

Entrepreneurial Readiness: A Case Study on Academic Foundations, Innovation, and Challenges

DOI: 10.5281/zenodo.15793572

Maricar Yasay-Azucena

La Consolacion College Bacolod

<https://orcid.org/0009-0003-1831-2408> | mazucena@bacolodcitycollege.edu.ph

Abstract:

This qualitative case study explores the entrepreneurial readiness of Bachelor of Science in Entrepreneurship students in a local college in Bacolod City, Philippines. Grounded in Kolb's Experiential Learning Theory, the research investigates how academic preparation, experiential learning, and innovation-driven activities shape students' capacity to transition from the classroom to real-world entrepreneurial practice. Thirteen purposively selected participants—including students, alumni, and faculty—were interviewed through semi-structured conversations and focus group discussions. Data were triangulated with classroom observations and document analysis. Using Lichtman's 3 Cs model of coding, categorizing, and conceptualizing, the study identified three interrelated dimensions of readiness: academic grounding, hands-on business engagement, and personal entrepreneurial traits. Findings reveal that while curricular content provides essential knowledge, readiness is significantly enhanced by applied experiences, mentorship, and emotional resilience. Barriers such as limited access to resources and inconsistent implementation support were also noted. The study concludes that entrepreneurial readiness is a dynamic, multi-dimensional process best nurtured through integrated academic and real-world experiences. Implications for curriculum enhancement and institutional support systems are discussed to inform future program development in entrepreneurship education.

Keywords: *business administration, entrepreneurial readiness, BS Entrepreneurship, qualitative research case study, Philippines*

Introduction:

Entrepreneurship has become a critical driver of innovation and economic development in an increasingly globalized and technology-driven world. It requires the ability to recognize opportunities, generate innovative ideas, assume risks, and pursue the rewards of success (Idrus, 2024). As entrepreneurship gains traction across industries, the role of higher education in fostering entrepreneurial readiness becomes more vital.

Entrepreneurial education has evolved to include experiential, project-based, and service learning components that shift the focus from merely addressing problems to exploring opportunities and engaging with real-world stakeholders (Motta & Galina, 2023). These approaches enhance motivation, engagement, and commitment among students, positioning them not just as learners but as creators and innovators.

In the Philippines, the Commission on Higher Education (CHED) advocates for the integration of entrepreneurship in higher education programs. CHED Memorandum Order No. 18, series of 2017, outlines the BS Entrepreneurship program's objective to cultivate entrepreneurs capable of identifying and managing viable business ventures while contributing to societal development. Despite this, a significant disconnect remains between academic preparation and post-graduate entrepreneurial pursuits.

A recent tracer study revealed that fewer than 10% of entrepreneurship graduates pursue business ventures, with most opting for employment. While there are celebrated examples of entrepreneurs who lacked formal education, there is a growing need to examine how academically trained students can be better equipped to transition from the classroom to real-world entrepreneurial success.

This qualitative case study explores how academic, experiential, and innovation-based factors influence the entrepreneurial readiness of BS Entrepreneurship students. It aims to understand how students' educational

experiences, teaching methodologies, business plan development, and exposure to entrepreneurial activities shape their preparedness.

The research is anchored in Kolb's (1984) Experiential Learning Theory, which asserts that learning is a cyclical process grounded in concrete experiences, reflective observation, abstract conceptualization, and active experimentation. Applied to entrepreneurship education, this model supports the integration of theoretical knowledge with real-world application through iterative learning experiences.

Kolb's framework offers a lens through which the effectiveness of entrepreneurship curricula can be assessed. It allows for an analysis of how academic content, project outputs, and teaching strategies align with actual business practices and entrepreneurial competencies.

Moreover, this study addresses a gap in understanding how the BS Entrepreneurship curriculum, as guided by CHED policy, translates into practical readiness among students. It aims to generate insights for improving program delivery, mentorship, and support mechanisms for student entrepreneurs.

The investigation focuses on the lived experiences of students, alumni, and faculty members in a local college offering the BS Entrepreneurship program. Through interviews and thematic analysis, the study seeks to identify both enablers and barriers to entrepreneurial readiness, ultimately contributing to a more robust educational model.

