterprise development agency and small enterprise finance agency.

Apart from the other studies, the study of Taha et al. (2017) stated that entrepreneurship plays a vital role in economic advancement and economic changes of all countries innovation and job creation are some of the contributions of entrepreneurship. The purpose of this study is to identify the impact of attitude, subjective norms, perceived behavioral control and entrepreneurship teaching methodology on entrepreneurial intention among university student in Malaysia. Descriptive statistics was utilized in order

to obtain a general understanding of the population. Correlation analysis was utilized to better understand the relationship between planned behaviors constructs. This study found that innovation, entrepreneurship training and education, family background, government support program, social entrepreneurship, women participation, individual entrepreneurial characteristics, participation of micro, small and medium enterprises, youth empowerment, collaboration of government-university-industry is the key tool for entrepreneurship development. Stimulating employment will eventually help alleviating poverty. This study also found out that there is strong relation among students' entrepreneurial intention.

Another study, like the study of Denanyoh et al. (2015) stated that the result of current global economic challenges and rapid technological advances, tertiary education is no longer a guarantee for employment. The education offered by universities and polytechnics mostly influences the career selection of students and they can be seen as potential sources of future entrepreneurs. The purpose of this paper is to investigate the factor that has an impact on the entrepreneurial intentions of polytechnic students in Ghana. The study used a descriptive research design. The measurement of items in the survey questionnaire was based on 5-point Likert scale and data were analyzed using descriptive statistics and Pearson correlation coefficients. The result of the study revealed that all the factors were significant indicators of entrepreneurial intention of students. The findings of this study have important implications for those who formulate, deliver and evaluate educational policies in Ghana. Based on the findings policy makers may make changes to foster students' interest in entrepreneurship.

The study of Shanka (2013) claimed that entrepreneurial activities are considered as the driving force for the achievement of high degree of economic development as it promises a healthy development within in the country through reduction of unemployment, fair distribution of income and various social advantages. The study was to assess the entrepreneurial future intention of student in three selected universities. Intention towards entrepreneurship was measured through three dimensions of entrepreneurship, i.e. family business background, perceived desirability and perceived self-efficacy. The sample consisted of 405 graduating class students, from which 135 students from Hawassa University and 135 students from Dilla University and the remaining 135 students are from Arbaminch University were collected through a questionnaire. The results indicated that there is positive relationship between the dimensions of entrepreneurship and intention towards entrepreneurship among university students. Moreover, the two dimensions of entrepreneurship, i.e. family business background and perceived self-efficacy explain the variation on students' intention to start a new venture.

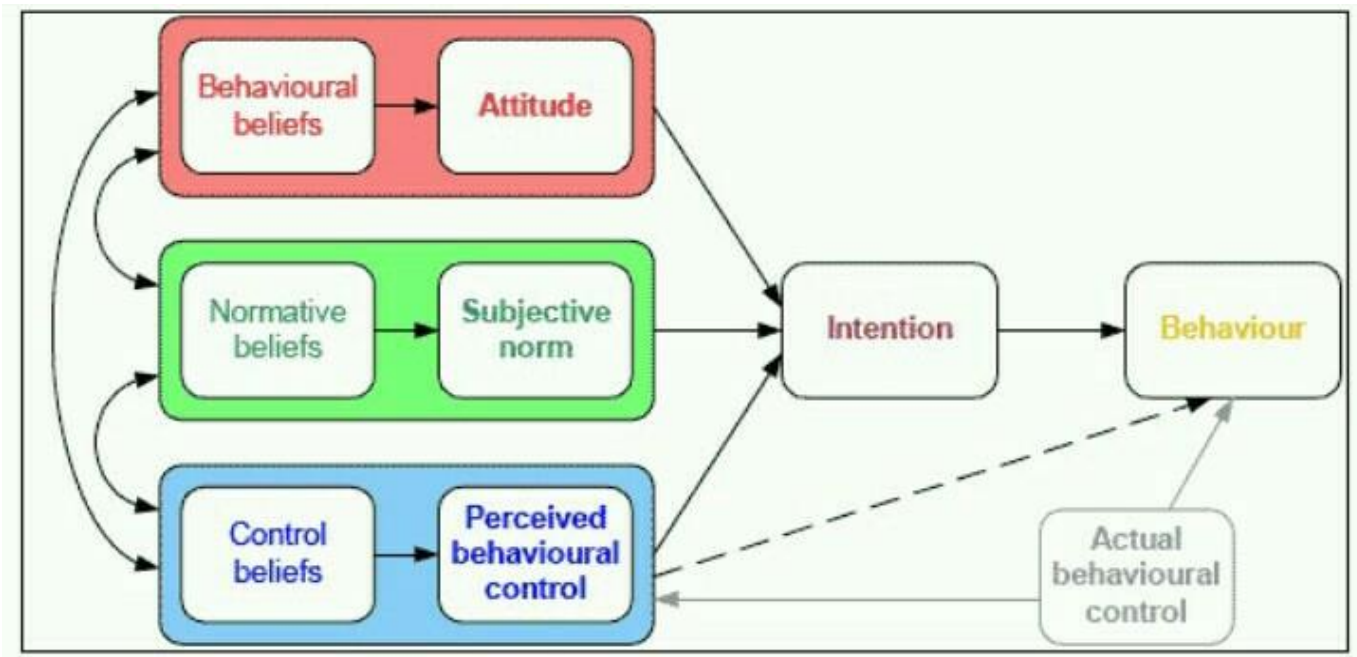
Theoretical Framework

The Theory of Planned Behavior (TPB) started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and place. This theory was intended to explain all behaviors over which people have the ability to exert self-control. The key component to this model is behavioral intent; behavioral intentions are influenced by the attitude about the likelihood that the behavior will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome.

The TPB has been used successfully to predict and explain a wide range of behaviors and intentions. The TPB states that behavioral achievement depends on both motivation (intention) and ability (behavioral control). It distinguishes between three types of beliefs- behavioral, normative, control. The TPB is comprised of six constructs that collectively represent a person's actual control over the behavior.

