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Entrepreneurial knowledge and entrepreneurial intention of the grade 12 Technical-Vocational and Livelihood (TVL) students in Siocon District, Schools Division of Zamboanga del Norte

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A R T I C L E I N F O

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A B S T R A C T

This study aimed to determine the entrepreneurial knowledge and its effects on the entrepreneurial intention of the Grade 12 Technical Vocational and Livelihood (TVL) students of Siocon District, Schools Division of Zamboanga del Norte during the school year 2023-2024. It included a descriptive survey and descriptive correlational methods of research. There were three hundred eight (308) respondents involved. Data were collected through questionnaires and were analyzed using inferential statistics, specifically weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) used to determine the correlation between entrepreneurial knowledge and entrepreneurial intention. The level of entrepreneurial knowledge and intention was "high". No significant relationship was found between the perceived levels of entrepreneurial knowledge and students' entrepreneurial intention.

Introduction

The growing recognition of entrepreneurship's strategic importance in economic development has led to a surge in entrepreneurial education programs worldwide. These programs aim to enhance the preference for self-employment as a viable, fulfilling, and sustainable career option (Ebewo et al.,

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2017). Entrepreneurial knowledge is considered a key element of human capital essential for entrepreneurial endeavors, success, and long-term economic sustainability. Entrepreneurial intentions reflect the commitment to launching a business for self-employment (Roxas, 2014).

In contrast, unemployment remains a persistent issue in the Philippines. As of January 2024, out of the labor force of 48.09 million Filipinos aged 15 and above—representing a 61.1% labor force participation rate—there were 2.15 million unemployed individuals, resulting in an unemployment rate of 4.5%. Additionally, the youth labor force participation rate fell to 29.6% in January 2024, down from 34.8% in January 2023 and 34.1% in October 2023. The youth employment rate also decreased to 86.5%, compared to 89.2% in January 2023 and 88.6% in October 2023 (Philippine Statistics Authority, 2024). This situation underscores the importance of encouraging youth self-employment and equipping them with the necessary entrepreneurial skills and competencies to address the challenge (Mahlaole & Malebana, 2021).

Entrepreneurship has become increasingly relevant as a solution to economic challenges, particularly the rise in unemployment (Rahim & Mukhtar, 2021). Scholars and policymakers alike view entrepreneurship as a key driver of economic growth, development, and productivity (De Wit & De Kok, 2014). Moreover, fostering students' confidence in and inclination toward entrepreneurship, by enhancing their understanding of the field, is essential for nurturing their entrepreneurial aspirations (Roxas, 2014). For aspiring entrepreneurs, acquiring entrepreneurship skills is crucial, given the significance of business growth and job creation (Abun et al., 2017).

Research shows a significant correlation between entrepreneurial knowledge and entrepreneurial intention among students (Abun et al., 2017). The relationship between entrepreneurial knowledge and its influence on entrepreneurial intentions has been explored in various studies. Roxas (2014) found that students enrolled in entrepreneurship courses were more likely to have a stronger intent to start a business. Westhead (2016) also highlighted a connection between entrepreneurial knowledge and intentions, comparing business management students who participated in entrepreneurial modules to those who did not. The study revealed that business management students who engaged in entrepreneurial knowledge and intention modules exhibited a stronger desire to start a business.

However, there is an empirical gap in the existing literature. Several key aspects remain unexplored, such as the impact of entrepreneurial knowledge and training on both current actions and future intentions, the precise nature of the relationships between these factors, and the lack of consistent empirical evidence. These gaps suggest the need for further investigation into the connections between entrepreneurial knowledge and intention. Additionally, some scholars argue that evaluating the influence of entrepreneurial knowledge on the development of attitudes— considered precursors to entrepreneurial intentions and decisions—is a promising area for research. This study aims to explore the entrepreneurial knowledge and intentions of Grade 12 TVL students, examining the moderating effects of age, sex, and monthly income of parents/guardians on the relationship between entrepreneurial knowledge and entrepreneurial intention.

