



## **Entrepreneurial Mindset of Non-Business**

### **Administration Students of Baguio Central University**

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**Abstract**— This research, conducted at Baguio Central University in the academic year 2023-2024, employs a mixed-methods approach to delve into the entrepreneurial mindset of 64 non-BSBA students. The findings uncover a multifaceted landscape, delineating strengths, areas for improvement, and a positive attitude within the participant cohort. The study emphasizes the critical role of targeted interventions in bolstering problem-solving skills and confidence, with the entrepreneurial mindset serving as a catalyst for nurturing an innovative and adaptable culture. Moreover, the research identifies a significant void in formal entrepreneurship training for non-BSBA students, leading to recommendations for program enhancements. The study urges the University to acknowledge the impact of an entrepreneurial mindset, proposing strategies such as heightened awareness, improved accessibility, and recognition of non-formal learning experiences. These measures aim to bridge the recognized gap, endowing students with essential skills for entrepreneurial success. Additionally, the study underscores the substantial enthusiasm of non-BSBA students for entrepreneurship and impactful endeavors. It accentuates the transformative potential of aligning educational offerings with their aspirations, suggesting that by recognizing the influence of an entrepreneurial mindset, the University can harness this enthusiasm, fostering a more innovative and purpose-driven educational environment. The research employs a mixed-methods approach, incorporating quantitative survey questionnaires and focus group discussions.

**Keywords**— entrepreneurship, entrepreneurial mindset, business, non-BSBA, entrepreneur.

## **INTRODUCTION**

Entrepreneurial thinking may be considered as the development of an entrepreneurial mentality and can be judged by how mature an individual is on several personality and skill-based aspects. The desire to launch a firm or pursue entrepreneurship is only one aspect of entrepreneurial thinking; it also includes how one views their own skills and aspirations in life. Entrepreneurial thinking is rooted in abilities including creativity, vision, concept valuation, and opportunity recognition (Higdon, 2005; Kauffman Foundation, 2008; World Economic Forum, 2016). These skills, along with other transferable higher education outcomes, are essential for success throughout one's life, regardless of professional choice. The competencies linked to cultivating an entrepreneurial mentality are critical for personal achievement in the global context of the twenty-first century (Bacigalupo et al. 2016).

Employers and the general public still want college graduates to be adept in these areas, yet several employer polls reveal that graduates still lack higher order skills like critical thinking and entrepreneurship. The top abilities required for job preparedness, according per the National Association of Colleges and Employers 2019 Job Outlook



Survey, are problem solving and critical thinking. These two skills are closely linked to entrepreneurial thinking. Employers consider these qualities to be most important for job success and highly wanted, yet they only evaluate recent graduates as "somewhat proficient" when it comes to displaying these skills (National Association of Colleges and Employers, 2019).

Additionally, according to research conducted by the Society for Human Resource Management (2019), more than half of employers saw that candidates lacked soft skills including creativity, problem-solving, and the capacity to handle complexity and ambiguity. According to Liu (2019), Udemy, an online learning platform utilized by more than 4,000 firms, the two most crucial soft skills for employee performance nowadays are cultivating creativity and adopting a growth mindset, both of which are aspects of entrepreneurial thinking, when it comes to career success. Employers are always on the lookout for those who can generate fresh concepts and apply solutions in relevant ways. Even with the development of technology, soft skills like these are still necessary for success in both the individual and the business. Possessing a growth mindset also entails wanting to learn new things all the time and being open to changing with an ever-expanding understanding of what to do and how to do it. An entrepreneurially-minded graduate would live up to these ideas and excel in areas pertaining to human qualities that technology cannot match.

Understanding the entrepreneurial mindset among non-business administration students is essential for several reasons. First, these students bring diverse perspectives, skills, and knowledge from their respective disciplines, potentially enriching entrepreneurial ecosystems (Strimel, Kin, & Bosman, 2019). Second, as the global economy evolves, interdisciplinary collaboration becomes increasingly prevalent, necessitating an exploration of how individuals from non-business backgrounds approach entrepreneurship (Sirelkhatim & Gangi, 2015). Third, identifying the factors influencing the entrepreneurial mindset in non-business students could inform educational strategies and interventions that promote entrepreneurial thinking across various academic disciplines (Suskie, 2018).

The study focusing on the entrepreneurial mindset of non-business administration students at Baguio Central University reveals a research gap concerning effective interventions to enhance this mindset within the specific student group. There is an opportunity for research to delve into the impact of tailored educational programs, mentorship initiatives, or experiential learning opportunities on fostering entrepreneurial thinking among non-business students. Additionally, the examination of context-specific factors influencing the entrepreneurial mindset in the Baguio Central University setting remains limited.

Furthermore, a gap exists in understanding the long-term outcomes and career trajectories of non-business administration students who develop an entrepreneurial mindset. Investigating whether this mindset translates into actual entrepreneurial activities, innovative career paths, or intrapreneurial roles could contribute to a more comprehensive understanding of the impact of entrepreneurial thinking on the career development of non-business students at Baguio Central University.



Despite the growing importance of cultivating an entrepreneurial mindset in non-business students, gaps persist in understanding the specific challenges, motivations, and contextual factors that influence their entrepreneurial orientation. This study aims to address this gap by investigating the entrepreneurial mindset among non-business administration students, contributing valuable insights to both academic discourse and educational practices in fostering entrepreneurship beyond traditional business disciplines.

