**International Journal of Research Studies in Education**
2026 Volume 15 Number 23, 37-47




# Exploring the role of social entrepreneurship in promoting ethical business practices among Taguig City University students

De Chavez, Roberto G. ✉
*Taguig City University, Philippines (roberto.dechavez@tcu.edu.ph)*
Garcia, Manuel E.
Ention, Editha A.
Tomon, Gerry R.
Paculanang, Beligardo E.
Palado, Jerome A.
Adalem, Irene S.
Martinez, Elizabeth B.

ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

**Received**: 24 September 2026 **Revised**: 24 October 2026 **Accepted**: 30 October 2026
**Available Online**: 5 November 2026 **DOI**: 10.5861/ijrse.2026.26414

## *Abstract*

Social entrepreneurship and ethical business practice are increasingly recognized as twin pillars of sustainable, inclusive economic development—yet few studies examine their relationship among future business professionals in Philippine higher education. This study assessed awareness of social entrepreneurship, commitment to ethical business standards, and their association among 115 third and fourth year BSOA and fourth year BS Entrepreneurship students at Taguig City University. Respondents were purposively sampled based on relevant coursework to ensure validity. Employing a quantitative correlational design, a validated four-point Likert scale survey measured both constructs; analysis used descriptive statistics and Pearson Product Moment Correlation. Overall social entrepreneurship awareness was Strongly Aware (M = 3.37), led by Stakeholder Awareness (M = 3.65) and Ethical Intentions (M = 3.46). Role Models scored lowest (M = 3.00, interpreted as Aware), indicating students value integrity yet do not actively seek mentorship or external examples. Ethical business practices rated highly overall (M = 3.75, Strongly Aware), with General Ethical Practices highest (M = 3.82), followed by Transparency (M = 3.75), Accountability (M = 3.73), and Social Responsibility (M = 3.68). A strong, positive, highly significant relationship emerged between the two variables ($r = .742$, $p < .01$): deeper social entrepreneurship awareness corresponds to stronger ethical commitment. Ethical Intentions and Stakeholder Awareness showed the strongest links; Role Models, while positively correlated, were the weakest predictor. Results confirm students hold a principled, values centered business foundation; however, mentorship engagement and community focused

© The Author(s) / Attribution-NonCommercial-NoDerivs CC BY-NC-ND

practice remain less developed. Integrating social entrepreneurship frameworks, establishing structured mentorship, and expanding community linked experiential learning will nurture a holistic, practice ready generation of ethical and socially responsible professionals.

***Keywords:*** social entrepreneurship, ethical business practices, stakeholder awareness, role models, transparency and accountability, Pearson product moment correlation, Taguig City University

# Exploring the role of social entrepreneurship in promoting ethical business practices among Taguig City University students

## 1. Introduction

In the contemporary global business environment, ethical conduct has evolved from a discretionary ideal into a foundational imperative for organizational legitimacy, sustainability, and public trust. Amid accelerating globalization, digital transformation, and heightened societal awareness, enterprises are no longer judged solely by financial returns but also by their contributions to equitable development, environmental stewardship, and community well-being. This paradigm shift has catalyzed the rise of social entrepreneurship—a transformative approach that integrates sustainable business models with deliberate social value creation, redefining success beyond profit maximization alone.

Social entrepreneurship entails recognizing and seizing opportunities to address pressing social, cultural, and environmental challenges through innovative, market-oriented solutions that benefit broader society rather than private stakeholders exclusively. Distinct from conventional entrepreneurship, which prioritizes wealth generation for owners and investors, social entrepreneurship embeds ethical responsibility, inclusive growth, and long-term community impact into its core mission (Santos, 2018; Mair & Marti, 2020). As such, it has emerged not only as a mechanism for development but also as a powerful framework for cultivating ethical mindsets among emerging professionals.

Higher education stands at the forefront of this value-formation process. Universities are entrusted with equipping students not only with technical competence but also with the moral reasoning and social consciousness required of future leaders. Taguig City University (TCU)—an institution anchored in academic excellence and social responsibility—provides a strategic environment where students engage with entrepreneurial concepts alongside ethical and civic frameworks. Integrating social entrepreneurship into TCU's learning ecosystem may profoundly shape how students understand, evaluate, and practice ethical business behavior in their future careers.

