

Assessing the Student's Business Feasibility Study on Entrepreneurial Ventures

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Abstract. *This study aims to assess the quality of students' business feasibility studies and determine how this influences their entrepreneurial ventures, particularly in terms of start-up creation. The research focuses on evaluating how well-prepared feasibility studies contribute to students' ability to identify business opportunities, develop strategic plans, and implement viable entrepreneurial ideas. It specifically examines essential components of feasibility studies, including market analysis, financial requirements, operational considerations, and technical feasibility, which are crucial in determining the potential success and sustainability of a business venture. Through this evaluation, the study seeks to understand the role of feasibility studies in strengthening entrepreneurial competence among students. A quantitative research design is employed in the study, using a structured survey questionnaire as the primary instrument for data collection. The respondents consist of selected students who have completed or are currently preparing business feasibility studies as part of their academic requirements. The gathered data are analyzed using appropriate statistical tools to determine patterns, levels, and relationships between the quality of feasibility studies and students' entrepreneurial capabilities, particularly in relation to start-up creation and business readiness. The findings are expected to reveal whether strong preparation in feasibility studies enhances students' entrepreneurial skills, decision-making abilities, and confidence in establishing business ventures. Furthermore, the study aims to determine whether a significant relationship exists between feasibility study competencies and entrepreneurial outcomes. The results may provide valuable insights for educators and academic institutions in improving entrepreneurship education through practical and skills-based learning approaches that better prepare students to become competent and innovative future entrepreneurs.*

Keywords. *Feasibility Study, Entrepreneurial Ventures, Start-up Creation, Market Analysis, Financial Requirements, Technical Feasibility, Entrepreneurship Education*

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I. INTRODUCTION

Entrepreneurship has become an essential driver of economic growth, innovation, and employment generation in many countries. Developing entrepreneurial skills among students is therefore important because it enables them to transform ideas into practical and sustainable business ventures. One of the most effective ways students can demonstrate and strengthen these skills is through the preparation of a business feasibility study. A feasibility study examines whether a proposed entrepreneurial venture is financially viable, operationally feasible, technically achievable, and market-ready. It serves as a strategic tool that guides aspiring entrepreneurs in making informed decisions before launching a business.

In the educational context, students are exposed to various entrepreneurship and business-related courses that equip them with the knowledge necessary to conduct comprehensive feasibility studies. Through the preparation of these studies, students learn the practical application of business analysis, operational planning, market evaluation, and risk assessment. These activities help develop entrepreneurial mindsets, critical thinking abilities, and sound decision-making skills. Research indicates that ventures grounded in strong feasibility analysis are more likely to succeed because they are supported by realistic planning and strategic evaluation (Papageorgiou & Ness, 2021; Pergelova et al., 2023).

In developed economies, feasibility studies are integrated into entrepreneurship curricula and business programs to prepare students for real-world business situations. Studies show that entrepreneurs who fail to evaluate the feasibility of their ventures are more likely to experience financial and operational difficulties. According to Pergelova et al. (2023), technology entrepreneurship education plays a significant role in equipping students with the skills needed to assess business feasibility effectively. This educational approach enables students to understand both the potential opportunities and risks associated with establishing new ventures.

In countries such as the Philippines, government policies and entrepreneurship-related laws have been established to encourage business development through funding opportunities and business incentives. Despite these

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efforts, legal and regulatory barriers remain challenges for many start-up businesses, particularly small enterprises that often face unclear regulations and burdensome compliance requirements. According to Saludsod (2025), variations in the quality of business feasibility studies among senior high school students may be influenced by their demographic characteristics. Addressing these legal and structural challenges can improve the accuracy, relevance, and effectiveness of feasibility studies, particularly in relation to business start-up preparation.

At the local level, areas such as Misamis Oriental continue to face challenges that hinder students from effectively conducting and applying business feasibility studies. Limited resources, insufficient mentorship, and inadequate exposure to real entrepreneurial environments reduce students' opportunities to implement their proposed ventures. Although support from local government units exists, business incubation programs and practical entrepreneurial training remain limited. As a result, many students struggle to apply their feasibility analyses in real business settings. By identifying the challenges students encounter in evaluating business feasibility, this study aims to propose practical solutions that can bridge the gap between classroom learning and real-world entrepreneurship.

This study aims to evaluate the students' entrepreneurial venture readiness in terms of business planning, decision-making skills, opportunity recognition, and risk management; determine the significant relationship between the quality of business feasibility studies and students' entrepreneurial venture readiness; identify the challenges encountered by students in preparing business feasibility studies for entrepreneurial ventures; and propose recommendations to improve the preparation and application of business feasibility studies among students.

II. METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design to examine the relationship between the quality of students' business feasibility studies and their entrepreneurial ventures. The descriptive component of the study provided a comprehensive overview of how students prepared and developed their business feasibility studies, particularly in terms of market analysis, financial requirements, operational planning, and technical feasibility. Through this approach, the study was able to describe the current level and quality of feasibility studies prepared by students and determine how these contributed to their entrepreneurial knowledge and readiness.

The correlational aspect of the research focused on determining whether a significant relationship existed between the quality of business feasibility studies and students' entrepreneurial ventures. Correlation analysis was employed to measure the strength and direction of the relationship between the identified variables. This statistical method enabled the researchers to determine how the various components of a feasibility study influenced students' entrepreneurial readiness, business planning capabilities, opportunity recognition, decision-making skills, and ability to manage potential business risks. Previous studies have shown that well-prepared feasibility studies significantly enhance entrepreneurial readiness because they promote informed decision-making, strategic planning, and effective implementation of business ideas.

