

Teaching Entrepreneurship Education And Business Skills Of Senior High School Students In The Division Of Tanauan City

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Abstract

This study assessed the implementation of entrepreneurship education and the business skills of Grade 12 Senior High School students in the Division of Tanauan City during the School Year 2025–2026. Specifically, it determined the extent of implementation of entrepreneurship education in terms of curriculum content and relevance, teaching strategies and methods used, availability of learning resources and facilities, and industry and community linkages. It also identified the level of business skills developed among students and the challenges encountered in learning entrepreneurship education.

The study utilized the descriptive research design. A researcher-made questionnaire served as the primary data gathering instrument and was administered to 204 Grade 12 students from four public senior high schools in the Division of Tanauan City using stratified random sampling with proportionate allocation. Statistical tools used were weighted mean, ranking, and Pearson Product Moment Correlation (Pearson's r).

Findings revealed that entrepreneurship education was highly implemented in terms of curriculum content, teaching strategies, and learning resources, while industry and community linkages were moderately implemented. Students demonstrated a high level of business skills, particularly in financial management, marketing, communication, leadership, and decision-making. A significant relationship existed between the implementation of entrepreneurship education and the business skills developed among students. The study also identified challenges such as limited industry partnerships, inadequate facilities, insufficient training opportunities, and limited access to technology.

Based on the findings, the study proposed strategic intervention activities to strengthen entrepreneurship education and enhance the business skills of Senior High School students in the Division of Tanauan City.

Keywords: *entrepreneurship education, business skills, senior high school students, experiential learning, entrepreneurship implementation*

Introduction

Background of the Study

Entrepreneurship plays a vital role in economic growth, innovation, and employment generation. In the Philippines, entrepreneurship education has become an important component of the K–12 curriculum to equip students with entrepreneurial knowledge, skills, and attitudes necessary for future employment and business opportunities. Through Republic Act No. 10679 or the Youth Entrepreneurship Act, entrepreneurship and financial literacy were integrated into the educational system to strengthen students' entrepreneurial competencies.

Senior High School students are expected to develop competencies in financial management, marketing, innovation, leadership, communication, and problem-solving through entrepreneurship education. However, despite the implementation of entrepreneurship subjects, many students still experience challenges in applying entrepreneurial concepts in real-life situations. Inconsistencies in curriculum delivery, lack of facilities, inadequate industry linkages, and limited experiential learning opportunities affect the effectiveness of entrepreneurship education.

In the Division of Tanauan City, entrepreneurship education continues to evolve through various school-based and government-supported programs. However, there is still a need to determine the effectiveness of entrepreneurship education in developing the business skills of students. Thus, this study assessed the implementation of entrepreneurship education and its relationship to the business skills of Grade 12 Senior High School students.

Research Questions

This study sought to answer the following questions:

1. What is the extent of implementation of entrepreneurship education relative to:
 - 1.1 curriculum content and relevance;
 - 1.2 teaching strategies and methods used;
 - 1.3 availability of learning resources and facilities; and
 - 1.4 industry and community linkages?
2. What is the level of business skills developed among students in terms of:
 - 2.1 revenue and growth management;
 - 2.2 leadership, communication, and decision-making; and
 - 2.3 creative goal-oriented planning?
3. Is there a significant relationship between the implementation of entrepreneurship education and the level of business skills developed among students?
4. What challenges are encountered in learning entrepreneurship education?
5. What strategic intervention activities may be proposed to strengthen entrepreneurship education?

Hypothesis

There is no significant relationship between the implementation of entrepreneurship education and the level of business skills developed among Senior High School students.

Significance of the Study

The findings of the study may benefit school administrators, teachers, students, stakeholders, and future researchers by providing insights into the effectiveness of entrepreneurship education and serving as basis for curriculum enhancement and intervention programs.

Methodology

Research Design

The study utilized the descriptive-correlational research design to determine the extent of implementation of entrepreneurship education and its relationship with the business skills of Senior High School students.

Participants of the Study

The respondents of the study were 204 Grade 12 students from four public Senior High Schools in the Division of Tanauan City, namely:

Table 1
Respondents of the Study

School	Population	Sample
Dr. Apolonio M. Lirio National High School	94	44
Pantay Integrated High School	76	36
Tanauan City Integrated High School	81	38
Tanauan School of Fisheries	181	86
Total	432	204

Stratified random sampling using proportionate allocation was employed.

Research Instrument

A researcher-made questionnaire was used as the primary data gathering instrument. The questionnaire contained items related to the implementation of entrepreneurship education, business skills developed among students, and challenges encountered.

The instrument underwent face validation and pilot testing. Reliability testing using Cronbach's Alpha yielded a value of 0.969, indicating excellent reliability.

Data Collection Procedure

Approval letters were secured from the Schools Division Superintendent and school principals before conducting the study. The questionnaires and unstructured interview were personally administered and retrieved by the researcher.

