

# Environmental factors affecting entrepreneurial intention of senior high school students' in San Jose, Occidental Mindoro

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## ***Abstract***

This study aimed to identify the determinants of entrepreneurial intention and assess the environmental factors affecting entrepreneurial intention among SHS students in San Jose, Occidental Mindoro. The researcher used a mixed sequential exploratory method and employed statistical treatment such as Thematic analysis, Frequency & Percent Distribution, Weighted Means, Structural Equation Modeling (SEM) and Beta Coefficient. The data were drawn from 293 respondents in grade 12 senior high school students of the selected three public schools in San Jose that have business subject/s in their curriculum. This study found out that feasibility and desirability are the parameters of environmental factors. The study also revealed that SHS students' entrepreneurial intentions were to a very high extent to the students' feasibility and desirability. Senior high school students' strong appreciation for the feasibility of pursuing entrepreneurial courses can be related to their realization that they have the essential skills and capability to become entrepreneurs. Furthermore, a person's willingness to pursue entrepreneurship is based on an assessment of the expectations and beliefs that he will get from it. Based on the findings, the study concludes that the students' ability to lead others is related to their understanding that they have necessary abilities and competence to become entrepreneurs. Therefore, this study recommends to the educational leaders of public schools that they continue to nourish their students' minds on what they want to be. Also, educational authorities may utilize the proposed action plan to effectively increase senior high school students' entrepreneurial intention in terms of feasibility and desirability.

**Keywords:** feasibility, desirability, entrepreneurial intention, thematic analysis, structural equation modeling

## **Environmental factors affecting entrepreneurial intention of senior high school students' in San Jose, Occidental Mindoro**

### **1. Introduction**

Entrepreneurship is often regarded as a major source of wealth creation, economic growth, social improvement, and technological advancement. The advantages of entrepreneurship in any country cannot be overstated specifically because of the benefits it provides for job development and economic well-being (Moses et al., 2016). Entrepreneurial purpose has always been seen as a crucial subject of research, particularly in the context of start-up activities. The entrepreneur intention model illustrates how entrepreneurs make decisions. This problem has increased significantly both inside and beyond the community since many students lack the confidence to start their businesses, even though students are mandated to finish an entrepreneurship course as a requirement for their education to become future entrepreneurs.

As technology and innovation advance society on all fronts, K-12 schools face stagnation. Education is, indeed, the primary driver behind every country's economy, every country's economy, whether directly or through indirect means. Indeed, most institutions have embraced innovation, with students collaborating in groups to resolve issues, learning online, and combining science and art. Nonetheless, graduates remain deficient in the advanced skills and imaginative thinking required to tackle the difficulties of the modern workplace. In the last few decades, there has been a lot of buzzes about incorporating entrepreneurship into education (Lackeus et al., 2015). Moreover, entrepreneurs with that goal are placed between persons with entrepreneurial tendencies and those who take the action of beginning the venture (Sánchez, 2018). A multitude of distinct elements, such as feasibility and desirability, are considered to impact the goal of any entrepreneurial behavior. If the students' feasible aim is changed, their proclivity for entrepreneurship may improve. Students who have undergone entrepreneurship courses are better equipped to start their businesses.

A business-related incident is caused by the perception of someone's credibility, which is judged in terms of both perceived and actual feasibility and desirability. Furthermore, Edbane (2019) defined perceived desirability as the personal appeal of starting a business venture, taking both interpersonal and extra-personal factors into account. According to the latest studies on entrepreneurial intention, understanding the entrepreneur's growth ambition is just as crucial as understanding the purpose itself. Conversely, perceived desirability refers to one's sense of having one's enterprise as appealing (Ghafri & Malik, 2021). It can be quantified in terms of social norms and attitudes toward action, as well as an individual's evaluation of the intrinsic worth of entrepreneurship. Human motivation, which drives, guides, and selects an individual's behavior, is defined as a persistent desire for a desired state or circumstance as measured in fantasy (Edbane, 2019). According to the key motivator of achievement, the attribute of a person who pursues achievement is a strong desire to set and attain tough goals. This impulse could become a motivator for people to act against their better judgment. In addition, individuals have a proclivity to take risks to be able to accomplish their goals. In this sense, they are willing to devise strategies and expend efforts to achieve their goals (Boyatzis, 2016).

The growing interest in researching the factors that contribute to one's entrepreneurial purpose arises from the significant role that innovators and entrepreneurial ventures serve in encouraging growth in the economy and society in both developed and emerging nations. Lucky and Ibrahim (2014) discovered a strong relationship between the environment and entrepreneurial intent. They only work like this when the situation has a defined aim and vision. To reach the goal, the dominant motivator must be pushed to work hard. Moreover, several demographic factors can influence an individual's decision to seek a career as an entrepreneur (Dubey & Sahu, 2022). A multitude of demographic factors that can support or discourage people from pursuing entrepreneurial careers may also have an impact on such goals. Whether a person pursues entrepreneurship or paid work, a variety of characteristics such as age, gender, parent's educational attainment, parent's job, locality,

socioeconomic level, and locality may influence their career decision. Therefore, the study's goal is to assist students in developing their entrepreneurial talents to form their firm or venture using their knowledge of several business courses. Further, this research will assist learners to gain reliable information on several factors that need to be taken into account when starting their own business in the future. This research will also assist students in developing a firm grasp of numerous issues that is essential when establishing their own business.

