Empowering Future Entrepreneurs: Industry Awareness, Perceived Barriers, and Entrepreneurial Intentions of BTLED-IA Students

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DOI: https://dx.doi.org/10.47772/IJRISS.2025.9020304

Received: 12 February 2025; Accepted: 17 February 2025; Published: 20 March 2025

ABSTRACT

This study investigates the awareness, perceived barriers, and entrepreneurial intentions of Bachelor of Technology and Livelihood Education - Industrial Arts (BTLED-IA) students at Bulacan State University. Despite the significant role of entrepreneurship in economic growth, many BTLED-IA students are unaware of the entrepreneurial opportunities within local industries. Data were collected through structured surveys and analyzed using descriptive and inferential statistics within a quantitative descriptive research design. The findings reveal that students have moderate awareness of local industries (Mean = 3.38), with economic constraints (Mean = 3.26) and access to resources (Mean = 3.50) as the primary obstacles. Moreover, exposure to industry positively influences students' confidence in pursuing entrepreneurship. Information dissemination programs were particularly effective in enhancing awareness and entrepreneurial aspirations (Mean = 3.79). The study recommends the implementation of industry exposure programs, mentorship opportunities, and curriculum enhancements to align technical education with entrepreneurial mindsets and real-world needs, thereby fostering future entrepreneurs within Bulacan's industrial society.

Keywords: Entrepreneurial Awareness, Local Industries, Information Dissemination, BTLED-IA Students

INTRODUCTION

The importance of fostering entrepreneurship among future professionals has become a global priority, with educators and policymakers recognizing its vital role in economic development. In the face of rapid technological advancements and evolving job markets, the cultivation of entrepreneurial skills among students is essential for building resilient, adaptive individuals capable of thriving in diverse professional environments. Studies such as those by Kuratko and Morris (2018) emphasize that integrating entrepreneurship education into technical and vocational training equips students with the necessary competencies to innovate and create employment opportunities. Similarly, a study by Fayolle and Gailly (2015) highlights the significance of tailored entrepreneurial education programs in fostering an entrepreneurial mindset among students, particularly those in technical fields. In the Philippine context, research by Medina and Reyes (2020) underscores the potential of technical-vocational graduates in driving local economic growth through small-scale enterprises, yet it also points to a lack of structured entrepreneurial training within the curriculum.

In Bulacan, a province known for its thriving industries ranging from manufacturing to crafts and agriculture, students are well-positioned to explore entrepreneurial pathways within their local community. However, despite the richness of these opportunities, there remains a notable gap in students' awareness of how their technical education can be applied to these industries. According to Flores et al. (2021), many students struggle to identify practical avenues for entrepreneurship due to insufficient exposure to the local business landscape and a lack of tailored guidance. While various national programs advocate for entrepreneurship among young professionals, a study by Cruz and Dela Peña (2022) found that industrial arts students, in particular, face challenges in transitioning from technical proficiency to business application, primarily due to inadequate industry-linked training and mentorship.

The urgency to conduct this research stems from the growing disconnect between BTLED-IA students' technical education and their awareness of entrepreneurial opportunities within Bulacan's thriving local

industries. Despite possessing valuable industrial skills, many students remain unaware of how these skills can translate into viable business ventures, limiting their potential to contribute to the local economy. This gap in awareness, compounded by a lack of targeted educational interventions, prevents students from fully realizing their entrepreneurial potential. While previous studies have explored entrepreneurship education broadly, there is a lack of research specifically examining how structured industry exposure can influence entrepreneurial aspirations among third year BTLED-IA students in College of Education-Bulacan State University, Malolos, Bulacan. Addressing this gap through research is essential to equip students with the knowledge and insights necessary to capitalize on the region's economic opportunities and foster a culture of entrepreneurship among future professionals.

