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Research Article

Factors Affecting the Academic Performance of Bs Entrepreneurship Students: An Exploratory Analysis

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ABSTRACT

This study explores the factors influencing the academic performance of third-year Bachelor of Science (BS) Entrepreneurship students at Sorsogon State University, Bulan Campus. The primary objective is to identify the socio-demographic characteristics, academic performance, and external factors that contribute to the students' academic success. This research employed a total enumeration method, collecting data from 70 students. Descriptive statistical tools, including frequency counts, means, percentages, and standard deviations, were utilized to analyze trends and patterns in the data. The findings reveal that the majority of the respondents are male, within the traditional college age range, and come from low-income families. The students demonstrated a generally high level of academic achievement, with an overall General Weighted Average (GWA) of 90.72. Personal factors, including motivation, study habits, and time management, emerged as the most significant determinants of academic success, followed by socioeconomic status and teaching strategies. The study also highlighted the importance of effective teaching methods and a supportive learning environment in enhancing student performance. Despite the academic achievements, financial constraints were identified as a significant barrier for many students, impacting their access to resources and overall academic experience.

The study further identifies that students prefer interventions focused on improving study skills and time management as the most effective measures to boost academic performance. Additionally, the need for financial aid programs, teacher professional development, improved classroom infrastructure, and increased access to digital learning tools was emphasized. Collaborative learning opportunities, such as mentorship programs and peer study groups, were also seen as crucial for enhancing academic outcomes. The findings underscore the importance of a holistic approach to supporting students, considering both internal factors, such as personal

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motivation, and external factors, such as socioeconomic status and teaching quality. Based on these conclusions, the study recommends the following actions: (1) educational institutions should prioritize programs that promote effective study habits, time management, and self-regulation; (2) expanding financial aid and resource accessibility to support students from disadvantaged backgrounds; (3) continuous professional development programs for teachers to enhance instructional quality; (4) investments in modern classroom infrastructure and e-learning tools; (5) fostering collaborative learning environments through mentorship and peer study groups; and (6) diversifying assessment methods to cater to different learning styles. By addressing these areas, institutions can better support students' academic success and overall development.

Keywords: *Academic Performance, Bachelor of Science in Entrepreneurship*

Introduction

Education plays a vital role in shaping individuals and societies by fostering knowledge, skills, and competencies necessary for professional and personal growth. Entrepreneurship education, in particular, has gained prominence due to its role in economic development and employment generation (Kuratko, 2017). The Bachelor of Science in Entrepreneurship (BS Entrepreneurship) program is designed to nurture creativity, innovation, risk-taking, and managerial skills among students. However, various factors influence students' academic achievements, ranging from personal attributes to institutional and socioeconomic variables.

Sorsogon State University (SorSU) is committed to providing quality education that equips students with the competencies necessary for their chosen careers. As a higher education institution, SorSU is mandated to enhance academic performance through effective teaching methodologies, curriculum development, and student support services. The university places particular emphasis on entrepreneurship education, recognizing its potential to contribute to local and national economic development. Ensuring that BS Entrepreneurship students achieve high academic standards is crucial to fulfilling SorSU's mission of producing competent and innovative graduates.

Despite the increasing emphasis on entrepreneurship education, academic performance

in this field remains a concern due to numerous influencing factors, including cognitive abilities, motivation, financial stability, learning environment, and institutional support (Tinto, 2012). Academic performance is a multifaceted construct that reflects students' ability to meet educational objectives, as measured through grades, coursework, and other assessments (York et al., 2015). Given these factors, understanding the specific elements that affect the performance of BS Entrepreneurship students at SorSU is crucial to developing effective strategies for student success.

The rationale for this study stems from the need to enhance the academic outcomes of students enrolled in the BS Entrepreneurship program at SorSU. Despite the growing demand for entrepreneurial skills in the labor market, many students face challenges that hinder their academic success. Identifying and analyzing these factors can help educators and policymakers implement interventions to improve educational quality and student performance.

