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INDIGENOUS ENTREPRENEURIAL ATTITUDE OF STUDENTS IN KALINGA STATE UNIVERSITY

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ABSTRACT

The study is aimed at determining the level of Entrepreneurial Attitudes Orientation of the students in terms of Achievement, Innovation, Self-esteem, and Personal control. Analyse the significant difference in the EAO Dimensions of the College of Business Administration, Entrepreneurship and Accountancy students when grouped according to their program and indigenous affiliation. To develop a better understanding of the indigenous entrepreneurial attitude of students which can lead to a more appropriate, culturally sensitive entrepreneurship education, training, and development programs that reflect an economic development approach desired by Indigenous communities. The respondents of this study are students of the College of Business, Accountancy, and Entrepreneurship (CBEA) of Kalinga State University. A survey questionnaire was used as the primary data gathering instrument. Findings showed that the students registered low EAO towards entrepreneurship with no statistical differences and that indigenous students recorded lower EAO with no statistical difference in all the dimensions. Thus the researcher recommends a review of the teaching strategies for all the programs; it should prioritize and include activities that will encourage students to develop their Entrepreneurial Attitude Orientations by putting up a mini-enterprise managed by the students, by sending them to local and international trade fairs and exhibits and make available regular mentoring and coaching programs from local and successful entrepreneurs.

Keywords: Entrepreneurship, Attitude, Indigenous, Orientation, Culture.

INTRODUCTION

Background of the Study

Entrepreneurship development is considered the priority area in many countries' development policy, especially in the Philippines. The Philippine government has long advocated entrepreneurship as being an important means for lifting people out of poverty.

Entrepreneurship can create jobs, wealth, and social empowerment, all of which may reduce poverty. Entrepreneurship enables people to avoid the informal economy, create social agreements in more established sectors and make more money.

Entrepreneurship leads to an individual's capacity to turn ideas into action. It embraces creativity, innovation, and taking calculated risks, and the ability to plan and manage projects to achieve objectives. Entrepreneurship assists everyone in day-to-day life at home and in society makes employees more aware of their potentials and capable to grab opportunities and provides a framework for entrepreneurs setting a social or commercial venture.

Entrepreneurship includes an individual who endeavors to start a business and employees who can seek and employ opportunities to improve their work and their working conditions. Entrepreneurship education seeks to develop an individual's innovative spirit; namely, a creative attitude that calculates risk is adept with their environment sees values of business propositions for themselves and society while seeking and making fair use of opportunities.

As a fully gifted province with human and natural resources, Kalinga is a conducive playing ground for business and investment. As a developing province, Kalinga is improving in economic sectors such as tourism, industry, and agriculture. There is an increase in the members of the indigenous people of Kalinga who are becoming entrepreneurs.

Entrepreneurship education in Philippine higher education is a formal course on Entrepreneurship, as mandated by CMO No. 17 Series of 2005 (CHED, 2005). It focuses on training students on how to start up a business and prepare business plans. Kalinga State University's business programs hope to produce graduates who will develop a real-world understanding of business and learn how to become a more effective decision-maker, manager, and leader and successful entrepreneurs, business executives, and professionals.

In promoting this competency, the university shares an essential role. In the university, this future entrepreneurs or business managers and administrators are thought to get the knowledge and the proper mindset they need for their ensuing entrepreneurial pursuance. It is by formal training that students adapt themselves to grow successfully as practicing entrepreneurs.

The research question in this study is whether the student's indigeneity have significant relationship with their entrepreneurial attitude orientation so as to develop a better understanding of indigenous entrepreneurial attitude of students which can lead to a more appropriate, culturally sensitive entrepreneurship education, training, and development programs that reflect an economic development approach desired by Indigenous communities (Hindle & Lansdowne, 2005).

Conceptual Framework

Entrepreneurship is the ability of individuals to perceive the kind of products or services that others need and to deliver them at the right time, to the right place, to the right people, at the right price. It is a science of converting ideas into business, a commercial or mercantile activity engaged in as a means of livelihood. The entrepreneur is one who organizes, manages, and assumes the risks of a business enterprise. Business opportunities exist at all times since no man can produce all the goods and services he needs in order to survive.

Entrepreneurship as an academic discipline is still considered relatively new although its origin can be traced back to the seventeenth century, when economist Richard Cantillon coined the term, entrepreneur. There is general agreement that attitudes towards the entrepreneur, entrepreneurial activity, and its social function are determinant factors for university students to decide an entrepreneurial career.

Over the past decade, culture-related entrepreneurship studies have examined cognition Mitchell et al., (2002), entrepreneur perceptions of the environment and associated strategic orientations Tan, (2002), with few exceptions Lindsay (2004); Jordaan et al., (2004), little culture-related research has been undertaken into entrepreneurial attitude. Yet, culture and ethnicity affect attitude Baskerville (2003) and some cultures produce individuals with higher propensities for entrepreneurial activity than others.

Although there are more than 500 million Indigenous people in the world, most research into entrepreneurial attitude focuses on non-Indigenous entrepreneurs McCline et al., (2000). Indigenous entrepreneurship, however, is increasing as Indigenous people attempt to achieve self-determination and improve their socioeconomic circumstances. Culture is important to Indigenous people Anderson et al., (2004); Foley (2003); Hindle et al., (2005) and culture affects attitude Baskerville (2003) including attitude toward new venture creation and development.

