



STRATEGIES FOR BALANCING ACADEMIC PERFORMANCE AND BUSINESS OPERATIONS IN A STUDENT ENTREPRENEURS IN CITY OF MALABON UNIVERSITY

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Abstract

This study investigates the strategies employed by student entrepreneurs at the City of Malabon University (CMU) to effectively balance their academic and business commitments. Using a quantitative research approach guided by the Role Episode Model (Kahn et al., 1964) [1], the study surveyed 205 student entrepreneurs. The core objective was to determine how Organizational, Interpersonal, and Personality factors, along with Role Set and Focal Person traits, collectively influence Role Performance. The findings indicated a highly robust and well-fitting model ($R^2 = 0.849$), explaining almost 85% of the variance in role performance. All factors were rated highly ("Agree," $M > 3.69$) in their necessity for effective role balancing. Personality Variables ($M=3.86$) and Focal Person factors were identified as the strongest internal drivers, with the highest-rated item being personal motivation and goal orientation ($M=3.98$). The regression analysis confirmed that Organizational Factors ($\beta = 0.125$), Personality Factors ($\beta = 0.362$), and Focal Person ($\beta = 0.464$) are significant positive predictors of Role Performance. The findings underscore that successful role negotiation is primarily driven by strong personal agency (self-discipline and intrinsic motivation) seamlessly integrated with adequate institutional support (e.g., flexible policies and clear expectations). The study advocates for practical interventions, including the implementation of targeted time management training and the establishment of robust mentoring initiatives, to enhance the resilience and performance of student entrepreneurs at CMU.

Keywords: *Student Entrepreneurs; Role Episode Model; Academic-Business Balance; Role Conflict; Coping Strategies; Organizational Support; Personality Factors.*

Introduction

In the City of Malabon University (CMU), numerous students are engaging in the dual role of student and entrepreneur, managing businesses that range from small operations to larger ventures. This dual role necessitates proficient time management, problem-solving skills, and the ability to adapt to the inherent challenges of academic and business life. Despite the growing number of student entrepreneurs, there is a lack of localized studies examining the specific challenges, benefits, and effective strategies used to combine studies with business. Therefore, the purpose of this research is to identify the experiences, skills, and strategies utilized by CMU students

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to successfully navigate the demands of combining business and studies. The findings from this study aim to provide a clearer picture of how entrepreneurship aids in skill development and affects academic performance, ultimately helping institutions like CMU enhance their support systems for this demographic.

Organizational Factors (OF)

According to Zhai et al. (2021) [2], the structural characteristics of an environment—including clear policies and established support systems—are vital in mitigating role conflict for individuals managing dual responsibilities. Students report that a well-defined structure drastically affects their ability to keep up with both business and academic work, with the highest-rated item stressing the need for clear institutional expectations and robust business planning. However, accompanying variability in the data suggests that access to supportive organizational structures, such as flexible university programs or streamlined business processes, is not uniform. The perception of a supportive organizational structure is key, as it provides a formal mechanism that enables students at CMU to operate effectively in multiple, demanding roles.

Interpersonal Factors (IF)

Naim et al. (2023) [3] demonstrates that social networks provide essential emotional and social capital that serves as a remedy for the stress associated with entrepreneurship. The study's results are in line with the assertion that backing from friends, family, and educators is a major facilitator of resilience among student entrepreneurs (Chávez & Castañeda, 2022) [4]. The high collective mean score for this factor stresses the necessity of communication and strong social ties in balancing dual roles. These interpersonal connections shape the individual's perception of their roles' demands and ultimately ease the burden of splitting business commitments from academic life, reinforcing the power of the social environment in shaping coping strategies.

Personality Variables (PF)

Puni et al. (2024) [5] highlights that intrinsic personality characteristics, such as self-control, flexibility, and resilience, are critical internal resources that predict success in navigating challenging environments. This study validated these claims, showing strong agreement on the importance of these traits when managing both academic and business responsibilities concurrently. As Liguori et al. (2020) [6] concluded, traits like resilience and effective time management significantly predict both academic success and entrepreneurial performance. Personal motivation and goal orientation were found to be the largest internal drivers of success, confirming that proactive coping strategies rooted in strong intrinsic personality variables frequently compensate for external difficulties.