While numerous studies have examined academic performance in general education and business-related courses, limited research specifically focuses on entrepreneurship students. The distinct nature of entrepreneurship education, which blends theoretical knowledge with practical applications, necessitates a closer examination of the unique challenges faced by students in this discipline (Gibb, 2007). This study, therefore, seeks to bridge this gap by

identifying key determinants of academic success among BS Entrepreneurship students at SorSU and proposing strategies for improvement.

The findings of this study hold significance for various stakeholders in the education sector. First, students will benefit from a deeper understanding of the factors that influence their academic performance, enabling them to adopt effective learning strategies and seek necessary support. Second, educators and academic institutions can use the insights gained to refine teaching methodologies, curriculum design, and student support programs. Moreover, policymakers and educational administrators can leverage the study's findings to formulate policies that enhance entrepreneurship education's effectiveness. By addressing academic challenges, SorSU can improve student retention rates and produce competent graduates who contribute to economic development and innovation. Lastly, this study contributes to the existing body of literature on academic performance in higher education, providing a framework for future research on entrepreneurship education.

Several studies have examined the factors influencing academic performance in higher education, emphasizing both individual and environmental determinants. According to Tinto (2012), student retention and success are influenced by academic integration, social integration, and institutional commitment. Academic integration refers to students' engagement with coursework and faculty, which is crucial for success in business education (York et al., 2015). Socioeconomic factors also play a significant role in academic achievement. Research by Alos et al. (2015) highlights that students from lower-income backgrounds often face financial difficulties that impact their ability to focus on studies. Similarly, Pascarella and Terenzini (2005) found that parental education levels and financial support significantly influence academic outcomes.

In addition to socioeconomic factors, personal attributes such as motivation, time management, and self-efficacy have been identified as key predictors of academic success. Bandura's (1986) social cognitive theory suggests that self-efficacy—the belief in one's ability to

succeed—affects students' learning behaviors and performance. High self-efficacy students are more likely to persist in the face of challenges and exhibit better academic outcomes (Zimmerman, 2000). Institutional support mechanisms, including faculty mentorship, access to learning resources, and a conducive learning environment, are also critical. According to Astin (1993), student engagement in academic and extracurricular activities enhances learning experiences and overall performance. In the context of entrepreneurship education, experiential learning methods such as internships, business simulations, and mentorship programs significantly contribute to students' knowledge acquisition and application (Gibb, 2007).

Given the multidimensional nature of academic performance, this study examined a combination of individual, socioeconomic, and institutional factors to provide a holistic understanding of the challenges and opportunities faced by BS Entrepreneurship students at SorSU, Bulan Campus.

Objectives Of The Study

This research aims to study the factors affecting the academic performance of BS Entrep students at SorSU BC. Specifically, to:

1. Determine the socio-demographic profile of respondents in terms of:
 - a. Age
 - b. Gender
 - c. Monthly family income
 - d. Type of school (private, public)
2. Assess the academic performance of BS Entrepreneurship students
3. Explore the factors affecting academic performance of the respondents
4. Propose measures to enhance the academic performance of the respondents.

Methodology

This study employed a descriptive research design, which aims to determine, describe, or identify existing conditions and phenomena (Ethridge, 2004). Descriptive research provides insights into current issues or problems through systematic data collection, enabling a more comprehensive understanding of the subject matter (Fox & Bayat, 2007). By using

this method, the study will effectively capture the factors influencing the academic performance of BS Entrepreneurship students at Sorsogon State University (SorSU).

The primary data collection tool for this study was a structured survey questionnaire designed to gather relevant information from the respondents. This was supplemented by documentary analysis, particularly academic performance records obtained from the Office of the Registrar. The researchers distributed and administered the survey questionnaire to all third-year BS Entrepreneurship students at SorSU Bulan Campus for the academic year 2024–2025.

To ensure the reliability and validity of the data, the survey undergone a pilot test before full-scale distribution. Additionally, the researchers facilitated proper briefing sessions to explain the purpose of the study and guide respondents in answering the questionnaire. All responses and data collected were treated with utmost confidentiality and used strictly for research purposes.

