

Entrepreneurs' Competence, Practices, And Challenges in Business Management

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Abstract- This study was conducted to determine the entrepreneurs' competence practices, and challenges in business management in Guimaras, Philippines, for the Year 2025. The independent variables were age, educational attainment, specialization, nature of business and location while entrepreneurs' competence, practices, and challenges in business management were the dependent variable. The study utilized the 60- coffee shop, laundry and water refilling business owners in five municipalities in Guimaras who were purposively chosen using convenience technique. Data were gathered using the validated and reliability tested research instrument. Does statistical tools where frequency count, percentage, mean, Mann-Whitney U Test, Kruskal-Wallis H Test, and Spearman's rho and the level of significance was set at 0.05. Results revealed that the entrepreneurs were mostly college graduate, business specialized in laundry venture, and located in the municipality of Buenavista; the entrepreneurs had very high of competence in business management as a whole and classified according to age, specialization, nature of business, educational attainment and location; they mostly practiced the structured services in business management and the strategies to support stable operations and slightly encountered the difficulties in business management; there were no significant differences in the level of entrepreneurs' competence when grouped in terms of age, educational attainment and nature of business but significant when grouped by specialization and location; there were significant differences in the entrepreneurs' practice except when classified according to specialization; no significant difference in the challenges they encountered except when grouped by age, and nature of business; and there were significant relationships among entrepreneurs' competence, practice and challenges encountered in business management.

Keywords: Competence, Practices, Challenges, Non-Business and Business Course Graduate Entrepreneurs

I. INTRODUCTION

Across the globe, entrepreneurs' competence, practices, and challenges drive business success, fueling innovation, resilience, and growth. Entrepreneurial competence refers to the consolidated set of knowledge, skills, and attitudes that enable entrepreneurs to identify opportunities, manage risks, and adapt to dynamic business contexts. Competence is not only technical but also behavioral, influencing decision-making, leadership, and long-term sustainability (Tittel and Terzidis, 2020).

Entrepreneurial practices, such as strategic planning, innovation, and resource management, translate competence into tangible business outcomes. Takwi, et. al, (2020) emphasized that effective practices in small business management such as financial discipline, customer orientation, and adaptability are critical for sustaining growth and competitiveness. These practices serve as mechanisms through which entrepreneurial competence is operationalized in daily business activities, ensuring that businesses remain responsive to market demands and capable of sustaining long-term viability.

Challenges, however, remain a persistent reality in business management. Ratten (2021) highlighted that entrepreneurs face multifaceted challenges including market volatility, technological disruption, and resource constraints. These challenges often test the limits of entrepreneurial competence and practices, requiring resilience and innovation to overcome. Gunawan (2024) further noted that in creative industries, entrepreneurial characteristics and competencies directly affect business performance, but challenges such as limited capital and market saturation hinder sustainability.

In the province of Guimaras, the researcher observed that there are entrepreneurs who venture in different businesses but without appropriate knowledge and skills in business management leading to business unsustainability. The study was conceptualized with the expectation that its findings would provide opportunities for the Bachelor of Science in Business Administration and Bachelor of Science in Entrepreneurship programs to design interventions through their extension initiatives. These interventions were intended to strengthen entrepreneurial capacity, improve business practices, and promote sustainable growth in the service sector. Consequently, the study was conducted.

Statement of the Problem

This study aimed to examine the entrepreneurs' competence, practices, and challenges in business management in the province of Guimaras, Philippines, for the Year 2025.

Specifically, this study sought to answer the following questions:

1. What is the profile of respondents in terms of age, educational attainment, specialization, nature of business, and location?
2. What is the level of entrepreneurs' competence in business management in terms of planning, organizing, leading and controlling when taken as a whole and when classified according to age, educational attainment, specialization, nature of business, and location?
3. What are the entrepreneurs' practices in business management in terms of planning, organizing, leading and controlling when taken as a whole and when classified according to age, educational attainment, specialization, nature of business, and location?
4. What are the challenges encountered by the entrepreneurs in business management in terms of planning, organizing, leading and controlling when taken as a whole and when classified according to age, educational attainment, specialization, nature of business, and location?
5. Are there significant differences in the level of entrepreneurs' competence in business management in terms of planning, organizing, leading and controlling when classified according

to age, educational attainment, specialization, nature of business, and location?

6. Are there significant differences in the entrepreneurs' practices in business management in terms of planning, organizing, leading and controlling when classified according to age, educational attainment, specialization, nature of business, and location?
7. Are there significant differences in the challenges encountered by the entrepreneurs in business management in terms of planning, organizing, leading and controlling when classified according to age, educational attainment, specialization, nature of business, and location?
8. Are there significant relationships among entrepreneurs' competence, practices, and challenges in business management?

Hypotheses

1. There are no significant differences in the level of entrepreneurs' competence in business management in terms of planning, organizing, leading and controlling when classified according to age, educational attainment, specialization, nature of business, and location.
2. There are no significant differences in the entrepreneurs' practices in business management in terms of planning, organizing, leading and controlling when classified according to age, educational attainment, specialization, nature of business, and location.
3. There are no significant differences in the challenges encountered by the entrepreneurs in business management in terms of planning, organizing, leading and controlling when classified according to age, educational attainment, specialization, nature of business, and location.
4. There are no significant relationships among entrepreneurs' competence, practices, and challenges in business management.

Theoretical Framework

This research was anchored on three interrelated theories that collectively provided a comprehensive lens for examining entrepreneurs' competence, practices, and challenges in business management. These theories include the Human Capital Theory, the Institutional Theory, and the Entrepreneurial Orientation Theory.

For Entrepreneurial Competence, the study utilized Human Capital Theory by Becker (1964), which posits that individuals' knowledge, skills, and abilities are forms of capital that enhance productivity and performance. Investments in education, training, and experience increase competence, thereby improving entrepreneurial decision-making and business outcomes.

Applied to entrepreneurs, the theory explains how both technical and behavioral competencies enable them to identify opportunities, manage risks, and sustain ventures. In the context of non-business course graduates, Human Capital Theory highlights how diverse educational backgrounds shape unique competencies that influence success in service industries.

For Entrepreneurial Practices, the study adopted Institutional Theory by DiMaggio and Powell (1983), which emphasizes that organizational practices are shaped by external pressures such as regulatory frameworks, cultural norms, and industry standards. Entrepreneurs adopt practices not only to maximize efficiency but also to gain legitimacy and acceptance within their business environment.

Applied to service businesses, Institutional Theory explains how compliance with government regulations, adherence to customer expectations, and alignment with industry norms influence sustainability. For non-business graduates, it underscores how entrepreneurial practices are often learned through adaptation to institutional pressures rather than formal business training, highlighting the importance of legitimacy and conformity in ensuring competitiveness.

