Assessment of Personal Entrepreneurial Competencies of Business Administration Students at Filamer Christian University, Inc.: A Guide in Curriculum Enhancement

Proponents:

Dr. Katherine Rose L. Arciga, Dean, College of Business and Accountancy
Dr. Mercedes A. Young, Program Head, BS Entrepreneurship

Statement of the problem

- This study explores the Personal Entrepreneurial Competencies (PECs) of graduating BSBA students at Filamer Christian University, Inc.
- Understanding how the program cultivates entrepreneurial mindsets and skills is essential, as entrepreneurship drives innovation and economic growth.
- Limited empirical evidence exists on students' current PEC levels, including strengths and areas needing development. Identifying the challenges and factors that influence these competencies will provide valuable insights to enhance the curriculum and better equip graduates for entrepreneurial success.

Research Objectives

- **Determine the overall level** of PECs among graduating BSBA students of Filamer Christian University, Inc.
- **Identify the most and least developed** entrepreneurial competency dimensions among the students.
- **Explore the challenges and enabling factors** that influence the development of PECs based on qualitative insights from the students.
- **Recommend curriculum and instructional enhancements** based on the PEC assessment results to better cultivate entrepreneurial mindsets and skills within the BSBA program.

Questions to be answered by the study:

1. *What is the overall level of Personal Entrepreneurial Competencies (PECs) exhibited by graduating BSBA students of Filamer Christian University, Inc.?*
2. *Which specific dimensions of entrepreneurial competencies demonstrate the highest and lowest levels of development among the graduating BSBA students?*
3. *What key themes emerge from qualitative narratives concerning the challenges and facilitating factors that influence the development of PECs among BSBA students?*
4. *In what ways can the findings of the PEC assessment be utilized to inform curriculum enhancement and pedagogical strategies aimed at strengthening entrepreneurial skills and mindsets within the BSBA program?*

Methodology

Using a mixed-methods design:

- Quantitative data were gathered from 67 graduating students through the PECs questionnaire developed by Management Systems International
- Qualitative insights were obtained from a focus group discussion (FGD) with nine participants. Data were analyzed through descriptive statistics, and thematic coding.

Why Management Systems International?

- Groundbreaking Research: Advanced knowledge on SMEs and entrepreneurial ecosystems.
- Skill Development: Created tools to strengthen entrepreneurial capabilities.
- Global Collaboration: Partnered worldwide to promote sustainable entrepreneurship.
  - UP-ISSI
  - DTI

Significance of the Study

- ***Enhances Student Competencies***: The study identifies the strengths and areas for improvement in the entrepreneurial competencies of BSBA students at Filamer Christian University, providing a basis for targeted skill development.
- ***Informs Curriculum and Industry Alignment***: The findings will guide curriculum adjustments that respond to industry needs and employer expectations, helping improve graduates' employability and entrepreneurial success.
- ***Contributes to Entrepreneurial Education Research***: By offering a structured approach to assessing entrepreneurial competencies, the study supports academic institutions in strengthening entrepreneurship education and advancing innovation-focused learning.

Theoretical Frameworks and Models

- **Kuratko's PEC Model (2006):** Defines five core areas of personal entrepreneurial competencies: *entrepreneurial self-awareness, entrepreneurial thinking, entrepreneurial skills, entrepreneurial attitudes, and entrepreneurial networks.*
- **Entrepreneurial Competencies Framework – ECF (Lopeza et al., 2021):** Identifies six critical entrepreneurial competencies: *entrepreneurial mind-set, knowledge, skills, attitude, behavior, and innovation.*

Assessment of Personal Entrepreneurial Competencies

- **Kapoor et al. (2022):** Employed a mixed-methods approach combining surveys and interviews; emphasized the role of *self-awareness*, *creativity*, and *risk-taking* in entrepreneurial competency development.
- **Saravani et al. (2021):** Used a survey-based PEC assessment among university students; found that *entrepreneurial skills*, *attitudes*, and *knowledge* strongly predict entrepreneurial success.

Entrepreneurial Education and Curriculum Development

- **Kourdi et al. (2022):** Demonstrated a positive correlation between *entrepreneurial education* and *entrepreneurial skill development* in university students.
- **Santos et al. (2023):** Proposed an entrepreneurial curriculum framework integrating *experiential learning*, *innovation*, and *entrepreneurship principles* to strengthen critical thinking and practical skills.
- **Haskins (2023):** Advocated for educational models that emphasize *active engagement*, *collaboration*, and the cultivation of an *entrepreneurial mindset* needed in dynamic business environments.

Results of the Study

- Findings suggest that higher PEC scores are associated with experiential learning, mentorship, extracurricular involvement, and industry exposure. The FGD highlighted faculty support and curriculum relevance as critical factors in shaping entrepreneurial development.
- The study emphasizes the integration of practical learning, mentorship, and industry linkages into business education. Recommendations are offered to strengthen curricular and co-curricular programs that foster entrepreneurial mindsets and skills among students.

Link to FGD Questions and Thematic Coding

Service Provider: Lor Frederick A. Roxas
4th year BS Computer Science

Scope of Work and Deliverables

A. Research Data Collation and Analysis

1. Data cleaning and standardization
2. Review and consolidation of all raw PECs survey responses
3. Correction of inconsistencies (typo errors, formatting issues, missing values)
4. Standardization of data structure, including:
   - Sex-disaggregated data
   - Disaggregated data by major
   - PECs per cluster (Achievement, Planning, Power)

Scope of Work and Deliverables (continuation)

5. Automation of formulas and calculations for faster processing
    - Mean scores of each competency per respondent and for the entire group.
    - Descriptive statistics such as averages, frequency distributions, and standard deviations
    - High-scoring and low-scoring competencies
6. Tabulation of PECs descriptive levels
    - Tables and Graphs

Scope of Work and Deliverables (continuation)

B. PECs Questionnaire Development

- Development of a reusable Excel template
- Automated questionnaire sheet with integrated scoring formulas
- Scoring sheet to compute PECs results (with/wout correction factors)
- Profile sheet with visual plots of individual PEC scores
- Fully reusable format adaptable for future data sets

Link to Excel c/o Lor