

# Entrepreneurial Intentions among Hotel and Restaurant Management Graduating Students in the University of Cebu Main Campus

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## ABSTRACT

*This study examined the level of entrepreneurial intentions among Bachelor of Science in Hotel and Restaurant Management graduating students at the University of Cebu Main-Campus. Using a quantitative descriptive design, data were collected from 28 respondents through a modified Entrepreneurial Intention Questionnaire. Findings revealed high levels of entrepreneurial intentions across seven dimensions, with an overall aggregate mean of 2.92. Attitudes towards entrepreneurship and need for achievement recorded the highest means, while instrumental readiness received the lowest. Students demonstrated internal locus of control, resilience, and strong work ethic. Notably, no significant relationships were found between entrepreneurial intentions and demographic variables (age and sex). The study concludes that graduating students possess favorable entrepreneurial mindsets, though practical resource constraints, particularly access to capital, remain acknowledged limitations. Recommendations include strengthening entrepreneurship education, establishing business incubation support, and developing targeted programs for young entrepreneurs.*



**Keywords:** *entrepreneurial intentions, hospitality management students, theory of planned behavior, locus of control, need for achievement, Philippines*

### Background of the Study

Entrepreneurial intention refers to the conscious decision to form a new business venture, representing planned rather than conditioned behavior. Psychological research has established that intention serves as a crucial predictor of subsequent planned behavior (Bagozzi et al., 1989). An individual may possess the potential to become an entrepreneur due to personal competencies and self-efficacy, yet may not transition into entrepreneurship due to the absence of intention (Krueger et al., 2000). This distinction between capability and intention underscores the importance of understanding the psychological and contextual factors that shape entrepreneurial aspirations.

In the contemporary Philippine context, students are increasingly likely to emerge as future entrepreneurs, a trend accelerated by the COVID-19 pandemic. Entrepreneurship is recognized as a mechanism for restoring economic welfare and contributing to the nation's future wealth. The pandemic precipitated a significant increase in the national unemployment rate, with college graduates encountering substantial difficulties in securing employment as companies implemented workforce reductions. Within this challenging economic landscape, entrepreneurship presents a viable opportunity, offering the potential to generate employment for others while simultaneously reducing the number of unemployed individuals.

The Philippines ranked 161st in entrepreneurship among nations according to the World Economic Forum's Global Competitiveness Report (2011-2012). Entrepreneurship transcends age boundaries, with individuals launching businesses through diverse approaches and patterns determined by their skills and capabilities. Two significant factors have contributed to the recent increase in new entrepreneurs: first, the pandemic-induced situation prompted individuals to utilize social media platforms for product promotion and sales; second, a growing trend emerged wherein professionals chose to resign from stable employment to establish their own businesses, finding that traditional employment no longer adequately met their needs.

Upon completing their degrees, fresh graduates confront unemployment challenges and navigate the complexities of job-seeking. Hotel and Restaurant Management graduates have been particularly affected by rising unemployment rates, leading many to pursue entrepreneurial ventures as an alternative pathway. According to The Hard Times (2013), the graduate unemployment rate reached an overall average of 9.3%, with non-technical courses experiencing a higher rate of 9.8% compared to science, technology, engineering, and mathematics graduates. This elevated unemployment rate, combined with dissatisfaction toward corporate employment, has positioned self-employment as an attractive alternative for young graduates, potentially contributing to economic growth.

As graduates of a non-technical program, Bachelor of Science in Hotel and Restaurant Management students at the University of Cebu face these same employment challenges, with many struggling to secure positions related to their field of study. For those unable to find stable employment after graduation, as well as those who intentionally choose not to seek traditional employment, entrepreneurship offers an alternative pathway. This study investigates the factors influencing students' decisions to venture into entrepreneurship and examines the proportion of students who initiate business ventures. The research encompasses considerations such as unemployment, financial capability, experience, and related factors to compile comprehensive data from respondents. Additionally, the study explores whether Hotel and Restaurant Management graduates establish businesses aligned with their academic training. The researchers' interest lies in identifying the determinants of entrepreneurial interest among Bachelor of Science in Hotel and Restaurant Management students at the University of Cebu Main Campus.

### THEORETICAL BACKGROUND

This study is anchored in three complementary theoretical frameworks: (1) the Theory of Planned Behavior, (2) Social Cognitive Career Theory, and (3) the Entrepreneurial Event Model.

### Theory of Planned Behavior

According to Ajzen's (1991) Theory of Planned Behavior (TPB), entrepreneurial intentions are explained through the indirect influence of broad attitudes and personality traits on behavior via intentions (Solesvik, 2013). Intentions are predicated upon three antecedents: attitude toward the behavior, subjective norms, and perceived behavioral control. Attitude toward behavior refers to the degree to which an individual evaluates performing a behavior favorably or unfavorably. Subjective norms relate to perceived social pressure from significant others—including family members, friends, and other influential individuals—who may approve or disapprove of behavioral decisions (Linan & Chen, 2006). Perceived behavioral control reflects the perceived ease or difficulty of performing a behavior and is conceptually linked to self-efficacy.

Krueger et al. (2000) note that the Theory of Planned Behavior shares similarities with Shapero's Entrepreneurial Event Theory. According to these authors, perceived desirability in the Entrepreneurial Event Model corresponds with both attitude and subjective norm constructs in the Theory of Planned Behavior. Furthermore, perceived feasibility in the Entrepreneurial Event Model overlaps with perceived behavioral control in the Theory of Planned Behavior, with both constructs conceptually associated with self-efficacy (Bandura, 1997). Entrepreneurial intentions involve an individual's readiness to behave entrepreneurially when means, opportunity, or necessity exist simultaneously (Fitzsimmons & Douglas, 2005).

### Social Cognitive Career Theory

According to Bandura (1986), Social Cognitive Career Theory (SCCT) is a vocational psychology framework extensively utilized to explain decision-making behavior related to career issues. The theory posits that career development is influenced by cognitive-individual-related factors, including self-efficacy, outcome expectations, and goals or intentions. Within this framework, goals are specified in terms of an individual's determination to engage in specific behaviors. Self-efficacy refers to "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986, p. 391)—essentially, "I know I can do it." Outcome expectations encompass an individual's beliefs about the consequences or effects of performing particular behaviors—essentially, "If I do it, what will happen."

The SCCT argues that individuals' determination or intention to take action in any given domain is based on their judgments of capabilities to organize and execute courses of action (self-efficacy), as well as their probable and imagined consequences of performing particular behaviors (outcome expectations) (Bandura, 1986; Lent et al., 1994). Additionally, the theory suggests that career-related decision-making processes are influenced by both personal and environmental or contextual elements.

