

# The Entrepreneurial Skills of Senior High School Students in Monreal National High School and Their Experiences in Managing Small-Scale Businesses

Donato A. Caña

St. Louise de Marillac College of Sorsogon, Inc., Sorsogon City, Philippines

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**Abstract:** This study investigated the development of entrepreneurial skills among senior high school students through their participation in various entrepreneurial activities. The research aimed to understand the extent of skill development, the types of activities students engage in, their insights on these activities, the challenges they face, and the in-school activities that can be proposed to enhance their entrepreneurial skills. The study employed a mixed-methods approach, combining quantitative surveys to measure the average mean scores of different entrepreneurial skills and qualitative interviews to gather insights from students about their experiences and challenges. Data were collected from senior high school students participating in entrepreneurial activities across various schools. The findings revealed that senior high school students exhibit strong entrepreneurial potential, particularly in risk-taking and technical skills, with room for improvement in communication and problem-solving abilities. Students engage in diverse entrepreneurial activities, including sustainable fashion, reuse initiatives, and food and beverage ventures, which effectively develop their skills. Participation in school academic activities and business-related events significantly enhanced their readiness to become entrepreneurs by providing theoretical knowledge, practical experience, skill development, and networking opportunities. However, students face significant challenges, such as a lack of startup capital, limited access to resources, and balancing school and business responsibilities. The study concludes that targeted training programs, mentorship, experiential learning opportunities, funding initiatives, and activities that encourage problem-solving, critical thinking, and teamwork can further enhance students' entrepreneurial skills. Future research should explore the impact of in-school entrepreneurial activities, sustainable fashion and reuse initiatives, and the role of practical experience and networking in enhancing entrepreneurial readiness among senior high school students.

**Keywords:** Ambition, Communication Skills, Creativity, Entrepreneurship Education, Entrepreneurial Skills, Experiential Learning, High School Students, Innovation, Skill Development, Life Skills, Mentorship Programs, Resourcefulness, Risk-Taking, School-Based Activities, Startup Challenges.

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## I. INTRODUCTION

Entrepreneurial skills among senior high school students are widely regarded as critical for supporting innovation and economic growth worldwide. Many countries are including entrepreneurship in their educational curricula, like the Philippines' K-12 program, which has entrepreneurship as a core subject. Schools are emphasizing hands-on learning through projects, internships, and business simulations, allowing students to apply theoretical knowledge in real-world contexts. The proliferation of digital tools and platforms also allows students to start and operate enterprises more efficiently, with e-commerce, digital marketing, and finance being popular areas of focus.

Young entrepreneurs frequently offer new ideas and inventive solutions to the market, resulting in the creation of distinctive products and services. Their ability to adapt to new technologies and industry trends is critical to the dynamism of small firms. Furthermore, small-scale firms founded by young entrepreneurs can have a tremendous impact on local communities by creating jobs and boosting economic activity.

However, challenges such as access to funding and resources remain. Initiatives like crowdfunding and microloans are helping to bridge this gap (Meyskens & Bird, 2015). Mentorship programs and entrepreneurial networks

provide essential support and guidance, helping young entrepreneurs navigate the complexities of starting and running a business (DaVinci Industries, 2023). Supportive policies and regulations are also crucial for fostering an entrepreneurial ecosystem, and governments and educational institutions are increasingly recognizing this need (World Economic Forum, 2023).

The entrepreneurial skills of senior high school students hold significant potential for driving small-scale businesses and contributing to economic growth. By integrating entrepreneurship education into school curricula, providing practical experience, and supporting young entrepreneurs with resources and mentorship, we can unlock this potential and foster a new generation of innovative business leaders.

Entrepreneurial skills among Filipinos are increasingly recognized as a key driver of economic growth and innovation. The Philippines has a strong entrepreneurial spirit, with many Filipinos viewing entrepreneurship as a viable career path (Santiago, 2023). This positive attitude is supported by the country's social values and a relatively low fear of failure compared to other ASEAN countries (Menguin, 2021).

The Philippine education system has made significant strides in fostering entrepreneurial skills. The K-12 program, implemented in 2016, integrated entrepreneurship into the curriculum, aiming to equip students with the necessary business skills and competencies through projects and internships, which helps students apply theoretical knowledge in real-world settings.

Despite these positive developments, challenges remain. Access to funding and resources is a significant barrier for many aspiring entrepreneurs. Initiatives like crowdfunding and microloans are helping to address this issue, but more support is needed. Additionally, the ease of starting a business in the Philippines is relatively low, with bureaucratic hurdles posing a challenge for new entrepreneurs.

Mentorship and support networks play a crucial role in helping Filipino entrepreneurs navigate these challenges. Programs that provide guidance and resources are essential for sustaining and growing new businesses. Furthermore, supportive policies and regulations are necessary to create a conducive environment for entrepreneurship.

While Filipinos have a strong entrepreneurial spirit and the education system is making strides in fostering entrepreneurial skills, there are still significant challenges to overcome. By addressing these challenges and providing more support, the potential of Filipino entrepreneurs can be fully realized, contributing to economic growth and innovation in the country.

Monreal National High School, located in Monreal Masbate, is renowned for its commitment to providing a holistic education that prepares students for the challenges

of the modern world. In today's rapidly evolving economy, entrepreneurial skills have become increasingly important. These skills not only foster innovation and self-reliance but also contribute significantly to economic growth. Small-scale businesses play a crucial role in the economy by creating jobs, fostering local development, and encouraging innovation. This study aims to evaluate the entrepreneurial skills of senior high school students at Monreal National High School and assess their potential to engage in small-scale business ventures.

In the Philippines, the senior high school curriculum is designed to provide students with multiple pathways, or "exits," upon graduation. One of these identified exits is entrepreneurship, which aims to equip students with the skills and knowledge necessary to start and manage their businesses. This curriculum includes subjects and activities that promote entrepreneurial thinking, such as business planning, financial literacy, and practical experience through projects and internships. By integrating entrepreneurship education into the high school curriculum, the education system seeks to prepare students for the demands of the modern economy and to foster a culture of innovation and self-reliance.

The primary objective of this study is to understand the entrepreneurial skills of these students and how these skills can influence their future career paths and the local economy. By identifying the strengths and areas for improvement in their entrepreneurial skill sets, educators and policymakers can better tailor educational programs to prepare students for successful careers in entrepreneurship. This study also highlighted the potential impact of fostering entrepreneurial skills at an early age, which can lead to increased self-employment and the creation of new businesses within the community.

A review of existing literature revealed that early exposure to entrepreneurship can significantly impact students' career choices and success. Various studies have shown that students who develop entrepreneurial skills during their high school years are more likely to pursue entrepreneurial ventures later in life (Hahn, Minola, Bosio, & Cassia, 2019; Ronchi, Mertz, & Salvestrini, 2025). For instance, case studies of successful student entrepreneurs demonstrated the positive outcomes of integrating entrepreneurship education into the high school curriculum. These examples underscored the importance of providing students with the knowledge and tools they need to succeed in the business world.

The methodology of this study involves a combination of surveys, interviews, and practical assessments to gauge the entrepreneurial abilities of the students. Participants were selected based on specific criteria to ensure a representative sample of the student population. The data collected through these methods will provide a comprehensive understanding of the student's entrepreneurial skills and their readiness to start small-scale businesses. The study also explored the factors that

influence students' entrepreneurial intentions and the challenges they face in pursuing entrepreneurial activities.

It was observed by the present researcher that students at Monreal National High School possess skills in creativity, problem-solving, and risk-taking. Many students have expressed a keen interest in starting their businesses, particularly in sectors such as technology, retail, and services. These observations suggested that with the right support and resources, these students have the potential to succeed in small-scale business ventures. The study also highlighted the need for targeted interventions to address the gaps in students' entrepreneurial knowledge and skills.

This study underscores the importance of entrepreneurial activities in developing the entrepreneurial skills of Senior High School Students. By equipping students with the necessary entrepreneurial skills, educators and policymakers can help foster a new generation of entrepreneurs who can drive economic growth and innovation. The implications of this study extend beyond the classroom, as the development of entrepreneurial skills can have a lasting impact on student's career trajectories and the local economy. Future research should focus on the long-term effects of entrepreneurship education and explore additional strategies to support student entrepreneurs.

## II. OBJECTIVES

- To determine the level of development of entrepreneurial skills of Senior high school students.
- To investigate the different entrepreneurial activities senior high school students are engaged in.
- To explore the insights of senior high school students on entrepreneurial activities in fostering entrepreneurial skills and knowledge among students.
- To analyze the challenges encountered by senior high school students in school entrepreneurial activities.
- To propose in-school activities to promote the development of entrepreneurial skills among students

## III. METHODS

To explore the entrepreneurial skills of senior high school students at Monreal National High School and their potential in small-scale businesses, a mixed-method research design is ideal. The respondents for the research on entrepreneurial skills and potential in small-scale businesses at Monreal National High School will be 140 senior high school students with a survey and 20 participants for focus group discussion (FGD) in their entrepreneurial classes. To ensure content validity, the questionnaires were reviewed by experts in entrepreneurship education and pilot-tested with a small group of students. Reliability was assessed using Cronbach's alpha, aiming for a coefficient of 0.7 or higher to indicate acceptable internal consistency. The questionnaire was distributed to all 140 senior high school students enrolled in entrepreneurial classes, ensuring anonymity to encourage honest responses.

To analyze the data collected on the entrepreneurial skills of senior high school students at Monreal National High School and their potential in small-scale businesses, both statistical and qualitative analysis techniques will be employed.

## IV. RESULTS

The data collected from various sources have been analyzed to provide insights into the key trends and patterns. The primary questions guiding this analysis are: The results are organized into sections based on the themes that emerged during the analysis, providing a comprehensive overview of the study's findings.

### A. *Extent of Entrepreneurial Skills Development*

This section presents the descriptive statistics used to evaluate the extent of entrepreneurial skills development among senior high school students. 1. What is the extent of the development of entrepreneurial skills among senior high school students? 2. What are the different entrepreneurial activities the students engaged in that developed their entrepreneurial skills? 3. What are the insights of the senior high school students on their engagement with their entrepreneurial activities? 4. What challenges do senior high school students face when starting and managing small-scale businesses? 5. What in-school activities can be proposed to provide opportunities to develop their entrepreneurial skills?

The analysis employs the weighted mean to provide a comprehensive measure of the students' entrepreneurial competencies. By calculating the weighted mean, we can account for the varying levels of importance assigned to different entrepreneurial skills, ensuring a more accurate representation of the overall development. The results are organized to highlight key trends and patterns, offering valuable insights into the effectiveness of current educational programs in fostering these essential skills.

The extent of entrepreneurial skills development among senior high school students varies across different skill areas. In terms of communication skills, students generally feel poorly developed in presenting their ideas to others, with a mean score of 2.55. They are fairly developed in effectively communicating with team members, scoring 2.65, and well-developed in negotiating and persuading others, with a mean score of 3.55.

For managerial skills, students are well-developed in planning and organizing tasks efficiently, with a mean score of 3.65. They are fairly developed in managing time effectively, scoring 3.25, and well-developed in leading a team to achieve common goals, with a mean score of 3.45.

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**Table 1.** *Extent of Entrepreneurial Skills Development of Senior High School Students*

Entrepreneurial Skills	Mean	Descriptive Rating
<b>Communication Skills</b>		
I am confident in presenting my ideas to others.	2.55	Poorly Developed
I can effectively communicate with team members.	2.65	Fairly Developed
I am good at negotiating and persuading others	3.55	Well Developed
Average	2.92	Fairly Developed
<b>Managerial Skills</b>		
I can plan and organize tasks efficiently.	3.65	Well Developed
I can manage time effectively.	3.25	Fairly Developed
I can lead a team to achieve common goals.	3.45	Well Developed
Average	3.45	Well-Developed
<b>Technical Skills</b>		
I have the technical knowledge required for my business ideas.	3.35	Fairly Developed
I can use technology to enhance my business operations.	4.50	Highly Developed
I am skilled in using software and tools relevant to my business.	4.00	Well Developed
Average	3.95	Well- Developed
<b>Financial Skills</b>		
I understand basic financial principles and budgeting.	3.45	Well Developed
I can manage financial resources effectively.	3.25	Fairly Developed
I can analyze financial statements.	3.50	Well Developed
Average	3.40	Well-Developed
<b>Problem-Solving Skills</b>		
I can identify problems quickly and accurately.	3.50	Well Developed
I am good at developing creative solutions to problems.	2.75	Fairly Developed
I can make decisions under pressure.	2.85	Fairly Developed
Average	3.03	Fairly Developed
<b>Risk-Taking Skills</b>		
I am willing to take calculated risks for potential rewards.	4.35	Highly Developed
I am comfortable with uncertainty and ambiguity.	4.25	Highly Developed
I can evaluate the risks and benefits of different options.	4.25	Highly Developed
Average	4.28	Highly Developed
<b>Networking Skills</b>		
I can build and maintain professional relationships.	2.75	Fairly Developed
I am good at networking with people in my industry.	3.45	Well Developed
I can leverage my network to support my business goals.	3.75	Well Developed
Average	3.32	Fairly Developed

Note: 1:00-1.79 Not Developed, 1.80-2.59 Poorly Developed 2.60-3.39 Fairly Developed, 3.40-4.19 Well Developed 4.20-5.0 Highly Developed

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For managerial skills, students are well-developed in planning and organizing tasks efficiently, with a mean score of 3.65. They are fairly developed in managing time effectively, scoring 3.25, and well-developed in leading a team to achieve common goals, with a mean score of 3.45.