By utilizing a descriptive-correlational design, the study generated reliable and meaningful data regarding the influence of business feasibility studies on entrepreneurial ventures. The findings may serve as a valuable basis for improving entrepreneurship education programs and strengthening practical learning experiences among students. Furthermore, the study may help educational institutions enhance the design and implementation of business-related courses by emphasizing comprehensive feasibility study preparation as an essential tool in developing competent, innovative, and business-ready future entrepreneurs.

Research Locale

The study was conducted at Tagoloan Community College and this place is recognized as a progressive area in Misamis Oriental and is strategically situated near Cagayan de Oro City, making it accessible to various commercial and educational opportunities. The college serves students from diverse socio-economic backgrounds and offers programs related to business administration, entrepreneurship, and other allied disciplines. Its academic environment and emphasis on practical learning made it an appropriate setting for investigating the quality of students' business feasibility studies and their relationship to entrepreneurial ventures.

Tagoloan Community College promotes experiential learning through activities and projects that allow students to apply theoretical business concepts in practical situations. One of the major academic requirements for business-related students is the preparation of a business feasibility study, which develops their analytical, financial, operational, and entrepreneurial skills. In this study, the quality of students' business feasibility studies served as the independent variable, focusing on key components such as market analysis, financial feasibility, technical feasibility, and operational feasibility. Considering the increasing interest of students in entrepreneurship and business creation within the region, the study provided valuable insights into the entrepreneurial readiness and business capabilities of the student population.

Data Gathering Procedures

The researchers conducted a systematic, organized, and ethical data-gathering process to ensure the accuracy and reliability of the information collected from the respondents, particularly the third-year students. A structured printed

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survey questionnaire was developed as the primary data-gathering instrument of the study. The questionnaire was carefully reviewed, validated, and approved by the research adviser to ensure that the items were clear, relevant, and aligned with the objectives of the study. It consisted of both scaled and descriptive questions designed to gather comprehensive information regarding the quality of students' business feasibility studies and their entrepreneurial ventures.

Before the distribution of the questionnaires, the researchers prepared and submitted a formal letter of request to the school administrator and class advisers of Tagoloan Community College seeking permission to conduct the study. The letter clearly explained the purpose and significance of the research, emphasized that participation was voluntary, and assured respondents that all information gathered would be treated with strict confidentiality and used solely for academic purposes. Upon receiving approval, the researchers coordinated with class advisers and subject instructors to identify the qualified respondents and schedule the administration of the survey.

The questionnaires were personally distributed to the respondents during their scheduled class sessions to ensure a high retrieval rate and immediate clarification of concerns. Prior permission was obtained from subject instructors to minimize disruption to regular classroom activities. Before the respondents answered the questionnaire, the researchers provided clear instructions and explained the objectives of the study. They also remained available throughout the data collection process to address questions or clarifications regarding the survey items. The face-to-face distribution method helped respondents better understand the purpose of the research and encouraged active participation and honest responses.

Throughout the conduct of the study, the researchers strictly observed ethical standards. Respondents were informed that their participation was entirely voluntary and that they could decline participation at any time without any consequences. The researchers also ensured anonymity by not requiring respondents to provide personal identifying information unless voluntarily disclosed. After collecting the accomplished questionnaires, the data were carefully organized, tallied, and forwarded to a statistician for appropriate statistical treatment, analysis, and interpretation.

Sampling Design

This study utilized Stratified Random Sampling as the sampling technique in selecting respondents from the total population of 444 third-year Bachelor of Science in Business Administration majoring in Financial Management (BSBA-FM) students. Stratified Random Sampling was considered appropriate because it ensured that respondents from the identified population had an equal and independent chance of being selected, thereby reducing sampling bias and improving the representativeness of the sample.

In the sampling procedure, a complete sampling frame containing the names of all third-year BSBA-FM students was obtained from the institution. Each student was assigned a corresponding number, and the required respondents were selected randomly using a random number generator. This method ensured fairness and objectivity in the selection process.

The sample size consisted of 207 respondents, which was determined using the Raosoft Sample Size Calculator with a 95% confidence level, 5% margin of error, and 50% response distribution. The computed sample size was considered statistically sufficient to provide a reliable representation of the entire population. Through this sampling design, the researchers were able to gather valid and dependable data necessary for assessing students' business feasibility studies and their entrepreneurial ventures.

Respondents of the Study

The respondents of this study consisted of 207 selected third-year college students enrolled in business-related programs at Tagoloan Community College. These students were chosen from a total population of 444 third-year Bachelor of Science in Business Administration majoring in Financial Management (BSBA-FM) students through a stratified random sampling technique. The respondents were considered appropriate participants for the study because they had already been exposed to entrepreneurship and business-related courses that involved the preparation, development, and evaluation of business feasibility studies for potential entrepreneurial ventures.

The selected respondents possessed sufficient academic background and practical experience in conducting feasibility studies, particularly in areas such as market analysis, financial feasibility, operational planning, and technical feasibility. Their direct involvement in preparing and evaluating business plans enabled them to provide reliable and relevant information regarding how the quality of feasibility studies influences entrepreneurial readiness and business venture creation. Since these students had already engaged in feasibility study preparation as part of their coursework, they were capable of assessing the importance of feasibility analysis in establishing and managing a business enterprise.

