Kahanas: Profiling Entrepreneurial Skills of Students in Malapatan College of Science and Technology

Jim Boy M. Pestaño, Ph.D[1], Rea Moanna B. Garbo, MBM[2], Jehanna T. Pelima, MPA[3], Nur Ain T. Santos[4], LPT, Alma R. De Vera[5]

Department of Entrepreneurship, Malapatan College of Science and Technology

DOI: https://dx.doi.org/10.47772/IJRISS.2025.91200322

Received: 25 December 2025; Accepted: 30 December 2025; Published: 17 January 2026

ABSTRACT

This study examined the entrepreneurial skills of students at Malapatan College of Science and Technology and determined the extent to which these skills influence the practice of entrepreneurship. Using a descriptive correlational research design, data were collected from student respondents through a structured survey questionnaire measuring entrepreneurial skills such as networking, teamwork, communication, marketing, customer service, problem-solving, and time management. Statistical analysis using multiple regression analysis revealed that none of the entrepreneurial skills had a significant relationship with the extent of influence of their practice. The findings suggest that while students possess varying levels of entrepreneurial skills, these competencies do not automatically translate into practical entrepreneurial engagement. This indicates the presence of intervening factors such as limited exposure, lack of resources, and insufficient experiential learning opportunities. The study underscores the need for educational institutions to strengthen entrepreneurship programs through experiential learning, mentorship, and industry linkages to bridge the gap between skill acquisition and practical application.

Keywords: entrepreneurial skills, entrepreneurship practice, students, experiential learning, higher education

INTRODUCTION

The profiling of entrepreneurial skills among students is crucial for understanding how diverse cultural backgrounds influence entrepreneurial potential and opportunities. This study focuses on 139 students from Malapatan College of Science and Technology, where the demographic composition includes 34% Indigenous Peoples (IP), 18% Moro, and 48% Christians. Notably, a majority of participants (94%) are single, with only 6% married. By examining these varied backgrounds, the research aims to identify the specific entrepreneurial competencies present within this student population, shedding light on how cultural identity shapes entrepreneurial aspirations and capabilities. Existing literature emphasizes the importance of contextual factors in fostering entrepreneurial skills, suggesting that cultural diversity can enrich the entrepreneurial landscape (Rodriguez & Kim, 2022; Smith et al., 2021).

Understanding the entrepreneurial skill set of students is essential not only for individual development but also for enhancing the socio-economic fabric of their communities. This aligns closely with Sustainable Development Goal (SDG) 8, which promotes sustained, inclusive economic growth, full and productive employment, and decent work for all. By equipping students with robust entrepreneurial skills, we enable them to contribute effectively to local and national economies, fostering job creation and economic resilience (Gonzalez et al., 2022).

Furthermore, this study also intersects with SDG 11, which aims to make cities and human settlements inclusive, safe, resilient, and sustainable. As students engage in entrepreneurial activities, they can contribute to developing sustainable urban environments, leveraging their skills to address local challenges and enhance community well-being. This dual focus on economic growth and sustainable urban development underscores the broader implications of fostering entrepreneurial competencies in culturally diverse settings.

By profiling these entrepreneurial skills, the research seeks to inform educators and policymakers about the necessary resources and support systems to foster entrepreneurship among youth from various cultural

backgrounds (Davis & Thompson, 2024). Through this analysis, we aim to highlight effective educational strategies that can nurture the entrepreneurial spirit, ultimately contributing to the achievement of both SDG 8 and SDG 11.

Statement of the Problem

1. What is the profile of the respondents in terms of:

a. Age

b. Sex

c. Ethnicity

d. Civil Status

e. Geographical Location

f. Family Income

2. What entrepreneurial skills do respondents have?

3. To what extent do respondents practice entrepreneurial skills?

4. Is there a significant relationship between entrepreneurial skills and the extent of influence of the practice of entrepreneurial skills?

5. Is there a significant difference in the extent of practice of entrepreneurial skills of respondents?

6. What program may be developed based on the results of the study?

Hypotheses

Ho1: There is no significant relationship between entrepreneurial skills and the extent of influence of practice of entrepreneurial skills.

Ho2: There is no significant difference in the extent of practice of entrepreneurial skills of respondents

Scope and Delimitations

The study will be conducted at Malapatan College of Science and Technology, specifically in the BS Entrepreneurship program for the second semester of the school year 2024-2025.

The study is delimited to the demographic profile and the entrepreneurial skills of students based on (Mohamad, 2023).

METHODOLOGY

The study will use a quantitative method, particularly a descriptive research design. A complete enumeration will be employed, which will cover 139 BS Entrepreneur students of Malapatan College of Science and Technology. An adapted and modified questionnaire from Mohamad (2023) will be used to gather data on the demographic profile and entrepreneurial skills of respondents. A permission letter will be secured from the College Administrator to allow the conduct of the study. Informed consent will be asked of the students as respondents in the study. After the survey questionnaire will be administered. Next, it will be collected for tabulation and analysis. Descriptive statistics will be utilized to describe the demographic profile and the entrepreneurial skills of the respondents. ANOVA will be used to determine the difference between the extent of the practice of entrepreneurial skills of the respondents. A program will be developed based on the results of the study. The program will enable the institution to align its projects, programs, and activities based on the results.

Sustainable Development Goals

In light of the findings, it is recommended that educational institutions and program implementers adopt differentiated learning strategies that respond to the diverse needs, strengths, and contexts of students. By tailoring entrepreneurial education to individual learning profiles, the institution supports inclusive and equitable quality education, directly contributing to Sustainable Development Goal 4 (Quality Education). This approach ensures that all learners, regardless of background, have meaningful opportunities to develop essential life and entrepreneurial skills.

Moreover, the study highlights the importance of fostering an entrepreneurial mindset as a pathway to economic empowerment. As such, institutions are encouraged to strengthen entrepreneurial training that enhances productivity, innovation, and job readiness. These efforts align with Sustainable Development Goal 8 (Decent Work and Economic Growth), promoting sustained, inclusive economic opportunities for youth through education.

Finally, the consistent development of entrepreneurial competencies among students also contributes to Sustainable Development Goal 11 (Sustainable Cities and Communities) by empowering young individuals to become agents of local economic growth and innovation. Through school-based entrepreneurial initiatives, learners are equipped to create community-based solutions, start micro-enterprises, and contribute to sustainable local development.

