FROM IDEAS TO IMPACT: ASSESSING THE ENTREPRENEURIAL DEVELOPMENT NEEDS OF BS IN ENTREPRENEURSHIP STUDENTS AS BASIS FOR THE DEVELOPMENT OF THE SPARK ENTREPRENEURSHIP DEVELOPMENT PROGRAM

Jhon Ven Saint Pasahol, LPT, DBA

BS in Entrepreneurship Program

Email: jlpasahol@earist.edu.ph

Abstract

Entrepreneurship education increasingly emphasizes the development of competencies that enable students to recognize opportunities, mobilize resources, make decisions, manage uncertainty, and transform ideas into action. However, students' exposure to entrepreneurship courses does not necessarily mean that all entrepreneurial competencies have been sufficiently developed. This study assessed the perceived entrepreneurial development needs of Bachelor of Science in Entrepreneurship students as a basis for developing the SPARK Entrepreneurship Development Program. The study employed a descriptive-developmental research design using a researcher-developed questionnaire consisting of 40 entrepreneurial competency indicators categorized into five dimensions: Strategy, Professionalism, Action, Resilience, and Knowledge. A five-point Likert scale was used to determine the extent to which students perceived further development as needed. For the model analysis, 153 respondents were included. Weighted means and rankings were used to analyze the data. The illustrative findings revealed an overall weighted mean of 4.47, interpreted as Very Highly Needed. Action obtained the highest mean (M = 4.61), followed by Resilience (M = 4.52), Strategy (M = 4.47), Knowledge (M = 4.42), and Professionalism (M = 4.35). The findings indicate a substantial perceived need for additional entrepreneurial development opportunities, particularly in translating business ideas into action, managing uncertainty, responding to setbacks, strategic planning, and applying technology. Based on these findings, the SPARK Entrepreneurship Development Program was developed around the developmental sequence THINK, LEAD, DO, ADAPT, INNOVATE, and LAUNCH. The study provides an evidence-based framework for designing a structured entrepreneurship-development intervention responsive to students' identified needs.

Keywords: entrepreneurship education, entrepreneurial competencies, needs assessment, entrepreneurship development, experiential learning, SPARK

1. Introduction

Entrepreneurship education has evolved from simply teaching business concepts toward developing the competencies required for individuals to recognize opportunities, create value, mobilize resources, make decisions, and transform ideas into action. The European Entrepreneurship Competence Framework (EntreComp)

conceptualizes entrepreneurship as a competence involving the ability to act upon opportunities and ideas and transform them into value. It organizes entrepreneurial competence into three broad areas: Ideas and Opportunities, Resources, and Into Action (Bacigalupo et al., 2016).

This competency-based orientation is particularly relevant in higher education because entrepreneurship students are expected not only to understand business theories but also to demonstrate the ability to apply entrepreneurial knowledge in realistic situations. Tittel and Terzidis (2020) noted that entrepreneurial competence encompasses a broad and interconnected set of competencies rather than a single skill.

Recent research likewise emphasizes the importance of appropriate learning approaches in entrepreneurship education. Motta and Galina (2023), in a systematic review, found that experiential learning has been increasingly used in entrepreneurship education and can contribute to entrepreneurial skills, competencies, and entrepreneurial intention. More recent evidence further highlights the contribution of active and experiential approaches to entrepreneurial competencies and learning outcomes (Branca et al., 2025).

Despite these developments, students enrolled in entrepreneurship programs may still perceive the need for additional development in areas such as strategic thinking, professionalism, business implementation, resilience, and technological application. Consequently, before developing a supplementary entrepreneurship intervention, it is appropriate to determine which competency areas students perceive as requiring further development.

This study therefore assesses the entrepreneurial development needs of BS in Entrepreneurship students and uses the findings as the basis for developing the SPARK Entrepreneurship Development Program. SPARK represents Strategy, Professionalism, Action, Resilience, and Knowledge.

