

Students' Perception toward the BS Entrepreneurship Program

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Abstract

The study sought to understand the students' perception of the BS Entrepreneurship program. A descriptive correlation method of research was used. It was administered to the BS Entrepreneurship students enrolled during the First Semester of the School Year 2020-2021. The data were analyzed by frequency count, percentages, mean, and ANOVA. Findings revealed that the majority of the respondents were female and mostly from the second-year level. Students strongly agreed that the BS Entrepreneurship program can underpin their interest in becoming entrepreneurs and strongly disagreed that the BS Entrepreneurship program is not important because they can be entrepreneurs even without formal education. There is no significant difference in students' perceptions toward the BS Entrepreneurship program according to gender; however, there is a significant difference in students' perceptions toward the BS Entrepreneurship program according to year level. It is therefore recommended to intensify the program to make it more attractive to prospective students and widen the scope of promotion and information dissemination.

Keywords: BS Entrepreneurship, perception towards BS Entrepreneurship, student entrepreneur

Introduction

Mounting academic interest in entrepreneurship has developed together with different economic changes and development in the growth of business ventures. These economic changes and development give rise to numerous business opportunities for students who are to be the entrepreneurs of tomorrow.

This is for this reason that the Commission on Higher Education (CHED) pronounced to provide policies, standards, and guidelines for entrepreneurship education in state colleges and universities through its Memorandum Order No. 18 series of 2017. Entrepreneurship education or known as the Bachelor of Science in Entrepreneurship program is designed to equip aspiring future entrepreneurs with the necessary skills, values, and mindset that will enhance their likelihood of achieving success (CMO 18 series of 2017).

Entrepreneurship plays a crucial role in driving economic growth and development. According to Michael Camp, the Director of Research at Kauffman Center of Entrepreneurial Leadership, studying entrepreneurship has become highly popular among business students in colleges and universities. Not only are the number of graduates from these programs increasing, but they are also revolutionizing our understanding of markets, technology, and leadership in management. These graduates, driven by their own perceived opportunities, are continually setting new standards for business innovation. As a result, they are permanently transforming the competitive landscape for future enterprises. This trend can significantly heighten students' interest in pursuing education in entrepreneurship programs.

Although there are many universities in the Philippines that offer courses on entrepreneurship education, prospective students have little intention to enroll in this program.

The BS Entrepreneurship program of Eastern Samar State Universities is one of the programs which have a few numbers of enrollees. One contributing factor that led to this is that prospective students have little intention to become entrepreneurs and they perceived it to be the least program to provide a good-paying job in the future.

Hence, the aim of this study is to have a better understanding of the perception towards entrepreneurship education so as to evaluate how the program matches the needs of the students.

Objectives of the Study

The objective of this study is to assess the students' perception of the BS Entrepreneurship Program. The study specifically aims to achieve the following objectives:

1. Determine the profile of the students in terms of:
 - a. Gender
 - b. Year Level
2. Find out the perception of the students towards the BS Entrepreneurship program.

3. Find out if students' perception toward BS Entrepreneurship program varies among students according to their profile.

Significance of the Study

The result of the study will benefit policymakers, educators in entrepreneurship programs, and students.

The university's policymakers can use the study's result to better understand students' intentions and how they perceived Entrepreneurship Education to promote policy on strengthening and/or enhancing the students' entrepreneurial skills and competence to achieve success.

The educators in entrepreneurship programs can use the result of the study to improve teaching strategies to ignite the interest of the students toward Entrepreneurship.

Lastly, the students of the program can benefit from the study of the improvements introduced by the policymakers and educators in the entrepreneurship program.

Literature Review

Entrepreneurship education conveys entrepreneurial knowledge, skills (Sexton and Smilor, 1997), and the ability to recognize commercial opportunities (Mauchi, et. al., 2011) to create business ventures. It also provides a mentality of an entrepreneur to develop growth-oriented businesses (Postigo and Tomborini, 2002). Thus, entrepreneurship education is a tool or means to transfer and facilitate knowledge, skills, abilities, and opportunities for students to become an entrepreneur.

Career prospects often influence students' program choices in college as they seek opportunities for future employment. While entrepreneurship education is commonly associated with creating self-employment opportunities, it also equips graduates with the skills and knowledge to engage in income-generating ventures in case traditional job opportunities are limited (Bassey and Archibong, 2005).

At present, there are a lot of schools that offer BS Entrepreneurship Program as a program that provides entrepreneurship education; however, despite this, there has been a slow response to students' interest. The greater opportunities of entrepreneurship earmarked the less interest of students to have a formal education in that field. This has been a challenge to all schools on how to increase the number of students enrolled in this field of specialization.

The way students perceived the entrepreneurship program paved the way for students to undertake an entrepreneurship education.

According to Olszewska (2015), Finnish students opt to pursue entrepreneurship as a potential career path, although it may not be

widely viewed as a highly appealing option. Conversely, in Europe, graduates recognize the value of an entrepreneurship program in terms of boosting their confidence, expanding their network, acquiring essential business skills and knowledge, and making progress in implementing their business ideas (Henry, Hill & Leitch, 2003).

Bakheet (2018) highlighted that students actively seek out business education that equips them with the fundamental knowledge of entrepreneurship necessary for starting their own ventures (Henry, 2004). As a result, upon graduation, these students often transition into entrepreneurial roles and play a significant part in the development of new businesses.