### Entrepreneurial Event Model

According to Shapero and Sokol (1982), the Entrepreneurial Event Model was specifically developed for determining entrepreneurial intentions rather than predicting intentions generally. The theory posits that two requirements must be met for business initiation. First, an individual must recognize the idea of starting a business as acceptable—that is, the individual finds this idea both attractive and achievable. Second, business formation is initiated by some displacement event or life disruption, which can take neutral, negative, or positive forms.

Neutral events may include graduating from university. Negative events may encompass being terminated from employment or experiencing relationship dissolution. Positive events may involve receiving an inheritance or venture capital from stakeholders (Krueger et al., 2000; Shapero & Sokol, 1982). The displacement experience precipitates behavior change, and when an individual views business creation as credible, they act upon this perception. This process is known as the Entrepreneurial Event, wherein perceived feasibility, perceived desirability, and propensity to act influence intention and, consequently, the behavior of business formation (Shapero & Sokol, 1982).

### THE PROBLEM

This study aims to determine the level of entrepreneurial intentions among Bachelor of Science in Hotel and Restaurant Management graduating students at the University of Cebu Main-Campus.



Specifically, this study seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 Age; and
  - 1.2 Sex?
2. What is the level of entrepreneurial intentions among students in terms of:
  - 2.1 Attitudes towards entrepreneurship;
  - 2.2 Perceived support and barriers;
  - 2.3 Locus of control;
  - 2.4 Need for achievement;
  - 2.5 Entrepreneurial intentions;
  - 2.6 Instrumental readiness;
  - 2.7 Subjective norms?
3. Is there a significant relationship between respondents' entrepreneurial intentions and their profile variables?
4. Based on the results of the study, what recommendations can be proposed?

#### Null Hypothesis

The study will be conducted under the following null hypothesis to guide the research process:

**H<sub>01</sub>:** There is no significant relationship between respondents' entrepreneurial intentions and their profile variables.

## RESEARCH METHODOLOGY

This research proposal employs a quantitative approach to address entrepreneurial intentions among Hotel and Restaurant Management graduating students at the University of Cebu Main-Campus. The strengths of this approach include the capacity for direct comparison of results and the utilization of hypothesis testing procedures.

#### Research Design

The study employs a descriptive research design. Descriptive research involves collecting data qualitatively and analyzing it using quantitative procedures (Nassaji, 2015). Descriptive research refers to scientific methodology wherein observation of the sampled population is conducted within its natural environment. The researcher will utilize a structured online survey questionnaire to describe the profile of Bachelor of Science in Hotel and Restaurant Management students at the University of Cebu Main Campus. This study aims to describe the relationships between variables, specifically the demographic profile of respondents and their entrepreneurial intentions. This research design was selected because it can provide essential knowledge about the subject under investigation as well as the relationships among variables.

#### Research Environment

The study was conducted at the University of Cebu Main Campus, located at Sanciangko Street, Cebu City. The University of Cebu Main Campus houses the General Education Department, which includes preschool, grade school, high school, and college degree programs. The University of Cebu has been granted Deregulated Status by the Commission on Higher Education (CHED) as a learning institution with the most accredited programs. The target respondents are graduating students of the Bachelor of Science in Hospitality Management program. The Department of Hospitality Management is located on the sixth and seventh floors of the Gotianuy Building.

### Respondents

The researchers selected graduating college students of the University of Cebu Main Campus enrolled in the Bachelor of Science in Hotel and Restaurant Management program as the respondents for this study. Respondent selection employed purposive sampling, targeting 80% of the graduating Hotel and Restaurant Management student population who were available and willing to complete the questionnaire.

### Research Instrument

This study utilized a modified Entrepreneurial Intention Questionnaire (EIQ) originally developed by Linan and Chen (2009). The questionnaire was divided into two sections. Part one consisted of the demographic profile of respondents, comprising two items. Part two addressed entrepreneurial intention factors and included fifty-four question items assessing respondents' evaluations of their entrepreneurial capabilities and skills.

Specifically:

- **Part one** pertains to the demographic profile of respondents regarding age and sex.
- **Part Two** pertains to the level of entrepreneurial intentions among students across seven dimensions.

### Data Gathering Procedure

The researcher utilized an online survey questionnaire to obtain the necessary data. The following procedures were implemented in gathering the data:

**Phase I.** The researcher wrote a letter to the program chairperson requesting access to the student list and email addresses of graduating Hotel and Restaurant Management students at the University of Cebu Main Campus.

**Phase II.** After collecting the student list and email addresses of potential respondents, the researchers prepared a permission letter addressed to the Dean of the College of Hospitality Management, to be signed by the research adviser and research professor.

**Phase III.** Following approval of the request, the research instruments were distributed to the target respondents for completion.

**Phase IV.** Subsequently, the researchers tabulated, analyzed, and interpreted the collected data for clarity of purpose.

**Phase V.** Finally, the researchers employed tables and graphs to present the results of the data collected, ensuring visual transparency for each finding.

### Ethical Considerations

The researchers briefly explained their identity and informed respondents that permission to collect data had been obtained from the Dean of the College of Hospitality Management. The researchers explained the purpose of the study to respondents and outlined the expectations of their participation. Respondents received clarification regarding the voluntary nature of their cooperation and the confidentiality of their data. Respondents were also informed about the estimated time required for questionnaire completion.

## Data Treatment

This study employed statistical analysis of the data collected through the research instruments. Descriptive statistics, including frequency counts and measures of central tendency, were utilized as advised by the statistician.

The following statistical treatments were applied:

1. **Frequency and Percentage** were used to determine the profile of respondents.

The formula for percentage is:

text

$$P = (f / N) \times 100$$

Where:

- P = Percentage
  - f = Frequency
  - N = Total number of respondents
2. **Weighted Mean** was used to determine the level of entrepreneurial intentions among students across the seven dimensions.

The formula for weighted mean is:

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$$WM = \Sigma fX / N$$

Where:

- WM = Weighted Mean
  - $\Sigma fX$  = Sum of all weighted scores
  - N = Total number of respondents
3. **Chi-Square Test** was used to determine whether a significant relationship exists between respondents' entrepreneurial intentions and their profile variables.

The formula for chi-square is:

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$$X^2 = \Sigma [(O - E)^2 / E]$$

Where:

- $X^2$  = Chi-square value
- O = Observed frequency
- E = Expected frequency

## RESULTS AND DISCUSSIONS

This chapter presents, analyzes, and interprets the data gathered from graduating students of the Bachelor of Science in Hotel and Restaurant Management at the University of Cebu Main-Campus. The data pertains to the level of entrepreneurial intentions among students, examining multiple dimensions that influence their career aspirations toward entrepreneurship.