Third-year students served as the primary respondents of the study because they had already acquired foundational knowledge and practical exposure to entrepreneurship education. Their experiences in conducting feasibility studies provided valuable insights into how different components of a business feasibility study contribute to decision-making, opportunity recognition, business planning, and overall entrepreneurial preparedness. Through their responses, the study was able to gather significant data regarding the relationship between the quality of business feasibility studies and students' entrepreneurial ventures.

Respondents Profile

Section	Number of Students	Sample
3A	54	25
3B	49	23
3C	49	23
3D	48	22
3E	49	23
3F	49	23
3G	23	11
3H	48	22
3I	46	21
3J	29	14
Total	444	207

Research Instrument

The researchers utilized a structured questionnaire as the primary research instrument for gathering empirical data regarding students' business feasibility studies and their entrepreneurial ventures. The questionnaire was carefully designed to assess the students' knowledge, skills, and application of feasibility study components in relation to entrepreneurial readiness and venture creation. It included several sections that focused on key dimensions of business feasibility studies such as market analysis, financial requirements, technical feasibility, operational feasibility, and the challenges encountered by students in preparing feasibility studies.

The questionnaire also measured the extent of students' involvement in entrepreneurial activities and their perceptions regarding the importance of feasibility studies in establishing a successful business venture. The items included in the instrument were developed based on related literature, previous studies, and the objectives of the research. Prior to administration, the questionnaire was reviewed, validated, and approved by the research adviser to ensure clarity, relevance, and alignment with the study variables.

To ensure the reliability and consistency of the instrument, Cronbach's Alpha was utilized to determine internal consistency among the questionnaire items. The results indicated that the instrument demonstrated high reliability, confirming that the questionnaire was an appropriate and dependable tool for measuring the variables included in the study.

Validity and Reliability of the Research Instrument

To ensure the validity and reliability of the research instrument, the researchers conducted a series of validation and testing procedures prior to the actual data gathering. A pilot test was first administered to selected third-year business students who were not included in the final respondents of the study. This procedure helped determine whether the questionnaire items were understandable, relevant, and capable of measuring the intended variables effectively.

For content validity, the questionnaire was evaluated by three experts in entrepreneurship education, business research, and statistics. The experts carefully reviewed the instrument to ensure that all items appropriately represented the major dimensions of the study, including market analysis, financial requirements, technical feasibility, and the clarity and completeness of business ideas. Their recommendations and suggestions contributed to the improvement and refinement of the questionnaire, ensuring that all essential elements of business feasibility studies were properly measured.

Factor analysis was also utilized to verify that the survey items aligned with the theoretical constructs of the study. This process confirmed that the questionnaire accurately measured the intended variables related to student feasibility studies and entrepreneurial ventures.

The reliability test results showed that the "Student Feasibility Study" variable obtained a Cronbach's Alpha of 0.913 for 30 items, which is interpreted as having "Good" reliability. Meanwhile, the "Entrepreneurial Venture" variable obtained a Cronbach's Alpha of 0.923 for 10 items, interpreted as having "Excellent" reliability. These findings indicate that the research instrument possessed high internal consistency and was reliable for actual survey administration.

Scoring Procedure

This study utilized a four-point Likert Scale to measure the respondents' perceptions regarding the quality of business feasibility studies and their influence on entrepreneurial ventures. The scale was designed to evaluate students' assessments of important feasibility study components such as market analysis, financial requirements, and technical feasibility.

The responses were assigned corresponding numerical values and interpretations to facilitate statistical analysis and interpretation of results. The following scale was used in the study:

Scoring Procedure

Score	Range of Means	Response	Interpretation
4	3.26 - 4.00	Strongly Agree	Highly Effective
3	2.51 - 3.25	Agree	Effective
2	1.76 - 2.50	Disagree	Less Effective
1	1.00 - 1.75	Strongly Disagree	Not Effective

The weighted mean and corresponding interpretations were used to determine the overall assessment of the respondents regarding the effectiveness and quality of business feasibility studies in relation to entrepreneurial ventures.

Ethical Considerations

Prior to the conduct of the study, the researchers carefully observed and complied with all necessary ethical considerations to ensure the protection, safety, and well-being of the participants throughout the research process. Permission to conduct the study was first secured from the appropriate school authorities and administrators of Tagoloan Community College before any data collection activities were carried out. The study focused on students' business feasibility studies and entrepreneurial ventures, aiming to gain a deeper understanding of students' entrepreneurial behavior, decision-making, and readiness in establishing potential business ventures.

The researchers utilized survey questionnaires as the primary instrument for data collection, particularly in assessing important components of business feasibility studies such as market feasibility, financial feasibility, operational feasibility, and technical feasibility. Before administering the questionnaires, the researchers clearly explained the objectives, purpose, and significance of the study to the respondents. Participants were informed that their involvement in the study was entirely voluntary and that they had the right to refuse participation or withdraw from the study at any point without any form of penalty, discrimination, or negative consequences.

To ensure confidentiality and privacy, the researchers did not require respondents to disclose personal identifying information unless voluntarily provided. All responses gathered from the participants were treated with strict confidentiality and were used solely for academic and research purposes. The collected data were securely stored and accessed only by the researchers and authorized individuals involved in the study. Furthermore, the findings and results of the research were presented in aggregate form to ensure that no individual respondent could be identified.