**Statement of the Problem** - This study aimed to identify the determinants of entrepreneurial intention and to assess the environmental factors affecting the entrepreneurial intention of SHS students in San Jose, Occidental Mindoro. More precisely, the study coveted to answer the following questions: (1) Why do students choose to pursue a Bachelor of Science in Business Administration? (2) What is the demographic profile of the respondents in terms of age, gender, parent's educational attainment, parent's job, locality; and household income? (3) What is the extent of environmental factors in terms of feasibility and desirability? (4) What is the level of the entrepreneurial intention of SHS students? (5) Is the level of the SHS respondents' entrepreneurial intention significantly affected by their: demographic profile and environmental factors? (6) What action plan may be proposed to enhance the entrepreneurial intention of SHS students in CNHS, SJNHS & PTMSMNHS?

**Significance of the Study** - The researcher of this study believes that the results provide a basis for business students to understand environmental factors and make decisions in future situations. Therefore, the following persons and organizations will benefit from this research: First, the study's findings may offer options for business experts to be accessible to the study of entrepreneurial intention and to develop approaches pertinent to their area of expertise. Second, the study may be useful to potential young entrepreneurs or investors as it highlights environmental factors that they can use when they decide to start their venture. The findings of the study will create more information and literature on environmental factors and the entrepreneurial intention of the students. Third, the results of the study can help business students to have an effective understanding of environmental elements as they decide on their future course of action. As the education's governing body, the Department of Education will use the findings to develop guidelines, programs, and legal frameworks for all schools to develop effective and efficient curriculum guidelines. Lastly, the study results can be used as a guide for future researchers interested in similar programs.

**Scope and Delimitation of the Study** - The study aimed to identify the factors that influence entrepreneurial intention, which includes responses of the twenty-four (24) randomly selected College of Business Administration Department (CBAM) students who were not included in the final administration of the questionnaire and environmental factors which only focused on feasibility and desirability of Senior High School (SHS) students in Central National High School (CNHS), San Jose National High School (SJNHS) and Pedro T. Mendiola Sr. Memorial National High School (PTMSMNHS). Thus, the following limitations of this study were: First, the respondents of this study were limited to the Senior High School students of Central National High School, San Jose National High School, and Pedro T. Mendiola Sr. Memorial National High School. Second, the study focused on the contextual factors which affect the entrepreneurial intentions of Senior High School students of the said schools. Additionally, it was only open to Senior High School students whose curriculum includes business subject/s. Only feasibility and desirability were considered in terms of environmental factors. Age, gender, parent's educational attainment, parent's job, locality, and household income were the factors considered for the demographic profile. The coverage of the study was SY 2022-2023. The study was limited only to those schools that expressed their willingness to participate.

## 2. Methodology

**Research Design** - Mixed sequential exploratory or the combination of qualitative and quantitative research methods was used in this study. To identify the environmental factors affecting the entrepreneurial intention of senior high school students of CNHS, SJNHS, and PTMSMNHS, the qualitative approach was used; however, the quantitative method was used to assess the effects of environmental factors on the entrepreneurial intention of Senior High School students. The qualitative data is collected initially, followed by the quantitative data

gathering and analysis. The goal of this design is to create an instrument, a testing classification, or to find factors. (Berman, 2017). The qualitative research method used key informant interviews, while the quantitative research method used a survey questionnaire.

**Sampling Procedure** - The researcher requested the assistance of Leaner's Information System (LIS) Coordinator assigned to Central National High School (CNHS), San Jose National High School (SJNHS), and Pedro T. Mendiola Sr. Memorial National High School (PTMSMNHS) to provide the number of Senior High Students enrolled per strand in this school year 2022-2023. There are five hundred eight (508) from Central National High School, one thousand five hundred forty-five (1,545) from San Jose National High School, and nine hundred twenty-nine (929) from Pedro T. Mendiola Sr. Memorial National High School who are officially enrolled in the current school year 2022-2023. The study selected the academic track of CNHS, SJNHS, and PTMSMNHS which includes three strands Accountancy, Business and Management, Humanities and Social Sciences, and General Academic strands with a total population of two hundred thirty-eight (238) from CNHS, five hundred eighty-four (584) from SJNHS, and three hundred ninety-nine (399) from PTMSMNHS respectively. A letter of request was given to the School Principal of each school and the Advisers of the selected strands. The researcher sought the assistance of the teacher assigned to the entrepreneurship subject for endorsement to the selected participants.