The study aspires to inform policy enhancements and instructional reforms that better equip students not only to dream of business ventures but to succeed in launching and sustaining them.

Methodology:

This study employed a qualitative case study design to explore the entrepreneurial readiness of BS Entrepreneurship students in a local college in Bacolod City, Negros Occidental, Philippines. A case study approach enabled an in-depth investigation of students' academic, experiential, and personal journeys, capturing the complexities of their entrepreneurial development. As described by Chowdhury et al. (2021), this approach enhances contextual understanding by incorporating multiple data sources such as interviews, observations, and documents. The research site was chosen due to its curricular emphasis on experiential learning and its active student engagement in entrepreneurial activities.

Data were collected from thirteen purposively selected participants: seven students, four alumni, and two teachers, all directly involved in the BS Entrepreneurship program. The selection criteria ensured that participants could provide meaningful, firsthand insights. Alumni were chosen from among those who graduated within the last ten years to reflect on the long-term impact of the program. Student participants were enrolled during the time of the study, some with entrepreneurial backgrounds or part-time jobs. Faculty members included both full-time and part-time instructors with relevant teaching assignments in the program. Participation was voluntary and ethical protocols were strictly observed, including informed consent, confidentiality, and the right to withdraw at any time.

The main data gathering tool was semi-structured interviews supported by focus group discussions and classroom observations. Interview protocols were developed and reviewed by experts to ensure relevance and clarity. Each interview lasted 60 to 90 minutes and followed open-ended prompts to elicit rich narratives. Observational data were gathered by the college dean, program head, and peers to assess pedagogical strategies in real-time classroom settings. Supplementary documents such as CHED Memorandum Order No. 18 (2017), course syllabi, and lesson plans were analyzed to contextualize the program's academic framework.

All interviews were audio-recorded, transcribed verbatim, and supported by field notes to capture non-verbal cues and environmental context. Data analysis followed Lichtman's (2013) "3 Cs" process: coding, categorizing, and conceptualizing. In the first stage, raw data were coded for recurring words, phrases, and expressions. These initial codes were then grouped into broader categories to identify thematic patterns across narratives. Finally, categories were synthesized into overarching concepts that reflected the depth and complexity of participants' experiences.

The trustworthiness of the study was ensured through strategies proposed by Lincoln and Guba (1989). Credibility was established via data triangulation, which compared findings from interviews, observations, and documents. Emotional expressions and non-verbal cues during interviews enriched the analysis, offering additional layers of meaning. Transferability was supported through thick descriptions, prolonged engagement, and attention to participant language and context. Dependability was addressed through a code-recode strategy, with initial coding revisited after a time interval to ensure stability and reduce bias. Confirmability was achieved by comparing themes with raw data and using a reflexive journal, along with peer debriefing and advisor reviews, to ensure findings were grounded in participant narratives rather than researcher bias.

Ethical integrity was maintained through ten guiding principles adapted from Mirza et al. (2023). These included voluntary participation, informed consent, anonymity, confidentiality, harm prevention, result communication, transparency, researcher qualifications, justice, and social value. Participants were informed of their rights and the research's academic purpose, and all personal identifiers were removed from transcripts and reports.

The data explication process began with immersion in the transcripts and field notes, followed by multiple coding rounds. Member checking ensured that interpretations accurately reflected participants' intentions and meanings. Reflexivity was maintained throughout the process, allowing the researcher to recognize and minimize subjective bias. Final themes were validated by experts to ensure alignment with research objectives.

This methodology enabled a comprehensive and ethically grounded exploration of how academic instruction, experiential activities, and personal motivations influence the entrepreneurial readiness of students. The use of multiple data sources, rigorous analysis, and validation procedures contributed to the study's credibility, offering valuable insights for program improvement and policy formulation in entrepreneurship education.

