



ACADEMIC PERFORMANCE AND ENTREPRENEURIAL INTENTION OF PRE-SERVICE TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHERS

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ABSTRACT

Several studies revealed that entrepreneurship education affects the development of the intention of a person to become an entrepreneur. Cognizant of the previous findings, this study examined the entrepreneurial intention of the pre-service Technology and Livelihood Education (TLE) teachers based on the Theory of Planned Behavior (TPB) and determined its relationship to academic performance. The descriptive correlation research design was used to come up with an objective description of the relationship of the variables involved. The statistical treatment used was frequency, percentage, Pearson correlation and formulas developed by Icek Ajzen in the TPB. The results showed that students have satisfactory academic performance, very much favorable attitude toward becoming entrepreneurs, moderately favorable perceived subjective norm, and very much easy perceived behavioral control. The variables involved in this study revealed a negligible relationship. In light of these findings, the researcher recommends that important people belong in the university should engage themselves to entrepreneurial capability activities such as seminars, training, workshops, conferences, among others to develop entrepreneurial mindset because they were influencers of the development of entrepreneurial intention among students. Parents and other family members should be involved in entrepreneurial activities to serve as role models. Collaboration between family and the university is highly encouraged to make entrepreneurial programs effective. Moreover, by providing simulations, practicum or authentic entrepreneurial activities, students utilize practical knowledge, skills, values, and attitude; thus, these activities improve their academic performance.

Keywords: Academic Performance, Attitude, Behavioral Control, Descriptive Correlation, Entrepreneurial Intention, Philippines

INTRODUCTION

Education in the Philippines is the top priority of the national government. Filipinos believe that education is complicated to successful and better economic living. It helps people to identify, create or seize opportunities to improve their standard of living. In 2012, major curriculum reform was implemented through the Republic Act No. 10533, also known as the Enhanced Basic Education Curriculum or K to 12. This paved the way to enormous changes in the curriculum and instruction. One of the salient

features of this curriculum reform is the additional two (2) years in basic education, from the previous 10 years to 12 years of schooling. The new curriculum comprises 1-year preparatory, 6 years of primary, 4 years junior high school and 2 years of senior high school. Senior high school is designed to provide students the opportunity to choose their career track in preparation for life after basic education. The K to 12 Curriculum aims to produce basic education graduates as holistically developed and prepared for higher education, middle skills development, employment, and entrepreneurship. The purpose

of this curriculum transformation is evident that is, to equip students with competencies to become competitive and productive citizens of the country after high school. Basic education graduates are prepared to pursue their studies in higher education institutions, to join the labor force, or to put up their own business. Likewise, K to 12 is designed for the development of personal, social and economic aspects of the country. Philippine education is geared toward economic wealth and prosperity in the country. This is evident in how the K to 12 curricula is crafted. In elementary education, Entrepreneurship is being introduced as early as in the 4th grade. It continues to secondary education as it is integrated into Technology and Livelihood Education (TLE). TLE is a subject that has four strands such as Home Economics, Agri-Fishery Arts, Industrial Arts and Information and Communication Technology. In Grades 11 and 12, Senior High School, a 3-unit course in Entrepreneurship is offered to all students regardless of their chosen track. These educational efforts would lead to students' entrepreneurial mind setting. The attainment of the goals of entrepreneurship education lies in the hands of the teachers. According to Ikävalko, et al. (2019), teachers play an important role in the delivery of curriculum which develops students desire to become entrepreneurs. Miller (2002) stated that teachers should equip their students with the knowledge, skills, and attitude relevant to planning, developing, starting and running their own business. Haftendorn and Salzano (2003) noted that competent teachers play a major role in helping the students to develop enterprising personalities. Thus, teacher education institutions should produce teachers who are adept at teaching entrepreneurship. As part of its mandate to produce innovative teachers and educational leaders, Philippine Normal University in South Luzon region of the Philippines offers a teacher degree program in Technology and Livelihood Education. The program aims to produce TLE teachers who are competent to deliver curriculum and instruction in the areas of Home Economics, Industrial Arts, Agri-Fisheries, and Information and Communication Technology while integrating Entrepreneurship. To prepare the pre-service

