



**BUSINESS ADMINISTRATION GRADUATES' ENTREPRENEURIAL
BEHAVIOR, PERSONALITY TRAITS AND ENGAGEMENT**

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ABSTRACT

In today's rapidly evolving global economy, entrepreneurship is critical in driving innovation, job creation, and economic growth. Therefore, understanding the factors that shape entrepreneurial intentions and actions is crucial for fostering a new generation of successful entrepreneurs. This study examined the pivotal role of entrepreneurial behavior and personality traits in fostering entrepreneurial engagement among Business Administration graduates. Specifically, it explored how entrepreneurial self-efficacy, alertness, and proactive personality key components of entrepreneurial behavior, along with the Big Five personality traits, influence graduates' entrepreneurial intentions and actions. The study used a descriptive correlational design, and the data was collected from 76 Business Administration graduates from the school year 2019 – 2024 who were engaged in entrepreneurial activities in Ozamiz City. Mean and Standard Deviation were utilized to measure entrepreneurial behavior, personality traits, and entrepreneurial engagement, while the Pearson Product-Moment Correlation Coefficient identified the extent of the relationships among these variables. The results demonstrate a significant positive correlation between entrepreneurial behavior and engagement and between personality traits and engagement. Graduates exhibit strong entrepreneurial traits, particularly in self-efficacy, alertness, and proactivity, alongside key personality dimensions like agreeableness, openness, and conscientiousness. The findings highlight that entrepreneurial success among graduates is highly influenced by a combination of behavior and personality traits, suggesting that educational institutions should further enhance these traits to foster entrepreneurial potential. This research contributes to understanding the role of personality and behavior in shaping entrepreneurial outcomes, offering valuable insights for academic institutions aiming to cultivate entrepreneurial skills in business graduates.

Keywords: *business administration graduates, entrepreneurial behavior, personality traits, entrepreneurial engagement*

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INTRODUCTION

Rationale of the Study

Graduates of business administration who have pursued entrepreneurial education possess heightened social cognition that enables them to systematically regulate their thoughts and direct their entrepreneurial actions toward greater clarity, coherence, and impact (Wang et al., 2021). Those with a high level of entrepreneurial education are more inclined to start their businesses (Handayati et al., 2020). These individuals possess unique traits, skills, and behaviors that motivate them to engage in entrepreneurial ventures while displaying a strong sense of innovation, risk-taking, and opportunity-seeking (Testbook, 2023). However, these graduates often lack the necessary entrepreneurial behavior to start and sustain successful ventures. Compounding this issue, individual personality traits and varying levels of engagement in entrepreneurial activities significantly impact their ability to innovate and persevere in competitive markets. In this vein, many promising graduates may fail to realize their entrepreneurial potential, leading to missed opportunities for personal growth and economic contribution.

Relatively entrepreneurial engagement highly influences individuals' personality traits (Hong & Wibowo, 2021). People with a combination of psychological features, such as personality, behavior, and educational background, are more likely to engage in entrepreneurship (Hong & Wibowo, 2021). Although numerous research has looked at the link between entrepreneurial goals and behavior, the influence of entrepreneurial self-efficacy, alertness, and proactive personality on entrepreneurial intention has yet to be thoroughly investigated (Li et al., 2020). A link between personality and entrepreneurship has emerged, with multiple studies showing that the Big Five personality traits connect to business potential (López-Núñez et al., 2020; Şahin et al., 2019).

Entrepreneurship is widely recognized as a key contributor to a nation's economic growth, job creation, and innovation. Consequently, various institutions work towards enhancing entrepreneurial intentions and career choices (Laguía et

al., 2019;Cardella et al., 2020). Entrepreneurial engagement promotes innovation, generates employment opportunities, and stimulates economic growth. By starting new businesses and industries, entrepreneurship has the potential to increase employment and boost the economy (GEM, 2022).

However, with a rising number of people seeking and finishing university education, graduate students have experienced significant difficulty in obtaining suitable work possibilities (Li et al., 2020). In this vein, business sector and government depend on entrepreneurial start-up to create jobs (Neneh, 2019). Relatively, the Philippine government has developed a variety of initiatives and regulations to stimulate and support entrepreneurship, which is perceived as a critical component in employment creation and economic development (Philippine Development Plan 2017–2022). As a result, colleges encourage students to create their own businesses to reduce job pressures, and past research has delved into the elements that drive entrepreneurship by determining why people acquire an entrepreneurial desire to become entrepreneurs (Li et al., 2021).

Entrepreneurial intention refers to the desire to start a new business or pursue self-employment, which suggests that an individual is considering owning a business (Ward et al., 2019; Yi, 2020). A significantly positive correlation exists between entrepreneurial intention and behavior (Kong et al., 2020). Significantly, individuals with a high level of entrepreneurial intention tend to positively impact entrepreneurial behavior (Neneh, 2019). Entrepreneurial behavior can manifest in many forms, resulting from diverse individuals interacting with diverse entrepreneurial opportunities (Douglas et al., 2021). The concept entrepreneurial intention pertains to the conviction that a person intends to establish a new business, which serves as a significant predictor of entrepreneurial actions (Boubker et al., 2021; Elnadi & Gheith, 2021). A multitude of studies has explored the connection between entrepreneurial behavior, which is closely linked to several factors, including entrepreneurial self-efficacy, entrepreneurial alertness, and proactive personality (Li et al., 2020).

According to previous research, self-efficacy is a critical determinant of an individual's behavior and plays a significant role in entrepreneurship. Scholars have argued that entrepreneurs with high self-efficacy are likelier to engage in entrepreneurial activities than those with low self-efficacy (Urban, 2020). Therefore, higher education institutions that foster entrepreneurial self-efficacy in students can promote entrepreneurial intentions and create an environment conducive to entrepreneurship (Amani et al., 2024). Prior research has shown that entrepreneurial action is a facet of entrepreneurial behavior and that entrepreneurial self-efficacy enhances entrepreneurial intention and activity of an individual (Neneh, 2019).

Moreover, prior research has suggested that entrepreneurial alertness is a crucial aspect of the entrepreneurial process of starting a new business (Li et al., 2020). Alertness correlates with human drive, fostering awareness in people to seek and seize entrepreneurial possibilities. It enables them to identify, exploit, and evaluate opportunities (Sirén et al., 2019). A study from Sindh, Pakistan, among business students asserted that fostering entrepreneurial alertness could significantly enhance the student's understanding of entrepreneurship. In this vein, entrepreneurial alertness helps students assess their personal values and motivations for engaging in entrepreneurial endeavors and shape their attitudes toward entrepreneurship (Sama & Hashim, 2015). This heightened entrepreneurial alertness could serve as a catalyst in fostering the entrepreneurial intention of aspiring entrepreneurs.

Similarly, a proactive personality is essential for the formation of entrepreneurial intention and behavior, since several personality factors can influence the development of entrepreneurial intent and subsequent actions (Neneh, 2019). It means that individuals with a proactive mentality are capable of identifying opportunities and executing appropriate activities at opportune moments (Li et al., 2020). Apart from these entrepreneurial behaviors, personality traits, also known as the "Big Five Personality Traits," are contributing factors that influence the pursuit of business engagements. These personality traits, including

extraversion, agreeableness, openness, conscientiousness, and neuroticism, influence individuals' mindsets to become entrepreneurs (Bazkiaei et al., 2020). According to the existing research, the Big-Five Personality traits have a substantial influence on impact entrepreneurial intention (Şahin et al., 2019; Wu & Wu, 2020; Awwad & Al-Aseer, 2021; Khan et al., 2021). Moreover, it is suggested by personality theorist that an individual's personality may serve as a basis for predicting their behaviors (Awwad & Al-Aseer, 2021). Scholars have claimed that the Big Five personality traits can possibly affect the ways in which entrepreneurial behavior shapes business launch plans. This indicates that individual personality's five characteristics are positively correlated with entrepreneurial intentions (López-Núñez et al., 2020).

While few studies have examined how personality and behavior influence individuals' pursuits in the context of entrepreneurial engagement, no empirical study specifically focuses on the entrepreneurial behavior and personality traits of business administration graduates. Although there have been some studies conducted on how the Big Five personality traits can predict entrepreneurial engagement, there is still a lack of research in this area (López-Núñez et al., 2020). This study aimed to fill this gap by examining the relationship between entrepreneurial behavior and personality traits of business administration graduates and their engagement in entrepreneurial activities. Even though there are few correlated and connected studies, the researcher has not found any similar study in which all the variables were used in a single study. Therefore, the focal point of this study was to provide a comprehensive understanding of the relationship and investigate the role of entrepreneurial behavior and personality traits in entrepreneurial engagement among business administration graduates.

The researchers aimed to explore business administration graduates' entrepreneurial behavior and personality traits to understand how these factors influence their engagement in entrepreneurship. This study sought to inform academic institutions and government agencies on enhancing graduates' entrepreneurial activities and emphasize their economic contributions. The findings

identified areas for further research and offer recommendations to improve business education curricula, ultimately fostering better entrepreneurial programs for business students.

Theoretical Framework

This study was anchored on these three theories, namely, the Theory of Planned Behavior (Ajzen, 1991), the Five-Factor Theory of Personality (McCrae & Costa, 1987), and the Social Cognitive Theory (Bandura, 1986).

Icek Ajzen devised the Theory of Planned Behavior (TPB) in an effort to foretell how people will act (Ajzen, 1991). Perceived behavioral control and behavioral intention are the two primary determinants of behavior, according to the TPB. Perceived behavioral control, attitude, and subjective standard all play a role in shaping behavioral intention. This theory offers a practical framework for studying human social interactions across disciplines.

The model utilizes concepts that facilitate the prediction of human intention and behavior within particular contexts. Attitude toward behavior refers to the degree to which the behavior is assessed in a positive or negative manner. Subjective norms denote the perceived social pressure influencing behavioral outcomes. Perceived behavioral control indicates the relative ease or difficulty associated with the execution of a behavior. A positive attitude, favorable subjective norms, and elevated perceived control correlate with a stronger intention to engage in the behavior. Intention and perceived behavioral control are predictive of behavior performance. A stronger intention, defined as an increased willingness to engage in the behavior, correlates with a higher likelihood of achieving that behavior. Intention alone can accurately predict behavior in contexts where individuals have the freedom to act. In many instances, when confronted with obstacles, individuals tend to exhibit behaviors with increased confidence, reflecting a higher level of perceived behavioral control.

Researchers have extensively used the Theory of Planned Behavior to examine the factors that influence college students' willingness to engage in online

entrepreneurship. Several studies have explored the correlation between entrepreneurial intention and action, and the mediating role of commitment, as well as moderating the role of family support in the transition from intention to behavior (Chen & Dai, 2022; Kong et al., 2020; Mei et al., 2022).

The theory of planned behavior has been used to examine the factors affecting online entrepreneurial willingness among college students based on the TPB model. Their findings indicate that several factors, such as a positive attitude towards entrepreneurship, subjective norms, perceived behavior control, entrepreneurial education, and online entrepreneurial intention, significantly influence online entrepreneurial willingness. The study's outcomes have significant implications for policymakers, educators, and entrepreneurs, providing insights into how the TPB components can shape online entrepreneurial behavior (Chen & Dai, 2022).

Other studies also utilized the theory of planned behavior and conducted valuable studies on the entrepreneurial journey of university students. They investigated the factors that mediate and moderate the relationship between entrepreneurial intention and behavior. The study emphasized the crucial role of commitment and family support in translating entrepreneurial intentions into actual entrepreneurial behavior. Their findings enriched the Theory of Planned Behavior framework by incorporating additional factors that influence the progression from intention to action (Kong et al., 2020).

Moreover, it was effectively used to investigate the relationship between entrepreneurial intention and action, focusing on the effects of factors such as fear of failure and role models. This study provides insights into how personal traits like fear of failure and the availability of role models can affect entrepreneurial behavior. Exploring the impact of psychological factors within the TPB framework offers perceptions of how one's characteristics can influence the transformation of intentions into actions (et al., 2022).

This theory helped build the groundwork for our research by helping us understand how people's behavior can change. As the model assumes that behavior

is planned, it predicts deliberate behavior. It helped explain people's behaviors and determine the individual's intention and inclination towards any possible entrepreneurial engagements.

This theory served as a standpoint on how business administration graduates are affected by their different entrepreneurial behaviors towards their entrepreneurial engagement. TPB suggests that entrepreneurial intention, a key predictor of entrepreneurial behavior, is influenced by three main factors: attitude toward entrepreneurship, subjective norms, and perceived behavioral control (Vamvaka et al., 2020b). Researchers can use the Theory of Planned Behavior to investigate how these factors shape graduates' intentions to start a business and subsequently influence their entrepreneurial actions.

Furthermore, TPB has been employed to explore how personality traits such as risk-taking propensity, proactive personality, and internal locus of control affect entrepreneurial intentions by influencing attitude, subjective norms, and perceived behavioral control. Perceived behavioral control can be evaluated by assessing graduates' self-efficacy, access to resources, and perceived barriers to starting a business (Al-Ghani et al., 2022). By systematically measuring these constructs, researchers can predict graduates' entrepreneurial intention and likelihood of engaging in entrepreneurial activities. The Theory of Planned Behavior can provide a comprehensive framework for understanding how the interaction between personality traits and engagement activities shapes the entrepreneurial behavior of business administration graduates.

Another theory that aided in supporting the study was the Five-Factor Theory of Personality, which was initially developed in 1949, it is also known as the Big Five personality traits which was established by D. W. Fiske and was later expanded upon by other researchers, including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987). The Five-Factor Theory of Personality comprises five broad trait dimensions, commonly referred to as the “Big Five”: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience.

The Big Five was created to capture a significant portion of the variability in individual personalities through a limited number of trait dimensions. Numerous personality psychologists concur that the five domains encapsulate the most significant and fundamental individual differences in personality traits, with many alternative trait models being conceptualizable within the framework of the Big Five (Five-Factor Model) structure.

The desire to try new things is a characteristic of the personality trait known as openness to experience. Higher openness makes people more receptive to unusual viewpoints, particularly ones that contradict their preconceived notions. Those who are closed to experience and have low degrees of openness are cautious of the unknown and unpredictability. Ideas and opinions that contradict their status quo make them warier.

Conscientious people tend to think about the repercussions of their acts before they do them. Individuals who score higher on the conscientiousness scale tend to be more goal-oriented in their actions. Motivated to attain their lofty objectives, they set their sights high. They are unfazed by setbacks and eager to succeed in all areas of life, including academics and professional advancement, in contrast to those with low conscientiousness levels, who exhibit less driven conduct.

Meanwhile, the trait of extraversion is self-assured, extroverted personality. People that possess this trait tend to be outgoing, talkative, and confident while interacting with others. They thrive when people are staring at them and will often go out of their way to do so. People with this personality type excel in social situations, and they are not shy about introducing themselves to complete strangers. People that score low on the extraversion scale are known to be as introverts, and they exhibit the opposite behavior. As a consequence, introverts often prefer to keep their social circles limited.

Similarly, people with high agreeableness scores are friendly and cooperative. Agreeable persons are often seen to be more welcoming by their peers and coworkers because they are more compassionate and eager to assist those in

need. Their capacity to collaborate with others implies that they often do effectively as team members. On the contrary, disagreeable persons do poorly on this personality dimension. They are less interested about pleasing others and forming friendship. Individuals who disagree with others are more skeptical or their motives and less compassionate. Instead, they are compelled to behave in their own self-interest, with little concern for the needs of others.

