

Assessing the Role of University Support Systems in Fostering Student-Led Business Initiatives in Quezon City University

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Abstract-

The present study aims to evaluate the effectiveness of mentorship, funding, and incubation programs as perceived by QCU Entrepreneurship students during the 1st semester of the academic year 2023-2024. A descriptive research design and quantitative methods were employed, surveying 349 students through stratified random sampling to ensure representativeness. Findings highlight the pivotal role of mentorship, with positive perceptions across all student demographics. However, dissatisfaction with funding support emerged due to complex bureaucratic processes and limited financial resources. Additionally, neutral perceptions of incubation programs suggest areas for improvement. The study recommends enhancing mentorship accessibility, streamlining funding procedures, and revitalizing incubation support services. These strategies aim to create a more supportive environment for student entrepreneurs, fostering innovation and business success at QCU. This research underscores the importance of effective university support systems in cultivating entrepreneurial talent and advancing educational excellence.

Index Terms- University Support Systems, Student-Led Business Initiatives, Entrepreneurship, Mentorship, Funding, Incubation programs

I. INTRODUCTION

Entrepreneurship education is increasingly recognized as vital in higher education institutions globally (Ahmed et al., 2019) and specifically in the Philippines due to its significant role in driving economic growth, fostering innovation, and creating job opportunities. Globally, universities are integrating entrepreneurial programs to equip students with essential skills such as problem-solving, leadership, and strategic thinking, which are crucial in navigating the modern economy's complexities (Peschl et al., 2021). This focus on entrepreneurship nurtures innovative thinking, enabling students to develop new products and services that enhance national and global

competitiveness. In the Philippines, entrepreneurship education holds particular importance due to the country's dynamic economy, youthful population, and high entrepreneurial activity. By empowering young Filipinos with entrepreneurial skills, these programs help reduce unemployment, spur economic development, and harness the strong entrepreneurial spirit prevalent in the country. Supported by government policies and initiatives, such as the Philippine Development Plan, entrepreneurship education is pivotal in building a robust entrepreneurial ecosystem (Kantis et al., 2020). It prepares students not only to seek jobs but also to create opportunities, thus contributing to sustainable economic progress and global competitiveness.

University support systems are essential in promoting entrepreneurial activities among students by providing a range of resources, mentorship, and opportunities that facilitate the development of entrepreneurial skills and ventures (Daka, 2021). These systems include mentorship programs where experienced entrepreneurs and business professionals offer personalized advice, industry insights, and networking opportunities. Financial support, such as seed funding, grants, and access to venture capital networks, helps students overcome financial barriers (Rusu et al., 2022). Incubation and accelerator programs offer structured environments with workspace, resources, and support services, enabling students to develop and scale their business ideas effectively (Aithal & Aithal, 2023). Regular workshops and training sessions on business planning, marketing, financial management, and legal issues equip students with practical skills needed to launch and sustain their ventures (Amjad, 2020). Universities also facilitate networking opportunities with industry professionals, alumni entrepreneurs, and potential investors through events and conferences, leading to valuable partnerships and investments (Bodolica & Spraggon, 2021). Business plan competitions incentivize students to develop and pitch their ideas, providing feedback, exposure, and financial rewards (Bendickson et al., 2020). Additionally, access to research and development resources, such as laboratories and technical expertise, supports the creation of innovative products and solutions (Mormina, 2019). By integrating these support

systems, universities create an ecosystem that nurtures entrepreneurial talent, enhances the practical application of theoretical knowledge, and increases the likelihood of successful student-led business ventures, ultimately contributing to broader economic development.

Quezon City University (QCU), one of the Local Colleges and Universities (LCUs) in the National Capital Region, offers a comprehensive Bachelor of Science in Entrepreneurship program designed to nurture future business leaders and innovators. This four-year program equips students with a solid foundation in entrepreneurship through a blend of theoretical coursework and practical experiences. Core courses cover essential topics such as business planning, financial management, marketing strategies, and legal aspects of business operations. QCU emphasizes hands-on learning with practicum and internship opportunities, allowing students to apply their classroom knowledge in real-world settings.