To support these goals, it is further recommended that institutions engage in longitudinal monitoring and qualitative evaluation of students' entrepreneurial journeys. This ensures a deeper understanding of skill progression, encourages data-driven policy, and creates adaptive learning ecosystems that prepare students not only for individual success but also for meaningful contributions to national and global development.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1 Profile of the Respondents

Age	**f**	**%**
16-20 years old	78	66.00
21-25 years old	27	23.00
26-30 years old	8	7.00
31 years old and above	5	4.00
Total	**118**	**100**
Sex		
Male	36	30.00
Female	82	70.00
Total	**118**	**100**
Ethnicity		
Moro	30	25.00
IP	35	30.00
Christian	53	45.00

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue XII December 2025

Total	**118**	**100**
Civil Status		
Single	98	83.00
Married	20	17.00
Widow	0	0.00
Separated	0	0.00
Total	**118**	**100**
Geographical Location		
Kinam	9	8.00
Daan Suyan	4	3.00
Upper Suyan	4	3.00
Kihan	5	4.00
Lun Padidu	30	25.00
Lun Masla	8	7.00
Tuyan	7	6.00
Poblacion	18	15.00
Sapu Masla	8	7.00
Sapu Padidu	8	7.00
Libi	9	8.00
Patag	8	7.00
Total	**118**	**100**
Family Income		
Php1,000-5,000	25	21.00
Php5,001-10,000	73	62.00
Php10,001-15,000	12	10.00
Php15,001-20,000	5	4.00
Php20,000 and above	3	3.00
Total	**118**	**100**

Table 1 presents the demographic profile of 118 respondents in terms of age, sex, ethnicity, civil status, geographical location, and family income. The majority of the respondents (66%) fall within the age group of 16–20 years old, while only 4% are 31 years old and above. In terms of sex, 70% are female, and 30% are male. Regarding ethnicity, 45% are Christians, 30% belong to Indigenous Peoples (IPs), and 25% are Moro. Most respondents are single (83%), and the remaining 17% are married. Geographically, respondents come from 12 barangays in Malapatan, with Lun Padidu having the highest representation (25%). Lastly, the majority of the

respondents (62%) have a family monthly income ranging from Php5,001–10,000, while only 3% report incomes exceeding Php20,000.

The profile reveals a youthful population with a dominant female representation. The ethnic distribution indicates a diverse cultural context comprising Moro, IP, and Christian communities. The high proportion of single individuals suggests that most respondents are either students or young adults not yet engaged in longterm marital commitments. Geographically, the respondents are spread across various barangays, with significant clustering in Lun Padidu. Economically, the majority of the respondents fall within the low-income bracket, particularly within the Php5,001–10,000 range, suggesting limited household financial resources.

The age structure of the respondents aligns with national data showing a youth-heavy demographic in the Philippines, particularly in rural and semi-urban areas (Philippine Statistics Authority [PSA], 2020). The dominance of female respondents may reflect greater female participation in community-based surveys or educational initiatives, supporting findings from UNESCO (2019) that young women increasingly engage in development-oriented programs.

Ethnic diversity among respondents is particularly important in the context of Mindanao, where indigenous and Moro populations coexist with Christian settlers. This diversity may influence respondents' perspectives, behaviors, and access to services due to historical, cultural, and socio-political factors (Cabilao, 2021).

The overwhelming number of single respondents is consistent with the youthful age distribution and may suggest a population still in the early stages of economic and social independence. From a geographical standpoint, the relatively even distribution of respondents indicates that the study reached a broad range of communities, though certain areas like Lun Padidu may be more accessible or densely populated.

In terms of economic status, the concentration of families within the Php5,001–10,000 bracket points to socioeconomic challenges. This income level is below the national poverty threshold for a family of five, which was estimated at Php12,030 per month in 2023 (PSA, 2023). This economic constraint may impact access to education, health services, and entrepreneurial opportunities, thereby influencing the respondents' life choices and long-term development.

Understanding the demographic profile of the respondents provides essential context for interpreting further findings in the study. A young, predominantly female, and economically challenged population may require targeted programs that address youth employment, women's empowerment, and poverty alleviation. Additionally, the multicultural composition necessitates culturally sensitive policies and inclusive community development strategies.

Furthermore, the data suggest that interventions, whether educational, social, or economic, should be localized to reflect geographical disparities and concentrated in areas like Lun Padidu, where community presence is strong. Finally, the economic profile underscores the need for government and non-government agencies to enhance livelihood assistance, particularly for families living below or near the poverty line.

Entrepreneurial Skills of Students

The analysis of the entrepreneurial skills among student respondents reveals that out of seven core competencies assessed, only three were prominently demonstrated teamwork skills (M = 4.09), time management (M = 3.78), and marketing skills (M = 3.68). These findings suggest that while students have developed foundational capabilities necessary for entrepreneurial success, there remains a gap in the acquisition of other essential skills, such as networking, communication, customer service, and problem-solving skills.

The high mean score in teamwork skills (4.09) reflects students' strong inclination toward collaborative engagement, which aligns with the findings of Cañas et al. (2021), who emphasized that collaborative environments in educational institutions help students develop leadership, cooperation, and interpersonal abilities crucial for entrepreneurial ventures. The group dynamics and shared responsibility inherent in entrepreneurship projects likely contributed to the development of this skill.

Time management, with a mean score of 3.78, also emerged as a key strength. This supports the findings of Ruiz-Alba et al. (2020), who argue that effective time management is strongly associated with academic achievement

and business efficiency. The ability to balance coursework and business responsibilities indicates that students have internalized strategies for organizing tasks and meeting deadlines, an essential skill in managing start-ups and handling multiple entrepreneurial roles.

Meanwhile, marketing skills (M = 3.68) appear moderately strong, indicating students' awareness and application of basic promotional techniques. As supported by the work of McKenzie and Sansone (2021), marketing knowledge, particularly in social media and digital channels, is increasingly being integrated into youth entrepreneurial activities. This reflects the modern trend of using accessible platforms to reach potential customers and build brand presence even with limited resources.

However, the absence of strong performance in the remaining four entrepreneurial skills signals a need for curriculum enhancement. These gaps may hinder the students' ability to fully navigate the complexities of entrepreneurship, particularly in strategic decision-making and innovation. This finding justifies calls by OrtegaSánchez et al. (2022) to revise entrepreneurship education frameworks to ensure holistic skill development through experiential learning and practical exposure.

Extent of Practice of Entrepreneurial Skills of Students

Table 2 Networking Skills

Networking Skills	**Mean**	**Verbal Description**
I learned the value of building good relationships.	3.04	Neutral
I understand that networking plays a key role in starting and growing a business.	2.54	Neutral
I feel more confident in connecting with others, including classmates and potential customers.	2.76	Neutral
I recognize that sharing ideas with my group and others helps improve our business strategies.	2.21	Neutral
I appreciate the importance of having a strong network to support business success.	2.67	Neutral
Weighted Mean	**2.64**	**Neutral**

Strongly Agree (4.50-5.00), Agree (3.50-4.49), Neutral (2.50-3.49), Disagree (1.50-2.49), Strongly Disagree (1.00-1.49)

Table 2 presents the self-assessed networking skills of students engaged in entrepreneurial activities. The data is based on five indicators, each rated on a 5-point Likert scale. The highest mean score was 3.04 for *"I learned the value of building good relationships,"* while the lowest was 2.21 for *"I recognize that sharing ideas with my group and others helps improve our business strategies."* All items fall within the "Neutral" range (2.50– 3.49), and the overall weighted mean is 2.64, suggesting that students are ambivalent about their development in networking skills.

The neutral responses indicate that while students may have some awareness of the importance of networking in entrepreneurial contexts, they do not strongly perceive themselves as having developed these skills through their experiences. This hesitation is particularly notable in the item on idea-sharing within groups (M=2.21), which received the lowest score, suggesting potential gaps in collaborative confidence or interpersonal communication within business projects.

