



The role of entrepreneurship education in developing sustainable income-generating projects among college of education students

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Abstract

Entrepreneurship education is pivotal in encouraging college students to engage in entrepreneurship, thereby reducing unemployment rates, stimulating economic development, and alleviating poverty. This research investigates the crucial role of entrepreneurship education in fostering sustainable income-generating projects, primarily among College of Education students. It employs a quantitative descriptive design, using Likert-scale surveys to collect empirical evidence. The results indicate that entrepreneurship education equips students with vital knowledge, skills, and attitudes for successful projects, emphasizing its pivotal role in preparing them for entrepreneurial activities. Additionally, mentorship and support networks positively shape entrepreneurial concepts into viable projects, enhancing students' confidence and ability to navigate challenges. The strong consensus among students regarding the effectiveness of entrepreneurship education and the positive impact of mentorship reaffirms their critical role in fostering innovation, confidence, and economic empowerment. Continued investment in these mechanisms is needed to enhance students' entrepreneurial development, driving long-term economic growth and innovation. Research implications suggest that future studies assess specific components within entrepreneurship education and mentorship networks that contribute significantly to students' skills and entrepreneurial success. Exploring the long-term impact on students' careers and their contributions to economic growth and innovation is essential for informing policymaking and educational institutions.

Keywords: Entrepreneurship, entrepreneurship education, sustainable income-generating projects

Introduction

Entrepreneurship education has garnered substantial attention recently as a pivotal instrument for catalyzing economic growth, job creation, and innovation across various societal domains (Fayolle *et al.*, 2018) ^[4]. Within higher education institutions, entrepreneurship education is central to endowing students with the essential knowledge, skills, and mindsets for identifying opportunities, taking calculated risks, and cultivating sustainable income-generating ventures (Gibb, 2018) ^[5]. This study embarks on an exploration of the multifaceted role of entrepreneurship education in nurturing the development of sustainable income-generating projects, particularly among students enrolled in Colleges of Education.

The significance of entrepreneurship education in higher education must be considered, particularly in developing countries characterized by pervasive youth unemployment and underemployment (Mwasalwiba, 2018) ^[9]. College of Education students represent a distinct demographic within the higher education landscape, often destined for careers as educators themselves. However, contemporary wisdom recognizes that educators should not solely be transmitters of knowledge; they should also possess entrepreneurial acumen to create innovative solutions and engage in income-generating activities (Kuratko *et al.*, 2018) ^[8].

Entrepreneurship education transcends mere theoretical instruction, encompassing experiential learning, mentorship, and access to invaluable resources and networks (Fayolle *et al.*, 2018) ^[4]. Consequently, it equips students with the tools to foster a proactive

mindset and transform abstract concepts into tangible projects. If sustainable, these projects can enhance students' financial well-being and contribute to their communities and regions' broader economic development (Gibb, 2018) ^[5].

This research explores diverse dimensions of entrepreneurship education, including curriculum design, pedagogical approaches, and the role of external factors such as support systems and institutional environments (Mwasalwiba, 2018) ^[9]. By scrutinizing the experiences and outcomes of College of Education students who have participated in entrepreneurship education programs, this study sheds light on the efficacy of such initiatives in nurturing entrepreneurial competencies and fostering the creation of sustainable income-generating projects.

In conclusion, this study aspires to enrich the expanding knowledge surrounding entrepreneurship education and its repercussions on College of Education students. By perceptive the essential role of entrepreneurship education in cultivating sustainable income-generating projects, educators, policymakers, and institutions can make well-informed decisions to enhance the quality and pertinence of education provided to future educators, thereby benefiting the communities they are destined to serve. Entrepreneurship education not only equips individuals with skills, knowledge, and the right mindset to identify opportunities and build sustainable income-generating projects but also fosters creativity, enhances self-confidence, and facilitates valuable networking opportunities. Therefore, educational institutions must incorporate entrepreneurship education into their curricula, empowering college students as future entrepreneurs who can actively contribute to economic growth and development.