For Entrepreneurial Challenges, the study was anchored on Entrepreneurial Orientation Theory by Lumpkin and Dess (1996), which explains that entrepreneurial success is shaped by dimensions such as innovativeness, proactiveness, and risk-taking. However, challenges such as market volatility, technological disruption, and resource constraints often test these orientations.

Applied to new business ventures, the theory highlights how an entrepreneur's mindset and strategic

posture directly influence their ability to confront challenges, adapt strategies, and sustain growth, even without formal business training. It emphasizes the three core dimensions innovativeness, proactiveness, and risk-taking that collectively shape entrepreneurial resilience and competitiveness.

By integrating these theories, the study established a conceptual framework in which entrepreneurial competence, practices, and challenges were examined through complementary perspectives. Human Capital Theory explained competence, Institutional Theory clarified the shaping of practices, and Entrepreneurial Orientation Theory highlighted how entrepreneurs confront challenges. Together, these frameworks provided a solid basis for analyzing the strategic, behavioral, and environmental dimensions of entrepreneurship among non-business graduates in the service sector.

Conceptual Framework

The aim of this study was to explain the relationship among variables using the conceptual framework presented in Figure 1. The independent variables included the respondents' profile specifically, age, educational attainment, specialization, nature of business, and location while the dependent variables were entrepreneurial competence, practices, and challenges in the service industry.

In terms of age, respondents were classified as "young entrepreneurs" (39 years old and below) and "old entrepreneurs" (40 years old and above). It was presumed that younger entrepreneurs were more innovative and risk-taking, while older entrepreneurs relied on experience and stability. These distinctions shaped competence development, the adoption of practices, and the ability to confront challenges.

In terms of educational attainment, respondents were grouped as "Post Graduate," "College," "Vocational/TESDA," and "High School." It was assumed that higher levels of education provided advanced knowledge, critical thinking, and specialized skills, which contributed how entrepreneurs developed competencies, adopted practices, and applied coping strategies in managing ventures.

In terms of specialization, respondents were categorized into “Business-related” and “Non-business-related” fields. It was presumed that business graduates possessed foundational knowledge in entrepreneurship and management, while non-business graduates relied on transferable skills from other disciplines. This distinction shaped competence development, practice adoption, and approaches to challenges.

In terms of the nature of business, respondents operated “Coffee Shop,” “Laundry,” and “Water Refilling.” It was assumed that each type of service industry presented distinct practices and challenges, such as customer satisfaction, operational efficiency, regulatory compliance, and resource constraints.

In terms of location, respondents were classified according to municipalities within Guimaras Province: Buenavista, Jordan, Sibunag, San Lorenzo, and Nueva Valencia. It was presumed that entrepreneurs in urbanized areas had greater access to markets, financing, and networks, while those in rural areas faced challenges related to limited infrastructure and smaller customer bases.

Lastly, the researcher posited that entrepreneurial competence was closely related to practices, and both were associated with challenges. Entrepreneurs with stronger competencies and well-developed practices were better equipped to overcome obstacles, particularly among non-business graduates entering the service industry.

These concepts are illustrated in Figure 1.

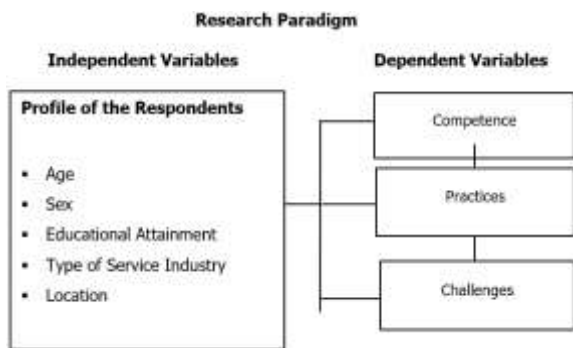


Figure 1. Schematic Diagram Showing the Relationships among the Variables of the Study

Significance of the Study

This research on entrepreneurs’ competence, practices, and challenges in business management among non-business course graduates in Guimaras, Philippines, was beneficial to the following stakeholders:

Business Sector Policymakers. The findings support evidence-based policymaking to strengthen entrepreneurship development in the province. Recommendations can shape revisions of local economic policies, financing programs, and support systems that directly address the challenges faced by non-business graduates, ensuring that entrepreneurship initiatives remain inclusive, responsive, and capable of promoting sustainable local economic growth.

Department of Trade and Industry (DTI) Officials. The study provides DTI officials with valuable insights into the competence, practices, and challenges of non-business course graduate entrepreneurs in the service industry. These findings guide the agency in strengthening programs on business registration, training, financing, and market linkages. By tailoring support to the unique needs of non-business graduates, DTI can enhance entrepreneurial development and contribute to inclusive economic growth in Guimaras.

Local Government Units (LGU) Officials. LGUs in Guimaras can use the results to design community-based entrepreneurship programs that support service industry ventures. By aligning policies with the actual needs of entrepreneurs, LGUs can foster innovation, reduce business failure rates, and encourage more residents to engage in entrepreneurial activities.

Business Development Officers. The results guide officers in designing and enhancing training modules, advisory services, and support programs tailored to the needs of non-business graduates. By identifying gaps in competence and practices, resources can be prioritized, targeted interventions implemented, and entrepreneurial development strategies strengthened to contribute to local business sustainability.

Extension Program Coordinators. The study provides coordinators with evidence-based insights to improve extension activities and community-based initiatives.

By understanding the challenges faced by entrepreneurs, coordinators can design capacity-building programs, mentorship opportunities, and outreach projects that foster innovation and resilience among service industry ventures.

Training Institution Administrators. Colleges, universities, and training centers benefit from evidence-based insights into how non-business graduates manage service ventures. The study highlights the importance of integrating entrepreneurial skills, business practices, and problem-solving strategies into curricula and training programs, thereby preparing future graduates even those outside business courses for entrepreneurial success.

Entrepreneurs. The findings provide non-business course graduate entrepreneurs with clearer insights into their strengths and areas for improvement. By identifying the competencies they possess, the practices they apply, and the challenges they encounter, entrepreneurs are able to adopt strategies that enhance business management skills, improve decision-making, and sustain ventures in the service industry.

Customers/Clients. Service industry customers benefit indirectly from this study, as improved entrepreneurial competence and practices lead to higher-quality services, better customer care, and more reliable business operations. By addressing challenges faced by entrepreneurs, the study contributes to enhanced customer satisfaction, loyalty, and trust in local businesses.

Researcher. The researcher gains deeper insights into the entrepreneurial journey, particularly in the service industry. The study provides a framework for analyzing how competence, practices, and challenges interact, and how these factors influence business sustainability.

Future Researchers. This study contributes to the broader field of entrepreneurship research by offering a foundation for further inquiry. It invites future researchers to explore additional variables such as innovation, financial literacy, and digital

transformation, thereby enhancing understanding of entrepreneurial competence, practices, and challenges among diverse groups of entrepreneurs.