This research aims to bridge this gap by exploring how targeted information dissemination about Bulacan's local industries can empower BTLED-IA students to pursue entrepreneurial careers. Specifically, it seeks to (1) assess students' current awareness levels regarding local entrepreneurial opportunities, (2) analyze the factors influencing their perception of entrepreneurship, and (3) determine the effectiveness of structured educational interventions in enhancing their entrepreneurial intent. Using a quantitative descriptive research design, this study will assess students' current awareness levels and examine the impact of providing structured insights into local industry dynamics.

The significance of this study lies in its potential to contribute to the development of educational strategies that enhance entrepreneurial knowledge and provide BTLED-IA students with the tools to successfully navigate and engage with Bulacan's diverse economic sectors. By aligning education with local economic opportunities, this research aims to empower students with practical knowledge that can drive self-sufficiency, job creation, and economic development. Furthermore, the findings can serve as a basis for curriculum enhancements, enabling educators to integrate industry-based entrepreneurial education into technical and livelihood programs effectively. Ultimately, this study aspires to foster a more entrepreneurial mindset among future professionals, ensuring that BTLED-IA graduates are not only skilled workers but also innovative contributors to the local and national economy.

Theoretical Framework

This study is grounded in several key theories that explain the relationship between industry awareness, barriers, and entrepreneurial intentions among students:

Social Cognitive Theory (Bandura, 1986). Social Cognitive Theory emphasizes the role of knowledge acquisition and observational learning in shaping entrepreneurial behavior. Students develop self-efficacy and motivation through exposure to industry practices and role models, reinforcing the value of information dissemination programs.

Human Capital Theory (Becker, 1964). Human Capital Theory suggests that investments in education and skill development increase an individual's productivity and economic potential. This study applies the theory to entrepreneurship education, asserting that structured learning experiences improve students' preparedness for entrepreneurial ventures.

Entrepreneurial Event Model (Shapero & Sokol, 1982). This model explains how external influences, such as educational interventions and mentorship, affect students' perceptions of entrepreneurship. It highlights the importance of feasibility (availability of resources) and desirability (motivation and societal support) in entrepreneurial decision-making.

Experiential Learning Theory (Kolb, 1984). Kolb's theory suggests that hands-on experiences enhance students' understanding and application of entrepreneurial concepts. This study aligns with the theory by advocating for industry exposure programs and mentorship initiatives to bridge the awareness gap.

Prospect Theory (Kahneman & Tversky, 1979). Prospect Theory explains students' aversion to entrepreneurial risks, particularly financial and market uncertainties. Addressing these concerns through education and support systems can mitigate fear and encourage entrepreneurship.

REVIEW OF RELATED LITERATURE

Entrepreneurship education has been widely recognized as a critical factor in fostering entrepreneurial intentions among students (Rauch & Hulsink, 2015). Studies emphasize that exposing students to entrepreneurship concepts and industry opportunities enhances their awareness and preparedness for entrepreneurial ventures (Shinnar, Hsu, & Powell, 2014). In particular, integrating structured entrepreneurship programs within technical and vocational education has been shown to significantly increase students' confidence and readiness to pursue business endeavors (Fatoki, 2014).

Local Industry Awareness and Entrepreneurial Intentions

Industry awareness plays a crucial role in shaping students' entrepreneurial aspirations. According to Kolb's (1984) Experiential Learning Theory, individuals develop a deeper understanding when exposed to real-world experiences. This supports research by Flores et al. (2021), which found that students with higher exposure to industry dynamics demonstrate a greater inclination toward entrepreneurship. Similarly, local studies in the Philippines highlight the importance of aligning education with regional economic opportunities to enhance students' entrepreneurial competencies (De Guzman & Amolo, 2020).

Barriers to Entrepreneurship

Several studies identify common barriers that hinder students from engaging in entrepreneurship, including financial constraints, lack of mentorship, and limited business knowledge (Brush, Greene, & Hart, 2001). According to Fatoki (2014), access to resources is a significant determinant of entrepreneurial success, as students struggle to secure funding, equipment, and market entry strategies. The Prospect Theory (Kahneman & Tversky, 1979) further explains students' reluctance to pursue business ventures due to perceived risks, including financial instability and competition.