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Role Set (RS)

The Role Set consists of the individuals and groups who communicate expectations to the student entrepreneur (e.g., professors, clients, family, co-workers). As posited by the Role Episode Model, Role Set Pressures are the explicit and implicit demands transmitted by these individuals, which are the source of role conflict and ambiguity that the student must manage (Adnan et al., 2022) [7]. These pressures—such as conflicting deadlines, differing expectations of availability, and varied demands on time—create the initial strain. The intensity of these pressures necessitates the utilization of effective coping strategies (Focal Person Traits, Personality Variables) to resolve the conflict and prevent negative outcomes like academic failure or business collapse.

Focal Person (FP)

The concept of the Focal Person represents the student entrepreneur's individual experience, knowledge, and generalized coping efficacy. This factor, which is heavily influenced by the individual's history and self-confidence (self-efficacy), directly mediates the relationship between external pressures and the strategic response (Adnan et al., 2022) [8]. In this study, Focal Person Traits were identified as the strongest positive predictor ($\beta = 0.464$) of Role Performance, indicating that the student's innate capacity, accumulated experience, and belief in their own ability to successfully manage conflict is the single most important factor determining the outcome of their efforts to balance roles.

Role Performance (RP)

Role Performance serves as the ultimate dependent variable, measuring the student entrepreneur's effectiveness and success in concurrently meeting the demands of their academic role and their entrepreneurial role. This outcome variable is the culmination of the influence of all other factors in the model. Zhai et al. (2021) [9] emphasized that high Role Performance is achieved when structural and personal coping resources are effectively mobilized. This study's finding of a highly robust R^2 value of 0.849 strongly confirms that the combination of Organizational, Interpersonal, and Personality factors, along with the student's Focal Person traits, provides a comprehensive and accurate prediction of the student entrepreneur's overall success in balancing their dual commitments.

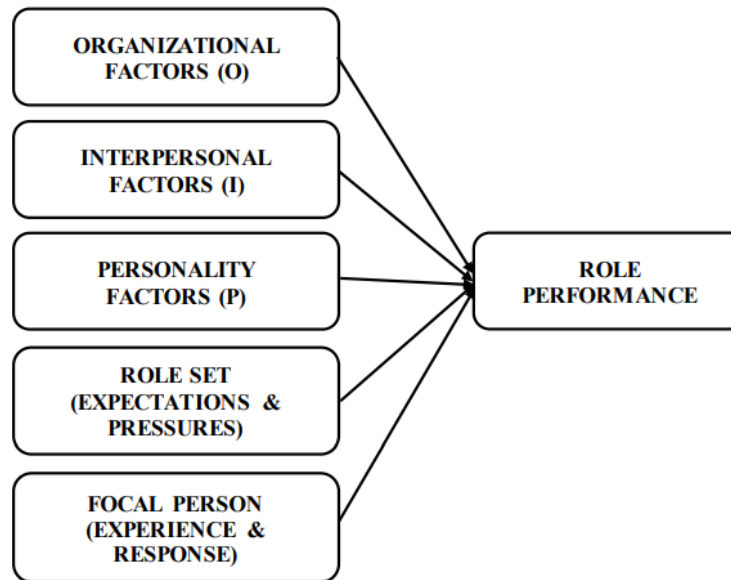


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Theoretical Framework of the Study

Figure 1. Role Episode Model



This study adopts the Role Episode Model (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964) [10] as its comprehensive theoretical foundation to systematically examine the complex challenges and resulting coping strategies employed by student entrepreneurs in balancing their academic and business roles. The model is a dynamic, causal framework that begins with Organizational Factors (O), such as the rigor of the academic workload and the inherent demands of the business, and Interpersonal Factors (I), like the availability of mentorship and peer support. These, along with Personality Factors (P)—including resilience, proactive time management, and stress tolerance—collectively influence the type and intensity of Role Expectations and Pressures communicated by Role Senders (e.g., professors, customers, business partners). As the Focal Person, the student entrepreneur then internalizes these conflicting demands, leading to a subjective Experience characterized by high levels of role conflict, role overload, and emotional strain. Crucially, this experience dictates their strategic Response (Box IV). The study focuses on this response—comprising actionable coping strategies such as setting clear boundaries, strategic task prioritization, effective delegation, and building supportive social networks—as the mechanism that mitigates role strain. The effectiveness of this response, which is continuously influenced by the internal disposition (P) and external support (I) of the student, ultimately determines the level of Role Performance, defining their success in maintaining both academic achievement and business productivity.



