

# Assessment of Accountancy, Business and Management (ABM) Track as Preparatory to Entrepreneurship Education in Core Gateway College, INC.: Basis for Strategic Plan

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Proverbs 3:5-6 (NIV) says, "Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight." This verse reflects the humility, trust, and faith required in the journey of research, emphasizing the importance of seeking God's guidance and acknowledging His role in providing direction and clarity.

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➤ **JMSB**  
➤ **ILB**  
➤ **MNB**

## **DEDICATION**

This study is dedicated to our Almighty Father, whose strength and wisdom guided the researchers throughout this journey. To the researchers' family, whose unconditional love and support made all the difference, and to their friends and colleagues, whose encouragement sustained them through the challenges. This work is a tribute to the efforts of those who believed in them and contributed to this accomplishment.

➤ **JMSB**  
➤ **ILB**  
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## ABSTRACT

This study aimed to describe, assess, and analyze the effectiveness of the Accountancy, Business, and Management (ABM) track as a preparatory program for entrepreneurship education at Core Gateway College, Inc. Employing a descriptive quantitative research design, the study examined the entrepreneurial attitudes of Grade 12 ABM students and the alignment of the ABM curriculum with entrepreneurship education goals. Key factors investigated included cognitive skills, personality traits, environmental and social influences, course material relevance, career guidance, evaluation of learning outcomes, and entrepreneurial intentions.

Results revealed that students exhibited strong entrepreneurial attitudes, with many recognizing the importance of entrepreneurship education for their future career paths. However, gaps were identified in the curriculum's alignment with real-world applications, particularly in experiential learning and practical skill development. Students emphasized the need for mentorship opportunities, enhanced access to business resources, and targeted career guidance to fully realize entrepreneurial readiness.

The study concluded that while the ABM track provides a solid foundation for entrepreneurship education, strategic improvements in curriculum design are essential. Recommendations included integrating real-world business scenarios, mentorship programs, and partnerships with industry professionals to enhance the curriculum's practical components.

A strategic plan was proposed to address these gaps, ensuring that students are equipped with the skills and mindset necessary for entrepreneurial success. The findings hold significant implications for educators, policymakers, and curriculum developers, offering insights to advance entrepreneurship education and foster innovation among senior high school students.

*Keywords:- ABM Track, Entrepreneurship Education, Entrepreneurial Attitudes, Curriculum Design, Strategic Plan.*

## **CHAPTER ONE**

### **THE PROBLEM AND ITS BACKGROUND**

#### *A. Introduction*

In today's rapidly evolving landscape, entrepreneurship education has gained paramount importance, transcending the mere act of starting a business to foster creativity and innovation that drive economic growth. The Accountancy, Business, and Management (ABM) track serves as a comprehensive program that equips students with a robust foundation in financial principles, business practices, and management skills. As noted by Labastida (2016), this program prepares students to excel in the corporate world, positioning them as future business leaders and entrepreneurs capable of navigating organizational dynamics and making informed decisions.

Conversely, entrepreneurship education specifically targets the essential skills required to initiate and manage a business. It encompasses critical areas such as business planning, market analysis, financial management, and innovation development. According to Henry (2013) and Jones and Iredale (2010), this educational approach emphasizes not only the technical aspects of business management but also the cultivation of the attitudes, competencies, and behaviors essential for effective entrepreneurial action across diverse contexts. Together, the ABM track and entrepreneurship education create a powerful synergy that empowers students to pursue entrepreneurial success.

The significance of the human element in entrepreneurship and the cultivation of entrepreneurial skills has evolved significantly over the past few decades (Alusen, 2016).

Recent discussions in academic circles, particularly by Kyguoliene and Svipas (2019), highlight the crucial role of entrepreneurial competencies within educational frameworks and the burgeoning start-up culture. However, the entrepreneurial landscape in the Philippines poses notable challenges. According to the Global Entrepreneurship Monitor (2014), only 18.4% of Filipinos engage in early-stage entrepreneurship, with a mere 12.6% continuing their ventures. This rate is markedly higher than the ASEAN average of 4.8%. Interestingly, over half (52%) of Filipino entrepreneurs are aged between 18 and 44, reflecting a youthful drive towards entrepreneurship. Many are optimistic about available opportunities, with 66% believing they possess the requisite skills to start their own businesses.

Despite the intrinsic connection between the ABM track and entrepreneurship education, there remains a significant gap in understanding how effectively this track prepares students for entrepreneurial pursuits. This study sought to address this gap by evaluating the various factors that influenced students' entrepreneurial attitudes within the ABM track at Core Gateway College, Inc., Inc and determining the extent to which these factors equipped students with the necessary skills for entrepreneurial success. Additionally, it aimed to assess the alignment of the ABM track with entrepreneurship education, specifically regarding how well it prepared students for the demands of college and their future entrepreneurial endeavors.

The transition from high school to college presents challenges for many capable students, often stemming from inadequate preparation. Boden (2011) notes that numerous students experience insecurity and confusion regarding their academic, social, and emotional readiness upon entering college. DeAngelo and Franke (2016) emphasize that first-year students exhibit varying levels of preparedness, leading to potential dropouts. Understanding college readiness is vital; Wignall (2020) defines it as a combination of skills, knowledge, and behaviors that high school graduates should possess, while Grundmeyer (2012) asserts that these competencies can ensure college readiness without the need for remedial courses.

This research held significant implications for educators, as it aimed to identify strategies to enhance existing programs. With a growing emphasis on entrepreneurship in educational institutions, it was essential to evaluate whether current curricula effectively prepared students for the challenges they would face. Previous studies underscored the necessity of aligning education with real-world demands, suggesting that programs should adapt to meet students' aspirations and the evolving economic landscape.

As Kim, Care, and Vista (2019) argue, education systems must align teaching and learning strategies with the skills required for the 21st century. While challenges exist in integrating these competencies into educational frameworks, they also present valuable opportunities for growth and improvement.

This study aimed to critically assess the entrepreneurial attitudes of students within the ABM track at Core Gateway College, Inc. and the alignment of this track with entrepreneurship education. By exploring the profiles of students, including age, sex, and grade level, and examining the various cognitive, personality, environmental, and social factors that influenced their entrepreneurial attitudes, this research provided valuable insights into how well the ABM curriculum prepared students for entrepreneurial success. Additionally, it evaluated the relevance of course materials, learning outcomes, and career guidance within the ABM track, ultimately proposing a strategic plan based on the findings to enhance the educational experience for aspiring entrepreneurs.



*B. Literature Review*

➤ *This section presents the related literature and studies which provide background in the conceptualization of the study.*

- **Influence of Entrepreneurship Education on Intentions.** The relationship between entrepreneurship education and entrepreneurial intentions has garnered considerable attention in academic research. Davidsson (2015) emphasizes that entrepreneurship education is instrumental in increasing students' awareness and responsiveness to entrepreneurship as a viable career option during their academic journey and after graduation. Matsheke and Dhurup (2017) support this assertion, highlighting that entrepreneurship education enhances students' understanding of the procedures involved in starting and managing a new business. Empirical studies have further demonstrated the positive impact of entrepreneurial passion on business behavior and performance (Anjum et al., 2019; Murnieks et al., 2014), suggesting that fostering this passion is crucial for cultivating entrepreneurial intentions.
- **The Role of Passion in Entrepreneurial Intent.** Entrepreneurship passion has been shown to significantly boost both competence and confidence among aspiring entrepreneurs (Karimi, 2019). However, research linking passion directly to entrepreneurial intention is often indirect, treating passion as a mediator between individual factors and intention (Murnieks et al., 2014). This underscores the complexity of the entrepreneurial mindset among students, where positive attitudes, supportive behaviors, and a willingness to engage in entrepreneurial activities are paramount. Yet, many students remain entrenched in a wage-earning mindset, which can undermine their creative practices and innovation (Sieger et al., 2014). To counter this, educators must actively promote a mindset that values entrepreneurship as a primary career choice.
- **Curriculum and Student Readiness.** The societal impact of entrepreneurship extends beyond job creation; it fosters improved quality of life, increased productivity, and generates government revenue through taxes (Lacap, 2015). Recognizing this, it is crucial that the Philippine educational system integrates entrepreneurship into the basic curriculum. Jaime (2017) posits that students who are "college ready" can make informed career decisions before entering higher education. The ABM track at Core Gateway College, Inc. should therefore be evaluated for its capacity to equip students with practical entrepreneurial skills. Research conducted by Palafox et al. (2018) illustrates that ABM students are proficient in employability and entrepreneurial skills. Moreover, Nasrullah and Khan (2015) emphasize the significant role of time management in influencing students' overall performance, while Huy (2015) identifies writing skills as critical for business students.
- **Fostering a Culture of Entrepreneurship.** For entrepreneurship to thrive among students, educational institutions must shift perceptions and encourage students to embrace entrepreneurship as a primary career option. Marlborough (2020) argues that students often aspire to run their own businesses primarily for the autonomy, financial security, and flexibility it provides. The findings from Abun et al. (2018) support this notion, revealing that ABM students exhibit high levels of entrepreneurial knowledge and intention, indicating a readiness to pursue business ventures. This readiness, however, is contingent upon a curriculum that not only fosters entrepreneurial intention but also enhances students' capabilities in practical business management.
- **Integration of Theoretical and Practical Learning.** Mok and Choi (2010) assert that an effective entrepreneurship curriculum should blend theoretical knowledge with practical applications, such as business simulations and case studies. This approach is crucial for the ABM track at Core Gateway College, Inc., which seeks to enhance its curriculum to better prepare students for real-world business challenges. Furthermore, Anjum et al. (2022) highlight that university support systems—encompassing resources, mentorship, and networking opportunities—play a vital role in facilitating students' entrepreneurial intentions. Thus, assessing the level of institutional support at Core Gateway College, Inc. becomes essential in understanding how effectively students are prepared to transition from academic learning to entrepreneurial practice.
- **Factors Influencing Students' Entrepreneurial Attitude.** A comprehensive understanding of the factors shaping students' entrepreneurial attitudes is vital for developing effective educational programs that inspire entrepreneurial aspirations. According to a systematic review by Maheshwari, G. et al. (2022), multiple factors significantly affect students' entrepreneurial intentions. Their review highlights key influences including cognitive, personality, environmental, social, and educational factors. The study also provides insights for future directions in theory and practice, suggesting a deeper exploration of these factors to optimize entrepreneurship education and better support student entrepreneurship across various educational and cultural settings.
- **Cognitive Factors:** Cognitive factors, including perception, awareness, and decision-making abilities, are essential in fostering entrepreneurial intentions among students. Sanchez et al. (2011) suggest that the cognitive approach to entrepreneurship shifts focus from personality traits to the mental processes that drive entrepreneurial behavior, offering a promising but underexplored field for research. Jain (2023) further emphasizes that entrepreneurial cognition—comprising skills in opportunity recognition, risk management, creativity, and resilience—provides aspiring entrepreneurs with the cognitive tools to improve their chances of success.
- **Personality Factors:** Traits such as resilience, self-efficacy, and risk tolerance significantly influence students' willingness to engage in entrepreneurial activities. According to LIGS University (2024), while there is no definitive formula for entrepreneurial success, certain traits consistently appear among successful entrepreneurs. These include a strong work ethic, interpersonal skills, passion, determination, competitiveness, confidence, and discipline. Cao et al. (2022) identify three key themes influencing entrepreneurial intentions: the desire to be an entrepreneur, learning attitude, and personality traits. The study highlights that specific trait—consistency, determination, discipline, locus of control, and risk tolerance—are crucial in shaping the entrepreneurial intentions of young entrepreneurs, underscoring the importance of personality in this domain.

- **Environmental Factors:** Economic and societal conditions serve as the backdrop for shaping entrepreneurial intentions, significantly influencing students' motivation to pursue entrepreneurial careers. Slomski et al. (2024) highlight that environmental factor supporting the entrepreneurial ecosystem such as education, public policies, and the business environment - indirectly impact individual aspects like subjective norms, perceived behavioral control, and personal attitudes, which are critical predictors of entrepreneurial motivations and intentions. According to Galay et al. (2023), students' self-perception of their abilities is essential for fostering entrepreneurial leadership, suggesting that educational leaders should continue to cultivate students' aspirations and utilize action plans to enhance entrepreneurial intentions among senior high school students regarding feasibility and desirability.
- **Social Factors:** Support from family, peers, and mentors plays a crucial role in enhancing students' entrepreneurial intentions by providing essential encouragement and serving as role models. Almeida (2023) highlights that individual factor —such as empathy, moral obligation, self-efficacy, perceived social support, and prior experience— are significant in shaping an individual's social entrepreneurial intentions. Additionally, Belas et al. (2017) explores the interplay of social and economic factors influencing students' entrepreneurial inclinations. Their findings indicate that having an entrepreneurial family member, favorable business conditions, supportive credit policies, a solid educational foundation, and general interest in business significantly contribute to students' entrepreneurial aspirations.

The factors influencing students' entrepreneurial attitudes are multifaceted, encompassing cognitive, personality, environmental, and social dimensions. A thorough understanding of these influences is essential for the development of targeted educational programs that foster entrepreneurial aspirations. The systematic review by Maheshwari et al. (2022) underscores the necessity for ongoing exploration of these factors, providing valuable insights to optimize entrepreneurship education. By integrating cognitive and personality traits with supportive environmental and social contexts, educators can effectively nurture the next generation of entrepreneurs, ensuring they are equipped with the necessary skills and confidence to succeed in their entrepreneurial endeavors.

- **Alignment of ABM Track to Entrepreneurship Education.** The alignment of the Accountancy, Business, and Management (ABM) track to entrepreneurship education is essential for cultivating entrepreneurial skills and mindsets among students. This alignment ensures that students are not only equipped with theoretical knowledge but also practical skills relevant to the entrepreneurial landscape. Key areas of focus include:
- **Relevance of Course Materials.** According to an anonymous source (2020), the Entrepreneurship curriculum is designed to equip students with advanced skills and competencies necessary for pursuing higher education and technical vocations in the Philippines. It prepares students for a comprehensive understanding of starting a business, enhancing their readiness for related courses like Business Management, Accounting, and Marketing. The ABM strand serves as an essential introduction to business principles, enabling students to gain fundamental knowledge of the business landscape. As noted by Bukas Team (2022), students explore core subjects such as accounting, which focuses on the meticulous recording and analysis of financial transactions; business studies that cover model creation and market strategies; and management courses that emphasize organizational structure and teamwork. Additionally, hospitality and tourism courses provide specialized training, ensuring that students possess the administrative and managerial skills required across diverse industries, paving the way for successful entrepreneurial ventures.
- **Evaluation of Learning Outcomes.** Learning outcomes are the measurable results of a student's educational experience, defining the knowledge and skills acquired. These outcomes typically include mastery of core concepts, enhancement of specific competencies, development of critical thinking, and application of theoretical knowledge to practical scenarios. They play a crucial role in curriculum design, ensuring course objectives align with necessary skills for student success. Additionally, clear learning outcomes help prepare students for their future careers by promoting ownership of their education and emphasizing applicable skills over mere memorization (Akari, n.d.). As noted by Mahajan and Kaur (n.d.), understanding these outcomes is crucial for students when selecting educational pathways. Well-defined learning outcomes serve multiple purposes: they guide curriculum development, enable the assessment of student performance, and help identify strengths and weaknesses in educational programs. Furthermore, by clarifying expectations, they empower students to take an active role in their education, facilitating lifelong learning and professional development.
- **Career Guidance.** Hiten Shah (2023) emphasizes that a career guidance program is essential in high school curricula. It equips students with vital information and resources, enabling them to navigate the job search process successfully and make informed career decisions. By investing in such programs, high schools can significantly enhance students' potential and overall success. Moreover, Sanjida Talukder (n.d.) highlights the importance of career counseling in identifying barriers to success. Counselors assist students in recognizing limiting thought patterns and uncovering hidden strengths and talents, facilitating personal and professional growth.
- **Entrepreneurial Intentions.** In social psychology, 'attitude' encompasses individual cognition, including self-evaluation and assessments of others and events. A strong entrepreneurial intention is critical for entrepreneurial success, and entrepreneurship education plays a vital role in fostering this intention by enhancing individuals' perceptions and attitudes toward entrepreneurship. Research by Biclesanu et al. (2023) indicates that entrepreneurial intention among business students is influenced by their confidence and willingness to take risks. Notably, while many students exhibit boldness and confidence, a significant number are uncertain about how modern technologies could enhance business innovation and performance.

The alignment of the ABM track with entrepreneurship education is critical for developing entrepreneurial skills in students. This alignment not only provides essential theoretical knowledge but also practical competencies necessary for success in the business landscape. Furthermore, clearly defined learning outcomes guide curriculum development and assessment, empowering students to take charge of their educational journeys. Additionally, effective career guidance and counseling play a significant role in preparing students for future careers by helping them navigate challenges and recognize their strengths. Overall, this comprehensive approach fosters a strong foundation for entrepreneurial intent and success.

*C. Conceptual Framework*

The conceptual framework for this study was developed to explore the alignment between the Accountancy, Business, and Management (ABM) curriculum and the entrepreneurial skills required for future success. This framework utilized the Input-Process-Output (IPO) model, offering a structured view of how the ABM track prepared students for the demands of entrepreneurship.

In a study by Ramos (2021), An Evaluation of the Technical Vocational Livelihood Track in Public Senior High Schools in the Division of Batangas: Basis for an Enhancement Program, a relevant framework was provided for assessing educational tracks, specifically focusing on the effectiveness of the Technical Vocational Livelihood (TVL) track in meeting student career readiness and skill development objectives. This study was related to this study as it employed an evaluative approach to identify the strengths and gaps within a specific education track, aiming to inform program enhancements.

By examining curriculum alignment, instructional methods, and student outcomes, Ramos (2021) offered insights that could be beneficial in understanding how education tracks can be optimized to improve student preparedness for higher education or the workforce (Ramos, 2021).

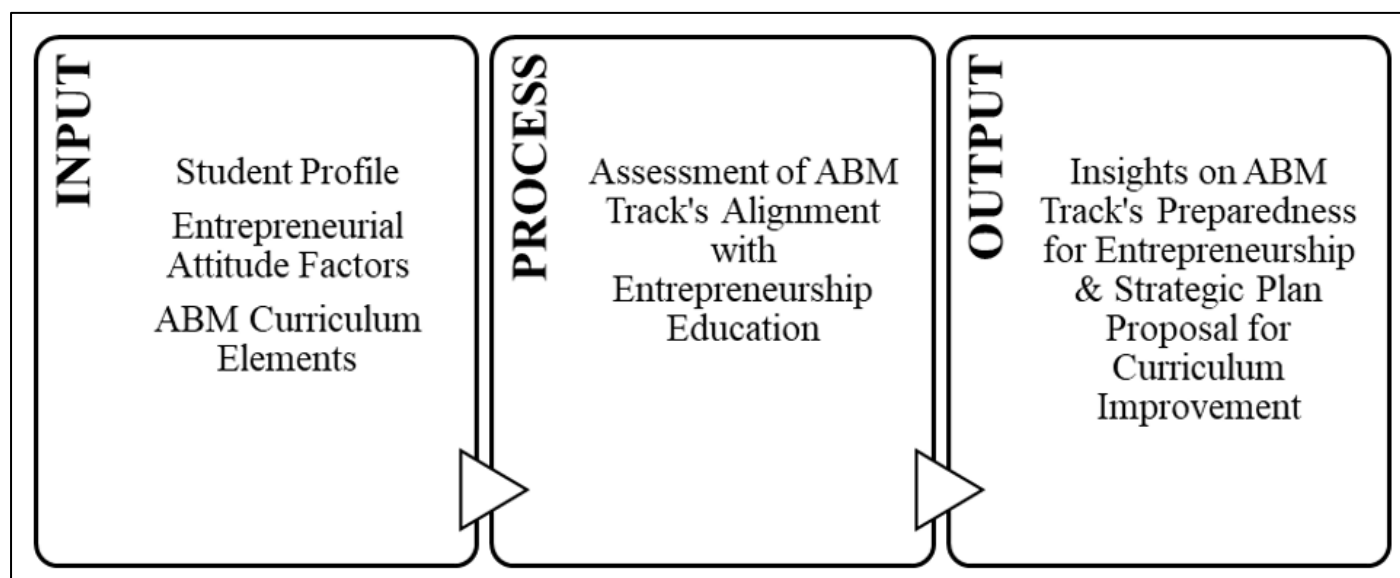


Fig 1: Research Paradigm

This study used the IPO Model to present the results, expanding on these components to yield deeper insights into how well the ABM track prepared students for entrepreneurship, while also providing specific, data-driven recommendations for curriculum improvement. In relation to that, a study by Ching et al. (2022) provided a relevant framework for applying the Input-Process-Output (IPO) model in educational assessments.

This present research examined how various input factors, such as learner characteristics and technological accessibility, impacted the learning process and outcomes, which paralleled our research’s focus on evaluating the Accountancy, Business, and Management (ABM) track. By utilizing the IPO model to systematically analyze the elements that affect educational effectiveness, this study offered insights that could be adapted to assess the alignment of the ABM curriculum with entrepreneurship education goals, evaluate student preparedness, and identify areas for curriculum enhancement (Ching et al., 2022). Hence, this comprehensive approach supported the creation of a more targeted and effective strategic plan for the ABM track.

*D. Statement of the Problem*

Generally, this study assessed the students' entrepreneurial attitudes and the alignment of the ABM track with entrepreneurship education at Core Gateway College, Inc. in accordance with the relevant framework for assessing educational tracks, which served as a basis for developing a strategic plan.

Specifically, the objectives of this study were the following:

- *To Describe the Profile of Students in Terms of:*
  - Sex; and,
  - Age.
- *To Describe Students' Entrepreneurial Attitude in Terms of:*
  - Cognitive Factors;
  - Personality Factors;
  - Environmental Factors; and
  - Social Factors.
- *To Describe the Alignment of ABM Track to Entrepreneurship Education in Terms of:*
  - Relevance of Course Materials;
  - Evaluation of Learning Outcomes;
  - Career Guidance; and,
  - Entrepreneurial Intentions.
- *To propose a strategic plan based on the results of the study.*

#### *E. Hypothesis*

It is hypothesized that students enrolled in the Accountancy, Business, and Management (ABM) Track in Senior High School will demonstrate a higher level of entrepreneurial knowledge and readiness compared to students from other tracks. Specifically, it is expected that the ABM curriculum, with its focus on subjects such as Business Math, Applied Economics, Organization and Management, and Accounting, will effectively equip students with essential skills and knowledge necessary for success in the entrepreneurial landscape.

#### *F. Scope and Delimitations*

This study focused on assessing how effectively the Accountancy, Business, and Management (ABM) Track at Core Gateway College, Inc. prepared students for entrepreneurship. It specifically evaluated students' entrepreneurial attitudes and the relevance of course materials in nurturing these attitudes. The research took place at Core Gateway College, Inc., located on Maharlika Highway, Cardenas St., Rafael Rueda, San Jose City, Nueva Ecija, over a period of approximately three months, from October to November 2024. This focused timeline enabled a thorough evaluation of the ABM curriculum in relation to entrepreneurship education.

This research had limitations in obtaining comprehensive data regarding students' attitudes and perceptions. The subjective nature of measuring entrepreneurial attitudes led to varied interpretations of survey questions, impacting the understanding of students' preparedness for entrepreneurship as stated in the SOP. Additionally, reliance on self-reported data introduced bias, as students might have portrayed their entrepreneurial intentions more positively, potentially skewing the results.

The study gathered insights from students who were enrolled in the ABM Track, regardless of their age, sex, or other demographic details. This narrow focus limited the diversity of perspectives captured, making it harder to generalize findings to the wider student body. If the number of respondents had been too small, it would have been challenging to identify clear trends or make strong comparisons related to the effectiveness of the ABM curriculum.

By concentrating exclusively on the ABM Track at Core Gateway College, Inc., this study intentionally set aside other educational tracks or institutions. This focused approach allowed for a deeper understanding of how well the ABM program aligned with entrepreneurial goals, but it also meant that the findings were not easily applicable to other contexts.