Definition of Terms

To provide clarity on key terms used in this study, the following definitions are presented both conceptually and operationally:

Entrepreneurs' Competence. refers to the consolidated set of knowledge, skills, and attitudes that enable entrepreneurs to identify opportunities, innovate, and sustain ventures effectively (Tittel & Terzidis, 2020).

In this study, entrepreneurs' competence referred to the ability of entrepreneurs in coffee shops, laundry shops, water refilling stations, and computer shops in the Province of Guimaras during the year 2025 to identify opportunities, innovate, sustain ventures, and manage their businesses successfully. Respondents rated entrepreneurial competence using a five-point Likert scale, where 5 – Strongly Agree, 4 – Agree, 3 – Moderately Agree, 2 – Disagree, and 1 – Strongly Disagree served as the indicators. For interpretation, the responses were categorized as follows: Very High, High, Moderate, Low, and Very Low.

Entrepreneurs' practices. are the recurring behaviors, strategies, and routines entrepreneurs adopting to sustain and grow their ventures, including innovation, networking, and resource mobilization (Diandra & Azmy, 2020).

In this study, entrepreneurs' practices referred to the extent to which entrepreneurs of coffee shops, laundry shops, water refilling stations and computer shops applied business strategies in their operations in the Province of Guimaras during the year 2025. Respondents rated entrepreneurial practices using a three-point Likert scale, where 3 – Always, 2 – Sometimes, and 1 – Never served as the indicators. For interpretation, the responses were categorized as Mostly Practiced, Slightly Practiced, and Least Practiced.

Entrepreneurs' Challenges. are the barriers and difficulties entrepreneurs face in starting, sustaining, and scaling their ventures, such as financial constraints, market competition, and regulatory burdens (Looze & Desai, 2020).

In this study, entrepreneurs' challenges referred to the problems encountered by entrepreneurs of coffee shops, laundry shops, water refilling stations, and computer shops in their daily operations in the Province of Guimaras during the year 2025. Respondents rated entrepreneurial challenges using a three-point scale, where 3 – Always, 2 – Sometimes, and 1 – Never served as the indicators. For interpretation, the responses were categorized as Mostly Encountered, Slightly Encountered, and Rarely Encountered.

Scope and Limitations of the Study

This study aimed to examine the competence, practices, and challenges in business management among entrepreneurs in the Province of Guimaras, Philippines, for the year 2025. It was conducted among purposively chosen owners of commonly ventured businesses such as coffee shop, laundry shop, and water refilling station located in the five municipalities of Guimaras.

The independent variables were the respondents' profiles, which included age, educational attainment, specialization, nature of business, and location, while the dependent variables were entrepreneurs' competence, practices, and challenges.

Respondents consisted of owners of identified businesses. A researcher-made questionnaire, developed from relevant literature, served as the primary data-gathering instrument. The questionnaire had four parts: the first part collected the personal profile of the respondents; the second part measured the level of entrepreneurs' competence; the third part assessed the degree of entrepreneurial practices; and the fourth part examined the entrepreneurs' challenges.

The instrument was validated by a panel of experts and subjected to reliability testing. To establish reliability, the questionnaire was pilot-tested with 30 entrepreneurs 10 engaged in coffee shop business, 10 in laundry, and 10 in water refilling in Iloilo City. These pilot respondents were not included in the main study.

Data were collected, tabulated, and analyzed using appropriate statistical tools, including percentage,

mean, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's Rho. All statistical computations were performed using the Statistical Package for the Social Sciences (SPSS) software, with the margin of error set at the 0.05 alpha level.

The study was limited to entrepreneurs operating within the Province of Guimaras as its geographic coverage.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This section presents the literature and research studies, relevant to this study.

Conceptual Literature

On Entrepreneurs' Competence in Business Management

Entrepreneurs engaged in small service enterprises such as coffee shops, laundry shops, water refilling stations, and computer shops in the Province of Guimaras make a valuable contribution to the vitality and progress of the local economy. Their ability to plan, organize, lead, and control daily operations reflects the level of competence required to sustain business performance, adapt to challenges, and ensure long-term growth. Examining entrepreneurial competence in these industries provides insights into how small enterprises strengthen both community livelihoods and the broader MSME sector.

Entrepreneurs are individuals who identify opportunities, assume risks, and innovate to create and manage ventures that deliver value to markets and society (Jones, Ratten, & Hayward, 2020). They are opportunity-driven actors who reallocate resources toward more productive uses through new products, services, and organizational forms, often operating under uncertainty (UNESCAP, citing OECD, 2021). Entrepreneurship is a dynamic process of opportunity recognition and risk-taking to develop, produce, and sell goods and services, underpinning economic development and serving as a foundation for MSME growth (UNESCAP, citing OECD, 2021).

Business management is the process of coordinating resources and activities through the functions of planning, organizing, leading, and controlling to achieve organizational goals and sustain performance

(CUNY Pressbooks, 2020). At its core, these functions provide the foundation for effective decision-making and strategic execution, ensuring that ventures remain efficient, adaptable, and competitive. Managers and entrepreneurs apply these functions to structure operations, motivate people, and monitor outcomes. Planning sets objectives and anticipates risks; organizing allocates resources and defines roles; leading inspires and guides individuals toward shared goals; and controlling evaluates performance and ensures corrective action. Together, these functions form a dynamic cycle that strengthens entrepreneurial competence.

Tittel and Terzidis (2020) emphasized that competence in business management equips entrepreneurs to recognize opportunities, design strategies, and sustain ventures under uncertainty. Entrepreneurs who demonstrate strong skills in planning, organizing, leading, and controlling are better positioned to confront challenges, adapt practices, and deliver value to markets and society.

Entrepreneurial competence is therefore not a static concept but a dynamic combination of psychological attributes and practical skills that collectively drive business performance and adaptability in changing markets (Seikkula-Leino & Salomaa, 2021; Crespi, Queiruga-Dios, & Queiruga-Dios, 2022). Ferreras-Garcia et al. (2021) described entrepreneurial competence as comprising both generic and specific skills, including creativity, problem-solving, and strategic decision-making. Their study demonstrated that higher education institutions play a critical role in fostering these competencies, which directly influence entrepreneurial performance and sustainability. Similarly, Martínez-Martínez & Ventura (2020) framed entrepreneurial competence as profiles of human capital within universities, emphasizing adaptability, creativity, and strategic thinking as essential elements for entrepreneurial growth.

Seikkula-Leino & Salomaa (2021) further highlighted entrepreneurial competence as a construct closely linked to self-esteem and self-efficacy, emphasizing that psychological factors are integral to its development. Entrepreneurs with strong self-belief are more likely to adapt to challenges and pursue innovative solutions, underscoring the role of

confidence and resilience in competence formation. Ultimately, entrepreneurial competence should be understood not only as an individual attribute but also as a critical organizational and societal resource. Entrepreneurs who actively cultivate competencies such as innovation, resilience, and strategic thinking tend to achieve stronger business outcomes, foster sustainable growth, and contribute to local economic development (Crespi, Queiruga-Dios, & Queiruga-Dios, 2022).

