

## Entrepreneurial skills, orientation and intention: Basis for students' entrepreneurial framework

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### **Abstract**

In the dynamic and evolving landscape of China's economy, fostering entrepreneurship among business students is crucial for driving innovation, job creation, and economic growth. This study delves into the entrepreneurial skills, orientation, and intention among business students in Henan Vocational Colleges, China, providing a basis for developing a comprehensive entrepreneurial framework. Descriptive design was used in the study as it aimed to explore and understand the current state of entrepreneurial skills, orientation, and intention among business students in Henan Vocational Colleges. Descriptive research is well-suited for exploratory research as it can provide a general understanding of the topic under study. The survey questionnaire was the data gathering instrument used since it is a versatile and effective data gathering instrument for this study. They are well-suited for the research question, easy to administer and analyze, cost-effective, standardized, flexible, and capable of reaching a wide audience. The study's respondents are the 399 business students at Henan Vocational Colleges. Results of the study showed that the respondents agreed on their entrepreneurial skills as to their business management skills, problem-solving and decision-making skills, and risk-taking and resilience skills, and it implied that they have a strong foundation of entrepreneurial skills that could be valuable in starting and running a business. They have moderate agreement on their entrepreneurial orientation as to autonomy, innovativeness, and pro-activeness, suggesting that respondents possess a strong entrepreneurial spirit and are likely to thrive in entrepreneurial endeavors. The entrepreneurial intention of the respondents as to perceived desirability, social support, and entrepreneurial self-efficacy revealed moderate agreement and that they share a positive outlook on entrepreneurship and have the necessary resources to pursue their entrepreneurial goals. A high significant relationship was found between entrepreneurial skills, entrepreneurial orientation and entrepreneurial intention among business students which contributes to positive outlook on entrepreneurship and have the necessary resources to pursue their entrepreneurial goals. An entrepreneurial development framework was developed for business students.

**Keywords:** entrepreneurial skills, entrepreneurial orientation, entrepreneurial intention, entrepreneurial framework

## **Entrepreneurial skills, orientation and intention: Basis for students' entrepreneurial framework**

### **1. Introduction**

Entrepreneurship education is becoming more and more important in China today, and universities and business schools are offering more and more courses on entrepreneurship education, in addition to which more private institutions are also participating in entrepreneurship education. It can be expected that in the future, entrepreneurship education in China can be further improved. China's young people are gradually taking successful entrepreneurs as their role models, which is actually due to the increasing number of successful entrepreneurs in China, and the personal qualities of entrepreneurs are getting better and better, such a high-quality entrepreneur group has set a positive example for young people and provided good inspiration for young people's growth. Driven by these entrepreneurs, the economy continues to grow, and it also provides good employment and entrepreneurship opportunities for young people, all of which can create a social environment conducive to entrepreneurship for the right society. In addition, since China is a fast-growing economy, the rapid economic growth has provided many business opportunities for entrepreneurs, which has also become a resource to support young people to start their own businesses.

As the business environment is becoming more diverse, the society has put forward more requirements for business students' entrepreneurial skills, which requires business students to continuously improve their entrepreneurial skills. Entrepreneurial skills are essential for business students to become successful entrepreneurs. For business students, the core of entrepreneurial skills is to have stronger decision-making skills. A set of attitudes, values, and behaviors that together make up the entrepreneurial orientation of business students. Entrepreneurial orientation can be used as a measure of how likely a business student is to put an entrepreneurial idea into practice. Business students with a high entrepreneurial orientation are not only more likely to put their ideas into practice than students with a low entrepreneurial orientation, but also more likely to achieve business success. A study by Liu, et. al., (2018) found that the entrepreneurial orientation of Chinese business students is gradually improving over time. The study found that business students have more attitudes and behaviors related to entrepreneurship, such as being proactive, risk-taking, and innovative, because of their professional background. However, the shortcomings of Chinese business students are also obvious, they still have room for improvement, and Chinese business students need more innovative training and increased initiative in activities. The concept of entrepreneurship intention among business students in China revolves around the longing and eagerness harbored by these students to establish their own enterprises. It serves as an indicator of the probability that a business-oriented student from China will embark on an entrepreneurial journey. Existing research on entrepreneurial skills, orientation, and intentions is limited. First, most previous research on entrepreneurship focused on business students in universities, while business students in vocational schools have received little attention. This is a huge gap because business students in vocational schools often come from disadvantaged backgrounds and may have different needs and experiences than business students in universities. Secondly, existing entrepreneurship research is mostly conducted in developed countries, with little attention paid to developing countries such as China. This is a large gap because the factors that influence entrepreneurship in developing countries may be different from those in developed countries.