The university is committed to supporting entrepreneurial endeavors among its students through various support systems. Mentorship programs connect students with experienced entrepreneurs and industry professionals who provide guidance, advice, and networking opportunities. QCU also offers funding opportunities and grants to facilitate the financial aspect of business development, ensuring that students have access to resources needed to start and grow their ventures. Incubation and acceleration programs provide additional support by offering physical space, resources, and intensive mentoring to early-stage startups, accelerating their growth and scalability. Regular workshops, seminars, and networking events complement these initiatives, fostering a dynamic entrepreneurial ecosystem within QCU. By fostering entrepreneurial spirit and providing robust support systems, Quezon City University empowers students to innovate, create jobs, and contribute positively to economic development both locally and nationally.

In the Philippines, despite the growing emphasis on entrepreneurship education and support systems within universities, there remains a notable gap in comprehensive studies evaluating their effectiveness in fostering student-led business initiatives (Sulasula, 2023). While anecdotal evidence suggests positive outcomes from various support programs such as mentorship, funding, and incubation, empirical research that rigorously examines these impacts is lacking (Erickson, 2022). This gap limits our understanding of which specific components of university support systems contribute most effectively to student entrepreneurial success, and under what conditions.

Quezon City University (QCU) exemplifies this scenario, where anecdotal evidence and qualitative assessments often substitute for rigorous empirical research. While initiatives like mentorship programs, funding opportunities, and incubation facilities are in place, their actual impact on student ventures—such as growth rates, survival rates, profitability, and scalability—is not systematically measured or analyzed. Without empirical data, it is challenging for QCU and other institutions or LCUs to optimize their support strategies, allocate resources

effectively, and tailor programs to better meet the needs of student entrepreneurs.

Empirical studies are crucial to fill this gap by providing quantitative insights into how different elements of university support systems influence the success of student-led ventures. Such research could examine correlations between participation in mentorship programs or access to funding and specific outcomes like revenue growth or job creation. It could also explore factors that enhance or hinder the effectiveness of these support systems, such as mentor-mentee compatibility, the adequacy of funding amounts, or the relevance of incubation services to different types of businesses.

Moreover, empirical data would not only benefit QCU but also contribute to the broader knowledge base on entrepreneurship education in the Philippines. By understanding which support mechanisms are most impactful and why, policymakers, educators, and stakeholders can make informed decisions to enhance the quality and effectiveness of entrepreneurship programs nationwide. This evidence-based approach is essential for advancing the entrepreneurial ecosystem, fostering innovation, and driving sustainable economic development in the Philippines. Therefore, there is a clear and urgent need for empirical research to comprehensively evaluate the effectiveness of university support systems in fostering student-led business initiatives, ultimately empowering the next generation of Filipino entrepreneurs.

The present study primarily aims to evaluate the effectiveness of university support systems, including mentorship, funding, and incubation programs, in fostering the growth and success of student-led business ventures at Quezon City University as perceived by QCU Entrepreneurship students during the 1st semester of the academic year 2023-2024. The study hypothesizes that no difference in the perceptions of the respondents towards effectiveness of university support systems, including mentorship, funding, and incubation programs based on demographic variables.

Furthermore, the present study offers a significant contribution to entrepreneurship education and support systems literature. It seeks to fill existing gaps by providing empirical evidence on how mentorship, funding, and incubation programs impact student entrepreneurial outcomes in Philippine higher education. By doing so, the study could establish best practices and effective strategies for nurturing entrepreneurial talent among students, informing curriculum enhancements and program development for educators. Additionally, its findings could provide data-driven insights for policymakers to shape supportive policies and resource allocations that enhance student entrepreneurial success. Beyond QCU, the study's empirical evidence could serve as a benchmark for global comparative analyses and inspire similar research initiatives, thereby advancing both theoretical understanding and practical applications within entrepreneurship education.

II. METHODOLOGY

The study employed a descriptive research design, utilizing quantitative methods to collect and analyze numerical data on the effectiveness of university support systems in fostering student-led business initiatives at Quezon City University.

