

The Role of Entrepreneurial Competencies of SHS Students in Career Planning

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Abstract— Venturing into business is a growing field that has become attractive among students. This impression yielded to come up with this study which looked into the role of the acquired entrepreneurial competencies in the business career planning of learners in senior high school. The academic profile of the senior high school learners was identified, the level of mastery of the entrepreneurial competencies along with the elements of entrepreneurship was determined as well as the role of these competencies in their business career planning. The challenges encountered in their desire for the development of the competencies surfaced and became the basis for crafting a career guide intended for senior high school students who opted for business as their career exit.

Keywords— Entrepreneurial competencies, Business career planning, Career opportunities, Career paths

I. INTRODUCTION

Entrepreneurship is the creation or extraction of economic value. With this definition, entrepreneurship is viewed as change, generally entailing risk beyond what is normally encountered in starting a business, which may include other values than simply economic ones (Diochon et al., 2011).

An entrepreneur is an individual who creates and/or invests in one or more businesses, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business/or procedures (Gaddefors et al. 2017).

More narrow definitions have described entrepreneurship as the process of designing, launching and running a new business, which is often similar to a small business, or as the "capacity and willingness to develop, organize and manage a business venture along with any of its risks to make a profit" ("Business Dictionary, "2016). The people who create these businesses are often referred to as entrepreneurs (AK Yetisen et al 2016). While definitions of entrepreneurship typically focus on the launching and running of businesses, due to the high risks involved in launching a start-up, a significant proportion of start-up businesses have to close due to "lack of funding, bad business decisions, government policies, an economic crisis, lack of market demand, or a combination of all of these (Belicove 2012).

Becoming a successful entrepreneur starts with bringing an entrepreneurial mindset to your business venture. The entrepreneurial mindset a set of skills, beliefs, and

thought processes entrepreneurs bring to the task of building a new business. The main elements of this mindset are: Curiosity, an effective entrepreneur questions everything, learns all they can, and is open to new and radical ideas, even if they contradict your most basic assumptions, next is independence, there's no precise roadmap to success as an entrepreneur. Turning a new idea into a successful business requires risk taking and an ability to plan your next move without hand-holding from others. Resiliency is another one, succeeding as an entrepreneur means not only enduring pressure and failure, but also learning and growing from those experiences, Persuasiveness is part of entrepreneurial mindset because to raise money and grow their team, an aspiring entrepreneur needs to be able to confidently sell their business idea to what is often a skeptical audience last is focus on helping others. Entrepreneurs create value by solving problems for the people around them. The best entrepreneurs are focused on creating a positive impact, rather than making money ("Shopify Staff Starting Up, What Is Entrepreneurship?" 2022).

Republic Act No. 10533-"Enhanced Basic Education Act of 2013" was Signed Into Law last May 15, 2013. An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds and Other Purposes. K to 12 Program is Kindergarten + 12 years of Basic Education, six years of primary education, four years of Junior High School (JHS) and two years of Senior High School (SHS).

Entrepreneur and entrepreneurship is being taught in Senior High School under all tracks and strands like academic and TVL. Universal Kindergarten began in SY 2011–2012. The enhanced curriculum for Grade 1 and Grade 7 (1st Year Junior High School) was rolled out this SY 2012–2013, and will be progressively introduced in the other grade levels in succeeding school years. Grade 11 will be introduced in SY 2016–2017 and Grade 12 in SY 2017–2018. The first batch of high school students who went through K to 12 graduated in March 2018.

The K to 12 Basic Education Curriculum is not sufficient to prepare students for work. The curriculum enables students to acquire Certificates of Competency (COCs) and National Certifications (NCs). This is in accordance with TESDA Training Regulations. This allows graduates to have middle-level skills and will offer them better opportunities to be gainfully employed or become entrepreneurs (“FAQ/ Department of Education, n.d.”).