Socio-cultural influences also shape entrepreneurial intentions, as noted in Shapero and Sokol's (1982) Entrepreneurial Event Model, which posits that an individual's perception of feasibility and desirability is influenced by social and cultural factors. Studies indicate that family expectations and societal norms can either encourage or hinder entrepreneurial ambitions (Shinnar et al., 2014).

Effectiveness of Information Dissemination Programs

Information dissemination programs have been found to enhance students' entrepreneurial awareness by providing structured guidance and industry linkages. Bandura's (1986) Social Cognitive Theory underscores the impact of observational learning, suggesting that students benefit from exposure to entrepreneurial role models and industry best practices. Research by Rauch and Hulsink (2015) supports this, indicating that targeted educational interventions, such as mentorship and industry immersion, significantly improve students' entrepreneurial competencies.

METHODOLOGY

This research used a quantitative descriptive research design to determine the degree of industry awareness, entrepreneurial intentions, and the effect of educational interventions on Bachelor of Technology and Livelihood Education – Industrial Arts (BTLED-IA) third year students. A systematic survey questionnaire was the main data collection tool, which was used to gather students' attitudes towards entrepreneurial opportunities, prevailing challenges, and their readiness to pursue business ventures (Creswell & Creswell, 2018). This method enables the systematic gathering and analysis of measurable data, offering a holistic understanding of the research issue (Saunders, Lewis, & Thornhill, 2019).

The data were processed using descriptive and multiple linear regression statistical analyses. Descriptive statistics, such as means, frequencies, and percentages, were used to provide an overview of industry awareness and entrepreneurial ambitions among the participating third-year students who belonged to one

section (Field, 2018). Multiple linear regression analysis was applied to ascertain the correlation between industry exposure, entrepreneurial intent, and perceived barriers to business opportunities (Hair et al., 2020).

The results of this research created data-driven recommendations that guided the creation of targeted educational interventions and policy suggestions to create a culture of entrepreneurship among BTLED-IA students. Through closing the gap between technical education and entrepreneurial practice, this research aimed to empower students with the knowledge and confidence to utilize their skills for economic and professional development.

RESULTS AND DISCUSSION

Table 1. Level of awareness

Item	Mean	SD	Descriptive Interpretation
1. I am aware of the local industries in Bulacan.	3.36	0.74	Moderately Aware
2.I regularly learn about new opportunities in Bulacan's local industries.	3.14	0.77	Moderately Aware
3. I am knowledgeable about the requirements and qualifications needed to enter local industries in Bulacan.	3.14	0.77	Moderately Aware
4. I am aware that I cans start my own business in Bulacan after graduation.	3.57	0.85	Positively Aware
5. I feel confident in my ability to start my own business.	3.57	0.76	Positively Aware
6. I believe that my academic performance has prepared me to pursue entrepreneurship in Bulacan's local industries.	3.50	1.02	Positively Aware
Overall	**3.38**	**0.82**	**Moderately Aware**

Based on the results, the overall mean awareness score of 3.38, categorized as "Moderately Aware," suggests that BTLED-IA students possess a fair level of understanding regarding local industries and their entrepreneurial potential. This finding aligns with the Theory of Planned Behavior (Ajzen, 1991), which emphasizes that awareness and knowledge significantly shape an individual's entrepreneurial intentions. While students exhibit moderate awareness in certain areas, they demonstrate greater awareness in aspects related to entrepreneurial roles and opportunities, indicating a developing yet incomplete understanding of the industry landscape.

The standard deviations reflect varying degrees of consistency in students' responses, suggesting that while some students have a strong grasp of entrepreneurial opportunities, others remain uncertain or uninformed. This variability aligns with the findings of Flores et al. (2021), who reported that disparities in exposure to entrepreneurship education contribute to differing levels of awareness among students in technical fields. Similarly, Kolb's Experiential Learning Theory (1984) suggests that direct industry exposure and hands-on experiences are critical in deepening students' understanding of entrepreneurial pathways.

