Education and Industry Review

2025 Volume 1 Issue 1

From Concepts to Commerce: How Business Schools Build the Future of Filipino Enterprises

Christine Marie B. Fernandez, MBA
School of Business Administration, Zamboanga Peninsula Polytechnic State University, Zamboanga City 7000, Philippines
Corresponding email: christinemariefernandez@gmail.com

Business education in the Philippines is evolving from theory-based instruction into a dynamic driver of real-world entrepreneurship and community-centered innovation. Across universities nationwide, business schools are not only shaping future professionals, they are cultivating entrepreneurs who turn ideas into enterprises that serve both people and progress.

This shift is evident in colleges and universities across Luzon, Visayas, and Mindanao, where students are being challenged to create business solutions that respond to actual needs within their communities. No longer confined to classroom exercises, many business students now conduct field research, pitch real start-up proposals, and test their products in live markets. Some of these student-led projects have transformed into small ventures such as digital payment tools for rural retailers, inventory systems for cooperatives, and e-commerce platforms that support local artisans and farmers.

Many business professors in the Philippines have firsthand experience in enterprise development, consulting, or managing organizations (Buitrago et al., 2022). Teachers and mentors serve as key drivers of this transformation. They guide students not only in technical planning, but also in facing practical concerns like customer behavior, pricing, regulations, logistics, and market competition. Their mentorship helps students sharpen their entrepreneurial judgment and stay grounded in ethical, community-based business practices (Arrabaca & Lumayag, 2024). It reminds them that success in business is not just measured by income but by relevance, impact, and sustainability.

Business schools today are also embracing interdisciplinary learning, connecting entrepreneurship with environmental science, public administration, and digital innovation. In doing so, they produce graduates who are not only business-savvy but also socially aware and adaptable to the changing landscape of Filipino industries. With the country facing urgent challenges in sustainability, job creation, and inclusive development, it becomes even more essential that future entrepreneurs are trained to design businesses that do more than earn, they must also serve and uplift

(Magd et al.,, 2023). This aligns with current global trends in responsible entrepreneurship and social impact ventures.

According to Bai (2023), the topic of financial wellbeing is a current concern within the realm of personal and household finance. Equally important is financial literacy, which many business schools now emphasize in greater depth. Students are taught how to budget, forecast, and price products responsibly. Skills often overlooked in traditional business education. They learn that poor financial decisions can destroy even the most innovative ideas if cash flow, cost management, and reinvestment strategies are not properly aligned (Peralta et al., 2024). This mindset ensures that they approach business not with blind optimism but with strategic discipline.

The journey from concept to commerce is often nonlinear. Some student ventures take shape only after months of trial and error, while others begin with a single barangay or small market test before expanding. But what's certain is that Filipino students, when equipped with the right tools, critical thinking skills, and supportive learning environments, are capable of launching enterprises that reflect both innovation and cultural relevance. Business education becomes more than just preparation for a job, it becomes a foundation for nation-building. That's how real Filipino enterprises are born: from ideas driven by purpose, rooted in context, and carried forward by visionaries bold enough to build.

References

Arrabaca, Leo Santiago Iii & Lumayag, Jo-Jean. (2024). ENTREPRENEURIAL EXPERIENCES of STUDENTS in an HEI in NORTHERN MINDANAO PHILIPPINES. Cognizance Journal of Multidisciplinary Studies. 4. 244-255. 10.47760/cognizance.2024.v04i12.024.

Bai R. Impact of financial literacy, mental budgeting and self control on financial wellbeing: Mediating impact of investment decision making. PLoS One. 2023 Nov 14;18(11):e0294466. Doi: 10.1371/journal.pone.0294466. PMID: 37963159; PMCID: PMC10645357.

Buitrago, Lorelie & Polinar, Mark Anthony & Delantar, Alexander Franco & Buntigao, John. (2022). Entrepreneurial Competencies of Accountancy, Business, and Management Students in a Private Institution. JPAIR Multidisciplinary Research. 47. 86-92. 10.7719/jpair.v47i1.572.

Magd, Hesham & Khan, Shad & Nte, Ngboawaji Daniel & Sarim, Mohd. (2023). Entrepreneurship and Economic Sustainability.

Peralta, Randy & LICAYAN, JULIAN & OANDASAN, MARK & Santos, Gemmalyn & TAN, ROMALYN & TARAYAO, GLENFORD. (2024). BUDGETING STRATEGIES OF FINANCIAL MANAGEMENT STUDENTS: A BASIS FOR INVESTMENT DECISION. Seybold Report. 19. 506-520. 10.5281/zenodo.11384501.

ARTICLE DETAILS
EIR-0000030; Received: July 27, 2025; Accepted: July 29, 2025; Published: July 31, 2025
CITATION:
Fernandez, Christine Marie B. (2025). From Concepts to Commerce: How Business Schools Build the Future of Filipino Enterprises. Education and Industry Review: Essays and Critiques. DOI: 10.62596/eir.sndanb07