

Entrepreneurial Skills of Bachelor of Science in Entrepreneurship Students

Janette B. Arevalo¹, Jessimie Pauline B. Cacdac², Christine Janne L. Lemenzo³,
Chesty Ann Marie D. Rodil⁴, Keziah Marie E. Tornea⁵
^{1,2,3,4,5} Carlos Hilado Memorial State University-Fortune Towne Campus, Philippines.

Abstract

This study shows the Entrepreneurial Skills of Bachelor of Science in Entrepreneurship Students. The 80, 3rd and 4th year Bachelor of Science in Entrepreneurship (BSE) students who were officially enrolled at Carlos Hilado Memorial State University- Fortune Towne Campus during the 1st Semester of the Academic Year 2022-2023 were surveyed using an adapted and modified survey questionnaire, administered through google forms. Based on the findings, the most important entrepreneurial skills key indicator that Bachelor of Science in Entrepreneurship students possess hard work followed by communication skills, discipline, missionary, and risk-taking. At the same time, the least significant is leadership, followed by problem-solving skills and innovativeness. As a result, the researchers propose an action plan focused on strengthening the BSE curriculum, particularly by organizing various seminars and annual tours that help promote leadership skills. Improve problem-solving skills through the preparation of case studies and business plans. Lastly, enhance students' other entrepreneurial skills through the implementation of their Income Generating Projects.

Keywords: *Communication Skills, Discipline, Entrepreneurial Skills, Hard-work, Innovativeness, Leadership, Missionary, Problem Solving Skills, Risk-Taking.*

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I. INTRODUCTION

The importance of entrepreneurship has been extensively studied among academicians (Kyari, 2020; [1] Ndofirepi, 2020; [2] Linton & Clinton, 2019) [3] cited by (Wigger et al., 2022) [4]. Entrepreneurship plays a considerable role in the economy; it contributes to the production of jobs, economic growth, innovation, community development, and wealth creation (Ge et al., 2022) [5]. Interest in a Bachelor of Science in Entrepreneurship Degree has been growing. According to Gano-An and Gempes (2020), MSME's employ 99.6 percent of registered enterprises in the Philippines. It is equivalent to 62.3 percent of the nation's workforce [6]. Worldwide, there are reported to be 582 million entrepreneurs (Thareja et al., 2020) [7]. Recent studies have focused on the opportunities concerning entrepreneurial skills and competencies, like the study of Kim and Choi (2019), they revealed that Korean government adopted a focus on innovation-led growth relating to the growth engine, while supporting its labor market reform. The Negros First Negosyo Center in Bacolod City hosted a coaching and mentoring session for 38 participants, the majority of whom were young entrepreneurs, on behalf of Negros Occidental [8]. The other participants are students from Riverside College and the University of Saint La Salle-Bacolod who were enrolled in the Bachelor of Science in Entrepreneurship program (Nicavera, 2019) [9].

This study wants to assess the gaps in the risks concerning entrepreneurial skills and competencies that have become a significant issue. While the opportunities concerning acquiring entrepreneurial skills have been supported within the general population, more research needs to be done to determine the problems and challenges in acquiring entrepreneurial skills. In the Philippines, entrepreneurship is firmly focused on the growth of business owners and on supporting new ventures. However, the formal education system must focus on helping students develop a creative and innovative attitude (Duyan, 2021) [10]. Public sector representatives noted specific inadequacies in entrepreneurship skills, but Entrepreneurship Support Organizations (ESO) leaders discussed more general educational system flaws. Business education has been criticized for overemphasizing theory in lectures (Tseng et al., 2019) [11]. They also cited out-of-date curricula, a lack of practice-based learning methods, and the need to strengthen educator ability (Mav]utova et al., 2019) [12]. As a result, industries have complained about the shortages of e-commerce talent, and the skills of university graduates do not match the requirements of industries (Tseng et al., 2019) [11].

This study aims to determine the level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship Students based on eight key indicators and to propose an action plan concerning the results.

This study's output proposes seminars, tours, preparation of business plans and case study papers, and implementation of the Income Generating Project (IGP), which focuses on developing and improving the leadership and problem-solving skills of BSE Students. The information acquired reveals the degree of entrepreneurial skills among 3rd and 4th year BSE students and the key indicators for which they scored lowest and highest. The level determined in this study will be highly substantial to the enhancement and development of the Entrepreneurial Skills of Bachelor of Science in Entrepreneurship Students.

II. REVIEW OF RELATED LITERATURE

This shows a retrospective presentation of previously written materials: research literature, and studies, that have relevance and significance to the research under consideration. This chapter review and synthesizes literature related to the present research and will provide researchers with a broader knowledge and background concerning the Entrepreneurial Skills of Bachelor of Science in Entrepreneurship, Students of State University.

