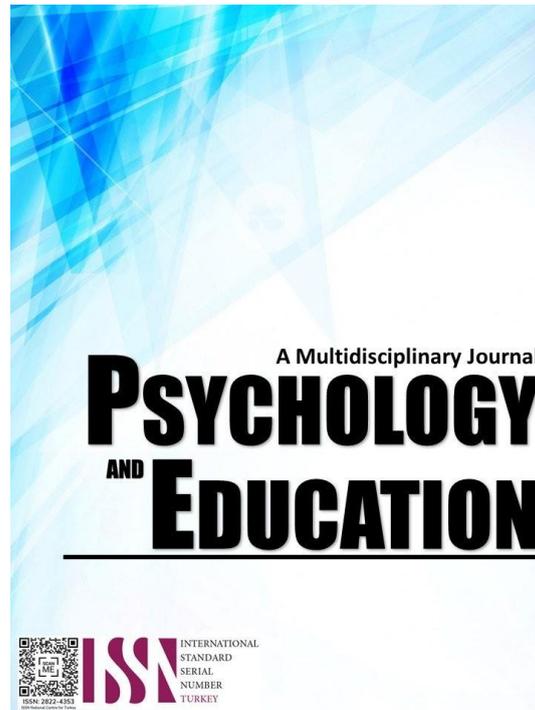


**ASSESSMENT ON ENTREPRENEURIAL SKILLS OF
THE SENIOR HIGH SCHOOL - HOME ECONOMICS
STUDENTS: BASIS FOR A LEARNING
INTERVENTION PLAN**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 14

Pages: 141-152

Document ID: 2023PEMJ1245

DOI: 10.5281/zenodo.8402752

Manuscript Accepted: 2023-2-10



Assessment on Entrepreneurial Skills of the Senior High School - Home Economics Students: Basis for a Learning Intervention Plan

Maricar T. Delas Alas*, Arra Faye B. Lagrana, Kyla E. Dimapawi, Lovely G. Feliciano

Michael DC. Gato, Mark Paulo Y. Tanjente, Jaymar D. Arago

For affiliations and correspondence, see the last page.

Abstract

Entrepreneurship has a rightful place in Home Economics. This research focused on the assessment of entrepreneurial skills of the Senior High School – Home Economics Students: a basis for a learning intervention plan. The researchers utilized the curriculum guide of Department of Education to assess the entrepreneurial skills in terms of making a business plan and implementing a small case business. It caters 287 SHS HE students taking the track and strand. Based on the results, it was found out that developing a business plan got 4.57 mean which means that the students were strongly agreed that they can prepare and produce a business plan. Meanwhile, 4.38 as strongly agree also in implementing a small business. The Lack of opportunities to attend trainings, seminars, and workshops related to entrepreneurship was a challenge experience of the students. The study recommends school to support the development of entrepreneurial skills of the students to further capacitate them in the industry demand.

Keywords: *entrepreneurial skills, implementing of small case business, business plan*

Introduction

It is becoming increasingly clear that 21st-century learning is essential for students to be successful in an ever-changing global economy. 21st-century learning is not simply an update to traditional education; it is a fundamental shift in how they think about and prepare students for their future. 21st-century learning is more than just the 3Rs which compose of reading, writing, and arithmetic. It emphasizes the importance of critical thinking, creativity, collaboration, and communication – skills essential for students to thrive in the 21st century. Furthermore, entrepreneurial skills are also important in the 21st century which can build leadership qualities among individuals, enhance innovation and business management skills which can provide a great foundation for further undertakings in the future fields. The bottom line is that 21st-century learning is essential for students to be successful in the 21st century. It is about much more than just the 3Rs and cannot occur in a traditional classroom setting. Highlighting the need for enhancing critical thinking, communication and entrepreneurial skills (Llego, 2022).

Since critical thinking, communication skills are much more focused in the classroom, entrepreneurship must be highly focused on in the 21st Century approach. Entrepreneurship is the process of developing, organizing, and running a new business to generate profit while taking on financial risk. In a broader

sense, it is the process of transforming the status quo by solving the most pressing problems and pain points in our society, often by introducing an innovative product or service or creating new markets.

Therefore, entrepreneurship is crucial since it fosters entrepreneurial skills in everyone to enhance time management, financial literacy, goal-setting, and communication abilities. Entrepreneurial skills can encompass a broad range of various skill sets like technical skills, leadership and business management skills and creative thinking. Entrepreneurial skills can be applied to many different job roles and industries, developing your entrepreneurial skills can mean developing several types of skill sets. For instance, to be a successful business owner, an individual may need to develop various business management skills (Herrity, 2022). Indeed, entrepreneurship will help identify and develop managerial skills. Necessity can be a great teacher, and firsthand experience as a business owner can enhance existing business knowledge and leadership abilities (Indeed Editorial Team, 2023).

Movements to promote and incorporate entrepreneurial skills in the education system are now increasing in numbers in the Philippines, it gives the importance of developing entrepreneurial skills of the students by including the entrepreneurship subject in the curriculum especially in Senior High School. One of the expectations of the SHS program was that the students must be equipped in College, Employment,

Technical Skills Development and Entrepreneurship (Philippine Official Gazette, 2022). In order for students to leave high school and enter college or careers, they need to possess a set of entrepreneurial skills and be able to articulate their work and what they're capable of (Villamater, 2018).

Recommendations are therefore made that entrepreneurship should be introduced as a core module, partnership between the university and organizations within the community should be formed to promote work integrated learning, while policies of the government and university that can enhance entrepreneurship from undergraduate level should be made and implemented. (Gamede, 2018). It has been noted that entrepreneurship impacts society through employment, improvement of human life, increased productivity, and revenue from taxes (Lacap, 2017).

