COLLEGE STUDENTS' BUSINESS KNOWLEDGE, MANAGEMENT SKILLS, AND ENTREPRENEURIAL ENGAGEMENT

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The Requirements for the Degree of
Bachelor of Science in Management Accounting

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The Researchers

DEDICATION

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ABSTRACT

Student entrepreneurs in this generation face a variety of obstacles and difficulties in business venture engagement. This study explored the significant relationship between college students' business knowledge, management skills and entrepreneurial engagement. This study utilized descriptive correlational research design to explore college students' business knowledge, management skills and entrepreneurial engagement. The respondents were the 22 respondents who were chosen through purposive sampling technique in one of the higher education institutions in Ozamiz City. The adapted questionnaires, The Business Knowledge Questionnaire, The Management Skills Questionnaire, and The Entrepreneurial Engagement Questionnaire were utilized to gather data. *Frequency, Percentage, Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient* were the statistical tools used in the study. The results show that the level of business knowledge among college student entrepreneurs in Marketing, Pricing, and Financial Management is very high. While student entrepreneurs' knowledge and management are highly significant. The finding revealed that student entrepreneurs' engagement for business venture were highly influenced in the knowledge and management abilities they possess. profoundly impact their Entrepreneurial engagement. Thus, student entrepreneurs likely engage in business and are influenced by business engagement since they wanted to apply what they have learned in the actual business set up while maximizing the returns of their investment. The researchers recommend academe institutions should foster a supportive environment with resources, networking opportunities, and student organizations where students can showcase and develop business skills.

Keywords: *Business Knowledge, College Students, Entrepreneurial Engagement, Management Skills, Student Entrepreneurs*

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Chapter I

INTRODUCTION

The rationale of the Study

Student entrepreneurs in this generation face a variety of obstacles and difficulties in business venture engagement. Financial constraints (Rusu & Roman, 2020), fear of failure (Halbusi, 2023), and a lack of access to finance are among these challenges. Accordingly, according to Arthur and Arthur (2020), student entrepreneurs frequently encounter difficulties in balancing their entrepreneurial endeavors with their academic obligations. Filipino students are influenced by numerous factors that lead them to entrepreneurship, such as poverty, financial stability, and role models. However, passion-driven motivation is often the decisive factor (Valencia et al., 2024).

Youth entrepreneurs may struggle due to a lack of market experience and the inability to secure adequate funding (Rusu & Roman, 2020). They have a competitive advantage and are more successful at securing financing when they have clear business profiles, capabilities in resource management, marketing skills, operational management, and financial management (Habidin et al., 2018). Entrepreneurs need to have knowledge and skills in financial management to effectively manage their business's finances (Ramli et al., 2021). In China, college student entrepreneurs usually pay attention to financial management when establishing their enterprises for good financial management, which contributes significantly to the production, operation, and development of enterprises (Wei, 2024).

Exposure to successful entrepreneurial models can foster a positive attitude toward entrepreneurship and boost students' confidence (Boldureanu et al., 2020). Entrepreneurs need to be able to effectively manage their time, so college students need to learn how to prioritize tasks, set goals, and use their time wisely. Li (2024) concluded that learning and continuous

entrepreneurship education in China can assist students in coping with startup process uncertainties and building resilience in the face of obstacles. Entrepreneurial education has the potential to influence students' capacity for creativity and decision-making-, which in turn affects their likelihood of achieving entrepreneurial success (Wei et al., 2019).

In addition, students can develop positive entrepreneurial intentions by integrating political education with innovation entrepreneurship education (Zhao & Jin-le, 2021). According to Wang & Jiang (2021), students' entrepreneurial values and abilities can be enhanced by acquiring skills in innovation and entrepreneurship from backgrounds in new media. Empirical research in Nigeria has also shown that creativity, critical thinking, risk-taking, leadership skills, and resilience significantly affect venture creation among undergraduate students (Dada et al., 2023).

Entrepreneurial engagement among college students is shaped by factors such as personality traits, socioeconomic characteristics, and perceived entrepreneurial support. Entrepreneurial education is crucial in developing the skills and motivation necessary for starting businesses, with economic advancement towards innovation (Vodă & Florea, 2019) driving strong entrepreneurial desires (Wu & Mao, 2020). The entrepreneurial ecosystem and support from family and friends significantly influence the development of entrepreneurial attributes and intentions among students (Alias & Ismail, 2021; Turulja et al., 2020).

Personality traits like passion, creativity, and self-efficacy are especially relevant for students pursuing entrepreneurial careers, and they often seek financial support, psychological counseling, and guidance (Soni & Bakhru, 2021; Wang & Huang, 2020). Effective entrepreneurship education and mentor support are pivotal in identifying entrepreneurial opportunities and fostering an entrepreneurial mindset (Zhang & Nong, 2023; Shi et al., 2020; Baluku et al., 2020).

Through experiential learning, mentorship, and real-world exposure, students could gain practical knowledge and experience. The practical knowledge acquired includes problem solving skills and a global mindset that are crucial for thriving in the entrepreneurial landscape. This essential approach necessitates the ongoing promotion and support for entrepreneurship and cultural collaboration programs to further empower them in their entrepreneurial endeavors that will positively impact the achievement of Sustainable Development Goals (SDGs) (Rahmawati et al., 2023). Ideally, a positive belief among student entrepreneurs in Ghana asserts that they can manage student entrepreneurial activity and academic work effectively (Arthur & Arthur, 2020).

While there have been studies addressing entrepreneurial engagement, there were few research that focus mainly on the empirical evidence that will support the relationship between business knowledge, management skills, and entrepreneurial engagement in the context of college student entrepreneurs. It also addresses the knowledge gap, for there were limited studies about student entrepreneurs and their competencies in the business industry. Numerous existing studies often focus on the knowledge and skills of experienced entrepreneurs, but student entrepreneurs remain unexplored among the respondents.

Thus, this Study can provide practical knowledge and strategic insights to deal with the challenges and barriers of being a student entrepreneur. Also, this Study's outcome can be instrumental in shaping the higher education curriculum by establishing specialized training and seminars about entrepreneurship education to encourage students to engage in business.

Theoretical Framework

This Study utilized these theories, namely the knowledge-based View (KBV) theory by Grant (1996), Henri Fayol's Principles of Management (Fayol, 1916), and the Theory of Planned Behavior (TPB) by Ajzen (1991).

The knowledge-based view (KBV) theory is the field of strategic management that posits that knowledge is the most strategically significant resource for a firm (Grant, 1996). KBV extends the Resource-Based View (RBV) by emphasizing that the unique knowledge and intellectual assets within an organization are the primary drivers of competitive advantage and performance. Its essence lies in the recognition that firms exist as repositories of knowledge and capabilities, and their ability to create, transfer, and apply knowledge effectively is what distinguishes them in the market (Pereira & Bamel, 2021).

This theory is highly relevant to the Study. Vasudevan (2021) applies the KBV theory to educational service quality, demonstrating that leveraging specialized knowledge and resources significantly enhances educational outcomes. This aligns with the focus on how entrepreneurial education programs can develop essential business knowledge and skills among students. By integrating KBV principles, educational institutions can design curricula that emphasize the accumulation and application of knowledge, thereby fostering an environment conducive to entrepreneurial learning and development. Vasudevan's findings highlight that a well-structured educational system, rich in knowledge resources, not only improves service quality but also boosts students' entrepreneurial self-efficacy and intentions. Thus, applying the KBV theory in this Study emphasizes the importance of knowledge management in creating a supportive educational ecosystem that nurtures future entrepreneurs by equipping them with the necessary competencies and confidence to pursue entrepreneurial ventures.

Hughes et al. (2021) emphasize the benefit of Knowledge-Based Theory (KBT) as a theory that sees firms as a solution to better production, storage, and use of knowledge and as the vehicle to create wealth. KBT stakeholder engagement empowers employees to learn from stakeholder groups and to stabilize stakeholder relationships. It provides the task of a firm to leverage knowledge produced to create wealth while paying employees in better positions to make intelligent, informed decisions about knowledge use in executing entrepreneurial

behaviors. In the Study of Al-Al-Qaralleh and Atan (2021), their findings revealed that knowledge-based practices, business analytics, and organizational agility are important antecedents for innovative performance.

Knowledge-based theory is essential in this Study as it prepares college student entrepreneurs for their future entrepreneurial careers, fostering innovation and enhancing their overall learning outcomes and future success. Cultivating entrepreneurship among college students contributes to their holistic development and quality education Yang et al. (2020). When they are equipped with the knowledge of pricing, marketing, and financial management, this will ensure smooth-sailing careers for student entrepreneurs, giving them a competitive advantage over their competitors.

Henri Fayol's Principles of Management, published in 1916, emphasizes the importance of departmentalization, where tasks are grouped into departments to achieve a common goal. Fayol identified five key aspects of management: planning, organizing, commanding, coordinating, and controlling. Planning involves forecasting the future, developing strategies, and setting goals. Organizing combines human and nonhuman resources. Commanding involves directing and leading employees. Coordinating ensures cooperation between different departments. Finally, controlling involves comparing actual performance to targets and making adjustments to improve performance. Carpio (2023) utilized Fayol's principles in a study on SME sustainability, suggesting that integrating Fayol's principles into management training and motivational strategies could enhance sustainability. However, the Study identified a gap in the development of business knowledge, management skills, and entrepreneurial intention among college students. This gap highlights the need for educational institutions to incorporate Fayol's principles into their curricula to better prepare students for entrepreneurial success and sustainable business practices.

The Study by Ali et al. (2021) suggested that using Fayol's principles can improve and strengthen the management skills of institutional heads, which can have a positive impact on achieving organizational goals and focusing on excellence in education. It is found in their Study that heads of academic institutes have enormous gaps and deficiencies in carrying out their respective performances and responsibilities in the educational institution concerning administrative skills, such as organization, monitoring, regulation, evaluation, encouragement, and coordination. The Study of Sharma et al. (2024) highlights in their findings that decision making gets complicated if fundamental principles of management are not complied with. Thus, they suggest that modern-day managers must acknowledge the relevance and importance of these principles for achieving business success.

Henri Fayol's Principles are highly applicable to the present Study. Carpio (2023) highlights that entrepreneurs' leadership, management skills, and motivation are critical for business sustainability, aligning with Fayol's principles such as Division of Work, Unity of Direction, and Training. Effective division of work enhances specialization and efficiency, while unity of direction ensures that all efforts are aligned toward common business goals, thereby promoting sustainability (Carpio, 2023). Additionally, continuous training and skill development were identified as key factors in maintaining a motivated and competent workforce. These findings support the relevance of Fayol's principles in entrepreneurial education, suggesting that integrating these management principles into educational programs can cultivate a well-rounded, skilled, and motivated cohort of future entrepreneurs.

Meanwhile, the Cochran Theory also known as the Cultural Theory of Entrepreneurship was introduced by Thomas Cochran in 1965. This theory explains that variables like cultural values, role expectations, and social sanctions determine entrepreneurship. Accordingly, this theory also proposes that entrepreneurs are not supernormal individuals but are people who represent the modal personality of society (Chetty, 2020).

A recent study of college student entrepreneurs' awareness of innovation suggests that aspects including professional abilities, interpersonal resources, and entrepreneurial traits are essential to their success (Geng et al., 2021). Furthermore, it has been demonstrated that introducing creative and entrepreneurial skills fosters economic development, highlighting the wider effects of college students' entrepreneurial participation (Geng et al., 2021). Additionally, it is acknowledged that a crucial aspect of entrepreneurship education is the development of college students' entrepreneurial spirit, which promotes business success and helps to construct a proper employment concept (Li, 2018). Factors like entrepreneurial competency, which is impacted by entrepreneurship education and plays a vital role in developing college students' entrepreneurial abilities, must be considered to fully comprehend entrepreneurial involvement among college students (Xiang et al., 2022). The need for customized help from universities and governments is the support requirement of college student entrepreneurs at various stages of their entrepreneurial endeavors, which are critical for fostering their success (Wang & Huang, 2020). The emergence of entrepreneurial traits in vocational college students highlights the role that the entrepreneurial ecosystem plays in encouraging students to behave and think like entrepreneurs (Alias & Ismail, 2021).

The findings from the study of Dada et al. (2023) in Nigeria align with Thomas Cochran's Cultural Theory of Entrepreneurship, which states that students who engage in entrepreneurial activities can cultivate entrepreneurial culture to expand their knowledge. Thus, their Study concludes that rather than entrepreneurial attributes and values, entrepreneurial mindset has a substantial influence on the emergence of new businesses. Furthermore, they suggested that universities should work hard on promoting entrepreneurial culture by focusing on the practical application of entrepreneurship education and that the government should seek to prioritize shaping the student's values in entrepreneurship (Dada et al., 2023). Also, the Study of Pandey et al. (2023) establishes the importance of personality traits and social support in

driving social entrepreneurial intention and engagement, wherein it is possible to develop more effective interventions and support systems to encourage and sustain social entrepreneurship by understanding the factors that can motivate individuals to engage in social entrepreneurship.

Cochran's Theory of Entrepreneurship is relevant to this Study because it offers important insights into understanding college students' entrepreneurial participation. Colleges and governments can effectively encourage business success among college student entrepreneurs by taking into account factors including cultural values, entrepreneurial education, and support mechanisms. This theory also underscores the importance of social values which is crucial in understanding students' entrepreneurial awareness (Zhang et al., 2021) towards entrepreneurship and innovation (Fung & Cheng, 2022). It also highlights the cultivation of motivation through education and training programs that is crucial for promoting entrepreneurial success among college students (Lu, 2022). Moreover, institutional and government support is very important for college student entrepreneurs who lack resources and have great need for mentorship that can be obtained from their educational institutions. Also, Cochran's theory can be a great help in assessing student entrepreneurs' capabilities, including their business knowledge and management skills. Through utilizing Cochran's theory, researchers can comprehensively analyze how entrepreneurial education in colleges and universities, as well as in society, significantly impacts the entrepreneurial engagement of college students, ensuring the importance of acquiring relevant entrepreneurial knowledge and management skills (Chen et al., 2023).

In contrast, the theories of the Knowledge-Based View, Henri Fayol's Principles of Management, and the Theory of Planned Behavior effectively underpin the Study investigating business knowledge, management skills, and entrepreneurial engagement among college students. On this basis, KBV ascribes importance to knowledge as a strategic asset for fostering innovation and competitive advantage by covering how business education can enhance

students' entrepreneurial capabilities. The principles forwarded by Fayol focused on essential management functions such as planning, organizing, leading, and controlling, form the basic framework for the development of robust management skills crucial for business sustainability and success. On the other hand, Cochran's Theory of Entrepreneurship emphasizes the cultural context in which entrepreneurship occurs, providing insights into how the educational and social environments of college students shape their business knowledge and management skills. By concentrating on entrepreneurial engagement, the Study can get insight into students' motivations and readiness to pursue ventures in entrepreneurship. Integrating these theories, educational institutions can create a robust, knowledge-rich environment that not only imparts essential business skills but also aligns educational efforts with the psychological drivers of entrepreneurship, thereby fostering a new generation of capable and confident student entrepreneurs.