1. Behavioral beliefs- it is a person’s behavioral beliefs that will have a direct influence on his attitude toward a behavior. If the expected outcome is something favorable, then there is a doubt that he will also have a positive attitude toward the behavior, increasing the likelihood of actual performance.
2. Attitudes toward behavior- this refers to the degree to which a person has a favorable or unfavorable evaluation of the behavior of interest. It entails a consideration of the outcomes of performing a behavior.
3. Normative beliefs- refer to the key people or characters around the individual, specifically their behavioral expectations as he perceives them to be. On top of that, it is also shaped in part by the level of importance that he places on these people’s expectations. Together, these determine the subjective norm that will play an important part in his decisions on whether to believe in a certain way or not.
4. Subjective Norms- this refers to the customary codes of behavior in a group, people or larger cultural context.
5. Control beliefs- it is the presence of factors called “control factors” that will have an impact on how the performance of the action will go. These are the control beliefs which will dictate your perceived behavioral control.
6. Perceived Behavioral Control- this refers to a person’s perception of the ease or difficulty of performing the behavior of interest.

The TPB Model



Chapter III

RESEARCH METHODOLOGY

Research Design

The study followed the descriptive type of research as it describes the Entrepreneurial Spirit and Intent of BSEd-TLE Majors. The study focused on the determinant of factors that affects their spirit and intent, together with the perceived impact of education, as well as their trainings, in the development of their business culture. Other variables describe in the study are the profile of students in terms of their age,

gender, ethnic affiliation, and major. The result of the study was analyzed using statistical tools to establish significance on the Entrepreneurial Spirit and Intent of BSEd-TLE Major.

Respondents of the study

Table 1. Profile of the Respondents

Profile		Frequency	Percent
Curriculum Year	II	12	18.50
	III	9	13.80
	IV	44	67.70
	Total	65	100
Ethnicity	Ifugao	15	23.10
	Igorot	6	9.20
	Ilocano	41	63.10
	Tagalog	3	4.60
	Total	65	100
Sex	Male	18	27.70
	Female	47	72.30
	Total	65	100
Age Mean=21.14	19-20	33	50.80
	21-22	22	33.80
	23+	10	15.40
	Total	65	100

Table 1 shows the profile of the respondents. It shows the year level, ethnicity, sex and age.

As to year: most of the respondents are fourth year students followed by the second year and third year. There are no first-year students as the TLE is already a new course in the college named Bachelor in Technology and Livelihood Education (BTLEd)

As to ethnicity: most of the respondents are Ilocano followed by Ifugao, Igorot and Tagalog.

As to sex: most of the respondents are females because there are 47 females and 18 males.

As to age: most of the students are 19-20 years old for there are 50.80 percent of them, 33.80 percent are 21-22 years old and 15.40 percent are 23 years old and above.

This implies that most of the respondents are fourth year, Ilocano, Females and 19-20 years old.

Locale of the Study

The study was conducted at Quirino State University Diffun, Quirino particularly at the BSEd department, during the school year 2018-2019.

Research Instrument

To gather the necessary data needed for the research, the following instruments were used; a questionnaire checklist with two parts;

1. Profile Information Questionnaire. This is part I of the whole questionnaire. It contained information about the personal data of the respondents particularly the age, gender, ethnic affiliation and year level of the respondents.

2. Checklist about their Entrepreneurial Spirit and Intent, Perceived Image of Entrepreneurs and Root of Awareness.

Table 2. Scale of the questionnaire, range, interpretation and the indicator.

Scale	Range	Interpretation	Indicator
4	3.25-4.00	Strongly Agree	Always compromise to the statement
3	2.50-3.24	Agree	Usually conform to the statement
2	1.75-2.49	Disagree	Rarely support the statement
1	1.00-1.74	Strongly Disagree	Never can accord to the statement

Data Gathering Procedure

The questionnaire was administered personally by the researcher. The questionnaire was then analyzed by the researcher. Tabulation was done both manually and electronically. The data on the profile of the respondents were taken from the questionnaire information list.

Statistical Tools

The questions raised in this study were answered through the aid of the following statistical tools;

1. Frequency counts and percentage. This was used to analyze the data on the profile of the respondents and the average performance.
2. Mean. This was utilized in assessing and describing the Entrepreneurial Spirit and Intent of BSEd-TLE majors.
3. T-test. This was used to analyze the existence of significant difference on the Entrepreneurial Spirit and Intent of BSEd-TLE majors when grouped by profile.
4. ANOVA. This was used to analyze the existence of significant difference on the Entrepreneurial Spirit and Intent of BSEd-TLE majors when grouped by age, and ethnic affiliation.

Chapter IV

RESULTS AND DISCUSSION

1. Entrepreneurial Spirit

Table 3. General Mean on the Entrepreneurial Spirit of BSEd-TLE Majors

Entrepreneurial Spirit		Mean	Descriptive Interpretation
1	I will put up my own business, even a small s scale business.	3.18	A
2	I will look for a gainful employment.	3.38	SA
3	I will study further as I want to learn more about entrepreneurship before I will put-up my own business.	3.20	A
4	I will study further and resort to a part-time business.	3.06	A
5	I will look for a gainful employment and find a part time business.	3.18	A
Average		3.21	A

The table shows that indicator 2 has the highest mean followed by indicator 3. This implies that the BSEd-TLE majors look forward for a gainful employment, but there is an enormous entrepreneurial spirit among the BSEd-TLE Major students as majority of them agrees to engage in business. The mindset of the respondents can lead into innovations, Schumpeter (1949) introduced a concept of innovation as key factor in entrepreneurship in addition to assuming risks and organizing factor of production. Schumpeter defines entrepreneurship as “a creative activity”.

