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THE DETERMINANTS OF ENTREPRENEURSHIP CAREER INTENTION AMONG BUSINESS COLLEGE STUDENTS

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ABSTRACT
The majority would opt to seek employment in the private sector rather than pursue their entrepreneurial careers despite the efforts exerted by higher educational institutions to promote an entrepreneurial mindset among business students. This descriptive-correlational study aimed to determine how entrepreneurship traits and innovative cognitive style drive entrepreneurship career intention among the 300 business college students in Davao Del Norte who were chosen through a stratified sampling technique. The researcher used adapted survey questionnaires for data generation. Data were analyzed using descriptive and inferential statistics. Results indicated that the level of entrepreneurship traits and the level of innovativecognitive style are always manifested, while the level of entrepreneurship career intention is very evident. On the other hand, it was found in the regression analysis that innovative-cognitive style stands as the strongest driver of business college students' entrepreneurial career intention in a singular capacity. Moreover, the variation equivalent to 73 percent could be attributed to other factors not covered in this study.

KEYWORDS: *Business Management, Entrepreneurship Traits, Innovative- Cognitive Style, Entrepreneurship Career Intention, Davao del Norte, Philippines*

INTRODUCTION
Entrepreneurial career intention represents a characteristic that drives an individual toward self-employment or starting their own company (Fayolle and Lián, 2014). However, in Malaysia, students have difficulty choosing entrepreneurship as their career due to different factors such as family influence (Rengiah &Sentosa, 2016), where some parents' negative outlook of entrepreneurship have affected students and children's attitudes towards having their businesses in the future (Ferreira et al., 2016). In addition, students' lack of financial literacy and necessary skills is one factor why students hesitate to venture (Farid & Rahman, 2020; Yusoff et al., 2014). Moreover, a lack of motivation to acquire entrepreneurial skills is attributed to students' unwillingness to achieve (Chiekezie et al., 2016).

Additionally, psychological barriers hamper students' ability to realize their entrepreneurial dreams (Sandhu et al., 2017). In the Philippines, reluctance to pursue entrepreneurship as a career among college students is due to students' low interest despite government interventions to promote entrepreneurship (Belmonte et al., 2022). Also, the Philippine culture, like the employment mindset, affected people greatly, particularly in selecting career choices (Negosyanteng Pinoy, 2021). Furthermore, hesitation in starting a business in the Philippines is fueled by concerns over weak market demand, corruption, elevated crime rates, lack of trust in government regulations, and challenges in resolving legal disputes (Velasco, 2016).

Although problems are encountered, enhancing entrepreneurial career intention is relevant to integrating youth into labor and eliminating probable social exclusion (Herman et al., 2017). Consequently, boosting employment through entrepreneurial endeavors among young people from various nations could contribute to fulfilling a Sustainable Development Goal outlined in the 2030 Agenda for Sustainable Development, particularly Goal 8 on Promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all (UN, 2015). Entrepreneurs are pivotal in generating employment opportunities, fostering innovation, and driving progress (Soon et al., 2017). Undeniably, entrepreneurship career intention plays a significant role in translating economic goals into action, reflecting individuals' commitment to innovation and economics and promoting individual empowerment and a nation's global competitive advantage (Mat et al., 2015). It was emphasized by Ambad and Damit (2016) that a business fostering a culture that supports entrepreneurial intention among employees can lead to intrapreneurship, driving innovation and contributing to the overall success of the organization.

Moreover, various studies have shown the relationship among the factors that affect an entrepreneurial career intention. Karabulut (2016) underscores the positive influence of personality traits on entrepreneurial intention, contending that individuals possessing these traits are more committed and adept at handling business challenges. Similarly, other findings emphasize that possessing 3 entrepreneurial traits influences one's inclination toward entrepreneurship and indicates potential success in business endeavors (Palmer et al., 2019). On the other hand, Bach et al. (2018) assert that an innovative

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cognitive style enhances entrepreneurial intention by shaping attitudes, subjective norms, and perceived behavioral control. Subsequently, individuals with higher innovativeness are more entrepreneurially inclined (Ahmed et al., 2019).