Conceptual Framework

In this study, the researchers investigated college students' business knowledge, management skills, and entrepreneurial engagement. Generally, the first independent variable is the **business knowledge** of college students who are engaged in business activities. Business knowledge is an overview of how individuals understand and apply the concept of business including new product development, capitalizing business ventures, and evaluating the business environment (Nguyen 2023). This variable indicates the knowledge of college students and how much they understand the importance of business concepts like *marketing, pricing, and financial management*. The level of business knowledge they possess measures the effect of how they will run their business in the long run.

Marketing: Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy

individual and organizational goals (Pushpa 2024). *Pricing:* Pricing strategies are tailored to maximize value for customers while optimizing revenue generation and profitability for businesses (Arenike et al. 2024). *Financial Management:* Financial Management is related to the finance system of those organizations that are established and run with a profit objective. It purports the arrangements to get a job done in the most efficient and best possible manner.

Entrepreneurial knowledge and business success are closely connected as enhanced entrepreneurial knowledge, creativity, and innovation all contribute to better business outcomes (Munir, 2024). Additionally, academic entrepreneurial engagement involves converting knowledge into products and processes that contribute to economic growth and innovation (Ojo et al., 2022).

Business knowledge would affect the students' entrepreneurial engagement since their level of knowledge would greatly affect their ways on how they run their business. This knowledge helps the students to make decision, identify risks and opportunities. As they would not simply engage in a business that they do not have prior knowledge. Understanding the business concept is essential for student as it will impact their business.

The second independent variable is the **management skills** of a college student who are engaged in business activities. Management skills is crucial for business sustainability, encompassing functions such as planning, organizing, staffing, directing, and controlling. Sales and marketing operations expertise, and effective time management contribute to continued growth and competitive advantage (Carpio 2023). This variable indicates the management skills of students on how well they manage their business when it comes to *decision making, sales operation, and time managemen*t. These management skills are crucial for business success. *Decision Making:* The cognitive process associated with determining a course of action or among several options based on a methodical assessment, analysis, and Study of pertinent data,

objectives, preferences, possible outcomes, or decision criteria considered decision-making (Udhaya 2024).

Sales Operation: Sales Operation is the offshoot of production planning and owes its evolution to practitioner of operations management. It is looked at as an extension of aggregate and planning and is considered as an integrated decision-making process which connects strategic and tactical goals of an organization (Kumar 2016). *Time Management:* Time management is defined as "behaviors that aim at achieving an effective use of time while performing certain goal-directed activities (Korzynski, 2024). Effective time management is essential for productivity, success, and the ability to differentiate between urgent and important tasks (Carpio 2023).

The number of factors pertaining to management abilities and entrepreneurial education have an impact on the aim of entrepreneurship among college students involved in business operations. Students' entrepreneurial ambitions and competencies are greatly enhanced by entrepreneurship education in higher education (Wang et al., 2019). Hands-on experience and the acquisition of digital skills are highlighted as significant drivers of students' entrepreneurial engagement and the pursuit of entrepreneurship in the modern landscape (Sansone, 2024). Furthermore, experience training and digital skills help motivate students to engage in entrepreneurship making their business skills and intellectual capacity grow (Sansone, 2024; BANATE, 2024).

Entrepreneurs with extensive management skills can influence the students' entrepreneurial engagement as these skills help them to organize resources and handle challenges efficiently. Management skills are crucial for students without any understanding of this skill which challenges them to sustain their business. Enhancing their management skills will greatly impact their entrepreneurial intention and affect their business successfully.

The first is the dependent variable is the **entrepreneurial engagement** of college students engaged in business activities. Entrepreneurial engagement is also the pursuit of new opportunities, proactivity, risk-taking, and innovation within firms (Hiung et al., 2019). This variable refers to the college students' entrepreneurs in relation to their business knowledge and management skills. The *socioeconomic characteristics, personality, and perceived entrepreneurial support* of the individual can greatly impact the students engaged in business activities. *Socioeconomic Characteristic* is a multidimensional construct that represents the combined social and economic background of an individual or group (Grubic2024). *Personality* can generally be described as the consistent individual reaction caused by external conditions or the environment. Based on the analysis, it is generally believed that the entrepreneurial success of an individual depends on personality because it determines a person's behavior and decision-making, thereby influencing success (Cao et al., 2022). *Perceived Entrepreneurial Support* refers to individuals' attitudes and values toward contextual and situational entrepreneurial resources, and there is a positive relationship between personal perceptions with respect to the supportiveness of a given society and institution, and the business environment (Tian et al. 2022).

Entrepreneurship training helps participants plan for business development and engage in entrepreneurial work practices by enhancing their knowledge, abilities, and confidence (Mashudi et al., 2022). A number of factors, including self-efficacy, entrepreneurial knowledge, abilities, and competencies, influence this goal (Sulistyorini & Santoso, 2021; Ribeiro & Fernandes, 2020).

Entrepreneurs possessing a deep understanding of business knowledge, management skills, and entrepreneurial engagement can navigate the complexities of the business world. Being a pro in entrepreneurship means one is equipped with lessons and tools for marketing, pricing, and financial management. Along with this, improving decision making, sales

operations, and time management could bring a huge help to the business. Carpio (2023) concluded in his Study that these skills contribute for the improved overall performance, increased competitiveness, and enhanced opportunities for growth and innovation. This perspective ensures that entrepreneurs are not only capable of executing business strategies but also of constantly changing circumstances. Continuous development of these skills leads to growth and innovation which can enable entrepreneurs to be competitive in their industry. Additionally, having this knowledge and these skills fosters entrepreneurial engagement through socioeconomic characteristics, personality, and perceived entrepreneurial support with proper training and habit formation.

The integration of business knowledge, management skills, and entrepreneurial engagement creates a strong foundation for entrepreneurial success. This comprehensive knowledge and skill enhance the overall performance, competitiveness, and growth potential, ultimately contributing to the long-term viability and success of entrepreneurial ventures.

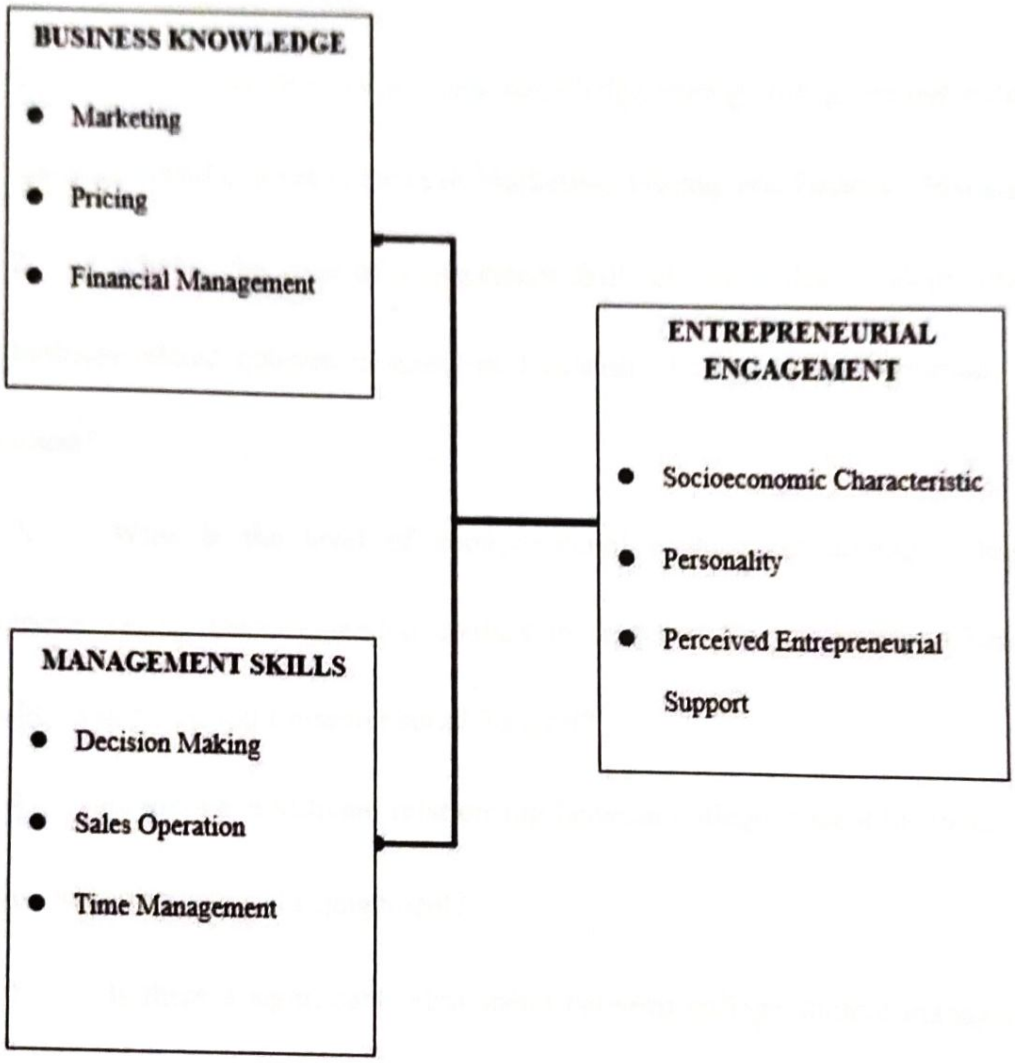


Figure 1 Schematic Diagram of the Study

Statement of the Problem

This Study explored the significant relationship between college students' business knowledge, management skills and entrepreneurial engagement. Specifically, this Study sought to answer the following questions:

1. What is the level of business knowledge among college student entrepreneurs taking business-related courses in terms of Marketing, Pricing, and Financial Management?

2. What is the level of management skills among college student entrepreneurs taking business-related courses in terms of Decision Making, Sales Operation, and Time Management?

3. What is the level of entrepreneurial engagement among college student entrepreneurs taking business-related courses in terms of Socioeconomic Characteristics, Personality, and Perceived Entrepreneurial Support?

4. Is there a significant relationship between college student business knowledge in relation to entrepreneurial engagement?

5. Is there a significant relationship between college student management skills and their entrepreneurial engagement?

Null Hypotheses

Ho1: There is no significant relationship between college student entrepreneurs' business knowledge in relation to entrepreneurial engagement

Ho2: There is no significant relationship between college student entrepreneurs.' management skills and their entrepreneurial engagement.

Chapter 2

RESEARCH METHODOLOGY

Design

This Study utilized the quantitative approach integrating the descriptive correlational research design. This design seeks to identify the relationship between several variables and give static images of circumstances (McBurney & White, 2009).

A descriptive approach aims to describe a population, situation, or phenomenon accurately and systematically. This design is quantitative as it attempts to collect information and statistically analyze it. Descriptive research consists of statistical outcomes that investigate phenomena in natural settings and do not manipulate variables. Subsequently, a correlational research design is incorporated to determine the degree to which a relationship exists between two or more variables. It is limited in nature and is a non-experimental research design where the researcher examines the relationship between two or more variables in a natural setting and does not involve manipulation or control. The descriptive-correlational design described the variables and the relationships occurring naturally between and among them. It provided a static picture of situations and established the relationship between the roles of variables involved in a chosen topic (McBurney & White, 2009).

Thus, this design was appropriate for the Study since it explored college students' business knowledge, management skills, and entrepreneurial engagement.

Setting

This study was conducted within the College of Business and Management in one of the higher education institutions in Ozamiz City. Renowned for its diverse academic programs and extensive research initiatives, this institution is dedicated to providing quality education

and fostering a learning environment that promotes development and innovation. The respondents were composed of students engaged in business taking business-related courses to have a wide range of responses.

Respondents

The Study's respondents were selected college student entrepreneurs. An a priori power analysis was performed using G*Power version 3.1.9.7 (Faul et al., 2007) to estimate the minimal sample size needed to test the research hypothesis. The sample size needed for 80% power to detect a high effect at a significance level of $\alpha = .05$ was $N = 22$. Thus, the acquired sample size of $N = 22$ is sufficient to test the study hypothesis. There were 30 respondents who were chosen using purposive sampling based on their active involvement in the institution during the academic year, which is composed of individuals currently enrolled in the College of Business Management (CBM) department at Misamis University. Convenience sampling is a sample approach in which respondents are chosen from a group of persons who are already easily accessible to the researchers (Simkus, 2023). In choosing the respondents, the following criteria will be observed: (1) they are currently enrolled as a college student in the CBM department (2) they are currently engaged in business or has a business of rendering goods and services for 1 to 2 years, (3) it is a solely established business, (4) is 18 years old above, and (5) generated 3,000 to 5,000 sales.

Instruments

The following the research instruments that were used in the gathering of data and information in the Study:

A. *Business Knowledge Questionnaire.* It is a four-point Likert scale questionnaire that was adapted from Falahat et al. (2020), Bueno et al. (2022), Barit (2023), and Gomez (2022). This questionnaire includes business knowledge about Marketing, Pricing, and Financial Management with a total of fifteen (15) statements.

Responses	Continuum	Interpretation
4 Strongly Agree	3.76 - 4.00	Very High (VH)
3 Agree	2.51 -3.75	High (H)
2 Disagree	1.76 - 2.50	Low (L)
1 Strongly Disagree	1.0 - 1.75	Very Low (VL)

B. *Management Skills Questionnaire.* It is a four-point Likert scale questionnaire which was adapted from Carpio (2023) where respondents can rate their own level of management skills for each specific ground of business qualifications. This questionnaire includes management skills about Decision – making, Sales Operation and Time Management with a total of fifteen (15) statements.

Responses	Continuum	Interpretation
4 Strongly Agree	3.76 - 4.00	Very High (VH)
3 Agree	2.51 -3.75	High (H)
2 Disagree	1.76 - 2.50	Low (L)
1 Strongly Disagree	1.0 - 1.75	Very Low (VL)

C. *Entrepreneurial Engagement Questionnaire*: It is a four-point Likert scale questionnaire that was adapted from Tumati (2022), Duong (2024), Impas et al. (2019), Makai (2023), Kuhar (2024), where respondents can rate their entrepreneurial engagement in running a business. This questionnaire includes entrepreneurial engagement about Socio-Economic Characteristics, Personality, and Perceived Entrepreneurial Support, and it includes a total of fifteen (15) statements.

