

# An In-depth Analysis of the Entrepreneurship Education in the Philippines: An Initiative Towards the Development of a Framework for a Professional Teaching Competency Program for Entrepreneurship Educators

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## Abstract

*This research paper is a descriptive study, which aims to identify the training needs of entrepreneurship educators and practices in entrepreneurship education in the Philippines. Focus Group Discussion (FGD) and one-on-one interviews are conducted using structured and unstructured interview guides, which revealed the respondents' answers, thought patterns, expressions and insights on an array of questions pertaining to entrepreneurship education in the Philippines. The result shows that students assign the highest importance to the personal qualities of entrepreneurship educators (e.g. human and motivating, etc.) and teaching methodology and delivery (e.g. innovative and interactive) among other qualities (e.g. educational attainment). Entrepreneurship educators ascribe most importance on personalized, experience and project-based learning. However, they assert that this teaching practice should be complemented by a manageable class size, program support facilities and teaching skills enhancement (e.g., mentoring, etc.) among others. The school administrators play an important role in setting the direction and progression of the entrepreneurship program in their respective institutions against the background of numerous challenges in managing resources to support its needs. This study highlights that entrepreneurship education in tertiary level is best achieved through a well-designed curriculum, effective teaching model grounded on personalized and experience-based learning, and strong institutional support.*

Keywords: teaching and learning needs, entrepreneurship education, and tertiary level.

## Introduction

Entrepreneurship education is a recent trend in new course development as against the traditional courses that have gained formal recognition in higher-level institutions. Entrepreneurship courses are now finding their way into formal education as subjects or full degree courses in the tertiary level. Unlike traditional business courses, which have developed and evolved over many decades in universities all over the world in conjunction with active practicing business operations, formal entrepreneurship teaching in the tertiary level is a relatively young course.

Professional development of entrepreneurship educators, however, is not as institutionalized as the development of teachers for traditional business courses. MBAs and PhDs in general business and in management fill the faculty rooms of colleges and universities, but educators who hold masters and doctorate degrees in entrepreneurship are rare. Even teaching information and resources are not well known or are not available in many schools, making it difficult for budding entrepreneurs to find the sources they need.

Entrepreneurship education is, by nature, highly experiential and interactive. Course requirements are mostly output and result oriented,

prototype development, hands-on training and other practical applications that require mentoring and close monitoring of students' progress at each developmental stage.

Teaching college teens to become entrepreneurs takes a different set of skills, insights or sensitivity and teaching approaches to connect, motivate and engage them to. The uniqueness of the student needs and the course requirements entails specific teaching skills to match both. One of the perceived tools to address and match these needs is to first conduct an assessment of the qualities, competencies, methods and techniques and other factors that are important to students, educators, and school administrators.

There are new challenges of the learning dynamics of emerging youth in the 21st century. Among them are the uses and matching of modern communication technologies with appropriate teaching methodologies, which the new generation is well adapted to but a good number of educators are not. These are only a few examples of the specialized skills and knowledge that are needed to upgrade entrepreneurship training in the tertiary level. Likewise, course management and its administration are also faced more than ever, with challenges and limitations that behoove everyone to deal creatively with.

The study is grounded on the premise that if the educational system is to breed entrepreneurs as the future economic movers, it is but appropriate that the learning source, or the educators should be well equipped and sensitive to their needs and learning dynamics who are "no-longer-children but not-yet adults."

In the Philippines, the Commission on Higher Education (CHED) has pushed the formal integration of entrepreneurship education pursuant to Republic Act No. 7722 as embodied in Memorandum Order No. 17 (CMO # 17) Series of 2005 – Curriculum Requirement for Bachelor of Science in Entrepreneurship (BS Entrepreneurship). This document contains the new academic and developmental thrusts of the Entrepreneurship Programs and Courses in the Tertiary Level. It is also important to note that based on the CHED directory in the National Capital Region, there has been an increase in colleges and universities offering business and entrepreneurship courses. Some have indicated the integration of entrepreneurship in their schools, as a full course leading to a degree, a track, or as a major subject.

There are already concerted efforts in the government and the private sector to advance entrepreneurship education as a long-term solution to economic advancement. It follows then that the future offering of the course on entrepreneurship will increase, and programs will take on a newer form as it evolves and develops over time.

One of the concrete efforts to meet these new challenges is the formation of Entrepreneurship Educators of the Philippines (ENEDA). The main thrust of the organization is to assist all its members in accessing or actually developing for their immediate use all the relevant knowledge and skills needed in teaching college students to become

effective, efficient, morally and spiritually upright, and socially responsible entrepreneurs.

In ENEDA's attempt to bring the organization to a national scale, ENEDA NCR was established. The First Roundtable Discussion of ENEDA NCR was participated by school administrators and educators discussed and presented concerns to better the educational program and its delivery to the students. One of the compelling needs that surfaced was the development of "a strong pool of professional and competent entrepreneurship educators in the tertiary level," thus, the call for pioneering efforts to attain such through a continuing professional development program. One of the concrete action plans presented was a training program concept proposal titled "Professional Teaching Competency Program for Entrepreneurship Educators in the Tertiary Level." The purpose of this study is to develop a framework that will serve as the foundation of this training program.