The research question in this study is whether the student's indigeneity have significant relationship with their entrepreneurial attitude orientation so as to develop a better understanding of indigenous entrepreneurial attitude of students which can lead to a more appropriate, culturally sensitive entrepreneurship education, training and development programs that reflect an economic development approach desired by Indigenous communities.

Conceptual Paradigm

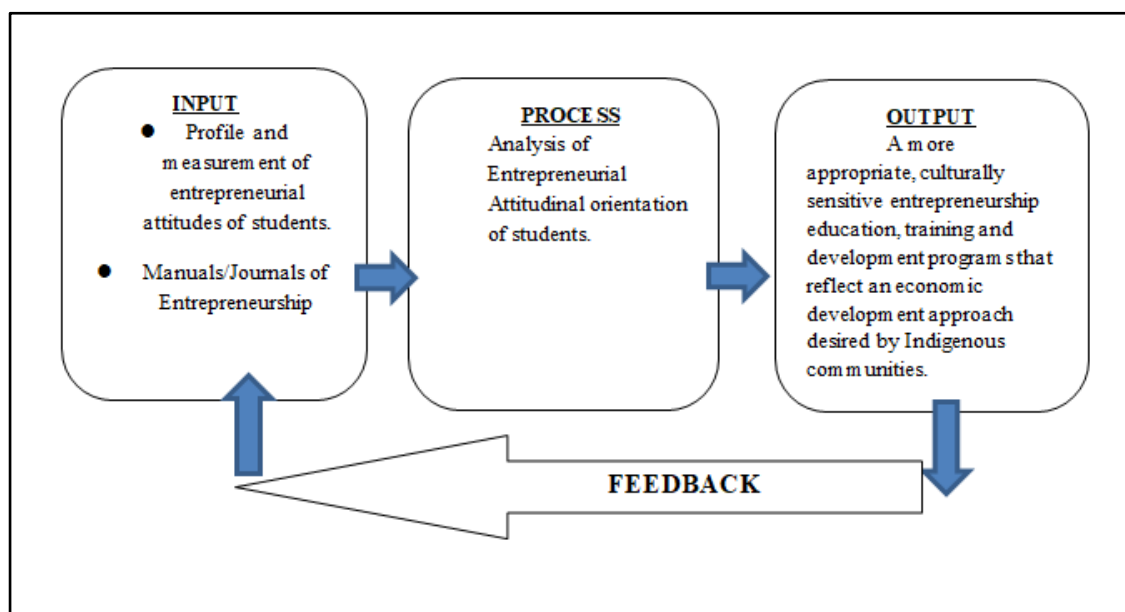


FIGURE 1
CONCEPTUAL PARADIGM

Students taking up business-related courses will become future businesspeople or sales managers and executives so, it is of utmost importance for the teachers and the university to know and understand the competencies of the business students in terms of entrepreneurship.

The study uses a survey questionnaire as an analytical tool to obtain information regarding profiles and entrepreneurial attitudinal orientation of students based on a 10-point scale (Figure 1).

Through the inputs in the study, the author may now develop/propose a more appropriate, culturally sensitive entrepreneurship education, training and development programs that reflect an economic development approach desired by Indigenous communities.

Statement of the Problem

This study aims to present on how to develop/propose a more appropriate, culturally sensitive entrepreneurship education, training and development programs that reflect an economic development approach desired by Indigenous communities.

Specifically, it attempts to answer the following questions:

1. What is the level of entrepreneurial orientations of the CBEA students have?
2. Is there a relationship between the demographic profile and entrepreneurial orientations of the students?
3. Is the EAO's of the CBEA students different based on their indigeneity and program?

Hypothesis

H0: There is no significant difference in the EAO Dimensions of the CBEA students when grouped according to their program.

Ho There is no significant difference in the EAO Dimensions of the CBEA students when grouped according to their indigeneity

Significance of the Study

Students taking up business-related courses will become future businesspeople or sales managers and executives so, it is of utmost importance for the teachers and the university to know and understand the competencies of the business students in terms of entrepreneurship.

In improving this competency, the university shares an indispensable role. It is in the university that these future entrepreneurs or business managers and administrators are supposed to get the knowledge and the proper mindset they need for their ensuing entrepreneurial pursuance. It is by formal training that students acclimate themselves to grow successful as practicing entrepreneurs (Duyan, 2019).

This study is an attempt to introduce a more effective and culturally sensitive way of teaching Entrepreneurship to students enrolled in the CBEA.

Thus, this study has a significant effect to the following:

Administrators

Through this study, a more practical way of training students in Kalinga State University will be formed. It will provide the ongoing program innovation of instructional materials, which are appropriate, appealing, significant, and sensitive to the students' needs.

Entrepreneurship Subject Teacher

The use of the result in this study will enable the teacher to choose tactics that he would make the teaching-learning method more significant.

Students

The use of improved teaching strategies will allow the students to comprehend the subject matter, which would give them the interest and the capability to master the concepts.

Curriculum Writers

This study may serve as an eye-opener for curriculum writers to see the need to produce instructional materials using the newly developed teaching strategies that will answer the needs of students.