**Respondents of the Study** - The respondents of the study were randomly chosen from twenty-four (24) students of the College of Business Administration Department (CBAM) of Occidental Mindoro State College (OMSC) for a qualitative approach. These respondents were not included in the final questionnaire administration. The researcher employed random sampling to find the study's respondents for the quantitative approach. To identify the respondents from the different strands, the proponent administered the preliminary survey questionnaires to the Senior High School students who have business subject/s. The proponent also sent a request letter to the LIS coordinator for the profile of the learners. The respondents included in the study were all grade 12 students with business subject/s in Central National High School (CNHS), San Jose National High School (SJNHS), and Pedro T. Mendiola Sr. Memorial National High School (PTMSMNHS). To determine the sample size of the study out of 1,221 officially enrolled Grade 12 students of three (3) public schools in San Jose, Occidental Mindoro, the researcher used the RAOSOFT computation using a 5% margin of error and 95% confidence level and the computed sample size is equal to 293.

The senior high school students' demographic profile who served as respondents of the study is comprised of a sample size of two hundred ninety-three (293). From among this number, the age distribution with the highest frequency of 226 or 77.1% belongs to the age bracket 16-18. As expected, the majority of the students enrolled in Grade 12 are aged 16, 17, and 18. This is due to the additional two years requisite for completion of basic education in the Philippines. While there are two (or 0.7%) of the youngest with age 15 and below, there are also three (or 1%) who represent the oldest in the group with an age older than 24. It may be that these young ones have been accelerated during their early years of education while the older ones have stopped temporarily for some reason, then decided to continue their studies afterward. In terms of gender, the survey reveals that the majority of the Grade 12 students are female 61.8%. The remaining frequency of 112 or 38.2% is comprised of male students. This indicates that female students outnumber their male counterparts in their being enrolled in business subject/s in the curriculum as a part of identifying and developing managerial and entrepreneurial capabilities of future entrepreneurs. Furthermore, parents of the Grade 12 respondents have a combined frequency totaling 197 or 67.3% who have reached the basic education level. This covers elementary undergraduate and graduate, and high school undergraduate and graduate. The parents who were able to reach the collegiate level comprise 45 or 15.4% and those who were able to complete a college course comprise 17.4%.

The findings appear to conform to the data from the Philippine Statistics Authority (2023) for the year 2020 covering ages 6 years and over by educational attainment. Elementary undergraduate for women and men comprise 18.8% and 22.9% elementary graduate, 10.8% and 11%, Junior High School undergraduate, 14.9% and

16.1%, Junior High School completed, 21.5% and 20.7%, college undergraduate, 9.0% and 8.3%, and college graduate, 13.7% and 9.8%. The close similarity is apparent as regards the percentage of those who were not able to reach the collegiate level. Several reasons for parents not reaching the tertiary level may be attributed to poverty, early pregnancy, helping parents to work on the farm, and lack of interest in education.

Furthermore, in terms of parents' jobs, female parents which consist of 22.5% are not employed. They stay at home to serve as household managers. There are 67 or 22.9% who work on the farm or as seaweed farmers. Parents who work as laborers comprise 18.8% while those who are employed in the office comprise 17.4%. There are 22 or 7.5% who engaged in vending or selling and 10.9% or 32 of them are engaged in business. It is not surprising to note that nearly a quarter of the parents included in the study remain to be household managers to take care of their family needs and children. Furthermore, the combined percentage of those who are engaged in farming or selling or business and working as laborers comprise the majority of 60.1% and basically, these jobs do not require a high level of education. In fact, in the Philippines (PSA, 2023), the most common occupation among women is service and sales work, while the most common occupation among men is elementary-level occupations that primarily require the use of hand-held tools, some physical effort, and skill at the first skill level. Based on the data provided by the Philippine Statistics Authority (2023), with the 2020 reference period, the unemployment rate for women and men reached 9.7% and 10.6%.

Looking into the locality where the respondents reside, 63.5% of them are located in the urban portion of the municipality of San Jose in Occidental Mindoro. The remaining 36.5% reside in rural areas or barrios located outside the proper town of San Jose. In terms of monthly household income, the data reveals nearly half of the respondents' households (140 or 47.8%) earn the least amount of P10,000 and below. There are 86 households or 29.4% earning within P10,001 to P20,000 monthly. Exceeding P20,000 up to P50,000 is comprised of the brackets having frequencies of 34, 50, and 7 which correspond to 11.6%, 6.8%, and 2.4%, in that order. There are only six households or 2% reaching a monthly income beyond P50,000.

While the household income every month may be relative to the number of members of the household, the findings above reflect a low-income bracket for families with children who are enrolled in school. In the current economic condition where the inflation rate continues to rise, the income may not be sufficient for the household's expenses considering the children's education. The 2022 Fact Sheet on Women and Men (PSA, 2023) reveals the annual income of women and men in the amount of P334,000 and P307,000. This translates to a monthly income of P27,833 and P25,583, respectively.