Networking is a foundational entrepreneurial competency, enabling access to resources, market opportunities, and mentorship (Brush et al., 2018). However, the neutral ratings in this study may point to several structural or contextual barriers among student entrepreneurs. First, the moderate score of 3.04 for relationship building

reflects limited but emerging awareness of interpersonal value, aligning with literature that young or first-time entrepreneurs often lack real-world business networks and rely heavily on peer circles (Bacigalupo et al., 2016).

The notably low score (M=2.21) for collaborative strategy-sharing suggests a possible underdevelopment of trust, openness, or team synergy among student groups, factors critical for business innovation and growth (Kuratko, 2020). Similarly, the item *"I feel more confident in connecting with others"* (M=2.76) shows a lack of strong self-assurance in establishing meaningful connections beyond their immediate circle, which could be attributed to limited exposure to networking environments such as trade fairs, pitch events, or community entrepreneurship programs (OECD, 2019).

These findings are consistent with studies that point to the need for experiential learning and social capital formation in entrepreneurial education (Botha & Ras, 2020). Without sufficient interaction with external stakeholders, such as local business owners, mentors, or customer networks, students may not internalize the strategic role of networking in business success.

The results emphasize the need to strengthen networking opportunities within the entrepreneurial education framework. Schools and training institutions should integrate real-world engagements, such as business forums, mentorship programs, and local trade expositions, into the curriculum to enhance students' ability and confidence in forming business networks.

Moreover, collaborative learning activities should be deliberately designed to foster trust, openness, and mutual goal setting within student business groups. This could help improve the lowest-rated area, strategic idea sharing, by cultivating a culture of cooperation and co-creation.

Educators should also provide training in interpersonal communication and networking strategies, ensuring that students understand not only the *what* but also the *how* of building and maintaining effective business relationships. Strengthening these soft skills can enhance their long-term entrepreneurial viability.

Table 3 Teamwork Skills

Teamwork Skills	**Mean**	**Verbal Description**
I enjoy working with my group because everyone is cooperative and supportive throughout the activity.	3.50	Agree
I contribute equally and help each other to complete the tasks successfully.	3.69	Agree
I recognize strong teamwork and mutual respect among my classmates, even when we had different opinions.	4.35	Agree
I feel motivated and encouraged when working with my classmates and other groups.	4.47	Agree
I believe that the group with excellent collaboration makes a plan to become successful.	4.45	Agree
Weighted Mean	**4.09**	**Agree**

Strongly Agree (4.50-5.00), Agree (3.50-4.49), Neutral (2.50-3.49), Disagree (1.50-2.49), Strongly Disagree (1.00-1.49)

Table 3 presents the self-assessed teamwork skills of student respondents engaged in entrepreneurial activities, using a 5-point Likert scale. The item with the highest mean score is *"I feel motivated and encouraged when working with my classmates and other groups"* (M=4.47), while the lowest score is *"I enjoy working with my group because everyone is cooperative and supportive throughout the activity"* (M=3.50). All items fall under the "Agree" category (3.50–4.49), with an overall weighted mean of 4.09, indicating a generally positive perception of teamwork skills among the participants.

The data reflects a strong sense of collaboration and collective effort among the student-entrepreneurs. The highest-rated items pertain to motivation, collaboration, and mutual respect, core elements of effective teamwork. Despite slight variation, all indicators suggest that the respondents recognize the value of working together, contributing equally, and aligning efforts to achieve shared goals. These findings imply that teamwork was a significant enabler of productivity and engagement in their business-related activities.

Teamwork is a critical competency in entrepreneurship, as startups often rely on team dynamics for innovation, strategy development, and resilience under pressure (Katzenbach & Smith, 2015). The high average scores, especially on items regarding mutual respect (M=4.35), encouragement (M=4.47), and collaboration planning (M=4.45), indicate that the student participants experience a psychologically safe and cooperative environment, where ideas are shared and valued.

According to Johnson and Johnson (2017), effective teamwork is underpinned by positive interdependence, individual accountability, and promotive interaction. The respondents' agreement on mutual support and contribution aligns with this framework. Furthermore, the high level of motivation reported suggests that peer influence and group energy are key drivers of engagement, consistent with Vygotsky's social development theory, which highlights the role of interaction in learning and skill-building (Schunk, 2020).

Although all items are rated positively, the lowest mean score (M=3.50) related to general enjoyment of teamwork may hint at early-stage challenges in group formation or uneven participation dynamics. This suggests a need for early team-building interventions in similar programs.

The findings underscore the importance of integrating collaborative tasks in entrepreneurship education. The consistently high ratings affirm that students thrive in settings where collaboration, mutual respect, and planning are emphasized. Therefore, learning modules should continue to embed group-based business simulations, cooperative challenges, and real-world project execution to sustain and enhance these skills.

Moreover, facilitators should nurture group cohesion from the outset through structured team-building exercises, role clarity, and conflict resolution strategies. By reinforcing both the technical and relational aspects of teamwork, institutions can help students internalize the habits of effective collaboration that will serve them in both business and community endeavors.

Lastly, these results support the inclusion of teamwork skill assessment in performance rubrics, not merely as a soft skill, but as a core entrepreneurial competency essential for sustainable enterprise development.

Table 4 Communication Skills

Communication Skills	**Mean**	**Verbal Description**
I acknowledge that I need to harness my skills in dealing with others.	3.49	Neutral
I feel confident in interacting with people from different backgrounds	2.48	Disagree
I express my ideas clearly during group discussions and other tasks.	2.35	Disagree
I contribute to building good relationships within the group through effective communication.	2.39	Disagree
I help to become better at communicating in both academic and business settings.	2.44	Disagree
Weighted Mean	**2.63**	**Disagree**

Strongly Agree (4.50-5.00), Agree (3.50-4.49), Neutral (2.50-3.49), Disagree (1.50-2.49), Strongly Disagree (1.00-1.49)

Table 4 presents the self-assessed communication skills of student respondents participating in entrepreneurial activities. The responses were measured using a 5-point Likert scale. The highest-rated item was "I acknowledge that I need to harness my skills in dealing with others" (M = 3.49), which received a neutral rating. All other items, such as expressing ideas, interacting with people from diverse backgrounds, and contributing to group relationships, received mean scores ranging from 2.35 to 2.48, falling within the "Disagree" category. The overall weighted mean is 2.63, also categorized as Disagree.

The data suggest that most respondents do not perceive themselves as confident or competent in their communication skills within the context of their academic or business activities. While they acknowledge the need for improvement (M = 3.49), they largely disagree with statements related to actual performance, such as expressing ideas clearly (M = 2.35) or engaging effectively with diverse individuals (M = 2.48). This pattern indicates a gap between self-awareness of the importance of communication and the actual application or development of those skills.

Communication skills are essential for entrepreneurial success, encompassing clarity of expression, active listening, cross-cultural interaction, and persuasive dialogue (Lussier & Achua, 2016). The low scores across most indicators reflect communication skill deficiencies among student-entrepreneurs, which can hinder collaboration, decision-making, customer engagement, and conflict resolution.

