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### From Mindset to Action: Exploring the Entrepreneurial Attitude and Intention among ABM Students of Noveleta Senior High School

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#### Abstract

This study, titled “From Mindset to Action: Exploring the Entrepreneurial Attitude and Intention among ABM Students of Noveleta Senior High School,” aims to investigate the entrepreneurial mindset and intentions of students enrolled in the Accountancy, Business, and Management (ABM) strand. The research assesses students’ attitudes towards entrepreneurship, their intentions to embark on entrepreneurial ventures, and the various factors influencing these attitudes and intentions analyzing the

relationship between entrepreneurial attitudes and intentions, the study evaluates how effectively the ABM curriculum fosters entrepreneurial skills and mindsets. The findings reveal the impact of educational experiences and other influencing factors on students’ entrepreneurial aspirations. Based on these insights, the study provides recommendations for educators and policymakers to enhance entrepreneurship education, ultimately supporting and nurturing the next generation of entrepreneurs.

**Keywords:** Mindset, Entrepreneurship, Students, Cavite

#### Introduction

Entrepreneurship is a growing public concern worldwide, and it has gained scholars’ attention from around the world (Keyhani & Kim, 2020). The underlying rationale is that entrepreneurship can drive the development of economic and social welfare claim that education can shape entrepreneurship. Additionally, agreed that entrepreneurial education takes a pivotal part in enhancing entrepreneurial passion, spirit, and behavior among the youth population. Accordingly, noted that entrepreneurship education could outline the mindset, attitudes, and behavior of students to be entrepreneurs as an opportunity for career options. In addition to entrepreneurship education, the family also takes a primary role in provoking personal entrepreneurial intentions agree that family and its socialization influence entrepreneurial attitudes and intentions.

Understanding the dynamics of entrepreneurial attitudes and intents among students, especially those enrolled in Accountancy, Business, and Management (ABM) degrees, is crucial in the field of educational research. In addition to providing insight into personal career goals, this investigation advances the conversation around entrepreneurship promotion in school settings (Audretsch & Keilbach, 2021). A substantial body of research has demonstrated that there is a positive relationship between entrepreneurial attitudes and intents, and that people who exhibit particular entrepreneurial attributes are more likely to pursue entrepreneurial endeavors. Due to their coursework’ distinct concentration on business and management principles, (ABM).

There is a noticeable lack of study on ABM students in particular, despite the abundance of studies on entrepreneurial attitudes and goals (Krueger Jr, 2020). Although the relationship between entrepreneurial mindset and intention has been the subject of numerous studies in a variety of educational settings, further research is necessary to fully comprehend how these dynamics operate within ABM programs. Analyzing the subtleties of entrepreneurial attitudes and intentions within the ABM educational setting, addressing the unique needs of ABM students, and adding to the body of information already available in entrepreneurial education, this research seeks to close this gap. This research attempts to determine important influencing factors, investigate the relationship between entrepreneurial attitudes and intentions among ABM students, and evaluate the efficacy of educational interventions in promoting entrepreneurial mindsets within ABM programs.

This study attempts to provide light on the motivational factors and obstacles influencing entrepreneurial aspirations in the context of ABM education through empirical research. The results of this research will help shape the creation of focused interventions and instructional plans in addition to adding to our knowledge of entrepreneurship education in general (Liñán & Chen, 2019).

**Objectives of the Study**

The study "From Mindset to Action: Exploring the Entrepreneurial Attitude and Intention among ABM Students of Noveleta Senior High School" aims to comprehensively evaluate the entrepreneurial attitudes and intentions of students within the Accountancy, Business, and Management (ABM) strand. It seeks to assess their mindset towards entrepreneurship, measure their intentions to pursue entrepreneurial ventures, and identify the key factors that influence these attitudes and intentions.