Table 4. Mean on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by Sex

Entrepreneurial Spirit		Male		Female	
		Mean	DI	Mean	DI
1	I will put up my own business, even a small scale business.	3.28	Agree	3.15	Agree
2	I will look for a gainful employment.	3.28	Agree	3.43	Strongly Agree
3	I will study further as I want to learn more on entrepreneurship before I will put-up my own business.	3.44	Agree	3.11	Agree
4	I will study further and resort to a part-time business.	3.17	Agree	3.02	Agree
5	I will look for a gainful employment and find a part time business.	3.28	Agree	3.15	Agree
Average		3.29	Agree	3.18	Agree

It is shown in the table that the male BSed-TLE students have a higher average than of the female students. Therefore, the male respondents have stronger entrepreneurial spirit than the female respondents.

Table 4.1 t-test on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by Sex

Entrepreneurial Spirit		t-value	p-value	Decision
1	I will put up my own business, even a small scale business.	.619	.538	Failed to Reject Ho
2	I will look for a gainful employment.	-1.100	.279	Failed to Reject Ho
3	I will study further as I want to learn more on entrepreneurship before I will put-up my own business.	1.741	.087	Failed to Reject Ho
4	I will study further and resort to a part-time business.	.794	.430	Failed to Reject Ho
5	I will look for a gainful employment and find a part time business.	1.002	.320	Failed to Reject Ho
Average		.892	.376	Failed to Reject Ho

The t-test on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by sex reveals no significant

difference that leads to the acceptance of the null hypothesis. It implies that sex has nothing to do with their entrepreneurial spirit.

Table 5. Mean on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by Year Level

Entrepreneurial Spirit		Second Year		Third Year		Fourth Year	
		Mean	DI	Mean	DI	Mean	DI
1	I will put up my own business, even a small scale business.	3.33	SA	3.67	SA	3.05	A
2	I will look for a gainful employment.	3.25	SA	3.22	A	3.45	SA
3	I will study further as I want to learn more on entrepreneurship before I will put-up my own business.	3.58	SA	3.44	SA	3.05	A
4	I will study further and resort to a part-time business.	3.00	A	3.22	A	3.05	A
5	I will look for a gainful employment and find a part time business.	3.08	A	3.11	A	3.23	A
Average		3.23	A	3.25	SA	3.19	A

The foregoing result exposed that the 3rd year students has the highest average followed by the second year and fourth year. This infer that the third year students are likely to be in the business world that the second year and fourth year.

Table 5.1 ANOVA on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by Year Level

Entrepreneurial Spirit	F-value	p-value	Group	Group	Mean Diff	p-value
1 I will put up my own business, even a small scale business.	3.054	.054	No post hoc due to non-significance			
2 I will look for a gainful employment.	1.243	.296	No post hoc due to non-significance			
3 I will study further as I want to learn more on entrepreneurship before I will put-up my own business.	3.577	.034*	II	IV	.538	.019*
4 I will study further and resort to a part-time business.	.326	.723	No post hoc due to non-significance			
5 I will look for a gainful employment and find a part time business.	.577	.565	No post hoc due to non-significance			
Average	.068	.934	No post hoc due to non-significance			

The analysis of variance on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by curriculum year reveals the significant difference of .034 for the 2nd year respondents and .019 for the 4th year respondents in item no. 3. This implies that the curriculum year of the respondents plays a significant role on the entrepreneurial spirit of the respondent’s specifically on the case of second year and fourth year. The table shows that 2nd year respondents have better spirit than their 4th year counterparts.

Table 6. Mean on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by Ethnicity

Entrepreneurial Spirit		Ifugao		Igorot		Ilocano		Tagalog	
		Mean	DI	Mean	DI	Mean	DI	Mean	DI
1	I will put up my own business, even a small scale business.	3.27	SA	3.50	SA	3.10	A	3.33	SA
2	I will look for a gainful employment.	3.33	SA	3.33	SA	3.41	SA	3.33	SA
3	I will study further as I want to learn more on entrepreneurship before I will put-up my own business.	3.27	SA	3.00	A	3.22	A	3.00	A
4	I will study further and resort to a part-time business.	3.20	A	2.83	A	3.05	A	3.00	A
5	I will look for a gainful employment and find a part time business.	3.27	SA	2.83	A	3.20	A	3.33	SA
Average		3.27	SA	3.00	A	3.22	A	3.17	A

The table reveals that the Ifugaos has the highest average of entrepreneurial spirit, Ilocanos comes next and then Tagalogs and lastly Igorots when grouped by Ethnicity. This implies that the Ifugaos have the mindset to become entrepreneurs than the Ilocanos, Igorots and Tagalogs.

Table 6.1 ANOVA on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by Ethnicity

Entrepreneurial Spirit		F-value	p-value	Decision
1	I will put up my own business, even a small scale business.	.630	.599	Failed to Reject Ho
2	I will look for a gainful employment.	.118	.949	Failed to Reject Ho
3	I will study further as I want to learn more on entrepreneurship before I will put-up my own business.	.281	.839	Failed to Reject Ho
4	I will study further and resort to a part-time business.	.463	.709	Failed to Reject Ho
5	I will look for a gainful employment and find a part time business.	1.441	.240	Failed to Reject Ho
Average		.476	.700	Failed to Reject Ho

The analysis of variance on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by ethnicity reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that ethnicity has nothing to do with their entrepreneurial spirit.

Table 7. Mean on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by Age

Entrepreneurial Spirit		19 – 20		21 – 22		23+	
		Mean	DI	Mean	DI	Mean	DI
1	I will put up my own business, even a small scale business.	3.27	SA	3.05	A	3.20	A
2	I will look for a gainful employment.	3.58	SA	3.23	A	3.10	A
3	I will study further as I want to learn more on entrepreneurship before I will put-up my own business.	3.24	A	3.09	A	3.30	SA
4	I will study further and resort to a part-time business.	3.15	A	2.95	A	3.00	A
5	I will look for a gainful employment and find a part time business.	3.30	SA	3.14	A	2.90	A
Average		3.32	SA	3.10	A	3.08	A

The table reveals that the respondents who are 19-20 years old have the highest average, next are the 21-22 years old respondents, followed by the 23 years old and above respondents. This implies that the BSEd-TLE majors regardless of age have the mentality of becoming employers simply by putting up their own business for them to become employers.