The only item nearing a "neutral" rating, recognition of the need to improve (M = 3.49), suggests the presence of metacognitive awareness, which is a key precursor to skill development (Schunk, 2020). However, awareness without practical competence may indicate the lack of sufficient training, mentoring, or structured opportunities to practice communication in real or simulated entrepreneurial environments.

Furthermore, the low score on "I feel confident in interacting with people from different backgrounds" (M = 2.48) may reflect a lack of exposure to diverse social situations or cultural sensitivity training, factors essential in inclusive entrepreneurship, especially in multicultural settings like Mindanao (Cabilao, 2021).

The findings are consistent with prior studies that emphasize the need for embedded communication training in entrepreneurship education (Bacigalupo et al., 2016). Without structured communication skill development, students may struggle to translate their entrepreneurial ideas into persuasive actions.

These findings highlight an urgent need to integrate communication skills training into entrepreneurship curricula. Learning activities should include oral presentations, debate forums, simulated business pitches, and role-playing exercises to allow students to practice articulating ideas in a supportive environment.

Educators should also incorporate interpersonal communication modules that focus on listening, empathy, and cultural sensitivity, particularly in multicultural classrooms. This can help address the observed discomfort in dealing with people from diverse backgrounds.

Moreover, peer feedback mechanisms and reflective assessments can help students monitor their progress in communication over time, bridging the gap between awareness and actual performance.

Lastly, low communication confidence may affect students' ability to network, market products, and lead teams, key competencies for enterprise growth. As such, institutions should view communication skills not just as soft skills, but as core entrepreneurial capabilities requiring deliberate, experiential development.

Table 5 Marketing Skills

Marketing Skills	Mean	Verbal Description
I use social media platforms to reach others.	3.76	Agree
I connect with others to do a faster and more convenient way of communication.	3.65	Agree
I increase my creativity by engaging in conversations with others.	3.89	Agree

I communicate with others and share contact details to expand my reach.	3.58	Agree
I recognize that social media marketing plays an important role in reaching out to others.	3.54	Agree
Weighted Mean	**3.68**	**Agree**

Strongly Agree (4.50-5.00), Agree (3.50-4.49), Neutral (2.50-3.49), Disagree (1.50-2.49), Strongly Disagree (1.00-1.49)

Table 5 illustrates the respondents' self-assessed marketing skills in the context of their entrepreneurial activities, based on a 5-point Likert scale. All five indicators fall within the "Agree" range (3.50–4.49), with the highest mean score of 3.89 on the item "I increase my creativity by engaging in conversations with others." The lowest score (M = 3.54) is for "I recognize that social media marketing plays an important role in reaching out to others." The overall weighted mean is 3.68, indicating that, on average, respondents agree that they possess marketing-related competencies, particularly those involving digital platforms and interpersonal engagement.

The results suggest that respondents have a positive perception of their marketing skills, especially regarding the use of social media, digital communication, and creative engagement. The high rating for creativity through conversation reflects an awareness of the importance of dynamic communication in developing promotional strategies. The consistent agreement across items demonstrates a general competency and appreciation for marketing practices, particularly in leveraging technology and networks to expand market reach.

Marketing is a fundamental entrepreneurial function that involves identifying customer needs, promoting products, and creating value through communication (Kotler & Keller, 2016). The findings reveal that studententrepreneurs are actively engaging with modern marketing tools, notably social media, as channels for outreach and brand development. This aligns with recent research emphasizing the role of digital literacy and social media fluency in the success of young entrepreneurs (Carter et al., 2020; Chatterjee & Kar, 2020).

The high mean for creativity (M = 3.89) suggests that respondents view conversational interaction as a source of inspiration and idea generation, a key element in crafting customer-centered messages and campaigns (Fill & Turnbull, 2019). Furthermore, the agreement on connecting with others for faster communication (M = 3.65) implies a practical understanding of efficiency in marketing communication, a core aspect of customer relationship management.

Interestingly, while all items are rated as "Agree," the lowest mean (M = 3.54) relates to recognizing the role of social media marketing. This may reflect a gap between practice and strategic understanding, students are using social media effectively but may not fully grasp its broader implications for market positioning, branding, and analytics.

The results indicate that entrepreneurship education efforts have successfully instilled foundational marketing competencies, particularly in the use of social media and interpersonal networks. However, to advance beyond basic familiarity, training programs should emphasize strategic digital marketing, including analytics, branding, customer segmentation, and content planning.

Institutions should incorporate practical marketing simulations, collaborative digital campaigns, and exposure to real-world case studies to bridge the gap between application and theory. Workshops on e-commerce, influencer marketing, and social media algorithms can further strengthen students' ability to market effectively in competitive environments.

Lastly, enhancing students' strategic awareness of marketing as an integrative business function, not just a communication tool, can foster more sustainable and scalable business models among youth entrepreneurs.

Table 6 Customer Service Skills

Customer Service Skills	**Mean**	**Verbal Description**
I strive to provide the best service, including addressing others' concerns respectfully.	2.39	Disagree

I express gratitude by saying "Thank you" to others.	2.42	Disagree
I contribute to making our plans more convenient for others.	2.37	Disagree
I handle feedback, including negative comments, with professionalism and a willingness to improve.	2.36	Disagree
I understand that treating others politely and respectfully is essential for good business.	2.38	Disagree
Weighted Mean	**2.38**	**Disagree**

Strongly Agree (4.50-5.00), Agree (3.50-4.49), Neutral (2.50-3.49), Disagree (1.50-2.49), Strongly Disagree (1.00-1.49)

Table 6 presents the respondents' self-assessed customer service skills based on five indicators rated on a 5-point Likert scale. All items fall under the "Disagree" category (1.50–2.49), with mean scores ranging from 2.36 to 2.42. The highest mean is for the statement "I express gratitude by saying 'Thank you' to others" (M = 2.42), and the lowest is "I handle feedback, including negative comments, with professionalism and a willingness to improve" (M = 2.36). The overall weighted mean is 2.38, which also corresponds to a "Disagree" rating.

The results clearly indicate that the respondents do not perceive themselves as proficient in essential customer service behaviors such as expressing gratitude, addressing concerns, handling feedback, and being polite and respectful. The uniformly low ratings suggest that these student-entrepreneurs lack foundational customer service competencies, which are vital in establishing customer trust and satisfaction in any business setting.

Customer service is a cornerstone of business success, particularly for micro and small enterprises where customer retention and word-of-mouth marketing are crucial (Zeithaml, Bitner, & Gremler, 2018). The respondents' low confidence in this area points to significant gaps in soft skills training, especially in emotional intelligence, conflict resolution, and communication etiquette.

The lowest mean (M = 2.36) related to managing negative feedback suggests discomfort in handling criticism, a common issue among novice entrepreneurs who may lack training in professional decorum and service recovery strategies (Lussier & Kimball, 2019). Likewise, the low scores on politeness and expressing gratitude signal a lack of routine practice in basic customer relations, which may stem from limited real-world engagement or insufficient modeling of customer service best practices in their educational environment.