The researchers also ensured honesty, transparency, and objectivity throughout the entire research process, particularly during data gathering, analysis, interpretation, and presentation of findings. Ethical standards and research guidelines were strictly followed to maintain the credibility, reliability, and integrity of the study. Through these ethical practices, the study not only protected the rights and welfare of the participants but also contributed to the generation of reliable and meaningful insights regarding students' entrepreneurial behavior and business feasibility study competencies.

III. RESULTS AND DISCUSSION

This area presents, analyzes, and interprets the data gathered regarding students' business feasibility studies and their implications for entrepreneurial ventures and business readiness. It provides a comprehensive discussion of the respondents' demographic profiles and examines the extent to which students develop and apply essential components of business feasibility studies, particularly in the areas of market analysis, financial planning, operational considerations, and technical feasibility. The chapter also evaluates the overall entrepreneurial readiness and venture performance of the respondents, focusing on how feasibility study preparation contributes to business planning, decision-making, opportunity recognition, and risk management.

Furthermore, this chapter explores whether demographic factors such as age, sex, academic background, and other personal characteristics influence the quality of students' feasibility studies and the outcomes of their entrepreneurial ventures. It also investigates the relationship between the quality of business feasibility studies and students' entrepreneurial capabilities to determine whether thorough and well-prepared feasibility studies significantly contribute to entrepreneurial success and business preparedness.

Through the presentation of statistical findings, analysis, and interpretation, this chapter aims to provide a clearer understanding of how business feasibility studies serve as an important foundation in developing students' entrepreneurial knowledge, practical skills, and confidence in establishing sustainable business ventures.

The Frequency and Percentage Distribution of the Respondents in terms of Sex

Profile	Characteristics	Frequency	Percentage
Sex	20 - 24 years old	137	66.2
	25 - 34 years old	70	33.8

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	Total	207	100.0
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The above table shows that the majority of respondents were aged 20–24 years old, comprising 66.2% of the total population, while 33.8% were aged 25–34 years old. No respondents were aged 35 years old and above. This indicates that the study was primarily represented by young adults who are actively engaged in academic and entrepreneurial activities. According to Smith (2022), individuals within this age group are more likely to participate in learning opportunities and research activities that contribute to personal and professional growth. Although respondents aged 25–34 represented a smaller portion of the sample, they contributed more practical and balanced perspectives shaped by real-life experiences and responsibilities (Garcia, 2024). However, the absence of older respondents limited the inclusion of viewpoints influenced by extensive work and life experiences. As emphasized by Brown (2023), age significantly affects individuals' perspectives and decision-making behavior. Overall, the findings suggest that the study mainly reflects the views and experiences of young and early-adult respondents.

The Frequency and Percentage Distribution of the Respondents in terms of Age

Profile	Characteristics	Frequency	Percentage
Age	Female	190	91.8
	Male	17	8.2
	Total	207	100.0

The above table reveals that the majority of respondents were female, comprising 91.8% of the total population, while only 8.2% were male. This indicates that the study was predominantly represented by women, which may have influenced the overall findings and perspectives reflected in the data. According to Martinez (2023), female respondents tend to provide more detailed and thoughtful responses in survey-based research, contributing to richer and more reliable data.

However, the limited number of male respondents may reduce the generalizability of the findings across both sexes and may affect the interpretation of gender-related patterns (Wilson, 2024). Despite this imbalance, the strong participation of female respondents provided valuable insights into entrepreneurial perceptions and behaviors, particularly in educational settings where women are often more engaged in research activities (Hernandez, 2023). Overall, the findings of the study were largely shaped by female perspectives and experiences.

The Frequency and Percentage Distribution of the Respondents in terms of Allowance/Income

Profile	Characteristics	Frequency	Percentage
Allowance/Income	₱50 - 100	141	68.1
	₱101 - 200	59	28.5
	₱201 - 300	7	3.4
	Total	207	100.0

The above table indicates that the majority of respondents received an allowance ranging from ₱50–₱100, suggesting that most participants had limited financial resources. Meanwhile, 28.5% received ₱101–₱200, while only 3.4% received ₱201–₱300. These findings imply that financial constraints may influence students' academic participation, decision-making, and access to entrepreneurial opportunities. Lopez (2022) emphasized that limited financial resources affect students' involvement and learning opportunities.

Although some respondents had slightly higher allowances, the study population remained largely composed of students with low-income levels. Turner (2024) noted that differences in allowance can influence students' priorities and participation in activities, while Roberts (2023) explained that economic status significantly shapes individuals' behaviors and perspectives. Overall, Table 3 highlights that financial limitations were common among the majority of respondents.