2. Research Gap

Entrepreneurship education literature has established the importance of entrepreneurial competencies and experiential approaches. However, entrepreneurship curricula and development programs may vary considerably in their competency priorities, learning strategies, and intended outcomes. Recent systematic evidence emphasizes the continuing importance of identifying relevant entrepreneurial competencies and appropriate educational approaches (Bernadó & Bratzke, 2024; Tiberius & Weyland, 2024).

There remains a practical need for institution-specific needs assessment before designing an additional entrepreneurship-development program. Thus, the present study addresses the gap by asking what entrepreneurial competencies BS in Entrepreneurship students perceive as highly needed for further development. The answer provides the empirical foundation for the development of SPARK.

3. Objectives of the Study

The general objective of the study was to assess the entrepreneurial development needs of BS in Entrepreneurship students as a basis for the development of the SPARK Entrepreneurship Development Program.

describe the profile of the respondents;

determine the perceived need for further development in terms of Strategy;

determine the perceived need for further development in terms of Professionalism;

determine the perceived need for further development in terms of Action;

determine the perceived need for further development in terms of Resilience;

determine the perceived need for further development in terms of Knowledge;

rank the identified entrepreneurial development needs; and

develop the SPARK Entrepreneurship Development Program based on the identified needs.

4. Research Questions

What is the profile of the respondents?

What is the perceived need for further development in Strategy?

What is the perceived need for further development in Professionalism?

What is the perceived need for further development in Action?

What is the perceived need for further development in Resilience?

What is the perceived need for further development in Knowledge?

Which entrepreneurial competencies have the highest perceived developmental need?

What entrepreneurship development program may be developed based on the findings?

5. Methods

Research Design

The study employed a descriptive-developmental research design. The descriptive component determined the perceived entrepreneurial development needs of students, while the developmental component translated the identified needs into the proposed SPARK Entrepreneurship Development Program.

Respondents of the Study

For the model presentation, the study utilized 153 BS in Entrepreneurship students representing the four year levels. A total-enumeration approach may be adopted if the actual population is manageable. Otherwise, an appropriate sampling procedure should be used based on the actual student population.

Research Instrument

A researcher-developed questionnaire consisting of 40 entrepreneurial competency indicators was used. The instrument was organized into five SPARK dimensions: Strategy, Professionalism, Action, Resilience, and Knowledge. The questionnaire should undergo expert content validation and pilot testing before actual administration.

Five-Point Likert Scale

Scale	Mean Range	Interpretation
5	4.21–5.00	Very Highly Needed
4	3.41–4.20	Highly Needed
3	2.61–3.40	Moderately Needed
2	1.81–2.60	Slightly Needed
1	1.00–1.80	Not Needed

Data Analysis

Frequency and percentage were used to describe respondents' profiles. Weighted mean was used to determine the perceived level of entrepreneurial-development need. Ranking was used to identify the highest-priority competencies and dimensions.

6. Results

Respondent Profile

Table 1 presents the illustrative distribution of respondents according to year level.

Year Level	Frequency	Percentage
First Year	35	22.88%
Second Year	37	24.18%
Third Year	41	26.80%
Fourth Year	40	26.14%
Total	153	100.00%

Note. Illustrative/sample data for manuscript development; replace with actual respondent data.

Entrepreneurial Development Needs

SPARK Dimension	Weighted Mean	Interpretation	Rank

Strategy	4.47	Very Highly Needed	3
Professionalism	4.35	Very Highly Needed	5
Action	4.61	Very Highly Needed	1
Resilience	4.52	Very Highly Needed	2
Knowledge	4.42	Very Highly Needed	4
Overall	4.47	Very Highly Needed	—

Note. Illustrative/sample data. Weighted mean results must be recalculated from actual responses.

The overall weighted mean of 4.47 indicates a Very Highly Needed level of entrepreneurial development. All five dimensions exceeded the 4.21 threshold. Action obtained the highest weighted mean (M = 4.61), followed by Resilience (M = 4.52) and Strategy (M = 4.47). This indicates that students perceive the need not only for additional knowledge but also for opportunities to apply, implement, adapt, and lead in entrepreneurial situations.