Due to the significant challenges related to entrepreneurial career intention, many studies have been conducted to identify the effects of the variable, draw conclusions, and offer recommendations. However, only a few have college students' perceptions, particularly those enrolled in programs as respondents. Additionally, the researcher has not found any study in the Philippines, particularly in the local context, that examines all the variables considered in this research. The published studies emphasized entrepreneurial education as a predicting variable of entrepreneurship career intention without exploring entrepreneurship career intention as influenced by entrepreneurial traits and innovative cognitive style. Hence, this study will employ three variables to fill the gap between the ideal situation and reality of entrepreneurship career intention, exploring how entrepreneurial traits and innovative cognitive style predict entrepreneurship career intention, especially for business college students.

Sharing the valuable information gathered will serve as the foundation of discoveries and provide a basis for future research endeavors. To disseminate the study's results, the researcher plans to upload it to reputable and verified research journal publications, catering to other online researchers seeking information. Additionally, participation in national or international research conferences is anticipated as part of the dissemination process. As a gesture of appreciation to the research locale, the researcher intends to provide a copy of the study's results, offering valuable insights into future actions. Furthermore, copies of the survey will be provided to the UIC and city libraries where the research will be conducted, contributing to the local academic and community knowledge base.

STATEMENT OF THE PROBLEM

The primary aim of this study was to determine if entrepreneurial traits and innovative cognitive styles could significantly determine the entrepreneurship career intention of college business students in Davao del Norte. Specifically, this study sought to answer the following:

1. What is the status of entrepreneurship traits among the selected college business students in terms of the following:
   1.1 initiative;
   1.2 perseverance;
   1.3 adaptability; and
   1.4 social culture awareness.
2. What is the status of innovative cognitive style among the selected college business students as characterized by the following:
   2.1 willingness to try;
   2.2 creative-original; and
   2.3 option-leader & ambiguities-problems.
3. What is the extent of entrepreneurship career intention among the selected college business students in terms of:
   3.1 immediate term intention, and
   3.2 future intention.
4. Is there a significant relationship between:
   4.1 entrepreneurial traits and entrepreneurship career intention; and
   4.2 innovative cognitive style and entrepreneurship career intention.
5. Which between entrepreneurial traits and innovative cognitive style significantly determines the entrepreneurship career intention of selected business college students.

METHODS

This study adopted a quantitative research design, utilizing the descriptive-correlational method. The descriptive aspect assessed the levels of entrepreneurial traits, innovative cognitive styles, and entrepreneurial career intentions of selected business college students, as described by Siedlecki (2020). The correlational design, following Stangor and Walinga (2019), explored the relationships between entrepreneurial traits and career intentions and between innovative cognitive styles and career intentions.

The research focused on four higher education institutions (HEIs) in Davao del Norte, including two private universities, one state university, and one local college, selected for their business administration programs. A sample of 300 senior business students, distributed across these HEIs, was chosen based on inclusion criteria: enrollment in a business program, no back subjects, and regular student status. Hair et al. (2009) supported this sample size for reliable data estimation.

The survey instrument had three parts. Part I assessed entrepreneurial traits, adapted from Daud et al. (2019), with a Cronbach Alpha of 0.791. Part II evaluated innovative cognitive styles, adapted from Pejic et al. (2018), with a Cronbach Alpha of 0.893. Part III measured career intentions, adapted from Soon (2014), with a Cronbach Alpha of 0.92. A 5-point Likert scale captured respondents' perspectives.
Data collection involved securing ethical approvals and distributing questionnaires through institutional gatekeepers due to the researcher's schedule. The process lasted two months.

Data analysis used mean and standard deviation to describe levels and consistency of responses, Pearson-r to determine relationships, and multiple regression to identify predictors of entrepreneurial career intentions. Results provided insights into entrepreneurial traits, cognitive styles, and career intentions, highlighting significant relationships and the predictive strength of the studied variables.

RESULTS AND DISCUSSION

Status of Entrepreneurship Traits

Illustrated in Table 1 is the status of entrepreneurship traits among the selected college business students in Davao Del Norte. Data revealed an overall mean of 4.36, which is very high. It means that entrepreneurship traits among the selected college business students are always manifested. This implies that the college business chosen students consistently demonstrate strong entrepreneurial characteristics, such as

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initiative, perseverance, adaptability, and social awareness. In connection, this also means that these students possess the different traits that a successful entrepreneur should have, which gives them a hint that they can overcome hurdles they may face in the future. In addition, the standard deviation ranges from .64 to .81, less than 1.0, and it denotes consistencies in the respondents' responses.