In trying to promote and develop entrepreneurship, the Department of Education (DepEd) presents the 3rd YECS Entrepreneurship Training and Conference dubbed as the "TEEN NEGOSYO" under the GO NEGOSYO campaign on July 26-31, 2008 at the Teachers Camp, Baguio City under DepEd Memorandum No. 277 s. 2008 to further improve and develop entrepreneurial skills among stakeholders. Despite the released memorandum and proposed inclusion in the curriculum, entrepreneurial skills are still lacking among SHS students, particularly in developing creativity and innovations as a mindset of students in the formal education system (Lacap, 2017).

The objective of this study is to assess the entrepreneurial skills of the SHS home economics students in terms of developing business plans and implementing a small business. Also, to identify the co-curricular activities conducted in support to development of entrepreneurial skills of the students. This paper also aims to identify challenges that have been encountered by students in developing entrepreneurial skills. This paper wants to identify the current assessment of students in light of their entrepreneurial skills basis for an intervention program to enhance the development of the entrepreneurial skills of the students.

Research Questions

The general problem of this study is "How may the entrepreneurial skills of SHS Home Economics Students in Richwell Colleges Incorporated be assessed?" Specifically, this study will find answers to the following questions:

1. How may the entrepreneurial skills of the SHS Home Economics Students be described in terms of:
 - 1.1 developing a business plan; and
 - 1.2 implementing a small business?
2. What are the co-curricular activities conducted in support to development of entrepreneurial skills of the HE Students in terms of;
 - 2.1 technical; and
 - 3.2 academic?
3. What challenges have been encountered by the students in acquiring entrepreneurial skills?
4. What intervention program may be proposed in enhancing the entrepreneurial skills of the HE students?

Literature Review

Senior High School Home Economics Skills Development.

Historically, Home Economics, which first appeared in the 1880s, sought to teach women not just how to cook and sew, but also to create a pathway for young women to attend college. Home economics did not become an organized field of study until the early 1900s, thanks to Catherine Beecher and Ellen Swallow Richards, who created the American Association of Family and Consumer Sciences it was the pioneering women who first set out the seven areas of home economics in an effort to teach girls how to properly care for a home and family and to open new career avenues. Modern home economics courses now offer a more inclusive education to all students, including those in high school (Hammond, 2021).

Meanwhile, according to Haggie (2020), home economics education advocates for beneficial changes in individuals' and families' home life experiences. It is the foundation of information, attitudes, and talents that influence our everyday decisions throughout our lives. Human Development, Food and Nutrition, Financial Management, Clothing and Textiles, Shelter and Housing are the five interrelated aspects of home economics. The Philippine education supports the development skills of the students in home economics. Hence, the government added home economics to the DepEd Curriculum in SHS TVL. TVL-HE is intended to help students build skills that will be valuable in future livelihood initiatives at home. It offers a curriculum that combines basic courses necessary for all SHS streams with specialized hands-on courses that satisfy TESDA's standard hour requirement and competency-based evaluation. Students in this strand are assessed by TESDA for National Certifications

(NCs), which improve their employability after graduating from SHS. They can also pursue college degrees in business, entrepreneurship, culinary arts, hotel and tourism management, nutrition, food technology, food management, fashion management, and interior design (UST, 2022).

Home economics program has its specializations in SHS TVL such as: Attractions and Theme Parks Operations with Ecotourism (NC II), Barbering (NC II), Bartending (NC II), Beauty/Nail Care (NC II), Bread and Pastry Production (NC II), Caregiving (NC II), Commercial Cooking (NC III), Cookery (NC II), Dressmaking (NC II), Events Management Services (NC III), Fashion Design (Apparel) (NC III), Food and Beverage Services (NC II), Front Office Services (NC II), Hairdressing (NC II), Hairdressing (NC III), Handicraft (Basketry, Macrame) (Non-NC), Handicraft (Fashion Accessories, Paper Craft) (Non-NC), Handicraft (Needlecraft) (Non-NC), Handicraft (Woodcraft, Leathercraft) (Non-NC), Housekeeping (NC II), Local Guiding Services (NC II), Tailoring (NC II), Tourism Promotion Services (NC II), Travel Services (NC II), and Wellness Massage (NC II). (Llego, 2023). To obtain the permission to offer different specializations, one must comply with the TESDA Training Regulation and DepEd Memorandum with regards to availability of facilities, tools, equipment, and teachers' qualifications.

According to Haggie (2020), students critically evaluate key daily issues in terms of their implications for themselves, their families, and society as a whole. Individuals and families as functioning units of society benefit from home economics education. Furthermore, home economics teaches students to employ entrepreneurial skills, accept difficulties, modify and adapt in a changing environment, experiment and be creative, make informed decisions, and apply reasoned action in real-life circumstances. Thus, in addition, according to Brayant (2018), home economics education would assist youth in developing abilities in family finance, nutrition, cooking, and other life skills. As seen in this essay, home economics has a significant influence on society today. Having these programs for at least four years will help kids become more responsible and aware of how to care for themselves as adults, rather than relying on their parents for their fundamental needs. With these programs, parents may have a bit more confidence in their children when they leave them alone.

School Co-Curricular Activities Leading to Entrepreneurial Skills Development.

The Department of Education supports the skills development of the students by providing Department Order No. 34, series of 2022. Co-Curricular Activities are authorized, voluntary, and non-graded engagements, whether on or off-campus, that reinforce the development of 21st-century skills beyond the scheduled contact time between teachers and learners. The activities must be anchored on the curriculum's content and performance standards. They are considered extensions of formal learning experiences are provided to tap into and enrich the varied intelligences and skills of the learners. (D.O 21, s. 2019, Policy Guidelines on the K to 12 Basic Education Program. Meanwhile, Curricular Activities are opportunities and experiences undertaken by the learners in the classrooms, laboratories, workshops, and homes as well as school-based and out-of-school activities conducted to ensure the learners' acquisition of the K to 12 learning standards and the 21st-century skills. (DO 21, s. 2019).