Ultimately, while the insights gained from this study were specific to Core Gateway College, Inc., they paved the way for future research on entrepreneurship education in similar institutions. This study envisioned further investigations that would take a longitudinal look at how entrepreneurial attitudes and curriculum effectiveness evolved over time. By acknowledging and addressing these limitations, this study aimed to ensure that the findings were valid and reliable, contributing to a strategic plan that enhanced entrepreneurship education at Core Gateway College.



*G. Significance of the Study*

➤ *The findings of this study may have been beneficial to the following:*

- **Students.** This research aimed to shed light on how effectively the ABM curriculum aligned with the principles of entrepreneurship education. By understanding this connection, students could make better-informed choices about their educational paths, ensuring they acquired the skills and knowledge needed to thrive as future entrepreneurs.
- **Educators and Curriculum Developers.** The insights gained from this study provided educators with valuable feedback about the current teaching methods and course content. With this information, they were able to refine the ABM curriculum, making it more engaging and effective, ultimately fostering a stronger entrepreneurial spirit among students.
- **Academic Community.** This study enriched the existing literature on entrepreneurship education, particularly within the context of the ABM Track. It served as a helpful resource for future researchers, opening doors for more extensive studies in this area and expanding our understanding of entrepreneurial education.
- **Core Gateway College, Inc.** The findings guided strategic planning and decision-making at the college, allowing it to align its programs more closely with the demands of the industry. Understanding how well the ABM Track prepared students for entrepreneurship helped the college enhance its educational offerings and better serve its students.
- **Local Businesses and the Community.** The research had the potential to positively impact local businesses and the wider community by equipping students with essential entrepreneurial skills. As graduates stepped into the workforce, they brought fresh ideas and innovation, contributing to a more dynamic local economy.
- **Policymakers.** This study provided valuable insights that informed initiatives aimed at strengthening entrepreneurship education in the region. By grasping the alignment between ABM education and the readiness of students for entrepreneurial ventures, policymakers were able to craft more effective policies that supported educational reforms and fostered economic development.
- **Future Researchers.** Lastly, this study laid the groundwork for further exploration into the effectiveness of entrepreneurship education in the ABM Track. Future researchers were able to build on these findings, uncovering new areas that deserved attention and enhancing our collective understanding of entrepreneurial education.
- In summary, this research provided a clearer picture of how the ABM Track at Core Gateway College, Inc. prepared students for the entrepreneurial world, benefiting various stakeholders and nurturing the growth of entrepreneurial talent in the region.

*H. Definition of Terms*

➤ *To facilitate better understanding, the following key terms are defined conceptually and operationally:*

- **Accountancy, Business, and Management (ABM):** The Senior High School (SHS) program with an Accountancy and Business Management (ABM) track is an educational track that aims to prepare students for college programs related to business, finance, entrepreneurship, and accountancy (Adiong Memorial State College).
- **Career Guidance:** Providing insights into entrepreneurial career opportunities to encourage students.
- **Cognitive Factors:** The specific ways students process information related to entrepreneurship in their courses.
- **Curriculum Alignment:** An evaluation of how well the ABM track's curriculum prepares students for entrepreneurship.
- **Entrepreneurial Intentions:** The degree to which ABM students express interest in starting their own businesses or engaging in entrepreneurial ventures.
- **Entrepreneurial Passion:** The self-reported levels of enthusiasm and commitment toward entrepreneurial activities among students in the ABM track.
- **Entrepreneurship Education:** Entrepreneurship education emphasizes setting up, starting, and running a business, while the other deals with developing the attitudes, competencies, and behaviors for functioning entrepreneurially within the business and non-business contexts (Henry 2013).
- **Environmental Factors:** Specific market and economic conditions experienced by students during their education at Core Gateway College, Inc.
- **Evaluation of Learning Outcomes:** Assessing students' application of knowledge to entrepreneurial contexts to measure program effectiveness.
- **Institutional Support:** The availability of support services at Core Gateway College, Inc. that assist ABM students in pursuing entrepreneurial activities.
- **Personality Factors:** The characteristics and traits of ABM students that are assessed to determine their entrepreneurial inclinations.
- **Relevance of Course Materials:** Ensuring that course content is up-to-date and reflects current entrepreneurial practices.
- **Social Factors:** The level of peer and family support for ABM students' entrepreneurial aspirations.
- **Strategic Plan:** The specific plan developed based on study results to improve the ABM track at Core Gateway College, Inc.
- **Student Readiness:** The measured capability of ABM students to transition to entrepreneurship based on their educational background.

## CHAPTER TWO METHODS AND PROCEDURES

### A. Research Design

This study employed a descriptive quantitative research design. Descriptive quantitative research, as defined by Unimrkt (2023), systematically collected and analyzed numerical data to describe the characteristics of a specific population or phenomenon. In the context of this study, the goal was to evaluate how the Accountancy, Business, and Management (ABM) track at Core Gateway College, Inc. prepared students for entrepreneurship education.

This design was suitable as it allowed for the collection of measurable data from a sizable group of ABM students, offering an in-depth understanding of the track's effectiveness in developing entrepreneurial competencies. Using structured surveys, data were gathered on students' perceptions, experiences, and attitudes towards the ABM curriculum and its relevance to entrepreneurship. The collected data were analyzed with statistical tools to uncover patterns, relationships, and trends in students' preparedness for entrepreneurial endeavors.

Adopting a descriptive quantitative approach enabled the study to produce objective, data-driven insights, laying a foundation for identifying specific aspects of the ABM curriculum that could be enhanced to better support entrepreneurship education. This method ensured that recommendations for curriculum improvement and strategic planning were based on accurate, representative findings from the target student population.

### B. Locale of the Study

The study was conducted at Core Gateway College, Inc., formerly known as Colleges of the Republic, a community college located at Maharlika Highway, Cardenas St., Rafael Rueda, San Jose City, Nueva Ecija. The institution offers programs from elementary to graduate degrees and has served San Jose City and its surrounding communities for over seventy-six (76) years.

For the purposes of this study, the population was limited to students enrolled in the K-12 program at Core Gateway College, Inc. The total population of K-12 students, as determined by the Office of Admission, was 1,104.



Fig 2: Map of Core Gateway College, Inc.

*C. Respondents of the Study*

The respondents of the study were the Grade 12 Accountancy, Business, and Management (ABM) students of Core Gateway College, Inc., consisting of 50 students, mostly aged 17–18 years old. These students were nearing the completion of their secondary education and were prepared to face the next level of entrepreneurship education.

Table 1 shows the distribution of Grade 12 Accountancy, Business, and Management (ABM) students at Core Gateway College, Inc., categorized by sex.

Table 1: Distribution of Grade 12 ABM Students by Sex

Sex	n
Male	20
Female	30
Total	50

Table 2 shows the distribution of Grade 12 Accountancy, Business, and Management (ABM) students at Core Gateway College, Inc., categorized by age.

Table 2: Distribution of Grade 12 ABM Students by Age

Age	n
17	34
18	16
Total	50

*D. Sample and Sampling Procedures*

For this study, the population consisted of Grade 12 students enrolled in the Accountancy, Business, and Management (ABM) track at Core Gateway College, Inc. The study aimed to gather insights from this specific group of students, as they were preparing to complete their secondary education and transition to the next level of entrepreneurship education.

Purposive sampling was employed as the sampling technique. Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling method used to select individuals who are considered to be the most knowledgeable or relevant to the research topic (Kelly, 2010). In this case, the purposive sampling method was deemed appropriate as it allowed for the selection of students who were currently enrolled in the ABM track, making them the most relevant group for evaluating the ABM curriculum’s alignment with entrepreneurship education.

Purposive sampling was chosen because, given the aims and objectives of the study, it was important to include individuals who could provide valuable insights into their perceptions, experiences, and attitudes toward the ABM curriculum. This approach ensured that the respondents selected had the most pertinent views and could offer useful information about the ABM track’s effectiveness in preparing students for entrepreneurial endeavors. According to Robinson et al. (2014), purposive sampling is effective when specific individuals are expected to have relevant perspectives that will contribute meaningfully to the study.

The 50 students selected for the study were primarily aged 17 to 18 years and were nearing completion of their secondary education. As such, they were considered appropriate respondents for assessing how the ABM track prepares students for entrepreneurship. The purposive sampling approach was chosen based on the assumption that these students were at a critical stage in their academic and entrepreneurial journey and therefore could provide valuable feedback on the curriculum’s effectiveness in fostering entrepreneurial competencies.

Given the limited scope of the study, purposive sampling was an efficient method to ensure that the sample represented the most relevant student group. This method helped to maximize the usefulness of the data while also addressing constraints like time and available resources.

*E. Research Instruments*

This study utilized a self-constructed questionnaire specifically designed to collect data from ABM students at Core Gateway College. The questionnaire consisted of three sections, each addressing different objectives relevant to the study.

The first section was a **demographic information** component, designed to gather general details about the respondents, including sex, and age. This section provided foundational data that supported the analysis of the ABM students’ profile in relation to their entrepreneurial intentions.

The second section, **Entrepreneurial Attitudes Assessment**, aimed to measure key variables associated with entrepreneurial attitudes. This part of the questionnaire evaluated cognitive, personality, environmental, and social factors influencing the respondents’ interest in entrepreneurship. These items were adapted and modified based on established theories in entrepreneurship

studies, ensuring alignment with the study's focus on student perceptions and preparedness.

The third section, **Alignment of the ABM Track with Entrepreneurship Education**, assessed how well the ABM curriculum prepared students for entrepreneurial endeavors. This part included items related to course relevance, learning outcomes, career guidance, and the respondents' entrepreneurial intentions. The design of this section drew on literature from entrepreneurship education to ensure comprehensive coverage of variables critical to the strategic plan's development.

The structured format of the questionnaire facilitated data collection that directly informed the development of a strategic plan. This data-driven approach ensured that the findings were relevant, accurate, and aligned with the study's objectives to assess the effectiveness of the ABM track in fostering entrepreneurship education.

*F. Data Gathering Procedures*

The data gathering procedure followed a structured approach to ensure accurate and systematic collection of relevant information. After developing the self-constructed questionnaire, formal permission was secured from the school president of Core Gateway College. This permission granted access to the Kto12 population data from the Office of Administration and allowed the inclusion of all Grade 12 ABM students as respondents.

The researchers then coordinated with the Grade 12 ABM adviser to schedule a time for sharing the Google Form link and conducting the survey during class hours, minimizing disruptions and maximizing participation rates.

Before administering the questionnaires, respondents were briefed on the study's purpose, the voluntary nature of their involvement, and the confidentiality of their responses. Informed consent was obtained from all participants.

The questionnaires were distributed in class, allowing respondents to complete them under the researchers' supervision, ensuring immediate collection and a higher completion rate.

Once data was collected, responses were reviewed for completeness and accuracy, then encoded and prepared for statistical analysis. All data was handled with strict confidentiality, in line with the research ethics committee's guidelines.

This methodical approach ensured comprehensive and reliable data collection, providing insights into the ABM track's alignment with entrepreneurship education and informing the study's strategic plan.

*G. Data Analysis Techniques*

The data collected in this study were encoded, tallied, and analyzed using descriptive statistical tools. Table 3 and Table 4 presented the four-point Likert scale that was used to measure and interpret students' perceptions of the ABM track's alignment with entrepreneurship education, covering aspects such as cognitive, personality, environmental, and social factors influencing entrepreneurial attitudes.

Table 3: Scale on Data Interpretation for Cognitive, Personality, Environmental, and Social Factors

Scale	Mean range	Verbal Interpretation (VI)	Verbal description (VD)
4	3.26 - 4.00	Strongly agree	The respondent viewed the statement as strongly aligned.
3	2.51 - 3.25	Agree	The respondent viewed the statement as generally aligned.
2	1.76 - 2.50	Disagree	The respondent viewed the statement as slightly aligned.
1	1.00 - 1.75	Strongly disagree	The respondent viewed the statement as not being aligned

Table 4: Scale on Data Interpretation for Relevance of Course Materials, Learning Outcomes, Career Guidance, and Entrepreneurial Intentions

Scale	Mean range	Verbal interpretation (VI)	Verbal description (VD)
4	.26 - 4.00	Strongly agree	The respondent viewed the statement as highly relevant.
3	2.51 - 3.25	Agree	The respondent viewed the statement as relevant.
2	1.76 - 2.50	Disagree	The respondent viewed the statement as somewhat relevant.
1	1.00 - 1.75	Strongly disagree	The respondent viewed the statement as irrelevant.

To analyze the data and address the objectives of this research, several statistical tools were employed to classify, tabulate, and interpret the collected information. These tools were chosen based on their ability to provide clear and reliable insights into the research questions.

Frequency and percentage distributions were first used to describe the demographic profile of the ABM students. This allowed for a clear understanding of the distribution of key characteristics such as age, gender, and other relevant factors, providing a foundation for further analysis.



The Weighted Mean was then applied to measure the entrepreneurial attitudes of the students. This technique was useful in assessing various factors that influence these attitudes, including cognitive, personality, environmental, and social influences, providing a comprehensive view of students' entrepreneurial mindset.

To assess the variability in responses regarding entrepreneurial intentions, the Standard Deviation was employed. This statistical measure helped identify the degree of difference in the students' responses, shedding light on the consistency or variation in their entrepreneurial aspirations.

For open-ended responses about the perceived impact of the ABM track on students' readiness for entrepreneurial careers, Thematic Analysis was applied. This method allowed for the interpretation of qualitative data, helping to uncover common themes and insights related to students' views on how the ABM track prepares them for entrepreneurship.

Lastly, Likert Scale Analysis was used to evaluate the perceived alignment between the ABM curriculum components and entrepreneurship education. By analyzing the responses on a Likert scale, this tool helped assess the degree of agreement or disagreement with statements related to how well the ABM curriculum prepares students for entrepreneurial careers.

These statistical tools, in combination, provided a comprehensive approach to analyzing the data, ensuring that the research objectives were met and yielding valuable insights into the relationship between the ABM track and students' entrepreneurial attitudes and intentions.

#### *H. Ethical Concerns*

This study adhered to rigorous ethical standards to ensure the protection of participants' rights and to maintain the integrity of the research process. The primary ethical concerns focused on obtaining informed consent, ensuring voluntary participation, and safeguarding the confidentiality and anonymity of all respondents. One potential ethical issue was the disclosure of sensitive information regarding participants' entrepreneurial attitudes, academic performance, and career intentions, which could breach their privacy. To address these concerns, the study took several steps to protect participants' rights.

First, informed consent was obtained from all participants. They were fully briefed on the purpose of the study, their role in it, and their right to withdraw at any time without consequence. The informed consent process ensured that participants understood their voluntary involvement in the study and their rights regarding privacy and confidentiality.

To further protect their privacy, all data was securely stored and was only accessible to the research team. The information collected was used solely for the purpose of this study, and individual responses were kept anonymous. In the final report, only aggregated data was presented, ensuring that no participant could be identified.

Additionally, the study was designed with the principle of non-maleficence in mind, which emphasizes the protection of participants from physical or psychological harm. Efforts were made to minimize discomfort by framing sensitive questions in a respectful manner and avoiding any intrusive inquiries.

Integrity and transparency were also key principles throughout the research process. The research team committed to accurately reporting the findings, avoiding conflicts of interest, and ensuring that participants were fully informed about the study's objectives and how their data would be used.

Finally, all ethical guidelines were strictly adhered to, including obtaining the necessary permissions from relevant authorities at Core Gateway College before initiating the study. These measures were implemented to ensure that the research was conducted in an ethical manner, respecting participants' rights and privacy, while maintaining the academic and ethical standards of the institution.

## CHAPTER THREE

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings obtained from the primary instrument used in the rabbit farming industry for meat production. The responses were organized, quantified, and interpreted using different statistical tools. The presentation observed the sequence of the specific problems formulated in this study.

#### A. Profile of the Respondents

The profile of respondents of Core Gateway College, Inc. is discussed in terms of the sex and age of the Grade 12 Accountancy, Business and Management (ABM) students.

##### ➤ Sex

The distribution of respondents based on their sex is indicated in Table 5.

Table 5: Sex

Sex	n	Percentage
Male	20	40%
Female	30	60%
Total	50	100%

The data in this section represent the sex of the respondents. Among the 50 Grade 12 ABM students who participated in the study, 40% (20 students) were male, while 60% (30 students) were female, as shown in Table 5.

As reflected in Table 5, 40% (20 out of 50) of the Grade 12 ABM students who responded in this study were male. Previous studies on gender differences in academic performance showed varying results. Kherfi (2008) found that male students in accounting programs tended to outperform their female counterparts. However, other studies suggested the opposite trend, with female students achieving higher academic performance (Martí-Ballester, 2012; Gammie et al., 2003; Gracia & Jenkins, 2003). According to Feniger (2011), fields like Accounting, Math, Physics, and Computer Science had traditionally been male-dominated, particularly in countries like Israel and the United States.

In contrast, 60% (30 out of 50) of the Grade 12 ABM students who responded in this study were female. Prior research indicated that gender played a significant role in academic outcomes, particularly in undergraduate accounting programs, where female students often outperformed male students (Martí-Ballester, 2012). According to Castagnetti and Rosti (2009), female students' higher academic performance reflected increased individual productivity, which was associated with greater labor market value. While research showed some differences in brain volume between men and women, studies by Dolan et al. (2006) and Burgaleta et al. (2012) suggested that these differences did not correlate with overall cognitive abilities. Instead, variations in academic performance were more likely to be related to individual differences in specific cognitive skills (Calvin et al., 2010), rather than gender-based differences in general intelligence.

##### ➤ Age

The distribution of respondents based on their age is indicated in Table 6.

Table 6: Age

Age	n	Percentage
17	34	68%
18	16	32%
Total	50	100%

All participants in the study fell within the 17-18 age bracket, representing 100% of the sample. As shown in Table 6, 68% of the respondents were 17 years old (34 out of 50), while 32% were 18 years old (16 out of 50). This indicates a higher proportion of 17-year-old participants compared to 18-year-olds.

In the study by Hatak et al. (2015), it was found that as the age of the respondents increased, their entrepreneurial inclination decreased. However, the study also concluded that age differences did not significantly affect the entrepreneurial inclination of students. This suggests that the students' age was not a determining factor in their entrepreneurial inclination. These findings are consistent with previous studies that also found no significant impact of age on entrepreneurial inclination (Ahmed et al., 2010; Mahajar, 2012; Mensah, 2013; Ayodele, 2013).

*B. Factors Affecting Students’ Entrepreneurial Attitudes*

This involved the entrepreneurial attitudes of the 50 Grade 12 ABM students surveyed at the Core Gateway College in terms of cognitive, personality, environmental, and social factors.

➤ *Cognitive Factors*

In Table 7, the cognitive factors affecting students’ entrepreneurial attitudes is provided.

Table 7: Cognitive Factors Affecting Students’ Entrepreneurial Attitudes

	<b>Cognitive Factors</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Verbal Description (VD)</b>
1	My knowledge of financial management from the ABM track will help me manage my own business in the future.	3.50	Strongly Agree	The respondent viewed the statement as strongly aligned.
2	The analytical skills developed in my study of ABM are essential for effective decision-making in business.	3.44	Strongly Agree	The respondent viewed the statement as strongly aligned.
3	The ABM track curriculum effectively prepares me to identify and evaluate business opportunities.	3.36	Strongly Agree	The respondent viewed the statement as strongly aligned.
3	The problem-solving skills I gained from my study of ABM are crucial for success in entrepreneurship.	3.36	Strongly Agree	The respondent viewed the statement as strongly aligned.
5	I am able to critically assess the risks and benefits of business ventures based on what I learned in ABM.	3.10	Agree	The respondent viewed the statement as generally aligned.
	<b>Overall Weighted Mean</b>	<b>3.35</b>	<b>Strongly Agree</b>	<b>Strongly Aligned</b>

Most respondents strongly believe that the financial management knowledge they gained from the ABM track is very useful for managing a business in the future. This is supported by CIIT Philippines School (n.d.), which says that the ABM strand helps students develop important financial skills. These skills include managing personal finances, budgeting, handling credit and debt, and planning for retirement. These skills are not only important for personal financial success but also help students make better decisions when it comes to investing and understanding the financial side of running a business.

In addition, respondents also agreed that the ABM track helped them think carefully about the risks and benefits of business ventures. This matches the findings of Thomas (2022), who explains that when starting a business, owners take on many roles, such as managing marketing, accounting, and overall business operations. Thomas (2022) emphasizes that ABM students need to learn how to handle these challenges, which is an important skill for success in business.

In conclusion, the data reveals that respondents highly value the financial management skills gained from the ABM track, which are crucial for future business success. These skills, including budgeting and managing finances, align with the findings of CIIT Philippines School (n.d.) and Thomas (2022), highlighting the importance of financial literacy and the ability to assess business risks and benefits for effective business management.

➤ *Personality Factors*

In Table 8, the personality factors affecting students’ entrepreneurial attitudes is provided.

Table 8: Personality Factors Affecting Students’ Entrepreneurial Attitudes

	<b>Personality Factors</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Verbal Description (VD)</b>
1	I view failures as learning opportunities that will improve my future business ventures.	3.48	Strongly Agree	The respondent viewed the statement as strongly aligned.
2	My creativity allows me to come up with innovative business ideas.	3.14	Agree	The respondent viewed the statement as generally aligned.
3	I believe that my resilience helps me overcome challenges in starting a business.	3.12	Agree	The respondent viewed the statement as generally aligned.
4	I am motivated to pursue entrepreneurship due to my personal drive and ambition.	2.98	Agree	The respondent viewed the statement as generally aligned.
5	I consider myself a risk-taker when it comes to pursuing business opportunities.	2.90	Agree	The respondent viewed the statement as generally aligned.
	<b>Overall Weighted Mean</b>	<b>3.20</b>	<b>Agree</b>	<b>Generally Aligned</b>

On average, respondents generally have a positive view of failures, seeing them as opportunities to learn and improve for future business ventures. This aligns with Chamber (2024), who suggests that instead of viewing failure as an obstacle, it should be seen as a chance for growth. By adopting a positive attitude toward failure, individuals can learn valuable lessons that will help them make better decisions in the future.

However, most respondents see themselves as risk-takers when it comes to pursuing business opportunities. Although, the responses are slightly below 3 on the scale, suggesting that some respondents may still feel uncertain or lean toward disagreement. According to CIO Women Magazine (2023), one of the main reasons many people are hesitant to start their own businesses is the fear of taking risks. The magazine points out that all startups involve some level of risk for aspiring entrepreneurs, making it a natural part of the process.

To sum up, the data shows that respondents generally view failure as a valuable learning opportunity, in line with Chamber (2024), who advocates for using failure as a chance to grow. However, while most respondents identify as risk-takers in business, their responses suggest some hesitation, aligning with CIO Women Magazine (2023), which highlights that fear of risk is a common barrier for many aspiring entrepreneurs. This indicates that while respondents are open to learning from failure, there may still be some apprehension toward taking risks in business ventures.

➤ *Environmental Factors*

In Table 9, the environmental factors affecting students’ entrepreneurial attitudes is provided.

Table 9: Environmental Factors Affecting Students’ Entrepreneurial Attitudes

	<b>Environmental Factors</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Verbal Description (VD)</b>
1	Access to business workshops and seminars at Core Gateway College is beneficial for my learning.	3.36	Strongly Agree	The respondent viewed the statement as strongly aligned.
2	The support from the local business community is an encouraging factor for starting a business.	3.22	Agree	The respondent viewed the statement as generally aligned.
3	The availability of mentorship programs at my college boosts my confidence in entrepreneurship.	3.10	Agree	The respondent viewed the statement as generally aligned.
4	The availability of funding opportunities for student entrepreneurs at my college positively impacts my entrepreneurial intentions.	3.06	Agree	The respondent viewed the statement as generally aligned.
5	The business resources available at Core Gateway College positively affect my business intentions.	3.00	Agree	The respondent viewed the statement as generally aligned.
	<b>Overall Weighted Mean</b>	<b>3.15</b>	<b>Agree</b>	<b>Generally Aligned</b>

Respondents expressed a positive view of how workshops and seminars enhance their learning experience. This is supported by Arya College (2023), which highlights the importance of seminars, workshops, and presentations in the academic journey. These activities help students stay informed about current events, understand complex concepts, and build valuable networks, all of which contribute to their overall learning and growth.

