Assessment on the Entrepreneurial Intentions of Grade 12 Students in San Felipe Neri Catholic School

Rhea Anne Q. Bueno[1]; Bea Gwyneth J. de Guzman[2]; Jerimi Enzo L. Aquino[3]; Shekina Shanley M. Chico[4]; Denahi Tristan P. De Zilva[5]; Zarren Aleta Gaddi[6]

[1] rabueno2@sanfelipe.edu.ph; [2] bgdeguzman@sanfelipe.edu.ph; [3] jeaquino@sanfelipe.edu.ph;
[4] sschico@sanfelipe.edu.ph; [5] dtdezilva@sanfelipe.edu.ph; [6] zarrengaddi@gmail.com

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Abstract: ABM students are far more interested in entrepreneurship since it aligns with their preferred strand. Using a quantitative approach, the research revealed that grade 12 students from all strands have entrepreneurial intentions based on their level of (1) knowledge in entrepreneurship, (2) Basic entrepreneurial skills, (3) Entrepreneurial resources, and (4) Personality traits of an entrepreneur. The result of this study shows that students' entrepreneurial intentions are similar or consistent with one another, with an overall standard deviation of 0.39. The personality traits of an entrepreneur is the variable that got the highest ranking, while entrepreneurial resources received the lowest ranking. The entrepreneurial intention among the grade 12 students is 4.43, or very skillful. The result also explained that STEM and HUMSS students do better in entrepreneurship than ABM students, which led to a significant ANOVA result. According to the result, the p-value of 0.00001 indicates that there is a significant difference in the entrepreneurial intentions of the Grade 12 students according to their preferred strand. The action plan outlines a seminar for students in grade 12 that helped them identify their potential as entrepreneurs and refine their entrepreneurial intentions in terms of their entrepreneurial resources. The seminar focused more on the aspect of the entrepreneurial resources of the students since it was ranked the lowest among the variables. Attendees were made aware of various resources, such as financial, physical, intellectual, human, and digital resources.

Introduction:

Entrepreneurship has always played a pivotal role in the growth of our economy, where economies are powered by innovation. However, the impact that entrepreneurs have on the world goes beyond the scope of their own businesses because they have an impact on larger communities and, in certain situations, even the entire world. While certain students perceive that teaching and learning entrepreneurship is unnecessary, entrepreneurship courses actually improve students' education by introducing them to the skills of teamwork, negotiation, time management, and communication. Furthermore, entrepreneurship is more than just a core subject for students as it is a concept that enables individuals to develop quick thinking so they may recognize issues and seek effective solutions. Concerns related to entrepreneurial intentions in the global setting include the study conducted by Pinillos and Roldan (2022) explaining that student approaches to learning and entrepreneurial intentions in which the course of entrepreneurship has a fundamental role in training students into the stimulating qualities of a potential business entrepreneur, contributing to the acceleration of economic growth. This research examined the significance of the methods utilized by students in learning about their entrepreneurial intentions, recognizing that the educational

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approach of the students plays a part in students' perception of establishing businesses as a feasible course in professional development, the findings of the study also emphasize the crucial part that educators play in developing instructional techniques that ensure evaluation and other contextual components of the educational system are adequately aligned to sustain a comprehensive teaching approach and, correspondingly, an entrepreneurial mindset. In relation to an article by Lopes et al. (2021), they identified the entrepreneurial intention before and during COVID-19, when the world has been dealing with population health complications caused by the outbreak of the COVID-19 pandemic. This swiftly resulted in an overall social and economic crisis where countless organizations were forced to close as a result of the new crisis and in this circumstance, encouraging entrepreneurship and innovation to students have significant potential to minimize the pandemic's adverse impacts. Some scholars have claimed that with a broader or lesser presence of these external or internal factors in the inclination of the entrepreneurial mindset, some students' perspectives on entrepreneurship are shifting. Asimakopoulos et al. (2019) investigate the effect of entrepreneurial education on students' future intentions to engage in entrepreneurial activity. The study looks into how societal norms may have a confounding impact on the association between entrepreneurial education and the intention to engage in entrepreneurial activity. This study also offers an empirical basis for developing new educational initiatives that have the possibility of helping students and young entrepreneurs in their present and future entrepreneurial endeavors.

