

From Mindset to Market: Analyzing the Relationship Between Entrepreneurial Attitudes and Career Intentions

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Abstract

The research looks at the psychological and social influences on Filipino students' transition into the entrepreneurial realm. The foundation of this study is the Theory of Planned Behavior (TPB), which examines how personal motivations (self-fulfillment, autonomy, and risk tolerance) combine with external sources of support (family, friends, and social status) to shape an individual's aspirations for a career in entrepreneurship. The research employs a correlational design and quantitative methods, surveying Hospitality Management students at Northeastern College (Santiago City, Philippines). The following findings indicate a statistically significant positive correlation between entrepreneurial attitudes and the intention to pursue a career in entrepreneurship within 5 years of graduating. Although respondents have a medium level of psychological intent to pursue entrepreneurship, their advanced progression into entrepreneurship will be significantly influenced by subjective norms and perceived social support. Personal fulfillment and autonomy were found to be stronger intrinsic motivators for pursuing entrepreneurship than financial reward. The findings suggest that to assist young people in closing the intentions-action gap, educational curricula and policies should promote self-efficacy and develop structured "if-then" plans for implementation.

Keywords: entrepreneurial intentions, Theory of Planned Behavior (TPB), entrepreneurial mindset, Technical-Vocational Education (TVET)

1. Introduction

There has been a substantial increase in global and regional interest in youth entrepreneurship, as various economies view entrepreneurial initiatives to promote innovation, create new jobs, and support inclusive development. In the Philippines, entrepreneurship is viewed as both an important source of national development and a viable career option for graduates facing a rapidly changing labor market, where many struggle to find employment due to skill mismatches and shifting employer expectations. The Filipino workforce has been subjected to intensified global competition and greater access to digital channels, leading to conflicting views on traditional employment versus entrepreneurship as paths to economic independence. This broader socio-political and educational context has created even greater relevance for understanding how people's entrepreneurial mindset affects their eventual career intentions, especially the students, alumni, and early-stage professionals who represent a large portion of the potential future entrepreneurship workforce (Dotong & Manalang, 2023; Carolis & Litzky, 2019; Wardana et al, 2020).

There is considerable research linking and supporting an entrepreneurial mindset (i.e., attitudes toward opportunity, risk-taking, tolerance, persistence, and adaptability) to future entrepreneurial behavior and intentions. It is proposed that having an entrepreneurial mindset affects how individuals see opportunities, assess

the risk of pursuing them, and the type of resources that one will try to use in order to pursue venture creation, as opposed to traditional employment (Yusof, 2017; Saadat et al., 2021; Universari & Budiati, 2017; Carolis & Litzky, 2019). In the context of Southeast Asia and the Philippines specifically, there is evidence that education and the development of entrepreneurial mindsets contribute positively to one's entrepreneurial readiness and intentions, but the results of these studies are complex—the development of an entrepreneurial mindset may serve as a moderator on the relationship between educational experiences and entrepreneurial outcomes; however, cultural and contextual factors (e.g., gender norms, family support, and social expectations) may enhance or serve as barriers to this translation (Cahyani et al., 2022; Wardana et al., 2020; Christina & Widjojo, 2023; Wibowo et al., 2022). Within the Philippine higher education system, the connection between entrepreneurial mindset, perceived social validation of entrepreneurship, and actual career intentions has not been comprehensively explored using a theoretical framework that addresses local government policy, workforce development efforts, and aspirations of young people (Purwanti et al., 2024; Dotong & Manalang, 2023).

This research investigates how entrepreneurs' attitudes develop within social and cultural frameworks, including contextual factors such as risk, perceived personal fulfillment, social status, and familial support, and how these factors shape their career choices. Research done internationally and regionally show three areas of inquiry that are interconnected within the context of the Philippines: (1) How risk and opportunities are perceived on the path to becoming an entrepreneur globally; (2) How family and friend's recognition socially and culturally impact an individual's decision on whether or not to pursue entrepreneurship; and (3) How self-efficacy and entrepreneurial mindset connect with a woman's market intent over time. It is important to conduct an integrated analysis of the three areas of inquiry to determine which entrepreneurial attitudes have the strongest correlation to future business-related intentions, and to what extent social support would most positively or negatively influence that relationship (Saadat et al., 2021; Wardana et al., 2020; Carolis & Litzky, 2019; Gorgievski et al., 2017).

Although research into entrepreneurial mindset and intention has increased, there are still gaps in our understanding of these issues that warrant further exploration in the Philippines. For example, (1) there is little evidence about what attitudes exist among Filipinos toward entrepreneurship in relation to risk, fulfillment and social respect; and how these attitudes have an effect on five-year market-entry intentions; (2) there is a lack of an understanding between perceived social respect for entrepreneurs and how much family/friend support is perceived relation to entrepreneurial intention; (3) previous studies have produced inconsistent findings regarding the relationship between perceptions of risk and other motivating factors and intention to pursue entrepreneurship, needing a closer look at these relationships within a coherent model; (4) researchers have not consistently established which entrepreneurial attitude — Personal Fulfillment, Financial Reward, or Autonomy — most strongly predicts choosing to create a business rather than getting a job, and should conduct comparative predictive analyses to find out; and (5) it is unclear whether self-efficacy plays a moderating role in actively and deliberately seeking entrepreneurial opportunities versus merely considering them in this context (Dotong & Manalang, 2023; Gorgievski et al., 2017; Universari & Budiati, 2017; Carolis & Litzky, 2019; Wardana et al., 2020).