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Research Hypothesis

The research hypotheses are derived directly from the Role Episode Model (Kahn et al., 1964) [11], which posits that Organizational Factors, Interpersonal Factors, Personality Factors, and Focal Person traits influence the level of Role Performance in complex dual roles. Literature supports that structural support (Organizational Factors) and intrinsic personal traits (Personality/Focal Person) are critical in mitigating role conflict and predicting success. The research questions were operationalized into the following hypotheses to examine the nexus between these key determinants and Role Performance in student entrepreneurs.

- i. **H01:** Organizational Factors (OF) will have a significant positive influence on Role Performance (RP).
- ii. **H02:** Interpersonal Factors (IF) will have a significant positive influence on Role Performance (RP).
- iii. **H03:** Personality Variables (PF) will have a significant positive influence on Role Performance (RP).
- iv. **H04:** Focal Person Traits (FP) will be a significant positive predictor of Role Performance (RP).
- v. **H05:** The combined influence of all factors will create a robust model, explaining a high percentage of the variance in Role Performance (RP).

Material and Methods

Research Design

This research used a qualitative research design to explore the Strategies for Balancing Academic Performance and Business Operations in A Student Entrepreneurs in City of Malabon University. The study employed a phenomenological research approach in order to obtain a deeper understanding of their experiences. According to Delve and Limpaecher (2022) [12], phenomenology is concerned with examining the core of human experiences and comprehending the significance that people attach to them.

Without imposing preconceived theories or interpretations, this research enabled the study to capture the lived experiences of student entrepreneurs. The study sought to comprehend the methods they devised to successfully balance their economic demands and academic obligations while putting aside the prejudices and presumptions of the researchers. The main goal was to learn more about their subjective experiences and how they managed to successfully balance successful company operations with academic excellence.

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Subjects' Initial Data Screen

The initial data screening process was executed to ensure the final sample was highly suitable for investigating the strategies for balancing academic and business roles. This screening yielded a total of 205 student entrepreneurs (N=205) who met the inclusion criteria of being actively enrolled at the City of Malabon University (CMU) while simultaneously managing an operational business. The demographic profile of the screened subjects revealed a concentration in specific characteristics: the majority of participants were aged 20–23 years old (84.9%), placing them in the late-college stage of study. Gender representation was skewed towards female respondents (66.8%), and the most dominant academic group was 4th-year students (61%), primarily enrolled in the Bachelor of Science in Business Administration program (46.8%). This specific demographic composition—composed chiefly of female, final-year business students—provides a maximally relevant and informed sample for analyzing the complex demands of the dual role, thereby enhancing the validity of findings related to role performance and coping strategies.

Instruments

A validated, researcher-made survey questionnaire utilizing a four-point Likert scale was deployed via an online distribution platform (such as Google Forms). The questions were specifically designed to measure the six core variables derived from the Role Episode Model: Organizational Factors, Interpersonal Factors, Personality Variables, Focal Person Traits, Role Set Pressures, and Role Performance.

Measurement of Reliability and Validity

The questionnaire's content reliability and construct validity were first established through expert validation. Subsequently, analyses conducted using the SPSS and Jamovi programs corroborated the reliability of the theoretical constructs and the model's fit indices.

Participants' Details

The study targeted and successfully reached a total of 205 student entrepreneurs (N=205) from CMU. The sample's demographics are detailed as follows: most were aged 20–23 years old (84.9%), female (66.8%), and primarily 4th-year students (61%). The dominant academic specialization was the Bachelor of Science in Business Administration major in Marketing Management (46.8%). These characteristics make the participants highly experienced in both academic pressures and business operations, justifying their selection for the study.