**Research Instrument** - An interview guide and a self-constructed questionnaire were used to collect data for this study. It was specifically designed for the purpose patterned from the relevant and related literature of this study. The researcher made the instrument have two sets of questionnaires. Part I consists of the respondents' demographic profiles. Part II consists of questions about environmental factors and entrepreneurial intention. In answering this part of the questionnaire, the researcher asked the respondents to rate each statement in environmental factors and entrepreneurial intention by checking the box which corresponded to their agreement level by using the Likert – Type scale (Vagias, 2006).

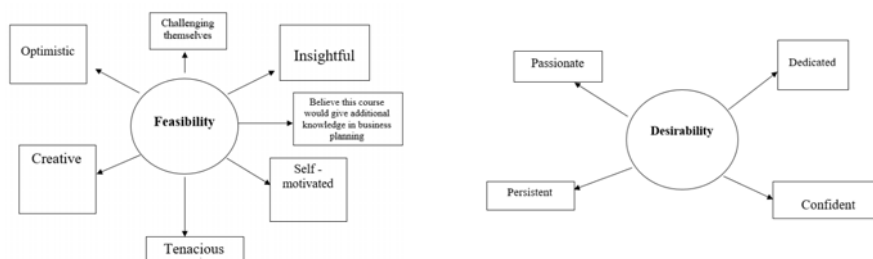
For expert validity, the researcher sought the assistance of six DWCSJ graduate school faculty members. It is the extent to which experts analyze the items and determine what a given item is designed to examine (Phelan & Wren, 2007). The views and suggestions of the experts were taken into account when the questionnaire was finalized. For the reliability of the instrument, the test-retest method was used. The same test was given to a group of people twice over some time to determine its degree of reliability. Three (3) components describing the environmental factors affecting the senior high school students' entrepreneurial intent with eight (8) item indicators were tested for consistency using Cronbach's Alpha. It is a convenient test that is used to estimate the reliability or internal consistency of a composite score (Bonett & Wright, 2014). It is used under the assumption that the researcher has multiple items measuring the same underlying construct. The questionnaire was tested on thirty (30) student respondents first, then a week later on the same group of respondents who were not included

in the final delivery of the questionnaire. The three instruments, namely feasibility, desirability, and entrepreneurial intention, were tested using the test-retest method, and the calculated Cronbach's alpha were 0.542 (moderate reliability), 0.736 (high reliability), and 0.848 (high reliability) respectively. The computed coefficients registered a generally high assessment of the reliability of the instrument resulting in the administration of the same to the final group of respondents.

**Data Gathering Procedure** - Before gathering data, the researcher obtained authorization from the heads of CNHS, SNJHS, and PTMSMNHS to conduct a study to assess the environmental factors affecting Senior High School Students in San Jose, Occidental Mindoro. LIS-SHS Coordinator for the list of students who participated in the study. The researcher chose one (1) track that includes one (1) strand from the CNHS Senior High School department, three (3) strands from the SJNHS Senior High School department, and three (3) strands from PTMSMNHS. The adviser approved the request letters for the study. From selected strands, the strand/section and student names were required. The researcher interviewed 24 students from the College Business Administration and Management department who were enrolled in a Business Course at OMSC. The researcher analyzed the interview results and created a thematic analysis, which served as the foundation for developing the questionnaire. The validated questionnaires were distributed and collected by the researcher. Each respondent had one (1) week to complete the surveys. To protect the confidentiality of the results, the researcher personally administered the questionnaires.

**Statistical Treatment of the Data** - To determine the environmental elements affecting the entrepreneurial intention of the Senior High School students in San Jose, Occidental Mindoro, thematic code/analysis was employed as a qualitative method. Frequency and percentage distribution were utilized to describe each respondent's demographic profile. Weighted means were used to describe the extent of environmental factors and the extent of assessment made by the respondents on their level of entrepreneurial intent. The results of the computations for the descriptive problems were generated by the statistical software, SPSS version 26. Moreover, to establish the relationship between the exogenous variables and the endogenous variable, Structural Equation Modeling using the software WARP PLS version 7.0 was used for quantitative approach and for the analysis of collected data, Warp Partial Least Square-Structural Equation Modeling (PLS-SEM) software was used. According to Galay (2019), it is one of the most effective data analysis programs, and it has the benefit of delivering p values dependent on the design of the research model. Additionally, this method combines multiple regression analysis with factor analysis, and it is used to examine the structural relationship between metoables to investigate the effects of environmental factors on the entrepreneurial intention of business students. The strength of each independent variable's influence on the dependent variable was assessed using the beta coefficient. The impact of one variable on another is stronger the larger the absolute value of the beta coefficient.

### 3. Results and Discussions



**Figures 1.** Developed a Thematic Map of Environmental Factors

From the initial and developing themes which are shown in small boxes, two main themes emerged and are shown in the elliptical symbol displayed in Figure 1. These became the basis for the items constructed for the questionnaire which are comprised of feasibility and desirability. These are presented in big semi-circular figures that identify the environmental factors which the students gave as reasons for choosing to pursue a Bachelor of Science in Business Administration. Being optimistic, creative, tenacious, self-motivated, and insightful,

challenging themselves, and believing this course would give additional knowledge in business planning have been categorized under feasibility. Being passionate, dedicated, persistent, and confident are themed under desirability.