1.1 Theoretical Framework

The study uses the Theory of Planned Behavior (TPB) as its theoretical framework, serving as the main organizing model and a set of contextually specific psychological and sociocultural antecedents to support the Philippines' dynamics of "From Mindset to Market." TPB theorizes that an individual's intention to perform a particular behavior is the closest predictor of that behavior and that this intention is influenced by three key constructs: a) attitude towards the behavior (ATB); b) subjective norms (SN); and c) perceived behavioral control (PBC). In an entrepreneurial context, ATB represents the evaluator's positive vs negative evaluation of entrepreneurship; SN represents perceived social pressure from significant others (e.g., family, peers, mentors); and PBC reflects an individual's perception of how easy or difficult it is to start and/or sustain an entrepreneurship; this can often be conceptualized with regard to an entrepreneur's self-efficacy and/or access to resources. This study utilizes TPB to investigate how an individual's intrinsic mindset and social context interact to create entrepreneurial career intentions, providing a path into the marketplace that goes beyond generic attitude to market entry (Purwanti et al., 2024; Şen et al., 2018; Lopes et al., 2022; Khatib et al., 2021).

TPB has been advanced in this framework by combining interrelated psychological and social-contextual factors pertinent to the Philippines. Firstly, three personal drivers can influence ATT towards entrepreneurship: personal fulfillment, autonomy, and risk tolerance. Personal fulfillment relates to intrinsic motivation and the pursuit of meaning, while autonomy refers to wanting to direct your own work-life and control it. Risk tolerance refers to the willingness to pursue opportunities despite uncertainty. Together, these three internal drivers are thought to positively influence ATT and thereby increase the likelihood that entrepreneurial intentions will develop. Secondly, subjective norms are considered a very important factor in the development of entrepreneurial

aspirations in the Philippines, given the strong familial and hierarchical nature of Philippine society. Perceived social recognition for entrepreneurs and family/friend support are believed to provide social validation and practical encouragement, thereby supporting normative beliefs, ATT, and PBC (Purwanti et al., 2024). Thirdly, PBC has been expanded to include both self-efficacy beliefs and practical, proximal determinants of action, such as access to mentors, incubators, and micro-financial sources. This expansion reflects the capability-structure perspective, in which the combination of self-efficacy beliefs and practical, supportive infrastructure will facilitate people's actions and connect intentions to actual behaviors in the marketplace, including identifying opportunities, planning, and engaging in the marketplace for the first time (Wardana et al., 2024).

The Theory of Planned Behavior Theory (TPB) indicates that individuals with a positive social endorsement from others engage in Entrepreneurial Action at a faster rate than those without this prior social validation. Research shows that these individuals may also have positive attitudes toward Entrepreneurial Action but may take no action toward actualizing it until they are offered specific plans to follow that provide an avenue for converting their positive Attitude into something tangible through Social Support. Having a plan that clearly outlines the individual's intentional activity will enable them to make "if – then" occur at the desired time. TPB thus allows for strategies to create a successful pathway for individuals with positive Attitudes, but who lack the ability or confidence to act toward their desired Intentions, helping them gain confidence and create successful Entrepreneurial Action plans. Empirical data have shown that Individuals may have different levels of Self-efficacy depending on whether they have had the benefit of a solidly established Social Network, Access to Opportunities, and implementation intentions.

Given differences in cultural contexts, some variables may serve as moderators and/or boundary conditions for our TPB model. In addition, TPB relationships may vary across subgroups (e.g., field of study, urban/rural context, gender, exposure to entrepreneurial education). For example, an individual's perception of a favorable social norm (SN) may be stronger in a collectivist cultural setting like the Philippines than in other cultures, while an individual's perceived behavioral control (PBC) could be amplified by institutional supports (e.g., universities, government programs) that help lessen the practical barriers to entry. The model also proposes reciprocal influences where a favorable social environment increases an individual's attitudes and perceived control, which ultimately strengthens social validation, thereby creating a positive feedback loop that accelerates the transition from mindset to market (Dotong & Manalang, 2023; Gorgievski et al., 2017; Purwanti et al., 2024; Lopes et al., 2022).

1.2 Conceptual Framework

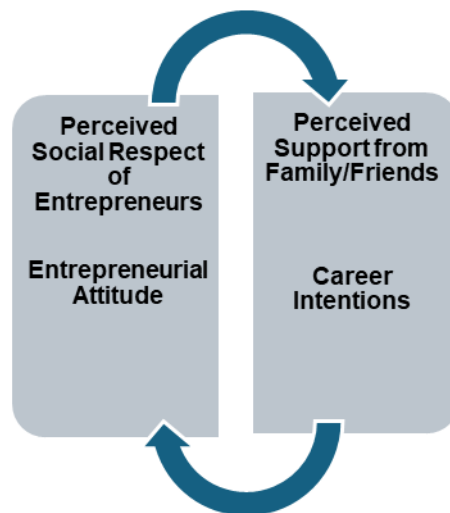


Figure 1. Research Paradigm

The research paradigm for the study "From Mindset to Market: Analyzing the Relationship Between Entrepreneurial Attitudes and Career Intentions" is characterized by a reciprocal, dynamic relationship between socio-psychological perceptions of one's profession/career aspirations. In essence, the research paradigm or framework for transitioning from a cognitive mindset (thinking about entering the market) to entering the actual market (i.e., starting a business) is constructed on two foundational pillars — internal disposition and external validation. On the left side of the framework, we find the internal landscape of the individual, depicted by the

Perceived Social Respect for Entrepreneurs (i.e., how much society respects the role of the entrepreneur) and the experiential-based Entrepreneurial Attitude, which together form the foundation of the individual's professional identity. Therefore, when an individual views entrepreneurship as a high-status profession and has an internally focused, proactive (entrepreneurial) mindset, the cognitive readiness to pursue a career in entrepreneurship is heightened.