This very high-level entrepreneurship trait of business college students is aligned with the findings of Kerr et al. (2017), who brought out that business students who are always showing high entrepreneurial traits are not only wellequipped to venture but also have the skill set to deal with new challenges and opportunities that characterize a rapidly changing business world.

Table 1
Status of Entrepreneurial Traits among the Selected College Business Students

	Mean	SD	Description
Initiative			
Believing they are …			
1. having a positive attitude.	4.39	.72	Very High
2. being a self-starter.	4.19	.81	High
3. always getting things done.	4.22	.80	Very High
Category Mean	**4.27**	**.67**	**Very High**
Perseverance			
1. being determined to succeed at something and keep trying until they get it right.	4.51	.64	Very High
2. having high determination that pushes them to keep going and keep trying through times.	4.51	.67	Very High
Category Mean	**4.51**	**.59**	**Very High**
Adaptability			
1. being able to adjust themselves to different conditions.	4.33	.75	Very High
2. making changes to respond to the new environment.	4.26	.78	Very High
Category Mean	**4.29**	**.67**	**Very High**
Social Awareness			
1. being aware of the differences and similarities between people from other countries.	4.36	.72	Very High
2. knowing about the cultural characteristics, history, values, beliefs and behaviors of other ethnicities or group.	4.25	.74	Very High
3. being aware of other cultural attitudes.	4.32	.72	Very High
4. respecting and valuing other cultures.	4.57	.64	Very High
Category Mean	**4.37**	**.53**	**Very High**
Overall Mean	**4.36**	**.49**	**Very High**

Initiative. This indicator yielded a category mean of 4.27, described as very high, with mean ratings of the items ranging from 4.19 to 4.39. This means that initiative among the selected college business students is always manifested. Consequently, item 2, being a self-starter, got a mean of 4.19, described as (always manifested), while item 1, having a positive attitude, has a mean rating of 4.39, described only as high. This connotes that these students can take action without someone telling them to do so, have an eye for identifying potential problems, and prepare an advanced solution.

The very high initiative is consistent with the findings of Cekule et al. (2020), who argued that those students who showed a high level of initiative are more likely to overcome barriers like fear of failure, lack of resources, and uncertainty of the future and move further in their entrepreneurial journey.

Perseverance. This indicator has a category mean of 4.51, which is described as very high, and all items got equal ratings of 4.51. This means that perseverance among business college students is always manifested. This implies that business college students are determined to fulfill their dreams and ambitions due to persistence. This also means these students will not easily get discouraged and demotivated even if they face many problems and challenges in their academic journey and future career choices.

The result of this study supports the findings made by Yang and Wang (2022), who have observed that there are students who extremely persevere and these are excellent performers in schools.

Adaptability. This indicator has garnered a very high category mean rating of 4.29; all items have mean ratings ranging from 4.26 to 4.33, also described as very high. This indicates that adaptability among business college students is always manifested. This means that, in any situation or circumstances where these students will be placed or put, they can easily adjust and act based on the condition's requirements.

The results are consistent with the study of Akkermans et al. (2018), who asserted that those students who showed a high degree of adaptability are more successful in navigating their choice even when there will be a sudden change in the transition.

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Social Awareness. This indicator revealed a category mean value of 4.37, which is described as very high, and all mean ratings of the items range from 4.25 to 4.57, which is also described as very high. This means that social awareness among business college students is always manifested. This emphasizes the student's respect towards the diverse culture and behavior in their society, their ability to work with different individuals, and their understanding of others well.

This always-manifested social awareness of students is aligned with the findings of Rodriguez and Lamm (2016), who reveal that business students possess a high level of understanding of cultural differences, which enables them to navigate complex social interactions, making them more effective in diverse workplaces in the future.