Neuroticism is assessed on a scale from emotional stability to emotional instability. People with strong neuroticism tend to be chronic worriers. They are more apprehensive and often worried, overthinking their difficulties and exaggerating their importance. Rather of perceiving the good in a situation, they may focus on the bad elements. At the same time, persons with low neuroticism levels are less concerned about these negative issues. They may stay cool in difficult circumstances and prioritize issues according on their relevance. As a consequence, they are less concerned about these issues.

A research study conducted in Malaysian public universities examined the influence of the big-five personality characteristics and entrepreneurial education on entrepreneurial intention, mediated by attitudes towards entrepreneurship. The result of the study indicated that the attitude towards entrepreneurship mediates the association between entrepreneurial education and the big-five personality traits with entrepreneurial ambition. In other words, entrepreneurial education and big-five personality traits impact attitude, therefore influencing entrepreneurial intention. Personality factors significantly influence entrepreneurial inclination among students. The first results indicated that entrepreneurial education and the big-five personality factors significantly influence entrepreneurial inclination. The results indicated that alignment of students' personalities and attitudes could foster entrepreneurial intention, hence enhancing the entrepreneurship atmosphere in the nation and benefiting the economy (Bazkiaei et al., 2020).

This theory served as a standpoint on how business administration graduates are affected by different personality traits and their entrepreneurial engagement. This theory highlights five crucial dimensions of personality: openness to

experience, conscientiousness, extraversion, agreeableness, and neuroticism (MSEd, 2023). By evaluating these traits in business administration graduates, researchers can discern which personality profiles are more inclined to participate in entrepreneurial activities. Individuals with high levels of openness may correlate greater creativity and a readiness to take risks, both essential for innovative entrepreneurial ventures. Conscientiousness, characterized by substantial organizational skills and dependability, may indicate perseverance and effective business strategizing. Extraversion may be associated with adept networking abilities and the capacity to garner support for new business concepts (Kerr et al., 2018).

Understanding the interaction of these traits enables educators and policymakers to customize entrepreneurial training programs that enhance relevant personality traits and offer specific support (Vodă & Florea, 2019). By identifying traits that hinder entrepreneurial engagement, such as high neuroticism, interventions can be developed to alleviate these effects, thereby fostering a more encouraging environment for aspiring entrepreneurs among business administration graduates (Kerr et al., 2018). By utilizing the Five-Factor Theory, researchers were able to evaluate the impact of personality dimensions on the entrepreneurial behavior of business administration graduates. This includes their willingness to start a business, their capacity to overcome the challenges of entrepreneurship, and their overall involvement in entrepreneurial activities. This theory can also be combined with other frameworks to better understand how personality, cognition, and situational factors interact to drive entrepreneurial behavior.

Moreover, other studies have also utilized the Five-Factor Model (FFM) to investigate the personality traits of the internal auditor in the Netherlands in detail. The study tried to establish a better understanding of the personality of internal auditors by comparing them with other professionals. By utilizing the FFM, researchers understood how these personality traits manifest among internal auditors and their impact on their roles and responsibilities. Although the study's results were limited due to its exploratory character, all hypothesis were found to

be valid. All four personality qualities, with the exception of agreeableness, were more prevalent among internal auditors than in the general population. Furthermore, contrasts in emotional stability, conscientiousness, and openness to experience were more compelling than those in extraversion. According to the findings, there were four personality qualities that set internal auditors apart from other professions, with the exception of agreeableness (Van Kuijck & Paresi, 2020).

A person's character and actions can be studied using the Five-Factor Theory of Personality since it is an all-encompassing, evidence-based personality assessment, and it has found usage in a various field. Furthermore, it can be utilized to determine which personality qualities are most indicative of a certain result. Thus, this theory can help support the research to evaluate the relations between the personality traits of business administration graduates and their entrepreneurial engagement.

Meanwhile, the Social Cognitive Theory asserts that people learn through observing, copying, and modeling other people in their social context in addition to direct experiences. Significantly, it emphasizes how cognitive functions, self-control, and the mutual influence of environmental, behavioral, and personal elements shape human behavior (Nickerson, 2024). According to Social Cognitive Theory, people pick up knowledge from watching others, especially when they imitate the actions of prosperous business owners. Graduates in business administration may acquire entrepreneurial traits, including risk-taking, inventiveness, and proactive problem-solving, due to their experiences and observations. Their inclination to engage in entrepreneurial activities can be significantly influenced by their exposure to entrepreneurial role models, whether through direct interaction or indirect observation.

The Social Cognitive Theory also emphasizes how crucial self-efficacy beliefs are for behavior prediction. Business administration graduates with a strong sense of self-efficacy regarding their entrepreneurial potential are more inclined to take the initiative and persevere in facing difficulties. Self-efficacy beliefs and how people perceive their prior experiences shape personality qualities, including

resilience, openness to experience, and internal locus of control, all of which are frequently linked to successful entrepreneurship.

Moreover, Social Cognitive Theory underscores the dynamic interaction between individuals and their environment, known as reciprocal determinism. This interaction, when it comes to entrepreneurial involvement, includes individual components (like self-efficacy and personality traits), external effects (like support networks and entrepreneurial education), and behavioral results (like entrepreneurial intention and venture creation). Their perceptions of their abilities, the opportunities that present themselves, and the support they receive from their social networks all influence the entrepreneurial engagement of recent business administration graduates. In business administration education, this theoretical perspective clarifies the mechanics behind entrepreneurial behavior, personality traits, and engagement by analyzing the roles of reciprocal determinism, self-efficacy beliefs, and observational learning.

This theory served as a standpoint on how business administration graduates are affected by their social cognition towards their entrepreneurial engagement. The Social Cognitive Theory emphasizes the significant role of cognitive processes, such as beliefs, expectations, goals, and feedback, in influencing entrepreneurial behavior (Harinie, 2017). Researchers utilized this theory to explore how graduates' entrepreneurial self-efficacy, which is their belief in their capability to succeed as entrepreneurs, impacts their intentions to start a business and their subsequent entrepreneurial actions (Jiatong et al., 2021). Studies have noted that entrepreneurship education can effectively boost students' self-efficacy by providing them with relevant knowledge, skills, experiences, and exposure to positive role models (Boldureanu et al., 2020).

The theory highlights the importance of outcome expectations, which refer to the anticipated consequences of one's actions, in steering entrepreneurial behavior. Researchers can examine how graduates' perceptions of the risks and rewards associated with entrepreneurship affect their decisions to engage in entrepreneurial activities. Furthermore, according to the Social Cognitive Theory,

the capacity for self-regulation, which involves monitoring and adapting one's behaviors to accomplish objectives, is essential for success in entrepreneurship (Harinie, 2017).

Combining SCT principles with evaluating graduates' personality traits, as described in the Five-Factor Theory, researchers can develop a more thorough comprehension of the intricate relationship between cognitive, motivational, and behavioral elements in determining entrepreneurial results.

Conceptual Framework

Entrepreneurial behavior refers to identifying possibilities and taking action to turn good ideas into reality. This conduct requires activities that can be carried out by an individual or a group of people. It often involves using perseverance, creativity, and personal initiative to achieve the desired outcomes (Kong et al., 2020). Therefore, entrepreneurial behavior results from desire, character, talents, knowledge and expertise which are demonstrated by taking action. Entrepreneurial behavior is closely linked to an individual's passion, according to Santos and Cardon (2019). It emphasizes the importance of fostering and nurturing passion in entrepreneurial endeavors, as it can significantly impact the success of the business creation process. Passion is the heart of entrepreneurship, the powerful motivator that fuels our energy and drive to achieve our goals with enthusiasm and determination (Li et al., 2020). Passion increases the likelihood of successful entrepreneurship by enabling people to spot creative opportunities and take the initiative to start a new company. As a result, people who are more passionate about entrepreneurship are more likely to start their own companies and put their passion into practice (Li et al., 2020).

Likewise, studies have demonstrated that a strong entrepreneurial passion can help individuals form new and diverse connections, identify opportunities that might not be immediately apparent to others, and inspire them to explore innovative ideas to chart a unique and creative course of action. Thus, individuals who possess a strong entrepreneurial passion to become entrepreneurs tend to be more alert when

recognizing opportunities. Moreover, entrepreneurial intentions depend highly on an individual's ability to recognize potential opportunities (Tian et al., 2022). In the process of opportunity recognition, entrepreneurs actively search for innovative ideas, gather information from various sources, and apply their insights to create viable business activities (Hassan et al., 2020). These entrepreneurial behaviors enable individuals to recognize promising opportunities and assist them in creating innovative concept to establish and expand their businesses (Tian et al., 2022).

Moreover, *entrepreneurial self-efficacy* refers to an individual's belief in their own ability to accomplish entrepreneurial objectives. It is usually measured by assessing their confidence in completing specific entrepreneurial tasks and their confidence in the overall entrepreneurial process. This self-belief is a vital component in their entrepreneurship journey and can assist individuals realize their goals and aspirations. Individuals' belief in their capability to start and manage a successful venture, also known as entrepreneurship self-efficacy, and can be shaped by their personal entrepreneurial attitudes (Dong et al., 2022). These attitudes vary from person to person due to their distinct individual traits. As a result, people with different personalities will exhibit different entrepreneurial attitudes leading to varying levels of entrepreneurial self-efficacy (Dong et al., 2022).

A strong sense of entrepreneurial self-efficacy is a crucial factor in the process of starting a business (Li et al., 2020). This self-belief fosters a positive mindset that enhances the expectations individuals hold regarding their ability to complete projects and achieve their goals. Self-efficacy is known to shape how we think and perceive things differently, which helps us identify opportunities and make informed decisions that are essentials to pursue a successful entrepreneurial career. Recent theoretical research has demonstrated that the study of entrepreneurial self-efficacy can significantly deepen our understanding of entrepreneurial behavior. It underscores the importance of self-efficacy in promoting proactive and effective entrepreneurial actions (Tantawy et al., 2021).

Entrepreneurial alertness is a valuable skill that enables individuals to identify innovative business opportunities that may be missed by others (Sharma,

2019). Alertness in entrepreneurship is connected to the ability to identify and leverage potential opportunities in business landscape (Roostika, 2022). This awareness enables individuals to establish a positive reputation by predicting future outcomes (Suratman, 2020). By developing the ability to spot and assess opportunities, this individual can better identify with business goals and aspirations, leading to a more proactive and constructive approach to entrepreneurship (Sirén, 2019). Entrepreneurial passion and alertness are two essential qualities that can significantly influence individuals' entrepreneurial orientation.

A recent empirical study examined the interplay between these two traits and found that they mediate in the process. Several studies revealed that entrepreneurial passion and alertness have a positive and notable impact on individual's entrepreneurial orientation (Neneh, 2019). Alertness, in particular, is linked to individual's ability to identify opportunities and make the most of them. This ability is closely linked to an open-minded approach and a willingness to explore opportunities, even in uncertain and resource-constrained scenarios. Therefore, passionate entrepreneurs are more probable to spot new opportunities and are driven to pursue them with commitment, which is essential for successful entrepreneurship (Li et al., 2020).

Alertness to entrepreneurship plays a vital role in fostering entrepreneurial behavior, an essential component of the overall entrepreneurial process. When alertness is paired with personal motivation, it empowers individuals to identify and recognize potential opportunities for becoming entrepreneurs (Sirén, 2019). Additionally, individuals with a heightened sense of alertness are often more adept at spotting and seizing opportunities to launch their own businesses (Sirén, 2019).

Meanwhile, *proactive personality* is characterized by an individual's eagerness to take initiative, challenge the status quo, and foster positive changes in their environment instead of merely adapting to existing conditions (Luo et al., 2022). Those with a proactive disposition are often dedicated to transforming their surroundings, which enhances their chances of success in entrepreneurial ventures (Kumar & Shukla, 2019). Such individuals actively seek to develop their human

capital by embracing opportunities to learn, improve their skills, and acquire knowledge as they navigate challenges and solve problems (Luo et al., 2022). This proactive approach is fundamental to an individual's self-identity and can significantly enhance their positive emotions and attitudes toward entrepreneurial endeavors. It not only fuels entrepreneurial passion but also motivates greater engagement in entrepreneurial activities (Hu et al., 2023). Consequently, fostering a proactive personality can lead to a substantial positive influence on entrepreneurial passion and participation in the field of entrepreneurship.

Being proactive is a valuable personality trait that encourages individuals to pursue entrepreneurial ventures (Murad et al., 2021). Research indicates that those with a proactive personality tend to align more closely with entrepreneurial activities (Luo et al., 2022). For college students, a proactive approach can enhance their human capital, which plays a crucial role in shaping their entrepreneurial intentions (Schlepphorst et al., 2020). Studies reveal that individuals who possess a strong proactive personality are not only more likely to develop entrepreneurial intentions but also effectively translate those intentions into actionable entrepreneurial behavior. Furthermore, it has been shown that individuals with high levels of proactivity exhibit a greater inclination towards entrepreneurship (Li et al., 2020).

A proactive personality significantly contributes to an individual's self-identity, fostering positive feelings and attitudes towards entrepreneurial endeavors. This trait not only influences entrepreneurial passion but also motivates individuals to actively participate in various entrepreneurial activities (Hu et al., 2023). Consequently, we can conclude that a proactive personality enhances both entrepreneurial passion and engagement in entrepreneurship, highlighting its importance in driving entrepreneurial success.

Personality traits, on the other hand, refers to a person's consistent individual reaction caused by external conditions. According to personality theorists these traits can provide valuable insights into predicting behavior. Numerous meta-analyses indicate that an individual's entrepreneurial success is

often influenced by their personality traits, as these traits affect behavior and decision-making, ultimately impacting outcomes. Entrepreneurs who exhibit strong traits associated with high performance tend to be more committed to long-term business pursuits (Awwad, 2021). Furthermore, individuals with certain personality traits find entrepreneurship activities both fulfilling and satisfying, which enhances their overall engagement. Researchers emphasized that the Big Five personality traits effectively capture the majority of an individual's personality and offer a stable framework for understanding these traits.

The first characteristic is *extraversion*, which characterizes gregarious, outspoken, aggressive, and active individuals who enjoy social interaction. When engaging with others, people with high extraversion tend to be more outgoing and energetic; they also tend to communicate more expressively than people with low extraversion (Federico, 2023). Similarly, those with high extraversion tend to be more sociable, vivacious, pleasant, and friendly. Additionally, they frequently exhibit assertiveness and dominance in social settings (Awwad & Al-Aseer, 2021). The degree to which a person feels at ease forming social networks is reflected in their extraversion. Because extraversion traits—such as zeal, assertiveness, friendliness, warmth, talkativeness, and energy—are linked to entrepreneurship, extroverts are therefore more likely to succeed as entrepreneurs (Federico, 2023).

The second trait is *agreeableness*, which focuses on the quality of links between cooperation and trust. Individuals who have higher agreeableness traits such as courtesy, cooperation, consideration, and flexibility. According to Al-Aseer (2021), there has been ongoing discussion among scholars over the extent to which the trait of agreeableness influences an individual's success in the field of entrepreneurship (Al-Aseer., 2021). Moreover, individuals with a higher level of agreeableness often have the attributes of trusting, altruistic, compassionate, and forgiving. Furthermore, entrepreneurs are thought to be more helpful and cooperative, although these qualities require a high level of drive and enthusiasm (Laouiti et al., 2022).

The third trait is *openness* to new experiences, a key factor that distinguishes professionals apart from entrepreneurs because it is founded on extraversion and emotional stability (Sohail, 2022). According to Al-Ghazali et al. (2022), the second most significantly associated personality attribute with the intention to launch a business was openness to new experiences. People are generally less fearful of difficulties and new experiences when they are receptive to them. They frequently have a desire to be creative, which helps stimulate the entrepreneurial spirit required to launch a firm (Render, 2019).