This research study employs qualitative tools of analysis to identify the training needs of the entrepreneurship educators and the practices in entrepreneurship education. Focus Group Discussion (FGD) engaged the research participants in a face-to-face discussion with the researcher. The discussions were more personal, unhurried, more in-depth, and consisted of mind mining questioning and drawing out the participants' feelings about the topic or question at hand. This method of inquiry effectively revealed the respondents' answers, thought patterns, expressions and insights on an array of questions pertaining to entrepreneurship education in the Philippines.

The result shows that students assign the highest importance to the personal qualities of entrepreneurship educators (e.g. human and motivating, etc.) and teaching methodology and delivery (e.g. innovative and interactive) among other qualities (e.g. educational attainment). Entrepreneurship educators ascribe most importance on personalized, experience and project-based learning. However, they assert that this teaching practice should be complemented by a manageable class size, program support facilities and teaching skills enhancement (e.g. mentoring, etc.) among others. The school administrators play an important role in setting the direction and progression of the entrepreneurship program in their respective institutions against the background of numerous challenges in managing resources to support its needs. This study highlights that entrepreneurship education in tertiary level is best achieved through a well-designed curriculum, effective teaching model grounded on personalized and experience-based learning, and strong institutional support.

This section presents a general overview of the study. The succeeding section discusses the conceptual framework and presents the review of related literature. The third section expounds the methodologies used in the study. The fourth section presents the interpretation of the results. The last section concludes and offers recommendation

ENEDA NCR and its members play a vital role in the research since the study is within the context and milieu where the study was

drawn. While the immediate beneficiaries will be the ENEDA member educators, the teaching competency program developed does not limit itself to them. In fact, it is open to all educators who wish to enhance their professional teaching and personal competencies. This study was initiated as a volunteer work by the author, the incumbent lead officer of ENEDA NCR from 2007 to 2009.

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### **Later Adolescence and Learning Dispositions**

The works of Erik Eriksson (1950, 1968) and Jean Piaget (1969), both respected development psychoanalysts, state that late adolescence (ages 18 to 21) is “an important period in life span, a transitional period, a time of change, a time when the individual searches for identity, a dreaded age, a time of unrealism and the threshold of adulthood” (Balk, 1995).

Newman and Newman (2006) teach that this is the age of “heightened sensitivity to conjure up alternative scenarios about their own future... including possible kinds of work and various meaningful relationships” (pp. 348 – 388). Meanwhile, Feldman (2003) discussed that “considerable cognitive advances are taking place in the adolescent stage which most often may lead them to question figures of authority far more strenuously” (pp. 395 – 401).

This argumentativeness or assertiveness among late adolescents and its extreme opposite of displaying a seemingly uncaring or unquestioning stance actually play an important role in the adolescent’s process of change. However, they also have this capacity to look up to an authority as a role model, to form moral constructs, and to affirm genuine ideals of truth, justice, and even spirituality. Therefore, coping with their extreme behavioral and social changes can be challenging for teachers and other figures of authority.

Feldman (2003) further stressed, “This is what makes adolescents interesting, as they actively seek to understand the learning, values, justifications and other moral concepts they encounter in their lives” (pp. 395 – 401).

### **Self-concept, Maturation, Distinct Personality Imprints, a Defined Lifelong Career Choice**

The researcher thinks that this is the phase of the late adolescents’ human development where they are more serious in learning and forming their self-concept or identity. This is the time when they define a self-concept through their choice of career (Gatchalian, 1998), as they seek to develop their skills and capacities whether to acquire more knowledge or

enhance their innate abilities. This is also the reason why they go up to the next stage of human maturity and development, that is, to have an education and generally take charge of their life as they pursue a lifelong career (Gatchalian, 1998).

The impact of a college education (to be an entrepreneur, for example) and the learning experiences of the individual take another form depending on the confluence of factors and conditions that are present in the late adolescent's or student's life. In the same manner, the learning outcome would rest on the student's cognitive ability to reflect and respond to challenges to construct conditions or situations that he or she will resolve. On the other hand, performances vary depending on the mix of factors surrounding the controllable or uncontrollable decisions of the student.

In addition, students differ in their learning responses. While they have their own distinct personality imprints, the choice of career path provides the educators some general information to guide them in managing the learning progression of the student towards attaining his or her goal. A case in point is the entrepreneurship course (Serrano, 2008). Those who opt or qualify to take the course as a career choice present more or less similar dispositions and characteristics.

### Teaching Models that Work

Various research studies present a full understanding of the psychology of entrepreneurs and entrepreneurship as a new discipline in schools. The Society for Industrial and Organizational Psychology compiled these studies in their book *Psychology of Entrepreneurship* (2007), which promotes the scientific status of the field, and which, according to accounts, is representative of the best the field has to offer.

Three interesting areas are very useful in the development of this study and in setting the framework of the training program for the educators.