Results and Discussion:

The study revealed that entrepreneurial readiness among BS Entrepreneurship students is shaped by four interrelated dimensions: (1) Core Academic Discipline in BS Entrepreneurship Program, (2) Product Innovation and Business Ideas, (3) Financial, Academic, and Career Challenges, and (4) Factors Affecting Entrepreneurial Decisions. Insights drawn from interviews with students, alumni, and faculty emphasized the importance of a balanced curriculum that connects theoretical learning with practical application. Subjects such as marketing, accounting, and operations were foundational, but their value became most evident through business plan development, immersion activities, and real-world exposure.

Table 1

Summary of Findings

Cluster of Relevant Meaning	Central Themes
Business Plan Output and Presentation Subjects Offered in Entrepreneurship Role of Teachers	Core Academic Discipline in BS Entrepreneurship Program
	Product Innovation and Business Ideas
	Financial, Academic, and Career Challenges
External Factors Personal Experiences and Ambitions	Factors Affecting Entrepreneurial Decisions

Core Academic Discipline in BS Entrepreneurship Program

The study underscores the foundational role of core academic subjects in shaping students' entrepreneurial readiness. Anchored in CHED Memorandum Order No. 17 (2017), the BS Entrepreneurship curriculum bridges theory and practice through simulations, trade fairs, and business plan implementation. These experiential learning elements validate Kolb's Experiential Learning Theory, emphasizing concrete experience and reflective observation. While participants acknowledged the strength of this integration, challenges such as limited resources and uneven engagement suggest the need for updated content, contextual instruction, and structured support systems (Arrabaca & Lumayag, 2024; Agastya, 2022; Mardizal, 2020).

The business plan preparation and implementation served as the program's capstone, reinforcing applied learning. Students learned to mobilize capital, test product viability, and navigate group dynamics, thereby strengthening critical business skills and entrepreneurial confidence. Echoing Fong et al. (2020) and Farani et al. (2024), participants affirmed that business planning enhanced their ability to pitch ideas, communicate value, and strategize. These experiences, though often limited by funding, were transformative, allowing students to see themselves as capable entrepreneurs.

Experiential learning through trade fairs and industry exposure further enriched students' preparedness. These events provided real-time feedback, networking opportunities, and market testing that complemented classroom instruction. Studies by Studies & Arrabaca (2025) and Samsudin et al. (2019) emphasize the value of immersive learning spaces such as entrepreneurial hubs in bridging the academic-business divide. Participant reflections revealed that such activities cultivated adaptability and market responsiveness.

Academic subjects in finance, marketing, operations, and innovation management were pivotal in building entrepreneurial competencies. Participants linked their classroom learning with personal business pursuits, noting that understanding pricing, customer targeting, and product innovation improved their business planning and execution. These findings align with Amalia and Kortzfleisch (2021) and Fischer et al. (2008), who stressed the importance of blending conceptual knowledge with entrepreneurial skills across marketing, resource management, and strategic planning.

Equally significant was the role of teachers as mentors. Beyond delivering content, faculty members guided students in developing business ideas, pitching products, and navigating practical challenges. Participants attributed much of their growth to this mentorship, a finding supported by Idrus (2024), Agastya (2023), and Arrabaca and Lumayag (2024), who advocate for practitioner involvement and faculty development. Effective mentorship not only built entrepreneurial confidence but also shaped students' business decisions and long-term aspirations.

The study also highlighted the development of entrepreneurial mindsets—risk-taking, creativity, resilience, and opportunity-seeking—as crucial factors in student readiness. Influenced by real-life challenges and business simulations, students grew more observant, proactive, and visionary. These mindsets align with the traits identified by Peschl et al. (2021) and are reinforced by exposure to authentic business environments. As Agastya (2022) and Weng et al. (2022) argue, real-world learning fosters entrepreneurial behavior that theory alone cannot achieve.

The findings suggest that consistent mentorship, curriculum enhancement, and contextualized learning strategies are vital in producing entrepreneurial-ready graduates. The BS Entrepreneurship program must continually evolve, integrating digital tools, industry trends, and localized business scenarios to remain responsive to the changing entrepreneurial landscape.