Additionally, respondents showed a neutral stance on the influence of college business resources on their business intentions, suggesting a balanced view. They feel that the resources are helpful but not necessarily a major driving factor. This reflects the findings of Martins et al. (2022), who state that while institutional support plays a significant role in fostering entrepreneurial intention, other factors such as entrepreneurial skills, risk-taking ability, and innovation also positively influence an individual’s intention to pursue entrepreneurship.

On the whole, respondents value workshops and seminars for enhancing their learning experience, aligning with Arya College (2023), which emphasizes the importance of these activities in keeping students informed and building networks. However, respondents took a neutral stance on the impact of college business resources on their entrepreneurial intentions, reflecting Martins et al. (2022), who note that while institutional support is important, other factors like skills, risk-taking, and innovation also significantly influence entrepreneurial aspirations.

➤ *Social Factors*

In Table 10, the social factors affecting students’ entrepreneurial attitudes is provided.

Table 10: Social Factors Affecting Students’ Entrepreneurial Attitudes

	<b>Social Factors</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Verbal Description (VD)</b>
1	The ABM program provides connections to industry professionals who support my entrepreneurial goals.	3.22	Agree	The respondent viewed the statement as generally aligned.
2	The relationships I have built with teachers in the ABM program encourage my entrepreneurial ambitions.	3.10	Agree	The respondent viewed the statement as generally aligned.
3	I feel motivated to participate in entrepreneurship-related activities because of the support from my classmates in ABM.	3.08	Agree	The respondent viewed the statement as generally aligned.
4	The networking opportunities provided by the ABM track enhance my business prospects.	3.06	Agree	The respondent viewed the statement as generally aligned.
5	My interactions with classmates in the ABM track inspire me to start my own businesses.	2.90	Agree	The respondent viewed the statement as generally aligned.
	<b>Overall Weighted Mean</b>	<b>3.07</b>	<b>Agree</b>	<b>Generally Aligned</b>

Respondents expressed a positive view, suggesting that the ABM program helps build valuable connections with industry professionals, which supports their entrepreneurial goals. This is supported by Buoc et al. (2023), who note that the ABM strand provides networking opportunities with industry professionals who can offer valuable advice on business operations. While balancing school and running a business can be challenging, the ABM program equips students with the skills and knowledge needed to manage a business effectively and become strong business leaders.

Furthermore, respondents generally showed a positive sentiment, though closer to neutral or somewhat positive, regarding the impact of their interactions with classmates in the ABM track on their desire to start their own business. This is consistent with the findings of Barabas et al. (n.d.), who explain that there is a strong positive connection between entrepreneurial self-efficacy and the intention to become an entrepreneur. The more students learn about entrepreneurship, the more confident they become in their ability to start a business, which increases their intention to pursue entrepreneurship.

To summarize, respondents highlighted the ABM program's role in fostering valuable connections with industry professionals, supporting their entrepreneurial goals, as noted by Buoc et al. (2023). Despite the challenges of balancing school and business, the program provides students with the necessary skills to become effective business leaders. Additionally, respondents expressed a somewhat positive view of how interactions with classmates in the ABM track influence their entrepreneurial intentions, aligning with Barabas et al. (n.d.), who found that entrepreneurial self-efficacy strengthens the desire to start a business.

To wrap up, the ABM track significantly shapes students' entrepreneurial attitudes by providing valuable financial management skills and fostering a positive view of failure as a learning opportunity. While students appreciate workshops and seminars, which enhance their learning and networking, there is a neutral stance on the impact of college resources on entrepreneurial intentions, suggesting that other factors like skills, risk-taking, and innovation play a key role. The program helps students build industry connections and develop leadership skills, but some hesitation toward taking risks remains. Overall, while the ABM track supports entrepreneurial growth, further emphasis on real-world applications and risk management could better prepare students for business ventures.

*C. The Alignment of ABM Track to Entrepreneurship Education*

This study examined the alignment of the ABM track with entrepreneurship education, as perceived by 50 Grade 12 ABM students surveyed at Core Gateway College.

The alignment was assessed in terms of the relevance of course materials, evaluation of learning outcomes, career guidance, and entrepreneurial intentions.



➤ *Relevance of Course Materials*

In Table 11, the relevance of course materials in alignment with the ABM track for entrepreneurship education is provided.

Table 11: Relevance of Course Materials in Alignment with ABM Track for Entrepreneurship Education

	Relevance of Course Materials	Weighted Mean	Verbal Interpretation	Verbal Description (VD)
1	The provided resources encourage me to think about future business ventures.	3.24	Agree	The respondent viewed the statement as relevant
2	The course materials provide practical knowledge useful for starting a business.	3.22	Agree	The respondent viewed the statement as relevant.
3	The ABM track includes materials that help me understand basic entrepreneurial concepts.	3.14	Agree	The respondent viewed the statement as relevant.
3	The course content reflects real-world business scenarios.	3.14	Agree	The respondent viewed the statement as relevant.
5	The materials prepare me to handle financial aspects of a business.	3.08	Agree	The respondent viewed the statement as relevant.
	<b>Overall Weighted Mean</b>	<b>3.16</b>	<b>Agree</b>	<b>Relevant</b>

The respondents' feedback reflects that the resources provided in the ABM track effectively inspire entrepreneurial thinking and foster ideas for future business ventures, aligning with the track's goal of encouraging innovation. This is further supported by the study of Fayolle and Gailly (2014), which asserts that well-designed programs incorporating real-life scenarios, case studies, and hands-on activities can nurture an entrepreneurial mindset. They also emphasize that appropriate learning resources can ignite students' entrepreneurial intentions.

On the other hand, concerns about financial preparedness highlight a gap in equipping students with essential financial management skills. Incorporating experiential learning techniques, such as case studies and simulations involving financial decision-making, could better prepare students to manage the financial aspects of business. Fayolle and Gailly (2014) suggest that these methods provide valuable, practical experiences that help students navigate real-world financial challenges. Thus, it is crucial for course materials to remain relevant, appropriate, and grounded in the practical realities of the business landscape.

Overall, while the ABM track moderately supports entrepreneurial education, areas such as financial literacy and practical applications require further emphasis. Addressing these gaps can better prepare students with the skills and knowledge needed for entrepreneurial success, aligning more closely with the program's objectives.

➤ *Evaluation of Learning Outcomes*

In Table 12, the evaluation of learning outcomes in alignment with the ABM track for entrepreneurship education is provided.

Table 12: Evaluation of Learning Outcomes in Alignment with ABM Track for Entrepreneurship Education

	Evaluation of Learning Outcomes	Weighted Mean	Verbal Interpretation	Verbal Description (VD)
1	The ABM track effectively measures my understanding of business concepts.	3.30	Strongly Agree	The respondent viewed the statement as highly relevant.
2	The evaluations reflect the skills needed in entrepreneurial activities.	3.12	Agree	The respondent viewed the statement as relevant.
3	I am evaluated on skills like critical thinking and problem-solving.	3.10	Agree	The respondent viewed the statement as relevant.
4	The assessments challenge me to apply business concepts practically.	2.98	Agree	The respondent viewed the statement as relevant.
5	Assessments focus on real-world applications of business knowledge.	2.82	Agree	The respondent viewed the statement as relevant.
	<b>Overall Weighted Mean</b>	<b>3.06</b>	<b>Agree</b>	<b>Relevant</b>

The respondents agreed that the evaluation of learning outcomes in the ABM track reflects moderate effectiveness, highlighting the program's strength in assessing theoretical knowledge. This aligns with Magnaye's (2020) study, which found that students self-assessed as "prepared" for the competencies required by business courses, indicating a solid foundation in business concepts. Magnaye also emphasized the importance of engaging with business-related materials to help students become more aware of the evolving business landscape.

However, concerns about the practical relevance of assessments point to a need for greater focus on real-world applications. Magnaye (2020) noted that students value assessments that bridge the gap between theory and practice, such as case studies and simulations, which are seen as highly beneficial and engaging. To enhance learning outcomes, it is essential for business courses to incorporate these experiential learning methods, providing students with opportunities to apply their knowledge in practical settings and better prepare them for real-world business challenges.

In summary, the ABM track effectively assesses theoretical and basic entrepreneurial skills but requires stronger integration of real-world applications to better prepare students for entrepreneurial challenges. Expanding experiential and performance-based evaluations can significantly enhance the program’s relevance and impact.

➤ *Career Guidance*

In Table 13, the career guidance in alignment with the ABM track for entrepreneurship education is provided.

Table 13: Career Guidance in Alignment with ABM Track for Entrepreneurship Education

	<b>Career Guidance</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Verbal Description (VD)</b>
1	The ABM track provides guidance for pursuing a business career.	3.30	Strongly Agree	The respondent viewed the statement as highly relevant.
2	Career guidance activities help me set achievable business goals.	3.18	Agree	The respondent viewed the statement as relevant.
2	The course offers insights into potential business career paths.	3.18	Agree	The respondent viewed the statement as relevant.
4	Mentoring opportunities are available to help guide my career choices.	3.08	Agree	The respondent viewed the statement as relevant.
5	Career counseling sessions help me clarify my entrepreneurial goals.	3.06	Agree	The respondent viewed the statement as relevant.
	<b>Overall Weighted Mean</b>	<b>3.16</b>	<b>Agree</b>	<b>Relevant</b>

The respondents strongly agree that the ABM track provides valuable guidance for pursuing a business career, highlighting the program's effectiveness in offering foundational support for students on entrepreneurial paths. This is supported by Cruz et al. (2019), who identify three key features of career guidance in the ABM track: knowledge acquisition, skill development, and attitudinal preparedness. These elements are crucial in preparing students for the diverse business ventures they may undertake.

However, while the career guidance offered by the ABM track is seen as beneficial, its alignment with entrepreneurship education is moderately strong, suggesting room for improvement. This indicates that while the guidance is relevant, there are opportunities to enhance its effectiveness in fully supporting students' entrepreneurial aspirations.

In conclusion, the ABM track provides valuable guidance for students pursuing a business career, offering essential support through knowledge acquisition, skill development, and attitudinal preparedness, as highlighted by Cruz et al. (2019). However, while the career guidance is beneficial, its alignment with entrepreneurship education is moderately strong, suggesting that there is room for improvement. Enhancing the guidance to more closely support entrepreneurial aspirations could further strengthen its impact on students' entrepreneurial journeys.

➤ *Entrepreneurial Intentions*

In Table 14, the entrepreneurial intentions in alignment with the ABM track for entrepreneurship education is provided.

Table 14: Entrepreneurial Intentions in Alignment with ABM Track for Entrepreneurship Education

	<b>Entrepreneurial Intentions</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Verbal Description (VD)</b>
1	The ABM track has strengthened my desire to start my own business.	3.10	Strongly Agree	The respondent viewed the statement as relevant.
2	The course has inspired me to consider entrepreneurship as a career option.	3.02	Agree	The respondent viewed the statement as relevant.
3	My interest in business ownership has grown due to this course.	3.00	Agree	The respondent viewed the statement as relevant.
4	The ABM track has equipped me with the confidence to take entrepreneurial risks.	2.92	Agree	The respondent viewed the statement as relevant.
5	I intend to explore entrepreneurial opportunities after completing the ABM track.	2.88	Agree	The respondent viewed the statement as relevant.
	<b>Overall Weighted Mean</b>	<b>2.98</b>	<b>Agree</b>	

The respondents strongly agree that the ABM track has helped strengthen students' desire to start their own business. Engagement in activities such as feasibility studies and financial literacy programs encourages students to envision themselves as future entrepreneurs, empowering them to see entrepreneurship as a viable career path (Dela Cruz, 2020).

However, when it comes to exploring entrepreneurial opportunities, there is a clear need for improvement in motivating students and equipping them with the tools for recognizing potential opportunities. Dela Cruz (2020) supports this view, noting that every business venture carries inherent risks, which can cause doubt among young aspiring entrepreneurs. Therefore, it is essential for business education to address these risks openly, helping students become more aware and fully prepared to step outside their comfort zones and pursue business ventures with confidence.

As a final point, the ABM track provides a solid foundation for students pursuing entrepreneurship, offering valuable guidance in areas such as knowledge acquisition, skill development, and attitudinal preparedness. The track effectively strengthens students' desire to start their own businesses, with engagement in activities like feasibility studies and financial literacy programs serving as key motivators. However, there are areas that require further attention, such as enhancing financial literacy and integrating more real-world applications into the curriculum. While the program assesses theoretical knowledge well, there is room for improvement in fostering practical skills, particularly in recognizing entrepreneurial opportunities and managing business risks. By addressing these gaps and expanding experiential learning opportunities, the ABM track can better align with the goals of entrepreneurship education, ultimately preparing students more effectively for entrepreneurial challenges and success.



## CHAPTER FOUR

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings based on the interpretations and analysis made on the Assessment of ABM Track as Preparatory to Entrepreneurship Education in Core Gateway College. Conclusions and recommendations were provided based on the data.

#### A. *Summary of Findings*

The following findings were derived based on the presentation, analysis, and interpretation of data:

#### B. *Profile of the Grade 12 ABM Students in Core Gateway College*

The study included 50 Grade 12 ABM students, with 40% (20 students) male and 60% (30 students) female. All participants were within the 17-18 age range, with 68% (34 students) being 17 years old and 32% (16 students) being 18 years old. This shows a higher proportion of 17-year-old participants compared to 18-year-olds.

In terms of gender and academic performance, the results are mixed, with some studies suggesting male students perform better in accounting programs, while others indicate female students outperform their male counterparts. Additionally, although age-related studies suggest that entrepreneurial inclination may decrease with age, no significant impact of age on entrepreneurial inclination was observed in this study, aligning with prior research.

#### C. *The Students' Entrepreneurial Attitude*

In terms of cognitive factors, the findings highlight a strong connection between the ABM track curriculum and students' entrepreneurial attitudes. The highest rating of 3.50 reflects students' belief that the financial management knowledge gained from the ABM track will be highly beneficial for managing future businesses. The program's ability to develop analytical skills for effective decision-making also received a strong rating of 3.44, indicating its importance in entrepreneurship. Additionally, students rated their ability to identify and evaluate business opportunities with an average of 3.36, demonstrating a positive perception of the ABM track's impact on entrepreneurial competencies. Problem-solving skills, viewed as essential for success in entrepreneurship, received an average rating of 3.36, further supporting the program's role in preparing students for real-world business challenges. The ability to critically assess the risks and benefits of business ventures scored slightly lower, with an average rating of 3.10, suggesting that while students find this skill useful, there is room for enhancement in this area. Overall, the average rating of 3.36 for cognitive factors indicates that students feel well-prepared to apply their learning to entrepreneurial ventures, though there is potential for further strengthening specific areas.

Regarding personality factors, the findings reveal varying degrees of alignment between students' entrepreneurial attitudes and key personality traits. The highest rating of 3.48 suggests that students view failures as valuable learning opportunities, a crucial trait for entrepreneurial growth. Resilience, with an average rating of 3.12, is also seen as a significant factor in overcoming challenges when starting a business. Creativity, rated at 3.14, is highly valued by students as it helps them generate innovative business ideas. However, motivation driven by personal ambition received a moderate rating of 2.98, indicating that while students are generally motivated, their drive is not overwhelmingly high. The lowest rating of 2.90 for risk-taking suggests some hesitation in embracing entrepreneurial risks, highlighting an area for improvement in fostering a more risk-tolerant mindset. Overall, the average rating of 3.12 for personality factors indicates that the ABM track successfully supports the development of key entrepreneurial traits but could benefit from further emphasis on risk-taking and motivation.

Concerning environmental factors, the findings reveal a significant connection between the ABM track curriculum and students' entrepreneurial attitudes, though the impact varies across different resources. The highest rating of 3.36 reflects the strong value students place on access to business workshops and seminars, which they find highly beneficial for their learning. Mentorship programs are also viewed positively, with an average rating of 3.10, indicating that students feel confident in entrepreneurship due to the support they receive. Additionally, business resources at Core Gateway College are seen as positively influencing students' business intentions, reflected in a rating of 3.00. The support from the local business community also plays an encouraging role in shaping entrepreneurial attitudes, with an average rating of 3.22. Funding opportunities for student entrepreneurs were rated at 3.06, indicating moderate support in this area. Overall, the average rating of 3.10 for environmental factors suggests that while these resources are valuable, there is still room for improvement in the availability and accessibility of mentorship and funding opportunities to more effectively support students' entrepreneurial aspirations.

With respect to social factors, the findings reveal varying degrees of influence the ABM track has on the respondents' entrepreneurial attitudes through social interactions. The highest rating of 3.22 indicates that connections with industry professionals are perceived as particularly valuable, providing strong support for students' entrepreneurial goals. Relationships with teachers in the ABM program also play a significant role, receiving an average rating of 3.10, suggesting that these interactions help motivate students toward their entrepreneurial ambitions. Peer interactions, reflected by an average rating of 2.90, were found to have a moderate influence on students' entrepreneurial intentions, indicating that while classmates inspire some to pursue entrepreneurship, the impact is not as pronounced. Networking opportunities offered by the ABM track were rated at 3.06, indicating

that students view these as somewhat beneficial in fostering business prospects. Lastly, support from classmates for participating in entrepreneurship-related activities was rated at 3.08, highlighting a moderate level of influence. Overall, the average rating of 3.10 for social factors demonstrates that while social interactions, including peer relationships, teacher support, and professional connections, play a meaningful role in shaping students' entrepreneurial intentions, there is potential for further strengthening these influences.

*D. The Alignment of ABM Track to Entrepreneurship Education*

In relation to the relevance of course materials, the findings indicate that students generally perceive the ABM track as offering valuable resources that align well with entrepreneurship education. With an average rating of 3.22, students agree that the materials provide practical knowledge essential for starting a business. The course content is considered reflective of real-world business scenarios (3.14) and helps students understand basic entrepreneurial concepts (3.14). The resources also encourage future business thinking, with a higher average rating of 3.24, indicating that students view the curriculum as forward-looking. However, the slightly lower rating of 3.08 for preparing students to manage the financial aspects of a business suggests an area for potential improvement. Overall, the average rating of 3.14 reflects a strong alignment of course materials with entrepreneurial aspirations, though further emphasis on financial management could enhance the program's relevance.

Pertaining to the evaluation of learning outcomes, the findings show that students generally feel the ABM track effectively measures their understanding of business concepts, with an average rating of 3.30. Evaluations are also seen as reflecting the skills needed for entrepreneurial activities, with an average rating of 3.12. However, assessments focused on the real-world application of business knowledge received a lower rating of 2.82, highlighting a perceived gap in practical application. While students feel moderately evaluated on critical thinking and problem-solving skills (3.10), there is a slight concern regarding the practical application of business concepts, with an average rating of 2.98. These findings suggest that while the ABM track effectively measures core academic competencies, there is room for improvement in aligning assessments with real-world business challenges. Overall, the average rating of 3.06 reflects a generally positive perception of the evaluation of learning outcomes, but further refinement could better prepare students for practical entrepreneurial tasks.

On the subject of career guidance, the findings suggest that the ABM track provides strong support for students' entrepreneurial ambitions, with an average rating of 3.30, indicating that the program offers valuable guidance for pursuing a business career. Career counseling sessions, with an average rating of 3.06, are seen as helpful in clarifying entrepreneurial goals, while the course itself provides valuable insights into potential business career paths, reflected in an average rating of 3.18. Mentoring opportunities received an average rating of 3.08, indicating moderate availability and support, while career guidance activities, with a rating of 3.18, are perceived as beneficial in helping students set achievable business goals. Overall, the average rating of 3.16 for career guidance demonstrates that the ABM track plays a positive role in shaping students' entrepreneurial futures, though there is potential for further enhancement in the accessibility and impact of mentoring opportunities.

Regarding entrepreneurial intentions, the findings suggest that the ABM track has a moderate positive influence on students' entrepreneurial aspirations. With an average rating of 3.10, the course strengthens students' desire to start their own business, and an average rating of 3.02 shows that it inspires them to consider entrepreneurship as a career option. However, a slightly lower rating of 2.88 reflects that students' intent to actively explore entrepreneurial opportunities after completing the track is less pronounced. Despite this, an average rating of 3.00 indicates that students' interest in business ownership has increased, and the course contributes to boosting their confidence in taking entrepreneurial risks (2.92). Overall, the average rating of 2.98 for entrepreneurial intentions highlights that while the program positively impacts students' entrepreneurial aspirations, there is room for further support to help students feel more confident and proactive in pursuing entrepreneurial opportunities.

*E. The Proposed Strategic Plan for Enhancing the ABM Track Curriculum in Preparation for Entrepreneurship Education*

Based on the data collected, a strategic plan for enhancing the ABM track curriculum in preparation for entrepreneurship education.

➤ *Strategic Planning*

Strategic planning was undertaken to enhance the alignment of the ABM track with entrepreneurship education by addressing program gaps and fostering essential entrepreneurial competencies. This plan focused on improving key areas identified through an evaluation of cognitive, personality, environmental, and social dimensions, alongside the relevance of course materials, career guidance, evaluation of learning outcomes, and entrepreneurial intentions. Stakeholder collaboration ensured that the strategies aligned with the needs of students and the goals of the program.

Table 15: A Strategic Plan to Enhance the ABM Track Curriculum for Entrepreneurship Education at Core Gateway College and Beyond

STRATEGIC AREA	INITIATIVES	OBJECTIVES
INTEGRATION OF EXPERIENTIAL LEARNING	Introduce case studies, simulations, and business feasibility projects. Enhance students' ability to analyze real- world	Bridge the gap between theory and practice to foster critical thinking and decision-making skills.

	scenarios and make informed decisions.	
STRENGTHENING FINANCIAL LITERACY	Include practical financial management modules. Conduct workshops on budgeting, investment planning, and risk assessment.	Equip students with essential financial skills to manage business operations effectively.
ENHANCING CAREER GUIDANCE	Provide personalized mentorship programs with experienced entrepreneurs. Organize career- focused workshops and seminars.	Align students' career goals with entrepreneurial opportunities and inspire confidence through mentorship.
ENCOURAGING SOCIAL AND ENVIRONMENTAL SUPPORT	Foster peer collaboration through team-based entrepreneurial projects. Partner with local businesses and organizations for Mentorship and networking.	Create a supportive environment for entrepreneurial growth and build connections with industry professionals.

The strategic plan ensures that the ABM track evolves into a well-rounded program that equips students with practical skills, entrepreneurial confidence, and real-world readiness. These initiatives collectively aim to prepare future entrepreneurs to navigate challenges and seize opportunities in the dynamic business environment.

➤ *Implementation and Control of the Strategic Plan*

The implementation and control of the strategic plan for aligning the ABM track with entrepreneurship education focus on practical execution and continuous improvement. Experiential learning activities, including case studies, simulations, and feasibility projects, are integrated into the curriculum to bridge the gap between theory and practice. Financial literacy modules, alongside workshops on budgeting and risk management, equip students with real-world financial skills. Mentorship programs and career guidance initiatives, such as career fairs and networking events, provide students with direct exposure to entrepreneurial practices and opportunities.

Social and environmental support is fostered through team-based projects and partnerships with local businesses, creating collaborative and practical learning environments. Progress is monitored through periodic reviews, student and mentor feedback, and performance assessments that measure entrepreneurial skills and engagement levels. Continuous improvement is ensured through adaptive strategies based on stakeholder input and annual evaluations to maintain alignment with entrepreneurship education goals.

This structured approach ensures the ABM track effectively prepares students with the knowledge, skills, and confidence needed for entrepreneurial success while promoting a culture of innovation and practical readiness.

➤ *Evaluation and Control*

The evaluation and control phase ensures the strategic plan's effectiveness in aligning the ABM track with entrepreneurship education. This process involves measuring progress, assessing outcomes, and maintaining the relevance of implemented initiatives. Key performance indicators, such as participation rates in learning activities, pre- and post- program assessments, and stakeholder feedback, are used to evaluate improvements in students' entrepreneurial skills and readiness.

