

Simulating entrepreneurial processes for skills development of Entertainment and Multimedia Computing students through the Entrepreneurship for the Creatives course

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ISSN: 2243-7703
Online ISSN: 2243-7711

Received: 9 July 2026
Available Online: 28 August 2026

Revised: 25 August 2026
DOI: 10.5861/ijrse.2026.26387

Accepted: 27 August 2026

OPEN ACCESS

Abstract

This study identifies the significance of incorporating Entrepreneurship as a core skill that must be taught and incorporated in the Bachelor of Science in Entertainment and Multimedia Computing program of Holy Angel University. The study used a qualitative research approach to determine the possibility of elevating the Entrepreneurship for the Creatives course into a regular course offering from being an elective course of the program. The study made use of interviews with experts, focus group discussions with the student participants and, observation during the culmination activity of the said course. Results showed that from the experts who participated, they agree with teaching Entrepreneurship to students particularly those whose program is aligned with the creative industry. Results from the focus group discussion and observation reveals that aside from teaching Entrepreneurship as part of their current enrolled program, the elevation of the Entrepreneurship for Creatives course into a regular offering is indeed recommended. It is also noted that, through the focus group discussion, students entrepreneurial skills improved after taking up the said course as they attest that they have learned knowledge and skills with regards to turn their craft and skill into a business. Aside from the students taking the course, inputs from students not taking the course were taken and majority gave positive feedbacks. Through the study, it is concluded that Entrepreneurship can be added as a core skill for the Entertainment and Multimedia Computing program and courses related to it can be added as a regular offering to its curriculum.

Keywords: entrepreneurship, entertainment and multimedia computing, creative, elective, entrepreneurial skills

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1. Introduction

The School of Computing, particularly, the Bachelor of Science in Entertainment and Multimedia Computing (BS-EMC) program houses students that are creative and has potentials to be eventual entrepreneurs or art-preneurs. But in nature, EMC students are aligned to be animators, game developers and multimedia specialists. Their program is still aligned with computing but with an emphasis on creative programming, authoring of multimedia output and back-end developers for multimedia projects. Prior to the offering of the BS-EMC program, the program Bachelor of Science in Information Technology with an area of specialization in Animation (BSIT-Animation) has the course called YENTREP or Entrepreneurship as its regular offering with the purpose of teaching students in the BSIT-Animation program to make opportunities with their skills rather than finding opportunities through their skills. In recent times, for the BS-EMC program, the course entitled 6ENCREA or the Entrepreneurship for the Creatives is offered as an elective and as of writing, is offered among 3rd year students of the BS-EMC program during the first semester of the current school year. Students enrolled in the 6ENCREA are a good mix of potential entrepreneurs and those who already started a small business. This course is beneficial as it fits the initial intent of teaching students to making opportunities with their skills rather than finding opportunities through their skills. Similar to the intent of the BS-EMC program's predecessor, which is the BSIT-Animation.

The intended final output of the 6ENCREA course ranges from producing a business proposal or plan to organizing a Market day to feature proposed or developed product through the other related course(s) with the 6ENCREA course. With those being considered for the study, the researcher aims to identify the impressions for the 6ENCREA course by its enrolled students with regards to their knowledge in entrepreneurship, compare the self-assessment of its students with their output for the said course and to assess if the 6ENCREA subject should be a regular offering for the BS-EMC program or is already good as an elective instead for its students.