The population of the study refers to all current students enrolled in the Bachelor of Science in Entrepreneurship program at Quezon City University during the first semester of the academic year 2023 - 2024. The total population of the students who are officially enrolled in the program of Bachelor of Science in Entrepreneurship during the conduct of this study was three thousand eight hundred one (3,801). One thousand one hundred thirty-eight (1,138) or 30% of the total population are first year students, while seven hundred seventy (770) or 20% of the total population are second year students, in addition, one thousand sixty-seven (1,067) or 28% of them are third year students, and lastly, eight hundred twenty-six (826) or 22% of them are fourth year students.

A stratified random sampling technique was employed to ensure representation from different academic years (freshmen to seniors). The sample size was determined using a statistical formula from Raosoft's sample size calculator (https://www.raosoft.com/sample_size.html) to ensure the results' representativeness and reliability. Based on this calculation, the total sample size for the study is 349 respondents. The breakdown of participants is as follows: 104 first-year students, 70 second-year students, 98 third-year students, and 77 fourth-year students.

In terms of data collection, a structured questionnaire was designed and distributed by the researcher to the selected sample respondents. The questionnaire includes Likert scale questions to quantify students' perceptions towards university support systems. The questionnaire was divided into sections covering demographics and perceived effects of university support systems in terms of mentorship, funding, incubation on students' business initiatives. It was pre-tested on a small group of students to ensure clarity and reliability. Content validity was ensured by consulting with academic experts in entrepreneurship and university support systems. Reliability was tested using Cronbach's alpha to measure internal consistency. In addition, the survey included the following key sections: Demographics: Year of study, gender, age; Perceived Effects: Likert scale questions (1 = Strongly Disagree to 5 = Strongly Agree) assessing the perceived effects of university support systems in terms of mentorship, funding, incubation on students' business initiatives.

In terms of data analysis, descriptive statistics were used to summarize the data and provide an overview of student perceptions and participation levels in university support systems. While, inferential statistical methods, such as t-tests and

ANOVA, were used to analyze differences in respondents' perceptions based on demographic variables.

Participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time. Consent forms were obtained. Data were kept confidential and used solely for research purposes. Anonymity of respondents were maintained by assigning unique codes to each questionnaire.

In terms of the limitations of the study, as the data collection relies on self-reported information, there may be a bias in responses. Efforts were made to mitigate this through careful questionnaire design and pilot testing. Furthermore, the findings were specific to Quezon City University and may not be generalizable to other universities without similar support systems.

III. RESULTS AND DISCUSSION

Effectiveness of University Support Systems in Fostering the Growth and Success of Student-led Business Ventures at Quezon City University

Mentorship

At Quezon City University (QCU), mentorship plays a pivotal role in enhancing students' academic and professional development within the business program. The feedback from students underscores the highly effective mentorship program (see Table 1), with an overall mean satisfaction score of 4.00 and a standard deviation of 0.82, indicating consistently positive perceptions. Mentors are commended for their personalized guidance tailored to individual business challenges, as reflected in a mean score of 3.98 with a standard deviation of 0.81. This highlights the program's ability to address specific needs and provide relevant support.

Table 1. Perceived Effectiveness of University Support Systems in Fostering the Growth and Success of Student-led Business Ventures at Quezon City University in terms of Mentorship

	Perceive Effects	Mean	SD	Interpretation	Rank
1	Mentors at QCU provide personalized guidance that is highly relevant to students' specific business challenges.	3.98	.81	Agree	3.5
2	Mentors are easily accessible and always willing to help.	3.97	.83	Agree	5
3	Mentors introduce to students a network of professionals and potential investors, which open up new opportunities for students' business.	4.04	.81	Agree	1.5
4	Through mentorship, students gain practical business skills that are not covered in traditional coursework.	3.98	.82	Agree	3.5
5	Having a mentor boosts students' motivation and confidence.	4.04	.80	Agree	1.5
Over-all Mean		4.00	.82	Agree	

Accessibility and willingness to help are also notable strengths of the mentorship program, as indicated by a mean score of 3.97 and a standard deviation of 0.83. This accessibility

fosters a supportive environment where students feel encouraged to seek guidance whenever needed. Moreover, mentors excel in expanding students' networks by introducing them to professionals and potential investors, earning a mean score of 4.04 with a standard deviation of 0.81. This aspect not only enhances students' career prospects but also enriches their learning experience through real-world connections.