Entrepreneurial competencies are essential skills that senior high school students can develop to become successful entrepreneurs. According to the Department of Education (DepEd) in the Philippines, the Entrepreneurship course in the Applied Track of the K-12 Basic Education Curriculum aims to teach students the concepts, underlying principles, processes, and implementation of a business plan. The course also covers the discussion of key concepts of common competencies, core competencies relative to the course, and exploration of career opportunities. The course content includes the following topics, relevance of the course, key concepts and common competencies, core competency in Entrepreneurship, and career opportunities

The course is designed to help students understand key concepts, underlying principles, and core competencies in Entrepreneurship. Students will also learn how to create and provide a quality and marketable product and/or service in Entrepreneurship. The course is divided into several lessons, including Developing a Business Plan and Operating a Simple Business. In addition to the DepEd’s curriculum, research has shown that high school students who embark on the entrepreneurial journey develop valuable skills such as problem-solving, decision-making, communication, leadership, and financial management.

As part of senior High School, Curriculum Exit is important, Curriculum exit is a term used to describe the different options that students have after completing

senior high school. The four curriculum exits are: higher education, employment, entrepreneurship, and middle-level skills development. Depending on their interests, abilities, and goals, students can choose the most suitable curriculum exit for them. The primary purpose of a curriculum exit is to measure a student’s mastery of a specific course or program. By administering a curriculum exit test at the end of the course or program, the school or institution can gauge the student’s understanding and competency while also certifying that they have completed their expected learning objectives. This way, the school or institution can maintain educational standards and ensure that no student moves on to a more advanced concept without having the prior knowledge required to understand it. In addition to this, curriculum exits are sometimes used as a form of assessment for educational institutions, wherein the curriculum exits test is used to rate the school’s performances in terms of imparting knowledge. For example, schools and institutions may use different curriculum exits tests to record their scores in a particular academic year and compare their performance with that of other institutions.

The faculty members have the expertise and knowledge required to determine what is necessary for the student to understand and measure their progress. This way, the student can demonstrate their knowledge and understanding of the subject and the faculty can rate their performance. In some cases, curriculum exits can also be administered by external sources such as certified external bodies, like a state board or the National Institute of Standards and Technology.

There are several different types of curriculum exits available, depending on the needs of the school or institution. Generally, the type of curriculum exit test is selected according to the type of curriculum and the educational objectives of the course or program. Some of the most common types of curriculum exits are standardized tests (comprehensive examinations, comprehensive project assessments, clinical performance exams, and student performance assessments). Standardized tests are most commonly used for measuring the academic knowledge and abilities of the student.

There are several benefits of taking a curriculum exit for both the student and the educational institution. For the student, taking a curriculum exit allows them to demonstrate mastery of a particular curriculum or program.

This can be beneficial for subsequent courses, as it allows the student to demonstrate their knowledge of the subject and the skills they have acquired during the course or program. In addition, successfully passing a curriculum exit can provide students with valuable job prospects, as it can prove their competency and expertise to employers. For the educational institution, taking a curriculum exit test is beneficial in terms of quality assurance.

By administering a curriculum exit test at the end of a course or program, the school or institution can be assured that the student is well-versed in the topic, and has gained the necessary understanding and knowledge to proceed to the next level of education. In addition, it can also act as a form of assessment for the institution, by enabling them to measure the performance and effectiveness of their teaching methods.

Like any other educational assessment, curriculum exits also have both advantages and disadvantages. The primary advantage of curriculum exits is that they allow institutions to measure the progress of the student, certify their mastery of the curriculum, and ensure that a student has the necessary skills and knowledge to proceed onto more advanced concepts. Furthermore, it is also beneficial for the student, as it is designed to test their understanding and assess their performance, which can provide them with job prospects.

However, there are certain disadvantages of curriculum exits as well. For example, some students may find it difficult to pass the curriculum exit test, due to the fact that many tests assess a certain level of knowledge that might be beyond their operating capacity.

With the implementation of K-12 and as Senior Highschool teacher, the researcher as faculty member of the said school is motivated to conduct the study to be able to contribute enhancement or development of Entrepreneurship curriculum and to be able to assess the role of entrepreneurial competencies of SHS students in career planning.

II. OBJECTIVES

This study paper aimed to evaluate the Role of Entrepreneurial Competencies in Business Career Planning of Senior High School Students.

Specifically, it identified the profile of the Senior High School students in terms of sex, age, track, strand and academic performance in Entrepreneurship; the level of proficiency in Entrepreneurial Competencies of Senior High School Students along vision, organization,

innovation and risk; the role of entrepreneurial competencies of Senior High School Students along vision, organization, innovation and risk; challenges encountered by the students; and career guide may be proposed to immerse Senior High School students in Entrepreneurship.

