



# **The Role of Entrepreneurship Education in Developing Business Skills Among the Students at Caditaan National High School**

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This thesis entitled, THE ROLE OF ENTREPRENEURSHIP EDUCATION IN DEVELOPING BUSINESS SKILLS AMONG THE STUDENTS AT CADITAAN NATIONAL HIGH SCHOOL, prepared and submitted by ALWIN JAY E. BARREDA, in partial fulfillment of the requirements for the degree of MASTER IN BUSINESS ADMINISTRATION, is hereby submitted to the thesis committee for oral examination.

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In partial fulfillment of the requirements for the degree of MASTER IN BUSINESS ADMINISTRATION, this thesis entitled, THE ROLE OF ENTREPRENEURSHIP EDUCATION IN DEVELOPING BUSINESS SKILLS AMONG THE STUDENTS AT CADITAAN NATIONAL HIGH SCHOOL, submitted by ALWIN JAY E. BARREDA, is hereby recommended for oral examination.

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Upon recommendation of the Oral Examination Committee, this thesis entitled, THE ROLE OF ENTREPRENEURSHIP EDUCATION IN DEVELOPING BUSINESS SKILLS AMONG THE STUDENTS AT CADITAAN NATIONAL HIGH SCHOOL, prepared and submitted by ALWIN JAY E. BARREDA, is hereby approved in partial fulfillment of the requirements for the degree of MASTER IN BUSINESS ADMINISTRATION.

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A.J.E.B.

## ABSTRACT

This study examined the role of Entrepreneurship Education in enhancing the business skills of students at Caditaan National High School using a mixed-methods approach. Quantitative findings revealed an overall weighted mean of 3.98 (Enhanced), indicating that entrepreneurship education effectively develops key business competencies. Among the three skill domains, Financial Literacy and Resource Management ranked highest (WM = 4.20, Highly Enhanced), followed by Opportunity Recognition and Strategic Planning (WM = 3.93, Enhanced), and Resilience, Leadership, and Communication (WM = 3.80, Enhanced). Percentage distributions further showed that 76% of students rated their business skills as Highly Enhanced or Enhanced across indicators.

Qualitative thematic analysis identified five major themes describing students' perceptions of the program's effectiveness: (1) Enhancement of opportunity recognition and business planning skills, (2) Development of financial literacy and resource management, (3) Application of knowledge through practical activities, (4) Growth in confidence, leadership, and communication, and (5) Shift in mindset toward money, opportunities, and problem-solving. Teachers likewise affirmed the program's significant role in developing students' planning, financial, problem-solving, leadership, and innovation skills.

Challenges identified included limited instructional time, lack of materials and facilities, insufficient funding, and limited hands-on activities. Both students and teachers suggested enhancement measures such as providing more experiential learning opportunities, strengthening community and industry partnerships, improving facilities and resources, and offering training, workshops, and mentorship programs. Overall, the findings indicate that entrepreneurship education positively contributes to students' business skills development, though further institutional support is needed to maximize its impact.

**Keywords:** *Entrepreneurship Education, Business Skills Development, Financial Literacy, Opportunity Recognition, Strategic Planning, Resource Management, Experiential Learning.*



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## CHAPTER ONE INTRODUCTION

This chapter comprises the research background, problem statement, research objectives, assumptions, hypothesis, conceptual framework, significance of the study, and definition of terms used.

### ➤ *Research Background*

There is a growing interest in the role that entrepreneurship can play as a catalyst to achieve economic and social development objectives, including growth, innovation, employment, and equity. Entrepreneurship can manifest within an economy in a number of ways, and it includes both formal and informal economic activities for the purposes of creating wealth. In turn, entrepreneurship can contribute to economic development through high-growth enterprises or, as in the case of necessity-driven entrepreneurship, through enterprises that can serve as an important source of income and employment for vulnerable populations. The variety of potential beneficial spillovers of entrepreneurship in turn focuses attention on interventions that stimulate individuals' decisions to become and succeed as entrepreneurs. A current focus of entrepreneurship promotion is the role of mindsets and skills in enabling individuals to both recognize and capitalize on entrepreneurial opportunities. Research suggesting that several of these mindsets, types of knowledge, and skills can be learned situates educational institutions and training programs firmly within the broader discussions around entrepreneurship promotion.

Entrepreneurship education has become a cornerstone of modern education systems worldwide. With rapid globalization and the proliferation of technology-driven economies, the ability to innovate, take risks, and create sustainable business ventures is increasingly viewed as a critical skill set. In countries like the United States, Germany, and Finland, entrepreneurship education is integrated into national curricula, with programs designed to foster entrepreneurial mindsets from an early age. These initiatives emphasize critical thinking, problem-solving, and creativity, preparing students not just for employment but also for creating employment opportunities. For instance, the United States has championed entrepreneurship education through initiatives like Junior Achievement, a non-profit organization that provides K-12 students with hands-on-learning experiences in financial literacy, work readiness, and entrepreneurship. Similarly, European nations have embraced entrepreneurship as a key component of their educational policies. The European Commission's "Entrepreneurship 2020 Action Plan" underscored the importance of equipping students with the necessary skills to navigate complex economic landscapes. Schools and universities across Europe have developed innovative programs, such as business incubators and mentorship schemes, to support student entrepreneurs.

In Asia, countries like Singapore, South Korea, Japan and China have made significant strides in incorporating entrepreneurship education into their curricula. Singapore's Institute of Technical Education (ITE) emphasizes practical, industry-driven entrepreneurial skills, while South Korea's government-backed initiatives provide funding and resources for student-led start-ups. These programs highlight the global trend of recognizing entrepreneurship education as a means to address youth unemployment, drive economic growth, and foster innovation. Entrepreneurship education in Japan is primarily delivered through course work in classes such as Corporate Management, Intellectual Property and Strategy, an Introduction to Venture Companies, and the Need for and Methods of Marketing. Content is explored through activities that encourage students to engage in business planning exercises and business performance analysis methods. Less than 20% of entrepreneurship classes include courses on business etiquette and in the past, none were found to teach professional skills such as soft skills and communication (METI, 2009). Although there are many classroom activities and practical content, such as the creation of a business plan, the Ministry of Economy, Trade and Industry ascertain that the content that is directly linked to actual entrepreneurial activity is presumed to be small. They list four points that need to be addressed for entrepreneurship education to be more successful: The purpose of entrepreneurship education is not always clear; There is a link between theory and practice; Universities are not taking full advantage of external human resources, as a result they build insufficient relationships with real industry; cooperation with external organizations of the region is not sufficiently advanced. Japan is gaining traction within business education, focusing on developing an entrepreneurial mindset and skillset in students through curriculum, research, and industry engagement, with universities increasingly incorporating courses that teach practical management experience, operational skills, entrepreneurial skills and cultivation of an entrepreneurial spirit, often utilizing case studies and guest lectures from industry professionals; however compared to other countries, Japan still faces challenges related to a culturally ingrained preference for stability over disruption, potentially hindering the uptake of entrepreneurial pursuits.

Global economic development and innovation are increasingly driven by entrepreneurship, with higher education institutions playing an essential role in cultivating entrepreneurial attitudes and skills among students (Jonathan, Citation2008; Lai et al., Citation2023; Wilson et al., Citation2009). Over the past few decades, China has demonstrated rapid economic growth, prompting the nation to seek innovative marketable educational programs for sustaining and stabilizing this expansion. Since 2002, the Chinese government has recognized entrepreneurship programs (EP) in educational institutions as a vital mechanism for economic and social transformation (Zhou & Xu, Citation2012). These programs aim not only to build an innovative-oriented economy and enhance the quality of education but also to develop a skilled labor force. Previous studies have examined entrepreneurial education (EE) from various perspectives globally. For instance, Fayolle et al. (Citation2006) and Kuratko (Citation2005) highlighted the benefits of EE worldwide, emphasizing its potential to foster innovation, economic growth, and personal development. Similarly, Zhang et al.

(Citation2010) emphasized the critical role of higher education in nurturing entrepreneurial skills among students, which is crucial for economic development.

However, recent research by Deng and Wang (Citation2023) revealed that entrepreneurial intention among college students in China is not uniformly distributed, with significant disparities noted, especially in the western regions of the country. Additionally, Chen et al. (Citation2020) found widespread dissatisfaction with the current state of innovation and entrepreneurship education in Chinese universities. Thus, it is essential to identify the shortcomings of China's higher education system concerning EE to identify areas for improvement and ensure more effective implementation across the country. The emphasis on entrepreneurship education globally reflects a broader recognition of its transformative potential. It equips students with the ability to adapt to rapidly changing job markets, encourage self-reliance, and foster the development of innovative solutions to societal challenges. As nations strive to build resilient and inclusive economies, the integration of entrepreneurship education into formal learning systems continues to gain traction, offering a blueprint for countries like the Philippines to enhance their educational frameworks.

At the tertiary level, universities and colleges in the Philippines have also embraced entrepreneurship education. Institutions like the University of the Philippines, Ateneo de Manila University, and De La Salle University offer specialized courses and programs in entrepreneurship, often complemented by business incubation centers and start-up mentorship opportunities. These programs not only provide theoretical knowledge but also practical experience, enabling students to apply their learning to real-world scenarios.

However, challenges persist in the effective implementation of entrepreneurship education in the country. Limited resources, lack of trained educators, and inadequate infrastructure in public schools hinder the full realization of the program's potential. In rural areas, such as Sorsogon Province where Caditaaan National High School is located, these challenges are further magnified. Access to funding, market opportunities, and mentorship programs remains limited, creating barriers for students to translate their entrepreneurial aspirations into tangible outcomes. Despite these challenges, local initiatives have emerged to support entrepreneurship education at the grassroots level. Non-governmental organizations (NGO's) and community-based programs play a crucial role in providing supplementary training and resources to students and educators. For example, the "Go Negosyo" program, spearheaded by the Philippine Center for Entrepreneurship, offers mentorship and training to aspiring entrepreneurs across the country, including rural areas. These efforts underscore the importance of fostering an entrepreneurial culture in the Philippines, particularly among the youth, to drive inclusive and sustainable economic growth.

The decision to focus on the role of entrepreneurship education in developing business skills among the students at Caditaaan National High School is rooted in both personal and professional motivations. As an educator and advocate for inclusive education. I have witnessed firsthand the transformative potential of entrepreneurship education in empowering students to overcome socio-economic challenges. In a rural setting like Brgy. Caditaaan, where opportunities for employment and economic mobility are often limited, equipping the students with entrepreneurial skills can serve as a powerful tool for self-reliance and community development.

This research aims to bridge the gap between theoretical knowledge and practical application in the context of entrepreneurship education. By examining how entrepreneurship is taught and experienced at Caditaaan National High School, the study seeks to identify best practices, challenges and opportunities for improvement. Understanding the unique needs and aspirations of students in this rural school will provide valuable insights into how entrepreneurship education can be tailored to local contexts, ensuring its relevance and effectiveness.

Moreover, this research aligns with the broader goals of promoting equitable access to quality education and fostering sustainable development. By highlighting the role of entrepreneurship education in shaping the future of students at Caditaaan National High School, this study aims to contribute to ongoing efforts to strengthen the Philippine education system and support the nation's economic growth. The findings will not only inform policy recommendations but also inspire educators, policymakers, and community stakeholders to invest in and advocate for entrepreneurship education as a pathway to empowerment and progress.

This research endeavors to explore the critical intersection of education, entrepreneurship, and community development. By focusing on the students of Caditaaan National High School, it seeks to illuminate the transformative potential of entrepreneurship education in shaping the lives of young individuals and contributing to the broader goal of nation-building.

#### ➤ *Problem Statement*

This study aims to investigate the role of entrepreneurship education in developing business skills among the students at Caditaaan National High School.

Consequently, the researcher tends to be aware of the Challenges faced by the teachers in implementing Entrepreneurship education to seek interventions or enhancement measures that would be beneficial in improving the Entrepreneurship Education implementation at Caditaaan National High School by finding answers to the following questions:

- What specific business skills are enhanced through entrepreneurship education?

- How do students perceive the effectiveness of entrepreneurship education in enhancing their business skills at Caditaan National High School?
- What are the roles of entrepreneurship education in developing business skills of the students at Caditaan National High School as perceived by the entrepreneurship teachers?
- What challenges do teachers and students encounter in the development of students' business skills through entrepreneurship education?
- What enhancement measures can be proposed to improve the development of business skills of the students through entrepreneurship education?

➤ *Research Objectives*

This research undertaking has the following objectives:

- To identify the specific business skills that are enhanced through entrepreneurship education.
- To assess the impact of entrepreneurship education on the development of business skills among the students at Caditaan National High School.
- To analyze the perceived roles of entrepreneurship education in developing business skills among students, as viewed by entrepreneurship teachers at Caditaan National High School.
- To determine the challenges faced by the teachers and students in the implementation of entrepreneurship education programs.
- To propose enhancement measures that can improve the implementation of entrepreneurship education at Caditaan National High School

➤ *Research Assumption*

In conducting this research, it is assumed that:

- Entrepreneurship education enhances essential business skills such as financial management, marketing, problem-solving, and leadership.
- Entrepreneurship education positively influences the development of students' business skills at Caditaan National High School by providing hands-on learning experiences and practical knowledge.
- Entrepreneurship teachers at Caditaan National High School perceive entrepreneurship education as a vital tool for equipping students with the necessary business skills for future career success.
- Teachers and students face challenges in implementing entrepreneurship education programs, including a lack of resources, limited practical opportunities, and insufficient training.
- Implementing targeted enhancement measures, such as curriculum improvements, teacher training, and resource allocation, can significantly improve the effectiveness of entrepreneurship education at Caditaan National High School.

➤ *Conceptual Framework*

The conceptual framework for this study follows the Input-Process-Output- Outcome (IPOO) Model, which will illustrate how the study will identify and analyze key aspects of entrepreneurship education. By following the IPOO Model, this study aims to produce meaningful insights and recommendations to enhance the entrepreneurship education at Caditaan National High School.

• *Input:*

The input for understanding the role of entrepreneurship education in developing business skills among the students at Caditaan National High School consists of the essential elements required to conduct the study. These include: first, the identification of specific business skills enhanced through entrepreneurship education. Second, is the assessment of the effects of entrepreneurship education on the students' business skills development. Third, there is the analysis of the roles of entrepreneurship education as perceived by the teachers. Lastly, the identification of the challenges faced by the teachers and students in implementing entrepreneurship education programs.

• *Process:*

This phase involves the research methods and procedures used to analyze the inputs, which include Survey Questionnaires, Interviews, Checklists, and Statistical Treatment and Analysis

• *Output:*

The output represents the tangible results derived from the research process; in this study, the target output is to be able to propose an enhancement measure to improve the implementation of entrepreneurship education at Caditaan National High School.

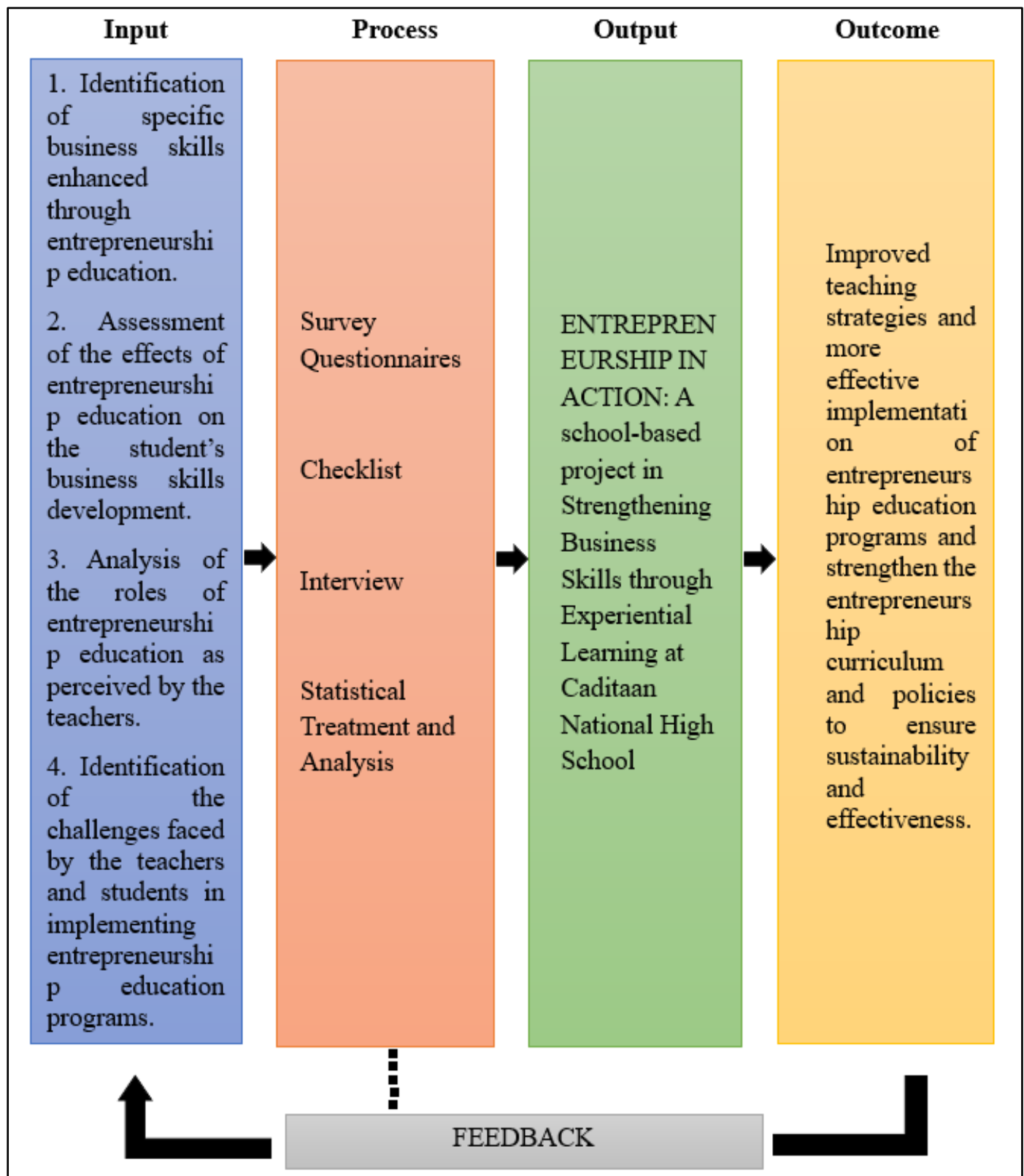


Fig 1 Conceptual Paradigm

- *Outcome:*

The goal of this study is to contribute to the improvement of entrepreneurship education. The anticipated outcomes include: first, the improved teaching strategies for entrepreneurship education. Second, is to employ more effective implementation of entrepreneurship education programs. Third, is to gain a better understanding of the challenges faced by teachers and students, leading to informed solutions. And finally, to develop a strengthened entrepreneurship curriculum and policies to ensure sustainability and effectiveness.