Research Objectives

This research determined entrepreneurship education's role in developing sustainable income-generating projects among college education students. Specifically, it sought to answers to the following questions:

- a. Identify best practices in entrepreneurship education curriculum design and delivery that contribute to developing sustainable income-generating projects among students.
- b. Explore the role of mentorship and support networks in helping College of Education students transform entrepreneurial ideas into viable income-generating projects.
- c. Provide recommendations for enhancing entrepreneurship education programs within College of Education institutions to prepare students for successful income-generating projects and entrepreneurial careers.

Literature Review

This contained the related literature on the Role of Entrepreneurship Education in Developing Sustainable Income-Generating Projects among College of Education Students. Likewise, it also presented a synthesis of the reviewed literature.

Importance of Entrepreneurship Education

Entrepreneurship education is instrumental in preparing students for success as entrepreneurs by imparting crucial skills and knowledge. As Kuratko (2015) ^[7] noted, it enhances various aspects of students' entrepreneurial capabilities, including their mindset, creativity, problem-

solving abilities, and willingness to take risks. These competencies are fundamental for recognizing business opportunities, formulating innovative concepts, and effectively steering entrepreneurial ventures.

Moreover, research by Fayolle *et al.* (2018) ^[4] highlighted the positive impact of entrepreneurship education on students' entrepreneurial intentions and their perceptions of entrepreneurship as a viable career choice. Exposure to entrepreneurship education programs significantly shapes students' attitudes and motivation to initiate their businesses. Kuratko (2018) ^[8] emphasized that entrepreneurship education equips students with indispensable entrepreneurial skills, encompassing comprehension of business principles, financial acumen, marketing strategies, and risk assessment. These skills collectively empower students to conceive and execute sustainable income-generating projects.

Furthermore, entrepreneurship education is pivotal in nurturing self-confidence and self-efficacy among students, as Fayolle and Gailly (2015) ^[4] observed. Hands-on experiences like developing business plans and conducting market research instill in students the belief in their capabilities to establish and manage their enterprises. This newfound self-assurance becomes a crucial asset, enabling them to surmount challenges and setbacks they may encounter throughout their entrepreneurial journey.

Entrepreneurship education equips students with the comprehensive skills and knowledge necessary for success. It enhances their mindset, creativity, problem-solving abilities, and risk tolerance, facilitating identifying business opportunities and the development of innovative ideas. Additionally, it positively influences students' entrepreneurial intentions and attitudes, making entrepreneurship a more appealing career choice. Furthermore, by fostering self-confidence and self-efficacy, entrepreneurship education empowers students to believe in their abilities to create and manage income-generating projects and navigate the challenges of entrepreneurship.

Impact on Sustainable Income-Generating Projects

Entrepreneurship education has a multifaceted impact on the development and sustainability of income-generating projects among College Education students. Firstly, as studies like Kolvereid (1996) highlight, entrepreneurship education is a catalyst for initiating these projects, increasing students' propensity to venture into entrepreneurial activities. This foundational step sets the stage for project sustainability. Furthermore, entrepreneurship education goes beyond initiation and significantly contributes to the long-term viability of income-generating projects. Fayolle and Gailly (2015) ^[4] underscored its role in equipping students with essential skills in financial management, marketing strategies, and business planning, which are crucial for constructing sustainable business models and ensuring ongoing success. Additionally, entrepreneurship education promotes adopting sustainable practices, such as social entrepreneurship and environmentally friendly initiatives, further enhancing the overall sustainability of income-generating projects.

Practical application and experiential learning are integral aspects of entrepreneurship education, as evident in studies like Fayolle *et al.* (2018) ^[4] and Gibb & Haskins (2018) ^[5]. These hands-on elements, including business plan competitions and incubation programs, empower students to

apply their knowledge in real-world scenarios, honing their ability to address practical challenges that may arise while establishing sustainable income-generating ventures. Moreover, these experiences foster creativity and adaptability, critical skills for ensuring the long-term sustainability of projects.

Additionally, entrepreneurship education is pivotal in nurturing students' self-confidence and providing valuable networking opportunities, and Kuratko *et al.* (2018) ^[8] observed. Confidence is essential for students to take risks and persevere in facing challenges, critical aspects of project development, and sustainability. Networking activities connect students with experienced entrepreneurs, industry experts, and potential investors, offering guidance, support, and access to resources that significantly contribute to the success and longevity of their income-generating projects.

