



Article

Culturally Rooted Entrepreneurial Pedagogy: Advancing Contextualized Teaching and Local Enterprise Development at the University of Antique

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Abstract

This qualitative case study assessed the perceived effectiveness of culturally rooted entrepreneurial pedagogy in enhancing student engagement, competency development, and participation in local enterprise initiatives at Caluya Campus, University of Antique. Using purposive sampling, data were gathered through semi-structured interviews with entrepreneurship instructors and supported by classroom observations and document analysis. Thematic analysis revealed three core findings: first, increased student interest and engagement due to the contextualization of entrepreneurial concepts using culturally familiar examples; second, strengthened entrepreneurial competencies through hands-on activities involving indigenous products and practices; and thirdly, heightened student participation in community-based and family enterprises as an extension of classroom learning. The results demonstrate that culturally rooted pedagogy fosters meaningful learning by validating students' identities, enhancing their confidence, and promoting practical applications of entrepreneurial knowledge within the realities of rural life. Instructional strategies such as community immersion, local case studies, storytelling, and the use of visual aids in the local dialect proved effective in bridging theoretical content with lived experiences. These culturally relevant approaches empowered students to contribute to their household livelihoods, initiate micro-enterprises, and innovate with indigenous knowledge systems. The study concludes that integrating culture into entrepreneurship education strengthens both educational and economic outcomes in rural communities. It recommends institutional support for culturally responsive pedagogical practices to sustain local enterprise development and promote inclusive education. These findings have significant implications for curriculum development in higher education institutions serving culturally rich and economically marginalized regions.

Keywords: Culturally rooted pedagogy, entrepreneurship education, indigenous knowledge, local enterprise, contextualized teaching, rural higher education

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Introduction

Entrepreneurship education plays a pivotal role in shaping the future of local economies, especially in rural regions where cultural identity and livelihood are closely intertwined. In the Philippines, government initiatives such as the Department of Education's TLE (Technology and Livelihood Education) framework and the Commission on Higher Education's (CHED) advocacy for contextualized instruction have prompted state universities to embed entrepreneurial education into their curricula. The University of Antique, as a key higher education institution in Western Visayas, could create meaningful connections between classroom learning and the region's indigenous knowledge systems, traditional crafts, and local enterprises. This study explores how culturally rooted pedagogy is practiced in the university's entrepreneurship instruction and how it contributes to local enterprise development.

Culturally responsive teaching, as discussed by Gay (2010), emphasizes the need for educators to validate students' cultural heritage by incorporating their traditions, values, and lived experiences into the learning process. This means aligning teaching strategies with community-based practices, indigenous economic models, and regionally embedded resources in entrepreneurship. According to Ladson-Billings (1995), such pedagogy increases student engagement and enhances social responsibility and agency. In rural universities, where students often come from farming, weaving, fishing, and other traditional livelihood backgrounds, integrating cultural relevance into entrepreneurship instruction becomes both a pedagogical and developmental imperative.

Moreover, scholars such as Dana (2007) and Altinay et al. (2016) argue that entrepreneurship is inherently cultural, reflecting local risk-taking behavior, family dynamics, and societal norms. Thus, promoting entrepreneurial activities without contextual grounding may lead to low motivation, cultural misalignment, or disinterest among students. Culturally rooted strategies such as storytelling, community immersion, traditional resource use, and local case studies have made entrepreneurship education more authentic and impactful. These approaches teach business concepts and instill pride in local heritage and innovation.

While previous research has discussed the benefits of culturally responsive education and entrepreneurship training separately, few studies have explored the intersection of the two within the context of provincial state universities like the University of Antique, Caluya Campus. Specifically, there is limited empirical evidence on how entrepreneurship instructors incorporate local traditions and practices into their teaching, what instructional materials they use to contextualize lessons, and how students respond to these efforts in terms of entrepreneurial

engagement and community participation. Most existing literature remains urban-centric or focused on national policies, leaving a gap in understanding how rural institutions localize and innovate pedagogically.