### ➤ *Significance of the Study*

This study is significant as it explores the role of entrepreneurship education on the development of business skills among students at Caditaan National High School. The findings will benefit various stakeholders, including policy makers, school principals, teachers, students, parents, the community, and future researchers.

- *Policymakers:*

The study will serve as a valuable reference for policymakers in designing and improving entrepreneurship education policies. It can help create guidelines to enhance the curriculum, provide necessary resources, and address challenges in implementation, ensuring that students receive quality entrepreneurship education.

- *School Principal:*

The research will help the school principal assess the effectiveness of entrepreneurship education at Caditaan National High School. It will also highlight the challenges faced by both teachers and students, enabling the principal to implement policies and allocate resources to enhance the entrepreneurship program.

- *Teachers:*

This study will provide entrepreneurship teachers with insights into the specific business skills that students develop through entrepreneurship education. It will also help them understand their role in skill development and identify challenges they face in implementing entrepreneurship programs. The findings can guide teachers in improving instructional strategies and enhancing students' learning experiences.

- *Students:*

This study will benefit students by identifying the business skills they can acquire through entrepreneurship education. It will help them recognize the importance of entrepreneurship education in preparing them for future careers, whether in business or other fields requiring entrepreneurial competencies.

- *Parents:*

The parents will gain a better understanding of the value of entrepreneurship education in developing their children's business and life skills. The study may encourage parental support for entrepreneurial activities and initiatives, leading to a more engaged and supportive learning environment at home.

- *The Community:*

A well-implemented entrepreneurship education program can produce students with strong business skills, benefiting the local economy and community. Graduates may contribute by starting a business, generating employment, and promoting local economic growth. The findings of this study can help communities recognize the importance of entrepreneurship education in fostering self-sufficient and innovative individuals.

- *Future Researchers:*

This study will contribute to the existing body of knowledge on entrepreneurship education. Future researchers can use its findings as a reference for further studies related to business skill development, educational strategies, and policy improvements in entrepreneurship education programs.

### ➤ *Definition of Terms*

To provide clarity and a better understanding of key concepts used in this study, the following terms are defined:

- *Entrepreneurship:*

One who organizes, manages, and assumes the risks of a business or enterprise (Merriam-Webster Dictionary).

- *Education:*

The action or process of educating or of being educated (Merriam-Webster Dictionary)

- *Entrepreneurship Education:*

A learning process emphasizing setting up, starting, and running a business, while the other deals with developing the attitudes, competencies, and behaviors for functioning entrepreneurially within the business and non-business contexts (Henry, 2013; Jones and Iredale, 2010).

- *Business Skills:*

A set of competencies, such as financial literacy, marketing, communication, problem-solving, and leadership, that are essential for running a business.

- *Entrepreneurship Teachers:*  
Educators responsible for teaching entrepreneurship subjects or courses and guiding students in developing business-related skills.
- *Caditaan National High School:*  
The educational institution where this study is conducted, focusing on students enrolled in entrepreneurship education programs.
- *Skill Development:*  
The process of improving students' abilities and competencies through education, training, and practical experiences.
- *Problem-Solving Skills:*  
The ability to identify challenges and implement effective solutions in business management scenarios.
- *Leadership Skills:*  
The capacity to influence, motivate, and guide individuals or teams toward achieving business goals.
- *Financial Literacy:*  
The ability to understand and manage financial resources effectively, including budgeting, saving, and investing.
- *Marketing Strategies:*  
Techniques and methods used to promote and sell products or services, a crucial skill in entrepreneurship.
- *Entrepreneurial Mindset:*  
A way of thinking that enables students to take initiative, embrace motivation, and manage risks in business ventures.
- *Curriculum Enhancement:*  
The process of improving the educational program by updating course content, teaching methods, and learning resources.
- *Resource Allocation:*  
The distribution of financial, material, and human resources to support the effective implementation of entrepreneurship education.
- *Policy Development:*  
The process of creating guidelines and regulations that improve the teaching and learning of entrepreneurship in schools.
- *Proposed Enhancement Measures:*  
Recommended actions or strategies designed to improve the implementation and effectiveness of entrepreneurship education programs.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter presents the theoretical framework and paradigm of the study. It also discusses concepts relevant to the conduct of the current undertaking and provides a review of previous research findings that offer insights into the conceptualization and execution of this research. Furthermore, the chapter addresses the research gaps.

#### ➤ *Theoretical Framework*

Entrepreneurship education plays a crucial role in equipping students with the necessary skills, knowledge, and mindset to engage in business activities. This study explores how entrepreneurship education at Caditaan National High School influences the development of business skills among students. The theoretical foundation of this research is grounded in four key theories that emphasize entrepreneurial learning, cognitive development, and skill acquisition.

Human Capital Theory (Becker, 1964), This theory suggests that the investment in education and training enhances an individual's productivity and economic value. Entrepreneurship education provides students with essential business skills, fostering their ability to innovate and manage enterprises effectively. In relation to this study, entrepreneurship education equips students with essential business skills, enabling them to innovate and effectively manage enterprises. By fostering knowledge and competencies, students at Caditaan NHS gain the necessary tools to succeed in entrepreneurial ventures.

Theory of Planned Behavior (Ajzen, 1991), Ajzen's Theory of Planned Behavior explains that entrepreneurial intentions are shaped by attitudes, subjective norms, and perceived behavioral control. Entrepreneurship education helps students develop a positive outlook towards business ventures and enhances their confidence in their entrepreneurial capabilities. In the context of this study, entrepreneurship education plays a crucial role in shaping students' positive outlook towards business ventures.

Entrepreneurial Learning Theory (Cope & Watts, 2000), in this theory it emphasizes the continuous learning process involved in entrepreneurship, where individuals develop skills and knowledge through experience and reflection. Entrepreneurship education incorporates reflective learning practices to enhance business acumen. In relation to the study, entrepreneurship education incorporates experiential and reflective learning strategies, allowing students to develop their business acumen through hands-on activities, real-world problem-solving, and critical thinking exercises.

Opportunity Recognition Theory (Shane & Venkataraman, 2000). This theory explains that entrepreneurship education fosters the ability to recognize and seize business opportunities. It highlights the importance of developing students' analytical and critical thinking skills to identify profitable ventures. In this study, entrepreneurship education fosters students' ability to analyze market trends, recognize profitable ventures, and develop entrepreneurial insights. By enhancing their analytical and critical thinking skills, students at Caditaan NHS are better equipped to identify and capitalize on business opportunities.

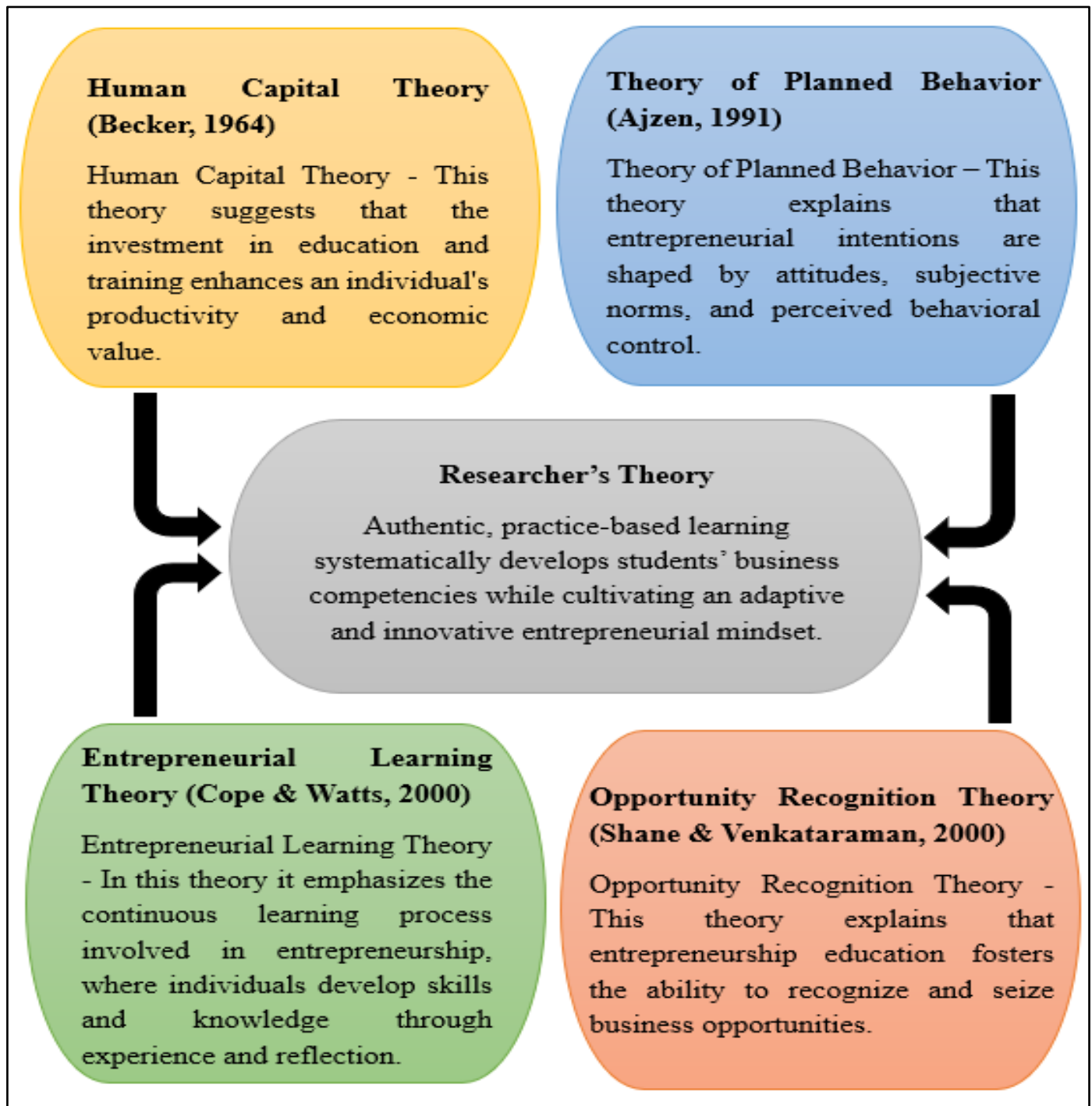


Fig 2 Theoretical Paradigm

The researcher suggests that entrepreneurship education catalyzes enhancing students' business competencies by providing them with essential knowledge, fostering positive entrepreneurial intentions, encouraging experiential learning, and sharpening their ability to recognize and seize business opportunities.

Experiential entrepreneurship education is also imperative in the acquisition of skills and an entrepreneurial attitude by students. As a result, the practical application of what the students learn can be achieved, for instance, in the "Entrepreneurship in Action" project that I initiated at Caditaan National High School, in which the students can apply what they learn in a real-life situation. This enables them to increase their skills regarding finance, opportunity, leadership, decision-making, and problem-solving, among other aspects. Authentic, practice-based learning systematically develops students' business competencies while cultivating an adaptive and innovative entrepreneurial mindset. By integrating these theories, this research aims to analyze how entrepreneurship education fosters the development of business skills among students at Caditaan National High School. The study examined the effectiveness of experiential learning, mentorship, and cognitive development in shaping students into future entrepreneurs.

### ➤ *Relevant Concepts*

Understanding the basic principles forming the basis of enquiry into the effect of entrepreneurship education on the growth of business skills among students shall be examined. This section defines and contextualizes key terms and concepts relevant to the research project, such as entrepreneurship, entrepreneurship education, and business skills. These constitute the theoretical and practical framework on which the research is resting. Entrepreneurship broadly describes the ability and readiness to develop, organize, and run a business enterprise along with any of its risks in making a profit. It is also highly associated with innovation, solving problems, and creating value, things that are very much essential in today's fast-changing global economy. Thus, embedding an entrepreneurial mind at the basic level of education will enable students to acquire relevant life and career skills.

Entrepreneurship education, on the other hand, defines various organized learning experiences that provide students with the capabilities, knowledge, and attitude to recognize and act upon entrepreneurial opportunities. It nurtures creativity, critical thinking, leadership, and some grounded knowledge about business practice. Thus, in a lower-basic setup, say, in high schools, entrepreneurial education would aim at creating not only future entrepreneurs but also enterprising individuals able to contribute positively to their communities and the economy. Business skills are basically the practical and cognitive skills used in the direct running of the business or in contributing to the development and functioning of that business. Such skills include the ability to communicate, financial analysis, marketing, strategic planning, problem-solving, and making decisions. The integration of these skills under entrepreneurship education can be vital to providing the necessary provisions for students to face real-world challenges.

By studying these interrelated concepts, this research attempts to gain more insight into how entrepreneurship education helps build the important business skills of Caditaan National High School students.

The collective findings from the reviewed literature underscore the significant role of entrepreneurship education in enhancing business skills among students. These studies, both local and international, provide substantial evidence that entrepreneurship education fosters a range of competencies crucial for students' future entrepreneurial and professional pursuits.

Aquino and De Guzman (2021) explored the effects of entrepreneurship education on the development of innovative business skills among Filipino students. Their study highlighted that entrepreneurship courses not only increase students' creativity and problem-solving abilities but also enhance their capacity to identify opportunities and develop viable business ideas. The integration of experiential learning activities, such as business simulations and project-based tasks, was found to be particularly effective in cultivating these skills.

Dela Cruz and Salinas (2018) examined how entrepreneurship education influences students' self-efficacy and business skills. Their research emphasized that students exposed to entrepreneurship programs demonstrate higher confidence in managing business tasks, such as planning, budgeting, and marketing. The study further stressed the importance of mentorship and hands-on experiences in shaping students' entrepreneurial mindset and practical skills.

Gonzales (2020) focused on the university level and assessed the effectiveness of entrepreneurship education in developing business competence among students in the Philippines. The study concluded that entrepreneurship courses significantly improve students' understanding and application of core business concepts, including business model development, financial management, and strategic planning. Gonzales also pointed out that students who undergo comprehensive entrepreneurship education are more likely to engage in entrepreneurial activities post-graduation.

Previous studies underscore the significant role of entrepreneurship education in developing students' business skills, which aligns with the focus of this study on Caditaan National High School. Aquino and De Guzman (2021) highlighted that entrepreneurship courses enhance creativity, problem-solving, and opportunity recognition through experiential learning activities such as business simulations and project-based tasks. Similarly, Dela Cruz and Salinas (2018) emphasized that entrepreneurship programs boost students' self-efficacy in managing business tasks, including planning, budgeting, and marketing, particularly when supported by mentorship and hands-on experiences. At the university level, Gonzales (2020) found that comprehensive entrepreneurship education improves understanding and application of core business concepts, fostering engagement in entrepreneurial activities. Together, these studies support the premise that structured and experiential entrepreneurship education plays a crucial role in equipping students with practical business competencies, critical thinking, and an entrepreneurial mindset, which this research aims to examine among senior high school students at Caditaan National High School.

Mendoza and Santos (2016) investigated the impact of entrepreneurship education on senior high school students. Their findings revealed that early exposure to entrepreneurial principles enhances essential business skills such as leadership, communication, teamwork, and decision-making. The study advocates for the inclusion of entrepreneurship in the basic education curriculum as a means to prepare students for both employment and self-employment opportunities.

Gonzalez and Yu (2021), in their international study, assessed the broader impact of entrepreneurship education on students' business skill development. Utilizing a larger and more diverse sample, their research confirmed that entrepreneurship education contributes significantly to improving entrepreneurial competencies. They emphasized the value of well-structured curricula,

experiential learning components, and active student engagement in maximizing the educational outcomes of entrepreneurship programs.

Fayolle and Gailly (2015) conducted a meta-analysis to investigate the overall impact of entrepreneurship education on entrepreneurial intentions. Their findings confirmed that, across various educational settings and methodologies, entrepreneurship education has a significant and positive effect on students' intentions to start their own businesses. The study emphasized the importance of course design and pedagogical strategies, noting that experiential and interactive approaches tend to produce stronger outcomes in intention development compared to purely theoretical instruction.