In conclusion, entrepreneurship education initiates income-generating projects and enhances their sustainability. It equips students with the necessary skills, knowledge, and mindset for effective project management while promoting sustainable practices. Moreover, the practical application, self-confidence, and networking opportunities facilitated by entrepreneurship education are pivotal factors in ensuring these projects' continued success and sustainability.

Challenges and Opportunities

Entrepreneurship education undoubtedly provides college students with valuable skills and perspectives, yet it also presents notable challenges that must be addressed. A significant hurdle is the need for more resources and support systems available to students who aspire to bring their entrepreneurial ideas to life, as noted by Kuratko (2015) ^[8]. This shortage of access to funding, mentorship programs, and networking opportunities can serve as substantial barriers, particularly for College of Education students who may face unique constraints. To overcome this challenge, educational institutions must forge partnerships with industry stakeholders and establish robust support mechanisms to empower students in their entrepreneurial endeavors.

Conversely, entrepreneurship education offers an avenue for fostering collaboration and networking among College of Education students. Participation in entrepreneurship programs and competitions allows students to connect with peers with similar interests and ambitions. These connections can evolve into meaningful partnerships or collaborations, ultimately enhancing the sustainability and success of income-generating projects. This positive aspect aligns with the findings of, who emphasized that diverse networks comprising peers and industry professionals stimulate creativity and innovation, contributing significantly to the development of sustainable income-generating ventures. Additionally, research highlighted the role of collaborative learning environments within entrepreneurship education, where knowledge sharing and skill development are facilitated, essential elements for students seeking to launch and sustain entrepreneurial endeavors.

In conclusion, while entrepreneurship education brings substantial benefits, it also presents challenges, particularly regarding resource constraints. However, these hurdles can be overcome through strategic partnerships and robust support systems. On the positive side, entrepreneurship education fosters networking and collaboration, offering opportunities for students to form valuable partnerships that enhance the sustainability of their income-generating

projects. Balancing these challenges and opportunities is vital to empowering College of Education students in their entrepreneurial journeys.

Entrepreneurship education is fundamental in preparing students for entrepreneurial success by enhancing their mindset, creativity, problem-solving abilities, and risk-taking propensity, which are essential for recognizing opportunities and developing innovative ventures. Moreover, it positively influences students' entrepreneurial intentions and perceptions of entrepreneurship as a viable career choice, shaping their attitudes and motivation to initiate their businesses. Additionally, entrepreneurship education fosters self-confidence and self-efficacy, empowering students to believe in their abilities to create and manage income-generating projects. However, it also presents challenges, notably the need for more resources and support systems, including funding, mentorship, and networking opportunities. Addressing these challenges is crucial, but entrepreneurship education also offers opportunities for collaboration and networking among students, which can lead to valuable partnerships and enhance the sustainability of income-generating projects. It emphasizes the importance of balancing challenges with opportunities in empowering College of Education students in their entrepreneurial journeys.

Methodology

This chapter clearly defined the research methods used to conduct the study. The researchers explained how the necessary data and information to address the research objectives and questions were collected, presented, and analyzed.

Research Design

The research project employed a quantitative descriptive design in investigating entrepreneurship education in the College of Education, motivated by the need for empirical evidence (Smith & Johnson, 2022) ^[10]. This approach allows for the systematic collection of numerical data, making it suitable for identifying effective curriculum practices and assessing the impact of mentorship and support networks (Brown *et al.*, 2021) ^[21]. Survey questionnaire was administered to many students, enabling statistical analysis to provide data-driven insights. Using a quantitative approach, the research offers valuable recommendations for improving entrepreneurship education programs and equipping students with the necessary skills for successful income-generating projects and entrepreneurial careers within the College of Education.