Openness to experience significantly impacts a student's entrepreneurial intentions. The more inquisitive and creative an individual is, the more they're likely to initiate to create a new business (Awwad, 2021). It means that students who score high on openness trait will have a powerful desire to engage in entrepreneurship (Al-Aseer, 2020). Moreover, students who possess high levels of creativity, the more they are open to try new things, and enjoy taking on new challenges. In addition, these individuals also tend to have a wide variety of interests and a strong sense of curiosity in the people and places around them. They are always learning new things and taking pleasure in new.

The fourth is *conscientiousness* defined as a person's degree of planning, achievement, job motivation, organization, perseverance and obligation toward others. These are the individuals who usually have the characteristics of working hard, effective planning, organization skills, and being active to perform duties and tasks (Kong et al., 2021). Conscientiousness and entrepreneurship are closely linked together. Individuals are more likely to start their own business if they have a strong desire to succeed, are driven to accomplish their objectives, and perform exceptionally well. (Sohail, 2022). Conscientious individuals are industrious, strive for success, and maintain a sense of responsibility that encourages them to be dependable at work (Gul & Khilji, 2021). Considering individuals who are attracted to careers that match their personality traits, conscientious individuals are inclined toward entrepreneurship (Awwad, 2021).

The last and fifth trait is *neuroticism*, referred to as emotional stability. It measures how easily someone becomes anxious or upset in stressful or challenging situations (Federico, 2023). Individuals who garnered high neuroticism-related traits often experience sudden and unpredictable changes in their mood. This characteristic is generally not considered advantageous in the entrepreneurial world. Research indicates that individual with strong Neuroticism is not associated with high intentions of starting a business (Awwad & Al-Aseer, 2021).

High neuroticism therefore impacted negatively to individual's entrepreneurial behavior because most highly neurotic individuals tend to experience stress, frequently worry, and be emotionally volatile. According to popular literature, entrepreneurs are upbeat people who remain composed under pressure from others, in the midst of uncertainty, or under stress (Awwad, 2021). Entrepreneurs are known to be resilient in the face of emotional and physical burdens and move even in situations where other people could be discouraged by self-doubt (Awwad & Al-Aseer, 2021).

Preceding studies presented a strong correlation linking personality traits and entrepreneurial engagement (Bazkiaei et al., 2020). Personality traits serve as valuable indicators for assessing suitability for entrepreneurship (Arru, 2020). According to Şahin et al. (2019), these traits play a significant role in shaping the aspirations of individuals who wish to become entrepreneurs. Research findings indicated that individuals with proactive personalities are more inclined to develop entrepreneurial intentions and successfully translate those intentions into entrepreneurial actions. Moreover, it has been demonstrated that those with higher levels of proactive personality exhibit a stronger entrepreneurial intention (Li et al., 2020). Such traits enhance an individual's readiness to engage in entrepreneurial activities. Furthermore, the personality traits of entrepreneurs not only influence the likelihood of pursuing entrepreneurship but also shape their engagement in various entrepreneurial endeavors and decision-making processes (Kritikos, 2022).

Entrepreneurial engagement represents an individual's proactive involvement in seizing entrepreneurial opportunities, playing a crucial role in

driving innovation, creating jobs, and fostering economic growth (Fayolle et al., 2014). This active participation can lead to the establishment of new businesses and industries, which in turn enhances employment opportunities and stimulates the economy (GEM, 2022). Notably, a 2019 GEM report highlighted that entrepreneurship, especially in developing countries, is a significant contributor to economic expansion and job creation. In the Philippines, the government has introduced various programs and policies aimed at encouraging and supporting entrepreneurial initiatives (Philippine Development Plan 2017–2022). Furthermore, Velasco (2024) emphasized that the success of any entrepreneurial venture is heavily influenced by the entrepreneur's motivation, underscoring the importance of fostering a motivated mindset among aspiring entrepreneurs.

Entrepreneurial intention refers to a psychological state of mind that directs one's focus toward achieving specific business objectives and attaining entrepreneurial outcomes. Relatively, individual's acknowledgment to take the initiative to establish new venture or innovate new ideas in existing enterprises, leading to the creation of fresh value for themselves and society (Kong et al., 2020).

Entrepreneurial intention is a strong predictor of entrepreneurial behavior (Alshebami & Al Marri, 2022). This means that a person's intention to start a business is a good indicator of whether they will actually do so. In addition, entrepreneurial education is critical in shaping attitudes and intentions toward starting a business (Pan et al., 2022). Therefore, inspiration alone is not sufficient to start a business; it must be accompanied by entrepreneurial intention. In fact, entrepreneurial intention is the foundation of entrepreneurial behavior. Thus, individuals with high entrepreneurial intentions are more likely to start a new business than those with low intentions (Kong et al., 2020).

An important factor in the entrepreneurial process of identifying and seizing lucrative possibilities is *entrepreneurial passion*, which is one of the individual factors that drives entrepreneurial involvement. Passion is the will and capacity to overcome obstacles in order to accomplish goals (Anderson, 2022). Entrepreneurial passion is a positive, intense feeling one can experience for a domain related to

one's entrepreneurial activities. It is not just a mere enthusiasm but rather, it is a deep and enduring emotion that motivates an individual to engage in a business venture. Passion fuels the relentless pursuit of these objectives, acting as the emotional driver behind an entrepreneur's commitment and dedication (Muhammad, 2023). In other words, passion fuels an individual to withstand storms inherent in entrepreneurship.

Additionally, identifying opportunities is a crucial step before beginning any entrepreneurial endeavors. According to Donbesuur et al. (2020), it is commonly thought of as a cognitive process that involves identifying possible opportunities and using them to develop new goods, services, and business models. One essential requirement for entrepreneurship and business development *is the ability to recognize business opportunities*. According to Shepherd et al. (2020), it entails the thorough comprehension of essential elements of entrepreneurship by entrepreneurs and start-ups, including target market, user demand, resource acquisition, and environmental dynamics.

Entrepreneurs' search for useful information in the external environment and identification of opportunities is an important source of potential business opportunities (Donbesuur et al., 2020). Furthermore, from a motivational standpoint, the goal of entrepreneurs' opportunity recognition behavior is to accomplish both enterprise survival and development as well as entrepreneurial success.

Autonomy is a fundamental element of entrepreneurship that allows individuals to shape their businesses according to their vision of empowerment, success, independence and assets (Frain et al., 2022). Autonomy in entrepreneurship is linked to the need for autonomy in all areas of an entrepreneur's life, where the entrepreneur establishes their own learning goals with the help of mentors (Huxtable-Thomas & Hannon, 2019). On the other hand, *decision-making* in entrepreneurship is significantly influenced by entrepreneurial learning and significantly impacts the decision-making of students in entrepreneurship (Syam & Sudarmi, 2019). Entrepreneurship encompasses decision-making autonomy,

venturing competitive aggressiveness, proactivity, risk-taking, strategic renewal, and innovation (Watkins-Fassler & Ariza, 2019).

Moreover, few studies have revealed that autonomy plays a crucial role in entrepreneurial engagement. This relationship is influenced by a person's professional experience, which means it is important to engage in tasks that align with one's expertise (Tufa et al., 2021). Additionally, when people have autonomy in decision-making, it can enhance their creativity. Providing opportunities for autonomy can predict creative thinking (Orakcı & Durnalı, 2022). Autonomy and decision-making are interconnected in entrepreneurial engagement; entrepreneurial engagement requires a competency-based framework that recognizes diverse approaches in entrepreneurship education, linking autonomy and decision-making to promoting innovation and an entrepreneurial culture. (Vías & Rivera-Cruz, 2019). Therefore, autonomy and decision-making are essential components of entrepreneurship; their relationship with entrepreneurial engagement may vary based on context and specific entrepreneurial activities.

Social support is the beliefs and expectations of individuals regarding guidance, advice and assistance, has been linked to increasing women's entrepreneurial intentions (Hamdani, 2023). Social support encompasses various dimensions, such as the individual's *social network*, characteristics, the type of support offered by this network, and the quality and amount of such support (Episkopou et al., 2019). Meanwhile, social networks, the associations of individuals connected through social relations, have been identified as influential platforms for building relationships and exchanging information with shared interests and experiences among individuals (Locatelli et al., 2019). Research studies have revealed that strong social support plays a vital role in influencing entrepreneurial intentions, with indicator includes family support and educational significantly impacting and contributing to entrepreneurial engagement (Usadha, 2022).

Furthermore, a number of scholars have contended that business owners with strong social networks might aid in spotting possible chances. In actuality,

though, the majority of entrepreneurs rely on business networks to obtain information and resources from both internal and external sources. This allows them to think more broadly, make well-informed decisions, and facilitate the flow and distribution of pertinent resources that can help them spot business opportunities (Yu et al., 2021). Additionally, research has also shown that there is a strong connection between social support and entrepreneurial engagement. In fact, social engagement is a crucial factor that affects entrepreneurial behavior, according to (Javeed et al., 2022). This means that support and networks are closely associated with entrepreneurial engagement, with support systems and network structures playing important roles in determining entrepreneurial intentions and behaviors. These studies indicate that social support and networks can aid entrepreneurs with valuable resources, knowledge, and guidance that contribute to their entrepreneurial engagement (Ilevbare et al., 2022).

In conclusion, the entrepreneurial behavior of business graduates is mainly driven by the individual's self-efficacy, alertness, and proactive personality. Certain personality traits such as extraversion, agreeableness, openness, conscientiousness, and neuroticism are likely to influence their pursuit of engaging in business ventures. These entrepreneurial behaviors and personality traits are fairly important to determine their future endeavors. Moreover, their entrepreneurial intention, passion, recognition of business opportunities, autonomy, decision-making, and social support and network show a relevant connection in their entrepreneurial engagement. In the end, understanding these entrepreneurial behaviors and personality traits will help in gaining greater knowledge on how these individuals, especially business administration graduates, are more prone to engage in entrepreneurship.

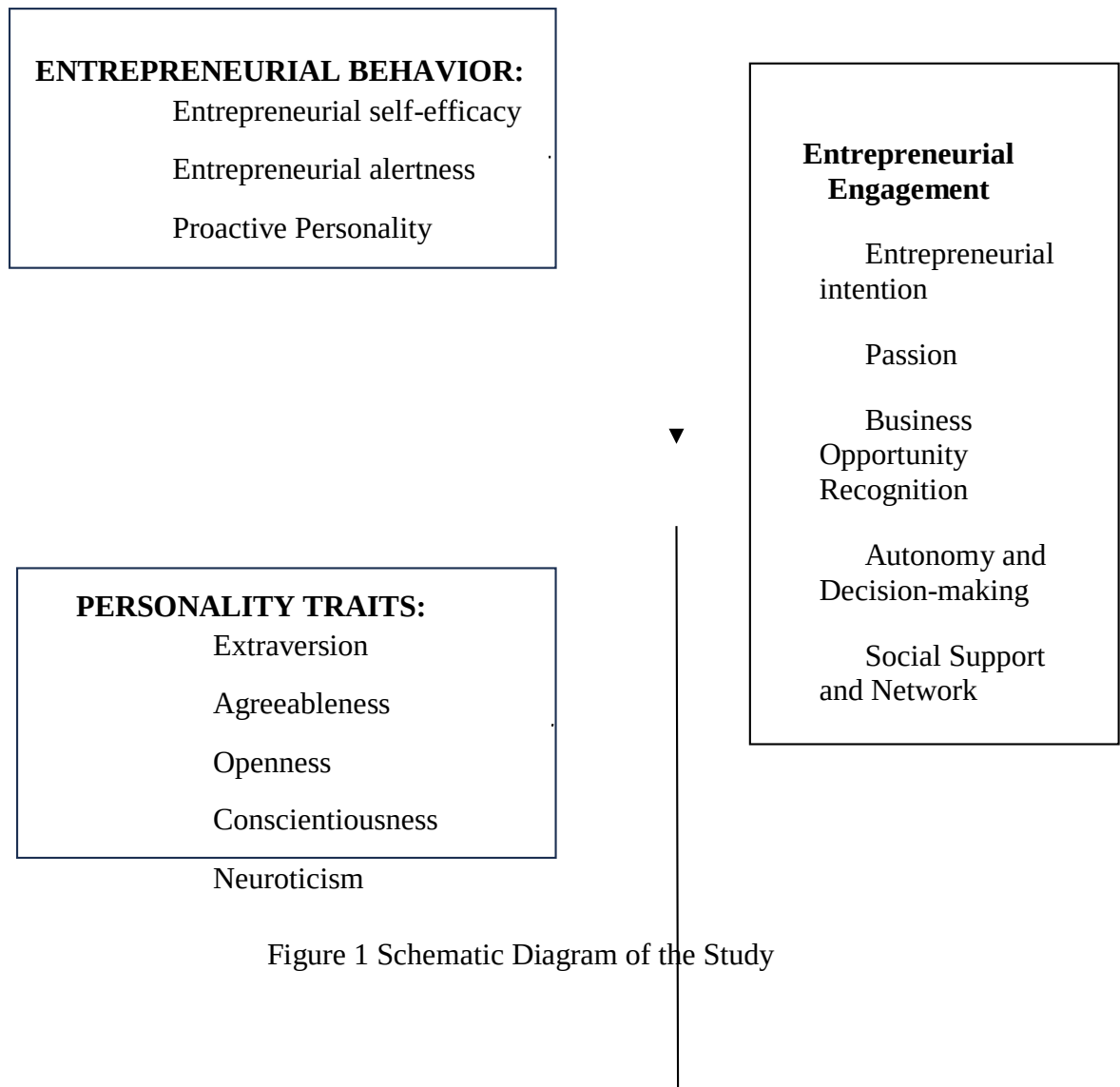


Figure 1 Schematic Diagram of the Study

Statement of the Problem

This study examined the impact of entrepreneurial behavior, personality traits, and engagement of Business Administration graduates. Mainly, this sought to answer the following research questions:

1. What is the level of entrepreneurial behavior among Business Administration graduates in terms of self-efficacy, alertness, and proactive personality?
2. What is the level of personality traits among Business Administration graduates in terms of extraversion, agreeableness, openness, conscientiousness, and neuroticism?
3. What is the level of entrepreneurial engagement among Business Administration graduates in terms of their entrepreneurial intention, passion, business opportunity recognition, autonomy and decision-making, and social support and networks?
4. Is there a significant relationship between entrepreneurial behavior and entrepreneurial engagement of Business Administration graduates?
5. Is there a significant relationship between personality traits and entrepreneurial engagement of Business Administration graduates?

Null Hypotheses:

Ho1: There is no significant relationship between the entrepreneurial behavior and entrepreneurial engagement of Business Administration graduates.

Ho2: There is no significant relationship between the personality traits and entrepreneurial engagement of Business Administration graduates.

Significance of the Study

While few studies have examined how personality and behavior influence individuals' pursuits in the context of entrepreneurial engagement, no empirical study specifically focuses on the entrepreneurial behavior and personality traits of business administration graduates. Although there have been some studies conducted on how the Big Five personality traits can predict entrepreneurial engagement, there is still a lack of research in this area (López-Núñez et al., 2020). This study aimed to fill this gap by examining the relationship between entrepreneurial behavior and personality traits of business administration graduates and their engagement in entrepreneurial activities. Even though there are few correlated and connected studies, the researcher has not found any similar study in which all the variables were used in a single study. Therefore, the focal point of this study was to provide a comprehensive understanding of the relationship and investigate the role of entrepreneurial behavior and personality traits in entrepreneurial engagement among business administration graduates.