Future Researchers

This study will assist as a premise for future research work in the teaching of Entrepreneurship. The findings of this study may be of use as initial input for future researches.

Scope and Limitation of the Study

This study primarily focuses on Entrepreneurial Attitude Orientation Dimensions of the fourth year BS Entrepreneurship, BSBA Major In Financial Management, BS Hotel and Restaurant Management And BS Office Administration of the Kalinga State University SY 2019-2020, enrolled to Entrepreneurship subjects.

REVIEW OF LITERATURE

The word entrepreneur was introduced in French Economics as early as the 17th and 18th centuries. The concept entrepreneur has shown its connection with a wide perception of commencing a business has much important meaning in the past. But its general meaning has moved to broader use into an area of presenting high yield by better productivity for economic development (Kumar et al., 2011).

Entrepreneurship is a valid model in economy described in terms of changes, innovation, and initiatives and often associated with economic development (Lăcătuș et al., 2016).

Higher education defines entrepreneurship as the "Transformation of innovation into a sustainable enterprise that generates value." The main purpose of entrepreneurship is to create a marketable novel enterprise. New ideas or products matter least until they become a business (Makwana, 2013).

Legal Basis of the Study

In the Philippines, entrepreneurship is observed as significant to enabling the underprivileged, improving the generation of resources, and as a force to innovation. The 1987 Philippine Constitution acknowledges entrepreneurship as an engine of economic growth. Article XII Section 1 emphasizes the role of private enterprises in supporting the equitable distribution of income and wealth, sustaining production of goods and services, and expanding productivity, hence promoting the quality of life.

The Philippine Development Plan (PDP) notably strengthens the thrust on entrepreneurship through trade and investment to realize the government's goal of economic development and job generation. Based on the plan, measures for macro-economic stability, employment, trade and investment, agribusiness, power-sector reforms, infrastructure, competition, science and technology, and anti-corruption are being sought to establish the Philippines' competitiveness and contribute to job creation. Furthermore, the plan aims to grow the Industries and Services sector until it becomes globally competitive. It also aims to increase trade, providing more opportunities for entrepreneurship. The National Competition Policy aims

to put small businesses and large corporations on the same level in the Filipino market. This will give consumers more choices and allow smaller businesses to succeed.

MSMEs account for 99.57% of all business and provide 63.27% of total employment in the country. As one of APEC's fastest-growing economies with a projected 6.7% gross domestic product (GDP) growth rate over the next two years, the economic prosperity in the Philippines relies heavily on small businesses. As a result, the government has developed significant and widespread policies and programs to support the development and growth of MSMEs. The cornerstone policy, the Magna Carta for Micro, Small, and Medium Enterprises, came into force 2008. The policy is geared toward developing an entrepreneurial ecosystem and supporting a business environment conducive to the country's dominant MSME sector. Guided by the high-level, strategic policy direction developed for the country; in 2014 the Philippines enacted the Go Negosyo Act that provides practical, on-the-ground support for entrepreneurs and growing MSMEs in the form of support centers, a start-up fund, and training in various areas such as marketing and management.

The Commission on Higher Education (CHED) has launched the formal integration of entrepreneurship education pursuant to Republic Act No. 7722 as embodied in Memorandum Order No. 17 (CMO # 17) Series of 2005 - Curriculum Requirement for Bachelor of Science in Entrepreneurship (BS Entrepreneurship), which includes the new academic and developmental thrusts of the Entrepreneurship Programs and Courses in the Tertiary Level. It is also noteworthy that based on the CHED directory in the National Capital Region; there has been an uptick in colleges and universities offering business and entrepreneurship courses. Some have intimated the integration of entrepreneurship in their schools as a full course leading to a degree, a track, or as a major subject.

There are now combined efforts in the government and the private sector to promote entrepreneurship education as a long-term solution to economic advancement. Consequently, the future offering of the course on entrepreneurship will increase, and programs will take on a more innovative form as it emerges and improves over time (Gatchalian, 2010; Iberkleid, 2010).

Related Literature on Entrepreneurship in Education

Entrepreneurship and education offer a function in heightening the country's economic state. Entrepreneurship supports the economy by presenting job opportunities. The fast-paced technology upgrading nowadays decreases the need of human labor rapidly, and this is where entrepreneurship comes in. The entrepreneur taking on the hurdle of unemployment and presents an occupation for himself and for others by being innovative is the act of entrepreneurship.

Education is utilized to incite entrepreneurship amidst young people to be able to generate job opportunities for them and others. Education is also seen as a means to reducing poverty. Therefore, entrepreneurship and education present an essential role. Entrepreneurship education is utilized to educate people with the skills and knowledge required to be able to grab the opportunity presented (Bakar et al., 2015).

Relevant authorities regard entrepreneurship in education as a means how a vision of the entrepreneur based on the description of demand or obstacle in the education system besides an opportunity to determine it innovatively points to forming goals and acting to accomplish them in a manner that appends value, whereby affecting the immediate environment and the wider education system (Omer et al., 2017).

The value of the individual entrepreneurial activity to economic growth and well-being at the national level, for both industrialized and developing countries, is well-founded and backed by different studies. Related research implies significant connections between education, enterprise creation and entrepreneurial achievement (Raposo et al., 2011).

