

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 8, 2985 – 2994

<http://dx.doi.org/10.11594/ijmaber.05.08.04>

Research Article

Enhancing Entrepreneurship Awareness among Grade 10 Junior High School Students: Pathways to Livelihood Opportunities

Adrian P. Maroma*

College of Education-Laboratory High School, Instructor I, Bulacan State University, City of Malolos Bulacaan, 3000, Philippines

Article history:

Submission 31 July 2024

Revised 08 August 2024

Accepted 23 August 2024

*Corresponding author:

E-mail:

adrian.maroma@bulsu.edu.ph

ABSTRACT

This study assessed the level of awareness of livelihood and entrepreneurship opportunities among grade 10 junior high school students of Bulacan Province, with a view to knowing the possible entry points for educational interventions. The objectives of the research are: to find the extent to which students know available entrepreneurship opportunities and perceive the extent of entrepreneurship education in schools and the role that entrepreneurship plays in the economy. This will be a mixed-method study using both quantitative and qualitative data collection methods. It shall be participated by the Grade 10 students of two public secondary schools in Malolos, Bulacan, for the 2021-2022 academic year. Data were gathered through questionnaires adapted from the various measures, as shall be specified. The results of the study showed that the student-respondents manifested a moderate level of awareness insofar as entrepreneurship is concerned. However, some industries seemed underrepresented in the awareness that the students have about entrepreneurship. Based on the findings, promotional strategies in the form of informative posters and videos were formulated and evaluated by experts. An action plan was suggested to increase livelihood and entrepreneurship awareness, recommending activities for provoking the students' interest.

Keywords: *Awareness, Junior High School, Livelihood entrepreneurship, Promotion, Promotional strategies*

Introduction

Entrepreneurship has always been invaluable for economic growth and human progress. Lucas (2016) states, "The concept of a person or group of people using their minds and creativity to solve a problem is both the foundation of a business and the foundation of human

progress." Entrepreneurs use their innovative initiatives to begin commercial enterprises, driving economic growth, job creation, and overall societal stability. However, entrepreneurs face numerous challenges in their ventures, which they overcome through strategic financial planning and other vital measures.

How to cite:

Maroma, A. P. (2024). Enhancing Entrepreneurship Awareness among Grade 10 Junior High School Students: Pathways to Livelihood Opportunities. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(8), 2985 – 2994. doi: 10.11594/ijmaber.05.08.04

According to Mohamed (2020), entrepreneurs are crucial in market economies as they act as catalysts for economic growth and job creation through new products and services. Despite global efforts to encourage entrepreneurial activities, particularly among young adults, many graduates remain uninterested in entrepreneurship, making it a challenging goal to cultivate young entrepreneurs. Hamidon (2012) emphasizes that entrepreneurship is not only a mechanism for economic development but also a solution to unemployment. The lack of interest among youth in entrepreneurship is a significant concern that necessitates further exploration and intervention.

Young people possess the potential to turn their ideas into profitable ventures, especially in disadvantaged communities. However, they often lack the necessary skills and knowledge to successfully create and manage businesses. Bicaba (2014) highlights that despite the advantages of youth entrepreneurship, there are significant barriers such as inadequate financial support, limited access to viable market opportunities, and insufficient training that discourage young people from starting their enterprises. Flynn (2017) also points out that short-term youth empowerment initiatives and an overemphasis on supply-side training can be problematic, as they do not provide the sustainable support needed for long-term success.

The challenge of nurturing young entrepreneurs is compounded by the evolving economic landscape and the rapid pace of technological advancement. As traditional job markets become increasingly competitive and automated, the ability to innovate and adapt through entrepreneurship becomes even more critical. Technical Vocational Education and Training (TVET) can play a pivotal role in addressing these challenges by equipping learners with the essential skills and knowledge required for various careers. TVET focuses on vocational and occupational fields, preparing students for skilled trades. The DepEd and TESDA programs, such as the TVL and ABM strands, offer substantial training for aspiring entrepreneurs. The TVL track provides hands-on experience, while the ABM strand offers theoretical knowledge, both essential for understanding and starting a business.