RESEARCH METHODOLOGY

Design

This study utilized a descriptive correlational research design. A descriptive correlational design is a type of quantitative research design used in research studies that aims to provide static pictures of situations and establish the relationships between different variables. It focuses on observing and measuring the naturally occurring relationships between two or more variables to determine if there is a correlation between them (McBurney & White, 2009). By utilizing a descriptive correlational research design, the researchers gathered data on the variables and analyzed their relationships. By utilizing this approach, the researchers gained valuable insights into the patterns and interrelationships among the variables, all without the need for manipulation. This design proved to be highly suitable for the study, effectively describing and evaluating the connections between business administration graduates' entrepreneurial behavior, personality traits, and levels of engagement.

Locale of the Study

The study was conducted within the scope of Ozamiz City among the 76 selected business administration graduates who engaged in business ventures. The City of Ozamiz, is a 3rd class component city in the Philippines. Ozamiz City is situated in Mindanao and is part of Misamis Occidental in the northern region. It is a populous city in Misamis Occidental according to the 2020 census, with a population of 140,334 and a land area of 169.95 square kilometers, comprised of 51 barangays (Rappler, 2024). Moreover, Ozamiz City was characterized by its strategic location along the northern coast of Mindanao, a region with varied terrain that included coastal regions, undulating hills, and rich plains that enhanced agricultural productivity. Resources abounded in the area, including coconuts, corn, rice, and marine items, which provided the foundation for a wide range of small and medium-sized businesses (SMEs). With robust expansion in the retail, service, food processing, and agricultural sectors, Ozamiz City was an important hub for trade

and commerce in the province. Additionally, the presence of top-notch educational institutions and a thriving business community established it as a center of trade and commerce. The prevalence of numerous businesses in the region indicated a vibrant entrepreneurial community that contributed to the expansion and growth of the local economy.

Respondents

The researchers determined the number of business administration graduates from the school year 2019 to 2024, with a total population of 678. Out of this population, only 76 business administration graduates engaged in business. The 76 business administration graduates in Ozamiz City were selected to participate in the research study using a purposive sampling technique. The selection of respondents was made based on the following criteria: (1) they had to be business administration graduates from the years 2019 to 2024; (2) they had to be solely engaging in entrepreneurial activity or business with at least 2 years of business operation; (3) they had to have signed the informed consent document to be able to participate in the study. However, the researchers did not include any business administration graduates who did not fulfill the specified requirements.

Data Gathering Instrument

A. *Entrepreneurial Behavior Questionnaire*. This was a four-point Likert scale questionnaire adapted from Linan and Chen (2009), Chen et al. (1998), DeNoble et al. (1999), McGee et al. (2009), Tang, Kacmar, and Busenitz (2012), and Bateman and Crant (1993). The questionnaire consisted of 4 constructs: Entrepreneurial Intention, Entrepreneurial Self-Efficacy, Entrepreneurial Alertness, and Proactive Personality. It had 39 indicators (see Appendix A).

In determining the level of entrepreneurial behavior of business administration graduates, the following scale was used:

Responses	Continuum	Interpretation
4- Strongly Agree (SA)	3.25-4.0	Very High (VH)
3-Agree (A)	2.50-3.24	High (H)
2-Disagree (D)	1.75-2.49	Low (L)
1-Strongly Disagree (SD)	1.0-1.74	Very Low (VL)

B. *Personality Traits Questionnaire*. This was a four-point Likert scale questionnaire adapted from John, Donahue, and Kentle (1991), which consisted of five constructs: Extraversion, Agreeableness, Openness, Conscientiousness, and Neuroticism. It had 35 indicators. This questionnaire was used to determine the personality traits of the business administration graduates (see Appendix B).

In determining the level of the personality traits of business administration graduates, the following scale was used:

Responses	Continuum	Interpretation
4- Strongly Agree (SA)	3.25-4.0	Very High (VH)
3-Agree (A)	2.50-3.24	High (H)
2-Disagree (D)	1.75-2.49	Low (L)
1-Strongly Disagree (SD)	1.0-1.74	Very Low (VL)

C. *Entrepreneurial Engagement Questionnaire*. This was a four-point Likert scale questionnaire adapted from Anjum et al. (2018), Singh et al. (1999), Gordon (2007), Puhakka (2007), Ucbasaran et al. (2009), Ko and Butler (2006), Faroque and Morrish (2016), Arenius and DeClerq (2005), DeTienne and Chandler (2007), Hills, Shrader, and Lumpkin (1999), Fuentes et al. (2010), Mitchell and Shepherd (2010),

Scott and Bruce (1995), and Zimet et al. (1988). The questionnaire consisted of 4 constructs: Passion and Vision, Business Opportunity Recognition, Autonomy and Decision-Making, and Social Support and Network. It had 59 indicators (see Appendix C).

In determining the level of entrepreneurial engagement of business administration graduates, the following scale was used:

Responses	Continuum	Interpretation
4- Strongly Agree (SA)	3.25-4.0	Very High (VH)
3-Agree (A)	2.50-3.24	High (H)
2-Disagree (D)	1.75-2.49	Low (L)
1-Strongly Disagree (SD)	1.0-1.74	Very Low (VL)

Data Gathering Procedure

Before the study was conducted, the researcher secured and obtained a letter of consent from the Dean of the College of Business and Management, which was also reviewed further and conferred by the research adviser. After the approval of the consent letter, the data collection process was then conducted online. The researcher created a group chat via messenger to disseminate the consent letter and distribute the link from the Google Forms that contains the set of questionnaires to the qualified respondents. The forms were disseminated only to those who met the criteria to ensure that the appropriate respondents will receive the questionnaires. The data collection process was conducted through Google Forms with the business administration graduates, and all the respondents were provided with a formal letter of consent, which was also sent via PDF or Word file to allow the researcher to access and interact with them. This consent letter was obtained from the respondents prior to their participation in the survey questionnaires. Once the questionnaires

were completed, the researcher collected them. The data collected was then downloaded, evaluated, and analyzed using statistical methods.

Statistical Treatment

The following statistical tools were used to analyze and interpret the data collected in this study.

Mean offers a valuable average score, providing a clear overview of the overall levels of entrepreneurial behavior, personality traits, and engagement among Business Administration graduates.

Standard deviation serves as an important indicator of variability, reflecting how individual responses differ from the mean. This comprehensive analysis allows the researchers to have a meaningful snapshot of the sample's collective characteristics, which enables them to identify strengths and areas for potential growth.

Pearson Product-Moment Correlation Coefficient provides a valuable assessment of the strength and direction of the linear relationships among Entrepreneurial Behavior, Personality Traits, and Entrepreneurial Engagement. By examining the correlation coefficient, we can determine whether an increase in one variable is linked to an increase or decrease in another. This information is crucial for understanding how these traits and behaviors relate to entrepreneurial engagement, ultimately offering insights into predictive relationships within the data.

Ethical Consideration

Upon conducting the study, the respondents were informed and given the rights to decline or withdraw their participation. It was emphasized that their participation must be entirely voluntary and they have the freedom to accept and refuse. Relatively, informed consent was obtained from the respondents to ensure they were well-informed about the study's goal and voluntary nature. Participants did not face any penalties for refusing to participate or withdrawing from the study, and their decision did not impact their relationship with the researcher. Furthermore, the respondents could review the information they provided and request that any or all of it be omitted from the study.

To ensure that the respondents of legal age understood the objective of research, a letter of consent was provided and sent before the participants could decide whether or not to take part in the study. The letter of consent outlined the study's purpose, potential outcomes and institutional permission. It was crucial to note that the researchers ensured the privacy and security of the respondents' personal information. Moreover, the respondents' identities were concealed from readers and their responses to the questions were represented by numbers to keep their inputs confidential. Accurate research information and reports observed, proper citations were employed to ensure credibility. This study was designed to uphold research integrity and institutional credibility, ensuring that it was conducted ethically and responsibly.

RESULTS AND DISCUSSIONS

Level of Business Administration Graduates' Entrepreneurial Behavior in terms of Self-Efficacy, Alertness, and Proactive Personality

Table 1 presents the level of business administration graduates' entrepreneurial behavior. The findings show the level of entrepreneurial behavior among Business Administration graduates, with consistently very high results across all constructs ($M = 3.39$; $SD = 0.37$). The overall mean score of 3.39, with a standard deviation of 0.37, indicates that, on average, graduates exhibit strong entrepreneurial traits. On the other hand, the standard deviations, ranging from 0.32 to 0.40, indicate a little variation in the answers, which posit that most Business Administration graduates consistently perceive their entrepreneurial behavior as Very High across all constructs.

Relative to its constructs, proactive personality garnered the highest mean score of 3.42. With a standard deviation of 0.38. This is interpreted as very high, showing that the graduates' tendency to take the action and initiative in anticipation of future challenges, which is crucial for fostering innovation and growth in entrepreneurial ventures. Additionally, individuals who demonstrate high proactive personalities exhibit a strong commitment to learning and improving their skills when confronted with challenges. This suggests that these graduates are capable of recognizing opportunities for improvement or innovation and are also motivated to implement changes that can positively impact their ventures. Because of these traits, they can remain ahead of market trends, create strategic plans, and take advantage of chances they might have missed otherwise. Thus, being proactive can foster resilience and adaptability, which are crucial for handling uncertainties and maintaining growth in entrepreneurial success.

Moreover, to support the findings, several literatures highlight the importance of proactive traits for entrepreneurial success. Research conducted by Crant (2000) stated that individuals with a proactive personality tend to engage in active information gathering and environmental scanning, which enables them to

recognize opportunities that others may overlook. It highlighted a significant links between proactive personality traits and entrepreneurial activities. The study asserted that individuals who exhibit proactive behaviors are more adept at identifying opportunities and taking initiative, which paves the way for successful ventures. This perspective aligns well with the proactive characteristics observed among Business Administration graduates, indicating that their readiness to take the initiative may enhance their preparedness for entrepreneurial pursuits. Crant's findings underscored the vital role of proactivity in spotting market opportunities, a crucial element for fostering entrepreneurial growth.

Conversely, self-efficacy, with a mean score of 3.41 and a standard deviation of 0.32, indicates a robust belief among graduates in their capability to perform entrepreneurial tasks, overcome challenges and showcase high self-esteem in their entrepreneurial capabilities. This shows that business administration graduates have a strong individual belief in their own ability to accomplish tasks, face challenges, and achieve success in their entrepreneurial endeavors. Developing a sense of entrepreneurial self-efficacy is a key determinant for starting a business. Thus, it helps cultivate an optimistic outlook that supports a sequence of expectations about one's capacity to finish a task or reach a goal that reinforces one another. We can recognize possibilities and make well-informed decisions to pursue a career in entrepreneurship when we have strong entrepreneurial self-efficacy since it will change the way we think and see the world.

Relatively, the findings on self-efficacy are shown to be true in connection with the Social Cognitive Theory (SCT) developed by Albert Bandura (1986). Bandura's Social Cognitive Theory highlights the importance of self-efficacy, or the belief in one's capabilities, as a key driver of motivation and action, particularly in entrepreneurial environments. This theory suggests that those high self-efficacy individuals are more disposed to embrace challenges, maintain resilience during difficult times, and successfully reach their objectives. This theory aligns with our findings, indicating that the graduates' strong belief in their entrepreneurial skills empowers them to tackle and navigate the challenges that come with

entrepreneurship confidently. Further research findings have supported the association of self-efficacy. The study of Tantawy et al. (2021) showed that a thorough grasp of entrepreneurial behavior may be obtained through entrepreneurial self-efficacy. It shows that entrepreneurial self-efficacy plays a key role in facilitating entrepreneurial behavior. When it comes to the intention to start a business, having a strong feeling of entrepreneurial self-efficacy is essential (Li et al., 2020). This corroborating research confirmed that people who have a high sense of their own abilities are more likely to pursue entrepreneurial endeavors, overcome obstacles, and realize their company objectives.

Meanwhile, alertness shows a mean score of 3.35 and a standard deviation of 0.40, indicating that graduates are highly skilled at identifying opportunities and responding to market trends, which are essential qualities for successful entrepreneurship. This impressive level of alertness demonstrates that graduates are adept at recognizing market shifts and responding promptly, which is crucial for effective strategic decision-making in dynamic environments. Additionally, alertness stands out as a critical component of the entrepreneurial behavior of these business administration graduates, highlighting their ability to perceive opportunities and actively adapt to changes in their business environment. In other words, people who possess high alertness are more likely to identify and seize opportunities to start their own businesses. By developing the capacity to recognize and assess opportunities, individual entrepreneurs can better identify with business goals and aspirations, leading to a more proactive and constructive approach to entrepreneurship.

Further research findings have supported the association of alertness and entrepreneurship. In a research study by Roostika (2022), alertness in entrepreneurship is linked to the ability to spot and take advantage of opportunities. This suggests that they are equipped to detect market changes and respond advantageously. The ability to stay attuned to opportunities and act on them indicates that these graduates are prepared to recognize potential business prospects and are capable of making informed decisions to secure their position in the market.

Thus, Business Administration graduates exhibit concrete key traits that equip them with the confidence, awareness, and initiative needed to excel in entrepreneurial endeavors. They demonstrate their readiness to deal with and thrive in the competitive business landscape. It implies that Business Administration programs effectively cultivate essential entrepreneurial traits in graduates, preparing them to identify and capitalize on opportunities and take proactive steps in initiating ventures. In this vein, educational institutions can build on these strengths by providing further experiential learning opportunities, mentorship, and support systems that nurture entrepreneurship and innovation, thereby enhancing graduates' contributions to economic development.

Table 1. Level of Entrepreneurial Behavior

Constructs	M	SD	Interpretation
Self-Efficacy	3.41	0.32	Very High
Alertness	3.35	0.40	Very High
Proactive Personality	3.42	0.38	Very High
Overall Level of Entrepreneurial Behavior	3.39	0.37	Very High

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

Level of Business Administration Graduates' Personality Traits

Table 2 illustrates the level of business administration graduates' personality traits, with consistently very high results across all constructs (M=3.16; SD=0.48). The overall mean score of 3.16, with a standard deviation of 0.48, for the level of personality traits in terms of extraversion, agreeableness, openness, and conscientiousness, indicates a Very High rating of personality traits in all constructs. While most traits are rated "Very High," Neuroticism is classified as "High," indicates variability in the respondents' emotional resilience. It suggests that while graduates exhibit strong personality traits, there is moderate variability in responses.

Among the constructs, agreeableness scored the highest mean score of 3.29 and a standard deviation of 0.41, reflecting very high. This suggests that graduates

often exhibit strong qualities of agreeableness, characterized by their cooperative, empathetic, and compassionate nature. In the context of entrepreneurship, these traits are particularly advantageous. A high level of agreeableness fosters the ability to build positive relationships, collaborate effectively, and cultivate trust among team members, clients, and stakeholders. This trait enhances networking and partnership opportunities, which is crucial for entrepreneurs as they depend on social capital, mentorship, and teamwork to thrive in their business endeavors. Individuals who garnered high score high in agreeableness are known for their cooperation, empathy, and ability to build trust-based relationships, which are essential in fostering teamwork and collaboration in business settings (Al-Aseer, 2021). Research posits that entrepreneurs who got high agreeableness are prone to be more actively cooperative and supportive, traits that are essential for long-term business partnerships and success (Laouiti et al., 2022).