This study is of certain help to students majoring in economics in higher vocational colleges in Henan. Henan is an important economic center in my country, and Henan vocational colleges produce a large number of economics graduates every year. These graduates are equipped to start their own businesses and can contribute to the economic development of Henan and even China. Secondly, the Chinese people are increasingly interested in entrepreneurship, and Henan vocational colleges play a key role in promoting entrepreneurship education. By investigating the entrepreneurial skills, orientations, and intentions of business students in Henan vocational

colleges, other researchers can gain insights into the factors that influence entrepreneurship in China and develop policies and programs to support entrepreneurship. Third, Henan Vocational College is a diversified institution that trains business students from different backgrounds. By investigating the entrepreneurial skills, entrepreneurial tendencies and entrepreneurial intentions of business students in higher vocational colleges in Henan, researchers can better understand the factors that influence entrepreneurship among different groups of people. Further, the findings of this research can be used to improve entrepreneurship education in Henan Vocational Colleges and promote entrepreneurship in China. This research contributes to the field of knowledge on entrepreneurial skills, orientation, and intention among business students in Henan Vocational Schools in China. This research can help improve the entrepreneurial skills, orientation, and intention of these students and to promote entrepreneurship in Henan and China.

**Objectives of the Study** - The study aimed to assess the entrepreneurial skills, orientation, and intention among business students in Henan Vocational Colleges in China that was made the basis in developing an entrepreneurial framework. Specifically, the study evaluated the entrepreneurial skills as to their business management skills, problem solving and decision making skills, and risk taking and resilience skills; described the entrepreneurial orientation as to autonomy, innovativeness, and pro-activeness; determined the entrepreneurial intention as to perceived desirability, social support and entrepreneurial self-efficacy, tested the significant relationship among entrepreneurial skills, orientation and intention and developed an entrepreneurial framework.

## 2. Methods

**Research Design** - Descriptive design is an appropriate choice for the study "Entrepreneurial Skills, Orientation and Intention Among Business Students in Henan Vocational Colleges: Inputs to Entrepreneurial Development Framework" because it is designed to describe and understand the current state of entrepreneurial skills, orientation, and intention among business students in Henan Vocational Colleges. Descriptive studies are valuable for providing insights into the characteristics of a population or phenomenon without manipulating or controlling variables. It is perceived that this research design is the most appropriate to use to gain a better understanding of how a certain group behaves, what motivates them, and what their characteristics are. Moreover, descriptive research helps researchers understand the nature and scope of a problem or issue and identify potential solutions (Hassan, 2022).

**Participants of the Study** - The respondents of the study are the business students from five well-known vocational colleges in Henan Province: Henan University of Economics and Trade, Zhengzhou Vocational and Technical College, Henan Industry and Trade Vocational College, Luoyang Vocational and Technical College, and Shangqiu Polytechnic College. These five colleges in Henan Province all have their own educational characteristics, especially in the field of business education. Therefore, selecting business students from the above-mentioned schools as the survey subjects has broad representativeness. The researcher used the purposive sampling technique to select the respondents. The respondents of the study are 399 business students of the said vocational colleges. In selection of the research respondents, the researcher considered some inclusion and exclusion criteria; first, the respondents were of legal age to participate in the study; second, they were willing and express their willingness with signature; third, the respondents were business students at Henan Vocational Colleges; and lastly, the respondents have fully understood the purpose of the present research and how it will be used including all the information provided. The identity of the respondents were protected by using codes or numbers to represent any personal information.

**Data Gathering Instrument** - This study made use of a quantitative survey questionnaire that is designed by the researcher based on the knowledge garnered from the review of related literature and theories pertaining to entrepreneurial skills, orientation, and intention. The instrument used in the study consists of three parts. The first part of the instrument was used to assess the entrepreneurial skills of the respondents which includes management skills, problem-solving, and decision-making skills. The second part of the research instrument

assessed the entrepreneurial orientation of the respondents in terms of autonomy, innovativeness, and pro-activeness. Part three (3) of the research instrument is about the entrepreneurial intention of the respondents which includes perceived desirability, social support, and entrepreneurial self-efficacy. Overall, all parts of the research questionnaire consists of forty-five (45) items. A four-point Likert scale was used by the researcher to measure the respondents' opinion regarding the variables. The data collected from the respondents were weighted on a scale of 1-4, with 1 being the lowest and 4 being the highest value, which will quantitatively gauge the level of entrepreneurial skills, orientation, and intention of the business students from Henan Vocational Colleges. The Likert Scale grading for this study was 3.5-4 for Strongly Agree, 2.5-3.49 for Agree, 1.5-2.49 for Disagree, and 1.00-1.49 for Strongly Disagree.