III. METHODOLOGY

The study utilized the descriptive-evaluative method in which a survey questionnaire was used. The respondents of this study were one-hundred (100) senior high school students from selective four Senior High School in the Municipality of Bulan. The said samples were taken using a purposive sampling technique.

The researcher utilized frequency, rank, percentile and mean as statistical measures to analyze the data acquired in this study.

From an extensive standpoint, these statistical tools indicate the percentage of observations for each data point or set of data points. The approach is frequently employed to convey the relative frequency of survey responses and other data.

IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed and interpreted by the researcher based from the objectives of the study. Tabular presentation and textual analysis and interpretation were also used.

I. Profile of Respondents

The following table presents the profiles of Entrepreneurship Senior High School students in terms of sex, age, track and strand and their academic performance in Entrepreneurship. These data were interpreted using descriptive statistics (frequency count and percentage).

Table 1.1 Profile of Respondents in Terms of Sex

Sex	Frequency	Percentage (%)
Male	31	31
Female	69	69
Total	100	100

Table 1.1 presents the profile of the respondents in terms of sex. The table shows that 31% of the respondents are males and 69% of the respondents are females, indicating that dominantly of Entrepreneurship students of Senior High School are female.

The male-female ratio in higher education has been steadily move in favor of the female.

The enrollment figures show that females outnumbered their counter parts and they have steadily increased their numerical advantage.

Table 1.2 Profile of Respondents in Terms of Age

Age (in years)	Frequency	Percentage (%)
22-above	0	0
20-21	0	0
18-19	14	14
17-below	86	86
Total	100	100

Also, Table 1.2 presents the profile of the respondents by age that 86% of the total number of Entrepreneurship senior high students who are considered as respondents of this research, are of ages ranging from 17 and below, while 14% belonged to those ranging from 18 to 19 manifesting that the majority of the entrepreneurship senior high students enrolled in High School in Bulan Sorsogon are of the right age for Senior High School level.

Ages 16-19 are typically a right age to enter into higher level of secondary education which is senior high school. These learners attended school appropriate in their age this could be attributed to the accessibility of the school.

Table 1.3 Profile of Respondents in Terms of Track

Tracks	Frequency	Percentage
Academic	100	100
TVL	0	0
Arts and Design	0	0
Sports	0	0
Total	100	100

Table 1.3 shows the profile of respondents in terms of track that 100% of the respondents belongs to academic track.

This only implies that all of the respondents of this study solely came from academic track since other tracks are not available or not offered to all high school and offerings of this track depends on the needs of the institutions or location of the school.

Also Table 1.4 reflects the profile of respondents in terms of strand, 55% of the respondents go to general academics (GAS), followed by 30% of the respondents belongs to humanities and social sciences (HUMSS) and lastly 5% of the respondent on each strands fit in science technology engineering and mathematics (STEM),

accountancy business and management (ABM) and maritime strand.

Table 1.4 Profile of Respondents in Terms of Strand

Strands	Frequency	Percentage (%)
Gen. Academics	55	55
HUMMS	30	30
STEM	5	5
ABM	5	5
Maritime	5	5
Total	100	100

It is noted that majority of the respondents comes from general academic strand followed by humanities and social sciences, while science technology engineering and mathematics, accountancy business and management, and maritime have equally least number of respondents in this study.

Again availability of the strands offering depends on the needs of the local society where the high school are located and deemed that general academic strand is the much offering of the high schools.

Based on the study of Velasco & Del Rosario (2013), that all demographic factors such as school affiliation, age, sex, plan to pursue a college degree, and family business background show no statistical significant difference in the entrepreneurial inclination of the respondents. Such result suggests that all identified demographic variables do not affect or influence SHS student's entrepreneurial inclination.

Table 1.5 Profile of Respondents in Terms of Academic Performance in Entrepreneurship

Academic Performance (in Percent)	Frequency	Percentage
96-above	13	13
91-95	30	30
86-90	29	29
81-85	25	25
76-80	3	3
75-below	0	0
Total	100	100

The analysis of the academic performance of the respondents in entrepreneurship reveals in table 1.5 that 30% of the respondents get 91-95 academic performance, next to it 29% of the respondents get 86-90 academic performance, following with 25% of the respondents who get also 81-85 academic performance, meanwhile 13% of the respondents get a 96-above academic performance and lastly 3% of the respondent get also 76-80 academic performance.