Data Analysis

The following statistical tools were used:

- **Frequency Distribution.** This tool was used to gather data regarding the total response about entrepreneurship education implementation, the level of business skills developed, and the challenges encountered by the respondents.
- **Ranking.** This was used to identify the most and least implemented indicators of entrepreneurship education and the most and least developed business skills among students. Computed mean scores were ranked in descending order (1 = highest mean). The item with Rank 1 indicated the most implemented or most developed factor, while the lowest rank showed the least implemented or least developed factor.
- **Weighted Mean.** It referred to determining the level or extent of implementation of entrepreneurship education and the level of business skills developed among SHS students.
- **Pearson's r Coefficient of Correlation.** This will be used to determine if the relationship between the assessments on the extent of implementation of entrepreneurship education and on the level of business skills developed is significant.

Results

This part presents the analysis and interpretation of the data gathered in this study. The results are organized according to the specific problems stated in Chapter 1, which include: (1) the extent of implementation of entrepreneurship education, (2) the level of business skills developed among students, (3) the relationship between the extent of implementation and business skills development, (4) the challenges encountered in implementing entrepreneurship education, and (5) the proposed strategic intervention activities.

1. Extent of Implementation of Entrepreneurship Education

This section presents the extent of implementation of entrepreneurship education among Grade 12 Senior High School students in the Division of Tanauan City. Understanding the extent of implementation is essential in analyzing how entrepreneurship education contributes to the development of students' entrepreneurial knowledge, skills, and readiness for real-world business situations.

1.1 Curriculum Content and Relevance. Table 2 presents the extent of implementation of entrepreneurship education in terms of curriculum content and relevance. The composite mean of 3.60 (SD = 0.38) indicates that curriculum content and relevance are Highly Implemented. This suggests that the entrepreneurship curriculum is generally well-structured, aligned with students' needs, and relevant to real-world business situations.

Table 2
Extent Of Implementation of Entrepreneurship Education
Relative to Curriculum Content and Relevance

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Understand how businesses work through the topics we study.	3.62	0.54	Highly Implemented	4
2. Find the lessons interesting and meaningful as a student.	3.67	0.50	Highly Implemented	3
3. Use what I learn in entrepreneurship for my future career or business plans.	3.68	0.50	Highly Implemented	1
4. Develop creative thinking and generate new ideas through the subject.	3.67	0.52	Highly Implemented	2
5. Practice critical thinking when solving business problems in the lessons.	3.57	0.59	Highly Implemented	7
6. Relate entrepreneurship topics to current business trends.	3.56	0.59	Highly Implemented	8
7. Understand the learning objectives easily and clearly.	3.61	0.57	Highly Implemented	5
8. Feel motivated to become more interested in entrepreneurship because of the curriculum.	3.47	0.64	Moderately Implemented	10
9. Match the subject content with my level of understanding as a student.	3.55	0.58	Highly Implemented	9
10. Prepare for real-world business challenges through the entrepreneurship curriculum.	3.58	0.57	Highly Implemented	6
Composite Mean	3.60	0.38	Highly Implemented	

Among the indicators, the highest-ranked statement was “Use what I learn in entrepreneurship for my future career or business plans” (WM = 3.68), indicating that students strongly perceive the subject as useful for their future. This was followed by “Develop creative thinking and generate new ideas through the subject” (WM = 3.67). It corresponds to innovation in terms of pedagogical approaches. Students gain their confidence to ideate and bring creative visions to life through innovative projects through exposure to hands-on and inquiry-based learning, in reference to Dizon and Santos (2025) recent study. However, “Feel motivated to become more interested in entrepreneurship because of the curriculum” obtained a weighted mean of 3.47, interpreted as Moderately Implemented, suggesting that while the curriculum is relevant and structured, there is still room to further enhance student motivation and engagement.

1.2 Teaching Strategies and Methods Used. Table 3 presents the extent of implementation relative to teaching strategies and methods are Highly Implemented. The highest-rated indicator was “Encourage creative thinking and the sharing of new ideas during lessons” (WM = 3.71), followed by “Learn by doing tasks related to real business situations” (WM = 3.68). Recent Philippine studies and program reports demonstrate a definite shift from lecture-only training, going to experiential, student-centered methods, then to entrepreneurship teaching. These results reflect strong use of experiential and learner-centered approaches in entrepreneurship classes. All indicators were interpreted as Highly Implemented, suggesting that teachers consistently apply varied instructional approaches such as simulations, case studies, collaborative learning, and real-life examples.

Table 3
Extent Of Implementation of Entrepreneurship Education
Relative to Teaching Strategies and Methods Used

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Use activities such as projects or simulations in entrepreneurship class.	3.60	0.55	Highly Implemented	8
2. Learn by doing tasks related to real business situations.	3.68	0.50	Highly Implemented	2
3. Encourage creative thinking and the sharing of new ideas during lessons.	3.71	0.52	Highly Implemented	1
4. Guide us in solving problems during entrepreneurship activities.	3.59	0.60	Highly Implemented	9
5. Explain lessons using real-life business examples.	3.64	0.58	Highly Implemented	5
6. Discuss case studies or sample business situations in class.	3.53	0.57	Highly Implemented	10
7. Provide opportunities to apply what we learn through hands-on activities.	3.65	0.53	Highly Implemented	4
8. Help me learn entrepreneurship better	3.64	0.52	Highly	7

through activities than through lectures alone.			Implemented	
9. Allow us to ask questions and express our opinions freely.	3.67	0.53	Highly Implemented	3
10. Make entrepreneurship classes interesting and engaging through activities.	3.64	0.54	Highly Implemented	6
Composite Mean	3.63	0.38	Highly Implemented	

