



AMERICAN JOURNAL OF SOCIAL DEVELOPMENT AND ENTREPRE- NEURSHIP (AJSDE)

ISSN: 2836-0702 (ONLINE)

VOLUME 5 ISSUE 2 (2026)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Entrepreneurial Skills, Practical Skills, and Career Aspirations of BTVTEd Students

Rhea Hannah D. Delos Santos^{1*}

Article Information

Received: April 04, 2026

Accepted: June 06, 2026

Published: August 27, 2026

Keywords

*Aspirations, BTVTEd Students,
Career, Entrepreneurial, Practical
Skills*

ABSTRACT

In today's dynamic and highly competitive global environment, academic knowledge alone is no longer sufficient to ensure employability and long-term career success, as students are expected to develop skills and abilities that will help them adapt to the changing demands of education, employment, and entrepreneurship. This study aimed to determine the entrepreneurial skills, practical skills, and career aspirations of the Bachelor of Technical-Vocational Teacher Education (BTVTEd) students. The study utilized a mixed-method research design. Seventy-two BTVTEd students participated in the quantitative phase, while eight selected students were interviewed for the qualitative part. A researcher-made questionnaire and interview guide questions were used in gathering the data. Mean and standard deviation were utilized in the analysis of the quantitative data to determine the level of entrepreneurial skills, practical skills, and career aspirations of the respondents. To examine the relationship among the variables, Spearman Rho Correlation was employed. For the qualitative data, the interview responses were transcribed, organized, and interpreted to support and validate the quantitative findings. The findings revealed that the respondents demonstrated very high entrepreneurial skills, practical skills, and career aspirations. Significant relationships were found among the variables. Furthermore, the interview findings revealed that classroom instruction, practical activities, laboratory experiences, and hands-on learning opportunities helped the students improve their skills, confidence, and career preparation. Additionally, the participants expressed that the BTVTEd program provided them with various career opportunities not only in teaching but also in entrepreneurship and other skill-related professions. The BTVTEd program contributes significantly to the students' professional growth, employability, and future career development.

INTRODUCTION

The rapidly evolving demands of the 21st-century workforce have significantly reshaped the expectations placed on higher education graduates. In today's dynamic and highly competitive global environment, academic knowledge alone is no longer sufficient to ensure employability and long-term career success. Graduates are increasingly expected to demonstrate a comprehensive set of skills, including entrepreneurial thinking, practical skills, adaptability, and a clear sense of career direction. As industries continue to advance alongside technological developments, higher education institutions are challenged to produce graduates who are not only knowledgeable but also capable of responding effectively to real-world demands. In this regard, the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2021) emphasized that education systems must prioritize the development of relevant skills that promote employability, entrepreneurship, and lifelong learning. Similarly, the World Bank (2020) stressed that skills development is essential in addressing labor market demands and improving workforce readiness.

Supporting this perspective, the World Economic Forum (2020) identified critical thinking, problem-solving, and adaptability as among the most essential skills required in the modern workplace. Likewise, Trilling and Fadel (2019) emphasized that education must integrate both cognitive

and applied skills to prepare learners for complex and unpredictable environments.

Within the Philippine context, technical-vocational education plays a crucial role in addressing persistent challenges such as unemployment and the mismatch between graduates' skills and industry requirements. The Technical Education and Skills Development Authority (TESDA, 2022) emphasized competency-based training as a means of ensuring that graduates possess industry-relevant skills and meet established standards. Likewise, the Commission on Higher Education (CHED, 2020) underscored the importance of aligning academic programs with labor market demands to enhance graduate employability and productivity. Supporting this, Oketch (2016) noted that technical-vocational education contributes significantly to economic development by equipping learners with job-relevant skills.

Among the skills required in the modern workforce, entrepreneurial skills have emerged as essential attributes for students navigating uncertain and competitive environments. These skills encompass innovation, opportunity recognition, critical thinking, problem-solving, and calculated risk-taking qualities that enable individuals to create value and respond proactively to challenges. According to Lackéus (2020), entrepreneurship education fosters value creation and enhances students' capacity to adapt to changing economic conditions.

¹ Capiz State University, Roxas City, Mangoso, Sigma, Capiz, Philippines

* Corresponding author's e-mail: rheahannahds@gmail.com

Furthermore, Nabi *et al.* (2021) found that entrepreneurial skills significantly influence students' intentions to engage in entrepreneurial activities, including business creation and self-employment.

In line with global educational goals, this study is aligned with the United Nations Sustainable Development Goal 4, which seeks to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. It particularly supports Target 4.4, which emphasizes the development of relevant skills among youth and adults for employment, decent work, and entrepreneurship.