Product Innovation and Business Ideas

The findings show that product innovation and the generation of business ideas are central to the entrepreneurial readiness of students. Many participants expressed that the ideation process—identifying market gaps, conceptualizing a solution, and developing a product—was one of the most exciting and defining parts of their journey. For some, these ideas were more than academic exercises; they aligned with personal entrepreneurial goals and were intended for long-term implementation.

Fong et al. (2020) described idea generation as a significant internal challenge for budding entrepreneurs, often requiring the ability to envision solutions where others see problems. This resonates with Lohitkumar et al. (2016, as cited in Fong et al., 2020), who emphasized the value of "envisioning the idea"—a mindset where innovation

begins by recognizing opportunities embedded in challenges. Participant responses reveal a strong inclination toward solving real-world problems through creative product design, such as eco-friendly accessories, bottled coffee, dual-cup convenience meals, hydroponic systems, and even app-based gaming services.

Innovation, as noted by Diandra (2020), is a fundamental trait of effective entrepreneurs—one that involves responsiveness, creativity, and a proactive mindset. Many students displayed this through localized, resource-based product development like organic fertilizers, recycled crafts, and culturally inspired food items. These efforts were often enhanced by mentor guidance, validating Suryani's (2022) assertion that creativity positively influences innovation and entrepreneurial feasibility.

Participants also demonstrated a strong grasp of research as a strategic entrepreneurial tool. They investigated consumer needs, market gaps, and product viability, integrating data into their planning. Hamburg et al. (2019) emphasized this dimension of entrepreneurship, describing research as a systematic approach to decision-making and opportunity identification. For example, students researched safe ingredient formulations for personal care products or explored agricultural waste materials for organic fertilizers. This kind of inquiry supported innovation that was not only creative but also feasible and socially responsive.

Some business ideas reflected deeper environmental or social consciousness. Whether it was upcycled fashion, biodegradable goods, or health-conscious food products, the entrepreneurial initiatives were often tied to causes beyond profit. This supports the findings of Kurniawan et al. (2020), who advocate for product-based learning as a strategy to foster entrepreneurial spirit and drive socially relevant innovation.

However, idea generation remained a hurdle for some students, particularly when unstructured or unsupported. The findings suggest that structured ideation techniques, research skills training, and innovation labs could help students overcome this barrier. Innovation must be viewed as teachable and attainable, not accidental, within the curriculum. Faculty must serve not only as facilitators of knowledge but as enablers of creative thinking and product design.

This theme affirms that innovation is a key driver of entrepreneurial readiness. When paired with research and mentor support, student entrepreneurs are capable of producing viable, relevant, and market-sensitive business ideas. Entrepreneurship education must, therefore, integrate structured product ideation and innovation frameworks to ensure that students are not only capable of conceiving ideas but also transforming them into actionable and sustainable enterprises.

Financial, Academic, and Career Challenges

The entrepreneurial journey of BS Entrepreneurship students is shaped not only by curriculum and innovation but also by structural barriers—chief among them financial constraints, curriculum limitations, and institutional gaps. Participants revealed that limited capital significantly hindered their ability to execute business ideas beyond theoretical requirements. While the curriculum fostered ideation, implementation came late in the program, often in the final year, leaving students little time to refine skills, develop markets, or practice continuity. For many, entrepreneurship remained on paper rather than in practice.

These challenges mirror findings by Caliat (2024), Kabonga and Zvokuomba (2021), and Georgescu Herman (2020), who noted that student-entrepreneurs frequently face lack of capital, limited training, and bureaucratic impediments. Similarly, studies in the Philippines and Malaysia highlighted students' hesitancy to pursue business due to financial instability (Agastya, 2023; Notre Dame of Dadiangas University, 2022). This lack of readiness, coupled with disconnected teaching and inconsistent faculty support, limits students' confidence and engagement with real business scenarios.

Participants expressed frustration over curriculum inconsistencies and fragmented subject delivery. Some felt disconnected due to shifting teaching personnel or the absence of continuity from ideation to implementation. Moreover, technical limitations like lack of facilities, mentorship, and access to networking platforms further discouraged entrepreneurial action. As Sulasula (2023) emphasized, entrepreneurial ecosystems require infrastructure and administrative agility to thrive.