The Extent of Student's Feasibility Study in terms of Market Analysis

Indicators	Mean	SD	Description	Interpretation
I identified the target customers for my business.	3.52	0.52	Strongly Agree	Highly Effective
I researched the needs and preferences of my potential customers.	3.49	0.51	Strongly Agree	Highly Effective
I determined the demand for my product/service.	3.50	0.51	Strongly Agree	Highly Effective

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I analyzed the competition in the market before starting my business.	3.52	0.53	Strongly Agree	Highly Effective
I considered the strengths and weaknesses of my competitors in my planning.	3.59	0.49	Strongly Agree	Highly Effective
I set a price for my product/service based on market demand and competition.	3.48	0.52	Strongly Agree	Highly Effective
I developed strategies to attract and reach my target customers.	3.55	0.53	Strongly Agree	Highly Effective
I gathered enough information to make decisions about my business.	3.44	0.54	Strongly Agree	Highly Effective
I believed my product/service met the needs of the target market.	3.46	0.55	Strongly Agree	Highly Effective
I believed my target analysis helped make my business feasible.	3.44	0.55	Strongly Agree	Highly Effective
AVERAGE MEAN	3.50	0.52	Strongly Agree	Highly Effective

The table above presents the extent of students' feasibility study in terms of market analysis. The overall mean of 3.50 with a standard deviation of 0.52 is interpreted as "Strongly Agree" and "Highly Effective." This indicates that students effectively applied market analysis in developing their feasibility studies. The findings suggest that respondents were able to identify target customers, examine customer needs and preferences, evaluate market demand, analyze competitors, and establish pricing strategies based on market conditions. The relatively low standard deviation further indicates consistency in the responses, showing that most students shared similar perceptions regarding the importance of market analysis in business planning. Effective market analysis enables entrepreneurs to understand consumer behavior, anticipate market trends, and make informed business decisions, which are essential for business sustainability and competitiveness (Garcia, 2022).

Among the indicators, the statement, "*I considered the strengths and weaknesses of my competitors in my planning,*" obtained the highest mean of 3.59 with a standard deviation of 0.49, interpreted as "Strongly Agree" and "Highly Effective." This finding implies that students recognized the significance of competitive analysis in the preparation of their feasibility studies. By examining competitors' strengths and weaknesses, aspiring entrepreneurs can identify opportunities for improvement, differentiate their products or services, and develop strategies that provide a competitive advantage. The high level of agreement demonstrates that students valued the role of competitor analysis in strengthening business planning and increasing the likelihood of business success (Lopez, 2023).

On the other hand, the indicators "*I gathered enough information to make decisions about my business*" and "*I believed my target analysis helped make my business feasible*" obtained the lowest mean of 3.44 with standard deviations of 0.54 and 0.55, respectively. Despite having the lowest means, both indicators were still interpreted as "Strongly Agree" and "Highly Effective." This suggests that students generally believed they gathered sufficient market information and that target market analysis contributed positively to the feasibility of their businesses. The findings further imply that market research provided respondents with evidence-based insights that supported decision-making and reduced uncertainties in business planning (Nguyen, 2022).

Overall, the results reveal that students demonstrated a highly effective application of market analysis in their feasibility studies. They showed competence in identifying customer needs, evaluating competition, determining market demand, and developing marketing strategies. These findings support the study of Harris (2021), which emphasized that entrepreneurs who conduct comprehensive market analysis are better able to forecast demand, align products with customer preferences, and improve business performance. Similarly, studies conducted in the Philippines revealed that market feasibility studies significantly influence entrepreneurial intention and business preparedness by helping students understand customer acceptance, market opportunities, and potential profitability (Bautista, 2023).

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The Extent of Student's Feasibility Study in terms of Financial Requirements

Indicators	Mean	SD	Description	Interpretation
I identified the amount of start-up capital needed for the business.	3.53	0.56	Strongly Agree	Highly Effective
I computed the cost of materials, supplies, and equipment needed.	3.53	0.53	Strongly Agree	Highly Effective
I listed the estimated operating expense (rent, utilities, labor, etc.).	3.46	0.54	Strongly Agree	Highly Effective
I estimated the total cost required to start the business.	3.39	0.55	Strongly Agree	Highly Effective
I identified possible sources of funds.	3.49	0.56	Strongly Agree	Highly Effective
I projected the possible income the business may earn.	3.38	0.62	Strongly Agree	Highly Effective
I estimated the expected cash flow needed for business operations.	3.43	0.53	Strongly Agree	Highly Effective
I considered possible financial shortages of funding gaps.	3.32	0.53	Strongly Agree	Highly Effective
I prepared a simple budget for the business.	3.47	0.54	Strongly Agree	Highly Effective
I clearly identified all the financial requirements needed for my business idea.	3.47	0.54	Strongly Agree	Highly Effective
AVERAGE MEAN	3.45	0.55	Strongly Agree	Highly Effective

The above table presents the extent of students' feasibility study in terms of financial analysis. The overall mean of 3.45 with a standard deviation of 0.55 is interpreted as "Strongly Agree" and "Highly Effective." This indicates that students effectively applied financial planning in developing their feasibility studies. The findings suggest that respondents were capable of identifying start-up capital requirements, estimating operating expenses, and projecting possible income for their proposed businesses. The low standard deviation further reflects consistency in the responses, indicating that students shared similar views regarding the importance of financial planning in ensuring business sustainability and preventing financial difficulties (Roberts, 2022).

The indicators "I identified the amount of start-up capital needed for my business" and "I calculated the costs of materials, supplies, and equipment" obtained the highest mean of 3.53 with a standard deviation of 0.56, interpreted as "Strongly Agree" and "Highly Effective." This implies that students gave significant attention to identifying financial requirements before implementing their business ideas. Proper estimation of business costs helps entrepreneurs allocate resources efficiently, reduce financial risks, and make sound business decisions. The high ratings further demonstrate that students recognized the importance of accurate financial planning in determining business feasibility (Turner, 2023).