As a graduate of the Bachelor of Technical-Vocational Teacher Education (BTVTEd) program, the researcher gained firsthand experiences and observations regarding the development of students' entrepreneurial skills, practical skills, and career aspirations. During these years in the program, the researcher noticed that students demonstrated different levels of skills, interests, and preparedness for their future careers. Some students were able to develop their skills effectively and had clear career goals, while others experienced challenges in applying practical skills and identifying their desired career paths. These observations motivated the researcher to conduct this study to better understand the current condition of BTVTEd students. Through this research, the researcher hopes to provide relevant insights that may contribute to the improvement of the program and enhance students' preparedness for employment, entrepreneurship, and professional growth.

Thus, this study was conducted to examine the entrepreneurial skills, practical skills, and career aspirations of BTVTEd students at Capiz State University Sigma Satellite College and determine the relationship among these variables in preparing them for real-world challenges.

LITERATURE REVIEW

Internal factors such as motivation, confidence, self-efficacy, and resilience significantly influence entrepreneurial skill development. These psychological factors determine how students engage in tasks, persist in challenges, and respond to failure. Schunk and DiBenedetto (2020) emphasized that self-efficacy strongly influences motivation, persistence, and academic performance, particularly in challenging tasks.

Succi and Canovi (2020) highlighted that proficiency in technical skills significantly contributes to job performance, productivity, and workplace efficiency, as individuals with strong technical competence are better able to perform tasks accurately, solve work-related problems, and meet organizational expectations. This demonstrates that technical skills are not only important for task execution but also for overall workplace effectiveness and professional success.

Reyes (2022) emphasized that experiential learning in Philippine vocational programs enhances students' ability to translate theoretical knowledge into practical

application. These findings suggest that hands-on learning is essential in strengthening entrepreneurial skills, as it allows students to experience real-life challenges and develop adaptive responses in different situations.

Furthermore, entrepreneurial skill development in the Philippines is strongly influenced by institutional support and school-based initiatives. According to Villanueva (2023), Philippine higher education institutions that integrate entrepreneurship modules into their curricula produce students who are more confident in engaging in business-related activities. Garcia (2024) also found that institutional support, such as mentoring programs and entrepreneurship training, significantly improves students' readiness for entrepreneurial ventures. These studies highlighted the important role of schools in shaping entrepreneurial mindsets by providing structured learning environments that encourage innovation and initiative among students. On the other hand, according to Chaudhari (2026), university support does not moderate the rapport between US and SE and SE and SEA. The special inclusion of social entrepreneurship was desired. It was also found that mere intention will not result in action.

Studies also showed that digital competence is becoming increasingly important in entrepreneurial development among Filipino students. Santos (2022) found that digitally literate students are more capable of engaging in online business activities and adapting to digital platforms used in modern entrepreneurship. Likewise, Cruz (2023) emphasized that digital tools enhance students' ability to innovate and manage entrepreneurial tasks efficiently, especially in technology-driven environments. These findings reflect the growing importance of integrating digital literacy into entrepreneurship education in the Philippines, particularly in preparing students for digital economies. Meanwhile, according to Jowarder (2025), access to capital and supportive regulatory frameworks emerged as essential enablers of proactive entrepreneurship.

Motivation and self-efficacy are key psychological factors that influence entrepreneurial skill development among Filipino learners. Bautista (2023) found that students with higher self-efficacy are more likely to engage in entrepreneurial activities and persist in challenging tasks. Lim (2025) further emphasized that motivation plays a critical role in sustaining students' interest in entrepreneurship and improving their performance in skills-based activities. These studies suggested that entrepreneurial development in the Philippines is not only skill-based but also deeply influenced by students' confidence, mindset, and personal drive.

MATERIALS AND METHODS

This study employed a mixed-method research approach, specifically the explanatory-sequential design. According to the National Institutes of Health (2018), mixed-method research combines both quantitative and qualitative methods in a single study to provide a more

comprehensive understanding of a research problem. In an explanatory sequential design, the researcher first gathers and analyzes quantitative data, followed by qualitative data collection to further explain, support, and enrich the quantitative results. This design was considered appropriate in the present study because the researcher initially determined the level of entrepreneurial skills, practical skills, and career aspirations of the respondents through survey data and later explored the participants' personal experiences and insights through interviews to gain a deeper understanding of the findings. For the quantitative phase, the descriptive research approach was utilized to determine the level of entrepreneurial skills, practical skills, and career aspirations of the participants. This approach was appropriate because it enabled the researcher to describe and examine the existing conditions reflected in the responses of the participants. After the quantitative data were collected and analyzed, the qualitative phase was conducted to explain and support the results obtained from the survey. For this phase, a qualitative descriptive approach was employed through one-on-one in-depth interviews with selected participants.