These insights underscore the need for targeted strategies to bridge awareness gaps. Prior studies emphasize that integrating industry exposure programs, mentorship initiatives, and curriculum enhancements can significantly improve students' ability to recognize and capitalize on business opportunities (Gibb, 2002; Rauch & Hulsink, 2015). Strengthening educational interventions and industry linkages will not only enhance students' entrepreneurial readiness but also align their competencies with the evolving demands of the local industrial landscape.

Table 2. Demographic factors

	Mean	SD	Decriptive Interpretation
1. How much do you think your age affects your awareness of local industries?	3.36	1.22	Moderately Affected
2. How much do you think your gender affects your awareness of local industries?	2.93	1.59	Moderately Affected
3. How much do you think your academic performance influences your entrepreneurial intentions?	3.43	1.22	Significantly Affected
OVERALL	**3.24**	**1.34**	**Moderately Affected**

The overall mean score of 3.24 (SD = 1.34) suggests that demographic factors moderately influence students' awareness of local industries and entrepreneurship. This aligns with the findings of Shinnar, Hsu, and Powell (2014), who emphasized that while personal background characteristics (e.g., age, socioeconomic status, and family business exposure) play a role in shaping entrepreneurial awareness, they are not the sole determinants of entrepreneurial intent. Instead, structured educational interventions and experiential learning opportunities have been shown to have a more substantial impact (Kolb, 1984; Gibb, 2002).

The results indicate that interventions aimed at enhancing awareness should prioritize academic engagement, industry exposure, and targeted entrepreneurial education rather than relying solely on demographic influences. This supports the Human Capital Theory (Becker, 1964), which posits that investment in education and skill development is more instrumental in fostering entrepreneurial readiness than innate personal attributes. Similarly, Bandura's (1986) Social Cognitive Theory highlights the role of observational learning and mentorship, suggesting that exposure to successful entrepreneurs and hands-on experiences can significantly enhance students' confidence in pursuing business ventures.

These findings reinforce the importance of structured learning experiences and external support systems in fostering students' entrepreneurial preparedness within Bulacan's local industries. Previous studies, such as those by Rauch and Hulsink (2015), stress that integrating industry collaborations, mentorship programs, and experiential learning into the curriculum can significantly enhance entrepreneurial competencies. Strengthening these initiatives will not only equip BTLED-IA students with the necessary skills and knowledge but also empower them to actively engage in and contribute to the local economy.

Table 3. Perceived Barriers

	Mean	SD	Decriptive Interpretation
1. Access to Resources	3.50	0.45	Significantly Challenged
2. Socio Cultural Factors	2.79	0.98	Moderately Challenged
3. Educational Environment	2.88	0.80	Moderately Challenged
4. Economic Challenges	3.26	0.57	Moderately Challenged
OVERALL	**3.11**	**0.70**	**Moderately Challenged**

The overall mean score of 3.11 (SD = 0.70) suggests that students moderately experience barriers to entrepreneurship, with access to resources (Mean = 3.50, SD = 0.45) emerging as the most significant challenge. This aligns with the findings of Fatoki (2014), who emphasized that limited access to financial capital, equipment, materials, and mentorship significantly hinders entrepreneurial engagement among students. According to Brush, Greene, and Hart (2001), resource availability plays a critical role in the success of entrepreneurial ventures, as financial constraints often prevent aspiring entrepreneurs from translating their ideas into viable businesses.

Additionally, economic challenges (Mean = 3.26, SD = 0.57) were identified as a major barrier, highlighting financial instability, market competition, and the risk of failure as significant concerns. This supports the Resource-Based Theory (Barney, 1991), which suggests that entrepreneurs' ability to acquire and manage resources directly impacts their potential for success. The Prospect Theory (Kahneman & Tversky, 1979) also explains students' apprehension about market risks and financial loss, as individuals tend to be more risk-averse when faced with uncertainty.