Entrepreneurial education is described as gaining abilities that enable the future workforce to develop, be part of and adapt to the changing society (Diehl, 2016).

Matlay & Hannon (2006) presents implications for schools in how they conceptualize and offer entrepreneurship education; teachers, and the task they play in productive entrepreneurship education and curriculum planners in producing significant “fit for purpose” contributions beyond the heterogeneity of the entrepreneurial opportunity settings.

Effectively designed programs to develop entrepreneurship would increase the number of entrepreneurs who become active players in the economic environment (Rushing, 1990; Salilew & Tariku, 2017).

Research appears to imply that:

“Individuals attending entrepreneurship courses have a higher tendency to start their own businesses at some point in their career than those attending other courses” Jaafar & Aziz, (2008).

The trend might come from exposure or education they underwent during the course that develops their engagement in entrepreneurship (Ismail et al., 2010).

Entrepreneurial education is the means of equipping people with the ability to identify commercial possibilities and the insight, self-esteem, education, and abilities to work on them. It incorporates instruction in opportunity recognition, selling a concept, directing resources in the face of risk, and starting a business enterprise Jones & English (2004).

The higher educational institutions and universities play a vital role in offering technical assistance, education, and training concerned with entrepreneurship activities to the present potential entrepreneurs Davey et al., (2016) and it also begin entrepreneurial activities (Veciana et al., 2005; Varamäki et al., 2005).

The International Labor Organization supports the empowerment of indigenous women and men through a dual strategy of intervention, promoting policies to protect their rights, including through the Indigenous and Tribal Peoples Convention, 1989 (No.169) and supporting capacity-building initiatives through technical cooperation projects for indigenous peoples in their ancestral domains. The Convention is consistent with the framework established by a national law- the Indigenous Peoples Rights Action (IPRA) and UN Declaration on the Rights of Indigenous Peoples.

Indigenous and Tribal Peoples Convention, 1989 (No. 169)

Article 27

1. Education programmes and services for the peoples concerned shall be developed and implemented in co-operation with them to address their special needs, and shall incorporate their histories, their knowledge and technologies, their value systems and their further social, economic and cultural aspirations.
2. The competent authority shall ensure the training of members of these peoples and their involvement in the formulation and implementation of education programmes, with a view to the progressive transfer of responsibility for the conduct of these programmes to these peoples as appropriate.

Article 31

Educational measures shall be taken among all sections of the national community, and particularly among those that are in most direct contact with the peoples concerned, with the

object of eliminating prejudices that they may harbour in respect of these peoples. To this end, efforts shall be made to ensure that history textbooks and other educational materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.

Related Literature on Entrepreneurial Attitude Orientation

Entrepreneurial Attitude Orientation helps determine risk-taking and opportunity recognition, while personality disposition is assessed through the need for achievement, extroversion, and locus of control (Misra & Mishra, 2016).

An individual-level entrepreneurial orientation measurement instrument maybe utilized to aid in entrepreneurship education. It has utility as a factor of influence in ascertaining educational preparation for several resolutions such as work preferences and industry efforts. IEO also could be employed by enterprise investors who are contemplating to support business proposals and by people who want to evaluate the strength of their orientation towards entrepreneurship (Bolton et al., 2012; Bhuian et al., 2012; Busenitz & Lau, 1996; Clarke & Clegg, 1998; Dacks, 1983).

People who engage in business programs tend to have the greater entrepreneurial motivation and are more inclined to become entrepreneurs. Empirical evidence reveals that attitudes, subjective norms and perceived behavior control reconcile the relationship between perceived entrepreneurial motivation and entrepreneurial intentions (Solesvik, 2013).

Research reveals that entrepreneurial attitudes and skills can be improved and polished in entrepreneurship education programs Harris & Gibson (2008). A more precise recognition of students' entrepreneurial attitudes can also be utilized to produce more relevant education programs, especially in regards to entrepreneurship education.

Harris & Gibson (2008) observe that people who are getting positive feedback about their entrepreneurial abilities had more powerful entrepreneurial expectations. Zainuddin & Rejab (2010) discovered that students assumed that entrepreneurship education enhances entrepreneurial self-efficacy and consequently towards their self-employment end.

Shifts in attitudes and perceived behavioral control have a significant positive impact. Adaptable entrepreneurship courses have a direct effect on changes in attitudes. Changes in attitudes have a twofold role, affecting shift in both intentions and perceived behavioral control. The outcomes imply versatile methods of entrepreneurship education are more effective in developing intentions than perhaps purely active modes (Zainuddin & Rejab, 2010).

The study of Belwal et al., (2015) showed that most university students were positive and enthusiastic about starting their own business but wanted to learn how to start a business. The learners' enthusiasm to run a business and their friendly, go-getter mindset, determination, and influential associations with established entrepreneurs are advantageous. Worry of frustration and unwillingness to take risks were the significant barriers confronting university students in walking an entrepreneurial way.

The value of perceived behavioral control and attitude in foretelling an individual's intention leads to diversification over different behaviors and situations. Higher levels of utility in self-employment are reached by individuals who hold positive entrepreneurial attitudes and strong entrepreneurial abilities Douglas & Shepherd (2002).

The advancement of business knowledge and the importance of entrepreneurship may significantly enhance the attitude of business among the learners Zhang et al., (2014).