This study addresses these research gaps by focusing on the lived pedagogical experiences of instructors and the responses of students at the University of Antique. It aims to generate insights into the culturally anchored strategies used, the relevance of instructional materials to local enterprise development, and the perceived effectiveness of such approaches in cultivating entrepreneurial skills and attitudes. By grounding the research in Antique's cultural and economic realities, the study contributes to a more inclusive and regionally sensitive understanding of entrepreneurship education in Philippine higher education institutions.

Research Objectives

1. To examine the extent to which entrepreneurship instructors at the University of Antique integrate local culture, traditions, and indigenous knowledge in their teaching practices.
2. To identify the culturally relevant strategies and instructional materials used to promote entrepreneurship among students in Antique's local economy and community enterprises.
3. To assess the perceived effectiveness of culturally rooted entrepreneurial pedagogy in developing students' interest, competencies, and participation in local enterprise initiatives.

Methodology

This study employed a qualitative case study design to examine how culturally rooted pedagogy was integrated into entrepreneurship education at the University of Antique. The case study approach was selected to gain an in-depth understanding of teaching practices within their real-life academic and cultural setting. The University of Antique, a state university located in the Province of Antique, Philippines, served as the research locale due to its strong engagement in community-based education and its efforts to promote local enterprise development through its entrepreneurship programs.

Data collection was conducted through semi-structured interviews with entrepreneurship instructors who were purposively selected based on their involvement in designing and delivering entrepreneurship courses. These instructors had direct experience incorporating local culture, indigenous knowledge, and

community practices into their teaching. Classroom observations were also undertaken to document actual pedagogical strategies, student interactions, and the use of culturally relevant instructional materials during entrepreneurship sessions.

Moreover, a documentary review was conducted to analyze course syllabi, instructional plans, and sample teaching resources that reflected local cultural content. The collected data were triangulated to ensure credibility and accuracy. Thematic analysis was used to analyze the qualitative data, wherein interview transcripts, observation notes, and documents were coded and categorized to identify recurring themes related to cultural integration, pedagogical practices, and perceived student outcomes. This methodology enabled the researcher to comprehensively assess the culturally rooted entrepreneurial pedagogy implemented at the University of Antique and its contribution to contextualized learning and local enterprise development.

Results and Findings

Extent to which Entrepreneurship Instructors at the University of Antique Integrate Local Culture, Traditions, and Indigenous Knowledge in their Teaching Practices

Integrating local culture, traditions, and indigenous knowledge into entrepreneurship pedagogy has emerged as a vital strategy in fostering relevant and transformative education, particularly in rural and culturally distinct settings such as the Caluya Campus of the University of Antique. The findings of this study revealed that entrepreneurship instructors actively employ culturally rooted teaching practices through three interrelated dimensions: contextualized instruction using local enterprise examples, the inclusion of indigenous knowledge and traditional skills in classroom activities, and the empowerment of student identity through culturally aligned community engagement projects. Instructors consistently cited real-life examples such as local fishing, weaving, and herbal practices to bridge theory with lived experience. They also shared how students developed business concepts grounded in ancestral knowledge and native products, enhancing relevance and creativity. Moreover, educators emphasized the importance of aligning entrepreneurial projects with community upliftment and cultural pride, highlighting student-led initiatives that supported local livelihoods and heritage preservation. These themes collectively reflect a pedagogical approach that teaches

entrepreneurship and cultivates social awareness, cultural continuity, and local economic development.

Cultural Integration Through Contextualized Examples and Local Enterprise Cases

Entrepreneurship instructors at the University of Antique Caluya Campus have adopted localized and culturally relevant examples in their lessons to make concepts more relatable to students. By incorporating stories of local entrepreneurs, traditional products, and indigenous economic practices, instructors bridge academic content with the lived realities of students in the island municipality of Caluya.

Participant Responses:

"We always start with examples from local businesses like dried fish vendors, seaweed farming, or charcoal-making; these are things the students see daily."

"I use case studies of local sari-sari store owners or small craftspeople who sell woven mats or hand-made souvenirs."

"We ask students to interview their parents or neighbors about how they do business in fishing or backyard gardening and use it in our discussions."