Moreover, openness followed closely with a mean of 3.24 and a standard deviation of 0.50. This strong level of openness demonstrates graduates' willingness to embrace fresh ideas, adopt creative methods, and seek innovative solutions in business contexts. In entrepreneurship, this openness is crucial as it allows individuals to adapt to evolving markets, test out new strategies, and pursue inventive solutions, which are key elements for maintaining a competitive edge. Graduates who exhibit high levels of openness are often more willing to engage with new experiences and learn from various viewpoints, which helps cultivate a culture of ongoing improvement and growth. This inclination towards openness suggests that graduates possess a forward-thinking mindset, making them adept at recognizing emerging trends and business opportunities. These attributes are valuable in fast-changing business landscapes, where innovation and adaptability are vital. Their willingness to embrace new experiences enables them to remain agile and resilient, which is essential for overcoming challenges and maintaining a competitive edge. People are generally less fearful of new challenges and experiences when they are receptive to open new experiences. They frequently have a desire to be creative, which helps stimulate the entrepreneurial spirit required to

start business venture (Render, 2019). The more curious and imaginative an individual is, the more likely they are to initiate a new business (Awwad, 2021). It means that individuals open to experience will strongly desire to become entrepreneurs (Al-Aseer, 2020).

Conversely, conscientiousness scored a mean of 3.21 with a standard deviation of 0.44. This result implies that graduates with a high level of conscientiousness bring valuable qualities such as responsibility, discipline, and organization, all of which are crucial for thriving in entrepreneurship. Their goal-oriented, dependable, and meticulous nature positions them well to handle the complexities of managing a business. When it comes to entrepreneurial settings, these characteristics enable graduates to uphold consistency and reliability, which are vital for attaining long-term objectives and ensuring operational efficiency. These qualities are particularly essential for entrepreneurs who must adeptly juggle multiple tasks and responsibilities to sustain and expand their enterprises. Additionally, conscientious individuals are industrious, strive for success, and maintain a sense of responsibility that encourages them to be dependable at work (Gul & Khilji, 2021). Furthermore, these individuals with strong desire to become successful, are more motivated toward achieving their goals, provide excellent performance, and are more likely to become entrepreneurs (Sohail, 2022).

Meanwhile, extraversion scored a mean of 3.11 and a standard of 0.37. This notable level of extraversion among graduates indicates that they tend to be sociable, energetic, and assertive, qualities that can greatly enhance their effectiveness in entrepreneurial environments. Extraverted individuals often exhibit enthusiasm, ease in social interactions, and strong confidence when engaging with others. These traits can be incredibly advantageous for entrepreneurs, as they often need to cultivate relationships, network with potential clients and investors, and lead teams with efficiency. Additionally, a high degree of extraversion suggests that graduates are inclined to adopt a proactive approach in their ventures, actively seeking new connections, initiating business opportunities, and navigating competitive markets with assurance. Additionally, extraverted individuals often

excel in social situations, which can significantly enhance communication and collaboration key ingredients for building strong partnerships and driving business growth. Their propensity for taking risks and openly sharing ideas can spark innovative solutions and facilitate successful negotiations, as they typically embrace leadership and decision-making roles with confidence. Furthermore, these individuals who garnered high extraversion tend to be sociable and lively when interacting with others. They are also more expressive in communication compared to those who score lower on extraversion (Federico, 2023). Therefore, extravert individual is more likely to become a successful entrepreneur thus, there is a connection between extraversion traits such as enthusiasm, assertiveness, sociability, warmth, talkativeness, and energy, and the attributes of entrepreneurship (Federico, 2023).

Lastly, neuroticism is the lowest-rated personality trait among Business Administration graduates, with a mean score of 2.95 and a standard deviation of 0.69. This encompasses emotional instability, anxiety, and mood fluctuations, which can present challenges in high-pressure environments. However, the relatively lower score in neuroticism, compared to other traits, highlights that these graduates generally exhibit a commendable level of emotional stability. This moderate emotional stability is a considerable asset in entrepreneurship, as it allows individuals to manage stress and maintain composure in challenging situations effectively. Graduates with lower levels of neuroticism are well-positioned to make rational business decisions, as they are less likely to be swayed by emotional responses. However, people who are high in Neuroticism personality traits often experience sudden and unpredictable changes in their mood. This characteristic is generally not considered as advantageous in the entrepreneurial world. Research indicates that individual with high Neuroticism is infrequently associated with strong intentions of starting a business venture (Awwad & Al-Aseer, 2021).

Some graduates may possess impressive emotional resilience, while others might experience higher levels of stress and anxiety. In entrepreneurship, maintaining emotional stability is crucial for navigating the uncertainties and

challenges that come along with starting and growing a business. Graduates who exhibit lower levels of neuroticism often tackle difficulties with a calm and composed approach, which can enhance their leadership, negotiation, and innovation skills. All graduates can improve their capacity to handle setbacks and thrive in their entrepreneurial journeys by fostering emotional stability.

The data reveals that Business Administration graduates exhibit a strong set of personality traits that are advantageous for entrepreneurial success. Their consistently high extraversion, agreeableness, openness, and conscientiousness scores indicate their potential for leadership, collaboration, innovation, and effective task management in business environments. This suggests that educational institutions and business schools are effectively nurturing these strengths. However, these traits can be further developed through hands-on learning experiences such as internships, leadership workshops, and collaborative projects. While most graduates display moderate emotional stability, the higher score for neuroticism suggests that some may experience stress or anxiety, potentially affecting their decision-making in high-pressure situations. It emphasizes the importance of incorporating training in emotional resilience, stress management, and emotional intelligence into business programs better to prepare graduates for the challenges of entrepreneurship and leadership.

Table 2. Level of Entrepreneurial Personality Traits

Constructs	M	SD	Interpretation
Extraversion	3.11	0.37	Very High
Agreeableness	3.29	0.41	Very High
Openness	3.24	0.50	Very High
Conscientiousness	3.21	0.44	Very High
Neuroticism	2.95	0.69	High
Overall Level of Personality Traits	3.16	0.48	High

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

Level of Business Administration Graduates' Entrepreneurial Engagement

Table 3 shows the level of entrepreneurial engagement among Business Administration graduates. The overall level of entrepreneurial engagement, in terms of social support and networks, entrepreneurial Intention, passion, autonomy, and decision-making, is rated as Very High, with a weighted mean of 3.44 and a standard deviation of 0.41. This indicates strong enthusiasm and commitment to entrepreneurial activities among graduates. While most constructs are rated Very High, business opportunity recognition is classified as High. This suggests that although graduates can identify opportunities, this aspect could be more emphasized than their overall engagement level.

Among the constructs, Social Support and Networks scored the highest mean of 3.72 and a standard deviation of 0.36, highlighting the graduates' recognition of the importance of collaboration and relationships in their entrepreneurial endeavors. The findings highlight that graduates are well-connected to valuable support systems and professional networks, which are crucial in fostering entrepreneurship. Access to social support and networking opportunities equips aspiring entrepreneurs with essential resources, mentorship, and guidance, ultimately enhancing their ability to start and sustain successful business. A strong network indicates that graduates can benefit from meaningful connections with mentors, peers, family, and industry professionals who provide valuable advice, potential financial backing, and emotional support. Furthermore, these networks encourage knowledge-sharing, allowing graduates to learn from the experiences of established entrepreneurs and navigate potential challenges more effectively. Research by (Usadha, 2022) revealed that strong social support plays a vital role in influencing entrepreneurial intentions, with factors such as educational support and family support significantly contributing to entrepreneurial engagement. Additionally, the study of Brüderl and Preisendörfer (1998) emphasized that social networks are critical for entrepreneurial success. It provides entrepreneurs with moral support, advice, and access to resources that contribute to the survival and growth of the business.

Following closely, entrepreneurial intention received a mean score of 3.56 with a standard deviation of 0.47, indicating a robust desire among graduates to pursue entrepreneurial ventures. Graduates' significant level of entrepreneurial intention demonstrates their strong commitment and readiness to explore entrepreneurial opportunities. This reflects their motivation to launch their own businesses or engage in business activities. Entrepreneurial Intention serves as a crucial role in predicting actual entrepreneurial behavior, highlighting an individual's preparedness and eagerness to take essential steps toward business creation. A high level of Intention indicates that these graduates view entrepreneurship as a promising career path and are eager to turn their ideas into reality. A robust intent to pursue entrepreneurship is crucial in fostering essential qualities such as goal-setting, resilience, and proactive planning. These attributes are vital for successfully navigating the challenges in terms of starting and managing a business. Thus, graduates who demonstrate a strong entrepreneurial intention are often actively engaged in seeking out opportunities, acquiring resources, and honing skills that will enhance their entrepreneurial pursuits. According to Krueger et al. (2000), an individual's intention to pursue entrepreneurial ventures is a crucial predictor of their entrepreneurial action. According to their research, those who have strong entrepreneurial goals are more likely to effectively launch new enterprises and turn their ideas into reality.

On the other hand, passion garnered a mean of 3.46 and a standard deviation of 0.45, reflecting strong motivation and enthusiasm for entrepreneurship. The strong passion exhibited by graduates reflects their enthusiasm, dedication, and emotional commitment to entrepreneurship. This level of engagement can serve as a significant catalyst for perseverance, resilience, and the determination necessary to navigate challenges and achieve long-term goals. Graduates who embrace entrepreneurial passion see entrepreneurship as more than just a career choice; they view it as a meaningful endeavor that resonates with their values and aspirations. This emotional investment plays a crucial role in maintaining motivation amid the uncertainties and obstacles of starting and growing a business. By harnessing this

passion, graduates are well-equipped to turn their entrepreneurial dreams into reality. A research study conducted by Fisher et al. (2018) revealed that entrepreneurial passion serves as a powerful motivational force, significantly enhancing participants' determination and commitment to entrepreneurial activities. The researchers observed that passionate entrepreneurs are inspired to turn their ideas into tangible business results, often emphasizing purpose rather than solely on financial gains. This aligns with the findings, suggesting that graduates who possess strong entrepreneurial passion are more likely to perceive entrepreneurship, which helps maintain their motivation even in the face of challenges.

Meanwhile, autonomy and decision-making received a mean of 3.27 and a standard deviation of 0.34, showcasing their confidence in taking initiative and making informed decisions. The strong emphasis on autonomy and decision-making indicates that graduates are effectively equipped to make independent choices, manage their ventures, and take ownership of their decisions' outcomes. In the realm of entrepreneurship, autonomy plays a vital role by enabling individuals to act proactively, adapt to evolving circumstances, and adjust their strategies promptly. This capacity for autonomous decision-making is essential for entrepreneurs, who frequently encounter complex challenges that demand quick thinking and a significant level of personal accountability. Further studies have shown that autonomy plays a significant role in entrepreneurial engagement. This relationship is influenced by a person's professional experience, which means it is important to engage in tasks that align with one's expertise (Tufa et al., 2021). Additionally, when people have autonomy in decision-making, it can enhance their creativity. Providing opportunities for autonomy can predict creative thinking (Orakcı & Durnalı, 2022).

In contrast, business opportunity recognition had a mean score of 3.21 and a standard deviation of 0.44, rated as High, suggesting that while graduates can identify opportunities, this aspect needs to be more emphasized than their overall engagement. While many graduates excel at identifying business opportunities, some may need further development in this area. The variability suggests a diverse

range of competencies among graduates. It reveals that Business Administration graduates demonstrate a commendable ability to recognize business opportunities. However, this skill could be further enhanced to align more closely with their levels of entrepreneurial intention, passion, autonomy, decision-making, and social support networks. Business opportunity recognition is an essential skill that involves identifying and assessing potential market needs, gaps, or emerging trends that can be transformed into successful business ventures. By deepening their understanding of market dynamics, customer demands, and competitive landscapes, graduates can strengthen this capability, which is crucial for thriving in the entrepreneurial landscape. With a focus on development in this area, they can better position themselves to seize viable market opportunities.

Moreover, autonomy in entrepreneurship is linked to the need for autonomy in all areas of an entrepreneur's life, where the entrepreneur establishes their own learning goals with the help of mentors (Huxtable-Thomas & Hannon, 2019). Further studies have shown that autonomy plays a significant role in entrepreneurial engagement. This relationship is influenced by a person's professional experience, which means it is important to engage in tasks that align with one's expertise (Tufa et al., 2021). Additionally, when people have autonomy in decision-making, it can enhance their creativity. Providing opportunities for autonomy can predict creative thinking (Orakcı & Durnalı, 2022).

The strong entrepreneurial engagement among Business Administration graduates is evident from their consistently high scores in important areas such as intention, passion, autonomy, and social networks. It suggests that they are well-equipped to excel in entrepreneurial pursuits. These results indicate that the graduates have the drive, perseverance, and self-reliance needed to tackle the challenges of establishing and running businesses. Moreover, the presence of robust social support networks further amplifies their potential as entrepreneurs by providing access to crucial resources, mentorship, and opportunities for collaboration. However, the slightly lower score in business opportunity recognition points to an area that could be enhanced, emphasizing the importance

of targeted training programs focused on improving graduates' abilities to identify and capitalize on business opportunities. This underscores the significance of ongoing education and professional development in fully harnessing their potential. Finally, by addressing this aspect, educational institutions and businesses can better prepare graduates to be successful entrepreneurs, fostering innovation, creating jobs, and driving economic growth.

Table 3. Level of Entrepreneurial Engagement

Constructs	M	SD	Interpretation
Entrepreneurial Intention			
Passion	3.56	0.47	Very High
Business Opportunity	3.46	0.45	Very High
Recognition	3.21	0.44	High
Autonomy and Decision	3.27	0.34	Very High
Making	3.72	0.36	Very High
Social Support and Networks			
Overall Level of			
Entrepreneurial	3.44	0.41	Very High
Engagement			

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

Significant Relationship between Business Administration Graduates'

Entrepreneurial Behavior and Entrepreneurial Engagement

The data in Table 4 show a significant relationship between the two variables among business administration graduates: entrepreneurial behavior and entrepreneurial engagement. According to the findings, entrepreneurial behavior and entrepreneurial engagement have an r-value of 0.71 and a p-value of 0.00. It indicates a perfect positive correlation, signifying a strong and statistically significant association between entrepreneurial behavior and entrepreneurial engagement.

According to the correlation findings, a significant links exists between entrepreneurial behavior and entrepreneurial engagement among business administration graduates. This suggests that as entrepreneurial behavior increases, and there is a corresponding increase in entrepreneurial engagement among graduates.

The r-value of 0.71 indicates a strong correlation between entrepreneurial behavior and engagement among graduates. This suggests that as graduates demonstrate greater entrepreneurial behavior, their involvement in entrepreneurial activities also notably increases. Likewise, this correlation implies that graduates' proactive behaviors, such as innovation, risk-taking, and opportunity-seeking, are closely linked to their participation in entrepreneurial endeavors, such as launching new business ventures or engaging in other entrepreneurial activities.

Additionally, the extremely low p-value of 0.00 confirms that this correlation is statistically notable, indicating that the likelihood of this relationship occurring by chance is virtually nonexistent. The high level of significance underscores the meaningful connection between entrepreneurial behavior and entrepreneurial engagement, as evidenced by the perfect positive correlation observed. Therefore, rejecting the null hypothesis affirms the hypothesis that entrepreneurial behavior plays a crucial role in influencing the level of entrepreneurial engagement among Business Administration graduates.

The results of the study imply a strong and significant correlation between entrepreneurial behavior and entrepreneurial engagement in Business Administration graduates. The findings indicate that as graduates exhibit greater levels of entrepreneurial behavior, characterized by qualities such as risk-taking, innovation, and seeking opportunities, their participation in entrepreneurial objectives, includes starting new businesses or engaging in ventures, also rises. Thus, this significant connection between entrepreneurial behavior and entrepreneurial engagement in Business Administration graduates highlighting the key role of entrepreneurial behavior in shaping graduates' level of entrepreneurial engagement. It highlights the significance of promoting these behaviors through

tailored education and training initiatives, as this can bolster graduates' preparedness and success in entrepreneurial pursuits, ultimately contributing to broader economic development and fostering innovation.