The first is developed by Katz (2007) in Chapter 4 of Education and Training in *Psychology of Entrepreneurship*. Katz argued that startup businesses are highly risky and the mortality rate is rather high, about 50 % of startups die in four years (Headd, 2003) or five years (Birch, 1987). However, when entrepreneurs underwent some interventions through entrepreneurship training programs or entrepreneurship majors in academic programs, the mortality rate significantly went down. This strengthens the position of the researcher that indeed, entrepreneurship training and education are important to the survival of startup ventures.

Integral to this discussion by Katz (2007) is the inherent nature of entrepreneurship education that requires specific structure, methods of teaching, and new academic standards. Katz suggests that the formation of a business plan, as well as a support system like peer and professional counseling, and the presence of competent mentors and educators increase the likelihood of success among startup businesses.

Katz points out that it is possible to teach entrepreneurship not necessarily by entrepreneurs themselves but by “trainers or educators that have been taught how to teach a model that works!” (p. 211). Likewise, Busenitz and Arthurs (2003) provided an understanding of entrepreneurial competencies and the thinking process that makes entrepreneurs, but not others, recognize opportunities, decide to start new ventures, exploit these opportunities, and make them grow. Further, effective teaching models with appropriate teaching tools like workbooks for student self-paced learning is good combinations to facilitate teaching and learning efficiency (Diaz, 1993). All of these discussions helped the researcher prepare the program module frame that would facilitate the development of the educators’ mentorship and counseling skills as they try to connect with the students effectively.

### **Competent Educator: To Match the Learning Needs of the Adolescent**

This is the challenge for the school. At this point, the entrepreneurship educator should have a heightened sensitivity to the learning needs of college students. Equally important is to match these needs with the skilled, capable, and competent educators who can manage their classes meaningfully.

Salamanca (2009) gives a clear definition of the role of the teacher in the business of education and explains why a continuing professional development is necessary in this profession. Competence, ideal qualities, and values are important to develop and acquire effective teaching techniques. She says that the teacher “deserves to be enthroned at the center stage of any educational endeavor” (pp. 37-71) because the teacher provides the much needed direction, guidance and energy throughout the teaching/learning educational episode (p. 49).

In addition, Henderson and Nash (2007), authors of *Excellence in College Teaching and Learning* drove their point clearly: “The quality of instruction that college students need is too important to be left to inadequately trained teachers, no matter how small or large their number” (Preface). The advice is that “all colleges and universities should have professional development staff or at least adequate resources to assist their teachers to become better in their profession.” Lopez (2008), expounded this well as he calls for educators and administrators to find creative ways and means to build resources for teaching competencies and skills to educators.

### **Personal and Professional Impact of Communicating and Connecting**

Teaching is synonymous to communicating. Communication begins with self. One can only relay what one has. Communication is relational and participatory (Pearson, Nelson, Chatsworth and Harter, 2008). Becket (2002) mentions how John Locke advocates, “Learning was essentially a matter of forming connections or associations between things that come together in time” (pp. 89 -90). Becket says this is more than a nurture

theory, “as it sees learning as originating from external environment... as well as a series of generalizations about how a behavior is learnt” (pp. 89 – 90).

The research work of Curran and Rosen (2006) support this need for the teacher as they exclaim, “What influences student attitudes toward a course?” The first and obvious answer is the “Instructor!” (pp 135-148). Conan and Rosen further extrapolated the other significant factors in addition to the instructor that are at work at shaping a student’s attitude toward a course.

Again, Henderson and Nash (2007) strongly stress this idea: “A teacher’s influence, positive or negative, transcends the courses taught. Although a teacher’s career lasts usually 20 to 30 years, his or her influence may last for the lifetime of students or, in rare instances, centuries” (p. vii).

The researcher stresses the powerful impact of the role of the instructor in the teaching process. Indeed, teaching can only create value if the teacher who is communicating and teaching is able to make a connection with the students. This connection further creates a personal and professional impact on the learner. It is the connection, or the positive behavioral response that that the teacher consciously creates that makes learning engaging and meaningful.

It is then essential for the educator to understand the specific dispositions and what is going on in this developmental stage, who the students are, their needs, what they got from the lessons, and a good enough time to connect with them on a personal but professional basis. Cabrera (2008) in her reaction paper during the First Regional Conference of ENEDA NCR in Miriam College said that there should in fact “some form of training for entrepreneurship educators to develop certain level of sensitivity and nurturing skills as part of their mentoring engagements in project-based learning.”

This way, the educator is able to discern the workings in the mind of the students and their outer disposition as well. This way, the educator may be able to and draw out the innate intelligence that oftentimes these students in entrepreneurship are not fully aware they have – yet.

## Method

### Participating Schools and Locale

The setting of the study is in Manila and Quezon City. Both are within the National Capital Region, Philippines. The study identified six schools where the incumbent officers are from the ten ENEDA NCR active school members from 2007 to 2009. ENEDA NCR represents the entrepreneurship educators where the majority of the schools and tertiary educator-members are coming from. This study was actively participated by Miriam College and St. Paul University in Quezon City, and in the university belt in Manila by San Beda College Manila, San Sebastian College, University of Santo Tomas, and the Far Eastern University. Of

the six, four of them, namely Miriam College, St. Paul University, San Beda College, and the University of Santo Tomas, offer entrepreneurship course as a bachelor's degree. The other two, San Sebastian College and Far Eastern University, offer entrepreneurship as a track or as major subject under their business administration program.