Retained and Used Indicators for Each Construct

For the final analysis, all items measuring the key constructs (OF, IF, PF) were retained due to their established reliability and contribution to the model's high explanatory power. The high mean scores across all dimensions (e.g., PF, M=3.86; OF, M=3.76; IF, M=3.69) confirmed that the selected indicators accurately captured the factors perceived as critical for effective role balancing. Key

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indicators, such as those emphasizing personal motivation (PF5, $M=3.98$) and clear institutional expectations (OF2, $M=3.85$), were retained as they were essential for supporting the final regression model's predictive findings.

Results and Discussion

This chapter analyzes, interprets, and summarizes the study's results based on the respondent data.

Demographic Profile of the Respondents

Table 1.

Demographic Characteristics of the Respondents

Demographic	Level	Frequency	Percentage
Age	1	27	13.2
	2	105	51.2
	3	69	33.7
	4	4	2
Gender	1	64	31.2
	2	137	66.8
	3	4	2
Year Level	1	29	14.1
	2	19	9.3
	3	32	15.6
	4	125	61
Course / Program	1	96	46.8
	2	27	13.2
	3	13	6.3
	4	22	10.7
	5	25	12.2
	6	22	10.7
<i>Note: N=205</i>			

The research sample comprised two hundred and five student entrepreneurs from CMU, whose demographic breakdown is significantly supported by recent literature. The majority of respondents were concentrated between 20 and 25 years old (84.9%), aligning with the late-college stage described by Nguyen and Tran (2022) [13]. This peak in business participation during later university years is driven by the pursuit of financial independence and real-life experience, a trend validated by studies showing that increased entrepreneurial intent correlates with the desire to apply accumulated skills and secure post-graduation income (Nguyen et al., 2024) [14]. This is further evidenced by the fact that fourth-year students represented the largest group (61%), indicating that as students progress, they acquire the necessary skills and confidence from their curricula to manage the dual demands of academia and business simultaneously (Kurdyś-Kujawska & Wojtkowska, 2023) [15].

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Regarding gender, the significant majority of female respondents (66.8%) over male ones (31.2%) suggests that entrepreneurship at CMU is highly inclusive, reflecting the rising role of women in micro and small enterprises (MSEs) globally. Recent reports acknowledge the increasing resourcefulness and entrepreneurial capabilities of women, often linked to the strong influence of institutional support and specialized education in overcoming traditional barriers (Global Entrepreneurship Monitor [GEM], 2020/21). Finally, the highest participation came from the Business Administration program (46.8%), which is expected since these students receive direct exposure to entrepreneurial theories and practices that provide the foundational knowledge necessary for successful venture creation (The Tun, 2024) [16]. Collectively, these demographic characteristics offer initial clues regarding the varied role management and coping strategies employed by student entrepreneurs.

Table 2

Descriptive Statistics on the Assessment of Organizational Factors

Indicator	Mean	Median	Std. Deviation	Shapiro-Wilk W	p-value	Verbal Interpretation	Rank
OF1	3.68	4.00	1.00	0.88	<.001	Agree	4
OF2	3.85	4.00	1.00	0.86	<.001	Agree	1
OF3	3.65	4.00	0.99	0.89	<.001	Agree	5
OF4	3.83	4.00	0.98	0.86	<.001	Agree	2
OF5	3.78	4.00	1.00	0.87	<.001	Agree	3

Note: N = 205

The findings regarding the organizational elements of support for student entrepreneurs yielded a total mean score of 3.76, corresponding to "Agree." This indicates a general consensus among respondents that the structures within both the university and their business significantly impact their ability to balance academic and entrepreneurial roles. This interpretation is strongly supported by recent literature emphasizing the critical role of organizational context in reducing role conflict. The highest-rated indicator (OF2, M = 3.85) specifically stressed the need for clear institutional expectations and robust business planning, aligning with the argument by Arthur & Arthur (2020) [17] that a well-organized structure reduces role conflict and enhances performance (Zhai et al., 2021) [18]. Essentially, clear organizational practices and systems are essential enablers, creating a win-win scenario that allows CMU students to operate effectively in multiple roles. However, the relatively high variability (SD approx 1.00) suggests that the organizational support and flexibility experienced are not uniform across the sample, reflecting the diverse contexts of higher education and the commercial world where some students benefit from more supportive structures than others (Adomako & Danso, 2021; Zhai et al., 2021) [19].