2.1 Skills Gap

According to the QS Higher Education Report of 2018 on the Global Skills Gap of the 21st century, the graduate skills gap has been recognized as a global and pervasive issue. The gaps exist across regions, nations, and various business types. It was found that in the Asia-Pacific region, employers are least satisfied with creative skills while being more satisfied with technical, interpersonal, and teamwork skills. The student's traditional education-based skills and the skills necessary for work placement differ. In response, the Organization for Economic Cooperation and Development (OECD) developed the PISA Global Competence Framework. This highlights the PISA 2018 Skill Assessment, which assesses students' abilities in four areas. OECD (2018) defines global competence as a multidimensional skill that enables people to evaluate local, global, and intercultural issues. The four interdependent components of global competence are knowledge, skills, attitudes, and values. In light of this, the OECD claimed that higher education institutions are crucial to the growth of global competence. The four dimensions of curriculum, curricular activities, programs, and extracurricular activities which help define the overall skill set students acquire—should be available for students to develop [13].

Accreditation and international quality assurance are quickly becoming the standard for private colleges and universities in the Philippines as one of the pillars of producing graduates with a global perspective. For instance, one of the universities where the study was conducted proposed a vital accreditation and international quality assurance system to create a competitive labor force in the world's various regions. The ability to learn and engage with global competition issues is something that students are expected to possess and put to use. These, however, are easier said than done. The student's capacity to develop global competencies throughout their program is still up for debate (Magnaye, 2020) [14].

As a result, the study "Are Filipino Higher Education Students Getting Global? An Exploratory Study of A Private Higher Education In Batangas City, Philippines" was created to assess business students' global competencies, skills, and attitudes. It specifically assessed students' manifestations of global competencies and determined the extent of global competencies based on the demographic profile of the students. The study is essential in student development programs. These are the inputs that administrators and educators must have in order to maintain academic excellence. The study revealed cross-cultural sensitivity and adaptability, as well as the ability to communicate effectively in English, have a comprehensive understanding of the world, and have a global perspective on their area of expertise. Furthermore, the students agreed they needed to improve their self-esteem, creativity, patience, flexibility, courage, interest in lifelong learning, perseverance, independence, resourcefulness, and self-awareness (Magnaye, 2020) [14].

Regarding this, the dynamics and circumstances of a natural professional setting in the field are replicated in these scenarios. These approaches aim to improve subject-specific skills and transferable skills like analytical and creative thinking, communication and interpersonal skills, teamwork, problem-solving, results-oriented performance, decision-making, conflict resolution, and digital skills (Ornellas et al., 2019) [15].

2.2 Lack of Entrepreneurial Skills

A Russian study titled "Acquisition of Entrepreneurial Skills and Competences: Curriculum Development and Evaluation for Higher Education" was formulated, which included 513 fourth-year students in "Economy" and "Management" specialties from 5 universities in Kazan, Cheboksary, Ioshkar-Ola, and Elabuga, to compare the formation level of the qualities required for entrepreneurial thinking among students with and without practical experience. Based on the study, 54% of non-working students believe their current knowledge and skills are adequate for a successful start in a career. Despite having minimal practical experience, only 23% of working students (more than two times lesser) believe their current entrepreneurial thinking needs to be more developed for successful advancement up the career ladder. Another significant trend is that students who combine their learning with work choose a specific answer option in more cases. On the other hand, students with no work experience are more likely to select the "Not sure" option. This is directly related to a need for a

more fundamental understanding of the skills and knowledge provided by the university, which they may require in the future. The study found that both groups have a relatively high percentage of students who believe that the current program does not meet their needs in forming entrepreneurial thinking (Akhmetshin et al., 2019) [16].

Thus, the researchers proposed an urgent need to develop and implement an independent course that would serve as coaching for future entrepreneurs and provide them with a basic understanding of what they might expect in their future work. They believed this could prepare students for the start of their careers and warn and protect them from emotional burn-out. Besides, Falyakhov (2018) cited by Akhmetshin et al. (2019) proposed that students select a project from a company or enterprise where they currently work or offer their own project and elaborate it under the supervision of a program mentor. If the project is unavailable, a mentor will offer it since having a mentor who will personally guide you throughout the learning process is crucial [16].

Since employability skills are the fundamental abilities required to obtain, possess, and successfully carry out a job. These skill-sets include reading, simple mathematics, and other fundamental skills such as problem-solving, decision-making, and other higher-order reasoning abilities, dependability, a positive attitude, cooperativeness, and various practical skills and characteristics. This study conceptualizes planning as effectively managing tasks, setting goals and objectives, managing various tasks, and effectively allocating time. Universities must incorporate these skills into their curricula to produce competitive graduates (Chan et al., 2018) [17].

According to the findings of the study "A Graduate's Employability Study of Bachelor of Science in Entrepreneurship of Isabela State University, Philippines," the employment opportunities for BSE graduates generally demonstrate their competitiveness with the reasonable assumption that they will not have any trouble finding employment, even though some are JOs and need to be terminated. However, if the BSE program's goal served as the basis for their employment, then only 23.30% of all graduates worked in their specialization area. Less than a year and only 13.04% of the time was spent looking for a job. Additionally, the BSE competencies demonstrate a strong correlation with market demands. However, it requires further improvement regarding the BSEs' on-the-job training to keep up with the current business trend (Alvarez & Cammayo, 2023) [18].