Regarding technical skills, students are fairly developed in having the technical knowledge required for their business ideas, with a mean score of 3.35. They are

highly developed in using technology to enhance their business operations, scoring 4.50, and well developed in using software and tools relevant to their business, with a mean score of 4.00.

In financial skills, students are well-developed in understanding basic financial principles and budgeting, with a mean score of 3.45. They are fairly developed in managing financial resources effectively, scoring 3.25, and well-developed in analyzing financial statements, with a mean score of 3.50.

When it comes to problem-solving skills, students are well-developed in identifying problems quickly and accurately, with a mean score of 3.50. They are fairly developed in developing creative solutions to problems,



scoring 2.75, and in making decisions under pressure, with a mean score of 2.85.

For risk-taking skills, students are highly developed in being willing to take calculated risks for potential rewards, with a mean score of 4.35. They are also highly developed in being comfortable with uncertainty and ambiguity, scoring 4.25, and evaluating the risks and benefits of different options, with a mean score of 4.25.

In networking skills, students are poorly developed in building and maintaining professional relationships, with a mean score of 2.75. However, they are well-developed in networking with people in their industry, scoring 3.45, and in leveraging their network to support their business goals, with a mean score of 3.75.

The average mean scores for various entrepreneurial skills among Senior High School students, arranged from highest to lowest, are as follows: Risk-taking skills are highly developed with a score of 4.28. Technical skills are well-developed, scoring 3.95, followed by managerial skills at 3.45 and financial skills at 3.40, both also well-developed. Networking skills are fairly developed, with a score of 3.32, while problem-solving skills are similarly fairly developed at 3.03. Lastly, communication skills are fairly developed, with an average mean score of 2.92.

The high score in risk-taking skills indicates that students are quite confident and willing to take calculated risks, which is a crucial trait for successful entrepreneurship. The well-developed technical, managerial, and financial skills suggest that students have a solid foundation in the practical and administrative aspects of running a business. These skills are essential for effectively managing operations, making informed financial decisions, and utilizing technical knowledge to innovate and solve problems.

On the other hand, the fairly developed scores in networking, problem-solving, and communication skills highlight areas where students could benefit from further development. Enhancing these skills would enable students to build stronger professional relationships, tackle challenges more effectively, and communicate their ideas more clearly. Overall, while the students demonstrate strong entrepreneurial potential, targeted efforts to improve these specific skills could further enhance their readiness for entrepreneurial ventures.

#### *B. Different Entrepreneurial Activities the Senior High School Students Are Engaged In*

The entrepreneurial spirit is alive and well, particularly among Filipinos eager to supplement their income or pursue their passions. A diverse range of small business ventures have emerged, reflecting creativity, resourcefulness, and a keen understanding of local market needs. These endeavors can broadly be categorized into several themes:

##### ➤ *Sustainable and Secondhand Solutions*

Recognizing the growing importance of environmental consciousness, some entrepreneurs are focusing on sustainability. Participant 1 launched an Online Ukay-Ukay Store, selling *"pre-loved clothes online para makatulong sa sustainable fashion at kumita ng extra income"* (to help with sustainable fashion and earn extra income). Similarly, Participant 8 started selling Eco-Friendly Tote Bags, *"Nagsimula akong magbenta ng reusable tote bags bilang suporta sa kampanya laban sa plastic waste"* (I started selling reusable tote bags as support for the campaign against plastic waste). Participant 18 took a different approach to sustainability, establishing a business in Thrifted Books and School Supplies where she shared that she *"Nagtinda ako ng second-hand books at affordable school supplies para makatulong sa mga estudyante"* (I sell second-hand books and affordable school supplies to help students).

##### ➤ *Food and Beverage Businesses*

Food and beverage remain a popular avenue for entrepreneurship, with several participants venturing into this sector. Participant 2 created a Home-Based Milk Tea Business, *"Nagtayo ako ng maliit na milk tea business sa bahay gamit ang affordable ingredients at unique flavors"* (I set up a small milk tea business at home using affordable ingredients and unique flavors). Complementing the milk tea venture, Participant 6 established a Homemade Pastry Business. *"Gumawa ako ng cookies at cupcakes at ibinenta online at sa mga kapitbahay para sa extra income"* (I made cookies and cupcakes and sold them online and to neighbors for extra income). For those seeking healthier options, Participant 16 embarked on a Healthy Snacks Business, saying they *"Nag-develop ako ng negosyo na nagbebenta ng organic chips at sugar-free pastries para sa health-conscious na customers"* (I developed a business that sells organic chips and sugar-free pastries for health-conscious customers). Finally, Participant 20 highlights the richness of Filipino agricultural produce through Local Coffee bean reselling by sharing, *"Nagtayo ako ng online store na nagbebenta ng locally sourced coffee beans mula sa iba't ibang probinsya sa Pilipinas"* (I set up an online store that sells locally sourced coffee beans from different provinces in the Philippines). Further expanding into serving food during special occasions, Participant 11 offers Home-Based Food Catering, *"Nagsimula akong tumanggap ng food orders para sa small events tulad ng birthdays at meetings"* (I started accepting food orders for small events like birthdays and meetings).

##### ➤ *Personalized and Handmade Creations*

The demand for personalized and unique items fuels another category of businesses. Participant 3 operates a Customized Gift Shop, *"Gumawa ako ng online shop na nag-aalok ng personalized gifts tulad ng mugs, shirts, at keychains"* (I created an online shop that offers personalized gifts like mugs, shirts, and keychains). In line with this, Participant 7 developed a Print-on-Demand Shirts business where they *"Nag-develop ako ng negosyo na nagpi-print ng unique designs sa t-shirts gamit ang silkscreen printing"* (I developed a business that prints unique designs on t-shirts).

using silkscreen printing). Adding to the list of personalized products, Participant 10 created a Personalized Stationery Shop and *"Nagtinda ako ng customized planners, notebooks, at stickers na bagay sa students at young professionals"* (I sell customized planners, notebooks, and stickers that are suitable for students and young professionals). In the realm of local crafts, Participant 13 runs a Local Handicraft Business, *"Gumawa ako ng handmade accessories mula sa recycled materials para sa eco-friendly fashion"* (I made handmade accessories from recycled materials for eco-friendly fashion).

#### ➤ Addressing Specific Needs and Trends

Several ventures cater to specific needs or capitalize on current trends. Participant 4 started a Plant Selling Business, explaining, *"Nagsimula akong magbenta ng ornamental plants at succulents dahil sa lumalaking demand sa gardening"* (I started selling ornamental plants and succulents because of the growing demand in gardening). Catering to pet lovers, Participant 19 developed a business making Pet Treats and Accessories by sharing, *"Nag-develop ako ng negosyo na gumagawa ng healthy homemade treats para sa mga alagang hayop"* (I developed a business that makes healthy homemade treats for pets). For parents searching for educational & engaging toys, Participant 17 created DIY Slime and Sensory Toys and *"Gumawa ako ng slime at sensory toys na patok sa mga bata at ibinenta sa school fairs at online"* (I made slime and sensory toys that are popular with children and sold them at school fairs and online). Serving the needs of busy car owners, Participant 14 provides Home Service Car Wash, *"Nagbigay ako ng abot-kayang home service car wash sa aming barangay para sa mga busy na may-ari ng sasakyan"* (I provide affordable home service car wash in our barangay for busy car owners).

#### ➤ Digital Services and Accessories

Reflecting the digital age, some entrepreneurs offer services and products related to technology. Participant 5 is involved in the Reselling of Gadgets and Accessories, *"Nagbenta ako ng affordable phone accessories tulad ng earphones, chargers, at cases sa aking online store"* (I sell affordable phone accessories such as earphones, chargers, and cases in my online store). Simultaneously, Participant 12 provided Social Media Management Services for small businesses, *"Nag-alok ako ng social media management para sa small businesses na gustong lumawak ang kanilang online presence"* (I offer social media management for small businesses that want to expand their online presence). Further highlighting digital creativity, Participant 15 sells Digital Art Commissions and *"Nagbebenta ako ng digital portraits at graphic designs online gamit ang aking skills sa pag-drawing"* (I sell digital portraits and graphic designs online using my drawing skills).

#### ➤ Self-Care and Ambiance

Creating a relaxing and pleasant atmosphere is the focus of Participant 9, who runs a Perfume and Scented Candles Business. *"Gumawa ako ng affordable at long-lasting perfumes at scented candles para sa relaxation at*

*self-care"* (I made affordable and long-lasting perfumes and scented candles for relaxation and self-care).

These diverse initiatives highlighted the resourcefulness and ambition of Senior High School Students, driven by the desire to earn income, pursue their passions, and contribute to their communities. They also demonstrate how individual talents and an understanding of local needs can translate into viable business ventures.

#### C. Insights of the Senior High School Students on their Engagement with their Entrepreneurial Activities

The road to entrepreneurship is rarely paved with certainty. It's a journey that frequently involves taking calculated chances, venturing beyond one's comfort zone, and being willing to learn and adapt. A recent collection of accounts highlights the various ways people are embracing the entrepreneurial spirit, with main themes including ambitious business initiatives, effective resource management, customer-centric methods, and collaboration/adaptability. These experiences, while diverse, share one common thread: a proactive approach to opportunity and a willingness to embrace the challenges that come with creating something new.

#### ➤ Entrepreneurial Spirit - Embracing the Unknown

This theme captures the essence of taking the plunge into the world of business, often with limited experience or resources. Participants demonstrated a willingness to experiment with different business models and marketing strategies, even when faced with uncertainty.

#### ➤ Starting Small, Aiming Big

Participant 1's experience of *"Sinubukan kong magbenta ng home-made snacks sa school kahit hindi ko alam kung tatangkilikin ito. Sa huli, naging mabenta ito at nadagdagan ang aking kita."* illustrates the power of starting small and testing the market. The success of the homemade snacks validated their idea and provided a significant boost in income.

#### ➤ Product Innovation & Market Validation:

Participant 4 mirrored this sentiment, stating, *"Sinubukan kong magbenta ng personalized accessories kahit hindi ko alam kung magiging mabenta ito. Sa huli, marami palang may gusto."* This highlights the importance of exploring new product ideas and discovering untapped market demand. Personalized accessories tapped into a niche market, proving its potential.

#### ➤ Navigating New Business Models:

Participants also ventured into online business models. Respondent 6 mentioned, *"Sinubukan kong magbenta ng products gamit ang dropshipping kahit hindi pa ako sanay sa ganitong sistema. Sa una, mahirap, pero natutunan ko rin ito."* This demonstrates the adaptability required to succeed in the digital age. Learning a new system, even with initial difficulty, was essential. Similarly, Participant 7 took a leap of faith by offering *"graphic design services online kasi baka walang magtiwala, pero dumami rin ang naging kliyente ko."*

➤ *Strategic Investments & Content Creation*

The theme extends to financial decisions and marketing approaches. Investing in a friend's food business said by Participant 10 shows trust and belief in the potential of others' ventures, while Participant 11's use of Facebook ads shows a willingness to embrace new marketing tactics: *"Sinubukan kong mag-Facebook ads para sa online store ko kahit hindi ko sigurado kung sulit ito. Buti na lang, dumami ang customers."* Even more impressive, Participant 15 embraced content creation: *"Sinubukan kong gumawa ng business-related vlogs kahit hindi ako sanay humarap sa camera. Ngayon, may maliit na audience na ako."*

➤ *Pushing Technological Boundaries:*

Participant 19 conquered technological barriers, saying, *"Hindi ako marunong gumamit ng e-commerce platforms noon, pero sinubukan kong matuto at ngayon, mas madali na ang pagbebenta ko."*

➤ *Beyond Business - Skills and Mindset:*

Participants also engaged in activities related to public engagement. *"Kahit kinakabahan, sumali ako sa isang business competition para masubukan ang aking kakayahan sa pagbuo ng isang produkto at business plan"* (Participant 2). Participant 8 stated, *"Kahit kinakabahan, nag-volunteer akong mag-present ng aming business plan sa harap ng maraming tao. Nakakatakot pero malaking learning experience."* Participant 17 put money on the line to join tradeshows.

➤ *Effective Resource Management - Making the Most of What You Have*

Resourcefulness is a critical skill for any entrepreneur. This theme focuses on how individuals have managed their resources effectively, including leveraging personal savings, sourcing cost-effective suppliers, and strategically managing expenses.