## Profile of the Respondents

Table 1

*Profile of the Respondents*

Profile Variable	Frequency (N=28)	Percentage (%)
<b>Age</b>		
22-26 years old	25	89.29
27-30 years old	3	10.71
<b>Sex</b>		
Female	15	53.57
Male	13	46.43

Table 1 presents the demographic profile of the 28 graduating student respondents. Regarding age distribution, the majority of respondents (25 students or 89.29%) fall within the 22-26 years age bracket, while only 3 students (10.71%) are aged 27-30 years. In terms of sex distribution, female respondents slightly outnumber their male counterparts, with 15 females (53.57%) and 13 males (46.43%) participating in the study.

These data imply that Hotel and Restaurant Management graduating students at the University of Cebu-Main Campus are predominantly young adults who have reached the age of majority, positioning them at a crucial decision-making point where they must choose between pursuing entrepreneurial ventures or seeking employment after graduation. The developmental stage of these respondents is particularly significant as it represents a period when career preferences and life trajectories are being firmly established.

Furthermore, the data indicate that females constitute a slight majority among graduating students in this program. This demographic trend suggests that women are increasingly pursuing degrees in hospitality management and subsequently have the opportunity to translate their academic knowledge and passion into either entrepreneurial endeavors or professional positions within the hotel industry. The representation of female students is noteworthy given the historical gender dynamics in business ownership.

The findings are consistent with research from the Global Entrepreneurship Monitor (GEM) UK Report (2005) and Wilkinson (2005), which confirmed that youth between the ages of 18-25 tend to initiate business ventures either immediately after graduation or within five years following graduation. This developmental window represents a critical period for entrepreneurial intention formation and subsequent action.

Moreover, the 2020 American Express "State of Women-Owned Businesses" report provides compelling context, revealing that women own 42 percent of all businesses in the United States, employing nearly 9 million people. Notably, 5.4 million of these enterprises are majority-owned by women of color, who independently employ 2.1 million individuals and generate \$361 billion in annual revenues. The trajectory shows continued growth, suggesting that for women with innovative ideas and entrepreneurial passion, the current climate presents favorable conditions for pursuing business ownership.

Table 2

*Level of Entrepreneurial Intentions Among Students in Terms of Attitudes Towards Entrepreneurship*

Indicators	Mean	Descriptive Value	Interpretation
1. I have always worked hard in order to be among the best in my field.	3.18	Agree	High
2. I believe that concrete results are necessary in order to judge business success.	3.11	Agree	High

3. I spend a considerable amount of time making the organization I belong to function better.	2.89	Agree	High
4. I believe that the authority I have in business is due mainly to my expertise in a certain area.	2.86	Agree	High
5. I often sacrifice personal comfort in order to take advantage of business opportunities.	3.14	Agree	High
6. I get my biggest thrills when my work is among the best.	3.18	Agree	High
7. I feel energetic working with innovative colleagues in a dynamic business climate.	3.14	Agree	High
<b>Aggregate Mean</b>	<b>3.07</b>	<b>Agree</b>	<b>High</b>

Table 2 presents the level of entrepreneurial intentions among students in terms of attitudes towards entrepreneurship, yielding an aggregate mean of 3.07, which corresponds to a descriptive value of "Agree" and an interpretation of "High."

Notably, indicators 1 and 6 both recorded the highest mean score of 3.18, interpreted as "Agree." These statements—"I have always worked hard in order to be among the best in my field" and "I get my biggest thrills when my work is among the best"—reflect the respondents' strong work ethic and intrinsic satisfaction derived from achievement. Conversely, indicator 4 received the lowest mean rating of 2.86, still within the "Agree" range, stating "I believe that the authority I have in business is due mainly to my expertise in a certain area."

These findings suggest that Hotel and Restaurant Management graduating students possess a strong work ethic and demonstrate commitment to excellence in their performance. The data further indicate that these students experience genuine enthusiasm and satisfaction when their work receives recognition as exemplary. This internal drive for quality and recognition may serve as a foundational motivation for entrepreneurial pursuits, where personal effort directly correlates with business outcomes.

The connection between hard work and anticipated success aligns with self-efficacy theory. Bandura and Schunk (1981) and Wood and Bandura (1989) established that self-efficacy serves as the most effective predictor of performance. Individuals with high self-efficacy demonstrate greater intrinsic interest in tasks, willingly expend effort, and exhibit persistence when confronting obstacles and setbacks. This theoretical framework supports the interpretation that students who believe in their capacity to work hard and achieve excellence are more likely to translate these beliefs into entrepreneurial action.

Additionally, Lundberg, Gudmundson, and Andersson (2009) emphasized that satisfiers—factors that generate job satisfaction—hold the greatest potential for driving improvement in job performance. The finding that students derive thrills from exceptional work suggests that satisfaction derived from achievement may reinforce their commitment to excellence and potentially influence their career trajectories toward entrepreneurship, where such achievements are directly attributable to personal effort.

Table 3

*Level of Entrepreneurial Intentions Among Students in Terms of Perceived Support and Barriers*

Indicators	Mean	Descriptive Value	Interpretation
1. Entrepreneurs have a positive image within society.	3.21	Agree	High
2. The creative university atmosphere inspires me to develop ideas for new business.	3.21	Agree	High
3. My family encourages me to set up my own business.	2.93	Agree	High
4. I am aware of the start-up support available.	3.00	Agree	High
5. Qualified consultants and service support for new companies are made available for me to access.	2.93	Agree	High
6. Do you think your experience and knowledge gained stimulate you to become an entrepreneur?	3.18	Agree	High

7. Banks do not readily give credit to startup companies.	2.68	Agree	High
8. The law is not in favor of running a company.	2.54	Agree	High
9. It is hard to find a business idea that has not been realized before.	3.00	Agree	High
10. I don't have the necessary skills to start my business.	2.57	Agree	High
11. I have to struggle to raise the capital necessary to start a business.	2.71	Agree	High
12. I lack the confidence to start my own business.	2.57	Agree	High
13. The risks involved in setting up the business are too high.	3.00	Agree	High
<b>Aggregate Mean</b>	<b>2.89</b>	<b>Agree</b>	<b>High</b>

Table 3 presents the level of entrepreneurial intentions among students in terms of perceived support and barriers, yielding an aggregate mean of 2.89, which corresponds to a descriptive value of "Agree" and an interpretation of "High."

The highest-rated indicators were statements 1 and 2, both achieving a mean of 3.21 with an interpretation of "Agree." These statements—"Entrepreneurs have a positive image within society" and "The creative university atmosphere inspires me to develop ideas for new businesses"—reflect the favorable social perception of entrepreneurs and the facilitative role of the academic environment in fostering entrepreneurial thinking. The indicator with the lowest rating was statement 8, "The law is not in favor of running a company," which received a mean of 2.54, still within the "Agree" range.