Table 7.1 ANOVA on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by Age

Entrepreneurial Spirit		F-value	p-value	Group		Mean Diff	p-value
1	I will put up my own business, even a small scale business.	.605	.549	No post hoc due to non-significance			
2	I will look for a gainful employment.	5.354	.007*	19-20	21-22	.348	.012*
					23+	.476	.009*
3	I will study further as I want to learn more on entrepreneurship before I will put-up my own business.	.408	.667	No post hoc due to non-significance			
4	I will look for a gainful employment and find a part time business.	.635	.533	No post hoc due to non-significance			
5	I will look for a gainful employment and find a part time business.	3.294	.044*	19-20	23+	.403	.015*
Average		1.927	.1554	No post hoc due to non-significance			

The analysis of variance on the Entrepreneurial Spirit of BSEd-TLE Majors when grouped by age reveals the significant difference of .007 for the 19-20 years old respondents, .012 for the 21-22 years old respondents and .009 for 23 years old and above respondents in indicator 2. In indicator 5, there is a significant difference of .044 for the respondents who are 19-20 years old and .015 for the 23 years old

and above. This implies that age fall significant role in the entrepreneurial spirit of the respondents especially in item 2 and 5.

2. Entrepreneurial Intent

Table 8. General Mean on the Entrepreneurial Intent of BSEd-TLE Majors

Entrepreneurial Intent		Mean	Descriptive Interpretation
1	I don't have a definite plan yet.	2.48	Disagree
2	I am planning to join our family business.	2.45	Disagree
3	I don't know. I am still confused.	2.43	Disagree
4	I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	2.58	Agree
5	I have a strong intention to create my own business. I am already capable of doing things right.	2.83	Agree
Average		2.57	Agree

Table 7 presents the general entrepreneurial intent among the BSEd-TLE majors. It presents that the most intent among the respondents was vouched on indicator 5, which states that “I have a strong intention to create my own business. I am already capable of doing things right.” with the mean of 2.83. This indicates that oodles of them has the intention of putting up a business, albeit some of them still have ample doubts and fears. Their entrepreneurial intent might be affected by their needs, which have been explained in the Theory of Needs by McClelland and the Maslow’s Hierarchy of Needs.

Table 9. Mean on the Entrepreneurial Intent of BSEd-TLE Majors when grouped by Sex

Entrepreneurial Intent		Male		Female	
		Mean	DI	Mean	DI
1	I don't have a definite plan yet.	2.28	D	2.55	A
2	I am planning to join our family business.	2.28	D	2.51	A
3	I don't know. I am still confused.	2.17	D	2.53	A
4	I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	2.39	D	2.66	A
5	I have a strong intention to create my own business. I am already capable of doing things right.	2.94	A	2.79	A
Average		2.44	D	2.62	A

Table 9 reflect that indicator 5, which states that “I have a strong intention to create my own business. I am already capable of doing things right.”, has a positive feedback with the respondents in terms of sex but the female respondents agreed in indicator 1,2,3,4. This implies that the male respondents have stronger entrepreneurial intent because the entrepreneurial intent of female respondents is affected by their skepticism, confusion and fears.

Table 9.1 t-test on the Entrepreneurial Intent of BSEd-TLE Majors when grouped by Sex

Entrepreneurial Intent		t-value	p-value	Decision
1	I don't have a definite plan yet.	-1.459	.150	Failed to Reject Ho
2	I am planning to join our family business.	-1.191	.238	Failed to Reject Ho
3	I don't know. I am still confused.	-1.692	.096	Failed to Reject Ho
4	I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	-1.444	.154	Failed to Reject Ho
5	I have a strong intention to create my own business. I am already capable of doing things right.	-.869	.388	Failed to Reject Ho
Average		-1.467	.147	Failed to Reject Ho

The t-test on the entrepreneurial spirit when grouped by sex reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that sex has nothing to do with their entrepreneurial Intent.

Table 10. Mean on the Entrepreneurial Intent of BSEd-TLE Majors when grouped by Year Level

Entrepreneurial Intent		Second Year		Third Year		Fourth Year	
		Mean	DI	Mean	DI	Mean	DI
1	I don't have a definite plan yet.	2.50	A	2.56	A	2.45	D
2	I am planning to join our family business.	2.42	D	2.67	A	2.41	D
3	I don't know. I am still confused.	2.08	D	2.78	A	2.45	D
4	I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	2.08	D	3.22	A	2.59	A
5	I have a strong intention to create my own business. I am already capable of doing things right.	3.25	SA	2.89	A	2.70	A
Average		2.46	D	2.89	A	2.54	A

The foregoing results show that the 2nd year BSEd-TLE majors have the highest mean in indicator 5 , followed by the 3rd year students however the 3rd year respondents agreed in indicators 1 and 4 congruent to the 4th year respondents. This construes that the 2rd year students have elevated entrepreneurial intent than the 3rd and 4th year respondents.