Recently, there was a Regional Memorandum No. 621, series of 2022 in Region III about the allowable Co-Curricular activities that are allowable to be conducted starting school year 2022-2023 such as scouting, press conference, science and technology fair, sports, culminating activities in different learning areas and festival of talents. In relation to this study, the DepEd mandates the schools to support the Skills Development of the SHS Home Economics Students by providing different activities and programs to further enhance their skills that lead to entrepreneurial activities.

The Importance of Business Implementation

Whether a business is a start-up or already well established, business implementation becomes the responsibility of all the employees. Implementation is the process of executing a plan or policy so that a concept becomes a reality. To implement a plan properly, managers should communicate clear goals and expectations, and supply employees with the resources needed to help the company achieve its goals. Flora Richards-Gustafson April 10, 2019

Challenges in Developing Entrepreneurial Skills of the Students

Entrepreneurship skills are important. Being an entrepreneur is not easy, especially when you are a young entrepreneur. There are challenges faced by student entrepreneurs who are starting a business right after their graduation. Right from juggling between the projects to coming up with innovative ideas, student

entrepreneurs have to manage various responsibilities of the business while working long hours. (Arya College, 2021).

Further, the attitude of the customers and your business partners is also another problem faced by student entrepreneurs. Therefore, top engineering colleges in Rajasthan emphasize developing essential entrepreneurship skills. The challenges faced by student entrepreneurs are limited budget, time management, choosing the product, and hiring the right thing. Taking up a job after graduation is easy but becoming a job creator rather than a job seeker is far better as you not only earn for yourself but also help others to earn. (Arya College, 2021).

Entrepreneurship as a Core Module

Recommendations are therefore made that entrepreneurship should be introduced as a core module, partnership between the university and organizations within the community should be formed to promote work integrated learning, while policies of the government and university that can enhance entrepreneurship from undergraduate level should be made and implemented (Gamede, 2018). It has been noted that entrepreneurship impacts society through employment, improvement of human life, increased productivity, and revenue from taxes (Lacap, 2017). In order for students to leave high school and enter college or careers, they need to possess a set of entrepreneurial skills and be able to articulate their work and what they're capable of (Villamater, 2018). Thus, it is important that the educational system offer support in enabling students to experience entrepreneurship in practice and to create the pre-conditions favorable for fostering entrepreneurial minds (Voda, 2019).

Entrepreneurship Current Status

The current literature reveals clear evidence that in order for entrepreneurship education to be effective student's need positive 'hands on' experiences to be fostered throughout schooling and into university so that they can build entrepreneurial intent and confidence. Entrepreneurship education helps to foster the intent of students to be entrepreneurs (Marire, 2015, Rauch & Hulsink, 2015).

Entrepreneurial Inclination in the Current Education System

There was a study entitled "Senior High School Students' Entrepreneurial Inclination: The Case of

Accountancy, Business, and Management Track Students in Pampanga, Philippines" (Lacap, 2017). They focus on studying about the inclination of SHS ABM Track, so the researcher would like to engage this study to SHS Home Economics since they were producing products and technical skills services. Second, they did not include the sampling technique and sample calculation. Third, they did not focus on the skills development of the SHS Students leading to entrepreneurial opportunities.

The study of Iyalehue (2019) investigated the factors that will increase Home Economics Teachers' favorable attitudes toward long-term skill development and economic empowerment in Lagos State junior secondary schools. A survey research design was used for the investigation. The study was led by four hypotheses and four research questions. The population included all of the Model Junior Secondary School instructors in Lagos State, as well as all of the Model Junior Secondary School Home Economics teachers. The sample for the study was chosen using an appropriate technique. The sample size was 100 Home Economics professors and 200 Junior Secondary School students from five Lagos State Model Schools. A structured questionnaire was used to collect data for the study. The mean and standard deviation were used to analyze the data. According to the findings, some Home Economics teachers had more negative opinions and few good attitudes. In-service practical training, modern equipment, a conducive practical laboratory environment, excursions, and exhibitions, among other things, are factors that Home Economics teachers believe will improve their positive attitude toward teaching Junior Secondary School students' practical skill development. Based on the findings, recommendations were made among others that Home Economics teachers should not always wait and rely on the government for in-service training but to make personal effort to develop themselves especially on practical aspects.

Multidisciplinary Study in the 21st Century

Meanwhile, the study of Erjavsek (2021) discovered that home economics operates in the academic, curriculum and social realms, as well as in everyday life. Due to its multidisciplinary, it includes and interconnects the contents of different disciplines (e.g., healthy lifestyle, nutrition, dietetics, textiles, home family, consumption, personal and family economics, design and technology), which are considered in terms of meeting the needs of the individual, family, and society. Home economics education and literacy play

an important role in acquiring knowledge and skills that help raise the quality of life of the individual, family, and society. With the development of society, the needs of both the individual and the family are changing; therefore, changes are also needed in home economics education, which is reflected in the updating of the subject curricula. The goals and contents in the curriculum must reflect and meet the needs of the current society and take into account the cultural dependence and social determinism of the home economics field. To a certain extent, the current curriculum of the subject home economics in Slovene elementary schools already includes some content areas that have been recognised as important for meeting the needs of society. These relate to healthy lifestyle, nutrition, health, textiles, consumption, economics, family, environment and sustainable development. Given the perceived needs of society, the use of household appliances, home contents, and first aid should be additionally included in home economics education in Slovenia, and students should be encouraged to develop social and communication skills. It is also necessary to consider the appropriate placement of the subject in the curriculum, as it is necessary to implement home economics education in the entire elementary school education. Doing so will enable the acquisition of knowledge and skills needed in society and, therefore, the appropriate level of home economics literacy of the individual.