In the context of Philippine Education, Caro et al. (2022) explained that in Filipino entrepreneurial interest, one needs to have a strong entrepreneurial attitude and intention to succeed in the field of entrepreneurship. Many Filipinos lost their jobs or had to accept lower pay as a result of the worldwide health crisis. To lessen the financial hardships brought on by the pandemic, Filipinos decided to pursue entrepreneurship to be able to help in providing for their basic needs. Interestingly, such a phenomenon becomes a fertile ground for different theoretical and practical inquiries since the current pandemic has ushered an era of innovativeness among start-up entrepreneurs worldwide. The manifest content analysis study conducted by Narvaez et al. (2022) featured start-up entrepreneurship during the COVID-19 health crisis. The pandemic has negatively affected many businesses hence why people have innovated or pursued to be an entrepreneur to be able to be financially stable during the difficult situation of the pandemic. However, having entrepreneurial competencies is considered a vital piece for aspiring entrepreneurs to pursue entrepreneurial ventures. From a study conducted by Buitrago et al. (2022), it examined the personal entrepreneurial competencies scores of ABM students in a private institution. A quantitative method engaging in descriptive research was employed in the study and the data revealed that goal-setting and information-seeking garnered high scores. The researchers concluded that a plethora of inside and outside-of-school activities related to entrepreneurship could enhance the information-seeking skills of students. The setting of this study is in San Felipe Neri Catholic School. A school composed of primary, elementary, junior high school and senior high school students. The research locale serves as the researchers' primary educational institution where, for the past 3 years, the majority of the students have been under the ABM and STEM strands, so having their entrepreneurial intentions tested as part of the researchers' study will be beneficial for the locale and respondents. Furthermore, the study will focus on the entrepreneurial intentions of the students, specifically the senior high school students. Since one of their core subjects is entrepreneurship, they are the ideal respondents for this study.

This study aims to identify the entrepreneurial intentions of Grade 12 students. Specifically, the study will dwell on the level of entrepreneurial intentions of Grade 12 students in terms of 1) knowledge in entrepreneurship; 2) basic entrepreneurial skills; 3) entrepreneurial resources, and 4) personality traits of an entrepreneur. This study will include the Grade 12 students of San Felipe Neri Catholic School. The data collection will happen on March 8, 2023.

Focusing the study on the entrepreneurial intentions of Grade 12 students of San Felipe Neri Catholic School, the researchers deemed the use of the theory of planned behavior by Azjen. The theory explains entrepreneurial intention by three attributions: attitude towards entrepreneurial behavior, perceived social norms, and perceived behavioral control or self-efficacy. Furthermore, considering that being an entrepreneur is classified as conscious

behavior, and intention is recognized as a cognitive state, this is especially relevant to entrepreneurial intention. The "subjective" desirability of any certain action is indicated through personal attitude. Relevant with the theory, instead of being an inherited characteristic, a person's distinctive attitude may be learned and developed. In the context of the study, attitudes regarding entrepreneurial conduct are what primarily influence entrepreneurial intention. In this research, the theory of planned behavior plays a significant role in explaining the entrepreneurial intentions of the Grade 12 students.

This study, titled **"Assessment on the Entrepreneurial Intentions of Grade 12 Students in San Felipe Neri Catholic School,"** aims to determine the entrepreneurial intentions of grade 12 students based on strand differences in SFNCS. Moreover, it will provide the statistical value of the entrepreneurial intentions among grade 12 students based on strand differences. Lastly, it will craft a seminar or workshop activity that will aim to stimulate students' interest in entrepreneurship. Also, enhance the entrepreneurial potential of students despite strand differences.