Responses	Continuum	Interpretation
4 Strongly Agree	3.76 - 4.00	Very High (VH)
3 Agree	2.51 -3.75	High (H)
2 Disagree	1.76 - 2.50	Low (L)
1 Strongly Disagree	1.0 - 1.75	Very Low (VL)

Data Collection

Before conducting the Study, the researchers sought a letter of consent from the Dean of the Business and Management department, and it was conferred with their research adviser. After the authorization was granted, the researcher sent out questionnaires. The data collection was done with an online survey through Google Forms links spread among selected college students and group chats with the help of organization presidents, provided that all the respondents were given a formal letter of consent for the researchers to access and interact with the respondents. The respondents were given a consent letter before being asked to complete the survey questionnaires. Once the questionnaires were answered, the researchers retrieved the

data, and all the data collected were downloaded, evaluated, and analyzed using statistical methods.

Ethical Consideration

Before conducting the Study, the researchers sought approval from the college dean. Participation in this research was purely voluntary. Respondents have the right to refuse participation at any given time and change their minds after initially accepting the terms of participation and signing the consent form. Informed consent was given to the respondents to ensure they were introduced to the objectives and voluntarily participated in the Study. There were penalties for refusing or withdrawing participation in this Study, which did not affect any relationship with the researchers. Respondents were entitled to review any information they provided and omit part or all the recorded information during the Study and upon declining or withdrawing participation.

Moreover, a consent letter was provided to allow the respondents of legal age to understand the valuable information they need. This information includes the benefits, implications, and institutional approval of participating in the Study prior to agreeing or disagreeing to answer the survey questions and participate in this Study. Complete anonymity was strictly adhered to protect the privacy and confidentiality of the personal information of the respondents who agreed to participate in this Study. Therefore, their names were kept confidential from the readers and were replaced by numbers (e.g., Respondent 1, Respondent 2, etc.) to represent their answers regarding their business knowledge, management skills, and entrepreneurial intention. Proper credits were given, credible and reliable sources were used, results were made transparently, and research reports and information were interpreted properly and accurately. This research upholds integrity and institutional credibility for an ethically right and acceptable research study.

Data Analysis

The following statistical tools were utilized in this Study.

Mean and Standard Deviation. These tools were used to determine the level of business knowledge and management skills among college students engaged in business in the Department of Business and Management at Misamis University.

Pearson r Product-moment correlation coefficient. This tool was used to explore the significant relationship between college students' business knowledge, management skills and entrepreneurial engagement.

Chapter 3

RESULTS AND DISCUSSION

Level of Business Knowledge among College Student Entrepreneurs

Table 1 presents the college student entrepreneurs' level of business knowledge. Financial management scored the highest with a mean of 3.536 and a standard deviation of 0.3824, which is interpreted as very high. Similarly, pricing has a mean of 3.427 and a standard deviation of 0.4949, while college student entrepreneurs' marketing also shows very high results with a mean of 3.309 and a standard deviation of 0.3841.

The overall results show a very high rating (M=3.424; SD=0.3608). This indicates that college student entrepreneurs had a proficient and exceptional level of understanding, demonstrating a strong foundation in business knowledge. They also showed their adeptness in pricing their products effectively as these are indicators of responding to quick market changes and product value. Moreover, they were also capable of managing their finances well which are essential in making their business operation move in the cycle while using their marketing abilities to analyze market needs and address the needs of their market in the most effective and efficient ways through their promotional activities.

Among the constructs, financial management scored the highest (M=3.536; SD=0.3824) which is interpreted as very high. This indicates that college students can make better investment decisions, allocate budgets effectively, and manage capital. student entrepreneurs utilize effectively their financial activities and strategies to maximize profitability. Therefore, student entrepreneurs can identify potential problems in finance and can quickly identify effective solutions to achieve success in their endeavors.

Similarly, pricing garnered the second highest score with an interpretation as very high (M=3.427; SD=0.4949) which shows students can make better purchasing decisions and can effectively compete with their competitors. Results presented that student entrepreneurs are knowledgeable in creating pricing strategies through discounting and are open to adjustments that respond to market conditions.

Comparably, college student entrepreneurs' marketing also shows very high (M=3.309; SD=0.3841) which indicates college students can better gauge their preparedness for marketing-related roles such as advertising, persuading customers, and sales communication. Students with knowledge of marketing are mostly engaged in business that focuses on poster making and advertising. Thus, this aspect requires skills in creativity and imagination aligning it to having the lowest mean in the data gathered.

The standard deviation in the results of this Study ranges from .3824 to .4948, wherein pricing having the highest standard deviation, followed by marketing and then financial management having the lowest standard deviation. This suggests that all constructs vary depending on their distance to the mean.

Studies indicated that college student entrepreneurs taking business-related courses will prepare them to have great results in their entrepreneurial careers and can enhance their future success. Yang et al. (2020) supported this, showing that having a high level of business knowledge can affect their competitive advantage. Business knowledge is important for entrepreneurs since their success depends on business knowledge. Hughes et al. (2021) also stated that having business knowledge can better position themselves to make intelligent, informed decisions in executing entrepreneurial behaviors.

The Knowledge-based theory of Grant (1996) highlights financial management as a crucial aspect of business operations that requires a solid foundation of knowledge to make informed decisions regarding budgeting, forecasting, and investment strategies. The KBT suggested that the ability to effectively manage financial resources is not merely a function of having access to capital but rather hinges on the entrepreneur's knowledge of financial principles and practices (Kengatharan, 2019). For student entrepreneurs, understanding and leveraging business knowledge, particularly in financial management, is essential for navigating the complexities of sustaining a business. Knowledge-based theory therefore provides a valuable framework for understanding the connection between knowledge and financial management for student entrepreneurs. By emphasizing the importance of knowledge creation, integration, and management, this theory highlighted the necessity for business owners to develop their financial knowledge as a means of achieving sustainable competitive advantage.

This will benefit both students engaged in business and students who are planning to establish their venture. Having the knowledge of financial management can be a competitive advantage for student entrepreneurs making their businesses sustainable and successful. Thus, these findings can be used as a tool for student entrepreneurs to gain more knowledge regarding financial management with the highest mean and enhance their abilities in managing their finances, even just being a student.

Overall, the findings resulted in a positive approach that is helpful in assessing college student entrepreneurs' business knowledge of financial management, marketing, and pricing. This concluded that students' knowledge of business is high and that the program they enrolled in had helped them gain knowledge that is essential for managing and engaging in business.

With this result, it is proved therefore that student entrepreneurs are fully able and equipped with essential knowledge and strategies to sustain a business despite their academic challenges.

Table 1 Level of Bushiness Knowledge among College Student Entrepreneurs n=22

Constructs	M	SD	Interpretation
Financial Management	3.536	.3824	Very High
Pricing	3.427	.4949	Very High
Marketing	3.309	.3841	Very High
College Student Business Knowledge	**3.424**	**.3608**	**Very High**

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Level of Management Skills among College Student Entrepreneurs taking business-related courses in terms of Decision-making, Sales Operation, and Time Management

Table 2 Presents the College Student Entrepreneurs' level of management skills. Time Management accumulated the highest mean score of 3.509 and a standard deviation of 0.4524. Furthermore, decision-making has a mean of 3.427 and a standard deviation of 0.4548, which also was interpreted as very high. Meanwhile, sales operation having the lowest mean of 3.424 and a standard deviation of 0.3502 also interpreted as very high.

The results reflected a very high rating (M=3.439; SD=03270.). This indicated that, in general, students have exceptional management skills in decision-making, time management, and sales

operations. Similarly, student entrepreneurs' level of management skills showed a positive approach towards managing their own business effectively which made their venture sustained. Relative to its constructs, time management accumulated the highest score with an interpretation as very high (M=3.509; SD=0.4524) stating that students can effectively organize and use time to achieve specific goals. This approach includes planning, prioritizing, and setting goals which are essential in managing and sustaining a business venture. The findings revealed that college student entrepreneurs are proficient enough in managing their businesses effectively while working closely in chasing their dreams as students in the university. This mainly signifies that they are more adept at making relative approaches in balancing their studies while making passive income to support their educational and personal needs. Thus, results found that student entrepreneurs are well disciplined towards allocating their time effectively making their venture prosper.

Likewise, decision-making has the second highest score with an interpretation as very high (M=3.427; SD=0.4548), which shows that students can analyze complex problems, identify potential solutions, and choose the most effective action. In this relative scenario, they are also showing a proficient skill in making decisive actions as they are bound to possess a very high result in decision making. This further indicates that they usually have concrete logical and decision-making approaches when making priorities while seeing the pros and cons of their actions. It supports the possibility that as entrepreneurs, one's decisive action is important since they usually encounter failures and setbacks, making them more strategic when making concrete and relevant decisions for their business.

On the other hand, sales operations garnered the third highest score (M=3.424; SD=0.3502) interpreted as very high which indicates students have a solid foundation for

understanding how businesses generate revenue and operate effectively. This showed that student entrepreneurs are equipped with the dedication to oversee the day-to-day operations of the business and coordinate sales activities accordingly. Moreover, the college entrepreneurs demonstrated a very high level of proficiency in terms of sales operations which indicates that as they aspire to increase their sales and support their educational needs, they always project that their business is thriving through recording appropriately the sales of the business and making use of the marketing knowledge to continuously generate sales and thrive for business success. Generally, college entrepreneurs possess these essential skills which are pivotal in making passive income and a sound difference for the business to thrive.

The standard deviation data provided insights into the variability of the college student entrepreneurs' management skills regarding decision making, sales operation, and time management. In the results of this Study, the standard deviation ranges from .3502 to .4548, wherein decision-making having the highest standard deviation, followed by time management and then sales operation having the lowest standard deviation. This suggest that every constructs vary depending on their distance to the mean.

These findings aligned with Xiang et al., (2022) who found that entrepreneurship education plays a vital role in developing college student's entrepreneurial abilities, so entrepreneurship education must also be considered since college students' entrepreneurial success relies upon education. This also relates to the Study of Ali et al. (2021) that management skills will have a positive impact on achieving organizational goals. Carpio (2023) pointed out that sales and marketing operation expertise and effective time management contribute to continued growth and competitive advantage. Moreover, Stephens et al. (2021) assert that students learn from their experience, education, or business environment, which

impacts their decision-making to become successful entrepreneurs. By analyzing setbacks in their experiences, individuals can identify areas for improvement to refine their strategies further.

The importance of time management can develop students' positive attitudes toward business; having good time management helps businesses deliver products or services on time. Also, students with good time management skills are more likely to be open to change, handle competition, and be motivated to grow their business, and more likely to be more productive with their time and have a better attitude towards business, which can lead to more successful entrepreneurs (Gul et al. 2023). By understanding the importance of time management, students can improve their overall well-being and achieve their goals, also maintain a healthy work-life balance

Fayol's emphasis on planning, organizing, commanding, coordinating, and controlling aligns closely with the demands of effective time management, particularly in entrepreneurial settings where time is often a critical resource. Studies indicate that when organizations prioritize these elements, students are more likely to engage actively in entrepreneurial activities (Kassa & Tsigu, 2021) perceiving their time as a valuable resource that can be leveraged for innovation and growth (Ravjee & Mamabolo, 2019). Specifically, the availability of time allows employees to explore new ideas and engage in creative problem-solving, which is crucial for entrepreneurial success (Lévesque & Stephan, 2019). Furthermore, the concept of time perspective, as discussed in contemporary entrepreneurship literature, highlights the significance of viewing time as a dynamic resource that can influence decision making and strategic planning (Lévesque & Stephan, 2019). The application of Henri Fayol's principles of management, therefore, significantly enhances entrepreneurial engagement among student

entrepreneurs. By prioritizing management support, time availability, and structured planning, entrepreneurs can effectively navigate the challenges of time constraints, fostering an environment conducive to innovation and growth.

This benefits both the students and academic institutions; not only can students actively manage their businesses, which can significantly enhance their management skills, but also their capabilities in entrepreneurial, with real-world experience that allows the students to apply their theoretical knowledge, encouraging them to have a solid understanding of business concepts and practices. This program can provide practical experiences, educational institutions can empower students to become successful entrepreneurs and can contribute to economic growth.

This Study concluded with strong management skills possessed by college student entrepreneurs. Their engagement in business activities equipped them with a solid foundation of time management, sales operation, and decision making, molding their ability to navigate the complexities of business operations. This also suggests that the college's curriculum effectively prepares students for the challenges of entrepreneurship, enabling them to manage their ventures while balancing their academic pursuits. The findings highlighted the crucial role of education and their experiences in managing their day-to-day sales operation, cultivating managerial skills, and empowering student entrepreneurs to succeed in the competitive business landscape.

Table 2: Level of Management Skills among College Student Entrepreneurs

Constructs	n=22 M	SD	Interpretation
Time Management	3.509	.4524	Very High
Decision Making	3.427	.4548	Very High
Sales Operation	3.424	.3502	Very High
College Student Management Skill	**3.439**	**.3270**	**VeryHigh**

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Level of entrepreneurial engagement among college student entrepreneurs

Table 3 illustrates the college student entrepreneurs' level of entrepreneurial engagement. Perceived entrepreneurial support, having the highest mean score of 3.482 and a standard deviation of .4886, interpreted very high results. Similarly, personality having a mean of 3.449 and a standard deviation of .3356 indicates a very high result. Comparably, socioeconomic characteristics attribute the lowest average score of 3.444 and a standard deviation of .3324 which indicated a very high result.

The overall results show a high rating (M=3; SD=0.). Findings revealed that college students are actively engaged in entrepreneurial activities and have the support, traits, and characteristics of an entrepreneur. Moreover, having a strong institutional and social support system is important in nurturing entrepreneurial drives among students. While personality traits and socioeconomic status are essential, the perceived backing from educational institutions and social circles significantly boosts entrepreneurial engagement.

Among the constructs, perceived entrepreneurial support had gathered the highest score (M=3.482; SD=0.4886) which indicates that inspiring mentors and effective networking

surround student entrepreneurs, this also showed the existence of resources provided by family, friends, and the institutions being evident and aligned to the findings. Having the support of the people who are evolving makes you more resilient, even with the presence of larger competitors. Moreover, this support is not limited to financial support but also covers emotional and guidance. Being a student entrepreneur loaded with academic work while operating the venture makes students prone to unstable mental and emotional health; thus, having a backbone is imperative and useful in strengthening them to continue to thrive for their dreams.