It can be interpreted as most of the respondents have a high academic performance ranging from 81-90, much

less has an excellent academic performance with 91 and above and some of the respondents have an average academic performance that fall under 76-80 in entrepreneurship as the respondents' academic discipline.

There are various strategies by which to achieve 21st century skills; problem solving, critical thinking, collaborative learning, integration environment, and digital tools in teaching (Tyack, 1974). According to Alismail (2015), 21st century curriculum and instruction provides an integrative approach in achieving success for students.

II. Level of Entrepreneurial Competencies of Senior High School Students

The following tables reflect the respondents level of proficiency entrepreneurial competencies along with vision, organization, innovation and risk. The researcher administer teachers made test to the respondent's knowledge, ability and skills in relation to the entrepreneurial competency standard.

Reflected on table 2.1 is the level of proficiency entrepreneurial competencies along with vision which shows that 32% out of 100 respondents are not proficient (0%-24%), followed by 31% out of 100 respondents who are low proficient (25%-49%), next 28% out of 100 respondents are nearly proficient (50%-74%), subsequently 5% out of 100 respondents are proficient (75%-89%), and 4% out of 100 respondents are high proficient (90%-100%).

Table 2.1 Level of Entrepreneurial Competencies Along with Vision

Level of Proficiency Entrepreneurial Competencies (MPS)	Frequency	Percentage
Highly Proficient (90%-100%)	4	4
Proficient (75%-89%)	5	5
Nearly Proficient (50%-74%)	28	28
Low Proficient (25%-49%)	31	31
Not Proficient (0%-24%)	32	32
Total	100	100

This can be interpreted as most of the respondent did not meet the proficiency level of competency along vision and least of the of the respondents are proficient and highly proficient on the said competency.

School administrators must revisit curriculum and input programs with long-range impact on the students. More practical approaches to teaching and learning should be moderated in place of theoretical methods. Business schools must work hand in hand with local entrepreneurs and industries to equip students with more

recent industry trends and practically realistic approaches to business ventures (Velasco, 2016).

Table 2.2 Level of Entrepreneurial Competencies Along with Organization

Level of Proficiency Entrepreneurial Competencies (MPS)	Frequency	Percentage
Highly Proficient (90%-100%)	0	0
Proficient (75%-89%)	1	1
Nearly Proficient (50%-74%)	5	5
Low Proficient (25%-49%)	33	33
Not Proficient (0%-24%)	61	61
Total	100	100

Table 2.2 shows the level of proficiency entrepreneurial competencies along with organization that 61% out of 100 respondents are not proficient (0%-24%), followed by 33% out of 100 respondents who are low proficient (25%-49%), next 5% out of 100 respondents who are nearly proficient (50%-74%) and only 1% out of 100 respondents is proficient (75%-89%).

This only shows that almost all of the respondents fail to meet the expectation of being proficient on the competencies along with organization since only one respondent reach the proficient level.

It is believed that the ideal stage to acquire basic knowledge about entrepreneurship and to foster a positive attitude towards entrepreneurship is during childhood and adolescence years. Based on the study of Opoku-antwi et.al., (2012) generally, entrepreneurial intention among SHS students is high. It is in contrast to the current study which reflects low entrepreneurial proficiency and can be construed as low entrepreneurial intention among SHS students.

Table 2.3 Level of Entrepreneurial Competencies Along Innovation

Level of Proficiency in Entrepreneurial Competencies (MPS)	Frequency	Percentage
Highly Proficient (90%-100%)	0	0
Proficient (75%-89%)	7	7
Nearly Proficient (50%-74%)	37	37
Low Proficient (25%-49%)	31	31
Not Proficient (0%-24%)	25	25
Total	100	100

In level of proficiency in entrepreneurial competencies along with innovation shows in table 2.3 that 37% out of 100 respondents are nearly proficient (50%-74%), followed by 31% out of 100 respondents are low proficient (25%-49%), next to it 25% out of 100

respondents who are not proficient (0%-24%) and 7% out of 100 respondents are proficient (75%-89%).