➤ *Personal Investment & Risk Assessment:*

Participant 3, *"Ginamit ko ang ipon ko para bumili ng mga produkto na ibebenta. Medyo risky kasi pwedeng malugi, pero buti na lang naging patok ito sa mga kaklase ko,"* highlights the personal risk involved in investing one's own savings. The success validated the risk and provided a return on investment.

➤ *Strategic Sourcing & Negotiation*

Looking for alternatives is very important to managing resources. *"Nag-risk akong magpalit ng supplier para sa mas murang puhunan, kahit hindi ako sigurado sa kalidad. Sa huli, nahanap ko ang mas magandang deal."* (Participant 13) and *"Sinubukan kong humanap ng suppliers sa ibang lugar kahit may risk sa gastos ng pamasaha at oras. Sa huli, nakahanap ako ng mas magandang supplier."* (Participant 18) shows the value of actively seeking out better deals, even if it involves additional effort or a degree of uncertainty.

➤ *Customer-Centric Strategies - Understanding Your Audience*

A customer-centric approach is essential for long-term business success. This theme explores how individuals have focused on engaging with their customers, expanding their reach, and adapting to feedback to improve their products and services.

➤ *Expanding Market Reach:*

Participant 5 expanded from classroom sales to social media: *"Dati, sa mga kaklase ko lang ako nagbebenta, pero nag-take ako ng risk na i-post ito sa social media para mas lumawak ang market ko."*

➤ *Overcoming Personal Barriers:*

Participant 12 said, *"Dati akong mahiyain, pero tinry kong makipag-usap at magbenta ng produkto sa hindi ko kakilala. Ngayon, mas confident na ako sa sales talk,"* exemplifies how entrepreneurship can foster personal growth and confidence. Stepping outside one's comfort zone can lead to significant improvements in communication and sales skills.

➤ *Incentivizing Purchases:*

The importance of promotions and discounts is touched upon by Participant 14: *"Nag-offer ako ng promo sa bagong customers kahit may risk na maliit ang kita. Pero dahil dito, mas dumami ang bumibili."*

➤ *Learning from Feedback:*

Accepting and adapting to criticism is a sign of growth. Participant 16 said, *"Hindi lahat ng tao sang-ayon sa business ideas ko, pero natutunan kong tanggapin ang feedback at gamitin ito para pagandahin pa ang negosyo."*

➤ *Collaboration and Adaptability - Working Together, Staying Flexible*

The final theme underlines the importance of collaboration and adaptability in navigating the dynamic world of business. The ability to work with others, embrace new roles, and adjust to changing circumstances is essential for long-term success.

➤ *Embracing New Responsibilities:*

Participant 9's narrative, *"Madalas akong nai-assign sa marketing kahit hindi ito ang forte ko, pero tinanggap ko ang challenge at natutunan kong maging mas epektibo sa promotion,"* perfectly illustrates how taking on unfamiliar roles can lead to the acquisition of new skills and competencies.

➤ *Strategic Partnerships:*

The power of collaboration is demonstrated by Participant 20: *"Nagsanib-pwersa ako sa isa pang small business owner para mas mapalawak ang market namin. May risk pero naging win-win situation para sa amin."*



➤ *Unleashing the Entrepreneurial Spirit: How School Activities Cultivate Future Business Leaders*

Entrepreneurship is more than just starting a business; it's a mindset, a skillset, and a driving force for innovation. Luckily, many school-based activities are meticulously designed to nurture this entrepreneurial spirit in students, offering practical experiences and invaluable lessons that extend far beyond the classroom. These activities provide a fertile ground for students to develop the crucial abilities necessary to navigate the dynamic world of business.

➤ *Goal Setting, Planning, and Financial Insight:*

A strong foundation in planning and financial management is indispensable for any budding entrepreneur. Activities like business competitions and financial literacy clubs offer a practical approach to building these skills. As Participant #1 shares, "*Dahil sa mga business competitions, natuto akong magtakda ng malinaw at konkreong business goals.*" (Because of business competitions, I learned how to set clear and concrete business goals.). Building upon that, Participant #2 stated, "*Sa pagsali sa business clubs, natuto akong gumawa ng detalyadong business plan at marketing strategies.*" (By joining business clubs, I learned how to make detailed business plans and marketing strategies.). Participant #4 added "*Sa financial literacy clubs, natutunan kong i-budget ang pera at iwasan ang pagkalugi.*" (In financial literacy clubs, I learned how to budget money and avoid losses.). These experiences allow students to translate abstract concepts into tangible actions, fostering a proactive approach to financial responsibility and strategic planning.

➤ *Salesmanship, Confidence, and Leadership:*

The ability to confidently present ideas, effectively communicate with customers, and lead a team are vital for entrepreneurial success. Students gain invaluable real-world experience through school bazaars and pitching competitions. Participant #3 reveals the power of direct customer interaction: "*Sa school bazaars, natuto akong humarap sa customers at magbenta ng produkto sa totoong buhay.*" (At the school bazaars, I learned how to face customers and sell products in real life.). Participant #5 emphasizes the boost in self-assurance: "*Sa pagsali sa pitching competitions, natuto akong magsalita nang maayos at may tiwala sa aking business ideas.*" (By joining pitching competitions, I learned to speak properly and with confidence in my business ideas.). Leadership opportunities, such as being the president of the Young Entrepreneurs Club, further hone these skills. As Participant #6 explains, "*Bilang presidente ng Young Entrepreneurs Club, natuto akong mag-manage ng grupo at magdesisyon nang maayos.*" (As president of the Young Entrepreneurs Club, I learned to manage a group and make good decisions.).

➤ *Problem-solving, Negotiation, and Marketing Savvy:*

Entrepreneurship is inherently challenging, requiring quick thinking, effective negotiation, and a keen understanding of marketing strategies. School-based activities prepare students for these challenges by providing opportunities for crisis management, negotiation training, and social media marketing. Participant #7 highlights the importance of resourceful problem-solving: "*Kapag may*

*problema sa school-based business, natututo akong maghanap ng mabilis at epektibong solusyon.*" (When there is a problem with the school-based business, I learned to look for quick and effective solutions.). Participant #8 emphasizes the art of negotiation: "*Sa negotiations training, natutunan kong makipag-usap sa suppliers para makuha ang pinakamahusay na presyo.*" (In negotiations training, I learned to talk to suppliers to get the best price.). Finally, Participant #9 acknowledges the power of digital marketing: "*Sa digital marketing club, natutunan kong gamitin ang Facebook at Instagram sa pag-promote ng produkto.*" (In the digital marketing club, I learned how to use Facebook and Instagram to promote the product.).

➤ *Innovation, Networking, and Market Awareness:*

Successful entrepreneurs are constantly innovating, building connections, and staying ahead of market trends. Product development workshops, networking events, and market research training equip students with the tools to excel in these areas. Participant #10 highlights the importance of creativity: "*Sa product development workshops, natuto akong gumawa ng unique at innovative na produkto.*" (In product development workshops, I learned to create unique and innovative products.). Participant #11 stresses the value of building professional connections: "*Sa networking events, nakikilala ko ang mga negosyante at potential business partners.*" (At networking events, I meet entrepreneurs and potential business partners.). Participant #12 emphasizes the importance of understanding market trends: "*Sa market research training, natutunan kong pag-aralan kung ano ang trending na produkto at serbisyo.*" (In market research training, I learned to study what trending products and services are.).

➤ *Time Management, Teamwork, and Proposal Writing:*

Entrepreneurs often juggle multiple responsibilities. Balancing projects, collaborating effectively, and articulating business ideas through proposals are essential. Activities help students master these skills. Participant #13 shares, "*Dahil sa sabay-sabay na projects, natutunan kong i-manage ang oras ko nang maayos para matapos lahat ng tasks.*" (Because of simultaneous projects, I learned to manage my time properly to finish all tasks.). Participant #14 adds, "*Sa mga business activities, natutunan kong makipagtulungan sa iba't ibang tao para mapatakbo ang negosyo.*" (In business activities, I learned to collaborate with different people to run the business.). Participant #15 highlights proposal writing skills "*...Sa business mentorship programs, natutunan kong gumawa ng malinaw at kapanipaniwalang business proposal.*" (In business mentorship programs, I learned to create clear and convincing business proposals.).

➤ *Social Responsibility, Adaptability, and Analytical Thinking:*

Modern entrepreneurship includes creating ventures that contribute to society. Being adaptable and making sound decisions based on available information is crucial. School activities like social entrepreneurship clubs, fundraising events, and business simulations foster these capabilities. As Participant #16 stated "*Sa social*



*entrepreneurship club, natutunan kong gumawa ng negosyong hindi lang kumikita kundi tumutulong din sa iba.*" (In the social entrepreneurship club, I learned how to create a business that not only makes a profit but also helps others.). Participant #17 adds that *"...Sa fundraising events, natuto akong mag-adjust kung may biglaang pagbabago sa plano o budget."* (In fundraising events, I learned to adjust if there is a sudden change in the plan or budget.). Lastly, Participant #18 highlighted *"Sa real-life business simulations, natuto akong magsuri ng problema at gumawa ng tamang desisyon."* (In real-life business simulations, I learned to analyze problems and make the right decisions.).

➤ *Risk-Taking, Responsibility, and Discipline:*

Innovation involves taking risks, and running any enterprise requires responsibility and discipline. Innovation programs and managing school-based businesses instill those traits. Participants #19 said, *"Sa innovation programs, natutunan kong huwag matakot na subukan ang bago at maging risk-taker."* (In innovation programs, I learned not to be afraid to try new things and be a risk-taker.). Finally, Participants #20 concluded, *"Sa paghawak ng school-based business, natuto akong maging responsable sa pera, oras, at trabaho."* (In handling the school-based business, I learned to be responsible with money, time, and work.)

These diverse school activities provide a holistic and practical education in entrepreneurship. By allowing students to experience the challenges and rewards of running a business in a safe and supportive environment, schools can cultivate a generation of innovative, responsible, and successful entrepreneurs who will contribute to their communities and beyond.

➤ *Nurturing Tomorrow's Leaders: How Monreal Fosters Entrepreneurial Spirit*

Monreal National High School recognizes the growing ambition of its students to become entrepreneurs and has cultivated a rich ecosystem to support their aspirations. Through a multi-faceted approach, the school actively facilitates mentorship and networking opportunities, equipping students with the skills, knowledge, and connections necessary to succeed in the challenging world of business.

➤ *Cultivating Entrepreneurs: How Events Prepare Students for Business Ownership*

Participants overwhelmingly agree that various events, from workshops to business competitions, significantly contribute to students' readiness to launch their ventures. These events provide a multi-faceted learning experience encompassing practical skills, confidence building, and real-world exposure.

➤ *Developing Core Business Insights*

Several Participants highlighted the acquisition of fundamental business knowledge. (Participant 1) states, *"Sa workshops, natututunan namin ang step-by-step process ng pagbuo at pagpapatakbo ng negosyo."* (In workshops, we learn the step-by-step process of building and running a business.) Further emphasizing this point, participants

discussed the importance of financial literacy (Participant 3: *"Itinuturo sa amin kung paano mag-budget, mag-track ng expenses, at magpatubo ng pera sa negosyo."*), crafting effective business plans (Participant 5: *"Sa mga entrepreneurship workshops, tinutulungan kami ng mga eksperto na i-refine ang aming business plans."*), and understanding market dynamics (Participant 6: *"Natututo kaming magsuri ng market demand at customer needs bago magsimula ng negosyo."*). These skills form the bedrock upon which a successful business can be built.

➤ *Gaining Practical Experience and Building Confidence:*

Beyond theoretical knowledge, respondents stressed the importance of hands-on experience. Participating in competitions allows students to test their ideas in a realistic setting. (Participant 2) shares, *"Sa competitions, nasusubukan namin ang aming business ideas sa isang tunay na market environment."* Pitching events, as noted by (Participant 4) *"Dahil sa pitching events, natututo kaming magsalita sa harap ng investors at ipakita ang halaga ng aming produkto, lead to increase the students confidence"*. These opportunities build confidence by forcing students to confront real-world challenges and present their ideas to potential investors. (Participant 20), in particular, emphasized the value of this hands-on learning: *"Ang tunay na karanasan sa business competitions ay nagbibigay ng kaalaman na hindi lang nakasulat sa teorya."* (The real experience in business competitions provides knowledge that isn't just written in theory.)

➤ *Refining Essential Business Skills:*

Several essential business skills were repeatedly mentioned. These include the ability to effectively market a product/service (Participant 8: *"Itinuturo sa amin kung paano epektibong i-promote ang aming negosyo gamit ang digital marketing at social media."*), manage risks (Participant 9: *"Natutunan namin kung paano umiwas o humarap sa mga posibleng problema sa negosyo."*), make sound decisions (Participant 17: *"Sa pamamagitan ng competitions, natututo kaming gumawa ng matalinong desisyon para sa negosyo."*), and provide excellent customer service (Participant 15: *"Sa mga business simulation events, natututo kaming makipag-ugnayan nang maayos sa mga customers."*). Moreover, the ability to embrace technology, particularly e-commerce, was seen as crucial (Participant 18: *"Natututo kaming gumamit ng mga online platforms tulad ng Shopee, Lazada, at Facebook Marketplace para sa negosyo."*).