**Table 1**

*Summary Table of SHS Students' Environmental Factors in Terms of Feasibility and Desirability*

Environmental Factors	Mean	Verbal Description
Feasibility	4.85	Very High Extent
Desirability	4.87	Very High Extent
Overall Mean	4.86	Very High Extent

*Legend:* 4.50-5.00- Very High Extent; 3.50-4.49- High Extent; 2.50-3.49- Moderate Extent; 1.50-2.49 – Low Extent; 1.00-1.49- Very Low Extent

The reaction of the environment as felt by both entrepreneurs and the business has been considered a key factor in predicting effective and successful entrepreneurship development (González et al., 2022) Hence, the entrepreneurial intention of the business students has been assessed in the study considering two environmental factors: feasibility and desirability. Table 1 discloses the mean extent of the senior high school students' assessment of the environmental factors namely; feasibility and desirability.

As previously defined, feasibility refers to how individuals consider they have the skills and capacities to become entrepreneurs and the extent to which an individual believes that they have the required resources or skills to successfully undertake a task. A composite mean of 4.85 reveals a very high extent in the students' assessment of feasibility. The very high regard of SHS students for the feasibility of pursuing entrepreneurial courses may be attributed to the awareness that they possess the appropriate skills and capability to become entrepreneurs. This is attested by San & Khuong (2019) who stated that perceived feasibility also indicates how individuals believe their talents and abilities can assist them in dealing with prospective problems during the formation of new company enterprises. Moreover, as pinpointed by Elnadi, et al. (2020), feasibility is linked to a person's view of the feasibility of starting a new business. With the knowledge and skills taught to them in school, they hope to succeed in pursuing business-related courses. Masrury (2016) emphasized that the availability of role models, mentors, or partners would be critical in determining the individual's level of entrepreneurial feasibility.

Another factor considered in the study is desirability which refers to something worth having or doing because it is useful, necessary, popular, attractive, in demand, and sought-after. In this study, desirability is thought of as one measure to identify the entrepreneurial intention of students. Displayed in the table above is the very high extent of the student's assessment of desirability which registered a composite mean of 4.87. With the utmost desire inclined toward entrepreneurship, students have assessed very highly on this environmental factor. This may be attributed to the popularity and being in demand of the course in the community. In addition, as mentioned by Jumamil, et al. (2017), the person's desire to pursue entrepreneurship is based on the appraisal of expectations and beliefs about the personal impacts and benefits that he would obtain from it. Although in a study by Kenmegni & Assiga (2020), key factors were defined as essential aspects that determine an individual's intention to do a specific behavior. On the other hand, Yatribi (2016) defined in Krueger's Entrepreneurial Potential Model, that perceived desirability is the product of a combination of perceived societal norms and attitude or personal view of entrepreneurship. As underscored by Păunescu, et al. (2018), entrepreneurship attractiveness represents the degree of personal interest in starting a business. However, Wannamakok, et al. (2020) stated that the urge to become an entrepreneur is driven by factors such as the country's legal structure and the global economic environment.

Furthermore, the summary in Table 1 also shows that desirability emerges to a very high extent and is ranked 1 as the environmental factor in choosing business-related courses by SHS students. Feasibility comes next as second in rank. An overall mean of 4.86 is recorded with a very high extent of assessment by the student-respondents. This finding suggests that both factors are considered by the SHS students in deciding on

their respective business-related courses in college.

**Table 2**

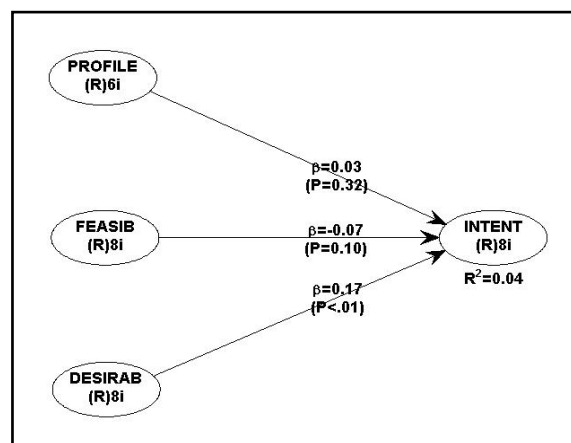
*Mean Level of SHS Students' Entrepreneurial Intention*

Indicators	Weighted Mean	Verbal Description
I am ready to do anything to be an entrepreneur.	4.84	Very High Extent
My professional goal is to become an entrepreneur.	4.88	Very High Extent
I will make every effort to run my own business.	4.86	Very High Extent
I am determined to create a business in the future.	4.87	Very High Extent
I have seriously thought of starting a business.	4.85	Very High Extent
I know to start a business.	4.90	Very High Extent
I have the skills to be an entrepreneur.	4.89	Very High Extent
I want to be an entrepreneur because I have no other means.	4.40	High Extent
Composite Mean	4.81	Very High Extent

