

Entrepreneurial Behavioral Characteristics of Business Students

Mary Catleya P. Caraig

Guanella R. Gaviño

Chelsea Elaine Manalo

Lennart Christian P. Orijola

*College of Business and Management
Students*

Dr. Maritoni Carnela C. Matibag

SPC Collegiate Faculty

Co-Author

Entrepreneurial behavioral characteristics (EBCs) pertain to the skills, traits, and attributes of the individual usually identified with successful entrepreneurs. These characteristics equip individuals to be successful in venturing into a business. Entrepreneurial characteristics play a significant role in promoting creativity, stimulating economic development, and helping them manage the challenges in the business sector effectively. The objective of the study is to explore the entrepreneurial characteristics present in Bachelor of Science in Business Administration (BSBA) students. The study utilized a quantitative descriptive research method, based on Personal Entrepreneurial Competencies (PECs) and other related studies. According to the result, students majoring in BSBA during Academic Year 2023–2024 displayed a middle level of entrepreneurial behavior in all three domains: realizing, planning, and power. Students demonstrated strengths in exigencies of quality, goal definition, planning, and data search; however, some characteristics are still improvable, such as persistence, commitment, and taking calculated risks. This study highlights both the entrepreneurial potential of the characteristics and the areas for improvement among business students.

Keywords: Entrepreneurial Behavioral Characteristics, Business Students, Personal Entrepreneurial Competencies

Introduction

Entrepreneurship has become a vital driver of innovation, economic development, and organizational competitiveness in today's rapidly changing global environment. As industries face increasing complexity, uncertainty, and technological advancement, individuals are expected to demonstrate entrepreneurial thinking, adaptability, and initiative—not only as business founders but also as contributors within organizations. In this context, the development of entrepreneurial behavioral characteristics (EBCs) among students, particularly those enrolled in business-related programs, has gained increasing attention in higher education.

Entrepreneurial behavioral characteristics encompass a set of skills, attitudes, and behaviors such as opportunity recognition, risk-taking, persistence, goal setting, planning, and independence that enable individuals to identify opportunities and transform ideas into value-creating actions. These characteristics are essential for success in competitive sectors like business, where innovation and strategic decision-making are critical. Recognizing and nurturing these traits at an early stage is especially important for Bachelor of Science in Business Administration (BSBA) students, as they are being prepared for leadership, management, and entrepreneurial roles in the future.

Higher education institutions play a crucial role in fostering entrepreneurial competencies through curriculum design, experiential learning, and supportive learning environments. Entrepreneurial education has been shown to influence students' self-efficacy, creativity, and problem-solving abilities, equipping them with the mindset needed to respond effectively to real-world challenges. However, despite the recognized importance of entrepreneurship education, there remains uncertainty regarding the extent to which BSBA students possess and demonstrate

entrepreneurial behavioral characteristics that will enable them to thrive in practical and professional settings.

Given this concern, it is essential to assess the entrepreneurial behavioral characteristics of business students to identify their strengths and areas for improvement. Such assessment provides valuable insights for educational institutions in designing targeted programs and initiatives that strengthen entrepreneurial competencies. In this regard, the present study seeks to examine the entrepreneurial behavioral characteristics of BSBA students at San Pablo Colleges across the domains of realization, planning, and power. By understanding students' perceptions of their entrepreneurial behaviors, the institution can better support the development of skills and attitudes necessary for entrepreneurial success and long-term career achievement.

Method

The study employed a quantitative descriptive research design to assess the entrepreneurial behavioral characteristics (EBCs) of Business Administration students at San Pablo Colleges without testing hypotheses or making comparisons. Convenience sampling was used to select participants based on availability and willingness. The respondents consisted of 57 first- to third-year BSBA students during Academic Year 2023–2024 (21 first-year, 16 second-year, and 20 third-year students). Although Slovin's formula indicated an ideal sample size of 84 from a population of 106 students, the study proceeded with 57 respondents due to time and availability constraints, which was acknowledged as a limitation.

Data were gathered through a survey questionnaire administered from June to July 2024, with approval from the Dean and course professor. The instrument used was the Personal Entrepreneurial Competencies (PECs) questionnaire, adapted from Management Systems International (MSI) and related studies. It

contained 55 items rated on a 5-point Likert scale (1–Never to 5–Always) to measure entrepreneurial competencies and behaviors.

Data analysis involved computing scores for ten EBC dimensions using prescribed scoring formulas, including reverse-scored items and a correction factor to control for response bias. Scores were interpreted as Strong, Moderate, or Weak based on standardized PEC mean score ranges. Ethical considerations included voluntary participation, informed consent from authors and respondents, confidentiality of data, and compliance with the Data Privacy Act of 2012.

Results and Discussion

The findings reveal that Business Administration students across first to third year exhibit a generally moderate level of Entrepreneurial Behavioral Characteristics (EBCs) in all three domains assessed: Realization, Planning, and Power.