## **REVIEW OF RELATED LITERATURES**

Teaching someone to develop a mindset and how to think differently about life is not a linear one-way process. It would be ineffective for a student to passively listen or read about developing an entrepreneurial mentality; they must actively engage in the process of learning, practice the skills, and reflect on their capabilities. A course with an outcome of gaining an entrepreneurial mindset cannot assess students on simply memorization or recall on multiple choice exams. Students must be able to demonstrate the mindset and skills, which can effectively be achieved through active experimental learning activities.

### ***Kolb's Theory of Experiential Learning***

Learning is not a linear process but a cycle through which knowledge is created; it is a holistic progression of adaptation to the world (Kolb & Kolb, 2005; Kolb & Kolb, 2014). Experiential Learning Theory (ELT) dictates that learning is an ongoing cycle of grasping concrete experiences upon which the learner observes and reflects, then forms an abstract conceptualization or hypothesis which is actively experimented on and tested (Kolb, 1984). The experience plays a vital role in the learning process as it provides the opportunity for individuals to explore their strengths and manage their emotions while transforming the experience into knowledge (Kolb, 1984).

The ELT four mode cycle begins with encountering a new concrete experience or engaging in a new version of an existing experience (Kolb, 1984). The individual then participates in reflective observation of the experience, noting anything of importance or any inconsistencies with what they previously understood to be true. After this reflection, abstract conceptualization occurs where learning from the experience takes place and new ideas or concepts are formed. The fourth mode is active experimentation where the learner plans out and applies their new ideas to the world around them (Kolb, 1984).

This experiential learning process has been widely used for decades in literature regarding business management and postsecondary education in general as reported in previous meta-analytical and conceptual research on the topic (Hickcox, 1991; Iliff, 1994, Selznick, 2019). Student centered, hands-on learning is at the root of ELT where the student directly experiences the content instead of merely reading or hearing about it.

The use of student-centered approaches such as case studies, simulations, role plays, and games is paramount, but the learner must not only have a concrete experience and think about and analyze an issue, but also observe and reflect on the experience and then actively experiment upon their thoughts (Kolb & Kolb, 2014).



Within the entrepreneurial education literature, ELT is often used as a basis to establish best practices in pedagogical approaches (e.g., Higgins et al., 2019; McCord et al., 2018; Parris & McInnis-Bowers, 2017). Both entrepreneurship and entrepreneurial thinking require active participation in the learning process and relating concepts to the student's real-world environment (Higgins et al., 2019). When faced with a real, complex problem, students must engage in entrepreneurial thinking to overcome the stressful nature of the issue, contextualize the problem, and evoke meaningful change (Higgins et al., 2019). As such, the four cyclical modes of experiential learning can and should be used to engage in entrepreneurial thinking and critical problem solving. Course related exercises to encourage such action based entrepreneurial thought processes are not limited to in-class experiences and could include community-based activities, service-learning assignments, study abroad, and internships (Higgins et al., 2019).

Acquiring and making use of knowledge is a process, as is entrepreneurial thinking and action. Students must be dynamically involved in the learning process and not passive listeners. ELT allows students to actively take in a new experience, reflect, conceptualize, and then take action (Parris & McInnis-Bowers, 2017). In developing an entrepreneurial 'business not as usual' course curriculum, these design principles can be used to challenge students' assumptions and to stimulate creative solution seeking (Parris & McInnis-Bowers, 2017). Whether an entrepreneurial course is based on creating a new business or creating a new way of thinking, students should be constantly challenged to embrace novel concepts and ideas. ELT can be used to create activities and assignments that encourage students to immerse themselves in the experience, question the status quo, and explore pros and cons of their choices to make a positive difference (Parris & McInnis-Bowers, 2017).

### ***Social Cognitive Theory***

According to Bandura (1986) as cited by Watkins and Watkins (2012) that applied to entrepreneurial mindset in non-business administration students, Social Cognitive Theory suggests that exposure to entrepreneurial role models, successful entrepreneurs, or engaging in entrepreneurial activities through educational interventions can shape the mindset of these students. Observing others who have successfully navigated entrepreneurial challenges may enhance self-efficacy—the belief in one's ability to succeed—which is a key component of the entrepreneurial mindset.

### ***Theory of Planned Behavior***

According to Aijen (1985) as cited by Salvador (2016) that the Theory of Planned Behavior is relevant to understanding how attitudes, subjective norms, and perceived behavioral control influence individuals' intentions and behaviors. In the context of non-business students, this theory could shed light on how their attitudes toward entrepreneurship, perceived social norms related to entrepreneurial activities, and their confidence in their ability to engage in entrepreneurial behavior contribute to the development of an entrepreneurial mindset. The conceptual framework for this study integrates five key concepts: entrepreneurial mindset, entrepreneurial education, creativity, self-efficacy, and future career aspirations. The framework explores the relationships and interactions among these elements to better understand the holistic development of individuals within the entrepreneurial context.





Entrepreneurial Mindset. Positioned as the central focus, entrepreneurial mindset represents the foundation of the framework. It encompasses attitudes, beliefs, and cognitive processes that drive entrepreneurial thinking and behavior. This mindset is influenced by various factors, including entrepreneurial education, creativity, self-efficacy, and the individual's intrinsic motivations.