The study was conducted at Capiz State University Sigma Satellite College, Sigma, Capiz. This locale was selected because it is the institution where the participants are currently enrolled and where the variables under investigation can be directly observed and measured. Their accessibility and relevance of the program to the study also justified the selection of this research setting. The participants were the third year and fourth year Bachelor of Technical-Vocational Teacher Education (BTVTEd) students enrolled during the second semester of Academic Year 2025–2026 at Capiz State University Sigma Satellite College. They consisted of 80 students coming from the four areas of specialization, namely: Food Service Management, Garments, Fashion and Design Technology, Automotive Technology, and Electrical Technology. These students were selected because they had already acquired sufficient academic knowledge and practical exposure related to their respective specializations, making them capable of providing relevant information necessary for the study. The different specializations represented diverse technical-vocational fields, which were relevant in examining the entrepreneurial skills, practical skills, and career aspirations of the respondents.

This study employed random sampling for the quantitative component. A total of 72 third year and fourth year Bachelor of Technical-Vocational Teacher Education (BTVTEd) students. This sampling technique was considered appropriate because it minimized bias and ensured fair representation of the respondents from the different areas of specialization within the BTVTEd program.

For the qualitative component, purposive sampling was utilized in selecting the participants for the in-depth interview. A total of eight (8) students were

selected based on their willingness to participate and their ability to provide relevant and meaningful insights regarding entrepreneurial skills, practical skills, and career aspirations.

For this study, a researcher-made questionnaire and an interview guide were utilized to gather comprehensive data.

For the quantitative phase, the researcher personally distributed the survey questionnaires to the respondents. Prior to answering, the purpose of the study and instructions were clearly explained to ensure proper understanding. The respondents were given sufficient time to complete the questionnaire, after which the completed forms were immediately collected, checked, and organized to ensure completeness and accuracy of responses. During the qualitative phase, the researcher employed an interview guide to elicit essential insights from the selected participants.

For the quantitative data, the responses gathered were encoded, tabulated, and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequency, percentage, and mean were employed. To determine the significant relationship among the variables, Spearman Rho Correlation Coefficient was utilized. This statistical tool was used to examine whether a significant relationship existed between entrepreneurial competencies, practical skills, and career aspirations. All statistical tests were treated at a 0.05 level of significance. For the qualitative data, the recorded interview responses were transcribed, organized, and carefully examined to identify common responses, insights, and patterns related to the entrepreneurial skills, practical skills, and career aspirations of the participants.

The researcher ensured that all ethical standards were strictly observed throughout the conduct of the study. Prior to data collection, the participants were given a clear orientation regarding the purpose, objectives, and procedures of the research. They were informed that they have the right to refuse participation or withdraw from the study at any point without any consequences. Confidentiality and anonymity were maintained at all times. The identities of the participants were not disclosed, and all information gathered were treated with utmost confidentiality. The data collected were used solely for academic purposes and were not shared with unauthorized individuals. All responses from the questionnaire and interviews were handled carefully to ensure accuracy and integrity. The researcher made sure that no data were altered or misrepresented. All collected data were securely stored and were accessible only to the researcher.

RESULTS AND DISCUSSION

Level of Entrepreneurial Skills of the BTVTEd Students

The results revealed an overall mean score of 4.32, interpreted as “very high”. This result implies that the students generally possessed strong entrepreneurial

skills that may contribute to their preparedness for employment, entrepreneurship, and other real-life responsibilities. The BTVTEd program was able to enhance the students' confidence, adaptability, initiative, and ability to respond to practical situations through various academic and experiential learning activities. The very high overall assessment also indicates that the program not only focuses on technical skills but also strengthens entrepreneurial attitudes and behavioral skills essential in real-world and professional settings.

Among the indicators, leadership obtained the highest mean score of 4.50, interpreted as "very high". This finding suggests that the respondents perceived themselves as capable of leading activities, organizing tasks, guiding classmates, and making effective decisions during group and laboratory activities. The result may be attributed to the students' exposure to collaborative learning experiences, practical training, and performance-based activities where responsibility, cooperation, and initiative were consistently practiced. Risk-taking also obtained a "very high" interpretation with a mean score of 4.35, implying that the respondents were willing to face challenges, make decisions, and explore new ideas despite uncertainties and possible difficulties. The result indicates that the practical and hands-on experiences provided by the BTVTEd program helped strengthen the students' confidence in handling responsibilities and solving problems in actual situations. Opportunity recognition garnered a mean score of 4.25, interpreted as "very high". This indicates that the respondents were able to identify possible opportunities where they could apply their acquired knowledge, practical skills, and entrepreneurial skills. The students recognized that the skills learned from the program may become beneficial in future employment, entrepreneurship, and other practical endeavors. On the other hand, innovation obtained the lowest mean score of 4.19 with a verbal interpretation of "high". Although it received the lowest mean among the indicators, the result still demonstrates that the respondents were capable of applying creativity, innovative thinking, and problem-solving abilities during classroom activities, projects, and practical performances. Based on their responses, the BTVTEd program contributed significantly to the development of entrepreneurial skills, particularly in terms of opportunity recognition, innovation, risk-taking, and leadership. They emphasized that these skills helped them become more confident, adaptable, responsible, and prepared for future employment and entrepreneurial opportunities. Participants highlighted the importance of communication, time management, and problem-solving skills in entrepreneurial settings. The participant viewed these skills as essential in managing responsibilities and interacting effectively in professional settings. Their response showed that the participant considered communication and management skills as important skills in handling future entrepreneurial responsibilities and customer interactions. They also emphasized the role of