The study's findings consequently suggest and recommend the following: i) The BSE program should re-examine its curriculum rigorously, strengthening the program activities and learning by incorporating an outcome-based approach to keep up with changes and trends in the industry; ii) Prepare intensive training and seminars related to their field of specialization, especially during their on-the-job training to enhance their critical thinking and management skills; iii) The school, through the Office of Students Affairs, may facilitate seminars in collaboration with the DOST for their SETUP assistance (for their possible start-up capital) given only to entrepreneur students with a very sound business proposal; iv) Facilitate fast issuance of school credentials and documents of graduates which may help them in applying for their job; and v) Engage in future research on the interrelationship of the graduates' employability career (Alvarez & Cammayo, 2023) [18].

2.3 Relation of Academic Strand to a Student's Entrepreneurial Skills

Entrepreneurship is crucial because it fosters innovation and establishes small and medium-sized businesses as a possible economic solution and because it has the potential to allow people, particularly young people, to acquire skills and establish jobs, thereby contributing to the reduction of the country's unemployment rate (Coulibaly et al., 2018) [19]. According to Tentama and Abdussalam (2020), more sophisticated studies into the effectiveness of educational actions in high schools for entrepreneurial activity are required [20].

The researchers discovered that entrepreneurial education influences personality traits and positively influences entrepreneurial intention in young elementary and high school students, particularly during entrepreneurial development and training stages. Furthermore, the researchers established a link between the internal locus of control and entrepreneurial intention in vocational high school students, demonstrating the importance of understanding the entrepreneurial process (Tentama & Abdussalam, 2020) [20].

A study by Sarsale (2021) revealed no significant difference between ABM and non-ABM students regarding financial literacy and entrepreneurial characteristics. Taking ABM as an academic strand in senior high school does not make them more financially literate or entrepreneurial than non-ABM students [21]. These findings may imply that the ABM program needs to significantly differentiate financial literacy and entrepreneurial traits between students who completed this strand and those who did not. As a result, schools must incorporate financial education into their curricula (De Castro et al., 2020). Students pursuing ABM-related education have higher levels of financial literacy than students from other strands. However, the results showed no difference between the two strands. It challenged senior high school educators to reconsider their current curriculum if it improves students' financial literacy and entrepreneurial skills [22].

Rivera and Gozun (2019) recognized the inclusion of an ABM strand in senior high schools as a platform for developing learners' entrepreneurial mindsets and strengthening the country's entrepreneurship [23]. The findings also imply that because these students choose to enroll in a business-related course, they are inclined to financial literacy and entrepreneurship regardless of their senior high school strand. However, no

significant difference between ABM and non-ABM in terms of entrepreneurial characteristics may be the effect of the integration of entrepreneurship as a core subject in the country's education system (Tung et al., 2020) [24]. Another study, "Factors Influencing the Entrepreneurial Intention Among Senior High School Students to Become Social Entrepreneurs," found the same result. It investigated the determinants of social entrepreneurship intentions (SEI) that influenced senior high school students to choose entrepreneurship as their future career path. The researcher also examined the extent to which demographic factors such as age, gender, family business background, and academic strand influenced respondents' social entrepreneurial intentions. Thus, the study's findings revealed that the demographic variables Gender, Age, Family Business Background, and Academic Strand had no significant influence on social entrepreneurial intention. Furthermore, findings on the Academic Strand revealed that being ABM, STEM, or HUMSS has no significant relationship with social entrepreneurial intention (Domingo, 2020) [25].

On the contrary, according to the findings of the study titled "Entrepreneurial Attitude and Intention of ABM Senior High School Learners," the ABM SHS learners have a high level of entrepreneurial attitude. Its components, in particular, the need for achievement, calculated risk-taking, and drive and determination, were found to be at a high level. In contrast, the need for autonomy/independence and creative tendency/innovation was moderate. Similarly, ABM SHS students demonstrated a high level of entrepreneurial intent. Meanwhile, assessing the correlation between ABM SHS learners' entrepreneurial attitude and intention revealed a moderately positive correlation. This indicated that the entrepreneurial attitude of the ABM SHS students could be used to predict their entrepreneurial intention (Cano et al., 2022) [26].

2.4 Skills an Entrepreneur Must Possess

A study entitled "Formation of Entrepreneurial Skills in Students in a Changing World" showed gaps in students' entrepreneurial skills in Ukrainian universities. This is primarily connected to the specific demands of businesses in a rapidly changing world. Hence, the Global Skills Index 2020 Report (Salun et al., 2021) focuses on the skills of modern entrepreneurs and start-up participants [27]. The following entrepreneurial skills enumerated by Doan et al. (2023) were currently considered necessary: creative thinking; leadership; the ability to take risks; adherence to business ethics; as well as business storytelling; computer skills; critical thinking; flexibility; logical thinking; non-verbal communication; planning; working with social media; strategic planning; team building; time management; and trend-setting [28].