*Legend:* 4.50-5.00- Very High Extent; 3.50-4.49- High Extent; 2.50-3.49- Moderate Extent; 1.50-2.49 – Low Extent; 1.00-1.49- Very Low Extent

A very high composite mean of 4.81 as reflected in Table 2 discloses the very high extent of assessment made by the student-respondents on their level of entrepreneurial intention. By definition, entrepreneurial intent is the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviors such as starting a new business and becoming an entrepreneur. This also covers personal orientations which might lead to venture creations. The findings suggest that the SHS students have already decided early on the entrepreneurial course they would pursue. The entrepreneurial intention as defined in the study by Păunescu, et al. (2018), is a mental orientation such as want, desire and optimism determining their choice of entrepreneurship. It is also likely that their orientation has contributed to their intent in venturing into entrepreneurship.

There may be other reasons why the person decides to become an entrepreneur based on the research study of Ximenes & Sato (2018). This points to their intent to become an entrepreneur because they want solitude and do not intend to work for others. Aside from the fact that entrepreneurship contributes a major contribution to the economy, society, and humanity (Yu et al., 2021), it is the mentality that affects the person's decision to become an entrepreneur. According to Lucky and Ibrahim (2014), this is supported by the mindsets that direct, guide, coordinate, and control the fundamental idea of new company development, execution, and evaluation. Entrepreneurial intentions cover all of these.



**Figure 2.** Structural Model

The structural model illustrated in Figure 2 displays the exogenous variables: demographic profile and environmental factors indicated by feasibility and desirability. These were hypothesized to directly affect the endogenous variable represented by entrepreneurial intention. All latent variables comprise eight indicators each and the demographic profile has six. As a result of modeling structural equations using the partial least squares method, the beta-coefficients ( $\beta$ ), rounded to two decimal places, are also shown together with the corresponding



p-values in WarpPLS version 7.0's statistical program. The results are all set at significance levels of 0.05, which denote the strength of the direct and significant correlation between the demographic profile, environmental factors, and the degree of the entrepreneurial intention of SHS students in three public schools in San Jose, Occidental Mindoro.

**Table 3**

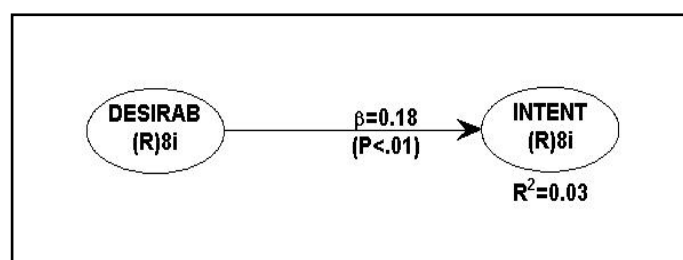
*Path Coefficients and P-values*

Paths	$\beta$ Coefficients	p-values	Interpretation*
Profile→Intent	0.028	0.318	Not Significant
Feasib→Intent	-0.073	0.103	Not Significant
Desirab→Intent	0.167	0.002	Significant

\*\*Significant at  $p < 0.05$

Disclosed in Table 3 is the result of testing the hypothesis that entrepreneurial intent (Intent) is not significantly affected by the respondents' demographic profile (Profile) and the environmental factors, feasibility (Feasib), and desirability (Desirab). The results reveal that singly, the environmental factor, desirability, poses a direct and significant effect on the students' entrepreneurial intent. This is reflected by the low, but the significant beta coefficient of 0.167 as this is backed up by the  $p$ -value of 0.002 which is less than 0.05. The structural model in Fig. 4 also discloses a small percentage ( $R^2=0.04$  or 4%) of the variability in the level of entrepreneurial intent can be attributed to the percentage of variability in the environmental factor, desirability. Meanwhile, the rest of the variability, 96% can be accounted for by other factors not included in the study.

The rest of the paths, however, show no significant relationship between the student's demographic profile such as their age, gender, parent's educational attainment and job, locality, and household income, and the extent of feasibility since the beta coefficients are low, from -0.073 to 0.028, with the corresponding  $p$ -values from 0.103 to 0.318 and which surpassed the 0.05  $p$ -level. Thus, the hypothesis of no significant effect of demographic profile and environmental factors on entrepreneurial intent except for desirability is accepted. This finding is supported by the study of Lucky & Ibrahim (2014) which revealed a significant link between the environment and the ambition to start a business. Since the extent that it influences entrepreneurial activity, the environment has a favorable impact on the development of small enterprises in society. The findings of other studies (Ghafri & Malik, 2021); San & Khuong, 2019) have reflected that factor such as entrepreneurial activity affect perceptions of desirability and feasibility leading to a change in the intentions toward entrepreneurial behavior. However, the said findings failed to corroborate with the entrepreneurial event model (EEM) found in the study of Maheshwari et al. (2022) which includes perceived feasibility as one of the key criteria that determine an individual's intention to start a business. Perceived feasibility, according to Elnadi, et al. (2020), is linked to a person's view of the feasibility of starting a new business. Since in the present study, the demographic profile did not show any significant link to entrepreneurial intention, this finding found no parallelism with the study of Dubey & Sahu (2022) which disclosed that few research has examined the influence of demographic variables in the emergence of students' entrepreneurial impulses, and those that have found mixed outcomes. It claimed that several demographic factors influence a person's decision to seek a professional career as an entrepreneur.