In the paradigm, the transition from abstract to concrete career intentions is significantly affected by perceived support from family and friends on the right-hand side of the model. This perceived support creates a social bridge of sorts; even if a person possesses a strong entrepreneurial attitude, they will need a supportive social environment to effectively transform that attitude into firm intentions to become an entrepreneur in the marketplace. The bi-directional, circular arrows connecting the pillars indicate a feedback loop rather than a linear progression. As a person's career intentions become more established, their commitment tends to increase their sensitivity to social respect, thereby further strengthening their entrepreneurial attitude. The model's conclusion is that the entrepreneurial mindset and the market constantly exchange information, in which social encouragement and personal conviction mutually influence the decision to pursue an entrepreneurial career path.

1.3 Statement of the Problem

From the gap identified and presented situation, this study sought to address the following questions:

- 1) What is the prevailing attitude toward entrepreneurship among the target respondents in terms of risk, fulfillment, and social respect?
- 2) To what extent do respondents demonstrate a concrete intention to transition into entrepreneurship?
- 3) Is there a significant relationship between the perceived social respect of entrepreneurs and the perceived support from family/friends?
- 4) How does the perception of risk correlate with other attitudinal and motivational constructs, including desire for autonomy and anticipated fulfillment?
- 5) Which specific entrepreneurial attitude — Personal Fulfillment, Financial Reward, or Autonomy — is the strongest predictor of a respondent's intention to choose a venture over a salaried job?
- 6) Is there a significant relationship between Entrepreneurial Attitudes and Career Intentions?

1.4 Research Hypothesis

H₀. There is no significant relationship between entrepreneurs' perceived social respect and perceived support from family/friends.

H₀. There is no significant relationship between entrepreneurial attitudes and career intentions.

1.5 Scope and Limitations of the Study

This research is designed to investigate whether there is a correlation between students' attitudes towards entrepreneurship and their likelihood of pursuing a career in that field, rather than a more traditional job. Specifically, this study examines psychological variables (i.e., personal fulfillment, financial success, independence from authority, and tolerance for risk) that may predict an individual's willingness to pursue an entrepreneurial career rather than a traditional salary. The study also includes an examination of social and cultural variables, such as the perceived level of social status accorded to entrepreneurs and the amount of support they receive from family and friends. The theoretical background for this research is the Theory of Planned Behavior (TPB), which explains how attitudes, subjective norms, and perceived behavioral control are interrelated within a culture such as the Philippines.

The study is limited to a quantitative correlational design. Data will be collected from students at Northeastern College in Santiago City, Isabela, Philippines. The sample will include students from the Hospitality Management program, selected through stratified random sampling across enrollment levels to ensure representativeness. Additionally, the investigation of career intentions will focus only on participants' career intentions for five years following graduation; there will be no additional time to explore other reasons students do not enter their intended careers. Factors external to the participant's motivation for entering their chosen field of work will be considered in the context of the results; these include others' perceptions, national labor market conditions, and related factors.

2. Method and Procedures of the Study

This chapter presents a comprehensive discussion of the research procedures and techniques utilized to explore the relationship between entrepreneurial attitudes and career intentions. It details the data collection framework, participant selection, and the analytical tools used to address the research questions.

2.1 Research Design

For this study, a quantitative correlational design was chosen to systematically investigate the relationship between psychological mindsets and their impact on one's profession. This method enabled objective measurement of variables such as risk perception, self-efficacy, and career intention, and reflected the strength and direction of these relationships. Using a descriptive-analytical approach, the researcher quantified current attitudes toward entrepreneurship and tested how well different motivational factors predict whether students will enter the market in the future.

2.2 Research Locale

The research took place at Northeastern College, a leading academic institution located in Santiago City, Philippines. The college differentiates itself from other local institutions through its diversity and wide variety of academic programs designed to develop more than just future educators. The commitment to creating ready-to-work graduates provides an ideal and relevant context for studying career aspirations. Significant changes in both market conditions and local economies typically accompany career transitions. Santiago City, Isabela province, has emerged as a growing commercial center; therefore, conducting this research within its local economy (considering that the students are preparing to enter the local marketplace) further enhances the relevance and significance of this research study.

2.3 Sample and Sampling Method

The reason that a representative cross-section of the overall population is obtained through using Stratified Random Sampling as the Sampling procedure was that it considers the various year levels within the Hospitality Management program, so that the points of view of each individual are represented in proportion to their actual populations, based on how many students belong to the year level. Stratified random sampling produced a representative cross-section of the total student population in HM by randomly selecting individuals from each stratum until an appropriate sample was obtained, providing high statistical confidence and minimizing selection bias.

2.4 The Research Instrument

The main source of information for this study was an experimental research questionnaire that had been both validated and adapted. The instrument was carefully designed to answer the research questions, with one section measuring attitude constructs (risk, fulfillment, social respect) and the second section measuring career intentions. To assess the reliability of the collected data, the questionnaire was restructured based on existing Models of Entrepreneurial Intent and then validated by an Expert Panel. The Cronbach's alpha coefficient was computed from a pilot study of item responses, and the results indicated that the questionnaire items were internally consistent, i.e., they accurately measured the psychological traits identified.

2.5 Data Collection Procedures

The data collection process began with the Graduate School's approval of the study. All participants should have the right to ethical protection, as well as to confidentiality and ethical research practices in education. After obtaining ethical approval, the researcher chose both online and offline modes to administer the questionnaire, as this is a common practice that maximizes participant participation, particularly in educational research (Dawson et al., 2018). Participants were given all the information they needed to understand why the researcher was conducting the study, and that honest feedback from them was required in a fair manner. Data collection lasted 4 weeks; however, participants will receive multiple reminders to encourage participation, as these can help increase research participation rates in universities (Zhang et al., 2024).