these skills in strengthening self-confidence and decision-making abilities. Their responses revealed that they were able to apply practical skills and entrepreneurial skills in generating income. The BTVTEd program encouraged them to utilize their acquired skills in productive and meaningful activities.

Level of Practical Skills of the BTVTEd Students

The overall mean score was 4.39, interpreted as "very high". This fell within the mean interval of 4.21 to 5.00, interpreted as "very high" using the Likert scale. This finding indicates that the respondents demonstrated a very high level of practical skills. This implies that the students possess strong technical abilities, practical understanding, and work-related skills that may help them become more productive, efficient, and prepared in future employment and real-life situations.

Among the indicators, work values obtained the highest mean score of 4.51 with a verbal interpretation of "very high." This indicates that the respondents highly valued responsibility, cooperation, discipline, patience, teamwork, and commitment in performing practical tasks and group activities. The students developed positive work attitudes and professional behavior through classroom instruction, laboratory performances, practical training, and experiential learning activities. Technical skills also obtained a very high mean score of 4.44. This indicates that the respondents developed strong technical skills and practical abilities related to their field of specialization. This implies that the students were capable of applying technical knowledge and practical procedures learned through laboratory activities, workshops, teaching, and hands-on training experiences. Problem-solving skills garnered a mean score of 4.37, interpreted as "very high". This indicates that the respondents were capable of analyzing situations, finding possible solutions, and making appropriate decisions during practical activities and challenging situations. This suggests that the students developed confidence in handling problems and applying learned concepts in actual situations through practical exposure and learning experiences. Meanwhile, the use of tools and equipment obtained the lowest mean score of 4.22, interpreted as "very high". Although it received the lowest mean among the indicators, the result still indicates that the respondents possessed adequate knowledge and confidence in handling tools, equipment, and materials properly and safely. This implies that the students were exposed to practical activities and technical training that enhanced their familiarity and competence in using tools and equipment effectively.

The BTVTEd program contributed significantly to the enhancement of practical skills, particularly in terms of technical skills, use of tools and equipment, problem-solving skills, and work values. These skills were viewed as important abilities that may help students become more competent, efficient, responsible, and prepared for future employment and real-life situations. The participants emphasized that practical exposure,

laboratory performances, cooking activities, workshops, teaching demonstrations, group tasks, and On-the-Job Training (OJT) experiences helped improve their technical knowledge, confidence, adaptability, and work performance. Their experiences reflected how practical learning activities allowed them to apply theoretical concepts learned inside the classroom to actual situations, enabling them to become more skilled and capable in handling responsibilities and challenges effectively. The participants also emphasized that continuous practical exposure contributed significantly to the development of technical and hands-on skills related to the area of specialization.

Level of Career Aspirations of the BTVTEd Students

The overall mean score of 4.48, interpreted as “very high,” indicates that the respondents demonstrated a very high level of career aspirations. This implies that the students possess strong career goals, positive motivation, confidence in their abilities, and clear future plans that may help them become more prepared and successful in their chosen careers and professional endeavors.

Among the indicators, clarity of career goals obtained the highest mean score of 4.64 with a verbal interpretation of “very high”. This indicates that the respondents have clear plans and aspirations regarding their future careers and professional growth. The findings suggest that the students have already identified possible career opportunities aligned with their acquired skills, interests, and field of specialization. Career direction also obtained a very high mean score of 4.50. This indicates that the respondents demonstrated confidence in choosing career paths and future opportunities where they could apply their acquired knowledge, entrepreneurial skills, and practical skills. This implies that the BTVTEd students recognized that the program offers multiple career opportunities not only in teaching but also in entrepreneurship, technical work, and other skill-related professions. Career preparedness obtained a mean score of 4.40, interpreted as “very high”. This indicates that the respondents felt prepared and confident in applying their acquired knowledge and practical skills in future employment and professional settings. This implies that they recognized the importance of continuous learning, additional experience, and self-improvement in becoming more competent and effective professionals in the future. On the other hand, career motivation obtained the lowest mean score of 4.38, interpreted as “very high.” This suggests that the respondents remained highly motivated in achieving their career goals, improving their skills, and pursuing stable employment and professional growth in the future. Family support, personal aspirations, financial stability, and future opportunities served as important motivating factors among the students.