Meanwhile, socio-cultural factors (Mean = 2.79, SD = 0.98) and the educational environment (Mean = 2.88, SD = 0.80) were found to be moderate barriers. This indicates that while cultural norms, family expectations, and the quality of entrepreneurial education influence students' entrepreneurial aspirations, they are not as pressing as resource limitations. The relatively high standard deviation for socio-cultural factors suggests diverse student perceptions, meaning that while some students may feel constrained by societal expectations, others may not perceive these as major obstacles. This aligns with Shapero and Sokol's (1982) Entrepreneurial Event Model, which posits that an individual's perception of feasibility and desirability—often shaped by cultural and educational factors—determines their entrepreneurial intentions.

Overall, the findings emphasize the need for improved funding opportunities, enhanced entrepreneurship education, and stronger industry linkages to mitigate these challenges. Previous studies, such as those by Rauch and Hulsink (2015), highlight that integrating financial literacy programs, access to seed capital, and mentorship opportunities into entrepreneurship education can significantly enhance students' readiness for business ventures. Strengthening these initiatives will equip BTLED-IA students with the necessary skills, resources, and confidence to overcome barriers and actively engage in entrepreneurship within Bulacan's local industries.

Table 4. Information dissemination program

	Mean	**SD**	**Descriptive Interpretation**
1. how much do you think an information dissemination program could improve your awareness of Bulacan's local industries?	4.00	0.78	Agree
2. How much do you believe an information dissemination program could enhance your understanding of entrepreneurial opportunities in Bulacan's local industries?	3.86	0.95	Agree
3. How confident would you feel in pursuing entrepreneurship after participating in an information dissemination program about local industries?	3.71	0.83	Agree
4. How likely do you think increased awareness through an information dissemination program would encourage you to consider starting a business in Bulacan's local industries?	3.71	0.99	Agree
5. How much do you believe an information dissemination program on local industries would influence your future career choice?	3.64	0.93	Agree
6. To what extent do you think increased knowledge of Bulacan's local industries through an information dissemination program could enhance your entrepreneurial ambitions?	3.79	0.89	Agree
OVERALL	**3.79**	**0.90**	**Agree**

The overall mean score of 3.79 (SD = 0.90) suggests a strong agreement among BTLED-IA students regarding the effectiveness of an information dissemination program in enhancing their awareness of Bulacan's local industries and entrepreneurial opportunities. This finding aligns with Bandura's (1986) Social Cognitive Theory, which emphasizes the role of knowledge acquisition and observational learning in shaping individuals' beliefs and actions. By providing students with structured information about local industries, the program serves as a catalyst for entrepreneurial awareness and motivation (Rauch & Hulsink, 2015).

Among the factors assessed, Factor 1 (Mean = 4.00, SD = 0.78) received the highest agreement, indicating that students strongly believe the program can significantly improve their understanding of local industries. This supports Kolb's (1984) Experiential Learning Theory, which underscores the importance of direct engagement and exposure in developing practical knowledge and skills. The findings also reinforce the Human Capital Theory (Becker, 1964), which posits that investing in education and skill development enhances individuals' productivity and entrepreneurial potential.

Other factors (2 to 6) ranged between 3.64 to 3.86, all interpreted as "Agree," further reinforcing the program's potential impact on entrepreneurial awareness and ambitions. However, Factor 5 (Mean = 3.64, SD = 0.93) scored the lowest, suggesting slightly less confidence in how much the program would directly influence

students' future career choices compared to other aspects. This finding aligns with the work of Shinnar, Hsu, & Powell (2014), who noted that while exposure to entrepreneurship education improves awareness, other factors—such as risk perception, personal motivation, and economic conditions—also shape career decisions.