Status of Innovative Cognitive Style

Presented in Table 2 is the status of innovative cognitive style among the to navigate complex social interactions, making them more effective in diverse workplaces in the future. selected college business students in Davao Del Norte. It generated an overall mean of 4.32, which is described as very high, which means that the innovative cognitive style among the selected college business students is always observed. This implies that business students are creative, risk-takers and reliable sources of information that people around them can count on. The standard deviation ranges from .69 to .82, which is less than one, suggesting that the ratings are clustered near the mean.

The very high-level status of the innovative cognitive style of business college students affirms the view of Rahman and Singh (2015), who asserted that students who possess key factors such as innovation, a forward-thinking mindset, risk-taking ability, adaptability to change, and strong commitment since these are essential motivators that drive entrepreneurs to start and grow successful new ventures.

Table 2

The Status of Innovative Cognitive Style among the Selected College Business Students

	Mean	SD	Description
Willingness to Try			
1. being confident in adopting new ways of doing things once they see them working successfully for people around them.	4.41	.69	Very High
2. trusting new ideas once they see that most people around them accept them.	4.34	.73	Very High
3. being generally thoughtful and careful when considering new ideas.	4.33	.74	Very High
4. preferably seeing other people using new innovations before considering adopting them.	4.44	.69	Very High
5. approaching new ideas with a healthy dose of skepticism and take the time to evaluate them thoroughly.	4.41	.67	Very High
6. carefully observing and learning from their group experiences before accepting something new.	4.42	.70	Very High
Category Mean	**4.39**	**.50**	**Very High**
Creative–original			
1. considering themselves to be creative and original in their thinking and behavior.	4.24	.72	Very High
2. being an inventive kind of person.	4.24	.78	Very High
3. seeking out new ways to do things.	4.26	.72	Very High
4. enjoying trying out new ideas.	4.36	.71	Very High
5. finding it stimulating to be original in their thinking and behavior.	4.45	.68	Very High
6. frequently improvising methods for solving a problem when an answer is not apparent.	4.34	.74	Very High
Category Mean	**4.32**	**.53**	**Very High**
Opinion-leader and Ambiguities Problems			
1. feeling that they are influential members of their peer group.	4.21	.73	Very High
2. often being asked by their peers for advice or information.	4.29	.69	Very High
3. enjoy taking part in the leadership responsibilities of the groups they belong to.	4.26	.82	Very High
4. being challenged by ambiguous questions.	4.23	.74	Very High
5. being challenged by ambiguities and unsolved problems.	4.25	.74	Very High
Category Mean	**4.25**	**.62**	**Very High**
Overall Mean	**4.32**	**.47**	**Very High**

Willingness to Try. This indicator has gained a category mean value of 4.39, which is described as very high, which also means that willingness to try among selected college students is always manifested. The varied items indicated means ranging

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from 4.33 to 4.44; all were very high. This demonstrates the eagerness of business college students to try new things and not settle for what is common but be cautious at the same time, considering the evaluation of its advantages and benefits first.

The very high willingness of students to try new things aligns with the findings of Rogers (2014), who found that students who are more excited to try new methods when they perceive a relative advantage (i.e., they believe the new approach is more effective than the old one) on it and when they can try the method on a small scale first to assess its usefulness.

Creative-original. This indicator garnered a very high category mean of 4.32, and all items with mean ratings that range from 4.24 to 4.45 were also described as very high, which also means that creative-original among selected college students is always manifested. This connotes that these college students have a strong sense of creativity and originality, allowing them to think differently from others, seek new solutions to problems, and conceptualize innovative ideas.

The very high status of the creative original is consistent with Dermol and Rozman (2014), who found that there are students who are innovators, creative, and inventive individuals who are willing to develop new innovative solutions to improve and appraise new ideas.

Opinion-leader and Ambiguities Problems. The mean rating of this indicator's different items ranges from 4.21 to 4.29, with a category mean of 4.25 described as very high. This also means that opinion and ambiguities problems among selected business college students are always manifested. It can be 54 interpreted that these business college students are trusted by their peers or friends in a way that they are asked for advice and assistance when troubled. Also, these students enjoy leading and show their leadership capability.

The finding supports the study of Atkins and Shrubb (2019), who found that some students displayed a strong ability to manage uncertainties, maintain confidence in their leadership capacity, build trust within their peer groups, and have a strong influence on others.