Table 10.1 ANOVA on the Entrepreneurial Intent of BSEd-TLE Majors when grouped by Year Level

Entrepreneurial Intent	F-value	p-value	Group	Group	Mean Diff	p-value
1 I don't have a definite plan yet.	.086	.917	No post hoc due to non-significance			

2	I am planning to join our family business.	.500	.609	No post hoc due to non-significance			
3	I don't know. I am still confused.	2.121	.129	No post hoc due to non-significance			
4	I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	8.956	.000*	III	II	1.139	.000*
					IV	.631	.006*
				IV	II	.508	.013*
5	I have a strong intention to create my own business. I am already capable of doing things right.	3.624	.032*	II	IV	.545	.010*
Average		3.014	.056	No post hoc due to non-significance			

The analysis of variance on the Entrepreneurial intent of BSEd-TLE Majors when grouped by curriculum year shows a significant difference in indicators 4 and 5, the 2nd year respondents show a significant difference of .013, 3rd year respondents show a significant difference of .000 and .006 for the 4th year respondents in item no. 4. In item no. 5, the significant difference is .032 for the 2nd year and .010 for the fourth year. This implies that curriculum year puts a significant impact in the entrepreneurial intent of the respondents particularly in item 4 and 5. In item 4, it shows that 3rd year respondents have the best intent among their 4th and 2nd year counterparts. However, the 2nd year shows the best intent among their 4th and 3rd counterparts.

Table 11. Mean on the Entrepreneurial Intent of BSEd-TLE Majors when grouped by Ethnicity

Entrepreneurial Intent		Ifugao		Igorot		Ilocano		Tagalog	
		Mean	DI	Mean	DI	Mean	DI	Mean	DI
1	I don't have a definite plan yet.	2.67	A	3.00	A	2.34	D	2.33	D
2	I am planning to join our family business.	2.33	D	2.50	A	2.46	D	2.67	A
3	I don't know. I am still confused.	2.93	A	2.33	D	2.24	D	2.67	A
4	I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	2.87	A	2.33	D	2.46	D	3.33	SA
5	I have a strong intention to create my own business. I am already capable of doing things right.	2.93	A	3.33	SA	2.76	A	2.33	D
Average		2.77	A	2.63	A	2.48	D	2.75	A

The table reveals that the Igorots have the highest mean in item no. 5, followed by the Ifugaos, and Ilocanos. The Tagalog respondents have the lowest mean in indicator 5 and have the highest mean in indicator 4. This implies that the Igorot, Ifugao and Ilocano respondents possess the entrepreneurial

intention but the Ifugaos are not ready to dwell on the intricate issues and concern of entrepreneurship while the Tagalog respondents' intention is affected by their skepticism, trepidation and confusion.

Table 11.1 ANOVA on the Entrepreneurial Intent of BSEd-TLE Majors when grouped by Ethnicity

Entrepreneurial Intent		F-value	p-value	Group		Mean Diff	p-value
1	I don't have a definite plan yet.	2.238	.093	No post hoc due to non-significance			
2	I am planning to join our family business.	.235	.872	No post hoc due to non-significance			
3	I don't know. I am still confused.	3.209	.029*	Ifugao	Ilocano	.689	.003*
4	I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	3.024	.036*	Ifugao	Ilocano	.403	.045*
				Tagalog	Igorot	1.000	.034*
					Ilocano	.870	.029*
5	I have a strong intention to create my own business. I am already capable of doing things right.	2.195	.098	No post hoc due to non-significance			
Average		1.801	.156	No post hoc due to non-significance			

The analysis of variance on the Entrepreneurial intent of BSEd-TLE Majors when grouped by ethnicity reveals a significant difference of .029 for the Ifugaos and .045 for the Ilocanos in item no. 3. In item no. 4, there is a significant difference of .036 for the Ifugao and Tagalog while .034 for the Igorots and .029 for the Ilocanos. This implies that there is a significant relationship in indicators 3 and 4 with the respondents' ethnicity.

Table 12. Mean on the Entrepreneurial Intent of BSEd-TLE Majors when grouped by Age

Entrepreneurial Intent		19 – 20		21 – 22		23+	
		Mean	DI	Mean	DI	Mean	DI
1	I don't have a definite plan yet.	2.55	A	2.32	D	2.60	A
2	I am planning to join our family business.	2.52	A	2.41	D	2.30	D
3	I don't know. I am still confused.	2.58	A	2.18	D	2.50	A
4	I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	2.82	A	2.32	D	2.40	D

5	I have a strong intention to create my own business. I am already capable of doing things right.	2.76	A	2.91	A	2.90	A
Average		2.67	A	2.45	D	2.53	A

The table exposes that the all of the respondents regardless of age agreed in indicator 5 but the respondents whose ages from 19 and 20 agreed in item no. 4, they also agreed in indicators 1 and 2 same to the respondents whose age is 23 years and above. This implies that the respondents have the intention in creating their own business but those whose ages from 19, 20, and 23 above are trapped in bewilderment, panic and uncertainty. They have no precise plan in addition.

Table 12.1 ANOVA on the Entrepreneurial Intent of BSEd-TLE Majors when grouped by Age

Entrepreneurial Intent	F-value	p-value	Group	Group	Mean Diff	p-value
1 I don't have a definite plan yet.	.909	.408	No post hoc due to non-significance			
2 I am planning to join our family business.	.393	.677	No post hoc due to non-significance			
3 I don't know. I am still confused.	1.725	.187	No post hoc due to non-significance			
4 I have a plenty of doubts and fears. Maybe later when I am ready to dwell on its intricate issues and concern.	4.401	.016*	19-20	21-22	.500	.007*
5 I have a strong intention to create my own business. I am already capable of doing things right.	.416	.661	No post hoc due to non-significance			
Average	1.626	.205	No post hoc due to non-significance			

The table of the analysis of variance on the Entrepreneurial intent of BSEd-TLE Majors shows that there is a significant difference of .016 for those respondents whose ages are 19-20 and .007 for those who are 21-22 years old in item no. 4. This implies that age has significant role with their entrepreneurial intent.

3. Perceived Image of Entrepreneurs

Table 13. General Mean on the Perceived Image of an Entrepreneur by BSEd-TLE Majors

Perceived Image of an Entrepreneur	Mean	Descriptive Interpretation
1 They are stressed people who are always under struggle.	2.25	Disagree
2. They are just ordinary people.	2.29	Disagree
3 They are the respectable people who can be role models to the youngsters.	3.20	Agree
4 They are successful people who are living extravagantly.	2.43	Disagree
5 They are the admirable people who play vital role in the society.	3.22	Agree

Average	2.67	Agree
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Presented in Table 12 are the perceived images of the entrepreneurs by the respondents. It can be said that the perceived are all excellent. A very good focal point for discussion is the respondents’ leading perceptions which deal with an excellent notion for an entrepreneur: They are the respectable people who can be role models to the youngsters. They are the admirable people who play vital role in the society.