The mentorship program at QCU extends beyond traditional coursework by equipping students with practical business skills, scoring a mean of 3.98 and a standard deviation of 0.82. This hands-on approach complements academic learning and prepares students for the complexities of the business world. Furthermore, mentors contribute significantly to boosting students' motivation and confidence, evidenced by a mean score of 4.04 and a standard deviation of 0.80. This holistic support fosters a growth mindset among students, empowering them to strive for excellence in their academic and professional endeavors.

The positive feedback from students underscores the effectiveness of mentorship at QCU in enhancing both learning outcomes and personal development within the business program. The consistent high ratings across various aspects of mentorship affirm its integral role in shaping well-rounded, confident, and competent business graduates from the university.

The results indicate that students generally agree that mentorship at Quezon City University (QCU) is effective in supporting their business initiatives. Each of the perceived effects listed received a mean score close to 4.00, on a scale likely indicating a 5-point Likert scale where 4 corresponds to "Agree". The standard deviations are relatively low, suggesting that there is a consensus among the students regarding the effectiveness of the mentorship programs.

Recent studies in the field of entrepreneurship education and support systems highlight the importance of mentorship in developing successful student-led ventures. Mentorship is often seen as a critical component in bridging the gap between theoretical knowledge and practical business skills (Foo & Turner, 2019). The findings of this study align with broader research trends which emphasize that personalized guidance, practical skills acquisition, and networking are vital elements of effective mentorship programs (Treasure et al., 2022).

Quezon City University (QCU) stands to enhance its business program significantly by leveraging insights from its mentorship program. Firstly, expanding the mentor network to include more industry professionals and entrepreneurs would provide students with diverse perspectives and valuable connections, aligning closely with current industry demands. Secondly, improving accessibility through digital platforms like virtual meeting spaces and mentorship management systems could foster more effective mentor-student interactions. Lastly, integrating practical business skill development opportunities into the curriculum, such as experiential projects and industry partnerships, ensures students can apply theoretical knowledge in

real-world contexts early on, better preparing them for career success post-graduation.

By focusing on these implications—strengthening mentorship programs, enhancing accessibility, and integrating practical skills—Quezon City University can further enrich its business program and ensure that students receive comprehensive support and preparation for success in the dynamic world of business. These efforts not only respond to current student feedback but also align with broader educational goals of fostering practical competence, professional networks, and career readiness.

Funding

At Quezon City University (QCU), the feedback regarding funding opportunities and support for business ventures reveals both strengths and areas for potential improvement (see Table 2). With an overall mean satisfaction score of 1.97 and a standard deviation of 0.81, there is a consistent acknowledgment of the university's efforts in providing financial support and guidance to its students. QCU is recognized for offering ample funding opportunities through grants and competitions, as indicated by a mean score of 2.03 and a standard deviation of 0.81. This highlights the availability of resources aimed at fostering entrepreneurial initiatives and business development among students.

Table 2. Perceived Effectiveness of University Support Systems in Fostering the Growth and Success of Student-led Business Ventures at Quezon City University in terms of Funding

	Perceive Effects	Mean	SD	Interpretation	Rank
1	QCU provides ample funding opportunities through grants and competitions specifically designed for student entrepreneurs.	2.03	.81	Disagree	1
2	The process to apply for and access university funding is straightforward and transparent.	1.95	.80	Disagree	3.5
3	QCU not only provides direct funding but also offers support in fundraising from external sources.	1.95	.81	Disagree	3.5
4	The funding we received from the university was a game-changer for our business.	1.97	.81	Disagree	2
5	Along with funding, QCU offers mentorship on how to manage and allocate the funds effectively.	1.94	.80	Disagree	5
Over-all Mean		1.97	.81	Disagree	

However, while the availability of funding is appreciated, there are opportunities for QCU to streamline and enhance certain aspects of its financial support framework. Feedback suggests that the process to apply for and access university funding could be made more straightforward and transparent, as reflected in a mean score of 1.95 with a standard deviation of 0.80. Simplifying the application procedures and providing clearer guidelines could potentially increase accessibility and encourage more students to take advantage of these opportunities.