A total enumeration of 70 third-year BS Entrepreneurship students at SorSU Bulan Campus served as the respondents of this study. The collected data were organized, tallied using frequency counts, and tabulated for systematic analysis. The study employed appropriate statistical tools to address the research objectives effectively. Descriptive statistics, such as mean, percentage, and standard deviation, will be used to analyze trends and patterns in the data.

Ethical considerations are a fundamental aspect of this study. Participation was entirely voluntary, and respondents will provide informed consent before completing the survey. The researcher ensured that no personally identifiable information is disclosed, and all collected data will be handled with strict confidentiality. The study adhered to ethical guidelines in research, ensuring transparency, respect for respondents' rights, and academic integrity. Data were stored securely, and access are limited to authorized personnel only.

Results and Discussions

A. The Socio-Demographic Profile of the Respondents

Table 1 presents the Socio-Demographic profiles of the respondents. The respondents of this study are third-year BS Entrepreneurship students at SorSU Bulan Campus. The majority of the respondents are 21 years old ($n=33$), followed by those aged 22 ($n=15$) and 20 ($n=14$).

The least represented age groups are 23 ($n=5$), 24 ($n=2$), and 26 ($n=1$). This distribution indicates that most students enrolled in the program are within the traditional college age range. According to Pascarella and Terenzini (2005), students' cognitive and academic development is influenced by their age, with younger students often exhibiting higher adaptability to learning environments.

Table 1. Socio-Demographic Profile

AGE	FREQUENCY
20	14
21	33
22	15
23	5
24	2
26	1
TOTAL	70
GENDER	FREQUENCY
MALE	52
FEMALE	12
LGBTQ+	6
TOTAL	70

FAMILY INCOME	FREQUENCY
Less than Php 10,000.00	50
B - Php 10,001.00 - Php 25,000.00	13
C - Php 25,001.00 - Php 30,000.00	4
D - Php 30,001.00 - Php 40,000.00	2
E - Php 40,001.00 - Php 50,000.00	-
F - Php 50,001.00 above	1
TOTAL	70

The study found that the majority of the respondents are male (n=52), while female respondents account for (n=12), and LGBTQ+ respondents make up (n=6). The predominance of male students aligns with previous studies suggesting that entrepreneurship programs often attract more male students due to perceived gender roles in business (Shinnar, Giacomini, & Janssen, 2012). However, the presence of female and LGBTQ+ students highlights the increasing inclusivity of entrepreneurship education, reflecting broader societal shifts toward gender equality in business-related fields (Henry, Foss, & Ahl, 2016).

Family income plays a significant role in students' academic performance and access to resources (Alos et al., 2015). A majority of respondents (n=50) reported a monthly family income of less than Php 10,000 (Category A), indicating that many students come from low-income backgrounds.

This is followed by 13 respondents (Category B: Php 10,001–Php 25,000), 4 respondents (Category C: Php 25,001–Php 30,000), 2 respondents (Category D: Php 30,001–Php 40,000), and 1 respondent (Category F: Php 50,001 and above). The dominance of lower-income students suggests potential financial constraints that could affect academic performance. Studies by Tinto (2012) and Pascarella & Terenzini (2005) highlight that students from lower-income families often experience challenges such as limited access to educational resources, part-time work commitments, and financial stress, all of which may negatively impact academic success. The findings emphasize the need for financial assistance programs, scholarships, and institutional support mechanisms to ensure equal learning opportunities for all students.

The socio-demographic profile of the respondents provides valuable insights into the potential academic challenges they face. The age distribution suggests that most students are within the traditional college age, which may positively contribute to their adaptability and engagement in coursework. However, the gender imbalance in the program calls for initiatives to encourage more female and LGBTQ+ students to pursue entrepreneurship education, fostering diversity and inclusivity in the field.

The significant proportion of students from low-income families underscores the need for targeted financial support programs. Given that financial constraints can directly impact students' academic performance and overall well-being, SorSU should consider implementing additional scholarship opportunities, financial literacy programs, and part-time work opportunities within the university. Moreover, the findings reinforce the importance of institutional support mechanisms, such as mentorship programs, academic counseling, and career development services. By addressing socio-economic disparities and fostering a supportive learning environment, SorSU can enhance student retention and academic success in the BS Entrepreneurship program.