Entrepreneurship is said to be a discipline that involves creation of a new venture and market that generally involves risks and strategies to address certain concerns or situations that can be an avenue for opportunities and involves values besides economic ones as well. Entrepreneurship can be started and be undertaken by anyone with a vision and drive to build and sustain a new venture arising from certain situations such as a problem or possibly an opportunity to address a problem or a way of thinking. In recent times, young entrepreneurs have started emerging in numbers in various markets with ventures addressing sustainability, environmental advocacies, social causes and at most, creative ventures such as affordable art forms and the like. In recent times that the world experienced the COVID-19 pandemic which rebooted and gave rise to entrepreneurship due to the factors of; restriction of movements (through lockdowns and health protocols) and the urgency to come up with a fallback due to the recession brought about by the economic slump due to the restriction of movements (massive downsizing of business and retrenchments) all these attributed to the rebooting of entrepreneurship not just on the United States of America but on the whole globe (Fikri et. al, 2024). In the Philippines, start-up ecosystems are relatively young but rapidly expanding (Balita, 2023). However, Filipinos still need proper education and tools for starting businesses. Other factors such as environment, government regulations and laws may hinder upcoming Filipino entrepreneurs (Banaga, 2023).

Among the young and upcoming business owners in the Philippines, most, particularly those who are in the creative side of the society (also known as creatives) are now considering selling some of their own art form, particularly, those that may be easily produced and be incorporated into any marketable merchandises. Those who have capabilities in designing existing concepts down to their new original concept usually find their platforms through social media and from there, they slowly start their selling points by providing designs and prototypes for

everyone to enjoy and later on marketed through shares, reposting, and even word of mouth.

Given the opportunities among creatives to be eventual blooming entrepreneurs, the term “art-preneur” was given light to best describe the situation where artists or creatives can be the boss of their own business which technically makes them the “brand” of their venture (King, 2023). That definition best describes most upcoming entrepreneurs in our local setting wherein, students displays potentials to be entrepreneurs and even as “art-preneurs” starting as early as while they still study. This is prevalent among all independent creators and budding art-preneurs by starting selling stickers that they personally designed and expand to other artforms such as prints, pins, and other possible sellable and affordable merchandise. In recency when it comes to artists and creatives, others argue to elaborate that “It’s about time Artists thinks with their left brain” this with an insinuation that artists and creatives start to consider placing their craft in the market not by demand but, to make demand instead.

The study will focus on the Entrepreneurial skills and capabilities of the BS-EMC students of the School of Computing of Holy Angel University, to be specific, particularly on the entrepreneurial skills, in lieu of the course’s content the skills ranges from problem solving, brainstorming, planning, costing and pricing. The aforementioned skills are emphasized in the current course’s outline which may contribute to the capabilities of the students for problem solving, developing new ideas and aligning their skills and craft to what they can produce as a new venture. The study target students who are currently enrolled in the 6ENCREA or Entrepreneurship for the Creatives course offered at the initial time of writing, 1st Semester of the current Academic Year.

The part of the output of this study is the interpretation of results from the data gathered from the intended population of the study and inputs from experts through interview and if time permits, a documented observation of the culmination of the final requirement of the 6ENCREA course to be executed by its enrolled students. Since some portion of this study involves self-assessment of participants, other inputs that involves such would only be based from the self-assessment of the participants of this study and does not reflect on other theories, practices and standards with regards to Entrepreneurship. Thus, narrowing the study’s scope towards the current data that will be collected through the identified population and the setup where the research will take place.

The results derived from the study may serve as a basis for supporting information on which electives or course offering be prioritized and may help look into what other possible opportunities can be aligned with the BS-EMC program of the School of Computing. Mainly, the contribution of this study is to provide new insights with what other capabilities the BS-EMC program can offer and if creating ventures with the targeted skills can be a possible selling point of the BS-EMC program as well.

The study establishes the alignment of Entrepreneurship along with Entrepreneurial skills with creative and multimedia skills. Apart from knowing the importance and impact of creativity towards multimedia. This study also elevates the aspect of having creative and multimedia skills being lucrative through learning and eventually developing products and services related. Despite that creative and multimedia skills can be conceptually lucrative, there are not much studies that are done in a way that emphasizes of establishing courses of Entrepreneurship to other disciplines and affirmed by various stakeholders.