Ibrahim et al., (2017) holds that a positive and significant role in transforming the graduates' attitude towards entrepreneurship is being attributed to higher education, government and business incubators.

A study by Amma & Fahad (2013) inferred that the perception based on achievements, needs, and self-confidence has a strong and positive influence on entrepreneurship's career selection. The perceptions of the students can effectively predict the students' behavior in career selection.

Attitude is presented as a better approach to the description of entrepreneurs than either personality characteristics or demographics. Robinson et al., (1991) It also relates to an object a person, place, thing, experience, movement, mental thought, cognitive bearings, life style or even mixtures of the different categories.

Nabi et al., (2008) holds that student characteristics and entrepreneurial experience were found to be associated with certain entrepreneurial attitudes.

The findings in Tan et al., (1996) revealed that the EAO subscales were capable of distinguishing between entrepreneurship and non-entrepreneurship learners. It was also observed that the EAO subscales distinguished between those who indicated a high intention versus those who indicated a low intention to start a business, and it also showed the difference in the EAO subscales for learners from different educational disciplines.

The EAO takes the conceptual but not theoretical lead from the earlier personal variable research. It contains four subscales, each of which consists of three components: affect, cognition, and conation. This is not intended to be an exhaustive list of the attitudes associated with entrepreneurship. It is intended to be a starting place.

The four attitude subscales are:

1. Achievement in business, referring to concrete results associated with the start-up and growth of a business venture.
2. Innovation in business, relating to perceiving and acting upon business activities in new and unique ways.
3. Perceived personal control of business outcomes, concerning the individual's perception of control and influence over his or her business.
4. Perceived self-esteem in business, pertaining to his self-confidence and perceived competency of an individual in conjunction with his or her business affairs.

Stimpson et al., (1991) stated that entrepreneurial attitude orientation consists of 4 broad dimensions: achievement self-esteem, personal control, and innovation. The reliability of attitude orientation was within acceptable standards. Significant difference of all 4 dimensions has been shown by the results of the discriminate functional analysis of entrepreneurs and non-entrepreneurs. The scores of entrepreneurs were significantly higher in innovation, achievement, and personal control. Both groups, however, showed a marginal difference in self-esteem.

Related Literature on Indigenous Entrepreneurship

Indigenous entrepreneurship is among the freshest academic research areas, showing that some cultural values are inconsistent with the fundamental premises of entrepreneurship's mainstream theories. Social organization between indigenous peoples is usually based on family ties, not fundamentally devised to answer market needs. Compared to Western-style capitalism, some indigenous economies represent egalitarianism, sharing, and communal activity. Indigenous entrepreneurship usually relies on instantly available resources. As a result,

employment in indigenous communities may be less consistent than in mainstream societies. Many entrepreneurial ventures among indigenous people include internal economic activity with no transaction. In contrast, activities often occur in the marketplace and in the informal sector, where enterprises often have restricted catalog (Dana, 2015).

In the study of Lituchy et al., (2006), Aboriginal women entrepreneurs surveyed show a unique need for conformity and a powerful trend towards collectivism. The business strategies of this group are mostly focused on attending to local community needs. This internally focused strategy may be due to their collectivist orientation or limited information on external markets for products and services.

Contrary to the prevailing focus in the indigenous entrepreneurship literature, which indicates indigenous entrepreneurs may strive to preserve their indigenous culture and identity while being an entrepreneur, the study of Gallagher & Lawrence (2012) implies that being an entrepreneur does not certainly weaken, and in fact can strengthen, the indigenous connection of entrepreneurs has to their identities as indigenous people.

In the study of Gamage & Wickramasinghe (2012), it emerges that the western entrepreneurship model does not represent the deep-rooted settings in society and culture of many developing countries. As a consequence, indigenous entrepreneurial certainties are not well explained. The techniques used to convert western ideologies into other cultural contexts were ineffective as they were not formed to be adaptable to contextual differences. The different disciplinary aspects and the Western model's reductionist approach resulted in limited returns to entrepreneurship programs. One disciplinary view can never handle all relevancies of entrepreneurial holism.

Based on the multiples linear regression (MLR) analysis, in Malay firms, Zainol (2013) the relationship between personality traits, cultural background, and government-aided programs with firm performance was not interfered with by entrepreneurial orientation (EO). However, the entrepreneurial orientation (EO) construct is significant as a predictor of performance.

The study of Thakur & Ray (2020) results show that tribal values are the principal operators of entrepreneurial dynamism, while conventional traits and attitudes have no impact, negating two prevailing narratives.

Palomino (2012) suggests that tourism entrepreneurship can complement the cultural group's subsisting livelihood strategies. Also, indigenous innovation and entrepreneurship aim to improve the indigenous quality of life, preserve their cultural heritage, nature included, and, ultimately, support the cultural group's survival.

Matlay et al., (2010) suggests that entrepreneurial attitude amidst European learners can be affected by exposure to enterprise education. The outcomes also show that gender, cultural and industrial heritage can affect the impact of enterprise education.

Bosma & Schutjens (2009) discern a positive link between entrepreneurial attitudes and entrepreneurial activity but dispute that this relationship is not clear-cut, in particular, when associating with economic development.