Top Ten Developmental Needs

Rank	Competency	Weighted Mean	Interpretation
1	Implementing planned business activities	4.72	Very Highly Needed
2	Converting business ideas into action plans	4.69	Very Highly Needed
3	Managing uncertainty in business	4.67	Very Highly Needed
4	Identifying potential business risks	4.66	Very Highly Needed
5	Developing business strategies	4.64	Very Highly Needed
6	Making decisions under actual business conditions	4.63	Very Highly Needed
7	Responding to business setbacks	4.61	Very Highly Needed
8	Identifying viable business opportunities	4.59	Very Highly Needed
9	Using digital technologies for business	4.57	Very Highly Needed
10	Presenting business ideas confidently	4.55	Very Highly Needed

Note. Illustrative/sample data. Replace with actual computed results.

The highest-rated need was implementing planned business activities (M = 4.72), followed by converting business ideas into action plans (M = 4.69) and managing uncertainty in business (M = 4.67). The pattern suggests that students' developmental needs are strongly associated with application and implementation, rather than simply acquiring additional theoretical knowledge.

7. Discussion

The findings indicate that BS in Entrepreneurship students perceive a very high need for further entrepreneurial development, with an overall weighted mean of 4.47. This finding supports the competency-oriented view of entrepreneurship education. EntreComp emphasizes opportunity recognition, resource mobilization, planning and management, coping with uncertainty and risk, working with others, and taking action as elements of entrepreneurial competence (Bacigalupo et al., 2016).

The highest-rated SPARK dimension was Action (M = 4.61). This result suggests that students particularly recognize the need to strengthen their ability to translate ideas into actual business activities. This finding is consistent with the emphasis on experiential learning in entrepreneurship education. Motta and Galina (2023) found that experiential learning has been increasingly applied in entrepreneurship education and can contribute to entrepreneurial skills and competencies.

The high rating for Resilience (M = 4.52) indicates that students perceive a need to improve their ability to deal with uncertainty, risks, and setbacks. Strategy (M = 4.47) likewise indicates a need to strengthen opportunity recognition, market analysis, strategic planning, and business decision-making. Knowledge (M = 4.42) suggests continuing developmental needs in digital technologies, e-commerce, financing, and emerging opportunities, while Professionalism (M = 4.35) indicates the importance of communication, leadership, teamwork, negotiation, and networking.

The collective findings support an integrated rather than single-topic intervention. Recent systematic evidence suggests that entrepreneurship education can use multiple learning approaches to develop entrepreneurial competencies and outcomes (Bernadó & Bratzke, 2024; Branca et al., 2025). Therefore, the findings provide an empirical basis for developing SPARK as a structured entrepreneurship-development program.

8. SPARK Entrepreneurship Development Program

Dimension	Core Question	Program Stage	Focus
Strategy	What is our business direction?	THINK	Strategic Entrepreneurship
Professionalism	How do we present and lead?	LEAD	Professionalism & Leadership
Action	How do we implement?	DO	Business Implementation
Resilience	How do we survive challenges?	ADAPT	Resilience & Risk Management
Knowledge	What tools and opportunities can we leverage?	INNOVATE	Technology & Future Entrepreneurship
Integration	How do we turn it into a venture?	LAUNCH	Business Pitching & Venture Development

The SPARK program is designed as an integrated developmental pathway: THINK → LEAD → DO → ADAPT → INNOVATE → LAUNCH.

SPARK 1 – THINK: Strategic Entrepreneurship

Focus areas include opportunity recognition, customer problem identification, market analysis, competitor analysis, strategic planning, and business goal setting.

SPARK 2 – LEAD: Professionalism and Leadership

Focus areas include professional communication, leadership, teamwork, negotiation, networking, ethical decision-making, and business presentation.

SPARK 3 – DO: Business Implementation

Because Action obtained the highest developmental-need rating, this component emphasizes business simulations, implementation exercises, business projects, operational planning, customer validation, resource management, and entrepreneurial problem-solving. Experiential learning is particularly appropriate for this component (Motta & Galina, 2023).

SPARK 4 – ADAPT: Resilience and Risk Management

Focus areas include business risk identification, uncertainty management, contingency planning, responding to setbacks, adaptive decision-making, and learning from failure.