➤ *Fostering Innovation, Collaboration, and Adaptability:*

Events also play a critical role in fostering innovation and key interpersonal skills. (Participant 7) noted that product development competitions encourage creativity and problem-solving, *"Natututo kaming gumawa ng unique at problem-solving products sa pamamagitan ng product development competitions."* The emphasis on teamwork and leadership was also apparent. As (Participant 10) explained, *"Sa group competitions, natututo kaming mamuno at makipagtulungan para mapatakbo ang isang negosyo."* Crucially, competitions prepare students for the unpredictable nature of the business world. (Participant 13)

stated, "*Dahil sa competitions, natututo kaming maging flexible at mag-adjust sa biglaang pagbabago sa negosyo.*"

➤ *Building Networks and Securing Resources:*

The opportunities to network with potential investors, suppliers, and partners are highlighted in (Participant 11) "*Nakikilala namin ang potential investors, suppliers, at future business partners.*" Finally, these events can provide crucial financial support through prizes and funding (Participant 12: "*Ang ilan sa competitions ay may cash prizes o funding na nakakatulong sa pagsisimula ng negosyo.*").

➤ *Providing Inspiration and Mentorship:*

Lastly, these events serve as a source of inspiration and guidance. (Participant 14) shared, "*Sa pamamagitan ng mentorship programs, nakakaasap namin ang successful entrepreneurs na nagbibigay ng gabay at inspirasyon.*" They learn to be self aware and accept feedback (Respondent 19: "*Sa workshops, natututo kaming pakinggan ang feedback ng mentors at customers para mapabuti ang aming produkto.*")

The responses indicate that participating in business-related events significantly enhances students' readiness to become entrepreneurs. By providing a blend of theoretical knowledge, practical experience, skill development, and networking opportunities, these events empower students to take the leap and pursue their entrepreneurial dreams.

➤ *Foundational Business Knowledge:*

Several narratives highlight the establishment of a solid business foundation. One respondent states that their school offers a "*Espesyal na Entrepreneurship Subject kung saan tinuturo ang mga pangunahing kaalaman sa pagtatayo ng negosyo.*" (Participant 1). Beyond a dedicated subject, business planning is emphasized, as one student explains, "*Sa klase namin, gumagawa kami ng business plan na nagsisilbing gabay sa pagsisimula ng negosyo.*" (Participant 2). This proactive approach allows students to translate ideas into actionable strategies. Basic Accounting also plays a vital role, with students learning "*kung paano magtala ng kita, gastos, at iba pang financial records*" (Participant 8) in Basic Accounting classes, creating competent bookkeepers.

➤ *Financial Literacy and Management:*

Recognizing the importance of sound financial practices, several narratives emphasize financial literacy. In Economics classes, students learn "*kung paano i-manage ang pera, puhunan, at kita sa negosyo*" (Participant 3). This understanding of financial management is crucial for sustainable business operations. Respondents understand that entrepreneurship focuses on both the big picture and the small details.

➤ *Marketing and Sales Prowess:*

The ability to effectively market and sell products and services is crucial for business success. "*Sa asignaturang Marketing, tinuturo kung paano epektibong i-promote ang produkto gamit ang digital at traditional marketing.*" (Participant 4) The curriculum emphasizes both digital and traditional marketing strategies. Furthermore, students

actively practice "*Negotiation at Sales Skills*" (Respondent 7) through role-playing activities where they learn how to engage with customers and investors.

➤ *Leadership and Operational Excellence:*

Effective business management requires strong leadership skills. "*Tinuturuan kami ng tamang paraan ng pamamahala ng negosyo at team building sa Business Management subject.*" (Participant 6) This emphasis on leadership and team building is critical for creating a productive and collaborative work environment. The incorporation of "*Hands-on Business Simulations*" (Participant 5) allows students to experience realistic business scenarios and further understand the operational processes involved.

➤ *Innovation, Creativity, and Problem-Solving:*

The curriculum also seeks to nurture innovation and creativity. "*Sa klase, hinihikayat kaming lumikha ng bagong produkto na makakasagot sa problema ng mga tao.*" (Participant 10) Students are pushed to create products and services that solve real-world problems. The incorporation of "*Innovation and Design Thinking*" (Participant 17) teaches students how to develop creative ways to tackle challenges in the business world. The curriculum emphasizes the importance of innovation in creating successful businesses.

➤ *Practical Application and Real-World Exposure:*

To reinforce their learning, students are given opportunities to apply their knowledge in practical settings. Several respondents highlighted the inclusion of "*Mini-Business Projects sa Loob ng Klase*" (Participant 11), allowing them to experience the challenges and rewards of running a small business. Furthermore, students gain valuable real-world exposure through the "*Internship o Work Immersion Program*" (Participant 16) where they gain experience with various business practices.

➤ *Ethical Considerations and Social Responsibility:*

Building businesses with a strong ethical foundation is also emphasized in the curriculum. The curriculum teaches students the "*tamang asal sa negosyo, pati na rin ang pagiging socially responsible sa komunidad*" (Participant 12), recognizing the importance of contributing to the well-being of the community.

➤ *Essential Business Skills:*

The curriculum ensures students are equipped with the essential skills needed to run a business. The curriculum is focused on teaching students practical skills. Students learn the importance of "*Time Management at Productivity*" (Participant 13), and how to write effective "*Business Proposals*" (14) that clearly and effectively outline their business ideas. Students also analyze target markets and customer behavior through "*Research Component para sa Market Study*" (Participant 15). They also learn to use technology like "*Excel, POS system, at iba pang business tools*" (Participant 18) to become competitive business owners. "*May Business Pitching Activities*" (Participant 19) allow students to present their business ideas to teachers and

other professionals. Finally, "*Pagsasama ng Entrepreneurship Concepts sa Iba't Ibang Asignatura*" (Respondent 20) ensures entrepreneurship is integrated into multiple different subject matters.

➤ *Building Blocks for Budding Entrepreneurs: How Education Equips Students for Small Business Success*

Aspiring entrepreneurs often feel daunted by the complexities of launching and managing their businesses. Fortunately, many educational institutions are equipping students with the fundamental knowledge and practical skills needed to navigate the world of small-scale enterprises. By integrating subjects like Economics, Accounting, Marketing, and Entrepreneurship, students gain a holistic understanding of the various facets involved in running a successful venture.

One crucial aspect of business is financial management. Students highlighted the importance of learning how to effectively manage capital and maintain a healthy cash flow. Participant 1 shared, "*Sa Economics at Accounting, natutunan namin kung paano gamitin nang tama ang capital para hindi malugi ang negosyo,*" emphasizing the significance of responsible capital utilization to avoid losses. Participant 5 added to this, elaborating on practical budgeting and expense management: "*Sa Basic Accounting, tinuturo sa amin kung paano mag-budget, magtala ng kita, at iwasan ang sobrang gastos.*" And Participant 18 emphasized cash flow; "*Sa Accounting, natututunan namin kung paano panatiliing positibo ang cash flow para patuloy na gumana ang negosyo.*" These accounting and economic principles provide a solid foundation for making informed financial decisions.

Understanding the market and effectively reaching target customers is another pillar of small business success. Courses in Marketing are pivotal in this regard. Participant 2 stated, "*Sa Marketing, natututunan namin kung paano pag-aralan ang tamang customers para masigurong mabibili ang aming produkto,*" underscoring the importance of market analysis to ensure product viability. Furthermore, the digital landscape is now integral to business, and students are learning how to leverage it. Participant 7 noted, "*Sa E-commerce subjects, natututo kaming gamitin ang Shopee, Lazada, at Facebook Marketplace sa pagbebenta,*" demonstrating how digital platforms can facilitate sales and reach a wider audience. Building on this, Participant 12 explained the importance of advertising; "*Sa Digital Marketing subject, natutunan namin gumawa ng effective ads at content para mas makilala ang aming produkto.*"

Beyond marketing and finance, students learn the importance of planning and strategic thinking. Participant 3 said, "*Sa Entrepreneurship subject, tinuturuan kami kung*

*paano bumuo ng konkreong plano bago magsimula ng negosyo,*" stressing the need for a solid business plan. Participants also highlighted the importance of strong customer service skills. Participant 8 says, "*Tinuturo sa amin kung paano mapanatili ang magandang relasyon sa customers para sa mas matagal na negosyo,*" recognizing that loyal customers and positive relationships are fundamental to sustainable growth. Also in regards to business operations, Participant 13 shared insights on management; "*Sa Business Operations, natutunan namin kung paano panatiliing sapat ang supply ng produkto.*"

Subjects such as Business Management and Design Thinking emphasize innovation, ethical practices, and problem-solving. Participant 4 stated, "*Sa Design Thinking at Innovation subjects, natututo kaming gumawa ng produktong may unique selling point,*" highlighting the importance of differentiating a product in a competitive market. Participant 9 explained further; In turn, Participant 10 mentions, "*Sa case studies, natututunan naming lutasin ang karaniwang problema sa negosyo tulad ng mababang sales o mataas na gastos.*" and Participant 14 says; "*Tinuturo sa amin kung paano gumawa ng matalinong desisyon sa pamamahala ng negosyo gamit ang data at market analysis.*"

Finally, students emphasized critical soft skills, such as communication, negotiation, and time management. As Participant 6 stated, "*Sa Business Communication, natututunan namin kung paano makipag-usap sa customers at suppliers nang maayos.*" Participant 16 says, "*Sa Business Management, natututo kaming balansehin ang oras sa pagitan ng produksyon, marketing, at customer service.*" Participant 19 shared insights related to the importance of networking; "*Sa Entrepreneurship subject, tinuturo ang halaga ng pagkakaroon ng connections sa ibang negosyante, suppliers, at mentors.*" As well as Participant 17 noted on how to learn to use the resources to your best potential; "*Tinuturo sa amin kung paano magsimula ng negosyo gamit lang ang maliit na puhunan at simpleng estratehiya.*" This underscores the importance of collaboration and relationship-building in the business world.

Participant 15 stated, "*Sa Branding and Advertising subject, natututunan naming lumikha ng branding na madaling tandaan ng customers.*" And Participant 11: "*Sa Marketing at Accounting, tinuturo sa amin kung paano magpresyo ng produkto upang kumita nang hindi nalulugi.*" And participant 20 concluded; "*Dahil sa mga asignaturang ito, mas nagkakaroon kami ng kumpiyansa na magsimula ng sariling negosyo kahit maliit pa lang ito.*"



*D. Challenges***Table 2. Challenges**

<b>Challenges</b>	<b>Sum of Ranks</b>	<b>Overall Rank</b>
<b>Lack of Startup Capital: Difficulty in securing the necessary funds to start a business.</b>	98	1
<b>Access to Resources: Limited availability of resources such as technology, materials, and workspace.</b>	156	2
<b>Balancing School and Business: Challenges in managing time and responsibilities between academic commitments and business activities.</b>	278	3
<b>Market Competition: Facing competition from established businesses and other student entrepreneurs.</b>	379	4
<b>Limited Entrepreneurial Skills: Insufficient knowledge and skills related to business management and operations.</b>	486	5
<b>Inadequate Support Systems: Lack of mentorship, guidance, and support from family, school, or community.</b>	549	6
<b>Fear of Failure: Anxiety about the potential for business failure and its consequences.</b>	677	7
<b>Limited Networking Opportunities: Difficulty in building professional relationships and accessing business networks.</b>	756	8
<b>Economic Uncertainty: Dealing with fluctuations in the market and economic conditions that affect business stability.</b>	878	9
<b>Regulatory and Legal Issues: Navigating the complexities of business registration, permits, and compliance with regulations.</b>	975	10

Senior high school students face several challenges in their entrepreneurial endeavors. One significant issue is the lack of startup capital, which makes it difficult to secure the necessary funds to start a business, with a sum of ranks of 98 and an overall rank of 1. Additionally, there is limited access to resources such as technology, materials, and workspace, which further complicates the process, having a sum of ranks of 156 and an overall rank of 2. Balancing school and business is another major challenge, as students struggle to manage their time and responsibilities between academic commitments and business activities, with a sum rank of 278 and an overall rank of 3.

Market competition is also a concern, with students facing competition from established businesses and other student entrepreneurs, reflected in a sum of ranks of 379 and an overall rank of 4. Many students have limited entrepreneurial skills, lacking sufficient knowledge and skills related to business management and operations, with a sum of ranks of 486 and an overall rank of 5. Inadequate support systems, including a lack of mentorship, guidance, and support from family, school, or community, further hinder their progress, with a sum of ranks of 549 and an overall rank of 6.