This can be analyzed that most of the respondents are nearly proficient on level of entrepreneurial competencies along with innovation, thus many of the respondents are low and not proficient on the said competencies. Furthermore, there are some respondents who are in the proficient level.

Entrepreneurship education in the Philippines is heavily focused on the development of entrepreneurs in terms of encouraging start-ups. However, there is lack of focus in developing creativity and innovation as a mindset of the student in the formal education system. There is also minimal support from the academe and industry to aid nascent entrepreneurial undertaking to grow and sustain the business (Velasco & Del Rosario, 2013). Similarity with the current study which reveals nearly proficient in the field of entrepreneurial competencies along with innovation.

Table 2.4 Level of Entrepreneurial Competencies Along with Risk

Level of Proficiency in Entrepreneurial Competencies (MPS)	Frequency	Percentage
Highly Proficient (90%-100%)	0	0
Proficient (75%-89%)	2	2
Nearly Proficient (50%-74%)	24	24
Low Proficient (25%-49%)	43	43
Not Proficient (0%-24%)	31	31
Total	100	100

The level of proficiency in entrepreneurial competencies along with risk indicates in table 2.4 that 43% out of 100 respondents are low proficient (25%-49%), followed by 31% out of 100 respondents are not proficient (0%-24%), next to it 24% out of 100 respondents are nearly proficient (50%-74%) and 2% out of 100 respondents are proficient (75%-89%).

This means that the level of proficiency in entrepreneurial competencies along with risk of the respondents belongs to low proficiency and not proficient. Nevertheless, some of the respondents are nearly proficient and very minimal of the respondents have reached the proficient level.

According to the study of Miaomiao Yin & Yang Wang, (2017), “we could improve college students’ entrepreneurial capability through strengthen entrepreneurship education in accordance with the auxiliary support of family, society and government, thus concluded that not only enrich relative research of

college students’ entrepreneurship education, but also provide more practical and guiding sense for how to improve college students’ entrepreneurial capability”. As to current study SHS students can improved its level of entrepreneurial competency through strengthened curriculum and support to education of the government and its stakeholders.

III. Roles of Entrepreneurial Competencies in Business Career Planning to Senior High School Students

Most policymakers and academics agreed that entrepreneurship is critical to the development and well-being of society. They drive and shape innovation, speeding up structural changes in the economy. By introducing new competition, they contribute indirectly to productivity. Entrepreneurship is thus a catalyst for economic growth and national competitiveness (Opoku-antwi et.al., 2012).

Table 3.1. The Role of Entrepreneurial Competencies in Business Career Planning Along with Vision

Indicators	Weighted Mean	Description
Make understand market trends and opportunities to improve skills and business model.	4.32	Agree
Facilitate students to think strategically about the future of a business.	4.30	Agree
Aid students to identify the necessary steps to achieve the goals.	4.29	Agree
provide a structured approach for business proposals to explore possibilities and experiment with new ideas.	4.18	Agree
make a strategic analysis tool that enables the students to examine a business model’s strengths, weaknesses, opportunities, and challenges.	4.16	Agree
Provide a comprehensive overview of a business model’s essential aspects.	4.00	Agree
Enable students to set long-term goals for a business.	4.03	Agree
Hasten the ability to look for key partners, suppliers, and resources.	3.78	Agree

Reflected in Table 3.1 the roles of the entrepreneurial competencies in business career planning along with vision. The respondents agreed on the idea that the entrepreneurial competencies aided them to make understand market trends and opportunities to improve skills and business model, and such was reflected on the acquired mean value of 4.32. These respondents further agreed on the ideas that the said competencies facilitate students to think strategically about the future of a business as evidenced by the weighted mean, 4.30, aid students to identify the necessary steps to achieve the goals, 4.29, provide structured approach for business proposal to explore possibilities and experiment with

new ideas, 4.18, and make a strategic analysis tool that enables the students to examine a business model's strengths, weaknesses, opportunities, and challenges, 4.16.

This can be interpreted as all indicators play a bigger role on entrepreneurial competencies along vision in business career planning as almost all of the respondents agreed to its statements, ideas and concepts.