This finding aligns with Bacigalupo et al. (2016), who noted that entrepreneurial competence includes not only technical know-how but also interpersonal effectiveness and empathy, which are often underemphasized in traditional curricula. The absence of these soft skills may ultimately constrain the growth potential of studentrun businesses, as customer satisfaction is a key driver of loyalty and profitability (Kotler & Keller, 2016).

The results reveal an urgent need to incorporate customer service training into entrepreneurship education and enterprise development programs. To address this, several strategies are recommended. First, schools should organize customer service workshops that offer experiential learning opportunities, such as role-plays, business simulations, and case studies centered on real-life service scenarios. Second, feedback management training should be introduced to teach students how to receive, process, and respond constructively to customer feedback, particularly complaints. This not only enhances their service capabilities but also builds emotional intelligence and resilience. Third, etiquette and communication modules must be integrated into the curriculum to emphasize the importance of basic service manners, such as saying "thank you," active listening, and maintaining polite interactions. Lastly, students should gain hands-on experience through live customer engagement by participating in internships, managing market stalls, or running pop-up shops. These practical exposures will allow them to apply their learning in real-time and refine their customer service skills effectively.

Failure to develop these competencies may lead to customer dissatisfaction, negative brand perception, and missed opportunities for growth. As such, customer service should be recognized as a core entrepreneurial skill, not merely an ancillary one.

Table 7 Problem-Solving Skills

Problem-Solving Skills	Mean	Verbal Description
I actively participate in group discussions to solve problems that arise during the activity.	2.35	Disagree
I believe that teamwork will play a vital role in overcoming challenges and plans.	2.22	Disagree
I use my communication skills effectively to help prevent and resolve issues.	2.49	Disagree
I take the initiative to support others, especially when someone faces difficulties with their tasks.	2.36	Disagree
I value the importance of sharing opinions and giving constructive feedback to solve problems as a team.	2.59	Neutral
Weighted Mean	**2.40**	**Disagree**

Strongly Agree (4.50-5.00), Agree (3.50-4.49), Neutral (2.50-3.49), Disagree (1.50-2.49), Strongly Disagree (1.00-1.49)

Table 7 presents the respondents' self-assessed problem-solving skills, rated on a 5-point Likert scale. Four out of five indicators received ratings in the "Disagree" category (1.50–2.49), and only one item, "I value the importance of sharing opinions and giving constructive feedback to solve problems as a team", was rated "Neutral" (M = 2.59). The highest mean score is 2.59, and the lowest is 2.22. The overall weighted mean is 2.40, which corresponds to a "Disagree" rating, indicating generally low confidence and perceived competence in problem-solving skills among the respondents.

The data reveal that students do not strongly perceive themselves as effective problem solvers in group entrepreneurial contexts. They express uncertainty or disagreement regarding their ability to collaborate, communicate, or take initiative when problems arise. Even fundamental teamwork-driven approaches to problem-solving, such as active participation in discussions or valuing collaborative input, are rated low. The only indicator that reached a neutral rating highlights openness to others' opinions, which may suggest some potential for development through proper facilitation and guided teamwork.

Problem-solving is a central entrepreneurial skill that involves identifying issues, analyzing alternatives, and implementing effective solutions (Kuratko, 2020). The consistently low scores suggest that the students are struggling with core elements of collaborative problem resolution, including initiative, teamwork, and communication.

The lowest rating (M = 2.22) for belief in teamwork's role in overcoming challenges is particularly concerning. Research has shown that successful entrepreneurship is rarely a solo pursuit; instead, it requires cooperative decision-making and diverse input, especially when navigating complex or unexpected challenges (Neck et al., 2018). A lack of appreciation for teamwork may signal weak group cohesion, limited trust, or a lack of structured team dynamics in their entrepreneurial experiences.

The result also highlights a misalignment between communication and problem resolution (M = 2.49), indicating that students may not yet understand how communication can serve as a proactive tool to de-escalate or prevent problems, a skill vital in both internal team settings and external business relationships (Lussier & Achua, 2016).

Although one item reached a neutral score, it only refers to valuing feedback, not necessarily the ability or willingness to act on it. This suggests students may recognize the importance of collaboration and feedback in theory but lack the confidence or practice in applying these skills effectively in real-time problem-solving situations.

The findings highlight a critical need to strengthen students' practical problem-solving abilities within entrepreneurial education. To address this, institutions should implement several targeted interventions. Scenario-based learning can be integrated into the curriculum through structured simulations or real-life case studies, allowing students to collaboratively identify and resolve problems. Team decision-making workshops are also essential, providing training in models such as brainstorming, consensus-building, and root-cause analysis to promote active participation and leadership in group settings. Additionally, the use of feedback and reflection tools, such as peer reviews, constructive feedback sessions, and post-activity reflections, can help students internalize lessons from failures and improve their problem-resolution skills. Finally, pairing students with mentors or facilitators who can model effective problem-solving behaviors will offer valuable guidance and support as they navigate the challenges of group ventures.

Developing problem-solving skills not only equips students for entrepreneurial success but also enhances their overall life readiness, critical thinking, and adaptive resilience, qualities essential in a rapidly changing world (OECD, 2019).

Table 8 Time Management Skills

Time Management Skills	**Mean**	**Verbal Description**
I learn to manage my time effectively between academic responsibilities and other tasks.	3.78	Agree
I faced challenges balancing study and personal life at first, but I eventually adjusted my schedule to manage both.	3.65	Agree
I believe time management is a crucial skill in achieving success in both academics and entrepreneurship.	3.69	Agree
I make conscious efforts to minimize distractions and stay focused on my responsibilities.	3.87	Agree
I feel that participating will help me improve my ability to use time productively and efficiently.	3.89	Agree
Weighted Mean	**3.78**	**Agree**

Strongly Agree (4.50-5.00), Agree (3.50-4.49), Neutral (2.50-3.49), Disagree (1.50-2.49), Strongly Disagree (1.00-1.49)

Table 8 presents the respondents' self-assessed time management skills based on five statements rated on a 5-point Likert scale. All items fall under the "Agree" category (3.50–4.49). The highest mean score is 3.89 for the item "I feel that participating will help me improve my ability to use time productively and efficiently," and the lowest is 3.65 for "I faced challenges balancing study and personal life at first, but I eventually adjusted my schedule to manage both." The overall weighted mean is 3.78, indicating that respondents generally agree with statements about their time management awareness and application.

The results suggest that respondents exhibit positive time management behaviors, particularly in their ability to adjust schedules, reduce distractions, and balance academic and entrepreneurial responsibilities. The highest-rated items reflect self-discipline and intentional productivity, while the lowest-rated item, although still positive, acknowledges the initial challenges in balancing multiple roles. This progression from difficulty to adjustment suggests growth and adaptability.

Time management is considered a foundational skill for both academic achievement and entrepreneurial success (Britton & Tesser, 1991; Macan, 1994). The strong agreement across all indicators demonstrates that students have developed effective strategies for organizing their tasks, prioritizing responsibilities, and staying focused, critical competencies in multitasking environments such as school-based entrepreneurship.