Personality, on the other hand, has accumulated the second highest score (M=3.449; SD=0.3356), which indicates the eagerness of the students to actively engage in business activities and their strong will to take risks in managing their own business. This revealed that student entrepreneurs' behavior can greatly affect the entrepreneurial engagement of the students, making them more reluctant to engage in business ventures. Having a strong will to engage in business can be used as a driving force to engage actively in business ventures.

Socioeconomic characteristics also show a very high rating (M=3.444; SD=0.3324), which implies that students' elements, means, and other economic factors fall largely in their entrepreneurship, driving students to engage in business activities actively. Furthermore, findings also revealed that the economic status of the students is one of the factors of why students engaged in business and enter the world of venturing to earn passive income that can sustain their financial needs

The standard deviation data provided insights into the variability of the college student entrepreneurs' entrepreneurial engagement, particularly in areas related to personality, socioeconomic characteristics, and entrepreneurial support from family and friends. In the

results of this study, the standard deviation ranges from .3324 to .4886, wherein socioeconomic characteristics have the highest standard deviation, followed by personality and then perceived entrepreneurial support having the lowest standard deviation. This suggests that every construct varies depending on their distance to the mean and that while most students may have similar socioeconomic characteristics, some students are adventurous and have a strong will to take the first step on the risk, making them resilient to changes.

Universities that integrate entrepreneurship into their curricula create a supportive environment that encourages students to pursue entrepreneurial ventures (Wang et al., 2023). This educational support not only imparts essential knowledge and skills but also enhances students' confidence in their entrepreneurial capabilities (Pribadi, 2023). The financial support and emotional encouragement from family members can also alleviate the uncertainties associated with starting a business, thereby motivating students to take the plunge into entrepreneurship (Adeyonu et al., 2019). This familial influence is particularly pronounced in cultures where family ties are strong, as seen in various studies across different regions (Lopes et al., 2020). The support from peers can enhance students' confidence and provide a safety net, encouraging them to explore entrepreneurial opportunities (Vuković et al., 2022). The presence of a robust support system from friends can lead to increased entrepreneurial intentions, as students feel more empowered to pursue their business ideas in a supportive environment (Prajapati, 2023). In the Study of Naeemullah et al. (2022), they found that certain personality traits, such as extroversion, agreeableness, conscientiousness, and openness to experience, were associated with different learning styles (deep, surface, and strategic). Moreover, motivating students, regardless of their socioeconomic status, can positively impact their self-esteem, self-actualization, and, ultimately, their academic performance. (Owoseni, et al. 2022)

These data align well with Ajzen's Theory of Planned Behavior (TPB), an explanation of how the primary components of attitudes, subjective norms, and perceived control over behavior influence an individual's intentions and subsequent actions. For the context of this research, the personality traits and views toward entrepreneurial support lie in the context of the theory and thus suggest that the propensity of students toward involvement in entrepreneurial activities will be likely if they view entrepreneurship with attributes of confidence, resilience, innovation, and perceiving a strong support structure through peers, mentors, and institutions. TPB will argue that subjective norms in the form of supportiveness from social and institutional networks encourage an opinion that entrepreneurship is encouraged and, therefore, promotes further students' motivation. Socioeconomic characteristics would also fall under perceived behavior control in the sense that students who are well-off and better positioned within an environment of support will likely feel capable and confident about their ability to pursue their entrepreneurial objectives. In this context, these factors together support the understanding that personal and external forces shape entrepreneurial intentions and involvement, and the findings of this study are well justified by the fact that such high levels of engagement will be correlated with a positive personality, support, and socioeconomic conditions.

The implications of these findings are immense for college students, educational institutions, and society at large. It can guide the student towards leveraging their strengths, such as the support network, personality traits, and socioeconomic factors, to be effective in entrepreneurship and resource utilization that strengthens the venture. With such high importance attached to perceived support, educational institutions can foster entrepreneurship through mentorship programs, funding opportunities, and industry connections, creating an environment that encourages student-led innovation. For society, promoting entrepreneurial

engagement among college students is beneficial as student entrepreneurs drive economic growth, create jobs, and contribute to social progress. In this manner, institutions and communities can promote an inclusive economy that draws benefits out of diverse perspectives and solutions to problems.

The Study highlights the significant role of social support networks in fostering the entrepreneurial spirit among college students. It revealed that the emotional, physical, and financial backing provided by peers and family members is a crucial catalyst for student entrepreneurs' engagement in business ventures. This support system provides practical assistance and a source of encouragement and motivation, empowering students to pursue their entrepreneurial passions with greater confidence. Furthermore, the Study underscores the importance of mentorship in guiding and supporting student entrepreneurs, providing valuable insights and guidance to navigate the challenges of starting and running a business. Moreover, the Study identified a strong correlation between socioeconomic status and the likelihood of students engaging in entrepreneurial pursuits. This finding suggests that students from diverse socioeconomic backgrounds increasingly recognize entrepreneurship's potential as a path to economic empowerment and personal fulfillment.

The Study's findings indicate the importance of creating an inclusive and supportive environment that encourages and enables students from all walks of life to explore and pursue their entrepreneurial aspirations.

Table 3: Level of Entrepreneurial Engagement among College Student Entrepreneurs n=22

Constructs	M	SD	Interpretation
Perceived Entrepreneurial Support	3.482	.4886	VeryHigh
Personality	3.449	.3356	VeryHigh
Socioeconomic Characteristics	3.444	.3324	VeryHigh
College Student Entrepreneurial Engagement	3.369	.3735	VeryHigh

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

A significant relationship between college student business knowledge and entrepreneurial engagement

The data presented in Table 4 indicated that there is a positive correlation r 0.726 between business knowledge and entrepreneurial engagement among College Students, with a p-value of 0.000, which indicates a highly significant relationship. The perfect positive correlation suggests that college student entrepreneurs ' understanding of business knowledge can be a valuable foundation for entrepreneurial engagement and making informed decisions in their ventures. This foundation of knowledge affects them in decision making throughout their ventures, which can significantly enhance their potential for successful business ventures.

The R-value measures the strength and direction of the correlation, ranging from 1 to 1, with 0 indicating no correlation, -1 indicating a perfect negative correlation, and 1 indicating a perfect positive correlation. This indicated that the findings gathered show a positive relationship between business knowledge and entrepreneurial engagement. The p-value, on the other hand, measures how likely you would be to observe a correlation of this strength under the null hypothesis. This value indicates the statistical significance of the correlation

coefficient, where a p-value less than 0.05 ($P < 0.05$) indicates that the correlation coefficient is statistically significant. A smaller p-value means that it's less likely that the data would have been seen under the null hypothesis, resulting in a strong false null hypothesis.

The results indicate that there is a significant relationship between business knowledge in relation to entrepreneurial engagement. College students with high business knowledge tend to engage and be more active in business, as having this prior knowledge in business helps them to navigate running their own business. This is supported by Sabado (2024), who states that having high business knowledge can influence entrepreneurial engagement. It is also supported by Thurik et al. (2010) stating that education can affect an individual's engagement in entrepreneurship indicating that entrepreneurial education positively relates to entrepreneurial engagement.

The Study's finding indicates the significant impact of business knowledge of college student entrepreneurs on the success and growth of their businesses. It emphasizes that possessing strong business knowledge allows these entrepreneurs to adapt to changes and proactively meet market demands, which is essential for sustained success.

Additionally, the findings suggest that enhancing business knowledge contributes to stable business performance over time. Manafe et al., 2023 indicate that students who engage in entrepreneurship education exhibit a stronger entrepreneurial mindset, which correlates positively with business success.

One theory that supports this Study is the Knowledge-Based View (KBV). The KBV theory by Hughes et al. (2021) emphasizes the benefit as a theory that sees firms as a solution to better production, storage, and use of knowledge and as the vehicle to create wealth.

Business Knowledge plays a crucial asset in college student entrepreneurs, likely in the marketing, pricing, and financial management of the entrepreneurs.

The Implication of the significant relationship between business knowledge and entrepreneurial engagement implies that students having a solid foundation in business knowledge can help them identify market opportunities, develop effective business plans, manage resources efficiently, and mitigate risk. A well-crafted business plan can provide a clear direction for entrepreneurs. Effective resource management involves allocating and utilizing resources in a way that maximizes their value, and risk mitigation involves identifying potential risks and developing strategies to minimize the impact of the risk.

The findings highlight the crucial role of business knowledge in fostering entrepreneurial engagement among college students. There is a strong correlation between business knowledge and entrepreneurial engagement, which also suggests that college students having a solid understanding of business principles empowers them to pursue entrepreneurial ventures actively. This knowledge equips them with the necessary tools to make informed decisions, adapt to market dynamics, and achieve sustainable business success.

Table 4: The significant relationship between college student business knowledge to entrepreneurial engagement

College Student Entrepreneurial Engagement		r-value	p-value	Interpretation
College Student Knowledge	Business	.726**	0.000	Perfect Positive Correlation/Highly Significant

Note: 1). Perfect Negative Correlation (-0.61 to -1.00), Strong Negative Correlation (-0.31 to -0.60), Moderate Negative Correlation (-0.11 to -0.30), No Correlation (0.00), Weak Positive Correlation (0.01 to 0.10), Moderate Positive Correlation (0.11 to 0.30), Strong Positive Correlation(0.31 to 0.60), and Perfect Positive Correlation (0.61 to 1.00)

2). **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not Significant)

Significant Relationship between College Student Management Skills and their Entrepreneurial Engagement

The research findings, as presented in Table 5, reveal a strong positive correlation between management skills and entrepreneurial engagement among college students. A standard deviation of 0.712 and a p-value of 0.000 indicate a highly significant relationship, suggesting that management skills are crucial for successful entrepreneurial endeavors. This strong correlation suggests that college student management skills can provide a valuable foundation for entrepreneurial engagement, maximizing the potential of their entrepreneurial endeavors. Moreover, through participating actively in business activities, student entrepreneurs can acquire a wide range of knowledge and enhance their management skills in time management, operating sales, and making decisions. This hands-on approach equips them with practical skills that are essential for navigating the challenges and opportunities inherent in the

entrepreneurial journey. Furthermore, the research suggests that the positive correlation of 0.712 is a good indication that student entrepreneurs are well-trained by their hands-on experiences in venturing their businesses, gaining the necessary management and marketing skills for success in business activity.

The r - r-value measures the strength and direction of the correlation, ranging from -1 to 1, with 0 indicating no correlation, -1 indicating a perfect negative correlation, and 1 indicating a perfect positive correlation. This indicated that the findings gathered show a significant relationship between management skills and entrepreneurial engagement. The p-value, on the other hand, measures how likely you would be to observe a correlation of this strength under the null hypothesis. This value indicates the statistical significance of the correlation coefficient, where a p-value less than 0.05 ($P < 0.05$) indicates that the correlation coefficient is statistically significant. A smaller p-value means that it's less likely that the data would have been seen under the null hypothesis, resulting in a strong false hypothesis.

The research findings demonstrate a strong connection between management skills and entrepreneurial engagement among college students. This connection is not only statistically significant but also supported by previous studies, such as those conducted by Hosseini et al. (2020) and Shittu et al. (2021). These studies consistently point to a positive relationship between management skills and entrepreneurial engagement, suggesting that students who possess strong management skills are more likely to engage in entrepreneurial activities and, in turn, benefit from the experiences gained. The research goes further by highlighting the impact of this relationship on competitive performance, indicating that the more active the students engage in business activities, the more competitive they become in the business world.

This is because entrepreneurial engagement provides a valuable platform for students to acquire both a wide range of knowledge and enhance their management skills. By actively participating in business activities, students gain invaluable experience in areas such as time management, sales operations, and decision-making. This hands-on approach equips them with practical skills that are essential for navigating the challenges and opportunities inherent in the entrepreneurial journey. Furthermore, the research emphasizes that entrepreneurial engagement is not merely a passive pursuit but an active process of learning and growth, where students actively acquire and refine essential management skills through direct involvement in business ventures. The studies by Hosseini et al. (2020) and Shittu et al. (2021) reinforce this notion, highlighting that student engagement in entrepreneurial practices fosters the development of a wide range of entrepreneurial skills, including the crucial areas of management and decision-making. As a result, the research findings paint a clear picture of the vital role that management skills play in fostering entrepreneurial engagement among college students, ultimately leading them to enhance their competitive performance and a greater likelihood of success in the business world.

The research findings align with existing theories and studies, further solidifying the importance of entrepreneurial engagement for college students. Cochran's theory emphasizes the role of practical experience in developing skills and knowledge, as supported by the findings of Dada et al. (2023), who studied Nigerian students engaged in entrepreneurial activities. Their research revealed that these students not only cultivated valuable management skills but also fostered an entrepreneurial culture, leading to a significant expansion of their knowledge. This aligns with the broader understanding that real-world experiences in venturing a business are far more effective in enhancing capabilities rather than simply listening to

discussions. Findings show that increased involvement in business activities leads to students acquiring advanced knowledge and strong management abilities. This practical experience allows them to apply theoretical concepts to real-world situations, fostering a deeper understanding and strong management abilities. As a result, encouraging students to engage more in entrepreneurial activities are crucial for molding them to be successful entrepreneurs in the future.

This benefits both the individual students and the institutions themselves, as it contributes to the development of a globally competent workforce that is not only skilled in their chosen fields but also capable of creating and leading successful businesses. Engaging actively in business activities provides invaluable opportunities to enhance knowledge and maximize potential, particularly in the area of management. Experiencing real-life entrepreneurial practices allows students to apply theoretical concepts to practical situations, fostering a deeper understanding and strong management abilities. Therefore, colleges and institutions must create workshops and training programs where students can gain hands-on experience in managing a business. These programs provide a first-hand view of the challenges and rewards of entrepreneurship, equipping students with the practical skills needed to make informed decisions, allocate resources efficiently, and manage finance effectively. By developing strong management skills, college students are better equipped to engage in entrepreneurship, ultimately improving their competitive performance both locally and globally. The research findings emphasize the importance of fostering an entrepreneurial spirit within educational institutions, recognizing that real-world experience is the key to developing the skills and knowledge necessary for success in the modern economy. By providing opportunities for hands-on experience and practical training, colleges, and institutions can empower students to

become successful entrepreneurs and contribute to the economic vitality of their communities and the global economy.

Results indicated a strong positive correlation between management skills and entrepreneurial engagement, suggesting that students equipped with effective management skills are more likely to actively pursue entrepreneurial ventures. By engaging in business activities, students gain valuable hands-on experience, which helps them develop essential management skills such as time management, decision making, and sales operations. This practical knowledge empowers them to navigate the complexities of the entrepreneurial journey and increase their chances of success.