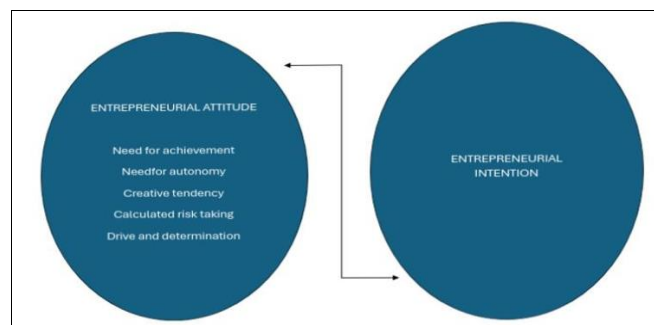
**Methods and Materials**

The researchers adopted a correlational quantitative approach to examine the relationship between entrepreneurial intention and attitude. A sample of 120 participants was randomly selected to ensure a representative group. To assess responses regarding need for achievement, need for autonomy, creative tendency, calculated risk-taking, drive, and determination in relation to entrepreneurial intention and attitude, a structured survey was developed. This survey was pre-tested and refined before being distributed via online platforms or through in-person questionnaires. Once data collection was completed, the information was coded and analyzed using statistical software. Descriptive statistics were used to summarize participant demographics and key variables. Correlational analysis was then employed to investigate the strength and direction of the relationships between intention and attitude. Finally, regression analysis was conducted to determine the predictive power of these variables. This comprehensive quantitative approach aimed to provide valuable insights into the measurable impact of entrepreneurial intention and attitude.

**Table 1:** Demographic Profile of the Respondents

| Description | Frequency | Percentage % |
|-------------|-----------|--------------|
| <b>Sex</b>  |           |              |
| Male        | 58        | 42%          |
| Female      | 62        | 57%          |
| Total       | 120       |              |

One hundred twenty (120) participants were surveyed to explore the relationship between intention and attitude. The sample reflects a relatively even gender distribution, with 62 (57%) female and 58 (42%) males participating.



**Fig 1:** Conceptual Framework of the Study

This conceptual framework examines how ABM (Accountancy, Business, and Management) students at Noveleta Senior High School develop entrepreneurial attitudes and intentions, leading them from mindset to action. It considers how education, personal traits, and

mentors shape their entrepreneurial mindset, defined as the attitudes, skills, and behaviors that enable them to recognize opportunities and take initiative. This mindset then influences their entrepreneurial intentions, which are their desires to start their own businesses. Key factors include the attractiveness of an entrepreneurial career and their confidence in successfully running a business.

The framework illustrates how a strong entrepreneurial mindset nurtured through quality education and mentorship translates into entrepreneurial intentions and eventually into concrete actions, such as launching business projects or participating in entrepreneurial activities. This process shows the progression from developing the right mindset to taking actionable steps in entrepreneurship. Correlational Statistic method, namely, Pearson Correlation Coefficient (r), is used to determine if there is a significant relationship between the two variables, namely, Leadership Level and Employee Behavior.

After the quantitative data had been analyzed and conclusions had been made, it was used as a basis for the interview questions of the instrument, also considering the research topic. With this, the researchers supported the quantitative findings in assessing their leadership level and understanding the respondents' leadership effects on their behavior as an employee. A series of revisions and questions reconstruction has been done while applying the necessary validation through experts. Out of fifty (50) respondents for the quantitative phase of data collection, ten (10) employees in Noveleta were individually interviewed. The proponents visited the employees in the companies/business they are working in and were interviewed and audio recorded with their consent. The interview questions were presented after every question was asked and acquired necessary responses that satisfied the researchers and helped them support the study's quantitative results. A series of transcribes was done with the obtained audio recording of the responses from the conducted interview by the researchers. After the transcribing process, the responses were analyzed thematically by looking into the answer patterns/codes present and were divided into different groups/themes, respectively.

A Thematic Analysis is applied to analyze the qualitative data gathered from the structured interview, which is the instrument of qualitative data gathering of the study. Thematic Data Analysis is a qualitative data analysis that examines the data gathered by thoroughly reading and summarizing it into themes and patterns to make sense of it (Villegas, 2020). The obtained data have undergone a series of steps of the chosen analysis tool: First is Familiarization, wherein the researchers transcribe the data and undergoes a coding process; next, given that coding of data has been completed, it will then be separated into themes depending on the understanding of each data. This can be determined through data patterns; then, as the themes are identified, the proponents review and examine them through validation of data themes and if it is in the proper classification; after the themes and classifications have been reviewed, the necessary corrections were applied to finalize it; lastly, the researchers constructed a written report of the examined data. With the applied analysis tool and its process, the researchers can understand and identify the effects of Leadership on Employee Behavior.