2.6 Statistical Tools

Various statistical analyses were conducted to examine the data and address the research questions. We used weighted means and standard deviations to describe the dominant attitudes towards career paths and to assess the clarity of an individual's career intentions for RQ1 and RQ2. For RQ3 and RQ4, we used Pearson's r Correlation to determine whether there were significant relationships between social respect and family support and between risk perception and autonomy. To complete the predictive analysis for RQ5, we used multiple linear regression to determine which attitude was the strongest predictor of venture choice. RQ6 was analyzed using either independent-samples t-tests or ANOVA to determine whether individuals' self-efficacy levels were significantly different between those who were "actively looking for opportunities" and those who were merely "considering" that path.

2.7 Ethical Considerations

To ensure participants' rights were maintained, the study adhered to strict ethical protocols. All participants again provided informed consent to the researcher and were informed of their right to withdraw from the study at any time and for any reason. To maintain confidentiality and anonymity, the researchers associated no personal identifying information with the published results; all data were presented only in aggregate form. In addition,

the researcher maintained non-maleficence by surveying without interfering with students' academic obligations, while maintaining a professional and open relationship with the college administration and the student body.

3. Presentation, Analysis, and Interpretation of Data

This chapter presents the results, analysis, and interpretation of the questionnaire data. The data were presented in tabular form in accordance with the specific questions posed in the problem statement.

- I. Attitudes toward entrepreneurship among the target respondents regarding risk, fulfillment, and social respect.

Table 1. Attitude Towards Entrepreneurship

	Mean	SD
1. Entrepreneurship offers greater personal fulfillment than traditional employment.	2.75	0.723
2. Starting a business is too risky for most people.	2.87	0.755
3. Entrepreneurs contribute significantly to economic growth and job creation.	3.07	0.740
4. I believe I have the necessary skills (e.g., problem-solving, leadership) to be a successful entrepreneur.	2.92	0.798
5. Entrepreneurship offers greater independence and autonomy than working for others.	2.95	0.729
6. The potential financial rewards of entrepreneurship outweigh the associated risks.	2.82	0.654
7. Innovation and creativity are key aspects of entrepreneurship that appeal to me.	3.02	0.745
8. I am comfortable with the uncertainty and challenges associated with starting a new venture.	2.85	0.699
9. Entrepreneurship is a viable and attractive career option for people with my background and education.	2.87	0.725
10. Society generally views entrepreneurs positively and respects their contributions.	2.91	0.725
Overall Mean	2.90	0.553

The general attitude of those surveyed towards entrepreneurship could be described as a mix of optimism and caution; the overall mean ($M = 2.90$) indicates that most respondents have moderate to high intentions to start their own business. Respondents are aware of the potential risks of starting a business ($M = 2.87$) and understand that financial benefits must be weighed against risk factors ($M = 2.82$). However, the primary motivation for respondents to pursue entrepreneurship is their belief in the economic and social value of entrepreneurship, with the highest rated belief being related to entrepreneurs' contribution to job creation ($M = 3.07$). Although there is an element of personal satisfaction ($M = 2.75$), there are three predominant drivers of transition from "mindset-to-market"; (1) an interest in autistic independence ($M = 2.95$), (2) confidence in their problem-solving abilities ($M = 2.92$), and (3) the belief that society respects entrepreneurship ($M = 2.91$). All three drivers create a solid, socially validated platform for pursuing a career in startups.

Overall, these studies indicate a general acceptance of entrepreneurship in the Philippines, driven by a number of psychological and social factors that foster an optimistic outlook for future entrepreneurs. The higher-than-average mean (2.91) for perceived social status, and the high mean (2.95) for perceived control over one's work, suggest that these two factors will have a significant impact on respondents' decisions to pursue self-employment. This finding corresponds with previous research supporting self-determination theory, intrinsic motivation, and social/contextual influences on individuals' intentions to create ventures (Kritikos, 2022; Morales & Holtschlag, 2013; Caliendo & Kritikos, 2011; Karimi et al., 2015).

The emphasis of social reputation and autonomy reflects a model in which young adults move their mindset into action when there is social validation and self-directed control available despite a very real concern over perceived risk, in the Filipino cultural context where family and community standing is a large factor in career decisions (Dotong & Manalang, 2023; Gorgievski et al., 2017; Purwanti et al., 2024). The findings of this project also align with TPB-inspired insights: favorable attitudes towards entrepreneurship and perceived behavioral controls appear to align with intentions, but subjective norms will likely operate in different ways based on the unique cultural dynamics of a particular locality and the available support systems, such as family support and institutional entrepreneurship education (Şen et al., 2018; Lopes et al., 2022; Khatib et al., 2021; Pyakure, 2024; Mokhlis et al., 2021).

In practical terms, these results indicate that the Philippine government's policies and programs should focus on

developing individuals' problem-solving abilities and on establishing the social validity of the entrepreneurial process within the country's higher education institutions and youth development programs. Learning about entrepreneurship should not only provide students with the basic technical skills necessary to do business, but also promote their belief in themselves (self-efficacy), the ability to recognize opportunities, and the ability to develop a plan to take advantage of identified opportunities; all of which are consistent with what the respondents identified as very important; independence and respect within their respective communities. Also, when entrepreneurs have clear if/then plans that connect the goals of entrepreneurship to specific, detailed action steps they will be better able to translate their high desire to start a new business (attitude) into actual new business formation (behavior), especially when they have strong social support from family, friends or others within their communities who also are likely to have strong social networks (Baluku et al., 2020; Wijetunge et al., 2023; Wang et al., 2019).

The strong emphasis on social regard suggests that public policy should also address societal narratives and offer visible entrepreneurial role models, thereby establishing legitimate pathways for youth to pursue entrepreneurship while providing a mechanism to reduce stigma associated with entrepreneurially structured risk-taking. In addition, due to the relationship between high desirability for autonomy and high-perceived risk, risk assessment training, accessible small business financing (micro-financing), and/or mentorship programs could facilitate the transition from being positively inclined toward starting a business to entering the market within five years, thereby meeting the study's Research Questions 2 through 6. An integrated approach (which links Theory of Planned Behavior constructs with psychological antecedents and social-contextual support) to youth entrepreneurship in the Philippines provides an effective vehicle for translating youth's nuanced perspective into actual market participation and for cultivating more early-stage Filipino venture businesses.

