



## BEE SCENTS HONEY PRODUCTION: A BUSINESS PLAN

### IMPLEMENTATION EXPERIENCE

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**ABSTRACT:** *Business plan implementation a course offered to fourth year BS Entrepreneurship students. The course is designed to encourage and allow the students to actually implement the business plans they have produced in their third year. The students are expected to set up the project as a business activity where actual revenue generation can be realized. Through Business Plan Implementation, BS Entrepreneurship students are able to apply learning earned in previous years and are able to become practice being entrepreneurs, serving their market and generating profit in return. The study was conducted to assess the business plan success experiences of the students while implementing the proposed business plan entitled "Bee Scent Honey Production. The implementers were eleven (11) 4<sup>th</sup> year students taking BS Entrepreneurship of the College of Business, Entrepreneurship and Accountancy of the Cagayan State University-Andrews Campus, during the SY 2016-2017. The questionnaire was patterned from the book entitled "Windows to Entrepreneurship" published by Small Enterprise Research and Development Foundation (SERDEF). Data from the study were tabulated, analyzed and interpreted with the use of descriptive statistics like frequency count, percentage and ranking. The results of the study revealed that, the realization of sales from the products sold was the most satisfying accomplishment of the students.*

**KEYWORDS:** *Entrepreneurship, Success, Planning, Plan, Business Plan Implementation, Sales, Honey Bee Production*

### INTRODUCTION

Entrepreneurship is a process through which individuals or groups pursue opportunities, leverage resources and initiate change to create value. An entrepreneur is one who creates



value by managing change, identifying and managing opportunities, acting with passion and purpose, living proactively and organizing and leveraging resources. The impact of entrepreneurship to the development economy can never be understated. The businesses in the community, if taken as a whole, become a sort of a huge basket that supports all the lives of the people there. These businesses provide the people with all the goods they need to carry on with their lives, while making their money circulate and grow within the community as well as within the country, or region, and the whole world. Entrepreneurship improves the well-being of all.

### **Socio Economic Benefits of Entrepreneurship**

According to Asor, W (2009), Entrepreneurs play a vital role in as a provider of employment not just for themselves but also for their immediate surroundings or environment. Micro, small and medium scale entrepreneurs have been sprouting and have co-existed with large businesses. The government has acknowledged entrepreneurs and entrepreneurial culture as a potent force of the economy. Some of the socio-economic benefits derived from entrepreneurship are:

- Promotes self-help and unemployment
- Mobilization of Capital
- Provision of Taxes to the Economy
- Empowerment of the Individual Person
- Enhancement of National identity and Pride
- Enhanced competitive consciousness
- Improved quality of life
- Enhanced equitable distribution of income and wealth

### **Entrepreneurship in Cagayan State University**

Cagayan State University, through the College of Business, Entrepreneurship and Accountancy offers the program Bachelor of Science in Entrepreneurship. BS Entrepreneurship, a four-year program, is specifically designed to provide students with the best education and training platform enabling them to develop their entrepreneurial



capabilities. Upon completion of this program, the student would have the knowledge, skills, capabilities and competencies to start a business, become business consultants, or enter into a managerial level employment. The program places emphasis on encouraging students to act on their own ideas and become effective decision-makers. Immersion courses are included to enhance the learning experience of students, giving them the opportunity to gain real-life or industry experiences.

Vital to the BS Entrepreneurship program is the course Business Plan Implementation. The course is designed to encourage and allow the students to actually implement the business plans they have produced in their third year. The students are expected to set up the project as a business activity where actual revenue generation can be realized. Through Business Plan Implementation, BS Entrepreneurship students are able to apply learning earned in previous years and are able to become practice being entrepreneurs, serving their market and generating profit in return.

Widely considered as the highlight of the BS Entrepreneurship program, the task of implementing the business becomes every student-proponents' task. To ensure properly implementation, clear goals and expectations must be communicated and strategies must be coupled with adequate resources to help the business achieve its goals.

The implementation of the plan brings about change meant to help improve the business or solve the problem. Such changes may be internal by nature like policies, management structures, organizational developments, budgets, processes or may be externally influenced such as products or services.

Business Plan Implementation provides every implementer the opportunity to own an actual business enterprise depending on the form of business established. Regardless of the form however, implementation provides the all student-implementers the chance to work with others for organizational development. This is vital to boost cooperation among all stakeholders of the enterprise and enable it to move forward and grow.