The attitude towards entrepreneurship can heavily influence the likelihood of individuals becoming self-employed. An individual's mindset or attitudes to move into self-employment make up the foundation for future entrepreneurial activities (Strobl et al., 2012; Tamizharasi & Panchanatham, 2010).

Synthesis of the Literature

Most of the studies conducted on Entrepreneurship and Indigenous Entrepreneurship involves exploration of the relationship between indigenous culture and entrepreneurship, indigenous entrepreneurship and indigenous economic development and some aims at exploring the drivers of entrepreneurial dynamism and performance in indigenous societies but only few looks into the Indigenous entrepreneurial attitude of students who are to be future entrepreneurs and who needs to obtain entrepreneurial education that fits their culture and identity.

This research differs from other studies on Indigenous Entrepreneurship and determination of Entrepreneurial Attitude Orientation since the researcher has conducted this study to give emphasis to the deeper meaning and importance of assessing the Entrepreneurial Attitude Orientation of the students in order to come up with a more appropriate, culturally sensitive entrepreneurship education, training and development programs that reflect an economic development approach desired by Indigenous communities.

METHODOLOGY

The Locale of the Study

The study was conducted at Kalinga State University, Dagupan Campus, Tabuk City, Kalinga.

Research Design

This type of research is a descriptive/evaluative study. The researcher use this method to explain, interpret and evaluate the Entrepreneurial Attitude Orientation of the the fourth year BS Entrepreneurship, BSBA Major In Financial Management, BS Hotel and Restaurant Management And BS Office Administration of the Kalinga State University SY 2019-2020, enrolled to Entrepreneurship subjects during the first semester. It composes personal interviews and floating of survey questionnaires to achieve and strengthen the objectives of the study that will provide the ongoing program innovation of instructional materials, which are appropriate, appealing, significant, and sensitive to the students' needs.

Respondents/informants/research participants

The participants of the study are the fourth year BS Entrepreneurship, BSBA Major In Financial Management, BS Hotel and Restaurant Management And BS Office Administration of the Kalinga State University SY 2019-2020, enrolled to Entrepreneurship subjects during the first semester.

Instrumentation

A survey questionnaire was used as the main data gathering instrument, adapted from the study of Robinson, et al., (1991). In its entirety, the EAO consists of 75 statements the subject indicates how much he/she agrees with each of the statements by circling a number between 1 and 10 where 1 indicates strong disagreement with the statement and 10 indicates strong agreement with the statement.

The anchors between 2 and 4 and between 7 and 9 were not labeled because of the lack of words of evenly increasing magnitude that all subjects are likely to agree upon. In its entirety, the EAO consists of 75 statements the subject indicates how much he/she agrees with each of the comments by circling a number between 1 and 10 where 1 indicates strong disagreement with the statement and 10 indicates strong agreement with the statement.

According to Robinson et al., (1991, as cited in David, 2010) Entrepreneur Attitude Orientation (EAO) questionnaire consisting of 75 items, each paired to a 1-10 Likert scale. The EAO is theoretically well-grounded and provides a score based on four attitude subscales:

1. Achievement in business refers to concrete results associated with the start-up of a business (Cronbach's alpha = 0.84),
2. Perceived personal control of business outcomes concerns one's perception of control or influence over his or her business (Cronbach's alpha = 0.70),
3. Innovation in industry relates to acting on business activities in novel ways (Cronbach's alpha = 0.90),
4. Perceived self-esteem in business which refers to self-confidence with regard to one's business affairs (Cronbach's alpha = 0.73), and the EAO general (Cronbach's = 0.86). The four subscales have been shown to produce 77% accuracy in predicting entrepreneurship.

Data Gathering

The study mainly used primary data collected through floating survey questionnaires and conducting personal interviews with the student and the teachers. The procedure of the research is as follows: first, the data to be acquired from survey questionnaires is primarily to strengthen the analysis and interpretation of the study with regards to the entrepreneurial attitude orientation of the students. The second part is an interview with the teachers this part explores the observation of the teachers in terms of entrepreneurial attitude orientation of the students in relation to their indigeneity.

Data Analysis

Analysis of data was subjected to various statistical methods depending on the data's level of measurement by using a 103 returned survey. The methods used in this study include descriptive statistics such as frequencies, mean, standard deviations, and percentage. Inferential statistics such as ANOVA and T-test were used. The Statistical Package for Social Sciences (SPSS) was used in the analysis of the data collected in this research, and the results of the study were presented using tables.

Measurement- Quantitative approaches using the EAO scale is used for the analysis of the entrepreneurial attitudinal orientation of students based on self-report. Opinions are expressed on a 10-point scale. According to Zaidatol & Bagheri (2009) describes the mean score above 3.80 was considered high, 3.40-3.79 was deemed to be moderate and below 3.39 was regarded as low perceptions for a five-point Likert scale based on this researchers have doubled the ranges to make a fit of 10- point Likert scale. According to David (2010), it has the following advantages. First, Subjects' have been growing to get to know to the 10-point scale. Changing the size invites confusion and can compromise reliability. Second, there is enough breath in the 10-point scale to distinguish strong opinions from dull conformity. The higher the average estimate, the more likely it is that the respondent has this trait have used Table 1.