1.3 Availability of Learning Resources and Facilities. Table 4 shows the extent of implementation relative to the availability of learning resources and facilities. The composite mean of 3.56 (SD = 0.45) indicates that resources and facilities are Highly Implemented. The highest-rated indicator was “Improve the effectiveness of entrepreneurship lessons through available resources” (WM = 3.68). The composite mean of 3.56 (SD = 0.45) indicates that resources and facilities are Highly Implemented. The highest-rated indicator was “Improve the effectiveness of entrepreneurship lessons through available resources” (WM = 3.68). However, “Make computer laboratories or similar facilities available when needed” obtained a weighted mean of 3.35, interpreted as Moderately Implemented, indicating limitations in access to technology and facilities.

Table 4
Extent Of Implementation of Entrepreneurship Education Relative to Availability of Learning Resources and Facilities

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Provide enough learning materials for entrepreneurship classes.	3.52	0.64	Highly Implemented	9
2. Access modules, books, or online resources for our lessons.	3.57	0.67	Highly Implemented	5
3. Use learning materials that are easy for all students to understand.	3.64	0.54	Highly Implemented	2
4. Support entrepreneurship activities through school facilities.	3.57	0.63	Highly Implemented	6
5. Make computer laboratories or similar facilities available when needed.	3.35	0.78	Moderately Implemented	10
6. Give enough time and resources to complete business-related tasks.	3.54	0.65	Highly Implemented	8
7. Offer updated and relevant	3.59	0.58	Highly	3

learning materials for our lessons.			Implemented	
8. Help us perform hands-on entrepreneurship activities through facilities.	3.56	0.58	Highly Implemented	7
9. Provide support for group projects and business simulations.	3.58	0.62	Highly Implemented	4
10. Improve the effectiveness of entrepreneurship lessons through available resources.	3.68	0.53	Highly Implemented	1
Composite Mean	3.56	0.45	Highly Implemented	

1.4 Industry and Community Linkages. Table 5 presents the extent of implementation relative to industry and community linkages. The composite mean of 3.47 (SD = 0.48) indicates that this dimension is Moderately Implemented. Although some indicators such as “Provide ideas for future careers or business through industry partnerships” (WM = 3.61) were rated Highly Implemented, several items including inviting guest speakers (WM = 3.17) and improving partnerships with businesses (WM = 3.37) were Moderately Implemented.

Table 5
Extent Of Implementation of Entrepreneurship Education Relative to Industry and Community Linkages

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Provide opportunities to learn from local businesses.	3.54	0.59	Highly Implemented	4
2. Expose us to real businesses through school activities or visits.	3.57	0.65	Highly Implemented	3
3. Share experiences from entrepreneurs or business professionals.	3.48	0.71	Moderately Implemented	6
4. Invite guest speakers from the business industry to classes or school events.	3.17	0.87	Moderately Implemented	10
5. Improve entrepreneurship learning through partnerships with businesses.	3.37	0.76	Moderately Implemented	9
6. Encourage participation in entrepreneurship fairs or competitions.	3.42	0.71	Moderately Implemented	8
7. Allow application of entrepreneurship lessons outside the classroom through school activities.	3.51	0.68	Highly Implemented	5

8. Develop practical business skills through community projects.	3.48	0.68	Moderately Implemented	7
9. Support student participation in business-related events.	3.58	0.60	Highly Implemented	2
10. Provide ideas for future careers or businesses through industry partnerships.	3.61	0.55	Highly Implemented	1
Composite Mean	3.47	0.48	Moderately Implemented	

2. Level of Business Skills Developed Among Students in Relation to Entrepreneurship Education.

This section presents the level of business skills developed among Grade 12 Senior High School students in relation to entrepreneurship education. Understanding students' business skills is essential in determining how entrepreneurship education contributes to the development of competencies necessary for business management, leadership, decision-making, innovation, and entrepreneurial success.

2.1 Revenue and Growth Management. Table 6 presents the level of business skills in relation to entrepreneurship education in terms of revenue and growth management. The composite mean of 3.59 (SD = 0.58) indicates that students are Highly Skilled in revenue and growth management. This suggests that students possess adequate knowledge and abilities in understanding business operations, customer needs, marketing, and financial concepts necessary for entrepreneurial activities. Among the indicators, the highest-ranked statement was "Identify target customers and their needs" (WM = 3.65), indicating that students are capable of recognizing market demands and understanding consumer behavior. This competency is important in entrepreneurship since identifying customer needs helps entrepreneurs create products and services that satisfy market expectations and improve business competitiveness.