The questionnaire was validated after it had been reviewed by the research adviser to ensure that the contents of the questionnaire are clear, concise, accurate, reliable, and understandable for content validation. The validation comments and suggestions were considered when revising the instrument. The researcher presented the draft for content validation to ensure that the indicators were clear and comprehensive, and subsequently produced a final copy after all validation procedures are accomplished. For the purpose of reliability, the questionnaire was tested in a pilot study using Cronbach's Alpha Index of Reliability. The researcher distributed the questionnaire to 20 respondents from the research locale so as to examine the instruments and ensure that they are reliable. Based on the results obtained from the Cronbach test, the following values and interpretations are tabulated.

**Table 1**

*Reliability Summary Table*

Variable	Cronbach's Alpha	Remarks
1 Management skills	0.900	Excellent
1B. Problem Solving	0.844	Good
1C. Decision Making skills	0.896	Good
2A. Autonomy	0.872	Good
2B. Innovativeness	0.835	Good
2C. Pro-activeness	0.887	Good
3A. Perceived Desirability	0.890	Good
3B. Social Support	0.907	Excellent
3C. Entrepreneurial Self-efficacy	0.881	Good

Legend: George and Mallery (2003) provided the ff rule of thumb:  $\geq 0.90$  = Excellent;  $\geq 0.80$  = Good;  $\geq 0.70$  = Acceptable;  $\geq 0.60$  = Questionable;  $\geq 0.50$  = Poor;  $< 0.50$  = Unacceptable

**Data Gathering Procedure** - The approved final questionnaire after incorporation of suggestions and recommendations, was used by the researcher as the tool in data gathering. After passing the reliability test and getting the necessary approvals from the university, the results were encoded and sent to the respondents online. During the questionnaire administration, the researcher attached a formal letter and an informed consent form was given to each of the business students at Henan Vocational Colleges and the requirements of the study were subsequently explained to them. After grasping the concepts of the study, if the respondent expresses willingness to participate, the questionnaire was forwarded to the respondent through email or WeChat and was returned the same way. After collating the instrument, the researcher tallied them using Excel software. For surveys that are not fully accomplished, the researcher disposed them and only the instruments that are fully answered were used to ensure equal assessment between the respondents and among all variables. After completing the tally, the excel file was sent to the researcher's statistician who conducted the necessary tests needed to obtain the results from the research objectives.

**Data Analysis** - Weighted mean and rank were used to evaluate the entrepreneurial skills as to their business management skills, problem solving and decision making skills, describe the entrepreneurial orientation as to autonomy, innovativeness, and pro-activeness; determine the entrepreneurial intention as to perceived desirability, social support and entrepreneurial self-efficacy. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed.

Therefore, Spearman rho was used as part of the non-parametric tests to determine the significant relationship. All analyses were performed using SPSS version 28.

**Ethical Consideration** - Confidentiality has been thoroughly checked. In terms of the respondents' participation in this study, the researcher ensured that the research policies and regulations of the university were followed. And the data gathering constraints of the school were fully understood by the respondents from Henan Vocational Colleges. Initially, the researcher confirmed that the respondents agreed to participate in the study after explaining the study criteria, purpose, and location. The researcher guaranteed that all participants were not pressured because the study was based on the participants' free involvement. The respondents' identities and responses will be kept private since they will only be used for academic reasons in accordance with the Data Privacy Act of the Philippines and China. The safety of respondents was also considered, as the current study will do no damage to participants. Finally, by following all of the essential ethical procedures for this study, the researcher verified that all permission letters were delivered and approval was granted with signatures of the appropriate office before completing the study. Also, participants have the right to withdraw from the research if, after being informed of the requirements, they choose not to consent.