Yet, despite growing global and national recognition of social entrepreneurship, critical questions remain regarding its measurable influence on students' actual ethical orientation. In developing nations such as the Philippines, where persistent ethical challenges—including systemic corruption, labor inequities, environmental neglect, and corporate accountability gaps—continue to hinder inclusive progress, strengthening ethical foundations among business and entrepreneurship students is particularly urgent. While social entrepreneurship is widely assumed to foster responsible conduct, empirical evidence specifically linking exposure to social entrepreneurship concepts with demonstrable improvements in ethical business practices among Filipino university students remains limited.

## 2. Review of Related Literature

Manuscript is divided using the numbered sections. Authors should divide the manuscript into clearly defined and numbered sections. Second level section numbering is done automatically; following the upper level's number. Use this numbering also for internal cross-referencing: do not just refer to the text. Any subsection should be given a brief heading.

***Social Entrepreneurship: Concept and Dimensions*** **-** Social entrepreneurship is defined fundamentally by value creation for society rather than value capture for individuals (Santos, 2018), distinguishing it from traditional entrepreneurship's profit-centric orientation. Saebi, Foss, and Linder (2019) characterize social entrepreneurs as agents of change who address poverty, inequality, and sustainability through innovative, mission-driven enterprises. Mair and Marti (2020) frame it as a process of opportunity recognition and resource mobilization directed toward

sustained societal benefit. Foundational scholars such as Dees, Chell et al., and Bull & Ridley-Duff further establish that ethical governance, stakeholder inclusion, and distributive justice are not incidental byproducts but structural essentials of legitimate social enterprise. In education, Nabi et al. (2018) confirmed that entrepreneurship education with social content positively influences students' intentions, competencies, and prosocial behavior. Kickul and Lyons (2020) emphasize that social entrepreneurship pedagogy cultivates critical thinking, leadership, and ethical orientation—especially when delivered through experiential, community-engaged formats.

***Ethical Business Practices: Standards and Formation*** - Ethical business practices encompass consistent application of moral principles—including honesty, transparency, accountability, fairness, and social responsibility—across organizational decision-making and conduct. Kaptein (2019) notes that ethical cultures build trust, reputation, and long-term sustainability. Treviño, den Nieuwenboer, and Kish-Gephart (2020) further establish that ethical behavior is shaped dynamically by individual values, institutional norms, and educational exposure—affirming the formative role of university instruction. In the Philippine context, ethical deficits in business and governance persist, making values-based education particularly urgent. Laguador (2021) emphasizes that Filipino entrepreneurship curricula must prioritize integrity, accountability, and public service alongside technical skills. Dacanay (2019) documents how Philippine social enterprises already model these values through inclusive employment, fair trade, and community reinvestment—proving ethical and sustainable business is locally viable. The Commission on Higher Education (CHED, 2020) reinforces community engagement as instrumental in forming students' social consciousness.

***Linking Social Entrepreneurship and Ethical Behavior*** -The literature converges on an inherent alignment: Bacq and Lumpkin (2021) note that social entrepreneurs are driven by moral commitment, embedding ethical consideration into operational and governance choices. Hockerts (2018) empirically demonstrated that students exposed to social entrepreneurship education exhibited significantly higher ethical awareness, empathy, and willingness to prioritize collective benefit. Such exposure expands students' frames of reference—encouraging long-term thinking, interdependence, and accountability to broader communities. Notably, most evidence originates from Western or high-income contexts; few studies examine these dynamics in Philippine higher education, and none have focused specifically on Taguig City University students. This study addresses that gap.

***Synthesis and Research Gap*** - Reviewed literature confirms that:

- Social entrepreneurship is conceptually and empirically rooted in ethical principles of social value creation, inclusion, and sustainability;
- Education in this field strengthens students' critical judgment, empathy, and responsible decision-making;
- Local Philippine studies affirm community-engaged and values-centered learning as effective—yet evidence linking specific dimensions of social entrepreneurship awareness to measurable ethical practice remains scarce;
- No prior study has investigated this relationship within Taguig City University, leaving a critical gap in understanding how institutional exposure translates to ethical outcomes in this local setting.