1.1 Objectives of the study

The overall aim of this study is to produce a recommendation for the School of Computing in Holy Angel University with regards to its 6ENCREA course and assess if Entrepreneurship can be considered as one of the core skills for EMC students which can be a possible marketing point for the EMC program as well. The specific objectives of this study are as follows:

- 1.1.1 Compare the perception of the students’ entrepreneurial skills before and after taking up the 6ENCREA course.
- 1.1.2 Gather and assess experts’ feedback with regards to the impact of learning entrepreneurship towards

creatives and upcoming entrepreneurs.

- 1.1.3 Assess and interpret the feedback of students with regards to the content of the 6ENCREA course that they're currently enrolled.

2. Methods

The study used a qualitative approach in lined with the action research paradigm. Qualitative Action research is a type of research that focuses on solving a problem or addressing possible opportunities within the confines of social systems, schools and other organizations. The method of this type of research is by taking action in line with the problem or possible opportunity in the location which the research is being undertaken. The qualitative component of the research involved collecting data on the entrepreneurship practices through interviews with practitioners and even experts in the said field, as well as through interviews with the participants in relation to their outputs for their course which also serves as inputs for the study. These data helped identify the need and relevance of a course that specializes on entrepreneurship, as well as potential challenges and limitations with regards to such.

The study involved individuals relevant to the study with regards to the topic on Entrepreneurship and even the 6ENCREA course. Specifically, for the objectives, most inputs and feedback will come from Holy Angel University - School of Computing community (Students) involved in the said subject matter. For the Experts, those in the field of Entrepreneurship or actual entrepreneurs who, in nature and by practice deals with creatives and those who specializes in creating their own brand and venture. Data gathering took place during (through observation) and after the culmination of the 6ENCREA course which was a small pop-up market. The participants, particularly students enrolled in the 6ENCREA course, were grouped into separate focus groups (four groups) to better have them able to comprehend among their peers, better observe behavior and dynamics and have their responses collected, synthesized and assessed for interpretation. For students not enrolled in the 6ENCREA course they were interviewed either by the researcher or through the students who were also documenting the event during the data gathering. For the experts' (Entrepreneurs) feedback, given the situation during period that data gathering was possible and in coherence with health protocols for the extreme summer weather, the researcher opted to do the data gathering online and through a platform that can give the experts liberty to engage given their hectic schedule, out of all that were contacted only three responded and agreed to participate.

Since the study involves human participants, regardless of the level of participation and significance as the subject involved and in lined with institutional ethical practices and considerations, prior to the data gathering and related activities, consent forms were disseminated and included in formal communications. It also emphasized, participants may or may opt out to withdraw participation at any time without any harm and other harmful repercussions. Another is the consideration of the Data Privacy act of 2012 or the R.A. 10173 wherein participants may also choose to participate and/or choose what information they want to share with regards to the study.

3. Results and Discussion

After the data gathering that took place during the culmination of the 6ENCREA course and weeks and months thereafter. The following interpretations were derived, organized and aligned to the objectives of this study. They are as follow:

3.1 *Compare the perception of the students' entrepreneurial skills before and after taking up the 6ENCREA course.*

Among the 4 groups that participated, majority of their answers range from knowing only the basics of handling a business to the common concept of entrepreneurship. Asked about how they know about the topic of Entrepreneurship, they automatically equate it with business, those answers reflect their knowledge of entrepreneurship before taking up the 6ENCREA course. Although the topic of Entrepreneurship was introduced