Mean Score	Adjectival Rating
7.6 Above	High
6.8-7.58	Moderate
6.78 Below	Low

RESULTS AND DISCUSSION

SUMMARY

Result of Descriptive Statistics- of the 180 questionnaires prepared, 136 attempted to complete the study, and 103 of them completed it entirely. This gives a completion rate of about 57% (103/180).

As depicted from Table 2 most of the student respondents are HRM students (38%) followed by students from BSOA (28%) and from BS Entrep (17%) and BS Finance (17%).

As can be seen in Table 3 the majority of the respondents (63%) belongs to the indigenous group who are either, Kalinga, Igorot, Kankannaey, Isnag, and Gaddang. While (37%) belongs to the Non-Indigenous group who are mostly Ilokanos, Tagalog, Bisayas, and Ibanag.

Number	Program	Frequency	Percent
1	BSOA	29	28%
2	BS Entrep	18	17%
3	BS HRM	39	38%
4	BS Finance	17	17%
	Total	103	100%

Number	Indigeinity	Frequency	Percent
1	BSOA	29	28%
2	BS Entrep	18	17%
	Total	103	100%

The Effect of Demographic Variables on EAO Scores

In this section of the study findings and discussion concerning the consequence of demographic variables and EAO scores have assessed using mean and standard deviation.

Program of Respondents		EAO Dimensions			
		Achievement in Business	Innovation in Business	Perceived personal control of business outcomes	Perceived self-esteem in business
BSOA	Mean	4.8	4.68	4.66	5

	N	29	29	29	29
	SD	1.09	0.97	0.97	0.38
BS Entrep	Mean	4.61	4.73	4.68	5.19
	N	18	18	18	18
	SD	1.47	1.19	1.31	0.5
BS HRM	Mean	5.04	4.93	4.9	4.9
	N	39	39	39	39
	SD	1.37	1.15	1.2	0.3
BS Finance	Mean	5.03	4.99	5.03	5.06
	N	17	17	17	17
	SD	1.53	1.25	1.23	0.31
Total	Mean	4.9	4.8	4.8	5
	N	103	103	103	103
	SD	1.3	1.1	1.2	0.4

Table 5
EAO SUBSCALE MEAN FOR EACH PROGRAM

EAO Dimension	Mean	Program
Achievement in business	4.8	BSOA
	4.6	BS Entrep
	5	BS HRM
	5	BS Finance
Innovation in business	4.7	BSOA
	4.7	BS Entrep
	4.9	BS HRM
	5	BS Finance
Perceived personal control of business outcomes	4.7	BSOA
	4.7	BS Entrep
	4.9	BS HRM
	5	BS Finance
Perceived self-esteem in business	5	BSOA
	5.2	BS Entrep
	4.9	BS HRM
	5.1	BS Finance

As seen, from the above Tables 4 & 5, the mean scores are all <6.78, which means a low level of EAO on all dimensions across all the programs offered by CBEA. This shows that courses delivered currently in all faculties needed to increase the university student's entrepreneurial attitudinal orientations. According to Pritchard et al., (2004), student's choice of academic major has been linked to their propensity for the subject as well as job availability and earnings potential. Grubb et al., (2006), said that within the business field, those whose primary discipline is business management had been shown to possess a more favorable view of careers in the small business arena, mainly since this working environment allows them to play a more

significant role in decision making. In contrary to the findings of this study which reveals those students across the program do not have willingness towards Entrepreneurship (Tables 6 & 7).

		EAO Dimensions			
Indigeneity		Achievement in Business	Innovation in Business	Perceived personal control of business outcomes	Perceived self-esteem in business
Indigenous	Mean	4.7	4.7	4.7	5
	N	38	38	38	38
	SD	1.4	1.1	1.1	0.4
Non-Indigenous	Mean	5	4.9	4.9	5.1
	N	65	65	65	65
	SD	1.3	1.1	1.2	0.5
Total	Mean	4.9	4.8	4.8	5
	N	103	103	103	103
	SD	1.3	1.1	1.2	0.4

EAO Dimension	Mean	Indigenous Affiliation
Achievement in Business	4.7	Indigenous
	5	Non Indigenous
Innovation in Business	4.7	indigenous
	4.9	Non Indigenous
Perceived personal control of business outcomes	4.7	Indigenous
	4.9	Non Indigenous
Perceived self-esteem in business	5	Indigenous
	5.1	Non Indigenous

The result of this study is in agreement with the research made by Lindsay (2005) he developed a model which contributed to the understanding of cultural effects on Indigenous entrepreneur attitude. Of which, he was able to formulate the following propositions:

P1: Indigenous entrepreneurs will demonstrate low levels of the EAO dimension - achievement.

P2: Indigenous entrepreneurs will demonstrate low levels of the EAO dimension - innovation.

P3: Indigenous entrepreneurs will demonstrate low levels of the EAO dimension - self-esteem.

P4: Indigenous entrepreneurs will demonstrate low levels of the EAO dimension -personal control.

As shown in Table 5, although all the respondents have shown a low level of EAO, the indigenous group has shown a lower level of EAO than those who belong to the non-indigenous group.