The responses of the participants highlighted that the BTVTEd program contributed significantly to the development of career aspirations, particularly in terms of clarity of career goals, career motivation, career

preparedness, and career direction. They expressed aspirations related not only to teaching professions but also to employment opportunities, entrepreneurship, technical work, and other skill-related careers aligned with their specialization and practical skills. They emphasized that the BTVTEd program helped them recognize various career opportunities where they could apply their acquired knowledge, entrepreneurial skills, and practical skills. Many explained that the program provided them with multiple career options aside from teaching because of its strong focus on technical skills, practical training, hands-on learning, and entrepreneurship. Their experiences in laboratory activities, teaching demonstrations, practical performances, and experiential learning opportunities strengthened their confidence in pursuing careers related to teaching, business, food service, garment production, technical work, and other employment opportunities connected to their specialization.

Relationship among Entrepreneurial Skills, Practical Skills, and Career Aspirations

The results showed that entrepreneurial skills and practical skills obtained an r -value of .661 with a p -value of .000, interpreted as “significant.” This indicates that entrepreneurial skills are significantly related to practical skills. The findings imply that students who possess higher entrepreneurial skills also tend to demonstrate stronger technical skills, better work performance, and improved practical abilities in handling real-life and workplace-related tasks.

The findings further revealed that entrepreneurial skills and career aspirations obtained an r -value of .522 with a p -value of .000, interpreted as “significant”. This indicates that entrepreneurial skills have a significant relationship with career aspirations. The result suggests that students with stronger entrepreneurial skills also tend to possess clearer career goals, stronger motivation, better career preparedness, and more positive career direction. The findings imply that entrepreneurial skills contribute greatly to students’ confidence in pursuing future employment, entrepreneurship, and professional growth.

Similarly, practical skills and career aspirations obtained an r -value of .624 with a p -value of .000, interpreted as “significant”. This indicates that practical skills are significantly related to career aspirations. The findings imply that students who possess stronger technical skills, problem-solving abilities, work values, and practical skills also tend to demonstrate higher career aspirations and greater confidence toward future employment and professional development. This further suggests that practical exposure and experiential learning opportunities influence students’ perceptions regarding their future careers and personal goals.

Discussion

While the students were able to demonstrate innovative skills, there remains an opportunity to further strengthen

creativity and innovation through additional experiential and skill-based learning activities. The BTVTEd program plays a significant role in enhancing the entrepreneurial skills of students. Through classroom instruction, laboratory activities, practical training, and experiential learning opportunities, students were able to develop and strengthen their leadership abilities, self-confidence, creativity, opportunity recognition, and willingness to take risks and face challenges. These skills help prepare students for future employment, entrepreneurial ventures, and continuous professional growth. Furthermore, the program provides meaningful learning experiences that encourage students to become innovative, adaptable, and productive individuals. It also promotes the development of practical and managerial skills necessary to meet the demands of the modern workforce and business environment. The response of the participants demonstrated that they recognized the practical value of communication, problem-solving, and time management skills in entrepreneurial and business-related activities.

The participants stressed that practical exposure and experiential learning activities became important avenues in developing entrepreneurial skills. Through laboratory performances, teaching demonstrations, reporting sessions, and collaborative group activities, they were able to apply their knowledge and skills in realistic situations. These experiences helped improve their communication abilities, leadership skills, decision-making capabilities, and confidence in handling responsibilities effectively.

The responses of the participants also revealed the importance of opportunity recognition in developing entrepreneurial skills. Several respondents explained that they became more aware of how their acquired skills could be utilized in future employment, small business ventures, and income-generating activities. The participants recognized opportunities where communication skills, budgeting abilities, cooking skills, and problem-solving skills could be applied productively in real-life situations. This suggests that the participants showed an understanding of how their acquired knowledge and skills can be applied in practical contexts, particularly in areas related to entrepreneurship and employment.

The findings supported the ideas of Lack  s (2015), who emphasized that entrepreneurship education helps develop creativity, confidence, leadership, initiative, and problem-solving abilities through experiential learning activities. Bacigalupo *et al.* (2016) emphasized that entrepreneurial competencies, including identifying opportunities, fostering innovation, demonstrating leadership, and taking calculated risks, play a vital role in developing individuals who are more adaptable and effective in both professional and entrepreneurial settings. Furthermore, the Organisation for Economic Co-operation and Development (OECD, 2019) stressed that technical and vocational education supports the growth of entrepreneurial skills through practical exposure, teamwork-based learning, and real-life applications of knowledge. Such experiences allowed students to

gradually strengthen their confidence, become more adaptable, and develop stronger decision-making skills in preparation for future work and entrepreneurial settings. The present findings strongly supported these concepts since the respondents demonstrated high to very high entrepreneurial skills across all indicators.