The researcher protected the confidentiality of the individual participants for the purposes of this study. Respondents can also determine how much of their information is disclosed in different contexts. The researcher notified all consumer respondents about how their information and responses would be used for this work, and the research was carried out with their full consent. Informed consent is a central tenet of research ethics. Its purpose is for human subjects to enter the study freely (voluntarily), with full awareness of what it includes, and to provide authorization prior to actually participating in the research. The researcher ensured that all participants gave informed permission for the purposes of this study.

### 3. Results and discussion

**Table 2**

*Summary Table on Entrepreneurial Skills*

Key Result Areas	Composite Mean	VI	Rank
Management Skills	3.25	Agree	1
Problem Solving	3.22	Agree	2
Decision Making Skills	3.19	Agree	3
<b>Grand Composite Mean</b>	<b>3.22</b>	<b>Agree</b>	

*Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree*

Table 2 presents the summary table on entrepreneurial skills as to management skills, problem solving, and decision-making skills with a grand composite mean of 3.22 which indicates agree on all indicators. Among the dimensions, management skills obtained the highest rank with a composite mean of 3.25 and an agreed verbal interpretation. This indicates that an essential factor in determining the success of entrepreneurial ventures is management skills. Effective managerial abilities are necessary complement to creativity, invention, and strategic decision-making in entrepreneurial endeavors. Examples of these skills include strategic planning and goal setting, organizational and time management, financial management and decision-making, problem-solving and adaptability, effective communication and leadership, and many more.

Zhang et al. (2022) proved that while management skills are required to plan, organize, and control resources in order to achieve organizational goals, entrepreneurial skills are required to recognize and seize new business opportunities. The success of early-stage ventures is favorably correlated with both managerial and entrepreneurial abilities. But they also discovered that the success of early-stage ventures is even more closely associated with the combination of managerial and entrepreneurial skills than with the presence of either ability

alone. This shows that managerial and entrepreneurial talents have a synergistic effect, which means that having one kind of skill increases the benefits of having the other. The stage of the company, the industry in which it operates, and the entrepreneur's expertise are some of the elements that mediate the association between entrepreneurial and management abilities and early-stage venture success. For instance, businesses that are just getting started and sectors of the economy with a lot of uncertainty tend to benefit more from the synergistic relationship between managerial and entrepreneurial talents.

**Table 3***Summary Table on Entrepreneurial Orientation*

Key Result Areas	Composite Mean	VI	Rank
Autonomy	3.24	Agree	1.5
Innovativeness	3.23	Agree	3
Pro-activeness	3.24	Agree	1.5
<b>Grand Composite Mean</b>	<b>3.24</b>	<b>Agree</b>	

*Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree*

Table 3 presents the summary table on entrepreneurial orientation as to autonomy, innovativeness, and pro-activeness with a grand composite mean of 3.24 which indicates agreement on all indicators. Among the dimensions, autonomy and pro-activeness obtained the highest ranks with a composite mean of 3.24 and an agreed verbal interpretation. This indicates that the combination of autonomy and proactiveness produces a potent synergy that is critical for entrepreneurial success. Autonomy allows one to act freely, whereas proactiveness motivates you to take action. When entrepreneurs are given autonomy, they are given the freedom to be proactive. They are able to recognize and pursue opportunities without being stymied by excessive bureaucracy or approval processes. This liberty enables them to be fluid and adaptable, quickly responding to market changes or their own ideas.

Entrepreneurial orientation is critical for supporting both innovation and risk-taking. Entrepreneurs that aggressively seek and pursue possibilities are more likely to find inventive solutions and take measured risks to attain their aims. Their findings show a strong link between entrepreneurial orientation and both innovativeness and risk-taking. This shows that entrepreneurs who place a high priority on recognizing and exploiting opportunities are more likely to engage in creative techniques and take measured risks to progress their businesses. Furthermore, the study shows that innovativeness and risk-taking are positively associated, implying that entrepreneurs who are more likely to produce new ideas are also more likely to engage in risk-taking activities. This combination of innovativeness and risk-taking is critical for entrepreneurial success because it enables entrepreneurs to traverse difficult settings and turn their ideas into actual results. Finally, the research offers convincing evidence of the favorable correlations between entrepreneurial orientation, innovativeness, and risk-taking. These findings emphasize the need to develop these attributes in both aspiring and experienced entrepreneurs in order to boost their chances of success in the dynamic and competitive business world.