These findings suggest that Hotel and Restaurant Management graduating students acknowledge that entrepreneurs occupy a respected position in society, creating meaningful impact by generating wealth and elevating the standard of living for communities. The positive social image of entrepreneurs appears to function as an external motivator, reinforcing the desirability of entrepreneurial careers. Furthermore, the data indicate that exposure to a creative university environment stimulates students' entrepreneurial thinking, providing opportunities to develop skills, generate ideas, and cultivate passion for business ownership.

The presence of perceived barriers, particularly regarding legal frameworks and access to capital, suggests that students maintain a realistic perspective on entrepreneurial challenges. While these obstacles are acknowledged, they do not appear to completely diminish entrepreneurial intentions, as all barrier-related indicators remained within the "Agree" range rather than escalating to levels that would discourage entrepreneurial consideration.

The findings resonate with real-world examples of social entrepreneurship. TOMS, founded by Blake Mycoskie in 2006 following a trip to Argentina, exemplifies how entrepreneurial ventures can integrate social impact. Operating on a one-for-one model, TOMS donates a pair of shoes to children in need for every pair sold. To date, the company has distributed over 95 million shoes and expanded its giving model to include access to safe drinking water, eye surgery, bullying prevention programs, and safe childbirth initiatives. This example illustrates how entrepreneurs can achieve commercial success while simultaneously addressing social needs, potentially enhancing the positive societal image of entrepreneurs.

Additionally, Donna Hrezo and Michele Onofrey (2008), writing for the American Library Association, documented how women entrepreneurs utilized library resources to launch their businesses. Resources referenced included Internet access, email services, office space, business publications, demographic data, competitor analysis, and industry information. This finding underscores the importance of accessible support systems in facilitating entrepreneurial entry, particularly for individuals who may lack immediate access to capital or private sector mentorship.

Table 4

*Level of Entrepreneurial Intentions Among Students in Terms of Locus of Control*

Indicators	Mean	Descriptive Value	Interpretation
1. When everything goes right, I think it is mostly a question of luck.	2.75	Agree	High
2. I often feel that is just the way things are and there's nothing I can do about it.	2.64	Agree	High
3. I like to try new things (e.g., exotic food, or going to new places).	3.14	Agree	High
4. When I travel, I tend to use new routes.	2.96	Agree	High
5. I have taken a risk in the past six months.	2.82	Agree	High
6. Do you try new things?	3.32	Strongly Agree	Very High
7. Have you ever made any inventions?	2.54	Agree	High
8. Do you develop any strategy to detect opportunities?	3.07	Agree	High
9. Do you think you possess the required qualities to implement an opportunity?	3.04	Agree	High
10. I will create my own business once an opportunity is detected.	3.00	Agree	High
11. I am confident of my skills and abilities to start a business.	3.11	Agree	High
12. Diligence and hard work usually lead to success.	3.32	Strongly Agree	Very High
13. I do not really believe in luck.	2.96	Agree	High
14. If I do not succeed on a task, I tend to give up.	2.18	Disagree	Low
<b>Aggregate Mean</b>	<b>2.92</b>	<b>Agree</b>	<b>High</b>

Table 4 presents the level of entrepreneurial intentions among students in terms of locus of control, yielding an aggregate mean of 2.92, which corresponds to a descriptive value of "Agree" and an interpretation of "High."

The highest-rated indicators were statements 12 and 6, both achieving a mean of 3.32 with a descriptive value of "Strongly Agree" and an interpretation of "Very High." These statements—"Diligence and hard work usually lead to success" and "Do you try new things?"—reflect an internal locus of control orientation where respondents attribute outcomes to personal effort and demonstrate openness to novel experiences. Conversely, indicator 14, "If I do not succeed on a task, I tend to give up," received the lowest mean of 2.18, with a descriptive value of "Disagree" and an interpretation of "Low," indicating that respondents do not readily abandon their efforts when facing failure.

These findings suggest that most graduating students in Hotel and Restaurant Management believe that personal perseverance leads to success, reflecting an internal locus of control characteristic of entrepreneurs. This orientation is significant because individuals who believe their actions determine outcomes are more likely to take initiative, persist through challenges, and assume responsibility for results—all essential qualities for entrepreneurial success.

Furthermore, the data indicate that these students exhibit a propensity for exploration and novelty-seeking. The willingness to try new things and take calculated risks suggests an adaptive orientation toward uncertainty, which is fundamental to identifying and pursuing entrepreneurial opportunities. The strong disagreement with giving up easily indicates resilience, a psychological resource that enables individuals to navigate the inevitable setbacks and challenges associated with business creation.

The concept of engagement, as defined by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002b), provides a relevant theoretical framework. Engagement is characterized as a positive, fulfilling, and motivational state of mind related to tasks, distinguished by vigor, dedication, and absorption. Vigor specifically involves high levels of energy, mental resilience, willingness to invest effort, and persistence when facing difficulties. The findings align with this conceptualization, as respondents demonstrate the persistence and energy characteristic of engaged individuals.

Bird (1988) further emphasized that entrepreneurs must maintain a state of mind that directs focus toward goal achievement. The internal locus of control observed among respondents suggests they possess this requisite mindset, potentially positioning them favorably for entrepreneurial action when opportunities arise.

Table 5

*Level of Entrepreneurial Intentions Among Students in Terms of Need for Achievement*

Indicators	Mean	Descriptive Value	Interpretation
1. I will do very well in fairly difficult tasks relating to my study and work.	3.07	Agree	High
2. I will try hard to improve on my past work performance.	3.18	Agree	High
3. I will seek added responsibilities in jobs assigned to me.	3.04	Agree	High
4. I have leadership skills that are needed to be an entrepreneur.	2.93	Agree	High
5. I have mental maturity to start to be an entrepreneur.	2.93	Agree	High
<b>Aggregate Mean</b>	<b>3.03</b>	<b>Agree</b>	<b>High</b>

Table 5 presents the level of entrepreneurial intentions among students in terms of need for achievement, yielding an aggregate mean of 3.03, which corresponds to a descriptive value of "Agree" and an interpretation of "High."

Indicator 2, "I will try hard to improve on my past work performance," received the highest mean of 3.18 with an interpretation of "Agree." Indicators 4 and 5, "I have leadership skills that are needed to be an entrepreneur" and "I have the mental maturity to start to be an entrepreneur," both recorded the same lowest mean of 2.93, still within the "Agree" range.