Table 5 Significant relationship between college student management skills and their entrepreneurial engagement

College Student Entrepreneurial Engagement	r-value	p-value	Interpretation
College Student Management Skill	**.712****	**0.000**	**Perfect Positive Correlation/Highly Significant**

Note: 1). Perfect Negative Correlation (-0.61 to -1.00), Strong Negative Correlation (-0.31 to -0.60), Moderate Negative Correlation (-0.11 to -0.30), No Correlation (0.00), Weak Positive Correlation (0.01 to 0.10), Moderate Positive Correlation (0.11 to 0.30), Strong Positive Correlation(0.31 to 0.60), and Perfect Positive Correlation (0.61 to 1.00)

2). **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not Significant)

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

College students had proven the odds of being entrepreneurs. This Study investigated the significant relationship between college students' business knowledge, management skills, and entrepreneurial engagement. Specifically, this Study sought to answer the following questions: (1) What is the level of business knowledge among college student entrepreneurs taking business-related courses in terms of Marketing, Pricing, and Financial Management?; (2) What is the level of management skills among college student entrepreneurs taking business-related courses in terms of Decision Making, Sales Operation, and Time Management?; (3) What is the level of entrepreneurial engagement among college student entrepreneurs taking business-related courses in terms of Socioeconomic Characteristics, Personality, and Perceived Entrepreneurial Support?; (4) Is there a significant relationship between college student business knowledge in relation to entrepreneurial engagement?;(5) Is there a significant relationship between college student management skills and their entrepreneurial engagement?

This Study utilized the G*Power version 3.1.9.7 (Faul et al., 2007) to estimate the minimal sample size needed to test the research hypotheses; thus, the acquired sample size of N = 22 is sufficient to test the study hypothesis. There were 30 respondents who were chosen using purposive sampling based on their active involvement in the institution. Data were gathered using questionnaires specifically designed to measure college students' business knowledge, management skills, and entrepreneurial engagement. For data analysis, statistical tools,

including Mean, Standard Deviation, and Pearson's Product-The moment Correlation Coefficient (Pearson R) was applied.

Findings

The Study yielded the following findings:

1. The level of business knowledge among college student entrepreneurs in Marketing, Pricing, and Financial Management are very high.
2. College student entrepreneurs show a very high level of Management Skills, including Decision making, Sales Operations, and Time Management skills.
3. College student entrepreneurs are highly engaged in entrepreneurial activities, influenced by socioeconomic characteristics, Personality, and Perceived Support.
4. College student entrepreneurs' Business Knowledge has a significant impact on their Entrepreneurial Engagement.
5. The Management Skills of college student entrepreneurs profoundly impact their Entrepreneurial engagement.

Conclusions

The following conclusions were drawn based on the findings of the Study:

1. Student Entrepreneurs are knowledgeable in terms of marketing, pricing, and financial management, making them more reliable and effective in managing their business solely.
2. Student Entrepreneurs have capabilities and skills in sales operations, decision-

making, and time management, making them more resilient even when competitors come their way.

3. The student entrepreneurs are actively engaged in various economic environments where they can gain support and guidance, especially with business matters.

4. By engaging in entrepreneurial activities, student entrepreneurs acquire knowledge, such as financial management and marketing, that is significant in the business world.

5. Having engagement in real-world experiences, student entrepreneurs acquire the necessary skills in business management, making them more resilient and adaptive as trends in the business evolve.

Limitation

This Study faces two major limitations. The response rate is significantly lower than the initial target number of respondents, and there is a lack of previous research studies on this topic. The researchers used the purposive sampling technique to effectively gather as many responses as we could for strong and accurate representation, but only 22 respondents participated. This shortage of sample data limits the applicability of the results and the identification of relationships between business knowledge, management skills, and entrepreneurial engagement. Additionally, the lack of previous research on this topic made it challenging for the researcher to build a strong foundation for this topic. This restricts the ability to apply and the significance of the results. To improve the accuracy and reliability of results in this field, future researchers should place a higher priority on expanding sample sizes and expanding on previously published works.

Recommendations

1. Academe institutions may foster a supportive environment with resources, networking opportunities, and student organizations where students can showcase and develop business skills. Advocating for policies that promote entrepreneurship education and support-led ventures can further motivate students to engage effectively in business.

2. The DOLE, or the Department of Labor and Employment, and PESO, or the Public Employment Service Office, may collaborate with the institution to provide and implement entrepreneurship programs, resources, skills development, and hands-on experience for students engaged in business ventures.

3. Future researchers may seek to increase their sample sizes with large and more diverse students engaged in business activities and build on existing research to better understand students' business ventures.

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Appendix A

(INFORMED CONSENT FORM)

MISAMIS UNIVERSITY

Ozamiz City

College of Business and Management

INFORMED CONSENT FORM

Researchers/Investigators:

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Research Title:

"COLLEGE STUDENTS' BUSINESS KNOWLEDGE, MANAGEMENT SKILLS, AND ENTREPRENUERIAL ENGAGEMENT"

PART I. INFORMATION SHEET	
Introduction	Good day! We are Anna Mae Maluya, Danna Rose Dologuin, Jesah Omongos, Shane Mark Rene Floriza, the researchers/investigators of the study entitled "College Students' Business Knowledge, Management Skills and Entrepreneurial Engagement" We are BSMA students at Misamis University in Ozamiz City. We will conduct the research with College student entrepreneurs in the CBM department of Misamis University as our participants/respondents. In this vein, we respectfully seek your voluntary participation, being qualified to give your informed consent to participate in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the survey questionnaires and interview, you will be asked to affix your name and signature on this form for which you will be given a copy.
Purpose	The purpose of this study is to assess the business knowledge, management

	skills, and entrepreneurial engagement of the College of Business and Management student in Misamis University. This study can provide practical knowledge and strategic insights to navigate the challenges and barriers of being student entrepreneurs. Moreover, this can help the institution by establishing trainings and seminar about entrepreneurship education to encourage students to engage in business.
Type of Research Intervention	This study will be conducted through adapted questionnaires. The gathering of data will be conducted through Google forms and will be distributed online.
Selection of Participants/ respondents	The selection of the (356) participants/ respondents is based on the following inclusion criteria: (1) They are currently enrolled as college student in the CBM department. (2) They currently engaged in business or has a business of rendering of rendering goods or services for 1 to 2 years. (3) It is a solely established business. (4) 18 years old above. (5) Generated 3,000 to 5,000 sales, in which you are one of those selected through Cochran's sampling formula.
Voluntary Participation	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researchers. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer.
Procedure	The distribution and retrieval of the questionnaires will be done online through google forms. The participants will be given ample time to answer the questionnaire. The researcher will transcribe the questions to be used for the analysis of the data. The Information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality.
Duration	The gathering of data through the survey forms will last for 30 minutes to 1 hour once you receive the questionnaire.
Risk and Discomforts	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.
Benefits	The study is beneficial to you because the researcher may be able to provide an understanding of the relationship of business knowledge and management skills to the entrepreneurial engagement of the students in your department. The findings may be able to be an instrument for the institution to establish trainings to encourage student to engage in business. Thus, your responses shall be highly valued being deemed important in the field of business and management department.
Reimbursement	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study.
Confidentiality of Data	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked. Secure filing cabinet, of which will be

	discarded 6 months after the publication of the results.
Sharing of Findings	The results of this study will be presented during the research final defense of the researchers. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential.
Rights to Refuse or Withdraw	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.
Who to Contact	Should there be any queries as a parent, you can contact the researchers through the following details: Name of the Researcher: ANNA MAE F. MALUYA Cellphone Number/s: 09460747555 e-mail address: [redacted] Name of the Researcher: DANNA ROSE D. DOLOGUIN Cellphone Number/s: 09506864279 e-mail address: dannarosed@gmail.com Name of the Researcher: JESAH L. OMONGOS Cellphone Number/s: 09486504886 e-mail address: [redacted] Name of the Researcher: SHANE MARK RENE C. FLORIZA Cellphone Number/s: 09700728120 e-mail address: Floriza113@gmail.com **STATEMENT BY THE RESEARCHERS** **(PAGPADAYAG SA NAGTUON)** I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the questions. I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. A copy of this Informed Consent Form will be provided to the participant. Print Name of Researchers: ANNA MAE F. MALUYA DANNA ROSE D. DOLOGUIN JESAH L. OMONGOS SHANE MARK RENE C. FLORIZA

PART II. CERTIFICATE OF CONSENT

This research entitled "College Students Business Knowledge, Management Skills, and Entrepreneurial Engagement" by Anna Mae F. Maluya, Danna Rose D. Dologuin, Jesah L. Omongos, Shane Mark Rene C. Floriza with the aim of gathering information and data pertaining to the relationship of business knowledge and management skills towards entrepreneurial engagement of college students engaged in business in the CBM department. Since the study involves business and management stydent that are engaged in business or has a business for 1 to 2 years, I am chosen as one of the participants/respondents.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

Print Name of Participant (Ngalan sa Partisipante): _____

Signature of Participant (Pirma sa Partisipante): _____

Date: [MM/DD/YYYY] _____

Appendix B

(SURVEY QUESTIONNAIRE)

College Student Business Knowledge Questionnaire

This questionnaire was adapted from the study ofFalahat et al (2020), Bueno et al (2022), Barit (2023) and Gomez (2022).

Purpose: This study aims to understand the relationship of business knowledge and skills to entrepreneurial intention among college students.

Criteria: Kindly mark "/" in the following criteria below. In answering this survey, I ensure that I am:

◯ A currently enrolled college student.

◯ Having a business of 1 to 2 years.

◯ 18 yrs old above

◯ Solely Establish

◯ Generated 3,000 to 5,000 Pesos Sales

Instruction: Kindly fill up the form with correct information and answer it reliably in accordance to the situations being stated. The following items will assess the students as to their perceived knowledge in doing and handling a business. Mark "/" in the selected box aligned to your choice next to the statement. Rate each statement using the rating scale of 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree.

INDICATORS	**RESPONSES**			
A. Marketing	**4**	**3**	**2**	**1**
1. I can analyze the market needs				
2. I can skillfully use marketing communication strategy towards customers.				
3. I can learn quickly about changes in competitors' strategies				
4. I can identify the market problem to be solved or the market needs to be met.				
5. I will be able to promote products and services effectively to generate sales.				
B. Pricing				
1. I can respond quickly to customers' demands in terms of price considerations.				
2. Fundamental knowledge of finance helped me for effective				

economic decision making.				
3. I can effectively communicate pricing information to customers.				
4. I know how to set prices on the products and services that may be offered.				
5. The ability to respond quickly to price actions from competitors.				
C. Financial Management				
1. I plan my expenses.				
2. I can compute for profits.				
3. I used to save money for an emergency than to spend it on something else.				
4. I can effectively manage finances like monitoring profits and losses.				
5. I can perform key bookkeeping tasks.				

Appendix C

(SURVEY QUESTIONNAIRE)

College students Management Skills Questionnaire

This questionnaire was adapted from the study of Carpio (2023)

Instruction: Kindly fill up the form with correct information and answer it reliably in accordance to the situations being stated. The following items will assess the students as to their perceived business skills in doing and handling a business. Mark "/" in the selected box aligned to your choice next to the statement. Rate each statement using the rating scale of 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree.

Indicators	**RESPONSES**			
A. Decision - Making	**4**	**3**	**2**	**1**
1. I want to know the nature of a specific business before engaging in it.				
2. I usually take risks if it would benefit my business				
3. I know how to deal appropriately with my failures, mistakes, and setbacks in operation and take full responsibility.				
4. I take a cheerful outlook towards frustration and failure.				
5. I always have the initiative and entrepreneurial spirit.				

B. Sales Operation					
1. I use effective strategies to expand my market and gain more customers					
2. I always have great business ideas, and I apply them all to my actual business operation					
3. I integrate social media as part of my ways in promoting my products to the customers					
4. I accounted and recorded my prospects when they buy items in my store.					
5. I stipulate exact and appropriate prices of my products that are visible to my customers.					
C. Time Management					
1. I can manage a work - life - study - study balance					
2. I set myself specific and clearly defined goals.					
3. I always set deadline to achieve my objectives on time.					
4. I always view time as a precious gold.					
5. I am a goal-oriented person in everything.					

Appendix D

(SURVEY QUESTIONNAIRE)

College Student Entrepreneurial Engagement Questionnaire

This questionnaire was adapted from the study of Tumati (2022), Duong (2024), Makai (2023), Impas et al. (2019), Kuhar (2024)

Instruction: Kindly fill up the form with correct information and answer it reliably in accordance to the situations being stated. The following items will assess the students as to their perceived knowledge in doing and handling a business. Mark "/" in the selected box aligned to your choice next to the statement. Rate each statement using the rating scale of 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree.

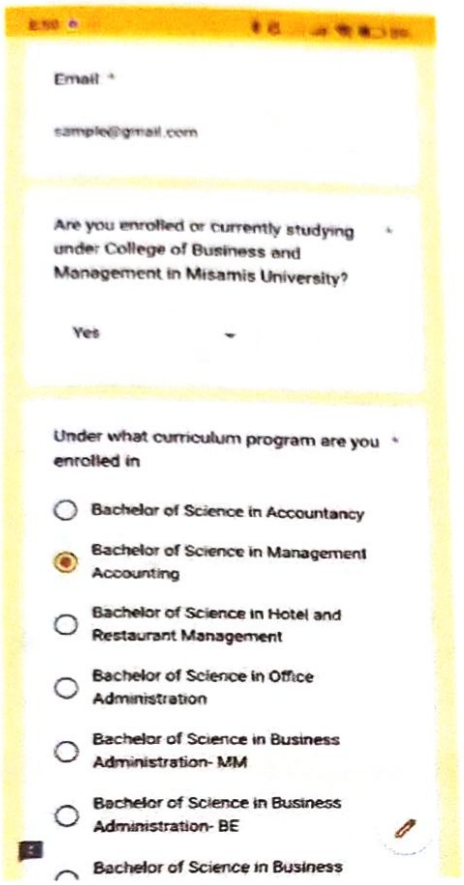
INDICATORS	RESPONSES			
A. Socioeconomic Characteristic	**4**	**3**	**2**	**1**
1. Lower weekly allowance makes it harder to finance my business.				
2. My weekly allowance ranges from 800 to 1,500 pesos.				
3. Higher weekly allowance allows me to finance my business better.				
4. I have fewer problem on managing my business due to readily available funds.				