The cited study justified that Home Economics Education should promote varieties of opportunities to the students, quality of life, sustainable life and to make students financially stable. In relation to this study, the researcher will pursue how the school-participants will support the skills development of the SHS Home Economics Students learning for entrepreneurial opportunities.

Motivation of the Home Economics Students

According to Babeyuju, (2013) one of the factors why students do not embrace opportunities of Home Economics in sustainable life was the lack of emphasis of the school on the importance of the subject. It was stated that students should be taught the importance of Home Economics and career opportunities available to the subject. Motivation of the Home Economics Students matters with their embracing the opportunities in-store for them.

The study cited supports that the motivation of the Home Economics Students must be sustained. However, there are no programs or activities recommended to sustain this. Hence, the researcher

will pursue to gather data on the curricular activities that the school-participants are implementing to further motivate the students as well as enhancing their skills leading to entrepreneurial opportunities. While the cited study stated that the lack of facilities, equipment and tools in Home Economics made the students ignorant of the entrepreneurial opportunities in-store for them.

Instructional Facilities in Home Economics as an Effective Teaching and Learning Environment.

The researcher decided to pursue this study to assess Home Economics students in Technology and Livelihood Education (TLE). The reason why some of them failed in complying with the required competencies is due to the inadequacy of instructional facilities which, in turn, affects their academic achievement. Findings revealed that in TLE (Home Economics), students have a highly positive assessment and teachers have a very high positive assessment. These are indications of a positive degree of favorable assessment towards the course. As to the assessment on adequacy of Home Economics instructional facilities, both teachers and students rated that Tagaytay City Science National High School Home Economics instructional facilities are adequate. This means that the instructional facilities in Home Economics are satisfactory in the sufficiency and functionality for an effective teaching and learning environment. Furthermore, findings also showed that students' academic achievement in TLE (Home Economics) is very satisfactory. In general, a significant relationship exists between students' and teachers' assessment of the TLE (Home Economics) course program and its adequacy in its instructional facilities. Likewise, a significant relationship exists between students' and teachers' assessment of TLE (Home Economics) course program to students' academic achievement and assessment on adequacy of Home Economics instructional facilities to students' academic achievement. (Bawar, 2019)Based on the research results, it can be deduced that in-service home economics teachers should be offered ongoing professional development in order to achieve the competences needed to teach sustainable development as part of the home economics subject. (Kozina, 2021).

Methodology

To attain the aims of the study, the researcher employed a quantitative research approach; quantitative research is the process of collecting and analyzing numerical data. It can be used to find

patterns and averages, make predictions, test causal relationships, and generalize results to wider populations, and a descriptive survey research method, descriptive survey research is an approach of descriptive research that blends quantitative and qualitative data to provide you with relevant and accurate information. Therefore, these research designs and methods can help the current study attain the following objectives: to determine the entrepreneurial skills of the SHS home economics students in terms of developing business plans and implementing a small business. Also, to identify the co-curricular activities conducted in support to development of entrepreneurial skills of the students. This paper also aims to identify challenges that have been encountered by students in developing entrepreneurial skills.

Participants

This study was conducted in 3 different schools offering TVL Home Economics Program. The participants of the study were the TVL Home Economics Teachers and Grade 12 students enrolled in the different specializations of the TVL Home Economics program. The study was conducted in the academic year of 2022-2023. The researcher used the Raosoft Calculator for the computation of the respondents. The total number of Grade 12 HES students is 297 and the recommended sample size of the respondents based on the Raosoft calculator is 168. This is the minimum recommended size of the survey.

Instruments of the Study

In the study entitled “Assessment on Entrepreneurial Skills of the Senior High School - Home Economics Students of Richwell Colleges, Incorporated: Basis for a Learning Intervention Plan. The researchers will utilize researcher-made instruments as survey questionnaires based from the “K-12 Basic Education Curriculum Senior High School – Applied Track Subject” competencies. The researcher-made questionnaire consists of three parts. The first part is the student profile which consists of age, gender and students’ specialization such as BPP, FOS, FBS and Housekeeping. The second part is the Entrepreneurial Skills of the students in developing a business plan and implementing a small business where the students will rate their skills based on the Likert scale. Lastly, the third part consists of two (2) questions. First question will be answered by Teachers who handles HES subject. The question is: What are the co-curricular activities done in your school provided to support the development of entrepreneurial skills of the SHS

Home Economics Students? With Sub questions:

- What are the co-curricular activities done in your school provided to support the development of entrepreneurial skills of the SHS Home Economics Students in terms of technical?
- What are the co-curricular activities done in your school provided to support the development of entrepreneurial skills of the SHS Home Economics Students in terms of academics?

Question no. 2 is for the students. The question is: What are the challenges that hinder you to acquire entrepreneurial skills inside the school?

Procedure

The mode of the data gathering is the survey-questionnaire method. Each respondent is given a well-structured and well-instructed set of statements to assess the entrepreneurial skills.

The researchers carry the following procedures.

1. The questionnaire is validated by the experts and then followed by the approval of the Dean and the President of the chosen institution to conduct the proposed study.
2. With the approval of the Dean or President of the Institution, the researchers personally seek help from the advisers to distribute the survey-questionnaires to the selected participants to answer it during their free time. The survey-questionnaire will be given either during the second week of March.
3. The researchers collected the questionnaires from the advisers during their free time. If ever the respondents are not able to submit on time, the researchers will immediately make follow up through chat or email.
4. The researcher checks if all the items are answered religiously for the conduct of study.

Administration and conduct. The researcher will personally visit the participating school in this study to ask permission to its school heads formally. The respondents are also given options by the researcher if they seek for an orientation about the overview of the study which are done through face-to-face interactions with the respondents. The survey questionnaires are in hard copy which will be distributed personally to the respondents. The researcher assures the respondents enough time to answer the questionnaires for a comprehensive and valid data. Respondents of the study are recruited through the assistance and help of school heads. The instruments consist of a letter of

invitation including the informed consent information and the survey questionnaire. The researcher will strictly manage the responses to secure the data of the respondents. The researchers collected all of the survey questionnaire responses from the respondents and arrange them based on the variables of the instruments. There will be no further requests for potentially sensitive information among the respondents. Responses will be given by the respondents, and will not be linked in any way to the email addresses used for recruitment, making it impossible to link respondents to their survey responses.