Research shows that entrepreneurship education effectively develops students' business skills and entrepreneurial mindset, justifying its focus at Caditaan National High School. Studies indicate that early exposure enhances leadership, communication, teamwork, and decision-making (Mendoza & Santos, 2016), while structured, experiential curricula foster entrepreneurial competencies across diverse student groups (Gonzalez & Yu, 2021). Meta-analytic evidence also confirms that interactive, practical approaches boost students' intentions to start businesses more than theoretical instruction alone (Fayolle & Gailly, 2015). These findings highlighted the importance of integrating hands-on, student-centered entrepreneurship education to prepare senior high school students for both employment and self-employment.

Souitaris, Zerbinati, and Al-Laham (2016) further explored this relationship by conducting a longitudinal study on the effects of entrepreneurship programs on students' entrepreneurial intentions. Their research provided compelling evidence that participation in entrepreneurship programs not only increases entrepreneurial intentions but also enhances students' emotional engagement and perceived feasibility of becoming an entrepreneur. Interestingly, they also found that inspiration gained from interactions with entrepreneurs and mentors played a critical role in shaping these intentions.

Peterman and Kennedy (2015) investigated the influence of enterprise education on students' attitudes and aspirations toward entrepreneurship. Their study demonstrated that enterprise education positively changes students' perceptions of entrepreneurship as a desirable and viable career path. By boosting students' confidence in their ability to succeed as entrepreneurs and altering their perceived risks and rewards, entrepreneurship education was shown to be a powerful tool for fostering entrepreneurial aspirations.

Liñán and Chen (2015) contributed to the literature by developing and validating a cross-cultural instrument for measuring entrepreneurial intentions. Their research revealed that entrepreneurial intentions are not only influenced by educational exposure but are also significantly shaped by cultural and contextual factors. Their instrument, which has since been widely adopted, captures variables such as perceived behavioral control, personal attitudes, and subjective norms — all of which are affected by entrepreneurship education to varying degrees depending on the cultural setting.

Entrepreneurship education strongly influences students' entrepreneurial intentions while developing practical business skills, as explored in this study at Caditaan National High School. Research shows that participation in entrepreneurship programs enhances students' intentions, confidence, and perceived feasibility of starting businesses, with mentorship and real-world interactions serving as key motivators (Souitaris, Zerbinati, & Al-Laham, 2016; Peterman & Kennedy, 2015). Cultural and contextual factors also shape entrepreneurial intentions, with educational exposure affecting attitudes, perceived control, and social norms (Liñán & Chen, 2015). Together, these findings highlighted that entrepreneurship education equips students with both the skills and mindset needed to pursue entrepreneurial ventures.

Pineda (2016) investigated the application of experiential learning methods in entrepreneurship education and their effect on the development of business skills among Filipino students. The study found that hands-on activities, such as business simulations, product development, and fieldwork, significantly improved students' abilities in areas like planning, decision-making, budgeting, and customer service. Pineda emphasized that experiential learning creates real-world scenarios that allow students to actively apply theoretical concepts, thus bridging the gap between knowledge and practice.

Albay and Torres (2018) explored the impact of entrepreneurial projects on enhancing the business skills of senior high school students in the Philippines. Their findings revealed that project-based learning fosters critical skills such as creativity, financial literacy, collaboration, and strategic thinking. The study concluded that entrepreneurial projects not only serve as a platform for students to practice entrepreneurial tasks but also build confidence and engagement, preparing them for actual business environments.

Buff and Haines (2023) focused on the use of innovative pedagogies in entrepreneurship education. Their research highlighted the effectiveness of methods such as flipped classrooms, design thinking, and collaborative learning in promoting entrepreneurial competencies. The study argued that such pedagogical innovations cater to diverse learning styles and encourage students to take ownership of their learning journey, leading to more meaningful skill acquisition.

Research highlighted that experiential and innovative teaching methods are key to developing students' business skills, supporting this study at Caditaan National High School. Hands-on activities such as simulations, product development, and project-



based learning enhance planning, decision-making, financial literacy, collaboration, and creativity by applying theory to real-world contexts (Pineda, 2016; Albay & Torres, 2018). Innovative pedagogies like flipped classrooms and design thinking further foster entrepreneurial competencies by engaging diverse learning styles and promoting student ownership of learning (Buff & Haines, 2023). These findings emphasized that student-centered, practical approaches are essential for equipping senior high school students with both business skills and an entrepreneurial mindset.

Chell (2018) offered a broader perspective on the role of pedagogical approaches in entrepreneurship education. She emphasized the importance of aligning teaching strategies with the intended learning outcomes, noting that traditional lecture-based models often fall short in developing entrepreneurial skills. Chell advocated for the use of reflective learning, mentoring, and experiential exercises that challenge students to think critically and act entrepreneurially.

Lundqvist and Sutherland (2021) examined how pedagogical strategies influence innovation and business skills in entrepreneurship education. Their findings underscored the value of active learning environments that promote experimentation, problem-solving, and innovation. The study suggested that the most effective entrepreneurship programs are those that incorporate real-world challenges and encourage iterative learning, where students can learn from both success and failure.

Rivera (2017) examined the integration of entrepreneurship education into the business curriculum within Philippine educational institutions. Her study outlined several challenges, such as a lack of qualified instructors, limited instructional resources, and misalignment between curriculum content and entrepreneurial realities. However, Rivera also identified promising prospects, including curriculum reform initiatives, increased institutional support, and growing student interest. The study emphasized that successful integration requires a clear framework that combines both theoretical foundations and practical experiences.

Research underscored that effective pedagogical approaches are essential for developing entrepreneurial competencies, supporting this study at Caditaaan National High School. Reflective learning, mentoring, and experiential exercises foster critical thinking, problem-solving, and innovation more effectively than traditional lectures (Chell, 2018; Lundqvist & Sutherland, 2021). In the Philippine context, challenges such as limited qualified instructors and resources exist, but curriculum reforms, institutional support, and student interest create opportunities for successful entrepreneurship education (Rivera, 2017). Overall, combining theory with practical, student-centered learning is key to cultivating both business skills and an entrepreneurial mindset among senior high school students.

Kourilova and Kucera (2020) explored the various influencing factors that affect the effectiveness of entrepreneurship education programs. Their international study revealed that program success is shaped by several interconnected elements, including faculty expertise, institutional support, teaching methodologies, and student motivation. They stressed the importance of adaptability in program design to cater to different student needs and educational contexts. The findings also suggested that continuous assessment and feedback mechanisms are essential to refining program quality and outcomes.

Williamson and Weir (2020) addressed the gap between entrepreneurship curricula and the actual development of entrepreneurial skills. They found that many programs focus heavily on theoretical knowledge, with insufficient emphasis on experiential learning and soft skills. Their research called for a more holistic approach to curriculum design—one that balances academic rigor with hands-on experiences like mentorship, business incubation, and community engagement to ensure meaningful skill development.

Sy (2019) highlighted the need to localize entrepreneurship education to better align with regional and cultural contexts. Focusing on Metro Manila, the study revealed that tailored approaches, such as using local case studies and involving community-based entrepreneurs, significantly enhance students' learning experiences. Sy advocated for culturally relevant pedagogies and emphasized the value of integrating real-world entrepreneurial challenges that reflect the local business environment.

Research showed that the effectiveness of entrepreneurship education depends on multiple interrelated factors, relevant to this study at Caditaaan National High School. Faculty expertise, institutional support, teaching methods, and student motivation are critical, with continuous assessment and adaptability enhancing outcomes (Kourilova & Kucera, 2020). Balanced curricula that integrate theory, experiential learning, mentorship, and community engagement develop both technical and soft entrepreneurial skills (Williamson & Weir, 2020), while localizing content with regional case studies and community entrepreneurs increases relevance and impact (Sy, 2019). These findings highlighted those skilled educators, supportive institutions, experiential and culturally relevant approaches, and ongoing evaluation are essential for cultivating meaningful business skills and entrepreneurial competencies.

Lim (2018) conducted a study on how entrepreneurship education contributes to competency development in higher education institutions in the Philippines. His findings indicated that students gained not only business knowledge but also essential competencies such as initiative, adaptability, leadership, and problem-solving. Lim emphasized that these competencies are fostered more effectively when students are exposed to authentic learning environments where they can take risks, collaborate, and reflect on their experiences.

Santos and Villanueva (2020) assessed the role of entrepreneurship education in developing financial literacy among college students. Their research showed that students who underwent formal entrepreneurship training exhibited a significantly better understanding of financial concepts, including budgeting, investing, and financial planning. The study emphasized that entrepreneurship education helps bridge the gap between abstract financial theories and real-world financial decision-making, empowering students to manage both personal and business finances more effectively.

Torres and De Leon (2019) conducted a case study of Philippine universities, focusing on how entrepreneurship education contributes to practical skills development. They found that programs incorporating real business ventures, internships, and student-led projects were especially effective in cultivating hands-on competencies such as operations management, customer relations, marketing, and product development. The study also highlighted institutional support and faculty involvement as key factors in facilitating experiential learning.

Research shows that entrepreneurship education is crucial for developing business knowledge and essential competencies, supporting this study at Caditaaan National High School. Students gain initiative, adaptability, leadership, and problem-solving skills through authentic, risk-taking learning experiences (Lim, 2018), while formal training enhances financial literacy for real-world application (Santos & Villanueva, 2020). Experiential programs such as internships, student-led projects, and real business ventures further cultivate practical skills in operations, marketing, and customer relations, with faculty guidance and institutional support as key enablers (Torres & De Leon, 2019). Overall, well-structured, hands-on entrepreneurship education equipped students with the business skills, competencies, and financial literacy necessary for entrepreneurial success.

Lumantas and De Leon (2022) examined the correlation between entrepreneurship education and business skills acquisition among students from various academic disciplines. Their research revealed that regardless of students' major fields of study, exposure to entrepreneurship education significantly enhanced their entrepreneurial competencies. This finding supports the idea that entrepreneurship education has cross-disciplinary value and should not be limited to business-related programs alone.

Cañete and Viray (2021) focused on entrepreneurial mindset development through comprehensive entrepreneurship education programs in local universities. They discovered that beyond acquiring technical skills, students developed qualities such as resilience, proactiveness, and opportunity recognition. The study underlined that mindset transformation is a critical outcome of well-designed entrepreneurship curricula, as it prepares students to approach challenges with creativity and adaptability.

Gorman, Hanlon, and King (2016) offered a broader perspective on entrepreneurship education, enterprise education, and small business management training. Their review of past research emphasized the evolving nature of entrepreneurial education and called for more integrative and interdisciplinary approaches. They advocated for curriculum reforms that reflect the dynamic needs of modern entrepreneurs, stressing the importance of aligning education with current industry demands and entrepreneurial ecosystems.

Research shows that entrepreneurship education develops both technical business skills and an entrepreneurial mindset, supporting this study at Caditaaan National High School. Exposure to such programs enhances competencies across disciplines, fostering resilience, proactiveness, and opportunity recognition in addition to practical skills (Lumantas & De Leon, 2022; Cañete & Viray, 2021). Integrative and interdisciplinary approaches, aligned with industry demands, further ensure students are equipped with the skills and adaptive mindset needed for entrepreneurial success (Gorman, Hanlon, & King, 2016).

Lackéus (2015), in an influential OECD report, provided a comprehensive framework on the “what, why, when, and how” of entrepreneurship in education. He argues that entrepreneurship education should go beyond teaching students how to start a business and instead focus on developing entrepreneurial competencies such as creativity, initiative, perseverance, teamwork, and a sense of responsibility. Lackéus emphasizes value creation as a central pedagogical strategy, suggesting that students learn best when they create something of value to others. This learner-centered, experiential approach is positioned as a powerful driver for both personal growth and societal innovation.

Mwasalwiba (2015) offered a systematic review of the objectives, instructional methods, and impact of entrepreneurship education. His analysis reveals three dominant objectives: developing enterprising individuals, fostering venture creation, and contributing to economic development. He classifies teaching methods into traditional (e.g., lectures, case studies) and innovative (e.g., business plan competitions, simulations, project-based learning). The review concludes that a hybrid approach, combining theoretical and experiential learning, yields the most substantial outcomes in terms of skills, intentions, and entrepreneurial mindset.

Thompson (2019) explored the contribution of entrepreneurship education to higher education institutions and local economies. The study shows that entrepreneurship education enhances the role of universities as agents of innovation and regional development. It not only equips students with relevant business skills but also fosters university-industry linkages and entrepreneurial ecosystems. Thompson argues that effective entrepreneurship programs align with local economic priorities and often serve as incubators for small businesses, thus stimulating job creation and community engagement.



Research emphasizes that entrepreneurship education goes beyond business creation, focusing on developing competencies and societal value, aligning with this study at Caditaan National High School. Experiential, learner-centered approaches foster creativity, initiative, teamwork, and responsibility, enabling students to generate value and drive innovation (Lackéus, 2015). Combining traditional and innovative methods such as lectures, simulations, and project-based learning develops skills, entrepreneurial mindset, and intentions while supporting venture creation and economic contribution (Mwasalwiba, 2015). Additionally, entrepreneurship education strengthens industry linkages and stimulates local development, positioning schools as hubs of innovation (Thompson, 2019). Overall, well-structured, contextually relevant programs cultivate both business competencies and a mindset oriented toward innovation and societal impact.

Oosterbeek, et al, (2018) conducted a quantitative evaluation of the impact of entrepreneurship education on students' skills and intentions in a European context. Using a randomized control trial design, they found mixed results: while entrepreneurship education had a positive effect on certain entrepreneurial skills, its impact on actual entrepreneurial intentions was limited. This study challenges overly optimistic assumptions and calls for more nuanced program designs that match students' motivations and learning preferences.

Gonzalez and Yu (2021) conducted a large-scale assessment on the impact of entrepreneurship education in building students' business skills, using quantitative and qualitative approaches. The study found significant improvements in areas such as financial management, strategic planning, and communication. It highlighted the role of consistent curriculum delivery and practice-oriented pedagogy in shaping student competence.

Almeida and Alfaro (2019) presented Philippine-based evidence of entrepreneurship education's effect on student business skills. Their findings revealed that programs emphasizing experiential learning and mentorship led to better skill acquisition, particularly in problem-solving, opportunity recognition, and business planning.

Empirical studies show that entrepreneurship education significantly develops students' business skills, highlighting the importance of program design, which supports this study at Caditaan National High School. While its impact on actual entrepreneurial intentions may vary, well-structured programs with practice-oriented curricula, experiential learning, and mentorship enhance skills in financial management, strategic planning, communication, problem-solving, and opportunity recognition (Oosterbeek et al., 2018; Gonzalez & Yu, 2021; Almeida & Alfaro, 2019). Overall, contextually relevant, hands-on entrepreneurship education effectively equips students with the competencies needed for future entrepreneurial success.

Cruz and DeJesus (2021) evaluated the effectiveness of entrepreneurship education on student competence in business skills in the Philippine context. They reported positive outcomes in students' organizational, decision-making, and leadership skills. The study also stressed that teacher competency and curriculum relevance were crucial factors influencing educational effectiveness.

Garcia and Villanueva (2022) explored the transformational role of entrepreneurship curriculum, noting that integrated and scaffolded entrepreneurship programs greatly contributed to students' business acumen. They emphasized the importance of aligning curricular content with industry needs to ensure practical readiness.

Joaquin (2016) examined the influence of entrepreneurship courses on business skills acquisition and found that well-structured course modules led to improvements in negotiation, marketing, and team collaboration. The study underscored the significance of including hands-on projects and case studies to reinforce theoretical understanding.

Recent studies show that entrepreneurship education effectively enhances students' business skills, supporting this study at Caditaan National High School. Experiential and well-structured programs improve organizational, decision-making, leadership, negotiation, marketing, and teamwork skills, particularly when curricula are relevant, scaffolded, and aligned with industry needs (Cruz & DeJesus, 2021; Garcia & Villanueva, 2022; Joaquin, 2016). Overall, practical, hands-on, and contextually relevant entrepreneurship education is essential for equipping students with the competencies needed to face real-world entrepreneurial challenges.

Baconguis (2020) discussed how entrepreneurial education fosters skill development among college students. The research highlighted that entrepreneurial mindset and technical business skills developed simultaneously when students engaged in real-world business scenarios, internships, and pitch competitions.

Esguerra (2017) focused on enhancing business acumen through entrepreneurial education. This study emphasized skills such as strategic thinking, market analysis, and risk assessment, asserting that a combination of lectures, simulations, and group work played a pivotal role in deepening students' understanding of entrepreneurial processes.

Homores (2019) assessed entrepreneurial competencies among senior high school students, noting considerable development in initiative-taking, planning, and execution of business ideas. The study called for earlier exposure to entrepreneurship training in secondary education to maximize its long-term benefits.

Studies show that entrepreneurship education effectively develops both business skills and an entrepreneurial mindset, supporting this study at Caditaan National High School. Engagement in real-world scenarios, internships, simulations, and group projects enhances technical skills, strategic thinking, initiative, and business execution, particularly when students are exposed early to entrepreneurship training (Baconguis, 2020; Esguerra, 2017; Homores, 2019). Overall, experiential and practical entrepreneurship education is key to cultivating essential business competencies and a proactive entrepreneurial mindset.

Labrador (2021) examined the impact of entrepreneurship education on student innovation skills, finding that exposure to innovation-driven activities, design thinking exercises, and startup challenges significantly boosted creativity and adaptability in learners.

Lopez (2020) investigated the relationship between entrepreneurial education and interpersonal skill development, concluding that participation in entrepreneurial programs improved students' communication, collaboration, and leadership abilities—skills essential for business management and customer engagement.