TLE teachers, part of their degree program is a 3-unit course in entrepreneurship that deals with the basic concepts and theories of entrepreneurship, as well as, the springboard of exploring the differences between discovering and creating entrepreneurial mindset, discipline and opportunities across the micro to macro level of business venture that leverages growth and development. Moreover, all their major courses are entrepreneurship-based. In their major courses, teachers give students opportunities to write business plans, create innovations, sell products, or perform other entrepreneurial activities. The purpose is to give students practical learning experiences that would make their learning more authentic and meaningful. According to Mwasalwiba et al. (2010), teachers who let their students do something practical, to question, investigate, converse, and discuss with real-world entrepreneurs, give both knowledge, skills and attitudes essential to becoming entrepreneurs. Therefore, students develop the entrepreneurial intention through their active involvement in entrepreneurial learning. TLE teachers, who will educate and develop entrepreneurs of tomorrow, should possess the same knowledge, skills, and attitude of becoming entrepreneurs. As the adage says: "You cannot give what you do not have". A TLE teacher will not be effective if he or she does not have the competencies to be an entrepreneur. TLE teachers are not primarily prepared to become entrepreneurs; instead, they are the ones who will develop future entrepreneurs. This study was conducted to determine the relationship between academic performance and entrepreneurial intention of pre-service TLE teachers. Several studies and literature revealed that entrepreneurship education and training promote entrepreneurial intention. In this situation, if a student performed well in an entrepreneurship course, it is more likely that this student would choose to become an entrepreneur in the future.

OBJECTIVES OF THE STUDY

The main objective of this study is to describe the academic performance of the pre-service TLE teachers and their entrepreneurial

intentions. Specifically, this study seeks to 1.) identify the level of academic performance of the pre-service TLE teachers in Entrepreneurship course; 2.) determine the level of entrepreneurial intention of the pre-service TLE teachers as measured by their attitude towards becoming entrepreneur, perceived subjective norm, and perceived behavioral control; and 3. describe the relationship between academic performance and entrepreneurial intention.

CONCEPTUAL FRAMEWORK

This study is anchored on the theory of planned behavior of Icek Ajzen. According to Krueger, et al. (2000), the theory of planned behavior seems well suited to explain and predict entrepreneurial intention because engaging in the entrepreneurial activity is a planned behavior. Cognizant to the theory, becoming an entrepreneur is guided by three kinds of beliefs. First, the beliefs about the likely outcomes of becoming an entrepreneur and the evaluations of these outcomes define the attitude of the person towards becoming an entrepreneur. If these behavioral beliefs are positive, the attitude to become an entrepreneur will become favorable. Second, the beliefs about the normative expectations of people and the motivation to comply with these expectations describe the subjective norm of a person towards becoming an entrepreneur. The more positive these normative expectations are, the more favorable the perceived subjective norm of a person will be. Lastly, the beliefs about the presence of factors that may promote or hinder to become an entrepreneur and the perceived power over these factors give rise to behavioral control of a person towards becoming an entrepreneur. If these control beliefs are positive, the more favorable the behavioral control of a person to become an entrepreneur will be more favorable. In combination, attitude towards becoming an entrepreneur perceived subjective norm, and perceived behavioral control lead to the formation of entrepreneurial intention. As a general rule, the more favorable the attitude towards becoming an entrepreneur perceived subjective norm, and perceived behavioral control, the higher the level of