The Objective and the Problems of the Study

This study titled "Assessment on the Entrepreneurial Intentions of Grade 12 Students in San Felipe Neri Catholic School," aims to determine the entrepreneurial intentions of SHS students based on strand differences in SFNCS.The quantitative data analysis will allow the researcher to provide the statistical value of the entrepreneurial intentions among SHS students based on strand differences. Lastly, the researchers will propose a seminar or workshop activity that will aim to stimulate students' interest in entrepreneurship. Also, enhance the entrepreneurial potential of students despite strand differences.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
   1.1 Strand
   1.2 Sex
   1.3 Age
   1.4 Career Path Preference
   1.5 Grades/Academic Performance in Entrepreneurship
2. What is the level of entrepreneurial intention of Grade 12 students in terms of:
   2.1 Knowledge in Entrepreneurship
   2.2 Basic Entrepreneurial Skills
   2.3 Entrepreneurial Resources
   2.4 Personality Traits of an Entrepreneur
3. Is there a significant difference between the profile of the respondents and their entrepreneurial intention?
4. What output can be crafted from the results of the study?

Methodology

This study, titled "Assessment on the Entrepreneurial Intentions of Grade 12 Students in San Felipe Neri Catholic School," aims to provide the statistical value of the entrepreneurial intentions among SHS students based on strand differences and will utilize the quantitative research design. According to Bandari (2004), "quantitative research" is the method of gathering and analyzing statistical data. It can be used to discover patterns and percentages, to make predictions, to test causal relations, and to generalize findings to larger populations. Furthermore, quantitative research is the process of gathering, assessing, interpreting, and composing a study's findings; qualitative research is a different process of gathering data, analyzing it, and writing a report (Creswell, 2022).

The "Assessment on the Entrepreneurial Intentions of Grade 12 Students in San Felipe Neri Catholic School" will specifically implement the descriptive-causal methodology. According to Jefferys (2018), "descriptive methodology" is a type of study that aims to describe an event or what currently exists. Additionally, causal

methodology refers to studies that are designed to determine variables that affect or cause the value of other variables.

For the data collection process, the researchers will make the most efficient use of surveys. In business studies, the survey method is defined by Jackson (2011) as primary data gathered and used to test theories, reflect people's attitudes, gauge customer satisfaction levels, and accomplish a number of other goals. In addition, the survey method is applicable to both quantitative and qualitative research.

Results and Discussions

Strand	Frequency	Percentage
STEM	66	47.14%
HUMSS	29	20.71%
ABM	26	18.57%
TECH VOC	12	8.57%
ICT	7	5.00%
Grand Total	**140**	**100.00%**

Table 1: Frequency Distribution for Strand

Table 1 shows the frequency distribution table for strand. The majority of the respondents are from the STEM fields, as represented by 66 participants, or 47.14%. Secondly, HUMSS students had a sample number of 29 or 20.71%. Thirdly, ABM students got 26 participants, or 18.57%. Next, respondents from TECH VOC got 12 in numbers, or 8.57%. Finally, ICT has the least number of respondents with 7 participants or 5%.

The table revealed that the majority of the respondents were STEM students. According to the table, the majority of respondents selected STEM as their preferred strand. According to a study conducted by Morales-Alonso (2015), where engineering students were the respondents, those who have a strong intention to become entrepreneurs have a positive attitude about the behavior and believe they are capable of engaging in it.

Sex	Frequency	Percentage
Male	80	57.14%
Female	60	42.86%
Grand Total	**140**	**100.00%**

Table 2: Frequency Distribution for Sex

Table 2 shows the frequency distribution table for sex. The majority of the respondents are male with 80 participants, or 57.14%. Lastly, female respondents are least represented, with 60 participants, or 42.86%.

The table indicate that most of the respondents are male. Drawing on the Theory of Planned Behavior, which states that attitudes towards entrepreneurship are determining factors in entrepreneurial intention and gender also seems to play a key role, the literature of Garcia & Moreno (2010) corresponds to the table's interpretation above. Accordingly, men are more likely to think about creating a firm than to be determined to do it. Also, as per their literature, those who perceive a stronger alignment between masculine and entrepreneurial traits are more likely to have definite entrepreneurial intentions. However, Maes et al. (2014) explained that the women are more driven toward entrepreneurship by motives to 'get organized' (balance), which are less dominant in predicting personal

attitude. In the article by Ward et al. (2019), results showed that mean differences between males and females are not large and come only from intentions, perceived behavioral control, and subjective norms, which are higher in males, and business motives, which are higher in females.