Entrepreneurial Education. Surrounding the entrepreneurial mindset is the sphere of entrepreneurial education. This component includes formal and informal educational programs designed to impart knowledge, skills, and attitudes essential for entrepreneurship.

Entrepreneurial education acts as a catalyst for shaping and refining the entrepreneurial mindset, providing individuals with the tools to identify opportunities and navigate the challenges of entrepreneurship.

Creativity. Interconnected with both entrepreneurial mindset and education is creativity. Creativity is regarded as a vital element in the entrepreneurial process, influencing the generation of innovative ideas and solutions. Entrepreneurial education is expected to foster creativity, contributing to the development of a dynamic and adaptive entrepreneurial mindset.

Self-Efficacy. Self-efficacy, situated adjacent to entrepreneurial education, refers to an individual's belief in their capability to execute tasks and overcome challenges. Entrepreneurial education and experiences are anticipated to enhance self-efficacy, empowering individuals to apply their knowledge and skills in entrepreneurial endeavors. A strong sense of self-efficacy is hypothesized to positively influence the development and application of an entrepreneurial mindset.

Future Career Aspirations. Positioned at the outer layer of the framework, future career aspirations represent the overarching goal of the individual within the entrepreneurial context.

This component reflects the potential outcomes of the developed entrepreneurial mindset, shaped by entrepreneurial education, creativity, and self-efficacy. Successful integration of these elements is expected to lead to aspirations aligned with entrepreneurial ventures, innovative career paths, or intrapreneurial roles within established organizations.

The theoretical and conceptual framework offers a dynamic perspective on the interconnectedness of the different theories and concepts, providing a basis for investigating how entrepreneurial education, creativity, and self-efficacy contribute to the development of an entrepreneurial mindset and, subsequently, influence individuals' future career aspirations.

## **METHODOLOGY**

This chapter presents the research design, locale and population of the study, data gathering tool, reliability and validity of the instrument, data gathering procedure and statistical treatment of the data.



**Research Design**

The researcher will use mix method and descriptive survey research design. This method was utilized because it is a procedure in quantitative and qualitative research in which the researcher uses a survey questionnaire to describe the opinions, attitudes, behaviors or characteristics of the population and a guided interview (Creswell, 2014).

Furthermore, this type is suitable whenever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects.

The word survey signifies the gathering of data regarding the present conditions. A survey is useful in providing the value of facts and focusing attention on the most important things to be reported, (Paler- Calmorin,2007).

**Locale and Population of the study**

The researcher will conduct the study at Baguio Central University targeting non-business administration students from different departments. The simple random sampling will be use in selecting the samples of the study to determine the size. The Slovin's formula will be used:  $n = \frac{N}{1 + Ne^2}$ .

Where: n= no. of samples    N= total population    e=error margin/margin error

**Table 1: Distribution of Respondents**

Non-Business Administration Departments of BCU	Number of Students
College of Engineering	11
College of Nursing and School of Midwifery	12
College of Criminal Justice Education	14
College of Teacher Education and Liberal Arts	15
College of Hotel and Tourism Management	12
<b>Total</b>	<b>64</b>

**Data Gathering Instrument**

The questionnaire is the main instrument in gathering the needed data in the study. It will be supplemented by informal interview, observation and library readings. The focus of all instruments is to gather data and information to answer the specific problems.

The survey questionnaire is based from the questionnaire of The Organization for Economic Cooperation and Development (OECD) in the study BGP Entrepreneurship in Education (2023). Suggestions and comments by the panels were integrated in the final draft of the questionnaire.

**Reliability and Validity of the Instrument**

The questionnaire was reliable because it was adopted from previous studies of OECD (2023).



### ***Data Gathering Procedure***

The needed permission to administer the questionnaire to the target respondents will be obtained from the Director of University Research and Development Center of Baguio Central University. This is presented to the different deans of the different departments to request permission to administer the questionnaires. The researcher will personally administer the questionnaire, through some teachers and deans. Informal interview will be conducted to some teachers during the retrieval of the questionnaires.

### ***Statistical Treatment of the Data***

The data will be collected, will be tallied, tabled and subjected to descriptive and inferential statistics. Respondents' answers will be tallied and frequency counts, weighted mean, ranking and t-test will be use. The weighted mean will be used to determine the weights of respondents for each item. The t-test will be used for hypothesis testing. This test by Downie (1984) determine the significance between the observation of the respondents on the variables of the study.

The formula is:

Where:

tc= computed t-value

S2 = standard error of the difference means df d= degree of freedom

N = number of condition

### ***Ethical Considerations***

Before conducting the proposed study, the researcher shall undertake the following procedures to ensure ethical considerations in the conduct of a research. The researcher will secure first the written permission to administer the researcher instruments from the school authorities of the intended informants of the study and a letter shall accompany the survey/research instruments to be given to the target respondents/informants/subjects indicating among others; to wit: 1) the participants identity will not be divulged in the current study compliance to the provisions of the Data Privacy Law; 2) all information and data from the participants/respondents; 3) When the respondents will answer the survey questionnaires/instruments, that means they agree to participate in the study as respondents; 4) the responses in the questionnaire/ instrument will be presented in aggregate form and not as individual perceptions; and, 5) the research to be conducted is primarily for the intended purposes only. The researcher will declare that all materials/findings borrowed from other sources are included in his/her thesis will be properly acknowledged.