According to the study of Baluku et al. (2016), entrepreneurial behavior alone does not always guarantee increased engagement. Instead, these individuals with high extent of psychological capital are more likely to experience enhanced entrepreneurial engagement due to their behaviors compared to those with lower psychological resources. This represents that psychological factors perform a vital role in transforming entrepreneurial actions into meaningful engagement, as they boost motivation, persistence, and adaptability when faced with challenges. Therefore, cultivating psychological capital can significantly enhance entrepreneurial potential, highlighting its importance in fostering engagement within entrepreneurial endeavors.

However, some studies have supported the association between entrepreneurial behavior and entrepreneurial engagement, as claimed by Maheshwari and Kha (2021). This research investigated the impact of entrepreneurial behavior, specifically proactiveness and risk-taking, on entrepreneurial involvement in university students. It revealed that students demonstrating heightened entrepreneurial behavior were more inclined to participate in entrepreneurial engagement, such as participating in startup competitions and initiating business projects. Additionally, in the study of Agu, Etodike, & Ifeancha (2022), individuals who exhibited strong entrepreneurial behaviors, such as actively seeking opportunities, being innovative, and demonstrating resilience, were more involved in initiating and overseeing new business ventures. Along with this, the study underscored the pivotal role of these behaviors in propelling entrepreneurial action. Furthermore, studies have also highlighted the significance of entrepreneurial behavior, including proactiveness, innovation, and persistence, in promoting entrepreneurial engagement. Their study revealed that entrepreneurs who actively pursue opportunities and demonstrate

innovative behavior are more willing to start and sustain business ventures, indicating a strong correlation between behavior and engagement (Li et al., 2020).

Relatively, this notable connection underscores the importance of nurturing entrepreneurial behaviors through tailored educational programs and training efforts in universities. By integrating these behaviors into the curriculum, institutions can better equip graduates for entrepreneurial accomplishments, and contributing to wider innovation and economic development. The implication is evident: cultivating entrepreneurial behavior can serve as a crucial approach to increasing entrepreneurial involvement among graduates, fostering an entrepreneurial culture that benefits individuals and society.

Table 4. Significant Relationship between Business Administration Graduates' Entrepreneurial Behavior and Entrepreneurial Engagement

Variable	r-value	p-value	Interpretation
Entrepreneurial Behavior and Entrepreneurial Engagement	0.71**	0.00	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), 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). *means p-value 0.01 is highly significant at the level 1% level*

Significant Relationship between Business Administration Graduates' Personality Traits and Entrepreneurial Engagement

The analysis in Table 5 indicates a significant relationship between Business Administration graduates' personality traits and their entrepreneurial engagement. According to the findings, personality traits and entrepreneurial engagement have an r-value of 0.58 and a p-value of 0.00. This indicates a strong positive correlation, signifying a strong and statistically significant association between personality traits and entrepreneurial engagement.

According to the result, the r-value of 0.58 indicates a robust positive correlation, indicating that as specific personality traits among graduate's increase, their level of entrepreneurial engagement also increases. This correlation highlights that graduates displaying favorable personality traits such as openness, conscientiousness, extraversion, and emotional stability are more inclined to actively participate in entrepreneurial activities such as initiating businesses, engaging in startups, or pursuing entrepreneurial endeavors.

On the other hand, the p-value of 0.00 confirms the strong statistical significance of the relationship, indicating that the likelihood of this result occurring by chance is extremely low. Thus, this further highlights the crucial impact of personality traits in affecting entrepreneurial behavior in a positive manner. The robust positive correlation observed implies that Business Administration graduates with key personality traits like adaptability, persistence, and proactiveness are geared towards taking the initiatives, seek out opportunities, and persist in entrepreneurial endeavors. Therefore, rejecting the null hypothesis concludes that personality traits have a significant positive relationship with entrepreneurial engagement among Business Administration graduates.

The results highlight that graduates' entrepreneurial interest and engagement are greatly influenced by their personality attributes. Traits such as openness to experience, conscientiousness, extraversion, and agreeableness are pivotal in shaping an individual's readiness to take risks, pursue opportunities, and initiate entrepreneurial endeavors. Therefore, implementing targeted training programs, workshops, and experiential learning opportunities, such as mentorship programs, entrepreneurial simulations, and real-world business projects, can effectively enhance graduates' entrepreneurial engagement. Institutions can play a key role in providing platforms that replicate the entrepreneurial environment, thus aiding graduates in building the confidence, adaptability, and problem-solving skills necessary for entrepreneurial success. These initiatives not only prepare graduates for entrepreneurial careers but also paves the way in cultivating to a

broader culture of modernization and entrepreneurship within academic and professional communities, ultimately fostering economic growth and development.

The following studies bring focus and attention about the impact of personality traits on entrepreneurial engagement. According to Rauch and Frese (2020), individuals with high levels of conscientiousness, openness, agreeableness, neuroticism, and extraversion are ostensibly involved in business activities due to their association with risk-taking, innovation, and proactive behavior. Similarly, research conducted by Obschonka et al. (2019) found that business students who exhibit high levels of openness and extroversion are more prone to participate actively in entrepreneurial activities. Zhao and Seibert's (2021) study underscored the significance of traits like openness to experience and emotional stability as strong predictors of entrepreneurial behavior, potentially leading to a higher likelihood of graduates pursuing entrepreneurial ventures.

Several studies have also demonstrated the link between personality traits and entrepreneurial engagement. Research indicates a strong correlation between personality factors and entrepreneurial involvement (Zhao et al., 2010). In addition, Wang et al. (2016) posited that there is a profound influence of an individual's desire to be an entrepreneur based on their personality traits. Furthermore, personality factors considerably influence the cognitive framework of entrepreneurial engagement (Karabulut, 2016; Fragoso et al., 2020).

Relatively, the outcome provides evidence that the Five-Factor Theory of Personality (1949) is grounded. According to the results, one's attitude toward entrepreneurship moderates the connection between entrepreneurial education, the big five personality traits, and the ambition to start a business. In other words, one's attitude determines one's entrepreneurial intention and involvement; attitude is influenced by an individual's entrepreneurial education and big five personality features. Consequently, personality traits are one of the many variables that influence a student's level of entrepreneurial activity. Entrepreneurial education and the big five traits were known to have positive effects on entrepreneurial intention. The findings also suggest that a more favorable entrepreneurship atmosphere and

economic benefits might result from students' personality and attitude congruence, which can influence their desire to start their own businesses (Bazkiaei et al., 2020).

The findings underscore the importance of integrating personality development into entrepreneurship education. Educational institutions can significantly enhance graduates' entrepreneurial potential by providing specialized programs that strengthen these crucial traits. Furthermore, these efforts could involve hands-on learning experiences such as mentorship programs, business simulations, and real-world entrepreneurial projects that promote adaptability, creativity, and resilience. By taking these steps, educational institutions not only prepare graduates for entrepreneurial success but also partake in molding a culture of innovative entrepreneurs within the academic and professional circles. Finally, this approach has the potential to fuel economic growth and progress by nurturing a cohort of resilient, proactive, and opportunity-seeking entrepreneurs.

Table 5. Significant Relationship between Business Administration Graduates' Personality Traits and Entrepreneurial Engagement

Variable	r-value	p-value	Interpretation
Personality Traits and Entrepreneurial Engagement	0.58**	0.00	Strong 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), 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). *means p-value 0.01 is highly significant at the level 1% level

CONCLUSIONS AND RECOMMENDATIONS

Summary

In understanding the entrepreneurial behavior among business administration graduates, it is important to look into their entrepreneurial behavior and personality traits to measure their engagement and inclination towards entrepreneurship. Furthermore, their behavior and personality traits correlate positively with pursuing a business venture. The study presented that business administration graduates exhibit strong entrepreneurial behavior, indicating they possess essential traits and skills for success in entrepreneurial ventures. This potential enabled them to capitalize on opportunities, initiate new projects, and effectively navigate uncertainties in a dynamic and competitive business environment.

Moreover, business administration graduates displayed strong personality traits across multiple dimensions, indicating a promising potential for entrepreneurial success. This assessment underscored their strengths and capability to tackle challenges in business environments. Additionally, their well-rounded personalities allowed them to excel in various settings, boosting their overall effectiveness and impact. Additionally, graduates showed a strong foundation in entrepreneurial activities in terms of their intention, passion, autonomy, and social network access. These traits reflected their motivation, commitment, independence, and external support, which are essential for managing business ventures. While business opportunity recognition suggested some may need further development in this area, the overall strength across these factors indicated that Business Administration graduates are well-prepared for entrepreneurial success. Targeted development programs can further enhance their skills and resources.

This study entitled "Business Administration Graduates' Entrepreneurial Behavior, Personality Traits, and Engagement" sought to examine the role of entrepreneurial behavior and personality traits in entrepreneurial engagement among business administration graduates. The data was collected from business administration graduates in Ozamiz City who were engaged in business ventures.

The survey included responses from 76 business administration graduates residing in Ozamiz City. The following statistical approaches were used for data tally, evaluation, and analysis throughout the study: the Mean and Standard Deviation and the Pearson Product-Moment Correlation Coefficient. As a result, the study highlighted the significance of entrepreneurial behavior and personality traits towards entrepreneurial engagement among business administration graduates.

Findings

1. The data showed that business administration graduates have a very high level of entrepreneurial behavior in terms of entrepreneurial self-efficacy, alertness, and proactive personality, which are crucial for thriving in entrepreneurial ventures.
2. The data reflected that business administration graduates exhibit high levels of extraversion, agreeableness, openness, and conscientiousness, indicating moderate emotional stability and resilience. This well-rounded personality profile helps them thrive in various business settings. Nevertheless, a significant portion may still experience increased stress, anxiety, or emotional volatility, making them more prone to mood swings and negative emotions.
3. The data indicated that business administration graduates show strong entrepreneurial engagement in key areas such as Intention, passion, autonomy, and social networks, suggesting they are well-prepared for entrepreneurial endeavors. These traits reflect their drive, perseverance, and self-reliance in overcoming business challenges. Nevertheless, their ability to recognize business opportunities reveals a need for improvement.
4. The data indicated a substantial correlation between entrepreneurial behavior and entrepreneurial engagement among business administration graduates. The findings show that as graduates display greater entrepreneurial behavior marked by qualities like innovation, risk-taking, and opportunity-seeking, their involvement in entrepreneurial endeavors,

such as establishing a new enterprise, also increases. This strong link highlights the essential role of entrepreneurial behavior in determining the level of engagement in entrepreneurial pursuits among business administration graduates.

5. The data showed that there is a significant relationship between personality traits and entrepreneurial engagement among business administration graduates. It shows that graduates with traits like openness, conscientiousness, extraversion, and agreeableness are crucial for risk-taking and opportunity pursuit. These initiatives not only prepare graduates for entrepreneurial careers but it can also enhance and contribute to broader economic development by cultivating an environment rooted by invention and entrepreneurship.

Conclusion

The researchers conclude that:

1. Business administration graduates are properly equipped to manage difficulties and grasp opportunities available in the business landscape. Their strong entrepreneurial behavior significantly impacts their entrepreneurial endeavors and success.
2. Business administration graduates need strategies to enhance their emotional well-being and manage potential challenges effectively since there is a notable prevalence of stress and emotional volatility among a significant portion of graduates.
3. Business administration graduates need to improve their ability to recognize business opportunities. Thus, target training programs can greatly enhance their capacity to identify and pursue potential ventures.
4. Involvement and active participation of business administration graduates in entrepreneurial activities play a vital role in fostering engagement in entrepreneurial pursuits. Cultivating entrepreneurial behavior enhances their resilience, allowing business administration graduates to overcome challenges and setbacks effectively, allowing them to take risks and adapt more to their environment, and encouraging creativity and innovation, which are essential for developing unique solutions.
5. Fostering personality traits within educational frameworks can enhance graduates' preparedness for entrepreneurial careers. As more graduates embody these traits, the increase in entrepreneurial activity can stimulate economic growth and development and create a ripple effect that benefits the wider community.

Recommendation

In the light of the findings from this study, the following suggestions for further research are proposed:

1. Business schools and academe can integrate the findings of this study to create a comprehensive support program that improves technical proficiency and also prioritizes the emotional and psychological growth of business administration graduates.
2. Targeted training programs, workshops, and experiential learning opportunities such as mentorship, fieldwork, and problem-based learning are recommended. Institutions can facilitate environments that build confidence, adaptability, and critical-thinking skills which are necessary for entrepreneurial success.
3. Future researchers may further investigate how educational institutions are critical in nurturing entrepreneurial behaviors by offering opportunities to experience entrepreneurial settings, mentoring programs, and practical business encounters and the importance of these initiatives in higher education.
4. Future studies may integrate how educational institutions can significantly enhance graduates' entrepreneurial potential by providing specialized programs that strengthen their personality traits.

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APPENDIX A

(Survey Questionnaire)

RESPONDENTS' LEVEL OF ENTREPRENEURIAL BEHAVIOR QUESTIONNAIRE

Adapted from: Chen et al. (1998), DeNoble et al. (1999), and McGee et al. (2009),
Tang, Kacmar, and Busenitz (2012), Bateman and Crant (1993).

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale: 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree

INDICATORS	RESPONSES			
A. Entrepreneurial Self-Efficacy	4	3	2	1
1. I brainstorm to come up with new ideas.				
2. I think outside the box.				
3. I can identify ways to combine resources in new ways to achieve my goals.				
4. I can identify creative ways to get things done even with limited resources.				
5. I can identify opportunities for new ways to conduct business activities.				
6. I design effective business plan to achieve my goals.				
7. I can lead and manage a team.				
8. I can put together the right group/team in order to solve specific problem.				
9. I can network or make contact with and exchange information with others.				
10. I clearly and concisely explain verbally/in writing my ideas in everyday terms				
11. I can tolerate unexpected change and persist in face of setbacks.				

12. I learn from failure.				
13. I exercise flexibility in complicated situations when both means and goals are hard to establish.				
14. I work productively under continuous stress, pressure, and conflict.				
15. I make decisions in uncertain situations when the outcomes are hard to predict.				
B. Entrepreneurial Alertness				
1. I have frequent interactions with others to acquire new information.				
2. I always keep an eye out for new business ideas when looking for information.				
3. I read news, magazines or trade publications regularly to acquire new information.				
4. I browse the Internet every day.				
5. I am an avid information seeker who actively look for new information.				
C. Proactive Personality				
1. I am constantly on the lookout for new ways to improve my life.				
2. I feel driven to make a difference in my community.				
3. I enjoy facing and overcoming obstacles to my ideas.				
4. I feel excited when I see my ideas turns into reality.				
5. I fix something immediately if I see something I don't like.				
6. I excel at identifying opportunities.				
7. I am always looking for better ways to do things.				
8. I am great at turning problems into opportunities.				

RESPONDENT'S LEVEL OF PERSONALITY TRAITS QUESTIONNAIRE

Adapted from: John, Donahue, and Kentle (1991).

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale: 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree

INDICATORS	<i>RESPONSES</i>			
	4	3	2	1
A. Extraversion				
1. I am someone who tend to be quiet and reserved.				
2. I am someone who is sometimes shy, inhibited.				
3. I am someone who is talkative and likes talking to other people.				
4. I am someone who is outgoing and sociable.				
5. I prefer being alone to being in company.				
B. Agreeableness				
1. I am someone who is considerate and kind to almost everyone.				
2. I am someone who is helpful and unselfish with others.				
3. I like to cooperate with others.				
4. I am someone who has a forgiving nature.				
5. I tend to find fault with others.				
C. Openness				
1. I am someone who is curious about many different things.				
2. I am someone who is inventive.				