5. My socioeconomic status stands in the way of growing my business.					
B. Personality					
1. Decision-making is important for my involvement in developing my own enterprise.					
2. My interests and hobbies affected my involvement in developing my own enterprise.					
3. Freedom and Independence are important involvement in developing my own enterprise.					
4. I am creative person.					
5. I have entrepreneurial skills which help me to run my business.					
C. Perceived Entrepreneurial Support					
1. The entrepreneurship course at my college inspires me to develop ideas for a new business.					
2. My college experience and knowledge have inspired me to become an entrepreneur.					
3. I find that I am motivated and supported by the professors ofthe university to establish a business.					

4.	**My university brings entrepreneurial students in contact with each other.**				
5.	**In times of crisis, my family, friends and colleagues will support me.**				

Appendix E

(SAMPLE FILLED-OUT QUESTIONNAIRE)



Email *

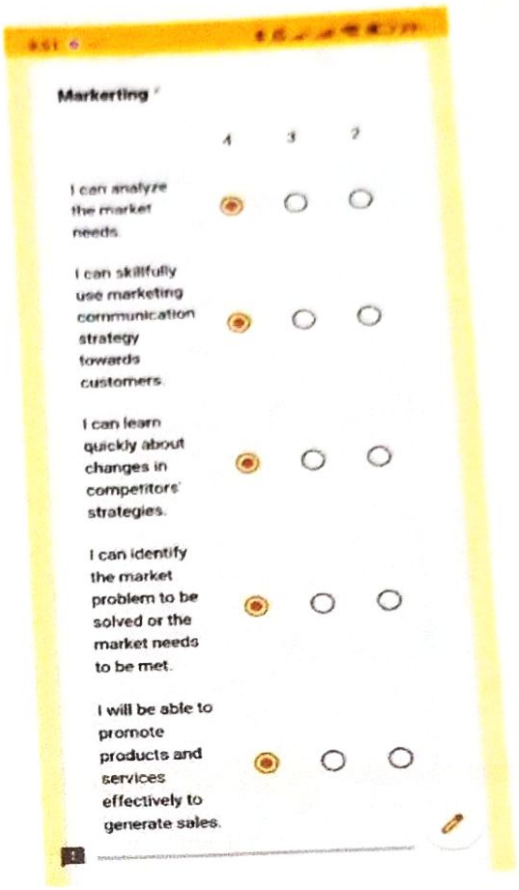
sample@gmail.com

Are you enrolled or currently studying under College of Business and Management in Misamis University? *

Yes

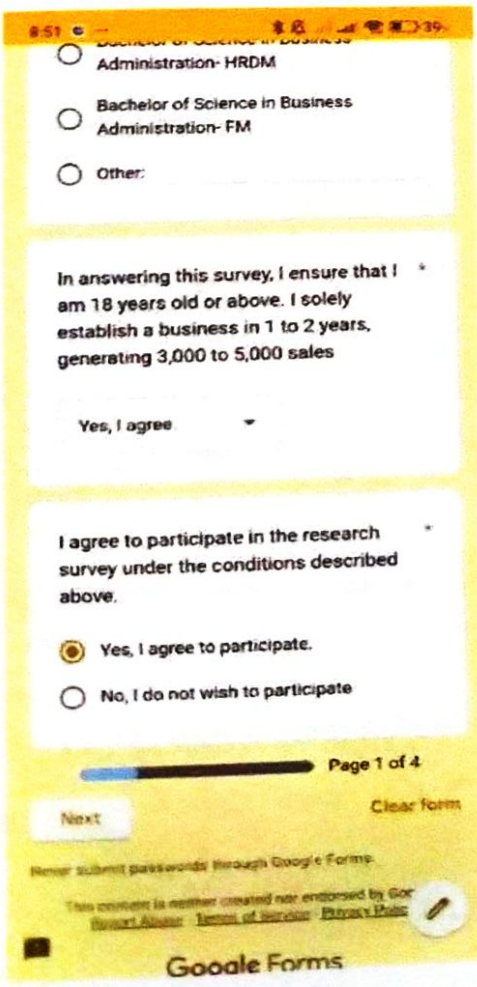
Under what curriculum program are you enrolled in *

- Bachelor of Science in Accountancy
- Bachelor of Science in Management Accounting
- Bachelor of Science in Hotel and Restaurant Management
- Bachelor of Science in Office Administration
- Bachelor of Science in Business Administration- MM
- Bachelor of Science in Business Administration- BE
- Bachelor of Science in Business



Marketing *

	4	3	2
I can analyze the market needs.	◉	○	○
I can skillfully use marketing communication strategy towards customers.	◉	○	○
I can learn quickly about changes in competitors' strategies.	◉	○	○
I can identify the market problem to be solved or the market needs to be met.	◉	○	○
I will be able to promote products and services effectively to generate sales.	◉	○	○



Administration- HRDM

Bachelor of Science in Business Administration- FM

Other:

In answering this survey, I ensure that I am 18 years old or above. I solely establish a business in 1 to 2 years, generating 3,000 to 5,000 sales *

Yes, I agree

I agree to participate in the research survey under the conditions described above. *

- Yes, I agree to participate.
- No, I do not wish to participate

Page 1 of 4

Next

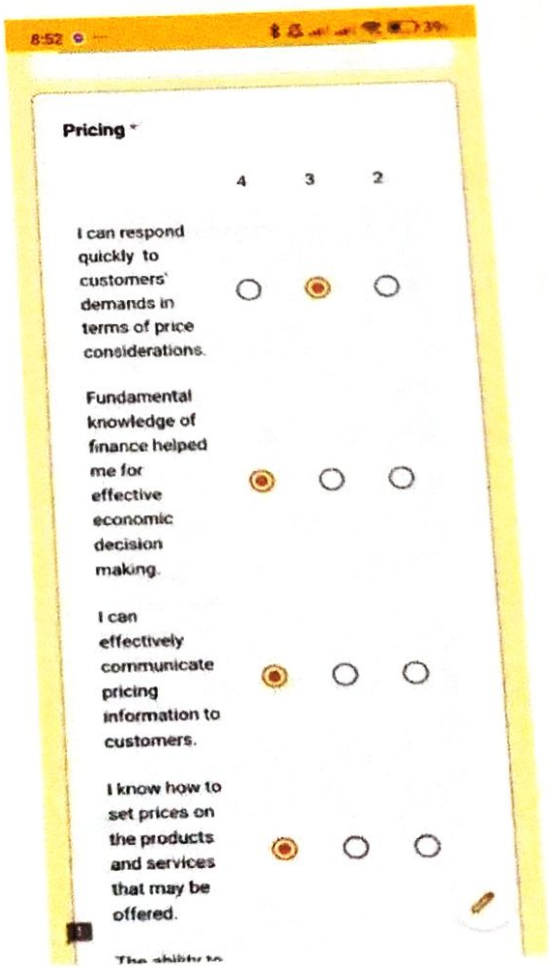
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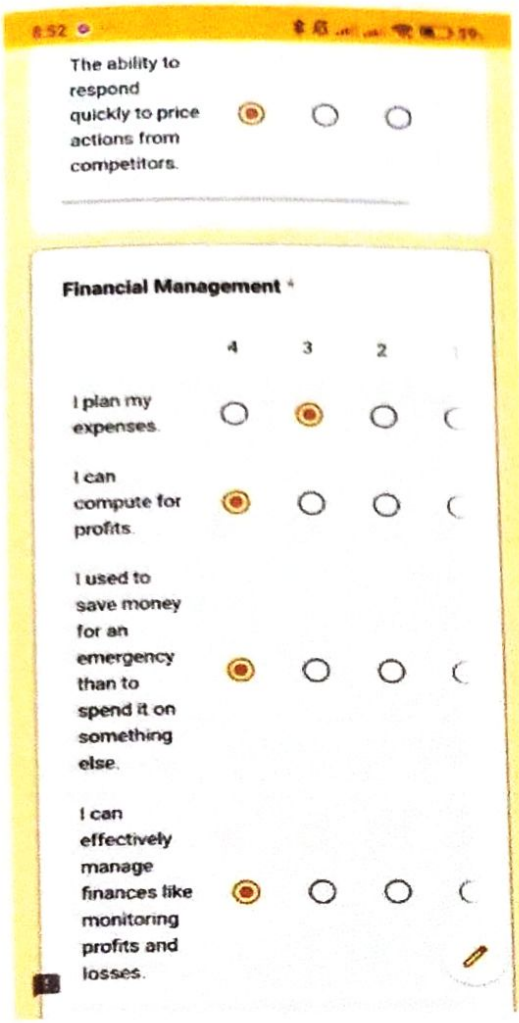
Google Forms



Pricing *

	4	3	2
I can respond quickly to customers' demands in terms of price considerations.	○	◉	○
Fundamental knowledge of finance helped me for effective economic decision making.	◉	○	○
I can effectively communicate pricing information to customers.	◉	○	○
I know how to set prices on the products and services that may be offered.	◉	○	○

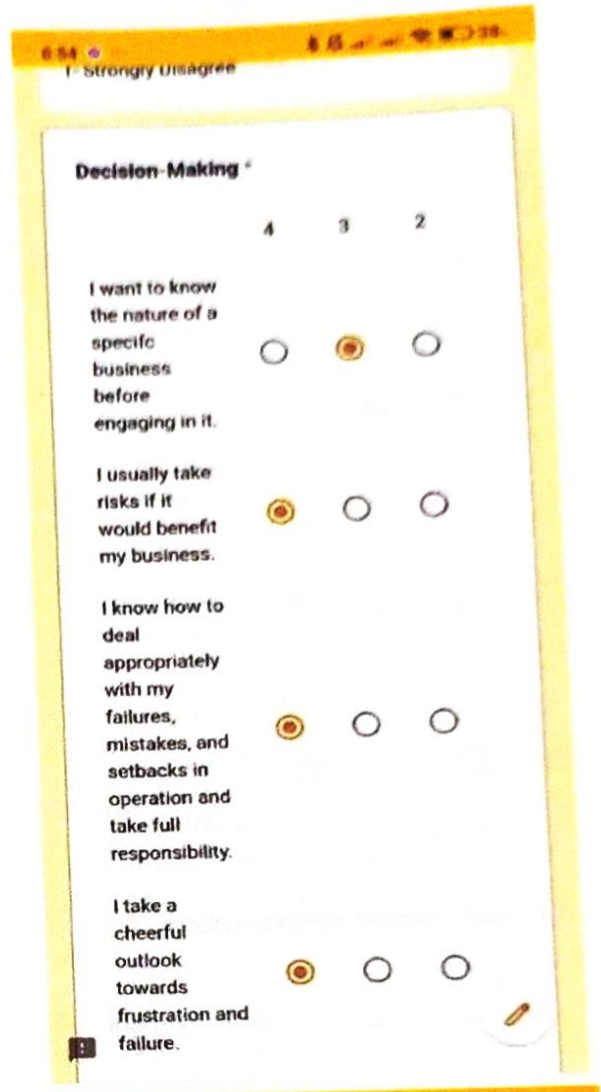
The ability to



The ability to respond quickly to price actions from competitors.

Financial Management *

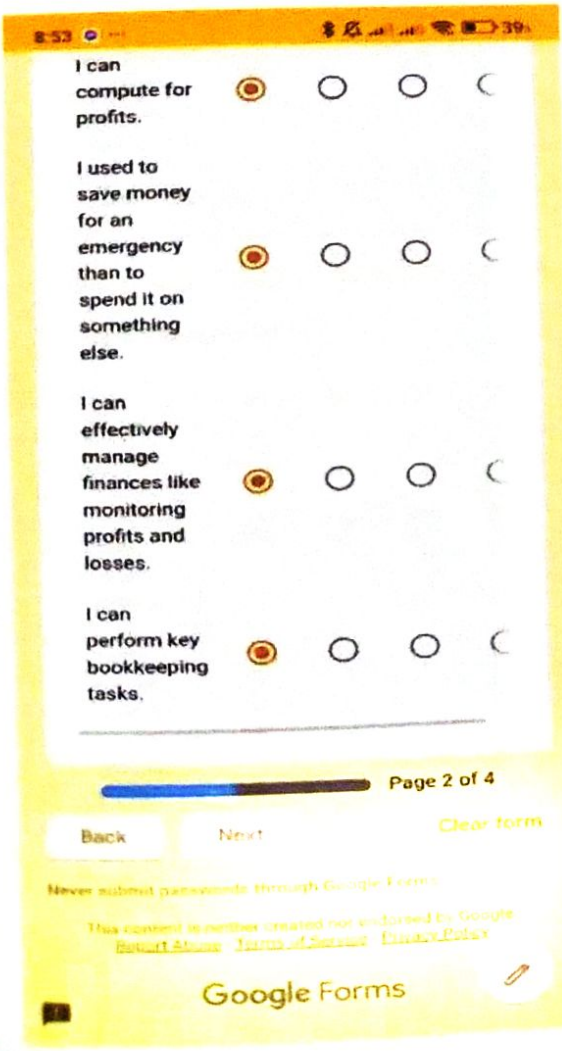
	4	3	2	1
I plan my expenses.	○	◉	○	○
I can compute for profits.	◉	○	○	○
I used to save money for an emergency than to spend it on something else.	◉	○	○	○
I can effectively manage finances like monitoring profits and losses.	◉	○	○	○



Strongly Disagree

Decision-Making *

	4	3	2
I want to know the nature of a specific business before engaging in it.	○	◉	○
I usually take risks if it would benefit my business.	◉	○	○
I know how to deal appropriately with my failures, mistakes, and setbacks in operation and take full responsibility.	◉	○	○
I take a cheerful outlook towards frustration and failure.	◉	○	○



I can compute for profits.

I used to save money for an emergency than to spend it on something else.

I can effectively manage finances like monitoring profits and losses.

I can perform key bookkeeping tasks.