**Table 4***Summary Table on Entrepreneurial Intention*

Key Result Areas	Composite Mean	VI	Rank
Perceived Desirability	3.27	Agree	1
Social Support	3.16	Agree	3
Entrepreneurial Self-efficacy	3.22	Agree	2
<b>Grand Composite Mean</b>	<b>3.22</b>	<b>Agree</b>	

*Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree*

Table 4 presents the summary table on entrepreneurial intention as to perceived desirability, social support, and entrepreneurial self-efficacy with a grand composite mean of 3.22 which indicates agree on all indicators.

Among the dimensions, perceived desirability obtained the highest rank with a weighted mean of 3.27 and an agreed verbal interpretation. This indicates that perceived desirability is an important aspect influencing entrepreneurial intent. It refers to an individual's conviction that entrepreneurship is a desirable and valuable endeavor. Individuals who have a greater perceived desirability are more inclined to explore becoming entrepreneurs and to take actions to pursue their entrepreneurial goals.

We can inspire more people to explore social entrepreneurship companies and contribute to positive social change by nurturing these attributes via education and training. In addition, the study emphasizes the significance of perceived desirability and considered feasibility in the social entrepreneurial process. One can inspire more people to participate in social entrepreneurship by promoting positive opinions of its attractiveness and viability. The six personality traits – need for achievement, risk-taking propensity, innovativeness, proactiveness, empathy, and moral obligations – were positively correlated with social entrepreneurial intention.

Table 5 presents the relationship between entrepreneurial skills and entrepreneurial orientation with the computed rho-values ranging from 0.763 to 0.877, indicating a strong to very strong direct relationship among the sub variables of entrepreneurial skills and entrepreneurial orientation. There was a statistically significant relationship between entrepreneurial skills and entrepreneurial orientation because the obtained p-values were less than 0.01. The strong and significant positive relationship between entrepreneurial skills and entrepreneurial orientation among business students is deeply rooted in the interconnected nature of these two constructs. Entrepreneurial skills provide the foundation for entrepreneurial action, while entrepreneurial orientation serves as the catalyst for translating skills into action. This mutually reinforcing relationship underscores the importance of fostering both entrepreneurial skills and entrepreneurial orientation among business students to cultivate a pipeline of future entrepreneurs.

**Table 5**

*Relationship Between Entrepreneurial Skills and Entrepreneurial Orientation*

<b>Variables</b>	<b>rho</b>	<b>p-value</b>	<b>Interpretation</b>
<b>Management Skills</b>			
Autonomy	0.763**	<.001	Highly Significant
Innovativeness	0.782**	<.001	Highly Significant
Pro-activeness	0.776**	<.001	Highly Significant
<b>Problem Solving</b>			
Autonomy	0.793**	<.001	Highly Significant
Innovativeness	0.848**	<.001	Highly Significant
Pro-activeness	0.822**	<.001	Highly Significant
<b>Decision Making Skills</b>			
Autonomy	0.859**	<.001	Highly Significant
Innovativeness	0.877**	<.001	Highly Significant
Pro-activeness	0.844**	<.001	Highly Significant

\*\**. Correlation is significant at the 0.01 level*

The study of Akinbode, et. al.,(2018) revealed a positive and significant relationship between entrepreneurial skills and entrepreneurial orientation among business students in Nigeria. It also found that entrepreneurial skills mediated the relationship between demographic factors (age, gender, and course of study) and entrepreneurial orientation. Moreover, the findings of Mohamad, et. al.,(2018) found a positive and significant relationship between entrepreneurial skills and entrepreneurial orientation among business students in

Malaysia. The study also highlighted that entrepreneurial skills moderated the relationship between entrepreneurial education and entrepreneurial orientation. Further, the study of Yılmaz, et. al., (2018) emphasized that entrepreneurial skills training had a positive and significant effect on entrepreneurial orientation among business students in Turkey. The study also further indicated that entrepreneurial skills training moderated the relationship between gender and entrepreneurial orientation. These studies provide strong empirical evidence to support the notion that there is a high significant relationship between entrepreneurial skills and entrepreneurial orientation among business students. They suggest that developing entrepreneurial skills can be an effective way to promote entrepreneurial orientation among business students.

As seen in the table 6, the computed rho-values ranging from 0.735 to 0.833 indicate a strong to very strong direct relationship among the sub variables of entrepreneurial skills and entrepreneurial intention. There was a statistically significant relationship between entrepreneurial skills and entrepreneurial intention because the obtained p-values were less than 0.01. A strong relationship between entrepreneurial skills and entrepreneurial intention among business students is likely due to a combination of factors that include exposure to entrepreneurial concepts and ideas, development of entrepreneurial competencies, increased self-efficacy, access to resources and support, and the presence of role models and mentors.