## **RESULTS AND DISCUSSIONS**

The results showed that the age bracket of 19 to 22 college students yields significant insights with profound implications for the University, especially in the context of this study which is focused on the entrepreneurial mindset of non-BSBA students. This specific age group is undergoing a pivotal transitional phase from late adolescence to early adulthood, marked by notable personal and cognitive development. The identified entrepreneurial mindset within this demographic is likely a product of heightened independence, exposure to



diverse perspectives, and the pursuit of individual and career aspirations. Acknowledging and understanding these nuanced factors is imperative for the strategic customization of entrepreneurial education initiatives to align seamlessly with the distinctive characteristics of individuals aged 19 to 22.

On the front of entrepreneurial education, the survey's revelation of a significant disparity in formal training, with 23 respondents having received formal education and 41 lacking such exposure, emphasizes a potential gap in entrepreneurial knowledge and skills within this age group. This underscores the urgent need for the school as well as other departments to bolster entrepreneurial education programs, ensuring that individuals are well-prepared for the challenges and opportunities inherent in entrepreneurial ventures. Additionally, the survey signals a potential lack of awareness or access to entrepreneurial education, demanding heightened efforts in promoting awareness and ensuring accessibility to such programs.

In the study of Tough (2016) sought a critical aspect that the acknowledgment and valuation of non-formal entrepreneurial learning experiences, often acquired through self-learning or mentorship. These practical skills, gained outside traditional formal education, need recognition and utilization to create a more inclusive entrepreneurial ecosystem (Salvador, 2016). Thus, the school and employers should strategically leverage these experiences to foster a supportive environment that values diverse pathways to entrepreneurial competence. The survey serves as a catalyst for addressing the diversity in entrepreneurial education, encouraging the creation of a comprehensive and supportive environment that incorporates both formal and informal learning pathways, thus providing a foundation for the cultivation of a thriving entrepreneurial mindset within higher education (Schlosser and Scarr, 2016).

#### ***Entrepreneurial Mindset of non- BSBA students along Entrepreneurial Education***

The table 2 illustrates the results of a survey aimed at evaluating the entrepreneurial mindset of students not pursuing a Bachelor of Science in Business Administration (BSBA along entrepreneurial education). Upon analysis, the findings shed light on the entrepreneurial mindset of non-BSBA students. In terms of their comfort with taking risks, it is apparent that while there is a general inclination towards risk-taking, the low degree of agreement which is disagree (D) suggests that this trait may not be a dominant characteristic among the respondents. Moving to openness to new ideas and opportunities, the data reveals a noteworthy strength, with the highest agreement (A) of 4.20 indicating a significant positive inclination among non-BSBA students. When students were asked about the influence of these, one respondent ascribed that:

"Sobrang saya at fulfilling yung malaman mong hindi lang sa business course makakakita ng mga nagiging entrepreneurs. Kahit sa field ko, sa sciences, may entrepreneurial mindset rin pala kami na pwede naming i-apply. Grabe yung impact ng entrepreneurial education sa pagbukas ng isipan ko sa mga possibilities."

(It's so fun and fulfilling to know that not only in the business course can you see people who become entrepreneurs. Even in my field, in the sciences, we also have an entrepreneurial mindset that we can apply. The impact of entrepreneurial education is great in opening the mind. I to the possibilities.)





However, when it comes to proactive problem-solving, the findings suggest a potential area for improvement. The low weighted mean which is disagree (D) imply that non-BSBA students may not exhibit a high level of proactivity in entrepreneurial mindset.

**Table 2: Entrepreneurial Mindset of non- BSBA students along Entrepreneurial education**

INDICATORS	5	4	3	2	1	TOTAL	WM	DE
<b>I am comfortable with taking risks.</b>	5	2	2	34	21	128	2.00	D
<b>I am open to new ideas and opportunities.</b>	24	31	5	5	0	269	4.20	A
<b>I am proactive in solving problems.</b>	12	6	4	16	26	154	2.41	D
<b>I am confident in my ability to succeed in various settings.</b>	0	6	21	33	4	157	2.45	D
<b>I am future-oriented and always looking for new challenges and opportunities.</b>	12	6	14	21	11	179	2.80	SAD
<b>OVM</b>						13.86	2.77	SAD

Similarly, in terms of confidence in success, the data indicates a lack of strong confidence among non-BSBA students, as reflected in the low scores and disagree (D). Furthermore, regarding future orientation and seeking challenges, the data reveals mixed sentiments among non-BSBA students, as indicated by the somewhat agree or disagree (SAD). When asked about the influence of this to the students, a respondent answered that:

"Yung mga skills na natutunan namin sa entrepreneurial education, parang nagiging advantage namin sa mga projects at challenges, aaminin namin na kulang pero at least mayroon. Hindi lang siya para sa business world, kundi applicable rin siya sa iba't ibang larangan."

(The skills we learned in entrepreneurial education seem to be an advantage for us in projects and challenges, we will admit that it is lacking but at least it is there. It is not only for the business world, but it is also applicable in different fields.)