Buff and Haines (2023) focused on innovative pedagogies in entrepreneurship education, advocating for dynamic, learner-centered methods like flipped classrooms, gamification, and project-based learning. Their study confirmed that such approaches lead to higher engagement and deeper mastery of business skills.

Research shows that entrepreneurship education enhances both innovation and interpersonal skills, supporting this study at Caditaan National High School. Activities such as design thinking, startup challenges, and project-based learning improve creativity, adaptability, communication, collaboration, and leadership (Labrador, 2021; Lopez, 2020; Buff & Haines, 2023). Overall, experiential and learner-centered entrepreneurship education effectively develops practical business competencies alongside the adaptive and interpersonal skills needed for entrepreneurial success.

Fayolle and Gailly (2015) conducted a meta-analytic review examining the influence of entrepreneurship education on students' entrepreneurial intentions. Their findings confirm that entrepreneurship education significantly raises students' likelihood of pursuing entrepreneurial careers, especially when the programs are structured around intention-based learning models. The study emphasizes the importance of program design, timing, and context in shaping these outcomes.

Peterman and Kennedy (2015) delved into how enterprise education affects students' attitudes and aspirations. They found that experiential and real-world entrepreneurship activities greatly enhance students' confidence and perception of feasibility regarding entrepreneurial ventures. A key takeaway is that attitudinal change is a precursor to actual behavior, meaning that shaping mindset is as critical as teaching skills.

Souitaris, et al, (2016) examined how entrepreneurship programs impact student intentions through three main pathways: learning, inspiration, and access to resources. Their study showed that exposure to role models, mentorship, and hands-on experiences not only improved knowledge but also motivated students and provided the confidence to take entrepreneurial risks.

Research shows that entrepreneurship education develops both business skills and students' entrepreneurial intentions, supporting this study at Caditaan National High School. Well-structured, experiential programs—including mentorship, role models, and hands-on activities—enhance confidence, feasibility perception, and motivation, preparing students to pursue entrepreneurial careers (Fayolle & Gailly, 2015; Peterman & Kennedy, 2015; Souitaris et al., 2016). Overall, effective entrepreneurship education combines skills development with mindset cultivation to foster both competence and entrepreneurial intent.

Rae (2016), in his book *Entrepreneurship: A Very Short Introduction*, provides a conceptual and practical overview of what it means to be an entrepreneur and how education can foster entrepreneurial thinking. He outlined core themes like creativity, opportunity recognition, resourcefulness, and resilience, making the case that entrepreneurship education should be integrated across disciplines to be most impactful.

Ferguson et al. (2019) identified a significant education gap in high school-level entrepreneurship programs. While these programs introduced basic concepts, they often lacked depth in skill-building and real-world application. The study highlighted the need to develop more robust, integrated high school curricula that can meaningfully shape entrepreneurial attitudes early on.

Magsino and Salazar (2023) focused on how entrepreneurship education enhances the entrepreneurial mindset based on the lived experiences of students. They identified key themes such as increased self-efficacy, perseverance, opportunity-seeking behavior, and improved risk tolerance. Students also emphasized the importance of project-based learning and supportive mentorship as vital components of their transformation.

Research highlights that entrepreneurship education develops both business skills and an entrepreneurial mindset, supporting this study at Caditaan National High School. By fostering creativity, opportunity recognition, resilience, and self-efficacy, experiential and project-based programs with supportive mentorship effectively build practical skills and a proactive entrepreneurial

mindset (Rae, 2016; Ferguson et al., 2019; Magsino & Salazar, 2023). Overall, well-designed and integrated entrepreneurship programs are essential for preparing senior high school students for entrepreneurial success.

Thompson (2019) extended the impact of entrepreneurship education beyond individuals by examining its contribution to higher education institutions and local economic development. He argued that entrepreneurship education enables universities to act as innovation hubs and ecosystem builders. The research demonstrates that well-implemented programs can lead to regional innovation, increased startup activity, and community engagement.

Lackéus (2015), in an OECD publication, provided a comprehensive exploration of why entrepreneurship education matters, how it should be designed, and when it is most impactful. The report advocates for value creation as a pedagogical method, arguing that students develop deep entrepreneurial competencies when they create value for others in a real-world context. This report has influenced many modern frameworks in entrepreneurship education policy and practice.

Mwasalwiba (2015) offered a global review of entrepreneurship education's objectives, teaching methods, and outcomes. He distinguishes between teaching "about," "for," and "through" entrepreneurship, and finds that experiential methods—like simulations, business planning, and internships—are most effective in fostering entrepreneurial thinking and skill application.

Research shows that entrepreneurship education extends beyond individual skill development to institutional and societal impact, supporting this study at Caditaan National High School. Experiential programs, value-creation pedagogy, and applied learning approaches—such as simulations, business planning, and internships—develop entrepreneurial competencies while fostering innovation, practical application, and community engagement (Thompson, 2019; Lackéus, 2015; Mwasalwiba, 2015). Overall, entrepreneurship education equipped students with both business skills and the mindset to contribute meaningfully to society.

Chell (2018) emphasized the role of pedagogy in shaping entrepreneurial capability. Her work argues that traditional lecture-based instruction is inadequate for entrepreneurship education. Instead, action-based learning, reflective practice, and narrative learning are shown to develop students' personal agency and entrepreneurial identity.

Echols (2022) conducted a systematic review on how entrepreneurship education contributes to the development of business acumen. The review found that entrepreneurship education enhanced not just technical business knowledge but also strategic thinking, opportunity evaluation, financial literacy, and decision-making under uncertainty. The study also highlighted the importance of educator competence and institutional support.

Martinez et al. (2021) focused on the development of entrepreneurial competencies in undergraduate students. Their findings emphasize that well-structured entrepreneurship programs lead to significant gains in initiative-taking, problem-solving, adaptability, and teamwork. These competencies are seen as critical not only for launching ventures but also for succeeding in any innovative professional role.

Research highlighted that effective pedagogy is essential for developing entrepreneurial capabilities, supporting this study at Caditaan National High School. Action-based, experiential, and reflective approaches enhance technical knowledge, strategic thinking, financial literacy, decision-making, and soft skills such as initiative, adaptability, and teamwork, with educator competence and institutional support being critical (Chell, 2018; Echols, 2022; Martinez et al., 2021). Overall, well-structured and supported pedagogical strategies equip students with both practical business skills and a proactive entrepreneurial mindset.

Ocampo and Sanchez (2015) examined how entrepreneurship education affects business students' perceptions of skill development. Their findings suggest that practical engagement, mentoring, and access to business resources improve students' confidence and readiness for entrepreneurial careers.

Panganiban (2020) explored the evolution of entrepreneurship education in the Philippines, highlighting both the progress and persistent challenges, such as limited industry linkages, teacher preparedness, and curriculum inconsistencies. The study called for stronger integration of entrepreneurship education into national education policies.

Quintos (2022) investigated the integration of entrepreneurship education into the tertiary curriculum, specifically among business students. The study underscored the value of curriculum alignment, faculty training, and student-centered learning strategies in maximizing educational impact. It also emphasized the role of institutional leadership in fostering an entrepreneurial culture on campus.

Research shows that the effectiveness of entrepreneurship education relies on practical engagement, institutional support, and curriculum alignment, supporting this study at Caditaan National High School. Hands-on activities, mentoring, and access to resources enhance confidence and readiness, while aligned curricula, trained educators, and student-centered strategies foster an entrepreneurial culture (Ocampo & Sanchez, 2015; Panganiban, 2020; Quintos, 2022). Overall, experiential learning combined with

supportive institutions and well-prepared faculty is essential for developing students' business competencies and entrepreneurial mindset.

Williamson and Weir (2020) explored the persistent gap between entrepreneurship curricula and the actual development of business skills among students. Their study emphasizes the importance of pedagogical coherence, where curriculum content, teaching methods, and assessment strategies align to foster real-world competencies. The authors highlight that many entrepreneurship programs remain theoretical, with insufficient emphasis on practical engagement and hands-on experience, which limits students' readiness for entrepreneurial careers. They advocate for integrated models of instruction that combine business theory with project-based learning, mentoring, and community-based enterprise activities.

Oosterbeek, et al (2018) presented a quantitative evaluation of the effects of entrepreneurship education on students' skills and entrepreneurial intentions. Interestingly, their findings suggest that while entrepreneurship education can improve certain business-related skills (e.g., opportunity recognition, planning, and market evaluation), its effect on entrepreneurial intention is mixed. The study raises questions about the assumption that entrepreneurship courses directly translate to entrepreneurial careers, pointing to the influence of personal traits, cultural context, and perceived feasibility as moderating variables.

Natividad (2022) provided a localized perspective by analyzing how entrepreneurial education contributes to economic development in the Philippine setting. The study underscores that when entrepreneurship education is well-implemented, particularly in regions with strong government-academe-industry collaboration, it leads to higher rates of self-employment, SME creation, and community innovation. Natividad identifies contextualization, resource accessibility, and supportive infrastructure as key drivers of successful outcomes. The study concludes that entrepreneurship education not only equips individuals with business skills but also serves as a strategic tool for inclusive economic growth.

Recent research shows that effective entrepreneurship education develops business skills when supported by coherent pedagogy, practical engagement, and contextual resources, aligning with this study at Caditaaan National High School. Programs that combine theory with project-based learning, mentoring, and community enterprise activities enhance skills such as opportunity recognition, planning, and market evaluation, while localized, resource-supported approaches improve self-employment, SME creation, and community innovation (Williamson & Weir, 2020; Oosterbeek et al., 2018; Natividad, 2022). Overall, integrated pedagogy, experiential learning, and supportive infrastructure are key to cultivating practical business competencies and meaningful economic impact.

#### ➤ *Previous Research Findings*

Entrepreneurship education has gained prominence as an essential element in equipping students with business competencies that are necessary in today's dynamic economic environment. Various studies have explored how such education enhances not just knowledge acquisition, but also critical skills, attitudes, and long-term career outcomes. This review presents previous research findings grouped into five thematic areas: 1. Entrepreneurship Education and Skills Development, 2. Impact on Self-Efficacy, 3. Practical Skills through Experiential Learning, 4. Cultural and Economic Contexts, and 5. Long-term Impact on Career Choices. These themes serve as a conceptual foundation for the present study, which investigates how entrepreneurship education contributes to the development of business skills among students at Caditaaan National High School.

- *Entrepreneurship Education and Skills Development -*

Stutes and Martin (2015) found that students exposed to entrepreneurship education demonstrated improved decision-making, leadership, and communication skills. These competencies were developed through opportunities to solve real-world business problems, which also enhanced students' planning and risk-assessment abilities. The emphasis on core business functions in their curriculum directly relates to this study's focus on skill development. In contrast to more psychologically focused studies, this research highlights the practical and managerial dimension of entrepreneurship education, making it particularly relevant for assessing skill-building in a secondary education setting like Caditaaan National High School.

- *Impact on Self-Efficacy –*

Pittaway and Cope (2007) highlighted that entrepreneurship education programs consistently increase students' entrepreneurial self-efficacy. Their belief in their capacity to succeed in business. Their study shows that experiential activities, such as project-based learning and mentorship, build confidence and reinforce students' intentions to become entrepreneurs. Compared to Stutes and Martin (2015), who focused on technical and cognitive skills, Pittaway and Cope's work centers on psychological readiness and mindset. This distinction is critical, as business success also depends on a student's self-confidence and risk tolerance, traits that may also influence students at Caditaaan National High School.

- *Practical Skills Through Experiential Learning –*

Gorman, et al. (1997) provided a decade-long review showing the real-world learning methods such as simulations, group projects, and student-led businesses are far more effective than theoretical instruction alone. They concluded that experiential learning enables students to apply theoretical knowledge to real challenges, promoting adaptability, creativity, and entrepreneurial thinking. This complements the findings of Pittaway and Cope (2007), who also acknowledged the value of hands-on experiences.



While Pittaway focused on self-efficacy, Gorman et al. emphasized practical execution, an area highly relevant to this thesis, especially in evaluating whether Caditaan National High School provides students with sufficient real-life business engagement.

- *Cultural and Economic Contexts –*

Liñan and Chen (2009) stressed that entrepreneurship education must be tailored to the local cultural and economic context. Their cross-cultural study found that students' perceptions of entrepreneurship vary based on societal norms and economic opportunities. In more dynamic regions, students view entrepreneurship as a realistic and prestigious career option. This adds a contextual lens to prior research, implying that the impact of entrepreneurship education at Caditaan National High School may depend heavily on Sorsogon's local business environment and cultural attitudes toward entrepreneurship. It suggests the importance of aligning the curriculum with the community values and local market conditions.

- *Long-Term Impact on Career Choices –*

Krueger et al. (2000) examined how entrepreneurship education shapes students' future career paths. Their research showed that students who received such education were more likely to pursue entrepreneurial careers due to shifts in attitudes, perceived control, and behavioral intentions. While Stutes and Martin (2015) examined immediate skill acquisition, Krueger et al. addressed long-term behavioral outcomes, providing a broader view of entrepreneurship education's influence. For Caditaan National High School, this underscored the potential of entrepreneurship classes not just to build skills, but to shape students' professional ambitions beyond high school.

The reviewed research studies highlighted a multi-faceted impact of entrepreneurship education ranging from skill development and psychological empowerment to long-term career formation. Each study offers a unique lens, some emphasize practical learning, others psychological growth, and some the socio-economic environment. The present study determined how these dimensions apply specifically to Caditaan National High School. It will assess whether entrepreneurship education there promotes business-related competencies such as decision-making, communication, planning, and confidence-building, while also considering the local cultural and economic setting that may influence the program's effectiveness.

### ➤ *Research Gaps*

Although entrepreneurship education has been increasingly integrated into school curricula worldwide, research continues to reveal several gaps that need to be addressed to fully understand its role and effectiveness, particularly in secondary education and in the context of developing countries like the Philippines. The following research gaps were identified through a critical review of existing literature:

- *Scarcity of Research on Entrepreneurship Education at the Secondary Level.*

Much of the existing literature on entrepreneurship education focuses heavily on tertiary education settings, such as universities and colleges. These studies often examine the impact of entrepreneurship programs on students' entrepreneurial intentions, start-up readiness, and innovation potential (Nabi et al., 2017). However, there is a significant lack of empirical studies that assess entrepreneurship education at the junior and senior high school levels, where foundational business skills are first introduced. As Mahieu (2006) noted, the influence of entrepreneurship education in earlier stages of formal education remains largely unexplored. Consequently, there is limited understanding of how such programs influence adolescent's development of essential business competencies, such as problem-solving, planning, financial literacy, and communication.

- *Limited Contextual Research in Public and Rural School Settings.*

A large proportion of studies are conducted in private or urban school settings with access to more robust educational resources and industry linkages (Fayolle and Gailly, 2015). In contrast, rural and public high schools such as Caditaan National High School are faced with unique constraints, including limited funding, lack of entrepreneurial exposure, and fewer trained educators. These challenges can influence how entrepreneurship education is delivered and perceived. However, current research does not adequately capture these contextual realities. Therefore, studies situated in marginalized or resource-limited educational environments are necessary to develop context-sensitive recommendations and inclusive educational policies.

- *Underrepresentation of Teachers' Voices and Experiences.*

While many studies examine student outcomes, very few explore the perspective of the teachers who implement entrepreneurship education on the ground. Teachers play a crucial role in translating curriculum into practice, adapting content to student needs, and shaping classroom experiences. Karimi et al., (2016) emphasized the importance of teacher efficacy and pedagogical strategies in the success of entrepreneurship programs. Without a thorough understanding of teachers' challenges, beliefs, and experiences, reforms in entrepreneurship education may overlook key implementation barriers. Thus, there is a pressing need for research that includes educators' viewpoints, particularly in under-researched contexts like Philippine public high schools.

- *Insufficient Examination of Specific Business Skills Developed.*

Another notable gap in the literature is the lack of detail regarding which specific business skills are enhanced through entrepreneurship education. Many studies evaluate entrepreneurship education broadly, often in terms of its effect on motivation,

entrepreneurial intention, or self-efficacy (Pittaway and Cope, 2007). While these are important, they do not offer insights into tangible skill development such as budgeting, marketing, negotiation, product development, or customer engagement. The absence of skill-specific assessments limits the ability of educators and policymakers to tailor entrepreneurship programs in ways that address real-world competency needs among high school learners.

- *Lack of Research on Implementation Challenges in K-12 Contexts.*

There is limited documentation on the practical barriers that both students and teachers face when engaging with entrepreneurship education within the k-12 curriculum. Challenges such as time constraints, limited instructional materials, inadequate teacher training, and insufficient community support often go undocumented (Walter and Block, 2016). Without identifying these implementation challenges, education stakeholders may overlook critical factors that hinder the success of entrepreneurship programs, especially in public schools that operate under rigid national curricula or lack specialized instructional support.

- *Minimal Use of Mixed-Methods Approaches in Entrepreneurship Education Studies.*

Many previous studies have relied exclusively on either quantitative (e.g., surveys) or qualitative (e.g., case studies, interviews) approaches. While each method has strengths, relying solely on one limit the depth or breadth of understanding. Walter and Block (2016) argued that integrating both quantitative and qualitative data allows for more nuanced and comprehensive analysis. However, there is a lack of mixed-method research in the field of entrepreneurship education, particularly at the secondary school level. Studies that merge statistical analysis with narrative insights can more accurately reflect the diverse experiences and outcomes of both teachers and students. This thesis addresses this gap by adopting a convergent parallel mixed-methods design to capture both measurable impacts and personal experiences.