The aforementioned vital skills of a modern entrepreneur do not give an indication of which disciplines enable the formation of these skills and competencies at university. For example, creative thinking includes the development of emotional intelligence, the ability to understand root problems, the ability to brainstorm, and the ability to build a team. Similarly, adhering to business ethics presupposes a deep knowledge and understanding of business planning, project management and the ability to work independently, consistently, and purposefully. Entrepreneurial competencies are ambiguous and include several personal characteristics, attitudes, and skills of a particular person (Salun et al., 2021) [27]. Furthermore, students critical thinking, problem-solving, risk-taking, and innovation abilities are considered indicators of ES, helping them become successful entrepreneurs (Iqbal et al., 2022) [29].

The following entrepreneurial skills key indicators defined by various researchers are as follows: First, according to Milwood and Maxwell (2020), communication is a way to make the interaction between people. In lieu, entrepreneurs always try to improve their communication skills because it will assist them in sharing their ideas and presenting them clearly and to constantly work better with their staff, team members, clients, and colleagues. Entrepreneurs with good people skills inspire others to be more confident in expressing their opinions and encourage them to give feedback, which can speed up the process of finding solutions [30].

In addition, Rajagopal et al. (2022) stated that effective communication is a prerequisite trait for every enterprise to taste success at an accelerated pace. Entrepreneurs and businesses often need good communication attributes to apprehend their true potential. Thus, most people need to improve on acquiring good communication skills over the importance of accomplishing technological skills, which may impede business profitability. On the contrary, effective communication overwhelmingly payback a business in lucrative ways impacting both internal and external associations (Rajagopal, 2022) [31]. Abaci (2022) also claimed that entrepreneurs who practice crystal-clear communication might take more time initially to get their message across. However, they will save a boatload of time on the back end because the person they are talking with will adequately understand the information they have been given.

Next is self-discipline, as described by Abaci (2022) is an important quality that every successful entrepreneur must possess. It helps manage time and resources better and makes it possible to get the most out of them. Additionally, it helps improve the inner strength that can drive to make tough decisions and stick to them. An individual can be able to control their feelings and manage their time better. As well as the ability to overcome inhibitions and weaknesses. Self-discipline also comprises pursuing what one thinks is right and resisting temptations [32].

Nevertheless, that said, one of the important things that set successful entrepreneurs apart from the rest is the quality of self-discipline (Abaci, 2022) [32]. It is also supported by Campbell (2023), who argued that disciplined entrepreneurs have the resourcefulness to solve their problems in one way or another. Hence, the most successful people in life are disciplined [33].

Moreover, Rina et al. (2019) affirmed that through hard work, we gain experience; it helps us discover many new things. This experience enables us to think smartly to solve critical problems and achieve success. Since there is no shortcut to success. Hard work is the only key to achieving it; it teaches us discipline, dedication, and determination [34].

Additionally, according to Vodă et al. (2022), creativity is one of the main qualities that shape entrepreneurial thinking. This quality enables entrepreneurs to realize and develop their projects, as well as create spin-offs and become serial entrepreneurs. Because this is one of the most recent trends in this field, innovative entrepreneurs can use different innovation skills to create ideas and strategies for business models and processes [35]. Some common examples of innovation skills are strategic thinking, problem-solving, and design (Indeed Editorial Team, 2022). Furthermore, innovative entrepreneurship creates new business ideas intending to generate profit, assist the community and accomplish company goals. Innovation helps an individual entrepreneur or a group of entrepreneurs to improve or replace a particular product, process, or service. It allows them to upgrade the products by creating new ideas and values. Innovative entrepreneurs incorporate various strategies to overcome the challenges in their businesses. It may require entrepreneurs to have a clear strategy and a vision to introduce something innovative to the company [36].

Then, entrepreneurial leadership involves organizing and motivating a group of people to achieve a common objective through innovation, risk optimization, taking advantage of opportunities, and managing the dynamic organizational environment.

Furthermore, Milwood and Maxwell (2020) claimed that while each entrepreneur has their own approach to problem-solving, certain strategies are just naturally more successful than others. The ability to solve problems is crucial in life, but it is even more so in business. Problem-solving is a part of daily life for everyone, regardless of industry, profession, or way of living [30]. The path of an entrepreneur is filled with adversity, and success in business has often been attributed to problem-solving skills. In addition, one of the primary roles of every entrepreneur is to solve problems efficiently and make decisions based on the results. However, not all entrepreneurs relish this role. There is also proven evidence that these skills are the key to success in every area of life (Cohen et al., 2021) [37].

As for Kirchmayer and Fratricová (2020), entrepreneurs can cultivate their interests and talents, but being creative in their approaches will aid in the smooth operation of their businesses. However, for Generation Z, job security may not be the most essential motivator. This finding may explain Generation Z's lack of long-term or life-long employment enthusiasm. However, it may also point to the fact that for this group, pursuing a fulfilling career can quickly become an obsession once their current position stops providing this satisfaction [38].