Respondents of the Study

The respondents for this study were carefully selected based on specific inclusion criteria to ensure the relevance and effectiveness of the research findings. Participants were required to fall within the age range of 20 to 25 years old, ensuring that they were in a stage of late adolescence or early adulthood. Additionally, participants needed to be enrolled in the College of Teachers Education, indicating their involvement in educational programs relevant to the study's focus. Furthermore, participants were exclusively selected from Pamantasan ng Cabuyao, ensuring a consistent educational context and facilitating the comparison of results within a specific institutional setting. Importantly, all participants were required to provide informed consent,

indicating their willingness to participate in the study and ensuring ethical considerations regarding research participation were met. These inclusion criteria were implemented to ensure that the selected respondents were suitable representatives of the target population, thereby enhancing the validity and reliability of the study's findings. The researcher utilized the following breakdown of respondents per section for their study.

Table 1: Population by Section

Section	Population
4EED	44
4BSED - ENGLISH	48
4BSED - FILIPINO	42
4BSED - MATHEMATICS	17
4BSED – SOCIAL SCIENCE	39
TOTAL	190

Instruments

A quantitative survey instrument was administered to a sizeable and diverse sample of College of Education students. The survey featured close-ended questions with fixed response options, facilitating the collection of standardized, numerical data that can be subjected to statistical analysis. The survey instrument was subjected to an accurate validation process conducted by an expert in the field of entrepreneurship. By thoroughly examining the survey questions and methodology, the expert confirmed the instrument's validity, ensuring it accurately measures relevant aspects of entrepreneurship. This validation process enhances the instrument's credibility and reliability for future research in the field.

The survey instrument employed a Likert-type scale questions comprising five points, which ranged from "Strongly Agree" (SA) with a value of 5 to "Agree" (A) with a value of 4, "Uncertain" (U) with a value of 3, "Disagree" (D) with a value of 2, and "Strongly Disagree" (SD) with a value of 1. The decision to utilize the five-point Likert scale was informed by the suggestion put forth by McKelvie (as referenced in Owusu, 2014) that this specific scale exhibits more excellent reliability compared to alternative scales. These question types enabled students to provide quantitative responses that reflect their perceptions, attitudes, and experiences related to entrepreneurship education and income-generating projects.

Data Collection

The data collection process for "The Role of Entrepreneurship Education in Developing Sustainable Income-Generating Projects among College of Education Students" employed a structured questionnaire as the primary instrument for data gathering. This questionnaire comprised close-ended questions and Likert scale items designed and aligned with the research objectives. An online survey platform, such as Google Form, was utilized to ensure efficient electronic distribution to the respondents. College of Education students received an email invitation containing a link to the electronic questionnaire. The electronic format facilitates convenient participant access and streamlines data collection and storage.

The sampling technique chosen for this research is stratified random sampling. The students' population within the College of Education were divided into distinct strata based on criteria such as year of study or academic program. From

each stratum, a random sample of participants were selected. This method ensured that the sample represents the diversity within the College and provides more accurate insights into the various segments of the student body.

The research prioritized obtaining informed consent from all participants regarding ethical considerations. The invitation email will clearly state the purpose of the survey, the voluntary nature of participation, and the assurance of secrecy and confidentiality. Ethical approval will be sought from the institution's research ethics committee, and data will be securely stored and used solely for research purposes. Ensuring the privacy and rights of participants will be of the utmost importance throughout the data collection process, aligning with ethical standards and regulations.

Data Analysis

The quantitative survey data collected from a large sample of College of Education students were subjected to statistical analysis. This analysis involved techniques such as descriptive statistics, regression analysis, and correlation analysis. By examining the survey responses, the researchers aimed to identify trends, patterns, and statistically significant relationships between specific curriculum practices and the development of sustainable income-generating projects among students.

Quantitative data from the survey instrument were analyzed using descriptive statistics, the mean. The Likert scale developed by Pimentel (2019) was used to interpret the mean of each indicator for statistical analysis. The five-point Likert-type scale ranged from 4.20 – 5.00 (Very High Extent), 3.40 – 4.19 (High Extent), 2.60 – 3.39 (Average Extent), 1.80 – 2.59 (Low Extent), and 1.00 – 1.79 (Very Low Extent). Data analysis was conducted using appropriate statistical software.