These findings suggest that graduating students in Hotel and Restaurant Management demonstrate purposeful orientation toward work improvement, striving for excellence and presenting their best efforts. This continuous improvement mindset reflects a need for achievement, a psychological characteristic consistently associated with entrepreneurial behavior. The drive to enhance past performance indicates that these students are not satisfied with mediocrity but actively seek to elevate their contributions.

The slightly lower ratings for leadership skills and mental maturity suggest that while students are motivated to achieve, they may harbor some uncertainty about their readiness for the comprehensive demands of entrepreneurship. This self-awareness could be developmentally appropriate, as graduating students may recognize that while they possess achievement motivation, leadership capabilities and mental maturity are qualities that continue to develop through experience.

House and Wigdor (1967) established that efforts to improve job characteristics to increase interest are capable of reinforcing overall employee satisfaction, leading to greater enthusiasm for work. This theoretical insight supports the interpretation that students' drive for improvement may enhance their satisfaction with academic and work experiences, potentially reinforcing their commitment to achievement-oriented careers such as entrepreneurship.

Table 6

*Level of Entrepreneurial Intentions Among Students in Terms of Entrepreneurial Intentions*

Indicators	Mean	Descriptive Value	Interpretation
1. I choose a career as an entrepreneur.	2.89	Agree	High
2. I will choose a career as an entrepreneur rather than in a company/organization.	2.89	Agree	High
3. I prefer to be an entrepreneur rather than to be an employee in a company/organization.	2.86	Agree	High
4. The idea is appealing of one day starting your own business.	3.07	Agree	High
5. I would rather found/form a company rather than be a manager of an existing one.	2.86	Agree	High

6. I want the freedom to express myself in my own business.	3.07	Agree	High
7. I would rather be my own boss than have a secure job.	2.93	Agree	High
8. I relish the challenge of creating a new business.	3.00	Agree	High
9. You can only make big money if you are self-employed.	2.75	Agree	High
<b>Aggregate Mean</b>	<b>2.92</b>	<b>Agree</b>	<b>High</b>

Table 6 presents the level of entrepreneurial intentions among students in terms of entrepreneurial intentions, yielding an aggregate mean of 2.92, which corresponds to a descriptive value of "Agree" and an interpretation of "High."

Indicators 4 and 6, "The idea is appealing of one day starting your own business" and "I want the freedom to express myself in my own business," both recorded the highest mean of 3.07 with an interpretation of "Agree." Indicator 9, "You can only make big money if you are self-employed," received the lowest mean of 2.75, still within the "Agree" range.

These findings suggest that graduating students in Hotel and Restaurant Management possess business-oriented mindsets and recognize the opportunity to apply their academic knowledge, skills, and passion toward establishing their own enterprises. The appeal of business ownership indicates that entrepreneurship represents a viable and attractive career option for these students. Additionally, the desire for self-expression through business suggests that students view entrepreneurship as a pathway to authentic self-actualization, where they can manifest their ideal professional identities.

The relatively lower rating for the connection between self-employment and financial success indicates that students do not exclusively equate entrepreneurship with wealth accumulation. This nuanced perspective suggests that intrinsic motivations—such as autonomy, self-expression, and challenge—may be equally or more important than extrinsic financial rewards in shaping entrepreneurial intentions.

Hayton et al. (2002) established that the establishment of entrepreneurial priorities, making choices, and reaching decisions to start a new business are shaped by values. The findings align with this perspective, as students' intentions appear influenced by values related to autonomy, self-expression, and achievement.

Shapero and Sokol's (1982) Entrepreneurial Event model provides additional theoretical context. According to this framework, displacement experiences can precipitate behavior change, and when individuals view business creation as credible, they act upon this perception. The model identifies perceived feasibility, perceived desirability, and propensity to act as influences on intention and subsequent entrepreneurial behavior. The appeal of business ownership observed among respondents corresponds to perceived desirability, suggesting that foundational conditions for entrepreneurial intention are present.

Table 7

*Level of Entrepreneurial Intentions Among Students in Terms of Instrumental Readiness*

Indicators	Mean	Descriptive Value	Interpretation
1. I have access to capital to start to be an entrepreneur.	2.64	Agree	High
2. I have good social networks that can be utilized when I decide to be an entrepreneur.	2.75	Agree	High
3. I have access to supporting information to start to be an entrepreneur.	2.75	Agree	High
<b>Aggregate Mean</b>	<b>2.71</b>	<b>Agree</b>	<b>High</b>

Table 7 presents the level of entrepreneurial intentions among students in terms of instrumental readiness, yielding an aggregate mean of 2.71, which corresponds to a descriptive value of "Agree" and an interpretation of "High."

Indicators 2 and 3, "I have good social networks that can be utilized when I decide to be an entrepreneur" and "I have access to supporting information to start to be an entrepreneur," both recorded the highest mean of 2.75 with an interpretation of "Agree." Indicator 1, "I have access to capital to start to be an entrepreneur," received the lowest mean of 2.64, still within the "Agree" range.

These findings suggest that graduating students in Hotel and Restaurant Management perceive themselves as having adequate social networks that could prove valuable for promoting products and services to potential customers should they pursue business ownership. The availability of supporting information indicates that students feel knowledgeable about business startup processes, likely influenced by their academic training and exposure to entrepreneurial concepts.

The relatively lower rating for access to capital reflects a realistic assessment of a common barrier to entrepreneurship. Limited access to financial resources represents a practical constraint that many aspiring entrepreneurs face, particularly those at the early stages of their careers without established credit histories or personal savings.

Importantly, the data imply that social media and digital platforms may serve as compensatory resources for students with limited capital access. The proliferation of entrepreneurial content across social media platforms provides knowledge resources, while social networks created through these platforms offer marketing and customer engagement opportunities that were previously unavailable to novice entrepreneurs.

Davidsson (1995) found that conviction—a concept similar to self-efficacy—together with attitudes explained significant incremental variance in entrepreneurial intentions beyond demographic characteristics such as gender, family business background, and self-employment experience. This finding underscores the importance of psychological factors in shaping entrepreneurial intentions, complementing the instrumental readiness factors examined in this dimension.

Altinay (2008) further found that family business tradition and education in business facets influence entrepreneurial intentions by equipping individuals with skills and vision for entrepreneurial endeavors. This suggests that the academic preparation received by Hotel and Restaurant Management students may contribute to their instrumental readiness, even as they acknowledge capital constraints.

Table 8

*Level of Entrepreneurial Intentions Among Students in Terms of Subjective Norms*

Indicators	Mean	Descriptive Value	Interpretation
1. I believe that my closest family thinks that I should pursue my career as an entrepreneur.	2.93	Agree	High
2. I believe that my closest friends think that I should pursue a career as an entrepreneur.	2.89	Agree	High
3. I believe that people who are important to me think that I should pursue a career as an entrepreneur.	2.79	Agree	High
<b>Aggregate Mean</b>	<b>2.87</b>	<b>Agree</b>	<b>High</b>

Table 8 presents the level of entrepreneurial intentions among students in terms of subjective norms, yielding an aggregate mean of 2.87, which corresponds to a descriptive value of "Agree" and an interpretation of "High."