Regular reports from faculty and program coordinators, along with surveys and interviews, provide insights into the program's impact and identify areas for enhancement. Control measures, including periodic reviews and performance evaluations, ensure alignment with strategic goals and address challenges or deviations.

Continuous improvement is emphasized, with feedback from students and mentors driving refinements to strategies and program delivery. Annual evaluations ensure the strategic plan evolves to meet changing educational and entrepreneurial demands. By maintaining a dynamic and responsive approach, the ABM track equips students with the confidence, skills, and practical knowledge needed for entrepreneurial success while fostering a culture of accountability and excellence.

➤ *Contingency Plan for the Decline Stage*

The contingency plan for the decline stage ensures the ABM track remains effective and relevant by proactively addressing challenges and adapting to changing needs. Regular reassessments of the curriculum and initiatives allow for adjustments to align with entrepreneurial trends and address gaps. Enhanced stakeholder engagement fosters collaboration with mentors, industry partners, and students to create new opportunities and strengthen program support.

Innovative learning approaches, such as virtual simulations and experiential activities, are introduced to re-engage students and modernize delivery. Continuous monitoring through feedback and real-time data ensures early detection of issues, enabling immediate corrective actions. Resource optimization prioritizes critical areas like financial literacy and mentorship, while backup plans ensure continuity during disruptions.

By maintaining flexibility and focusing on continuous improvement, the plan safeguards the program's ability to equip students with the knowledge, skills, and confidence needed for entrepreneurial success in a dynamic environment.

- *Conclusions*

Based on the findings of this study, several key conclusions were drawn regarding the effectiveness of the ABM track in supporting students' entrepreneurial development.

First, the analysis of the four factors—cognitive, personality, environmental, and social—revealed that the ABM track is significantly effective in fostering students' entrepreneurial attitudes, with the cognitive and environmental factors showing the strongest influence. These results suggest that the ABM program is particularly successful in enhancing students' knowledge and external environment, both of which are crucial in shaping their entrepreneurial mindsets.

However, while personality and social factors also demonstrated a positive impact, there are areas that warrant further attention. Specifically, the development of risk-taking behaviors and the strengthening of peer interactions could be improved to enhance students' entrepreneurial readiness. These aspects are essential for fostering a more well-rounded entrepreneurial attitude.

In terms of overall program effectiveness, the average ratings for each category indicate that the ABM program is generally successful in preparing students for entrepreneurship. Despite this, there are still areas for improvement. Notably, the program could be further enhanced by incorporating more practical applications of business knowledge, encouraging risk-taking behaviors, and providing more robust financial management education.

Furthermore, while the ABM track at Core Gateway College demonstrates a strong foundation in nurturing entrepreneurial attitudes, especially in relation to course materials and career guidance, there remains room for improvement in the application of real-world business concepts. This could be achieved by bridging the gap between theoretical learning and hands-on, practical experience.

Lastly, although the ABM track has a moderate yet positive influence on students' entrepreneurial intentions, there is potential to better align classroom learning with real-world entrepreneurship. Efforts to further refine the program and integrate practical business experiences could strengthen students' entrepreneurial outcomes.

Overall, while the ABM track at Core Gateway College is successful in supporting students' entrepreneurial aspirations, ongoing improvements in certain areas will better equip them for entrepreneurial success.

- *Recommendations*

Based on the findings and conclusions of this study, several recommendations are made to enhance the ABM track at Core Gateway College and better prepare students for entrepreneurial success.

First, it is recommended to place greater emphasis on **Financial and Business Management Skills**. ABM students would benefit from additional focus on key areas such as budgeting, investment strategies, and financial risk management. Providing specialized courses or workshops in these areas would equip students with the practical financial knowledge essential for succeeding in business ventures.

Another area for improvement is the integration of **Practical Business Experience**. To bridge the gap between theoretical learning and real-world application, the ABM program should offer more opportunities for hands-on learning. This could include internships, business simulations, or live projects where students can apply their classroom knowledge to real-world business scenarios, gaining valuable insights and experience.

Additionally, there should be a stronger focus on encouraging **Risk-Taking and Innovation**. While the ABM track does foster creativity and resilience, it would be beneficial to implement initiatives that specifically encourage students to take entrepreneurial risks. Organizing events such as pitch competitions or start-up incubators could provide students with the necessary confidence and opportunities to explore and pursue new business ideas.

To support students' entrepreneurial aspirations, **Career Guidance and Mentoring Programs** should be enhanced. By offering more personalized mentorship and expanding career counseling sessions focused on entrepreneurship, students will be better equipped with the guidance and confidence they need to pursue their business goals.

Furthermore, creating more opportunities for **Peer Interaction and Networking** would be valuable. Encouraging students to interact with peers, industry professionals, and alumni through networking events, business clubs, and collaborative projects can foster a supportive community for aspiring entrepreneurs and enhance the sharing of knowledge and resources.

In line with the demands of a technology-driven economy, it is important to **Integrate Technology and Digital Business Practices** into the curriculum. The ABM program should include content on emerging digital tools, e-commerce, and technologies like AI and blockchain in business. This will ensure that students are prepared for the rapidly changing digital landscape and equipped to navigate the digital economy.

Additionally, the program could **Promote Entrepreneurial Confidence** by incorporating **Real-World Case Studies**. Discussing the journeys of successful entrepreneurs, including their challenges and failures, can provide students with a realistic understanding of entrepreneurship. This will help students build the confidence to take risks and launch their own businesses, armed with practical insights and knowledge.

The development of **Soft Skills** such as leadership, communication, and negotiation is also critical for entrepreneurial success. The ABM track should dedicate more attention to these essential skills, as they are necessary for managing teams, building relationships with investors and customers, and navigating the complexities of the business world.

**Strengthening Industry Partnerships** is another key recommendation. Core Gateway College should continue to build and expand relationships with local and global business networks. These partnerships can open doors for students to participate in industry collaborations, internships, and business projects, offering them valuable real-world experience.

Finally, it is important to **Regularly Update the Curriculum** to ensure it stays aligned with the latest trends and developments in entrepreneurship. By continuously assessing and refining the curriculum, the ABM track can incorporate new business models and areas of interest, such as sustainability, ensuring students are equipped with the most relevant knowledge to succeed in today's evolving business landscape.

By implementing these recommendations, Core Gateway College's ABM track will be better positioned to prepare students for entrepreneurial success, helping them acquire the necessary skills, knowledge, and confidence to excel in the competitive business world.



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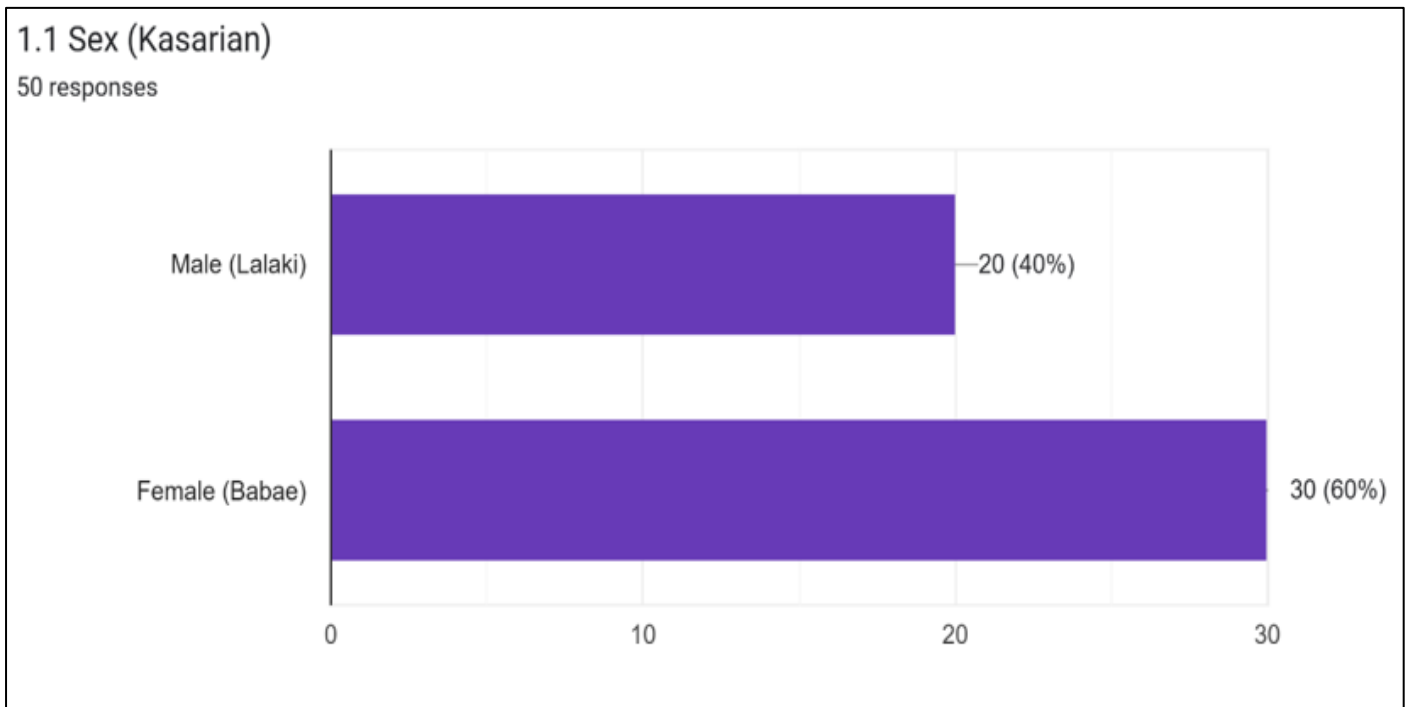
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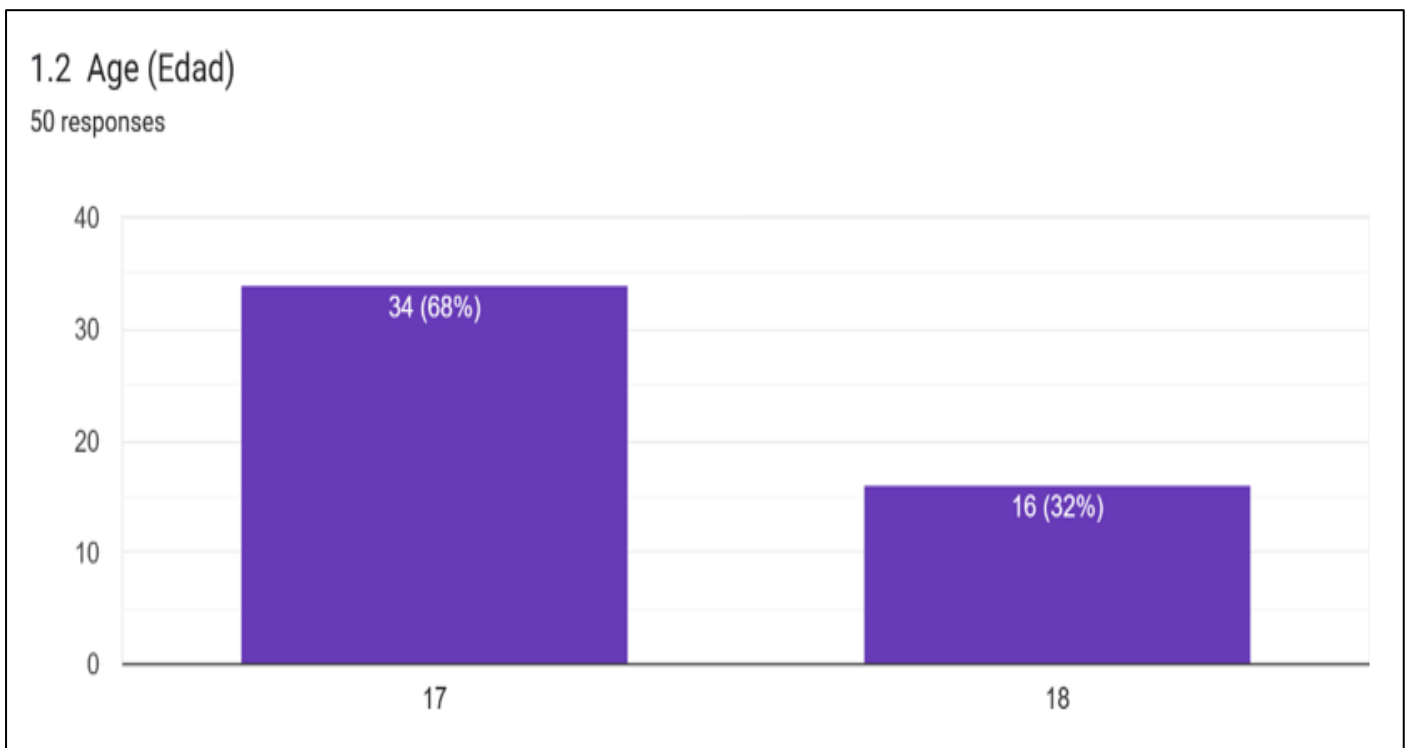
## APPENDICES

### APPENDIX A SUMMARY OF AVERAGE RATINGS FOR SURVEY RESULTS The Profile of the Students

➤ Sex



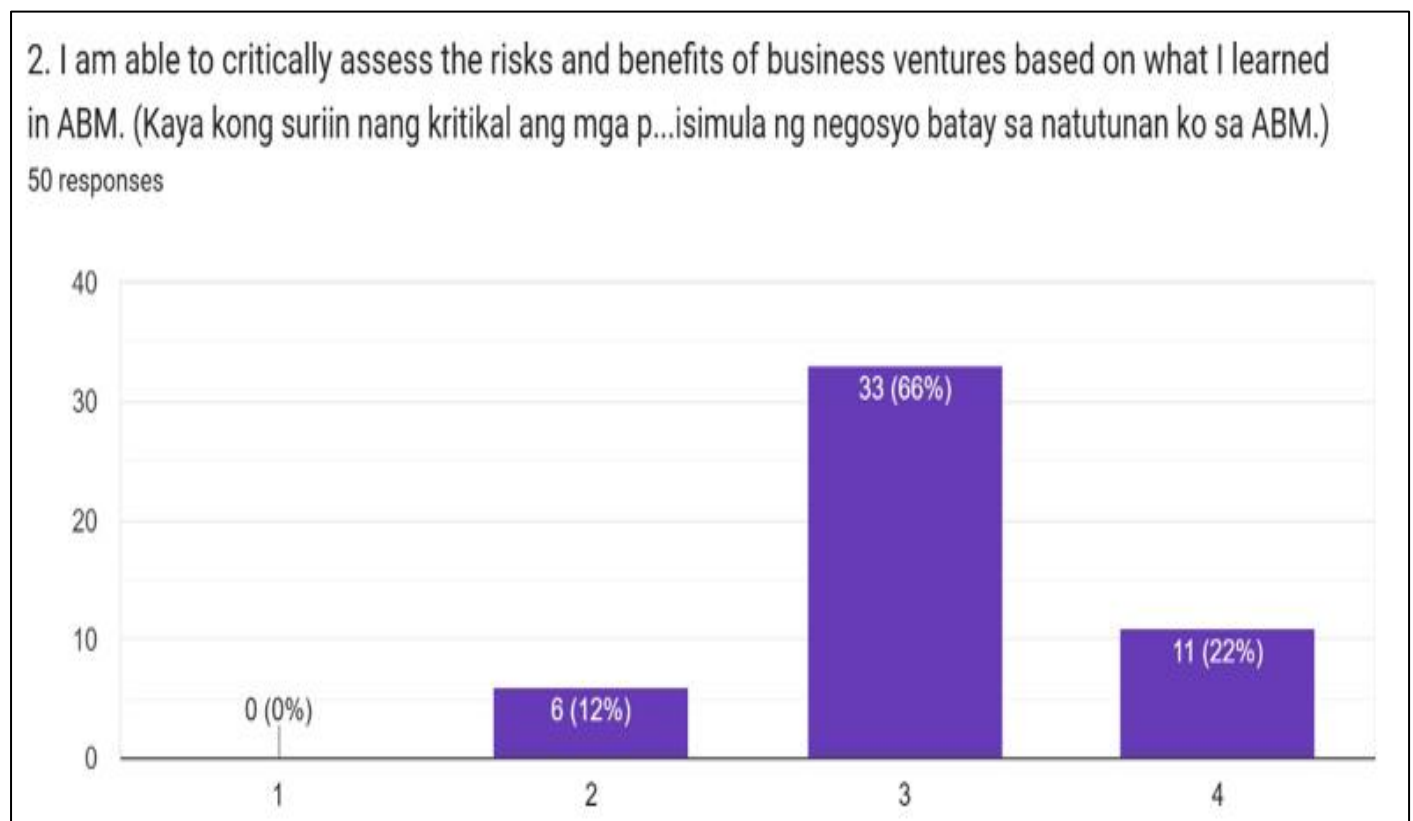
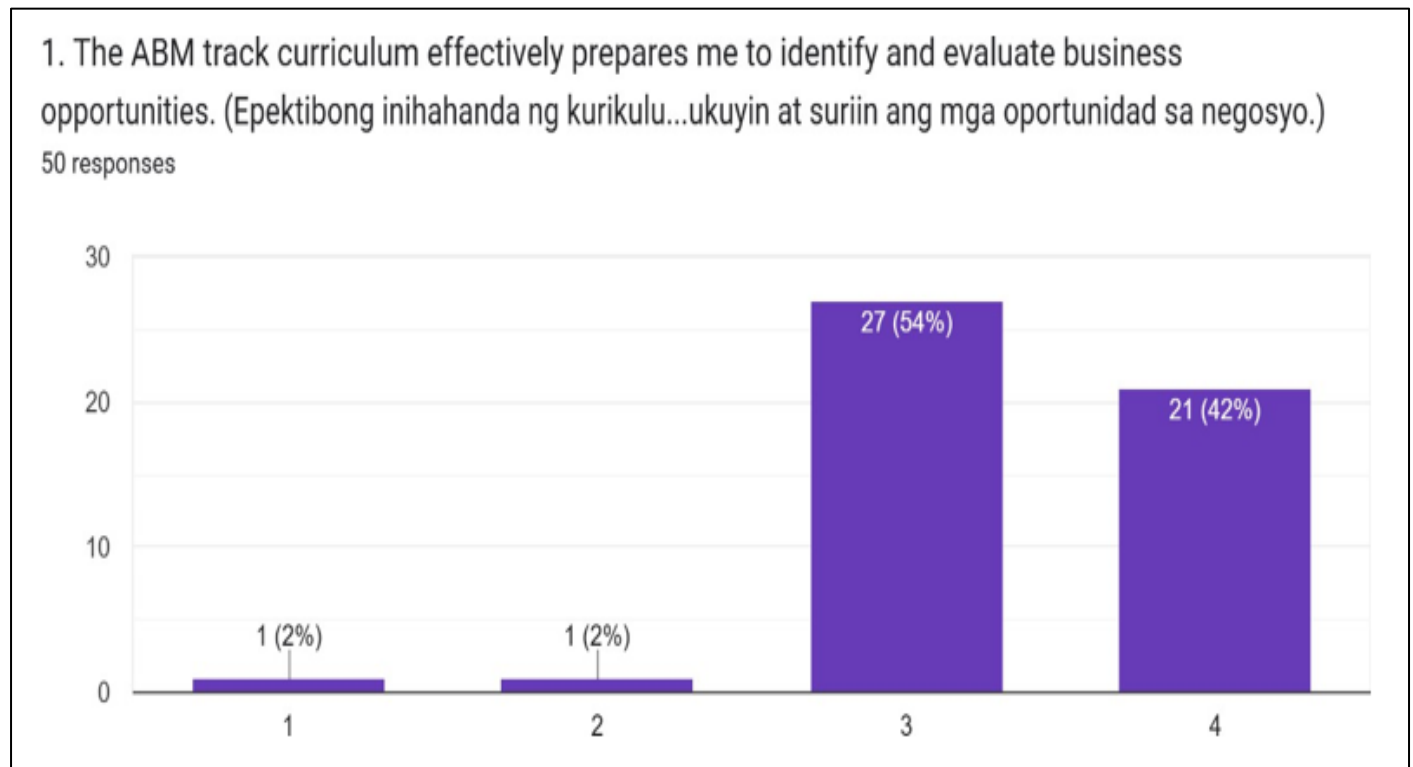
➤ Age





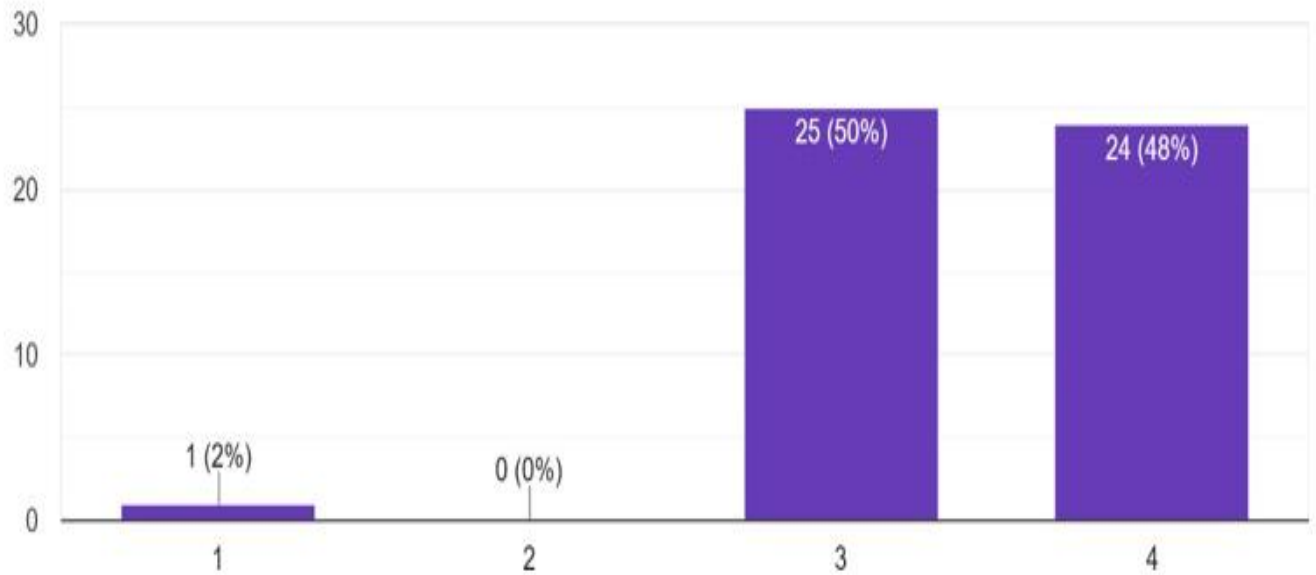
- The Entrepreneurial Attitudes of Grade 12 ABM Students at Core Gateway College

➤ *Cognitive Factors*



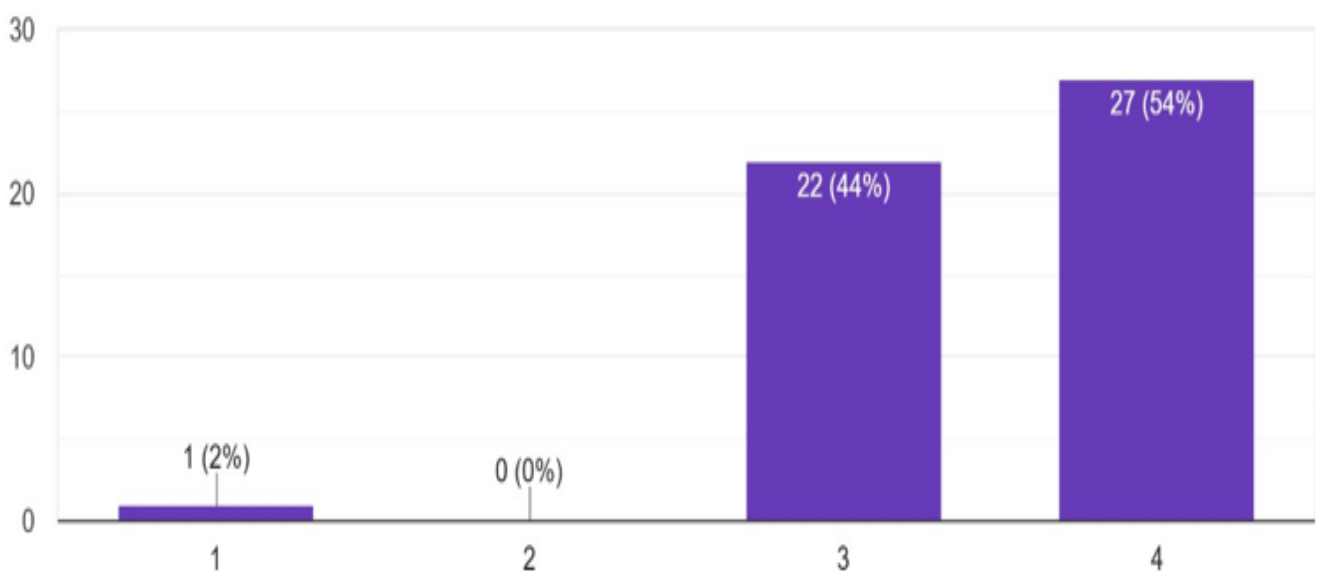
3. The analytical skills developed in my study of ABM are essential for effective decision-making in business. (Ang mga kasanayang analitikal na nabu... sa epektibong paggawa ng desisyon sa negosyo.)