Despite these constraints, students demonstrated resilience, resourcefulness, and adaptability. Many turned to informal work, family, or personal savings to finance small ventures. For some, employment post-graduation became a practical necessity rather than a rejection of entrepreneurship. Employment was seen as a path to gain financial stability, experience, and network access before venturing into their own enterprises—consistent with observations by Amalia and Kortzfleisch (2021).

These realities suggest the need for responsive curriculum design that includes early implementation experiences, hybrid entrepreneurial pathways (e.g., part-time business, intrapreneurship), and structural support systems like microfinance, capital grants, and industry mentorship. Importantly, student decisions to pursue employment should not be viewed as program failure but as pragmatic responses to socioeconomic limitations. The BS Entrepreneurship program must adapt to accommodate diverse success trajectories beyond conventional start-up models.

Factors Affecting Entrepreneurial Decisions

Entrepreneurial decisions among BS Entrepreneurship students are shaped by a combination of external influences and personal experiences. Socioeconomic background, family entrepreneurial involvement, and peer networks emerged as strong external drivers. Students from lower-income households often view entrepreneurship as a route to financial independence, while those raised in business-oriented families reported early exposure to business operations, mentorship, and confidence in running ventures. These align with the findings of Caliat (2024), Hayter et al. (2018), and Georgescu and Herman (2020), who emphasize the transmission of entrepreneurial values and practical skills across generations.

Family support plays a dual role. While some students were inspired by family businesses, others experienced resistance due to lack of entrepreneurial lineage, echoing Agastya's (2022) conclusion that family background can either encourage or hinder entrepreneurial ambition. Peer influence was also pivotal. Collaborative activities, idea sharing, and moral support from peers often gave students the confidence to pursue business ideas, reflecting the observations of Tan et al. (2023) and Campaner (2025) on the significance of social networks in reinforcing entrepreneurial intentions.

Personal experiences—such as early business involvement, employment in service industries, or leading student organizations—also proved instrumental. Many participants gained confidence, learned time management, and enhanced interpersonal skills through work. These findings affirm the claims of Magnaye (2022) and Notre Dame of Dadiangas University (2022), which highlight the role of work experience in developing entrepreneurial maturity, strategic thinking, and leadership capabilities.

Participants expressed strong entrepreneurial ambitions, even if immediate employment was the practical post-graduation route. They perceived business ownership as more rewarding and aligned with their long-term goals. These ambitions are rooted in aspirations for financial security, self-fulfillment, and autonomy. As Magnaye (2022) and Javellana et al. (2024) suggest, individuals with high personal motivation, leadership, and risk tolerance are more likely to translate entrepreneurial education into actual business endeavors.

Overall, the study demonstrates that entrepreneurial decisions are not solely influenced by academic preparation but are deeply embedded in the personal histories, economic conditions, and social ecosystems of students. Programs must therefore integrate not only curriculum support but also mentorship, access to networks, and experiential learning opportunities that account for these contextual influences.

General Statements and Lessons Learned:

This study explored how the BS Entrepreneurship program prepares students for entrepreneurial careers by examining the lived experiences of students, alumni, and teachers. Through qualitative analysis, eight clusters of meaning were synthesized into four central themes, interpreted through Kolb's Experiential Learning Theory: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.

The first theme, Core Academic Discipline, was illustrated through students' engagement with entrepreneurship subjects, business plan preparation, and the pivotal role of teachers. These elements provided foundational knowledge and practical applications, turning classroom concepts into concrete entrepreneurial tasks. The cyclical

nature of Kolb's model was evident—students gained knowledge (Abstract Conceptualization), applied it in simulated or real-world activities (Active Experimentation), and developed deeper insights through feedback and reflection.

The second theme, Innovative Approaches to Product and Business Ideas, emphasized creativity and problem-solving in product development. Students initiated business ideas from exposure and observation, refined through reflection and discussions, and tested them in local markets. This iterative process, aligned with Kolb's stages, fostered innovation and built students' confidence in their ability to develop relevant, marketable products.