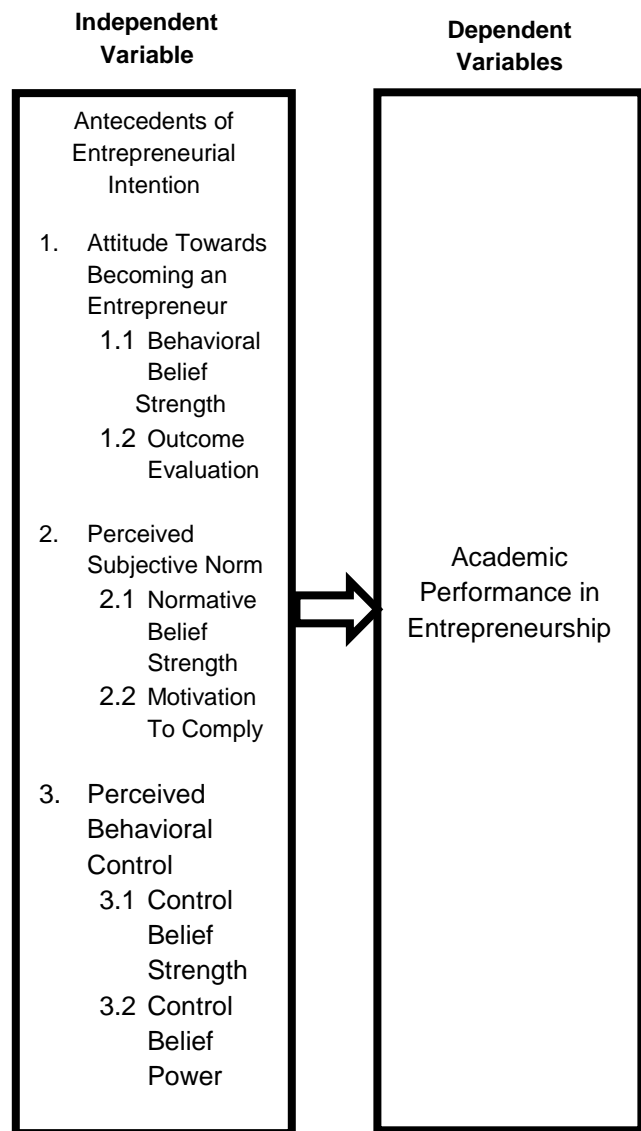


Figure 1. Research Paradigm

entrepreneurial intention of a person. Finally, given a sufficient degree of actual control over the behavior, people are expected to become entrepreneurs when the opportunity arises. The entrepreneurial intention is thus assumed to be the immediate antecedent of behavior. Kothari (2013) revealed in his study that good academic performance and entrepreneurial intention are likely to be associated positively; provided that the individual wants to become an entrepreneur by choice. When an individual does not perform well in academics, he/she is unlikely to get a good



job and compelled to opt for a business career. In this situation, the entrepreneurial intention will be negatively associated with academic performance. This finding contradicts the study of Siyanbola, etc. (2009) that the two factors – academic performance and entrepreneurial intention- are not related. Students would choose or reject entrepreneurship as a career option irrespective of their level of performance in school. The result of this study provides school administrator’s inputs relevant to integrating entrepreneurship to teacher education program which will enable students to develop entrepreneurial intention, thus promote entrepreneurial behavior. Also, it provides teachers a clear picture of how entrepreneurial intention can be developed through an appropriate curriculum which consists of lesson content, teaching strategies, and assessment methods

METHODOLOGY

With the primary objective of finding the relationship that exists between the academic performance and entrepreneurial intention through its antecedents, this study utilized the descriptive-correlation research which is deemed appropriate in gathering data to determine the significant relationships between the variables of the study. A descriptive-correlation study describes the degree to which two or more quantitative variables are related, and it does so by using correlational analysis. It is done to determine the relationship between two or more variables. The respondents of this study are the pre-service Technology, and Livelihood Education (TLE) teachers enrolled in the course STLE 29 – Foundations of Entrepreneurship during the third term of the school year 2017-2018. Slovin’s formula, with a 5% margin of error, was used to compute and identify the samples. Random sampling was used to determine the respondents. The researcher underwent a series of steps in the collection of data which helped to attain the objectives of this undertaking. Firstly, the researcher prepared the survey questionnaire following the guidelines on constructing a theory