**Figure 3.** Emerging Model

The result of structural equation analysis brings out an emerging model as shown in Fig. 3. Among the three variables that were directly linked to the entrepreneurial intent, only one construct which is desirability emerged. The beta coefficient ( $\beta$ ) which is displayed in two decimal places recorded a value of 0.18. The standardized estimates of the path in the emerging model are displayed in Table 5.

**Table 4***Standardized Estimates of the Path in the Emerging Model*

Hypotheses	Standardized Estimates ( $\beta$ )	Standard Error	p-value	Effect Size
Desirab→Intent	0.175	0.057	0.001	0.031

*Effect size coefficient \*\*0.02 – small, 0.15 – medium, 0.30 – large*

Table 4 reveals a significant direct effect of environmental factors specifically, the desirability on the level of entrepreneurial intentions of the students. While the effect size of 0.031 is small, yet, it indicates a direct effect of the students' desirability to become entrepreneurs on the level of their intent to become such. A significant effect is observed for the paths as reflected by the  $p$ -value of 0.001. A very low standard error is also reflected with 0.057. The coefficient of determination as shown in Figure 2 and given by  $R^2$  of 0.03 (or 3%) denotes only a small percentage of variation in the level of entrepreneurial intent that can be attributed to the percentage of variations in the factor, desirability.

While Irwansyah et al. (2021) and Masrury (2016) underscored that the construct of perceived desirability and perceived feasibility is the first stage in establishing an individual business strategy, however, the findings of the present study reveal that entrepreneurial intention is best predicted only by the students' perceived desirability in becoming an entrepreneur. Another study by Wannamakok, et al. (2020) reiterated that from the viewpoint of formal organization, an entrepreneurial intention can be defined as the willingness to launch new businesses and that is determined by the individuals' perceived desirability.

The proposed action plan in Table 5 focuses on student development as well as innovation in public schools, including CNHS, SJNHS, and PTMSMNHS. This is because, to develop more effective action plans that will increase students' intentions to start their businesses, the action must begin with what learners' interests are, particularly the junior high school students, and what the school may offer to hone their skills and capabilities. Teachers who have professional experience in the business world could be one of the criteria for senior high school teachers. Teachers should be able to deal with students' concerns, especially when they are deciding how to launch their businesses and should be prepared to confront potential risks. All of the concerns and problems that senior high school students may face can be solved with innovation. This will enable teachers, schools, and government institutions to collaborate to provide high-quality learning for learners, and this action plan provides a program/subject and its objectives, the strategies or activities to be used to fulfill the objectives, who is involved in that task, and the indicators or the expected output of such program/project.

**Table 5***Proposed action plan to enhance the entrepreneurial intention of SHS Students in CNHS, SJNHS & PTMSMNHS*

PROGRAM PROJECT	OBJECTIVES	STRATEGIES /ACTIVITIES	PERSONS INVOLVED	TIME-FRAME	SUCCESS INDICATOR
Youth Entrepreneurs Program (YEP)	To address the young demographics of the country to become productive individuals	Activate the YEP: Instructing all students interested in becoming entrepreneurs about the YEP components, which include: Youth Start – Its goal is to inflame the curiosity of entrepreneurs and encourage young people to create their businesses.	DTI/ Negosyo Centers Teachers Year Level Coordinators Students	When the DTI San Jose branch starts to implement this program	Students' readiness to pursue business-related activities and faced potential risks in business

		<p>Youth net – It aims to connect young people with appropriate organizations that will assist them in overcoming startup barriers and exchanging innovative ideas, as well as to increase their grasp of business principles and methods and provide mentoring support to young entrepreneurs.</p> <p>Youth match - This component emphasizes the money, machine provision, and market parts of the 7Ms framework, to give young entrepreneurs with broad access to markets and resources that will benefit their businesses.</p>			
JOE – Junior Organization & Entrepreneurs	to support and encourage JHS students to make their own decisions	<p>Form a Youth Cooperative:</p> <p>The set of Officers is to be elected by Advisers &amp; approved by the Principal Term of service (2 years)</p>	Teachers Principal Students	February	<p>Well-equipped set of officers</p> <p>The elected officers will advise the JHS students on which strand they prefer and how that strand would help them accomplish their dreams.</p>
<p>Creation of a business plan (As part of the curriculum)</p> <p>Market (City/Locality) Key market concepts Participants in the market (competitors) Products and services offered on the market</p>	<p>In Entrepreneurship, the learner independently develops/provides a good and marketable well or service. To enrich students' knowledge; to discern facts and overcome possible business risks from different business situations through the use of business books, and SLMs (CONTIN OUR LEARNING PROCESS – CLP)</p>	<p>Schedule an open house one month after the opening of classes Exploring job opportunities for Entrepreneurship as a career through: Career Guidance Orientation Seminars on Business Opportunities (Invite speakers whose knowledge is related to business)</p>	Subject Teachers Students	September- June	<p>Entrepreneurship students independently produce/provide a marketable, high-quality good or service.</p> <p>Identified domestic and foreign market problems by the students</p>
Business Implementation	To demonstrate the understanding of concepts, underlying principles, and processes of developing a business plan Analyze the market need; Determine the possible product/s	<p>Identifying the market problem to be solved or the market needs to be met Use of Tri-media for Promotional Strategy Unique selling proposition and value proposition that differentiates one's product/ service from existing products/services</p>	Subject Teachers Students	April- June	<p>Students can develop a brand name &amp; business model</p> <p>Students can: Generate profits/revenues Identified the reasons why there is a profit or loss</p>