Participants in the study will be informed of the research results through a feedback session or presentation, either in person or virtually. Additionally, written reports or summaries will be distributed, providing a detailed overview of the research findings. Digital platforms such as social media and online forums will be utilized to disseminate the findings interactively, including summary infographics and video summaries. Individualized feedback will also be available upon request, allowing participants to address specific inquiries or concerns. This approach aims to ensure comprehensive understanding and engagement among participants regarding the role of entrepreneurship education in fostering sustainable income-generating projects among College of Education students.

Results and Discussion

This section focused on examining the field data to address the research questions formulated for the study—the analysis of the administered five-point Likert scale questionnaire involved calculating the means of each indicator. The mean result was interpreted by the Pimentel (2019) developed scale.

A. Best practices in entrepreneurship education curriculum design and delivery

Table 2 presents a comprehensive summary of effective strategies and approaches in designing and delivering entrepreneurship education programs, highlighting best practices in curriculum design and delivery.

Table 2: Assessment of entrepreneurship education and income-generating project development

Research Statements	Mean	SD	VI
1. The entrepreneurship curriculum is well-structured and organized.	4.28	0.66	Very High Extent
2. The curriculum includes a balance of theoretical and practical content.	4.33	0.70	Very High Extent
3. The curriculum incorporates real-world case studies and examples.	4.34	0.68	Very High Extent
4. The curriculum adapts to changes in the business environment.	4.34	0.70	Very High Extent
5. The teaching methods used promote active student engagement.	4.39	0.69	Very High Extent
6. The instructors provide practical exercises and hands-on activities.	4.31	0.68	Very High Extent
7. The use of technology enhances the learning experience.	4.35	0.75	Very High Extent
8. The delivery methods encourage critical thinking and problem-solving.	4.33	0.69	Very High Extent
9. The assessment allows students to showcase their entrepreneurial skills.	4.38	0.74	Very High Extent
10. Feedback on student performance is timely and constructive.	4.23	0.77	Very High Extent
Grand Mean	4.33	0.71	Very High Extent

Legend: 4.20 – 5.00 (Very High Extent), 3.40 – 4.19 (High Extent), 2.60 – 3.39 (Average Extent), 1.80 – 2.59 (Low Extent), 1.00 – 1.79 (Very Low Extent)

Table 2 The assessment of entrepreneurship education and income-generating project development, as outlined in Table 2, underscores a highly effective curriculum design and delivery with a grand mean of 4.33 and a low standard deviation of 0.71, indicative of its consistent impact. The curriculum's strength lies in its well-structured organization (Mean: 4.28) and a balanced blend of theoretical and practical content (Mean: 4.33), ensuring a comprehensive learning experience. Incorporating real-world case studies (Mean: 4.34) and adapting to dynamic business environments (Mean: 4.34) enhances relevance, while active student engagement (Mean: 4.39) and technology integration (Mean: 4.35) foster practical skill development. The curriculum's success is further evidenced by a focus on critical thinking (Mean: 4.33), practical exercises (Mean: 4.31), and assessment methods showcasing entrepreneurial skills (Mean: 4.38), all contributing to a cohesive, forward-looking educational approach. The low standard deviation signifies consistent positive reception among participants, affirming the curriculum's efficacy in preparing students for successful ventures in sustainable income generation. These findings align with the broader literature on entrepreneurship education, emphasizing its pivotal role in preparing students for entrepreneurial activities. Assessing entrepreneurship education and income-generating project development, closely align with existing literature, confirming the pivotal role of entrepreneurship education in preparing students for successful engagement in sustainable income-generating projects (Gibb, 2018) ^[4, 5]. The curriculum's effectiveness, reflected in a grand mean of 4.33 and low standard deviation of 0.71, mirrors literature emphasizing the multifaceted

nature of entrepreneurship education, encompassing experiential learning, mentorship, and access to networks (Fayolle *et al.*, 2018) ^[4].

Best practices identified, such as well-structured organization, a balanced theoretical-practical blend, and adaptability, echo literature highlighting the importance of these elements in fostering entrepreneurial competencies and addressing challenges, particularly in the context of Colleges of Education (Gibb, 2018) ^[4, 5]. Moreover, the impact of entrepreneurship education on sustainable income-generating projects aligns with literature recognizing it as a catalyst for initiation and a contributor to long-term viability (Kolvereid, 1996; Fayolle & Gailly, 2015) ^[4]. The emphasis on practical application, experiential learning, self-confidence, and networking resonates with literature underscoring their collective significance in ensuring project sustainability (Fayolle *et al.*, 2018) ^[4].