in Senior Highschool, most participants were not able to recall such topic from Senior Highschool due to their interests and chosen strands taken previously. Focusing on their skills for Entrepreneurship, if they were to verbalize more of their own assessment, majority opted to indicate “middle of the scale” or “average”. Without even presenting a measurement tool, participants chose such terms to describe their perception of their Entrepreneurial skill prior to taking up the 6ENCREA course for the reasons of still recalling what entrepreneurship is in context, having experienced of doing business and some, simply because of their self-confidence when it comes to learning it. It is also noted that, few of the participants have answered “above average” or “skilled” since they are currently selling their own products on the side but, are still eager to learn from the 6ENCREA course. After taking the said course, most of the participants agreed that the 6ENCREA course was beneficial to them. Though they claimed to have been equipped with new knowledge, they say that their Entrepreneurial skills “improved” in the context of knowing how to develop a business venture and costing and pricing a product but what they really took into consideration as a key take away from the course was the legal aspects of starting a business. Aside from the focus groups, the researcher was also able to gather inputs from students not enrolled in the 6ENCREA course but were able to participate in the culminating activity for the 6ENCREA course. When asked about their initial impression of the business proposals/ventures they all are amazed with some citing that it is their first time to see non-food items, particularly artists merch in the pop-up booths and followed up with their good impressions to a point that they too would consider coming up with their own business venture in the future.

3.2 Gather and assess experts' feedback with regards to the impact of learning entrepreneurship towards creatives and upcoming entrepreneurs.

Most of the experts that participated for this study are based in the National Capital regions while a participant is actually based in Pampanga, upon assessing their inputted backgrounds most took-up business related course in their tertiary education and their business are currently running from 3-8 years. About their training in business majority of the participants attribute their training from their tertiary education while some attributes it from immersion or from whom they consider as mentors. When asked about their impression about creatives (individual inclined and/or aligned with the arts and the like in various medium and form) who would like to pursue business through their talents and crafts, all of the participants gave favorable response, all have agreed that it a practical move since they see the potential of creatives in creating their own market and put their skills and talents into more opportunities such as a business. All participants also agreed about the importance of learning about Entrepreneurship particularly for the creatives, one of the participants stressed out about the changing market brought about by the recent global pandemic wherein online businesses suddenly became a trend and wherein most were able to be motivated in creating various business ventures stemming from food products, online services down to artists merchandises as well. Majority on the other hand stresses the importance of learning Entrepreneurship and probably business handling as well due to the importance of creatives and probably artists knowing how to price their products and cost them accordingly.

3.3 Assess and interpret the feedback of students with regards to the content of the 6ENCREA course that they're currently enrolled.

Apart from their self-assessments and key take-away from their 6ENCREA course, students who were enrolled seems to have appreciated the course and its content, as attested to what they consider as a key take-away from the course, particularly, they were confident on the topics that helped them improve their knowledge on brain storming, problem solving and idea generation which collectively pertains to developing and a venture for entrepreneurship. When asked about having entrepreneurship as a core skill for Entertainment and multimedia computing, unanimously, all participants agreed. For the reason of considering creating their own markets rather than finding a market that they could try penetrating for jobs and the like. Considering inputs of students not enrolled in the 6ENCREA course, when asked if they would want to take the 6ENCREA course if given a chance, most agreed because of the possibility of what they can learn through the course basing from what they were seeing during the culminating activity of the 6ENCREA course.

In summary, from the findings and data gathered, Participants have a positive response towards the 6ENCREA course, particularly, it was stressed that they were able to lean into acquiring and improving their skills in idea development, brainstorming and problem solving or addressing opportunities towards their environment, their multimedia and creative skills and opportunities in creating a market. Apart from the development skills, participants were appreciative on the topics with regards to the legal aspects of building and developing a business venture. As for the topic of Entrepreneurship as a whole, the prior knowledge of the participants stemmed from their topics and courses on Entrepreneurship during their learnings in their senior high school. This contributed to their understanding on Entrepreneurship, which made the participants look into further understanding skills related to such and were able to execute the course requirement in 6ENCREA properly. With regards to the importance of learning Entrepreneurship regardless of discipline, as attested by the entrepreneurs who gave their insights for this study, knowing the basics of business handling and knowing what venture to pursue through one's field of specialization can be beneficial and thus can help one maximize their potentials and the opportunities they would want to offer, particularly a venture born out of their expertise and specialization. As affirmed in a study written a year prior, learning Entrepreneurial skills is one step ahead when it comes to practicing Entrepreneurship but, continuously learning about it is one way to develop them and even to sustain your knowledge about them (Herrity, 2024). Apart from students who took up the 6ENCREA course, students who did not take up the 6ENCREA course can affirm of the appreciation of the students who took the said course, particularly their positive impression towards the students output made them appreciate the course as well as mentioned in their feedbacks about the market the students organized and given the possibility of them having to take the course most gave a favorable response on taking the said course regardless if they are in the BS-EMC program or not. This then builds a good impression towards the 6ENCREA course's content and potential as the impression is not only coming from students enrolled in the course but, students who also managed to come across with the 6ENCREA students' output.