Hence, understanding the socio-demographic profile of students is crucial in designing policies and interventions that cater to their unique needs. As suggested by Astin (1993), student engagement and institutional support are critical determinants of academic success. By leveraging these insights, SorSU can further strengthen its commitment to academic excellence and student development in the field of entrepreneurship.

B. The Academic Performance of the Respondents

Table 2 presents the academic performance of respondents across different subject areas.

Table 2. Academic Performance of the Respondents

Subject Areas	Academic Performance
Financial Management	88.81
Hospitality Management	91.85
Family Business Management	91.05
Gifts and Housewares Production	90.63
Arts and Humanities with HIV	92.78
Production and Operations Management	88.48
Business Plan Preparation	91.47
GWA	90.72

The highest academic performance was recorded in *Arts and Humanities with HIV* (92.78), followed by *Hospitality Management* (91.85) and *Business Plan Preparation* (91.47). These results suggest that students perform well in subjects that involve creativity, social engagement, and applied business strategies. Research has shown that students tend to excel in courses that align with their interests and career aspirations (Deci & Ryan, 2020).

On the other hand, *Production and Operations Management* (88.48) and *Financial Management* (88.81) had the lowest scores. These subjects involve complex quantitative analyses and structured decision-making, which may pose challenges to students. Similar studies indicate that students often struggle with numeracy-intensive courses due to anxiety and lack of foundational skills (Ashcraft & Krause, 2018).

The scores in *Family Business Management* (91.05) and *Gifts and Housewares Production* (90.63) suggest a strong understanding of entrepreneurial concepts. The integration of theoretical knowledge with practical application might have contributed to this high performance, aligning with studies emphasizing experiential learning (Kolb, 2015).

The strong performance in applied business and humanities subjects suggests that integrating experiential and problem-based learning can enhance student engagement and success. Likewise, given the lower performance

The General Weighted Average (GWA) of the respondents is 90.72, indicating a generally high level of academic achievement.

in Financial and Operations Management, additional academic support, such as tutoring or interactive learning tools, may be necessary to help students develop quantitative skills.

The results indicate that students are excelling in courses with direct industry applications. This aligns with literature suggesting that career-oriented courses boost motivation and preparedness for professional roles (Tinto, 2017). The findings resonate with existing research on student learning preferences and academic success. Studies by Zimmerman and Schunk (2011) emphasize that self-regulation and motivation play critical roles in student performance. Furthermore, the results support the argument by Biggs (2012) that students perform better in active learning environments, where real-world applications are emphasized.

C. Factors Affecting the Academic Performance of the Respondents

The survey results indicate that multiple factors influence the academic performance of the respondents. Table 2 presents the distribution of responses concerning these factors, highlighting the most and least significant influences on student achievement.

Personal Factors (42.86%)

Personal factors emerged as the most significant determinant of academic performance among respondents. Motivation, study habits, time management, and self-discipline play cru-

cial roles in determining student success. According to Zimmerman and Schunk (2011), self-regulated learning strategies, which include goal setting, self-monitoring, and self-reflection, are essential in fostering academic achievement.

The findings suggest that students who develop effective study habits and manage their

time efficiently are more likely to perform well academically. This underscores the need for educational institutions to incorporate study skills training and time management workshops into their curriculum to enhance students' self-regulation abilities.

Table 3. Factors Affecting the Academic Performance of the Respondents

Subject Areas	Frequency	Percentage
Personal Factors	30	42.86
Socioeconomic Status	10	14.29
Teaching Strategies	12	17.14
Learning Environment	8	11.43
Peer Influence	5	7.14
Assessment and Evaluation Methods	3	4.29
Health and Well-being	2	2.86
TOTAL	70	100%

Socioeconomic Status (14.29%)

Socioeconomic status (SES) was the second most frequently cited factor. Factors such as family income, parental support, and access to learning resources significantly influence academic outcomes. Sirin (2005) established a strong correlation between SES and student performance, emphasizing that students from higher-income families have better access to quality education, supplementary learning materials, and a conducive study environment. The implication of this finding is that schools and policymakers should implement support programs such as scholarships, financial aid, and resource accessibility initiatives to bridge the gap between students of varying socioeconomic backgrounds.