of planned behavior questionnaire by Icek Ajzen. The survey questionnaire was distributed to five experts of this field of specialization for validity testing. The questionnaire was administered twice to thirty-five (35) students who were not part of the study. The questionnaires were collected and treated for reliability testing done by a statistician. When consent to conduct the study was granted, the researcher met the respondents for orientation and explained. The data obtained from the survey were analyzed by utilizing the descriptive data analysis procedure. The statistical treatment used was based on how the problems were stated. For the profile of the respondents, frequency and percentage distribution were used. On respondents' attitude towards becoming an entrepreneur, perceived subjective norm, and perceived behavioral control, the formula formulated in the Theory of Planned Behavior of Icek Ajzen and weighted mean were used. Finally, the relationship between academic performance and three antecedents of entrepreneurial intention was determined through Pearson correlation.

RESULTS AND DISCUSSIONS

1. Level of Academic Performance

Table 1. Level of Academic Performance

Weighted Mean	Verbal Interpretation
85.88	Satisfactory

Table 1 presents the level of academic performance of the respondents. The computed weighted mean was 85.88 verbally interpreted as “Satisfactory”. It denotes that most of the pre-service TLE teachers were able to meet the course requirements such as written and performance tasks. In the study of Hanushek et al. (2002), the academic performance of the students relies on class size and the presence of qualified teachers in school. In School Year 2017 – 2018, PNU SL recorded an average of fifty (50) students per class. This class size is by the prescribed number of students stipulated in Article II, Section 5 of the CHED Memorandum Order No. 52, Series of 2007. The document



stated that the ideal size is 35 students or less per class, and the maximum should be 50. An expert of the field handled the course on Foundations of Entrepreneurship. However, the workloads given to the professor was heavy. According to Gwambombo (2013), heavy workloads of teachers made them exhausted, frazzled and demoralized which make them not effective and creative in the classroom; hence, teaching and learning processes are affected as well as the performance of the students. For Considine and Zappala (2002), the social economic status of parents affects the academic performance of their children. Because of limited financial resources, parents cannot support the needs of the children which require monetary expenses. In the study of PNU SL as a state university of the Philippines has population comprises primarily of those who belong to low to middle level social economic status.

2. Level of entrepreneurial intention as measured by the attitude toward becoming an entrepreneur

Table 2 presents the respondents' level of entrepreneurial intention as measured by their attitude toward becoming an entrepreneur. This antecedent of entrepreneurial intention refers to the degree to which the individual holds a favorable or unfavorable evaluation about becoming an entrepreneur. According to Ajzen (2006), beliefs about the likely outcomes of the behavior and the evaluations of these outcomes – determine the prevailing attitude towards the behavior. As shown in the table, among the ten (10) likely outcomes of becoming an entrepreneur, two (2) were rated as "Extremely Favorable" such as "improve my self-confidence" (x=20.43) and "give me an extra source of income" which got weighted mean of 20.43 and 20.29, respectively. Eight (8) of the outcomes were rated as "Very Much Favorable". The outcome "enable me to become my own boss" got the lowest weighted mean of 16.19, interpreted as "Very Much Favorable". The overall attitude score is 182.53 which denoted "Very Much Favorable".

Table 2. Level of entrepreneurial intention as measured by the attitude toward becoming an entrepreneur

Attitude Toward Becoming an Entrepreneur	WM	VI
Becoming an entrepreneur after I finish my studies would		
1. improve my self-confidence	20.43	EF
2. give me an extra source of income	20.29	EF
3. be enjoyable work for me	18.96	VMF
4. enhance my creativity.	18.96	VMF
5. fulfill my dream to manage my own business	18.39	VMF
6. enable me to showcase my skills and talents	18.19	VMF
7. enable me to build connections and networks	17.54	VMF
8. be a challenging career for me	16.89	VMF
9. improve my standard of living	16.69	VMF
10. enable me to become my own boss	16.19	VMF
Overall Attitude Score	182.53	VMF