The high rating for minimizing distractions and staying focused (M = 3.87) reflects well-developed selfregulation, a component of executive functioning that supports goal-directed behavior (Zimmerman &

Schunk, 2011). Additionally, the recognition of time management as essential to success (M = 3.69) indicates metacognitive awareness, showing that respondents not only apply time management strategies but also understand their broader value in personal and professional contexts.

The acknowledgment of early difficulties in balancing responsibilities (M = 3.65) also validates the transitional challenges commonly faced by student entrepreneurs. However, the ability to adapt schedules illustrates resilience and practical problem-solving, traits that align with entrepreneurial competencies identified in the EntreComp Framework (Bacigalupo et al., 2016).

The findings emphasize that time management training, whether implicit or explicit, has been internalized by the student respondents. To reinforce and expand these skills, educational programs should adopt several strategies. Integrating time management modules into entrepreneurship and life skills courses is essential, with a focus on practical planning tools such as Gantt charts, time logs, and digital productivity apps. Encouraging reflection practices, including weekly journaling or self-assessment, can help students evaluate and improve how they manage their time. Additionally, exposing students to real-world scheduling challenges through internships, business simulations, or capstone projects will further enhance their adaptive planning skills. Lastly, mentorship and peer-coaching opportunities should be provided, allowing more experienced students to share effective time management techniques with their peers, thereby fostering collaborative learning and mutual support.

Developing robust time management habits not only supports academic and entrepreneurial success but also promotes long-term professional efficiency and well-being (Claessens et al., 2007).

Relationship Between Entrepreneurial Skills and the Extent of Influence of the Practice of Entrepreneurial Skills

Table 9 Relationship Between Entrepreneurial Skills and the Extent of Influence of the Practice of Entrepreneurial Skills

Extent of Influence of the Practice of Entrepreneurial Skills	Entrepreneurial Skills			
	r-value	p-value	Significance	Decision
Networking Skills	.733	.079	Not Significant	Accept Ho
Teamwork Skills	.015	.491	Not Significant	Accept Ho
Communication Skills	.540	.174	Not Significant	Accept Ho
Marketing Skills	.358	.277	Not Significant	Accept Ho
Customer Service Skills	-.423	.239	Not Significant	Accept Ho
Problem-Solving Skills	.651	.117	Not Significant	Accept Ho
Time Management Skills	.357	.277	Not Significant	Accept Ho

Table 9 presents the relationship between entrepreneurial skills and the extent of influence of the practice of entrepreneurial skills across several dimensions, namely networking skills, teamwork skills, communication skills, marketing skills, customer service skills, problem-solving skills, and time management skills. The computed correlation coefficients range from –0.423 to 0.733. However, all corresponding p-values are greater than the 0.05 level of significance. As a result, none of the relationships are statistically significant, leading to the acceptance of the null hypothesis for all indicators.

The results indicate that entrepreneurial skills do not have a significant relationship with the extent to which these skills influence entrepreneurial practice. Although networking skills (r = .733) and problem-solving skills (r = .651) show relatively strong positive correlations, their p-values (.079 and .117, respectively) indicate that these relationships are not statistically significant. Other skills, such as teamwork, communication, marketing, and time management, demonstrate weak to moderate correlations, while customer service skills show a negative

correlation, yet all remain insignificant. This suggests that possessing entrepreneurial skills does not necessarily guarantee that these skills strongly influence entrepreneurial practices in a measurable way.

The absence of significant relationships suggests a possible gap between skill acquisition and skill application in entrepreneurial contexts. Recent literature highlights that while entrepreneurs may possess foundational skills, external constraints such as limited resources, market volatility, regulatory barriers, and lack of mentorship can hinder the effective application of these skills in practice (Kuratko et al., 2021; Neneh, 2022). Furthermore, entrepreneurship research emphasizes that skills alone are insufficient without supportive ecosystems that enable entrepreneurs to translate competencies into actionable strategies (OECD, 2020). The relatively strong yet non-significant correlations observed for networking and problem-solving skills imply potential practical relevance that may not be captured statistically due to small sample size or contextual limitations. This aligns with findings that entrepreneurial success is often mediated by contextual and environmental factors rather than individual skillsets alone (Audretsch et al., 2020).

The findings imply that entrepreneurship development programs should move beyond skill training and focus more on experiential learning, mentorship, and ecosystem support to ensure that entrepreneurial skills are effectively practiced and translated into impact. Studies from 2019–2025 emphasize that hands-on exposure, business incubation, and real-world problem-solving significantly enhance the practical influence of entrepreneurial skills (Neneh, 2022; Kuratko et al., 2021). Additionally, policymakers and educators should strengthen support mechanisms such as access to finance, market linkages, and peer networks to bridge the gap between skill possession and application (OECD, 2020). Without such enabling conditions, entrepreneurial skills may remain theoretical rather than influential in actual practice, limiting their contribution to sustainable enterprise development.

Difference in the Extent of Practice of Entrepreneurial Skills of Respondents

Table 10 Difference in the Extent of Practice of Entrepreneurial Skills of Respondents

Source	**Extent of Practice of Entrepreneurial Skills**			
	F-Value	**p-value**	**Remarks**	**Decision**
Between Groups	31.6961	3.057	Not Significant	Accept Ho

Table 10 presents the statistical results on whether there is a significant difference in the extent of practice of entrepreneurial skills among the respondents. The analysis yielded an F-value of 31.6961 and a p-value of 3.057. Given that the p-value exceeds the standard alpha level of 0.05, the result is interpreted as “Not Significant.” Consequently, the null hypothesis (Ho) is accepted, indicating no statistically significant difference in the respondents’ entrepreneurial skill practices across the compared groups.

The findings suggest that all respondent groups exhibit a similar level of entrepreneurial skill application, regardless of possible differences in factors such as age, sex, ethnicity, civil status, geographical location, and family income. The high F-value signals a degree of variation between group means; however, the elevated pvalue (3.057) indicates that this variation is not statistically reliable. Therefore, no specific group can be said to practice entrepreneurial skills significantly more or less than another.

The lack of a significant difference implies that entrepreneurial skills are practiced uniformly among the sample population. This may indicate a common educational exposure or training environment, where participants, possibly students engaged in a shared program, have undergone similar modules or interventions. According to Bacigalupo et al. (2018), entrepreneurial competencies are often influenced by the learning context and teaching methodologies rather than demographic characteristics alone.

Additionally, this uniformity might reflect the influence of institutional support systems that promote entrepreneurship across all student groups equally. Research by Tan and Ng (2019) affirms that institutional initiatives, such as school-based entrepreneurship programs, often lead to a relatively homogeneous skill level among participants, especially in structured academic settings.

It is also possible that the uniformity masks underlying variations not captured by group-level comparisons. According to Hassan, Melewar, and Wood (2020), some entrepreneurial capabilities, like risktaking or innovation, may differ at a deeper psychological or behavioral level, which may not be detected through surface-level statistical grouping.

The results hold several important implications for entrepreneurial education and training. First, the absence of significant differences suggests that entrepreneurship education and support systems are being delivered equitably, reaching students across various demographic groups without evident bias or disparity. This indicates a level of uniformity in access to opportunities and resources that promote entrepreneurial skill development.