Teaching Strategies (17.14%)

The effectiveness of pedagogical approaches and instructional quality was identified as a critical factor affecting student performance. According to Biggs (2012), student-centered teaching methods, active learning strategies, and differentiated instruction significantly contribute to better academic outcomes.

The findings indicate that educators should continuously refine their teaching methodologies, integrating interactive and inclusive strat-

egies to cater to diverse learning needs. Professional development programs for teachers should be prioritized to enhance instructional effectiveness.

Learning Environment (11.43%)

The learning environment, including classroom conditions, access to technology, and school facilities, also plays a vital role in academic performance. Tinto (2017) emphasized that a well-maintained, resource-rich, and inclusive learning environment enhances student engagement and retention.

The findings suggest that investments in modern classroom facilities, improved digital infrastructure, and well-equipped libraries can contribute to better academic outcomes.

Peer Influence (7.14%)

Peer influence, though ranked lower, still has a notable impact on academic performance. Positive peer relationships and study group participation can enhance motivation and learning outcomes (Wentzel, 1998). However, negative peer influences, such as distractions or involvement in non-academic activities, can hinder student progress. Schools should encourage collaborative learning environments while implementing mentorship programs to

guide students towards positive peer interactions.

Assessment and Evaluation Methods (4.29%)

Assessment and evaluation methods were identified as another influencing factor. According to Brookhart (2013), fair grading practices, diverse evaluation techniques, and formative assessments contribute to better learning experiences and improved academic performance.

The findings highlight the need for educators to employ varied assessment strategies, including project-based assessments, peer evaluations, and real-world applications, to ensure a holistic evaluation of student abilities.

Health and Well-being (2.86%)

Although ranked the lowest, health and well-being remain crucial to academic performance. Physical and mental health factors, including stress levels, sleep patterns, and overall wellness, have been linked to student achievement (Credé & Kuncel, 2008).

The findings suggest that institutions should prioritize student wellness programs,

including mental health support, stress management workshops, and health awareness campaigns to promote overall well-being.

The survey results underscore the multifaceted nature of academic performance, demonstrating that both internal (personal motivation and habits) and external (socioeconomic status, learning environment, and teaching strategies) factors contribute significantly to student success. Schools and policymakers should take a holistic approach by addressing these factors through targeted interventions.

D. Measures to Enhance the Academic Performance of the Respondents

The survey results identify various strategies that can enhance the academic performance of students. Table 4 presents the frequency and percentage distribution of these measures, highlighting the most and least preferred strategies. A comprehensive discussion of these measures is presented below, categorized into thematic areas for a more logical flow.

Table 4. Measures to Enhance the Academic Performance of the Respondents

Measures	Frequency	Percentage
Enhancing student support programs focusing on study skills and time management	36	51.34
Providing financial aid and resource accessibility to students from lower socioeconomic backgrounds	6	8.57
Implementing professional development programs for teachers	10	14.23
Improving classroom infrastructure and digital learning tools	6	8.57
Promoting collaborative learning and mentorship opportunities	4	5.71
Diversifying assessment methods to cater to different learning styles	2	2.86
Establishing mental health and well-being support systems	6	8.57
TOTAL	70	100%

A significant number of respondents (51.34%) emphasized the importance of enhancing student support programs focusing on study skills and time management. Research suggests that students who engage in structured study routines and develop self-regulation techniques perform better academically (Zimmerman & Schunk, 2011). Effective

study habits, time management, and self-discipline are key contributors to student success. To support this, institutions should implement workshops, counseling programs, and curriculum-integrated study skills training that equip students with lifelong learning strategies.