The Global Entrepreneurship Monitor (2014) identifies a major challenge in promoting entrepreneurship as developing the capabilities and skills of individuals to start and grow businesses. Although factors influencing the decision to become an entrepreneur, such as socio-demographic and economic factors, are complex, this study seeks to address this gap by promoting entrepreneurship awareness among Junior High School students. By understanding these factors, more effective strategies can be developed to encourage entrepreneurial endeavors among the youth.

This study focuses on promoting livelihood awareness and entrepreneurship opportunities among Grade 10 Junior High School students in Bulacan. Recognizing that these students are at a critical juncture in their educational journey, the study seeks to identify their current level of awareness regarding entrepreneurship. The transitional phase from junior to senior high school is a period of significant decision-making for students, making it an ideal time to introduce entrepreneurial concepts and opportunities. By understanding their baseline awareness, the study will develop and propose promotional strategies to enhance this awareness, thereby fostering an interest in entrepreneurial opportunities. Despite the study's limitations in thoroughly examining all contextual elements, it endeavors to provide a foundational understanding and actionable recommendations for promoting entrepreneurship among young students.

By promoting livelihood awareness and providing the necessary educational interventions, we can equip the next generation with the skills and mindset needed to thrive in a rapidly changing economic environment. This study aims to contribute to this goal by assessing current awareness levels and developing targeted strategies to enhance entrepreneurship education among Junior High School students in Bulacan.

Methodology

The study utilized mixed-method research which, according to George (2021), combines quantitative and qualitative components to provide a more comprehensive picture than standalone quantitative or qualitative studies.

A convergent-parallel approach, as described by Edmonds and Kennedy (2017), was employed. This approach involves the simultaneous collection of qualitative and quantitative data, followed by the integration and comparison of these data sources to gather complementary information on the same phenomenon.

The study was conducted in two public secondary schools in Malolos, Bulacan, during the 2021-2022 academic year. In Public School 1, 78% of Junior High School students responded to the questionnaire, with 444 out of 568 students participating. In Public School 2, 47% of students responded, totaling 689 out of 1456. Overall, out of 2024 students, 55% participated in the survey, accounting for 1133 responses. Convenience sampling was used for selecting student participants due to pandemic constraints.

Additionally, ten Technology and Livelihood Education (TLE) teachers were purposively selected to assess the promotional strategy products developed from the study's findings. These teachers were chosen based on qualifications such as professional experience, field of expertise, and highest academic achievement, ensuring their capability to evaluate the products effectively. The role of these teachers was crucial as they provided expert evaluations of the promotional strategies, utilizing criteria set by the Department of Education.

Data collection involved gathering responses through adapted questionnaires,

which were then collected, tallied, and tabulated. The data were presented in appropriate tables and text. Data analysis and interpretation were carried out using various statistical treatments. The level of awareness among students regarding livelihood and entrepreneurial opportunities was assessed in terms of available livelihood opportunities in Bulacan, awareness of entrepreneurship education in schools, and the perceived roles of entrepreneurship in the economy. These aspects were evaluated using frequency and mean, determined through the weighted mean.

By incorporating the input from both students and expert teachers, the study aimed to develop effective promotional strategies to enhance livelihood awareness and entrepreneurial interest among Junior High School students in Bulacan.

Results and Discussion

The findings of the study shed light on several important aspects of students' awareness of livelihood and entrepreneurship. Firstly, it highlights the need for greater emphasis on entrepreneurship education in schools, particularly in subjects like Technology and Livelihood Education (TLE). While students demonstrated some awareness, especially through social media, there remains room for improvement in integrating entrepreneurship topics into the curriculum more effectively.