Fear of failure is prevalent among student entrepreneurs, as they experience anxiety about the potential for business failure and its consequences, with a sum of ranks of 677 and an overall rank of 7. Limited networking opportunities make it difficult for students to build professional relationships and access business networks, with a sum of ranks of 756 and an overall rank of 8. Economic uncertainty, with fluctuations in the market and economic conditions, affects business stability and adds to the challenges, with a sum of ranks of 878 and an overall rank of 9. Finally, navigating regulatory and legal issues,

such as business registration, permits, and compliance with regulations, presents additional complexities for student entrepreneurs, with a sum of ranks of 975 and an overall rank of 10. These challenges collectively create a demanding environment for senior high school students pursuing entrepreneurial activities.

*E. What in-school activities can be proposed to provide opportunities to develop their entrepreneurial skills?***In-School Activities for Senior High School Students;****➤ Rationale:**

Senior High School is a pivotal time, a bridge between structured education and the complexities of the "real world." Equipping students with entrepreneurial skills during this period is crucial, fostering innovation, problem-solving, and adaptability – qualities highly sought after in any field. These are the proposed in-school activities specifically designed to cultivate the entrepreneurial spirit in Senior High School students, complete with rationale, objectives, mechanics, and monitoring & evaluation procedures.

Many Senior High School graduates either pursue higher education or enter the workforce directly. Regardless of their path, entrepreneurial skills – such as identifying opportunities, resourcefulness, risk-taking, and leadership – provide a significant advantage. Integrating these skills into the curriculum through practical, engaging activities empowers students to become proactive problem-solvers, innovative thinkers, and confident creators.



➤ *Objectives:*

These activities aim to:

- *Develop students' ability to identify market needs and opportunities.*
- *Foster creativity and innovation in problem-solving.*
- *Enhance financial literacy and business planning skills.*
- *Improve communication, collaboration, and leadership skills.*
- *Build confidence and an entrepreneurial mindset.*

## V. DISCUSSION

### A. Extent of Entrepreneurial Skills Development

The development of entrepreneurial skills is a crucial aspect of preparing senior high school students for future success, whether they pursue traditional employment or venture into the world of business. However, the extent to which these skills are cultivated appears to vary significantly across different areas, presenting both strengths and weaknesses in current educational approaches.

#### ❖ *Communication Skills: A Need for Refinement*

##### ➤ *Managerial Skills: A Foundation for Success*

Although students demonstrate proficiency in team communication and negotiation, their capacity to successfully convey concepts to a larger audience is a crucial area for development. This is consistent with studies showing how crucial persuasive communication is to entrepreneurship. According to Solomon Timothy's (2019) study, for example, entrepreneurs need to be able to persuade others to connect with their audience, create powerful networks, and market their ideas.

Although students frequently show mastery of interpersonal communication, teamwork, and even negotiating, a critical skill gap appears when it comes to presenting ideas to larger audiences. Their future success is seriously hampered by this weakness in persuasive communication, especially when it comes to business ventures. To effectively communicate a vision, gain support, and eventually spur innovation, one must be able to fascinate and persuade a bigger audience.

This remark is in line with studies that highlight how important persuasive communication is to entrepreneurship. Persuasion is not just a desired quality, but a basic requirement for businesses, as Solomon Timothy emphasizes in a 2019 study. It enables them to effectively sell their concepts and goods, establish strong support systems, and engage with a variety of audiences. Students who are unable to effectively communicate their vision runs the danger of not being able to recruit talent, obtain finance, or acquire the traction they need to start profitable businesses.

One of the main goals of student training programs for entrepreneurial skills should be to emphasize the development of persuasive communication abilities. Their chances of succeeding as entrepreneurs will be greatly increased if they are given the skills and resources necessary

to present, influence, and effectively inspire others. This will also help them better negotiate the challenges of the commercial world. This entails giving people the chance to practice public speaking, creating gripping stories, and modifying communication methods to appeal to various audiences. We can better equip students to become self-assured and successful business leaders of the future by tackling this crucial skill gap (Thimothy, S. 2019).

Learners show a strong foundation in managerial abilities, especially in organizing, leading, and planning teams. Recent studies have highlighted the importance of these abilities for efficient corporate operations. Research by Passarelli and Bongiorno (2025), for example, emphasizes how crucial it is to incorporate multidisciplinary approaches into entrepreneurship education to better prepare students with the skills required in an entrepreneurial society. According to Passarelli and Bongiorno (2025), this encompasses not just managerial abilities but also psychological, ethical, and neuroscientific viewpoints. Even if time management is recognized as an area that needs improvement, the general strength in managerial competencies offers a solid foundation for upcoming business ventures.

Recent observations indicate that students possess a robust foundation in core managerial skills, specifically in planning, organizing, and leading teams. These competencies are not merely academic exercises, but critical components for navigating the complexities of modern business operations. The ability to effectively plan strategic initiatives, organize resources efficiently, and lead teams toward common goals directly contributes to enhanced productivity, innovation, and overall business success. This strong foundation positions students favorably as they prepare to enter a dynamic and competitive marketplace, providing them with the essential tools needed to thrive in leadership roles.

However, mastering managerial skills alone is not enough to guarantee entrepreneurial success. Emerging research emphasizes the significance of a holistic approach to entrepreneurship education. A recent study by Passarelli and Bongiorno (2025) underscores the need to integrate multidisciplinary perspectives, encompassing not only traditional managerial principles but also psychological, ethical, and even neuroscientific insights. This integration aims to create a more comprehensive understanding of entrepreneurial challenges and opportunities, enabling students to make informed decisions, adapt to changing circumstances, and navigate the ethical dilemmas often encountered in the business world.

Although students demonstrate great managerial abilities, it has been determined that time management has to be improved. In an entrepreneurial setting, setting priorities, completing deadlines, and allocating resources effectively all depend on effective time management. The general strength in managerial competencies, however, offers a strong foundation for upcoming entrepreneurial initiatives, even though this area still requires improvement.

Students can greatly improve their chances of success in a corporate environment that is changing quickly by consistently honing these abilities and adopting a multidisciplinary approach to education (Passarelli, M., & Bongiorno, G. 2025).

➤ *Technical Skills: Leveraging Technology for Business*

One significant strength is the high level of expertise in leveraging technology to improve business operations. This illustrates how crucial digital tools and platforms are becoming to contemporary enterprises. For example, a McKinsey (2025) study demonstrated how artificial intelligence (AI) and other cutting-edge technologies are revolutionizing corporate processes and empowering organizations to attain greater efficiency and production. In today's competitive environment, having the capacity to use technology for marketing, sales, operations, and communication gives one a major edge. Furthermore, students' understanding of software and tools relevant to their businesses signifies a practical application of technical knowledge.

The McKinsey (2025) study underscored this point, highlighting the transformative impact of AI and other advanced technologies on business operations. This research emphasizes how these tools are not just streamlining processes but also enabling entirely new business models and revenue streams. For students developing entrepreneurial skills, understanding and applying these technologies is paramount. Their grasp of relevant software and tools translates directly into practical applications, allowing them to innovate, adapt, and create value in a rapidly evolving marketplace.

Relating this to entrepreneurial skill development, students who embrace technological learning are better positioned to identify opportunities, solve complex problems, and scale their ventures. The ability to analyze data, automate tasks, and engage with customers through digital channels are all vital skills for success. By fostering a curriculum that prioritizes technological fluency, educational institutions are preparing students to become not just entrepreneurs, but tech-savvy innovators capable of leading the next generation of businesses. This focus empowers them to navigate the digital landscape with confidence and build resilient ventures that can thrive in the future (McKinsey & Company, 2025).

➤ *Financial Skills: Understanding the Language of Business*

There is a clear grasp of budgeting and fundamental financial concepts, suggesting a strong basis for financial literacy. This is important since any business's survival and expansion depend on effective financial management (Brigham & Ehrhardt, 2020). Although good financial resource management necessitates additional training, aspiring business owners benefit from general financial skill competency.

A strong grasp of fundamental financial principles and budgeting lays a critical foundation for aspiring entrepreneurs, suggesting a promising level of financial

literacy. This understanding is not merely a desirable skill; it's a vital component of business success. As highlighted by Brigham & Ehrhardt (2020), effective financial management is the lifeblood of any business, ensuring its survival and fostering sustainable growth. Without a solid understanding of concepts like cash flow, profit margins, and investment returns, entrepreneurs risk making poor decisions that can lead to financial instability and ultimately, business failure.

While recognizing the importance of financial literacy is a great start, the journey to mastering financial management requires continuous learning and development. Entrepreneurs need to evolve beyond basic budgeting and delve into areas like financial forecasting, risk assessment, and strategic investment planning. This ongoing development is particularly crucial for students exploring entrepreneurial ventures, as they often lack the practical experience needed to navigate the complexities of financial decision-making in a real-world business environment.

➤ *Problem-Solving Skills: Room for Creative Solutions*

Although students are skilled at recognizing issues, they need more focus on coming up with original ideas and making decisions under duress. This implies that greater opportunities for experiential learning are required to foster creative problem-solving and inventive thinking in authentic settings. The significance of critical decision-making in early-stage businesses is emphasized by recent research by González et al. (2024), which also emphasizes how experiential learning can greatly improve these abilities. In a similar vein, Spina and Novelli (2025) discovered that startups can gain from a scientific approach to decision-making, especially when it is customized to the business model's maturity.

While students often excel at recognizing problems, developing creative solutions and making effective decisions under pressure are areas that require more focused attention in entrepreneurial skills development. Traditional educational approaches may not adequately prepare students for the dynamic realities of the startup world, where quick thinking and innovative problem-solving are paramount. The need for experiential learning opportunities that challenge students to think outside the box and apply their knowledge in real-world contexts is increasingly clear. By immersing students in simulations, case studies, and hands-on projects, educators can cultivate the crucial skills necessary for successful entrepreneurship, such as generating novel ideas, adapting to unforeseen challenges, and confidently navigating uncertainty.

The significance of developing critical decision-making abilities among prospective business owners is highlighted by recent studies. According to a study by González et al. (2024), experience learning has a major influence on improving these abilities, especially for startups in their early stages. According to this study, giving students the chance to experience real-world business problems like handling scarce resources or reacting to shifting market conditions can greatly enhance their capacity for making wise decisions under duress. By bridging the

gap between theoretical understanding and actual application, these hands-on experiences help to develop an entrepreneurial mindset that is more robust and flexible.

Furthermore, Spina and Novelli (2025) found that a scientific approach to decision-making can be highly beneficial for startups, especially when tailored to the specific stage of the business model. This implies that entrepreneurial education should incorporate frameworks and methodologies that enable students to analyze data, test hypotheses, and make informed decisions based on evidence. Introducing students to concepts like A/B testing, market research, and financial modeling can empower them to approach entrepreneurial ventures with a more strategic and data-driven mindset. By combining experiential learning with a scientific approach to decision-making, educators can equip students with the comprehensive skillset needed to thrive in the ever-evolving landscape of entrepreneurship.

#### ➤ *Risk-Taking Skills: Embracing Calculated Risks*

The strong risk-taking skill ratings point to a readiness to accept ambiguity and uncertainty, which are essential characteristics for business owners. This is consistent with the knowledge that risk is an intrinsic part of entrepreneurship. Recent research by Caputo, Nguyen, and Delladio (2024) highlights that risk-taking is closely related to identifying opportunities and shaping entrepreneurial self-efficacy. They emphasize that calculated risk-taking, where potential rewards are carefully weighed against potential losses, is essential for entrepreneurial success (Caputo et al., 2024). The ability to evaluate risks and benefits is a crucial skill that needs to be continuously honed.

The entrepreneurial landscape is inherently fraught with uncertainty. Students venturing down this path must develop a strong risk appetite, seeing it not as a deterrent but as an opportunity. High scores in risk-taking skills amongst potential entrepreneurs signal a crucial willingness to embrace ambiguity, a trait essential for navigating the unpredictable nature of business. This proactive approach to uncertainty allows students to perceive opportunities where others see only obstacles, a vital first step in the entrepreneurial journey.

Recent research underscores the critical link between risk-taking and entrepreneurial success. Caputo, Nguyen, and Delladio (2024) highlight that risk-taking is not simply about recklessness but rather a key driver in identifying opportunities and fostering entrepreneurial self-efficacy. Their findings emphasize the importance of calculated risk-taking, where potential rewards are carefully weighed against potential losses. This concept is particularly relevant for entrepreneurial skills development among students, urging them to move beyond theoretical knowledge and actively engage in assessing the potential upsides and downsides of their ventures.

Cultivating the ability to evaluate risks and benefits is an ongoing process, vital for the sustained success of student entrepreneurs. Educational programs should focus on providing frameworks and tools for risk assessment,

allowing students to analyze market trends, competition, and potential financial outcomes. By developing this critical skill, students can move beyond naive optimism and make informed decisions, turning risk-taking from a gamble into a powerful strategy for achieving their entrepreneurial goals. Furthermore, fostering a supportive learning environment where students can experiment and learn from both successes and failures is crucial in building confidence and resilience in the face of uncertainty (Caputo, A., Nguyen, V. H. A., & Delladio, S. 2024).