On Entrepreneurs' Practices in Business Management Thompson et al. (2020) defined entrepreneurship-as-practice as the enactment of multiple social and organizational routines, emphasizing that entrepreneurial success depends on embedding practices within broader institutional contexts. Building on this, Li et al. (2020) demonstrated that knowledge management practices enhance entrepreneurial and organizational performance, with dynamic capabilities and opportunity recognition mediating the relationship between knowledge practices and success. Neumann (2020) further highlighted that entrepreneurship practices significantly impact economic, social, and environmental welfare, stressing the need for alignment with sustainability goals to ensure long-term benefits.

Expanding the discussion, Teague et al. (2021) introduced entrepreneurship-as-practice (EAP) as a framework for understanding how entrepreneurs enact routines and strategies, concluding that practice-based approaches provide deeper insights into entrepreneurial behavior. Welter et al. (2021) compared lean startup practices with traditional business planning, showing that combining both approaches leads to higher entrepreneurial performance. Similarly, Hussain & Li (2022) examined entrepreneurial leadership practices, finding that knowledge management processes and knowledge entrepreneurship strongly influence success, underscoring the importance of leadership styles in shaping practices.

At the organizational level, Stachel & Musante (2022) explored corporate entrepreneurship practices, demonstrating that they drive transformational and disruptive innovation, with strategic renewal

sustaining competitiveness. Van Burg et al. (2022) advanced qualitative entrepreneurship research by emphasizing methodological plurality, arguing that diverse research practices enrich theoretical contributions and entrepreneurial insights. Egieya et al. (2023) reviewed sustainable entrepreneurship practices, concluding that sustainability-oriented practices enhance long-term business viability and resilience. Finally, Liguori et al. (2024) charted the future of entrepreneurship practices, proposing interdisciplinary approaches that integrate sustainability, digitalization, and societal impact, emphasizing the evolving nature of entrepreneurial practices.

Entrepreneurship practices are therefore institutionally embedded routines, strategies, and knowledge-driven activities that extend beyond individual actions to encompass organizational and societal imperatives. They integrate sustainability, leadership, knowledge management, and interdisciplinary approaches, thereby fostering innovation, resilience, competitiveness, and long-term growth (Neumann, 2020; Thompson et al., 2020; Li et al., 2020; Teague et al., 2021; Welter et al., 2021; Hussain & Li, 2022; Stachel & Musante, 2022; Van Burg et al., 2022; Egieya et al., 2023; Liguori et al., 2024).

On Entrepreneurs' Challenges in Business Management

Entrepreneurs in service sector businesses such as coffee shops, laundry shops, water refilling stations, and computer shops often encounter a range of challenges that affect their ability to sustain and grow their ventures. These challenges may arise from limited financial resources, competitive pressures, institutional barriers, or psychological strain. Understanding these obstacles is essential, as they shape entrepreneurial resilience and highlight the need for strategies that balance business sustainability with personal well-being.

Ratten (2020) defines entrepreneurial challenges as the external and internal barriers that hinder entrepreneurial activity, including uncertainty, competition, and limited resources. Ricciardi et al. (2021) expand this view by describing challenges as responses to "grand challenges" such as inequality and climate change, which require entrepreneurs to

balance competitiveness with social responsibility. Romero & Gono (2021) highlight challenges among entrepreneurship students in the Philippines, including lack of mentorship, limited capital, and the difficulty of balancing academics with business ventures. Magnaye (2022) adds that institutional and environmental barriers shaped by social, technological, and political contexts significantly influence entrepreneurial success.

Hua et al. (2022) show that sustaining entrepreneurial intentions among students is itself a challenge, even when competencies are enhanced through higher education activities. Similarly, Silveyra León et al. (2023) argue that entrepreneurship challenges can strengthen competencies but also increase stress, requiring resilience and psychological support. Briones et al. (2023) report that higher education institutions in the Philippines face challenges in sustaining applied learning programs and fostering innovation. Caliat (2024) identifies time management, academic workload, and limited financial resources as major obstacles for student entrepreneurs in the Philippines. Finally, Mehta (2025) explores role conflict and burnout among student entrepreneurs, defining psychological strain as a critical entrepreneurial challenge.

Entrepreneurial challenges are therefore multifaceted, encompassing financial, institutional, environmental, and psychological dimensions. While these obstacles can hinder business growth, they also provide opportunities for entrepreneurs to develop resilience, adaptability, and innovative solutions. Addressing such challenges is vital for sustaining service sector businesses and ensuring their contribution to local economic development (Ratten, 2020; Ricciardi et al., 2021; Romero & Gono, 2021; Magnaye, 2022; Hua et al., 2022; Silveyra León et al., 2023; Briones et al., 2023; Caliat, 2024; Mehta, 2025).

Related Studies

Foreign Studies

Entrepreneurship research across different countries has provided valuable insights into the competence, practices, and challenges that shape entrepreneurial success.

Li et al. (2020) investigated knowledge management practices among 486 entrepreneurs and found that they enhance dynamic capabilities and opportunity recognition, leading to improved performance. Hussain and Li (2022) emphasized the role of entrepreneurial leadership, showing that leadership styles influence success through knowledge management, with knowledge entrepreneurship reinforcing this relationship.

Stachel and Musante (2022) examined corporate entrepreneurship, highlighting its role in driving disruptive innovation and sustaining competitiveness through strategic renewal. Welter et al. (2021) compared lean startup practices with traditional planning, concluding that combining both approaches strengthens performance, particularly through customer engagement and pivoting.

Van Burg et al. (2022) advanced qualitative entrepreneurship research by promoting methodological plurality, arguing that diverse approaches enrich theory and deepen insights. Egieya et al. (2023) reviewed sustainable entrepreneurship practices, noting that sustainability strategies improve resilience and financial outcomes despite barriers such as regulation and resource constraints. Liguori et al. (2024) outlined future directions, proposing interdisciplinary approaches that integrate sustainability, digitalization, and societal impact.

Neumann (2020) conducted a systematic review of 102 studies on entrepreneurship's impact on welfare, finding that while entrepreneurship contributes to macroeconomic development, its effects are complex and shaped by determinants such as survival, internationalization, and socio-cultural factors. Thompson, Verduijn, and Gartner (2020) conceptualized entrepreneurship as practice, describing it as the enactment of social and organizational routines, and urged scholars to adopt practice-based lenses for deeper insights.

Ratten (2020) emphasized the multidimensional nature of entrepreneurship, noting that its complexity makes it difficult to define and apply consistently. Ricciardi, Rossignoli, and Zardini (2021) extended this by examining how entrepreneurs address “grand challenges” such as poverty and climate change,

highlighting the need to balance competitiveness with social responsibility.