Finally, risk-taking in entrepreneurship is identifying, evaluating, mitigating, and trying out potential opportunities and strategies that may help build or grow a business but could also lead to personal or professional loss (Hock-Doeppen et al., 2021) [39].

2.5 Entrepreneurial Skills in Today's World

Entrepreneurial skills, practices, and approaches are currently undergoing profound changes, which must be considered when shaping students' learning trajectories. For example, the dynamic development of startups in social entrepreneurship necessitates the formation of knowledge about societal development; such knowledge becomes critical to ensuring entrepreneurship's professional significance. Simultaneously, an entrepreneur's most essential professional skills continue to be verbal and written communication skills to build long-term entrepreneurial connections and communities (Salun et al., 2021) [27].

According to Maaravi et al. (2020), entrepreneurial skills, knowledge, and mindset are critical factors contributing to the growth of the economy and the benefit of society [40]. As a result, the educational process should focus on assisting students in developing the skills necessary to become fully-fledged entrepreneurs and presenting a universally applicable skill set (Salun et al., 2021). According to the researchers Salun et al. (2021), the current formation of entrepreneurial skills in students should focus on taking risks, quickly adapting to changing environmental conditions, and interacting with stakeholders, including remotely through networks, crowds, and movements. They emphasized the following: First, entrepreneurial soft skills should be developed at the undergraduate level (Bachelor's degree), which will include business storytelling. Second, at the Bachelor's degree level, the development of entrepreneurial hard skills will focus on business plan development and business growth. Essential planning, organization, marketing, sales, finance, and adaptive planning and management skills are required. By focusing on these areas, the education system will enable the integration of

Bachelor's degree graduates from non-business departments into the job market, not only as employees but also as entrepreneurs [27].

According to Tomy and Pardede (2020), universities are essential venues for developing graduates' levels of motivation and capabilities to engage in entrepreneurial activity effectively [41]. Moreover, Salun et al. (2021) stressed the current emphasis on the awareness of the regulatory aspects of entrepreneurial activity that also needs to shift towards creativity, creative thinking, and non-standard management decision-making to adapt to the challenges of a changing world [27]. Meanwhile, leadership abilities and skills, as well as other abilities and skills, must be obtained through practice and hard work (Krakovetskaya et al., 2018). Aside from that, "organizations pay the price when their human resources lack entrepreneurial skills" (ES). Accordingly, ES is the capacity for critical analysis, problem-solving, taking calculated risks, and innovation. Researchers defined critical thinking as assisting students in shifting from "knowing" to "thinking," thereby cultivating the advanced thinking abilities necessary for success in entrepreneurial careers [42]. He described problem-solving as solving challenging or complex problems while performing work-related tasks. Risk-taking is the capacity to anticipate unfavorable outcomes of any action taken to launch a career. Finally, innovation is defined as the process by which an entrepreneur integrates an idea that results in a new service (Dahlstrom & Talmage, 2018; Badawi et al., 2019; Reyad et al., 2019) cited by (Stonkutė, 2022) [43].

In addition, in the study by Rina et al. (2019), character education includes topics like entrepreneurship and entrepreneurial practices inside and outside the classroom. It is also supported by their experience organizing and setting up fundraising opportunities. Students are taught how to be resourceful, develop business opportunities while in school, and solve any problems that may arise when managing an organization. Students who exhibit leadership and hard work are thus prepared to have an entrepreneurial spirit. This behavior will undoubtedly influence the entrepreneurial culture in the classroom and help students develop their hard and soft skills [34].

III. METHODOLOGY

3.1 Research Design

To determine the level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship Students, this study falls under Quantitative Research. Quantitative Research, as the name indicates, is a systematic empirical investigation of observable phenomena through computational techniques; it seeks accurate measurement and analysis of target concepts (Mahsin, 2022) [44].

This study utilized a Descriptive Research Design. The descriptive method was defined by Siedlecki (2020) as a research method that describes the characteristics of the population or phenomenon that is being studied; it focuses more on the "what" rather than the "why." The research instrument used in this study was an adopted and modified survey questionnaire that underwent reliability testing. The survey questionnaire utilized Likert Scale and was distributed via Google Forms. The researchers then analyzed the data through descriptive statistics such as frequency count, percentage, mean, standard deviation, and average deviation [45].

3.2 Respondents of the Study

The respondents of this study were 80 3rd and 4th Year Bachelor of Science in Entrepreneurship (BSE) Students who are officially enrolled at Carlos Hilado Memorial State University- Fortune Towne Campus during the 1st Semester of the Academic Year 2022-2023.

3.3 Research Instrument

The research instrument utilized was the Adopted and Modified Survey Questionnaire to gather the data needed for this study. When selecting an instrument, researchers look for materials that can provide the needed substantial evidence to answer the research questions and verify the materials' accuracy and validity. A survey questionnaire is a data-gathering method used to collect, analyze, and interpret the different views of a group of people from a particular sample (Bhandari, 2023). The questions were close-ended, which applies to this type of research [46].