#### ➤ *Networking Skills: Building Connections*

Although students show proficiency in networking within their particular field, they have difficulty establishing and sustaining wider professional connections. This emphasizes the necessity of creating networking opportunities and offering advice on creating and maintaining business relationships. The importance of networking and collaborations for hybrid entrepreneurs' success is highlighted by recent research by Misra et al. (2025), which also highlights the advantages and difficulties of these endeavors. Successful entrepreneurship depends on having access to important resources, knowledge, and support, all of which are made possible by strong networks.

While students often excel in the technical aspects of their chosen fields, a critical gap exists in their ability to build and maintain broader professional relationships. This deficiency limits their potential, especially for those aspiring to entrepreneurship. Competency in a specific industry is valuable, but the ability to connect with and leverage a diverse network unlocks access to resources, mentorship, and opportunities crucial for success. Educational institutions need to prioritize fostering networking opportunities and providing practical guidance on cultivating and nurturing professional connections beyond the immediate academic environment. This proactive approach will equip students with the social capital necessary to thrive in today's interconnected world.

Recent research underscores the vital role of networking and partnerships in entrepreneurial success. A study by Misra et al. (2025) specifically emphasizes the benefits and challenges faced by hybrid entrepreneurs, those who balance entrepreneurial ventures with traditional employment. Their findings highlight that strong networks provide access to valuable resources, including funding, expertise, and market intelligence, which are essential for navigating the complexities of launching and growing a business. Without these strong connections, even technically proficient individuals may struggle to overcome obstacles and capitalize on opportunities.

For students pursuing entrepreneurial paths, developing networking skills is no longer a peripheral concern, but a core competency alongside financial literacy and business planning. Curricula should integrate opportunities for students to practice networking, such as mock conferences, industry speaker events, and mentorship programs. Furthermore, explicit instruction on building rapport, nurturing relationships, and leveraging online

platforms for professional networking is crucial. By addressing this skill gap, educational institutions can empower students to not only conceive innovative ideas but also to effectively build the networks necessary to transform those ideas into thriving ventures.

#### *B. Different Entrepreneurial Activities the Senior High School Students Engaged In*

##### ➤ *Entrepreneurial Activities: Nurturing the Seeds of Small-Scale Business Intentions in Senior High School*

The Philippines, a nation brimming with entrepreneurial spirit, is witnessing a surge in small-scale businesses driven by individuals seeking supplementary income and avenues to manifest their passions. Within this vibrant landscape, entrepreneurial activities in senior high schools play a crucial role in shaping students' aspirations to venture into the world of small business. These activities, by equipping students with essential knowledge and skills, foster an understanding of market dynamics, financial management, and creative problem-solving, thus influencing their intentions to initiate their ventures. Evidence from various student-led initiatives highlights the diverse range of business opportunities being explored, reflecting the impact of entrepreneurial activities on fostering innovation and addressing local market needs. These businesses encompassed a range of models, from sustainable solutions to food and beverage services and handmade creations.

The focus on sustainability and eco-consciousness is one notable trend in student endeavors. To address plastic waste, students are starting businesses that provide eco-friendly alternatives. For example, online Ukay-Ukay stores are encouraging sustainable fashion by selling used apparel and eco-friendly tote bags. Reuse-focused businesses, such as those that sell used books and school supplies, address issues of affordability for children as well as environmental concerns. These endeavors show that young entrepreneurs are becoming more conscious of their social responsibilities, which may be influenced by course materials that highlight sustainable development and moral corporate conduct. This trend is supported by recent research that emphasizes the value of education in encouraging long-term entrepreneurial goals (Zhang et al., 2024).

A powerful trend is taking root within the realm of student-led businesses: a deep commitment to sustainability and environmental responsibility. Gone are the days of solely profit-driven ventures; today's student entrepreneurs are increasingly focused on creating businesses that positively impact the planet. This is evident in the rise of initiatives like online "Ukay-Ukay" stores promoting sustainable fashion through pre-loved clothing, offering an alternative to fast fashion's environmental toll. Simultaneously, we're seeing a surge in the sale of eco-friendly tote bags, directly addressing the pervasive issue of plastic waste. Furthermore, businesses centered on reuse, such as selling thrifted second-hand books and school supplies, tackle both environmental anxieties and the financial constraints faced by many students.

The younger generation of entrepreneurs is becoming more conscious of their social responsibilities, as evidenced by the increased emphasis on sustainability. This change isn't occurring in a vacuum; it's probably being driven by course offerings at colleges and institutions that emphasize sustainable development and moral corporate conduct. Educational institutions are actively developing a generation of corporate leaders who are prepared to emphasize environmental stewardship alongside profit by incorporating these important issues into the curriculum. Students who have this education are more equipped to spot chances where business savvy can coexist with constructive social and environmental change.

These sustainable student ventures directly contribute to the development of essential entrepreneurial skills. Students learn to identify market needs, develop innovative solutions, and manage operations – all within the framework of a responsible and ethical business model. The added layer of sustainability requires them to consider the long-term impact of their decisions, fostering critical thinking, problem-solving, and a deep understanding of the interconnectedness of business, environment, and society. As evidenced by recent studies, like that from Zhang et al. (2024) which underscores the link between education and sustainable entrepreneurial intentions, the future of business is undoubtedly being shaped by these eco-conscious and ethically driven student ventures. This trend suggests a promising path toward a more sustainable and socially responsible economy.

Another prominent category involves food and beverage businesses, showcasing the accessibility and widespread appeal of this sector. Students are creating home-based milk tea businesses, offering homemade pastries, developing and selling healthy snacks like organic chips and sugar-free pastries, and even reselling locally sourced coffee beans, capitalizing on the nation's rich agricultural resources. The development of home-based food catering services meets the demand for convenient solutions for small celebrations, indicating an awareness of both market trends and the potential for scaling up operations. These successes likely stem from focused lessons on business viability and the importance of differentiating them from competitors to find success (Hisrich et al., 2017).

Furthermore, the demand for personalized and unique items fuels a thriving market for customized and handmade creations. Students are establishing online shops offering personalized gifts, developing print-on-demand t-shirt businesses, selling customized stationery items, and crafting handmade accessories from recycled materials, thus catering to consumers seeking distinctive products. Recent market reports indicate that the personalized gifts market is expected to grow significantly, driven by new product innovations and the rising popularity of eco-friendly options (Technavio, 2025). Additionally, some student-run initiatives address niche demands and current trends. For example, the expansion of the gardening market by selling plants, creating and selling pet treats and accessories, and offering homemade sensory toys to be sold in schools and



online. There's an emphasis on students filling in gaps in service by offering home-based car washes. The diversity of ideas and solutions suggests that students have a better idea of what will work in the real world (Technavio, 2025).

The increasing number of small-scale businesses initiated by senior high school students demonstrates the power of entrepreneurial education in shaping their intentions to become entrepreneurs. By fostering creativity, problem-solving skills, and a deeper understanding of market opportunities, these educational programs instill in students the confidence and motivation to transform their ideas into viable businesses. These initiatives illustrate the dynamic entrepreneurial spirit of Filipino youth, reflecting a promising future where innovation, sustainability, and a commitment to addressing local needs drive economic growth.

Entrepreneurial activities in senior high schools are increasingly recognized for their potential to cultivate an entrepreneurial mindset and empower students to consider starting their businesses. These activities aim to provide students with the fundamental knowledge, skills, and attitudes necessary to identify opportunities, develop business plans, and manage resources effectively. Recent studies highlight the positive impact of entrepreneurship education on students' intentions to pursue entrepreneurial careers. For instance, a study by Domingo (2020) found that senior high school students with exposure to entrepreneurship education showed a higher intention to engage in entrepreneurial activities (Domingo, 2020). The real-world experiences and practical application encouraged by these programs can significantly influence a student's intention to pursue entrepreneurship as a viable career path.

Entrepreneurial activities within senior high schools are gaining traction as valuable tools for fostering an entrepreneurial mindset and inspiring students to consider business ownership. These initiatives are designed to equip students with the foundational knowledge, practical skills, and positive attitudes crucial for identifying market opportunities, crafting robust business plans, and effectively managing resources. By providing a taste of the real world, these programs aim to demystify the entrepreneurial journey and empower students to see themselves as potential business creators.

The impact of entrepreneurship education on students' career aspirations is becoming increasingly evident. Research, such as the study by Domingo (2020), demonstrates a clear correlation between exposure to entrepreneurship education and a student's intention to pursue entrepreneurial ventures. Indeed, students who participate in these programs are more likely to envision entrepreneurship as a viable and attractive career path. This suggests that providing a supportive and engaging learning environment, where students can develop and practice entrepreneurial skills, is key to fostering a generation of future business leaders.

Central to the success of these programs is the development of key entrepreneurial skills. These skills, encompassing areas like opportunity identification, problem-solving, financial literacy, and effective communication, are not only valuable for starting a business but also highly transferable to a wide range of professions. By nurturing these skills within the senior high school curriculum, we are not only equipping students to become entrepreneurs but also preparing them to be adaptable, innovative, and resourceful individuals capable of thriving in an ever-changing global economy. Ultimately, investing in entrepreneurship education is an investment in the future, empowering students to become active participants in shaping their economic destinies.

One notable area where this influence is evident is in the rise of small-scale businesses launched by senior high school students, particularly in the digital services and accessories sector. Reflecting the prevalence of technology in their lives, many students are leveraging their skills to offer services such as social media management for small businesses or creating digital art commissions (Smith & Brown, 2018). Others are capitalizing on the demand for affordable gadgets, accessories, and self-care products like perfumes and scented candles, demonstrating their understanding of local needs and consumer trends.

The diverse initiatives undertaken by these students showcase their resourcefulness, ambition, and desire to earn income, pursue their passions, and contribute to their communities. Recent research by Xanthopoulou et al. (2024) highlights how individual talents and an understanding of local needs can be translated into viable business opportunities. This hands-on experience, often encouraged by entrepreneurial activities, provides students with valuable insights into the challenges and rewards of running a business, further solidifying their intentions to pursue entrepreneurship in the future (Xanthopoulou et al., 2024).

The path to entrepreneurship involves calculated risks, stepping outside comfort zones, and adapting to challenges. Recent studies reveal individuals embracing the entrepreneurial spirit, highlighting key themes like bold business ventures, effective resource management, customer-centric strategies, and collaboration/adaptability. For instance, a study by McKinsey (2023) emphasizes the importance of agility and resilience in navigating the entrepreneurial landscape, showcasing how entrepreneurs adapt to market changes and leverage opportunities (McKinsey, 2023). These experiences demonstrate a proactive approach to opportunity and a willingness to embrace the challenges inherent in building something new.

Entrepreneurial activities in senior high schools play a crucial role in shaping students' intentions to start small-scale businesses. By providing the necessary knowledge, skills, and opportunities to explore their entrepreneurial potential, these activities empower students to transform their ideas into viable business ventures, ultimately contributing to economic growth and innovation. The success stories of students launching businesses in diverse

sectors, from digital services to self-care products, serve as a testament to the effectiveness of these activities in fostering an entrepreneurial mindset and driving future business leaders.

➤ *The Entrepreneurial Spark: Activities Ignite Intentions for Small-Scale Businesses*

Entrepreneurial activities in senior high school play a pivotal role in shaping students' intentions to launch small-scale businesses. These activities foster an environment of "Embracing the Unknown," encouraging students to take the plunge into the business world, often with limited experience or resources. This spirit of experimentation is crucial, as participants demonstrate a willingness to test different business models and marketing strategies even in the face of uncertainty, laying the foundation for future entrepreneurial endeavors. The real-world application of theoretical knowledge, like budgeting, marketing strategies, and customer relations, allows students to gain a practical comprehension of business concepts (Jones & Cornwall, 2015).

The power of "Starting Small, Aiming Big" is a common theme, where students test the market with minimal investment. For instance, a student might start by selling homemade snacks at school to validate their idea and boost their income. This approach extends to product innovation and market validation, where students explore new product ideas and discover untapped market demand through personalized accessories or other niche offerings. Recent research by Liu and Peng (2025) emphasizes the importance of conducting thorough market research and assessing consumer needs before committing considerable resources to product development (Liu & Peng, 2025).

Moreover, venturing into new business models, particularly online ones, reflects the adaptability required to succeed in the digital age. Students embrace challenges like learning to drop ship or offering graphic design services online, demonstrating a willingness to learn new systems and conquer technological barriers. Recent studies highlight the importance of digital entrepreneurship education in fostering these skills. For instance, a study by Liu and Peng (2025) emphasizes the role of digital tools in enhancing entrepreneurial intentions and capabilities among students (Liu & Peng, 2025). Strategic investments, from supporting a friend's food business to utilizing Facebook ads, and even embracing content creation through business-related vlogs, illustrate the diverse ways students engage with the entrepreneurial landscape. This promotes a sense of self-efficacy and confidence when dealing with novel business challenges, which will be crucial in their future entrepreneurial pursuits.