Extent of Entrepreneurship Career Intention

Table 3 shows the extent of entrepreneurship career intention among the selected college business students. It shows an overall mean of 4.43, which is very high, which means that the entrepreneurial career intention is very evident. The very high result demonstrates students' strong determination to be an entrepreneur as their career choice instead of working for someone's business—the standard deviation ranges from .65 to 75, denoting the respondents' heterogeneous responses.

The evident entrepreneurial career intention supports the study of Grine et al. (2015), who argued that business students display different key entrepreneurial gestures and are motivated to turn their ambitions into real-world endeavors, particularly establishing their own business rather than seeking employment.

Table 3

The Extent of Entrepreneurship Career Intention among the Selected College Business Students

Mean		SD	Description
Immediate Term Intention			
1. Preferring to be an entrepreneur rather than to be an employee in a company.	4.37	.74	Very High
2. being prepared to do anything to be an entrepreneur.	4.31	.75	Very High
3. being very interested in being an entrepreneur.	4.41	.72	Very High
4. intending to work very hard to become an entrepreneur.	4.48	.66	Very High
5. having already prepared themselves to become an entrepreneur.	4.38	.73	Very High
6. becoming an entrepreneur as their professional goal.	4.41	.74	Very High
7. putting every effort into starting and running their own business.	4.47	.71	Very High
8. having thought seriously about starting their own business after completing their study.	4.45	.69	Very High
9. wanting to be their own boss.	4.51	.68	Very High
Category Mean	**4.42**	**.53**	**Very High**
Future Intention			
1. being determined to create a firm in the future.	4.40	.72	Very High
2. intending to start their business in the next ten years.	4.43	.69	Very High
3. having a strong intention to start a business someday.	4.50	.65	Very High
Category Mean	**4.44**	**.58**	**Very High**
Over-all Mean	**4.43**	**.50**	**Very High**

Immediate Term Intention. The mean ratings of the different items range from 4.31 to 4.51, which reflects a category mean of 4.42, which is described as very high. This also means that immediate-term intention among selected college students is very evident. This finding indicates that business college students are seriously considering becoming business owners and are prepared to do whatever it takes to pursue entrepreneurship. In addition, this strong inclination toward entrepreneurship reflects a deep commitment to independence and a desire to create paths in the business world.

This very high immediate career intention confirms the findings of Kim-Soot et al. (2014) who connotes that, students are eager to start their businesses and see entrepreneurship as a key part

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of their future. Unlike traditional jobs that offer incentive bonuses, entrepreneurship relies on personal drive and determination. Their firm intention to become entrepreneurs is rooted in a deep commitment despite the challenges and potential economic or environmental obstacles they may face.

Future Intention. It reveals that its category mean is 4.44, which is very high. This means that future intention among business college students is very evident. This indicates that, while students may not have the immediate ability to invest in and begin a business, they are determined to build and operate their businesses in the future.

This finding supports the argument of Isabel et al. (2023) that entrepreneurial intents of business college students are motivated by increasing confidence, risk-taking mindset, and ongoing academic progress. As students get more knowledge and hands-on experience, their entrepreneurial goals become more apparent, directing their future career choices. This developing clarity influences not only their professional goals but also how they discover and address opportunities and problems along their entrepreneurial path in the future.

Relationship Between Variable

It is shown in Table 4 that entrepreneurial traits have a positive weak relationship with entrepreneurial career intention (r=.36; p<.05), supporting a significant relationship. This means that as the status of entrepreneurial traits increases, the extent of entrepreneurial career intention among selected college business students tends to increase.

Table 4

Relationship Between Entrepreneurial Traits, Innovative Cognitive Styles and Entrepreneurial Career Intention

	Entrepreneurial Career Intention		
	r	p-value	Remarks
Entrepreneurial Traits	.36	.00	Significant
Innovative Cognitive Styles	.51	.00	Significant

Similarly, innovative cognitive skills reveal a significant positive moderate relationship with entrepreneurial career intention ($r = .51$, $p < .05$). As the status of innovative cognitive style increases, the extent of entrepreneurial career intention among the selected college business students significantly increases.

This implies that entrepreneurial traits and innovative cognitive styles are essential in shaping college business students' entrepreneurship career intentions. Students' willingness to work as entrepreneurs improves as they develop more substantial entrepreneurial qualities. Likewise, college students who think more inventively, do not want to copy ideas from others, and are willing to try new things will likely pursue entrepreneurship as their career choice.