II. The extent demonstrates a concrete intention to transition into entrepreneurship.

Table 2. Intention to Become an Entrepreneur

	Mean	SD
1. I intend to start my own business or be involved in a new venture within the next five years.	2.86	0.806
2. I have seriously considered becoming an entrepreneur as a career path.	2.87	0.781
3. I have taken concrete steps (e.g., research, networking, drafting a business plan) toward starting a business.	2.67	0.790
4. It is very likely that I will become an entrepreneur at some point in my life.	2.88	0.789
5. I plan to acquire the knowledge and skills needed to successfully start and manage a business.	2.96	0.766
6. Given the opportunity, I would choose entrepreneurship over a salaried job in a traditional organization.	2.82	0.793
7. My family and friends would support my decision to become an entrepreneur.	2.91	0.779
8. I feel a strong personal desire to create and manage my own enterprise.	2.86	0.804
9. I am actively looking for entrepreneurial opportunities or business ideas.	2.84	0.782
10. I see myself as an entrepreneur in the future, leading my own venture.	2.87	0.834
Overall Mean	2.86	0.667

According to Table 2, respondents in this study have an average score of 2.86 for Item 1, indicating a moderate level of psychological intent to become entrepreneurs over the next five years. The results align with the research topic "From Mindset to Market" and highlight a gap between individuals' entrepreneurial mindsets and their current ability to enter the marketplace. Although respondents indicate they have made progress toward preparing themselves for entrepreneurship by acquiring skills (Mean = 2.96), are strongly identity-driven as future business leaders (Mean = 2.87), and view the five-year time frame as a time window for reaching this career objective (Mean = 2.91) supported by a positive social context, they have the least engagement in taking "concrete steps" toward achieving their entrepreneurial goals, such as creating prototypes or developing business plans (Mean = 2.67). Therefore, respondents view their intent to enter entrepreneurship as a concrete intention, but are still at a contemplative stage rather than at the point of taking action to enter the marketplace. For now, there is considerable concrete intent toward an entrepreneurial career; however, there is little of the practical action necessary for a quick, successful launch into the marketplace.

Patterns observed suggest an intention-action dynamic similar to intention-behavior gap theories in entrepreneurship, where participants showed a clear five-year plan and readiness to develop skills for entrepreneurship, but a lack of concrete steps to follow due to barriers (e.g., logistical planning, networking for opportunities, or formal business plan activity) that deterred their progress from intending to act on new venture activities. This supports previous research showing that, even when high entrepreneurial intention is present, there are constraints on taking immediate action to start up (Wijetunge et al., 2023). Additionally, there are implications for social-contextual facilitators, such as supportive social contexts or perceived legitimacy of entrepreneurship, which are significant to supporting the entrepreneurial mindset and aspiring identity. However, if action planning and environmental scaffolding are not synchronized, it is likely that the resulting actions will be delayed (Baluku et al., 2020; Wang et al., 2019). Moreover, although attitudes toward entrepreneurship and perceived behavioral control may be strong, if subjective norms are not aligned with and/or there are no real opportunities for taking concrete steps in five years, then it is critical to create implementation intentions and pathways to bridge the gap from intention to action (Şen et al., 2018; Lopes et al., 2022; Khatib et al., 2023).

The findings indicate the need for educators and policy makers to create actionable plans to transform entrepreneurship readiness into action. Entrepreneurship education programs need to include explicit action-development components to determine actual behaviors, such as writing a business plan by a specified date, establishing a mentor/protégé pair, obtaining a pilot customer, or developing a minimum viable product, all to be accomplished by a specific date. This will allow high-motivated beliefs grounded in mindset to be translated into concrete actions towards market entry within five years (Baluku et al., 2020; Wijetunge et al., 2023). Given that there are already high levels of perceived competency and independence in developing skills, curriculum developers could consider providing experiential learning, structured networking opportunities, and intentionally developing business models that support both skill development and testing in the marketplace.

Ecosystems that provide support — such as family/peer networks; university-based entrepreneurship/innovation centers; mentorship; and access to micro-financing — may be used to help people progress through the continuum of contemplating an opportunity to taking action, especially when there are social norms promoting the behavior but no currently viable practical opportunity (Purwanti et al., 2024; Wang et al., 2019; Joensuu-Salo et al., 2021). Therefore, policymakers should invest in the development of structurally supported pathways from education to entrepreneurship, which may include incubator programs for new ventures, venture design studios with guidance, and staged funding mechanisms that reduce risk associated with starting a business and promote documentation of incremental progress toward implementation (e.g., creation of a business plan, identifying customers, testing the product). Future research into the process of transitioning from intention to action should use longitudinal designs to track changes in behaviour over time, identify specific bottlenecks (e.g., planning, access to capital, networking), and assess the effectiveness of implementation intention interventions in increasing transition rates for entrepreneurial efforts in the Philippines.

III. Significant relationship between the perceived social respect of entrepreneurs and the perceived support from family/friends.

Table 3. Relationship between the perceived social respect of entrepreneurs and the perceived support from family/friends

		10. Society generally views entrepreneurs positively and respects their contributions.	7. My family and friends would support my decision to become an entrepreneur.
10. Society generally views entrepreneurs positively and respects their contributions.	Pearson's r	—	—
	df	—	—
	p-value	—	—
7. My family and friends would support my decision to become an entrepreneur.	Pearson's r	0.585***	—
	df	336	—
	p-value	<.001	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

There is a moderate-to-strong, statistically significant relationship between how much entrepreneurs are considered socially acceptable and the level of supportive relationships they have ($r = 0.585$, $n = 338$, $p < .001$), as shown in Table 3. As the general population's "mindset" about entrepreneurship becomes more positive, so does the level of support each entrepreneur receives from family and friends, their immediate support systems,

making them much more likely to support an entrepreneur's career aspirations. In this research, these findings indicate that external validation from the larger society is highly correlated with the internal validation received by an individual entrepreneur, creating a unified social network that may reduce the perceived risk associated with entering the marketplace.