Aside from developing the skills and competencies of the student-entrepreneur, Business Plan Implementation also serve as an avenue for them to personally assess their readiness to engage into full-time business undertakings. This underlines the significance of the course to the BS Entrepreneurship Program.

Bee Scents Honey Production is an implemented business plan undertaken by eleven (11) fourth year BS Entrepreneurship students under the College of Business, Entrepreneurship and Accountancy. The business sought to supplement the supply of honey in the market producing pure, clean and healthy honey utilizing Apis Kellifera Bees. It sought to provide an answer to the scarcity in the supply of honey in the local market of Tuguegarao City and in the entire province of Cagayan.

The production area of the business was established in the nearby municipality of Penablanca, Cagayan where there is sufficient flora for the bees to forage. The bee colonies were placed in the business site and regularly freed to allow them to look for their food.

Bee Scents Honey Production was registered with the Department of Trade and Industry and is considered as a Microenterprise basing from its capitalization. The capital for the business was equally raised by the proponents who agreed to divide whatever profits and losses their undertaking may result to.

## **STATEMENT OF THE PROBLEM**

This study aims to assess the business plan implementation experience of some Fourth Year Bachelor of Science in Entrepreneurship students of the College of Business, Entrepreneurship and Accountancy who were the proponents of the Business Plan entitled “Bee Scents Honey Production”.

Specifically, it aims to answer the following questions:

1. What is the profile of the student-respondents in terms of the following variables:



- 1.1 Position/Assignment in the business
- 1.2 Gender
2. How do the student-respondents respond to the business after the required period of implementation?
3. What are the student-respondents triumphs and accomplishments after the implementation of the business project?

## **METHODOLOGY**

### **RESEARCH DESIGN**

This study uses the descriptive research method in presenting the results of the study. It employed a structured survey questionnaire to gather the data needed for the study. The questionnaire consisted of two parts. Part 1 sought to gather information pertaining to the student-respondents' profile while Part 2 required the student-respondents to draw their experiences as regard to their business plan implementation.

### **RESPONDENTS OF THE STUDY**

The respondents of the study were the eleven (11) students from the College of Business Entrepreneurship and Accountancy, who are taking Bachelor of Science in Entrepreneurship at the Cagayan State University- Andrews Campus during the SY 2016-2017 who were the proponents of the business plan entitled "Bee Scents Honey Production".

### **STATISTICAL TOOL**

The gathered data were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, percentage and ranking.



## RESULTS AND DISCUSSION

Table 1

**Profile of the Student-Respondents According to Position and Gender**

		Frequency	Percentage
Position	Manager	1	9.1%
	Treasurer	1	9.1%
	Bookkeeper	1	9.1%
	Production Manager	1	9.1%
	Beekeeper	2	18.18%
	Marketing Manager	1	9.1%
	Marketing Assistant	4	36.36%
Gender	Male	6	54.54%
	Female	5	45.45%
TOTAL		11	100%

The table presents the demographic profile of the student-respondents according to position handled in the business and gender. As shown, each of the eleven respondents was given assignments in the business. The business was headed by the Manager assisted by Production Manager and Marketing Manager. The business also has a Treasurer and a Bookkeeper to aid in the management and safekeeping of its finances. The Production Manager is assisted by 2 Beekeepers who comprise 18.18% of the total number of student-respondents. There are 4 Marketing Assistants who comprise 45.45% of the total number of student-respondents. As to gender, it can be seen that there are 6 male student-respondent comprising 54.54% of the total number of respondents while 5 or 45.45% are female.

It can be gleaned from the table that marketing assistants got the most number of positions. This implies that emphasis has been given to roles dealing with marketing and selling the products of the business. Positions or assignments that are administrative by nature like Manager were assigned to one.



As regard to gender, it can be seen from the table that majority of the respondents are male.

Table 2

**Distribution of Students Responses as to  
Whether to Continue the Project after Graduation**

Option	Frequency	Percentage
Yes	1	9.10%
No	10	90.90%
TOTAL	11	100%

As shown at the table above, only one (1) has the desire to go on with the project after graduation while the rest were no longer interested. Table 2.1 below shows the summary of reasons for this decision.