Culturally, the people of Cordillera, the Kalinga's, in particular, are observed to have a strong loyalty to their own tribe or social group (Anderson 1995; Redpath & Nielsen 1997; A

Kirby & Ibrahim, 2017; Bakheet, 2018), cultural influences will restrict innovation to developing and acting upon new and unique business activities that only conform to cultural norms. Any business innovation contemplated outside cultural norms will not feature strongly in Indigenous thinking. As such, Indigenous entrepreneurial attitudes toward change will be restricted and will appear low.

Redpath & Nielsen (1997) what constitutes an opportunity from an Indigenous perspective (one that benefits the community in terms of economic and non-economic returns) will differ from what constitutes an opportunity from a non-Indigenous perspective (where the focus is on financial returns to the individual entrepreneur and shareholders). Thus, Indigenous entrepreneurial attitudes toward opportunity recognition will differ from non-Indigenous entrepreneurial sensibilities (Table 8).

Correlation Analysis

		Sum of Squares	df	Mean Square	F	Sig (2 tailed)
Achievement in Business	Between Groups	2.7	3	0.9	0.5	0.7
	Within Groups	177	97	1.83		
	Total	179.7	100			
Innovation in Business	Between Groups	1.7	3	0.56	0.4	0.7
	Within Groups	125.6	99	1.27		
	Total	127.3	102			
Perceived personal control of business outcomes	Between Groups	2.1	3	0.71	0.5	0.7
	Within Groups	134.3	99	1.36		
	Total	136.5	102			
Perceived self-esteem in business	Between Groups	1.1	3	0.35	2.6	0.1
	Within Groups	13.3	9	0.13		
	Total	14.3	102			

**significant level at $\alpha=0.05$*

Since the p- value $0.7 > 0.05$, $0.7 > 0.05$, $0.7 > 0.05$ and $0.1 > 0.05$ Ho must be NOT rejected then there is no significant difference.

The result ($F=0.5$ $P=0.7$, $F=0.4$ $P=0.7$, $F=0.5$ $P=0.7$ and $F=2.6$ $P=0.1$) for achievement in business, innovation in industry, perceive personal control of business outcomes and perceived self-esteem in business respectively of one way ANOVA with four programs corresponding to the four EAO dimensions in the Table 6 above, which illustrates there are no significant relationships between the four EAO dimensions and different programs of the CBEA students (Table 9).

		Sum of Squares	df	Mean Square	F	Sig (2 tailed)
Achievement in	Equal variances assumed	1.5	0.1	-1.2	102	0.24

Business	Equal variances not assumed			-1.2	77	0.24
Innovation in Business	Equal variances assumed	1.4	0.1	-1.2	102	0.24
	Equal variances not assumed			-1.2	77	0.24
Perceived personal control of business outcomes	Equal variances assumed	1	0.2	-1.2	102	0.33
	Equal variances not assumed			-1.2	84	0.33
Perceived self-esteem in business	Equal variances assumed	0.5	0.2	-0.7	102	0.52
	Equal variances not assumed			-0.7	74	0.52
<i>*significant level at $\alpha=0.05$</i>						

Since the p- value $0.24 > 0.05$, $0.24 > 0.05$, $0.33 > 0.05$ and $0.52 > 0.05$ Ho must be NOT rejected then there is no significant difference.

The results in the above Table 7, shows that (F=1.5 P=0.24, F=1.4 P=0.24, F=1.0 P=0.33 and F=0.5 P=0.52) at P-value are not significant of T-test with two groups corresponding to achievement in business, innovation in industry, perceive personal control of business outcomes and perceived self-esteem in business respectively shown in the above table, which illustrates there are no significant differences between the indigenous affiliation of students on EAO dimensions. Therefore, we can say that EAO dimensions do not have individual variations based on indigenous affiliation.

CONCLUSION

Students enrolled in the College of Business Administration, Entrepreneurship and Accountancy registered low attitudes towards entrepreneurship, and there are no statistical differences in all the EAO dimensions when grouped according to program. Although the study has affirmed the earlier survey that indigenous people have lower EAO than non-indigenous people, this study showed that there is also no statistical difference in all the EAO dimensions of the students when grouped according to indigenous affiliation.

RECOMMENDATION

This study is an initial step in a direction to develop a more encompassing and holistic approach to teaching Entrepreneurship that is inclusive of both non-Indigenous and Indigenous entrepreneurs. Although there are many training programs developed to encourage entrepreneurship in the community, these are observed to be of non-Indigenous orientation. The primary purpose of university courses, from the point of view of both the university and the individual student, is to train and prepare young people for their future vocational activity, which may bring them into close contact with commercial or social enterprises. Attitudes tend to change across time and situations through an interactive process with the environment, and once a person's attitude has been measured, a prediction can be made about the person's future actions.

To improve the EAO levels of the students, following are the researcher's recommendation:

1. KSU should review the teaching strategies for all the programs; it should prioritize and include activities that will encourage them to develop their EAO on achievement in business, innovation in the industry, perceive personal control of business outcomes and perceived self-esteem in business
2. KSU should put up a mini-enterprise managed by the students or the student organizations; this way, the students will experience practical learning and exposure to fieldwork.

3. The students should be encouraged and given support when attending local and international forums or symposia, trade fairs, and exhibits that will develop their self-esteem in business.
4. Regular mentoring and coaching programs should be made available for the students who want to learn from local and successful entrepreneurs through a partnership with the Department of Trade and Industry or the Kalinga Chamber of Commerce.

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