Addressing the research gaps is crucial for enhancing the design, delivery, and effectiveness of entrepreneurship education programs in secondary schools. By focusing on the experiences of both students and teachers in a rural public high school in the Philippines, this study aims to contribute context-specific findings to the body of literature. Moreover, its mixed-method approach offers a more holistic understanding of how entrepreneurship education influences the development of business skills at the secondary school level, an area that remains significantly under-researched.

## CHAPTER THREE METHODOLOGY

This chapter presents the research methodology employed in conducting the study titled *The Role of Entrepreneurship Education in Developing Business Skills Among the Students at Caditaan National High School*. It outlines the research design, participants and respondents of the study, sampling techniques, data gathering procedures, instruments used, and methods of data analysis. The following sections describe in detail the procedures followed in gathering and analyzing the data, as well as the ethical considerations observed throughout the conduct of the research.

### ➤ *Research Design*

This study employed a mixed-method research design, specifically the convergent parallel design, to thoroughly investigate the role of entrepreneurship education in developing business skills among students at Caditaan National High School. This design enabled the collection and analysis of both quantitative and qualitative data, which were later compared and interpreted to provide a comprehensive understanding of the research problem. The quantitative aspect of the study involved the use of structured survey questionnaire administered to students, aimed at identifying specific business skills enhanced through entrepreneurship education and determining the effects of such education on their development. The quantitative data provided measurable insights into the prevalence and extent of business skills development. On the other hand, the qualitative aspect utilized semi-structured interview questionnaire with entrepreneurship students on SOP number 2.

These methods explored the perception of students on the role of entrepreneurship education in effectively developing their business skills, identify challenges in implementation, and gather suggestions for enhancing the program. The qualitative data enriched the study by providing in-depth, contextualized perspectives that could not be captured through quantitative tools alone. Both sets of data collected independently but during the same phase of the research process. The results then were analyzed separately and interpreted together in the discussion phenomenon under investigation. This approach was chosen due to the multifaceted nature of the research problem, which calls for both statistical analysis and narrative interpretation. The combination of methods ensured that the study addressed not only the “what, and how much” of business skills development, but also the “why, and how” from the perspective of those directly involved in entrepreneurship education.

### ➤ *The Respondents*

The selection of appropriate respondents and participants is a critical component of this research as it directly affects the credibility and applicability of the findings. This presents the groups involved in the study and outlined the sampling techniques employed to ensure that the data collected are representative, reliable and relevant to the research objectives.

The respondents of this study are composed of Grade 11 and Grade 12 students as well as teachers who are teaching entrepreneurship or business-related subjects at Caditaan National High School. These individuals were specifically chosen because they are actively involved in the teaching and learning of entrepreneurship education under the K to 12 basic education curricula. Their insights provided critical information regarding the development of business skills, the effectiveness of instructional approaches, and the challenges encountered in program implementation.

To ensure representative and systematic data collection, this study employed a mixed sampling strategy: random sampling is used for the student respondents and purposive sampling was used for teacher participants. The study employed both random and purposive sampling techniques to select the respondents. Random Sampling was utilized in choosing the student participants of Caditaan National High School to ensure that every student had an equal chance of being selected. This approach minimized selection bias and enhanced the representativeness of the data regarding student’s perceptions of the effectiveness of Entrepreneurship Education in enhancing their business skills. For the teacher participants, purposive sampling was utilized.

This non-probability sampling method involved selecting individuals who possessed specific characteristics relevant to the study. In this case, the teachers teaching entrepreneurship or business-related subjects. These educators are considered key informants due to their direct involvement in delivering entrepreneurship education, shaping the learning environment, and influencing student outcomes. The researcher identified all qualified teachers based on the school’s faculty records and invite them to participate in the study, either through structured interview or focus group discussions. Their professional experiences, observations, and insights are invaluable in understanding the practical aspects and challenges of implementing entrepreneurship programs at the secondary school level.

By combining these two sampling methods, the study ensured a balanced and comprehensive perspective from both students and teachers.

Table 1 The Participants

Participants	No. of Participants
Grade 11	10
Grade 12	10
Teachers	2
Total	22

#### ➤ Research Instruments

To collect relevant data for the study entitled The Role of Entrepreneurship Education to the Development of Business Skills Among the Students at Caditaan National High School, the researcher employed two primary research instruments: a survey questionnaire and a semi-structured interview guide. These instruments were carefully crafted to align with the research questions and objectives of the study. The Survey Questionnaire was developed by the researcher and was intended for administration to grade 11, and 12 students enrolled in entrepreneurship or have taken entrepreneurship or business-related subjects at Caditaan National High School. The instrument is composed of three parts:

##### • Survey Questionnaire / Semi-Structured Interview Guide for Students

The survey questionnaire was used to collect quantitative data from students currently enrolled at Caditaan National High School specifically the grade 11, and 12. This was designed to evaluate their perceptions regarding the development of business skills through entrepreneurship education. The questionnaire is composed of the following parts: Demographic profile: this section collects general background information, including the student's grade level, strand (for SHS students), and whether they have taken entrepreneurship or business-related subjects.

- ✓ Part I – Business skills enhanced through entrepreneurship education: This section includes seven statements that aim to assess the specific business skills students believe were enhanced by the subject. Skills evaluated include communication, planning, financial literacy, marketing, problem solving, confidence in decision-making, sales and negotiation.
- ✓ Part II – Effectiveness of Entrepreneurship Education in enhancing business skills of learners: this portion measures student's perceived outcomes of entrepreneurship education, such as increased interest in business, preparedness to run a business, application of knowledge, motivation for business careers, and improved teamwork.
- ✓ Part III – Challenges in implementation encountered by the learners: this part addresses possible challenges students experience in learning entrepreneurship, including resource limitations, teaching clarity, practical learning opportunities, time constraints, and student attitudes.

##### • Survey Questionnaire for Teachers

To gain qualitative insights, a semi-structured interview guide will be administered to teachers handling entrepreneurship subjects. This tool aimed to gather in-depth data regarding teacher perspective on the role, effectiveness, and challenges of teaching entrepreneurship education. The interview guide is composed of the following sections:

##### • Teacher Profile:

This includes the teacher's teaching experience in entrepreneurship and the specific grade levels or strands they handle.

- ✓ Part I – Perceptions on the role of entrepreneurship education: this section contains questions that explore the teacher's views on how entrepreneurship education contributes to the development of student's business skills and which skills are most prominently developed.
- ✓ Part II – Challenges in implementation: Questions in this section address the challenges faced by both teachers and students in delivering and learning the subject.
- ✓ Part III – Enhancement measures: This section invites suggestions for improving the teaching and learning of entrepreneurship, including support needed from the school administration.

The semi-structured interview format allows for flexibility in probing deeper into the responses, ensuring rich qualitative data that complement the quantitative findings.

#### ➤ Data Collection Procedure

The process of gathering data was conducted systematically and ethically to ensure the accuracy, validity, and integrity of the results. The following steps followed:

Securing permissions and ethical clearances. Before the commencement of the data gathering process, the researcher sought approval from the principal of Caditaan National High School and coordinated with the relevant subject teachers. A letter of request



was submitted explaining the purpose and scope of the study. Additionally, ethical considerations was strictly observed. informed consent was obtained from all participants. Including a parental consent from for the students under the age of 18. Participants were assured that their responses remained confidential and were used solely for academic purposes.

**Administration of the survey questionnaire.** After obtaining necessary permissions, the survey questionnaires distributed to grade 10, 11 and 12 students during their entrepreneurship classes. The researcher personally administered the survey and explained the instructions clearly. Students were encouraged to answer honestly and were reminded that there are no right or wrong answers. Ample time was given to ensure thoughtful responses. Once completed, the questionnaires were collected, checked for completeness, and securely store for analysis.

**Conduct of interview and focus group discussions.** The qualitative aspect of the study was conducted through an in-depth interview and when feasible, focus group discussions with the entrepreneurship teachers. Appointments was set in advance, and interviews were conducted at a time and place convenient for the participants, ensuring a comfortable and private environment conducive to open communication. With their permissions, interview was audio-recorded for accuracy. Field notes were taken during each session. During the interviews, the researcher employed active listening and use prompts when necessary to delve deeper into relevant responses. Each interview lasted for approximately 30 – 45 minutes. The recorded data were later transcribed verbatim and was organized for thematic analysis.

**Data organization and analysis.** After data collection, the researcher proceeded with data organization and analysis. For quantitative data from the survey were encoded using spreadsheet software and was analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation to summarize the responses and identify trends. While qualitative data from interviews were transcribed, coded, and analyzed thematically. Emerging patterns, recurring phrases, and significant statements were identified to form themes that directly addressed the study's research questions.

The findings from both quantitative and qualitative data were compared and interpreted together. This process of triangulation helped validate the results and allowed for a more robust and well-rounded understanding of the impact of entrepreneurship education on students' business skills development.

#### ➤ *Data Analysis Method*

This study used both quantitative and qualitative data analysis techniques consistent with the mixed-method research design employed. The combination of statistical and thematic analysis allowed for a more comprehensive understanding of how entrepreneurship education influences the development of business skills among students at Caditaan National High School.

#### ➤ *Statistical Analysis/ Qualitative Analysis*

**Quantitative data analysis (Survey Questionnaire):** The quantitative data that were gathered from the student survey questionnaire was systematically organized and analyzed using descriptive statistics. These statistical methods were used to summarize, describe, and interpret the data in a meaningful way. The following measures were applied: Frequency and Percentage Distribution were used to describe the demographic profile of the student respondents and to identify the number and proportion of students who indicated that specific business skills had been enhanced. Mean and Standard Deviation were utilized to determine the central tendency and variability of students' responses to Likert-scale questions related to the effects of entrepreneurship education on business skills development. The interpretation of the means will be based on the following scale: 5 – Highly Enhanced, 4 – Enhanced, 3 – Moderately Enhanced, 2 – Fairly Enhanced, 1 – Least / Not Enhanced. The weighted mean was computed for each statement under the following categories:

- Business skills enhanced through entrepreneurship education
- Effects on business skills development
- Challenges in implementation.

The interpretation of the mean scores shall follow this range:

#### **Mean Score Range**

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

#### **Verbal Interpretation**

Highly Enhanced

Enhanced

Moderately Enhanced

Fairly Enhanced

Least / Not Enhanced

This analysis provided insights into how students perceive the effectiveness and impact of entrepreneurship education on their business skills development, as well as the challenges encountered in its implementation.

**Qualitative Data Analysis (Semi-Structured Interview):** The qualitative data obtained from the semi-structured interviews with the teachers were analyzed by using thematic analysis. Responses were be transcribed and reviewed multiple times to identify recurring patterns, themes, and categories relevant to the research objectives. The following steps were followed in thematic analysis:

- Familiarization: Reading and re-reading transcripts to gain a deep understanding of the content.
  - Coding: Highlighting key phrases and assigning initial codes to meaningful data units.
  - Theme Development: Grouping similar codes to form overarching themes related to perceptions, challenges, and suggested enhancements for entrepreneurship education.
  - Reviewing Themes: Ensuring themes accurately reflect the data and are relevant to the study's objectives.
  - Interpretation: Analyzing and interpreting the themes in relation to the research questions.
  - The qualitative data supported and enriched the quantitative findings by offering deeper insight into the real-life experiences and professional perspectives of the teachers regarding the implementation of entrepreneurship education.
- *The Following Methods Were Used for Each Statement of the Problem:*
- ✓ What specific business skills are enhanced through Entrepreneurship Education? – Descriptive statistics such as frequency counts and percentage distribution were used to identify and determine which business skills were most enhanced through entrepreneurship education among the students.
  - ✓ How do students perceive the effectiveness of entrepreneurship education in enhancing their business skills at Caditaan National High School? – Weighted mean and descriptive interpretation were utilized to assess the students' level of perception regarding the effectiveness of Entrepreneurship Education. Narrative responses were coded and analyzed thematically to support and explain quantitative findings.
  - ✓ What are the roles of entrepreneurship education in developing business skills of the students at Caditaan National High School as perceived by the entrepreneurship teachers? – Responses from Teachers were analyzed using descriptive analysis and thematic interpretation to determine the perceived roles of Entrepreneurship Education in business skills development.
  - ✓ What challenges do teachers and students encounter in the development of students' business skills through Entrepreneurship Education? – Frequency and percentage were used to quantify the common challenges identified in the survey, while thematic analysis was applied to qualitative responses to provide deeper insights.
  - ✓ What enhancement measures can be proposed to improve the development of business skills of the students through Entrepreneurship Education? – The proposed enhancement measures were derived from the synthesis of quantitative results and qualitative feedback from both students and teachers, analyzed through content analysis to formulate data-driven recommendations.

## CHAPTER FOUR RESULTS

This chapter aims to objectively report the findings obtained through both quantitative and qualitative methods, providing a clear picture of how entrepreneurship education influences the development of students' business skills. The results are organized according to the study's objectives and domains of analysis, ensuring that each research question is adequately addressed. Tables, figures, and descriptive discussions are used to enhance clarity and facilitate better interpretation of the data. Overall, this chapter serves as the basis for understanding the outcomes of the study and for drawing meaningful conclusions in the succeeding chapter.

The results of the gathered and statistically treated data are presented in this chapter. Qualitative data and information are presented in an organized table, while qualitative data are organized in a thematic format. Statistical scrutiny of the data is further provided in this chapter.

### ➤ *Specific Business Skills Enhanced Through Entrepreneurship Education*

This section presents the results of the analysis on the specific business skills enhanced through Entrepreneurship Education among the students of Caditaan National High School. The findings are based on students' responses to a Likert-scale survey designed to measure the extent to which various entrepreneurial competencies were developed. Data were analyzed using descriptive statistical tools, including frequency counts, percentage distribution, and weighted mean, to provide a comprehensive understanding of the level of enhancement of each identified business skill.

Table 2 Specific Business Skills Enhanced Through Entrepreneurship Education

<b>A. Opportunity Recognition and Strategic Planning.</b>		
Indicator	Mean	Description
I can identify simple business opportunities in my community or school.	3.90	Enhanced
I can think of creative ways to solve problems and turn them into opportunities.	3.95	Enhanced
I can make a step-by-step plan to achieve a business or project goal.	3.75	Enhanced
I understand how to set realistic goals for a small business or project.	3.80	Enhanced
Entrepreneurship education helps me recognize risks and plan how to address them.	4.25	Highly Enhanced
<b>B. Financial Literacy and Resource Management</b>		
I know how to create and follow a simple budget.	4.00	Enhanced
I can understand the importance of saving money and using it wisely.	4.57	Highly Enhanced
I can identify the resources needed (materials, money, equipment) for a small business operation.	4.05	Enhanced
I am able to keep track of expenses and income in a simple finance record.	3.81	Enhanced
Entrepreneurship education helps me make better decisions about money and resources.	4.55	Highly Enhanced
<b>C. Resilience, Leadership, and Communication.</b>		
I am confident in expressing my ideas to my classmates and in group activities.	3.80	Enhanced
I can work well with others and contribute as a team member or leader.	3.90	Enhanced
I am able to handle challenges and setbacks without giving up easily.	3.81	Enhanced
I can motivate and encourage others to participate in a business project.	3.60	Enhanced
Entrepreneurship education strengthen my communication skills and confidence in presenting business ideas.	3.90	Enhanced
Average	3.98	Enhanced

As shown in Table 2, students obtained an overall weighted mean of 3.98, interpreted as "Enhanced," indicating that entrepreneurship education effectively improves their business skills. Among the three categories, Financial Literacy and Resource Management ranked highest with a mean of 4.20 ("Highly Enhanced"), demonstrating strong budgeting and money management skills. Opportunity Recognition and Strategic Planning followed with a mean of 3.93 ("Enhanced"), suggesting students can identify business opportunities and develop realistic plans. Resilience, Leadership, and Communication scored 3.80 ("Enhanced"), reflecting improvements in teamwork, confidence, and problem-solving.

The bar graphs visually illustrate students' perceived enhancement across the three categories. In Category A, the highest mean appears in recognizing risks and planning responses (above 4.20), while other indicators range from 3.70 to 3.95, showing consistent capability in opportunity identification and goal setting. Category B demonstrates the strongest enhancement, with savings (4.57) and financial decision-making (4.55) notably higher than other indicators, highlighting substantial confidence in money and resource management. Category C shows slightly lower but still "Enhanced" results (3.60–3.90), indicating improvements in teamwork, communication, and handling challenges, though to a lesser extent than financial skills.

The visual representation confirms that financial literacy is the most strongly enhanced skill, followed by opportunity recognition, while interpersonal and leadership skills, though improved, received relatively lower ratings. This underscores the effectiveness of entrepreneurship education in strengthening both practical financial abilities and essential soft skills.