Age	Frequency	Percentage
17 years old	38	27.14%
18 years old	88	62.86%
19 years old	13	9.29%
20 years old	1	0.71%
Grand Total	**140**	**100.00%**

Table 3: Frequency Distribution for Age

Table 3 shows the frequency distribution table for age. The majority of the respondents are 18 years old, with 88 participants, or 62.86%. Second, 38 participants, or 27.14%, are 17 years old. Next, respondents aged 19 years old are 13 in number, or 9.29%. Lastly, there is only 1 or 0.71% of a respondent who is 20 years old.

The majority of the respondents, as apparent from the table, are 18 years old. According to the data acquired, our target demographic is the grade 12 students of San Felipe Neri Catholic School, which includes people between the ages of 17 and 20. It is mentioned by Zampetakis et al. (2011) that young people consider themselves to have creative abilities, which positively affect their entrepreneurial intentions. Additionally, Mulla (2022) states that most students are either 17 or 18 years old in secondary school's fourth and final grade, grade 12.

Career Path Preference	Frequency	Percentage
STEM-related (BS in Biochemistry, BS in Applied Physics, BS in Civil Engineering…)	61	43.57%
HUMSS-related (AB Political Science, BS in Criminology, BA in Journalism…)	25	17.86%
ABM-related (BS in Accountancy, BS in Business Administration, BS in Business Management…)	22	15.71%
ICT-related (BS in Computer Science, BS in Computer Engineering, BS in Information Technology…)	13	9.29%
Others	11	7.86%
TECH-VOC-related (Bread and Pastry Production, Cookery, Housekeeping...)	8	5.71%
Grand Total	**140**	**100.00%**

Table 4: Frequency Distribution for Career Path Preference

Table 4 shows the frequency distribution table for career path preference. The majority of the respondents preferred STEM-related programs, with 61 respondents, or 43.57%. Second, 25 participants, or 17.86%, chose HUMSS-related programs. Third, respondents who chose ICT-related programs got 13 in numbers, or 9.29%. Next, 11 or 7.86% selected others. Finally, TECH-VOC-related programs are least preferred with an 8 or 5.71% score.

The table revealed that the majority of the respondents are STEM students. The data indicates that most of the respondents are planning to take STEM-related programs (BS in Biochemistry, BS in Applied Physics, BS in Civil Engineering, etc.). In the study of EVERFI (2023), it was said that entrepreneurship skills and STEM education go hand-in-hand. The competencies required to succeed in STEM—creativity, problem-solving, foresight, adaptability—are equally suited for success as an entrepreneur.

Grades/Academic Performance in Entrepreneurship	Frequency	Percentage
76 - 80	4	2.86%
81 - 85	21	15.00%
86 - 90	52	37.14%
91 - 95	58	41.43%
96 - 99	5	3.57%
Grand Total	**140**	**100.00%**

Table 5: Frequency Distribution for Grades/Academic Performance in Entrepreneurship

Table 5 shows the frequency distribution table for grades/academic performance in entrepreneurship. The majority of the respondents got an average of 91–95, represented by 58, or 41.43%. Secondly, 52 participants, or 37.14%, gained an average from 86–90. Thirdly, students who got an average of 81–85 have a sample number of 21, or 15%. Meanwhile, 5 respondents, or 3.57%, gained 96–99 as their average. Lastly, students with 76–80 are least represented, with 4 participants, or 2.86%.

The majority of students showed a general average of 91–95, or 41.43%. The data indicates that most of the respondents show a high percentage of potential and knowledge in entrepreneurship. According to the study of Wei, X, et al. (2019), innovative competencies are nurtured by way of courses on entrepreneurship and will have a significant impact on growth in the future. Moreover, entrepreneurship education comprises overall growth as well as enhancement of professional capacity in addition to comprehension learning and skill improvements. Relating to the survey results, it shows that the core subject of entrepreneurship reveals great promise in terms of forming and enhancing the professional capabilities of students in terms of entrepreneurship.