Despite this, the results indicate that students recognize the value of such a program in educating, motivating, and guiding them toward entrepreneurial opportunities. This supports the Entrepreneurial Event Model (Shapero & Sokol, 1982), which highlights the importance of external influences—such as education and mentorship—in triggering entrepreneurial action. Given these insights, implementing structured industry exposure programs, mentorship initiatives, and targeted entrepreneurial education can enhance students' readiness to engage in entrepreneurship within Bulacan's local industries.

This section portrays, examines, and interprets the information gathered from the respondents to assess their entrepreneurial perception of industrial possibilities in Bulacan, perceived entrepreneurial barriers, and the effect of educational interventions on their entrepreneurial intentions. Nonetheless, this study has some limitations. Utilizing self-reported methods may contribute to response bias because students' attitudes and perceptions are possibly not completely consistent with their real entrepreneurial activities. In addition, the study was done in a single university on a particular sample of third-year BTLED-IA students. This constraint reduces the generalizability of the results since institution policies, regional economic situations, and industry exposure opportunities can be different in various universities and areas. Future studies can extend the research to several universities or regions to increase the generalizability of the findings and gain comparative understanding of industry awareness and entrepreneurial intentions across various learning environments. Including qualitative instruments like interviews or focus group discussions would also yield better insights into students' attitudes and entrepreneurial motivations, complementing the quantitative data and enhancing the outcomes of comparable studies.

Perceived Outcomes

The findings suggest that BTLED-IA students strongly believe that increased awareness and engagement with local industries positively influence their career choices and entrepreneurial aspirations. Consistent with Kolb's (1984) Experiential Learning Theory, students recognize that learning about local industries broadens their understanding of available career and business opportunities, shaping their professional paths through hands-on exposure and real-world insights. This aligns with research by Flores et al. (2021), which found that industry awareness significantly impacts students' entrepreneurial motivation and career decisions.

Students perceive industry awareness as a crucial factor in identifying potential business ventures, helping them make informed entrepreneurship decisions. According to Bandura's (1986) Social Cognitive Theory, exposure to industry practitioners and business experiences boosts their confidence and self-efficacy, making them feel more capable of starting and managing their own businesses. These findings echo Shinnar, Hsu, and Powell (2014), who highlighted the importance of structured learning experiences in fostering entrepreneurial readiness.

Furthermore, many students believe that greater industry engagement makes entrepreneurship a more viable and attractive career option, encouraging them to consider self-employment. Shapero and Sokol's (1982) Entrepreneurial Event Model suggests that perceived feasibility and desirability significantly influence entrepreneurial intentions, reinforcing the value of industry exposure programs. While students acknowledge that industry engagement plays a key role in career decision-making, other factors such as personal interests, financial stability, and job security may also influence their choices. Additionally, exposure to real-world success stories and business challenges inspires them to develop stronger entrepreneurial ambitions, as supported by Rauch and Hulsink (2015), who found that mentorship and industry linkages enhance entrepreneurial motivation.

Overall, the students see industry awareness and engagement as essential in enhancing their knowledge, motivation, and readiness to pursue entrepreneurship in the future. These insights underscore the importance of structured industry-academe collaborations in equipping students with the competencies necessary to navigate Bulacan's evolving economic landscape.

RECOMMENDATIONS

Industry Exposure Programs

Based on the study's findings, it is evident that students benefit from increased exposure to local industries, which enhances their awareness and entrepreneurial aspirations. The following strategies are recommended to bridge the awareness gap and improve students' career choices:

- ***Industry Partnership Initiatives***: Develop long-term partnerships between the university and local industries to offer internships, industry tours, and collaborative research projects. This will help students gain firsthand experience in local industries and understand career opportunities.
  - *Challenge*: Limited availability of businesses willing to participate in such programs.
  - *Solution*: Provide incentives, such as access to a talent pool, joint research opportunities, and public recognition, to encourage local businesses to collaborate.
- **Industry Immersion Days and Career Panels**: Organize events where students can meet industry professionals and explore career paths through networking, site visits, and workshops.
  - *Challenge*: Coordinating participation from a diverse range of industries.
  - *Solution*: Partner with industry associations in Bulacan to ensure coordinated efforts and broad industry representation, simplifying logistics and enhancing collaboration.