Ethical Considerations

Adhering to the five (5) basic ethical principles: a) avoidance of harm, b) avoidance of deception; c) respect to privacy; d) the practice of confidentiality; and e) the notion of informed consent, the anonymity of the participants' personal information were carefully treated with confidentiality. Proper consent was secured to the school administration, teachers and the students before the conduct of the study. Participant's convenient time preference was also considered. Ethical considerations were observed in this study which is also paralleled to the policy and guidelines of RA 10173 or the Data Privacy Law of 2012 that protects individuals from unauthorized processing of personal information that is private, not publicly available; and identifiable, where the identity of the individual is apparent either through direct attribution or when put together with other available information.

Results

The present practices of teachers in the utilization of digital technology for instruction in the classroom were asked, particularly in applying hybrid learning modality.

Entrepreneurial Skills: Developing a Business Plan

Table 1 presents the Entrepreneurial Skills of SHS Home Economics students in developing a business plan, which are computed and presented in tabular form with corresponding mean and verbal interpretation.

Table 1. *Entrepreneurial Skills: Developing a Business Plan*

	<i>Statements</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1.	I can identify the market problem to be solved or the market needs to be met.	3.69	Agree
2.	I can propose a solution/s in terms of product/s and service/s that will meet the need using techniques on seeking, screening, and seizing opportunities	3.77	Agree
3.	I can analyze the market needs.	3.84	Agree
4.	I can determine the possible product/s or services that will meet the need.	4.06	Strongly Agree
5.	I can screen the proposed solution/s based on viability, profitability and customer requirements	4.12	Strongly Agree
6.	I can scan and select the market need	4.11	Strongly Agree
7.	I can describe the unique selling proposition and value proposition that differentiates one's product/service from existing products/services.	3.84	Agree
8.	I can determine who the customers are in	4.14	Strongly Agree
9.	I can validate customer-related concerns through an Interview.	4.19	Strongly Agree
10.	I can validate customer-related concerns through Focused Group Discussion (FGD); and Survey	3.37	Agree
11.	I can describe the Marketing Mix (7Ps) in the relation to the business opportunity vis-à-vis: Product, Place, Price, Promotion, People, Packaging; and Positioning	3.12	Agree
12.	I can develop a brand name	3.10	Agree
13.	I can describe the 4Ms (Manpower, Method, Machine, Materials) of operations in relation to the business opportunity.	3.40	Agree
14.	I can create a prototype of the product;	4.14	Strongly Agree
15.	I can test the product prototype	4.40	Strongly Agree
16.	I can validate the service description of the product with potential customers to determine its market acceptability;	3.14	Agree
17.	I can select/pinpoint potential suppliers of raw materials and other inputs necessary for the production of the product or service;	3.75	Agree
18.	I can discuss the value/supply chain relation to the business enterprise;	3.99	Agree
19.	I can recruit qualified people for one's business enterprise	3.51	Agree
20.	I can develop the business model;	3.95	Agree
21.	I can Forecast the revenues of the business	3.32	Agree
22.	I can Forecast the cost to be incurred;	3.64	Agree
23.	I can Compute for profits; and	4.57	Strongly Agree
24.	I can create the company's five (5) year projected financial statements.	3.25	Agree
	General Mean	3.77	Agree

A business plan is a formal statement of how a business intends to reach its goals and a road map that provides directions for its future. According to the results, the item "I can compute for profits" got the highest mean of 4.57 with the verbal interpretation of Strongly Agree. Followed by the item "I can test the product prototype" with 4.40 mean. The item "I can validate customer-related concerns through an Interview" got a mean of 4.19. Also, "I can validate customer-related concerns through an Interview" and "I can determine who the customers are in" both got a mean of 4.14. Meanwhile, the item "I can screen the proposed solution/s based on viability, profitability and customer requirements" got a mean of 4.12, followed by "I can scan and select the market need" with a mean of 4.11. Lastly, the item "I can determine the possible product/s or services that will meet the need" got a mean of 4.06. The results reflect the statements of Jeresano and Dicen (2021) that in order

for Senior High School TVL students to succeed in their careers, competencies stated in the most essential learning competencies should be acquired comprehensively by them. It is evident that most of the items in this table got Strongly Agree remarks as students are having great learning experience tackling this area of skills proficiency in developing a business plan. It implies that most of the competencies are learned and experienced by students and can be applied in their outputs and learning assessments.

Furthermore, the students voted Agree on 16 items. According to the results, the item "I can develop a brand name" got the lowest mean of 3.10 with a verbal interpretation of Agree. However, "I can discuss the value/supply chain relation to the business enterprise" got a mean of 3.99, and then followed by "I can develop the business model" with a mean of 3.95. Moreover, the item "I can describe the unique selling proposition and value proposition that differentiates one's product/service from existing products/services" and "I can analyze the market needs. both got a mean of 3.84. However, the item "I can propose a solution/s in terms of product/s and service/s that will meet the need using techniques on seeking, screening, and seizing opportunities" got a mean of 3.77 and "I can select/pinpoint potential suppliers of raw materials and other inputs necessary for the production of the product or service" got a mean of 3.75. Followed by the item "I can identify the market problem to be solved or the market needs to be met" with a mean of 3.69 and "I can forecast the cost to be incurred" got a mean of 3.64. The item "I can recruit qualified people for one's business enterprise" got a mean of 3.51, then "I can describe the 4Ms (Manpower, Method, Machine, Materials) of operations in relation to the business opportunity" got a mean of 3.40 and "I can validate customer-related concerns through Focused Group Discussion (FGD) and Survey" got a mean of 3.37. The students who agreed that they can create the company's five (5) year projected financial statements got a mean of 3.25 while those who agreed that they can validate the service description of the product with potential customers to determine its market acceptability got a mean of 3.14. Furthermore, the item "I can describe the Marketing Mix (7Ps) in the relation to the business opportunity vis – a vis: Product, Place, Price, Promotion, People, Packaging: and Positioning" got a mean of 3.12 and lastly, the item "I can develop a brand name" got the lowest mean of 3.10. These statements got low mean scores based on the responses of the students which need to be more focused by teachers to better develop competencies to Senior High School TVL learners (Nabuya, 2018). Therefore, table 1 shows the overall mean of 3.77 interpreted as

"Agree."