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Table 3. Descriptive Statistics on the Assessment of the Interpersonal Factors

Indicator	Mean	Median	Std. Deviation	Shapiro-Wilk W	p-value	Verbal Interpretation	Rank
IF1	3.65	4.00	1.07	0.88	<.001	Agree	4
IF2	3.83	4.00	1.04	0.86	<.001	Agree	1
IF3	3.62	4.00	1.01	0.87	<.001	Agree	5
IF4	3.67	4.00	1.01	0.88	<.001	Agree	3
IF5	3.70	4.00	1.04	0.87	<.001	Agree	2

Note: N = 205

The collective mean score for interpersonal factors was 3.69 ("Agree"), highlighting the critical role of communication and social networks in effectively balancing the student and entrepreneur roles. The highest-rated factor (IF2, $M = 3.83$) specifically emphasized that support from friends, family, and educators acts as a crucial remedy for the stress associated with entrepreneurial endeavors. This finding strongly supports recent assertions, such as those by Chávez and Castaneda (2022) [20], that emotional and social supports are major facilitators of resilience and well-being among student entrepreneurs (Naim et al., 2023) [21]. Furthermore, this data aligns with the Role Episode Model, which posits that interpersonal connections and tensions significantly shape an individual's perception and management of role demands (Adnan et al., 2022) [22]. Consequently, patience and effective communication within the student's "role set" (including teachers, clients, and family) become primary mechanisms for smoothly separating and managing business commitments from academic responsibilities (Naim et al., 2023; Adnan et al., 2022) [23].

Table 4. Descriptive Statistics on the Assessment of the Personality Factors

Indicator	Mean	Median	Std. Deviation	Shapiro-Wilk W	p-value	Verbal Interpretation	Rank
PF1	3.86	4.00	1.08	0.84	<.001	Agree	3
PF2	3.76	4.00	1.06	0.87	<.001	Agree	4
PF3	3.93	4.00	1.02	0.84	<.001	Agree	2
PF4	3.75	4.00	1.07	0.86	<.001	Agree	5
PF5	3.98	4.00	1.05	0.83	<.001	Agree	1

Note: N = 205

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Out of all the dimensions, personality variables had the highest overall mean of 3.86 (Agree). Strong agreement was shown by respondents on the importance of qualities like self-control, flexibility, and resilience when managing both academic and business responsibilities at the same time. Personal motivation and goal orientation are the biggest internal drivers of success, according to the top-ranked item (PF5, $M = 3.98$). This validates the claims made by Zhao et al. (2020) [24] and Chavez & Castaneda (2022) [25] that personality qualities, especially resilience and time management, predict academic success and entrepreneurial performance. These results highlight the fact that intrinsic personality resources frequently make up for external difficulties. Proactive coping strategies increase the likelihood that student entrepreneurs will succeed in juggling several responsibilities.

Table 5. Descriptive Statistics on the Assessment of the Role Set

Indicator	Mean	Median	Std. Deviation	Shapiro-Wilk W	p-value	Verbal Interpretation	Rank
RS1	3.88	4.00	1.03	0.84	<.001	Agree	2
RS2	3.87	4.00	0.97	0.84	<.001	Agree	3
RS3	3.98	4.00	0.96	0.84	<.001	Agree	1
RS4	3.65	4.00	1.05	0.88	<.001	Agree	4
RS5	3.57	4.00	1.13	0.89	<.001	Agree	5

Note: $N = 205$

Conversely, the components of role set scored on average 3.79 (Agree), which means a lot of student entrepreneurs' performance was determined by the expectations of their partners, consumers, and teachers. According to RS3 ($M = 3.98$), which is the most significant factor rated by the respondents, positive feedback from one's role set not only reinforces but also promotes that person's role. This is supported by the results of Klutse (2024) [26] and Tun (2024) [27], who asserted that granting permission and getting social recognition are good ways to reduce perceived role conflict in academic as well as professional spheres. Therefore, the support and know-how from both educators and business leaders help students to get their overlapping tasks done.