Literature of review

Entrepreneurial knowledge

Entrepreneurial knowledge is a conceptual and analytic understanding of the multi- functional and multi-faceted entrepreneurship process. According to Roxas (2014), it alludes to the ability to determine one's level of content understanding regarding entrepreneurship. Knowledge is the combination of information, background, and experience. The background refers to the attitude of people toward things, which can be influenced by social values, religious beliefs, nature, and gender (Zhou et al., 2015). It is impossible to deny that knowledge of entrepreneurship is significant due to its critical importance to the economy. Many people and governments consider entrepreneurial education as a response to the increasingly complex world we live in, which necessitates that all people and organizations in society be increasingly equipped with entrepreneurial capabilities (Lackeus, 2015).

Entrepreneurial intention

Entrepreneurial intention is the willingness to engage in entrepreneurial activities or to become self-employed. Entrepreneurial behavior is a process that the individual goes through over time. The search for knowledge that can be used to help accomplish the purpose of venture creation is referred to as entrepreneurial intention. Entrepreneurial intentions are commonly defined as an individual's conscious understanding and conviction that they intend to establish a new business endeavor and plan to do so in the future (Nguyen, 2018). Entrepreneurial Intention means the inner cognitive, preference, and behavioral tendency of entrepreneurs in their start-up of new businesses. Entrepreneurial intention is at the core of understanding the entrepreneurship process, for entrepreneurship is a long-term activity. Intention is a kind of psychological condition that directs our attention to certain targets to obtain some achievement. Entrepreneurial intention is related to an individual's optimistic character, education, and parents' background in entrepreneurship. Besides, entrepreneurial intention could also be influenced by attitude (Zhou et al., 2015).

Conceptual framework

The conceptual framework is illustrated in Figure 1. Part I, the independent variable, represents entrepreneurial knowledge, which is measured by ten (10) items. Part II, the dependent variable, represents entrepreneurial intentions, also measured by ten (10) items. Both variables were adapted from Abun et al. (2021).

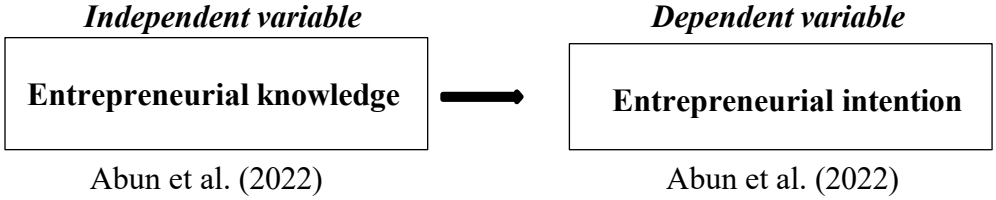

Figure 1: The framework reflects a correlation between entrepreneurial knowledge and entrepreneurial intention. The study intends to examine the influence of entrepreneurial knowledge and entrepreneurial intention.

Statement of the problem

This study aimed to determine the entrepreneurial knowledge and its effects on the entrepreneurial intention of the Technical Vocational and Livelihood (TVL) students. It specifically answered the following questions:

1. **What is the respondents' level of entrepreneurial knowledge?**

2. **What is the respondents' level of entrepreneurial intention?**

3. **Is there a significant relationship between the entrepreneurial knowledge and entrepreneurial intention of the respondents?**

Hypothesis

Numerous studies have demonstrated the significant influence of entrepreneurial knowledge on students entrepreneurial intention (Abun, et al., 2017; Roxas, 2014; Westhead, 2016; Hussain et al., 2021). Building on this research, the current study seeks to explore the effect of entrepreneurial knowledge on students entrepreneurial intention.

Scope and delimitation of the study

This study is limited to the entrepreneurial knowledge and entrepreneurial intention among the three hundred eight (308) Grade 12 TVL students in Siocon District, Schools Division of Zamboanga del Norte during the school year 2023-2024. It also limited its scope with entrepreneurial knowledge as the independent variable which consists of ten (10) items and entrepreneurial intention as the dependent variable which consists of ten (10) items. This study is intended to determine the relationship between entrepreneurial knowledge and entrepreneurial intention.