Romero and Gono (2021) studied entrepreneurship students in Davao City, identifying challenges such as limited knowledge, restricted access to capital, and unfavorable conditions. Magnaye (2022) found that personal, economic, and technological factors strongly influence entrepreneurial development, while social and political-legal contexts play a moderate role.

Hua, Zheng, and Fan (2022) conducted a meta-analysis of 34 studies, showing that university entrepreneurial activities significantly enhance student abilities, though sustaining long-term intentions remains difficult. Silveyra León et al. (2023) demonstrated that experiential learning programs increase entrepreneurial intention and competencies, equipping students to confront challenges.

Local Studies

In the Philippines, research on entrepreneurship has increasingly focused on the competence, practices, and challenges faced by students, educators, and business owners. Saranza et al. (2021) examined teachers' entrepreneurial competence in Cebu City, finding that faculty skills and pedagogy directly influence students' entrepreneurial development. Jambo et al. (2025) assessed senior high school students in Oroquieta City, revealing strengths in risk management but weaknesses in networking and financial literacy. Sobrevega and Lopena (2024) studied family business owners in Iloilo Province, showing that competencies such as opportunity recognition, financial management, and leadership strongly influenced succession planning. Caña (2025) investigated senior high school students in Masbate, concluding that participation in small-scale business activities enhanced skills in budgeting, marketing, and customer relations.

Briones et al. (2023) analyzed higher education institutions in Region IV-A, finding that HEIs are transitioning toward entrepreneurial universities but require stronger institutional strategies. Duran (2024) examined local enterprises in Metro Manila using the PESTEL framework, identifying regulatory barriers and limited access to finance as persistent challenges to entrepreneurial practice. Silveyra León et al. (2023)

collaborated with HEIs in Region IV-A, showing that while competencies increased through entrepreneurship programs, psychological strain also rose, requiring resilience and support systems.

Caliat (2024) studied student entrepreneurs at Mindanao State University, reporting insufficient capital and lack of experience as major obstacles. Mehta (2025) highlighted psychological challenges among student entrepreneurs, including stress, role conflict, and burnout, stressing the importance of resilience and institutional support. Lao and Villanueva (2023) examined young entrepreneurs in General Santos City, finding that academic business practicum improved operations but financial constraints and market competition remained persistent. Al Fattal (2024) explored business students in Manila, noting that crises such as COVID-19 intensified financial and psychological barriers. Romero and Gono (2021) investigated students in Davao City, emphasizing socio-economic inequality and institutional readiness as recurring challenges that hinder entrepreneurial activity.

Relevance of the Related Literature and Studies

The conceptual literature and previous studies reviewed in this research were highly relevant and aligned with the present investigation, as they emphasized entrepreneurs' competence, practices, and challenges. These themes were explored in the works of Ratten (2020), Ricciardi, Rossignoli, and Zardini (2021), Hua, Zheng, and Fan (2022), Silveyra-León et al. (2023), Al-Fattal (2024), and Mehta (2025). Local studies by Romero and Gono (2021), Magnaye (2022), Briones et al. (2023), Caliat (2024), Saranza et al. (2021), Lao and Villanueva (2023), Sobrevega and Lopena (2024), Jambo et al. (2025), and Caña (2025) further contextualized these issues within the Philippine entrepreneurial landscape. Together, these studies served as foundational guides for examining entrepreneurs in the Philippines, particularly in understanding the factors that influenced their competencies, practices, and challenges.

The reviewed literature provided essential insights and empirical evidence that informed the study's conceptual framework and methodological approach. These works helped identify key variables such as entrepreneurial knowledge and skills, enabling

environments, institutional practices, and psychological resilience, and how these related to entrepreneurial success, sustainability, and long-term development.

In summary, foreign studies such as those by Ratten (2020), Ricciardi et al. (2021), and Hua et al. (2022) emphasized the multidimensional nature of entrepreneurship, the role of systems thinking, and the importance of institutional support in addressing global challenges. Studies by Silveyra-León et al. (2023) and Al-Fattal (2024) highlighted how entrepreneurial challenges could both enhance competencies and create psychological strain, underscoring the need for resilience and structured support systems. Local studies by Romero and Gono (2021), Magnaye (2022), and Caliat (2024) revealed the prevalence of financial, institutional, and experiential barriers among Filipino student entrepreneurs, while Briones et al. (2023), Lao and Villanueva (2023), and Sobrevega and Lopena (2024) identified systemic and policy-level factors influencing entrepreneurial practices and succession planning.

The selected local and international studies identified a range of demographic and organizational factors such as age, income, access to capital, institutional readiness, leadership support, and educational interventions that shaped entrepreneurs' experiences of competence, practices, and challenges. These findings contributed meaningful perspectives to the present research, revealing both commonalities and contextual differences in how these variables were manifested across entrepreneurial ecosystems.

Ultimately, this body of literature provided a strong foundation that enabled the researcher to refine the research problem, strengthen the analytical framework, and ensure that the investigation into entrepreneurs' competence, practices, and challenges in the Philippines was grounded in credible and contextually relevant scholarship.

III. RESEARCH METHODOLOGY

This part encompasses a thorough discussion of the research design, study's respondents, data gathering

instrument, data gathering procedure, and the statistical tools to be employed.

Research Design

This study aimed to determine the competence, practices, and challenges in business management among entrepreneurs who were non-business course graduates in the province of Guimaras, Philippines, for the fiscal year 2025.

A descriptive correlational research design was employed in this study. This approach was chosen to systematically describe the existing conditions of entrepreneurs and to examine the relationships among the variables without manipulating them. According to Saunders, Lewis, and Thornhill (2019), the purpose of descriptive research is to gain an accurate profile of events, persons, or situations. It may serve as an extension of exploratory research or as a precursor to explanatory studies. Descriptive research requires a clear understanding of the phenomenon being studied before data collection begins. As Hamaker et al. (2020) explain, descriptive research outlines the characteristics of a group or individual, predictive research projects future outcomes, and explanatory research seeks to understand causal mechanisms.

The main objective of descriptive studies is to depict individuals, events, or conditions as they naturally exist. Researchers do not alter any variables but instead describe the sample being studied (Siedlecki, 2020).

This research design was appropriate for the study, as it allowed the researcher to observe and analyze the existing conditions within service industry ventures in the province of Guimaras. By examining entrepreneurs' competence, practices, and challenges in relation to their demographic attributes such as age, sex, educational attainment, type of service industry, and location, the study provided a comprehensive understanding of how these factors interacted. Furthermore, the correlational aspect of the design enabled the researcher to identify significant relationships among competence, practices, and challenges, thereby offering insights that served as a basis for extension activities and policy interventions aimed at strengthening entrepreneurship among non-business course graduates.