The Adapted and Modified survey questionnaire contains Likert Scale and underwent reliability testing. The first part of the survey questionnaire contained questions concerning the profile of the respondents (Year Level and Academic Strand); the second part contained questions to determine their entrepreneurial skills using eight key indicators. The survey questionnaire was distributed through google forms.

The respondents were asked to rate the items using the following numerical and interpretation guide. The scale and verbal interpretation were summarized as follows:

Numerical Scale	Verbal Description
5	Always
4	Often
3	Sometimes

2	Rarely
1	Never

This study went through reliability testing on 30 respondents of Bacolod City College (BCC), Sum-ag Campus. They were enrolled in the Bachelor of Science in Entrepreneurship and were not considered in the survey. The data was gathered and analyzed with the help of statistical software, SPSS for analysis, and Excel for tabulations. The researchers utilized Cronbach's Alpha in determining the reliability of the research instrument.

The adapted and modified survey questionnaire was made up of eight (8) key indicators, with each key indicator containing a different number of items. The overall result of the reliability testing showed that the research instrument has a 0.938 Cronbach's Alpha, which implies that it has excellent internal consistency.

3.4 Data Gathering Procedure

The data were gathered using an adopted and modified survey questionnaire distributed via google forms. First, the researchers asked permission from the Dean of the College of Business Management and Accountancy of Carlos Hilado Memorial State University- Fortune Towne Campus to conduct the survey. Second, after securing the said letter, the researchers sought permission from the respondents. After securing the respondents' consent, the researchers gave them adequate information regarding the study and informed them of their roles and rights. The researchers then distributed the survey questionnaire. After the survey, the data was gathered and subjected to analysis.

3.5 Data Analysis Procedure

The data were collected and analyzed with the help of statistical software, SPSS for analysis, and Excel for tabulations. All the gathered data were tabulated and interpreted using the appropriate tools. Statistical tools included the frequency, percentage, mean, standard deviation, and average deviation.

For problem 1, frequency count and percentage were used in the demographic profile of the respondents, such as year level and academic strand.

For problem 2, mean, standard deviation, and average deviation were utilized to determine the respondents' entrepreneurial skills level.

The mean ratings obtained were interpreted using the following scale:

Rating Scale	Mean Range	Interpretation
5	4.51 – 5.0	Very High
4	3.51 – 4.5	High
3	2.51 – 3.5	Moderate
2	1.51 – 2.5	Low
1	1.0 – 1.5	Very Low

3.6 Ethical Considerations

All respondents must report their written acceptance regarding their participation in the research through a signed consent and briefing Letter. At the same time, sample members must ask to sign a Debriefing and Withdrawal Letter. The purpose of these letters is to reassure the respondents that they are free to discontinue their involvement in the study at any time and for any reason, and that their participation is entirely voluntary. In addition, the respondents must be made completely aware of the goals of the study and given the assurance that their responses would be kept private, utilized exclusively for the specific research, and for academic purposes. Other than that, there is no physical or psychological abuse or harm done to volunteers during the research process. The data must be permanently erased after the retention period has ended, leaving no possibility of recovery.

IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This presents the data gathered, the results of the statistical analysis done, and the interpretation of the findings. These are presented in tables following the sequence of the specific research problem regarding Entrepreneurial Skills of Bachelor of Science in Entrepreneurship Students of Carlos Hilado Memorial State University.

4.1. Profile of Bachelor of Science in Entrepreneurship (BSE) Students.

Table 1. Profile of Bachelor of Science in Entrepreneurship (BSE) Students.

	Frequency Count	Mean
Year Level		
3rd Year	43	53.75%
4th Year	37	46.25%
Total	80	100%
Academic Strand		
ABM	46	57.5%
HUMSS	4	5%
STEM	4	5%
Others	26	32.5%
Total	80	100%

As shown in Table 1, 53.75% or 43 out of 80 respondents are 3rd Year Bachelor of Science in Entrepreneurship Students. Whereas 46.25% or 37 out of 80 respondents are 4th Year Bachelor of Science in Entrepreneurship Students.

The data revealed that the most dominant academic strand that the BSE students have finished in their Senior High School is Accountancy Business Management (ABM) Strand having a total of 46 students, followed by Others with 26 students, and HUMSS as well as STEM with four students each. This confirms the study of Domingo (2020), which unveiled that the demographic variables, namely Gender, Age, Family Business Background, and Academic Strand, did not reveal a significant influence on social entrepreneurial intention. Furthermore, findings on Academic Strand showed that ABM, STEM, or HUMSS does not have a significant relationship with social entrepreneurial intention [25].