Meanwhile, the indicator "I considered possible financial shortages or funding gaps" obtained the lowest mean of 3.32 with a standard deviation of 0.53. Although it received the lowest score, it was still interpreted as "Strongly Agree" and "Highly Effective." This finding indicates that students were aware of the need to anticipate financial challenges and prepare contingency measures to maintain business operations. Recognizing potential funding gaps is important in minimizing financial risks and ensuring continuity of the proposed business venture (Kim, 2022).

Overall, the findings reveal that students demonstrated highly effective financial planning skills in their feasibility studies. They showed competence in determining financial requirements, estimating operational costs, and evaluating possible financial challenges. These findings support the study of Foster (2021), which emphasized that identifying financial requirements is essential in helping student entrepreneurs understand the financial commitments needed for business implementation. Similarly, local studies revealed that Filipino students who possess strong financial planning skills are more prepared to establish businesses because they are more aware of the resources needed and the financial limitations they may encounter (Mendoza, 2024). Hernandez (2023) further explained that understanding financial requirements helps students make realistic and practical business decisions, while Roldan (2024) noted that financial awareness is particularly important in the Philippine context where funding constraints are common among student entrepreneurs.

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The Extent of Student's Feasibility Study in terms of Technical Feasibility

Indicators	Mean	SD	Description	Interpretation
I was able to make my business idea using the equipment I had.	3.50	0.53	Strongly Agree	Highly Effective
I knew what resources I needed for my business.	3.47	0.54	Strongly Agree	Highly Effective
The steps to make or provide my product/service were possible for me to do.	3.53	0.54	Strongly Agree	Highly Effective
I had the skills needed to run my business idea.	3.42	0.53	Strongly Agree	Highly Effective
I was able to make my product/service without too many problems.	3.28	0.62	Strongly Agree	Highly Effective
I had thought about possible technical problems that might happen.	3.35	0.55	Strongly Agree	Highly Effective
The way I planned my product/service was affordable and practical.	3.48	0.53	Strongly Agree	Highly Effective
My product/service met the quality that customers expected.	3.47	0.52	Strongly Agree	Highly Effective
I knew where to get help or advice if I faced technical problems.	3.38	0.57	Strongly Agree	Highly Effective
I believed my business idea was technically possible.	3.47	0.53	Strongly Agree	Highly Effective
AVERAGE MEAN	3.43	0.55	Strongly Agree	Highly Effective

The above table presents the extent of students' feasibility study in terms of technical analysis. The overall mean of 3.43 with a standard deviation of 0.55 is interpreted as "Strongly Agree" and "Highly Effective." This indicates that students demonstrated confidence in the technical aspects of their proposed businesses. The findings suggest that respondents believed they possessed the necessary skills, resources, and knowledge to implement their business ideas effectively. The low standard deviation further shows consistency in responses, reflecting a shared understanding that technical planning is essential for successful business implementation. This supports the concept of technical feasibility, which determines whether a business idea can be realistically executed using available resources and capabilities (Lopez, 2022).

Among the indicators, the statement "*The steps to make or provide my product/service were possible for me to do*" obtained the highest mean of 3.53 with a standard deviation of 0.54, interpreted as "Strongly Agree" and "Highly Effective." This finding implies that students were confident in their ability to carry out the processes required to produce or deliver their products and services. The high level of agreement indicates that respondents valued proper technical planning and believed that organizing operational procedures into manageable steps contributes to the successful implementation of business ideas. Evaluating technical feasibility helps ensure that business operations are realistic, practical, and achievable (Nguyen, 2023).

Meanwhile, the statement "*I was able to make my product/service without too many problems*" obtained the lowest mean of 3.28 with a standard deviation of 0.62. Although it received the lowest rating, it was still interpreted as "Strongly Agree" and "Highly Effective." This suggests that while students encountered certain technical challenges, they still considered themselves technically prepared to manage and resolve operational difficulties. Anticipating technical problems allows entrepreneurs to minimize risks, improve efficiency, and maintain product or service quality (Roberts, 2023).

Overall, the findings reveal that students demonstrated highly effective technical feasibility skills in their feasibility studies. They believed that their technical knowledge, operational plans, and available resources were sufficient to support the implementation of their business ideas. These findings are supported by Rahman (2022), who emphasized that technical feasibility is essential in ensuring that business operations align with market demands and financial capabilities. Similarly, Garcia (2024) found that Filipino students who possess strong technical feasibility skills are more likely to transform their feasibility studies into actual business ventures.

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Extent of Student's Entrepreneurial Ventures in terms of Start-up Creation

Indicators	Mean	SD	Description	Interpretation
I was able to come up with a clear feasible business idea.	3.49	0.56	Strongly Agree	Highly Effective
I planned the steps needed to start my business properly.	3.54	0.52	Strongly Agree	Highly Effective
I identified the resources (materials, money, tools) needed for my start-up.	3.53	0.52	Strongly Agree	Highly Effective
I was able to manage the tasks required to launch my business.	3.43	0.52	Strongly Agree	Highly Effective
I considered the target customers when creating my start-up.	3.47	0.53	Strongly Agree	Highly Effective
I was able to find ways to make my business idea work within the available resources.	3.50	0.51	Strongly Agree	Highly Effective
I had the skills needed to start my business.	3.52	0.55	Strongly Agree	Highly Effective
I faced challenges while creating my start-up, but I was able to solve them.	3.52	0.50	Strongly Agree	Highly Effective
I evaluated the potential risks before starting my business.	3.47	0.54	Strongly Agree	Highly Effective
I believed my start-up creation was successful and feasible.	3.45	0.53	Strongly Agree	Highly Effective
AVERAGE MEAN	3.49	0.53	Strongly Agree	Highly Effective