Another important measure identified by respondents was the provision of financial aid

and increased accessibility to learning resources (8.57%). Socioeconomic status plays a crucial role in academic achievement, as students from disadvantaged backgrounds often struggle with educational expenses and resource availability (Sirin, 2005). Scholarships, grants, and subsidized learning materials can bridge this gap, ensuring that financial constraints do not hinder student performance. Collaboration with government agencies and private organizations is necessary to expand financial assistance programs and resource accessibility.

The role of teachers in shaping student outcomes was underscored by 14.23% of respondents, who emphasized the need for professional development programs. Effective teaching strategies improve student engagement, comprehension, and motivation (Biggs, 2012). Schools should continuously invest in professional development initiatives that train educators in modern pedagogical methods, classroom management, and the integration of digital learning tools. Such programs ensure that teachers remain equipped with the skills necessary to support diverse student needs.

A conducive learning environment is fundamental to academic success, with 8.57% of respondents stressing the need for improved classroom infrastructure and digital learning tools. A well-equipped classroom fosters student engagement, motivation, and retention (Tinto, 2017). Investments in modernized learning spaces, updated laboratory facilities, and digital platforms can significantly enhance students' educational experiences. Schools should incorporate e-learning resources and interactive technologies to supplement traditional instructional methods and provide additional avenues for learning.

Peer support and mentorship programs were identified as crucial factors in academic success, with 5.71% of respondents advocating for increased opportunities for collaborative learning. Research suggests that peer mentorship and study groups enhance motivation, knowledge retention, and engagement (Wentzel, 1998). Educational institutions should establish formal mentorship programs that connect students with peers and faculty members, creating a network of support that

fosters academic and personal growth. Encouraging cooperative learning techniques in classrooms can also improve problem-solving skills and teamwork.

Although only 2.86% of respondents emphasized the need for diverse assessment methods, research underscores its importance in addressing various learning styles. Traditional grading methods may not fully capture a student's capabilities, making it essential to implement formative assessments, project-based evaluations, and self-assessment tools (Brookhart, 2013). Schools should adopt varied assessment strategies that promote critical thinking, creativity, and individualized learning paths, ensuring that all students are given equitable opportunities to demonstrate their understanding.

Mental health is a crucial component of academic success, as identified by 8.57% of respondents. Stress, anxiety, and poor well-being negatively impact students' ability to concentrate and perform well academically (Credé & Kuncel, 2008). Institutions should implement mental health programs that provide counseling services, stress management workshops, and mindfulness training. Fostering a school culture that prioritizes mental well-being can contribute to improved academic outcomes and overall student satisfaction.

The survey results highlight the multifaceted nature of academic performance, emphasizing the need for both student-centered and institutional interventions. The findings suggest that both internal (student support programs, mentorship, and study skills) and external (teacher training, financial aid, and infrastructure) factors play crucial roles in improving educational outcomes.

Output

This research adds to the existing body of knowledge. Results of this study may likewise be utilized as a basis in formulating enhanced policies and strategies to improve the academic performance of BS in Entrepreneurship students.

Educators and researchers can use the findings as educational material and as a reference for future studies on similar or related topics.

Conclusions and Recommendations

This study concludes that majority of the respondents are male, within the traditional college-age range, and from low-income families; the respondents demonstrated a commendable level of academic achievement, with an overall GWA of 90.72; personal factors, including motivation, study habits, and time management, emerged as the most significant determinants of academic success, followed by socioeconomic status and teaching strategies. While financial constraints remain a barrier for many students, the role of effective instructional methods and a supportive learning environment cannot be overlooked.

Likewise, the importance of student support programs, with a focus on study skills and time management, as the most preferred intervention to enhance academic performance. Based on these findings, the following recommendations should be considered:

1. Educational institutions should prioritize study skills training, time management workshops, and self-regulation strategies to empower students.
2. Financial aid programs and resource accessibility initiatives should be expanded to support students from disadvantaged backgrounds.
3. Professional development programs for teachers should be continuously implemented to enhance instructional quality.
4. Investments in modern classroom infrastructure, digital learning tools, and e-learning platforms should be increased.
5. Collaborative learning opportunities, including mentorship programs and peer study groups, should be encouraged.
6. Diverse assessment methods should be employed to accommodate different learning preferences.

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