Entrepreneurial Skills: Implementing a Small Business

Table 2 presents the Entrepreneurial Skills of SHS Home Economics students in implementing small business, which are computed and presented in tabular form with corresponding mean and verbal interpretation.

Table 2. *Entrepreneurial Skills: Implementing a Small Business*

Statements	Mean	Verbal Interpretation
1. I can implement the business plan	4.12	Strongly Agree
2. I can operate the business;	4.38	Strongly Agree
3. I can sell the product/service to potential customers	4.23	Strongly Agree
4. I can identify the reasons for keeping business record;	4.04	Strongly Agree
5. I can perform key bookkeeping tasks;	4.19	Strongly Agree
6. I can interpret financial statements (balanced sheet, income statement, cash flow projections, and summary of sales and cash receipts)	4.15	Strongly Agree
7. I can prepare an income statement and a balance sheet	3.97	Agree
8. I can identify where there is a profit loss for a business	3.30	Agree
9. I can generate an overall report on the activity	3.74	Agree
General Mean	4.01	Strongly Agree

Implementing a small business is the process of executing a plan or policy so that a concept becomes a reality. The learner demonstrates understanding of concepts, underlying principles, and processes of starting and operating a simple business. Based on the responses of the respondents, the statement "I can operate the business plan" got the highest mean of 4.38 with the verbal interpretation of Strongly Agree. Followed by "I can sell the product/service to potential customers" with the mean of 4.23 with the verbal interpretation of Strongly Agree. "I can perform key bookkeeping tasks" with the mean of 4.19, "I can interpret financial statements (balanced sheet, income statement, cash flow projections, and summary of sales and cash receipts)" with the mean of 4.15, "I can implement the business plan" with a mean of 4.12 and "I can identify the reasons for keeping business record" with a mean of 4.04. All of these have a verbal interpretation of Strongly Agree. The results agree with the findings of Gano-An & Gempes (2020) that skills in implementing a small business like performing bookkeeping tasks, preparing income statements, identifying profit loss in business should be developed and learned by SHS TVL students.

However, three (3) items have a verbal interpretation



of Agree. Those are the following statements: I can prepare an income statement and a balance sheet with the mean of 3.97, followed by I can generate an overall report on the activity with the mean of 3.74 and lastly, I can identify where there is a profit loss for a business got the lowest mean of 3.30. These statements got low mean scores based on the responses of the students which need to be more focused by teachers. As a whole, Table 2 shows the overall mean of 4.01 interpreted as Strongly Agree.

Co-Curricular Activities Support for Entrepreneurial Skills Development of SHS Home Economics in Terms of Technical

Table 3 presents the Co-Curricular Activities Support for Entrepreneurial Skills Development of SHS Home Economics in Terms of Technical, which are computed and presented in tabular form with corresponding mean and verbal interpretation.

Table 3. *Co-Curricular Activities Support for Entrepreneurial Skills Development of SHS Home Economics in Terms of Technical*

Statements	Mean	Verbal Interpretation
1. Conduct proper skills training related to their specialization	4.50	Strongly Agree
2. Students being selected to represent the institution through skills competition	4.04	Strongly Agree
3. Conduct workshop-seminar to develop/improve entrepreneurial skills.	4.37	Strongly Agree
4. Demonstration and evaluation of an industry-based learning/student learning through National Assessment	4.50	Strongly Agree
5. Create and organize an event promoting local products made by the student (Native/Filipino Food)	4.17	Strongly Agree
General Mean	4.32	Strongly Agree

Co-curricular activities refer to the activities being conducted in school-participants in support to the development of the students' soft, hard and technical skills leading to entrepreneurial opportunities. According to the results, the item “Conduct proper skills training related to their specialization” and “Demonstration and evaluation of industry-based learning/student learning through National Assessment” got the highest mean with the mean of 4.50 with the verbal interpretation of Strongly Agree. Followed by the item “Conduct workshop-seminar to develop/improve entrepreneurial skills” with the second to the highest mean of 4.37 with the verbal interpretation of Strongly Agree. Moreso, “Create and

organize an event promoting local products made by the student (Native/Filipino Food)” got a mean of 4.17 with the verbal interpretation of Strongly Agree and lastly, “Students being selected to represent the institution through skills competition” got the lowest mean with the mean of 4.04 with the verbal interpretation of Strongly Agree also. Indeed, co-curricular activities that support the entrepreneurial skills development of SHS Home Economics are essential for the development of skills needed in their future fields. It is affirmed by the statement of Llego (2022), as student’s growth can be significantly impacted by extracurricular activities. They provide learners the chance to meet new people, develop new skills, and have fun. Participating in extracurricular activities allows students to acquire important life skills including leadership, communication, and cooperation. It also allows them to learn more technical skills related to their chosen field of focus. As a whole, Table 3 shows the overall mean of 4.32 interpreted as Strongly Agree.