Considering the overall entrepreneurial education, it appears to be varied, with a total score of 13.86 and a weighted mean of 2.77. This underscores the diverse nature of the collective entrepreneurial mindset along entrepreneurial education of non-BSBA students. While non-BSBA students demonstrate certain entrepreneurial education traits, such as openness to new ideas and opportunities, there is room for development in specific aspects of their mindset, including confidence, proactive problem-solving, and future orientation. These insights can be valuable for the University and stakeholders seeking to enhance entrepreneurial development among non-BSBA students. This is attested by one of the respondents:



"Nakakainspire yung realization na kahit sa field namin, puwede pa rin maging innovator at leader. Hindi lang sa business, kundi sa iba't ibang aspeto ng buhay. Dapat lang talaga maging open sa mga opportunities na pwedeng magawa sa sariling larangan ngunit ang problema ay hindi lahat ng mga gaya kong mag-aaral ay may ganitong mindset."

(The realization that even in our field, one can still be an innovator and a leader is inspiring. Not only in business, but in different aspects of life. One should really be open to opportunities that can be done in one's own field, but the problem is not all students like me have this mindset.)

The survey findings on the entrepreneurial mindset along entrepreneurial education of non-BSBA students offer valuable insights for the University's strategic approach to fostering entrepreneurship within this student cohort. The analysis identifies both strengths and areas for improvement, guiding educators and stakeholders in refining their initiatives. One key implication is the opportunity to enhance a culture of entrepreneurial education is risk-taking among non-BSBA students (Lapaz and Bello, 2020). While there is a general positive inclination toward risk, the indicators which are least suggests the need for more pronounced efforts. Workshops, experiential learning, and mentorship programs can be instrumental in encouraging students to embrace and navigate the challenges inherent in entrepreneurial endeavors. Additionally, leveraging the notable strength in the students' openness to new ideas and opportunities presents avenues for integrating innovative approaches into the curriculum, fostering collaboration with industry partners, and organizing events that capitalize on this positive inclination (Abdelwahed and Alshaikhmubarak, 2023).

Nonetheless, in the study of Biraglia and Kadile (2017) states that the entrepreneurial mindset among non-business administration students significantly influences their engagement with entrepreneurial education, shaping their receptiveness and application of entrepreneurial concepts. The extent of this influence becomes evident in the students' approach to proactive problem-solving, risk-taking, and the integration of innovative ideas into their educational experiences. As these students embrace entrepreneurship, the education tailored to their mindset becomes a catalyst for fostering a dynamic and inclusive entrepreneurial culture within diverse academic backgrounds.

Furthermore, targeted interventions are essential to address areas for improvement, such as proactive problem-solving skills and confidence in success. Incorporating real-world problem-solving scenarios into coursework, emphasizing proactive approaches in mentorship programs, and providing exposure to successful entrepreneurial role models can contribute to building these critical skills (Biraglia and Kadile, 2017). The varied nature of the overall entrepreneurial mindset underscores the importance of tailoring entrepreneurship programs to address specific strengths and weaknesses among non-BSBA students, ensuring the creation of specialized courses, mentoring structures, and networking opportunities that align with the unique characteristics of this student group. Lastly, the need for continuous monitoring and evaluation highlights the importance of regularly assessing the impact of entrepreneurial development initiatives, allowing the school to adapt and refine strategies over time in response to evolving student needs and the dynamic landscape of entrepreneurship (Fernando and Nishantha,



2019). Thus, these survey results serve as a roadmap for the school to proactively enhance entrepreneurial development among non-BSBA students, fostering a diverse and dynamic mindset that prepares students for success in a rapidly evolving business environment.

***Entrepreneurial Mindset of non- BSBA students along Creativity***

Table 3 shows the examination of creativity indicators sheds light on how students perceive their creative abilities, revealing diverse levels of agreement across various aspects.

First, the analysis indicates that students, on average, do not strongly enjoy generating new ideas and solutions, as reflected by a low weighted mean of 2.09 and it is interpreted as disagree (D). This implies a potential need for interventions to enhance the appreciation of idea generation, suggesting the implementation of activities like creativity-focused sessions, brainstorming exercises, and the integration of creative tasks into the curriculum. When asked about the influence of these to them, a respondent answered that:

“Sa palagay ko, kahit hindi kami sa business course, may mga kakayahan naman kaming maipagmalaki gaya ng pagiging malikhain na hindi lang sa business ginagamit. 'Yung kahandaan mag-isip ng solusyon at magsikap sa kabila ng mga pagsubok—parang angkop sa lahat ng larangan.”

(I think that even though we are not in the business course, we have skills that we can be proud of such as creativity that is not only used in business. "The willingness to think of a solution and work hard despite the challenges—seems to be suitable in all fields.)

Similarly, the findings suggest that students may find it challenging to think outside the box, as evidenced by a weighted mean of 2.25 and a corresponding to disagree (D). To address this, strategies encouraging divergent thinking, such as creative workshops or projects, could be beneficial in fostering innovative approaches (Cui and Bell, 2022).

**Table 3: Entrepreneurial Mindset of non- BSBA students along Creativity**

INDICATORS	5	4	3	2	1	TOTAL	WM	DE
<b>I enjoy coming up with new ideas and solutions.</b>	0	13	1	29	21	134	2.09	D
<b>I am able to think outside the box.</b>	0	11	8	31	14	144	2.25	D
<b>I am comfortable with ambiguity and uncertainty.</b>	0	0	16	27	21	139	2.17	D
<b>I can adapt my thinking to different situations and perspectives.</b>	24	38	2	0	0	276	4.31	SA
<b>I am able to connect seemingly unrelated concepts or ideas.</b>	0	1	2	28	33	99	1.97	D
<b>OWM</b>						12.38	2.47	SD



Additionally, the data indicates that students, on average, feel uncomfortable with ambiguity and uncertainty, highlighting the potential for activities that expose them to uncertain scenarios, aiding in the development of essential creative problem-solving skills. On a positive note, students exhibit a high adaptability in thinking, with a weighted mean of 4.31 and a interpreted as strongly agree (SA). This strength can be harnessed through activities designed to leverage adaptability, encouraging exploration of diverse perspectives.