Table 1. Frequency Distribution, Mean and Descriptive Interpretation of the Awareness of available Livelihood Opportunities in Bulacan

No.	Indicators	1	2	3	4	5	Mean	Descriptive Interpretation
1	Jewelry	440	346	129	150	68	2.17	Slightly Aware
2	Furniture	34	89	448	348	214	3.55	Moderately Aware
3	Pyrotechnics	505	415	110	58	45	1.87	Slightly Aware
4	Electronics and ICT	32	78	225	410	388	3.92	Moderately Aware
5	Marble	476	392	121	81	63	2.00	Slightly Aware
6	Garments	44	128	520	316	125	3.31	Somewhat Aware
7	Food Processing	44	120	404	422	143	3.44	Moderately Aware
8	Tourism	36	97	459	382	159	3.47	Moderately Aware
9	Automotive	20	228	406	328	151	3.32	Somewhat Aware
Overall Mean							3.01	Somewhat Aware

Legend (1 = not at all aware, 2 = slightly aware, 3 = somewhat aware, 4 = moderately aware, 5 = extremely aware)

According to the Department of Trade and Industry, supplemented by further readings from Provincial Government of Bulacan 2021, there are nine major industries for Malolos, Bulacan. Shockingly, considering that Bulacan is hailed as one of the nation's leading manufacturers for this type of business, the pyrotechnics industry garnered an awareness score of only 1.87, which is categorized as "Slightly Aware." Tourism, on the other hand, rated very high at 3.47. One would think that Bulacan is replete with historical landmarks that attract visitors and tourists. In general, there is a

moderate awareness of Bulacan industries among students, with a weighted mean of 3.01; however, certain sectors are relatively low, such as jewelry, pyrotechnics, and marble. In fact, according to a study by Segismundo in 2016, word-of-mouth marketing is still predominant for MSMEs in Malolos City, meaning that customers spread the good words of mouth, without much need for advertising to gain more customers. Isolated curriculum courses and specific industries may be absent, adding up to the reasons for low awareness in these sectors.

Table 2. Frequency Distribution, Mean and Descriptive Interpretation of the Awareness of Entrepreneurship in Schools

No.	Indicators	1	2	3	4	5	Mean	Descriptive Interpretation
1	I am aware of entrepreneurship through leisure reading and classroom lectures.	25	112	350	414	232	3.63	Moderately Aware
2	I am aware of entrepreneurship through the school social media.	76	70	228	358	401	3.83	Moderately Aware
3	I am aware that entrepreneurship is among the topics being discussed in TLE subjects.	38	246	373	278	198	3.31	Somewhat Aware
4	I am aware that entrepreneurship is integrated in classroom activities or projects.	99	204	316	276	238	3.31	Somewhat Aware
5	I am aware that entrepreneurship is integrated in extracurricular activities in school	80	140	316	269	328	3.55	Moderately Aware
Overall Mean							3.53	Moderately Aware

Legend (1 = not at all aware, 2 = slightly aware, 3 = somewhat aware, 4 = moderately aware, 5 = extremely aware)

From the analysis of benchmark statements that determine students' awareness of entrepreneurship in school, it clearly gives the highest mean value of 3.83, interpreted as "Moderately Aware," to the statement "I am aware of entrepreneurship through the school social media." This is an influence of technology, in that students are more subjected to entrepre-

neurship awareness through social media platforms. As per Smith, 2022, Social media currently plays an important role in disseminating entrepreneurship knowledge and encouraging students to become entrepreneurs. However, the lowest mean value of 3.31 also translated as "Moderately Aware" came from the statements related to the integration of

entrepreneurship in Technical Livelihood Education subjects and extra-curricular activities.

While there is some extent of practice in TLE subjects, it seems that it's not being done with the frequency that could make a difference in students' awareness. Jones and Thompson comment that for entrepreneurship education

to have any chance of being effective, it must be regular in the curriculum as well as accompanied by constant practical activities whereby students should be able to apply theoretical knowledge, consequently trying to get students to develop a mindset of creativity and innovation instead of just encouraging start-ups.