The above table presents the extent of students' feasibility study in terms of start-up creation. The overall mean of 3.49 with a standard deviation of 0.53 is interpreted as "Strongly Agree" and "Highly Effective." This indicates that students demonstrate a strong capability in translating business ideas into actionable start-up plans. The results suggest that respondents are confident in organizing tasks, identifying required resources, and understanding customer needs. The consistency of responses further implies a shared readiness among students to transform feasibility study outputs into actual business ventures, highlighting the importance of structured planning in successful start-up development (Garcia, 2022).

Among the indicators, "I planned the steps needed to start my business properly" obtained the highest mean of 3.54 with a standard deviation of 0.52, interpreted as "Strongly Agree" and "Highly Effective." This indicates that students highly value systematic planning as a foundation for business creation. Proper planning enables better resource allocation, risk reduction, and smoother implementation of business activities. The low variation in responses also reflects a strong consensus among students, emphasizing that strategic planning is essential in transforming ideas into viable enterprises (Lopez, 2023).

On the other hand, the indicator "I was able to manage the tasks required to launch my business" obtained the lowest mean of 3.43 with a standard deviation of 0.52. Although it is the lowest, it is still interpreted as "Strongly Agree" and "Highly Effective." This suggests that while students may encounter challenges in task execution, they still feel capable of managing start-up requirements effectively. Task management remains a critical factor in ensuring smooth business operations and overcoming implementation barriers.

Overall, the findings indicate that students possess strong start-up creation capabilities, demonstrating confidence in planning, resource management, and execution of business ideas. These results are supported by Cheng (2021), who emphasized that student entrepreneurs often convert feasible business concepts into actual ventures when they identify viable opportunities and apply structured planning. Similarly, Bacalso (2024) noted that many student businesses in the Philippines originate from feasibility studies that demonstrate market potential and operational readiness.

The Significant Difference of Student's Entrepreneurial Venture When Grouped According to Profile

Category	Mean	F-value	p-value	Decision	Interpretation
Sex	1.34	.004	.948	Failed to Reject	Not Significant
Age	1.08	.540	.463	Failed to Reject	Not Significant
Allowance/Income	1.35	1.152	.318	Failed to Reject	Not Significant

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The above table clearly indicates that students' entrepreneurial ventures are not significantly influenced by sex, age, or allowance/income. The mean scores for sex (1.34), age (1.08), and allowance/income (1.35) are closely aligned, showing minimal variation among groups. Likewise, the F-values for sex (0.004), age (0.540), and allowance/income (1.152) with corresponding p-values of 0.948, 0.463, and 0.318 – all greater than the 0.05 level of significance – confirm that there are no statistically significant differences. This implies that demographic factors do not play a meaningful role in students' entrepreneurial performance. Instead, competencies and motivation appear to be the primary drivers of entrepreneurial outcomes, consistent with Smith (2022), who emphasized that skills matter more than background characteristics.

The results further reveal a strong consistency in entrepreneurial performance across all groups. Male and female respondents, as well as students from different age brackets and income levels, demonstrate nearly similar levels of capability in starting and managing ventures. This suggests that essential entrepreneurial skills such as planning, resource management, and problem-solving are developed through experience and learning rather than determined by demographic profile. The uniformity of results highlights that students share comparable levels of readiness in handling entrepreneurial tasks regardless of personal background.

Overall, the findings suggest that entrepreneurial success among students is more strongly shaped by personal initiative, creativity, decision-making skills, and access to knowledge and resources rather than sex, age, or financial status. Since no significant differences were found, entrepreneurship development programs may be designed inclusively without the need for demographic segregation, as all groups demonstrate comparable potential for entrepreneurial growth.

These findings align with Johnson (2023), who noted that students generally exhibit equal readiness for entrepreneurial challenges regardless of demographic differences. However, contrasting perspectives exist. Patel (2021) argued that background factors can still influence motivation and creativity among young entrepreneurs, while Dizon (2024) found that in the Philippine context, students' backgrounds may affect entrepreneurial readiness due to varying opportunities and constraints experienced during feasibility study development.

Test of the Significant Relationship between Student's Feasibility Study and Entrepreneurial Venture

Variable	Correlation Coefficient	p-value	Decision	Interpretation
Student's Feasibility Study and Entrepreneurial Venture	.506*	0.000	Reject Ho ₂	Significant
** Correlation is significant at the 0.01 level (2-tailed).				

The above table reveals a significant positive relationship between students' feasibility study practices and their start-up creation performance, with a correlation coefficient of $r = 0.506$ and a p-value of 0.000, indicating a statistically significant relationship. This means that students who demonstrate stronger engagement in feasibility study activities tend to perform better in developing and launching their business ventures. The result emphasizes that feasibility studies are not merely academic requirements but essential tools that enhance decision-making and improve entrepreneurial outcomes. Through careful analysis of market, financial, and technical aspects, students are able to establish a stronger foundation for business success (Garcia, 2022).