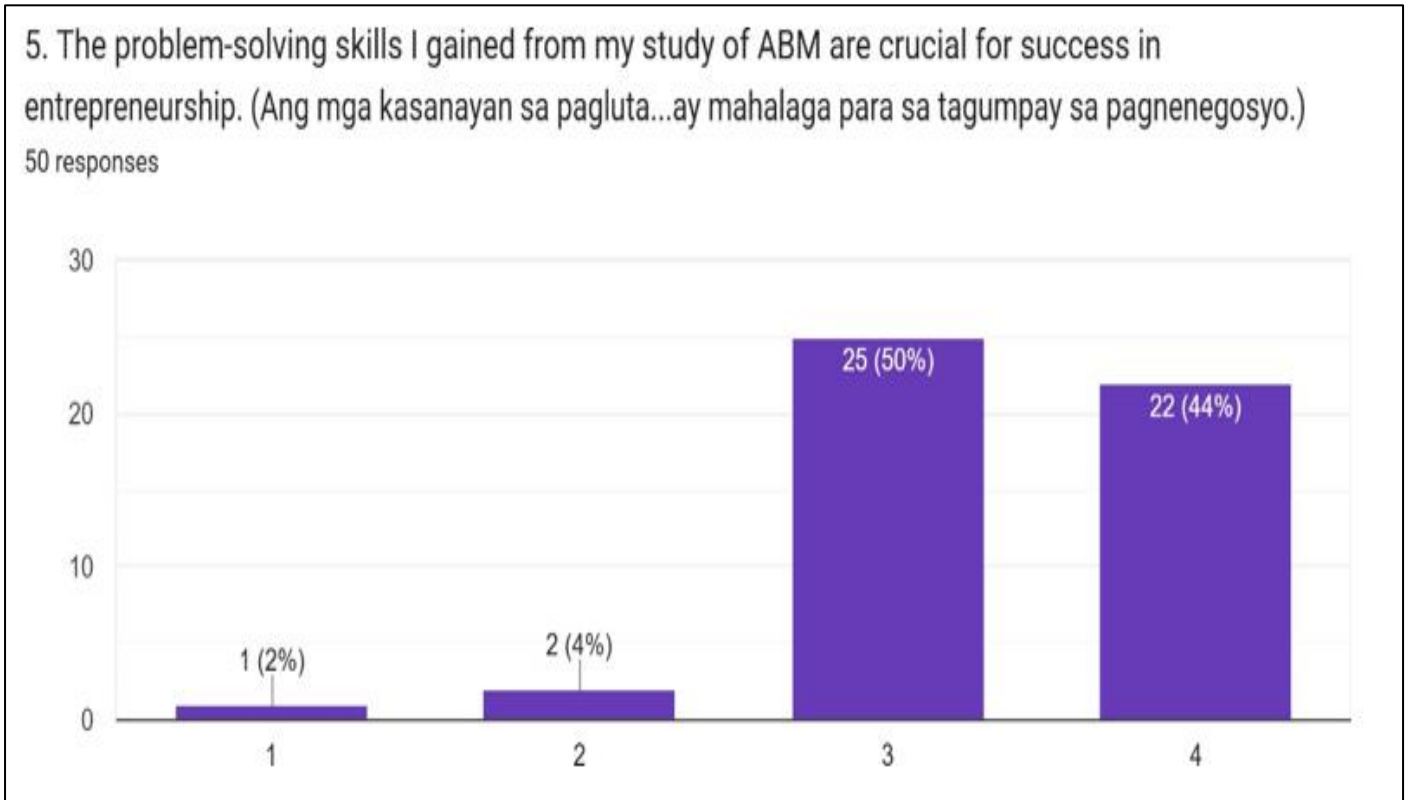
50 responses



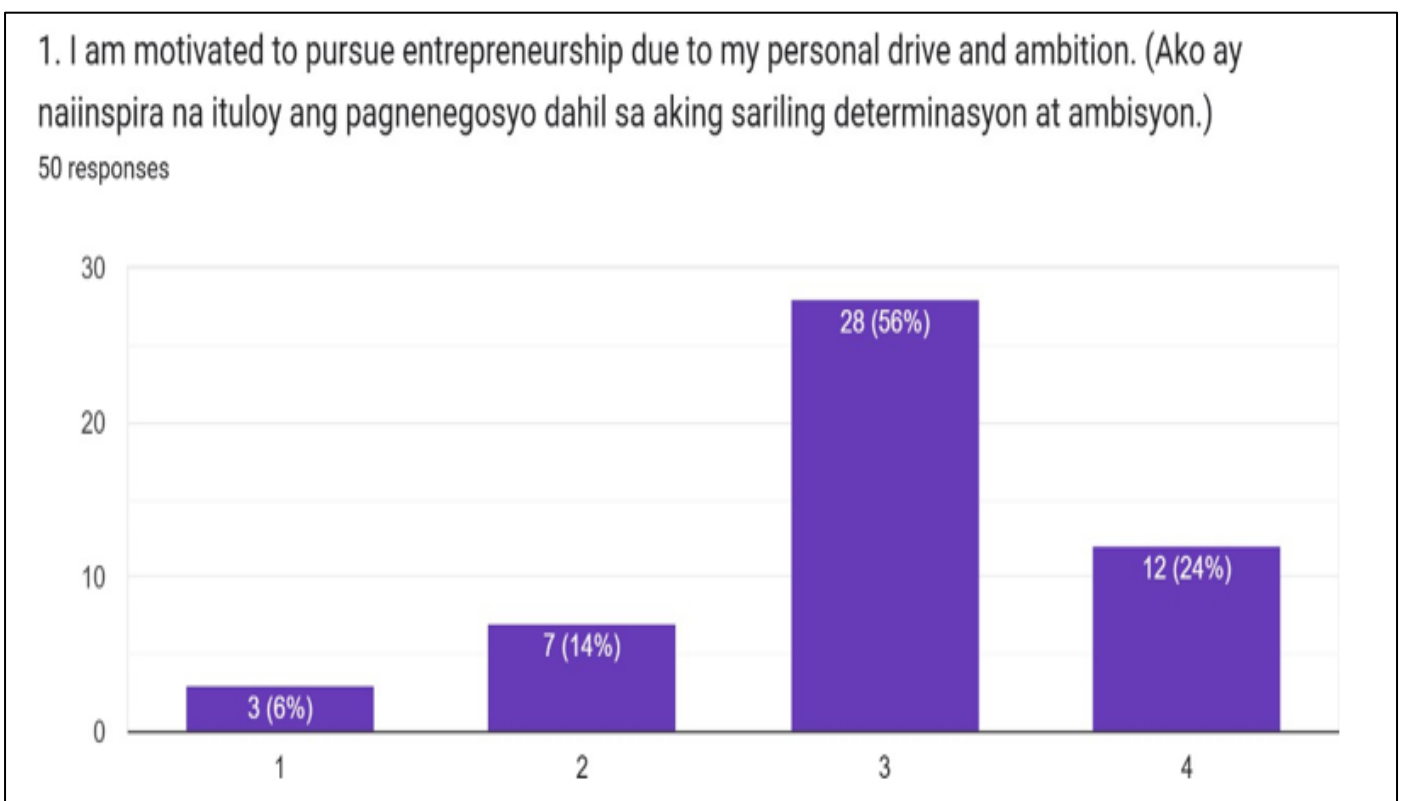
4. My knowledge of financial management from the ABM track will help me manage my own business in the future. (Ang aking kaalaman sa pa... pamamahala ng sarili kong negosyo sa hinaharap.)

50 responses



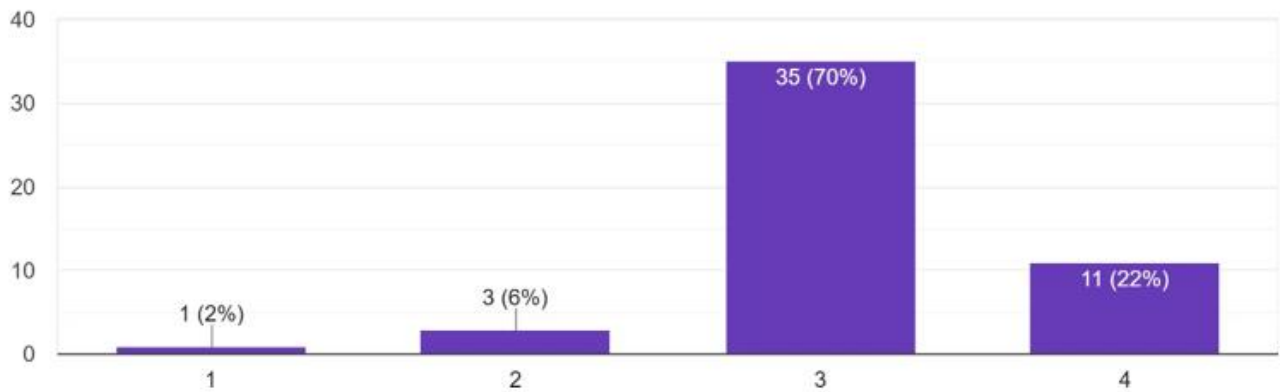


➤ *Personality Factors*



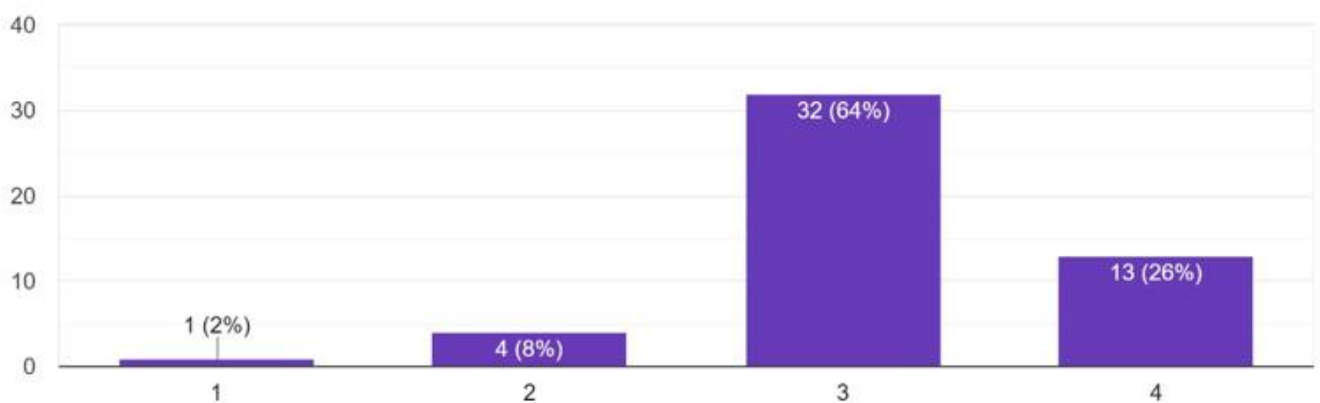
2. I believe that my resilience helps me overcome challenges in starting a business. (Naniniwala ako na ang aking katatagan ay tumutulong sa akin na...pasan ang mga hamon sa pagsisimula ng negosyo.)

50 responses



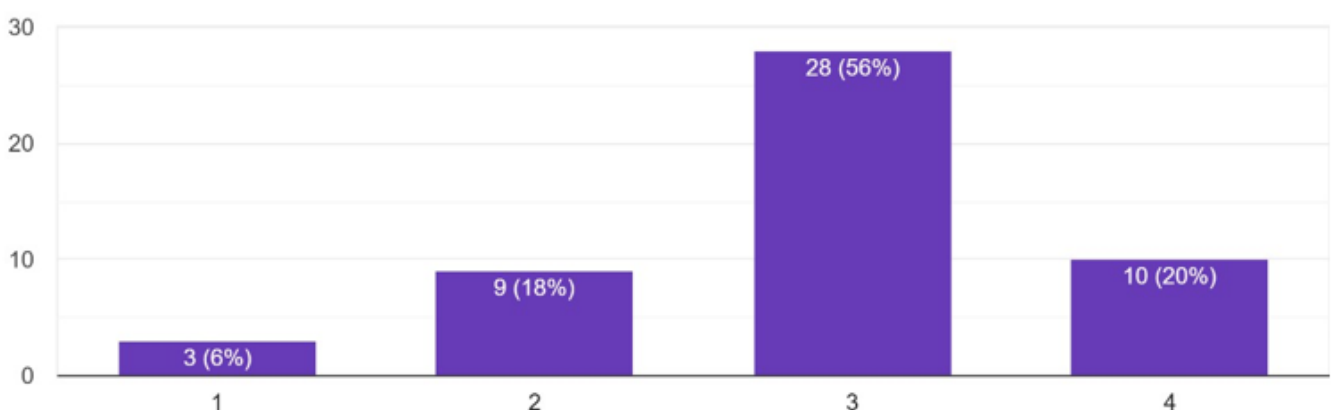
3. My creativity allows me to come up with innovative business ideas. (Ang aking pagkamalikhain ay nagbibigay-daan sa akin upang makabuo ng mga makabago at orihinal na ideya sa negosyo.)

50 responses



4. I consider myself a risk-taker when it comes to pursuing business opportunities. (Itinuturing kong ako ay may kakayahang sumubok ng panganib pag...a pagsasagawa ng mga oportunidad sa negosyo.)

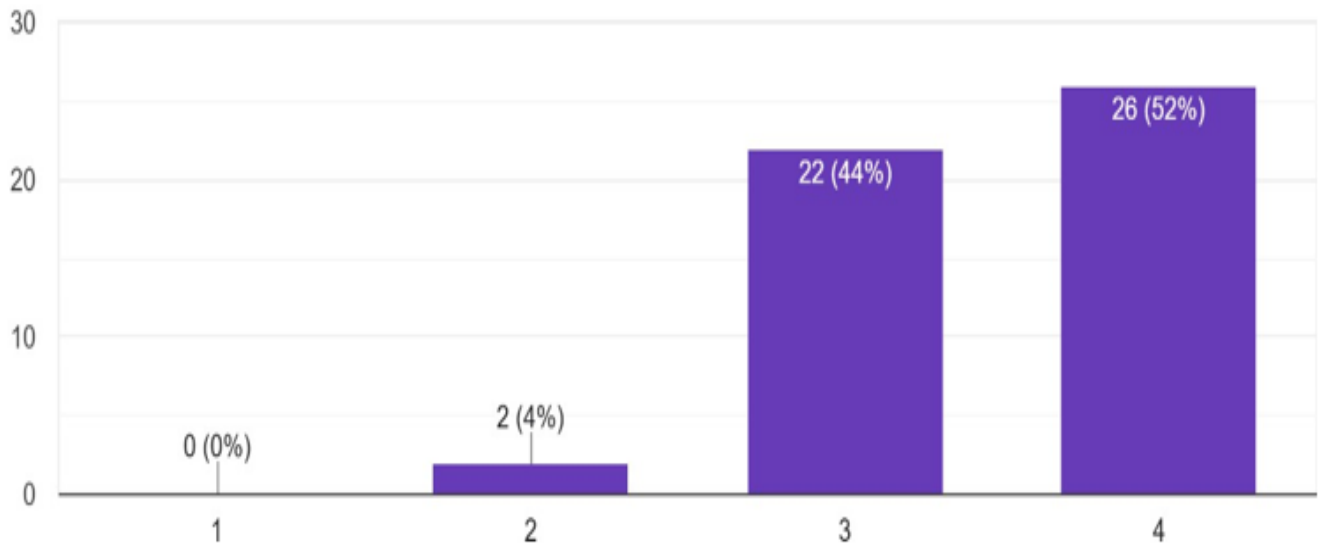
50 responses



5. I view failures as learning opportunities that will improve my future business ventures.

(Tinitingnan ko ang mga pagkabigo bilang mga pa...a aking mga susunod na pagsisimula ng negosyo.)

50 responses

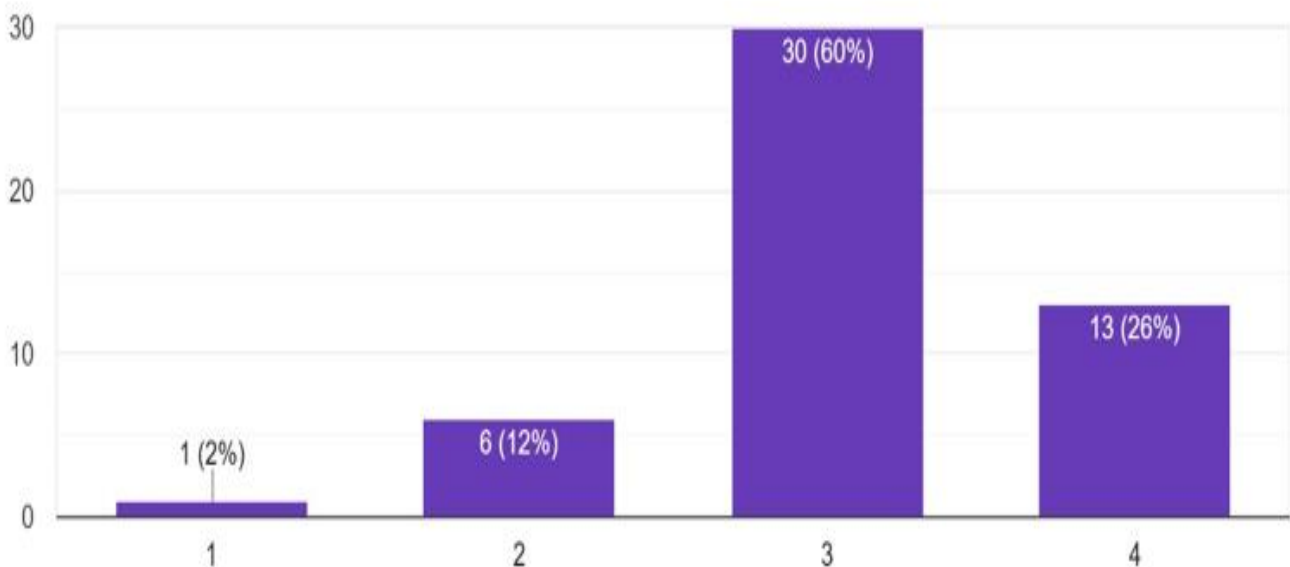


➤ *Environmental Factors*

1. The availability of mentorship programs at my college boosts my confidence in entrepreneurship.

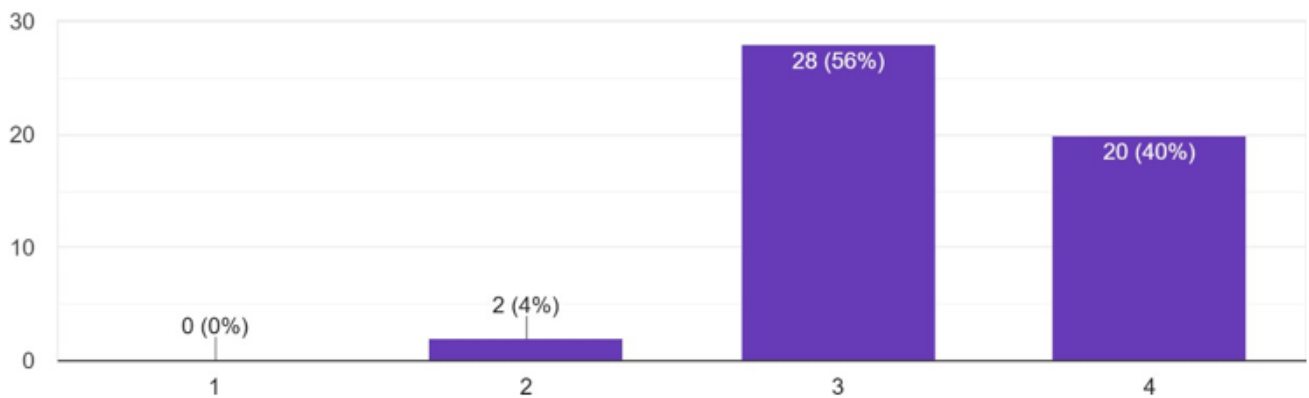
(Ang pagkakaroon ng mga programa sa mentorship...palakas ng aking kumpiyansa sa pagnenegosyo.)

50 responses



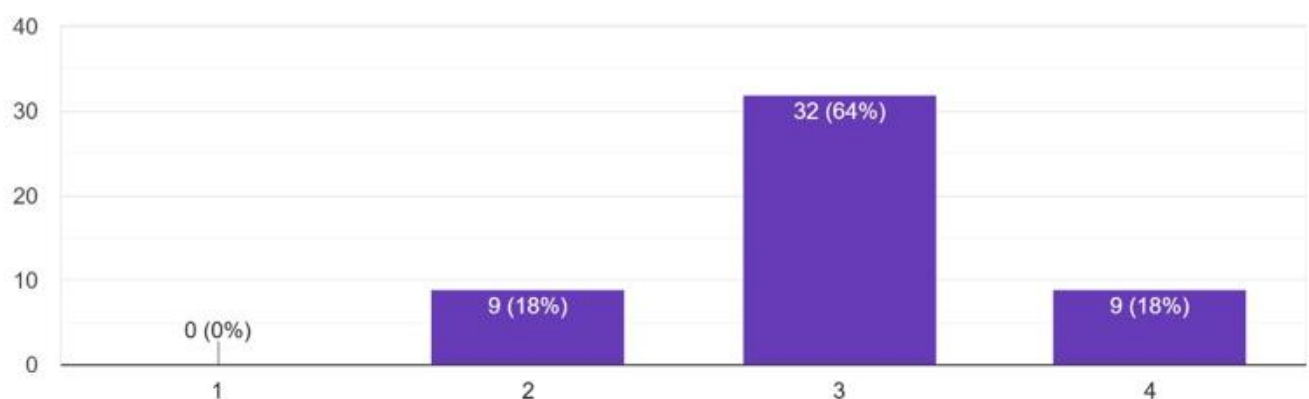
2. Access to business workshops and seminars at Core Gateway College is beneficial for my learning. (Ang access sa mga workshop at seminar ...e ay kapaki-pakinabang para sa aking pag-aaral.)