Likewise, this study's findings are in consonance with the result of Panagiotis et al. (2024) research. Their findings highlighted that someone's entrepreneurial inclinations have something to do with their traits: attitude, openness, perceived behavioral control, and extraversion. For instance, careful people are more goal-oriented and disciplined, but open people are more willing to embrace new ideas and chances. Together, these characteristics can significantly impact a student's motivation to start a business and overcome the hurdles of entrepreneurship. Additionally, Anita and Bans-Akutey (2023) attest that entrepreneurial qualities considerably influence the final year of students' entrepreneurial inclinations. Educators who link these attributes with entrepreneurial ambitions help students pursue more successful post-graduate careers.

It corroborates with the study of Mirjana et al. (2018). Their analysis has shown that innovative cognitive style is significantly related to entrepreneurial intentions. This indicates that individuals who think more creatively and give more creative answers to challenges they face are more likely to become entrepreneurs. These people usually see opportunities, while others see a threat and are not afraid to research them. Further, innovation cognition is an integral part of the mindset required to become an entrepreneur and should not be disregarded. It shows that more attention should be given to advancing creative thinking within the university and work environment to increase people's entrepreneurial potential. Additionally, this claim was supported by the previous study of Liao et al. (2022). Individuals' approaches to problem-solving and innovation, together with their viewpoints and mindset, considerably impact their motivation to pursue entrepreneurship. When combined with a positive and proactive attitude, an innovative cognitive style may influence defining one's entrepreneurial goals and 59 decisions

Influencers of Entrepreneurial Career Intention

The data in Table 5 shows the results of the multiple regression analysis. It can be gleaned that both independent variables significantly determine entrepreneurial career intention in their independent capacity (p<.05, 2-tailed). Interestingly, the innovative cognitive style is a better determinant between the two independent variables, as manifested by a higher positive beta coefficient of .44 (p<05).

In addition, the combined influence of the two independent variables, entrepreneurial traits, and innovative cognitive style, is significant ($F = 54.90$, $p < .05$). Meanwhile, the model explains 27 percent of the variance of entrepreneurial career intention based on the independent variables included in this study as indicated by $R2 = .27$. This means that 73 percent of the variance of the entrepreneurial career intention among selected college business students can be attributed to other factors not included in the study.

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Table 5
Influencers of Entrepreneurship Career Intention

	Entrepreneurship Career Intention			
Singular Influence of the Predictors	Standardized Coefficients	t	p-value	Remarks
Entrepreneurial Traits	0.14	2.38	.02	Significant
Innovative Cognitive Style	0.44	7.53	.00	Significant
Combined Influence of the Predictors				
R	.52			
R^2	.27			
F	54.90			
p	.00			

The findings that entrepreneurial traits significantly influence the entrepreneurship career intention of business college students are highly relevant to the study of Ahmed et al. (2019), which posits that entrepreneurial characteristics significantly influence entrepreneurial career intention. Furthermore, Altinay et al. (2022) highlight the positive relationship between entrepreneurial traits and entrepreneurial intention, stating that environmentally conscious individuals who quickly adopt changes are more likely to consider venturing.

Moreover, the result that innovative cognitive style is the strongest determinant of college students' entrepreneurial career intention supports the findings of Arici & Uysal (2021). Their result highlighted that the key factor that could entice students to start their ventures is to develop their creativity and innovativeness. Most of the students who decide to start a business create a difference and value; all this comes from being able to have innovative ideas. Similarly, creativity is considered necessary for entrepreneurship because it requires graduates who can see interconnected patterns and processes representing potential opportunities (Stauffer, 2016).
Finally, the study endorsed the entrepreneurial mindset theory by Morris et al. (2011) because the findings of this study show that entrepreneurial traits and innovative cognitive styles could significantly determine entrepreneurial career intentions. The theory explains that students with these features are more likely to view the start-up positively because their capabilities and characteristics align with traits that make individuals well-suited for business ventures. The theory also articulates the critical role of innovative cognitive styles in creating warped 61 entrepreneurial attitudes among business college students. It claims that students who create cognitive styles or have novel ways of thinking will be more interested in becoming entrepreneurs to show and use their creative ideas in the business scene. Doing so will help understand the basics of entrepreneurial traits and shape innovative cognitive styles, resulting in a profound observation based on activation or motivational factors that drive the creation of new projects, as the global entrepreneurship perspective suggests.