After the responses were analyzed, the conclusions and summary were formed to support the study's quantitative

findings. The conclusions formed with two quantitative and qualitative phases provided even firmer results and a more comprehensive understanding of the assessment of the leadership of the respondents and its effects on employee behavior. Thus, answering the research questions.

**Results and Discussion**

This study section thoroughly discusses the acquired results from the gathered data. It is divided into a two-part analysis and discussion anchored on sequential- explanatory design, wherein the quantitative data will be collected and analyzed

first before gathering the qualitative data. The quantitative data results are computed through IBM SPSS and divided into two parts to discuss the descriptives and correlation and provide answers to the research problem. The qualitative data is then collected and undergoes the thematic analysis process to explain further and strengthen the results. During the qualitative data collection, the proponents based their questions on the highest and lowest ranking mean in each table to support and further explain the results of the quantitative data.

**Table 2:** Level of Attitude and Intention in terms of Need for Achievement

| <i>Questions</i>  | <i>Mean</i> | <i>Rank</i> | <i>Interpretation</i> |
|---|-------------|-------------|-----------------------|
| I am highly driven to accomplish my goals and succeed academically        | 2.88        | 3           | Average               |
| Set challenging goals for my self and work hard to achieve them           | 2.67        | 5           | Average               |
| Success in my academic and professional endeavors is very important to me | 2.90        | 2           | Average               |
| I feel a strong sense of satisfaction when i achieve my goals             | 2.82        | 4           | Average               |
| I am motivated by the desire to excel and stand out among my peers        | 3.13        | 1           | High                  |
| Total   | 2.82        |             | Average               |

The data indicates that I am highly driven to accomplish my goals and succeed academically, with an average score of 2.88, suggesting a solid but not exceptional level of motivation. I tend to set challenging goals for myself and work diligently to achieve them, reflected by a slightly lower average score of 2.67. Success in my academic and professional endeavors holds significant importance to me, as shown by an average score of 2.90. I derive a strong sense of satisfaction from achieving my goals, indicated by

a score of 2.82. My motivation is fueled by a desire to excel and stand out among my peers, which is supported by a higher score of 3.13, indicating a notably high level of drive in this area. Overall, my total average score is 2.82, suggesting that while I am generally motivated and goal-oriented, there is room for improvement in some areas to reach a higher level of achievement.

**Table 3:** Level of Attitude and Intention in terms of Need for Autonomy

| <i>Question</i>   | <i>General Average</i> | <i>Rank</i> | <i>Interpretation</i> |
|---|------------------------|-------------|-----------------------|
| I prefer to work independently rather than relying on others  | 2.79                   | 3           | Average               |
| I am comfortable taking initiative and responsibilities for my actions  | 2.90                   | 1           | Average               |
| I Value opportunities that allow me to work on projects where i have control over the process outcome               | 2.87                   | 2           | Average               |
| I Feel constrained when i have to follw strict guidelines or instructions without room for creativity or innovation | 2.80                   | 4           | Average               |
| I enjoy Having the freedom to make decision and choices about my works or projects                                  | 2.67                   | 5           | Average               |
| Total   | 2.81                   |             | Average               |

The data indicates that you have a moderate preference for working independently, with a score of 2.79. You particularly enjoy having the freedom to make decisions and choices about your work or projects, as evidenced by the highest score of 2.90. You are comfortable taking initiative and responsibility for your actions, scoring 2.87, and you value opportunities that allow you to control the process and outcome of projects, with a score of 2.80. However, you feel

somewhat constrained when required to follow strict guidelines or instructions without room for creativity or innovation, which is reflected by the lowest score of 2.67. The overall mean score of these responses is 2.81, indicating a general preference for autonomy and self-direction in your work, though there are some constraints you find challenging.

**Table 4:** Level of Attitude and Intention in terms of Creative Tendency

| <i>Description</i>   | <i>Mean</i> | <i>Rank</i> | <i>Interpretation</i> |
|--|-------------|-------------|-----------------------|
| I enjoy exploring new ideas and thinking outside the box                       | 2.90        | 2           | Average               |
| I Often come up with innovative solutions to problems                          | 2.87        | 3           | Average               |
| I am not afraid to challenge traditional methods and approaches                | 2.67        | 4           | average               |
| I enjoy brainstorming and collaborating with others to generate creative ideas | 3.13        | 1           | High                  |
| I see opportunities where others see obstacles                                 | 2.65        | 5           | Average               |
| Total Average  | 2.84        |             |                       |