Respondents of the Study

The respondents of the study were the 60 owners of commonly ventured service enterprises such as coffee shop, laundry shop, and water refilling station, located in the five municipalities of Guimaras, Philippines. These respondents were purposively chosen using convenience technique who were accessed by the researcher and willingly responded to the questionnaire during the conduct of the study were taken as respondents in this study, out of 60 entrepreneurs, 19 or 31.67% were from Buenavista, 8 or 13.33% from Jordan, similarly from San Lorenzo, 11 or 18.33% from Sibunag, and 14 or 23.34% from Nueva Valencia.

The distribution of respondents is presented in Table 1.

Table 1. Distribution of Respondents

Municipality	N	%
Buenavista	19	31.67
Jordan	8	13.33
San Lorenza	8	13.33
Sibunag	11	18.33
Nueva Valencia	14	23.34
Total	60	100.00

Data Gathering Instrument

To collect data for this study, a researcher-developed questionnaire based on relevant literature was administered to entrepreneurs in service industry ventures across the five municipalities of Guimaras. The instrument was divided into several parts. The first part gathered demographic information, including age, sex, educational attainment, type of service enterprise, and location, to provide context for analyzing relationships among variables. The second part measured entrepreneurial competence, with respondents rating their answers using a five-point Likert scale: "5 – Strongly Agree," "4 – Agree," "3 – Uncertain," "2 – Disagree," and "1 – Strongly Disagree." These ratings were interpreted using scales of means, where scores from 4.21 to 5.00 indicated Very High, 3.41 to 4.20 High, 2.61 to 3.40 Moderate, 1.81 to 2.60 Low, and 1.00 to 1.80 Very Low.

The third part assessed entrepreneurial practices, with respondents answering “3- Always,” “2- Sometimes,” or “1- Never” using a three-point Likert scale. Scores from 2.35 to 3.00 were interpreted as Mostly Practiced, 1.68 to 2.34 as Slightly Practiced, and 1.00 to 1.67 as Least Practiced.

The fourth part evaluated the challenges encountered by entrepreneurs, also rated through the same three-point Likert scale of “3- Always,” “2- Sometimes,” or “1- Never”. Scores from 2.35 to 3.00 were interpreted as Mostly Encountered, 1.68 to 2.34

as Slightly Encountered, and 1.00 to 1.67 as Least Encountered.

The use of these scales across all parts of the questionnaire ensured consistency in data collection and allowed for clearer interpretation of results. After the data-gathering procedure had been completed, the researcher studied, tabulated, and interpreted the data. Inferences were drawn based on the findings, which provided insights into the relationships among entrepreneurs’ competence, practices, and challenges in business management.

Entrepreneurs’ Competence

Scale of Means	Description	Interpretation
4.21 – 5.00	Very High	All entrepreneurs have the ability to plan, organize, lead, and control resources, ensuring sustainable growth and competitive advantage.
3.41 – 4.20	High	Most entrepreneurs have the ability to plan, organize, lead, and control resources, ensuring sustainable growth and competitive advantage.
2.61 – 3.40	Moderate	Some entrepreneurs have the ability to plan, organize, lead, and control resources, ensuring sustainable growth and competitive advantage.
1.81 – 2.60	Low	Few entrepreneurs have the ability to plan, organize, lead, and control resources, ensuring sustainable growth and competitive advantage.
1.00 – 1.80	Very Low	Very few entrepreneurs have the ability to plan, organize, lead, and control resources, ensuring sustainable growth and competitive advantage.

Entrepreneurs’ Practices

Scale of Means	Description	Interpretation
2.35 – 3.00	Mostly Practiced	Entrepreneurs consistently apply the structured services in the management strategies to support stable operations, positive customer experiences, and steady growth in their business ventures.
1.68 – 2.34	Slightly Practiced	Entrepreneurs regularly apply the structured services in management to support stable operations, positive customer experiences, and steady growth in their business ventures.
1.00 – 1.67	Least Practiced	Entrepreneurs sometimes apply the structured services in management to support stable operations, positive customer experiences, and steady growth in their business ventures.

Challenges Encountered by Entrepreneurs

Scale of Means	Description	Interpretation (Service Industry Focus)
2.35 – Mostly Encountered	3.00	The entrepreneurs experienced the difficulties in service management, struggling with resource allocation, financial management, high customer demands, and sustaining growth all the time.
1.68 – Slightly Encountered	2.34	The entrepreneurs experienced the difficulties in service management, struggling with resource allocation, financial management, high customer demands, and sustaining growth most of the time.
1.00 – Least Encountered	1.67	The entrepreneurs experienced the difficulties in service management, struggling with resource allocation, financial management, high customer demands, and sustaining growth sometimes.

inferences that the researcher made (Fraenkel & Wallen, 2017). The comments, corrections, and suggestions of the validators regarding the items in the checklist were carefully considered and incorporated into the final draft of the research instrument before it was subjected to reliability testing.

Reliability of the Research Instrument

To determine the reliability of the questionnaire designed to measure competence, practices, and challenges in business management among entrepreneurs in the service industry, the instrument was pilot-tested among thirty (30) entrepreneurs in Iloilo City who were not part of the actual study population. The pilot group consisted of ten owners of coffee shops, ten owners of laundry businesses, and ten owners of water refilling stations. This initial testing was conducted to refine the questionnaire for clarity, ease of completion, and accurate recording of responses during the main data collection phase.

The data gathered from the pilot test were tallied and subjected to reliability analysis using Cronbach's alpha, a statistical method that evaluated the internal consistency of responses across related items within each construct. According to Saunders, Lewis, and Thornhill (2019), alpha values range from 0 to 1, with higher values reflecting stronger internal consistency, while a coefficient of 0.80 or higher was considered acceptable. Furthermore, George and Mallery (2003) suggested that values above 0.90 indicated excellent reliability.

The reliability results of the instrument demonstrated very high internal consistency across all three constructs. The Competence scale yielded a Cronbach's alpha of 0.95 for 20 items, the Practices scale registered 0.91 for 16 items, and the Challenges scale produced a coefficient of 0.96 for 16 items. These results confirmed that the questionnaire was a highly reliable tool for assessing the intended dimensions of the study. Hence, the instrument used in this research could be considered consistent and dependable for evaluating competence, practices, and challenges in business management among service entrepreneurs in Guimaras.

Validity of the Research Instrument

The modified researcher-made questionnaire adopted from literature was submitted for validation with the assistance of research experts, three from the business industry and two from the graduate school research panel. The Good and Scates Criteria for Validation were employed to evaluate whether the questions were appropriate, clear, reasonable, non-superficial, typical, and sufficiently inclusive. The questionnaire was carefully refined to suit the specific objectives of the study, drawing insights and structure from a review of related literature. It was then reviewed and validated by a panel of jurors who were selected for their expertise in research methodology, testing and assessment, and the English language.

Validity referred to the appropriateness, meaningfulness, correctness, and usefulness of the

Data Gathering Procedure

After the validity and reliability of the data-gathering instrument were established, the questionnaire was reproduced and prepared for distribution. The researcher personally administered the instrument to entrepreneurs operating coffee shops, laundry shops, and water refilling station businesses in the five municipalities of Guimaras. To ensure ethical conduct throughout the research process, the researcher guaranteed that respondents' names did not appear in any part of the study.