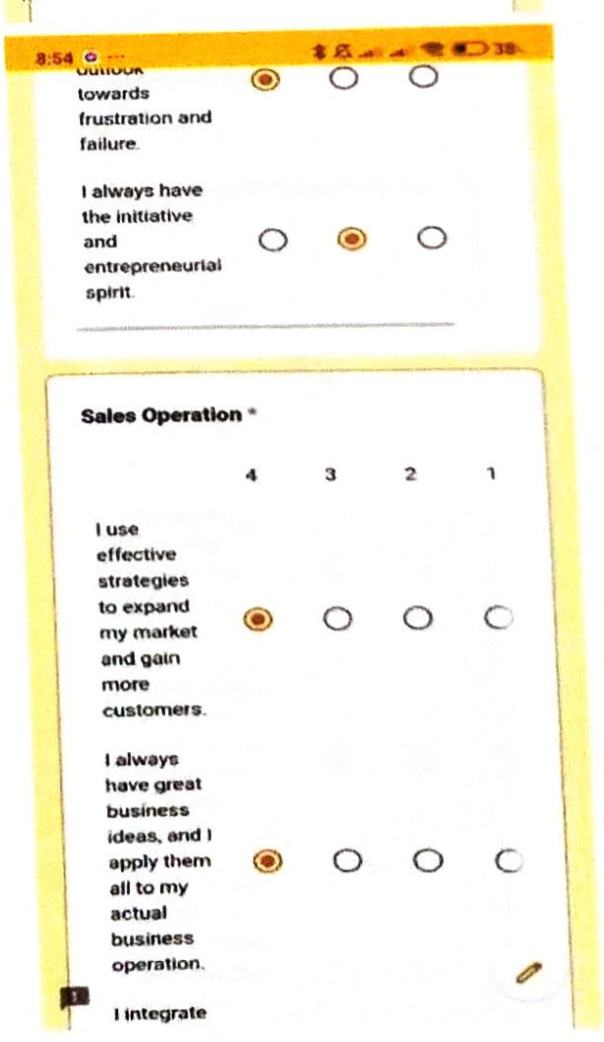
Page 2 of 4

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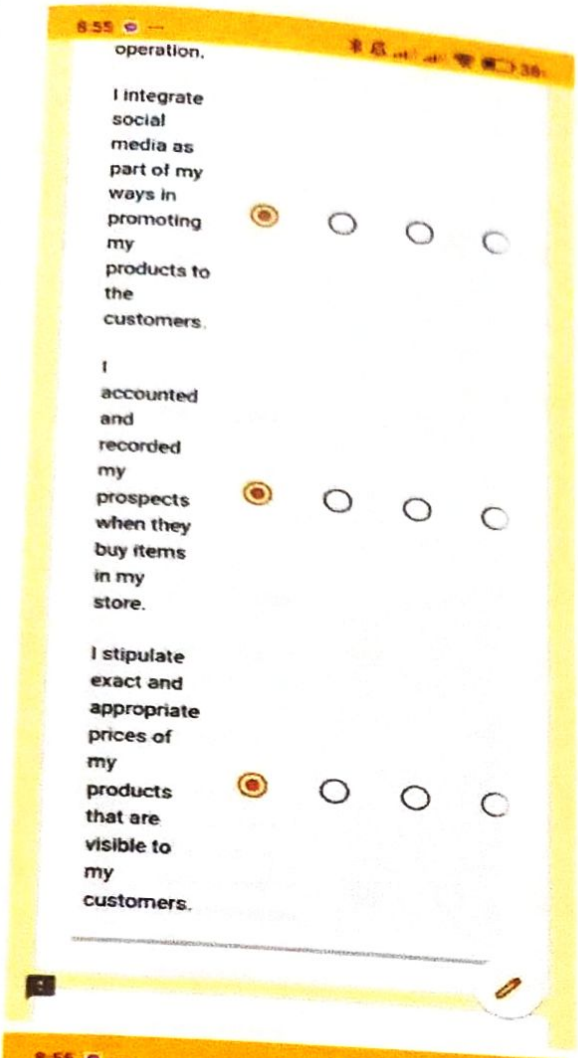
outlook towards frustration and failure.

I always have the initiative and entrepreneurial spirit.

Sales Operation *

	4	3	2	1
I use effective strategies to expand my market and gain more customers.	◉	○	○	○
I always have great business ideas, and I apply them all to my actual business operation.	◉	○	○	○

I integrate

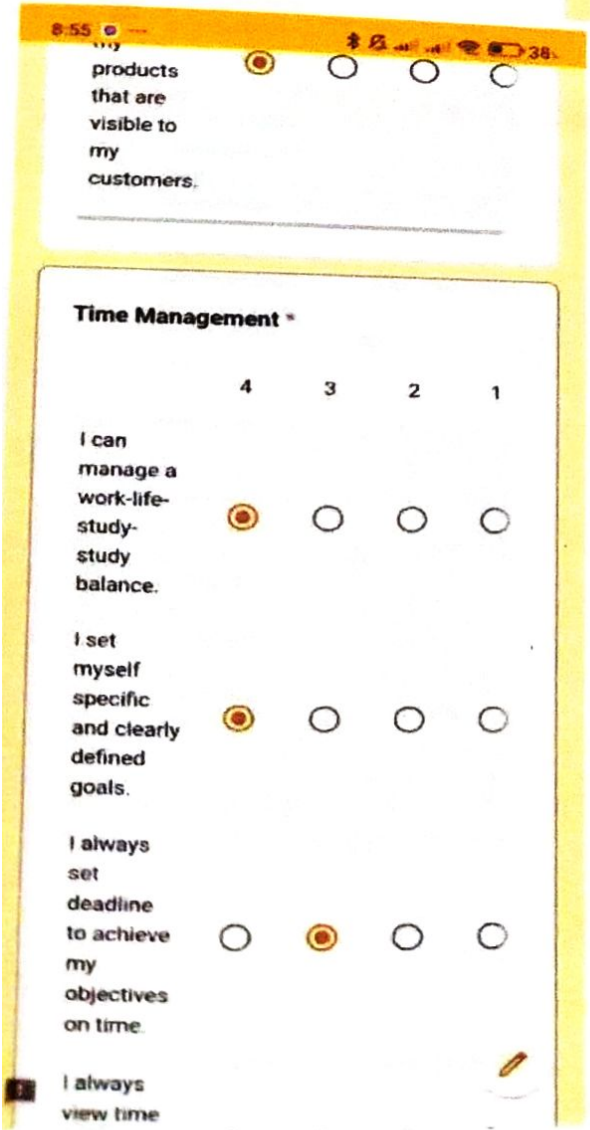


operation.

I integrate social media as part of my ways in promoting my products to the customers.

I accounted and recorded my prospects when they buy items in my store.

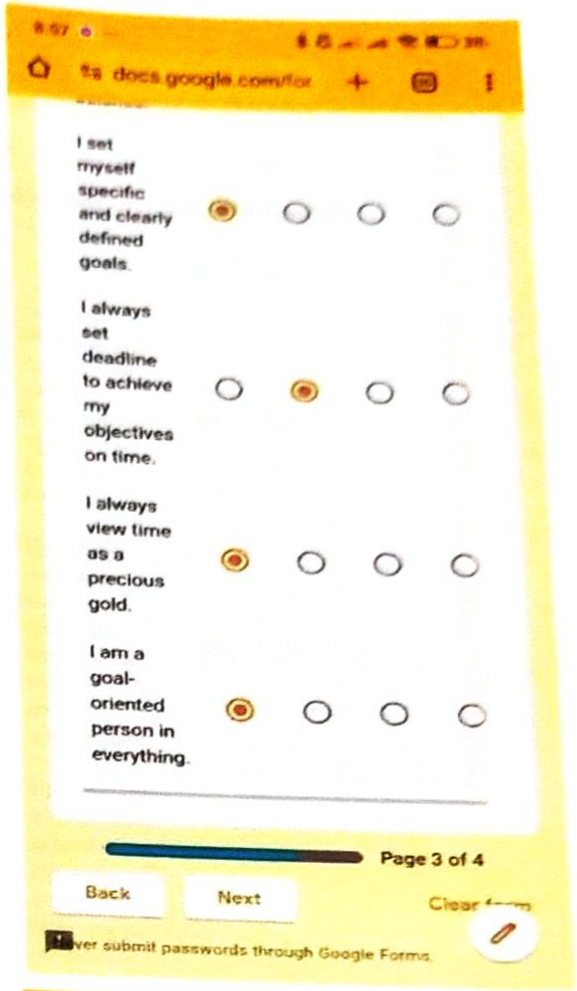
I stipulate exact and appropriate prices of my products that are visible to my customers.



products that are visible to my customers.

Time Management *

	4	3	2	1
I can manage a work-life-study-study balance.				
I set myself specific and clearly defined goals.				
I always set deadline to achieve my objectives on time.				
I always view time				



I set myself specific and clearly defined goals.

I always set deadline to achieve my objectives on time.

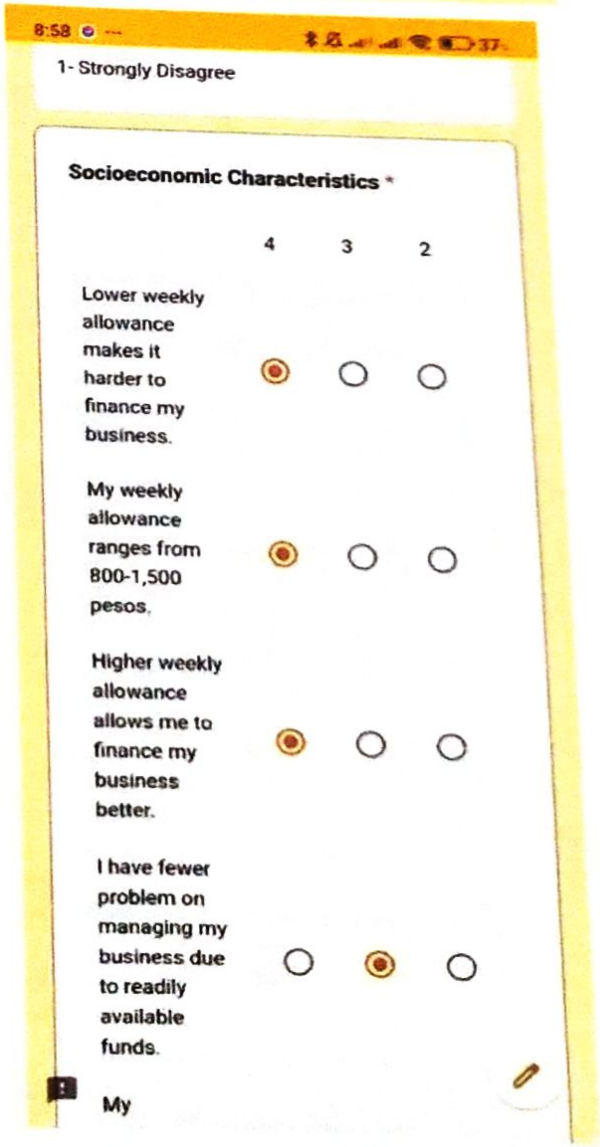
I always view time as a precious gold.

I am a goal-oriented person in everything.

Page 3 of 4

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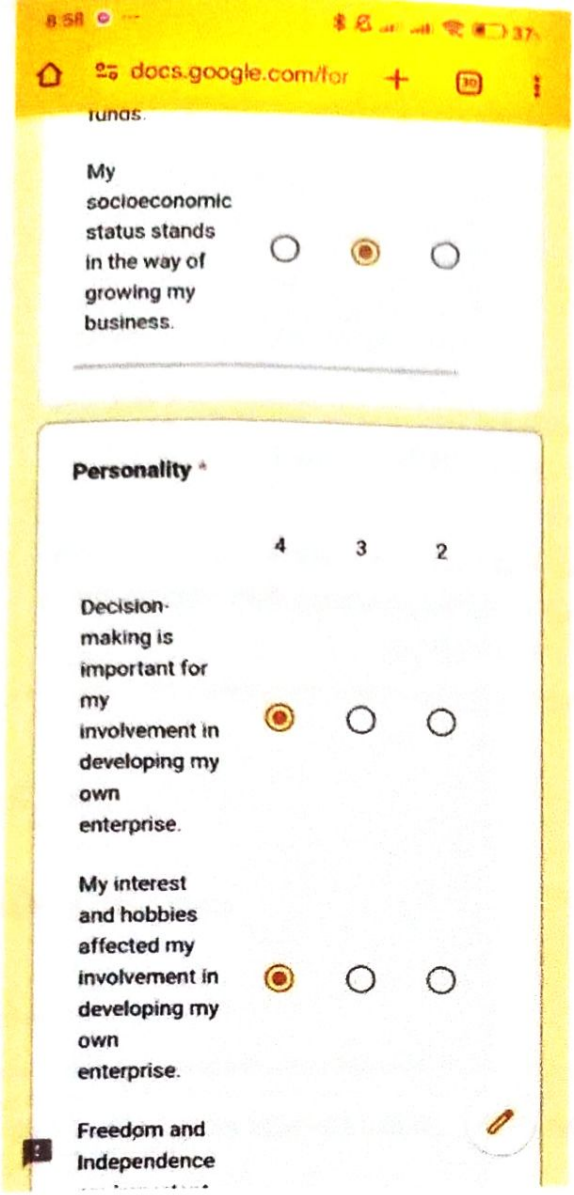


1- Strongly Disagree

Socioeconomic Characteristics *

	4	3	2
Lower weekly allowance makes it harder to finance my business.			
My weekly allowance ranges from 800-1,500 pesos.			
Higher weekly allowance allows me to finance my business better.			
I have fewer problem on managing my business due to readily available funds.			

My

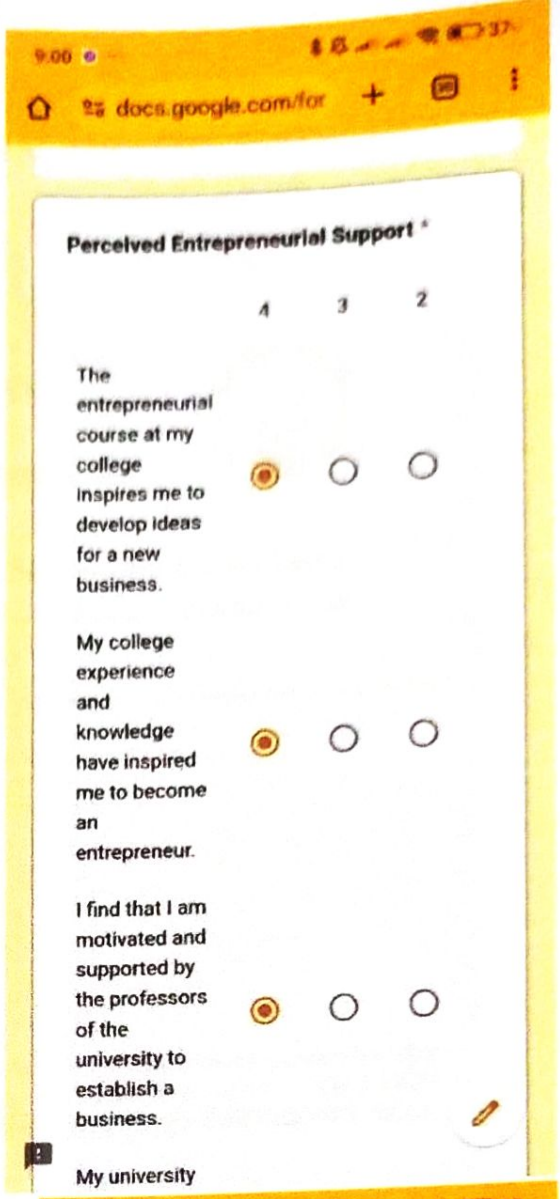


funds.