4.2. Overall Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students.

Table 2. Overall Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students

Key Indicators	Mean	Std. Deviation	Interpretation
Communication Skills	4.13	0.08	High
Discipline	4.08	0.04	High
Hard-work	4.19	0.04	High
Innovativeness	4.1	0.02	High
Leadership	3.94	0.03	High
Missionary	4.08	0.05	High
Problem-solving Skills	3.98	0.03	High
Risk-taking	4.08	0.03	High
Average	4.07	0.01	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

The result revealed that the highest entrepreneurial skills key indicator is Hard-work acquiring a mean of 4.19 and a standard deviation of 0.04, which implies a high level of entrepreneurial skill. On the other hand, the lowest entrepreneurial skills key indicator is Leadership, acquiring a mean of 3.94 and a standard deviation of 0.03. Generally, the overall average mean is 4.07 with a standard deviation of 0.01, implying that the current entrepreneurial skills of Bachelor of Science in Entrepreneurship students in the state university can be considered high. This is supported by the study by Rina et al. (2019), revealing that students who exhibit leadership and hard work are thus prepared to have an entrepreneurial spirit. This behavior will undoubtedly influence the entrepreneurial culture in the classroom and help students develop their hard and soft skills [34].

4.3. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in Communication Skills.

Table 2.1. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in Communication Skills.

Key Indicators	Mean	SD	Interpretation
1. Communicate with others and listen with an open and positive attitude.	4.36	0.69	High
2. Communicate consistently and promptly.	4.25	0.73	High
3. Careful when deciding who receives the information	4.4	0.77	High

4. Adequately express ideas, opinions, or viewpoints.	4.01	0.78	High
5. Capable of talking in front of an audience.	3.86	0.86	High
6. Capable of capturing people's attention and making them understand.	3.86	0.93	High
Average	4.13	0.08	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

Communication skills are revealed to be the second highest entrepreneurial skills key indicator, with a mean of 4.13 and a standard deviation of 0.08, which implies that the respondents have a high level of communication skills. This confirms the study assessing the students' manifestations of global competencies by Magnaye (2020), which revealed the manifestations of global competencies, including communicating effectively in English, having a comprehensive understanding of the world, having an international understanding of their specialization, and exhibiting cross-cultural sensitivity and adaptability [14].

4.4. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Discipline.

Table 2.2. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Discipline.

Key Indicators	Mean	SD	Interpretation
1. Looks for suitable methods and techniques to provide success.	4.13	0.83	High
2. Does not leave life to external factors.			
3. Always try to finish anything that has been started.	3.89	0.76	High
4. Primarily responsible for own successes and failures.	4.11	0.74	High
5. Avoids procrastination.	4.41	0.77	High
Average	3.84	0.83	High
	4.08	0.04	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

Discipline has a mean of 4.08 and a standard deviation of 0.04, which implies that the respondents have a high level of discipline. This confirms to Abaci (2022) as he described self-discipline as an important quality every successful entrepreneur must possess. It helps manage time and resources better and makes it possible to get the most out of them. Additionally, it helps improve the inner strength that can drive to make tough decisions and stick to them [32].

4.5. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Hard-work.

Table 2.3. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Hard-work.

Key Indicators	Mean	SD	Interpretation
1. Tries to do better than previous performance.	4.3	0.84	High
2. Willing to do something despite being laughed at or belittled by other people for doing it.	4.23	0.81	High
3. Always try to complete every project that has been started regardless of obstacles and difficulties.	4.2	0.83	High
4. Willing to give extra hours to ensure everything goes according to plan.	4.14	0.92	High
5. Capable of eliminating any problem with sufficient effort.			
Average	4.09	0.87	High
	4.19	0.04	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

Hard work is the highest entrepreneurial skills key indicator, with a mean of 4.19 and a standard deviation of 0.04, which implies a high level. This confirms Rina et al. (2019), who affirmed that through hard work, we gain experience; it helps us discover many new things. This experience enables us to think smartly to solve critical problems and achieve success. Since there is no shortcut to success. Hard work is the only key to achieving it; it teaches us discipline, dedication, and determination [34].

4.6. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Innovativeness.

Table 2.4. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Innovativeness.

Key Indicators	Mean	SD	Interpretation
1. Likes to challenge old ideas and applications and seek better ones.	4.04	0.83	High
2. Looks for suitable methods and techniques to provide success.			
3. Capable of evaluating opportunities.	4.16	0.84	High
4. Capable of transforming the resources into efficiency.	4.1	0.89	High
5. Open to the innovations that come up during business and studies.	4.01	0.89	High
6. Likes to improve the conventional and correct way of activities.	4.15	0.84	High
Average	4.13	0.87	High
	4.1	0.02	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

Innovativeness acquired a mean of 4.1 and a standard deviation of 0.02, which implies that the respondents have a high level of innovativeness. This confirms the study of Magnaye (2020), wherein students affirmed the need for improvements in self-confidence, creativity, patience, flexibility, courage, interest in continuous learning, perseverance, independence, resourcefulness, and self-awareness [14].

4.7. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Leadership.

Table 2.5. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Leadership.