**Table 6**

*Relationship Between Entrepreneurial Skills and Entrepreneurial Intention*

<b>Variables</b>	<b>rho</b>	<b>p-value</b>	<b>Interpretation</b>
<b>Management Skills</b>			
Perceived Desirability	0.738**	<.001	Highly Significant
Social Support	0.738**	<.001	Highly Significant
Entrepreneurial Self-efficacy	0.735**	<.001	Highly Significant
<b>Problem Solving</b>			
Perceived Desirability	0.783**	<.001	Highly Significant
Social Support	0.745**	<.001	Highly Significant
Entrepreneurial Self-efficacy	0.765**	<.001	Highly Significant
<b>Decision Making Skills</b>			
Perceived Desirability	0.833**	<.001	Highly Significant
Social Support	0.753**	<.001	Highly Significant
Entrepreneurial Self-efficacy	0.815**	<.001	Highly Significant

\*\**. Correlation is significant at the 0.01 level*

Business students are exposed to a wide range of entrepreneurial concepts and ideas through their coursework, extracurricular activities, and networking opportunities. This exposure can help students to develop a positive attitude towards entrepreneurship and to understand the potential benefits and challenges of starting their own businesses. Moreover, business students develop a variety of entrepreneurial competencies through their coursework, internships, and other experiential learning opportunities. These competencies include creative problem-solving, risk-taking, opportunity recognition, and business planning skills (Nabi, et. al., 2020). Further, as business students develop their entrepreneurial skills and competencies, they also develop a greater sense of self-efficacy in their ability to succeed as entrepreneurs. This self-efficacy is a key predictor of entrepreneurial intention according to Nabi, et. al., (2020). In addition, business students often have access to a variety of resources and support to help them develop their entrepreneurial skills and to start their own businesses. These resources may include entrepreneurial incubators, mentorship programs, and access to funding. Business students also may have access to role models and mentors who are successful entrepreneurs. These role models



can provide inspiration and guidance to students who are considering starting their own businesses. Based on the findings of Aktas, et. al.,(2020) on the effect of entrepreneurial skills training on the intention to pursue entrepreneurial careers among university business students, entrepreneurial skills training significantly increased students' intention to pursue entrepreneurial careers. Moreover, the study of Chen, et. al.,(2022) disclosed the role of entrepreneurial passion, entrepreneurial skills, and risk tolerance in predicting entrepreneurial intention among business students. The results indicated that entrepreneurial passion, entrepreneurial skills, and risk tolerance were all positively associated with entrepreneurial intention.

**Table 7**

*Relationship Between Entrepreneurial Orientation and Entrepreneurial Intention*

<b>Variables</b>	<b>rho</b>	<b>p-value</b>	<b>Interpretation</b>
<b>Autonomy</b>			
Perceived Desirability	0.880**	<.001	Highly Significant
Social Support	0.806**	<.001	Highly Significant
Entrepreneurial Self-efficacy	0.854**	<.001	Highly Significant
<b>Innovativeness</b>			
Perceived Desirability	0.851**	<.001	Highly Significant
Social Support	0.787**	<.001	Highly Significant
Entrepreneurial Self-efficacy	0.829**	<.001	Highly Significant
<b>Pro-activeness</b>			
Perceived Desirability	0.868**	<.001	Highly Significant
Social Support	0.819**	<.001	Highly Significant
Entrepreneurial Self-efficacy	0.850**	<.001	Highly Significant

\*\* Correlation is significant at the 0.01 level

As seen in the table 7 , the computed rho-values ranging from 0.787 to 0.880 indicate a strong to very strong direct relationship among the sub variables of entrepreneurial orientation and entrepreneurial intention. There was a statistically significant relationship between entrepreneurial orientation and entrepreneurial intention because the obtained p-values were less than 0.01. The high significant relationship between entrepreneurial orientation and entrepreneurial intention among business students stems from a combination of cognitive, affective, and behavioral factors. Fostering entrepreneurial orientation through education, experiential learning, and mentorship can effectively promote entrepreneurial intentions among future business leaders.