Table 3.2. The Role of Entrepreneurial Competencies in Business Career Planning Along with Organization

Indicators	Weighted Mean	Description
Enable students to improve their ability to create structured plans for product development, including setting milestones and tracking progress.	4.18	Agree
Assist students in demonstrating communication and collaboration that leads to positively influence the organizational efforts towards product development.	4.17	Agree
Aid the students to have a holistic approach and shared understanding of the business model while enabling them to align and collaborate effectively.	4.09	Agree
Allow students to consider all required components of the business model.	4.06	Agree
Serve as the foundation in designing a blueprint for the new entrant entrepreneur.	3.96	Agree
Facilitate students to integrate accounting and finance in the business proposal.	3.95	Agree

Reflected on table 3.2 the role of entrepreneurial competences in business career planning along with organization, respondent agreed to the statement of its indicator that enable students to improve their ability to create structured plans for product development, including setting milestones and tracking progress with a weighted mean of 4.18, also respondent agreed to assist students in demonstrating communication and collaboration that leads to positively influence the organizational efforts towards product development, 4.17, aid the students to have a holistic approach and shared understanding of the business model while enabling them to align and collaborate effectively, 4.09, allow students to consider all required components of the business model 4.06, serve as the foundation in designing a blueprint for the new entrant entrepreneur, 3.96, and facilitate students to integrate accounting and finance in the business proposal, 3.95.

Subsequently this can be analyzed that respondents agreed to all indicators as relevant to the role of entrepreneurial competences along with organization in business career planning with a higher weighted mean.

Study of Witko et.al., 2005 examined how senior high school students perceive the relevance of career

planning, who they feel comfortable approaching for help with career planning, and what help they would like during their career planning. Results indicated that career planning is important to high school students and they are likely to approach their parents first for help with career planning. As to current study relates that career planning is essentials to have deep foundations of knowledge on how they can start, strive and survive in their business ventures.

Table 3.3 The Role of Entrepreneurial Competencies in Business Career Planning Along with Innovation

Indicators	Weighted Mean	Description
Provide ideas among students to improve or develop new products in the market.	4.44	Agree
Give a chance to students to take an opportunity on the technology and its advancement.	4.37	Agree
Guide students to identify business operation gaps or areas for improvement.	4.30	Agree
Provide sets of abilities to keep the business agile and responsive to market changes and customer needs.	4.06	Agree
Enable the students to provide a solution through business operation to the identified problem of the community.	4.02	Agree
Facilitate students in capitalizing on opportunities to put up potential business in a locale.	3.99	Agree

Tables 3.3 shows the role of entrepreneurial competencies along with innovation in business career planning. The respondent agreed to the concept that provide ideas among students to improve or develop new products in the market with a weighted mean of 4.44, meanwhile the respondents also agreed to the following concept that give a chance to students to take an opportunity on the technology and its advancement, 4.37, guide students to identify business operation gaps or areas for improvement, 4.30, provide sets of abilities to keep the business agile and responsive to market changes and customer needs, 4.06, enable the students to provide a solution through business operation to the identified problem of the community, 4.02 and facilitate students in capitalizing on opportunities to put up potential business in a locale, 3.99.

This is interpreted as positive impression of the respondents to the indicators of the role of entrepreneurial competencies along with innovation in business career planning as this all get agreed by the respondents with a high weighted mean as possible.

Table 3.4 The Role of Entrepreneurial Competencies in Business Career Planning Along with Risk

Table 3.4 the role of entrepreneurial competencies in business career planning along with risk that respondents agreed to the notion that provide students ability to forecast business risks with a weighted mean of 4.01, allow the students to develop strategies to mitigate business risks, 3.99, equip students with the ability to safeguard business plans and models 3.97, and enable students to break potential risks associated with business, 3.80.

Indicators	Weighted Mean	Description
Provide students ability to forecast business risks	4.01	Agree
Allow the students to develop strategies to mitigate business risks.	3.99	Agree
Equip students with the ability to safeguard business plans and models.	3.97	Agree
Enable students to break potential risks associated with business.	3.80	Agree

Simply this can be understood as essential to the respondents since they agreed to the indicators that belong to the roles of entrepreneurial competencies along with risk in career planning.