Beyond business ventures, these activities also foster important skills and mindset. Students participate in activities related to public engagement, such as business competitions and presenting business plans, improving their ability to articulate their vision and defend their ideas. Moreover, activities such as investing in tradeshow demonstrate their willingness to take calculated risks to

promote their business concepts. These experiences provide invaluable learning opportunities, preparing students to navigate the complexities of the business world and develop essential soft skills.

The combination of embracing calculated risks, effective resource management, and personal development contributes to a significant shift in students' intentions toward starting small-scale businesses. These programs not only teach the fundamentals of entrepreneurship but also inspire a proactive and resourceful mindset, empowering students to take ownership of their future and create their own opportunities. Recent research by Liu and Peng (2025) emphasizes the role of attitudes, beliefs, and environmental support in shaping entrepreneurial intentions among university students, highlighting the importance of a supportive academic environment (Liu & Peng, 2025). By fostering an environment of experimentation, adaptability, and strategic thinking, senior high school entrepreneurial activities are effectively nurturing the next generation of business leaders.

The effectiveness of these activities can vary depending on curriculum design and implementation (Jones & Smith, 2020), evidence suggests a positive correlation between exposure to entrepreneurial education and the likelihood of students pursuing self-employment (Brown et al., 2021). This is largely due to the experiential learning opportunities and real-world simulations that help students translate theoretical knowledge into tangible business practices.

One crucial aspect of entrepreneurial education is the emphasis on effective resource management. Students are encouraged to think creatively about leveraging available resources, minimizing costs, and maximizing profits, mirroring the challenges faced by real-world entrepreneurs (Reynolds, 2017). This often involves personal investment, requiring students to assess risk and utilize their savings or find cost-effective suppliers by researching and negotiating better deals. Such experiences provide invaluable lessons in financial literacy and strategic decision-making, empowering them to confidently manage the financial aspects of a nascent business.

Furthermore, entrepreneurial programs cultivate a customer-centric approach by highlighting the importance of understanding and engaging with target audiences (Kotler & Armstrong, 2018). Students learn to expand their market reach, adapt their products and services based on customer feedback, and overcome personal barriers, such as shyness, to effectively communicate with potential buyers. The implementation of strategies like offering promotions and discounts, though potentially risky in terms of immediate profits, teaches students the dynamics of incentivizing purchases and building customer loyalty. This focus on customer engagement instills the value of building strong customer relationships and fosters a culture of continuous improvement.

Hence, the development of collaboration and adaptability skills is paramount in entrepreneurial education. Students are often encouraged to work together on projects, embrace new responsibilities, and adjust to changing circumstances, mirroring the dynamic nature of the business world. Recent research by Passarelli and Bongiorno (2025) highlights the importance of integrating multidisciplinary approaches in entrepreneurship education to better equip students with the competencies needed in an entrepreneurial society (Passarelli & Bongiorno, 2025). By stepping outside of their comfort zones and taking on unfamiliar roles, students acquire new skills and competencies. Strategic partnerships are established to broaden market reach, demonstrating the power of collaboration and shared risk.

Entrepreneurial activities in senior high schools serve as vital incubators for future entrepreneurs. By providing exposure to resource management, customer-centric strategies, and the ability to collaborate and adapt, these programs equip students with the practical skills and mindset needed to view small-scale business ventures as attainable and potentially rewarding career paths. Recent research by Domingo (2020) supports this, highlighting that senior high school students with exposure to entrepreneurship education show a higher intention to engage in entrepreneurial activities (Domingo, 2020). This hands-on experience fosters innovation, resilience, and a proactive approach to problem-solving, which are essential for success in the ever-evolving landscape of entrepreneurship.

#### *C. Insights of the Senior High School Students on their Engagement with their Entrepreneurial Activities*

##### ➤ *Unleashing the Entrepreneurial Spirit: The Role of Entrepreneurial Activities*

Entrepreneurial activities are increasingly incorporated and designed to foster entrepreneurial skills and knowledge, recognizing the importance of cultivating future business leaders and innovative thinkers. While traditional subjects provide a foundation, many schools are integrating activities like business competitions, financial literacy clubs, and student-run enterprises to offer practical, hands-on experiences (Jones & Volpe, 2020). These initiatives aim to equip students with the essential abilities required to navigate the complexities of the business world, including goal setting, strategic planning, and financial management. By engaging in these activities, students learn to translate theoretical concepts into tangible actions, promoting a proactive approach to financial responsibility and decision-making (Neck et al., 2017).

Beyond the fundamentals of business planning, classroom instructions are evolving to emphasize the interpersonal skills crucial for entrepreneurial success. School-based activities like bazaars and pitching competitions provide invaluable opportunities for students to hone their salesmanship, communication, and leadership abilities. Furthermore, opportunities to lead clubs or manage school-based businesses offer practical experience in team management and decision-making. This practical immersion

helps students develop confidence in presenting their ideas and interacting with customers, fostering the crucial self-assurance needed to succeed in the competitive business landscape (Robbins et al., 2019).

The entrepreneurial activities are a springboard to promote problem-solving, negotiation, and marketing savvy. Activities that simulate real-world business challenges encourage students to think critically and develop resourceful solutions. Negotiation training equips them with the skills to navigate supplier relationships and secure favorable terms, while digital marketing clubs introduce them to the power of social media in promoting products and reaching target audiences (Lackéus, 2015). By providing these diverse learning experiences, high school curricula can empower students to embrace challenges, adapt to changing market dynamics, and ultimately, unleash their entrepreneurial potential.

The different activities have shown varying effectiveness in fostering entrepreneurial skills and knowledge among students (Carroll & Kuzma, 2021). While there are various activities and programs designed to develop entrepreneurial competencies, the degree to which these competencies are instilled in students may differ. This research explores how activities promote innovation, networking, and market awareness; time management, teamwork, and proposal writing; social responsibility, adaptability, and analytical thinking; as well as risk-taking, responsibility, and discipline among students.

Innovation, networking, and market awareness are essential entrepreneurial skills that are addressed during classroom engagement. Product development workshops, networking events, and market research training are some activities designed to enhance these competencies (Carroll & Kuzma, 2021). These activities provide students with hands-on experience in creating innovative products, building professional connections, and understanding market trends. Consequently, students become better equipped to excel in the fast-paced business world. However, the effectiveness of these activities may depend on the level of student engagement and the resources invested in these programs.

Time management, teamwork, and proposal writing skills are also vital for entrepreneurial success, and these competencies are addressed in different school and classroom-based activities, such as simultaneous projects, business activities, and business mentorship programs that help students master these skills (Carroll & Kuzma, 2021). These programs provide students with opportunities to balance multiple tasks, collaborate with others, and articulate business ideas through proposals. As a result, students become better prepared to manage various aspects of running a business. Again, student engagement and resource allocation may affect the effectiveness of these activities.

Social responsibility, adaptability, and analytical thinking are also essential entrepreneurial competencies

addressed in school-based activities (Carroll & Kuzma, 2021). Social entrepreneurship clubs, fundraising events, and business simulations provide students with opportunities to create businesses that contribute to society, adapt to changing circumstances, and make sound decisions based on available information. Consequently, students become better prepared to navigate the dynamic business landscape and make responsible decisions that positively impact society.

Lastly, risk-taking, responsibility, and discipline are critical entrepreneurial traits that are addressed in school-based activities. Innovation programs and managing school-based businesses provide students with opportunities to experiment with new ideas, take calculated risks, and develop a sense of responsibility and discipline (Carroll & Kuzma, 2021). As a result, students become better prepared to run successful enterprises that balance innovation and risk management.

Thus, entrepreneurial activities provide students with a comprehensive and practical education in entrepreneurship. By allowing students to experience the challenges and rewards of running a business in a safe and supportive environment, schools can cultivate a generation of innovative, responsible, and successful entrepreneurs who will contribute to their communities and beyond. However, student engagement and resource allocation may affect the effectiveness of these activities, and further research is needed to optimize the development of entrepreneurial competencies in high school students (Carroll & Kuzma, 2021).

The effectiveness of different activities in fostering entrepreneurial skills is a subject of ongoing debate. While traditional academic subjects provide a foundation, many argue that specific entrepreneurial training is necessary to equip students with the tools needed to navigate the complexities of business ownership. This argument is particularly relevant as economic landscapes shift and entrepreneurial ventures become increasingly vital for innovation and job creation. Recent research highlights the importance of integrating practical business skills and fostering an entrepreneurial mindset in high schools. For instance, a study by Kaya-Capocci et al. (2024) emphasizes the role of entrepreneurial STEM education in enhancing students' resourcefulness and problem-solving skills (Kaya-Capocci et al., 2024). However, the extent to which high schools successfully integrate these skills remains a question that requires careful investigation. Some schools are pioneering innovative programs, but a comprehensive understanding of their impact on student preparedness is crucial for informing broader educational reforms.

One approach to measuring the effectiveness of entrepreneurial education is to examine specific initiatives implemented within high schools. For example, schools that actively facilitate mentorship and networking and offer events like workshops and business competitions appear to cultivate a rich ecosystem that is supportive of entrepreneurial aspirations. These experiences go beyond theoretical knowledge by allowing students to acquire

fundamental business concepts such as financial literacy, business plan development, and market analysis so that they may test their ideas in realistic settings (Lackeus, 2015). As such, students gain confidence and build on the importance of hands-on experience, further emphasizing that real-world opportunities provide valuable insights.

Further investigation into the skills students acquire through these programs reveals a pattern of growth in areas crucial for entrepreneurial success. Essential business skills include but are not limited to effective marketing strategies, risk management techniques, decisive decision-making processes, and quality customer service skills that reflect modern business practices. Recent research by Kaya-Capocci et al. (2024) highlights the importance of entrepreneurial STEM education in enhancing students' resourcefulness and problem-solving skills (Kaya-Capocci et al., 2024). Students also develop an understanding of e-commerce, essential in today's digital world, in addition to refining their market research skills. Therefore, practical skills, combined with theoretical instruction, contribute to a more holistic and effective entrepreneurial education.

The integration of entrepreneurship into the curriculum is comprehensive, covering foundational knowledge, practical skills, ethical considerations, and real-world exposure. By weaving entrepreneurial concepts throughout various subjects, the program aims to cultivate a generation of innovative, responsible, and capable business leaders.

#### ➤ *Are Entrepreneurial Activities Effectively Cultivating Future Entrepreneurs?*

School and classroom-based learning activities are increasingly incorporating elements designed to foster entrepreneurial skills and knowledge, aiming to equip students with the foundational understanding necessary to launch and manage small businesses. Subjects like Economics, Accounting, Marketing, and dedicated Entrepreneurship courses are becoming more common, offering a holistic view of the business world. These courses emphasize key areas such as financial literacy, market analysis, and strategic planning. For example, accounting and economics principles provide the bedrock for understanding capital management, budgeting, and cash flow, critical for making sound financial decisions (Kuratko, 2005). Likewise, marketing principles enable students to identify target customers and understand product viability, essential for successful market penetration. By integrating these subjects, high schools strive to move beyond theoretical concepts to provide practical skills relevant to starting and running a business.

One critical area of focus is equipping students with practical skills related to marketing and sales. Marketing courses emphasize understanding consumer behavior and reaching target audiences, while digital marketing and e-commerce components introduce students to the power of online platforms. Recent research by Liu and Peng (2025) highlights the role of digital tools in enhancing entrepreneurial intentions and capabilities among students (Liu & Peng, 2025). Students learn how to leverage digital



marketplaces and social media to promote products and connect with customers. Beyond marketing, curricula also highlight the importance of planning and strategic thinking, with entrepreneurship courses teaching students how to develop concrete business plans. The focus on customer service also helps students to understand the value of building and maintaining robust relationships.

However, the effectiveness of these activities hinges on several factors, including the quality of instruction, the integration of real-world experiences, and the extent to which curricula promote innovation and critical thinking (Passarelli & Bongiorno, 2025). While classroom learning is valuable, practical application through simulations, internships, and mentorships can significantly enhance students' understanding and preparedness. Furthermore, curricula must evolve to keep pace with the rapidly changing business landscape, particularly in the realm of technology and digital transformation (OECD, 2025). By continuously refining and adapting these programs, high schools can play a pivotal role in nurturing the next generation of entrepreneurs.

The classroom instruction on entrepreneurship incorporates subjects like Business Management and Design Thinking, which appear to be making strides in fostering entrepreneurial skills and knowledge. These activities emphasize critical aspects of business, including innovation, ethical practices, and problem-solving. Students learn to differentiate products in competitive markets through unique selling points, manage businesses responsibly and ethically, and solve common business problems like low sales and high costs. Furthermore, they develop data-driven decision-making skills through market analysis, equipping them with the fundamental knowledge necessary for navigating the complexities of running a business.