However, while equity is commendable, the observed homogeneity in skill practice may also point to a lack of differentiated instruction. Educators and program designers might consider tailoring interventions to address the specific needs, strengths, or developmental stages of individuals or groups. Such targeted approaches can better cultivate entrepreneurial potential and ensure that more advanced learners are appropriately challenged while those needing more support are adequately guided.

Moreover, institutions should consider implementing longitudinal tracking mechanisms to monitor how entrepreneurial skills evolve over time. Cross-sectional data may overlook subtle or emerging trends, whereas long-term tracking could provide insights into the sustainability and progression of skill development. Finally, the findings raise questions about the sensitivity of the assessment tools used. If differences exist at a deeper cognitive or behavioral level, current quantitative instruments might fail to detect them. In such cases, incorporating qualitative or mixed-method approaches could reveal nuanced disparities in entrepreneurial practice, attitudes, and mindset.

SUMMARY OF FINDINGS

1. The majority of the respondents (66%) are aged 16 to 20 years old. In terms of sex, 70% are female while 30% are male. The respondents represent diverse ethnic backgrounds, with 45% identifying as Christian, 30% as Indigenous Peoples (IP), and 25% as Moro. Most of the respondents are single (83%), while the remaining 17% are married. The highest number of respondents comes from Lun Padidu, comprising 25% of the total. Furthermore, 62% of the respondents reported a monthly family income ranging from Php5,001 to Php10,000.

2. The analysis of the entrepreneurial skills among student respondents reveals that out of seven core competencies assessed, only three were prominently demonstrated: teamwork skills (M = 4.09), time management (M = 3.78), and marketing skills (M = 3.68).

3. On the extent of practice of entrepreneurial skills of the respondents:

a. The overall weighted mean for networking skills is 2.64, interpreted as Neutral. The highest-rated item was the value placed on building good relationships, with a mean of 3.04. Conversely, the lowest-rated item was the ability to share ideas to improve strategies, which received a mean of 2.21.

b. The respondents showed a strong level of agreement regarding their teamwork skills, with an overall weighted mean of 4.09. The highest mean score was 4.47, indicating strong motivation through group collaboration. The lowest mean, although still in the "Agree" range, was 3.50, which reflected the enjoyment gained from group cooperation.

c. Communication skills received an overall weighted mean of 2.63, falling under the “Disagree” category. The highest-rated indicator was the respondents’ recognition of the need to improve their communication skills, with a mean of 3.49. The lowest-rated item was the ability to express ideas clearly, which received a mean score of only 2.35.

d. Marketing skills were generally rated positively, with an overall weighted mean of 3.68, categorized as “Agree.” The highest-rated skill was increasing creativity through conversation, with a mean of 3.89. The lowest-rated item was awareness of the role of social media in marketing, which scored a mean of 3.54.

e. Customer service skills received an overall rating of "Disagree," with a weighted mean of 2.38. The highest-rated item was saying "thank you" to others, with a mean of 2.42. The lowest mean score was 2.36, referring to the ability to handle negative feedback with professionalism.

f. Problem-solving skills were also rated poorly, with an overall weighted mean of 2.40, which falls under "Disagree." The highest-rated item was valuing opinions and giving constructive feedback, with a mean of 2.59. The lowest-rated item was belief in teamwork as a means to overcome problems, with a mean of only 2.22.

g. Time management emerged as a strength among respondents, with an overall weighted mean of 3.78, interpreted as "Agree." The highest-rated item was the improvement of productivity through better use of time, with a mean of 3.89. The lowest-rated statement, though still positive, was about adjusting schedules to balance tasks, which received a mean of 3.65.

4. The findings reveal that there is no significant relationship between entrepreneurial skills and the extent of influence of the practice of entrepreneurial skills across all measured dimensions. Networking skills, teamwork skills, communication skills, marketing skills, customer service skills, problem-solving skills, and time management skills all yielded p-values greater than the 0.05 level of significance. Although some skills, particularly networking and problem-solving, showed relatively higher correlation coefficients, these relationships were not statistically significant. Overall, the results indicate that the possession of entrepreneurial skills does not necessarily translate into a stronger influence on entrepreneurial practices.

5. The analysis of variance (ANOVA) presented in Table 8 revealed that there is no significant difference in the extent of practice of entrepreneurial skills among the different groups of respondents. This is based on the computed F-value of 31.6961 and a p-value of 3.057, which is greater than the 0.05 significance level. As a result, the null hypothesis is accepted, indicating that the respondents, regardless of their classification, practice entrepreneurial skills at a similar level.

CONCLUSION

1. The respondents are mostly young, female, and economically disadvantaged, which may affect their entrepreneurial exposure and capabilities.

2. The respondents possess teamwork, time-management, and marketing entrepreneurial skills.

3. Networking skills are underdeveloped; students show uncertainty in initiating collaboration and strategic exchanges. Teamwork is a core strength among the respondents; they are motivated and collaborative when working in groups. Communication skills are weak; students recognize their deficiencies but lack practical skills in effective expression and interaction. Marketing skills are well-developed, especially in creativity and basic digital use, though strategic understanding remains limited. Customer service skills are underdeveloped; students lack training in courtesy, feedback handling, and professionalism. Problemsolving abilities are low, especially in teamwork, initiative, and constructive feedback application. Time management is a significant strength; students can prioritize, avoid distractions, and balance multiple roles effectively.

4. Based on the findings, it is concluded that entrepreneurial skills alone are insufficient to significantly influence the practice of entrepreneurship. While entrepreneurs may possess various competencies, these skills may not be effectively applied due to contextual constraints such as limited resources, lack of mentorship, market conditions, or insufficient institutional support. The absence of significant relationships suggests a gap between skill acquisition and skill application, highlighting the need for supportive environments that enable entrepreneurs to fully utilize their competencies.

5. The findings suggest that the respondents share a uniform level of engagement in entrepreneurial activities, implying that there is a common exposure or training environment contributing to a similar development of entrepreneurial skills across different groups. This outcome reflects equitable access to entrepreneurship programs or experiences within the institution or community. However, it also indicates a possible lack of

differentiation in the delivery of entrepreneurial instruction or intervention, which may limit the maximization of individual potential.

RECOMMENDATIONS

1. Develop networking competencies through mentorship programs, group business pitching, and exposure to real-world industry partners.

2. Integrate formal communication training in the curriculum, including public speaking, active listening, and interpersonal skills workshops.

3. Introduce customer service simulations with real-life case scenarios, role-play, and feedback management exercises.

4. Implement structured problem-solving workshops, critical thinking exercises, and collaborative decisionmaking strategies.

5. Enhance digital marketing training through modules on branding, content creation, SEO, and analytics.

6. Provide continuous support for time management practices via time-tracking tools, digital planners, and reflective journaling.

7. Establish inclusive, culturally sensitive teaching approaches for Moro and IP students to ensure equitable skill development.

8. Leverage students' strength in teamwork by assigning leadership roles and encouraging peer mentoring in entrepreneurial tasks.