Key Indicators	Mean	SD	Interpretation
1. Often chosen as a leader in school or professional activities.	3.74	0.91	High
2. Other people respect their own opinions.	3.94	0.89	High
3. Can convince people to overcome conflicts and work as a team.	4.03	0.87	High
4. Capable of encouraging people to perform tasks for which they are unmotivated.	3.95	0.91	High
5. Good at getting people to work well.			
6. Takes responsibility for organizing people in group work.	3.99	0.83	High
7. Good at motivating classmates	3.99	0.86	High
8. Capable of persuading people to agree on a plan.	3.98	0.89	High
Average	3.95	0.83	High
	3.94	0.03	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

Leadership is the lowest Entrepreneurial key indicator, with a mean of 3.94 and a standard deviation of 0.03. This was supported by Alvarez and Cammayo (2023), who suggested that colleges and universities prepare rigorous training and seminars related to their field of specialization, especially during their on-the-job training by enhancing their critical thinking and management/leadership knowledge and skills, helping the students to be familiar with the unusual activity for an entrepreneur graduate and developing their entrepreneurial skills to be more competitive and self-reliant [18].

4.8. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Missionary.

Table 2.6. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in terms of Missionary.

Key Indicators	Mean	SD	Interpretation
1. Does job fondly and determinedly.	4.15	0.82	High
2. Motivation and tendency to different businesses are strong.	4.11	0.84	High
3. Have the energy to do different businesses.			
4. Have a high energy level that can be maintained over time.	4.03	0.88	High
5. Put your best effort into everything that needs to be done.	3.95	0.95	High

Average	4.14	0.83	High
	4.08	0.05	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

Table 2.6 shows that missionaries acquired a mean of 4.08 and a standard deviation of 0.05, which implies a high level. This result could be explained by the fact that for Generation Z, job security may not be the most critical motivator. This finding may explain Generation Z's lack of long-term or life-long employment enthusiasm. However, it may also point to the fact that for this group, pursuing a fulfilling career can quickly become an obsession once their current position stops providing this satisfaction (Kirchmayer & Fratricová, 2020) [38].

4.9. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in Problem-solving Skills.

Table 2.7. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in Problem-solving Skills.

Key Indicators	Mean	SD	Interpretation
1. Capable of resolving conflicts and crises.	3.94	0.9	High
2. Capable of controlling tension in stressful situations.	3.96	0.93	High
3. Capable of discussing work issues through debate and consensus with others.	3.85	0.9	High
4. Capable of negotiating and reaching agreements.	4.03	0.82	High
5. Capable of successfully completing the negotiations that have been undertaken.	3.99	0.87	High
6. Trust your instinct when solving problems.	4.14	0.88	High
Average	3.98	0.03	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

Problem-solving skills acquired a mean of 3.98 and a standard deviation of 0.03, which implies that the respondents have a high level of problem-solving skills. This confirms Milwood and Maxwell (2020), who claimed that every entrepreneur has a unique style, but some problem-solving approaches are inherently more effective than others [30].

4.10. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in Risk-taking.

Table 2.8. Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship (BSE) Students in Risk-taking.

Key Indicators	Mean	SD	Interpretation
1. Believes in the advantages that a business opportunity would bring.	4.04	0.87	High
2. Taking risks in exchange for possible benefits.			
3. Decisions are not predominantly based on the comfort zone.	4.16	0.91	High
4. Believes that getting involved in situations of higher risk will create results of significant impact.	4.1	0.89	High
5. Not afraid of trying new things.	4.03	0.94	High
Average	4.08	0.95	High
	4.08	0.03	High

Note: 4.51-5.00 (Very High), 3.51-4.50 (High), 2.51-3.50 (Moderate), 1.51-2.50 (Low), 1.00-1.50 (Very Low)

Risk-taking acquired a mean of 4.08 and a standard deviation of 0.03, which implies that the respondents have a high level in the said aspect. This confirms the study of Magnaye (2020), wherein students affirmed the need for improvements in self-confidence, creativity, patience, flexibility, courage, interest in continuous learning, perseverance, independence, resourcefulness, and self-awareness [14].

V. CONCLUDING REMARKS

The Entrepreneurial Skills of a Bachelor of Science in Entrepreneurship are adequate but still need a place for enhancement and development. Hard work is the highest Entrepreneurial Skills key indicator with a mean of 4.19, which implies that the respondents have a high level of Hard-work. This confirms Rina et al. (2019), who affirmed that through hard work, we gain experience; it helps us discover many new things. This

experience enables us to think smartly to solve critical problems and achieve success. Since there is no shortcut to success. Hard work is the only key to achieving it; it teaches us discipline, dedication, and determination [34].

However, Leadership is revealed to be the lowest Entrepreneurial Skills key indicator, with a mean of 3.94. This was supported by Alvarez and Cammayo (2023), who suggested that colleges and universities prepare rigorous training and seminars related to their field of specialization, especially during their on-the-job training by enhancing their critical thinking and management/leadership knowledge and skills, helping the students to be familiar with the unprecedented activity for an entrepreneur graduate and developing their entrepreneurial skills to be more competitive and self-reliant [18].

The researchers, therefore, conclude that the Bachelor of Science in Entrepreneurship Program must take specific measures to address the current Level of Entrepreneurial Skills of Bachelor of Science in Entrepreneurship Students, particularly in Leadership Skills.

Declaration of Conflicts of Interests

The authors declared no potential conflicts of interest

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