Entrepreneurs were also assured that they would not be subjected to any emotional or physical harm during the data collection. Proper documentation of dates and materials used in the study was maintained to prevent copyright infringement and plagiarism. A formal communication letter was presented to individuals who assisted in the validation and verification of the questionnaire items, ensuring that the final instrument was organized, accurate, and ethically sound.

Statistical Tools Used

This study employed several statistical tools to analyze the data gathered from the respondents. These tools included frequency count, percentage, mean, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rho. Each tool was applied to address specific aspects of the research problem and to ensure accurate interpretation of the results.

Frequency Count. This was used to determine the distribution of respondents based on their profile, such as age, educational attainment, specialization, nature of business, and location. It also identified the frequency of responses for each item in the questionnaire.

Percentage. This was applied to present the proportion of respondents within each demographic category, offering a comparative view of the sample composition and the rate index of the given variables. **Mean.** This was employed to determine the overall assessment of the respondents' competence, practices, and challenges in business management when taken as a whole and when classified according to demographic variables such as age, educational attainment, specialization, nature of business, and location.

Mann-Whitney U test. This was used to determine whether there were significant differences in the respondents' level of competence, practices, and challenges when classified according to age and specialization.

Kruskal-Wallis H test. This was applied to assess significant differences in the respondents' level of competence, practices, and challenges when classified according to educational attainment, location, and nature of business.

Spearman's rho. This was utilized to measure the significant relationships among the study's key variables, specifically entrepreneurs' competence, practices, and challenges in business management.

All statistical analyses were conducted at the 0.05 level of significance to ensure statistical reliability.

IV. RESULTS AND DISCUSSIONS

This section presents the results summary of the study, and the discussions of the conclusions drawn based on the findings, and the recommendations offered for future action and policy direction for the study on the entrepreneurs' competence, practices, and challenges in business management.

Summary

This study aimed to examine the entrepreneurs' competence, practices, and challenges in business management in the province of Guimaras, Philippines, for the Year 2025.

Specifically, this study sought to answer the following questions:

1. What is the profile of respondents in terms of age, educational attainment, specialization, nature of business, and location?
2. What is the level of entrepreneurs' competence in business management in terms of planning, organizing, leading and controlling when taken as a whole and when classified according to age, educational attainment, specialization, nature of business, and location?
3. What are the entrepreneurs' practices in business management in terms of planning, organizing, leading and controlling when taken as a whole and

when classified according to age, educational attainment, specialization, nature of business, and location?

4. What are the challenges encountered by the entrepreneurs in business management in terms of planning, organizing, leading and controlling when taken as a whole and when classified according to age, educational attainment, specialization, nature of business, and location?
5. Are there significant differences in the level of entrepreneurs' competence in business management in terms of planning, organizing, leading and controlling when classified according to age, educational attainment, specialization, nature of business, and location?
6. Are there significant differences in the entrepreneurs' practices in business management in terms of planning, organizing, leading and controlling when classified according to age, educational attainment, specialization, nature of business, and location?
7. Are there significant differences in the challenges encountered by the entrepreneurs in business management in terms of planning, organizing, leading and controlling when classified according to age, educational attainment, specialization, nature of business, and location?
8. Are there significant relationships among entrepreneurs' competence, practices, and challenges in business management?

The study focused on 60 owners of coffee shops, laundry shops and water refilling stations as respondents, located in the five municipalities in the province of Guimaras for the year 2025. Respondents' profiles (age, educational attainment, specialization, business type, and location) served as independent variables, while competence, practices, and challenges were the dependent variables. Data were gathered through a validated, researcher-made questionnaire and analyzed using SPSS with appropriate statistical tests at a 0.05 margin of error.

Findings

1. The profile of the 60 entrepreneurs from service industry ventures in Guimaras (2025) showed that 53.3% aged 40 years old and below, while 46.7% were 41 years old and above. Most respondents were college graduates (73.3%), followed by those

with postgraduate degrees (15.0%), with vocational/TESDA training (5.0%), and high school education (6.7%). In terms of specialization, 70.0% came from business-related fields, while 30.0% were non-business graduates. By nature of business, laundry shops comprised the largest share (40.0%), followed from water refilling stations (30.0%), and coffee shops (30.0%). Respondents were distributed across all five municipalities, with Buenavista having the highest representation (31.7%), followed by Nueva Valencia (23.3%), Sibunag (18.3%), and both Jordan and San Lorenzo at 13.3% each.

2. The level of entrepreneurs' competence in business management when taken as a whole was very high (over-all $M=4.32$) and in terms of planning ($M=4.33$), organizing ($M=4.29$), leading ($M=4.36$), and controlling ($M=4.34$); and when classified according to age; in terms of planning ($M=4.32$), organizing ($M=4.29$), leading ($M=4.33$), and controlling ($M=4.34$); educational attainment; planning ($M=4.31$), organizing ($M=4.27$), leading ($M=4.46$), and controlling ($M=4.34$); specialization; planning ($M=4.23$), organizing ($M=4.23$), leading ($M=4.24$), and controlling ($M=4.28$); nature of business; planning ($M=4.31$), organizing ($M=4.30$), leading ($M=4.32$), and controlling ($M=4.34$); location; planning ($M=4.28$), organizing ($M=4.26$), leading ($M=4.32$), and controlling ($M=4.31$)
3. Then entrepreneurs mostly practiced the structured services in business management and the strategies to support stable operation in terms of planning ($M=2.62$), organizing ($M=2.81$), leading ($M=2.91$), and controlling ($M=2.84$) as a whole (over-all $M=2.79$) and when classified according to age; planning ($M=2.61$), organizing ($M=2.81$), leading ($M=2.91$), and controlling ($M=2.85$); educational attainment; planning ($M=2.65$), organizing ($M=2.87$), leading ($M=2.44$), and controlling ($M=2.86$); specialization; planning ($M=2.57$), organizing ($M=2.84$), leading ($M=2.42$), and controlling ($M=2.84$); nature of business; planning ($M=2.63$), organizing ($M=2.81$), leading ($M=2.91$), and controlling ($M=2.84$); and location; planning ($M=2.57$), organizing ($M=2.82$), leading ($M=2.92$), and controlling ($M=2.86$)