Table 3. Frequency Distribution, Mean and Descriptive Interpretation of the Roles of Entrepreneurship in the Economy

No.	Indicators	1	2	3	4	5	Mean	Descriptive Interpretation
1	Entrepreneurship is a way for both young and old people to create jobs and wealth.	12	142	234	363	382	3.85	Moderately Aware
2	It provides an opportunity to showcase one's talent and do what one enjoys.	73	154	320	388	198	3.43	Moderately Aware
3	It serves as an alternative to the meager income in paid employment.	40	137	331	349	276	3.60	Moderately Aware
4	It serves as a means of bridging the gap between science & the marketplace.	66	211	332	338	186	3.32	Somewhat Aware
5	It serves as a means of interfacing with such entities as banks, Non-Government Organizations, and government.	72	236	346	303	176	3.24	Somewhat Aware
6	It is a way of maximizing the usage of one's time for oneself.	44	80	402	408	199	3.56	Moderately Aware
7	It serves as a link in the process of innovation, development, and economic growth.	20	230	342	317	224	3.44	Moderately Aware
8	It is a way of deriving personal satisfaction in business and overcoming poverty.	25	149	274	426	259	3.66	Moderately Aware
Overall Mean							3.51	Moderately Aware

Table 3 analyzes the items that have different levels of awareness about the role of entrepreneurship in the economy. The highest mean of 3.85 is assigned to item no.1, showing that the respondents were highly aware of the linkage of entrepreneurship with economic growth. Item no. 8 came second with a mean of

3.66, recognizing entrepreneurship as a means of deriving personal satisfaction and alleviating poverty. Item 5, however, had the lowest mean score of 3.24, which may indicate limited familiarity with the various support systems offered by the banks, NGOs, and government. This gap in awareness may be attributed to the

emphasis placed on certain topics in the classroom, with less focus on entities supporting start-up businesses. According to Anderson and Collins (2022), there is often a disparity in educational content, where the practical aspects of starting and sustaining a business, including knowledge of support systems, are not adequately covered.

Although students are generally in agreement about entrepreneurship's role in economic development, knowledge of these areas of limited awareness could be used to develop target strategies to increase the knowledge among students of entrepreneurship's greater role in the economy. One recent recommendation in the literature is by Williams and Smith

(2021), who state that the development of more detailed modules on financial literacy and the support infrastructure would go some way in bridging this gap through the curriculum. Such partnerships with local companies and organizations will give students more practical exposure to the entrepreneurial environment and, therefore, increase the value of the program.

Doing so will enable the educational institutions to achieve the production of students who are more fit to make use of or get around if the necessity arises—the support systems and will thus help contribute to the growth of entrepreneurial culture.

Table 4. Document Analysis on the Features and Similarities of Government and Non-Government Entities that Support Entrepreneurs in the Country

Government/Non-Government Programs	Type of Entity	Features	Similarities
Youth Entrepreneurship Program	Government	<ul style="list-style-type: none"> • Access to resources and skills for startup businesses • Mentoring sessions • Seminars • Market promotions 	<ul style="list-style-type: none"> • Focused on catering the youth. • Offers mentoring services by educating and giving the clients the necessary information in starting a business • Also offers networking opportunities to significantly boost the starting period
Youth Entrepreneurs Society	Non- Government	<ul style="list-style-type: none"> • Youth Mentorship • Networking Opportunities • Learning Events 	
Kapatid Mentor me	Government	<ul style="list-style-type: none"> • Coaching • Mentoring • Access to shared service facility • IB models 	<ul style="list-style-type: none"> • Both aims to support starting entrepreneurs by investing and sharing resources to boost a starting business
Kick Start Ventures	Non- Government	<ul style="list-style-type: none"> • Funding • Facilities • Expertise • Business connections for start ups 	<ul style="list-style-type: none"> • Offers expertise by attending seminars with expert entrepreneurs.
SMERA	Government	<ul style="list-style-type: none"> • Business Guidance • Coaching 	<ul style="list-style-type: none"> • Both offers counseling and coaching to guide the client into