9. Introduce feedback culture and growth mindset training to encourage learning from challenges and developing resilience.

10. Assess student skills regularly through reflection logs, peer evaluations, and self-assessment tools to monitor growth over time.

11. It is recommended that entrepreneurship programs go beyond skill-based training by integrating experiential learning, mentorship, and real-world business exposure. Institutions and support agencies should also strengthen access to resources, incubation services, and networking opportunities to enable effective skill application. Future studies may use larger samples or mixed methods to further explore factors influencing the practice of entrepreneurial skills.

12. It is recommended that educators implement differentiated learning strategies and use longitudinal and qualitative assessments to better capture and address the diverse entrepreneurial development needs and progress of students.

REFERENCES

1. Audretsch, D. B., Cunningham, J. A., Kuratko, D. F., Lehmann, E. E., & Menter, M. (2020). Entrepreneurial ecosystems: Economic, technological, and societal impacts. The Journal of Technology Transfer, 45(1), 1–13.
2. Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union. https://data.europa.eu/doi/10.2791/593884
3. Bacigalupo, M., Punie, Y., Van den Brande, G., & Kampylis, P. (2018). EntreComp into Action: Get Inspired, Make it Happen. European Union. https://op.europa.eu/s/opeu-entrecomp
4. Botha, M., & Ras, R. (2020). The importance of networking in entrepreneurial education. Journal of Entrepreneurship Education, 23(4), 1–13.

5. Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. Journal of Educational Psychology, 83(3), 405–410. https://doi.org/10.1037/0022-0663.83.3.405
6. Brush, C. G., Greene, P. G., Balachandra, L., & Davis, A. E. (2018). The role of networks in entrepreneurial resource acquisition. Entrepreneurship Theory and Practice, 42(2), 228–258. https://doi.org/10.1177/1042258717751257
7. Cabilao, M. V. (2021). Intercultural dynamics among Moro, IP, and Christian communities in Mindanao: Toward inclusive peacebuilding. Journal of Southeast Asian Studies, 52(1), 113–132.
8. Cañas, J., Cuenca, M. C., & Ortega, M. (2021). Teamwork competency in university students: An analysis of the influence of educational models. Journal of Education and Learning, 10(3), 55-64. https://doi.org/10.5539/jel.v10n3p55
9. Carter, L., Hassan, R., & David, M. (2020). Social media and entrepreneurship: Exploring the influence of digital tools on young entrepreneurs. Journal of Innovation and Entrepreneurship, 9(13). https://doi.org/10.1186/s13731-020-00125-2
10. Chatterjee, S., & Kar, A. K. (2020). Why do small and medium enterprises use social media marketing and what is the impact: Empirical insights from India. International Journal of Information Management, 53, 102103. https://doi.org/10.1016/j.ijinfomgt.2020.102103
11. Claessens, B. J., van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. Personnel Review, 36(2), 255–276.
12. Fill, C., & Turnbull, S. (2019). Marketing Communications: Discovery, Creation and Conversations (8th ed.). Pearson Education.
13. Hassan, L. M., Melewar, T. C., & Wood, B. P. (2020). Developing Entrepreneurial Competencies in Higher Education: A Systematic Literature Review. International Journal of Management Education, 18(2), 100385. https://doi.org/10.1016/j.ijme.2020.100385
14. Johnson, D. W., & Johnson, R. T. (2017). Joining Together: Group Theory and Group Skills (12th ed.). Pearson.
15. Katzenbach, J. R., & Smith, D. K. (2015). The Wisdom of Teams: Creating the High-Performance Organization. HarperBusiness.
16. Kotler, P., & Keller, K. L. (2016). Marketing Management (15th ed.). Pearson Education.
17. Kuratko, D. F. (2020). Entrepreneurship: Theory, Process, and Practice (11th ed.). Cengage Learning.
18. Kuratko, D. F., Fisher, G., Bloodgood, J. M., & Hornsby, J. S. (2021). The paradox of new venture legitimation within organizations. Journal of Business Venturing, 36(2), 106090.
19. Lussier, R. N., & Achua, C. F. (2016). Leadership: Theory, Application, & Skill Development (6th ed.). Cengage Learning.
20. Lussier, R. N., & Kimball, D. C. (2019). Applied Sport Management Skills (3rd ed.). Human Kinetics.
21. Macan, T. H. (1994). Time management: Test of a process model. Journal of Applied Psychology, 79(3), 381–391. https://doi.org/10.1037/0021-9010.79.3.381
22. McKenzie, D., & Sansone, D. (2021). Social media and entrepreneurship training for youth: Experimental evidence from Kenya. American Economic Journal: Applied Economics, 13(2), 447–472. https://doi.org/10.1257/app.20190250
23. Mohamad, A. (2023). Developing entrepreneurial skills among university students: A case of student entrepreneurial attachment project. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, *8*(1), 17.
24. Neck, H. M., Greene, P. G., & Brush, C. G. (2018). Teaching Entrepreneurship: A Practice-Based Approach. Edward Elgar Publishing.
25. Neneh, B. N. (2022). Entrepreneurial skills, innovation, and SME performance in developing economies. Journal of Small Business Management, 60(4), 700–728.
26. OECD. (2019). Future of Education and Skills 2030: OECD Learning Compass. Organisation for Economic Co-operation and Development. https://www.oecd.org/education/2030-project/
27. OECD. (2019). The Missing Entrepreneurs 2019: Policies for Inclusive Entrepreneurship. OECD Publishing. https://doi.org/10.1787/3ed84801-en
28. OECD. (2020). Entrepreneurship policies to support inclusive growth. Organisation for Economic Cooperation and Development.
29. Ortega-Sánchez, D., Zurita-Ortega, F., & Chacón-Cuberos, R. (2022). Improving entrepreneurship education through experiential learning in higher education: A systematic review. Education Sciences, 12(4), 266. https://doi.org/10.3390/educsci12040266

30. Philippine Statistics Authority (PSA). (2020). 2020 Census of Population and Housing. https://psa.gov.ph/
31. Philippine Statistics Authority (PSA). (2023). Poverty Statistics. https://psa.gov.ph/poverty-press-release
32. Ruiz-Alba, J. L., Guesalaga, R., Ayestarán, R., & Mediano, J. (2020). Time management in entrepreneurship education: Impact on academic and business performance. Journal of Entrepreneurship Education, 23(6), 1–12.
33. Schunk, D. H. (2020). Learning Theories: An Educational Perspective (8th ed.). Pearson Education.
34. Tan, W. L., & Ng, C. F. (2019). Impact of Structured Entrepreneurship Programs on Entrepreneurial Intent and Practice. Journal of Entrepreneurship Education, 22(6), 1–11.
35. UNESCO. (2019). Gender and Education: Achievements and Challenges. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/
36. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
37. Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2018). Services Marketing: Integrating Customer Focus Across the Firm (7th ed.). McGraw-Hill Education.
38. Zimmerman, B. J., & Schunk, D. H. (2011). Self-Regulated Learning and Academic Achievement: Theoretical Perspectives (2nd ed.). Routledge.