***Conceptual Framework*** - This study is anchored on the premise that awareness of social entrepreneurship independently and positively influences commitment to ethical business practices. Drawing from Santos (2018), Mair and Marti (2020), and Hockerts (2018), the independent variable—Social Entrepreneurship Awareness—is operationalized through three dimensions:

- Role Models – exposure to and identification with ethical and social entrepreneurial leaders;
- Stakeholder Awareness – recognition of diverse groups affected by business decisions and commitment to inclusive benefit;

- Ethical Intentions – personal resolve to pursue socially responsible and morally sound business goals.

The dependent variable—Ethical Business Practices—is measured through four dimensions:

- Honesty – truthfulness and integrity in transactions and communication;
- Transparency – openness and clarity in processes and reporting;
- Accountability – answerability for decisions and their consequences;
- Social Responsibility – proactive contribution to community and societal welfare.

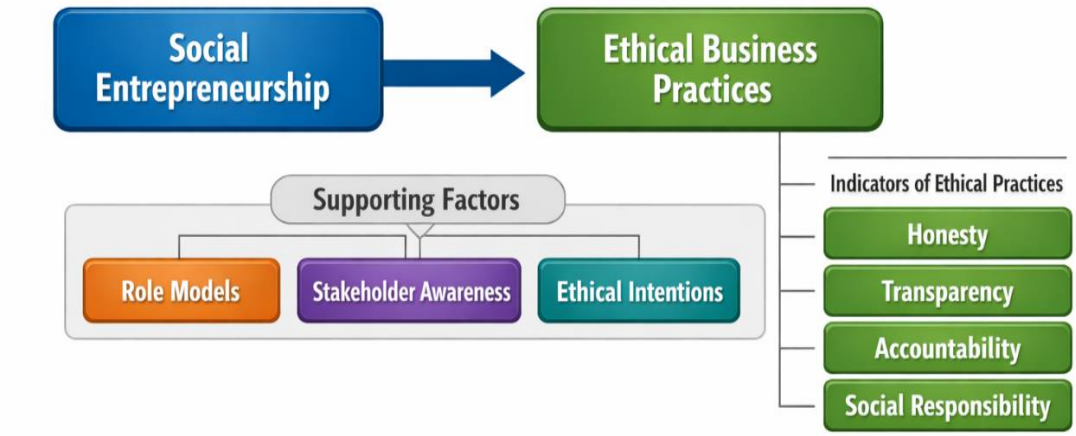



***Figure 1*** – Conceptual Framework of the Study

***Hypothesis***

- $H_0$: There is no significant relationship between social entrepreneurship awareness and ethical business practices among respondents.
- $H_a$: There is a significant positive relationship between social entrepreneurship awareness and ethical business practices among respondents.

## 3. Methodology

***Research Design and Participants -*** This study employed a quantitative-correlational design to measure levels of social entrepreneurship awareness and ethical business practices and to test the hypothesized association between them. Participants were 115 students from Taguig City University: 63 Third-Year BSOA, 33 Fourth-Year BSOA, and 19 Fourth-Year BS Entrepreneurship students. Purposive sampling was applied—selection required prior exposure to entrepreneurship, business ethics, or related coursework to ensure respondents possessed relevant conceptual understanding.

***Research Instrument -*** A structured survey questionnaire was adapted from established instruments in related literature. It comprised two sections:

- **Part I – Social Entrepreneurship Awareness**: 12 items across three dimensions (Role Models, Stakeholder Awareness, Ethical Intentions).
- **Part II – Ethical Business Practices**: 16 items across four dimensions (Honesty, Transparency, Accountability, Social Responsibility).

Responses used a 4-point Likert scale: 4 = Strongly Aware / Always Practiced; 3 = Aware / Often Practiced; 2 = Not Aware / Rarely Practiced; 1 = Strongly Not Aware / Never Practiced. The instrument underwent expert validation and pilot testing to confirm reliability and clarity.

***Data Collection Procedure -*** Following formal approval and informed consent, questionnaires were distributed in hard copy or via secure online form. Participation was voluntary, and responses were treated with strict confidentiality. No personal identifiers were retained in the analysis.

***Data Analysis -*** Descriptive statistics (frequencies, percentages, means, standard deviations) summarized demographic profiles and variable levels. Pearson Product–Moment Correlation tested the strength and significance of the relationship between variables. Interpretation benchmarks were applied as follows: Social Entrepreneurship: 3.26–4.00 = Strongly Aware; 2.52–3.25 = Aware; 1.76–2.50 = Not Aware; 1.00–1.75 = Strongly Not Aware. Ethical Practices used identical mean ranges to indicate frequency of observed/self-reported practice. Significance level was set at $\alpha = 0.01$ (two-tailed).