This was followed by "Promote a product or service effectively" (WM = 3.60) and "Analyze profits, losses, and pricing strategies" (WM = 3.61), both interpreted as Highly Skilled. These findings imply that students have developed essential business competencies related to marketing, pricing, and financial analysis through entrepreneurship education. However, the indicator "Manage and allocate financial resources effectively" obtained the lowest weighted mean of 3.40, interpreted as Moderately Skilled. This suggests that while students understand basic financial concepts, they may still experience challenges in applying financial management practices such as budgeting, resource allocation, and financial planning. Overall, the findings indicate that entrepreneurship education effectively develops students' revenue and growth management skills, particularly in customer analysis, marketing, and pricing strategies.

Table 6
Level of Business Skills in relation to Entrepreneurship Education in Terms of Revenue and Growth Management

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Manage and allocate financial resources effectively.	3.40	0.62	Moderately Skilled	6
2. Understand basic budgeting and cost control principles.	3.56	0.61	Highly Skilled	5
3. Analyze profits, losses, and pricing strategies.	3.61	0.65	Highly Skilled	2
4. Create simple marketing or advertising strategies.	3.56	0.62	Highly Skilled	4
5. Identify target customers and their needs.	3.65	0.58	Highly Skilled	1
6. Promote a product or service effectively.	3.60	0.61	Highly Skilled	3
Composite Mean	3.59	0.58	Highly Skilled	

2.2 Leadership, Communication and Decision-Making. Table 7 presents the level of business skills in relation to entrepreneurship education in terms of leadership, communication, and decision-making. The composite mean of 3.52 (SD = 0.46) indicates that students are Highly Skilled in this area. This suggests that entrepreneurship education contributes positively to the development of interpersonal, leadership, and analytical skills needed in entrepreneurial and workplace settings.

The highest-rated indicator was “Communicate business ideas clearly to others” (WM = 3.60), indicating that students are confident in expressing business concepts, opinions, and proposals effectively. This was followed by “Evaluate risks before making decisions” (WM = 3.59) and “Handle business challenges logically and confidently” (WM = 3.52), both interpreted as Highly Skilled. These findings imply that students have developed critical thinking and problem-solving abilities necessary for business decision-making.

However, the indicators “Analyze problems and make sound business decisions” (WM = 3.46) and “Lead group projects effectively” (WM = 3.48) were interpreted as Moderately Skilled. This suggests that some students may still experience difficulties in leadership roles and in making independent business decisions during complex situations. The findings support studies emphasizing that entrepreneurship education enhances communication, collaboration, creativity, and leadership skills among students through experiential and interactive learning strategies. These competencies are considered important in preparing students for entrepreneurial activities and future workplace responsibilities.

Table 7
Level of Business Skills in relation to Entrepreneurship Education in Terms of Leadership, Communication and Decision-Making

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Develop new ideas for products or services.	3.51	0.67	Highly Skilled	4
2. Find creative solutions to business challenges.	3.50	0.64	Highly Skilled	5
3. Analyze problems and make sound business decisions.	3.46	0.61	Moderately Skilled	8
4. Evaluate risks before making decisions.	3.59	0.58	Highly Skilled	2
5. Handle business challenges logically and confidently.	3.52	0.62	Highly Skilled	3
6. Communicate business ideas clearly to others.	3.60	0.58	Highly Skilled	1
7. Lead group projects effectively.	3.48	0.65	Moderately Skilled	7
8. Collaborate well with others in business-related tasks.	3.50	0.62	Highly Skilled	6
Composite Mean	3.52	0.46	Highly Skilled	

2.3 Creative Goal-Oriented Planning. Table 8 presents the level of business skills in relation to entrepreneurship education in terms of creative goal-oriented planning. The composite mean of 3.57 (SD = 0.46) indicates that students are Highly Skilled in creative goal-oriented planning. This means that students are generally capable of setting business goals, organizing tasks, managing time, and planning activities necessary to achieve entrepreneurial objectives.

Table 8
Level of Business Skills in relation to Entrepreneurship Education in Terms of Creative Goal-Oriented Planning

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Set clear goals for a business project or activity.	3.61	0.55	Highly Skilled	2
2. Plan steps to achieve a business goal.	3.61	0.56	Highly Skilled	1
3. Manage my time well when doing business-related tasks.	3.57	0.60	Highly Skilled	4
4. Prioritize tasks to complete a business activity on time.	3.59	0.59	Highly Skilled	3

5. Use technology to innovate business operations.	3.49	0.66	Moderately Skilled	6
6. Work toward short-term and long-term business goals.	3.56	0.59	Highly Skilled	5
Composite Mean	3.57	0.46	Highly Skilled	

Among the indicators, the highest-ranked statements were “Plan steps to achieve a business goal” (WM = 3.61) and “Set clear goals for a business project or activity” (WM = 3.61), both interpreted as Highly Skilled. These findings suggest that students can establish clear objectives and create organized plans to accomplish business-related tasks effectively. The indicators “Prioritize tasks to complete a business activity on time” (WM = 3.59) and “Manage my time well when doing business-related tasks” (WM = 3.57) also received high ratings. These results indicate that students demonstrate responsibility, organization, and time-management skills, which are important in entrepreneurship and project implementation.