The connection between family/friend support and social respect suggests that social context broadly influences entrepreneurial intent in the Philippines. When a society places value on entrepreneurship, individuals are more likely to find encouragement from their close network, which can increase their confidence, lower their perception of barriers, and help them move from an entrepreneurial mindset to the market in response to that encouragement. This correlation aligns with TPB principles (i.e., norms perceived by individuals in society and the legitimacy of those norms socially help establish the strength of possibilities of enacting behaviors) when perceived norms interact with perceived behavioral control, and will lead to action by an individual, especially when they have a strong sense of family connection to other entrepreneurs and the community as a whole (Lopes et al., 2022; Khatib et al., 2021; Pyakure, 2024). While associations exist, it is possible these could also be related to bidirectional and/or reciprocal relationships: as supportive close networks increase esteem, so too does a highly visible social network contribute to an increase in perceived legitimacy of entrepreneurs within the wider community (Dotong & Manalang, 2023; Gorgievski et al., 2017; Purwanti et al., 2024). Furthermore, given an r score of 0.585, it suggests that while social context has a significant effect, there are additional factors that likely have relevance in terms of being able to 'turn' intention into tangible activities for market entry (Cahyani et al., 2022; Purwanti et al., 2024; Laguía et al., 2019).

Practically speaking, these results highlight the importance of creating a supportive ecosystem that integrates family and peer involvement into broader social messages about entrepreneurship. Education and policy interventions should pair the delivery of entrepreneurship education with activities that create social networking opportunities—such as mentoring programs that involve family members, peer role models, and entrepreneurial clubs. These activities create strong social norms and reinforce entrepreneurship. Programs can use implementation-intention frameworks to help turn the positive normative environment into specific actions, such as drafting a business plan, conducting market research, or building networks with family and friends. Policymakers and university decision-makers must also develop public-facing campaigns and examples of successful role models to sustain high social respect for entrepreneurship and create a continuous social validation loop that moves from mindset to market. Finally, longitudinal studies will be necessary to examine how shifts in both social respect and supportive family/friends affect actual market entry, as well as to identify which subgroup (e.g., field of study, urban vs. rural upbringing) experiences the greatest transition from intention to action over the five-year period.

IV. Perception of risk correlates with other attitudinal and motivational constructs, including desire for autonomy and anticipated fulfillment.

Table 4. Perception of risk correlate with other attitudinal and motivational constructs, including desire for autonomy and anticipated fulfillment

		2. Starting a business is too risky for most people.	3. I have taken concrete steps (e.g., research, networking, drafting a business plan) toward starting a business.
2. Starting a business is too risky for most people.	Pearson's r	—	—
	df	—	—
	p-value	—	—
3. I have taken concrete steps (e.g., research, networking, drafting a business plan) toward starting a business.	Pearson's r	0.317***	—
	df	336	—
	p-value	<.001	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

The findings reported in Table 4 of the aforementioned research (termed "From Mindset to Market: A Study of the Relationship Between Growth-Inclined Entrepreneurial Attitudes and Career Intentions) found a moderate positive correlation ($r = 0.317$; $p < 0.001$; $df = 336$) between perceived risk and the progression from intentions to action by entrepreneurs. This suggests that as people's perceptions move from being a general-based entrepreneurial "mindset" toward taking more "concrete steps" in the marketplace (i.e., networking, writing business plans) will actually add to their perception that the business will be "too risky for most people." The

transition from a mindset to taking action in the marketplace has been identified as an increase in the entrepreneur's constructive realism, where the entrepreneur places so much value on attitudinal constructs such as autonomy and fulfillment that the heightened level of awareness of objective risk is likely less than the benefit (i.e., fulfillment) associated with pursuing that degree of risk; thus, the entrepreneur may continue to move forward toward action with some calculated intent in their decisions — despite being fully aware of the complexity of their actions (as the entrepreneur moves from the intent to act on his/her entrepreneurial mindset to action in the marketplace).

The relationship between risk perception and actual entrepreneurial behavior, as shown in the results, is consistent with a nuanced understanding of the intention–action relationship, often addressed in the Theory of Planned Behavior (TPB) and related Social Cognitive Theory (SOC) literature. That is, risk perception, while typically counter to action with greater awareness of risk, may lead to the same level of behavior through structured pre-planning (and/or risk assessment and mitigation) in contexts with high levels of autonomy, a need for personal fulfillment, and perceived legitimacy by others. Therefore, the relationship found in the present study aligns with the literature's suggestion that risk perceptions can coexist with proactive planning among individuals with sufficient self-efficacy and resources, and with clear implementation plans (Yang, 2024; Colombelli et al., 2022). Further, the results align with previous studies that indicate that risk perceptions do not always negatively affect action; they can contribute to deliberate preparation and purposeful networking when risk perceptions are associated with supportive normative beliefs and educational support (Jie & Harms, 2017; Liao et al., 2022).

Ultimately, these findings suggest that the objective of entrepreneurship education and policy should not be limited to reducing risk perceptions, but also to reconceptualizing risk as a domain of manageable, deliberate action. In doing so, it is critical that entrepreneurial educational or policy programs focus on deliberate structuring of actions such as creating implementation intentions, milestone-driven roadmaps, and providing opportunities for exposure to market environments through guided opportunities to create a shift in how risk is perceived by entrepreneurs to one of concrete action-oriented momentum moving from mindset to market within five years. Considering that there is a strong positive correlation between perception of risk and implementation of intentionality, entrepreneurial educational institutions could also provide risk management training, access to initial capital, and low-barrier networking opportunities that would support the transfer of calculated risk-taking into actual actions towards the establishment of new ventures. Finally, Longitudinal research is needed to examine how the risk-action interaction evolves over time and to determine whether targeted interventions will increase the rate of conversion from intention to market entry in the Philippines.