Table 14. Mean on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by Sex

Perceived Image of an Entrepreneur		Male		Female	
		Mean	DI	Mean	DI
1	They are stressed people who are always under struggle.	2.17	D	2.28	D
2	They are just ordinary people.	2.28	D	2.30	D
3	They are the respectable people who can be role models to the youngsters.	3.33	A	3.15	A
4	They are successful people who are living extravagantly.	2.22	D	2.51	A
5	They are the admirable people who play vital role in the society.	3.28	A	3.19	A
Average		2.66	A	2.69	A

The table reflects to us that the male respondents look onto entrepreneurs as admirable and respectable people with a vital role in the society equivalent to the views of female respondents. The female respondents also see entrepreneurs as successful people who are living extravagantly.

Table14.1 t-test on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by Sex

Perceived Image of an Entrepreneur		t-value	p-value	Decision
1	They are stressed people who are always under struggle.	-.465	.644	Failed to Reject Ho
2	They are just ordinary people.	-.081	.936	Failed to Reject Ho
3	They are the respectable people who can be role models to the youngsters.	1.425	.166	Failed to Reject Ho
4	They are successful people who are living extravagantly.	-1.441	.155	Failed to Reject Ho
5	They are the admirable people who play vital role in the society.	.477	.635	Failed to Reject Ho
Average		-.250	.804	Failed to Reject Ho

The t-test on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by sex reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that curriculum year has nothing to do with their entrepreneurial intent.

Table 15. Mean on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by Year Level

Perceived Image of an Entrepreneur		Second Year		Third Year		Fourth Year	
		Mean	DI	Mean	DI	Mean	DI
1	They are stressed people who are always under struggle.	2.33	D	2.56	A	2.16	D
2	They are just ordinary people.	2.42	D	2.56	A	2.20	D
3	They are the respectable people who can be role models to the youngsters.	3.25	SA	3.22	A	3.18	A
4	They are successful people who are living extravagantly.	2.25	D	3.11	A	2.64	A
5	They are the admirable people who play vital role in the society.	3.17	A	3.33	SA	3.20	A
Average		2.68	A	2.96	A	2.62	A

The table exposed that the 3rd year students have the highest average mean followed by the 2nd year and 4th year. The foregoing results imply that the respondents have a good view about entrepreneurs but 3rd year respondents also perceived entrepreneurs as stressed people who are always under struggle.

Table 15.1 ANOVA on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by Year Level

Perceived Image of an Entrepreneur	F-value	p-value	Group	Group	Mean Diff	p-value
1 They are stressed people who are always under struggle.	.894	.416	No post hoc due to non-significance			
2 They are just ordinary people.	.981	.381	No post hoc due to non-significance			
3 They are the respectable people who can be role models to the youngsters.	.123	.885	No post hoc due to non-significance			
4 They are successful people who are living extravagantly.	5.247	.008*	III	II	.861	.006*
				IV	.770	.003*
5 They are the admirable people who play vital role in the society.	.184	.833	No post hoc due to non-significance			
Average	2.479	.092	No post hoc due to non-significance			

The analysis of variance on the Perceived Image of an Entrepreneur by BSEd-TLE Majors shows that there is a significant difference of .006 for the 2nd year and 3rd year respondents, .003 for the 4th year respondents in item number 4. This implies that curriculum year rested significant role in their perceived image of an entrepreneur with the 3rd year to be the best among their 2nd and 4th year counterparts.

Table 16. Mean on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by Ethnicity

Perceived Image of an Entrepreneur		Ifugao		Igorot		Ilocano		Tagalog	
		Mean	DI	Mean	DI	Mean	DI	Mean	DI
1	They are stressed people who are always under struggle.	2.47	D	2.33	D	2.12	D	2.67	A
2	They are just ordinary people.	2.33	D	2.33	D	2.24	D	2.67	A
3	They are the respectable people who can be role models to the youngsters.	3.20	A	3.17	A	3.17	A	3.67	SA
4	They are successful people who are living extravagantly.	2.60	A	2.67	A	2.32	D	2.67	A
5	They are the admirable people who play vital role in the society.	3.00	A	3.17	A	3.24	A	4.00	SA
Average		2.72	A	2.73	A	2.62	A	3.13	A

The table uncovers that Tagalog respondents agreed with all the indicator while the Igorot, Ilocano and Ifugao respondents disagree with indicator 1 and 2. This implies that entrepreneurs have a presentable picture in the Igorot, Ilocano and Ifugao respondents' mind. \

Table 16.1 ANOVA on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by Ethnicity

Perceived Image of an Entrepreneur		F-value	p-value	Decision
1	They are stressed people who are always under struggle.	.893	.450	Failed to Reject Ho
2	They are just ordinary people.	.304	.822	Failed to Reject Ho
3	They are the respectable people who can be role models to the youngsters.	1.208	.315	Failed to Reject Ho
4	They are successful people who are living extravagantly.	.914	.439	Failed to Reject Ho
5	They are the admirable people who play vital role in the society.	2.159	.102	Failed to Reject Ho
Average		1.535	.214	Failed to Reject Ho

The analysis of variance on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by ethnicity reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that ethnicity has nothing to do with their Perceived Image of an Entrepreneur.