## 4. Results and Discussions

As shown in table 1, the age profile shows that the vast majority of respondents—79 students or 68.7%—fall within the 21–23 years bracket, representing the typical traditional college student population in their early to mid-twenties. This cohort is at a formative stage of professional identity and value consolidation, having completed general education coursework and now engaging deeply with major-specific professional training. Students aged 24 years and above comprise 19.1% (22 respondents), a group that may include working students, career-shifters, or those who pursued higher education through non-traditional timelines; their perspectives may already be influenced by prior work or life experience, potentially offering a more grounded view of workplace ethics. The youngest group—18–20 years—accounts for just 12.2% (14 respondents), reflecting the study's intentional focus on third- and fourth-year students who have progressed further in their business and management coursework. This age distribution confirms that the sample is dominated by individuals approaching graduation and poised to enter the workforce or launch ventures imminently—making their ethical awareness and orientation particularly relevant and timely.

**Table 1**
*Demographic Characteristics of Respondents (N = 115)*

| Profile Category | Frequency | Percentage |
|---|---|---|
| Age | | |
| 18–20 years | 14 | 12.2 |
| 21–23 years | 79 | 68.7 |
| 24 years and above | 22 | 19.1 |
| Gender | | |
| Male | 24 | 20.9 |
| Female | 91 | 79.1 |
| Academic Program | | |
| BSOA – 3rd Year | 63 | 54.8 |
| BSOA – 4th Year | 33 | 28.7 |
| BS Entrepreneurship – 4th Year | 19 | 16.5 |

Gender Composition- Females constitute 79.1% (91 respondents) of the sample, while males represent 20.9% (24 respondents). This substantial majority reflects the actual gender enrollment patterns observed in the Bachelor of Science in Office Administration and related business programs at Taguig City University and across similar higher education institutions in the Philippines, where female participation in administrative and business education is characteristically high. While the imbalance limits direct gender-based comparative analysis, the predominance of female voices is noteworthy because women are increasingly recognized as key drivers of ethical and socially responsible business practice globally and within Philippine social enterprise. Their perspectives carry particular weight in this study, as they will likely constitute a significant portion of the future administrative and entrepreneurial workforce in the region.

Academic Program Representation - In terms of academic program, BSOA Third-Year students form the largest segment at 54.8% (63 respondents), more than half the total sample. As junior-year students, they have been exposed to foundational business concepts and are transitioning into advanced professional courses where specialized topics such as business ethics, social responsibility, and entrepreneurship are formally introduced. BSOA Fourth-Year students account for 28.7% (33 respondents), nearing graduation and having completed most of their major coursework; they are currently preparing for internships, on-the-job training, or employment, making their understanding of ethical standards directly applicable to imminent professional practice. Finally, BS Entrepreneurship Fourth-Year students represent 16.5% (19 respondents), the smallest group but one with distinctive relevance—their curriculum is specifically designed around venture creation, innovation, and enterprise development, offering a direct comparison group whose training already centers on entrepreneurial frameworks. Collectively, this composition ensures the study captures perspectives from students at varying stages of academic progression and disciplinary focus, enriching the findings with both broad representation across business-related fields and specific insight from those specializing in entrepreneurship. Most respondents were aged 21–23 years, female, and enrolled in the Bachelor of Science in Office Administration program—reflecting the demographic composition of the participating colleges.

**Table 2**

*Means and Standard Deviations: Social Entrepreneurship Awareness*

| Dimension | *N* | Mean | SD | Interpretation |
|---|---|---|---|---|
| Role Models | 115 | 3.00 | 0.482 | Aware |
| Stakeholder Awareness | 115 | 3.65 | 0.391 | Strongly Aware |
| Ethical Intentions | 115 | 3.46 | 0.415 | Strongly Aware |
| Overall Awareness | 115 | 3.37 | 0.429 | Strongly Aware |

Scale: 3.26–4.00 = Strongly Aware; 2.52–3.25 = Aware; 1.76–2.50 = Not Aware; 1.00–1.75 = Strongly Not Aware

Overall, respondents demonstrated Strongly Aware levels of social entrepreneurship awareness ($M = 3.37$, SD = 0.429), indicating a solid and well-formed understanding of the concept and its relevance to modern business practice. A closer examination of the three dimensions reveals meaningful variation, highlighting which aspects are most deeply embedded in students' mindsets and where meaningful gaps remain.