IV. Challenges Encountered by the Senior High School Students in Their Entrepreneurial Venture

Before launching new products, entrepreneurs are often filled with doubt: Will their ideas successfully take off in the marketplace—or will they fall flat? To cut down on uncertainty, creators can post their inventions on platforms such as Product Hunt, where early adopters examine and beta-test new apps and other products, offering feedback to help entrepreneurs refine their ideas. However, there’s a caveat to this feedback: 90 percent of users on Product Hunt are men, according to a recent working paper by a trio of Harvard Business School researchers called Biased Sampling of Early Users and the Direction of Startup Innovation. Early feedback is essential to launching new products, but women entrepreneurs are more likely to receive input from men. Research by Rembrand Koning, Ramana Nanda, and Ruiqing Cao (Blanding, 2021).

Challenges encountered along vision illustrated in table 4.1 that rank first (1st) with a frequency of seventy-three (73) the lack of ability to look for key partners, suppliers, and resources/start-up capital, second (2nd) in rank with a frequency of sixty-eight (68) the limited functional understanding of business-long-term goals and third (3rd) in rank with a frequency of sixty-six (66) the lack of strategic analysis tool that enables the students to examine a business model’s strengths, weaknesses, opportunities, and challenges.

This can be interpreted as among challenges encountered by the senior high students with their business venture along with vision, lack of ability to look for key partners, suppliers, and resources/start-up capital is the most challenging to immerse in a business venture. Least of it is do not have a structured approach for business proposals to explore possibilities and experiment with new ideas, seemingly they can cope with this challenged.

Table 4.1. Challenges Encountered Along with Vision

Challenges	Frequency	Rank
Lack of ability to look for key partners, suppliers, and resources/start-up capital.	73	1
Limited functional understanding of business-long-term goals.	68	2
Lack of strategic analysis tool that enables the students to examine a business model’s strengths, weaknesses, opportunities, and challenges.	66	3
Inability to be exposed to real-world entrepreneurial ventures.	63	4
Hard to understand market trends and opportunities to improve skills and business models.	58	5
Unable to provide a comprehensive overview of a business model’s essential aspects.	52	6
Cannot Set achievable goals and milestones for entrepreneurial priorities.	43	7
Do not have a structured approach for business proposals to explore possibilities and experiment with new ideas.	36	8

The results also reveal that the entrepreneurs’ confidence to start their businesses is triggered by the positive motivation from their social support and network. The motivation is enough to surmount their perceived obstacles to entrepreneurship – the lack of capital and government support.

Table 4.2. Challenges Encountered Along with Organization

Challenges	Frequency	Rank
Limited knowledge of the adoption of ICT in organizing business.	55	1.5
Limited skill in considering all required components of the business model	55	1.5
Unimproved ability to create structured plans for product development, including setting milestones and tracking progress.	51	3
Short to demonstrate communication and collaboration that leads to positively influencing the organizational efforts towards product development.	48	4
Prototyping is not enhanced and developed	47	5
Cannot complete or create a business model as a blueprint for a new entrant entrepreneur.	46	6

Appears on table 4.2 the challenges encountered along with organization, top of it with a frequency of fifty-five

(55) are the limited knowledge of the adoption of ICT in organizing business and limited skill in considering all required components of the business model and rank third (3rd) with a frequency of fifty-one (51) the unimproved ability to create structured plans for product development, including setting milestones and tracking progress.

This only shows that limited knowledge of the adoption of ICT in organizing business and limited skill in considering all required components of the business model are the most challenging to the part of the student to grow and involved to a business venture.

Minimal challenge to the learners that they cannot complete or create a business model as a blueprint for a new entrant entrepreneur.

Based on the results of the study, it can be concluded that the entrepreneurial experience acquired from the academic preparation of young entrepreneurs today greatly helped them in their actual business practice. The lack of knowledge/ experience about starting a business did not surface already during the actual business practice.

However, despite the existence of such present challenges, young entrepreneurs continue to strive in order to be successful in their respective businesses while upholding ethical practices primarily founded upon by honesty and integrity in delivering quality products and services. They also believe, in general, that success is not greatly dependent on any fortune, talent, experience or academic excellence but rather a product of hard work and commitment.