However, the indicator “Use technology to innovate business operations” obtained the lowest weighted mean of 3.49, interpreted as Moderately Skilled. This suggests that students may have limited exposure to technology-driven business tools and digital innovation practices. Recent studies in entrepreneurship education emphasize the importance of integrating technology and innovation into entrepreneurial learning experiences to improve students’ adaptability and competitiveness in the digital economy. Providing students with greater exposure to digital tools, online business platforms, and technology-based business activities may further strengthen their entrepreneurial readiness.

3. Relationship Between the Assessments on the Extent of the Implementation and on the Level of Business Skills Developed in Entrepreneurship Education

This section presents the relationship between the extent of implementation of entrepreneurship education and the level of business skills developed among Grade 12 Senior High School students in the Division of Tanauan City. Determining the relationship between these variables is important in understanding how curriculum implementation, teaching practices, learning resources, and industry linkages contribute to the enhancement of students’ entrepreneurial competencies. Specifically, this section examines whether the extent of implementation of entrepreneurship education significantly influences students’ revenue and growth management skills.

3.1 Relationship Between the Extent of the Implementation and the Level of Business Skills Developed in Entrepreneurship Education in Terms of Revenue and Growth Management. Table 9 indicates that the extent of implementation of entrepreneurship education is significantly associated with the level of business skills developed in terms

of revenue and growth management. All implementation dimensions yielded p-values of .000, which are below the .05 level of significance, indicating that the null hypothesis was rejected in all cases. This means that each component of entrepreneurship education examined in the study has a statistically significant relationship with students' business skills in revenue and growth management.

Table 9
Relationship Between the Extent of the Implementation and the Level of Business Skills Developed in Entrepreneurship Education in Terms of Revenue and Growth Management

Variables	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Curriculum Content and Relevance	<0.001	.550	Strong Positive Relationship	Reject Ho	Significant
Teaching Strategies and Methods Used	<0.001	.574	Strong Positive Relationship	Reject Ho	Significant
Availability of Learning Resources and Facilities	<0.001	.425	Moderate Positive Relationship	Reject Ho	Significant
Industry and Community Linkages	<0.001	.454	Moderate Positive Relationship	Reject Ho	Significant

Legend: Significant at $p < 0.5$

Among the variables, teaching strategies and methods used showed the strongest relationship with business skills development ($r = .574$, $p < .001$), followed closely by curriculum content and relevance ($r = .550$, $p < .001$). Both were interpreted as having a strong positive relationship, suggesting that when instructional approaches are effective and the curriculum is relevant to entrepreneurial practice, students tend to develop stronger competencies in managing revenue and sustaining business growth. These findings imply that pedagogical quality and curriculum alignment play a substantial role in strengthening entrepreneurial capability.

Meanwhile, availability of learning resources and facilities ($r = .425$, $p < .001$) and industry and community linkages ($r = .454$, $p < .001$) both demonstrated moderate positive relationships with business skills development. Although their correlations were lower than those of curriculum and teaching-related factors, the results remain statistically significant. This suggests that access to adequate learning materials, facilities, and exposure to industry and community partnerships also contribute meaningfully to the development of revenue and growth management skills, though to a comparatively lesser extent.

3.2 Relationship Between the Extent of the Implementation and the Level of Business Skills Developed in Entrepreneurship Education in Terms of Leadership, Communication and Decision-Making. Table 10 presents the relationship between the extent of implementation of entrepreneurship education and the level of business skills developed in terms of leadership, communication, and decision-making. The results reveal that all variables obtained p-values of .000, which are below the .05 level of significance, leading to the rejection of the null hypothesis in all cases. This indicates that each component of entrepreneurship education implementation has a statistically significant relationship with the development of these higher-order business skills.

Table 10
Relationship Between the Extent of the Implementation and the Level of Business Skills Developed in Entrepreneurship Education in Terms of Leadership, Communication and Decision-Making

Variables	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Curriculum Content and Relevance	<0.001	.580	Strong Positive Relationship	Reject Ho	Significant
Teaching Strategies and Methods Used	<0.001	.533	Strong Positive Relationship	Reject Ho	Significant
Availability of Learning Resources and Facilities	<0.001	.397	Moderate Positive Relationship	Reject Ho	Significant
Industry and Community Linkages	<0.001	.451	Moderate Positive Relationship	Reject Ho	Significant

Legend: Significant at $p < 0.5$

Among the variables, curriculum content and relevance showed the strongest relationship ($r = .580$, $p < .001$), followed by teaching strategies and methods used ($r = .533$, $p < .001$), both interpreted as having strong positive relationships. These findings suggest that when the curriculum is well-designed and aligned with entrepreneurial competencies, and when effective teaching strategies are employed, students are more likely to develop essential leadership, communication, and decision-making skills. This highlights the critical role of both what is taught and how it is delivered in shaping students' entrepreneurial capabilities.

On the other hand, availability of learning resources and facilities ($r = .397$, $p < .001$) and industry and community linkages ($r = .451$, $p < .001$) demonstrated moderate positive relationships with the development of these skills. While still statistically significant, these results imply that such factors contribute to skill development to a moderate extent. Access to resources and real-world exposure through industry and community

engagement remain important, but they may serve more as supportive elements rather than primary drivers.