3. I am someone who has an active imagination.				
4. I am someone who is ingenious, a deep thinker.				
5. I am someone who likes to reflect, play with ideas.				
D. Conscientiousness				
1. I am someone who makes plans and follows through with them.				
2. I am someone who does things efficiently.				
3. I am someone who does a thorough job.				
4. I am someone who is easily distracted and can be somewhat careless.				
5. I am someone who tends to be disorganized.				
E. Neuroticism				
1. I am someone who worries a lot and can be tense.				
2. I sometimes feel completely worthless and worse than others.				
3. I sometimes feel so ashamed that I would rather not see myself.				
4. I often feel helpless and I need someone to help me.				
5. I get discouraged if things do not work out.				

LEVEL OF ENTREPRENEURIAL ENGAGEMENT QUESTIONNAIRE

Adapted from: Linan and Chen (2009), Anjum et al. (2018), Singh et al. (1999), Gordon (2007), Puhakka (2007), Ucbasaran et al. (2009), Ko and Butler (2006), Faroque and Morrish (2016), Arenius and De Clereq (2005), DetTienne and Chandler (2007), Hills, Shrader, and Lumpkin (1999), Fuentes et al. (2010), and Mitchell and Shepherd (2010), Scott and Bruce (1995), and Zimet et al. (1988).

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale: 4 – Strongly Agree; 3 - Agree; 2 -Disagree; 1 - Strongly Disagree

INDICATORS	RESPONSES			
	4	3	2	1
A. Entrepreneurial Intention				
1. I aspire to become an entrepreneur.				
2. I am ready to do anything to be an entrepreneur.				
3. I will make every effort to start and run my own business.				
4. I have very seriously thought in starting a business.				
5. I have got the business intention to start a business someday.				
B. Passion				
1. In the process of starting a business, I get a sense of identity.				
2. The harvest in the process of starting a business makes me like it more.				
3. Starting a business is part of my life				
4. I am so eager to start a business that I couldn't help but get involved.				
5. Entrepreneurship enriches my personal experience.				

6. Entrepreneurship is an uncontrollable passion.				
7. I can devote myself to entrepreneurial activities.				
C. Business Opportunity Recognition				
1. I have identified various business ideas in the past 2 years.				
2. I have identified several novel and innovative local business opportunities.				
3. I have identified several feasible and desirable local business ideas which are novel and innovative,				
4. I have modified and developed local opportunity from idea generation to opportunity objectification.				
5. I am able to shift business resources to capitalize on emerging opportunities in local markets.				
D. Autonomy and Decision Making				
1. I make decisions in a logical and systematic way.				
2. When I make decisions, I consider various options in terms of a specific goal.				
3. When making a decision, I trust my intuition and instincts.				
4. I double check my information sources to be sure I have the right facts before making decisions.				
5. I usually have rational basis for making decisions.				
6. I often put off making important decision because thinking about them make me uneasy.				
7. I often need the assistance of other people when making important decisions.				
8. If I have the support of others, it is easier for me to make				

important decisions.				
9. I use advice of other people in making my important decisions.				
10. I generally make important decisions at the last minute.				
E. Social Support and Network				
1. There is special person who is around when I am in need.				
2. There is a special person with whom I can share joys and sorrows.				
3. There is a special person in my life who cares about my feelings.				
4. I have a family who really tries to help me.				
5. I get the emotional help and support I need from my family.				
6. I have a family who is willing to help me make decisions.				
7. I have friends who really tries to help me.				
8. I can count on my friends when things go wrong.				
9. I can talk about my problems with my friends.				
10. I have friends with whom I can share my joys and sorrows.				

APPENDIX B

(Sample Filled-out Questionnaire)

BUSINESS ADMINISTRATION GRADUATES' ENTREPRENEURIAL BEHAVIOR, PERSONALITY TRAITS, AND ENGAGEMENT

Entrepreneurial Behavior Questionnaire: Adapted from Chen et al. (1998), DeNoble et al. (1999), and McGee et al. (2009), Tang, Kacmar, and Busenitz (2012), Bateman and Crant (1993).

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale: 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree

INDICATORS	RESPONSES			
	4	3	2	1
A. Entrepreneurial Self-Efficacy				
1. I brainstorm to come up with new ideas.		✓		
2. I think outside the box. ✓				
3. I can identify ways to combine resources in new ways to achieve my goals. ✓				
4. I can identify creative ways to get things done even with limited resources. ✓				
5. I can identify opportunities for new ways to conduct business activities. ✓				
6. I design effective business plan to achieve my goals. ✓				
7. I can lead and manage a team.		✓		
8. I can put together the right group/team in order to solve specific problem.		✓		
9. I can network or make contact with and exchange information with others. ✓				
10. I clearly and concisely explain verbally/in writing my ideas in everyday terms		✓		
11. I can tolerate unexpected change and persist in face of setbacks.		✓		

12. I learn from failure.	✓				
13. I exercise flexibility in complicated situations when both means and goals are hard to establish.	✓				
14. I work productively under continuous stress, pressure, and conflict.	✓				
15. I make decisions in uncertain situations when the outcomes are hard to predict.		✓			
B. Entrepreneurial Alertness					
1. I have frequent interactions with others to acquire new information.		✓			
2. I always keep an eye out for new business ideas when looking for information.	✓				
3. I read news, magazines or trade publications regularly to acquire new information.		✓			
4. I browse the Internet every day.		✓			
5. I am an avid information seeker who actively look for new information.	✓				
C. Proactive Personality					
1. I am constantly on the lookout for new ways to improve my life.	✓				
2. I feel driven to make a difference in my community.	✓				
3. I enjoy facing and overcoming obstacles to my ideas.		✓			
4. I feel excited when I see my ideas turns into reality.	✓				
5. I fix something immediately if I see something I don't like.		✓			
6. I excel at identifying opportunities.		✓			
7. I am always looking for better ways to do things.		✓			
8. I am great at turning problems into opportunities.		✓			

Personality Traits Questionnaire: Adapted from John, Donahue, and Kentle (1991).

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale: 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree

INDICATORS	RESPONSES			
	4	3	2	1
A. Extraversion				
1. I am someone who tend to be quiet and reserved. ✓				
2. I am someone who is sometimes shy, inhibited.		✓		
3. I am someone who is talkative and likes talking to other people.		✓		
4. I am someone who is outgoing and sociable.		✓		
5. I prefer being alone to being in company.		✓		
B. Agreeableness				
1. I am someone who is considerate and kind to almost everyone. ✓				
2. I am someone who is helpful and unselfish with others. ✓				
3. I like to cooperate with others. ✓				
4. I am someone who has a forgiving nature. ✓				
5. I tend to find fault with others.		✓		
C. Openness				
1. I am someone who is curious about many different things.		✓		
2. I am someone who is inventive.		✓		
3. I am someone who has an active imagination.		✓		

4. I am someone who is ingenious, a deep thinker.	✓			
5. I am someone who likes to reflect, play with ideas.		✓		
D. Conscientiousness				
1. I am someone who makes plans and follows through with them.	✓			
2. I am someone who does things efficiently.	✓			
3. I am someone who does a thorough job.	✓			
4. I am someone who is easily distracted and can be somewhat careless.		✓		
5. I am someone who tends to be disorganized.		✓		
E. Neuroticism				
1. I am someone who worries a lot and can be tense.		✓		
2. I sometimes feel completely worthless and worse than others.		✓		
3. I sometimes feel so ashamed that I would rather not see myself.		✓		
4. I often feel helpless and I need someone to help me.			✓	
5. I get discouraged if things do not work out.			✓	

Entrepreneurial Engagement Questionnaire: Adapted from Linan and Chen (2009), Anjum et al. (2018), Singh et al. (1999), Gordon (2007), Puhakka (2007), Ucbasaran et al. (2009), Ko and Butler (2006), Faroque and Morrish (2016), Arenius and De Clereq (2005), DetTienne and Chandler (2007), Hills, Shrader, and Lumpkin (1999), Fuentes et al. (2010), and Mitchell and Shepherd (2010), Scott and Bruce (1995), and Zimet et al. (1988).

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale: 4 – Strongly Agree; 3 - Agree; 2 -Disagree; 1 - Strongly Disagree

INDICATORS	RESPONSES			
	4	3	2	1
A. Entrepreneurial Intention				
1. I aspire to become an entrepreneur. ✓				
2. I am ready to do anything to be an entrepreneur. ✓				
3. I will make every effort to start and run my own business. ✓				
4. I have very seriously thought in starting a business. ✓				
5. I have got the business intention to start a business someday. ✓				
B. Passion				
1. In the process of starting a business, I get a sense of identity. ✓				
2. The harvest in the process of starting a business makes me like it more. ✓				
3. Starting a business is part of my life ✓				
4. I am so eager to start a business that I couldn't help but get involved. ✓				
5. Entrepreneurship enriches my personal experience. ✓				

6. Entrepreneurship is an uncontrollable passion.	✓			
7. I can devote myself to entrepreneurial activities.	✓			
C. Business Opportunity Recognition				
1. I have identified various business ideas in the past 2 years.	✓			
2. I have identified several novel and innovative local business opportunities.	✓			
3. I have identified several feasible and desirable local business ideas which are novel and innovative,	✓			
4. I have modified and developed local opportunity from idea generation to opportunity objectification.	✓			
5. I am able to shift business resources to capitalize on emerging opportunities in local markets.	✓			
D. Autonomy and Decision Making				
1. I make decisions in a logical and systematic way.	✓			
2. When I make decisions, I consider various options in terms of a specific goal.	✓			
3. When making a decision, I trust my intuition and instincts.	✓			
4. I double check my information sources to be sure I have the right facts before making decisions.	✓			
5. I usually have rational basis for making decisions.	✓			
6. I often put off making important decision because thinking about them make me uneasy.	✓			
7. I often need the assistance of other people when making important decisions.	✓			
8. If I have the support of others, it is easier for me to make	✓			

important decisions.				
9. I use advice of other people in making my important decisions.	✓			
10. I generally make important decisions at the last minute.	✓			
E. Social Support and Network				
1. There is special person who is around when I am in need.	✓			
2. There is a special person with whom I can share joys and sorrows.	✓			
3. There is a special person in my life who cares about my feelings.	✓			
4. I have a family who really tries to help me.	✓			
5. I get the emotional help and support I need from my family.	✓			
6. I have a family who is willing to help me make decisions.	✓			
7. I have friends who really tries to help me.	✓			
8. I can count on my friends when things go wrong.	✓			
9. I can talk about my problems with my friends.		✓		
10. I have friends with whom I can share my joys and sorrows.	✓			

APPENDIX C

(Informed Consent Form)



MISAMIS UNIVERSITY
Ozamiz City
College of Business and Management



INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Research/Investigator (Nagtuon):

Name (Ngalan): GERALDINE QUILAR, RUBIE V. TAGAYTAY, MARIELLE
REA M. EDIO, RECIL JOY Z. SABAYTON

Course: Bachelor of Science in Business Administration

College: Business and Management

Email / Contact Number: 09618058691

Thesis Title:

**BUSINESS ADMINISTRATION GRADUATES' ENTREPRENEURIAL
BEHAVIOR, PERSONALITY TRAITS AND ENGAGEMENT**

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am Geraldine Quilar , the principal researcher of the study entitled “ Business Administration Graduates’ Entrepreneurial Behavior, Personality Traits and Engagement ”. I am an undergraduate student under the program Bachelor of Science in Business Administration at Misamis University in Ozamiz City. I am to conduct the research with a Business Administration Graduate as respondents. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part 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 interview, you will be asked to affix your name and signature on this form for which you will be given a copy.

	(Maayong adlaw! Ako si Geraldine Quilar, ang nagpahigayon sa pagtuon kabahin sa “Business Administration Graduates’ Entrepreneurial Behavior, Personality Traits and Engagement” Ako usa ka estudyante sa Bachelor of Science in Business Administration Major in Marketing Management sa Misamis University, Ozamis City. Ako nagapili kanimo nga isa ka business administration gradweyt isip participante nga maoy mutubag sa gikinahanglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-tubag sa questonnaires, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.
Purpose (Katuyoan)	The purpose of this study is to provide a comprehensive understanding of the relationship and investigate the role of entrepreneurial behavior and personality traits in entrepreneurial engagement among business administration graduates in Northern Mindanao. This research study can help identify areas for further research and offer recommendations to improve business education curricula, ultimately fostering better entrepreneurial programs for business students. (Ang katuyuan niini nga pagtuon mao ang paghatag ug komprehensibo nga pagsabot sa relasyon ug pag-imbestigar sa papel sa pamatasan sa mga negosyane ug mga kinaiya sa personalidad sa pag-apil sa negosyo sa mga business administration gradweyt sa Northern Mindanao. Kini nga pagtuon makatabang sa pag-ila sa mga lugar nga angay pangusisaon ug maghatag ug mga rekomendasyon aron mapalambo and kurikulum sa edukasyon sa negosyo, nga sa

	<i>katapusan magpasiugda sa mas maayong mga programa sa pagpangnegosyo alang sa mga estudyante sa negosyo.</i>
Type of Research Intervention <i>(Matang sa Interbensyon sa Pagtuon)</i>	This study will be conducted through adaptive questionnaires from Chen et al. (1998), DeNoble et al. (1999), and McGee et al. (2009), Tang, Kacmar, and Busenitz (2012), Bateman and Crant (1993) et al. The gathering of data will be conducted through online formats. <i>(Kining pagtuon pagabuhaton pinaagi sa adaptibong questionnaires nga binuhat gikan sa pagtuon nilang Chen et al. (1998), DeNoble et al. (1999), and McGee et al. (2009), Tang, Kacmar, and Busenitz (2012), Bateman and Crant (1993) et al. Ang pagkuha sa datos mahitabo pinaagi sa online pormat.</i>
Selection of Participants <i>(Pagpili sa mga Partisipant)</i>	This study will select 384 business administration graduates as respondents. The selection is based on the following inclusion criteria: they must be business administration graduates in year 2011 – 2023, they are solely engaging in an entrepreneurial activity or business with at least 2 years of business operation, and have signed the informed consent to participate in the study in which you are one of those selected through a snowball sampling technique. <i>(Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: kinahanglan isa ka gradweyt sa kursong business administration gikan sa tuig 2011 hangtod 2023, aktibo lamang sila sa pagpangnegosyo o pagpadagan ug negosyo sulod sa duha tuig nga operasyon, ug mipirma sila sa informed consent aron moapil sa pagtuon diin usa ka sa napili pinaagi sa snowball sampling technique.</i>
Voluntary Participation <i>(Boluntaryo nga Partisipasyon)</i>	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. 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.