4. The entrepreneurs slightly encountered the difficulties in business management as a whole (over-all $M=1.97$) in terms of planning ($M=2.06$), organizing ($M=2.04$), leading ($M=1.91$), and controlling ($M=1.87$) and when classified according to age; planning ($M=2.06$), organizing ($M=2.04$), leading ($M=1.92$), and controlling ($M=1.87$); educational attainment; planning ($M=2.30$), organizing ($M=2.29$), leading ($M=2.21$), and controlling ($M=2.15$); specialization; planning ($M=2.01$), organizing ($M=1.99$), leading ($M=1.87$), and controlling ($M=1.84$); nature of business; planning ($M=2.06$), organizing ($M=2.03$), leading ($M=1.91$), and controlling ($M=1.87$); location planning ($M=2.06$), organizing ($M=2.03$), leading ($M=1.99$), and controlling ($M=1.95$)
5. There were no significant difference in the level of entrepreneurs competence in business in terms of planning ($u=381.00$, $p=.946$), organizing ($M=361.95$, $p=.900$), leading ($u=343.85$, $p=.850$), and controlling ($u=392.43$, $p=12.974$), when classified according to age: educational attainment; planning ($H=.247$, $p=.970$), organizing ($H=.257$, $p=1.009$), leading ($H=.241$, $p=.948$), controlling ($H=.241$, $p=.948$); and nature of business; planning ($H=1.064$, $p=.786$), organizing ($H=1.107$, $p=.817$), leading ($H=1.000$, $p=.736$), and controlling ($H=1.040$, $p=.768$) but with significant difference when they were classified by specialization; planning ($u=149.00$, $p=.082$) organizing ($u=141.55$, $p=.003$), leading ($u=134.47$, $p=.003$), and controlling ($u=153.47$, $p=1.000$); and location; planning ($H=13.345$, $p=.010$), organizing ($H=13.879$, $p=.010$), leading ($H=12.544$, $p=.009$), and controlling ($H=13.046$, $p=.009$)
6. There were no significant differences in entrepreneurs' practices in business management in terms of planning ($u=344$, $p=.573$), organizing ($u=326.80$, $p=.540$), leading ($u=310.46$, $p=.520$), and controlling ($u=248.00$, $p=.230$) when classified according to age, educational attainment; planning ($H=5.562$, $p=.135$), organizing ($H=5.784$, $p=.140$), leading ($H=5.228$, $p=.127$), controlling ($H=5.437$, $p=.132$); nature of business; planning ($H=2.568$, $p=.463$), organizing ($H=2.671$, $p=.482$), leading ($H=2.414$, $p=.435$), controlling ($H=2.510$, $p=.453$); and location; planning ($H=2.177$, $p=.703$), organizing ($H=2.264$, $p=.731$), leading ($H=2.046$, $p=.661$), and controlling ($H=2.128$, $p=.688$); but with significant differences when classified according to specialization in terms of organizing ($u=235.60$, $p=.000$), leading ($u=223.82$, $p=.000$) and controlling ($u=255.44$, $p=.000$) however, in terms of planning no significant difference were noted ($u=248.00$, $p=.230$).
7. There were no significant differences in the challenges encountered by the entrepreneurs in business management in terms of planning ($u=310.00$, $p=.243$), organizing ($u=294.50$, $p=.230$), leading ($u=279.78$, $p=.226$), controlling ($u=319.30$, $p=.250$) when classified according to age, specialization in terms of planning ($H=4.532$, $p=.209$), organizing ($H=4.713$, $p=.218$), leading ($H=4.260$, $p=.197$), and controlling ($H=4.430$, $p=.205$) but with significant differences when classified according to specialization in terms of organizing ($u=232.28$, $p=.000$), leading ($u=220.66$, $p=.000$), controlling ($u=251.84$, $p=.000$); educational attainment; planning ($H=12.234$, $p=.007$), organizing ($H=12.723$, $p=.007$), leading ($H=11.500$, $p=.006$), controlling ($H=11.960$, $p=.006$), and location; planning ($H=4.532$, $p=.209$), organizing ($H=4.713$, $p=.218$), leading ($H=4.260$, $p=.197$), and controlling ($H=4.430$, $p=.205$).
8. There was no significant relationships between entrepreneurs' competence and practices ($\rho=.456$, $p=.000$), competence and challenges ($\rho=-.318$, $p=.018$), and practices and challenges ($\rho=-.274$, $p=.043$).

Conclusions

Based on the findings, the following conclusions are drawn:

1. Entrepreneurs in the province of Guimaras are mostly college-educated, business-specialized in laundry and located in the Municipality of Buenavista.
2. All entrepreneurs of coffee shops, laundry and water refilling businesses in the province of Guimaras have the ability to plan, organize, lead and control resources, ensuring sustainable growth and competitive advantage.
3. The entrepreneurs in the province of Guimaras consistently apply the structured services in management, the strategies to support stable

operations, positive customs experience, and steady in their business ventures.

4. The entrepreneurs experienced the difficulties in service management, struggling with resource allocation, financial management, high customer demands, and sustainable growth most of the time
5. The entrepreneurs have similar level of competence in business management in terms of planning, organizing, and controlling when classified according to age, educational attainment and nature of business but with different level when their specialization, location are considered.
6. The entrepreneurs demonstrates similar practices in business management in terms of planning, organizing, leading and controlling when classified in terms of age, educational attainment, nature of business and location but differ when classified in terms of specialization except for the area of planning
7. The entrepreneurs encountered similar challenges in business management in terms of planning, organizing, leading and controlling regardless of their age and nature of business but different when grouped in terms of their educational attainment, location, and except in the area of planning for specialization.
8. There are significant relationships among entrepreneurs competence, practices and challenges in business management

Recommendations

Based on the findings and conclusions, the following actionable recommendations are proposed for key stakeholders to strengthen entrepreneurship development and improve business management practices in the service industry of Guimaras Province:

1. Extension Coordinators of the BSBA program at GSU may implement outreach programs tailored to specialization and location, since competence varies more by these factors than by age or business type. Localized interventions can help balance disparities across municipalities.
2. Training Institution Administrators may enhance curricula by integrating practical modules on business management, problem-solving, and resilience. Special emphasis should be placed on vocational and non-business graduates to bridge competence gaps and strengthen practices.

3. Department of Trade and Industry (DTI) Officials may reinforce entrepreneurial competence by offering specialized programs in planning, organizing, leading, and controlling. Training should be tailored to vocational and non-business graduates, while mentoring and financial literacy workshops can help sustain “Very High” competence levels.
4. Local Government Units (LGU) Officials may facilitate municipal-level initiatives that strengthen business practices. Since practices are “Mostly Practiced,” LGUs can promote mentoring, peer learning, and best-practice sharing, especially in planning, which was rated lowest.
5. Business Development Officers may provide targeted support to entrepreneurs facing challenges in planning and organizing. Programs should focus on vocational and high school graduates, computer shop operators, and entrepreneurs in Nueva Valencia, where challenges were most evident.
6. Entrepreneurs may invest in continuous learning, adopt standardized routines, and engage in peer networks. By strengthening competence and practices, they can minimize challenges and sustain growth in their ventures.
7. Researcher and Future Researchers may disseminate findings through policy briefs, stakeholder dialogues, and academic forums to inform evidence-based reforms. Future studies may explore additional factors such as innovation, digital adoption, and community support systems to deepen understanding of how competence and practices reduce challenges.

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