Stakeholder Awareness ranked highest across all dimensions with a mean of 3.65 (SD = 0.391), firmly within the Strongly Aware range. This exceptionally high score reflects that students have internalized a broad, inclusive view of business—one that recognizes enterprises exist to serve not only owners and investors but also employees, customers, communities, and the environment. Respondents clearly understand that decisions carry consequences beyond profit, and that legitimate success must be measured by how fairly and comprehensively benefits are distributed. The low standard deviation further signals that this perspective is widely shared and consistent across the group, suggesting that coursework, institutional values, or campus experiences have effectively broadened their frame of reference from purely shareholder-centric to people- and planet-centered thinking. This is a foundational strength: when students see themselves as accountable to multiple stakeholders, they are already practicing the core mindset of social entrepreneurship.

Ethical Intentions followed closely at 3.46 (SD = 0.415), also classified as Strongly Aware. This dimension measures personal resolve—the degree to which students intend to pursue moral, socially responsible goals in their own future professional or entrepreneurial endeavors. The high mean demonstrates that awareness is not merely intellectual; it has translated into personal commitment. Students do not just recognize that ethical practice is important in theory—they genuinely want to build integrity, fairness, and social contribution into their own work. This alignment between understanding and personal purpose is particularly promising: ethical intentions are widely regarded in educational research as the strongest precursor to actual ethical behavior. Together with Stakeholder Awareness, these results confirm that the *cognitive* and *attitudinal* foundations for ethical and socially responsible business are already robust among the respondents.

**Table 3**
*Means and Standard Deviations: Ethical Business Practices*

| Dimension | *N* | Mean | SD | Interpretation |
|---|---|---|---|---|
| General Ethical Practices / Honesty | 115 | 3.82 | 0.344 | Strongly Aware |
| Transparency | 115 | 3.75 | 0.368 | Strongly Aware |
| Accountability | 115 | 3.73 | 0.372 | Strongly Aware |
| Social Responsibility | 115 | 3.68 | 0.395 | Strongly Aware |
| Overall Ethical Practices | 115 | 3.75 | 0.369 | Strongly Aware |

All dimensions of ethical business practices scored within the Strongly Aware range, with an overall mean of 3.75 (SD = 0.369). This uniformly high profile confirms that Taguig City University students possess a comprehensive, deeply ingrained ethical foundation—embracing integrity, openness, answerability, and public obligation as essential business standards. Consistently low standard deviations indicate these values are widely shared across the group. Notably, dimensions centered on personal conduct rank highest, while those requiring community-oriented action—though still strong—are comparatively lower.

General Ethical Practices / Honesty rated highest at 3.82 (SD = 0.344). As the bedrock of ethical behavior, truthfulness and integrity reflect both effective instruction and culturally cherished values. Students clearly recognize honesty as the foundation of trust in all professional relationships, with near-universal agreement across respondents. Transparency followed at 3.75 (SD = 0.368). Students understand that integrity extends beyond private intent to open, accurate, and complete communication and disclosure—a particularly significant stance in the Philippine context, where reducing opacity in business and governance remains a critical priority. Accountability ranked closely at 3.73 (SD = 0.372), demonstrating strong recognition of answerability—owning decisions, accepting consequences, and honoring commitments. This active sense of responsibility confirms students view ethical practice not as passive compliance but as reliable stewardship toward those they serve.

Social Responsibility scored 3.68 (SD = 0.395)—still Strongly Aware, yet the lowest among dimensions. This most outward-facing standard—proactive contribution to community, environment, and equitable development—remains well-recognized but comparatively less developed. Its slightly higher variability suggests some students see clear pathways to impact while others do not, pointing to a need for structured service-learning, community projects, and social enterprise immersion to turn broad awareness into confident practice.

**Table 4**
*Correlation Between Overall Awareness and Ethical Practices*

| Measures | Pearson *r* | *p*-value | Interpretation |
|---|---|---|---|
| *Social Entrepreneurship Awareness → Ethical Business Practices* | 0.742 | 0.000 | Strong positive, highly significant |

The null hypothesis was rejected. A strong, positive, and highly significant relationship was confirmed—higher social entrepreneurship awareness corresponds to substantially stronger commitment to ethical business practices. This aligns with Bacq & Lumpkin (2021) and Hockerts (2018), who found that social entrepreneurial frames naturally reinforce ethical decision-making.