Integrating cultural and indigenous enterprise practices enriches entrepreneurship education by validating students lived experiences and enhancing the relevance of theoretical content. Instructors consciously draw on community knowledge systems, making learning more engaging and participatory. This approach aligns with Gay's (2010) theory of culturally responsive teaching, which emphasizes connecting instruction to students' cultural contexts to foster deeper learning.

Moreover, Radhakrishnan (2022) noted that when entrepreneurship education includes real-world examples rooted in local culture, it increases students' entrepreneurial intention and confidence. In this context, the localized pedagogy not only respects but also leverages the cultural capital of learners in Caluya Campus, a remote island with unique socio-economic characteristics.

Incorporation of Indigenous Knowledge and Traditional Skills in Curriculum Activities

Another prominent practice among instructors is the deliberate inclusion of indigenous knowledge systems and traditional skills in classroom activities. These include using native weaving, coconut products, and indigenous recipes as topics for

business ideation and feasibility studies. The integration serves as a platform for cultural preservation while promoting community-based innovation.

Participant Responses:

"We included coconut palm leaf thatching (pawid) as part of our product development class because it is something that Caluya is known for in the region."

"Our students created a business plan using coconut meat turning into sweetened shredded coconut (bucayo)."

"One group used traditional fishing techniques as a service-based business idea, like offering tourists seaweed farming tour, backyard hog raising, and poultry."

This integration demonstrates a culturally situated pedagogy that honors traditional knowledge and reimagines it within the context of innovation and enterprise. The instructors' effort reflects a decolonial educational model that positions indigenous knowledge as a resource for sustainable development, rather than a relic of the past (Smith, 2012).

Moreover, Montiel et al. (2021) emphasized that indigenous practices have untapped entrepreneurial value and should be central to rural enterprise education. At Caluya Campus, this pedagogical strategy aligns with UNESCO's global learning goals for education that preserve cultural heritage while promoting economic development.

Empowering Student Identity and Community Engagement through Culturally Aligned Entrepreneurship Projects

Instructors at the Caluya Campus go beyond content delivery by fostering a sense of pride in students' cultural identity through projects that directly engage with the community. These projects are often service-oriented, such as developing enterprises that uplift local livelihoods or preserve endangered crafts. The teaching strategy fosters entrepreneurial competence and a deepened sense of civic and cultural responsibility.

Participant Responses:

"We ask them to design businesses that can help the community, like creating packaging for local food products so they can be sold in markets outside Caluya."

"One group developed a mobile marketing idea for local shell crafts so that the makers will not depend only on seasonal tourists."

"We encourage them to start social enterprises that protect traditions while earning, like passing on traditional dance through school-based workshops."

This theme illustrates how entrepreneurship education becomes a vehicle for economic development and cultural revitalization. By anchoring business ideas in

local identity and community needs, instructors cultivate what Freire (2000) calls a “pedagogy of hope,” which envisions social transformation through education. It also mirrors findings by Gibb and Hannon (2006), who argued that entrepreneurship should be taught as a set of business skills and a mindset of innovation, resilience, and social engagement.

In the case of Caluya, such culturally rooted, and community anchored approaches empower students to see entrepreneurship not merely as profit-making but to protect their heritage, respond to local needs, and contribute to sustainable island development.

The Culturally Relevant Strategies and Instructional Materials Used in Promoting Entrepreneurship Among Students in the Context of Antique’s Local Economy

In promoting entrepreneurship education that resonates with local realities, instructors at Caluya Campus, University of Antique, have adopted culturally relevant strategies and instructional materials grounded in Antique’s rural and island economy. The findings revealed that teaching practices are firmly anchored on using localized materials such as community-based case studies and indigenous products, which help students see entrepreneurship through their lived experiences. Instructors further enhanced contextual learning through community immersion and participatory activities, allowing students to engage directly with local microenterprises, observe indigenous practices, and co-create livelihood ideas. Moreover, culturally responsive tools such as storytelling, videos of traditional businesses, and instructional materials in the local language were employed to facilitate inclusive and meaningful learning. These strategies collectively affirm that when rooted in culture and community, entrepreneurship instruction can deepen understanding, foster innovation, and strengthen student identity as future contributors to local development.