My socioeconomic status stands in the way of growing my business.

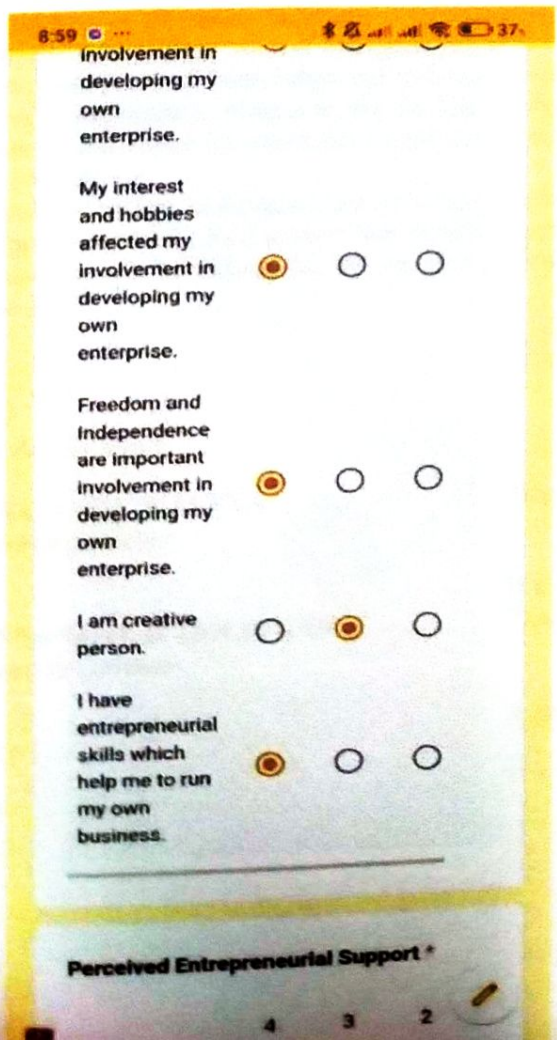
Personality *

	4	3	2
Decision-making is important for my involvement in developing my own enterprise.	◉	○	○
My interest and hobbies affected my involvement in developing my own enterprise.	◉	○	○
Freedom and Independence			



Perceived Entrepreneurial Support *

	4	3	2
The entrepreneurial course at my college inspires me to develop ideas for a new business.	◉	○	○
My college experience and knowledge have inspired me to become an entrepreneur.	◉	○	○
I find that I am motivated and supported by the professors of the university to establish a business.	◉	○	○
My university			



involvement in developing my own enterprise.

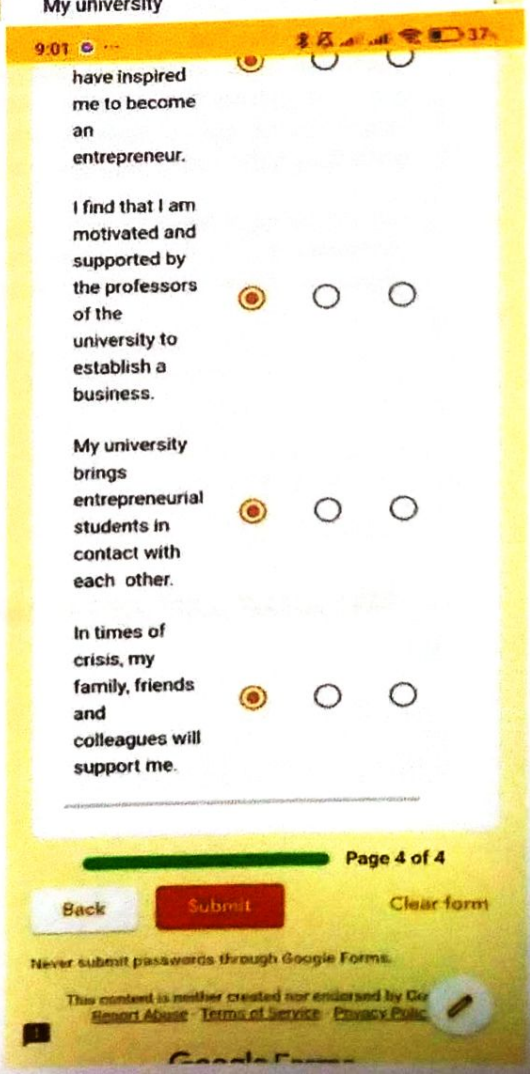
My interest and hobbies affected my involvement in developing my own enterprise.

Freedom and Independence are important involvement in developing my own enterprise.

I am creative person.

I have entrepreneurial skills which help me to run my own business.

Perceived Entrepreneurial Support *



have inspired me to become an entrepreneur.

I find that I am motivated and supported by the professors of the university to establish a business.

My university brings entrepreneurial students in contact with each other.

In times of crisis, my family, friends and colleagues will support me.

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Appendix F

(LETTER TO DEAN)

MISAMIS UNIVERSITY
Ozamiz City
College of Business and Management

CERTIFIED: ISO 9001:2015 Quality Management System DNV GL, Australia
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

July 5, 2024

To whom it may concern:

Good day!

We are fourth-year students from Misamis University, and we are currently conducting our research under the program of Bachelor of Science in Management Accounting. Our research is titled, **"COLLEGE STUDENT' BUSINESS KNOWLEDGE, MANAGEMENT SKILLS, AND ENTREPRENEURIAL ENGAGEMENT".**

The purpose of this study is to assess the business knowledge, management skills, and entrepreneurial engagement of college student entrepreneurs in business and management department. Thus this study can provide practical knowledge and strategic insights to navigate the challenges and barriers of being student entrepreneurs. Moreover, the findings of this study can be instrumental in shaping the higher education curriculum by establishing specialized trainings and seminar about entrepreneurship education to encourage
Students to engage in business. Anent to this, we would like to humbly request your approval for the conduct of our study. Rest assured that ethical considerations and health protocols will be duly observed, and the data will be utilized for this research purpose only. Your approval of this request will be deeply appreciated.

Respectfully yours,

ANNA MAE F. MALUYA
Student Researcher

DANNA ROSE D. DOLOGUIN
Student Researcher

Noted by:

DR. EFREN J. BARILIO, CPA, MBA, FriAcc, AFBE
Research Instructor

Approved by:

JESAH L. OMONGOS
Student Researcher

SHANE MARK RENE C. FLORIZA
Student Researcher

DR. EFREN J. BARILIO, CPA, MBA, FriAcc, AFBE
Dean, College of Business and Management

Appendix G

RESEARCH PROPOSAL & FINAL DEFENCE DOCUMENTATION:





Appendix H

GRAMMARLY RESULT

grammarly Report: Dologuin, Danna Rose

Dologuin, Danna Rose

by Misamis University

General metrics

78,972	10,599	481	42 min 23 sec	1 hr 21 min
characters	words	sentences	reading time	speaking time

Score

99

This text scores better than 99% of all texts checked by Grammarly

Writing Issues

1	✓	1
Issues left	Critical	Advanced

Plagiarism

This text hasn't been checked for plagiarism

Writing Issues

1 **Correctness**

1 Closing punctuation

Unique Words

Measures vocabulary diversity by calculating the percentage of words used only once in your document

15%

unique words

Rare Words

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

46%

rare words

Word Length

Measures average word length

6.1

characters per word

Sentence Length

Measures average sentence length

22

words per sentence

Appendix I

TURNITIN RESULT

turnitin Page 2 of 55 · Integrity Overview

27% Overall Similarity

The combined total of all matches, including overlapping sources, for each database

Match Groups

- 157 Not Cited or Quoted 20%
  Matches with neither in-text citation nor quotation marks
- 52 Missing Quotations 7%
  Matches that are still very similar to source material
- 0 Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

Top Sources

13% Internet sources
5% Publications
23% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Submission ID trn:oid:::28447:73570700

Match Groups

157 Not Cited or Quoted 20%
Matches with neither in-text citation nor quotation marks

52 Missing Quotations 7%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

13% Internet sources
5% Publications
23% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1 Submitted works
Submitted on 1689047299722

2 Submitted works 4%
mu on 2023-12-11

3 Submitted works 2%
mu on 2024-11-18

4 Submitted works 1%
mu on 2024-11-29

5 Internet 1%
uijrt.com

6 Internet 1%
dora.dmu.ac.uk

7 Submitted works 1%
mu on 2024-11-11

8 Internet 1%
www.researchgate.net

9 Submitted works 1%
mu on 2023-12-12

10 Internet 1%
www.ncbi.nlm.nih.gov

Submission ID trn:oid:::28447:73570700

11 Internet
www.coursehero.com 1%

12 Internet
link.springer.com 1%

13 Submitted works
mu on 2023-01-13 1%

14 Internet
www.mdpi.com 1%

15 Submitted works
mu on 2024-11-28 1%

16 Submitted works
mu on 2024-11-15 1%

17 Submitted works
mu on 2024-11-29 1%

18 Internet
stats.stackexchange.com 0%

19 Internet
8kun.top 0%

20 Internet
innovation-entrepreneurship.springeropen.com 0%

21 Internet
meral.edu.mm 0%

22 Submitted works
Da Vinci Institute on 2020-08-20 0%

23 Submitted works
mu on 2024-11-12 0%

24 Submitted works
mu on 2024-12-02 0%

Submission ID trn:oid:::28447:73570700

25 Submitted works
mu on 2024-11-15 0%

26 Publication
Ashish Kumar Sharma, Ankita Goyal, Anjali Sharma, "Relevance of classical mana... 0%

27 Internet
fastercapital.com 0%

28 Submitted works
National Institute of Development Administration on 2024-06-11 0%

29 Submitted works
mu on 2024-11-18 0%

30 Submitted works
mu on 2024-11-29 0%

31 Submitted works
mu on 2024-11-12 0%

32 Submitted works
mu on 2024-11-11 0%

33 Submitted works
mu on 2024-11-15 0%

34 Internet
digitalcommons.lsu.edu 0%

35 Submitted works
universititeknologimara on 2024-11-04 0%

36 Submitted works
mu on 2024-11-11 0%

37 Submitted works
Loughborough College on 2023-07-03 0%

38 Submitted works
University of Birmingham on 2018-09-17 0%

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39 Submitted works
mu on 2024-11-15 — 0%

40 Submitted works
mu on 2022-02-24 — 0%

41 Internet
journals.sjp.ac.lk — 0%

42 Submitted works
mu on 2023-05-10 — 0%

43 Submitted works
mu on 2024-11-13 — 0%

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CURRICULUM VITAE



ANNA MAE F. MALUYA
Bachelor of Science in Management Accounting
+639460747555
Email address: maluyaannamae18@gmail.com

OBJECTIVE:

To work in a an ethical workplace wherein I can apply my skills and knowledge effectively, and to be hire in a position that suits well with my degree and passion.

PERSONAL INFORMATION:

Age: 20
Sex: Female
Birthday: January 18, 2003
Birthplace: Colupan Bajo, Sinacaban, Misamis Occidental
Father's Name: Esteban A. Maluya Jr.
Mother's Name: Juanita F. Maluya
Civil Status: Single
Nationality: Filipino
Religion: Roman Catholic

EDUCATIONAL BACKGROUND:

Tertiary	Misamis University H.T Feleciano Street Aguada, Ozamiz City 2021 – present
Secondary	Sinonoc National High School Sinonoc, Sinacaban, Misamis Occidental 2014 – 2021
Elementary	ColupanAlto Elementary School Colupan Alto, Sunacaban, Misamis Occidental 2008 – 2014

Skills:

- Teachable and willing to learn.
- Being able to work under pressure.
- Excel and Microsoft literate.
- Can adapt to various environment.

CURRICULUM VITAE



DANNA ROSE D. DOLOGUIN
Bachelor of Science in Management Accounting
09506864279
Email Address: dannarosed@gmail.com

OBJECTIVE:

To work in a position in which I can contribute the knowledge I gained through my chosen education. In addition to develop and seek for experience in the field that I'm pursuing.

PERSONAL DATA:

AGE:	22
SEX: Female	
BIRTHDAY:	May 28, 2002
BIRTHDAYPLACE:	Ozamiz City
HOME ADDRESS:	Purok-2 Molicay, Ozamiz City
CIVIL STATUS:	Single
NATIONALITY:	Filipino
RELIGION:	Roman Catholic

EDUCATIONAL BACKGROUND:

Tertiary	Misamis University H.T Feliciano Street, Aguada, Ozamiz City 2021- Present
Secondary	Ozamiz City School of Arts and Trades Maningcol, Ozamiz City 2014 – 2020
Elementary	Domingo A. Barloa Elementary School Purok 3 Molicay, Ozamiz City 2008 - 2014

SKILLS AND QUALITIES:

- Can work under pressure
- Open to growth and willing to learn
- Active listening
- Knowledgeable in Microsoft word, excel

CURRICULUM VITAE

Jesah L. Omongos

Purok 1, Naga, Jimenez

7204 Misamis Occidental, PHL

Mobile: 09486504886

Email:
jesahomongos1011@gmail.com



EDUCATIONAL ATTAINMENT

COLLEGE LEVEL	Misamis University Ozamiz City Bachelor of Science in Management Accounting [August 2021-PRESENT]
SECONDARY LEVEL	
SENIOR HIGH SCHOOL	Lycee St. Jean Baptiste de La Salle La Salle University Ozamiz City Science, Technology, Engineering, and Mathematics [August 2019 - May 2021]
JUNIOR HIGH SCHOOL	School of Saint John the Baptist Jimenez [June 2015 – March 2019]
ELEMENTARY LEVEL	Jimenez Central School Jimenez [June 2008 – March 2015]

CURRICULUM VITAE



Personal Information:

Name	:	Shane Mark Rene C. Floriza
Age	:	22 years old
Date of Birth	:	September 11, 2002
Civil Status	:	Single
Nationality	:	Filipino
Home Address:		Purok 4, Carangan, Ozamiz City, Misamis Occidental
Contact Number:		09700728120
Email Address :		floriza113@gmail.com

Educational Background:

Tertiary	:	Bachelor of Science in Management Accounting Misamis University Ozamiz City (2021 – Present)
Senior High School	:	Misamis University Ozamiz City (2020 - 2021)
Junior High School	:	Misamis University Ozamiz City (2018 - 2019)
Elementary	:	Psalms Christian Academy Ozamiz City (2014 - 2015)

Reference/s:

Name	Institution	Contact Number
1. Rean Angelie B. Cayanpat	Misamis University	09094825104