V. The specific entrepreneurial attitude of Personal Fulfillment, Financial Reward, or Autonomy serves as the strongest predictor of a respondent's intention to choose a venture over a salaried job.

Table 5. The strongest predictor of a respondent's intention to choose a venture over a salaried job

Model Fit Measures		
Model	R	R ²
1	0.694	0.481

Note. Models estimated using sample size of N=338.

Model Coefficients - Intention to Become an Entrepreneur				
Predictor	Estimate	SE	t	p
Intercept ^a	1.5536	0.181	8.581	<.001
1. Entrepreneurship offers greater personal fulfillment than traditional employment.				
2 – 1	0.0171	0.149	0.115	0.909
3 – 1	0.1574	0.149	1.059	0.290
4 – 1	0.4287	0.169	2.531	0.012
6. The potential financial rewards of entrepreneurship outweigh the associated risks.				
2 – 1	0.3628	0.228	1.591	0.113
3 – 1	0.5383	0.230	2.343	0.020

4 – 1	0.7745	0.242	3.203	0.001
8. I am comfortable with the uncertainty and challenges associated with starting a new venture.				
2 – 1	0.2754	0.204	1.353	0.177
3 – 1	0.7242	0.209	3.466	<.001
4 – 1	1.0886	0.221	4.925	<.001

^a Represents reference level.

According to the findings of the analysis in Table 5, autonomy—specifically defined here as how comfortable the respondent is with the uncertainty and challenges associated with starting up a business—was the strongest predictor of the intention to choose a business over a wage-earning job and yielded the highest estimate of 1.0886 and a significant p-value ($p < .001$). This finding indicates that psychological readiness to embrace and take on entrepreneurial risk is the primary factor contributing to career change. The research title “From Mindset to Market” examines mindset and includes various attitudes toward entrepreneurship, but the data show that this particular mindset (i.e., resilience and independence) carries more weight than either financial incentives or personal fulfillment.

On the other hand, financial incentive and personal fulfillment are secondary drivers with relatively weak predictive power. For instance, financial incentive produced a moderately to highly significant impact estimate (0.7745; $p = .001$) while personal fulfillment was the least impactful (0.4287; $p = .012$). The results suggest that while individuals are attracted to wealth and purpose, they are less likely to transition from wage to business solely for those reasons; therefore, the strongest predictor of transitioning from wage to business is how comfortable a person feels with the unpredictable, independent nature of the entrepreneurial settings.

The results from this study suggest that entrepreneurship education and policy should prioritize helping students develop skills related to both autonomy and risk management. Scenario-based training can help students learn to take independent action in uncertain, ambiguous situations by providing them an opportunity to develop specific, time-based actions they can take. Since the entrepreneur’s independence is so important, it may be more effective to provide mentorship and opportunities for students to experience decision-making in uncertain situations than to offer purely financial rewards or messages that encourage pleasure-seeking. It is also important for students to have experience assessing and mitigating risks as they make the transition from being a student to being an entrepreneur; thus, entrepreneurship curricula should include structured risk assessment and mitigation exercises to give aspiring entrepreneurs practice with making calculated risks while remaining committed to long-term goals (Doblas et al., 2024).

The implications of these results are relevant to creating new policies or program designs such as creating a pathway between developing an autonomous mindset and having early access to the market; this would include areas mentioned above such as design-thinking labs, lean startups, rapid prototyping and supervised networking that would help move individuals who are prepared to be autonomous from the ability to have initial business ventures (or pilot projects) into actual business ventures. Legislation could include financing mechanisms (e.g., micro-grants) that would provide financial support during the early action stage and remove or lower the perceived barriers to entry for young entrepreneurs as they transition from contemplation to action; this would encourage that group of individuals who have a high degree of autonomy to take action from their contemplation phase. Future studies will be conducted using longitudinal research designs to assess how well the power of autonomy as a predictor maintains its ability to predict actual entry into the marketplace within five years, and what the appropriate contextual moderators are (e.g. area of study, urban/rural environment, or availability of mentors) that affect the ability of autonomy to predict entry into the marketplace.

VI. Significant relationship between Entrepreneurial Attitudes and Career Intentions.

Table 6. Significant relationship between Entrepreneurial Attitudes and Career Intentions

		Attitude Towards Entrepreneurship	Intention to Become an Entrepreneur
Attitude Towards Entrepreneurship	Pearson’s r	—	
	df	—	
	p-value	—	
Intention to	Pearson’s r	0.758***	—

Become an Entrepreneur	df	336	—
	p-value	<.001	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

According to the results in Table 6, a strong, positive, and statistically significant correlation exists between entrepreneurial attitudes and career intentions. The calculated Pearson correlation coefficient ($r = .758$) indicated that as people develop negative attitudes towards entrepreneurship, their intention to pursue a career in entrepreneurship will significantly decrease. The p-value was below .001, and the data had 336 degrees of freedom, providing sufficient grounds to reject the null hypothesis and conclude that the correlation is not due to chance. Specifically, the psychological tendency towards innovation and risk-taking (Attitude) will be a strong predictor of an individual's ultimate decision to enter the business world (Intention). Therefore, these results suggest that programs or initiatives that effectively develop a positive entrepreneurial Mindset may increase the number of people who intend to start their own businesses.