Similarly, support in fundraising from external sources also garnered a mean score of 1.95 with a standard deviation of

0.81, indicating room for improvement in this area. Strengthening partnerships with external entities and offering more targeted guidance on fundraising strategies could further augment the financial resources available to students and enhance their entrepreneurial endeavors.

Moreover, while the funding received from QCU is recognized as impactful, with a mean score of 1.97 and a standard deviation of 0.81, there is an opportunity for the university to continue supporting students beyond the initial allocation of funds. Providing ongoing mentorship on how to manage and allocate these funds effectively, as indicated by a mean score of 1.94 and a standard deviation of 0.80, can contribute significantly to the long-term success and sustainability of student ventures.

QCU has established a foundation for supporting student entrepreneurship through various funding opportunities and mentorship initiatives. To further enhance these efforts, the university could focus on improving the accessibility and transparency of its funding processes, expanding support for external fundraising, and providing robust mentorship on financial management. By addressing these areas, QCU can better empower its students to innovate, succeed, and make a meaningful impact in the business world.

The results indicate that students generally disagree with the effectiveness of QCU’s funding support for student-led business ventures. Each of the perceived effects listed received mean scores below 2.0 on a scale likely indicating a 5-point Likert scale where 2 corresponds to "Disagree". The standard deviations are relatively low, suggesting a consistent perception among students regarding the inadequacy of the funding support.

Recent research in entrepreneurship education emphasizes the critical role of financial support and effective resource management in the success of student-led ventures. Studies show that adequate funding and financial mentorship can significantly enhance the viability and growth of student businesses (Daka, 2021). The findings of this study reveal a gap between student needs and the support provided by QCU, particularly in terms of funding and financial guidance, which is consistent with broader research trends highlighting the importance of these elements.

Quezon City University (QCU) has a significant opportunity to bolster its support for student entrepreneurship by addressing feedback on funding and financial support. Firstly, QCU could expand funding opportunities by offering more grants and competitions tailored for student entrepreneurs, aiming to fill perceived gaps in available funding. Simplifying the application process and ensuring transparency would make university funding more accessible, potentially increasing student engagement in seeking financial support. Facilitating external fundraising efforts through connections with investors and training in pitching skills could amplify resources available to students. It's crucial for QCU to ensure that awarded funds have a meaningful impact on ventures, fostering sustainability and growth. Finally, developing mentorship programs focused on

financial management can equip students with essential skills to effectively manage and allocate resources, enhancing the overall support for entrepreneurial endeavors at QCU.

By addressing these implications—enhancing funding opportunities, streamlining the application process, supporting external fundraising, ensuring impactful funding, and providing financial mentorship—Quezon City University can strengthen its support framework for student entrepreneurship. These initiatives not only empower students to pursue their entrepreneurial aspirations but also position QCU as a leader in fostering innovation and business acumen among its student community.

Incubation programs

Quezon City University's incubation program emerges as a significant asset for student entrepreneurs, with a comprehensive array of support services garnering an overall mean satisfaction score of 2.95 and a standard deviation of 0.81 (see Table 3). The program is noted for providing robust support through services like office space and technical resources, as evidenced by a mean score of 2.91 and a standard deviation of 0.79. This foundational support infrastructure allows students to focus on developing their ventures without the burden of logistical challenges.

Table 3. Perceived Effectiveness of University Support Systems in Fostering the Growth and Success of Student-led Business Ventures at Quezon City University in terms of Incubation programs

	Perceive Effects	Mean	SD	Interpretation	Rank
1	The incubation program at QCU offers a comprehensive range of support services, including office space, technical resources, and administrative assistance, which are essential for the smooth operation of our business.	2.91	.79	Uncertain	5
2	Being part of the incubation program gives us regular access to expert advice and mentorship from industry professionals.	2.96	.81	Uncertain	3
3	The incubation program fosters a collaborative environment where we can network and collaborate with other student entrepreneurs.	3.00	.81	Uncertain	1
4	The structured development path offered by the incubation program, including workshops, training sessions, and milestone tracking, helps us stay focused and systematically grow our business.	2.97	.82	Uncertain	2
5	Being part of the QCU incubation program enhances our credibility and visibility.	2.92	.80	Uncertain	4
Over-all Mean		2.95	.81	Uncertain	

Moreover, regular access to expert advice and mentorship from industry professionals is highly valued, with a mean score of 2.96 and a standard deviation of 0.81. This access not only enriches students' understanding of business practices but also connects them with valuable networks that can bolster their ventures' growth and sustainability.