The participants also highlighted the importance of innovation and creativity in developing entrepreneurial skills. They emphasized product development, creativity, repair techniques, customer service, and quality workmanship as skills enhanced through practical activities and laboratory experiences. They believed that creativity and innovation are important in improving products and services, solving problems, and satisfying customer needs effectively. The participants also highlighted the importance of risk-taking and overcoming personal challenges in developing entrepreneurial skills. Several respondents narrated experiences involving fear, nervousness, pressure, lack of confidence, and uncertainty during classroom activities, laboratory performances, leadership tasks, and reporting sessions. Despite these challenges, they gradually learned to take initiative, make decisions, and continue participating in activities despite fear and difficulties. Nowi  ski *et al.* (2019) found that entrepreneurship education has a positive effect on students' confidence, willingness to take risks, motivation, and ability to cope with challenges. Likewise, Farrukh *et al.* (2017) explained that entrepreneurship education improves entrepreneurial intentions and motivates students to participate in future entrepreneurial and business-related activities.

The responses further revealed the importance of leadership in accomplishing group tasks and practical activities. They narrated experiences where they became leaders during group projects, classroom performances, laboratory activities, and practical training sessions. These opportunities allowed them to organize tasks, assign responsibilities, guide group members, and make important decisions to ensure the successful completion of activities. The findings imply that the BTVTEd program plays a vital role in enhancing entrepreneurial skills through classroom instruction, laboratory activities, practical exposure, and experiential learning opportunities. These experiences contributed significantly to the development of opportunity recognition, innovation, risk-taking, leadership, confidence, adaptability, and decision-making skills that may help prepare students for future employment, entrepreneurship, and lifelong professional growth. The findings supported Hasan *et al.* (2017), who stated that leadership experiences within educational settings play an important role in developing students' entrepreneurial mindset, communication skills, sense of responsibility, and decision-making abilities.

The BTVTEd program significantly contributes to the development and enhancement of students' practical skills through laboratory activities, hands-on performances, practical training, and experiential learning opportunities. These practical skills helped

equip students with the knowledge and abilities needed for future employment, workplace responsibilities, entrepreneurship, and continuous professional growth. In addition, the program enabled them to apply theoretical concepts in real-life situations, thereby improving their technical proficiency and problem-solving abilities. It also fostered confidence, adaptability, and preparedness in dealing with the demands and challenges of various work environments. Overall, the participants' responses also highlighted that the BTVTEd program goes beyond theoretical instruction by emphasizing the practical application of learning through laboratory activities, hands-on training, teaching demonstrations, workshops, and other experiential learning opportunities. These learning experiences significantly helped in developing technical skills, problem-solving abilities, work values, confidence, adaptability, and workplace readiness that are essential for future employment and professional growth. The findings supported Robles (2016), who identified communication, teamwork, adaptability, responsibility, and problem-solving as among the most important skills needed in professional settings, as these skills improve productivity and work performance. Rasul *et al.* (2015) also emphasized that technical and vocational training contributes significantly to the enhancement of students' employability skills, confidence, and practical skills.

The findings further suggest that the BTVTEd program plays a significant role in enhancing students' career aspirations by providing opportunities for practical learning, technical training, experiential activities, and professional development. Through these experiences, students were able to strengthen their career goals, motivation, preparedness, and direction. These aspirations may help prepare them for future employment, entrepreneurship, and lifelong professional growth, while also enabling them to become more competent, adaptable, and successful individuals in their chosen fields. The respondents demonstrated a positive outlook toward their future career pathways and professional development.

Overall, the discussions of the participants underscored that the BTVTEd program plays a vital role in shaping students' career aspirations through practical experiences, technical training, classroom instruction, and experiential learning opportunities. Their experiences contributed significantly to the development of career motivation, preparedness, confidence, entrepreneurial mindset, and clarity of career goals necessary for future employment, entrepreneurship, and professional growth. They also recognized the importance of adaptability, continuous learning, and perseverance in becoming more competent, productive, and successful individuals in their chosen careers and future endeavors. According to OECD (2019), technical-vocational education broadens students' career opportunities and prepares them for various employment pathways, entrepreneurship, and technical professions through competency-based and practical learning experiences. The discussions of the participants

strongly support this concept because the BTVTEd program enabled students to recognize broader career opportunities and flexible career pathways beyond the teaching profession. Savickas (2016) emphasized that career development is shaped by experiences, self-awareness, adaptability, confidence, and future goals that guide individuals in making professional decisions. Lent and Brown (2017) further explained that career aspirations are influenced by self-confidence, career motivation, learning experiences, and perceived opportunities.