This result implies that students want to become entrepreneurs because they believe that by becoming one has desirable outcomes which are important for them. According to Ajzen (2006), a personal attitude toward performing a given behavior is based on beliefs that performing the behavior will result in desirable outcomes. This idea was also found in the study of Bae, et al. (2014), the more a person perceives that the opportunities from entrepreneurship can satisfy the needs and wants which are important for him/her, the willingness to pursue an entrepreneurial career is stronger, thus, the more favorable the attitude towards the behavior. The opportunities to improve self-confidence and give an extra source of income are the greatest motivators toward becoming entrepreneurs according to this study. The findings was supported the study of Tam (2009), entrepreneurship education can help build confidence and promote self-efficacy.



It can also be noted that respondents favoured on the outcomes that by becoming an entrepreneur, creativity will be enhanced, work will be enjoyed and dreams to manage own business will be fulfilled. Through entrepreneurship education, one's skills and talents will be showcased, connections and networks of people will be built, and career will be challenging. Moreover, it will improve the standard of living and it will be possible to become boss of their own. However, respondents are least attracted to the reward of becoming boss of their own. This is opposite to what Henderson, et al. (2000) stated that the biggest motivator why people become an entrepreneur is that they want to be the boss of their own business. Entrepreneurship education plays a significant role in the development of an entrepreneurial mind set among students. The effective curriculum is important to increase student entrepreneurial intention. Entrepreneurship education should focus on changing personal attitudes than providing technical knowledge about business.

3. Level of Entrepreneurial Intention in Terms of Perceived Subjective Norm

Table 3. Level of Entrepreneurial Intention in Terms of Perceived Subjective Norm

Perceived Subjective Norm	WM	VI
I believe that I would receive approval of becoming an entrepreneur from my ...		
1. parents or guardians	20.59	EF
2. relatives who are businessmen and businesswomen	17.74	VMF
3. Technology and Livelihood Education professors	16.89	VMF
4. brothers and sisters	16.84	VMF
5. Technology and Livelihood Education high school teachers	15.76	VMF
6. close friends	15.16	MF
7. class adviser	12.70	MF
8. guidance counselor	11.98	MF
9. school administrators	11.65	MF
Overall Subjective Norm Score	139.31	MF

Table 3 shows the respondents' level of entrepreneurial intention as measured by their perceived subjective norm. This antecedent of entrepreneurial intention refers to students' perception towards the social pressure to become or not to become an entrepreneur. The overall subjective norm score is 139.31 which denoted "Moderately Favorable". This result implies that those people important to the respondents approve the decision of becoming entrepreneurs. This subjective norm is significant in predicting entrepreneurial intention (Kolveried & Isaksen, 2006). However, this approval of the identified reference people is not strong enough to convince and push the respondents to become entrepreneurs. The level of subjective norm affects the strength of this social pressure, the higher the level of subjective norm, the higher the chances of pursuing an entrepreneurial career. Furthermore, it can be inferred from the data that family which includes parents/ guardians (\bar{x} =20.59) and relatives who manage business (\bar{x} =17.74), has more favorable level of subjective norm than the school which is represented by Technology and Livelihood Education Professors (\bar{x} =16.89) and High School teachers (\bar{x} =15.76), School Administrators (\bar{x} =11.65), and Guidance Counselors (\bar{x} =11.98). This means that family inspires future entrepreneurs more than the school. This is supported by Klyver (2007), the family is influential in the early stage of business venture creation. For Pruett et al. (2009), the family serves as the breeding ground for future entrepreneurs if it provides effective role modeling. If the members of the family, whether the parents, siblings, or relatives, are engaged in business, they were be good role models and will influence entrepreneurial intention of future entrepreneurs. On the other hand, members of the university who are expected to be the influencers of entrepreneurial intention are last in the list. Philippine Normal University South Luzon Campus, where the respondents belong, the campus serves as the country's training center for TLE teachers. Respondents of this study are being prepared to become teachers/ educators and not become entrepreneurs. However, Entrepreneurship is integrated into the discipline of TLE so they are exposed to entrepreneurial