According to the findings of Liu, et. al.,(2018), entrepreneurial orientation shapes an individual's perception of opportunities and challenges in the business environment. Individuals with a strong entrepreneurial orientation tend to view risks as potential rewards and view obstacles as solvable problems. This positive outlook fosters a stronger entrepreneurial intention. In addition, entrepreneurial orientation instills positive emotions and motivations towards entrepreneurship. Individuals with a strong entrepreneurial orientation derive satisfaction from pursuing new ventures and are driven by a desire to achieve independence and make a difference. These positive emotions enhance entrepreneurial intention. Entrepreneurial orientation , according to Huang, et. al., (2019), b manifests in proactive behaviors that support entrepreneurial endeavors. Individuals with a strong entrepreneurial orientation seek out opportunities, engage in networking, and actively pursue information and resources related to entrepreneurship.

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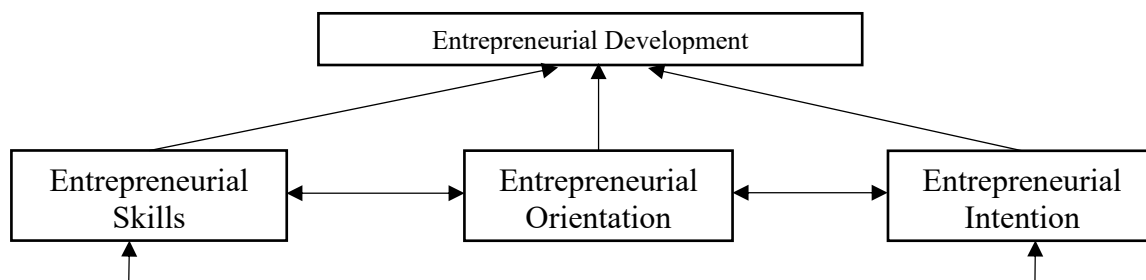
**Entrepreneurial Development Framework**


Figure 1. Entrepreneurial Development Framework

Entrepreneurial skills and entrepreneurial orientation are highly correlated. **Entrepreneurial skills enhance entrepreneurial orientation.** Entrepreneurial skills equip individuals with the necessary abilities to effectively navigate the entrepreneurial landscape. These skills such as opportunity recognition, problem-solving, risk assessment, and resource management, contribute to a more positive and informed perception of entrepreneurship. As individuals develop their entrepreneurial skills, they gain confidence in their ability to succeed as entrepreneurs, fostering a stronger entrepreneurial orientation.

Entrepreneurial orientation drives individuals to seek out and acquire the skills necessary to pursue their entrepreneurial aspirations. Recognizing the importance of these skills, individuals with a strong entrepreneurial orientation actively engage in learning opportunities, seeking mentorship, attending workshops, and participating in entrepreneurial competitions. This proactive approach to skill development further enhances their entrepreneurial orientation. **Entrepreneurial skills contribute to entrepreneurial success.** Possessing entrepreneurial skills is not only essential for developing an entrepreneurial mindset but also crucial for achieving success in entrepreneurial endeavors. These skills enable individuals to identify and seize opportunities, overcome challenges, and manage the complexities of running a business. As individuals apply their entrepreneurial skills and experience success, their entrepreneurial orientation is reinforced, creating a positive feedback loop.

The strong relationship between entrepreneurial skills and entrepreneurial orientation among business students is a dynamic interplay of skill development, motivated learning, successful application, and reinforced belief. Fostering entrepreneurial skills through education, experiential learning, and mentorship can effectively promote entrepreneurial orientation and increase the likelihood of success among aspiring entrepreneurs.

The highly significant relationship between entrepreneurial skills and entrepreneurial intention among business students stems from a synergistic interplay of factors that contribute to a positive and informed perception of entrepreneurship. Entrepreneurial skills provide individuals with the necessary tools and capabilities to navigate the entrepreneurial landscape effectively, while entrepreneurial intention represents their desire or aspiration to start their own business. One of the key aspects of entrepreneurship is identifying and evaluating potential business opportunities. Entrepreneurial skills, such as market analysis, customer understanding, and trend forecasting, empower individuals to recognize and assess the viability of potential ventures. By developing these skills, business students gain the ability to discern promising opportunities from fleeting trends, fostering a more realistic and informed perception of entrepreneurship.