CONCLUSION AND RECOMMENDATIONS

The study revealed that entrepreneurial traits among college business students, such as initiative, perseverance, adaptability, and social awareness, were consistently rated as very high. Perseverance emerged as the most pronounced trait, reflecting the students' strong will to achieve their goals, regardless of challenges or uncertainties in academic and career pursuits. Initiative, while receiving the lowest mean among the traits, was still rated very high, indicating that students actively participate in activities and willingly take on responsibilities within their school and extracurricular settings.

Innovative cognitive style, assessed through willingness to try, creativity, and opinion leadership, was also rated very high. Among these, willingness to try had the highest mean, showing that students are eager to embrace new challenges after analyzing potential risks and benefits. Creativity and opinion leadership, although slightly lower, were also highly evident, illustrating that students consistently think independently, explore unique approaches, and lead their peers with confidence.

Entrepreneurial career intention was similarly high among the students. The future intention indicator scored the highest, signifying strong aspirations to start their ventures in the long term. Immediate-term intention, though slightly lower, indicated that many students are already seriously considering entrepreneurship rather than traditional employment after graduation.

The study established that both entrepreneurial traits and innovative cognitive style significantly influence entrepreneurial career intention. However, regression analysis highlighted innovative cognitive style as the stronger predictor. This suggests that while traits like perseverance and adaptability lay the groundwork, creativity and cognitive inventiveness play a pivotal role in shaping entrepreneurial ambitions.

The findings align with the Entrepreneurial Mindset Theory, which emphasizes the importance of entrepreneurial characteristics in responding to challenges, recognizing opportunities, and taking calculated actions. Additionally, the results resonate with prior studies by Karabulut (2016) and Fragoso et al. (2019), which found that personality traits and innovative cognitive styles are significant predictors of entrepreneurial intentions.

To enhance entrepreneurial traits, the study recommends that higher education institutions (HEIs) integrate peer tutoring, leadership workshops, and business-related activities into their curricula. Initiatives like business idea pitching and product

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development based on community needs can help improve students' confidence, adaptability, and social awareness. Community engagement activities may also provide students with real-world exposure and a deeper understanding of local challenges, preparing them to adapt effectively to future entrepreneurial situations.

For innovative cognitive style, HEIs are encouraged to sustain and enhance the existing positive environment by conducting idea-generation activities, competitions, and workshops that promote creativity and critical thinking. Such initiatives would allow students to translate their ideas into practical applications, fostering confidence in handling challenges and developing innovative solutions. Seminars on effective communication and problem-solving could further equip students to face uncertainties in entrepreneurial ventures.

Given the high levels of entrepreneurial career intention among students, HEIs should prioritize experiential learning opportunities that mimic real-world entrepreneurial activities. For instance, entrepreneurial practicums could involve students managing small ventures, interacting with customers, and handling business operations. These activities would not only build essential entrepreneurial skills but also reinforce students' inclination toward choosing entrepreneurship as a career path.

The findings also underscore the need for balanced teaching strategies that nurture both entrepreneurial traits and innovative cognitive styles. HEIs could create curricula that emphasize hands-on experiences, such as self-actualizing workshops and realistic business simulations. By fostering an environment that encourages risk-taking and creative problem-solving, institutions can better prepare students to navigate the complexities of entrepreneurship.

The study highlights the potential for further research, as the regression analysis accounted for only 27% of the variance in entrepreneurial career intention. Future studies could explore additional factors influencing entrepreneurial intentions, such as external motivators, societal approval, or experiential learning. Employing qualitative or mixed methods approaches may provide deeper insights into the nuanced dynamics of entrepreneurship among college students.

Overall, the study emphasizes the importance of fostering entrepreneurial traits and innovative cognitive styles through comprehensive educational programs and activities. By equipping students with the necessary skills, traits, and mindset, HEIs can play a crucial role in shaping future entrepreneurs who are prepared to contribute to economic growth and innovation.

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