	<i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-desisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure (Pamaagi)	The distribution and retrieval of the questionnaires will be done through Google Forms, which will be sent to you via Facebook or Messenger. The researcher will distribute and retrieve the research instrument via online. To ensure your understanding of the statements indicated in the questionnaires, the statements will be translated into the Bisayan language. In case you will have questions, such will be answered fully. The respondents will be given ample time to complete the questionnaires. The researcher will get your responses for data analysis and interpretation. The information and data provided by you as a respondent will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang pag-apod-apod ug pagkuha sa mga pangutana paghimuon pinaagi sa Google Forms, nga ipadala kanimo pinaagi sa Facebook o Messenger. Ang nagtuon maoy mag-apod-apod ug mokuha sa instrumento sa pagtuon pinaagi sa online. Aron masiguro ang imong pagsabot sa mga pahayag sa questionnaires, ang mga pahayag kay hubaron sa Binisaya nga pinulungan. Kung ugaling adunay kay mga pangutana, tubagon kini sa hingpit).</i> <i>(Ang mga respondente pagahatagan og igong panahon sa pagtubag sa questionnaires. Ang nagtuon mokuha sa mga tubag sa mga respondente para sa pag-analisa sa datos ug para sa interpretasyon. Ang mga impormasyon ug datos nga makuha gikan kanimo isip respondente gamiton lamang niining pagtuon ug hatagan og tumang pag-ampingan aron dili mabutyag.)</i>

Duration (Gidugayon)	Answering the questionnaires will last for 10 to 15 minutes. <i>(Ang pagtubag sa questionnaires mo kabat sa 10 ngadto sa 15 minutos).</i>
Risks and Discomforts (Risiko ug Kahasol)	The respondents will be protected from physical, social, or economic risks. In case the items in the questionnaires 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. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits (Kaayohan)	This study is beneficial to you because the researcher may be able to provide an understanding of the business administration graduates' entrepreneurial behavior, personality traits, and engagement. Thus, your responses are highly valued as they are considered important in the field of entrepreneurial engagement among business administration students. <i>(Kini nga pagtuon makapahimo kanimo paghatag og katin-awan o pagpasabot sa pamatasan sa pagpangnegosyo sa mga gradweyt sa business administration, mga kinaiya sa personalidad, ug pag-apil sa negosyo. Busa, imong mga tubag labi ka bililhon kay kini giisip nga importante sa natad sa pagpangnegosyo sa mga estudyante sa business administration.)</i>
Reimbursements (Hulip nga bayad)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study.

	<i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon.)</i>
Confidentiality of Data <i>(Pag-amping sa Datos)</i>	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, which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa mga respondente. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong aparador ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publika sa resulta.)</i>
Sharing of Findings <i>(Pagpaambit sa Nakaplagan)</i>	The results of this study will be presented during the thesis final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
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.

<i>(Katungod sa Pagpalibabad o Pag-undang)</i>	<i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a respondent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mahimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): Geraldine Quilar, Rubie V. Tagaytay, Marielle Rea M. Edio, Recil Joy Z. Sabayton Cellphone Number/s: 09618058691 e-mail add: geraldinequilar@gmail.com STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential respondent. With the best of my ability, I make sure that the respondent will understand the statements of the questionnaires. <i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga respondent. Kutob sa akong mahimo siguroon nako nga masabtan sa respondent ang mga pahayag sa questionnaires.)</i> 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. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa</i>

	<i>paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i> A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researcher (Ngalan sa Nagtuon): <u>GERALDINE QUILAR</u> <u>RUBIE V. TAGAYTAY</u> <u>MARIELLE REA M. EDIO</u> <u>RECIL JOY Z. SABAYTON</u>
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PART II. CERTIFICATE OF CONSENT
This research entitled “Business Administration Graduates’ Entrepreneurial Behavior, Personality traits, and Engagement” by Geraldine Quilar, Rubie V. Tagaytay, Marielle Rea M. Edio, and Recil Joy Z. Sabayton with the aim of gathering information and data pertaining to the business administration graduates’ entrepreneurial behavior, personality traits and engagement has been presented and explained to me clearly. Since the study involves the mentioned topic, I am chosen as one of the participants. <i>(Kini nga pagtuon gititulohan, “Business Administration Graduates’ Entrepreneurial Behavior, Personality traits, and Engagement” nga gipangulohan ni Geraldine Quilar, Rubie V. Tagaytay, Marielle Rea M. Edio, og Recil Joy Z. Sabayton uban sa tumong sa pagtigom ug impormasyon ug datos bahin sa pamatasan sa pagpangnegosyo, mga kinaiya sa personalidad, ug pag-apil sa negosyo sa mga gradweyt sa business administration gipresentar ug gipasabot kanako ug maayo. Gumikan ang pagtuon naglakip sa gisulti nga topiko, ako napili isip isa sa mga partisipante.)</i>

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.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante):

Signature of Participant (Pirma sa Partisipante):

Date:[MM/DD/YYYY]_____

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest to this undertaking. The respondent will affix his thumbprint.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Thumb mark _____ Name and Signature of the Witness (Ngalan ug Pirma sa Testigo)
--

APPENDIX D

(Approved Letters of Consent)



Misamis University



Ozamiz City, Philippines 7200
Tel. No. +63 88 521 0367 / Telefax No. +63 88 521 2917
Website : <http://www.mu.edu.ph>

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

CERTIFICATION

This is to certify that **MS. GERALDINE QUILAR; MS. RUBIE V. TAGAYTAY; MS. MARIELLE REA M. EDIO; and RECIL JOY Z. SABAYTON** are bonafide students of Misamis University College of Business and Management and are currently enrolled in **Bachelor of Science in Business Administration**

Furthermore, their proposed study entitled **“BUSINESS ADMINISTRATION GRADUATES’ ENTREPRENEURIAL BEHAVIOR, PERSONALITY TRAITS AND ENGAGEMENT”** has been approved by the Thesis Committee. They are likewise granted permission by the Office of the College of Business and Management to gather data to substantiate her research paper.

Issued this 11th day of July 2024 at MISAMIS UNIVERSITY, Ozamiz City.


EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

Dear Ma'am/Sir:

Greetings!

We are the students in the Bachelor of Science in Business Administration program major in Marketing Management at Misamis University in Ozamiz City. We are pursuing our thesis entitled "Business Administration Graduates' Entrepreneurial Behavior, Personality Traits and Engagement." The study was approved by the Thesis Committee last May 9, 2024.

In this vein, we would like to ask for permission for the conduct of the study at/within Northern Mindanao. The study aims to examine the relationship between entrepreneurial behavior and personality traits of business administration graduates and their engagement in entrepreneurial activities. The target respondents will be business administration graduates, selected through snowball sampling technique. Questionnaires will be used in gathering the data. Be assured that ethical considerations will be duly observed in the conduct of the study and that the data to be gathered will be used solely for research purpose.

We earnestly hope for your approval of this request.

Truly,

GERALDINE QUILAR

Noted:


EFREN BARILLO, CPA, DM
Dean, College of Business and Management

Approved:

APPENDIX E

(Statistical Computation)

1. What is the level of entrepreneurial behavior among Business Administration graduates in terms of self-efficacy, alertness, and proactive personality?

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurial Self-Efficacy	76	2.9	4.0	3.411	.3242
Entrepreneurial Alertness	76	2.4	4.0	3.350	.4015
Proactive Personality	76	2.6	4.0	3.423	.3835
Entrepreneurial Behavior	76	2.8	4.0	3.394	.3114
Valid N (listwise)	76				

2. What is the level of personality traits among Business Administration graduates in terms of extraversion, agreeableness, openness, conscientiousness, and neuroticism?

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Extraversion	76	2.2	4.0	3.113	.3743
Agreeableness	76	2.4	4.0	3.289	.4136
Openness	76	2.0	4.0	3.245	.4970
Conscientiousness	76	2.2	4.0	3.208	.4387
Neuroticism	76	1.2	4.0	2.953	.6889
Personality Traits	76	2.5	4.0	3.162	.3202
Valid N (listwise)	76				

3. What is the level of entrepreneurial engagement among Business Administration graduates in terms of their entrepreneurial intention, passion, business opportunity recognition, autonomy and decision making, and social support and networks?

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurial Intention	76	2.6	4.0	3.558	.4691
Passion	76	2.1	4.0	3.461	.4497
Business Opportunity Recognition	76	2.2	4.0	3.205	.4418
Autonomy and Decision Making	76	2.6	4.0	3.274	.3415
Social Support Network	76	2.7	4.0	3.717	.3605
Entrepreneurial Engagement	76	2.8	4.0	3.443	.2787
Valid N (listwise)	76				

4. Is there a significant relationship between entrepreneurial behavior and entrepreneurial engagement of Business Administration graduates?

Correlations

		Entrepreneurial Behavior	Entrepreneurial Engagement
Entrepreneurial Behavior	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	76	76
Entrepreneurial Engagement	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

5. Is there a significant relationship between personality traits and entrepreneurial engagement of Business Administration graduates?

Correlations

		Personality Traits	Entrepreneurial Engagement
Personality Traits	Pearson Correlation	1	.579**

	Sig. (2-tailed)		.000
	N	76	76
Entrepreneurial Engagement	Pearson Correlation	.579**	1
	Sig. (2-tailed)	.000	
	N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX F

(Documentation)



Research Proposal



Research Defense Survey

Good day everyone! 🙋

Welcome to our research group chat, this group chat is exclusively designated for respondents participating in our research study.

People who are added here are qualified respondents and your valuable insights play a crucial role in advancing our research efforts.

Your participation in our research survey is greatly appreciated, and we sincerely thank you for sharing your valuable insights and personal information.

Your privacy and confidentiality are paramount to us. We assure you that all information you have provided is handled with utmost security and kept strictly confidential throughout the entire duration of our research.

Attached herewith in this research survey is the informed consent document, inclusive of all pertinent details, for your thorough review and consent.

APPENDIX G

(Plagiarism Test Result)



Similarity Report ID: old:28447:71219105

PAPER NAME

QUILAR, GERALDINE.docx

WORD COUNT

17703 Words

CHARACTER COUNT

116639 Characters

PAGE COUNT

77 Pages

FILE SIZE

321.0KB

SUBMISSION DATE

Nov 15, 2024 9:54 AM GMT+8

REPORT DATE

Nov 15, 2024 9:56 AM GMT+8

● 28% Overall Similarity

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

- 13% Internet database
- 15% Publications database
- Crossref database
- Crossref Posted Content database
- 24% Submitted Works database

● Excluded from Similarity Report

- Bibliographic material
- Manually excluded sources

APPENDIX H

(Grammarly Test Result)



Report: BUSINESS ADMINISTRATION GRADUATES' ENTREPRENEURIAL BEHAVIOR, PERSONALITY TRAITS AND ENGAGEMENT

BUSINESS ADMINISTRATION GRADUATES' ENTREPRENEURIAL BEHAVIOR, PERSONALITY TRAITS, AND ENGAGEMENT

by Misamis University

General metrics

62,852	8,540	403	34 min 9 sec	1 hr 5 min
characters	words	sentences	reading time	speaking time

Score



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

Writing Issues

46	1	45
Issues left	Critical	Advanced

Plagiarism

This text hasn't been checked for plagiarism

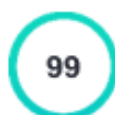
BUSINESS ADMINISTRATION GRADUATES' ENTREPRENEURIAL BEHAVIOR, PERSONALITY TRAITS, AND ENGAGEMENT

by Misamis University

General metrics

46,541	6,014	277	24 min 3 sec	46 min 15 sec
characters	words	sentences	reading time	speaking time

Score



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Writing Issues

48	4	44
Issues left	Critical	Advanced

Plagiarism

This text hasn't been checked for plagiarism

CURRICULUM VITAE

Name : Geraldine Quilar
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Religion : UCCP (Christian)



EDUCATIONAL BACKGROUND

COLLEGE:

Bachelor of Science in Business and Management Major in Marketing
Management

SCHOOL : Misamis University
DEGREE : Bachelor of Science in Business Administration
SCHOOL YEAR : 2021-Present

SENIOR HIGH SCHOOL

Accountancy, Business, and Management

SCHOOL : Misamis University
ADDRESS : H.T., Feliciano St., Ozamiz City, Misamis Occidental
SCHOOL YEAR : 2020-2021

JUNIOR HIGH SCHOOL

SCHOOL : Misamis University
ADDRESS : H.T., Feliciano St., Ozamiz City, Misamis Occidental
SCHOOL YEAR : 2015-2019

ELEMENTARY EDUCATION

SCHOOL : UCCP Ozamiz City Christian School
ADDRESS : Lam-an, Ozamiz City
SCHOOL YEAR : 2009-2015

TRAININGS AND SEMINARS

CSC – LCS Leadership Training (2023)
2nd PCDEB Regional Business Summit (2023)
Bangko Sentral Ng Pilipinas (2024)

Name : Rubie V. Tagaytay
Age : 22 years old
Sex : Female
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Misamis Occidental
Mobile No. : 09700446013
Religion : Roman Catholic



EDUCATIONAL BACKGROUND

COLLEGE:

Bachelor of Science in Business and Management Major in Marketing
Management

SCHOOL : Misamis University
DEGREE : Bachelor of Science in Business Administration
SCHOOL YEAR : 2021-Present

SENIOR HIGH SCHOOL

SCHOOL : Misamis University
ADDRESS : H.T Feliciano Street, Ozamiz City, Misamis Occidental
SCHOOL YEAR : 2020-2021

JUNIOR HIGH SCHOOL

SCHOOL : Ozamis City School of Arts and Trades
ADDRESS : Maningcol, Ozamiz City, Misamis Occidental
SCHOOL YEAR : 2014-2018

ELEMENTARY EDUCATION

SCHOOL : Roman E. Mabanag Sr. Elementary School
ADDRESS : Pantaon, Ozamiz City, Misamis Occidental
SCHOOL YEAR : 2008-2014

TRAININGS AND SEMINARS

2nd PCDEB Regional Business Summit (2023)

Name : Marielle Rea M. Edio
Age : 21 years old
Sex : Female
Address : Napolan, Pagadian City,
Zamboanga del Sur
Mobile No. : 095622272023
Religion : Roman Catholic



EDUCATIONAL BACKGROUND

COLLEGE:

Bachelor of Science in Business and Management Major in Marketing
Management

SCHOOL : Misamis University
DEGREE : Bachelor of Science in Business Administration
SCHOOL YEAR : 2020-Present

SENIOR HIGH SCHOOL

SCHOOL : Saint Columban College
ADDRESS : 0362 Vicencio Sagun St, Pagadian City, Zamboanga del
Sur
SCHOOL YEAR : 2017-2019

JUNIOR HIGH SCHOOL

SCHOOL : Saint Columban College
ADDRESS : 0362 Vicencio Sagun St, Pagadian City, Zamboanga del
Sur
SCHOOL YEAR : 2016-2017

ELEMENTARY EDUCATION

SCHOOL : Pagadian City Pilot School
ADDRESS : Pagadian City, Zamboanga del Sur
SCHOOL YEAR : 2012-2013

TRAININGS AND SEMINARS

2nd PCDEB Regional Business Summit (2023)

Name : Recil Joy Z. Sabayton
Age : 23 years old
Sex : Female
Address : Kinuman Norte, Ozamiz City,
Misamis Occidental
Mobile No. : 09120744717
Religion : Roman Catholic



EDUCATIONAL BACKGROUND

COLLEGE:

Bachelor of Science in Business and Management Major in Marketing
Management

SCHOOL : Misamis University
DEGREE : Bachelor of Science in Business Administration
SCHOOL YEAR : 2020-Present

SENIOR HIGH SCHOOL

SCHOOL : Kinuman Norte National High School
ADDRESS : Kinuman Norte, Ozamiz City, Misamis Occidental
SCHOOL YEAR : 2017-2019

JUNIOR HIGH SCHOOL

SCHOOL : Kinuman Norte National High School
ADDRESS : Kinuman Norte, Ozamiz City, Misamis Occidental
SCHOOL YEAR : 2013-2017

ELEMENTARY EDUCATION

SCHOOL : Marcelino C. Regis Memorial
ADDRESS : Kinuman Norte, Ozamiz City, Misamis Occidental
SCHOOL YEAR : 2007-2013

TRAININGS AND SEMINARS

2nd PCDEB Regional Business Summit (2023)