Research methodology

The study utilized both survey and correlational research methods. Data were collected through questionnaires, and statistical analysis was performed using both descriptive and inferential statistics, including weighted means, standard deviation, and the Spearman Rank- Order Correlation Coefficient (Spearman rho). These methods were employed to assess the correlation between entrepreneurial knowledge and entrepreneurial intention. According to Check and Schutt (2012), survey research involves "the collection of information from a sample of individuals through their responses to questions." Correlational research, as defined by Bhat (2019), is a non-experimental method where two variables are measured to understand and assess their statistical relationship without the influence of extraneous variables. A correlational analysis was conducted to determine the significant relationship between entrepreneurial knowledge and entrepreneurial intention.

Permission to distribute the questionnaires was obtained from the superintendent of the Schools Division to initiate the data collection process, with designated employee representatives assisting in this task. After considering ethical factors, it was determined that an ethical review was unnecessary,

as the study did not involve sensitive human issues.

The following ranges of values with their descriptive interpretation will be used:

Entrepreneurial knowledge

Scale	Range of values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Entrepreneurial intention

Scale	Range of values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Data presentation and analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. **What is the respondents' level of entrepreneurial knowledge?**

Table 1: Level of entrepreneurial knowledge (n=308)

Entrepreneurial knowledge	Mean	SD	Description	Interpretation
1. Entrepreneur creates job	4.44	0.82	Strongly Agree	Very High
2. Entrepreneur means to be self-employed	4.02	0.82	Agree	High
3. Entrepreneur gathers resources to create wealth	3.98	0.92	Agree	High
4. Entrepreneurs can make someone to be independent	3.96	0.89	Agree	High
5. Entrepreneur contributes to the economic development	4.04	0.93	Agree	High
6. Entrepreneur is an employer of labor	3.86	0.97	Agree	High
7. Entrepreneur attends social functions to meet business partners	4.05	0.98	Agree	High
8. Entrepreneur uses his/her creative ability to publicize	4.01	0.91	Agree	High
9. Entrepreneur sees opportunities where others do not see	3.93	0.95	Agree	High
10. Entrepreneur rules the world economy	3.87	0.97	Agree	High
Overall	**4.01**	**0.93**	**Agree**	**High**

Source: (Abun, et al., 2017)

Table 1 presents the respondents' level of entrepreneurial knowledge. The results indicate that the respondents "strongly agree" that entrepreneurs create jobs. They also "agree" with statements that entrepreneurs attend social functions to meet business partners, contribute to economic development, are self-employed, use creativity to publicize their ventures, gather resources to create wealth, foster independence in others, identify opportunities where others do not, influence the global economy, and employ labor. Overall, the respondents "agree" that their entrepreneurial knowledge is high.

This finding is significant, as Roxas (2014) emphasized that entrepreneurial knowledge and skills are essential for establishing businesses and shaping perceptions and beliefs that influence behavior toward entrepreneurial activities. Similarly, Fritsch and Wyrwich (2014) argued that entrepreneurial resources and activities are rooted in entrepreneurial knowledge, and when effectively applied for opportunity-seeking and resource allocation, these activities lead to success. Abun et al. (2021) further support this conclusion, noting that Grade 12 ABM students also exhibited a high level of entrepreneurial knowledge.

2. What is the respondents' level of entrepreneurial intention?

Table 6: ***Level of entrepreneurial intentions***

Entrepreneurial intentions	**Mean**	**SD**	**Description**	**Interpretation**
1 My professional goal is to become an entrepreneur	4.28	0.83	Strongly Agree	Very High
2. I will make every effort to start and run my own business	4.19	0.80	Agree	High
3. I am determined to establish a business in the future	4.14	0.86	Agree	High
4. I am seriously considering putting up a business in the future	4.13	0.85	Agree	High
5. I have the firm intention to start a firm someday	3.98	0.85	Agree	High
6. I am ready to do anything to be an entrepreneur	3.89	0.87	Agree	High
7. If I open a business, I have a chance to become successful	4.19	0.83	Agree	High
8. Being an entrepreneur would make me great	3.97	0.84	Agree	High
9. I have ideas about how to start a business in the future	3.88	0.91	Agree	High
10. It would be difficult for me to develop business ideas.	3.65*	1.01	Agree	High
Overall	**4.03**	**0.89**	**Agree**	**High**

Note: *reversely coded *Source: (Abun, et al., 2017)*

Table 2 presents the respondents' level of entrepreneurial intention. The data reveals that the respondents "strongly agree" that their professional goal is to become entrepreneurs. They also "agree" with statements indicating their intention to make an effort to start and run a business in the future, open a business and achieve success, establish a business, seriously consider entrepreneurship, have a firm intention to start a business someday, be ready to take any necessary actions to become an entrepreneur, possess ideas about how to start a business, and find it easy to develop business ideas. Overall, the

respondents "agree" that their entrepreneurial intention is high.