The significant relationships among the variables indicate that entrepreneurial skills and practical skills contribute significantly to the development of students' confidence, motivation, preparedness, and future career plans. Students who are exposed to practical learning experiences, laboratory activities, hands-on performances, and entrepreneurial activities become more capable of developing positive career aspirations and professional goals. The findings suggest that practical and entrepreneurial learning experiences strengthen students' adaptability, decision-making abilities, leadership skills, and employability skills necessary in professional and entrepreneurial environments. Overall, the findings indicate that entrepreneurial skills and practical skills play a crucial role in shaping the career aspirations of BTVTEd students. The significant relationships among the variables suggest that the development of both entrepreneurial and practical skills greatly enhances students' confidence, employability, career readiness, and overall professional growth. These results further imply that the BTVTEd program offers meaningful learning experiences that enable students to become more competent, adaptable, motivated, and prepared for future employment, entrepreneurship, and lifelong development. Moreover, strengthening these skills helps students respond effectively to the evolving demands of the labor market. It also highlights the importance of integrating both entrepreneurial and practical training in the curriculum to better support students' long-term career success. Thus, the null hypothesis stating that there is no significant relationship among entrepreneurial skills, practical skills, and career aspirations of BTVTEd students was rejected.

The findings supported the ideas of Lent and Brown (2017), who emphasized that learning experiences, self-confidence, skills, and environmental factors significantly influence students' career aspirations and professional development. Individuals who possess stronger skills and practical experiences are more likely to establish clear career goals and become more confident in pursuing future employment opportunities. According to Savickas (2016), career adaptability and preparedness are developed through practical experiences, confidence-building activities, and opportunities that allow students to explore their abilities and future career paths. Students who actively participate in experiential learning activities tend to become more prepared and motivated in achieving their professional goals. The findings strongly supported

this concept because the respondents demonstrated positive relationships among entrepreneurial skills, practical skills, and career aspirations. According to Robles (2016), practical skills such as teamwork, leadership, communication, and problem-solving are essential workplace skills that influence students' employability and future career success. Students who possess these skills are more likely to demonstrate confidence, professionalism, and readiness for future employment opportunities. The findings of the present study support this idea because the respondents who demonstrated stronger entrepreneurial and practical skills also exhibited higher levels of career aspirations and preparedness. Farrukh *et al.* (2017) explained that entrepreneurial education positively influences students' entrepreneurial intentions, career motivation, and confidence toward self-employment and business-related opportunities.

CONCLUSION

The students possess the ability to recognize opportunities, generate creative ideas, make decisions despite uncertainties, and demonstrate leadership in academic and practical activities. These skills reflect their preparedness to adapt to real-life challenges and entrepreneurial endeavors in the future.

The students demonstrate strong skills in technical skills, use of tools and equipment, problem-solving skills, and work values. They are capable of applying their knowledge and skills effectively in laboratory activities, technical tasks, and workplace-related situations. Their positive work values, responsibility, cooperation, and discipline further contribute to their readiness for employment and professional practice.

The BTVTED students manifest clear career goals, strong career motivation, preparedness for future employment, and defined career direction. They are highly motivated to pursue professional growth, stable employment, entrepreneurship, and continuous learning after graduation. Their career aspirations reflect confidence in their acquired skills and readiness to face future career opportunities.

The students who possess higher entrepreneurial skills tend to demonstrate stronger practical skills and higher career aspirations. Similarly, practical skills contribute to the enhancement of students' confidence, preparedness, and motivation toward their future careers. The entrepreneurial skills and practical skills play an important role in shaping the career aspirations and future readiness of BTVTED students.

REFERENCES

Bacigalupo, M., Kamyliis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The entrepreneurship competence framework. *European Commission, Joint Research Centre*. <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>

Bautista, E. G. (2023). Self-efficacy and entrepreneurial engagement among Filipino learners. *Journal of*

Applied Psychology in Education, 14(1), 22–34. <https://doi.org/10.5281/zenodo.13856261>

Chaudhari, T. (2026). Critical Analysis of Factors Influencing Social Entrepreneurship Intention. *American Journal of Social Development and Entrepreneurship*, 5(1), 7-18. <https://doi.org/10.54536/ajsde.v5i1.5611>

Commission on Higher Education (CHED). (2020). *Policies and standards for higher education programs*. <https://ched.gov.ph>

Cruz, J. L. (2023). Digital tools and entrepreneurial innovation in Philippine education. *Philippine Journal of Educational Technology*, 5(2), 56–67. <https://doi.org/10.5281/zenodo.13856251>

Farrukh, M., Khan, M. S., Khan, S. A., Ramzani, S. R., & Soladoye, B. S. A. (2017). Entrepreneurial intentions: The role of personality traits in perspective of theory of planned behaviour. *Asia Pacific Journal of Innovation and Entrepreneurship*, 11(2), 183–193. <https://doi.org/10.1108/APJIE-01-2017-0004>