Localization of Teaching Materials Using Indigenous Products and Community-Based

Entrepreneurship instructors at Caluya Campus have localized their teaching materials by incorporating products, practices, and business cases drawn directly from Antique’s rural and island communities. By embedding local economic activities, such as seaweed farming, charcoal production, native delicacies, and shell crafts, into modules and student readings, instructors create culturally resonant and accessible

learning experiences. These materials serve as practical models of small-scale enterprise grounded in students' real-life environments.

Participant Responses:

"We use success stories of local business owners in Caluya who started with little capital, especially those who sell dried fish or run sari-sari stores."

"The modules I created include examples from the local markets, like how a family turned their homemade banana chips into a weekend income source."

"We teach feasibility studies using actual enterprises in the barangay, like vinegar production from coconut sap."

This strategy aligns with the principles of culturally responsive pedagogy, which aims to make learning more meaningful by grounding it in the learner's sociocultural context (Gay, 2010). In rural Philippine communities like Caluya, entrepreneurship is often informal and inherited; thus, showcasing real local cases helps validate traditional knowledge and community-based innovation. According to Bustamante and Mina (2020), using local case studies in teaching enhances student motivation and cognitive engagement, especially in rural higher education institutions. By doing so, the University of Antique instructors teach business principles and promote pride in local ingenuity.

Use of Community Immersion and Participatory Learning Activities

Instructors implemented immersion-based strategies, where students engage directly with community enterprises to learn entrepreneurship hands-on. Activities such as barangay market visits, interviews with local entrepreneurs, and participation in cooperative events are integrated into course requirements. This participatory approach allows students to observe indigenous business models, document economic practices, and co-create business ideas rooted in the local environment.

Participant Responses:

"We ask students to visit a local business and write a report on their marketing and pricing strategies."

"Our immersion project allowed students to help an existing micro-business create simple packaging and branding."

"Through their exposure, students often discover traditional techniques, like how locals use coconut leaves and banana leaves for wrapping kakanin, which they turn into eco-friendly business ideas."

Community immersion strengthens the experiential component of entrepreneurial learning, particularly in culturally diverse and economically constrained settings. This aligns with Kolb's Experiential Learning Theory (1984),

which emphasizes learning through concrete experience and reflection. In Caluya's setting, where opportunities for formal business internships are limited, immersion in community microenterprises is a contextual alternative. As noted by Avila and Dizon (2022), participatory approaches in entrepreneurship instruction in rural state universities not only improve understanding but also encourage students to develop business solutions that are culturally appropriate and socially impactful.

Integration of Visual, Oral, and Indigenous Instructional Tools

Using culturally relevant and multimodal instructional tools has been a notable strategy among instructors. These include storytelling about local entrepreneurs, showcasing videos of community livelihood activities, and using visual aids like infographics in the local dialect (Caluyanon). These methods accommodate diverse learning styles and promote inclusivity in culturally diverse classrooms.

Participant Responses:

"We use short videos recorded in the barangay showing how farmers sell their harvests directly to buyers."

"I ask elders from the community to share their entrepreneurial stories, how they started with barter or small family trades."

"We create learning materials in Caluyanon so students can better understand the lessons in their first language."

This approach exemplifies culturally sustaining pedagogy, which seeks to acknowledge and actively sustain and celebrate cultural knowledge and practices (Paris & Alim, 2017). In multilingual and multicultural contexts like Antique, local language and storytelling validate learners' identities and foster better cognitive processing. Furthermore, Guillermo and Lorenzo (2023) noted that indigenous pedagogy promotes knowledge retention and intergenerational wisdom transfer that strengthens community ties. By using visual and oral traditions in instruction, instructors support meaningful learning that is both cognitively effective and culturally affirming.