In the Realization domain, which includes opportunity seeking, persistence, commitment, quality exigence, and calculated risk-taking, all characteristics were rated at a moderate level across year levels. Among these, exigence of quality obtained the highest mean score, indicating that students consistently strive to produce quality outputs. In contrast, persistence recorded the lowest mean score, particularly among first-year students, suggesting a need to further strengthen students' ability to sustain effort when facing challenges. Overall, the results suggest that while students demonstrate essential realization-related behaviors, these traits are still developing.

For the Planning domain, students showed relatively stronger performance compared to other domains. Goal definition and search for data reached a strong level among first-year students, reflecting their ability to set clear goals and actively gather information for decision-making. However, these competencies declined slightly to a moderate level among higher-year students.

Planning skills were consistently rated as moderate across all year levels, indicating adequate but improvable abilities in organizing tasks, monitoring progress, and managing responsibilities. These results imply that planning-related competencies are present but may require sustained reinforcement as students advance academically.

In the Power domain, which includes persuasion and independence, all year levels obtained identical moderate scores. This indicates that students possess basic abilities to influence others and make independent decisions, though these skills have not yet reached a strong level. The consistency of results across year levels suggests limited progression in power-related entrepreneurial behaviors as students move through the program.

Overall, the combined results show that all EBC domains fall within a moderate level, with the Planning domain emerging as the strongest among the three. While BSBA students demonstrate foundational entrepreneurial behaviors, the findings highlight the need for targeted interventions, activities, and instructional strategies to further strengthen persistence, independence, persuasion, and advanced planning skills to better prepare students for entrepreneurial endeavors.

Conclusion

This study concludes that first to third-year BSBA students of San Pablo Colleges, for the academic year 2023–2024, display moderate entrepreneurial behavioral features in all three key domains: realization, planning, and power. Of the ten major characteristics, students demonstrated strong skills in exigencies of quality, goal definition, and data search, showing a clear commitment to excellence and following concrete goals. Yet, the areas of persistence, planning, execution, and independence require more development, according to the results. Overall, the results reveal that BSBA students possess basic entrepreneurial skills,

which, if improved, can guide future interventions focusing on the ten EBCs key to entrepreneurial success.

References

- Cui, Jun. 2021. The Influence of Entrepreneurial Education and Psychological Capital on Entrepreneurial Behavior Among College Students. *Frontiers in Psychology*. Volume 12. doi: 10.3389/fpsyg.2021.755479.
<https://orcid.org/0000-0002-7338-1022>
- Dada, A. E., Begbuyi, O. A., and Ogbari, M. E. 2023. Investigating the Influence of Entrepreneurial Behaviour and Innovation among Undergraduate Students of Selected Universities in Southwest Nigeria. *Administrative Sciences* 13(9), 192
- De Moraes, G. H., Iizuka, E. S., and Pedro, M. 2018. Effects of entrepreneurial characteristics and university environment on entrepreneurial intention. *Revista De Administração Contemporânea*, 22(2), 226–248.
<https://doi.org/10.1590/1982-7849rac2018170133>
- Drexel University. 2022. The Importance of Entrepreneurship Education. <https://drexel.edu>
- Duyan, K. R. (2019). Personal Entrepreneurial Competencies of the Business Students at Kalinga State University: A Basis for Enhancement of Teaching Strategies and Development of Program Structure. *Indian Journal of Science and Technology*, 12(44).<https://doi.org/10.17485/ijst/2019/v12i44/146913>

- El Harti. 2024. What are entrepreneurial skills and how do I build mine?.
<https://www.uottawa.ca/current-students/news-all/what-are-entrepreneurial-skills-how-do-i-build-mine>
- Holienka, M., Holienková, J., and Gál, P. 2015. Entrepreneurial characteristics of students in different fields of study: a view from entrepreneurship education perspective. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 63(6), 1879-1889. doi: 10.1118/actaun201563061879
- King, L. M. 2021. An entrepreneurial mindset: Not just for entrepreneurs. *Dissertations*, 2020-current. 59.
<https://commons.lib.jmu.edu/diss202029/59>
- Passavanti, Carmine et.al. 2023. The evolution of student entrepreneurship: State of the art and emerging research direction. *The International Journal of Management Education*. Volume 21. Issue 2.
<https://doi.org/10.1016/j.ijme.2023.100820>
- Schneider Locatelli, D. R. S., Mourão, P. J. R., & Silva, R. (2021). Lusophone Entrepreneurship: Analysis of Entrepreneurial Behavioural Characteristics in Brazilian and Portuguese Universities. *Sustainability*, 13(8), 4568.
<https://doi.org/10.3390/su13084568>
- Testbook. (2023). Entrepreneurial behaviour – Definition, characteristics, & factors. *Testbook*.
<https://testbook.com/ias-preparation/entrepreneurial-behaviour>

Villena, D., 2018. HOW TO: Identify your Personal Entrepreneurial Competencies. Institute for Small-Scale Industries.<https://beta.entrepreneurship.org.ph/2018/08/09/how-to-identify-your-personal-entrepreneurial-competencies>