Using a researcher – made survey, with a six – scale points, the following results were reported:

	Average	Standard Deviation	Verbal Interpretation
Knowledge In Entrepreneurship	4.47	0.35	Very Skillful
Basic Entrepreneurial Skills	4.52	0.19	Very Skillful
Entrepreneurial Resources	3.99	0.37	Moderately Skillful
Personality Traits of an Entrepreneur	4.73	0.26	Very Skillful
Overall Results	**4.43**	**0.39**	**Very Skillful**

**Table 6: Level of Entrepreneurial Intentions among the
Grade 12 Students of San Felipe Neri Catholic School**

Table 6 shows the level of entrepreneurial intentions among the Grade 12 students of San Felipe Neri Catholic School. The table shows that the students got an overall average of 4.43, or very skillful. It indicates that the

students have a greater level of skill or sufficient knowledge and expertise to sustain their level of entrepreneurial intentions. With an overall standard deviation of 0.39, as collected from all scores per survey statement, it means that the entrepreneurial intentions of students are similar or consistent with one another.

The first variable that is ranked highest is the personality traits of an entrepreneur. It got an average of 4.73, or very skillful, with a standard of 0.26, which illustrates that the ratings of students are similar. Based on the survey results, the respondents can actually carry out the determinants of innovative behavior that help the students recognize their subjective entrepreneurial intentions. According to a study by Ligs University (2020), the personality trait of an entrepreneur has no specific formula on how to embody it; however, common characteristics have been demonstrated among many successful entrepreneurs, such as ambition, a powerful work ethic, communication skills, and many other traits that allow for career development. Furthermore, studies have found that entrepreneurs do acquire characteristics over the course of the time they spend in business, and that attributes can be acquired depending on all other circumstances.

The students' ability to exhibit an entrepreneur's personality traits will help to recognize their entrepreneurial intent. This means that having innovative behavior as an individual does not only translate to acquiring personal progression but also a contribution to societal advancement. In the study of Bandura (2018), it is illustrated that individuals are factors and actively involved in the formation of the conditions that surround them and how these circumstances affect how people are more likely to pursue their objectives if they are convinced that their skills and behaviors are capable of attaining the desired outcomes.

Ranking as the second highest, with an average of 4.52 and a standard deviation of 0.19, are the basic entrepreneurial skills. Most answers related to the possession of entrepreneurial skills are "very skillful." Hence, when analyzing the responses of our respondents, the results come down to an evident claim of possessing basic entrepreneurial skills. This is potentially examined in the study by Asimakopoulos et al. (2019), which describes applying the knowledge acquired from various business-related classes. It is also the basis for enhancing or developing new capabilities for young entrepreneurs to pursue future endeavors.

Like our respondents, students can evaluate and utilize their skills when managing their economic enterprises. In a study conducted by Smith et al. (2007), it examined various sources related to 17 skills that were said to be critical in embarking on entrepreneurial activities. Furthermore, it concluded that nine of the 17 skills ranked highest in importance and usefulness. Being in possession of these critical skills will support young entrepreneurs, especially in maintaining their businesses in today's world. It showcases how students have the potential to create and sell their goods and services when applying their skills in the entrepreneurial field.

The third variable that ranked highest is knowledge in entrepreneurship. It got an average of 4.47, or very skillful. With a standard deviation of 0.35, it shows that the ratings of the students are mostly consistent or similar. From the survey, the students have a skillful understanding of the subject of entrepreneurship (average = 5.03). This means that the students are skilled at understanding the importance of entrepreneurship education. According to Huang Do and Van Hieu (2011), knowledge, skills, and experience, as well as knowing an entrepreneur, have a significant impact on entrepreneurial intentions. Moreover, the individual's existing knowledge is a critical resource for success in entrepreneurial firms. It shows that the students have the ability to comprehend the knowledge of entrepreneurship, which is important for the success and development of entrepreneurial businesses.