The participants were divided into three categories for each participating school: the entrepreneurship or business students, the educators, and the school administrators. Of the total of eighteen educators who participated, six were administrators (either as dean of the college or as chair of the department), while twelve are entrepreneurship teachers (three are on part-time contractual term and the rest are tenured and full-time.)

The number of participants in the students' focus group discussion ranges from nine to thirteen Junior and Senior tertiary level students who have taken at least three major business management or entrepreneurship subjects. They are a mix of achievers and average students in their batch. All of the students are presently engaged in business venture projects as part of the course application following the theoretical preparation either in business or feasibility planning. All participating students in the batch have one way or another participated in various business exhibitions and selling. A total of sixty-two students participated in this study.

## **Instruments**

The study used focus group discussions and one-one-interviews with the aid of both discussion guides and questionnaire developed primarily for the study. These instruments were pre-tested to determine its effectiveness, efficiency, length of time, and responsiveness of the participants. As expected, refinement in the questionnaire design, questioning techniques as well as in the way to engage the respondents to participate in the discussion were taken into consideration. The parameters set in the discussion are as follows:

- (1) Personal qualities and professional competencies students, educator and school administrators find important in teaching and learning entrepreneurship in college.
- (2) Teaching program design, model, practices, methods and techniques students, educators, and school administrators consider important in teaching and learning entrepreneurship in college
- (3) Other factors students, educators, and school administrators consider important in teaching and learning entrepreneurship in college.

Furthermore, the study utilized videotaping, photo documentation, recording, written notes, semi-structured interviews following a format, and guide questions derived from the objectives set in the study. There were also succeeding follow-ups and revalidation of some responses done through cellular phone or electronic mail.

## Procedure

In the focus group discussion (FGD), the researcher engaged the respondents in a face-to-face exchange. The discussions were more personal, unhurried, more in-depth, and consisted of mind mining and drawing out the respondents' feelings about the topic or question at hand. The researcher used descriptive techniques to present the results of the study.

The researcher used both structured and unstructured interview guides for the one-on-one interviews with respondents. She followed a set of discussion guides for the FGD to ensure that she can draw out the answers, thought patterns, expressions, and insights from the subjects. Although the mind mining questioning technique can lead to new areas that the researcher may not intend to explore, the guide questions reminded her to return to the area of discussion.

The time spent in the actual and separate FGD engagements and interviews for each category of students, faculty members and administrators' range from one hour and a half to two hours. There were also succeeding follow-ups, validation, and clarification through phone calls and email. Report presentation, discussions and analysis were presented using the descriptive method.

## Analysis

The researcher was able to determine the qualities and attributes in entrepreneurship education that students, educators and school administrators find most important using visible indicators present during the FGD and one-on-one interviews such as how candid and animated their responses are to a topic and how articulate they are in presenting their views and experiences with regards to a specific quality or attribute.

## Results

The following tables show the personal qualities, professional competencies, teaching methodologies, and other factors that students, educators and school administrators deem important to them, respectively. The results shall be interpreted to highlight the differences on how each group ascribe importance to each quality presented to them.

From the results in table 1, we can see that students identify personal qualities as the most important as these are the key qualities they require for their educators to be effective. This is consistent with the result that entrepreneurship students most prefer experience and project-based learning since this kind of learning requires a more personal approach and one-on-one instructions. It is important to note as well that during the FGD, students are most responsive and opinionated in discussing the personal qualities they seek from entrepreneurship educators. This is in sharp contrast when the topic of educational

attainment of their educators is discussed. For this specific quality, students deem it important, however, they feel that it is more of the concern of the school.

Table 2 shows that students and educators find business experience and networking more important than educational attainment, though school administrators find this highly important as an academic requirement to comply for hiring, selection, and ranking and promotion.

Table 3 reveals that all participants find this program design, teaching delivery methods and techniques important and that which defines a good and effective teaching model for entrepreneurship education.

Table 4 shows other matters of importance to all participants. They may be considered as supplementary activities to regular classroom works and enhancement programs that make the entrepreneurship education dynamic and holistic.