50 responses



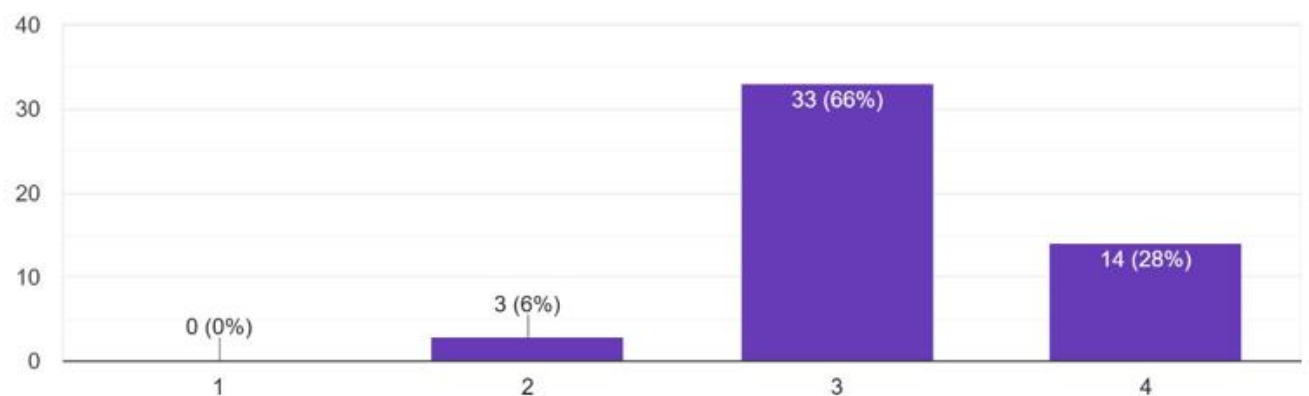
3. The business resources available at Core Gateway College positively affect my business intentions. (Ang mga mapagkukunan ng pagnenego...kakaapekto sa aking mga intensyon sa negosyo.)

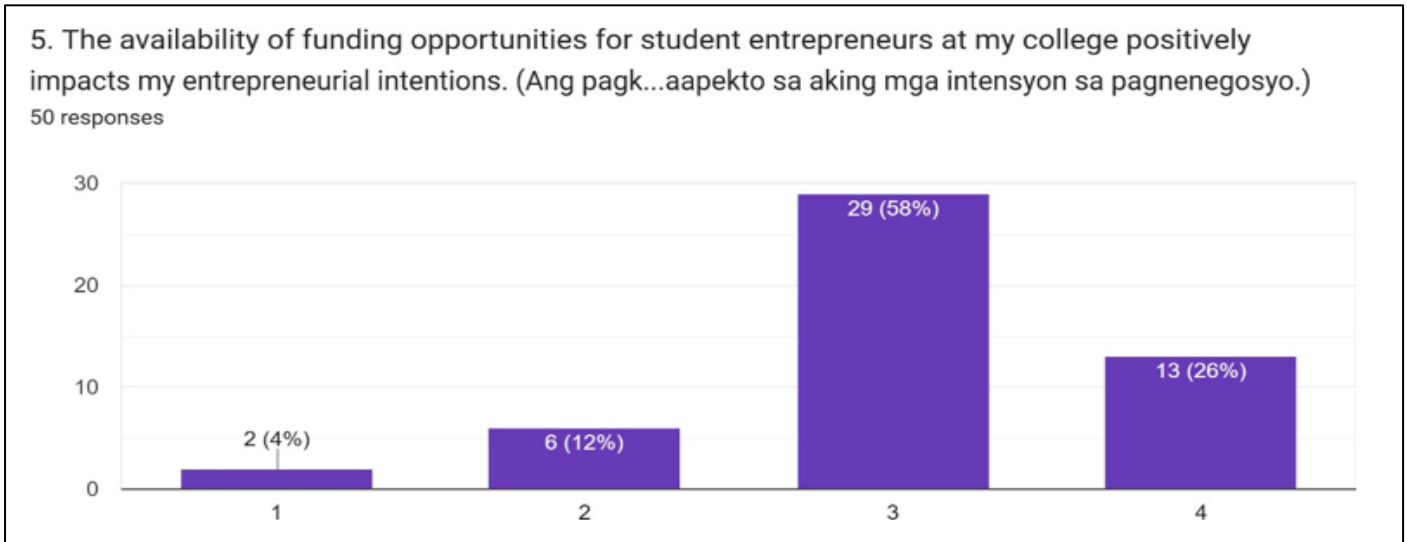
50 responses



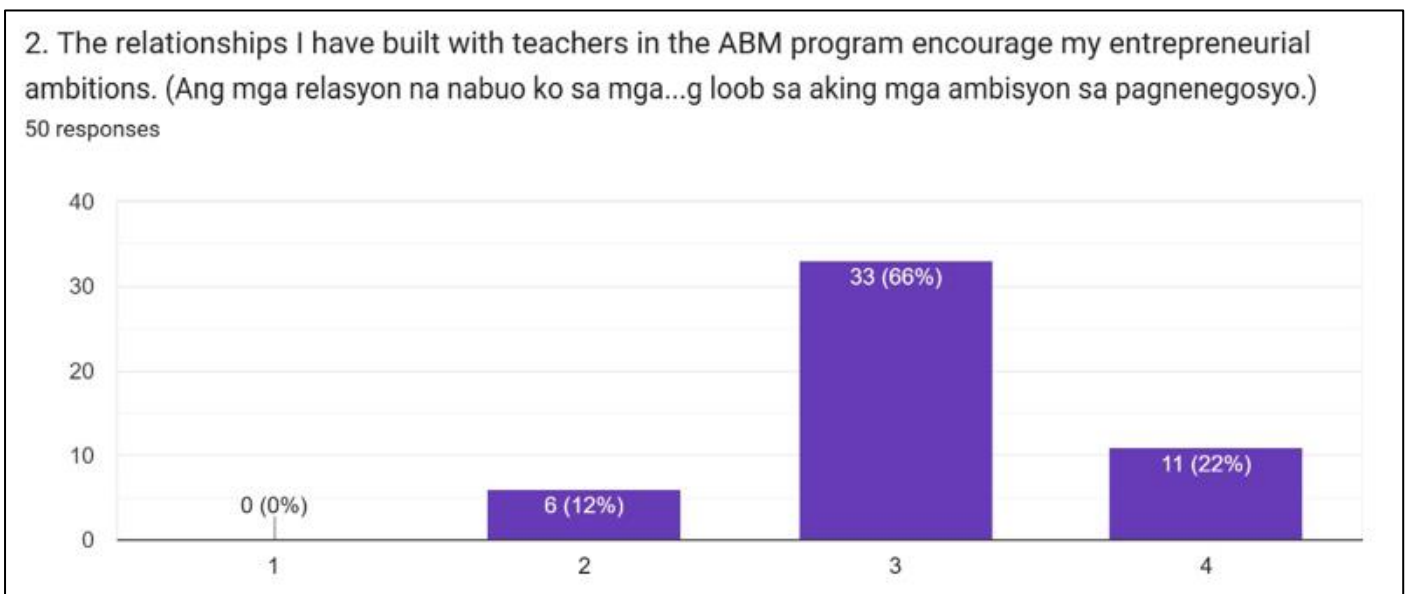
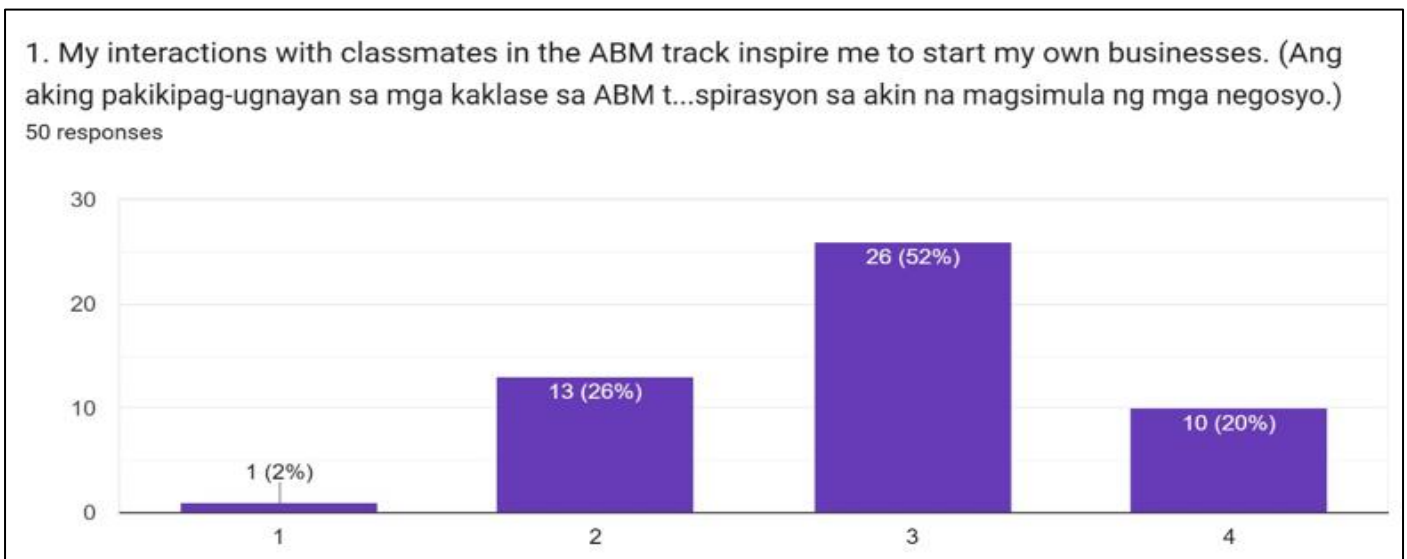
4. The support from the local business community is an encouraging factor for starting a business. (Ang suporta ng lokal na komunidad ng negosyo ay...ong salik para sa pagsisimula ng pagnenegosyo.)

50 responses

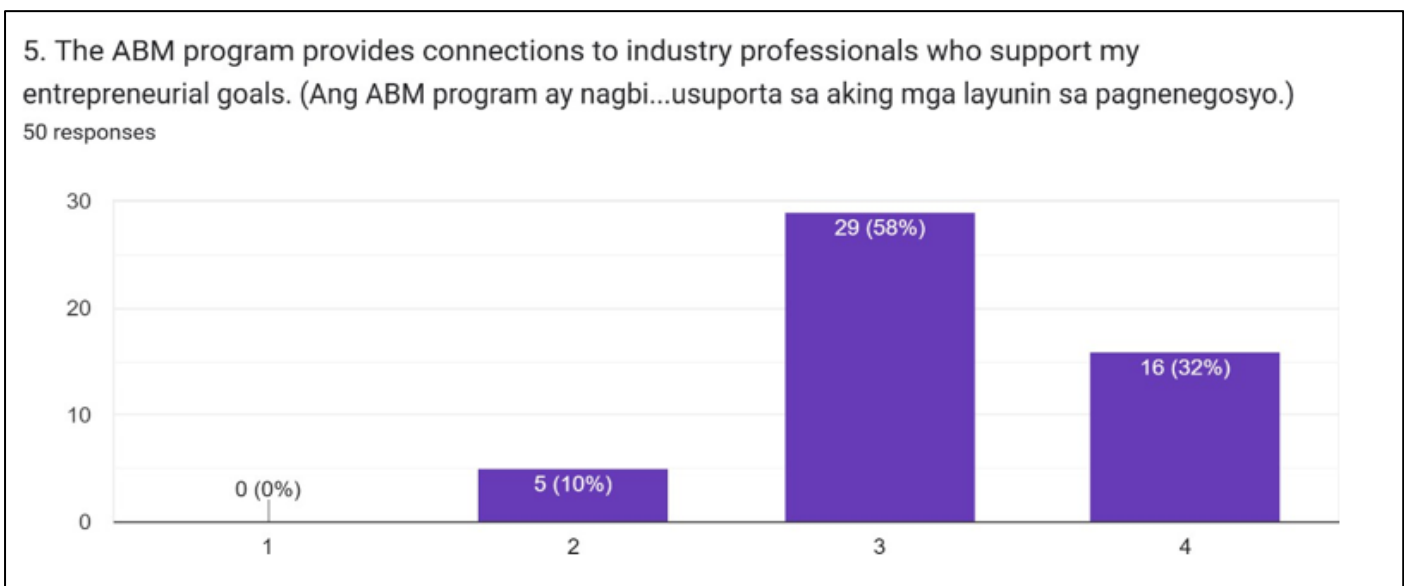
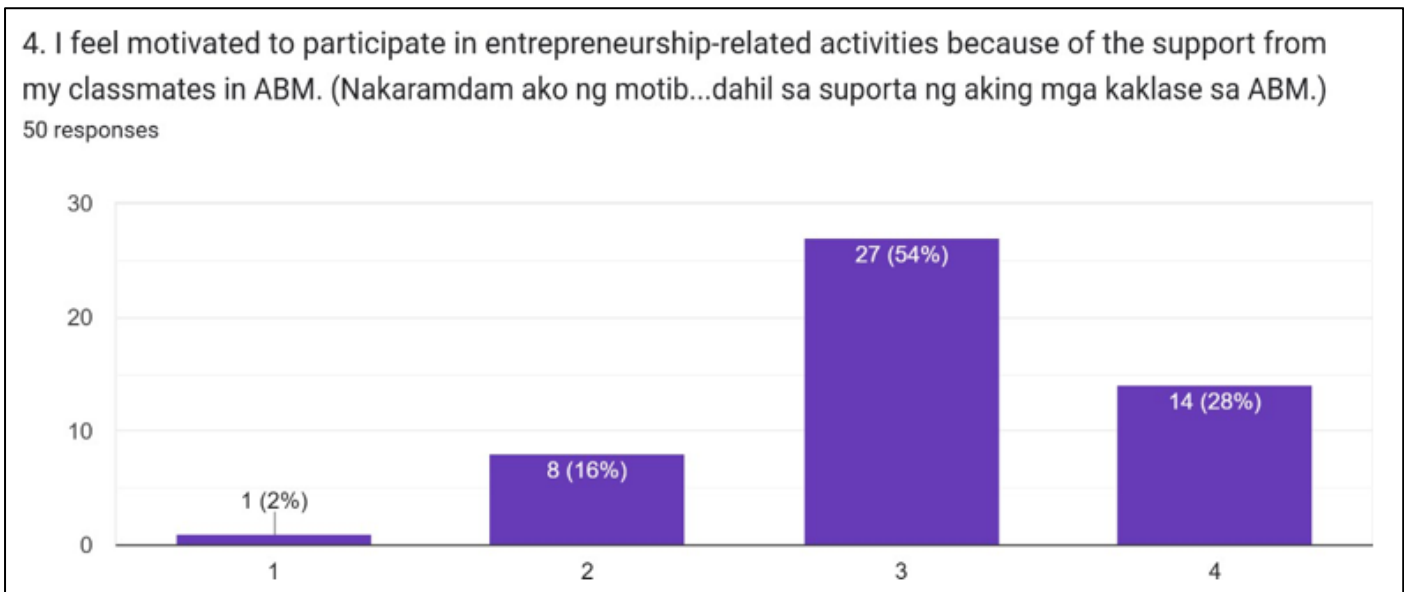
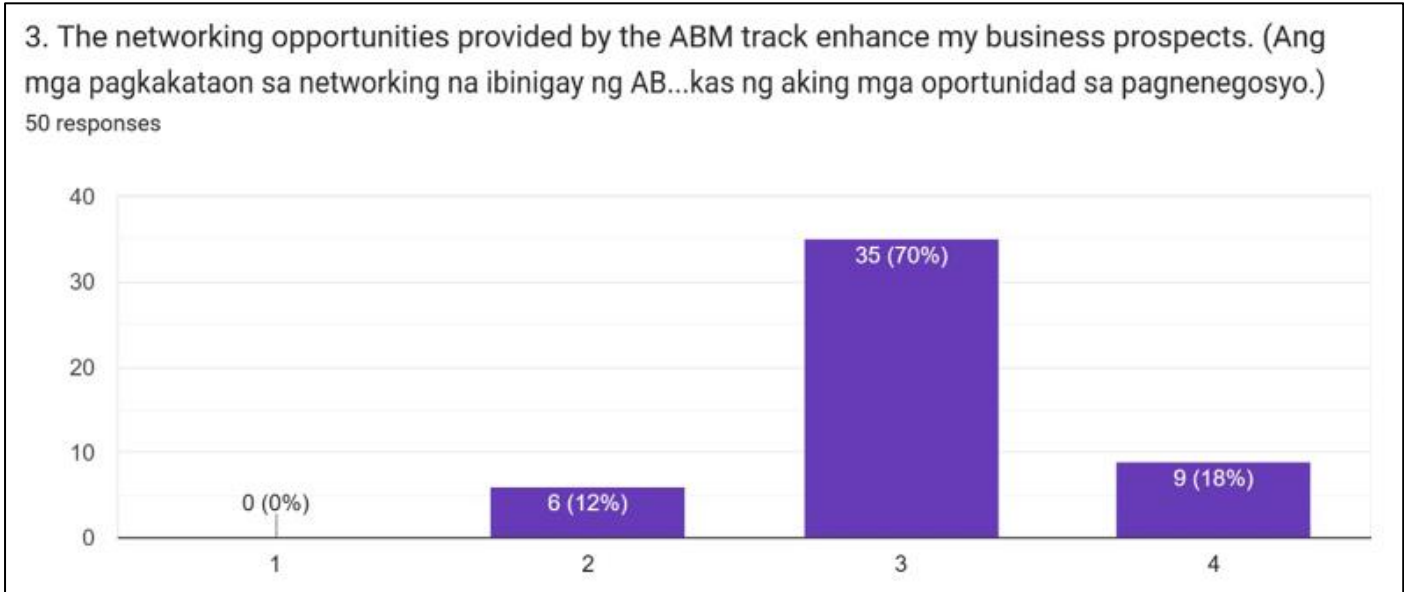




➤ *Social Factors*



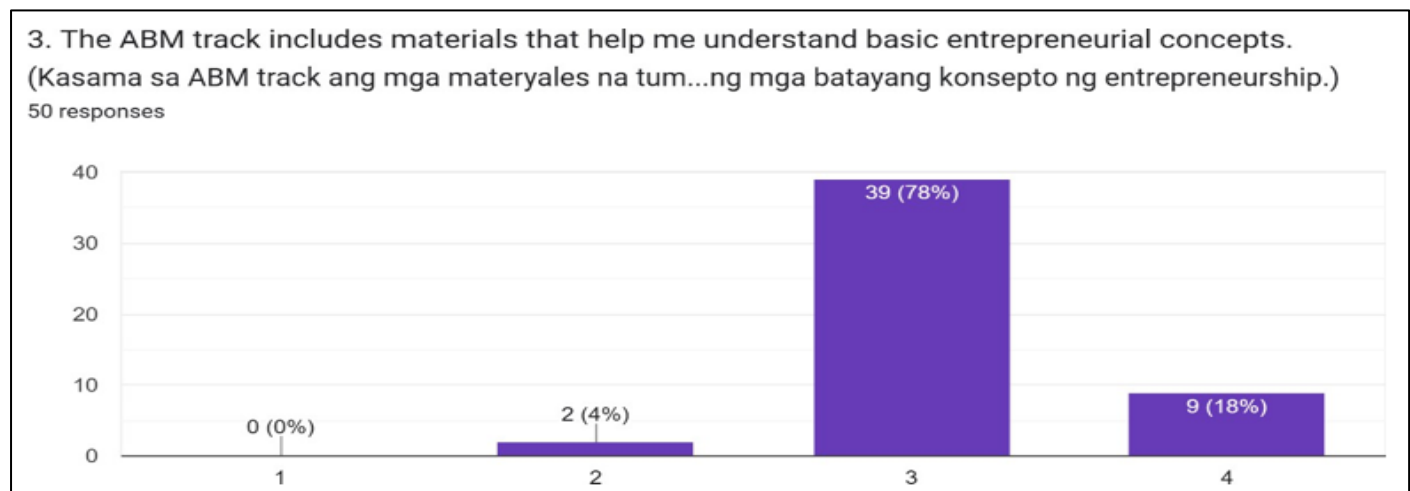
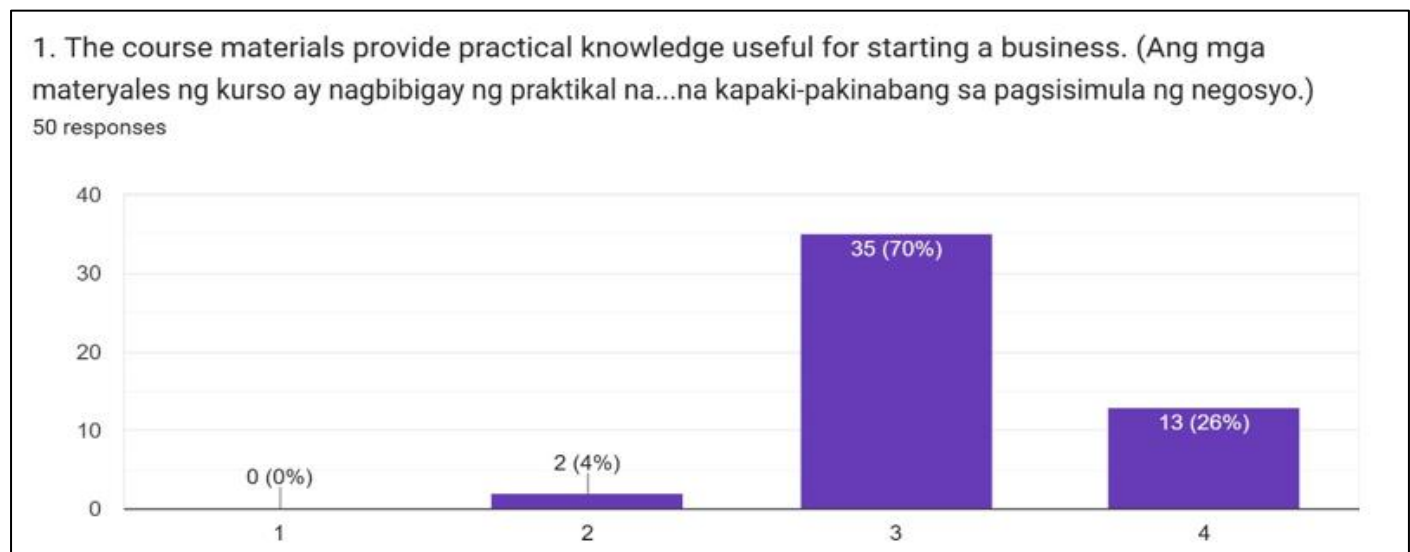