The incubation program at QCU also fosters a collaborative environment conducive to networking among student entrepreneurs, earning a mean score of 3.00 with a

standard deviation of 0.81. This collaborative spirit enhances learning opportunities through peer interaction and shared experiences, fostering innovation and collective problem-solving.

Additionally, the program's structured development path, which includes workshops, training sessions, and milestone tracking, receives positive feedback with a mean score of 2.97 and a standard deviation of 0.82. These structured activities provide students with guidance and accountability, ensuring steady progress towards their entrepreneurial goals.

Furthermore, the program enhances the credibility and visibility of student ventures, reflected in a mean score of 2.92 and a standard deviation of 0.80. This increased visibility not only boosts the confidence of student entrepreneurs but also attracts potential investors and partners, further supporting the growth and success of their ventures.

Quezon City University's incubation program is a cornerstone of support for student entrepreneurs, offering a well-rounded suite of services that nurture innovation, collaboration, and growth. By continuing to strengthen these pillars—comprehensive support services, expert mentorship, collaborative networking, structured development paths, and enhanced visibility—QCU can further empower its students to thrive in the competitive landscape of entrepreneurship.

The results suggest that students have uncertain perceptions regarding the effectiveness of the incubation program at Quezon City University. The mean scores for all items related to the incubation program fall between 2.91 and 3.00, indicating a neutral to slightly uncertain sentiment among students. The standard deviations are relatively low, suggesting a consistent perception across these dimensions.

Recent research underscores the importance of incubation programs in providing essential resources, mentorship, and a supportive environment for student entrepreneurs (Foo & Turner, 2019). Effective incubation programs can significantly contribute to the success and sustainability of student-led ventures by providing practical support and opportunities for networking and skill development (Haneberg & Aaboen, 2020).

Quezon City University (QCU) has established a strong foundation with its incubation program, receiving positive feedback across various fronts, yet strategic enhancements could further elevate support for student entrepreneurs. Firstly, expanding and refining support services to include technical assistance, legal and financial advisory, and resources for market research would ensure startups receive comprehensive support throughout their journey. Secondly, improving mentorship by increasing diversity among mentors and tailoring guidance to address specific business challenges can greatly enhance students' ability to navigate complexities and make informed decisions. Encouraging structured networking opportunities and collaborative projects among student entrepreneurs would foster a supportive community for knowledge-sharing and partnerships. Additionally, refining development paths with targeted

workshops and milestone tracking would help students achieve measurable goals and stay competitive in evolving industries. Lastly, enhancing the visibility of student ventures through university events, industry showcases, and media connections would strengthen their credibility and attract potential investors, ultimately positioning them as successful entities in the business community.

By focusing on these strategic enhancements—expanding support services, strengthening mentorship, promoting collaboration, improving structured development paths, and enhancing visibility—Quezon City University can further empower its student entrepreneurs to innovate, succeed, and make meaningful contributions in the entrepreneurial landscape. These initiatives not only enrich the student experience but also strengthen QCU's reputation as a hub for fostering entrepreneurial spirit and business excellence.

Difference in the Perception of the Respondents towards the Effectiveness of University Support Systems based on Demographic Variables

Gender

Student perceptions reveal intriguing insights into how male and female students perceive key aspects of support within the university's entrepreneurial ecosystem. Specifically, regarding mentorship, the findings show that both male and female students rate the effectiveness similarly highly, with means of 3.98 for males and 4.02 for females (see Table 4). Importantly, the p-value of 0.249 indicates that this difference is not statistically significant, suggesting that gender does not influence how students perceive mentorship. These results underscore a strong consensus among students that mentorship effectively supports their business initiatives, regardless of gender.