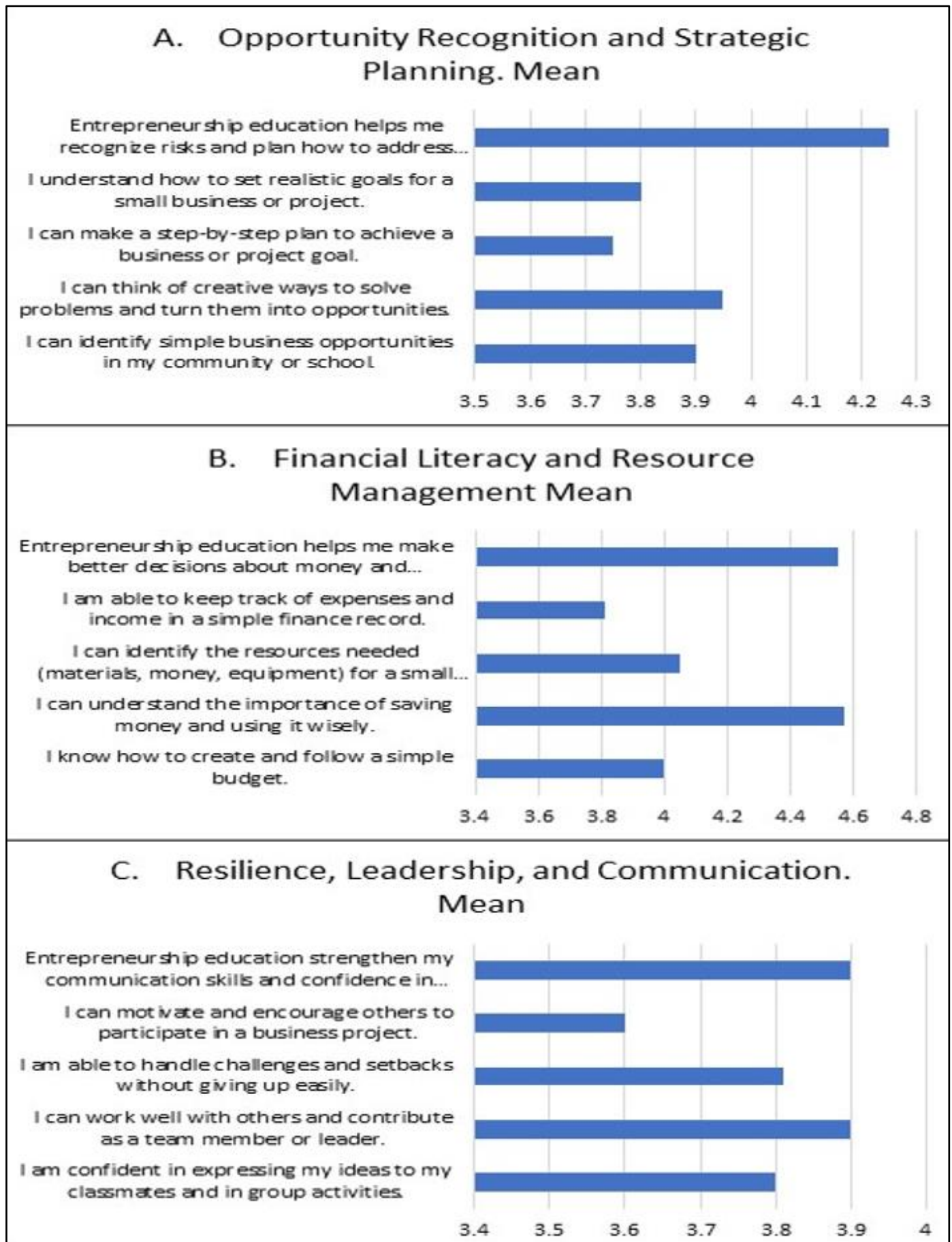


Fig 3 Visual Representation of Specific Business Skills Enhanced Through Entrepreneurship Education

Figure 3 presents the mean responses of students on three key domains of entrepreneurship competencies: (A) Opportunity Recognition and Strategic Planning, (B) Financial Literacy and Resource Management, and (C) Resilience, Leadership, and Communication. Across all domains, students reported generally high agreement with the statements, indicating that entrepreneurship education positively contributed to their skills development. The highest ratings appear in understanding financial decisions and the importance of saving, as well as strengthening communication skills and teamwork. Meanwhile, items related to creating step-by-step plans and tracking expenses received slightly lower—but still positive—mean scores. Overall, the results suggest that the program effectively supports students' entrepreneurial knowledge, skills, and attitudes.

➤ *How Students Perceive the Effectiveness of Entrepreneurship Education in Enhancing Their Business Skills at Caditaan National High School*

This section presents the thematic analysis of the students' responses to Statement of Problem 2, which explored how entrepreneurship education contributes to the development of their entrepreneurial competencies, confidence, and mindset. Through a systematic coding and clustering process, recurring patterns were identified across the informants' narratives, resulting in three major themes that capture their lived experiences: Opportunity Recognition and Market Awareness, Business Planning and Financial Literacy, and Personal Growth and Entrepreneurial Mindset Transformation. These themes were derived from common ideas expressed in students' accounts of the skills they acquired, the activities that shaped their learning, and the changes in their perspectives on money, opportunities, and problem-solving. The thematic analysis provides a deeper understanding of how entrepreneurship education supports learners' practical abilities and mindset development, revealing both the cognitive and affective dimensions of their growth.

- *Opportunity Recognition and Market Awareness*

Opportunity Recognition and Market Awareness highlights students' enhanced ability to observe needs and identify viable business opportunities within their surroundings. Some students shared their insights about their perception of the effectiveness of entrepreneurship education in enhancing their business skills. Informant 4 stated, "I now notice small problems around the school and see them as possible business ideas," and Informant 11 shared, "I became more aware of what people want or need in our community, indicating a shift toward proactive observation.

The corresponding codes that emerged include spotting opportunities, identifying needs, market awareness, observing trends, and environmental scanning, all of which suggest that entrepreneurship education effectively cultivates an opportunity-oriented mindset among learners.

- *Business Planning and Financial Literacy*

Business Planning and Financial Literacy, reflects students' improved ability to structure business ideas and manage financial resources responsibly. Informants emphasized this growth through responses, Informant 6 said, "I learned how to create a proper business plan and organize my ideas step-by-step" and Informant 14 added, "I now know how to record my expenses and income and use money wisely". These statements demonstrate enhanced competence in planning and financial decision-making.

The associated codes—business planning, budgeting, financial literacy, resource management, and decision-making—illustrate how students developed both conceptual understanding and practical skills essential for entrepreneurship.

- *Personal Growth and Entrepreneurial Mindset Transformation*

Personal Growth and Entrepreneurial Mindset Transformation centers on students' increased confidence, communication skills, and improved attitudes toward challenges and innovation. Informants expressed this development through statements. Informant 2 echoed, "I became more confident in presenting because of our business pitch activities," and Informant 5 shared, "Entrepreneurship taught me to view problems as opportunities, not obstacles. These responses show that learning activities contributed to their self-efficacy and resilience. The codes that emerged—confidence building, leadership, communication skills, problem-solving, and opportunity mindset—highlight how the subject supported students' personal and entrepreneurial growth beyond academic knowledge.

The results presented illustrate that entrepreneurship education significantly shaped the students' skills, attitudes, and knowledge in meaningful ways. Through thematic analysis, it became evident that the subject fostered improvements in opportunity recognition, strategic planning, financial literacy, experiential skills, confidence, communication, and entrepreneurial mindset. The inclusion of practical activities, reflective tasks, and collaborative projects contributed to the holistic development of learners, enabling them not only to understand business concepts but also to apply them in realistic contexts. The insights drawn from student experiences affirm the value of entrepreneurship education as a foundation for developing future-ready competencies among junior high school learners.



➤ *What are The Roles of Entrepreneurship Education in Developing Business Skills of the Students at Caditaan National High School as Perceived by the Entrepreneurship Teachers?*

This Section presents the perceptions of entrepreneurship teachers regarding the role of entrepreneurship education in developing the business skills of students. The results were analyzed using frequency counts and rank order based on teacher responses.

Table 3 The Perceived Roles of Entrepreneurship Education in Developing Business Skills

Indicators	Frequency (f)	Rank
Develops skills in crafting and presenting business plans	2	5
Enhances financial literacy and money management skills	2	5
Strengthens problem-solving and decision-making abilities	2	5
Improves leadership, teamwork, and collaboration skills	2	5
Promotes creativity and innovation in business thinking	2	5
Encourages responsible risk-taking and critical thinking	2	5
Connects academic knowledge to real-life business applications	2	5
Instills entrepreneurial values (initiative, perseverance, responsibility)	2	5
Prepares students for future entrepreneurial or career opportunities	2	5
Helps students recognize and evaluate business opportunities	1	11
Builds confidence in communication and idea presentation	1	11
Develops resilience and adaptability in facing challenges	1	11

As shown in Table 3, entrepreneurship teachers perceived that entrepreneurship education plays a multifaceted role in the development of student's business skills. The indicators that received the highest frequency (2) includes: Developing skills in crafting and presenting business plans, enhancing financial literacy and money management skills, strengthening problem-solving and decision-making abilities, improving leadership, teamwork, and collaboration, promoting creativity and innovation in business thinking, encouraging responsible risk-taking and critical thinking, connecting academic knowledge to real-life business applications, instilling entrepreneurial values such as initiative and perseverance, preparing students for future entrepreneurial or career opportunities. These results indicate that teachers view entrepreneurship education as a comprehensive developmental tool, fostering both technical and soft skills essential to entrepreneurial success.

Meanwhile, indicators that received a frequency of 1, such as helping students recognize business opportunities, building confidence in communication, and developing resilience remain recognized but were cited less frequently. This suggests that while these areas are still developed through the subject, teachers see them as secondary outcomes compared to the core entrepreneurial and managerial skills.

➤ *Challenges Encountered by The Teachers and Students in the development of Students' Business Skills Through Entrepreneurship Education?*

This section presents results of the checklist on the challenges faced by students and teachers in developing business skills through entrepreneurship education. Data were analyzed using frequency counts and percentage distribution to determine which challenges were most commonly experienced.

Table 4 Challenges Encountered by Students in Developing Students' Business Skills

Indicators	Frequency (f)	Rank
Lack of sufficient learning materials.	13	1.5
Limited time to study entrepreneurship due to other subjects.	13	1.5
Difficulty in understanding business concepts.	10	3
Struggle in applying lessons to real-life situations.	8	4
Limited opportunities for hands-on or practical activities.	7	6
Lack of confidence in presenting or communicating business ideas.	7	6
Difficulty managing group tasks or teamwork.	7	6
Limited support or encouragement from family/school/community.	6	8.5
Insufficient school facilities for entrepreneurship activities.	6	8.5
Low motivation or interest in entrepreneurship.	5	10
Others	4	11
Lack of resources present in the school or community.	2	12.5
Limited funding due to financial restraints	2	12.5

As shown in Table 4, The nature of challenges identified, together with their eventual order of prevalence, indicates that there are a number of serious issues that impact on the success of the entrepreneurship education program. The two most common problems identified were the lack of adequate learning resources and the limited availability of time that can be devoted to

entrepreneurship, given the importance of other academic subjects, with both problems ranking top with 13 responses and ranked 1.5. This clearly indicates that students feel that structural challenges, such as a lack of adequate resources, are the most fundamental impediments to developing skills through entrepreneurship education. The problem of comprehension in business concepts came third, which indicates that some students are having difficulties with the theoretical component of business, particularly when learning support is minimal. This problem is closely linked to the problem of applying what has been learned from class to practice.

More than one challenge shared the same rank, such as limited opportunities for hands-on or practical learning, a lack of confidence when presenting or communicating business ideas, and difficulties with managing group work/teamwork with 7 as their frequency and ranked 6<sup>th</sup>. The results indicate that students require more experiential learning experiences that develop skills on a technical and people-related level. This is reinforced by challenges such as limited support from family, educational institutions, and communities, as well as limited availability of facilities within the school. This indicates that factors within the educational institutions, environment, and structure prevent students from actively taking part in entrepreneurial learning.

The more systemic challenges, although least identified, such as lack of motivation, lack of resources available within the community, and a lack of finances, indicate existing systemic problems that might affect the sustainability of the particular entrepreneurial program within a learning institution.

Table 5 Challenges Encountered by Teachers

Indicators	Frequency (f)	Rank
Limited opportunities to provide practical/experiential activities	2	1.5
Limited funding for entrepreneurship-related programs or activities	2	1.5
Lack of updated and sufficient teaching materials/resources	1	6.5
Limited instructional time for entrepreneurship subjects	1	6.5
Difficulty in making entrepreneurship concepts relatable to students	1	6.5
Insufficient training or seminars for teachers in entrepreneurship education	1	6.5
Difficulty in motivating students to actively participate	1	6.5
Lack of parental or community support in student entrepreneurial activities	1	6.5
Overloaded curriculum with limited flexibility	1	6.5
Inadequate school facilities and equipment for entrepreneurial projects	1	6.5

As shown in Table 5, the most frequently identified challenges by teachers were “Limited opportunities to provide practical or experiential activities” and Limited funding for entrepreneurship-related programs or activities” both ranking first with a frequency of 2. These results suggest that teachers find it difficult to deliver hands-on experiences and entrepreneurial projects due to budget limitations and lack of financial support from the school or external sources.

Several other challenges equally noted by teachers, each with a frequency of 1, including: Lack of updated and sufficient teaching materials or resources, Limited instructional time for entrepreneurship subjects, Difficulty in relating entrepreneurship concepts to students’ real-life experiences, Insufficient teacher training and seminars, Low student motivation, Inadequate facilities and equipment, Lack of community or parental support, Overloaded curriculum.

These findings indicate that teachers face systematic and logistical barriers that hinder the effective implementation of entrepreneurship education. Limited resources, time constraints, and insufficient institutional support reduce opportunities for students to engage in authentic business experiences.

#### ➤ *Proposed Enhancement Measure for the Development of Business Skills of the Students Through Entrepreneurship Education?*

Title: ENTREPRENEURSHIP IN ACTION: A School-based project Strengthening Business Skills through Experiential Learning at Caditaan National High School.

##### • *Rationale*

Entrepreneurship Education is a significant part of the K-12 education program offered by the Department of Education, which helps develop a more innovative, financially savvy, self-reliant, and competent individual who can cope with real-world economic challenges. In relation to the thrust of DepEd, which is to produce functionally literate globally competitive students, entrepreneurship offerings are drafted to teach fundamental skills such as the power to recognize opportunities, problem-solving skills, decision-making skills, communication skills, and leadership skills. In Caditaan National High School, Entrepreneurship Education is a significant arena to develop such skills particularly for Junior High students.

Findings from the research carried out at Caditaan National High School indicate that students perceive entrepreneurship education as highly efficacious in developing their entrepreneurial skills with regard to financial literacy, planning, and interpersonal skills. It is, however, evident from the findings that some of the difficulties experienced by the students in the thorough implementation of the subject’s objectives are a lack of teaching materials, insufficient teaching hours, a lack of facilities, a lack of

funds, and limited opportunities for learning by practice. This has led to a situation where most of the students find it a challenge to relate theoretical knowledge to practice in entrepreneurial life.

In line with the K–12 theme of putting emphasis on learning that focuses on the student, is based on competence, and is experiential, the respondents expressed a need for useful learning experiences such as business projects, selling exercises, business simulations, and immersion in real-life business settings. The respondents also emphasized the need for coaching, faculty support, and community engagement in developing entrepreneurial skills. The views cited here are significant because of the need to move from a reliance on the lecture method of instruction to more authentic learning. In relation to these needs, within the framework of the revised DepEd SBM, it is fitting for a project that promotes improved learning outcomes to be submitted.

The project, entitled “Entrepreneurship in Action: Enhancing Business Skills through Experiential Learning,” brings together a set of complementary components such as entrepreneurial experiences, mentorship initiatives, school-based entrepreneurial ventures, as well as partnerships with local businesses, with the aim of connecting learning in theory with learning in practice. It is with this project that Caditaan National High School intends to enhance the entrepreneurial skills of students, develop an entrepreneurial mindset, and prepare individuals for learning in the academe, workplace, and industries in the future, henceforth supporting the thrust on quality, inclusive, and relevant education.

- *Objectives*

To enhance the effectiveness of entrepreneurship education at Caditaan National High School by providing experiential learning opportunities that develop students’ business skills, entrepreneurial mindset, and real-world competencies.

- ✓ To provide students with hands-on entrepreneurial experiences through school-based business projects and selling activities.
- ✓ To strengthen students’ financial literacy, planning, and decision-making skills through structured business simulations and skill-building activities.
- ✓ To establish mentorship and guidance programs involving teachers and local entrepreneurs.
- ✓ To improve access to resources, facilities, and funding necessary for entrepreneurship projects.
- ✓ To expose students to real business environments through partnerships, seminars, and community engagement.
- ✓ To motivate students by recognizing and rewarding entrepreneurial achievements.

- *Beneficiaries*

- ✓ Senior High School students enrolled in Entrepreneurship subjects at Caditaan National High School
- ✓ Entrepreneurship teachers
- ✓ School administrators
- ✓ Local business partners and community stakeholders

➤ *Description and Activities*

- *Hands-On and Experiential Learning Activities*

- ✓ Implementation of mini business projects (e.g., food selling, handmade products, service-based ventures)
- ✓ Conduct of business simulations, role-playing, and market research activities
- ✓ Integration of project-based learning in entrepreneurship classes

- *School-Based Business Activities*

- ✓ Establishment of school-based mini stalls or pop-up stores
- ✓ Organization of Entrepreneurship Fairs or School Bazaars once or twice a year
- ✓ Creation of a Mini School Enterprise Area where students can sell products

- *Mentorship and Guidance Program*

- ✓ Formation of a Student Entrepreneurship Mentorship Program
- ✓ Invitation of local entrepreneurs and business professionals as guest speakers
- ✓ Regular business plan consultations and feedback sessions facilitated by teachers and mentors

- *Skill-Building and Business Simulations*

- ✓ Business plan competitions
- ✓ Financial literacy workshops (budgeting, costing, pricing, record keeping)



✓ Group business challenges focusing on teamwork, leadership, and communication

• *Resources, Funding, and Facilities Support*

- ✓ Allocation of seed capital for selected student projects
- ✓ Provision of basic materials (record books, raw materials, tools)
- ✓ Utilization or enhancement of available school facilities for entrepreneurship activities

• *Community and Industry Partnerships*

- ✓ Establishment of linkages with local businesses, cooperatives, and LGUs
- ✓ Conduct of business exposure visits and community selling events
- ✓ Collaboration with stakeholders for mentorship and funding support

• *Recognition and Motivation Program*

- ✓ Recognition of outstanding student entrepreneurs through awards and certificates
- ✓ Public acknowledgment during school programs and recognition days
- ✓ Possible incentives such as scholarships, tokens, or project grants

### **Implementation Timeline**

Activity	Target Time Frame
Planning and coordination	Month 1
Mentorship and teacher orientation	Month 2
Implementation of hands-on projects	Months 3–6
School-based selling activities / bazaars	Month 5
Monitoring and evaluation	Month 6
Recognition and awarding	End of project

### **Budgetary Requirements (indicative)**

Expense Item	Estimated Cost
Seed capital for student projects	₱ 10,000.00
Materials and supplies	₱ 5,000.00
Entrepreneurship fair/bazaar setup	₱ 3,000.00
Resource speakers/workshops	₱ 3,000.00
Awards and certificates	₱ 500.00
<b>Total Estimated Budget</b>	<b>₱ 21,500.00</b>

The funds that will be used may come from School MOOE, partnerships, donations or sponsors.