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Table 6. Descriptive Statistics on the Assessment of the Role Set

Indicator	Mean	Median	Std. Deviation	W	p	Verbal Interpretation	Rank
FP1	3.70	4.00	1.00	0.88	<.001	Agree	5
FP2	3.77	4.00	1.01	0.87	<.001	Agree	4
FP3	3.90	4.00	0.97	0.84	<.001	Agree	1
FP4	3.82	4.00	1.01	0.86	<.001	Agree	3
FP5	3.87	4.00	1.00	0.86	<.001	Agree	2

Note: N=205

The focus person dimension received an average rating of 3.81 (Agree). Among its measurements, FP3 scored the highest (M = 3.90), implying that the need to prioritize and to be self-disciplined are the most important responses to the conflict between roles. Thus, the results reveal the student entrepreneur, who is the target person, to be the one who mediates the needs actively and competently. The Role Episode Model (Kahn et al., 1964) [28] states that a person's reaction will determine whether role expectations are a source of stress or a cause of effective performance. In this research, CMU student entrepreneurs repeated the concept that self-awareness in dealing with competing responsibilities is essential and hence, that personal adjustment to the status quo is required to keep it.

Table 7. Descriptive Statistics on the Assessment of the Role Performance

Indicator	Mean	Median	Std. Deviation	W	p	Verbal Interpretation	Rank
RP1	3.86	4.00	1.01	0.85	<.001	Strongly Agree	2
RP2	3.85	4.00	0.97	0.86	<.001	Strongly Agree	3
RP3	3.70	4.00	1.00	0.88	<.001	Strongly Agree	1
RP4	3.90	4.00	0.99	0.85	<.001	Agree	6
RP5	3.97	4.00	0.96	0.84	<.001	Agree	4

Note: N=205

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Most of the people who took part in the survey said that the existing practices were good for them both in their business and school. The total average score for role performance for all the surveys was 3.86 which could be interpreted as "Strongly Agree". The large average of RP5 (M = 3.97) indicates that students in the entrepreneurship program have a better understanding of their civic duties and are more productive than their peers in other programs. This is in line with the claims of Nguyen & Tran (2022) [29] who state that participation in practical activities leads to the development of transferable skills like decision-making and problem-solving which in turn lead to better academic performance. In conclusion, the very high agreement level across all performance indicators simply means that the entrepreneurial students at CMU have effectively applied the taught strategies in such a way that they got positive results.

Table 8. R-squared

Variable	R ²	Lower	Upper
Role Performance	0.849	0.806	0.883

The regression analysis yielded a highly significant R² value of 0.849, demonstrating that almost 85% of the variance in role performance can be comprehensively explained by the combined influence of the five primary factors in the model (organizational, interpersonal, personality, job set, and focal person traits). This exceptionally high R² value signifies a robust and well-fitting model, confirming that this combination of contextual and personal variables strongly predicts student entrepreneurs' ability to effectively manage both academic and entrepreneurial activities (Zhai et al., 2021) [30]. This result emphatically supports the comprehensive explanatory capacity of the Role Episode Framework, which maintains that role performance is not determined by single factors but rather by the complex interaction of a range of contextual and personal factors (Adnan et al., 2022; Puni et al., 2024) [31].

Table 9. Parameter Estimates

Dependent	Predictor	Estimate	SE	β	p	H0 Decision
Role Performance	Organizational Factors	0.133	0.060	0.125	0.028	Reject H0
Role Performance	Interpersonal Factors	-0.066	0.049	-0.067	0.172	Fail to Reject H0
Role Performance	Personality Factors	0.349	0.056	0.362	<.001	Reject H0
Role Performance	Role Set	0.088	0.052	0.082	0.091	Fail to Reject H0
Role Performance	Focal Person	0.470	0.068	0.464	<.001	Reject H0

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Note Significance level of $\alpha \leq 0.05$