This finding is significant, as Karimi et al. (2016) emphasized that entrepreneurial intention is crucial for anyone aspiring to become an entrepreneur. It identifies the motivators and readiness to engage in entrepreneurial practices, as well as reflects an individual's mental state and inclination toward self-employment. This conclusion is further supported by Abun et al. (2021), who found that Grade 12 ABM students at Divine Word Colleges in Region 1 demonstrated high entrepreneurial intention, as evidenced by an average mean score of 3.67, which indicates a strong level of entrepreneurial intent.

3. Is there a significant relationship between the entrepreneurial knowledge and entrepreneurial intention of the respondents?

Table 3: Test of relationship between the levels of entrepreneurial knowledge and entrepreneurial intention

Variables	Mean	ρ-value	p-value	Interpretation
Entrepreneurial knowledge vs Entrepreneurial intention	4.01 4.03	0.04	0.48	Negligible/slight positive correlation not significant

Table 3 presents the results of the relationship test between entrepreneurial knowledge and entrepreneurial intention, using the Spearman Rank-Order Correlation Coefficient (Spearman rho). Entrepreneurial knowledge had a mean score of 4.01, while entrepreneurial intention had a mean of 4.03. The Spearman rho value of 0.04 suggests a very slight positive correlation between the two variables. However, this correlation is not statistically significant, with a p-value greater than 0.05, meaning the null hypothesis is not rejected.

In other words, the data reveals that there is no significant relationship between the levels of entrepreneurial knowledge and intention. This implies that the respondents' entrepreneurial intentions are not significantly influenced by their level of entrepreneurial knowledge. This finding contrasts with the results of Hussain et al. (2021), who found that entrepreneurial knowledge positively and significantly impacts entrepreneurial intentions. They also highlighted that personal attitude plays a crucial moderating role, strengthening the link between entrepreneurial knowledge and intention. Similarly, Abun et al. (2021) reported a significant correlation between entrepreneurial knowledge and intention, further challenging the current study's results.

Discussion

The study revealed that respondents felt confident in their knowledge about starting a business and expressed strong interest in entrepreneurship. They recognized key entrepreneurial behaviors, such as attending social events to network with business partners, contributing to economic growth, working independently, using creativity to promote ideas, gathering resources to build wealth, helping others achieve independence, identifying opportunities others might overlook, influencing the global

economy, and hiring employees. Additionally, the data shows that respondents are committed to becoming entrepreneurs, with plans to start and run a business in the future. Their aspirations include achieving success and taking proactive steps toward their business goals. They are confident in their ability to generate business ideas and find it easy to develop new business concepts. These findings align with the Theory of Planned Behavior, which emphasizes the role of intention in guiding entrepreneurial actions.

However, the analysis of the relationship between entrepreneurial knowledge and intention revealed only a minimal positive correlation between the two variables. This suggests that, although the respondents have high levels of entrepreneurial knowledge, it does not significantly influence their entrepreneurial intentions. In other words, the respondents' intention to pursue entrepreneurship remains largely unaffected by their level of knowledge.

Conclusion

The analysis revealed no significant relationship between the levels of entrepreneurial knowledge and entrepreneurial intention. This finding suggests that the levels of knowledge and intention do not have a meaningful correlation. In other words, students' entrepreneurial knowledge does not appear to influence their intention to pursue entrepreneurship. A closer look at the data confirms that these two variables remain largely independent of each other, challenging the assumption that greater entrepreneurial knowledge directly impacts entrepreneurial intention.

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***Conflict of interest statement*:** All authors declare no conflict of interest.

***Ethical review statement*:** the research is submitted to the ethical review board and approved for the conduct of the study. It does not involve human-sensitive issues.

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