**Table 5**
*Correlation Matrix by Sub-Dimensions (r-values, all $p < .01$)*

| Social Entrepreneurship Dimensions | Honesty | Transparency | Accountability | Social Responsibility |
|---|---|---|---|---|
| *Role Models* | 0.521 | 0.493 | 0.508 | 0.556 |
| *Stakeholder Awareness* | 0.688 | 0.712 | 0.695 | 0.704 |
| *Ethical Intentions* | 0.705 | 0.679 | 0.721 | 0.663 |

*Stakeholder Awareness* and *Ethical Intentions* showed the strongest correlations across all ethical domains—demonstrating that when students understand inclusive impact and personally embrace moral purpose, ethical standards rise most markedly. *Role Models*, while significant, consistently yielded the lowest coefficients, reinforcing that mentorship and role-model engagement are the weakest link in forming holistic ethical practice.

## 5. Conclusion

Based on the data gathered and analyzed, the following conclusions are drawn: The Level of Social Entrepreneurship Awareness, respondents are strongly aware of social entrepreneurship as a concept and as a professional approach to business ($M$ = 3.37). Specifically, they demonstrate exceptional understanding of Stakeholder Awareness—recognizing that enterprises exist to serve employees, communities, and the environment alongside owners—and hold clear Ethical Intentions to pursue morally responsible goals in their future careers. However, engagement with Role Models ranks distinctly lower ($M$ = 3.00), indicating that while students value ethical traits in principle, they do not actively seek mentors, identify with social entrepreneurs, or benefit from visible, relatable examples to guide their practice. This gap suggests that conceptual understanding outpaces practical connection.

The Level of Ethical Business Practices, Students exhibit a robust, well-rounded ethical foundation across all measured dimensions—Honesty, Transparency, Accountability, and Social Responsibility—all rated Strongly Aware with an overall mean of 3.75. Honesty ranks highest, reflecting deeply held cultural values and effective instruction in personal integrity. Social Responsibility, while still strong, is the lowest among the four, signaling that students recognize collective obligation but find sustained community-oriented action less immediate or less visibly supported in their learning environment.

Relationship Between Social Entrepreneurship Awareness and Ethical Business Practices, there is a strong, positive, and highly significant relationship between social entrepreneurship awareness and ethical business practices ($r$ = .742, $p$ < .01). This confirms that as students deepen their understanding of social value creation, stakeholder inclusion, and ethical purpose, their commitment to integrity, openness, accountability, and social contribution grows substantially. Among sub-dimensions, Ethical Intentions and Stakeholder Awareness show the strongest links to ethical conduct, whereas Role Models, though positively correlated across all domains, consistently yields the weakest coefficients. This pattern reinforces that mentorship and real-world exemplars are the least developed—and potentially most impactful—areas for targeted strengthening.

Overall Implication, Taguig City University students possess a principled, values-centered foundation that aligns with global ethical and socially responsible business standards. The strong correlation empirically validates social entrepreneurship education as a powerful vehicle for ethical formation. Yet the gaps—particularly in Role Models and applied Social Responsibility—reveal that awareness is not yet fully matched by active, sustained practice. Students grasp *why* ethical and socially responsible business matters; they need structured support to see *how* it operates and *who* they can look to as they step into these roles themselves.

**Recommendations** Aligned directly with the findings and conclusions, the following actionable recommendations are proposed:

***For Students***

- Seek mentorship intentionally. Since Role Models scored lowest yet still significantly influences ethical practice, actively connect with social entrepreneurs, industry practitioners, and TCU alumni—especially those leading ethical or community-focused enterprises—to gain practical insight and guidance.
- Translate awareness into action. Build on strong recognition of Social Responsibility by joining community-linked projects, applying for social enterprise internships, or initiating small-scale ventures that prioritize inclusive benefit.
- Bridge personal values with professional practice. Balance focus on individual integrity with sustained engagement in networks, dialogue, and long-term planning that integrates social impact into career goals.