Perceived Effectiveness of Culturally Rooted Entrepreneurial Pedagogy in Developing Students' Interest, Competencies, and Participation in Local Enterprise Initiatives

The implementation of culturally rooted entrepreneurial pedagogy at Caluya Campus, University of Antique has shown promising outcomes in cultivating students' interest, skills, and participation in local enterprise development. Rooted in Antique's Island communities' unique socio-economic and cultural realities, the

teaching approaches employed by instructors have made entrepreneurship education more engaging, relevant, and transformative. The findings revealed three key dimensions of effectiveness: enhanced student engagement due to the relevance of local examples, improved entrepreneurial competencies through hands-on learning with indigenous materials, and increased participation in family and community-based enterprises. These outcomes suggest that when entrepreneurship instruction is aligned with cultural identity and everyday experiences, students are more likely to internalize entrepreneurial thinking, contribute to local livelihoods, and sustain traditional practices through innovation. The integration of culture and pedagogy thus becomes not only a means of learning but a strategic tool for inclusive and sustainable economic development.

Increased Student Engagement and Interest Through Local Relevance

Entrepreneurship educators at Caluya Campus observed a notable increase in student engagement when lessons were grounded in culturally familiar contexts. Using examples, enterprises, and community figures that students recognized and valued, instructors reported that learners became more participative, attentive, and enthusiastic about entrepreneurial topics. This shift in attitude was most evident during activities that highlighted local livelihood practices or included storytelling and product development tied to indigenous or household-based ventures.

Participant Responses:

"Students become more curious and excited when we discuss businesses they see every day, like seaweed farming and seaweed drying or vinegar-making."

"Their eyes light up when they hear that their parents' backyard income can be turned into a viable enterprise."

"Local examples help break the fear that students realize entrepreneurship is not just for the rich or those in cities."

These responses illustrate that culturally rooted pedagogy enhances affective learning outcomes by making entrepreneurship education relevant and empowering. According to Villegas and Lucas (2021), learners exhibit increased motivation and stronger classroom engagement when teaching strategies acknowledge students' cultural and social identities. The positive emotional connection fostered by recognizing students' community knowledge leads to deeper interest in entrepreneurship. This supports Ladson-Billings' (1995) concept of culturally relevant

pedagogy, which argues that affirming student identity through instruction leads to more effective learning experiences.

Strengthened Entrepreneurial Competencies Through Practice-Based Cultural Applications

Instructors reported that students demonstrated stronger entrepreneurial skills, such as problem-solving, creativity, and basic business planning, when learning tasks in local cultural practices. For example, using indigenous products like coconut-based food items, shell crafts, and herbal plants enabled students to explore value-adding techniques, costing, branding, and feasibility in a hands-on, familiar manner. This allowed students to conceptualize enterprises and apply fundamental business tools using resources available in their community.

Participant Responses:

"They learned costing and pricing by analyzing how much it takes to make seaweed chips from seaweed harvested by their families."

"One group created a business plan based on herbal oil using local plants, something they grew up seeing but never thought could be sold."

"When we ask them to sell simple products at school using traditional crafts, they learn marketing firsthand."

These accounts demonstrate how culturally rooted entrepreneurship pedagogy fosters skill development by connecting theory to lived experience. Using familiar and accessible materials enhances students' confidence in applying entrepreneurial concepts. Pretorius et al. (2019) noted that practice-based and localized learning builds stronger entrepreneurial competencies, particularly in resource-constrained settings. In the context of Caluya, where students may not have access to formal business environments, using their cultural and familial knowledge base becomes an effective pedagogical tool for skill acquisition.

Active Participation in Community-Based and Family Enterprises

Culturally responsive entrepreneurship education encouraged students to apply their learning in real-life contexts, particularly by supporting family businesses or initiating small enterprises within their barangays. Instructors noted a growing number of students who used course projects to expand existing livelihood activities

or to start micro-businesses that complemented their community's cultural and economic needs.

Participant Responses:

"Some students helped repackage their family's banana chips so they could be sold at the pier during tourist season."

"A student partnered with their grandmother to sell herbal oils and documented everything for her business plan."

"They now participate more in family decision-making regarding pricing or inventory."

This theme underscores the real-world applicability of culturally rooted pedagogy. Students who recognize entrepreneurship as part of their daily lives are likelier to participate in economic activities and take initiative in family-based enterprises. According to Del Rosario and Orbeta (2022), entrepreneurial education emphasizing local ownership and familial involvement increases the sustainability of small-scale rural ventures. Moreover, this type of pedagogy reflects the principles of community-based learning, which bridges school and society and builds entrepreneurial ecosystems from within.