The third theme, Financial and Academic Challenges, revealed structural barriers such as limited capital, inconsistent curricular execution, and delayed implementation of business projects. While these hindered full entrepreneurial engagement, they also served as powerful learning experiences. Many participants applied resilience and adaptability—skills sharpened through working while studying—which contributed to their personal growth and business competence.

The fourth theme, Factors Affecting Entrepreneurial Decisions, captured the influence of socioeconomic background, family business exposure, peers, and personal ambition. Students raised in entrepreneurial households had early exposure to business tasks, developing a practical sense of operations and strategy. Meanwhile, peers and mentors provided emotional support and inspiration. These experiences led to critical self-reflection, strategy formation, and eventual application of learned concepts to real-life decisions.

Overall, the findings affirm that entrepreneurial readiness is a complex, multi-dimensional construct shaped by intertwined cognitive, experiential, socioeconomic, personal, and innovative dimensions. Knowledge from academic subjects provides the cognitive base; immersive activities foster experiential learning; socioeconomic realities shape motivation and constraints; personal attributes like passion and grit sustain entrepreneurial drive; and innovation links all dimensions to market relevance.

Though the study did not quantify how many graduates became entrepreneurs, it clearly showed that the program builds a strong foundation in entrepreneurship. A tracer study is recommended to assess alumni outcomes and evaluate the impact of the program in developing actual entrepreneurs. In a country with many self-made business owners, fostering innovation, practical skill development, and contextualized learning within higher education remains vital to producing the next generation of entrepreneurs.

References:

- Agastya, P. (2022). What is missing in entrepreneurship education: A case study. *International Journal of Management, Entrepreneurship, Social Science and Humanities*, 5(2), 71–88. <https://doi.org/10.31098/ijmesh.v5i2.1136>
- Amalia, R., & von Kortzfleisch, H. (2021). Entrepreneurship education in Indonesian higher education: Mapping literature from the country's perspective. *Entrepreneurship Education*, 4(1), 35–54. <https://doi.org/10.1007/s41959-021-00053-9>
- Arrabaca, L. S. III, & Lumayag, J. (2024). Entrepreneurial experiences of students in an HEI in Northern Mindanao, Philippines. *Cognizance Journal of Multidisciplinary Studies*, 4(12), 244–255. <https://doi.org/10.47760/cognizance.2024.v04i12.024>
- Caliat, C. (2024). Entrepreneurial obstacles and challenges of student entrepreneurs. *International Journal of Formal Management Research*, 6(3). <https://doi.org/10.36948/ijfmr.2024.v06i03.22106>
- Campaner, J., P. (2025). Entrepreneurship education influencing entrepreneurial intentions of business students. *Journal of Information Systems Engineering and Management*, 10(29s), 87–98. <https://doi.org/10.52783/jisem.v10i29s.4454>
- Chowdhury, A., & Shil, N. C. (2021). Thinking 'qualitative' through a case study: Homework for a researcher. *American Journal of Qualitative Research*, 2(2), 190–210. <https://www.ajqr.org/download/thinking-qualitative->

[through-a-case-study-homework-for-a-researcher-11280.pdf](#)

Commission on Higher Education. (2017). Policies, standards, and guidelines for Bachelor of Science in Business Administration (BSBA). Commission on Higher Education, Republic of the Philippines. <https://ched.gov.ph/wp-content/uploads/2017/10/CMO-17-s-2017.pdf>

Diandra, M. N. (2020). Perceptions and challenges in student entrepreneurship: A case of product innovation. *Journal of Business Education*, 9(1), 45–53.

Farani, A. Y., Karimi, S., & Motaghd, M. (2024). Business planning and entrepreneurial skill development. *International Journal of Entrepreneurial Behavior & Research*, 30(1), 112–130.

Fischer, K., Mauer, R., & Brettel, M. (2008). Linking theoretical knowledge and entrepreneurial behavior: The case for practice-based business education. *Journal of Entrepreneurship Research*, 14(3), 193–208.