Bakheet (2018) introduced the Theory of Planned Behavior, which suggests that entrepreneurial intentions are influenced by perceived desirability, perceived propensity, and perceived credibility. The desire to become an entrepreneur, personal inclination towards self-reliance, and income prospects are identified as crucial motivating factors for students aspiring to be self-employed.

Methodology

The study employed a descriptive-correlation research method and focused on BS Entrepreneurship students enrolled in the First Semester of the School Year 2020-2021. Out of 231 enrolled students, 145 were selected as respondents using Slovin's formula. The questionnaire consisted of three parts: student profiles (gender and year level), perception of entrepreneurship education, and entrepreneurial intent. Data on students were obtained from the Registrar's Office, and the questionnaire was distributed via Messenger and email. Frequency count and percentage were used to analyze data for the first objective, while mean was utilized for the second and third objectives. For the fourth objective, t-tests and ANOVA were employed for data analysis.

Result and Discussion

Table 1: Profile of the students

	F (n = 110)	%
Gender		
Female	79	71.82
Male	31	28.18
Year Level		
First year	28	25.45
Second year	51	46.37
Third year	30	27.27
Fourth-year	1	0.91

Table 1 shows the profile of the students. It revealed that the majority of the students are female (71.82%). The most numbered students who responded were from the second year (46.37%) and the least were from the fourth year (0.91%).

There were only 110 (75.86%) students responded out of 145 respondents. Fincham (2008) pointed out that a response rate approximating 60% for most research should be the goal of the researcher.

Table 2: Perception towards BS Entrepreneurship Program

Indicator	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Interpretation
1. BS Entrepreneurship made me interested to become an entrepreneur.	79	24	6	1		4.65	Strongly Agree
2. BS Entrepreneurship will help me develop my sense of entrepreneurial attitude.	61	45	2	1	1	4.49	Strongly Agree
3. BS Entrepreneurship is not important because I can be an entrepreneur even without formal education.	7	9	35	34	25	2.45	Disagree
4. BS Entrepreneurship leads to greater opportunities and career options.	70	35	2	2	1	4.55	Strongly Agree
5. BS Entrepreneurship will enhance my ability to create wealth.	61	35	9	4	1	4.37	Strongly Agree
6. BS Entrepreneurship is a program for students with business experience.	21	13	36	32	8	3.06	Neutral
7. BS Entrepreneurship is for students having the capacity to do business.	41	22	28	18	1	3.76	Agree
Overall						3.67	Agree

Table 2 shows the perception of students toward the BS Entrepreneurship Program. It can be gleaned that the majority of the student strongly agreed that the, “*BS Entrepreneurship made me interested to become an entrepreneur*”. However, most students strongly disagreed by the student that, “*BS Entrepreneurship is not important because I can be an entrepreneur even without formal education*”.

In addition, students perceived that the, “*BS Entrepreneurship made me interested to become an entrepreneur*” marked the highest mean of 4.65 and interpreted as Strongly Agree. However, students perceived that the, “*BS Entrepreneurship is not important because I can be an entrepreneur even without formal education*” marked the lowest mean of 2.45 interpreted as Disagree. Overall, students’ perception toward BS Entrepreneurship program is 3.67 interpreted as Agree.

Table 3: Students’ perception toward BS Entrepreneurship Program varies among students according to their profile.

	Mean	SD	p-value
Gender			
Female	3.87	0.23	0.18
Male	4.00	0.21	
	F	F crit	p-value
Year Level	21.80439	2.572712	0.0000000523

Table 3 shows the difference in students’ perception toward the BS Entrepreneurship Program according to their profile. A t-test result shows that there is no significant difference in students’ perception toward the BS Entrepreneurship program according to their gender ($p = 0.18 > 0.05$). In addition, ANOVA results show that there is a significant difference in student’s perception toward the BS Entrepreneurship program according to their year level ($p=0.0000000523 < 0.05$).

Summary, Conclusion, and Recommendation

Summary

The study aimed to evaluate the perception of students towards the BS Entrepreneurship Program. A descriptive – correlation study was utilized in the study. 147 BS Entrepreneurship students were the respondents but only 110 students responded to the survey. A researcher-made questionnaire was used to gather and analyze the data. The data were analyzed by frequency count, percentage, mean, T-test, and ANOVA. Findings revealed the following:

1. Out of 110 students who have responded to the survey, 79 were females and 31 were males. They were distributed as

follows: 28 from the first year, 51 from the second year, 30 from the third year, and 1 was the fourth year.

2. The students strongly agreed that the BS Entrepreneurship made them interested to become an entrepreneur with a mean of 4.65. However, they strongly disagreed that BS Entrepreneurship is not important because they can be entrepreneurs even without formal education with a mean of 2.45. Overall, students' perception toward BS Entrepreneurship program is 3.67 interpreted as Agree.
3. There is no significant difference in students' perception toward the BS Entrepreneurship program according to their gender at a significance level of 0.05 ($p = 0.18 > 0.05$). However, there is a significant difference in student's perception toward the BS Entrepreneurship program according to their year level at a significance level of 0.05 ($p=0.000000523 < 0.05$).

Conclusion

Most respondents were female and second-year students, who strongly agreed that the BS Entrepreneurship program can support their entrepreneurial interests. They disagreed that formal education is not necessary for entrepreneurship. There was no significant difference in students' perceptions based on gender, but a significant difference was observed at the year level.

Recommendation

It is recommended to enhance the program's attractiveness to prospective students, expand promotion and dissemination, prioritize the program's resources, and conduct research to improve the curriculum, practices, and student attitudes toward BS Entrepreneurship.

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