Challenges identified, such as resource constraints, mirror literature concerns, emphasizing the need for support systems (Kuratko, 2015) ^[9]. Overall, the study contributes to the broader understanding of entrepreneurship education's multifaceted impact, providing insights into effective curriculum design and its role in fostering sustainable income-generating ventures among College of Education students.

B. Role of mentorship and support networks

Table 3 presents the role of mentorship and support networks in facilitating College of Education students' transformation of entrepreneurial ideas into viable income-generating projects.

Table 3: Influence of mentorship and support networks on shaping entrepreneurial concepts into viable income-generating projects

Research Statements	Mean	SD	VI
1. I have access to mentorship programs that provide guidance and advice on developing my entrepreneurial ideas.	3.82	0.91	High Extent
2. Mentorship has played a significant role in helping me refine and shape my entrepreneurial concepts.	4.03	0.86	High Extent
3. I feel supported by my entrepreneurial mentor(s) in turning my ideas into practical income-generating projects.	3.85	0.87	High Extent
4. Mentorship has positively influenced my ability to navigate challenges and setbacks in my entrepreneurial journey.	4.05	0.87	High Extent
5. Networking opportunities within the entrepreneurship program have been instrumental in connecting me with potential collaborators and investors.	4.03	0.90	High Extent
6. Mentorship and support networks have contributed to my confidence in pursuing entrepreneurial ventures.	3.97	0.92	High Extent
7. Interaction with mentors and support networks has led to meaningful improvements in my income-generating project's development.	3.78	0.96	High Extent
8. I receive valuable feedback and advice from mentors that aid in project viability and sustainability.	3.97	0.92	High

			Extent
9. The support networks in entrepreneurship education have helped me access the necessary resources for my projects.	3.88	0.85	High Extent
10. My experience with mentorship and support networks has been beneficial in transforming my entrepreneurial ideas into viable income-generating projects.	3.85	0.90	High Extent
Grand Mean	3.92	0.90	High Extent

Legend: 4.20 – 5.00 (Very High Extent), 3.40 – 4.19 (High Extent), 2.60 – 3.39 (Average Extent), 1.80 – 2.59 (Low Extent), 1.00 – 1.79 (Very Low Extent)

Table 3 presents data on the influence of mentorship and support networks on shaping entrepreneurial concepts into viable income-generating projects among College of Education students. The findings reveal that students perceive a high extent of access to mentorship programs (mean: 3.82), a significant positive impact of mentorship on refining their entrepreneurial concepts (mean: 4.03), and strong support from entrepreneurial mentors in practical project development (mean: 3.85). Additionally, mentorship is seen as instrumental in helping students navigate challenges in their entrepreneurial journey (mean: 4.05). Networking opportunities within entrepreneurship programs are crucial for connecting with potential collaborators and investors (mean: 4.03), and mentorship and support networks contribute to students' confidence in pursuing entrepreneurial ventures (mean: 3.97). These findings indicate that mentorship and support networks play a substantial role in students' entrepreneurial development, aligning with the literature on the importance of mentorship in entrepreneurship.

Meanwhile, as indicated in Table 3, the grand mean is 3.92, with a standard deviation of 0.90. This grand mean reflects an overall "High Extent" of agreement among College of Education students regarding the influence of mentorship and support networks on shaping entrepreneurial concepts into viable income-generating projects. The grand mean of 3.92 suggests that, on average, students hold positive views about the role of mentorship and support networks in their entrepreneurial journey. This implies that many students believe that mentorship programs have provided valuable guidance, support, and resources to refine their entrepreneurial ideas and navigate the challenges of developing income-generating projects.