***For Educators***

- Leverage the strong correlation. Embed social entrepreneurship frameworks across business and office administration curricula—integrating stakeholder perspectives and ethical decision-making modules into core subjects, not only specialized electives.
- Make role models visible and accessible. Design structured interventions: invite local social entrepreneurs as guest speakers, develop mentorship-matching programs, and build case studies featuring Taguig-based ethical enterprises to normalize and demystify these pathways.
- Strengthen experiential and community-accountable learning. Expand service-learning, field immersion, and project-based assessment where students report on real community impact—raising Social Responsibility practice to parity with personal ethical standards.
- Tailor to program and year level. Provide progressively deeper exposure: foundational frameworks for Third-Year BSOA students, integrated application for Fourth-Year BSOA, and advanced venture-creation with social impact focus for BS Entrepreneurship students.

***For Taguig City University Administration***

- Establish a coordinated institutional framework. Create a Center or Program for Social Entrepreneurship and Ethical Leadership to align curricular, co-curricular, and community engagement efforts across colleges.
- Build local partnerships. Forge formal alliances with Taguig City-based social enterprises, ethical businesses, and development organizations to provide consistent, quality immersion pathways and real-world project opportunities for students.
- Sustain and elevate standards. Conduct periodic review of ethics and entrepreneurship instruction; integrate assessment of social responsibility outcomes into program evaluation; and systematically track student engagement with mentorship and role-model programs.

***For Future Researchers***

- Explore the Role Models gap. Investigate specific barriers—availability, visibility, confidence, or perceived relevance—that limit students' engagement with mentors and exemplars.
- Broaden the scope. Include all year levels and additional disciplines to determine whether findings hold across TCU and to capture changes as students progress through their programs.
- Establish causal evidence. Use longitudinal or pre–post intervention designs to measure how specific curricular additions—such as mentorship programs or social enterprise modules—directly improve ethical decision-making over time.
- Measure behavior, not just awareness. Develop instruments that capture actual practice, action, and sustained community contribution alongside declared awareness, to assess how effectively values translate into real-world professional and entrepreneurial behavior.

## 6. References

Bacq, S., & Lumpkin, G. T. (2021). Social entrepreneurship and societal impact. *Academy of Management Perspectives*, 35(3), 333–353. https://doi.org/10.5465/amp.2019.0212

Commission on Higher Education. (2020). *Community engagement and service learning in Philippine higher education institutions*. CHED Memorandum, Philippines.

Dacanay, M. L. (2019). *Social enterprises and the poor in the Philippines: Inclusive growth and development*. Ateneo de Manila University Press.

Hockerts, K. (2018). The effect of experiential social entrepreneurship education on student intentions. *Journal of Social Entrepreneurship*, 9(3), 234–256. https://doi.org/10.1080/19420676.2018.1458749

Kaptein, M. (2019). The effectiveness of ethics programs: A review and research agenda. *Journal of Business Ethics*, 156(2), 399–412. https://doi.org/10.1007/s10551-017-3619-3

Kickul, J., & Lyons, T. S. (2020). *Understanding social entrepreneurship* (2nd ed.). Routledge.

Laguador, J. M. (2021). Teaching business ethics in Philippine higher education: Current practices and challenges. *Asia Pacific Journal of Education*, 41(4), 789–802. https://doi.org/10.1080/02188791.2020.1867321

Mair, J., & Marti, I. (2020). Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 55(2), Article 101045. https://doi.org/10.1016/j.jwb.2019.101045

Nabi, G., Liñán, F., Krueger, N., Fayolle, A., & Walmsley, A. (2018). The impact of entrepreneurship education on entrepreneurial intentions and behavior: A systematic review. *Academy of Management Learning & Education*, 17(2), 277–299. https://doi.org/10.5465/amle.2016.0047

Saebi, T., Foss, N. J., & Linder, S. (2019). Social entrepreneurship research: Past achievements and future promises. *Journal of Management*, 45(1), 70–95. https://doi.org/10.1177/0149206318793101

Santos, F. M. (2018). A positive theory of social entrepreneurship. *Journal of Business Ethics*, 111(3), 335–351. https://doi.org/10.1007/s10551-012-1413-4

Treviño, L. K., den Nieuwenboer, N. A., & Kish-Gephart, J. J. (2020). Ethical decision making in organizations: A review and research agenda. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 329–356. https://doi.org/10.1146/annurev-orgpsych-012119-045231