activities. They are expected to teach entrepreneurship as they integrate into the four areas of TLE such as Home Economics, Industrial Arts, Agri-Fisheries, and Information and Communication Technology. They will become effective TLE teachers and advocates of entrepreneurship education if they practice what they preach. They can be teacher-entrepreneurs. It is crucial for students to have dedicated support from people or groups they valued their approval. Supportive environment towards entrepreneurship will help students be motivated to become an entrepreneur.

4. Level of Entrepreneurial Intention in Terms of Perceived Behavioral Control

Table 4. Level of Entrepreneurial Intention in Terms of Perceived Behavioral Control

Perceived Behavioral Control	WM	VI
To become an entrepreneur after completing my studies, I must have ...		
1. the determination to achieve goals	19.33	VME
2. the support from my family to start a business	18.73	ME
3. innovative skill to create new products to sell in the market	17.12	VME
4. skill in decision making	16.85	VME
5. connections to my prospective customers.	16.67	VME
6. knowledge in organizing a business	16.61	VME
7. skills in promoting products and/or services	16.46	VME
8. time to run a business.	16.26	VME
9. the skill in writing a business plan	15.33	ME
10. money to use as capital for my business	15.27	VME
Overall Behavioral Control Score	168.63	VME

Table 4 shows the respondents' level of entrepreneurial intention as measured by their perceived behavioral control. This antecedent of entrepreneurial intention refers to student's

perception of the easiness and difficulty in the fulfillment of becoming an entrepreneur. According to Ajzen (2006), beliefs about the presence of factors that may facilitate or impede the performance of the behavior and the perceived power over these factors – determine the prevailing perceived behavioral control. The overall behavioral control score of the respondents towards becoming an entrepreneur is 168.63 which denoted “Very Much Easy”. This result implies that respondents are confident that they can be entrepreneurs. The identified factors important to venture entrepreneurship are easy to be possessed and acted based on respondents' perceptions. According to Basu and Virick (2008), this perception is possible because those students who have prior experience in entrepreneurship have more confidence in their ability and this leads to higher entrepreneurial intention. The greater the feeling of behavioral control, the stronger will be the intention to perform the behavior. The perceived easiness to become entrepreneurs by the students could be attributed to the syllabus is used which is effective in imparting entrepreneurial knowledge, skills and attributes. Ismael (2010) said that perceived easiness of behavioral control could also be attributed to the teaching methods being used by the teachers to teach entrepreneurial attributes. In this study, the determination to achieve goals is the easiest to possess ($\bar{x}=19.33$). The determination is one of the identified personal entrepreneurial competencies (PECs). The integration of values in teaching entrepreneurship is effective to instill a positive attitude towards facing uncertainties. Values integration is embedded in entrepreneurship education. Moreover, the respondents are confident that their family will support ($\bar{x}=18.73$) them to become entrepreneurs. This positive view is another benefit of integrating values in teaching entrepreneurship, specifically, trust in the family. Also, it can be noted that aside from entrepreneurial knowledge acquisition, skills development that focused on innovation ($\bar{x}=17.12$) decision-making ($\bar{x}=16.85$), business planning ($\bar{x}=15.33$), sales promotion ($\bar{x}=16.46$), networking ($\bar{x}=16.67$) and time management ($\bar{x}=16.26$), increases the level of confidence to



become entrepreneurs, thus, entrepreneurial intention is strengthened. Money is seen to be the least among the factors ($\bar{x}=15.27$) to engage in entrepreneurial activities. Many people believed that to start a business, money is a basic requirement. This hampers potential entrepreneurs to venture creation. It is important that in teaching entrepreneurship, sources of funds and programs that support novice entrepreneurs should be presented and explained. In the study of Ahmed et al. (2010), appropriate business knowledge acquired from entrepreneurship education minimizes the perceptions of barriers and risks such as financial capital was stipulated.