Co-Curricular Activities Support for Entrepreneurial Skills Development of SHS Home Economics in Terms of Academics

Table 4 presents the Co-Curricular Activities Support for Entrepreneurial Skills Development of SHS Home Economics in Terms of Academics, which are computed and presented in tabular form with corresponding mean and verbal interpretation.

Table 4. *Co-Curricular Activities Support for Entrepreneurial Skills Development of SHS Home Economics in Terms of Academics*

Statements	Mean	Verbal Interpretation
1. Making a business proposal	4.48	Strongly Agree
2. Feasibility study creating business plan	4.43	Strongly Agree
3. Webinar and seminar related with the trends and issue of business industry	4.03	Strongly Agree
4. Selling different goods through the knowledge they learned specifically on subjects related to entrepreneurship such as cooking, baking etc.	4.09	Strongly Agree
5. Contribution through local economy by Work Immersion	4.11	Strongly Agree
General Mean	4.23	Strongly Agree

Co-curricular activities are a vital component of educational institutions' attempts to help students develop their personalities and improve classroom learning. According to the results, the item “Making a business proposal” got the highest mean of 4.48 with verbal interpretation of Strongly Agree. Followed by



“Feasibility study creating business plan” with a mean of 4.43, then “Contribution through local economy by Work Immersion” with a mean of 4.11 however, the item “Selling different goods through the knowledge they learned specifically on subjects related to entrepreneurship such as cooking, baking etc.” with a mean of 4.11 and lastly, “Webinar and seminar related with the trends and issue of business industry” with the lowest mean of 4.03. All of the items in table 5 interpreted as Strongly agree. Students who participate in extracurricular activities gain responsibility and time management abilities, both of which are necessary for academic achievement. Additionally, it enables kids to discover their passions and pick up new talents, resulting in more well-rounded persons (Extracurricular Participation and Student Engagement, n.d.). As a whole, Table 4 shows the overall mean of 4.23 interpreted as Strongly Agree.

Challenges that hinders SHS Home Economics students to acquire entrepreneurial skills

Table 5 presents the Challenges that hinder SHS Home Economics students to acquire entrepreneurial skills, which are computed and presented in tabular form with corresponding mean and verbal interpretation.

Table 5. *Challenges that hinders SHS Home Economics students to acquire entrepreneurial skills*

Statements	Mean	Verbal Interpretation
1. Low interest in entrepreneurial subjects/topics	4.04	Strongly Agree
2. Lack of knowledge and skills in financial matters.	3.99	Agree
3. Lack of skills among staff who promote, teach and train entrepreneurship program	3.98	Agree
4. Traditional methods of teaching and learning that makes entrepreneurship stimulation difficult.	4.04	Strongly Agree
5. Learning environment is not conducive to acquire entrepreneurial skills	3.36	Agree
6. Learning resources for entrepreneurship are obsolete	3.91	Agree
7. The time allotted for practical involvement is inadequate	3.82	Agree
8. Absence of prior knowledge and experience on entrepreneurship.	3.58	Agree
9. Lack of extra-curricular activities related to entrepreneurship (school programs, events, etc.)	2.39	Moderately Agree
10. Lack of opportunities to attend trainings, seminars and workshops related to entrepreneurship	4.15	Strongly Agree
General Mean	3.73	Agree

Challenges is something that by its nature or character serves as a call to make special effort, a demand to explain, justify, or difficulty in an undertaking that is stimulating to one engaged in it. According to the results, the item “Lack of opportunities to attend training, seminars and workshops related to

entrepreneurship” got the highest mean with the mean of 4.15 with the verbal interpretation of Strongly Agree. Followed by “Traditional methods of teaching and learning that makes entrepreneurship stimulation difficult” and “Low interest in entrepreneurial subjects/topics” second to the highest mean with the mean of 4.04 and both interpreted as Strongly Agree. However, the item “Lack of knowledge and skills in financial matters got a mean of 3.99”, “Lack of skills among staff who promote, teach and train entrepreneurship program” with a mean of 3.98, “Learning resources for entrepreneurship are obsolete” with a mean of 3.91, “The time allotted for practical involvement is inadequate” with the mean of 3.82, “Absence of prior knowledge and experience on entrepreneurship.” with a mean of 3.58, and “Learning environment is not conducive to acquiring entrepreneurial skills” with a mean of 3.36. All of these have a verbal interpretation of Agree. However, the item “Lack of extra-curricular activities related to entrepreneurship (school programs, events, etc.)” got the lowest mean with the mean of 2.39 with the verbal interpretation of Moderately Agree. As stated by Uwameiye (2018), according to respondents, students face a variety of personal difficulties, including a lack of interest in home economics courses, a high cost of attendance, and a lack of drive to pursue entrepreneurship in the field. As a whole, Table 5 shows the overall mean of 3.73 interpreted as Agree.

Intervention Plan Designed Based on the Findings of the Study

In all challenges and problems, there should always be interventions for them through a comprehensive and effective plan. In line with this, academic professionals face challenges on what appropriate strategies and practices they will administer inside the classroom. In connection, since there are items needed to improve and focus on, the researcher has developed an intervention plan that focuses on the proper administration of various interventions on the areas which are lacking evidence to Senior High School TVL Home Economics learners.

Discussion

The domains revealed the entrepreneurial skills of the SHS Home Economics students: developing a business plan and implementing a small business. The data revealed that the skill that SHS Home Economics learners agree to experience best during their learning involvements under developing a business plan is “I can compute profits” with a mean of 4.57 and a verbal

interpretation of Strongly Agree. The data revealed that the skill that SHS Home Economics learners agree to experience best during their learning involvements under implementing a small business is “I can operate the business” with a mean of 4.38 and a verbal interpretation of Strongly Agree. It was revealed also that there are co-curricular activities conducted by the schools in support to development of entrepreneurial skills of the Home Economic Students. The data revealed that the co-curricular activities that SHS Home Economics learners agree to experience best during their learning involvements under technical skills in entrepreneurship is “Conduct proper skills training related to their specialization” with a mean of 4.50 and a verbal interpretation of Strongly Agree. Meanwhile, the co-curricular activities that SHS Home Economics learners agreed to experience best during their learning involvements under academic skills in entrepreneurship is “Making a business proposal” with a mean of 4.48 and a verbal interpretation of Strongly Agree. Lastly, the challenge that most hinders SHS Home Economics students to acquire entrepreneurial skills is “Lack of opportunities to attend trainings, seminars, and workshops related to entrepreneurship” with a mean of 4.15 and a verbal interpretation of Strongly Agree.