Entrepreneurship education has gained significant attention for its potential to drive economic growth and innovation, and these findings reinforce its importance in nurturing the development of income-generating projects. Access to mentorship programs and support networks enhances students' confidence and ability to transform entrepreneurial ideas into practical projects, aligning with Kuratko's (2015) [7] and Fayolle *et al.* (2018) [4] research. Moreover, the positive influence of mentorship on navigating challenges and refining concepts resonates with the broader literature on entrepreneurship education. The data underscores the significance of collaborative learning environments and networking, contributing to the long-term sustainability of income-generating projects, as supported by Heinonen and Poikkijoki (2016).

While the findings demonstrate the positive impact of mentorship and support networks, they also highlight areas for improvement regarding students' access to necessary resources. Addressing these resource constraints can further empower students in their entrepreneurial endeavors, ensuring that the benefits of entrepreneurship education are

maximized. In conclusion, mentorship and support networks are integral components of entrepreneurship education that significantly contribute to developing income-generating projects among College of Education students, aligning with the broader goals of fostering economic empowerment and innovation.

Conclusions

Based on the findings of this study, the following conclusions were formed:

1. Best practices in entrepreneurship education curriculum design and delivery aim to contribute to the development of sustainable income-generating projects among students. The identified key points highlight the highly effective nature of the assessed curriculum, with a focus on a well-structured organization, a balanced blend of theoretical and practical content, real-world case studies, adaptability to dynamic business environments, and active student engagement with technology integration fostering practical skill development. The low standard deviation reinforces consistent positive reception, affirming the curriculum's alignment with established best practices and its efficacy in preparing students for success in sustainable ventures, ultimately contributing valuable insights for educators and enhancing our understanding of specific curriculum impacts on student's entrepreneurial skills and success.
2. Mentorship and support networks are essential components of entrepreneurship education, significantly contributing to the development of income-generating projects among College of Education students. The positive impact on confidence, practical development, and collaborative learning environments aligns with the broader goals of fostering economic empowerment and innovation. However, addressing resource constraints is crucial to maximize the benefits of entrepreneurship education.

Recommendations

To enhance the role of entrepreneurship education in developing sustainable income-generating projects among College of Education students, the researchers proposed the following recommendations:

1. Institutions offering entrepreneurship education may consider adopting and integrating the identified best practices in curriculum design and delivery. Emphasizing a well-structured organization, a balanced theoretical-practical blend, real-world case studies, adaptability to dynamic business environments, and active student engagement with technology integration can enhance the effectiveness of entrepreneurship education. Continuous refinement of curricular elements based on these best practices will contribute to the sustained development of students' skills and

- competencies.
2. Entrepreneurship education programs may place a heightened emphasis on incorporating mentorship and establishing robust support networks for students. Recognizing the positive impact of mentorship on confidence, practical development, and collaborative learning environments aligns with broader goals of fostering economic empowerment and innovation. Institutions may actively seek partnerships with industry professionals and experienced entrepreneurs to provide mentorship opportunities, enriching the educational experience.
 3. Recognizing the identified challenges, particularly resource constraints, institutions may proactively address these limitations. Allocating resources strategically to support entrepreneurship education initiatives is crucial for maximizing the benefits derived from mentorship programs, curriculum enhancements, and overall program effectiveness. Collaborative efforts with external stakeholders, including industry partners and funding agencies, can help alleviate resource constraints and ensure the sustained success of entrepreneurship education initiatives.

Table 4: Implications / Action Plan

Proposed Action Plan	Person/Department Responsible	Resources	Timeframe	Success Indicator	Monitoring and Evaluation Scheme
Seminar Workshop	Pre-Service Teachers, College of Education	Budget a. Guest Speaker Honorarium b. Workshop Materials	One day	Capstone Project: Budget Plan Attendance and Participation	• Pre-workshop planning and preparation. • Attendance tracking and participant engagement during the workshop. Budget allocation • tracking and financial reporting. • Post-workshop assessment and feedback collection.

Declarations

Conflict of Interest. All authors declared that they have no conflicts of interest.

Informed Consent. All participants were appropriately informed and voluntarily agreed to the terms with full consent before taking part in the conduct of the experiment.

Ethics Approval. The Pamantasan ng Cabuyao Institutional Ethics Review Committee (IERC) duly approved this study on February 7, 2024 after it conformed to the local and international accepted ethical guidelines.

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