From the data gathered and manner of gathering, the researcher was able to address the objectives of the study. With regards to the comparison of the students' perception of their entrepreneurial skills before and after taking the 6ENCREA course, there was a significant effect particularly on what the students were able to take-away from the said course. Also, it can be noted that through the course, students were able to learn and even re-learn the concept of Entrepreneurship from their basic education. From the experts' feedback and inputs, Entrepreneurship is indeed relevant and very useful for creatives. This being also relevant to EMC students as they are also considered as creatives given the nature of the field that the BS-EMC course is aligned or targeted too and as stated in various references and articles Entrepreneurship is now more relevant given the sudden shift and trend if the market brought about by the recent global pandemic. And, for the assessment of the content of the 6ENCREA course, students enrolled and students not enrolled can attest of not just the potential but significance of the course particularly in helping students if not find, make opportunities through their degree during and after their tertiary education. Simulating Entrepreneurial processes in the Entrepreneurship for the Creatives course was also beneficial basing from the observation added by the researcher, aside from the topics, aligning activities and deliverables with Entrepreneurial processes were proven to be efficient as these practices and activities reflected in the students execution of their plans and proposals during their culmination which was in a form of a mock pop-up market fair. That being attested as well by the students who were not enrolled in the Entrepreneurship for the Creatives course through their feedbacks of the outputs of the students in the Entrepreneurship for the Creatives course's outputs during their culmination. If the feedbacks and observation are to be compared, both leads to the positive impact of the Entrepreneurship for the Creatives course towards the EMC students taking it despite the course being offered for the first time since it was designed and conceived out of development and consideration for other skills that can be taught alongside the core skills mandated for Bachelor of Science in Entertainment and Multimedia Computing program.

4. Conclusions and Recommendations

Basing from the inputs and data gathered, it can be concluded that it is best to recommend that the 6ENCREA or the Entrepreneurship for the Creatives course be elevated into a regular offering for the BS-EMC curriculum

compared to its current standing as an elective for the BS-EMC program. This being attested by experts feedback when it comes to the relevance of teaching entrepreneurship as another way as well to develop entrepreneurial skills which can help others to be one step ahead when it comes to developing business ventures, studies affirming the relevance of developing entrepreneurial skills and recent observation when it comes to creatives in relation to the current market mode and trends as this can also help students be able to create their own market using what they learned compared to them having to find and put up with markets with very high competition. Given the potential of the 6ENCREA course, it can also be considered that Entrepreneurship can be identified as one of the core skills of the BS-EMC program and be used as a marketing key point to elaborate that EMC student can also become entrepreneurs through their acquired skills in the future.

From the key points and focus of the study, for future researchers, the researcher recommends looking into other key aspects of entrepreneurship particularly with sustainability and the ability of students in adapting current market trends and how can a course about Entrepreneurship be tailored with programs particularly with other programs of the School of Computing. Apart from looking into a specific program, it can be considered doing comparisons with students who are explicitly taking up courses on Entrepreneurship versus students who only encounters Entrepreneurship as a course topics so as the relevance of teaching Entrepreneurship at a certain degree can be justified as this was not the case for this study since, the study only focused on a specific program with the topic of Entrepreneurship being taught at a certain degree.

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