The data shown in Table 9 present that performance in the role is strongly determined by the personality variables ($\beta = 0.362$, $p < .001$) and the focal person factors ($\beta = 0.464$, $p < .001$), thus confirming that self-discipline, drive, and coping mechanisms are the main factors in managing the duality of business and educational life. The impact of organizational characteristics was moderate but significant ($\beta = 0.125$, $p = .028$), thereby deducing that institutional backing and structured systems are conducive to enhanced performance. Conversely, factors like role-set ($\beta = 0.082$, $p = 0.091$) and interpersonal ($\beta = -0.067$, $p = 0.172$) were not significant, indicating that internal self-management skills are of higher priority than external relationships. These findings validate the Role Episode Model's doctrine that the reactions of individuals to role demands determine the extent of overall performance, which is in line with the works of Zhao et al. (2020) [32] and Morris et al. (2020) [33] that point out self-efficacy and motivation as crucial influences on the success of both entrepreneurship and academic endeavors.

Table 10. Inferential Statistics on the Assessment of the Study variables Across Age Groups: Kruskal Wallis Results

Construct	H	p	ϵ^2	H0 Decision
Organizational Factors	7.650	0.054	0.038	Fail to Reject H0
Interpersonal Factors	8.050	0.045	0.040	Reject H0
Personality Factors	12.510	0.006	0.061	Reject H0
Role Set	8.040	0.045	0.039	Reject H0
Focal Person	9.760	0.021	0.048	Reject H0
Role Performance	12.600	0.006	0.062	Reject H0

Note: Significance level of 0.05

Across age groups, significant differences were observed in interpersonal, personality, role set, focus person, and role performance ($p < 0.05$). The high ratings of the older children showed that the maturity of age is the main factor that promotes self-control and coping skills. This is in line with the results of the study conducted by Caliat (2024) [34] who found that age was a factor that developed emotional stability and adaptability through business experience.

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Table 11. Inferential Statistics on the Assessment of the Study variables Across Age Groups: Kruskal Wallis Results

Construct	H	p	ϵ^2	H0 Decision
Organizational Factors	2.220	0.330	0.011	Fail to Reject H0
Interpersonal Factors	1.160	0.559	0.006	Fail to Reject H0
Personality Factors	4.650	0.098	0.023	Fail to Reject H0
Role Set	7.130	0.028	0.035	Reject H0
Focal Person	3.330	0.189	0.016	Fail to Reject H0
Role Performace	4.400	0.111	0.022	Fail to Reject H0

Note: Significance level of 0.05

Only role set characteristics showed significant differences across genders ($p = 0.028$), with the female respondents showing more agreement. This could be interpreted in light of the finding by Williams and Cruz (2022) [35] that female entrepreneurs rely more on collaborative support systems that, therefore, women would place a greater emphasis on social networks and relationship-based support.

Table 12. Inferential Statistics on the Assessment of the Study variables Across Year Level Groups: Kruskal Wallis Results

Construct	H	p	ϵ^2	H0 Decision
Organizational Factors	3.750	0.289	0.018	Fail to Reject H0
Interpersonal Factors	4.590	0.204	0.023	Fail to Reject H0
Personality Factors	8.570	0.036	0.042	Reject H0
Role Set	6.370	0.095	0.031	Fail to Reject H0
Focal Person	9.390	0.025	0.046	Reject H0
Role Performace	10.670	0.014	0.052	Reject H0