3.3 Relationship Between the Extent of the Implementation and the Level of Business Skills Developed in Entrepreneurship Education in Terms of Creative Goal-Oriented Planning. Table 11 presents the relationship between the extent of implementation of entrepreneurship education and the level of business skills developed in terms of creative goal-oriented planning. The results show that all variables yielded p-values of .000, which are below the .05 level of significance, leading to the rejection of the null hypothesis in all cases. This indicates that each dimension of entrepreneurship education implementation is significantly related to the development of students' creative and goal-oriented planning skills.

Table 11
Relationship Between the Extent of the Implementation and the Level of Business Skills Developed in Entrepreneurship Education in Terms of Creative Goal-Oriented Planning

Variables	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Curriculum Content and Relevance	<0.001	.619	Strong Positive Relationship	Reject Ho	Significant
Teaching Strategies and Methods Used	<0.001	.520	Strong Positive Relationship	Reject Ho	Significant
Availability of Learning Resources and Facilities	<0.001	.469	Moderate Positive Relationship	Reject Ho	Significant
Industry and Community Linkages	<0.001	.535	Strong Positive Relationship	Reject Ho	Significant

Legend: Significant at $p < 0.5$

Among the variables, curriculum content and relevance exhibited the strongest relationship ($r = .619$, $p < .001$), interpreted as a strong positive relationship. This suggests that when the curriculum is well-aligned with entrepreneurial principles and emphasizes creativity and strategic thinking, students are more likely to develop strong planning competencies. Teaching strategies and methods used ($r = .520$, $p < .001$) and industry and community linkages ($r = .535$, $p < .001$) also demonstrated strong positive relationships, indicating that both effective instructional approaches and real-world exposure significantly enhance students' ability to think creatively and plan with clear goals in mind.

In contrast, availability of learning resources and facilities showed a moderate positive relationship ($r = .469$, $p < .001$), although it remained statistically significant. This implies that while resources and facilities support the development of creative planning skills, they may not be as influential as curriculum design, teaching strategies,

or external linkages. Nonetheless, their contribution remains important in providing an environment conducive to learning and innovation.

4. Challenges in Implementing Entrepreneurship Education

This section presents the challenges encountered in the implementation of entrepreneurship education among Senior High School students in the Division of Tanauan City. Identifying these challenges is important in determining the factors that may affect the effectiveness of entrepreneurship instruction, student learning experiences, and the development of entrepreneurial competencies. Understanding these concerns may also provide a basis for improving policies, instructional practices, learning resources, and school-industry collaboration.

Table 12 presents the challenges encountered in implementing entrepreneurship education. The composite mean of 2.80 (SD = 0.74), interpreted as Agree, indicates that respondents acknowledge the presence of several challenges. The most notable challenges include: (1) few partnerships with businesses (WM = 2.93); (2) insufficient teacher training (WM = 2.92); (3) large class sizes (WM = 2.90); and (4) insufficient funding (WM = 2.89).

Among the identified challenges, the highest mean score (2.93) was recorded for maintaining few partnerships with businesses for practical learning. This highlights a critical gap between academic instruction and real-world entrepreneurial exposure. Similarly, respondents agree that their teacher receive insufficient training to teach entrepreneurship effectively and faces large class sizes which is unsuitable for hands-on activities. These findings imply that teacher preparedness and classroom management constraints affect instructional quality.

Another notable concern is the lack of funding and limited time allocation, which suggest structural and administrative constraints. The subject requires resources such as materials, business simulation tools, and project funding. Moderate challenges were also observed in terms of providing real business experiences, limited support from school leaders, and poorly equipped facilities.

Overall, the findings indicate that the challenges are multifaceted, comprising instructional, institutional, and external partnership issues. These findings suggest that while entrepreneurship education is generally highly implemented and effective in developing business skills, systematic challenges particularly in funding, partnerships, facilities, and teacher preparation must be addressed to further enhance program effectiveness.

Table 12
Challenges in Implementing Entrepreneurship Education

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Lack enough learning materials to support effective learning.	2.86	0.93	Agree	6
2. Receive insufficient training to teach entrepreneurship effectively.	2.92	0.90	Agree	2
3. Have poorly equipped school facilities for hands-on entrepreneurship activities.	2.77	0.92	Agree	10
4. Provide limited chances for students to experience real business situations.	2.82	0.92	Agree	8
5. Receive insufficient funding or support for entrepreneurship programs in school.	2.89	0.84	Agree	4
6. Allocate too little time in the schedule for entrepreneurship activities.	2.89	0.83	Agree	5
7. Show low interest or motivation among many students toward entrepreneurship tasks.	2.60	0.98	Agree	15
8. Maintain few partnerships with businesses for practical learning.	2.93	0.88	Agree	1
9. Integrate entrepreneurship lessons poorly across different subjects.	2.70	0.92	Agree	12
10. Offer limited support from school leaders for entrepreneurship activities.	2.79	0.90	Agree	9
11. Conduct irregular monitoring or evaluation of entrepreneurship programs.	2.75	0.90	Agree	11
12. Deliver entrepreneurship lessons inconsistently across grade levels.	2.68	0.97	Agree	14
13. Provide limited access to digital tools and stable internet for entrepreneurship tasks.	2.85	0.89	Agree	7
14. Manage class sizes that are too large for hands-on entrepreneurship activities.	2.90	0.89	Agree	3
15. Coordinate poorly between the school and local businesses on entrepreneurship activities.	2.68	1.00	Agree	13
Composite Mean	2.80	0.74	Agree	

5. Strategic Intervention Activities

Based on the results, a proposed strategic intervention plan aimed at strengthening entrepreneurship education and enhancing student's business skills development was constructed by the researcher. It outlines key result areas such as industry linkages, teaching strategies, technology integration, learning resources, teacher capacity building, and program monitoring. For each area, the plan specifies strategic objectives, proposed activities, responsible persons, timelines, required resources, and success indicators.