➤ *Monitoring and Evaluation*

The project will be monitored through:

- Regular progress reports from teachers and student groups
- Evaluation of student outputs such as business plans, financial records, and products
- Feedback from students, teachers, and mentors
- Assessment of improvements in business skills, confidence, and participation

➤ *Sustainability Plan*

To ensure sustainability, the school shall:

- Integrate the project into the annual entrepreneurship curriculum
- Strengthen partnerships with local businesses and community stakeholders
- Reinvest proceeds from school-based enterprises into future student projects
- Continuously train teachers in experiential entrepreneurship education

The Entrepreneurship in Action Project directly responds to the identified needs and suggestions of students by emphasizing experiential learning, mentorship, community engagement, and recognition. Through this initiative, Caditaaan National High School can cultivate entrepreneurial competence, confidence, and innovation among learners, preparing them for future academic, career, and business opportunities.

## CHAPTER FIVE

### DISCUSSION

This chapter presents a detailed interpretation and critical analysis of the findings reported in Chapter IV, offering insights into how entrepreneurship education contributes to the development of students' business skills at Caditaan National High School. It integrates both quantitative and qualitative data to provide a holistic understanding of students' skill enhancement, entrepreneurial mindset development, and experiential learning outcomes. The discussion connects the results to existing literature, theoretical perspectives, and practical applications, highlighting the interplay between opportunity recognition, financial literacy, leadership, communication, and personal growth. Additionally, it examines the perceptions of entrepreneurship teachers regarding their role in fostering these competencies, as well as the challenges faced by both teachers and students in implementing the program effectively.

#### ➤ *Entrepreneurship Education Enhances Students' Business Skills and Competencies*

The analysis of students' responses to the Likert-scale survey shows that entrepreneurship education at Caditaan National High School effectively enhances their business skills, with an overall weighted mean of 3.98, interpreted as "Enhanced." Among the three major domains, Financial Literacy and Resource Management emerged as the most developed skill area, with a mean of 4.20 ("Highly Enhanced"). Students reported strong abilities in budgeting, understanding the importance of saving, managing resources, and making informed financial decisions. This suggests that entrepreneurship education equips students with essential financial competencies, which are crucial for managing both personal and business finances. This finding is consistent with the studies of Santos and Villanueva (2020) and Dela Cruz and Salinas (2018), who emphasized that entrepreneurship programs improve financial literacy and decision-making skills through experiential activities.

Opportunity Recognition and Strategic Planning ranked second, with a mean of 3.93, indicating that students can identify business opportunities, develop step-by-step plans, and anticipate risks effectively. The highest-rated indicator in this category was the ability to recognize risks and plan accordingly (4.25), showing that students are learning to integrate strategic thinking with practical business foresight. This aligns with Aquino and De Guzman (2021), who found that entrepreneurship education enhances opportunity identification, creative problem-solving, and strategic planning, especially when activities simulate real-world business contexts.

Resilience, Leadership, and Communication scored 3.80, still within the "Enhanced" range, reflecting improvements in teamwork, leadership, communication, and perseverance. While slightly lower than financial skills, this domain demonstrates that entrepreneurship education also strengthens soft skills that are critical for professional and entrepreneurial success. This is supported by Lumantas and De Leon (2022), who highlighted that exposure to entrepreneurial programs improves interpersonal competencies such as leadership, teamwork, and self-confidence.

The integration of numerical and qualitative findings suggests that entrepreneurship education provides a balanced approach, developing both technical/business skills and soft skills, which are essential for future entrepreneurial endeavors. Experiential learning activities, simulations, and collaborative projects likely contributed to these outcomes, confirming Pineda (2016) and Chell (2018), who argued that applied, action-based pedagogies are more effective than traditional lecture methods.

#### ➤ *Students' Perceptions on the Effectiveness of Entrepreneurship Education in Enhancing Business Skills at Caditaan National High School*

The thematic analysis of student responses revealed three major themes reflecting their perceptions of entrepreneurship education: Opportunity Recognition and Market Awareness, Business Planning and Financial Literacy, and Personal Growth and Entrepreneurial Mindset Transformation.

Opportunity Recognition and Market Awareness demonstrates that students are developing a proactive orientation toward their environment. Students reported being more observant of community needs and small problems that could be transformed into business opportunities. Informants highlighted skills such as spotting opportunities, observing market trends, and conducting environmental scanning. These findings mirror studies by Rae (2016) and Cañete and Viray (2021), which emphasized that entrepreneurial education develops opportunity-seeking behavior and market awareness, fostering an entrepreneurial mindset even at the junior high school level.

Business Planning and Financial Literacy reflects students' enhanced ability to structure business ideas and manage resources responsibly. Statements like "I now know how to record my expenses and income and use money wisely" and "I learned to create a proper business plan" indicate that students gained both conceptual understanding and practical skills. These outcomes correspond with Pineda (2016) and Albay and Torres (2018), who stressed that project-based learning, simulations, and entrepreneurial projects cultivate financial literacy, planning, and resource management competencies.

Personal Growth and Entrepreneurial Mindset Transformation centers on confidence, communication skills, resilience, and problem-solving. Students reported that entrepreneurship education allowed them to present ideas effectively, work collaboratively,

and view challenges as opportunities. These affective outcomes are consistent with the findings of Lumantas and De Leon (2022) and Buff and Haines (2023), indicating that entrepreneurship education goes beyond technical skills, fostering self-efficacy, leadership, and an opportunity-oriented mindset. The thematic analysis confirms that students perceive entrepreneurship education as a holistic tool, integrating cognitive, technical, and personal development.

➤ *Roles of Entrepreneurship Education in Developing Business Skills of Students at Caditaan National High School as Perceived by Entrepreneurship Teachers*

The findings indicate that entrepreneurship teachers perceive the subject as a multifaceted tool for skill development, encompassing both technical competencies and soft skills. The indicators with the highest frequency scores (2) included developing skills in business planning and presentation, enhancing financial literacy, strengthening problem-solving and decision-making, promoting leadership and teamwork, encouraging creativity, and fostering responsible risk-taking. Teachers also recognized that entrepreneurship education connects academic knowledge to real-world applications and instills entrepreneurial values such as initiative, perseverance, and responsibility.

This perception underscores that teachers view entrepreneurship education as more than a theoretical subject; it is a practical and developmental platform that prepares students for future entrepreneurial or professional endeavors. The lower frequency indicators—such as recognizing business opportunities, building confidence in communication, and developing resilience—although still valued, suggest that teachers consider these as secondary outcomes. This implies that while technical and managerial skills are prioritized, affective and opportunity-oriented competencies may require further structured support or intentional pedagogical strategies.

These results are consistent with the literature. Cruz and DeJesus (2021) emphasized that teacher competency and curriculum relevance are crucial for effective entrepreneurship education, while Garcia and Villanueva (2022) argued that integrated, scaffolded programs significantly enhance students' business acumen. Similarly, Joaquin (2016) noted that hands-on projects and case studies are essential to reinforce learning, suggesting that teacher facilitation is central to translating theoretical knowledge into actionable skills. Overall, SOP 3 highlights that teachers recognize the holistic value of entrepreneurship education in shaping both cognitive and behavioral competencies of students.

➤ *Challenges Encountered by Teachers and Students in the Development of Students' Business Skills Through Entrepreneurship Education*

The challenges identified by both students and teachers reveal structural, pedagogical, and resource-based barriers to effective entrepreneurship education.

For students, the primary challenges were a lack of sufficient learning materials and limited instructional time, both receiving the highest rank (14.6%). This suggests that students perceive structural constraints—such as insufficient textbooks, guides, and reference materials—as significant impediments to learning. Other challenges include difficulty understanding business concepts (11.2%), struggle to apply lessons to real-life situations (9%), limited hands-on activities (7.9%), and lack of confidence in presenting or working in teams (7.9%). These findings indicate that while students are developing skills, practical application, and experiential learning opportunities remain limited, highlighting the importance of active, project-based pedagogies.

For teachers, the leading challenges were limited opportunities for practical/experiential activities and insufficient funding for entrepreneurship programs, both of which ranked first. Secondary challenges included a lack of teaching materials, insufficient instructional time, difficulty relating concepts to students, limited training, and inadequate facilities. These results demonstrate that teachers face systemic and logistical barriers, which restrict their ability to deliver hands-on, authentic entrepreneurial experiences.

These challenges are supported by Rivera (2017) and Williamson and Weir (2020), who emphasized that lack of resources, teacher preparedness, and limited experiential learning opportunities are common obstacles in effective entrepreneurship instruction. Similarly, Panganiban (2020) highlighted the need for policy-level support, adequate funding, and resource allocation to overcome these challenges. The results suggest that addressing structural limitations, enhancing teacher training, and providing more hands-on learning opportunities are essential for the effective development of students' business skills.

➤ *Proposed Enhancement Measures for the Development of Business Skills of the Students Through Entrepreneurship Education*

• *The proposed Project, "Entrepreneurship in Action:*

Enhancing Business Skills through Experiential Learning," directly responds to the challenges identified while amplifying the strengths observed. The enhancement measures are multi-layered, targeting student skill acquisition, teacher facilitation, resource availability, and community engagement.

- *Hands-On and Experiential Learning Activities:*

Implementing mini-business projects, business simulations, and role-playing exercises addresses the lack of practical opportunities. These activities align with Pineda (2016) and Buff and Haines (2023), who emphasized that experiential learning bridges the gap between theory and practice and enhances both technical and interpersonal skills.

- *School-Based Business Activities:*

Initiatives such as pop-up stores, school bazaars, and mini enterprises provide real-life business exposure, allowing students to apply financial management, marketing, and operational planning skills in authentic settings. This is supported by Albay and Torres (2018), who showed that entrepreneurial projects foster creativity, strategic thinking, and financial literacy.

- *Mentorship and Guidance Programs:*

Regular consultations with teachers and local entrepreneurs, along with guest speaker sessions, offer students guidance, inspiration, and real-world insights, reinforcing Souitaris et al. (2016) and Peterman and Kennedy (2015), who found that mentorship enhances entrepreneurial confidence and intention.

- *Skill-Building Workshops and Competitions:*

Business plan competitions, financial literacy sessions, and group challenges strengthen planning, decision-making, teamwork, and leadership skills, addressing gaps identified in SOP 4. These activities are consistent with Rae (2016) and Chell (2018), who highlight the effectiveness of action-based, participatory learning in skill acquisition.

- *Resource, Funding, and Facilities Support:*

Allocating seed capital, materials, and utilizing school facilities mitigates resource limitations identified by students and teachers. This ensures equitable access to experiential opportunities, reinforcing the importance of institutional support highlighted by Echols (2022) and Williamson and Weir (2020). Community and Industry Partnerships: Collaboration with local businesses and LGUs enhances contextual relevance and provides authentic learning experiences. This aligns with Thompson (2019) and Natividad (2022), who argued that entrepreneurship education can contribute to economic development when linked to local communities and industry.

- *Recognition and Motivation Programs:*

Awards, certificates, and public acknowledgment serve as motivational tools, reinforcing positive behaviors and building confidence, consistent with Magsino and Salazar (2023), who emphasized the role of recognition in reinforcing an entrepreneurial mindset. Implementation Timeline and Sustainability: The project includes a structured six-month plan, with monitoring and evaluation built into each stage. Sustainability is ensured through curriculum integration, reinvestment of enterprise proceeds, and continuous teacher training. This guarantees that the entrepreneurship program becomes institutionalized, resilient, and adaptable, addressing both short-term learning outcomes and long-term competency development.

➤ *Theoretical Implications*

The findings of this study affirmed the theoretical foundations underpinning how entrepreneurship education enhances business skills. Consistent with Human Capital Theory (Becker, 1964), the program develops students' knowledge, financial literacy, and leadership skills, thereby increasing their future productivity and economic value. In line with the Theory of Planned Behavior (Ajzen, 1991). Entrepreneurship education strengthens students' confidence, motivation, and intention to engage in entrepreneurial activities.

The results also affirmed Entrepreneurial Learning Theory (Cope and Watts, 2000), as students best learn through experiential and reflective activities such as projects and business simulations. And lastly, the findings uphold Opportunity Recognition Theory (Shane and Venkataraman, 2000) showing that students become more capable of identifying and planning for business opportunities in their environment. Altogether, these theories suggest that entrepreneurship education not only impart technical skills but also shapes entrepreneurial attitudes, behaviors, and mindsets essential for lifelong success.

➤ *Practical Implications*

The findings hold significant practical implications for educators, curriculum developers, and policy makers. The demonstrated enhancement of students' business skills indicates that entrepreneurship education should be strengthened and sustained within the senior high school curriculum, particularly in the Technical Vocational Livelihood Strand and General Academic Strand. Teachers are encouraged to adopt experiential and student-centered approaches such as project-based learning, simulations, business fairs, and mentorship programs to help students apply theoretical concepts to real-life contexts, as emphasized by Pineda (2016) and Buff and Haines (2023).

School Administrators should allocate sufficient resources, facilities, and funding to support entrepreneurship activities and establish partnerships with local entrepreneurs and industries to promote community-based learning. Policymakers are likewise

urged to recognize entrepreneurship education as a driver of national economic growth by cultivating self-reliant, innovative, and financially literate citizens, consistent with the insights of Thompson (2019) and Natividad (2022).

➤ *Limitations of the Study*

While the study successfully achieved its objectives, several limitations must be acknowledged. It was conducted in only one public secondary school, limiting the generalizability of results to institutions with different contexts, resources, and student populations. The quantitative data relied on self-reported perceptions, which may have been influenced by response bias, while the absence of performance-based assessments limited the objectivity of measuring skill development.

Moreover, the study focused solely on the perspectives of students and teachers, excluding administrators, parents, and local entrepreneurs whose insights could have provided a more comprehensive view of program implementation. In conclusion, the study covered only one school year, restricting the assessment of long-term outcomes such as students' entrepreneurial behaviors or career paths. Future research should therefore involve a broader range of participants, utilize more objective evaluation methods, and adopt longitudinal designs to better understand the sustained impact of entrepreneurship education.

➤ *Future Research Directions*

Based on the limitations and findings, several avenues for future research are suggested:

- Expand the scope of participants to include multiple schools, both public and private, to assess variations in program effectiveness and resource allocation.
- Conduct longitudinal studies to track the long-term effects of entrepreneurship education on students' entrepreneurial careers.
- Investigate the role of teacher competency and training, exploring how professional development influences the success of entrepreneurship instruction.
- Examine the effectiveness of community and industry partnerships in enhancing experiential learning, mentorship, and student engagement.
- Explore cross-disciplinary approaches, integrating entrepreneurship to other basic subjects to promote broader entrepreneurial thinking.
- Assess the impact of digital and innovative pedagogies in developing entrepreneurial competencies among Generation Z learners.

Through these directions, future research can deepen understanding of how entrepreneurship education can be optimized to produce innovative, resilient, and financially literate learners equipped for real-world challenges.



## CHAPTER SIX

### CONCLUSION

The chapter elucidates in a concise manner the overall conclusions with regard to the discoveries obtained from the data analysis as well as their correspondence with the research goals. It integrates the major outcomes regarding the impacts of entrepreneurship education in the business skills formation of students at Caditaan National High School and brings out the significance of these results when compared to the literature and the education practice. The conclusions presented in this chapter depict a thorough comprehension of the impact of experiential entrepreneurship education, and they also act as a foundation for the future recommendations and policy directions.

#### ➤ *Summary of Key Findings*

This study aimed to examine the role of entrepreneurship education in developing business skills among the students of Caditaan National High School. Using a mixed-method design, the study analyzed both quantitative survey data and qualitative responses from students and teachers to answer five specific statements of the problem. Which stated as follows:

- What specific business skills are enhanced through entrepreneurship education?
- How do students perceive the effectiveness of entrepreneurship education in enhancing their business skills at Caditaan National High School?
- What are the roles of entrepreneurship education in developing business skills of the students at Caditaan National High School as perceived by the entrepreneurship teachers?
- What challenges do teachers and students encounter in the development of students' business skills through entrepreneurship education?
- What enhancement measures can be proposed to improve the development of business skills of the students through entrepreneurship education?