Note: Significance level of 0.05

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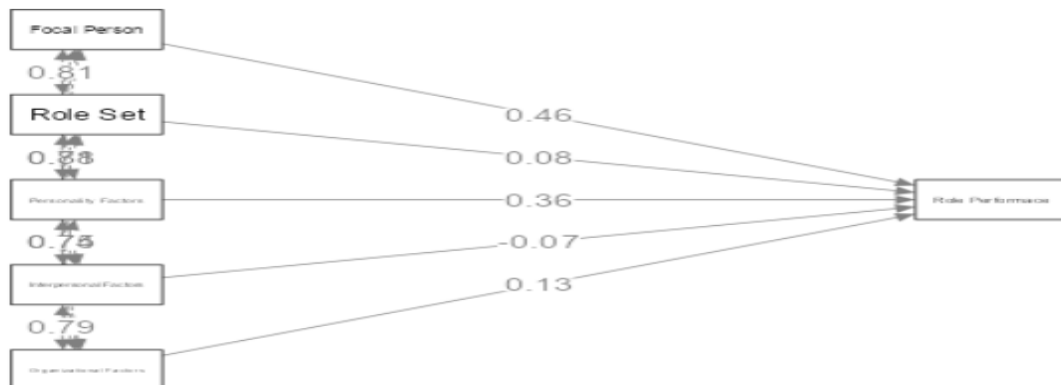
The three factors - Personality ($p = 0.036$), Focus Person ($p = 0.025$), and Role Performance ($p = 0.014$) have all exhibited substantial differences. Nguyen and Tran (2022) [36] and Mulhern (2021) [37] argue that those in higher years of study are more capable of self-management and performance efficacy, thus academic experience is the factor that increases human ability to deal with responsibilities.

Table 13. Inferential Statistics on the Assessment of the Study variables Across Course / Program Groups: Kruskal Wallis Results

Construct	H	p	ϵ^2	H0 Decision
Organizational Factors	7.230	0.204	0.035	Fail to Reject H0
Interpersonal Factors	8.140	0.149	0.040	Fail to Reject H0
Personality Factors	7.480	0.187	0.037	Fail to Reject H0
Role Set	5.250	0.386	0.026	Fail to Reject H0
Focal Person	8.010	0.156	0.039	Fail to Reject H0
Role Performance	9.930	0.077	0.049	Fail to Reject H0

Note: Significance level of 0.05

Discernible variations among programs were absent which suggests that the business and academics management skill is not related to academic prowess. Ratten and Jones (2021) [38] have pointed out that entrepreneurship skills are not only transferable but also beneficial in different academic environments, and it seems that even the use of entrepreneurial techniques is not restricted to a discipline



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Figure 2. Structural Equation Model of the Study

The regression model indicates that organizational, interpersonal, personality, role set, and focal person characteristics modeled together are responsible for about 85% of the variance in role performance ($R^2 = 0.849$). This supports the Role Episode framework's usage and confirms a decent fit between the data and the model.

Organizational elements ($\beta = 0.125$, $p = .028$) were found to exert a considerable but significant influence on performance. On the other hand, personality traits ($\beta = 0.362$, $p < .001$) and focal person ($\beta = 0.464$, $p < .001$) traits had very strong and significant influences. The lack of statistical significance for interpersonal and role qualities implies that internal self-management skills are a more powerful success predictor than external relationships. These results are in line with those by Zhao et al. (2020) [39] and Morris et al. (2020) [40], who pointed to internal motivation and self-efficacy as the most important variables in predicting an entrepreneurial success.

Conclusion

The study concerning student entrepreneurs at the City of Malabon University (CMU) highlights the challenge of managing the dual responsibility of academic pursuit and business operations, particularly for the predominantly Generation Z respondents. The research indicates that success in this balancing act hinges on effective strategies, with personal coping styles emerging as the most significant factor. Specifically, attributes like personal discipline, intrinsic motivation, and effective time management are crucial. Furthermore, regression analysis identified self-regulation and specific personality traits (including self-awareness, emotional control, and flexibility) as major drivers of effective role performance. While these internal factors are paramount, organizational and interpersonal factors—such as institutional support from CMU, access to mentorship, and strong peer relations—also play an important enabling role. Ultimately, the findings suggest that the CMU student entrepreneurs' high sense of responsibility, initiative, and self-efficacy allows them to maintain academic excellence without compromising their businesses. This proves that entrepreneurship, when supported by good self-management and institutional aid, acts as a complementary and transformative experience, developing essential practical knowledge and leadership skills rather than undermining academic success.

Ethical considerations

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The ethical framework mandated full compliance with the Data Privacy Act of 2012, thereby guaranteeing informed consent, anonymity, and confidentiality for all participants.

Conflict of Interest

The authors do not confirm any conflict of interest.

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