**Table 1**  
***Important Qualities on Personal Competencies According to Students, Educators, and School Administrators***

Personal qualities of entrepreneurship educators	Students	Educators	School Administrations
Human and motivating; integrity in character; respectful; well-mannered; polished; clean; balanced personality; passion for teaching; nurturing; inspiring; motivating; considerate; pleasant disposition; good communication skills;	Most important for students for their learning process. These are the key qualities that they require of their teachers to be effective educators	Important but must maintain professional distance	Important for personal and professional integrity as a requirement for hiring and in creating good working environment

**Table 2**  
***Important Qualities on Professional Competencies According to Students, Educators, and School Administrators***

Professional competencies of entrepreneurship Educators	Students	Educators	School Administrations
Level of educational attainment	The students are impressed with educational achievements, however they feel that these are the concern of the school	Important to meet hiring requirement but does not necessarily translate into effective teaching	Important and necessary to meet academic requirements of the school and to comply with the regulatory and accrediting bodies (e.g. CHED, PAASCU)
Experience and actual ownership of business; or exposure to business	Students find this important as it enhances the credibility of educators	Important but not necessarily translate into effective teaching	Important but must be complemented with professional teaching qualities of

Cont. Table2

Organizational memberships; business affiliations, training and other professional development programmed	in teaching entrepreneurship Students find this important as it provides them with connections and linkages to agencies, industry and market to help develop their venture projects	Important for professional growth, however, the school's financial support for professional training and development is inadequate	an educator  Important for evaluating competency, eligibility for promotion; Important for human resource development; Important for establishing linkages and network
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Table 3

***Important Teaching Program and Practices; Techniques and Methods According to Students, Educators and School Administrators***

Teaching Program	Students	Educators	School Administrators
Program design, and management: Well-designed syllabus; updated resources; modular; paced progression; with good evaluation tools; well-coordinated and integrated curriculum design;	The students feel that the subject design is the concern of the educator and the school. However, they feel that it is important that there is proper coordination with the other related courses	Important to meet the standards set by the school and CHED and to respond to the learning needs of the students and their mastery of the course.	Important to meet the requirements of the regulatory body (e.g. CHED) and the accreditation agency (e.g. PAASCU); Important to set the program direction and progression to attain its mission and goals;
Teaching methods and model practices: Innovative and interactive; paced progression of lessons; periodic student evaluation of student output; simulation exercises and activities; creative thinking workshops; use of technology in teaching; one-on-one mentoring for project-based learning; emerging models out of experience and resources	Students find this important for participatory and experience-based learning	Educators find personalized, experience and project-based learning important however, they say that it is equally important to have a small class size for effective teaching and learning	Important to evaluate the performance of the educators, students and the effectiveness of the curriculum; offering holistic education

**Table 4**  
***Other Important Factors Identified By Students, Educators, School Administration***

Other Important Factors	Students	Educators	School Administrations
Training and simulation activities; competitions; team building; spiritual retreats; outreach programs; events; leadership seminars; student organization; exposure trips both local and international etc	Students find this important for character building; personality development; networking; social responsiveness	Important for personal, professional spiritual and social development	As a matter of policy; Important for students and educators' holistic development
Laboratory facilities for venture product experimentation and prototyping	Important to provide support for innovative and interactive undertakings; encourage creative thinking	Important to stimulate awe which make teaching and learning more engaging, experiential, meaningful	Important to create an ideal teaching and learning environment; school competitiveness and sustainability

## Discussion

### On the Importance of Personal Qualities and Professional Competencies

The focus group discussion spent much time in the area of personal and human qualities of an educator for effective teaching and learning. Students from all the participating schools were very candid in sharing their thoughts and feelings about the personal qualities they want to see in their teacher. They generally presume that to be able to handle the subject or the course, the teacher must be knowledgeable in their subject areas. However, more than knowledge and credentials, students look at how their teachers make them feel, deliver, communicate, and manage the course.

They look for the ideal qualities that are generally human and motivating. These include the following: personal touch, approachable, understanding, being able to listen to the students' concerns, inspiring and motivating demeanor, passion for teaching; pleasant disposition, with good values and positive attitude, balanced personality and sense of discipline, seriousness sprinkled with humor (being fun and not boring; being flexible as opposed to being too serious), nurturing behavior like being a second parent (helpful, with sincere intention, patient, and understanding), spends time with them as they go through the various stages of business venture development, being expressive enough to recognize their accomplishments and hard work, trustworthy, honest, fair, with sense of decency, good personality traits like being smart, confident, and charismatic; clean and properly attired; having good looks is a big plus.

The one-on-one interview results from educators and administrators validated the premise as presented in the conceptual development of the study, that indeed, educators teaching entrepreneurship are the product of traditional business education; they have earned MBAs, PhDs, or DBAs.

The entrepreneurship educators and administrators in this study are highly educated professionals with diverse areas of graduate and postgraduate disciplines ranging from family life, economics, finance, values education, business management, marketing, journalism, entrepreneurship, and even fashion and the arts. The span of time spent in studies place the educators and administrators at a wide age range, from 27 to 55 years, either as a teacher or as an administrator. Not that these qualifications are negative, but the situation points that high educational attainment which academic institutions put much emphasis, does not necessarily translate into effective and engaging teaching.

Administrators weigh the qualities and competencies of entrepreneurship educators by mixing those of academicians and practitioners/entrepreneurs. Many have argued that practitioners or entrepreneurs are the best ones to teach entrepreneurship. While this holds true in some ways, a good entrepreneur may not necessarily have the characteristics of an effective teacher and vice versa. The closest that a school can get to this is to define the qualities and competencies that it favors as drawn from the discussion with school administrators who decide whom to hire in the first place. The administrators disclosed that they would select someone who: has finished a graduate course (MBA and/or professional experience), has had entrepreneurial exposure or experience, has good character and family background, has professional integrity, has a pleasant disposition and an infectious positive attitude, has commitment and passion for teaching, is a team player and can work well with colleagues in the department, and the institution in general, has published researches and articles or books, and embodies an effective teaching model that engages students in the learning experience while in school.