However, students may struggle to connect seemingly unrelated concepts or ideas, as indicated by a low weighted mean of 1.97 and interpreted as disagree (D). Addressing this challenge could involve implementing exercises that foster associative thinking, such as interdisciplinary projects. The overall creativity score, with a weighted mean of 2.47 and categorized as Strongly Disagree (SD), suggests a general perception of lower creativity levels among students. One student when asked about the influence of this answered that:

“Gusto rin namin ma-experience 'yung totoong mundo ng negosyo, kahit hindi naman kami magtatayo ng sariling kumpanya. Baka may maiambag pa kami sa mga creative at innovative projects pero kadalasan ay hindi naming alam kung paano simulant o kaya paano ito isustain”

(We also want to experience the real world of business, even if we are not going to build our own company. Maybe we can contribute to creative and innovative projects, but usually we don't know how to start them or how to sustain them)

To address this, interventions targeting the identified areas of challenge and building on strengths can contribute to an overall improvement in the creative mindset, fostering an educational environment that values and encourages creativity (Christensen, Arendt, Mcelheron, and Ball, 2023). Thus, fostering creativity in education necessitates a comprehensive approach, acknowledging and addressing various aspects of creative thinking through targeted interventions and supportive learning environments (Bosman and Fernhaber, 2021).

Consequently, the entrepreneurial mindset among non-business administration students has a substantial influence on fostering a culture of creativity within the academic environment. This mindset in the study of Aima, Wijaya, Carawangsa and Ying, (2020), characterized by a proclivity for risk-taking, innovative thinking, and a penchant for problem-solving, serves as a catalyst for cultivating a dynamic and creative atmosphere. As non-business administration students embrace entrepreneurial principles, their engagement in creative endeavors is heightened, contributing to an ecosystem where original ideas flourish and diverse perspectives converge (Agu, 2021).

### ***Entrepreneurial Mindset of non- BSBA students along Self-Efficacy***

Table 4 shows the analysis of self-efficacy indicators which reveals a strongly positive outlook among students, indicating high levels of confidence, resilience, and self-motivation. Across various dimensions, students exhibit a collective belief in their ability to succeed, reflected in a high weighted mean of 4.36 and described as strongly agree (SA). This robust self-belief has the potential to positively impact motivation, engagement, and overall





academic and professional performance. This is affirmed by one of the respondents when asked about the influence of entrepreneurial mindset along self-efficacy:

“Hindi man ako BSBA student, nararamdaman ko na mahalaga ang entrepreneurial mindset sa pagbuo ng tiwala sa sarili. Mas naging handa akong harapin ang mga hamon sa buhay.”

(Even though I am not a BSBA student, I feel that an entrepreneurial mindset is important in building self-confidence. I am becoming more prepared to face life's challenges.)

Recognizing this strength, the institution can enhance the learning environment by reinforcing a culture of confidence and achievement (Bouncken, 2018).

**Table 4: Entrepreneurial Mindset of non- BSBA students along Self-Efficacy**

INDICATORS	5	4	3	2	1	TOTAL	WM	DE
I believe in my ability to succeed in my chosen field.	33	21	10	0	0	279	4.36	SA
I am confident in my problem-solving skills.	41	17	3	2	1	287	4.48	SA
I can effectively manage my time and resources.	36	13	5	5	5	262	4.09	A
I am resilient and can bounce back from setbacks.	47	12	5	0	0	298	4.66	SA
I am able to motivate myself to achieve my goals	53	9	2	0	0	307	4.80	SA
<b>OWM</b>						22.39	4.48	A

Moreover, students' express confidence in their problem-solving skills, as evidenced by a weighted mean of 4.48 and described as strongly agree (SA). This confidence can contribute to their ability to navigate challenges both academically and in real-world scenarios. This is confirmed when a respondent shared about how entrepreneurial mindset influence their self-efficacy:

“Sobrang laking tulong 'yung pagsasanay namin na maaaring madebelop ang aming entrepreneurial mindset kahit hindi kami BSBA. Parang natutunan naming mag-isip ng iba't ibang solusyon sa mga problema, kahit sa ibang larangan pa. Para kang naging handa sa kahit anong mangyari.”

(Our training is very helpful in developing our entrepreneurial mindset even though we are not BSBA. It's like we've learned to think of different solutions to problems, even in other fields. It's like you're ready for anything.)

To further develop this skill, the institution may consider incorporating practical problem-solving exercises into the curriculum (Chang, Chang, and Chen, 2022). The data also indicates that students generally feel capable of managing their time and resources effectively, with a weighted mean of 4.09 as agree (A). Recognizing the importance of effective time management for academic success, the institution can continue supporting students in honing these skills through workshops, resources, and mentorship.