Table 17. Mean on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by Age

Perceived Image of an Entrepreneur		19 – 20		21 – 22		23+	
		Mean	DI	Mean	DI	Mean	DI
1	They are stressed people who are always under struggle.	2.33	D	2.00	D	2.50	A
2	They are just ordinary people.	2.36	D	2.23	D	2.20	D
3	They are the respectable people who can be role models to the youngsters.	3.15	A	3.36	A	3.00	A
4	They are successful people who are living extravagantly.	2.55	A	2.23	D	2.50	A
5	They are the admirable people who play vital role in the society.	3.21	A	3.23	A	3.20	A
Average		2.72	A	2.61	A	2.68	A

The table shows that those whose ages are 23 above agree with indicator 1 which states that entrepreneurs are always under struggle but the rest whose ages from 19-22 agree with the positive images of entrepreneurs. This implies that there is a good image printed in the minds of the respondents even though there are some who perceived them as stressed people.

Table 17.1 ANOVA on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by Age

Perceived Image of an Entrepreneur		F-value	p-value	Decision
1	They are stressed people who are always under struggle.	1.576	.215	Failed to Reject Ho
2	They are just ordinary people.	.289	.750	Failed to Reject Ho
3	They are the respectable people who can be role models to the youngsters.	2.918	.062	Failed to Reject Ho
4	They are successful people who are living extravagantly.	1.327	.273	Failed to Reject Ho
5	They are the admirable people who play vital role in the society.	.007	.993	Failed to Reject Ho
Average		.454	.637	Failed to Reject Ho

The analysis of variance on the Perceived Image of an Entrepreneur by BSEd-TLE Majors when grouped by age reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that age has nothing to do with their Perceived Image of an Entrepreneur.

3. Awareness on Entrepreneurship

Table 18. General Mean on the Awareness on Entrepreneurship of BSEd-TLE Majors

Awareness on Entrepreneurship		Mean	Descriptive Interpretation
1	My awareness is rooted on my past experiences and background.	2.74	Agree
2	My awareness is rooted on my family background and exposure.	2.69	Agree
3	My awareness is rooted on my education particularly my university education.	3.06	Agree
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	2.89	Agree
5	It is my own interest.	2.94	Agree
Average		2.87	Agree

Table 17 presents the root of the respondents’ awareness on entrepreneurship. As it can be gleaned on the table, the leading root was traced on their university education followed by personal interest, socialization, past experience and family background. In the theory of Max Weber (1947), he said that religion has a large impact on entrepreneurial development and religion is a part of socialization, that means that religion has something to do with the entrepreneurial spirit and intent of the respondents.

Table 19. Mean on the Awareness on Entrepreneurship of BSEd-TLE Majors when grouped by Sex

Awareness on Entrepreneurship		Male		Female	
		Mean	DI	Mean	DI
1	My awareness is rooted on my past experiences and background.	2.67	A	2.77	A
2	My awareness is rooted on my family background and exposure.	2.72	A	2.68	A
3	My awareness is rooted on my education particularly my university education.	3.11	A	3.04	A
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	2.94	A	2.87	A
5	It is my own interest.	2.83	A	2.98	A
Average		2.86	A	2.87	A

The foregoing results imply that the radix of consciousness of the male respondents is rooted from their university education because it has the highest mean coequal to the results of awareness of female respondents.

Table 19.1 t-test on the Awareness on Entrepreneurship of BSEd-TLE Majors when grouped by Sex

Awareness on Entrepreneurship		t-value	p-value	Decision
1	My awareness is rooted on my past experiences and background.	-.575	.567	Failed to Reject Ho
2	My awareness is rooted on my family background and exposure.	.225	.823	Failed to Reject Ho
3	My awareness is rooted on my education particularly my university education.	.496	.622	Failed to Reject Ho
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	.548	.585	Failed to Reject Ho
5	It is my own interest.	-.859	.393	Failed to Reject Ho
Average		-.114	.910	Failed to Reject Ho

The t-test on the root of awareness of BSEd-TLE majors when grouped by sex reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that sex has nothing to do with their root of awareness.

Table 20. Mean on the Awareness on Entrepreneurship of BSEd-TLE Majors when grouped by Year Level

Awareness on Entrepreneurship		Second Year		Third Year		Fourth Year	
		Mean	DI	Mean	DI	Mean	DI
1	My awareness is rooted on my past experiences and background.	2.92	A	3.00	A	2.64	A
2	My awareness is rooted on my family background and exposure.	3.00	A	2.89	A	2.57	A
3	My awareness is rooted on my education particularly my university education.	3.25	SA	3.00	A	3.02	A
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	2.75	A	2.89	A	2.93	A
5	It is my own interest.	3.17	A	3.00	A	2.86	A
Average		3.02	A	2.96	A	2.81	A

The table shows us the root of awareness of the respondents when grouped by curriculum year, indicator 3 has the highest mean followed by indicator 5. This implies that their courses and subjects about entrepreneurship that have been taught in their university have made them aware about entrepreneurship plus their own interest.

Table 20.1 ANOVA on the Awareness on Entrepreneurship of BSEd-TLE Majors when grouped by Year Level

Awareness on Entrepreneurship		t-value	p-value	Decision
1	My awareness is rooted on my past experiences and background.	1.953	.150	Failed to Reject Ho
2	My awareness is rooted on my family background and exposure.	2.609	.082	Failed to Reject Ho
3	My awareness is rooted on my education particularly my university education.	1.072	.349	Failed to Reject Ho
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	.694	.504	Failed to Reject Ho
5	It is my own interest.	1.228	.300	Failed to Reject Ho
Average		1.581	.185	Failed to Reject Ho

The analysis of variance on the by BSEd-TLE Majors Awareness on Entrepreneurship when grouped by curriculum year reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that curriculum year has nothing to do with their Awareness on Entrepreneurship.