The results further show that indeed, the importance placed by students on personal and human connectivity is reflective on the way the courses are handled as well. It must be noted that entrepreneurship subjects are heavy on experience and project-based learning. It is by far, learning business by doing business, hence, the importance of face-to-face, one-on-one, guided learning by teachers. This peculiar learning process engages the student to have close encounter with the teachers as they both engage each other from the birth of an idea into its actual business operation.

The educators under study do not lack knowledge to impart. Based on the information that was drawn out, the area of teaching that needs enhancing is in the communication and delivery strategies. The qualities that enhance the connection between the mature and knowledgeable professionals and the late adolescent students include the interpersonal nature of teaching, the affective communication techniques used by the

teacher, and the appropriateness of the teaching methods that considers the psyche of the students.

Students appreciate, admire and respond well to educators who has the following professional teaching qualities: the ability to draw out the best in the students, with professional integrity, being organized and punctual, respect for the students: “Hindi nanghihiya” (does not embarrass students) or “Hindi bastos” (not rude); broad and deep knowledge, with a wealth of experience as a mentor; good network with other educators who can provide additional resources, share experiences and help in specialized investigative processes, good communication and listening skills, teachers who are able to constantly communicate with them and knows how to use modern communication tools in various forms (by email, SMS, or other technological means) make the lessons worthwhile for most.

### **On the Importance of Teaching Program, Model and Practices: Techniques and Methods**

Business management education in the undergraduate level has been in the education system for many decades in the Philippines. According to Dr. Heracleo Lagrade, Director of Programs and Standards of the Commission on Higher Education during the 7th National Conference of ENEDA held last February 26, 2008 in Bohol, Business Management and related courses still have the highest rate of enrollment. Eventually, the Entrepreneurship program will be among the standard courses offered in the business and management undergraduate program of institutions of higher learning.

What makes the Entrepreneurship Program a college course like no other? The traditional or regular business or management subject, track or program caters to students who will be future employees of corporations. The Entrepreneurship program and its curriculum, in contrast, develops students who will set up their own businesses, generate employment, and create wealth for themselves and for others, ethically and responsibly.

Crucial to the entrepreneurship program is the preparation of a new generation of students who can have the mindset to seek opportunities; to make sense of these opportunities; to create new ideas; to identify, gather and bootstrap their own resources into a business plan; and finally, to transform these resources into an ongoing, operational and profitable business venture. However, teaching and learning entrepreneurship courses is basically experience or project based and therefore is heavy on mentoring and coaching. This again puts the element of human connectivity of high importance.

Lamentably, teachers say that the educational institutions are still treating entrepreneurship courses in the traditional mold like having huge number of students per class, which limits consultation and mentoring time per team or student. It can be very frustrating to handle disengaged students but it is very fulfilling to work with the truly motivated ones. As

expected, there will always be slow and fast learners, active and inactive, motivated and unmotivated.

Teachers claim that the challenge now is how to make learning more engaging. The load can be very taxing on the educator. They added, however, that their creativity and resourcefulness turn up during the most trying moments.

For teachers, on the other hand, self-enhancement programs or seminars are too costly. Schools often put a cap on the amount they can provide for attendance to such self-development programs, even if school officials encourage attendance in such events.

It is only very recent that Entrepreneurship education is receiving a push and gaining ground in the collegiate level as a full course. It is very daunting for educational institutions to create and develop entrepreneurship courses. The task includes the selection and training of the pool of resources that will develop, adapt, and handle the program, the choice of teaching models, and course management. Therefore, a training program designed for entrepreneurship educators is very timely.

### **Emerging Program Models**

Entrepreneurship as a relatively new college program with its foundation set by the agency for higher education evolved and emerged into one of the dynamic degree courses in college. Miriam College, for example, has evolved its program where students can choose their area of specialization. Their options are: Fashion and Design (in partnership with the Fashion Institute of the Philippines), Culinary Arts (in partnership with the American Hospitality Academy), and Product Design (in partnership with the Philippine Trade and Training Center). Quite recent, in 2009, St. Paul University Quezon City entered into a business skills training seminar agreement with the Technology Resource Center on Coffee Shop Operation as part of its student capability building thrust.

Again, the emerging teaching models are actually products of years of experience and the schools' resolve to refine it according the needs of time, opportunities, and creative management of resources at hand. Therefore, teaching models and techniques now are more "tailor-fit," (Lupisan, 2008) .to meet these new challenges.

The list of subjects and courses taken by the students in the study shows the depth of knowledge they must acquire to prepare them to undertake actual ventures they have chosen individually or in teams. The practical part, done in real time prepares the students on the rigors of business operations. It is, learning business by doing business.