**Entrepreneurial skills foster problem-solving and risk assessment.** Entrepreneurial endeavors inevitably involve encountering challenges and navigating uncertainties. Entrepreneurial skills such as creative problem-solving, risk assessment, and decision-making, enable individuals to effectively address obstacles and make informed choices under pressure. As business students develop these skills, they gain confidence in their ability to overcome challenges and manage risks, reducing perceived barriers to entrepreneurship and strengthening their entrepreneurial intention. **Entrepreneurial skills promote resourcefulness and adaptability.**

Entrepreneurial success often hinges on resourcefulness and adaptability in the face of limited resources and changing market conditions. Entrepreneurial skills, such as resource management, financial planning, and strategic adaptation, equip individuals with the tools to navigate these challenges effectively. By developing these skills, business students gain the ability to leverage available resources, adapt to changing circumstances, and increase their chances of success in entrepreneurial ventures.

**Entrepreneurial skills enhance self-efficacy and confidence.** Self-efficacy, or the belief in one's ability to succeed in a particular endeavor, plays a crucial role in entrepreneurial intention. Entrepreneurial skills, through their practical application and successful outcomes, contribute to building entrepreneurial self-efficacy. As business students demonstrate their ability to apply their skills and achieve positive results, their confidence in their entrepreneurial abilities grows, thus, further strengthening their entrepreneurial intention. **Entrepreneurial skills validate entrepreneurial aspirations.** Possessing entrepreneurial skills provides tangible evidence of an individual's preparedness and capabilities for entrepreneurship. As business students acquire these skills, they gain a sense of validation for their entrepreneurial aspirations. This validation reinforces their belief in their ability to succeed as entrepreneurs, further fueling their entrepreneurial intention.

The high significant relationship between entrepreneurial skills and entrepreneurial intention among business students stems from a combination of factors that enhance opportunity recognition, foster problem-solving and risk assessment, promote resourcefulness and adaptability, enhance self-efficacy and confidence, and validate entrepreneurial aspirations. Fostering entrepreneurial skills through education, experiential learning, and mentorship can effectively promote entrepreneurial intention among future business leaders. The highly significant relationship between entrepreneurial orientation and entrepreneurial intention is a dynamic interplay of cognitive, affective, and behavioral factors, with entrepreneurial self-efficacy playing a mediating role. Fostering entrepreneurial orientation through education, experiential learning, and mentorship can effectively promote entrepreneurial intention among future business leaders. The interplay of cognitive, affective, and behavioral factors shapes an individual's entrepreneurial orientation and entrepreneurial intention. Cognitive factors provide the intellectual foundation for identifying and evaluating opportunities, while affective factors provide the emotional drive and resilience to pursue entrepreneurial goals. Behavioral factors translate intentions into actions, transforming entrepreneurial ideas into successful ventures. Fostering entrepreneurial skills and cultivating an entrepreneurial mindset require addressing all three dimensions of cognition, affect, and behavior. Education and experiential learning can enhance cognitive skills, while mentorship and peer support can nurture affective factors. Encouraging proactive behavior, resourcefulness, and persistence can strengthen behavioral factors. By addressing all three dimensions, we can effectively promote entrepreneurial intentions and increase the likelihood of success among aspiring entrepreneurs.

#### 4. Conclusions and recommendations

Respondents expressed moderate confidence in their entrepreneurial skill set that is valuable in starting and running a business. The respondents have moderate entrepreneurial orientation as to autonomy, innovativeness, and pro-activeness. There is moderate agreement on the entrepreneurial intention among respondents as to their perceived desirability, social support, and entrepreneurial self-efficacy. There is a highly significant relationship between entrepreneurial skills, entrepreneurial orientation and entrepreneurial intention among business students which contributes to positive outlook on entrepreneurship and have the necessary resources to pursue their entrepreneurial goals. An entrepreneurial development framework was developed for business students.

The Ministry of Education and school heads for Business may embed entrepreneurial skills into the core curriculum of business education. This may include courses on business ideation, venture creation, marketing, finance, and risk management. The faculty members in the College of Business may foster a mindset that embraces innovation, risk-taking, and problem-solving. This may involve guest speaker sessions, case studies of successful entrepreneurs, and discussions on entrepreneurial values. The department heads/supervisors may raise awareness of the benefits, challenges, and realities of entrepreneurship. This may involve guest speaker sessions,

panel discussions, and exposure to entrepreneurial success stories. The entrepreneurial development framework may be recommended for use by different colleges and universities. Future researchers may explore additional research directions and they can further expand their understanding of the complex interplay between entrepreneurial skills, entrepreneurial orientation, entrepreneurial intention, and entrepreneurial outcomes, leading to more effective strategies for fostering entrepreneurship among business students and contributing to a more dynamic and resilient entrepreneurial landscape.

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