Indicator 1, "I believe that my closest family thinks that I should pursue my career as an entrepreneur," received the highest mean of 2.93 with an interpretation of "Agree." Indicator 3, "I believe that people who are important to me think that I should pursue a career as an entrepreneur," received the lowest mean of 2.79, still within the "Agree" range.

These findings suggest that graduating students perceive family approval for entrepreneurial careers, indicating that their families believe in their ability to successfully engage in business ventures. This perceived familial support represents an important social resource, as family encouragement can provide both emotional reinforcement and potential practical assistance in entrepreneurial endeavors.

The slightly lower ratings for broader social circle approval suggest that while family support is relatively strong, students may perceive somewhat less enthusiastic endorsement from friends and other important individuals. This pattern may reflect the perceived riskiness of entrepreneurial careers compared to traditional employment pathways, with families potentially more invested in students' success and therefore more encouraging of ambitious career choices.

As noted previously, Davidsson (1995) found that conviction and attitudes explained significant incremental variance in entrepreneurial intentions alongside demographic characteristics. Altinay (2008) further established that family business tradition and business education influence entrepreneurial intentions by providing skills and vision. These findings collectively suggest that subjective norms, particularly family influence, operate alongside individual psychological factors in shaping entrepreneurial intentions.

Table 9

*Summary Table of Respondents' Perceived Level of Entrepreneurial Intentions*

Dimensions	Aggregate Mean	Description	Interpretation
Attitudes towards Entrepreneurship	3.07	Agree	High
Perceived Support and Barriers	2.89	Agree	High
Locus of Control	2.92	Agree	High
Need for Achievement	3.03	Agree	High
Entrepreneurial Intentions	2.92	Agree	High
Instrumental Readiness	2.71	Agree	High
Subjective Norms	2.87	Agree	High
<b>Overall Aggregate Mean</b>	<b>2.92</b>	<b>Agree</b>	<b>High</b>

Table 9 presents a summary of respondents' perceived level of entrepreneurial intentions across all seven dimensions examined in the study. The overall aggregate mean of 2.92 was obtained, corresponding to a descriptive value of "Agree" and an interpretation of "High."

Among the dimensions, Attitudes towards Entrepreneurship recorded the highest aggregate mean of 3.07 (Agree, High), followed closely by Need for Achievement with a mean of 3.03 (Agree, High). Instrumental Readiness recorded the lowest aggregate mean of 2.71 (Agree, High), while remaining dimensions—Locus of Control (2.92), Entrepreneurial Intentions (2.92), Perceived Support and Barriers (2.89), and Subjective Norms (2.87)—all fell within comparable ranges.

These findings indicate that Attitudes towards Entrepreneurship exerts the strongest influence on entrepreneurial intentions among graduating students. This dimension encompasses work ethic, performance orientation, and enthusiasm for excellence—qualities that appear foundational to students' entrepreneurial mindset. The high rating for Need for Achievement further reinforces this pattern, suggesting that students are motivated to excel and continuously improve their performance.

The relatively lower rating for Instrumental Readiness, particularly access to capital, suggests that while psychological and attitudinal foundations for entrepreneurship are strong, practical resource constraints represent acknowledged limitations. This pattern is consistent with the developmental stage of graduating students, who may possess the motivation and mindset for entrepreneurship while recognizing that certain resources—particularly financial capital—require time to accumulate.

Importantly, the finding that students do not readily give up (as indicated in the Locus of Control dimension) suggests that they possess the determination and optimism necessary to navigate entrepreneurial challenges. This resilience may prove critical in overcoming the resource constraints and obstacles that typically accompany new venture creation.

Under the Theory of Planned Behavior, external factors—including personality traits—can impact an individual's intentions. The findings across all dimensions collectively indicate that graduating students in Hotel and Restaurant Management demonstrate favorable psychological profiles for entrepreneurship, with strong attitudes, achievement motivation, and internal locus of control. Moreover, commitment to entrepreneurship reflects Ajzen and Fishbein's (1980) view that intention represents choice with commitment, characterized by a mindset focused on creating a business venture. The consistent "High" interpretations across all dimensions suggest that this commitment is present among respondents.

Table 10

*Relationship Between Respondents' Profile and Perceived Level of Entrepreneurial Intentions*

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
<b>Age in relation to:</b>					
Attitudes towards entrepreneurship	3	4.566	7.815	Failed to Reject Ho	Not significant
Perceived support and barriers	3	2.925	7.815	Failed to Reject Ho	Not significant
Locus of control	3	2.291	7.815	Failed to Reject Ho	Not significant
Need for achievement	3	3.906	7.815	Failed to Reject Ho	Not significant
Entrepreneurial intentions	3	6.043	7.815	Failed to Reject Ho	Not significant
Instrumental readiness	3	7.629	7.815	Failed to Reject Ho	Not significant
Subjective norms	3	0.392	7.815	Failed to Reject Ho	Not significant
<b>Sex in relation to:</b>					
Attitudes towards entrepreneurship	3	4.566	7.815	Failed to Reject Ho	Not significant
Perceived support and barriers	3	2.925	7.815	Failed to Reject Ho	Not significant
Locus of control	3	2.291	7.815	Failed to Reject Ho	Not significant
Need for achievement	3	3.906	7.815	Failed to Reject Ho	Not significant
Entrepreneurial intentions	3	6.043	7.815	Failed to Reject Ho	Not significant
Instrumental readiness	3	7.629	7.815	Failed to Reject Ho	Not significant
Subjective norms	3	0.392	7.815	Failed to Reject Ho	Not significant

Table 10 presents the analysis of relationships between respondents' demographic profiles (age and sex) and their perceived level of entrepreneurial intentions across all seven dimensions. The statistical analysis employed chi-square tests with 3 degrees of freedom and a critical value of 7.815 at the 0.05 significance level.

The computed values for all paired variables ranged from 0.392 to 7.629, all falling below the critical value of 7.815. Consequently, the null hypothesis (Ho) was failed to be rejected for all relationships examined, indicating that no statistically significant relationships exist between either age or sex and any of the seven dimensions of entrepreneurial intentions.

These findings demonstrate that entrepreneurial intentions among Hotel and Restaurant Management graduating students are independent of their age and sex. The absence of significant relationships suggests that the psychological and attitudinal factors measured in this study are distributed relatively evenly across demographic categories within the sample. This pattern implies that entrepreneurial potential is not concentrated within specific age groups or genders but rather represents a more broadly distributed characteristic among these students.