This strategic plan targets to strengthen the entrepreneurship education by focusing on key results mentioned. It emphasizes building strong partnerships with industry stakeholders through activities like business immersion programs, entrepreneurial talk series, and annual entrepreneurial fairs. These initiatives are designed to provide students with authentic, real-world experiences that enhances their understanding of entrepreneurial practices and ensuring that learning remains relevant and aligned with current industry demands.

Additionally, the plan highlights the significance of improving instructional delivery using experiential learning and problem-based learning approaches. The integration of technology, alongside improved access to digital resources like online learning repositories and business tools. This will ensure that students are equipped with modern competencies that are necessary for entrepreneurship. Furthermore, teachers' continuous professional development through training, industry exposure, and participation in entrepreneurship programs is prioritized to enhance their teaching effectiveness and guarantee quality instruction.

Lastly, this proposed plan underscores the need for sustainability and continuous improvement by systematic monitoring and evaluation. The implementation of evaluation tools, quarterly reviews, and the development of a Key Performance Indicator (KPI) framework will help to track the progress and measure the outcomes. This comprehensive and structured approach to improve entrepreneurship education, aims to produce skilled, innovative, and industry-ready graduates.

Discussion

The findings of the study revealed that entrepreneurship education in the Division of Tanauan City is generally highly implemented, particularly in terms of curriculum content and relevance, teaching strategies and methods used, and availability of learning resources and facilities. This indicates that schools have established a strong foundation in delivering entrepreneurship education that supports the development of entrepreneurial competencies among Senior High School students. The results imply that the integration of entrepreneurship concepts in the curriculum effectively contributes to students' understanding of business principles, creative thinking, and preparation for future entrepreneurial activities.

In terms of curriculum content and relevance, the study found that students highly recognized the usefulness of entrepreneurship education for their future career and business plans. This suggests that the curriculum successfully aligns learning competencies with real-world entrepreneurial applications. The findings support the policy directions of the Department of Education under the MATATAG Curriculum, which emphasizes learner-centered and relevant instruction. Likewise, the study of Mores (2024) emphasized that entrepreneurial learning

experiences significantly influence entrepreneurial competencies and mindset development among students. The result further implies that entrepreneurship education becomes more effective when students perceive lessons as practical, meaningful, and applicable to their future aspirations.

The findings also showed that teaching strategies and methods used in entrepreneurship education were highly implemented. Students particularly appreciated activities that encouraged creativity, collaboration, and experiential learning. This implies that teachers are employing interactive instructional approaches that promote active participation and practical learning experiences. The results support the study of Myue (2024), which emphasized the importance of experiential and innovative pedagogical approaches in entrepreneurship education. Similarly, Nabi, Liñán, and Fayolle (2024) explained that experiential learning enables students to better develop entrepreneurial competencies because it allows them to apply theoretical concepts to authentic business situations. These findings suggest that learner-centered teaching strategies play a vital role in strengthening students' entrepreneurial skills and confidence.

In relation to learning resources and facilities, the findings revealed that students generally perceived the available learning materials and facilities as supportive of entrepreneurship education. However, limited access to computer laboratories and technology-related facilities remained a concern. This indicates that while schools provide sufficient instructional resources, technological infrastructure still requires improvement to fully support modern entrepreneurial learning. The findings align with the study of Santos and Dela Cruz (2025), which highlighted the importance of integrating digital tools and technology-based marketing education into entrepreneurship programs. In the present digital economy, technological competency has become an essential entrepreneurial skill; thus, improving students' access to digital tools may further enhance their entrepreneurial preparedness and innovation skills.

Meanwhile, industry and community linkages obtained only a moderately implemented rating, indicating that partnerships between schools and industries remain limited. Although students acknowledged opportunities to participate in business-related activities, the study found insufficient exposure to guest speakers, business immersion, and community-based entrepreneurial experiences. This implies that schools still face challenges in establishing sustainable partnerships with local businesses and industry stakeholders. The findings support the observations of the Philippine Star (2025), which identified weak industry-linkage mechanisms as one of the challenges affecting the effectiveness of Senior High School programs. Roble (2021) further emphasized that industry exposure and workplace-based experiences are essential in developing employability and entrepreneurial competencies among learners. Therefore, stronger collaboration between schools and industries may provide students with more meaningful and authentic entrepreneurial experiences.