### **Teaching Methods and Practices that are Innovative and Interactive**

Students find it important to have teachers who challenge them to do their best. This means conducting lessons that are innovative and interactive. Among the teaching techniques that they find important are:

critical questioning by the educator; creative and thinking workshops like 100 business ideas and mind-mining/mind-mapping, serendipity walk, and brainstorming; practical exposure/trips/observations in business operations for teachers and students alike; research/surveys/interviews/analysis; internet research; program development, experimentation, prototyping and hands-on program management; individual and/or teamwork/team-building; consultations; coaching/mentoring/peer counseling; plant and observation visits; business games, cases and other simulation exercises; activity integration with other course requirements from other teachers; product presentation and defense; social entrepreneurship; leadership training for students and competitions; teacher's home/business venture visits; advising and moderating student on development programs and managing school business centers as their practicum venues; participation in fairs and exhibitions like EntrePinay in Galleria for Miriam College, Entrep Corner for other participating schools in Robinsons, and SM San Lazaro for San Sebastian; US and Asia tours of students.

### **Teaching Methods and Practices that are Paced, Progressive, with Practical Integration and Coordination**

Students find it important that course expectations and requirements are presented and paced in a progressive manner so they know how they are growing with the course. Teaching in modular presentations is best for courses in venture development and business planning or feasibility study preparation. Likewise, use of learning tools like workbooks and guide sheets for self-paced learning helps in tracking progress as well.

There is validation of their performance in various stages when teachers pace the lesson, assess their output and sincerely work with them. They feel well managed when teachers sincerely guide them to make concrete resolutions in every stage of development even while committing mistakes along the way.

The practical integration of classroom lessons and activities for instance, showcasing their venture projects in fairs, joining competitions, exhibitions and presentations, despite being daunting, provides them the opportunity to face the reality of the challenges that go with operating the business.

Noticeably, these teaching and delivery techniques speak well of the nature and dynamism of the entrepreneurship program. The students while admitting their shortcomings for some reason on another acknowledged that they are equally responsible for their performance as expected in class.

### **On the Importance of other Factors**

Among the important findings of the focus group discussions with the students and the educators regarding what they want as additional

prompts for an ideal teaching/learning model (aside from the pleasant human connectivity as expounded) are:

**Family atmosphere in school.** Students appreciate the attentiveness of the school and the faculty members in their program, especially when it feels like belonging to a family. The mindfulness, care, and concern of the teachers make them feel they belong to one family.

**Character and values formation, team building and other motivational techniques.** Breaks from regular schoolwork through alternative and experiential learning like motivational talks from successful entrepreneurs, team building activities, personality enhancement seminars, as well as retreats, immersions or outreach programs initiated by the school and student officers are seen by students as important components to their values and character building. They learn to be more human while having fun at the same time. It is also good to note that awards and recognitions motivate the students to put their best in their venture programs. It validates dedication and commitment to their goals in the course.

**Supplementary activities and enhancement programs.** Collaboration and cooperation among educators, schools and students, private or public institutions, establishing networks and linkages are considered important as it builds on a support system that when pooled create more impact as they mutually help advance entrepreneurship education like for example membership to the Entrepreneurship Educators of the Philippines, the Philippine Association of Colleges and Schools of Business, or the Philippine Center for Entrepreneurship.

The pool of support can collectively call for the government to create policies exclusive for entrepreneurship and business college students on their venture and incubation projects. These may be in terms of ease in business registration, licensing, fees, and provision for technical assistance from specialized government agencies like the Department of Trade and Industry, Department of Science and Technology, Bureau of Food and Drug Administration, other allied specialized agencies

Likewise, support system comes in terms of access to modern reference books and materials; access to electronic tools and aids for self-paced learning and training; provision for laboratory for product experimentation and testing, more science and technology intervention for student programs. One interesting find is the “Ate system” or the “Big sister concept” in a women college. The “Ate” or my elder sister concept (composed of the junior or senior batch) takes time to assist in facilitating and coaching the sophomores on the numerous challenges and solutions to problems as they hurdle in refining and improving their venture projects. This win-win teaching and learning strategy of elder sister coaching system, also help the higher batch to develop their caring and nurturing nature, as well their tutoring proficiency as they journey towards honing

their entrepreneurial leadership qualities. Likewise, this strategy definitely helps the teacher manage and monitor the students and teams with ease.

### **Involving more Parents' Support within a Framework of Reference**

Teachers must understand that college students are still minors and would need some prescribed involvement of parents, particularly when it comes to venture investments and project operations. The teacher must then consider the extent of parental support in order to find its rightful place in the teaching and management of the course.

Perhaps more items can still be added to this. Nevertheless, one thing is certain: both educators and students have expressed their thoughts about what the "ideal" setting should be. Active orientation for both educators and students is what makes the entrepreneurship course work. This presents the issues and concerns that the school needs to consider in defining the overall design, execution, conduct, and evaluation of the course. Educators, administrators, and students should work together to bring the entrepreneurship program in the tertiary level in the mainstream and further its status as an academic discipline in the Philippines.