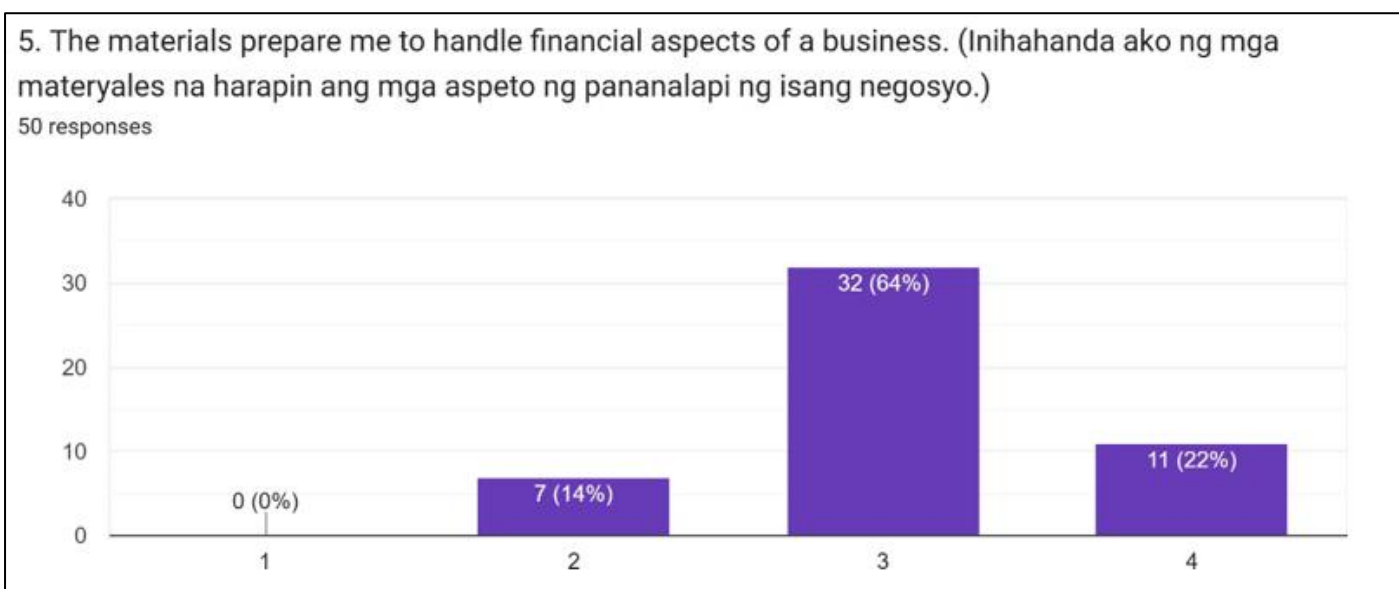




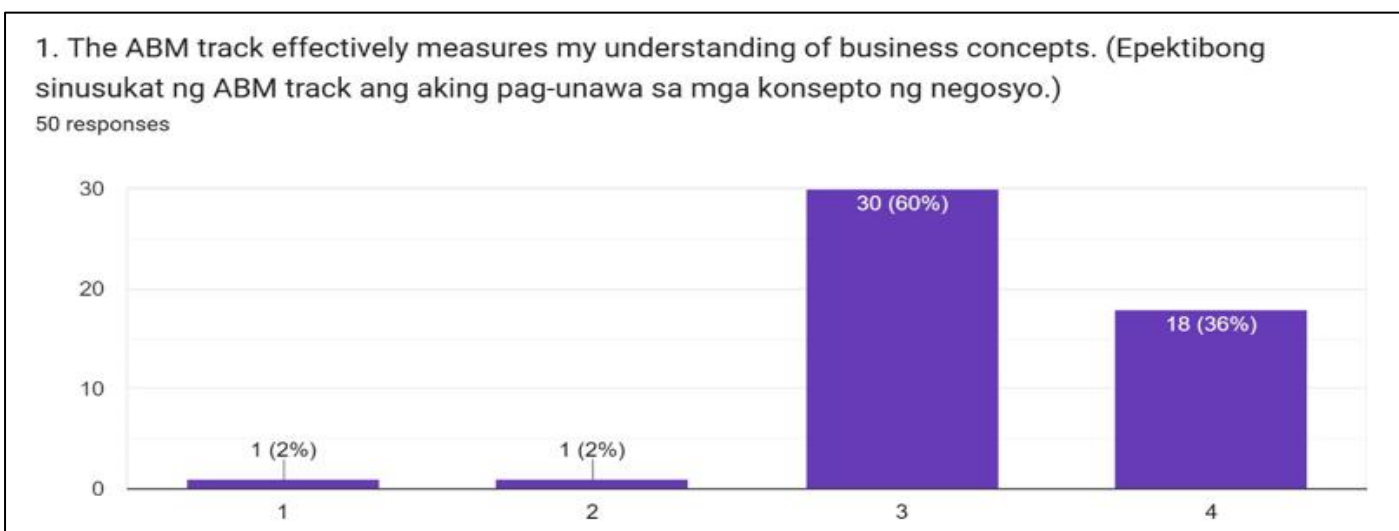
- The Alignment of the ABM Track at Core Gateway College with Entrepreneurship Education

➤ *Relevance of Course Materials*



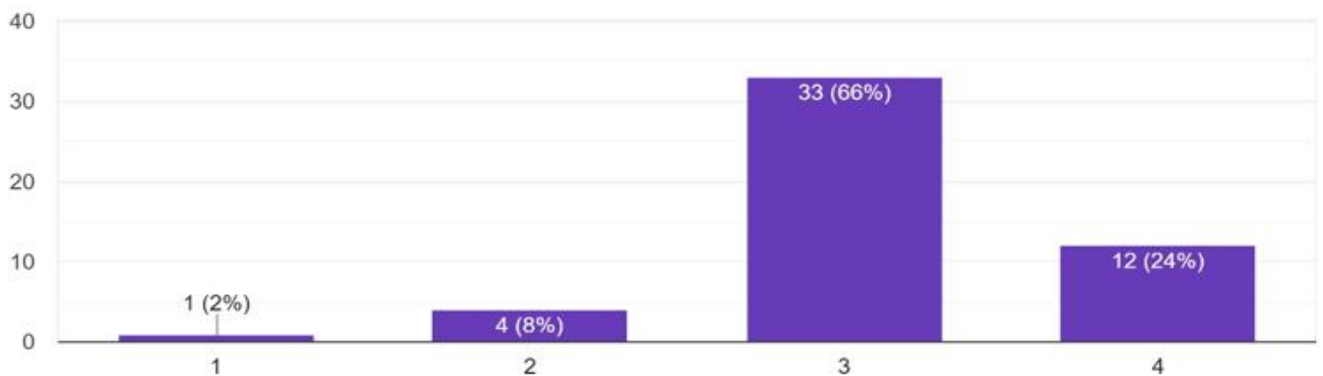


➤ *Evaluation of Learning Outcomes*



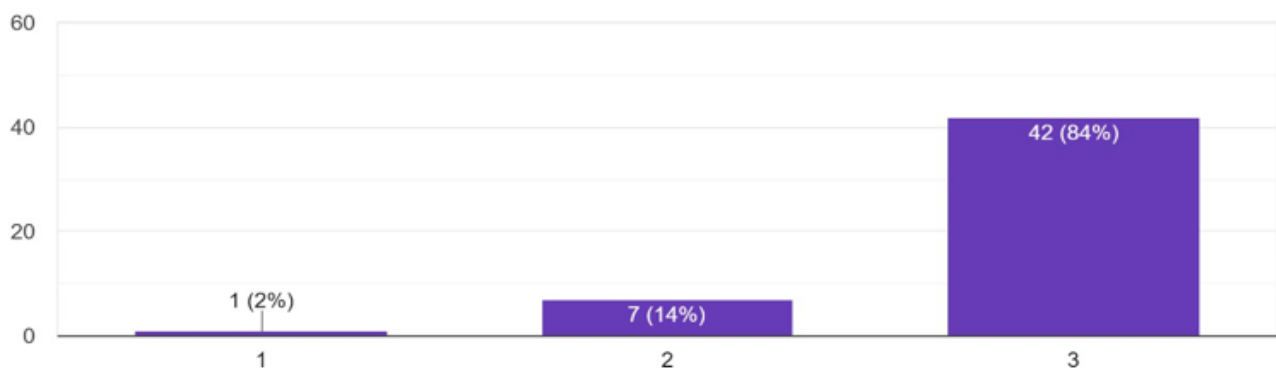
2. The evaluations reflect the skills needed in entrepreneurial activities. (Ang mga pagsusuri ay nagpapakita ng mga kakayahang kailangan sa mga aktibidad ng entrepreneurship.)

50 responses



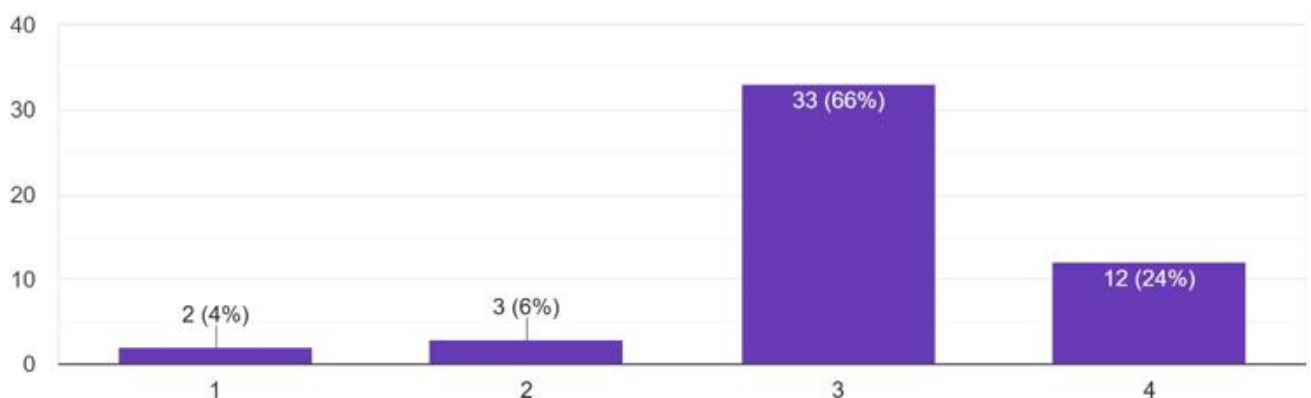
3. Assessments focus on real-world applications of business knowledge. (Ang mga pagsusuri ay nakatuon sa mga aktuwal na aplikasyon ng kaalaman sa negosyo.)

50 responses



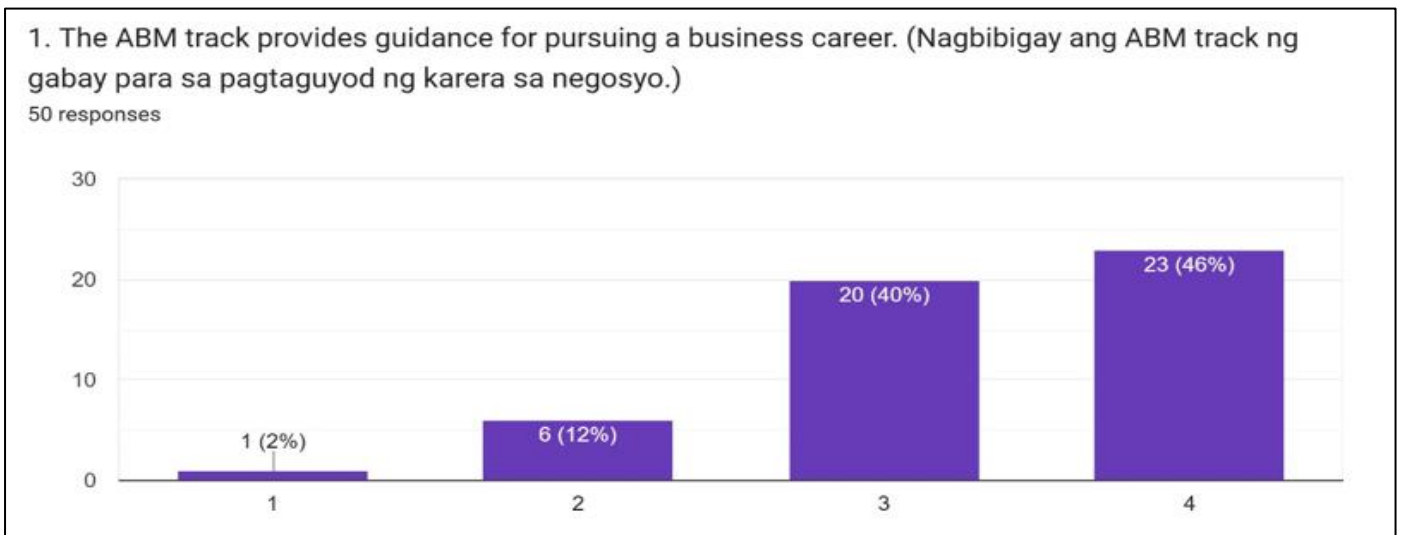
4. I am evaluated on skills like critical thinking and problem-solving. (Sinusuri ako batay sa mga kakayahang tulad ng kritikal na pag-iisip at paglutas ng problema.)

50 responses



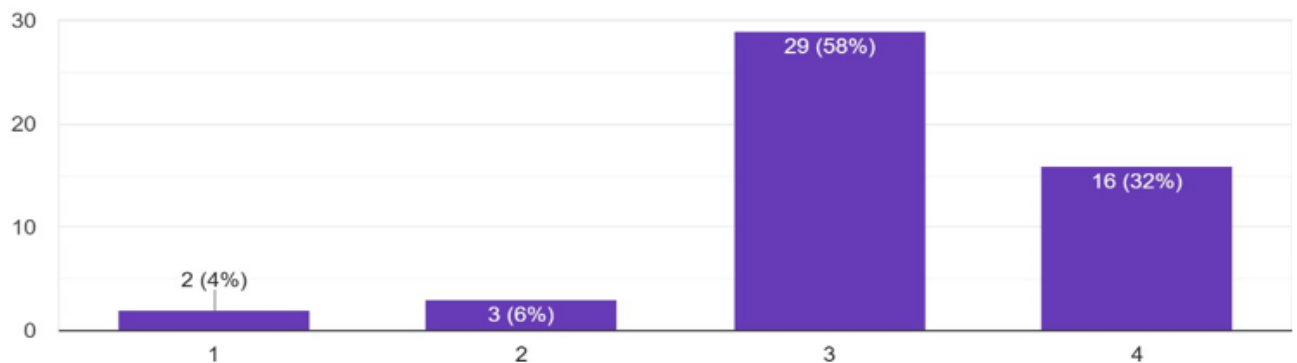


➤ *Career Guidance*



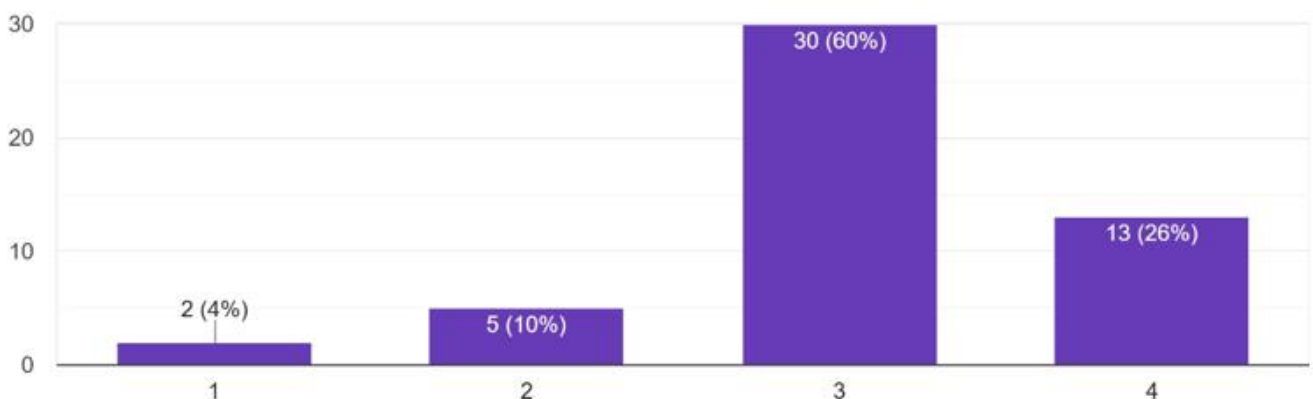
**3. The course offers insights into potential business career paths. (Nagbibigay ang kurso ng kaalaman sa mga posibleng landas ng karera sa negosyo.)**

50 responses



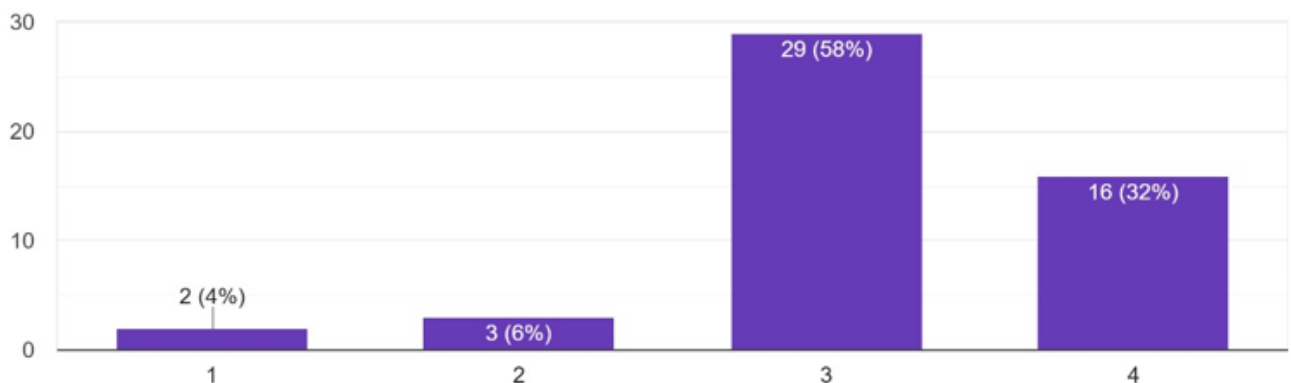
**4. Mentoring opportunities are available to help guide my career choices. (May mga oportunidad sa mentoring na makakatulong sa akin sa pagpili ng karera.)**

50 responses



**5. Career guidance activities help me set achievable business goals. (Ang mga aktibidad sa gabay sa karera ay tumutulong sa akin na magtakda ng makakayang mga layunin sa negosyo.)**

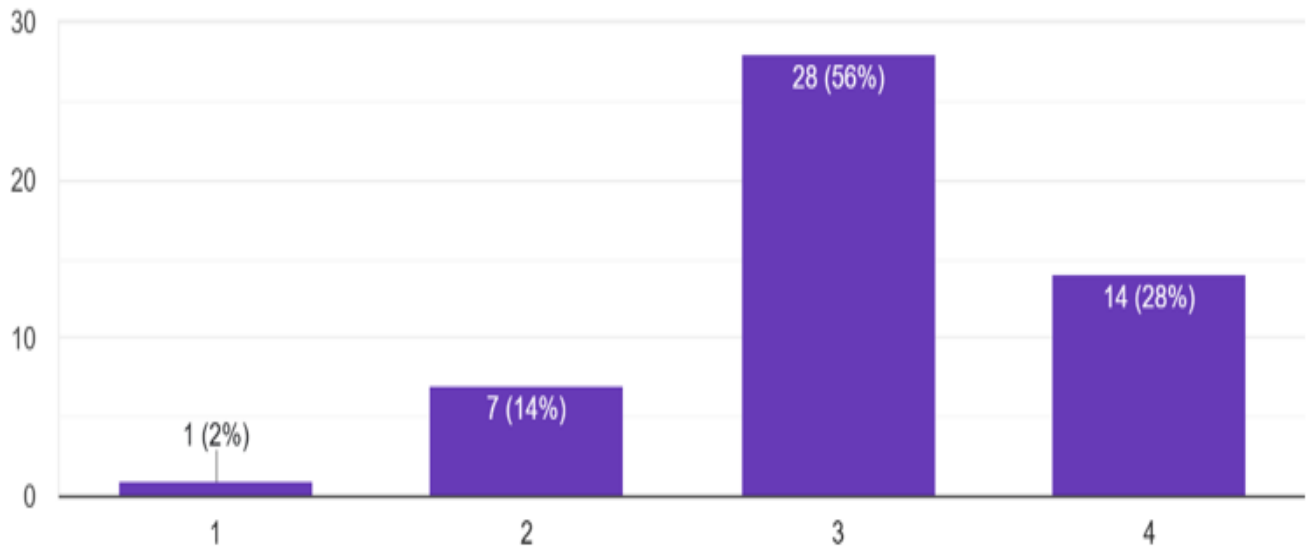
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➤ *Entrepreneurial Intentions*

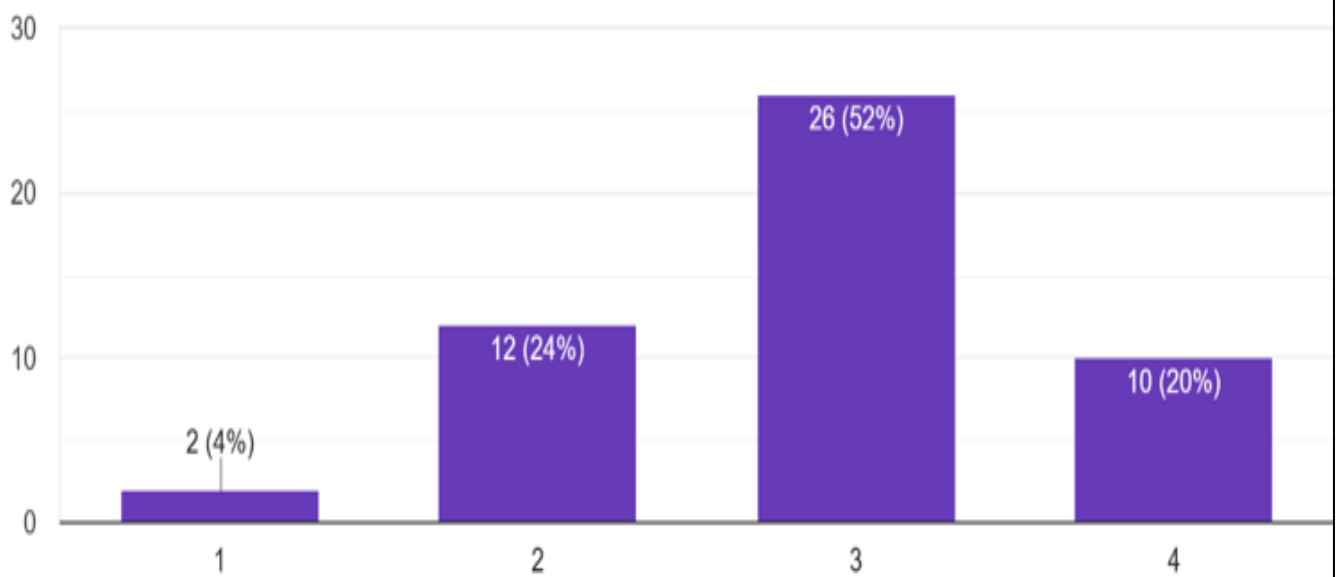
1. The ABM track has strengthened my desire to start my own business. (Pinalakas ng ABM track ang aking pagnanais na magsimula ng sariling negosyo.)

50 responses



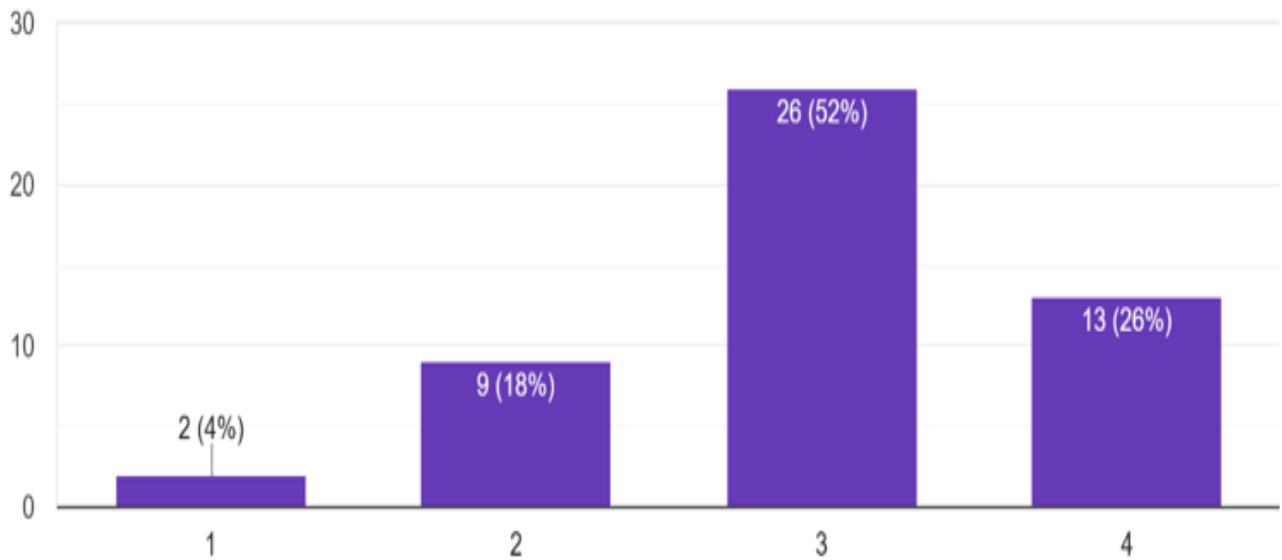
3. I intend to explore entrepreneurial opportunities after completing the ABM track. (Balak kong tuklasin ang mga oportunidad sa entrepreneurship pagkatapos ng ABM track.)