The lack of significant gender differences is particularly noteworthy given historical patterns of unequal business ownership rates. This finding may reflect changing social norms, effective educational programming that encourages

entrepreneurship among all students, or the specific characteristics of the hospitality industry, which may offer more equitable opportunities for entrepreneurial participation.

Similarly, the absence of age-related differences suggests that within the relatively narrow age range of graduating students (22-30 years), entrepreneurial intentions do not vary systematically. This pattern may change if the sample included a broader age range, but within the context of recent graduates, age does not appear to differentiate entrepreneurial orientation.

These findings have practical implications for entrepreneurship education and support programs. Since entrepreneurial intentions are not concentrated within specific demographic subgroups, interventions designed to foster entrepreneurship should be directed toward all students rather than targeted based on age or gender. The absence of demographic differences suggests that the primary drivers of entrepreneurial intentions lie in psychological, attitudinal, and experiential factors that are accessible to students regardless of their age or sex.

## FINDINGS AND CONCLUSIONS

This study examined the level of entrepreneurial intentions among Bachelor of Science in Hotel and Restaurant Management graduating students at the University of Cebu Main-Campus. The researchers surveyed 28 respondents using a modified Entrepreneurial Intention Questionnaire (EIQ) adapted from Linan and Chen (2009). The following summarizes the key findings based on the specific problems addressed in the study:

### 1. Profile of the Respondents

**Age.** The majority of respondents (25 students or 89.29%) were between 22-26 years old, while only 3 students (10.71%) belonged to the 27-30 age bracket. This indicates that the graduating students are predominantly young adults at a crucial decision-making point in their careers.

**Sex.** Female respondents slightly outnumbered males, with 15 females (53.57%) and 13 males (46.43%) participating in the study. This demographic distribution reflects the gender composition of the program.

### 2. Level of Entrepreneurial Intentions Among Students

The study measured entrepreneurial intentions across seven dimensions, with findings summarized as follows:

**2.1 Attitudes Towards Entrepreneurship.** This dimension obtained an aggregate mean of 3.07, described as "Agree" with a "High" interpretation. The highest-rated indicators were "I have always worked hard in order to be among the best in my field" and "I get my biggest thrills when my work is among the best," both with a mean of 3.18. The lowest-rated indicator was "I believe that the authority I have in business is due mainly to my expertise in a certain area" (2.86). These findings indicate that students possess a strong work ethic and derive satisfaction from achievement and recognition.

**2.2 Perceived Support and Barriers.** This dimension obtained an aggregate mean of 2.89, described as "Agree" with a "High" interpretation. The highest-rated indicators were "Entrepreneurs have a positive image within society" and "The creative university atmosphere inspires me to develop ideas for new businesses," both with a mean of 3.21. The lowest-rated indicator was "The law is not in favor of running a company" (2.54). These findings suggest that students perceive entrepreneurs favorably and acknowledge the university's role in fostering entrepreneurial thinking, while also recognizing legal and institutional barriers.

**2.3 Locus of Control.** This dimension obtained an aggregate mean of 2.92, described as "Agree" with a "High" interpretation. The highest-rated indicators were "Diligence and hard work usually lead to success" and "Do you try new things?" both with a mean of 3.32, interpreted as "Strongly Agree" and "Very High." The lowest-rated indicator was "If I do not succeed on a task, I tend to give up" (2.18), interpreted as "Disagree" and "Low." These findings indicate that students possess an internal locus of control, believing that personal effort determines outcomes, and demonstrate resilience in the face of failure.

**2.4 Need for Achievement.** This dimension obtained an aggregate mean of 3.03, described as "Agree" with a "High" interpretation. The highest-rated indicator was "I will try hard to improve on my past work performance" (3.18). The lowest-rated indicators were "I have leadership skills that are needed to be an entrepreneur" and "I have mental maturity to start to be an entrepreneur," both with a mean of 2.93. These findings suggest that students are motivated to continuously improve their performance, though they express moderate uncertainty about their leadership readiness and mental maturity for entrepreneurship.

**2.5 Entrepreneurial Intentions.** This dimension obtained an aggregate mean of 2.92, described as "Agree" with a "High" interpretation. The highest-rated indicators were "The idea is appealing of one day starting your own business" and "I want the freedom to express myself in my own business," both with a mean of 3.07. The lowest-rated indicator was "You can only make big money if you are self-employed" (2.75). These findings indicate that students find entrepreneurship appealing and value the autonomy it offers, though they do not exclusively associate entrepreneurship with financial wealth.

**2.6 Instrumental Readiness.** This dimension obtained an aggregate mean of 2.71, described as "Agree" with a "High" interpretation. The highest-rated indicators were "I have good social networks that can be utilized when I decide to be an entrepreneur" and "I have access to supporting information to start to be an entrepreneur," both with a mean of 2.75. The lowest-rated indicator was "I have access to capital to start to be an entrepreneur" (2.64). These findings suggest that students perceive themselves as having adequate social networks and informational resources, while recognizing limited access to financial capital as a constraint.

**2.7 Subjective Norms.** This dimension obtained an aggregate mean of 2.87, described as "Agree" with a "High" interpretation. The highest-rated indicator was "I believe that my closest family thinks that I should pursue my career as an entrepreneur" (2.93). The lowest-rated indicator was "I believe that people who are important to me think that I should pursue a career as an entrepreneur" (2.79). These findings indicate that students perceive stronger support from family members compared to their broader social circles.

**Overall Entrepreneurial Intentions.** The overall aggregate mean across all seven dimensions was 2.92, described as "Agree" with a "High" interpretation. Among the dimensions, Attitudes Towards Entrepreneurship (3.07) and Need for Achievement (3.03) recorded the highest means, while Instrumental Readiness (2.71) recorded the lowest mean.

### 3. Relationship Between Profile Variables and Entrepreneurial Intentions

The chi-square analysis revealed that none of the paired variables demonstrated statistically significant relationships. The computed values for all relationships ranged from 0.392 to 7.629, all falling below the critical value of 7.815 at 3 degrees of freedom. Therefore, the null hypothesis was failed to be rejected for all relationships examined, indicating that:

- There is no significant relationship between age and any of the seven dimensions of entrepreneurial intentions.
- There is no significant relationship between sex and any of the seven dimensions of entrepreneurial intentions.

These findings demonstrate that entrepreneurial intentions among Hotel and Restaurant Management graduating students are independent of their age and sex.