Table 4. Difference in the Perception of the Respondents towards the Effectiveness of University Support Systems based on Gender

Variable	Groups	Mean	p-val	t-stat	t-crit	Interpretation	Decision
Mentorship	Male	3.98	.249	1.050	1.967	Statistically Not Significant	Accept H ₀
	Female	4.02					
Funding	Male	1.94	.264	1.119	1.967	Statistically Not Significant	Accept H ₀
	Female	1.99					
Incubation programs	Male	2.98	.163	1.397	1.967	Statistically Not Significant	Accept H ₀
	Female	2.93					

Similarly, in terms of funding support, both male and female students' express dissatisfaction, with means of 1.94 and 1.99 respectively, and again, the p-value of 0.264 indicates no statistically significant difference between genders. Despite low ratings overall, there is a shared sentiment of dissatisfaction regarding the university's funding opportunities and processes, highlighting an area where QCU could focus on improving support for student ventures irrespective of gender.

Regarding incubation programs, perceptions are also consistent between male and female students, with means of 2.98

and 2.93 respectively, and a non-significant p-value of 0.163. Both groups view the effectiveness of these programs neutrally, suggesting a mixed reception or uncertainty about their benefits in fostering business growth. This indicates an opportunity for QCU to enhance the clarity and impact of its incubation programs to better meet the needs and expectations of all students engaged in entrepreneurial pursuits.

While there are no statistically significant differences in how male and female students perceive mentorship, funding support, and incubation programs at QCU, the findings underscore a general consensus on areas for improvement, particularly in enhancing funding opportunities and clarifying the benefits of incubation programs. Addressing these insights can help QCU better support its diverse student body in their entrepreneurial endeavors, fostering a more inclusive and effective ecosystem for business innovation and growth.

Moreover, student perceptions reveal insights into how both male and female students perceive key aspects of support within the university's entrepreneurial ecosystem. Mentorship emerges as highly valued among students of both genders, with consistent positive ratings indicating its effectiveness in providing guidance and support for business initiatives and professional growth (Haneberg & Aaboen, 2020). However, dissatisfaction is uniformly expressed regarding funding opportunities, with both groups rating QCU's financial support poorly, suggesting a need for improvement in criteria, resources, and application processes. Views on incubation programs are mixed, indicating varying perceptions of their effectiveness in fostering business growth. QCU could enhance these programs by clarifying benefits, refining offerings, and providing more tailored support to better meet students' entrepreneurial needs and expectations.

The findings underscore the importance of mentorship as a universally appreciated support mechanism for student entrepreneurs at QCU. They also highlight critical areas for improvement in funding support and incubation programs, where addressing these insights could enhance the overall support ecosystem for students pursuing entrepreneurial ventures. By refining these areas, QCU can better equip its students with the resources and guidance needed to succeed in their entrepreneurial endeavors and contribute meaningfully to the business community.

The study provides valuable insights into how QCU Entrepreneurship students perceive university support systems. It highlights the need for targeted improvements in funding opportunities while maintaining effective mentorship and refining incubation programs to better support student-led business ventures. By addressing these areas, QCU can enhance its support ecosystem and foster greater success among student entrepreneurs.

Year of Study

The ANOVA results examining various aspects of Quezon City University's (QCU) support for entrepreneurship

reveal that there are no statistically significant differences in perceptions between different groups of students, particularly concerning mentorship, funding, and incubation programs (see Table 5). For mentorship, the analysis shows an F-value of 1.311 with a p-value of 0.271, indicating that factors such as gender or other demographic variables do not significantly influence how students perceive the effectiveness of mentorship at QCU. This suggests a consistent and positive perception of mentorship across all groups, reflecting a generally high level of satisfaction with the guidance and support provided.

Table 5. Difference in the Perception of the Respondents towards the Effectiveness of University Support Systems based on Year of Study

Variable	Groups	SS	MS	F	p-val	Interpretation	Decision
Mentorship	Bet. Grp.	0.498	0.166	1.311	.271	Statistically Not Significant	Accept H ₀
	Within Grp.	43.699	0.127				
	Total	44.197	0.127				
Funding	Bet. Grp.	0.144	0.048	0.355	.785	Statistically Not Significant	Accept H ₀
	Within Grp.	46.431	0.135				
	Total	46.574	0.134				
Incubation programs	Bet. Grp.	0.585	0.195	1.580	.194	Statistically Not Significant	Accept H ₀
	Within Grp.	42.587	0.123				
	Total	43.172	0.124				

Similarly, regarding funding support, the ANOVA results show an F-value of 0.355 with a p-value of 0.785, indicating no statistically significant differences in perceptions among different student groups. This implies that regardless of demographic backgrounds, students generally share a similar dissatisfaction with the university's funding opportunities and processes, highlighting a need for improvement that transcends demographic distinctions.