#### ➤ *The Key Findings are Summarized as Follows:*

- Entrepreneurship education effectively enhanced students' business skills, with an overall mean of 3.98 (Enhanced). Among the three domains, Financial Literacy and Resource Management obtained the highest average ( $M = 4.20$ ), indicating great improvement in budgeting, saving, and financial decision-making. This was followed by Opportunity Recognition and Strategic Planning with an average of 3.93, reflecting enhanced skills in identifying opportunities and managing risks. Resilience, Leadership, and Communication recorded an average of 3.80, showing positive but comparatively lower development in leadership and motivational skills. Overall, the statistical findings confirm that entrepreneurship education contributes positively to students' holistic business skill development.
- Students perceived that entrepreneurship education plays a significant role in developing students' entrepreneurial competencies, confidence, and mindset. Students demonstrated improved opportunity recognition and market awareness, showing the ability to identify viable business ideas in their environment. They also exhibited growth in business planning and financial literacy, reflecting enhanced skills in organizing ideas, budgeting, and managing resources effectively. Beyond technical abilities, students reported strengthened personal growth and entrepreneurial mindset, including increased confidence, leadership, communication skills, resilience, and a proactive approach to challenges.
- Entrepreneurship teachers perceive the subject as highly effective in developing students' business skills. Nine (9) Indicators were cited by 2 teachers include developing business plan skills, enhancing financial literacy, strengthening problem-solving and decision-making, improving leadership and teamwork, promoting creativity and innovation, encouraging responsible risk-taking, connecting knowledge to real-life applications, instilling entrepreneurial values, and preparing for future careers, highlighting their strong perceived impact. Meanwhile, three (3) indicators like recognizing business opportunities, building communication confidence, and developing resilience were mentioned by 1 teacher, suggesting they are recognized but less emphasized.
- The major challenges identified included limited resources, lack of facilities, inadequate experiential activities, and insufficient teacher training.
- Both students and teachers suggested several enhancement measures such as more experiential learning, school-industry linkages, adequate funding and facilities, and recognition of entrepreneurial achievements.

These findings revealed that entrepreneurship education positively impacts students' cognitive, technical, and interpersonal skills, yet its effectiveness depends on the availability of resources, qualified instruction, and experiential opportunities. Access to adequate learning materials, hands-on projects, and mentorship allows students to apply theoretical knowledge in real-world contexts, reinforcing skill development. Similarly, trained and competent educators play a crucial role in guiding students through

problem-solving, decision-making, and entrepreneurial thinking, while experiential opportunities—such as simulations, internships, and student-led projects—enhance engagement, creativity, and confidence. Without these critical supports, even well-designed programs may fall short in fostering meaningful learning outcomes and cultivating a strong entrepreneurial mindset.

### ➤ *Conclusions*

Based on the findings, it is concluded that entrepreneurship education significantly contributes to the development of business skills among senior high school students. The program not only enhances students' financial management and strategic planning competencies but also fosters creativity, resilience, and communication skills that are vital in today's dynamic business environment.

- Entrepreneurship education effectively enhances students' business skills by strengthening their ability to identify opportunities, plan strategically, and manage resources wisely. It also promotes financial responsibility and supports the development of resilience, leadership, and communication skills. Overall, entrepreneurship education contributes meaningfully to students' practical preparedness, confidence, and capacity to apply business concepts in real-life situations.
- Students perceive entrepreneurship education as highly effective in developing key entrepreneurial competencies, particularly in opportunity recognition, business planning, and financial management.
- Teachers view entrepreneurship education as transformative in shaping students' entrepreneurial competencies. Teachers recognized that the subject fosters creativity, problem-solving, communication, and leadership skills, which serve as essential foundations for entrepreneurial thinking. This conclusion underscores the instructional value of entrepreneurship education in developing both cognitive and behavioral competencies necessary for students' holistic development.
- Effective implementation of entrepreneurship education is constrained by several challenges, including limited resources, inadequate facilities, insufficient experiential learning opportunities, and a lack of continuous teacher training. These constraints restrict students' exposure to authentic entrepreneurial experiences and hinder the full realization of the subject's intended outcomes. Addressing these challenges is therefore critical to improving the quality and effectiveness of entrepreneurship programs.
- School-based project entitled "ENTREPRENEURSHIP IN ACTION: A School-based project Strengthening Business Skills through Experiential Learning at Caditaan National High School", directly addresses the issue of entrepreneurship education. This serves as a concrete response to the expressed needs of both students and teachers.

### ➤ *Recommendations*

Based on the findings and conclusions of the study, the following recommendations are proposed and are intended to improve the implementation and effectiveness of entrepreneurship education at Caditaan National High School.

- Schools strengthen financial literacy components within entrepreneurship education by integrating regular budgeting, costing, pricing, and record-keeping activities and practical financial tasks be embedded in classroom instruction to sustain and enhance students' competencies in financial decision-making.
- Entrepreneurship classes include hands-on activities like mini-business projects, simulations, and fairs to apply theory in practice, while schools implement mentorship programs with teachers, alumni, and local entrepreneurs to provide guidance and real-world insights.
- The Department of Education and school administrators provide regular training and workshops to equip teachers with updated entrepreneurship teaching strategies, while encouraging the use of innovative, student-centered methods like simulations, collaborative projects, and reflective learning to enhance student engagement and entrepreneurial skills.
- School administrators prioritize the allocation of funds for entrepreneurship-related resources, including materials, equipment, and dedicated spaces for school-based enterprises, to support practical learning activities.
- Schools actively establish linkages with local businesses, cooperatives, LGUs, and NGOs to provide students with exposure to real business environments, mentorship opportunities, and possible funding support.
- Future researchers conduct longitudinal studies to examine the long-term impact of entrepreneurship education on students' career paths and entrepreneurial engagement.



➤ *Significance of The Present Study*

The proposed enhancement measures that are evidence-based are essential contribution of this study. Activities contained in the proposal are essential guide for entrepreneurship teachers and students in supporting the development of business skills of the students. In particular, these enhancement measures are grounded in the actual needs, experiences, and challenges identified in the study, ensuring that the proposed activities are practical, context-sensitive, and aligned with the realities of the school setting. By translating research findings into concrete instructional strategies and experiential activities, the study bridges the gap between theory and classroom practice in entrepreneurship education.

This study is significant to teachers and school administrators, as it provides empirical evidence that may serve as a basis for improving the delivery of entrepreneurship subjects. The findings can guide teachers in selecting appropriate teaching strategies, instructional materials, and assessment methods that effectively foster students' business skills. For school heads and curriculum planners, the results may inform policy decisions, program planning, and resource allocation aimed at strengthening entrepreneurship education and promoting learner-centered, skills-oriented instruction.

The study is beneficial to future researchers and the academic community, as it contributes additional local literature on entrepreneurship education and business skill development among secondary school students. The findings and proposed enhancement measures may serve as reference materials or baseline data for related studies.

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**APPENDIX****APPENDIX – (A) SURVEY QUESTIONNAIRE****STUDENTS' SURVEY QUESTIONNAIRE**

*Thesis Title: "The Role of Entrepreneurship Education in Developing Business Skills Among the Students at Caditaan National High School"*

- Demographic Profile:**

Name (Optional): \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Strand/Track (if SHS): \_\_\_\_\_  
 Have you taken Entrepreneurship-related subjects? Yes \_\_\_\_ / No \_\_\_\_

- Instructions:**

Please rate the following indicators using the scale below:

- 5 – Highly Enhanced  
 4 – Enhanced  
 3 – Moderately Enhanced  
 2 – Fairly Enhanced  
 1 – Least/Not Enhanced

**Part 1 Business Skills Enhanced Through Entrepreneurship Education**

<b>A. Opportunity Recognition and Strategic Planning.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can identify simple business opportunities in my community or school.					
I can think of creative ways to solve problems and turn them into opportunities.					
I can make a step-by-step plan to achieve a business or project goal.					
I understand how to set realistic goals for a small business or project.					
Entrepreneurship education helps me recognize risks and plan how to address them.					
<b>B. Financial Literacy and Resource Management</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I know how to create and follow a simple budget.					
I can understand the importance of saving money and using it wisely.					
I can identify the resources needed (materials, money, equipment) for a small business operation.					
I am able to keep track of expenses and income in a simple finance record.					
Entrepreneurship education helps me make better decisions about money and resources.					
<b>C. Resilience, Leadership, and Communication.</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am confident in expressing my ideas to my classmates and in group activities.					
I can work well with others and contribute as a team member or leader.					
I am able to handle challenges and setbacks without giving up easily.					
I can motivate and encourage others to participate in a business project.					
Entrepreneurship education strengthen my communication skills and confidence in presenting business ideas.					

**Part 2 The Effectiveness of Entrepreneurship Education in Enhancing Business Skills of Learners**

2.1 How does entrepreneurship education enhance your business skills in opportunity recognition, crafting a business plan, and managing your finances?

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2.2 Do you associate the acquisition of these skills with the gain of your attendance in the entrepreneurship subject? Why do you say so?

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2.3 How do the activities in your entrepreneurship class help in enhancing your business skills?

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2.4 What business skills do you feel more confident in now compared to before taking the entrepreneurship subject?

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2.5 How does learning entrepreneurship change the way you think about money, opportunities, and problem-solving?

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### Part 3 Challenges Encountered by Students

Directions: Please put a check (/) to the challenges that you encountered relative to the development of your business skills through entrepreneurship education.

- ☐ Lack of sufficient learning materials.
- ☐ Limited time to study entrepreneurship due to other subjects.
- ☐ Difficulty in understanding business concepts.
- ☐ Struggle in applying lessons to real-life situations.
- ☐ Limited opportunities for hands-on or practical activities.
- ☐ Lack of confidence in presenting or communicating business ideas.
- ☐ Difficulty managing group tasks or teamwork.
- ☐ Limited support or encouragement from family/school/community.
- ☐ Insufficient school facilities for entrepreneurship activities.
- ☐ Low motivation or interest in entrepreneurship.
- ☐ Lack of resources present in the school or community.
- ☐ Limited funding due to financial restraints
- ☐ Others: \_\_\_\_\_

### Part 4. Suggested Enhancement Measures

1. What suggestions can you give to improve entrepreneurship education at Caditaan National High School?

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2. What type of business activities do you think would help you develop your business skills more effectively?

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3. How can the school better support you in applying entrepreneurship lessons to real-life situations?

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### SURVEY QUESTIONNAIRE FOR TEACHERS

*Thesis Title: "The Role of Entrepreneurship Education in the Development of Business Skills Among the Students of Caditaan National High School"*

#### ➤ Instructions:

The following guide will be used in one-on-one interviews. Follow-up questions may be asked for clarification or elaboration.

Teacher Profile:

Name (Optional): \_\_\_\_\_

How long have you been teaching entrepreneurship? \_\_\_\_\_

What grade levels or strands do you handle? \_\_\_\_\_

**Part 1: Perceptions on the Role of Entrepreneurship Education**

- ☐ Helps students recognize and evaluate business opportunities
- ☐ Develops skills in crafting and presenting business plans
- ☐ Enhances financial literacy and money management skills
- ☐ Strengthens problem-solving and decision-making abilities
- ☐ Improves leadership, teamwork, and collaboration skills
- ☐ Builds confidence in communication and idea presentation
- ☐ Promotes creativity and innovation in business thinking
- ☐ Develops resilience and adaptability in facing challenges
- ☐ Encourages responsible risk-taking and critical thinking
- ☐ Connects academic knowledge to real-life business applications
- ☐ Instills entrepreneurial values (initiative, perseverance, responsibility)
- ☐ Prepares students for future entrepreneurial or career opportunities
- ☐ Others: \_\_\_\_\_

**Part 2: Challenges in Implementation**

- ☐ Lack of updated and sufficient teaching materials/resources.
- ☐ Limited instructional time for entrepreneurship subjects
- ☐ Difficulty in making entrepreneurship concepts relatable to students
- ☐ Insufficient training or seminars for teachers in entrepreneurship education
- ☐ Limited opportunities to provide practical/experiential activities
- ☐ Difficulty in motivating students to actively participate
- ☐ Lack of parental or community support in student entrepreneurial activities
- ☐ Overloaded curriculum with limited flexibility
- ☐ Inadequate school facilities and equipment for entrepreneurial projects
- ☐ Limited funding for entrepreneurship-related programs or activities
- ☐ Others: \_\_\_\_\_

**Part III: Enhancement Measures**

- ☐ Provide more hands-on or practical activities.
- ☐ Integrate real-life examples and case studies into lessons
- ☐ Increase instructional time for entrepreneurship subjects
- ☐ Conduct workshops or seminars with successful entrepreneurs as resource speakers
- ☐ Improve access to updated learning materials and resources.
- ☐ Strengthen financial literacy activities.
- ☐ Enhance school facilities for entrepreneurship projects.
- ☐ Encourage more teamwork and collaborative business activities
- ☐ Organize school-based entrepreneurship fairs or competitions
- ☐ Provide mentoring and coaching from teachers or community entrepreneurs
- ☐ Establish linkages with local businesses for exposure and internships
- ☐ Others: \_\_\_\_\_



## Appendix – (B) Letter to Conduct a Study



**ST. LOUISE DE MARILLAC COLLEGE OF SORSOGON, INC.**  
(Member of the Daughters of Charity - St. Louise de Marillac Educational System)  
Burgos St., Talisay, Sorsogon City



August 29, 2025

**LIEZL B. OH**  
Secondary Principal I  
Caditaan National High School  
Magallanes, Sorsogon

Dear Ma'am:

Greetings of peace and goodwill!

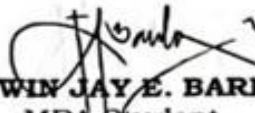
I am Alwin Jay E. Barreda, a graduate student pursuing a Master in Business Administration at St. Louise de Marillac College of Sorsogon. As part of the requirements for my graduate program, I am currently conducting a research study entitled: ***"The Role of Entrepreneurship Education in Developing Business Skills Among the Students at Caditaan National High School."***

The primary purpose of this study is to examine how entrepreneurship education contributes to the enhancement of students' business-related skills and to identify areas for further improvement in teaching and learning. The findings are expected to provide valuable insights that may help strengthen the implementation of entrepreneurship education in your institution.


In this regard, I respectfully request permission to conduct the study within your school, particularly among the Senior High School students and selected teachers. Data will be gathered through the use of survey questionnaires and interviews, ensuring that the process will not disrupt regular classes and activities. Please be assured that the data to be collected will be treated with the utmost confidentiality and will be used solely for academic purposes.

I sincerely hope for your favorable consideration of this request. Thank you very much for your support and kind assistance.

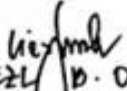
Respectfully yours,

  
**ALWIN JAY E. BARREDA**  
MBA Student

Noted by:

  
**MARIA GINA D. DICHOSO, Ed.D.**  
Dean of Graduate Studies

Approved:

  
**LIEZL B. OH**



**Appendix – (C) Curriculum Vitae****ALWIN JAY E. BARREDA, LPT, CSE**

Caditaan, Magallanes, Sorsogon

Mobile: 0919-791-8822

E-mail: [alwinjay.barreda@deped.gov.ph](mailto:alwinjay.barreda@deped.gov.ph)**Eligibility:**Career Service Professional  
Licensed Professional Teacher**Personal Information:**

Age:

37 years old

Birthdate:

June 1, 1988

Birthplace:

Caditaan, Magallanes, Sorsogon

Civil Status:

Male

Citizenship:

Filipino

Parents:

Mr. Erwin P. Barreda,  
Mrs. Jean E. Barreda**Educational Background:**  
**Post Graduate****Master in Business Administration**St. Louise de Marillac College of Sorsogon  
Burgos st. Talisay, Sorsogon City**Methods of Teaching**  
(2<sup>nd</sup> Sem 2014-15)Annunciation College of  
Bacon Sorsogon Unit Inc.  
Sorsogon City**Post Graduate**  
(1<sup>st</sup> Sem 2014-15)**Master of Arts & Management**  
Major in Public Administration  
Sorsogon State University  
Sorsogon City**Tertiary**  
2007 – 2012**B.S. in Business Administration**  
Major in Marketing Management  
St. Louise de Marillac College of Sorsogon  
Burgos st. Talisay, Sorsogon City**Technical/Vocational:**  
**Bookkeeping NC III**  
Bicol Merchant Marine College Inc.**Travel Services NC II**  
Bicol Merchant Marine College Inc.

**Housekeeping NC II**

Bicol Merchant Marine College Inc.

**Food and Beverage Services NC II**

LGU Barcelona

**Cellphone Technician**

**Lucena Manpower Skills Training Center**

Lucena City

**Hilot Wellness Massage NC II**

LGU Magallanes

**Trainers Methodology I**

TESDA Sorsogon City

**Secondary**

2000 – 2005

**Caditaan National High School**

Caditaan, Magallanes, Sorsogon

**Organizational Involvement:**

Class President – 505<sup>th</sup> CDC Army Reserve Command CL – 01-2021

Founder – Phi Lambda Epsilon Fraternity & Sorority Magallanes Chapter

Instructor(3<sup>rd</sup> Dan Blackbelt) – Bicol Taekwondo Mission Association/Galleons TKD

Member – Rider's Safety Advocates of the Philippines

Adviser – Task Force Kalinga Kalikasan

Member – Rouser Club of the Philippines

**Character Reference:**

**Richard G. Perelonia**

Teacher 1

Caditaan National High School

0946-601-3532

**Bryan D. Hije**

Account Officer

Gubat St. Anthony Cooperative

0927-627-9506

**Liezl B. Oh**

School Principal

Caditaan National High School

0981-461-4706

I hereby certify that the above-mentioned information's are true and correct based upon my knowledge.



**ALWIN JAY E. BARREDA**

Signature