### Conclusions

Based on the findings of this study, the following conclusions are drawn:

**1. Graduating Students Exhibit Favorable Entrepreneurial Mindsets.** Hotel and Restaurant Management graduating students demonstrate high levels of entrepreneurial intentions across all seven dimensions examined. The overall aggregate mean of 2.92 ("High" interpretation) indicates that students possess the psychological and attitudinal foundations necessary for entrepreneurial action. The particularly high ratings for attitudes towards

entrepreneurship and need for achievement suggest that students are intrinsically motivated, hardworking, and oriented toward excellence—qualities that align with entrepreneurial success.

**2. Students Possess Internal Locus of Control and Resilience.** The finding that students strongly believe diligence and hard work lead to success, combined with their disagreement with giving up easily, indicates that respondents possess an internal locus of control characteristic of entrepreneurs. This psychological orientation, wherein individuals attribute outcomes to personal effort rather than external forces, is associated with persistence, initiative, and responsibility—all essential qualities for navigating the challenges of business creation.

**3. Autonomy and Self-Expression Drive Entrepreneurial Appeal.** The high ratings for items related to business ownership appeal and freedom for self-expression suggest that students are attracted to entrepreneurship not merely for financial reasons but for the autonomy and self-actualization it offers. The relatively lower rating for the connection between self-employment and wealth accumulation indicates that intrinsic motivations may be more influential than extrinsic financial rewards in shaping entrepreneurial intentions among these students.

**4. Perceived Barriers Exist but Do Not Diminish Intentions.** While students acknowledge barriers to entrepreneurship—including limited access to capital, legal challenges, and risk perceptions—these obstacles do not appear to diminish their overall entrepreneurial intentions. The presence of realistic awareness coupled with maintained intentions suggests that students possess the optimism and determination necessary to pursue entrepreneurship despite recognized challenges.

**5. Family Support Reinforces Entrepreneurial Intentions.** The finding that perceived family encouragement received the highest rating among subjective norms indicators suggests that family approval serves as an important social resource supporting entrepreneurial aspirations. This familial reinforcement may provide emotional encouragement and potentially practical assistance for students considering business ventures.

**6. Entrepreneurial Intentions Are Independent of Demographic Characteristics.** The absence of significant relationships between profile variables (age and sex) and entrepreneurial intentions indicates that entrepreneurial potential is distributed relatively evenly across demographic categories within the sample. This finding implies that psychological and attitudinal factors, rather than demographic characteristics, are the primary drivers of entrepreneurial intentions among these students.

**7. The University Environment Plays a Facilitative Role.** The high rating for the indicator concerning the creative university atmosphere inspiring business ideas suggests that the academic environment contributes positively to entrepreneurial thinking. This finding supports the value of entrepreneurship education and innovation-focused curricula in nurturing entrepreneurial intentions among students.

**8. Practical Resource Constraints Represent the Primary Limitation.** The relatively lower rating for instrumental readiness, particularly access to capital, indicates that while psychological foundations for entrepreneurship are strong, practical resource constraints represent acknowledged limitations. This pattern is developmentally appropriate for graduating students, who may possess the motivation and mindset for entrepreneurship while recognizing that certain resources require time to accumulate.

## Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

### 1. For the University of Cebu Main Campus:

- Strengthen entrepreneurship education within the Hotel and Restaurant Management curriculum by integrating practical business planning modules, case studies of successful hospitality entrepreneurs, and hands-on projects that simulate business creation.
- Establish a dedicated entrepreneurship support office or business incubation center that provides mentoring, networking opportunities, and guidance on accessing capital and other resources for students interested in launching businesses.

- Facilitate linkages with financial institutions, government agencies, and private sector organizations that offer startup funding, grants, or loans specifically designed for young entrepreneurs.
- Organize entrepreneurship forums, guest lectures, and networking events featuring successful alumni entrepreneurs who can serve as role models and mentors for graduating students.

## 2. For Faculty and Program Administrators:

- Incorporate entrepreneurial thinking across the curriculum, encouraging students to identify business opportunities within the hospitality industry and develop innovative solutions to industry challenges.
- Provide students with information about available resources for entrepreneurs, including government programs, private sector initiatives, and online platforms that offer support for startup ventures.
- Encourage and support student participation in business plan competitions, entrepreneurship workshops, and industry immersion programs that expose students to real-world entrepreneurial environments.
- Conduct regular assessments of entrepreneurial intentions among students to track trends and identify areas where additional support or curriculum enhancement may be needed.

## 3. For Graduating Students:

- Capitalize on the favorable entrepreneurial mindsets identified in this study by actively exploring business opportunities aligned with their academic training and personal interests.
- Develop and strengthen social networks that can provide support, mentorship, and potential partnerships for entrepreneurial ventures.
- Seek out information and resources related to business startup, including government programs, small business development centers, and online entrepreneurship platforms.
- Consider starting small-scale or part-time businesses while employed to gain experience, test business concepts, and build capital gradually.
- Leverage the creative university environment and faculty expertise to refine business ideas and develop comprehensive business plans.

## 4. For Future Researchers:

- Conduct similar studies with larger sample sizes and across multiple institutions to enhance the generalizability of findings and enable comparative analyses.
- Explore additional variables that may influence entrepreneurial intentions, such as family business background, prior work experience, exposure to entrepreneurship education, and personality traits.
- Undertake longitudinal studies that track graduating students over time to examine whether entrepreneurial intentions translate into actual business creation and to identify factors that facilitate or hinder this transition.
- Investigate the specific types of businesses that Hotel and Restaurant Management graduates establish and examine the extent to which these ventures align with their academic training.
- Conduct qualitative research through interviews or focus groups to gain deeper insights into the motivations, challenges, and experiences of students who pursue entrepreneurship.
- Examine the effectiveness of various entrepreneurship education approaches in strengthening entrepreneurial intentions and improving business outcomes among graduates.

## 5. For Policymakers and Industry Stakeholders:

- Develop targeted programs and policies that address the specific needs of young entrepreneurs, particularly in accessing startup capital and navigating regulatory requirements.
- Create mentorship programs that connect experienced entrepreneurs with graduating students to provide guidance, support, and industry insights.
- Establish industry-academe partnerships that facilitate internships, apprenticeships, and collaborative projects exposing students to entrepreneurial opportunities within the hospitality sector.

- Promote entrepreneurship as a viable career pathway for graduates, highlighting success stories and showcasing the contributions of young entrepreneurs to economic development.

By implementing these recommendations, the University of Cebu Main Campus can further strengthen the entrepreneurial intentions of its Hotel and Restaurant Management students and better prepare them for successful careers as either entrepreneurs or industry professionals. The favorable entrepreneurial mindsets identified in this study represent a valuable foundation upon which targeted interventions can build, ultimately contributing to graduate employability, economic development, and the growth of the hospitality industry.

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