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Beyond core business principles, these activities also focus on cultivating essential soft skills crucial for entrepreneurial success. Communication, negotiation, and time management are highlighted as key competencies. Students learn to interact effectively with customers and suppliers, balance competing demands across production, marketing, and customer service, and leverage networking opportunities to build relationships with other entrepreneurs, suppliers, and mentors. Moreover, the emphasis on

resourcefulness and bootstrapping teaches students how to start businesses with limited capital, fostering a 'can-do' attitude essential for budding entrepreneurs (Sreenivasan & Suresh, 2023).

These diverse subjects collectively aim to foster an entrepreneurial mindset, thus boosting students' confidence in starting their ventures. Students learn how to create memorable branding strategies, understand the importance of pricing products for profitability, and gain the assurance to launch businesses, even on a small scale. Providing a well-rounded education in business fundamentals empowers the next generation of entrepreneurs, supporting the idea that these programs are effective in preparing students for the challenges and opportunities of the business world (Neck et al., 2017).

#### *D. What challenges do senior high school students face when starting and managing small-scale businesses?*

Senior high school students full of entrepreneurial spirit face a unique set of challenges as they attempt to turn their innovative ideas into viable businesses. Foremost among these is the persistent lack of startup capital. Securing funding is notoriously difficult for young entrepreneurs who often lack established credit or collateral (OECD, 2025). This financial constraint is further compounded by limited access to vital resources such as technology, materials, and suitable workspaces. Without these essential tools, student-led ventures struggle to compete effectively, even with the most ingenious concepts (Forbes, 2024). The struggle to acquire startup capital and resources are only some of the challenges that senior high school students encounter.

#### ➤ *References*

Senior high school students full of entrepreneurial spirit face a unique set of challenges as they attempt to turn their innovative ideas into viable businesses. Foremost among these is the persistent lack of startup capital. Securing funding is notoriously difficult for young entrepreneurs who often lack established credit or collateral (OECD, 2025). This financial constraint is further compounded by limited access to vital resources such as technology, materials, and suitable workspaces. Without these essential tools, student-led ventures struggle to compete effectively, even with the most ingenious concepts (Forbes, 2024). The struggle to acquire startup capital and resources are only some of the challenges that senior high school students encounter.

Beyond financial and logistical barriers, balancing the demands of a rigorous academic schedule with the responsibilities of running a business presents a significant hurdle. Time management becomes critical, as students juggle coursework, exams, and extracurricular activities with the need to dedicate time to business planning, marketing, and operations (Baltzell, 2024). This delicate balancing act is further complicated by the competitive landscape, where student entrepreneurs encounter established businesses and other aspiring young entrepreneurs vying for market share (Schimperna et al., 2022). The pursuit of developing entrepreneurial skills is

also important, and the lack of business management and operations knowledge can make it harder for a senior high school student to become a successful entrepreneur (Sperling, 2025).

Senior high school students full of entrepreneurial spirit face a unique set of challenges as they attempt to turn their innovative ideas into viable businesses. Foremost among these is the persistent lack of startup capital. Securing funding is notoriously difficult for young entrepreneurs who often lack established credit or collateral (OECD, 2025). This financial constraint is further compounded by limited access to vital resources such as technology, materials, and suitable workspaces. Without these essential tools, student-led ventures struggle to compete effectively, even with the most ingenious concepts (Forbes, 2024). The struggle to acquire startup capital and resources are only some of the challenges that senior high school students encounter.

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Furthermore, the absence of robust support systems can significantly impede the progress of young entrepreneurs. Many lack mentorship, guidance, and support from family, school, or the broader community, leaving them to navigate the complexities of entrepreneurship alone (Youth Business International, 2024). This often leads to a heightened fear of failure, coupled with limited networking opportunities, hindering their ability to build crucial professional relationships and access vital business networks (Future Founders, 2025). Economic uncertainty and navigating complex regulatory and legal issues, ranging from business registration to permit acquisition and regulatory compliance, further compound these challenges, creating a demanding environment for senior high school students pursuing their entrepreneurial dreams (Forward Law Firm, 2025).

#### *E. What in-school activities can be proposed to provide opportunities to develop their entrepreneurial skills?*

Entrepreneurship is no longer solely about starting a business; it encompasses problem-solving, innovation, creativity, and resilience – skills highly valued in any profession. Schools play a vital role in cultivating these skills by integrating entrepreneurial activities into the

curriculum and extracurricular programs. The following are potential in-school activities that can provide students with opportunities to develop their entrepreneurial skills, supported by relevant research.

#### ➤ *Business Plan Competitions:*

Organizing business plan competitions within the school framework provides students with hands-on experience in developing a viable business concept. These competitions encourage students to identify a problem, propose a solution, conduct market research, develop a financial plan, and create a marketing strategy. The structured process of developing a business plan fosters critical thinking, problem-solving, and analytical skills. Furthermore, presenting their ideas to a panel of judges, often consisting of local entrepreneurs and business professionals, allows students to practice their communication and presentation skills (Honig, 2015). Winning teams can even receive seed funding to implement their projects, turning their ideas into reality.

#### ➤ *School-Based Enterprises:*

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Establishing school-based enterprises allows students to experience the realities of running a business firsthand. These enterprises can range from operating a school store to providing services like computer repair or tutoring. Students can be involved in all aspects of the business, including product sourcing, marketing, sales, financial management, and customer service. This experiential learning approach enables students to develop practical skills in managing finances, understanding customer needs, and collaborating effectively with a team (Smith & Johnson, 2024).

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Innovation challenges and Innovation labs provide a platform for students to brainstorm innovative solutions to real-world problems. These events typically involve teams of students working collaboratively within a limited time frame to develop a prototype or a novel idea. Innovations encourage creativity, teamwork, and problem-solving under pressure. The competitive environment stimulates innovation and pushes students to think outside the box. These events can be themed around specific issues, such as sustainability, social justice, or technology, allowing students to apply their entrepreneurial skills to address pressing societal challenges (CivicHacks, 2025; Bajarin, 2025).

#### ➤ *Guest Speaker Series and Mentorship Programs:*

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Innovation challenges and hackathons provide a platform for students to brainstorm innovative solutions to real-world problems. These events typically involve teams of students working collaboratively within a limited time frame to develop a prototype or a novel idea. Innovations encourage creativity, teamwork, and problem-solving under pressure. The competitive environment stimulates innovation and pushes students to think outside the box. These events can be themed around specific issues, such as sustainability, social justice, or technology, allowing students to apply their entrepreneurial skills to address pressing societal challenges (CivicHacks, 2025; Bajarin, 2025).

Inviting successful entrepreneurs to share their experiences and insights with students can be incredibly inspiring and informative. Guest speakers can provide valuable lessons learned, advice on navigating challenges, and a realistic perspective on the entrepreneurial journey. Mentorship programs, pairing students with experienced entrepreneurs, offer personalized guidance and support. Mentors can help students refine their ideas, provide feedback on their plans, and connect them with valuable resources. These interactions expose students to the realities

of entrepreneurship and provide them with role models to emulate (Global Entrepreneurship Network, 2024).

#### ➤ *Integration of Entrepreneurial Concepts Across Curricula*

Entrepreneurial concepts can be integrated across various subjects, not just confined to business or economics classes. For example, in science classes, students can design and build innovative solutions to environmental problems. In history classes, they can research and present the entrepreneurial ventures of historical figures. In English classes, they can develop marketing campaigns or write business proposals. This cross-curricular approach reinforces the relevance of entrepreneurial skills across different disciplines and helps students see entrepreneurship as a mindset applicable to all aspects of life (Lackéus, 2015).

Developing entrepreneurial skills in students is a crucial investment in their future and the future of society. By implementing in-school activities such as business plan competitions, school-based enterprises, innovation challenges, guest speaker series, and integrating entrepreneurial concepts across curricula, schools can provide students with the opportunities to learn, experiment, and develop the skills necessary to succeed in an increasingly complex and entrepreneurial world. These initiatives not only foster innovation and creativity but also instill essential life skills such as problem-solving, critical thinking, communication, and teamwork, preparing students for success in any career path they choose.

#### ➤ *Theoretical Implications:*

The findings reveal a varied landscape of entrepreneurial skill development among senior high school students. While strengths exist in areas such as managerial, technical, financial, and risk-taking skills, there are significant opportunities for improvement in communication, problem-solving, and networking. By addressing these gaps through targeted educational interventions, educators can better equip students with the skills and knowledge necessary to thrive in the dynamic world of entrepreneurship. Moving forward, the curriculum should emphasize practical application, experiential learning, and the cultivation of a well-rounded skillset to foster the next generation of successful entrepreneurs. This holistic approach to skill development, combined with continuous assessment and feedback, can ensure that students are well-prepared to meet the challenges and opportunities in the entrepreneurial landscape.

#### ➤ *Practical Implications:*

The practical implications of these findings are significant for educators and curriculum developers. Firstly, there is a need to design targeted educational interventions that specifically address the gaps in communication, problem-solving, and networking skills. This could involve incorporating more group projects, case studies, and real-world problem-solving exercises into the curriculum. Additionally, practical application and experiential learning should be emphasized. This means providing students with opportunities to engage in internships, mentorship programs,



and entrepreneurial projects that allow them to apply their theoretical knowledge in real-world settings.

Furthermore, the curriculum should be dynamic and adaptable, integrating modern tools and technologies that are relevant to today's business environment. This could include teaching students how to use digital marketing tools, financial software, and other technological resources that are essential for modern entrepreneurship. Continuous assessment and feedback are also crucial. By regularly evaluating students' progress and providing constructive feedback, educators can help students identify their strengths and areas for improvement, ensuring continuous development. By focusing on these practical implications, educators can better prepare students for the dynamic and challenging world of entrepreneurship, equipping them with the skills and knowledge necessary to succeed.

#### ➤ *Limitations of the Present Study*

The use of mixed methods, including focus group discussions (FGDs), in research has several limitations. One major limitation is the potential for bias in FGDs. The presence of a facilitator and the group dynamics can influence participants' responses, leading to socially desirable answers rather than genuine opinions. Additionally, FGDs can be time-consuming and expensive to organize, requiring careful planning, recruitment, and facilitation.

Another limitation is the complexity of data analysis. Mixed methods research involves integrating qualitative and quantitative data, which can be challenging and requires expertise in both types of analysis. This complexity can also lead to difficulties in maintaining consistency and coherence in the research findings.

Furthermore, the generalizability of findings from FGDs is often limited. The small, non-random samples typically used in FGDs may not represent the broader population, making it difficult to generalize the results. Lastly, the interpretation of results can be subjective, as qualitative data from FGDs are open to different interpretations by researchers.

While mixed methods and FGDs can provide valuable insights, researchers must be aware of these limitations and take steps to mitigate them, such as using triangulation, ensuring rigorous data analysis, and being transparent about the potential biases and limitations of their study.

## VI. CONCLUSIONS

- Senior High School students exhibit strong entrepreneurial potential, particularly in risk-taking and technical skills, with room for improvement in communication and problem-solving abilities.
- Senior High School students effectively develop their entrepreneurial skills through diverse activities, including sustainable fashion, reuse initiatives, and food and beverage ventures.

- Participation in school academic activities and business-related events significantly enhances students' readiness to become entrepreneurs by providing theoretical knowledge, practical experience, skill development, and networking opportunities.
- Senior high school students face significant entrepreneurial challenges, such as the lack of startup capital, limited access to resources, and balancing school and business responsibilities.
- The proposed school-based activities not only foster innovation and creativity but also equip students with essential life and entrepreneurial skills, preparing them for success in any career path.

## RECOMMENDATIONS

- To address the variability in entrepreneurial skills development, schools implement targeted training programs that focus on enhancing communication skills alongside other entrepreneurial competencies.
- To support students' resourcefulness and ambition, schools provide mentorship programs that connect students with successful entrepreneurs who can offer guidance and inspiration.
- To enhance students' readiness for entrepreneurship, schools integrate more experiential learning opportunities, such as internships and business simulations, into the curriculum.
- To mitigate the entrepreneurial challenges faced by students, schools establish funding initiatives and resource centers that provide access to startup capital and essential resources.
- To foster innovation and creativity, schools design activities that encourage problem-solving, critical thinking, and teamwork while also incorporating entrepreneurial projects that allow students to apply these skills in real-world contexts.

#### ➤ *Significance of the Present Study:*

The significance of this study lies in its comprehensive analysis of entrepreneurial skill development among senior high school students, providing valuable insights for students, educators, and future research. For students, the findings highlight the areas where they excel and where they need improvement, guiding them toward targeted skill development. Educators can use these insights to design more effective curricula and interventions that address the specific needs of their students, ultimately fostering a more entrepreneurial mindset. Additionally, the study's findings offer a foundation for future research to explore long-term impacts and develop innovative strategies to support student entrepreneurs, contributing to the broader field of entrepreneurship education.

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