Table 21. Mean on the Awareness on Entrepreneurship of BSEd-TLE Majors when grouped by Ethnicity

Awareness on Entrepreneurship		Ifugao		Igorot		Ilocano		Tagalog	
		Mean	DI	Mean	DI	Mean	DI	Mean	DI
1	My awareness is rooted on my past experiences and background.	2.41	D	2.67	A	2.85	A	2.67	A
2	My awareness is rooted on my family background and exposure.	2.33	D	3.00	A	2.78	A	2.67	A
3	My awareness is rooted on my education particularly my university education.	2.80	A	3.33	A	3.10	A	3.33	A
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	2.73	A	3.00	A	2.93	A	3.00	A
5	It is my own interest.	2.87	A	3.33	A	2.90	A	3.00	A
Average		2.64	A	3.07	A	2.91	A	2.93	A

The table shows that the Igorots have the highest average mean and the Ifugaos have the lowest average mean. It can be noticed that the Ifugaos have high spirit and intent but they are the lowest when it comes to the awareness of entrepreneurship, this implies that the knowledge of Ifugaos about entrepreneurship are not enough. It is because they are from the highlands where education is hard especially to the past generation, since they experience how hard life is in the mountains, they started their own business even

though they don't have enough knowledge about it when they got here in the lowlands and that business was passed down to their children.

Table 21.1 ANOVA on the Awareness on Entrepreneurship of BSEd-TLE Majors when grouped by Ethnicity

Awareness on Entrepreneurship		F-value	p-value	Decision
1	My awareness is rooted on my past experiences and background.	1.511	.221	Failed to Reject Ho
2	My awareness is rooted on my family background and exposure.	2.293	.087	Failed to Reject Ho
3	My awareness is rooted on my education particularly my university education.	2.531	.065	Failed to Reject Ho
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	.789	.505	Failed to Reject Ho
5	It is my own interest.	.966	.415	Failed to Reject Ho
Average		2.556	.063	Failed to Reject Ho

The analysis of variance on the Perceived Image of Entrepreneurs by BSEd-TLE Majors Awareness on Entrepreneurship when grouped by ethnicity reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that ethnicity has nothing to do with their Awareness on Entrepreneurship.

Table 22. Mean on the Awareness on Entrepreneurship of BSEd-TLE Majors when grouped by Age

Awareness on Entrepreneurship		19 – 20		21 – 22		23+	
		Mean	DI	Mean	DI	Mean	DI
1	My awareness is rooted on my past experiences and background.	2.79	A	2.55	A	3.00	A
2	My awareness is rooted on my family background and exposure.	2.79	A	2.59	A	2.60	A
3	My awareness is rooted on my education particularly my university education.	3.06	A	3.00	A	3.20	A
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	2.88	A	2.82	A	3.10	A
5	It is my own interest.	3.03	A	2.73	A	3.10	A
Average		2.91	A	2.74	A	3.00	A

The table reveals that all respondents regardless of age got their knowledge about entrepreneurship, first, with the help of education, family background, experiences, socialization and their own interest.

Table 22.1 ANOVA on the Awareness on Entrepreneurship of BSEd-TLE Majors when grouped by Age

Awareness on Entrepreneurship		F-value	p-value	Decision
1	My awareness is rooted on my past experiences and background.	2.138	.127	Failed to Reject Ho
2	My awareness is rooted on my family background and exposure.	.699	.502	Failed to Reject Ho
3	My awareness is rooted on my education particularly my university education.	.551	.579	Failed to Reject Ho
4	My awareness is rooted on my socialization with the local Businessmen Circle and Activities.	1.264	.290	Failed to Reject Ho
5	It is my own interest.	2.120	.129	Failed to Reject Ho
Average		2.031	.140	Failed to Reject Ho

The analysis of variance on the Perceived Image of Entrepreneurs by BSEd-TLE Majors Awareness on Entrepreneurship when grouped by age reveals no significant difference that leads to the acceptance of the null hypothesis. It implies that age has nothing to do with their Awareness on Entrepreneurship.

Chapter V

SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary of Findings

The study conducted during the second semester class of school year 2018-2019 at Quirino State University-Diffun campus.

The findings of the study are as follows:

1. There are 65 respondents in all. 44 fourth year, 9 third year, and 12 second year when grouped by curriculum year. Ilocanos outnumbered the other ethnic group like Ifugao, Igorot and Tagalog for there are 41 Ilocano's out the 65 respondents. Female respondents are more prominent than the males for there are 47 females and 18 males. There are 33 respondents whose ages from 19-20, 22 from ages 21-22, and 10 for ages 23 above.
2. Male respondents, 3rd year respondents, Ifugao respondents, and all in terms of age have strong entrepreneurial spirit.
3. All of them have the intention to put-up their own business but the entrepreneurial intent of 3rd year and 4th year levels, females, and Tagalog respondents are affected by their doubts and fears.
4. Majority of the respondents believe that entrepreneurs are respectable people who play vital role in the society.
5. Most of the respondents gain knowledge about entrepreneurship in their university education.

Conclusion

From the results of the study the following conclusions were derived:

1. There is an enormous entrepreneurial spirit among BSEd-TLE majors as majority of them agrees to be engaged in entrepreneurship.

2. The Oodles of the BSEd-TLE majors has the intention of putting up a business, albeit some of them still have ample doubts and fears.
3. The respondents perceived entrepreneurs as respectable people who can be role models to the youngsters and admirable people who play vital role in the society.
4. The leading root of the respondents' awareness on entrepreneurship was traced on their university education followed by personal interest, socialization, past experience and family background.

Recommendation

1. Ifugao entrepreneurs and future entrepreneurs must take seminar about entrepreneurship, bookkeeping and many others that is related in business.
2. Future researchers may consider other profile variables such as civil status and religion because it may affect the result of the study in assessing the entrepreneurial spirit and intent of BSEd-TLE majors. Future researchers can also include respondents from other majors like English majors, Filipino majors, Science majors, Math majors, and other disciplines such as Agriculture and Hospitality Management.
3. Curriculum specialist should consider adding the subject of entrepreneurship in every degree course.
4. Furthermore, in order to fast-track entrepreneurship development through learning, improved designs of teaching entrepreneurship can be developed to increase students' entrepreneurial intention.

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