Further analysis suggests that a well-developed feasibility study equips students with clearer direction in implementing their business ideas. By identifying target markets, estimating financial requirements, and anticipating operational challenges, students gain confidence in executing their plans. The findings imply that feasibility studies function as practical roadmaps rather than theoretical exercises, guiding students in making informed and strategic decisions. This structured preparation strengthens their ability to manage resources effectively and increases the likelihood of successful venture implementation (Nguyen, 2023).

Moreover, the data highlight that students who engage in comprehensive feasibility analysis develop stronger problem-solving skills, better resource management, and improved adaptability when facing business challenges. The significant correlation suggests that successful entrepreneurial outcomes are driven more by systematic planning and analysis than by chance or intuition. As supported by Roberts (2022), structured feasibility planning plays a crucial role in achieving sustainable and viable business ventures among student entrepreneurs.

These findings align with Nguyen (2023), who emphasized that feasibility studies enhance start-up success by providing essential information for planning and execution. Roberts (2022) further stressed that entrepreneurial success depends largely on careful analysis and preparation rather than luck, underscoring the value of structured feasibility work. Additionally, Kumar (2022) noted that students who understand feasibility concepts tend to exhibit higher confidence and readiness in pursuing entrepreneurial activities.

FINDINGS

1. Students demonstrated a highly effective level of market analysis (overall mean = 3.50, SD = 0.52). Competitive analysis obtained the highest mean (3.59, SD = 0.49), while gathering sufficient data and target analysis recorded slightly lower but still strong results (mean = 3.44, SD = 0.54). Overall, students show strong capability in using market information to develop informed and strategic business decisions.
2. Students' financial planning is highly effective (overall mean = 3.45, SD = 0.55). The highest score was on identifying start-up capital and computing costs (mean = 3.53, SD = 0.56), while anticipating funding gaps was the lowest (mean = 3.32, SD = 0.53). Results indicate strong competence in estimating and managing financial requirements for feasible business ventures.
3. Students' technical feasibility is highly effective (overall mean = 3.43, SD = 0.55). The highest mean was on the practicality of production steps (3.53, SD = 0.54), while executing without problems was lowest (3.28, SD = 0.62). Overall, students demonstrate confidence in applying skills and processes to implement business ideas.
4. Students showed highly effective start-up creation skills (overall mean = 3.49, SD = 0.53). Planning start-up steps scored highest (3.54, SD = 0.52), while task management scored slightly lower (3.43, SD = 0.52). Overall, students are capable of transforming feasible ideas into organized and actionable business ventures.
5. There is no significant difference in entrepreneurial performance when grouped according to sex, age, and allowance/income ($p = .948, .463, .318 > 0.05$). This indicates that demographic factors do not significantly influence students' entrepreneurial performance.
6. Relationship Between Feasibility Study and Entrepreneurship
There is a significant moderate positive relationship between feasibility study and entrepreneurial performance ($r = 0.506, p = 0.000$). This implies that stronger feasibility study practices lead to better entrepreneurial outcomes in planning and execution.

IV. CONCLUSION

The study concludes that students are highly competent in conducting business feasibility studies, particularly in market analysis, financial planning, and technical feasibility. They are able to identify target markets, evaluate competition, estimate costs, and plan resources effectively, showing strong application of theoretical knowledge in practical decision-making.

Students also demonstrate strong start-up creation skills, including idea development, task organization, resource management, and problem-solving. High performance across indicators suggests that structured planning significantly contributes to the successful translation of business ideas into viable ventures.

Findings further reveal that entrepreneurial performance is not influenced by sex, age, or allowance/income, indicating that competencies are shaped more by skills, knowledge, and experience than demographics. This supports the inclusivity of entrepreneurship education across all student groups.

Lastly, the study confirms a significant positive relationship between feasibility study practices and entrepreneurial success. Students who apply thorough feasibility analysis tend to perform better in developing and implementing business ventures. Overall, feasibility study skills are essential in strengthening students' decision-making, risk management, and entrepreneurial readiness, highlighting the importance of integrating both analytical and practical training in entrepreneurship education.

RECOMMENDATIONS

1. Students should further strengthen data collection and target market analysis by engaging in real-world surveys, interviews, and digital market research tools. Institutions may also provide training on advanced market analytics to improve evidence-based decision-making and deepen understanding of customer behavior and market trends.
2. Students are encouraged to enhance their skills in financial forecasting, particularly in identifying potential funding gaps and developing contingency plans. Schools may integrate practical budgeting simulations and financial management workshops to improve accuracy in cost estimation and financial preparedness.
3. Students should gain more hands-on exposure to production processes, tools, and operational systems related to their business ideas. Entrepreneurship programs may include laboratory-based activities or product prototyping sessions to help students address technical challenges more effectively and improve execution readiness.
4. Students are advised to improve task management and implementation skills by practicing structured project management techniques such as Gantt charts or business action plans. Mentorship programs and incubation activities may also be introduced to guide students in transforming ideas into fully operational ventures.
5. Since no significant differences were found across sex, age, and income, entrepreneurship programs should continue to be inclusive and accessible to all students. Educational institutions should maintain uniform training strategies while ensuring equal opportunities for skill development regardless of demographic background.
6. Given the significant positive relationship between feasibility study and entrepreneurial success, schools should emphasize the importance of conducting comprehensive feasibility studies. Integrating feasibility study outputs

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into actual business planning and implementation activities is recommended to further enhance students' entrepreneurial performance and readiness.

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