For incubation programs, the analysis reveals an F-value of 1.580 with a p-value of 0.194, also indicating no statistically significant differences in perceptions between groups. This finding suggests that variations in demographics do not significantly impact how students view the effectiveness of incubation programs at QCU. However, it also underscores a general neutrality or mixed perception regarding the benefits and relevance of these programs in supporting student ventures.

While there are no statistically significant differences in how different groups of students perceive mentorship, funding, and incubation programs at QCU, the findings highlight consistent areas for improvement and development across the board. QCU can leverage these insights to implement targeted enhancements that benefit all student entrepreneurs, ensuring that support systems are effective, inclusive, and aligned with the diverse needs of its entrepreneurial community.

Student perceptions reveal that support systems for student entrepreneurs are uniformly viewed positively across different demographic groups. Students generally express satisfaction with mentorship, funding opportunities, and incubation programs, with consistent perceptions of effectiveness regardless of factors like gender or age (Schulz, 2020). This indicates that QCU has established a supportive environment where all students perceive equitable access and benefit from

these resources. As a result, the university can strategically focus on enhancing these support systems universally by refining existing programs, improving accessibility to services, and enhancing the quality of mentorship and funding mechanisms. These efforts aim to further strengthen QCU's entrepreneurial ecosystem, fostering innovation and success among its diverse student population.

By leveraging these insights—uniform perception on support systems, non-significant influence of demographic factors, and implications for enhancement—Quezon City University can continue to cultivate a supportive and inclusive environment that empowers all student entrepreneurs to thrive and succeed in their business ventures. These efforts not only strengthen QCU's reputation as a hub for entrepreneurial excellence but also contribute to broader educational goals of fostering innovation and economic growth within the community.

The statistical analysis underscores the consistency in how QCU Entrepreneurship students perceive university support systems—mentorship, funding, and incubation programs. The findings suggest that while these support systems are generally perceived positively, there is room for enhancement to further support the growth and success of student-led business ventures. By focusing on universal improvements and addressing feedback from all student groups, QCU can continue to strengthen its support ecosystem and foster entrepreneurial success among its students.

IV. CONCLUSION

Based on the findings of the present study, several critical conclusions and actionable recommendations emerge to enhance the support systems for student entrepreneurs. The study unequivocally underscores the pivotal role of mentorship in fostering the success of student-led business initiatives at QCU. Students across various demographics perceive mentorship positively, highlighting its importance as a cornerstone of the university's support framework. To capitalize on this strength, QCU should prioritize enhancing mentorship accessibility and diversity, ensuring all students receive personalized guidance and access to a broad network of industry mentors and peers.

Conversely, significant dissatisfaction among students regarding funding support points to a pressing need for improvement. The study identifies complex bureaucratic processes and limited financial resources as key concerns. QCU should address these issues by streamlining funding application procedures, expanding financial resources available to student entrepreneurs, and providing robust guidance on external fundraising opportunities. These steps are crucial to alleviating financial barriers and empowering students to pursue their entrepreneurial aspirations effectively.

Furthermore, the current study reveals a neutral

perception among students regarding the effectiveness of QCU's incubation programs. This signals an opportunity for the university to revitalize these initiatives by enhancing support services, fostering collaboration among student ventures, and refining development paths with clear milestones. By bolstering mentorship within incubation programs and ensuring they remain responsive to evolving entrepreneurial needs, QCU can enhance their impact in nurturing viable business ventures.

In the end, QCU can leverage these research insights to strategically enhance its support ecosystem for student entrepreneurs. By prioritizing mentorship enhancement, improving funding accessibility, and revitalizing incubation programs, the university can create a more supportive and dynamic environment conducive to innovation and entrepreneurial success. These efforts not only strengthen QCU's reputation as a leader in entrepreneurial education but also empower students to make meaningful contributions to the business community and beyond.

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