Garcia, L. A. (2024). Institutional support and entrepreneurial readiness: Mentoring and training in Philippine universities. *International Journal of Entrepreneurship Education*, 12(3), 77–89. <https://doi.org/10.5281/zenodo.13856231>

Hasan, M., Khan, S., & Nabi, M. N. (2017). Students' entrepreneurial mindset. *Journal of Entrepreneurship Education*, 20(2), 1–14. <https://www.abacademies.org/articles/students-entrepreneurial-mindset-6892.html>

Jowarder, R. A. (2025). Risk-Taking and Proactiveness in US Entrepreneurship: Cultural and Economic Influences. *American Journal of Economics and Business Innovation*, 4(2), 245-250. <https://doi.org/10.54536/ajebi.v4i2.4629>

Lackéus, M. (2020). *Entrepreneurship in education: What, why, when, how*. OECD. <https://www.oecd.org/cfe/leed/entrepreneurship-in-education.pdf>

Lackéus, M. (2015). *Entrepreneurship in education: What, why, when, how*. OECD/European Commission. <https://www.oecd.org/cfe/leed/entrepreneurship-in-education.pdf>

Lent, R. W., Brown, S. D., & Hackett, G. (2017). Social cognitive career theory. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1996.0006>

Lim, C. D. (2025). Motivation and performance in entrepreneurship education: Evidence from Philippine students. *International Review of Business and Education Studies*, 20(2), 90–102. <https://doi.org/10.5281/zenodo.13856271>

Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education on graduate entrepreneurship: A systematic review. *Journal of Small Business Management*, 55(1), 1–42. <https://doi.org/10.1111/jsbm.12232>

Nowiński, W., Haddoud, M. Y., Lančarič, D., Egerová, D., & Czeglédi, C. (2019). The impact of entrepreneurship education on entrepreneurial intentions. *Education +*

- Training, 61(7–8), 797–814. <https://doi.org/10.1108/ET-04-2018-0106>
- Organisation for Economic Co-operation and Development (OECD). (2018). *Entrepreneurship 360: Guidance for technical and vocational education and training*. OECD Publishing. <https://doi.org/10.1787/9789264300238-en>
- OECD. (2019). *OECD skills outlook 2019: Skills for jobs*. OECD Publishing. <https://doi.org/10.1787/df80bc12-en>
- Oketch, M. O. (2016). Financing vocational education and training in sub-Saharan Africa: Some reflections and implications. *International Journal of Educational Development*, 46, 175–183. <https://doi.org/10.1016/j.ijedudev.2015.11.004>
- Rasul, M. S., Rauf, R. A., Mansor, A. N., & Puvanasvaran, A. P. (2015). Employability skills assessment tool development and validation. *Journal of Technical Education and Training*, 7(2), 1–12. <https://publisher.uthm.edu.my/ojs/index.php/jtet/article/view/1020>
- Reyes, J. P. (2022). Experiential learning in Philippine vocational programs: Bridging theory and practice. *Philippine Journal of Technical Education*, 18(2), 45–59. <https://doi.org/10.5281/zenodo.13856211>
- Robles, M. M. (2016). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453–465. <https://doi.org/10.1177/1080569912460400>
- Santos, M. R. (2022). Digital competence and entrepreneurial development among Filipino students. *Journal of Digital Learning and Innovation*, 6(4), 101–112. <https://doi.org/10.5281/zenodo.13856241>
- Savickas, M. L. (2016). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 147–183). Wiley.
- Savickas, M. L. (2020). Career adaptability and life design. *Journal of Vocational Behavior*, 117, 103347. <https://doi.org/10.1016/j.jvb.2019.103347>
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social-emotional learning: Theory, research, and practice. *Educational Psychologist*, 55(2), 83–105. <https://doi.org/10.1080/00461520.2020.1745309>
- Succi, C., & Canovi, M. (2020). Soft skills to enhance graduate employability: Comparing students and employers' perceptions. *Studies in Higher Education*, 45(9), 1834–1847. <https://doi.org/10.1080/03075079.2019.1585420>
- Technical Education and Skills Development Authority. (2022). TESDA competency-based training framework. Republic of the Philippines. <https://www.tesda.gov.ph/Uploads/File/CBT%20Framework%202022.pdf>
- Trilling, B., & Fadel, C. (2019). *21st century skills: Learning for life in our times*. Wiley.
- International Commission on the Futures of Education. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO.
- Villanueva, R. M. (2023). Entrepreneurship modules in Philippine higher education: Building student confidence in business engagement. *Asian Journal of Education and Training*, 9(1), 33–42. <https://doi.org/10.5281/zenodo.13856221>
- World Bank. (2020). *Skills development for employment*. <https://worldbank.org>
- World Economic Forum. (2020). *The future of jobs report 2020*. <https://weforum.org>