	or service/s that will meet the need; Select the best product or service that will meet the market need	Validate customer-related concerns through: Interview Focused Group Discussion (FGD) Survey			Open choose to showcase the output of SHS Business Plan Portfolio Project students
Business Week		SHS students to showcase Business Plan & Portfolio Showcasing the crops produced by the parents			
	To identify where there is a profit or loss for a business and to elaborate the use and importance of a business plan in establishing their venture, or encouraging them to create their product to market	Conduct Promotional Activities – CULMINATING ACTIVITY (ENJOYING WHILE EARNING) Competition (inter-school) Quiz Bee (related business topics) Food festival (per booth) *delicacies *viand	Students Teachers	Business Week, Foundation Day, Culminating Activity	Implementing Culminating activity of ABM, monitoring the products/ goods produced by the students

The proposed action plan has benefits such as providing opportunities for reflection and bringing people together, action planning can bring together teachers who are knowledgeable in their field or experts, and students who are struggling with how to start their venture and what steps to become an entrepreneur. It also outlines the objectives, which is that this action plan would educate the students' minds about the benefits of establishing their own business and being knowledgeable about how to manage. Furthermore, this action plan clarifies timescales, which will assist students, as well as teachers, in determining what specific objectives or tasks should be completed, and it identifies measures of success such as seminars, workshops, and activities that will serve as stepping stones towards the larger goal. In addition, Pollentes (2022) attests to this, stating that economic opportunities should be made available to them, especially out-of-school youths, as the country moves to an innovation-led economy in this digital information age. Furthermore, Liao and Javed (2022) have claimed that entrepreneurial support programs are essential because they allow individuals to experience exploration and restoration, as well as opportunities to increase their confidence in entrepreneurship. Besides, the Enhanced Basic Act of 2013 ([https://legacy.senate.gov.ph/republic\\_acts/ra%2010533.pdf](https://legacy.senate.gov.ph/republic_acts/ra%2010533.pdf)) states that the Department of Education (DepED) shall ensure that the K to 12 curricula is supported by entrepreneurship and financial literacy programs: provided, however, that the programs referred to as the primary school level shall primarily focus on the ideal values necessary to become successful entrepreneurs.

#### 4. Conclusions

Based on the significant findings, the following conclusions were drawn; Environmental factors are the reasons for the entrepreneurial intention of the senior high school students in San Jose, Occidental Mindoro. As regards the respondents' demographic profile: the majority of the students are in the adult stage; female respondents dominate the business classes in senior high school; parents are mostly high school graduates in terms of educational attainment; the common work of parents' respondents is seaweed farming; the majority of the respondents live in the urban area of San Jose, Occidental Mindoro; almost half of the respondents have a monthly income of ₱10,000 and below; and environmental factors resulted in two (2) themes: feasibility and desirability, both showed a very high extent verbal description. The study concludes that knowledge to start a business and the skills to be an entrepreneur indicated that the majority of the respondents have an

entrepreneurial intention and wish to start their own business.

The results revealed that taken alone, the environmental factors of desirability posed a direct and significant effect on the student's entrepreneurial intention. The proposed action plan for senior high school students was presented to strengthen the entrepreneurial intention of senior high school students of public schools in San Jose, Occidental Mindoro.

#### 4.1 Recommendations

The following recommendations are provided in connection to the conclusions drawn from significant findings; the researcher suggests that a simple, doable business plan may be employed as a course requirement for senior high school students. The study also suggests that the School may coordinate with the Department of Agriculture (DAR) to have project seaweed that is meant for the parents of the students. The researcher recommends educational leaders coordinate with the proper authority of the Youth Entrepreneur Program (YEP) for possible help for future entrepreneurs. The researcher suggests that educational leaders should motivate the students to push through with their business as indicated in their submitted business plan. The study suggests that educational leaders may organize field visits to various commercial establishments in San Jose, and Occidental Mindoro, such as salt farms, rice mills, tobacco factories, and other businesses. Educational authorities may use the proposed action plan to effectively increase senior high school students' entrepreneurial intention in establishing their businesses. Lastly, the researcher may employ additional variables that have similar effects on the entrepreneurial intentions of senior high school students.

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