This study found a strong connection between entrepreneurial attitudes and intentions to start a business. The strength of this relationship, $r = 0.758$, is not only statistically significant but also suggests that changing one's attitude can lead to substantial increases in entrepreneurial intention. These findings help explain why developing an entrepreneurial mindset—by focusing on autonomy, recognizing opportunities, and solving problems proactively—can have a significant impact on students' and early-career individuals' readiness for the workforce (Purwanti et al., 2024). Given the unique characteristics of families and communities in the Philippines, future research should consider measuring cultural aspects of an entrepreneurial mindset and the way these aspects manifest in behavior when evaluating entrepreneurial intention (Dotong & Manalang, 2023). This strong relationship also supports the idea behind this research: mindset-based interventions can positively influence an individual's future career path by increasing entrepreneurial intention.

The results of the attitudinal research indicate that cultivating positive entrepreneurial attitudes must be at the core of entrepreneurship education and workforce development programs. One way that curriculum designers can support students' positive entrepreneurial attitudes is by integrating experiential modules that foster an optimistic yet realistic reflection on the entrepreneurial experience (e.g., exposure to success stories; development of failure tolerance; opportunities for creative problem-solving). Because attitude is a proximal predictor of intention to pursue entrepreneurship, programs need to develop students' entrepreneurial mindset while providing structured methods for taking action (e.g., implementation intentions, milestone planning, and guided opportunities to explore early market entry) to help transition intentions into actual behavior.

Educators and policymakers should adjust their messages and experiences to the context of their local communities (i.e., culture), so that students' positive attitudes toward entrepreneurship are reinforced by credible social validation and support from established institutions (Pyakure, 2024). On a larger policy scale, investing in university-based incubation centers, mentorship networks, and low-barrier funding could help close the gap between students' positive attitudes and their actual entry into the market (which would align the outcomes of entrepreneurship education with workforce needs) in the Philippines. Future research should use longitudinal designs to examine whether the relationship between attitude and intention persists as individuals transition from contemplation to implementation over a five-year period, and to determine which variables facilitate or hinder the transition from intention to actual start-up or early-stage activities.

4. Conclusions

There is a strong correlation between internal psychological drivers of entrepreneurs and external social approval; hence, with regard to their attitude towards entrepreneurship, respondents value their independence and personal fulfillment, but they also have a particular amount of risk tolerance, which determines how favorably they view entrepreneurship vs conventional work. Additionally, the social esteem the local community grants its entrepreneurs is an important aspect of the respondents' professional identity. As it relates to the intent to pursue entrepreneurship, survey findings show that the majority of respondents have realistic career plans, typically using a five-year post-graduation time frame. Although many students appear optimistic about their future and possess a positive mental attitude toward entrepreneurship, their actual level of intent to enter the entrepreneurial marketplace will depend on their cognitive preparedness and the use of an "if-then" implementation plan to help them convert their abstract intent into concrete action.

Social respect for entrepreneurs is strongly related to the amount of family and friend support they receive. The existence of social respect provides a foundation for valuing the profession; yet, it is the tangible support and emotional encouragement from a person's immediate social network that helps convert general attitudes about entrepreneurship into firm intentions to pursue an entrepreneurial career. This relationship then relates to risk perceptions and other motivational factors. Risk tolerance is an important predictor of whether someone will

enter entrepreneurship; those with greater autonomy and personal fulfillment needs generally hold a more positive perception of the risks associated with entrepreneurship, perceiving the possibility of self-actualization as greater than the risks of starting a business.

The study's focus on identifying the primary driving factor in an individual's decision to pursue a career is through predictive power, with personal fulfillment, financial gain, and autonomy being factors. Studies also support that intrinsic drivers such as personal fulfillment and autonomy are typically the main deciding factors for an individual pursuing a venture rather than employment based on their level of self-efficacy. There is a strong correlation between an individual's entrepreneurial attitude and career intention, which is not only linear but also cyclical: as their career intentions become established, they become more sensitive to social validation, which in turn enhances their entrepreneurial mentality and speeds the transition from mentality to market.

5. Recommendations

To get a clearer idea of how long-term entrepreneurial attitudes impact actual market entry, future research should shift its focus to longitudinal studies instead of using cross-sectional designs. The data May currently show a correlation between risk and personal fulfillment in one's attitude, however tracking the same individuals for a period of 5 years will show if those same individuals will carry through on their intentions into the form of tangible business startups. Researchers would also have greater opportunity for comparative research by identifying the specific variables/life events that assist or impede movement from the contemplation phase to the actual implementation phase of a new venture in the Filipino context.

Going forward, the resources available to researchers will increase the possibilities for developing a strong foundation for comparative research by providing additional avenues for establishing predictive relationships to determine the strongest psychological driver of entrepreneurship in the Filipino marketplace. Specifically, conducting a series of predictive analyses will identify if Personal Fulfilment, Financial Reward, or Autonomy has the most substantial predictive power for selecting entrepreneurship vs traditional wage-earning activities within the Filipino context. Identifying and establishing this hierarchy will assist educators and policy-makers in developing refined messaging and curricula to more closely align with the core motivations of the potential Filipino workforce.

There needs to be further investigation into how subjective norms play a nuanced role in the highly collectivist and family-oriented nature of Philippine society. Whereas global models of subjective norms have typically focused on perceived behavioral control, researchers have suggested that social endorsement/support by family or friends might be a key social bridge or barrier that mediates between an individual's mindset and their career decision-making. Future research should examine how these social structures interact with institutional supports, such as university incubation centers and government funding, to either strengthen or weaken an individual's perceived ability to achieve success.

Lastly, more research is needed on how self-efficacy moderates the intention-action gap. It is currently unknown if high levels of self-efficacy separate individuals who actively/deliberately seek entrepreneurial opportunities versus those who simply think of it as a vague possibility. Further research should explore the specific 'implementation intentions' and how they help students and early-stage professionals turn positive attitudes into actions in the marketplace, particularly when they have different levels of network access and prior entrepreneurial exposure.

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