Additionally, students exhibit a high level of resilience and the ability to bounce back from setbacks, reflected in a weighted mean of 4.66 as strongly agree (SA). Acknowledging the value of resilience, the institution can foster a mindset that encourages students to navigate challenges effectively, possibly by providing tailored support services, counseling, and resources.

Furthermore, students express strong self-motivation to achieve their goals, indicated by a high weighted mean of 4.80 as strongly agree (SA). Harnessing this self-motivation is crucial for academic excellence and future success. The institution can foster a motivational environment and provide avenues for goal-setting and achievement to further nurture this intrinsic drive. This is attested by one of the respondents:

"Feeling ko, mas naging kampante ako na kaya kong gawin 'yung mga bagay. Na-realize ko na hindi lang pala sa business field pwede magkaruon ng ganoong mindset. Kahit anong course, basta may motibasyon ka, passion ganoon, pwede kang maging "entrepreneur" sa buhay."

("I feel, I have become more complacent that I can do those things. I realized that it's not only in the business field that you can have that mindset. No matter what course, as long as you have motivation, passion like that, you can be an "entrepreneur" in life.")

The overall self-efficacy, reflected in an overall weighted mean of 4.48 as agree (A), suggests a collective strength among students. This positive self-efficacy contributes to a conducive learning environment, empowering students to take on challenges and succeed. The institution can capitalize on this strength to enhance the overall academic experience by reinforcing confidence, providing opportunities for practical skill development, and offering support services aligned with students' resilience and self-motivation (Biraglia and Kadile, 2017).

Moreover, the self-efficacy analysis underscores a highly positive perception among students regarding their abilities and skills. Leveraging these strengths can contribute to a robust and empowering educational environment that encourages confidence, resilience, and continuous self-motivation (Alshebami and Al Marri, 2022). The institution's ongoing efforts to build on these aspects will further enhance the overall learning experience for students.

In the study of Cui and Bell (2022) states that the entrepreneurial mindset among non-business administration students significantly influences their self-efficacy, shaping their belief in their ability to succeed in various endeavors. Another study of Cui, Sun and Bell (2021) explain the correlation between an entrepreneurial mindset and self-efficacy and suggests that students with a proactive and risk-taking approach are more likely to exhibit confidence in their problem-solving skills, time management, and resilience. The cultivation of an entrepreneurial mindset appears to contribute positively to the development of self-efficacy, empowering non-business administration students to navigate challenges, manage uncertainties, and remain motivated in their academic and future professional pursuits (Abdelwahed and Alshaikhmubarak, 2023). This alignment with existing research underscores the robust connection between fostering entrepreneurial thinking and enhancing self-efficacy,



reinforcing the notion that a proactive and innovative mindset plays a crucial role in shaping students' confidence and resilience.

### ***Entrepreneurial Mindset of non- BSBA students along Future Aspirations***

Table 5 shows the Future Career Aspirations which provides valuable insights into the career preferences and aspirations of students within the higher education institution. Notably, there is a substantial inclination towards entrepreneurship, with a high weighted mean (WM) and categorized as Strongly Agree (SA) for both indicators "Interested in starting my own business" and "Would like to work in a startup or entrepreneurial environment."

This indicates a prevalent entrepreneurial spirit among students, suggesting an opportunity for the institution to enrich its academic offerings with specialized courses, workshops, and resources dedicated to entrepreneurship. Establishing collaborations with local startups or creating incubators can further enhance students' practical experiences, fostering a more vibrant entrepreneurial ecosystem. When asked what is the influence of entrepreneurial mindset along their future aspirations, one respondent answered that:

"Sa pagkakaroon ng entrepreneurial mindset kahit may kakulangan kung paano naming ito hahasaain, nararamdaman ko ang lakas na magbukas ng mga bagong oportunidad sa hinaharap. Hindi kailangang maging BSBA para maging entrepreneur; importante ang pag-unlad ng kaisipan at kakayahan sa anumang larangan."

(Having an entrepreneurial mindset even though there is a lack of how we can divide it, I feel the strength to open new opportunities in the future. You don't have to be a BSBA to be an entrepreneur; mental and skill development is important in any field.)

While not as pronounced as entrepreneurial aspirations, the desire for leadership and innovation is evident, as reflected in the statement "I see myself as a future leader or innovator in my field" with a weighted mean of 4.14 and a categorization of "A" (Agree). The institution can leverage this interest by enhancing leadership development programs, providing mentorship opportunities, and encouraging innovation challenges across various disciplines.

Additionally, recognizing the moderate agreement on the value of autonomy and independence in one's career (weighted mean of 3.83 interpreted as agree), the institution can incorporate flexible learning formats, independent research projects, and a student-centric approach into its programs to align with students' preferences for autonomy. This is attested by one of the respondents when asked about the influence to their future aspirations:

"Ang edukasyong entrepreneurial ay hindi lamang para sa mga nasa larangan ng negosyo. Bilang isang mag-aaral sa ibang kurso, nakakatulong ito sa pagbuo ng kumpanya at kakayahan na makibahagi sa pag-unlad ng komunidad dahil natuturuan kaming tapusin ang mga iba't-ibang proyekto, pakikilahok sa mga programa at ibang Gawain na nakakatulong sa aming pag-unlad."



(Entrepreneurial education is not only for those in the business field. As a student in other courses, it helps build confidence and the ability to participate in community development because we are taught to complete various other projects, participation in programs and other activities that contribute to our development.)