Fong, C. Y., Sidhu, G. K., & Fook, C. Y. (2020). Challenges in developing student entrepreneurs: A Malaysian perspective. *Asian Journal of University Education*, 16(3), 100–114.

Georgescu, M.-A., & Herman, E. (2020). The impact of the family background on students' entrepreneurial intentions: An empirical analysis. *Sustainability*, 12(11), 4775. <https://doi.org/10.3390/su12114775>

Hamburg, I., Engert, S., & Anke, M. (2019). Entrepreneurship education for students with different cultural backgrounds: Insights and practical recommendations. *Journal of Entrepreneurship Education*, 22(6), 1–12.

Hayter, C. S., Nelson, A. J., Zayed, S., & O'Connor, A. C. (2018). Conceptualizing academic entrepreneurship ecosystems: A review, analysis and extension of the literature. *The Journal of Technology Transfer*, 43(4), 1039–1082. <https://doi.org/10.1007/s10961-018-9657-5>

Javellana, M. R., Monteverde, N. L., Apolinario, J. R., Torre, D., Parde, E., & Villamor, K. J. (2024, October 9). The influence of entrepreneurship education and motivation to entrepreneurial intention of young professionals in Cotabato Province. *Psychology and Education: A Multidisciplinary Journal*. <https://zenodo.org/doi/10.5281/zenodo.13907482>

Kabonga, I., Zvokuomba, K., & Nyagadza, B. (2021). The challenges faced by young entrepreneurs in informal trading in Bindura, Zimbabwe. *Journal of Asian and African Studies*, 56(8), 1780–1794. <https://doi.org/10.1177/0021909621990850>

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Kurniawan, D. A., Suparno, S., & Widiyanti, E. (2020). Product-based learning to develop entrepreneurial spirit in vocational students. *Journal of Technical Education and Training*, 12(1), 98–105.

Lichtman, M. (2013). *Qualitative research in education: A user's guide* (3rd ed.). SAGE Publications.

Lincoln, Y. S., & Guba, E. G. (1989). *Fourth generation evaluation*. SAGE Publications.

Lohitkumar, B. J., Sundararaj, D. R., & Prasad, P. M. (2016). Envisioning innovation in student entrepreneurship. In Fong et al. (2020), *Challenges in developing student entrepreneurs*.

Magnaye, R. R. (2022). The impact of personal traits and motivation on entrepreneurial intentions of Filipino students. *Asian Journal of Entrepreneurship*, 7(1), 12–28.

Mardizal, M. (2020). Curricular integration and entrepreneurship education effectiveness. *International Journal of Educational Management*, 34(2), 123–139.

Mirza, M. N., Aziz, F., & Rauf, M. (2023). Ethical considerations in qualitative research: Guidelines and strategies for researchers. *International Journal of Qualitative Studies*, 12(1), 22–30.

Motta, V. F., & Galina, S. V. R. (2023). Experiential learning in entrepreneurship education: A systematic literature review. *Teaching and Teacher Education*, 121, 103919. <https://doi.org/10.1016/j.tate.2022.103919>



Notre Dame of Dadiangas University. (2022). Entrepreneurial journey of young entrepreneurs in General Santos City. University Research Series, 10(2), 19–31.

Peschl, H., Deng, C., & Larson, N. (2021). Entrepreneurial mindset: The role of creativity, opportunity recognition, and risk-taking. International Journal of Entrepreneurial Behavior & Research, 27(6), 1407–1428.

Sulasula, J. (2023). Entrepreneurial dimension of public universities in the Philippines' Zamboanga Peninsula region: Best practices and controversies. SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.4518024>

Suryani, N. (2022). Creativity and innovation in student entrepreneurship: A correlational study. Journal of Innovation and Business Research, 14(2), 34–49.

Weng, S. S., Abbas, J., & Amado, M. (2022). Experiential learning and entrepreneurial behavior: The mediating role of self-efficacy. Journal of Entrepreneurship in Emerging Economies, 14(5), 921–940.