The students are also skilled in identifying the internal and external factors affecting a business (average = 4.65). This means that the students are skilled at understanding and identifying the factors that may affect a business's success. On the study of Sari and Sitepu (2016), The management of internal factors (marketing, human resources, finance, and operations) and external factors is an important component that must be optimized in order to support the success of start-up businesses.

The last variable that ranked the least is entrepreneurial resources. It got an average of 3.99, or moderately skillful. With a standard deviation of 0.37, it shows that the level of entrepreneurial intention of Grade 12 students in terms of entrepreneurial resources is all consistent or similar. Based on the survey results, the grade 12 students have talents and strengths to use in a business environment (average = 3.99). This means that students from all strands have talents and strengths that they can use in a business environment. Based on Miglianico (2020), the use of strengths is associated with job satisfaction, work engagement, well-being, and work performance.

Also, the students from the strands can acquire support and guidance from friends and family members and mentors or professional groups (average = 3.99). This means that students in grade 12 can get support and guidance from their loved ones and mentors or professional groups. The study of Indeed UK Operations Ltd. (2022) states that knowing how to be a supportive colleague can be particularly useful for fostering a better workplace culture, improving relations between people, and reminding people how to conduct themselves during working hours.

Using ANOVA: Two-Factor Without Replication:

SUMMARY	Count	Sum	Average	Variance
ABM	4	3529	882.25	115650.9
HUMSS	4	3848	962	164458
ICT	4	794	198.5	12469.67
STEM	4	9007	2251.75	867624.9
TECH VOC	4	1462	365.5	26637.67
Sum of KNOWLEDGE	5	3754	750.8	433261.2
Sum of BUSINESS SKILLS	5	7560	1512	1665545
Sum of ENTREPRENEURIAL SKILLS	5	3353	670.6	342192.3
Sum of PRACTICAL KNOWLEDGE IN ENTRE	5	3973	794.6	482639.8

In accordance with the accumulated data in the table above, STEM shows greater potential for entrepreneurship than ABM for the following reasons:

1. Based on the total number of the Grade 12 community, the majority of the population are STEM students; therefore, it is evident that they will have a larger number of participants than the population of ABM students.
2. On the other hand, the results of the analysis of variance (ANOVA) showed a great difference between the sum and average of the STEM and ABM results. In addition to that, even HUMSS gained a higher sum and average than ABM. Furthermore, the p-value of 0.00001 explains that there is a significant difference in the entrepreneurial intentions of the Grade 12 students.

F Computed	F Critical	P-value
24.44	3.3	0.00001

Since the computed F value of 24.44 is higher than the F-critical value of 3.3, the researchers rejected the null hypothesis. Moreover, the p-value of 0.00001 explains that the difference did not happen by mere chance; it is statistically significant, which satisfies the variables strand and entrepreneurial intentions.

Summary and Conclusion

This study titled "Assessment on the Entrepreneurial Intentions of Grade 12 Students in San Felipe Neri Catholic School," aims to assess grade 12 students' entrepreneurial intentions based on strand differences in SFNCS. Additionally, it will provide the statistical value of entrepreneurial intentions among grade 12 students. Finally, it will create a lecture or workshop activity that aims to set off the interest of students in entrepreneurship. The results revealed that the grade 12 students relate to the variable "Personality traits of an Entrepreneur" the most. A majority of the students who answered the survey were STEM majors. Most of the respondents also got an average of 91–95 in their grades or academic performance in entrepreneurship. Finally, many of the respondents lacked entrepreneurial resources, which ranked lowest among the profile variables. All of this affects the way students perceive their entrepreneurial intentions and can either make or break their future business endeavors.

Recommendations

The researchers found the following actions worth recommending:
1. Create a separate survey form for the ABM and non-ABM students to get a closer look at their differences.
2. Future researchers can also examine the entrepreneurial behavior and competencies of the Grade 12 students to increase the probability that they will also develop these characteristics regardless of their preferred strand.
3. In terms of respondents, the further studies should have an equal number of students per strand to have a balanced result if they are having a comparative quantitative analysis.

Acknowledgement

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