The motivation for impactful work is evident from the high weighted mean of 4.63 and a categorization of "A" (Agree) for the statement "I am motivated by the potential impact and value I can create through my work." The institution can cultivate this motivation by emphasizing the practical applications of academic learning, encouraging community engagement, facilitating service-learning projects, and establishing partnerships with organizations focused on social impact. Another respondent attested to this:

"Isang nakakatuwang kamalayan ang ideya na kahit hindi BSBA, nakakamit namin ang pagiging espesyal sa larangan ng entrepreneurial mindset. Ang ganitong pag-unlad ay nagbubukas ng mga oportunidad para sa aming mga pangarap at nagbibigay halaga sa aming mga layunin sa hinaharap."

(The idea that even without BSBA, we have achieved specialization in the field of entrepreneurial mindset is an exciting realization. Such development opens up opportunities for our dreams and gives value to our future goals.)

**Table 5: Entrepreneurial Mindset of non- BSBA students along Future Aspirations**

INDICATORS	5	4	3	2	1	TOTAL	WM	DE
<b>I am interested in starting my own business.</b>	45	14	5	0	0	296	4.63	SA
<b>I would like to work in a startup or entrepreneurial environment.</b>	49	15	0	0	0	305	4.76	SA
<b>I see myself as a future leader or innovator in my field.</b>	22	29	13	0	0	265	4.14	A
<b>I value autonomy and independence in my career.</b>	26	19	19	0	0	245	3.83	A
<b>I am motivated by the potential impact and value I can create through my work.</b>	47	12	3	2	0	296	4.63	A
<b>OWM</b>						21.98	4.40	A

The Overall Future Career Aspirations (OWM) with a weighted mean of 4.40 and a DE categorization of "A" (Agree) suggests a collective alignment of students' aspirations with the presented statements. The institution can strategically leverage this alignment by refining and expanding existing programs and initiatives that support entrepreneurship, leadership development, autonomy, and impactful work (Agu, 2021). Creating a comprehensive career services framework that connects students with relevant opportunities aligning with their aspirations will further enhance the institution's impact on students' future careers (Aima, Wijaya, Carawangsa, and Ying, 2020).

Moreover, the entrepreneurial mindset among non-business administration students significantly influences their future aspirations, shaping their career trajectories and professional goals. The survey results indicate a strong inclination toward entrepreneurship, leadership roles, and impactful work, showcasing the substantial impact of this mindset on their envisioned career paths. This influence extends beyond conventional career choices,





emphasizing the importance of autonomy, adaptability, and problem-solving skills in navigating a dynamic professional landscape (Aima, et. al., 2020).

Furthermore, the data underscores a strong interest among students in entrepreneurship, leadership, and creating a positive impact. The institution can proactively enhance its academic and support offerings to align with these aspirations, creating a dynamic and empowering environment that equips students for successful and fulfilling careers (Al-Qadasi, Zhang, Al-Awlaqi, Alshebami, and Aamer, 2023).

## **CONCLUSIONS AND RECOMMENDATIONS**

### ***Conclusions***

Based on the findings, the following conclusions were drawn:

1. Non-BSBA students show strengths, areas to improve, and a positive attitude in their entrepreneurial mindset analysis. The targeted interventions are crucial for boosting problem-solving skills and confidence and the entrepreneurial mindset acts as a catalyst for creating an innovative and adaptable culture.
2. There's a significant gap in formal entrepreneurship training for non-BSBA students. The University needs to enhance programs, considering the influence of an entrepreneurial mindset. Also, key strategies include raising awareness, improving accessibility, and recognizing non-formal learning experiences.
3. Non-BSBA students express strong enthusiasm for entrepreneurship and impactful work. It is noteworthy that aligning educational offerings with their aspirations is transformative and recognizing the influence of an entrepreneurial mindset, institutions can tap into this energy for a more innovative and purpose-driven educational landscape.

### ***Recommendations***

Based from the findings and conclusions, the following recommendations are respectfully presented:

1. Institutions should create a tailored entrepreneurial program for non-BSBA students based on their entrepreneurial mindset. These programs need to tackle specific challenges like problem-solving, building confidence, and including diverse perspectives. This will make the entrepreneurial culture more inclusive and dynamic.
2. The University should improve their entrepreneurship programs, especially for those who haven't had formal training. Focus on making students aware of these Enhanced Entrepreneurship Education programs, making them more accessible, and recognizing informal learning experiences. This ensures students have the knowledge and skills for successful business ventures.
3. The University should use diversified educational approaches as different ways of teaching since non-BSBA students have diverse educational backgrounds. Use flexible learning, independent research projects, and student-centered experiences. This promotes independence in their learning.
4. Recognizing that non-BSBA students want careers in entrepreneurship, leadership, and impactful work, the University should plan activities like Strategic Career Preparation that match these aspirations. This



includes preparing students for changes in their careers, emphasizing adaptability, problem-solving, and resilience.

5. The University should encourage teamwork like a Multidisciplinary Entrepreneurial Approach across different subjects for non-BSBA students to benefit from their diverse academic backgrounds. This enriches the entrepreneurial environment, giving students a broader perspective and skills for creative problem-solving.
6. The University should actively encourage these qualities. Promote innovation through practical problem-solving, teamwork across disciplines, and creative projects. This helps non-BSBA students unleash their creative potential in entrepreneurship.

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