The data suggests that the individual exhibits an overall average tendency towards creativity and innovation, with a few notable strengths. The highest-ranked item, with a mean score of (3.13,) indicates a strong enjoyment in brainstorming and collaborating with others to generate creative ideas, reflecting a high capacity for teamwork in creative processes. Other areas, such as exploring new ideas (mean of 2.90) and coming up with innovative solutions (mean of 2.87), also fall within the average range,

suggesting a balanced, though not exceptional, propensity for creativity. The willingness to challenge traditional methods (mean of 2.67) and seeing opportunities where others see obstacles (mean of 2.65) are also average, indicating a moderate level of comfort with non-traditional thinking and opportunity recognition. Overall, the total mean score across all items is 2.84, further reinforcing the interpretation that the individual possesses an average inclination towards creativity and innovation.

**Table 5:** Level of Attitude and Intention in terms of Calculated Risk Taking

| Description  | Mean | Rank | Interpretation |
|--|------|------|----------------|
| I am comfort taking risk if there is a potential for significant rewards                           | 2.30 | 5    | Average        |
| I carefully weight the potential benefits and drawbacks before taking risks                        | 2.97 | 2    | Average        |
| I see failure as an opportunity for learning and growth, rather than a setback                     | 2.81 | 4    | Average        |
| I am willing to take risks in pursuit of my goals,as long as they are calculated and strategic     | 3.11 | 1    | High           |
| I seek opportunities that have a reasonable chance of success,even if they involve some level risk | 2.88 | 3    | Average        |
| Total  | 2.80 |      |                |

The table on calculated risk-taking reveals varying levels of comfort and strategies regarding risk among respondents. The statement, "I am willing to take risks in pursuit of my goals, as long as they are calculated and strategic," holds the highest mean score of (3.11), indicating a high level of agreement. Conversely, the other statements reflect an average level of agreement.

Specifically, "I carefully weigh the potential benefits and drawbacks before taking risks" has a mean of (2.97), "I seek

opportunities that have a reasonable chance of success, even if they involve some level of risk" scores (2.88), "I see failure as an opportunity for learning and growth, rather than a setback" stands at (2.81), and "I am comfortable taking risks if there is a potential for significant rewards" has the lowest mean of (2.30.) Overall, the total mean of these statements is 2.81, indicating a general tendency towards average levels of calculated risk-taking among the respondents.

**Table 6:** Level of Attitude and Intention in terms of Drive and Determination

| Description  | Mean | Rank | Interpretation |
|--|------|------|----------------|
| I am highly motivated to succeed in my academic and professional endeavors | 2.85 | 5    | Average        |
| I consistently strive to achieve my goals both short term and long term    | 2.89 | 2    | Average        |
| When faces challenges, I persist until i find solution                     | 3.13 | 1    | Hgh            |
| I am resilient in the face of setbacks and failures                        | 2.67 | 5    | Average        |
| I am committed to putting in the effort required to reach my objectives    | 2.86 | 4    | Average        |
| Total  | 2.88 |      |                |

The data reveals a generally average level of motivation and persistence in your academic and professional endeavors, with one notable exception. The highest mean score, 3.13, suggests that you demonstrate a high level of persistence when facing challenges, consistently working until you find a solution. However, other aspects, such as your motivation to succeed (mean of 2.85), consistency in striving to achieve both short-term and long-term goals (mean of 2.89), resilience in the face of setbacks and failures (mean of 2.67), and commitment to putting in the effort required to reach your objectives (mean of 2.86), are all rated as average.

This total mean score of 2.88 reflects an overall average level of motivation and persistence. While you exhibit strong persistence in overcoming challenges, there is potential for improvement in other areas of your motivation and commitment.

### Conclusion

This study aims to explore the relationship between entrepreneurial intention and the attitudes of Accountancy, Business, and Management (ABM) students at Noveleta Senior High School. By examining various factors such as motivation, autonomy, creativity, risk-taking, and determination, this research seeks to understand how these attitudes influence students' aspirations to pursue entrepreneurial ventures. Through analyzing data collected

from the student population, this study provides insights into the key attitudes that drive entrepreneurial intentions, offering valuable implications for educational strategies and support systems to foster entrepreneurial mindsets among future business leaders.

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