Table 2.1

**Summary of Students' Reasons for Not Continuing the Project**

Reasons	Frequency	Percentage	Rank
Lack of Knowledge/skills	10	91.00%	1 <sup>st</sup>
Lack of Interest	8	73.00%	2 <sup>nd</sup>
Lack of Capital	3	27.00%	3.5 <sup>th</sup>
Interest to Start a Different Venture	3	27.00%	3.5 <sup>th</sup>

Table 2.1 presents the summary of reasons why almost all of the student-respondents is not interested to pursue the Project on honey bee production. As shown in table 2.1, lack of knowledge and skills is the foremost reason given by the students at 91%. Lack of interest was rated second at 73%. Lack of capital and Interest to start different venture were each cited by 3 student-respondents as the reason for not continuing with the existing business enterprise, these factors are equally ranked 3.5<sup>th</sup> having a percentage of 27%.



It should be noted that one of the students in the group was interested in pursuing the project after graduation. The student said that the project gave him much challenge during its implementation and he intends to acquire more knowledge and skills in honey bee production after graduation. This student headed the production aspect of the business.

### Triumphs and Accomplishments

The implementation of the business plan proposal on honey bee production provided the students with various experiences and learning that cause them to feel satisfaction and fulfilment in the business arena. Table 3 below, summarizes the experiences and accomplishments of the students while doing business.

Table 3

#### *Summary of Students' Triumphs and Accomplishments in the Implementation of the Project*

Accomplishments	Frequency	Percentage	Rank
Realization of sales	8	73%	1 <sup>st</sup>
Enhancement of Personal Entrepreneurial Competencies	6	55%	2 <sup>nd</sup>
Appreciation from customers & other significant people	5	45%	3.5 <sup>th</sup>
Fulfilling a target/accomplishing a task	5	45%	3.5 <sup>th</sup>
Better understanding of becoming an entrepreneur	3	27%	5 <sup>th</sup>
Creation of a product	1	9%	7 <sup>th</sup>
Knowledge on new things acquired	1	9%	7 <sup>th</sup>
When registered with DTI	1	9%	7 <sup>th</sup>

As shown on Table 3, 8 or 73% of the student-respondents identified the Realization of sales as a triumph and accomplishment thus it is the top ranked or first. This is followed in 2<sup>nd</sup> place by Enhancement of Personal Entrepreneurial Competencies which was identified by 6 or 55% of the student-respondents. Closely following it into 3.5<sup>th</sup> place are the Appreciation from Customers and other Significant People and being able to fulfil a target/Accomplish a Task, each being cited by 5 or 45% of the total number of student respondents. 3 or 27% of the respondents wrote Better understanding of becoming an entrepreneur as a triumph or accomplishment thus ranked 5<sup>th</sup>. All tied into 7<sup>th</sup> rank as each were considered by 1 or 9%



student-respondent as a triumph or accomplishment are creation of a product, knowledge on new things acquired and when registered with DTI.

Table 3 shows that realization of sales is the most widely considered triumph or accomplishment by the student-respondents. This implies that the student-respondents are interested in generating money which is an indication of being profit-oriented which is an important characteristic of a successful entrepreneur.

## **SUMMARY OF FINDINGS**

1. The student-respondents are composed of 6 males and 5 females. All of them being part of the team are occupying a position or work assignment the business project. The project is headed by a Manager and assisted by a Production Manager and a Marketing Manager.
2. Only one (1) among the 11 students considered to continue the Business Project after graduation. The remaining ten (10) were no longer interested.
3. The foremost reason for the disinterest was the “lack of knowledge and skills” in running the business at 91%.
4. The student-respondents consider the “realization of sales” as the most fulfilling area of accomplishment in implementing the Business Project with a rating of 73%.

## **CONCLUSIONS**

The Business Plan Implementation is a vital part of the BS Entrepreneurship Program of Cagayan State University as it gives the students the forum for the actual practice of the theoretical knowledge they learned in the classroom. This study presents the following conclusions related to the above statements:

1. Most of the student-proponents are not yet ready to venture into the business undertaking due to the lack of knowledge and skills in honey bee production and lack of interest.
2. Despite this lack of interest and knowledge and skills, the students were happy and satisfied with their accomplishments.



## **RECOMMENDATIONS**

Based on the results of the study, the following are recommended:

1. That the students must acquire comprehensive knowledge and skills in the area of business they are proposing before going into implementation, especially in the area of production and marketing.
2. That the University provide additional trainings for students to develop their skills enabling them to turn these into profitable undertakings.
3. That similar studies be conducted to further enhance understanding of the subject and find out how the profile variable relate to the conduct of the business plan.

## **REFERENCES**

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