## **Insights and Conclusions**

### **On Students**

The findings show what students want in an educator and what human, personal, and professional competencies and qualities they respond well to or not. The student responses definitely should be given a serious look to find ways to enhance the faculty teaching delivery in order to be more sensitive to the "tetchiness" of most students today who are far beyond Bambi, Mickey, Barbie or Volte's V. The present generation of students belongs to the iPhone generation; they fancy Animé characters, Heroes, or ball joint dolls (BJD).

Students do not like pure lectures, reading lessons on the board, or programming lessons directly from the book to the board! They declare no more of the pencil pushing, which they find most boring. They prefer lessons to be experimental, experiential, and interactive.

### **On Educators**

The faculty should know who their students are, should be more sensitive to their needs and wants, and should appreciate the media and technology environment that surround their students. The faculty should bridge both the communication and generation gaps that may exist between them and their students.

The educators have shown and expressed the rich personal and professional experiences they can share with their students, the expertise

they have developed in handling their students, and their creative resolve to use what is available and doable within school policies. Although they have expressed their frustrations over certain deterrents, they still take an active role in their personal development. They strive to be innovative in their delivery; share their expertise and experiences among colleagues; they network, and they are active in organizations such as ENEDA.

Further, the wealth of knowledge, discipline and experience as seen in the background of educators as well as during the one-on-one interviews indicate an immense resource just waiting to be more effectively harnessed and further honed. (The researcher finds this just overwhelming – to see the innate yearning of educators to learn).

It is sad, however, that some educators cannot deliver the knowledge quite effectively to the students. This is not to say that students are lacking in appreciation of the teacher as a person, but rather they just do not understand the lesson because of inappropriate communication tools and the teacher's delivery process.

Effective communication, teaching delivery techniques, updated books and material resources, educational technologies, gadgets and equipment, and personality development will definitely help enhance the educator's competency in this regard.

Lastly, one worthwhile find that surfaced is the call of educators and students on some government policy issues and on the student business incubation projects including its "proprietary" concerns. Specifically, the concern is on the numerous cash-out requirements of students on government registration fees, licensing, and on some scientific exploration and product testing expenses and fees. Perhaps some holidays on fees, registration payments and the like can be made exclusive to entrepreneurship and business students. This goes as well to some financial and/or technical assistance by specialized agencies to students with serious venture projects to make the entrepreneurial development landscape more encouraging and their business start-ups more attainable.

### **On School Administration**

School administrations with their policies, rules, regulations, thrusts, directions, and various program implementations have always been sincerely working towards the betterment of all, particularly on faculty growth and development, while working within the range of their resources and limitations. On the other hand, there will always be room for improvement or change. Administrators and educators should tackle changing scenarios and problems, in whatever form, despite whatever limitations or difficulties, with a win-win perspective. The findings indicate that administrators must pay attention to students' concerns, likes and dislikes, as well as motivating and de-motivating teaching practices of the educators with a positive resolve at all fronts. Finally, it is worthwhile to note the question posed by Vilorio (2008) during the First ENEDA NCR Regional Conference to educators and school

administrators, “is our school educating and producing entrepreneurs after graduation?”

## Recommendations

### The Professional Teaching Competency Program Development Frame

The development and progression of the training program on professional teaching competency for entrepreneurship educators starts with the core or the foundation of what entrepreneurship education is—how it is reflective of true human and economic progress. This gives then the entrepreneurship educator the proper values and perspective through which the entrepreneurship program should revolve. The program should then provide the educator a learning journey through which one may first look inwardly into self, specifically on the competencies that makes one an effective entrepreneurship educator. Next, the program spirals outward to the environment where the educator moves and works - the students who are “would-be entrepreneurs”, the teaching model that works, the school and administration mission, values and vision, the entrepreneur as a person in the business and social environment, and the confluence of all these factors will contribute in shaping the course.

By this date, the researcher and course designer will be embarking on designing the full program as a hybrid/blended online course as she seeks a financial grant and an agency partnership for its material and technical development, course presentation, and implementation. It will also seek the higher education regulatory body for endorsement and accreditation of the whole competency program starting from its pilot run.

Finally, the author is looking forward to helping get some government policies created and laws enacted to further develop the entrepreneurial education. Policies and laws that are conducive and encouraging for students to embark on venture incubation projects and business start-ups through resource matching and coaching from government specialized agencies, institutional collaboration for example with the Department of Trade and Industry (DTI) and its allied and special agencies; Department of Science and Technology (DOST); and its special agencies like Food and Nutrition Research Institute (FNRI); Industrial Technology Development Institute (ITDI); Packaging Research and Development Center (PRDC); Philippine Textile Research Institute (PTRI) among others.

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Broad discussions about entrepreneurship education, development of leadership and entrepreneurial competencies have been held both in scholarly and professional communities of the European Union. At present, Europe encounters problems that can only be solved by proactive and highly educated citizens with entrepreneurial mindset (Bordea et al. 2017). Entrepreneurship education forms the mentality of the youth, as well as skills and knowledge playing a leading role in the development of the business culture (Zlyvko et al. 2014). Regardless of difference in approaches to forming the competencies