Discussion

The findings of this study affirm the effectiveness of culturally rooted entrepreneurial pedagogy in enhancing student engagement, skills development, and real-world application of entrepreneurship within the context of Caluya, a culturally rich and economically unique island municipality. Integrating local culture, indigenous knowledge, and traditional livelihood practices into entrepreneurship instruction significantly influenced how students connected with, understood, and applied entrepreneurial concepts.

The first theme, Increased Student Engagement and Interest Through Local Relevance, highlights how culturally familiar content fosters a stronger emotional and cognitive connection among learners. When students encountered lessons that reflected their community realities, such as local fishing, seaweed farming, or dried goods production, they were more likely to participate actively in class discussions and projects. This finding supports Gay's (2010) work on culturally responsive teaching, emphasizing making instruction personally meaningful and contextually appropriate. It also aligns with Ladson-Billings' (1995) assertion that when students see their lives reflected in the curriculum, they develop a more profound commitment to learning. In Caluya, this strategy helped break down perceptions that

entrepreneurship is only for the urban elite and instead positioned it as a pathway accessible to rural youth.

The second theme, Strengthened Entrepreneurial Competencies Through Practice-Based Cultural Applications, revealed that students developed essential entrepreneurial skills such as product development, pricing, marketing, and resource management when engaging in culturally grounded activities. By applying these concepts to products and practices they grew up with, such as coconut-based food items, traditional crafts, and herbal remedies, students gained hands-on experience that bridged theory with practice. This aligns with Kolb's (1984) experiential learning theory and the findings of Pretorius et al. (2019), who argue that localized and practice-based entrepreneurship instruction is particularly effective in low-resource settings. At Caluya Campus, instructors empowered students to innovate within their own cultural frame of reference, developing feasible, relevant, and community-oriented business ideas.

The third theme, Active Participation in Community-Based and Family Enterprises, reflects how students extended their classroom learning into real-life settings. Several students were reported to have contributed to existing family businesses, enhanced local products through repackaging or branding, or initiated micro-enterprises based on traditional knowledge. This reinforces the idea that when education is rooted in community culture and economic realities, it equips students with knowledge and inspires immediate application. Del Rosario and Orbeta (2022) emphasized that family engagement in entrepreneurship education reinforces sustainability and strengthens intergenerational economic collaboration. In the case of Caluya, where familial ties and communal practices are strong, entrepreneurship education grounded in local culture nurtures individual agency and community-based resilience.

Therefore, the study contributes to a growing body of research emphasizing the importance of culturally sustaining pedagogy in entrepreneurship education. As Paris and Alim (2017) argued, effective teaching must go beyond representation and actively sustain learners' cultural identities and practices. At Caluya Campus, culturally rooted pedagogy has proven to be a powerful tool for encouraging inclusive learning, preserving cultural knowledge, and fostering economic participation among rural youth. These findings suggest that higher education institutions in similar contexts should recognize and institutionalize culturally responsive strategies to enhance educational outcomes and local development.

Conclusion

The study concludes that culturally rooted entrepreneurial pedagogy is a practical and transformative approach in developing students' interest, competencies, and participation in local enterprise initiatives at Caluya Campus, University of Antique. By contextualizing lessons by integrating local culture, indigenous knowledge, and traditional economic practices, instructors have successfully enhanced student engagement and made entrepreneurship education more relatable and meaningful. Students became more motivated to participate in classroom activities when examples and projects reflected their experiences and community realities. Furthermore, using culturally grounded materials and hands-on learning activities significantly contributed to developing entrepreneurial skills such as product innovation, resource management, and market analysis.

The pedagogy also encouraged students to apply their learning beyond the classroom, particularly supporting family enterprises and initiating culturally relevant business ventures. These findings emphasize that when higher education institutions embrace culturally responsive teaching practices, especially in rural and underserved areas, they equip learners with essential entrepreneurial competencies and empower them to contribute directly to local economic and cultural development. Therefore, culturally rooted entrepreneurship pedagogy should be institutionalized as a core strategy in designing inclusive, community-oriented, and sustainable entrepreneurship education programs in Philippine higher education institutions.

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