Conclusion

After a deeper understanding and interpretations made in the study, the researcher has come up with the following concepts of conclusions from the study: 1). the demographic profile of the respondents, SHS Home Economics students, are between 15 to 26 years old. Also, it is observed that there are more female students compared to male. Moreover, students are under the three strands namely Bread and Pastry Production, Front Office Services, and Housekeeping; 2). SHS Home Economics learners agree to experience best during their learning involvements in terms of developing a business plan as they gain ability to compute profits while in terms of implementing a business is when they learn how to operate a business itself; 3). SHS Home Economic learners agree to experience best during their learning involvements under technical skills in entrepreneurship is when they are involved to proper skills training related to their specialization while in terms of academic skills is when they learn to create a business proposal; and 4). SHS Home Economics learners are having dilemmas as they experience lack of opportunities to attend training, seminars, and workshops related to entrepreneurship that most hinder them to acquire entrepreneurial skills.

In the light of the research findings and conclusions, the following recommendations are proposed: 1). entrepreneur teachers should focus on developing skills and competencies in developing a business plan specifically in developing brand name, in describing the Marketing Mix (7Ps) in the relation to the business opportunity vis – avis: Product, Place, Price, Promotion, People, Packaging: and Positioning, and validate the service description of the product with potential customers to determine its market acceptability; 2). entrepreneur teachers should also need to focus on imparting skills to students particularly in identifying if there is a profit loss in a business on developing skills and competencies in implementing a small business; 3). entrepreneur teachers should provide students opportunities to represent the institution through skills competition and giving them the platform to create and organize an event promoting local products for the application of learned skills; 4). entrepreneur teachers should also help students to conduct webinars and seminars related with the trends and issues of the business industry and allow them to sell different goods through the knowledge they learned specifically on subjects related to entrepreneurship such as cooking, baking and more which can give students hands-on experiences of being an entrepreneur; and 5). entrepreneur teachers and administrators should provide opportunities to learners to attend training, seminars and workshops related to entrepreneurship as it will truly enhance their entrepreneurial skills.

References

- Aytaç, T., & Kula, S. (2020). The Effect of Student-Centered Approaches on Students’ Creative Thinking Skills: A Meta-Analysis Study. *International Journal of Contemporary Educational Research*. <https://doi.org/10.33200/ijcer.723894>
- Brunello, G., & Rocco, L. (2017). The effects of vocational education on adult skills, employment and wages: What can we learn from PIAAC? *Series*, 8(4), 315–343. <https://doi.org/10.1007/s13209-017-0163z>
- Extracurricular Participation And Student Engagement. (n.d.) <https://nces.ed.gov/pubs95/web/95741.asp>
- Farid, S., & Abdul Rahman, S. (2020). Identifying the Challenges of Involvement in Entrepreneurship Activities among a Group of Undergraduates. *International Journal of Contemporary Educational Research*. <https://doi.org/10.33200/ijcer.697597>
- Flora, R.G (2019) Importance of Business Implementation <https://smallbusiness.chron.com/importance-business-implementation-34571.html> College, A. (2021). Some Common Challenges Faced by Student Entrepreneurs <https://blogs.aryacollege.org/some-common-challenges-faced-by-student-entrepreneurs/>
- Llego, M. A. (2022). The Benefits of Extracurricular Activities for



S t u d e n t s .
TeacherPH.<https://www.teacherph.com/extracurricular-activities/>

Gano-An, J. C., & Gempes, G. P. (2020). The Success and Failures of Sari-Sari Stores: Exploring the Minds of Women Micro-Entrepreneurs. *Holistica*, 11(2), 25–51. <https://doi.org/10.2478/hjbpa-2020-0017>

Jeresano, C. J., & Dicen, S. (2021). Competencies of the senior high school students in technical vocational livelihood track for home economics strand. *IjariIE-ISSN(O)-2395-4396*, Vol-9(Issue-1). https://ijariie.com/AdminUploadPdf/COMPETENCIES_OF_THE_SENIOR_HIGH_SCHOOL_STUDENTS_IN_TECHNICAL_VOCA_TIONAL_LIVELIHOOD_TRACK_FOR_HOME_ECONOMICS_S TRAND_ijariie18989.pdf

Uwameiye, B. E. (2018). Challenges Encountered by Students in the Acquisition of Entrepreneurial Skills in Home Economics Education in Edo and Delta State. *International Journal of Research and Innovation in Social Science (IJRISS) III, III(VII)*. [https://www.rsisinternational.org/journals/ijriss/Digital-Library/volu me-3-issue-4/371-376.pdf](https://www.rsisinternational.org/journals/ijriss/Digital-Library/volume-3-issue-4/371-376.pdf)

Affiliations and Corresponding Information

Maricar T. Delas Alas

Richwell Colleges Incorporated – Philippines

Arra Faye B. Lagrana

Richwell Colleges Incorporated – Philippines

Kyla E. Dimapawi

Richwell Colleges Incorporated – Philippines

Lovely G. Feliciano

Richwell Colleges Incorporated – Philippines

Michael DC. Gato

Richwell Colleges Incorporated – Philippines

Mark Paulo Y. Tanjente

Richwell Colleges Incorporated – Philippines

Jaymar D. Arago

Richwell Colleges Incorporated – Philippines