Table 4.3. Challenges Encountered Along with Innovation

Challenges	Frequency	Rank
Lack of ability to keep the business agile and not respond to market changes and customer needs.	58	1
Failure to consider the opportunity of the technology and its advancement	54	2.5
Lack of passion to improve or innovate products in the market	54	2.5
Lack of initiative to create a positive impact on the environment and society as a social entrepreneur	53	4
Inability to determine the opportunities and threats relative to business in the community	50	5
Cannot Identify gaps or areas for improvement	43	6

On table 4.3 the challenges encountered along with innovation manifest that rank first (1st) with a frequency

of fifty-eight (58) the lack of ability to keep the business agile and not respond to market changes and customer needs and rank second and 50/100 (2.5th) with a frequency of fifty-four (54) lack of passion to improve or innovate products in the market.

This simply read as top of the challenges the learners encountered is the lack of ability to keep the business agile and not respond to market changes and customer needs, and bottom challenge is the learners cannot identify gaps or areas for improvement since the learners has its background on how proactively do a contingency plan.

Shows on table 4.4 the challenges encountered along risk that first (1st) in rank with a frequency of seventy-four (74) is the lack of knowledge on the preparation of business model canvas, second and 50/100 (2.5nd) in rank with a frequency of sixty-one (61) are the absence of different plans (short-term plan...rolling plan) and inability to forecast things related to business such as key partners, key activities, key resources, value proposition, distribution channels, and revenue streams and forth and 50/100 (4.5th) in rank with a frequency of fifty-three (53) are inability to adapt to the internal and external environment and incapable of safeguarding business plans and models.

Table 4.4. Challenges Encountered Along with Risk

Challenges	Frequency	Rank
Lack of knowledge on the preparation of business model canvas.	74	1
Inability to forecast things related to business such as key partners, key activities, key resources, value proposition, distribution channels, and revenue streams.	61	2.5
Absence of different plans (short-term plan...rolling plan)	61	2.5
Inability to adapt to the internal and external environment	53	4.5
Incapable of safeguarding business plans and models.	53	4.5

This can be interpreted as one of the greatest challenge encountered by the learners is the lack of knowledge on the preparation of business model canvas and least challenging to them are inability to adapt to the internal and external environment and incapable of safeguarding business plans and models.

Entrepreneurial competence is characterized as individual features such as expertise, skills, motives, characteristics, social roles, and self-images that can lead to a new creature (Mamabolo et al., 2017). Thus this study give way to create a career guide that supplements

the underlying characteristics of a successful entrepreneur.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions were drawn: (1) Most of the respondents are female, manifesting that the majority of them are in middle adolescence and enrolled in the academic track, taking the general academic strand and having mostly satisfactory academic performance in entrepreneurship.

(2) Most of the respondents have levels of entrepreneurial competencies along with vision, innovation, and risk from nearly proficient to a low proficient level, while low level to not proficient is noticed along with organization; (3) The respondents affirm the significant roles of entrepreneurial competencies in their business career planning; (4) Along with vision, lack of ability to look for key partners, suppliers, and resources/start-up capital is the most challenging to immerse in a business venture, along organization's limited knowledge of the adoption of ICT in organizing business and limited skill in considering all required components of the business model are the most challenging to the part of the student to grow and involved to a business venture, along with innovation top of the challenges the learners encountered is the lack of ability to keep the business agile and not respond to market changes and customer needs, and one of the greatest challenges encountered by the learners along with risk is the lack of knowledge on the preparation of business model canvas; and (5) The proposed Entrepreneurial Career Guide provides a road map to the senior students who opted to engage in business as a curriculum exit.

From the findings and conclusions, the following recommendations are forwarded as follows: (1) senior high school students be exposed to various career aptitude assessments to determine their preferred career paths; (2) the delivery of instruction of the Entrepreneurship Course be strengthened by providing training to teachers both on content and process; (3) improvement of the existing facilities be prioritized particularly the existing laboratory to aid the students in the acquisition of relevant knowledge that would consequently enhance their skills and academic performance; (4) regular orientation and follow-up be conducted to constantly inform the students and entrepreneurship subject teachers about the curriculum needs and level of compliance with the desired standards; (5) strong linkages to government and non –

non-government business organizations that will uplift and support the interest of learners to venture into business be made a regular endeavor of the schools; (6) the output of this study be adopted as an entrepreneurial career guide to pursue the learners' business venture being a curriculum exit; and, (7) future researchers be encouraged to delve on the following topics: (a) Effectiveness of emerging instructional approaches in the delivery of entrepreneurship courses, and (b) Tracer study of the senior high school learners who opted for business as their career path clients' digital marketing initiatives.

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