SPARK 5 – INNOVATE: Technology and Future Entrepreneurship

Focus areas include digital entrepreneurship, e-commerce, social media, emerging technologies, innovation, digital business processes, and future entrepreneurial opportunities.

SPARK 6 – LAUNCH: Business Pitching and Venture Development

The final stage integrates the previous competencies through venture concept development and pitching, including opportunity, customer problem, business model, market, strategy, implementation, risk, technology, financial considerations, and pitch presentation.

9. Conclusion

The findings indicate a very high perceived need for further entrepreneurial development among BS in Entrepreneurship students, as demonstrated by the overall weighted mean of 4.47. All five dimensions—Strategy, Professionalism, Action, Resilience, and Knowledge—were interpreted as Very Highly Needed.

Action obtained the highest mean (4.61), indicating that students particularly need opportunities to strengthen their ability to translate entrepreneurial concepts into actual business implementation. Resilience (4.52) and Strategy (4.47) were also among the highest-rated dimensions, demonstrating the need for students to strengthen their ability to manage uncertainty, risks, opportunities, and strategic decisions.

The findings therefore provide an empirical basis for the development of the SPARK Entrepreneurship Development Program. SPARK addresses the identified needs through the integrated pathway THINK → LEAD → DO → ADAPT → INNOVATE → LAUNCH. The proposed program moves entrepreneurship education from knowing about entrepreneurship toward practicing entrepreneurship.

10. Recommendations

The SPARK Entrepreneurship Development Program should be subjected to expert validation before implementation.

The Action/Business Implementation component should receive particular attention because it obtained the highest perceived developmental need.

Experiential activities such as simulations, business projects, mentoring, pitching, and business immersion should be incorporated.

Industry practitioners and successful entrepreneurs should be invited to serve as mentors, speakers, and judges.

Government agencies and private-sector organizations should be considered as potential partners for entrepreneurship-development activities.

Technology and digital entrepreneurship should be integrated into the program.

Students should be provided opportunities to develop and pitch actual business concepts.

A subsequent research phase should evaluate the effectiveness of SPARK through a pretest-posttest or quasi-experimental design.

11. Future Research Direction

The present research represents Phase 1 of a potentially larger research program: Phase 1 – Needs Assessment and SPARK Development; Phase 2 – Program Implementation; and Phase 3 – Effectiveness Evaluation. A future study may examine the effectiveness of SPARK in developing entrepreneurial competencies using an appropriate pretest-posttest or quasi-experimental design.

References

Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The entrepreneurship competence framework. Publications Office of the European Union. https://doi.org/10.2791/593884

Bernadó, E., & Bratzke, F. (2024). Revisiting entrepreneurial competences through a systematic literature review. The International Journal of Management Education, 22(3). [Verify final article metadata and DOI against the publisher record before submission.]

Branca, E., Vanderstraeten, J., Slabbinck, H., & Maes, I. M. R. (2025). The impact of entrepreneurial education on key entrepreneurial competencies: A systematic review of learning strategies and tools. The International Journal of Management Education, 23(2), 101144. https://doi.org/10.1016/j.ijme.2025.101144

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

Tiberius, V., & Weyland, M. (2024). Identifying constituent elements of entrepreneurship curricula: A systematic literature review. Administrative Sciences, 14(1), 1. https://doi.org/10.3390/admsci14010001

Tittel, A., & Terzidis, O. (2020). Entrepreneurial competences revised: Developing a consolidated and categorized list of entrepreneurial competences. Entrepreneurship Education, 3, 1–35. https://doi.org/10.1007/s41959-019-00021-4

Research Presentation Summary

Central research logic: Student Needs → Needs Assessment → Identified Priority Needs → SPARK Development → Entrepreneurship Development Program → From Ideas to Impact.

Recommended presentation statement: “The study assessed the entrepreneurial development needs of BS in Entrepreneurship students. The findings revealed a very high perceived need across five competency dimensions, providing the empirical basis for the development of the SPARK Entrepreneurship Development Program.”