Mentorship Opportunities

To support students in their entrepreneurial journeys, mentorship is a key strategy. The following approaches can strengthen mentorship opportunities:

- ***Mentorship Programs with Local Entrepreneurs****:* Pair students with experienced entrepreneurs and industry professionals who can offer guidance on career development, entrepreneurship, and overcoming challenges in starting a business.
  - *Challenge*: Difficulty in securing a sufficient number of mentors.
  - *Solution*: Offer incentives such as recognition, networking opportunities, or small stipends for mentors. Actively recruit mentors through alumni networks, industry groups, and professional organizations.
- ***Quarterly Mentor Meetups****:* Host informal networking events where students can meet mentors in person or virtually to discuss ideas, career goals, and entrepreneurial experiences.
  - *Challenge*: Limited availability of mentors due to time constraints.
  - *Solution*: Offer flexible meeting formats (e.g., virtual mentoring) and structure the meetups to maximize efficiency, ensuring that both mentors and students benefit from the interactions.

Curriculum Enhancements

Updating the curriculum to reflect industry needs and entrepreneurial skills will prepare students for real-world challenges. The following strategies are recommended:

- ***Industry-Relevant Courses****:* Integrate practical, industry-focused content into the curriculum that reflects the needs of local businesses in Bulacan. This can include case studies, guest lectures, and industry projects.
  - *Challenge*: Limited faculty expertise in specific industries.

- *Solution*: Collaborate with local industry experts to co-teach courses or provide guest lectures, ensuring that students receive up-to-date knowledge and real-world perspectives.

- ***Entrepreneurial Project-Based Learning****:* Introduce project-based learning where students solve real business problems or create business plans for new ventures based on local industry needs.

- *Challenge*: Limited student experience in actual business management.

- *Solution*: Provide structured mentorship and resources from local business incubators to help students implement their ideas. Collaboration with local entrepreneurs can ensure students have the support needed to develop viable business concepts.

Career Guidance and Entrepreneurial Training

Expanding career guidance services to include entrepreneurship training will empower students to pursue self-employment with confidence. The following initiatives are recommended:

- ***Enhanced Career Guidance Services:*** Offer specialized career counseling that highlights entrepreneurial opportunities and provides support for students interested in starting their own businesses. Incorporate workshops on business planning, financial management, and leadership skills.

- *Challenge*: Students' perception of entrepreneurship as risky or uncertain.

- *Solution*: Provide financial literacy workshops to help students understand the basics of managing a startup, along with success stories of local entrepreneurs to inspire confidence in pursuing business ventures.

Furthermore, future studies should expand the scope of research by examining industry awareness and entrepreneurial intentions among BTLED-IA students in multiple universities or different regions. A comparative analysis across various institutions would help identify unique challenges and best practices, allowing for a more comprehensive understanding of how different educational environments shape students' entrepreneurial aspirations. Such studies could also explore the role of regional economic conditions, government support programs, and institutional partnerships in fostering entrepreneurship among technical-vocational students.

CONCLUSION

The implementation of the proposed strategies will allow Bulacan universities to efficiently confront the challenges that confront students when venturing into entrepreneurial careers. Industry exposure programs, mentorship, and curriculum development will prepare students with necessary tools and knowledge to interact with local industries as well as venture into entrepreneurial undertakings. Overcoming the financial and market-related challenges highlighted in the study is important in empowering students to make well-informed, confident career choices. With focused assistance and extensive training, students will not only acquire essential entrepreneurial skills but also play a major role in the development and diversification of the regional economy, building a new generation of entrepreneurs who will lead innovation and economic growth in the region.

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