50 responses



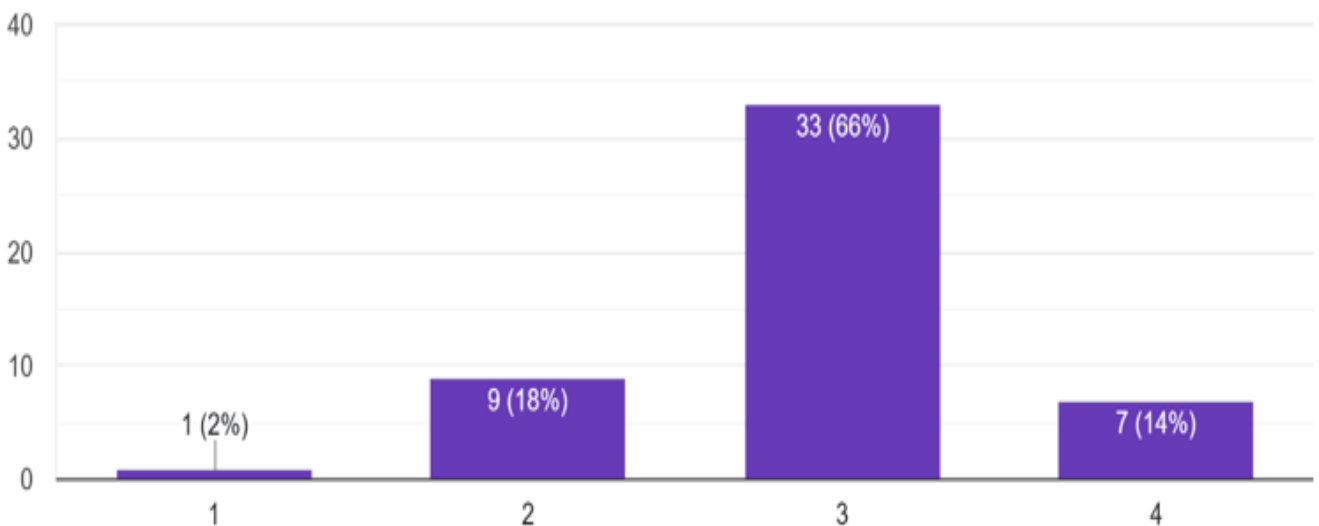
4. My interest in business ownership has grown due to this course. (Lalong lumago ang aking interes sa pagmamay-ari ng negosyo dahil sa kursong ito.)

50 responses



5. The ABM track has equipped me with the confidence to take entrepreneurial risks. (Ang ABM track ay nagbigay sa akin ng kumpiyansa na kumuha ng mga risk sa entrepreneurship.)

50 responses





**APPENDIX B**  
**SAMPLE LETTER ON DATA GATHERING**

November 18, 2024

DR. DANILO S. VARGAS  
School President  
Core Gateway College, Inc. San Jose City, Nueva Ecija

Dear Mr. Vargas,

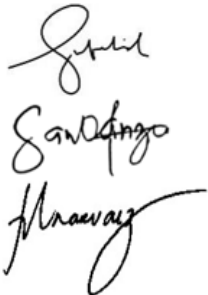
Greetings of peace and good health!

We, the undersigned, are Master of Business Administration students at Nueva Ecija University of Science and Technology, Cabanatuan City, and are currently conducting research as a course requirement entitled *“ASSESSMENT OF ACCOUNTANCY, BUSINESS, AND MANAGEMENT (ABM) TRACK AS PREPARATORY TO ENTREPRENEURSHIP EDUCATION IN CORE GATEWAY COLLEGE, INC.: BASIS FOR STRATEGIC PLAN.”*

In line with this, we kindly request your permission to gather data from the Office of Admissions, specifically regarding the total population of our beloved college, ensuring confidentiality, and to conduct a survey of Grade 12 ABM students. The information collected will be used solely for academic purposes. Your approval and support will be instrumental to the success of this academic requirement.

We look forward to your favorable response and appreciate your consideration of this request. Thank you very much for your time and support.

Truly yours,



**JHEA MARIE S. BALID**  
**IAN L. BANZON MARICAR N. BEGINO**  
Researchers

Noted by:



**NOEL B. AGUSTIN, PhD**  
Adviser

Received by:

**APPENDIX C RESEARCH INSTRUMENTS**

**ASSESSMENT OF ACCOUNTANCY, BUSINESS, AND MANAGEMENT (ABM) TRACK AS PREPARATORY TO ENTREPRENEURSHIP EDUCATION IN CORE GATEWAY COLLEGE, INC.: BASIS FOR STRATEGIC PLAN**

(Survey Questionnaire Grade 12 ABM Students at Core Gateway College, Inc.) Name (Optional): \_\_\_\_\_ Contact Number: \_\_\_\_\_

**PART I. SOCIO-DEMOGRAPHIC PROFILE (UNANG BAHAGI: SOSYO- DEMOGRAPIKONG PROFAYL)**

Directions: Please put a check  in the box that corresponds to your chosen answer. For items that require specific information, please write your answer in the space provided. (Panuto: Pakilagyang ng tsek  sa kahon na tumutugon sa iyong napiling kasagutan.)

Para sa mga bilang na nangangailangan ng tiyak na impormasyon, pakisulat ang iyong sagot sa inilaang espasyo.)

Sex (Kasarian)  Male (Lalaki)  Female

(Babae)

Age (Edad)

**PART II. FACTORS AFFECTING STUDENTS’ ENTREPRENEURIAL ATTITUDES (IKALAWANG BAHAGI: MGA SALIK NA NAKAKAAPEKTO SA MGA SALOOBIN NG MGA ESTUDYANTE SA NEGOSYO)**

Directions: Read the following statements and rate based on your entrepreneurial attitudes using the scale below:

(Panuto: Basahin ang mga sumusunod na mga pahayag at markahan ayon sa iyong saloobin sa negosyo gamit ang panukatan sa ibaba)

4- Strongly Agree (Lubhang sumasang-ayon) 3- Agree (Sumasang-ayon)

Disagree (Hindi sumasang-ayon)

Strongly Disagree (Lubhang hindi sumasang-ayon)

**COGNITIVE FACTORS (MGA SALIK NA KOGNITIBO)**

<b>Item Statements (Mga Pahayag)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The ABM track curriculum effectively prepares me to identify and evaluate business opportunities. (Epektibong inihahanda ng kurikulum ng ABM track ang aking kakayahang tukuyin at suriin ang mga oportunidad sa negosyo.)				
2. I am able to critically assess the risks and benefits of business ventures based on what I learned in ABM. (Kaya kong suriin nang kritikal ang mga panganib at benepisyo sa mga pagsisimula ng negosyo batay sa natutunan ko sa ABM.)				
3. The analytical skills developed in my study of ABM are essential for effective decision-making in business. (Ang mga kasanayang analitikal na nabuo sa aking pag-aaral ng ABM ay mahalaga para sa epektibong paggawa ng desisyon sa negosyo.)				
4. My knowledge of financial management from the ABM track will help me manage my own business in the future. (Ang aking kaalaman sa pamamahala ng pananalapi mula sa ABM track ay makakatulong sa akin sa pamamahala ng sarili kong negosyo sa hinaharap.)				
5. The problem-solving skills I gained from my study of ABM are crucial for success in entrepreneurship. (Ang mga kasanayan sa paglutas ng problema na nakuha ko sa aking pag-aaral ng ABM ay mahalaga para sa tagumpay sa pagnenegosyo.)				

**PERSONALITY FACTORS (MGA SALIK NA PERSONALIDAD)**

<b>Item Statements (Mga Pahayag)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I am motivated to pursue entrepreneurship due to my personal drive and ambition. (Ako ay naiinspira na ituloy ang pagnenegosyo dahil sa aking sariling determinasyon at ambisyon.)				
2. I believe that my resilience helps me overcome challenges in starting a business. (Naniniwala ako na ang aking katatagan ay tumutulong sa akin na malampasan ang mga hamon sa pagsisimula ng negosyo.)				
3. My creativity allows me to come up with innovative business ideas. (Ang aking pagkamalikhain ay nagbibigay-daan sa akin upang makabuo ng mga makabago at orihinal na ideya sa negosyo.)				
4. I consider myself a risk-taker when it comes to pursuing business opportunities. (Itinuturing kong ako ay may kakayahang sumubok ng panganib pagdating sa pagsasagawa ng mga oportunidad sa negosyo.)				
5. I view failures as learning opportunities that will improve my future business ventures. (Tinitingnan ko ang mga pagkabigo bilang mga pagkakataon sa pagkatuto na makapagpabuti sa aking mga susunod na pagsisimula ng negosyo.)				

**ENVIRONMENTAL FACTORS (MGA SALIK NA KAPALIGIRAN)**

Item Statements ( <i>Mga Pahayag</i> )	4	3	2	1
1. The availability of mentorship programs at my college boosts my confidence in entrepreneurship. ( <i>Ang pagkakaroon ng mga programa sa mentorship sa aking kolehiyo ay nagpapalakas ng aking kumpiyansa sa pagnenegosyo.</i> )				
2. Access to business workshops and seminars at Core Gateway College, Inc. is beneficial for my learning. ( <i>Ang access sa mga workshop at seminar sa pagnenegosyo sa Core Gateway College, Inc. ay kapaki-pakinabang para sa aking pag-aaral.</i> )				
3. The business resources available at Core Gateway College, Inc. positively affect my business intentions. ( <i>Ang mga mapagkukunan ng pagnenegosyo na available sa Core Gateway College, Inc. ay positibong nakakaapekto sa aking mga intensyon sa negosyo.</i> )				
4. The support from the local business community is an encouraging factor for starting a business. ( <i>Ang suporta ng lokal na komunidad ng negosyo ay isang nakakaengganyong salik para sa pagsisimula ng pagnenegosyo.</i> )				
5. The availability of funding opportunities for student entrepreneurs at my college positively impacts my entrepreneurial intentions. ( <i>Ang pagkakaroon ng mga oportunidad sa pagpopondo para sa mga estudyanteng negosyante sa aking kolehiyo ay positibong nakakaapekto sa aking mga intensyon sa pagnenegosyo.</i> )				

**SOCIAL FACTORS (MGA SALIK NA PANLIPUNAN)**

Item Statements ( <i>Mga Pahayag</i> )	4	3	2	1
1. My interactions with classmates in the ABM track inspire me to start my own businesses. ( <i>Ang aking pakikipag-ugnayan sa mga kaklase sa ABM track ay nagbibigay inspirasyon sa akin na magsimula ng mga negosyo.</i> )				
2. The relationships I have built with teachers in the ABM program encourage my entrepreneurial ambitions. ( <i>Ang mga relasyon na nabuo ko sa mga guro sa ABM program ay nagbibigay lakas ng loob sa aking mga ambisyon sa pagnenegosyo.</i> )				
3. The networking opportunities provided by the ABM track enhance my business prospects. ( <i>Ang mga pagkakataon sa networking na ibinigay ng ABM track ay nagpapalakas ng aking mga oportunidad sa pagnenegosyo.</i> )				
4. I feel motivated to participate in entrepreneurship-related activities because of the support from my classmates in ABM. ( <i>Nakaramdam ako ng motibasyon na makilahok sa mga aktibidad na may kaugnayan sa pagnenegosyo dahil sa suportang aking mga kaklase sa ABM.</i> )				
5. The ABM program provides connections to industry professionals who support my entrepreneurial goals. ( <i>Ang ABM program ay nagbibigay ng koneksyon sa mga propesyonal sa industriya na sumusuporta sa aking mga layunin sa pagnenegosyo.</i> )				

**PART III. THE ALIGNMENT OF ABM TRACK TO ENTREPRENEURSHIP EDUCATION (IKATLONG BAHAGI: PAGKAKAHANAY NG ABM TRACK SA EDUKASYONG PANG-NEGOSYO)**

**Directions:** Read the following statements and rate based on your agreement using the scale below:

(*Panuto: Basahin ang mga sumusunod na pahayag at markahan ayon sa iyong pagsang-ayon gamit ang panukatan sa ibaba*)

4- Strongly Agree (Lubhang sumasang-ayon) 3- Agree (Sumasang-ayon)

Disagree (Hindi sumasang-ayon)

Strongly Disagree (Lubhang hindi sumasang-ayon)

**RELEVANCE OF COURSE MATERIALS (KAUGNAYAN NG MGA MARTERYALES SA CORSO)**

Item Statements ( <i>Mga Pahayag</i> )	4	3	2	1
1. The course materials provide practical knowledge useful for starting a business. ( <i>Ang mga materyales ng kurso ay nagbibigay ng praktikal na kaalaman na kapaki-pakinabang sa pagsisimulang negosyo.</i> )				
2. The course content reflects real-world business scenarios. ( <i>Ang nilalaman ng kurso ay sumasalamin sa mga aktuwal na sitwasyon sa negosyo.</i> )				
3. The ABM track includes materials that help me understand basic entrepreneurial concepts. ( <i>Kasama sa ABM track ang mga materyales na tumutulong sa akin na maunawaan ang mga batayang konsepto ng entrepreneurship.</i> )				
4. The provided resources encourage me to think about future business ventures. ( <i>Ang mga ibinigay na resources ay naghihikayat sa akin na pag-isipan ang mga posibleng negosyo sa hinaharap.</i> )				
5. The materials prepare me to handle financial aspects of a business. ( <i>Inihahanda ako ng mga materyales na harapin ang mga aspeto ng pananalapi ng isang negosyo.</i> )				

**EVALUATION OF LEARNING OUTCOMES (PAGSUSURING KINALABASAN NG PAGKATUTO)**

<b>Item Statements (Mga Pahayag)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The ABM track effectively measures my understanding of business concepts. <i>(Epektibong sinusukat ng ABM track ang aking pag-unawa sa mga konsepto ng negosyo.)</i>				
2. The evaluations reflect the skills needed in entrepreneurial activities. <i>(Ang mga pagsusuri ay nagpapakita ng mga kakayahang kailangan sa mga aktibidad ng entrepreneurship.)</i>				
3. Assessments focus on real-world applications of business knowledge. <i>(Ang mga pagsusuri ay nakatuon sa mga aktuwal na aplikasyon ng kaalaman sa negosyo.)</i>				
4. I am evaluated on skills like critical thinking and problem- solving. <i>(Sinusuri ako batay sa mga kakayahang tulad ng kritikal na pag-iisip at paglutas ng problema.)</i>				
5. The assessments challenge me to apply business concepts practically. <i>(Hinahamon ako ng mga pagsusuri na ilapat ang mga konsepto ng negosyo sa praktikal na paraan.)</i>				

**Career Guidance (Gabay Sa Karera)**

<b>Item Statements (Mga Pahayag)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The ABM track provides guidance for pursuing a business career. <i>(Nagbibigay ang ABM track ng gabay para sa pagtaguyod ng karera sa negosyo.)</i>				
2. Career counseling sessions help me clarify my entrepreneurial goals. <i>(Nakakatulong ang mga sesyon ng pagpapayo sa karera upang malinaw ko ang aking mga layunin sa entrepreneurship.)</i>				
3. The course offers insights into potential business career paths. <i>(Nagbibigay ang kurso ng kaalaman sa mga posibleng landas ng karera sa negosyo.)</i>				
4. Mentoring opportunities are available to help guide my career choices. <i>(May mga oportunidad sa mentoring na makakatulong sa akin sa pagpili ng karera.)</i>				
5. Career guidance activities help me set achievable business goals. <i>(Ang mga aktibidad sa gabay sa karera ay tumutulong sa akin na magtakda ng makakayang mga layunin sa negosyo.)</i>				

**ENTREPRENEURIAL INTENTIONS (HANGARINSA ENTREPRENEURSHIP)**

<b>Item Statements (Mga Pahayag)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The ABM track has strengthened my desire to start my own business. <i>(Pinalakas ng ABM track ang aking pagnanais na magsimula ng sariling negosyo.)</i>				
2. The course has inspired me to consider entrepreneurship as a career option. <i>(Ang kurso ay nagbigay-inspirasyon sa akin na ikonsidera ang entrepreneurship bilang opsyon sa karera.)</i>				
3. I intend to explore entrepreneurial opportunities after completing the ABM track. <i>(Balak kong tuklasin ang mga oportunidad sa entrepreneurship pagkatapos ng ABM track.)</i>				
4. My interest in business ownership has grown due to this course. <i>(Lalong lumago ang aking interes sa pagmamay-ari ng negosyo dahil sa kursong ito.)</i>				
5. The ABM track has equipped me with the confidence to take entrepreneurial risks. <i>(Ang ABM track ay nagbigay sa akin ng kumpiyansa na kumuha ng mga risk sa entrepreneurship.)</i>				

**End of survey. Your cooperation is greatly appreciated!  
(Wakas ng Sarbey. Ang iyong kooperasyon ay labis na pinahalagahan!)**

**JHEA MARIE S. BALID IAN L. BANZON  
MARICAR N. BEGINO  
Researchers (Mga Mananaliksik)**

**APPENDIX D**  
**INFORMED CONSENT**

I have read and understood the provided information and had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason and without cost. I understand that I will be given a copy of this consent form.

\_\_\_\_\_ Agrees to answer the questionnaire

\_\_\_\_\_ Disagrees due to valid reasons

\_\_\_\_\_  
Participant's Name and Signature

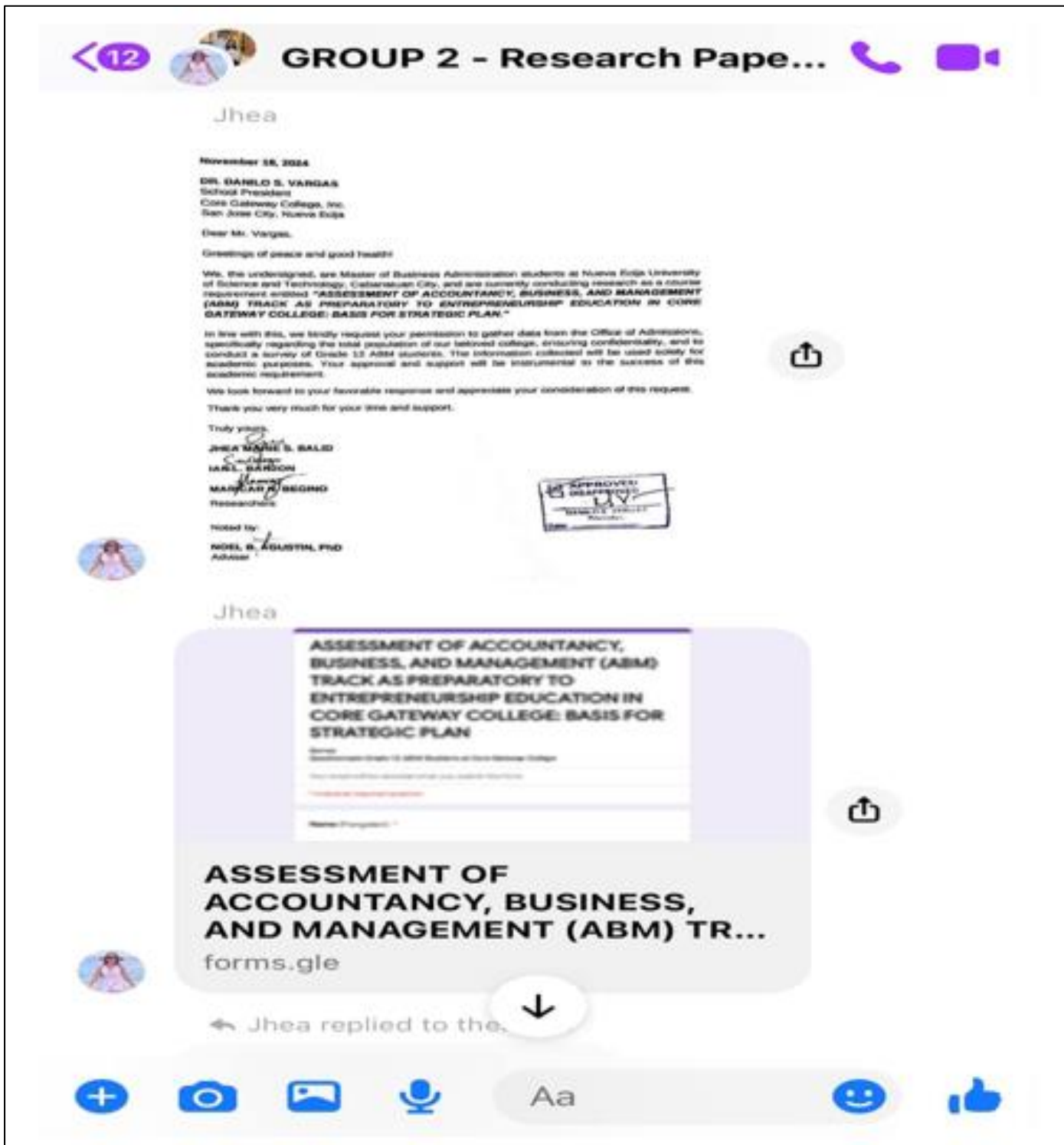
\_\_\_\_\_  
Date

\_\_\_\_\_  
Researcher's Name and Signature

\_\_\_\_\_  
Date

## APPENDIX E DOCUMENTATION

Screenshot of the approved research letter and the link to the survey questionnaire via Google Forms, shared in the Researcher's Group Chat.

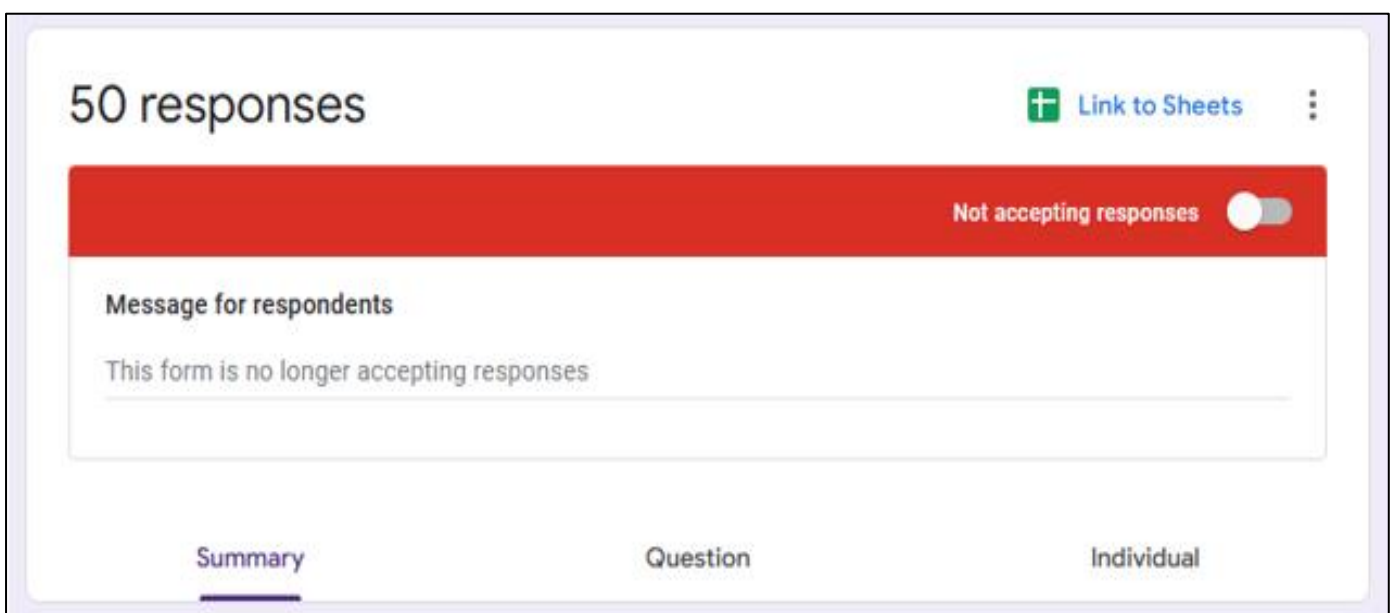




**Screenshot of the message briefing the respondents on the study's purpose, the voluntary nature of their participation, the confidentiality of their responses, along with the Google Form link, shared with Grade 12 ABM students**



Total number of Grade 12 ABM Respondents at Core Gateway College, Inc.





Screenshots of the Submitted Responses from the Respondents