The study further revealed that students demonstrated a high level of business skills in terms of revenue and growth management, leadership, communication and decision-making, and creative goal-oriented planning. This suggests that entrepreneurship education contributes positively to the development of practical entrepreneurial competencies among Senior High

School students. Students were particularly skilled in identifying customer needs, communicating business ideas, planning business goals, and analyzing business-related situations. These findings indicate that entrepreneurship education helps students become more capable of managing entrepreneurial tasks and responsibilities.

However, some competencies such as financial management, leadership, and technology integration were rated lower compared to other skills. Students reported moderate confidence in managing financial resources, leading group projects, and using technology to innovate business operations. This implies that while students possess foundational entrepreneurial skills, they still require additional exposure and practice in complex entrepreneurial functions. According to Lanzaderas (2025), digital exposure and entrepreneurial learning significantly influence students' entrepreneurial skills and adaptability. Likewise, Delos Reyes (2025) emphasized that critical thinking, leadership, and decision-making competencies require continuous experiential learning and practical engagement. These findings suggest the need for schools to strengthen financial literacy instruction, leadership development activities, and technology integration within entrepreneurship education.

The results also confirmed that there is a significant positive relationship between the extent of implementation of entrepreneurship education and the level of business skills developed among students. Curriculum content and teaching strategies consistently demonstrated strong positive relationships with students' entrepreneurial competencies. This implies that effective curriculum design and instructional delivery significantly influence the development of entrepreneurial skills. Students who experience relevant content, learner-centered instruction, and practical activities are more likely to develop stronger business competencies. The findings affirm the principles of experiential learning theory, which emphasizes that meaningful learning occurs when learners actively engage in practical experiences.

Moreover, the significant relationship between industry linkages and business skills development suggests that exposure to real-world entrepreneurial environments contributes to students' entrepreneurial growth. Although industry and community linkages were only moderately implemented, their significant association with entrepreneurial competencies highlights their importance in entrepreneurship education. This finding implies that strengthening partnerships with businesses and industries can further improve students' entrepreneurial readiness and practical business skills.

The study also identified several challenges affecting the implementation of entrepreneurship education. Among the major concerns were limited partnerships with businesses, insufficient teacher training, inadequate funding, large class sizes, and limited access to technology and digital tools. These findings indicate that despite the generally positive implementation of entrepreneurship education, schools continue to encounter institutional and instructional constraints that may limit program effectiveness. The findings support the studies of Sinsay-Villanueva et al. (2025) and Caña (2025), which emphasized that teacher preparedness, institutional support, and adequate resources are essential factors in successful entrepreneurship education implementation.

Additionally, respondents highlighted concerns regarding insufficient time allocation for hands-on activities and inconsistent access to real business experiences. These findings imply that entrepreneurship education may become more effective if students are provided with longer and more immersive experiential learning opportunities. Since entrepreneurship is skill-based and practice-oriented, students need consistent exposure to authentic business situations to strengthen their entrepreneurial competencies and confidence.

Overall, the findings of the study demonstrate that entrepreneurship education in the Division of Tanauan City is generally effective in developing students' entrepreneurial competencies and business skills. However, improvements in industry linkages, technological resources, teacher training, and experiential learning opportunities are still necessary to maximize the effectiveness of the program. The results further emphasize that entrepreneurship education becomes more meaningful and impactful when curriculum implementation, instructional practices, learning resources, and industry exposure work together in developing students who are innovative, skilled, and prepared for entrepreneurial and workplace challenges.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The assessments on entrepreneurship education showed high implementation particularly in terms of curriculum content, teaching strategies, and learning resources and facilities, while moderate implementation on industry and community linkages.
2. Entrepreneurship education effectively develops the business skills of Grade 12 Senior High School students, particularly in revenue and growth management, leadership, communication, decision-making, and creative goal-oriented planning, although improvements in financial management, leadership experiences, and technology integration are still needed to further enhance students' entrepreneurial competencies.
3. There is a significant positive relationship between the extent of implementation of entrepreneurship education and the development of students' business skills, indicating that effective curriculum content, teaching strategies, learning resources, and industry linkages collectively enhance students' entrepreneurial competencies in revenue and growth management, leadership, communication, decision-making, and creative goal-oriented planning.
4. Major challenges such as weak linkages, insufficient training, and large class sizes were difficult to handle and may hinder the full potential of entrepreneurship education if not addressed.
5. Strategic intervention activities may include strengthening industry partnerships, improving learning resources and facilities, and expanding opportunities for student engagement in terms of real-world entrepreneurial experiences.

Recommendations

Based on the conclusions drawn, the following recommendations are offered:

1. The proposed strategic intervention plan to strengthen entrepreneurship education implementation and enhance business skills development may be presented to school administrators and heads for in-depth evaluation and approval.
2. Policy makers and school heads may strengthen partnerships and linkages, allocate additional funding, provide continuous specialized teacher training, and improve program monitoring to ensure consistent implementation.
3. Teachers are suggested to continue utilizing experiential learning methods, integrate technology, and boost student motivation through mentorship, competitions, and entrepreneurship showcases.
4. Students are encouraged to actively participate in entrepreneurship-related activities, seek real-world applications, and develop skills to strengthen entrepreneurial readiness.
5. Further studies may be conducted to expand research scope, examine influencing factors, and use qualitative methods.

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