5. Correlation of Academic Performance and Entrepreneurial Intention

Table 5. Correlation of Academic Performance and Entrepreneurial Intention

		Attitude Towards Becoming an Entrepreneur	Perceived Subjective Norm	Perceived Behavioral Control
Academic Performance	r	-.06	-.03	-.15
	p-value	.49	.71	.08

Table 3 shows the correlation of the academic performance and antecedents of entrepreneurial intention. It can be noted from the table there is a negligible relationship between academic performance and antecedents of entrepreneurial intention. This indicates that the respondents' academic performance has no significant relationship on the attitude toward becoming an entrepreneur ($r=-.06$), perceived subjective norm ($r=-.03$) and perceived behavioral control ($-.15$). This contradicts the study of Kothari (2013) that performance and entrepreneurial intention are likely to be associated positively; provided the individual wants to become an entrepreneur by choice. However, it supports the study of Siyanbola, et al. (2009) that performance has no significant relationship on students' entrepreneurial intention. It was also supported by the findings of Osakede et al. (2017) that students' engagement in business activities has no significant effect on academic performance. Students would choose

or reject to become entrepreneur irrespective of their level of performance. In this study, members of the family have favorable subjective norm towards becoming an entrepreneur very much. The school members have only moderately favorable subjective norm. This shows that family influenced students' formation of a favorable attitude toward entrepreneurship more than the school. It means that learning entrepreneurship as a career does not only take place in the four corners of the classroom but there are also other conducive places such as the home. A student might have a low level of academic performance in TLE but has developed either a high or low level of entrepreneurial intention. On the other hand, a student might have a high level of academic performance in TLE but has developed either high or low level of attitude toward becoming an entrepreneur. This happened because according to Gupta (2009), aside from school, the formation of an attitude toward entrepreneurship is also taken place at home especially if parents and other immediate family members are entrepreneurs. The role of family is indispensable in the formation of entrepreneurial intention as they are more effective than school in preparing, encouraging, and cultivating entrepreneurship as a career among students. Therefore, there is no relationship between academic performance in TLE and the level of entrepreneurial intention in terms of attitude toward becoming an entrepreneur.

CONCLUSIONS

From the findings of this study, it was found out that the pre-service TLE teachers have satisfactory academic performance, very much favorable attitude toward becoming entrepreneur, moderately favorable subjective norm, and very much easy behavioral control. Moreover, it was also revealed that there is no significant relationship between the variables involved in this study. This implies that the Entrepreneurship course has no impact on the entrepreneurial intention of the respondents.

RECOMMENDATIONS

On the basis of the conclusions forwarded, the researcher recommends taking actions that will improve students' academic performance. These actions include the inclusion of challenging activities in both facilitating entrepreneurial learning and assessing academic performance. Entrepreneurship should be presented in a creatively and innovatively, in which learning by doing is emphasized. All students are also encouraged to participate in all entrepreneurial activities. Motivate them to accomplish their tasks and do their requirements by establishing the purpose, benefits or favorable outcomes of going into entrepreneurship. Also, it is recommended that members of the university should attend training, seminars, and workshops with the theme that focuses on entrepreneurial mindset. Initiating programs and activities that involved both school personnel and students will establish the entrepreneurial culture in the university. These actions should gear toward the development of high-level entrepreneurial intention appropriate for the clientele. PNU, like teacher education institution, competencies relevant in the teaching of entrepreneurship should be included or strengthened in the courses of Bachelor of Technology and Livelihood Education program. Moreover, it is also recommended to involve Micro Small Medium Enterprises (MSME) in planning and implementing entrepreneurship programs and activities to ensure practical and expert inputs and supports. Parents and other members of the community should be tapped to strengthen the linkages. Furthermore, future researchers should conduct follow up study to determine whether the respondents of this study pursue an entrepreneurial career and a similar study should be undertaken in another setting to validate the researcher's findings.

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