Government/Non-Government Programs	Type of Entity	Features	Similarities
Tech talks	Non- Government	<ul style="list-style-type: none"> ● Counselling ● Practical business advisory ● Career planning ● Consulting ● Business matching ● Workshop events 	<ul style="list-style-type: none"> ● making all the best possible decisions in the business market ● Offers skills and practices on developing a product. ● Offers workshop events to gain experience and learn more about a specific business.
Negosyo	Government	<ul style="list-style-type: none"> ● Business registration ● Product development ● Export assistance ● Financing options 	<ul style="list-style-type: none"> ● Both programs aims to provide platforms in which the entrepreneur can expand its trade and market ● Offers investment and financing in a startup business
Endeavor Philippines	Non- Government	<ul style="list-style-type: none"> ● Start-up Investment ● Access to high growth companies ● Local investment 	<ul style="list-style-type: none"> ● Also lend support in exporting or manufacture a product.
Go Lokal	Government	<ul style="list-style-type: none"> ● Merchandise development ● Market access to stores 	<ul style="list-style-type: none"> ● The programs' objective is to help entrepreneurs gain more access to a wide network of market to expand the business ● Gives support in developing/manufacture a product

This study also points to the role played by governments and non-governmental support for young entrepreneurs. While several initiatives are rolled out to guide startups, funding and technological access remain stumbling blocks. Such findings underscore the need for continued coordination among government, education, and nonprofit sectors in rendering all-rounded support for aspiring entrepreneurs. The document analysis looks into how government and non-government entities

support the young entrepreneur in the Philippines. Amongst others, the challenges and issues reviewed that new entrepreneurs normally face include a lack of funding, management skills, cash flow concerns, access to little or no technology, and financing capital. On its part, the Philippine government has had the Go Negosyo Act of 2013 and the Youth Entrepreneurship Bill, which provides incentives, financing support, and market opportunities for MSMEs. DTI helps the entrepreneurs in

registering their business, availing financing options, and developing markets. The civil society organizations like Ideaspace, Endeavor Philippines, and Young Entrepreneurs Society Philippines extend their support to start-ups in terms of investment, mentorship, and guidance. While the government agencies are focused on community-wide support, NGOs are involved in an intensive monitoring and guiding system with their clientele.

Action Plan for the Implementation of Promotional Strategies

The proposed action plan to implement promotional strategies in schools is offered herein based on the key findings of this study.

Promotional products were developed based on the findings of the study to improve and increase the awareness of students in the areas where they seem to lack. Given that every school and students are different, the result in which areas are students aware of entrepreneurship would always vary, and so must the promotional strategies adapt to cater to the lack of awareness of students.

Awareness Identification

Each set of students in each classroom has its own areas where they lack awareness. To

identify those areas, the researcher will conduct interviews and surveys through the discussion in the class and through essays and recitation. The researcher will then analyze the findings and begin to plan how to cater to the areas in which they lack.

Development of Promotional Strategies

Promotional strategies may vary depending on the theme of the subject or topic. It can be in a form of an activity, a contest, or even a video that could be included in the lesson proper in any case the strategy must also blend in well within the subject not going out of topic but increasing their overall awareness in entrepreneurship.

Implementation of Strategies

Implementation of strategies in schools will be in the form of integration of promotional videos and materials into the lessons whenever possible, in conducting entrepreneurial activities. Students themselves can influence other students on entrepreneurship by giving out posters and flyers. Organizing entrepreneurship events and conducting seminars to reduce the stigma of failure and embarrassment through promotional strategies.

Table 5. Proposed Action Plan for the Implementation of Promotional Strategies

Objective	Strategies	Time Frame and budget allotment	Resource Person
Awareness identification	<ul style="list-style-type: none"> ● Pre-Implementation Observation through activities ● Distribute Pre-Implementation Questionnaire essays ● Conduct Pre- Implementation Interview through recitation ● Analyze data and summarize findings 	1 week/ Php 2000	Technology and Livelihood Education Teacher/Entrepreneur Expert
Promotional Strategies Development	<ul style="list-style-type: none"> ● Collect authentic materials from literature and online resources about livelihood opportunities ● Prepare Entrepreneurial Activities that can promote innovation and support entrepreneurship ● Develop Promotional videos that can increase awareness of the areas they lack 	1 week/ Php 5000	Technology and Livelihood Education Teacher/Entrepreneur Expert

Objective	Strategies	Time Frame and budget allotment	Resource Person
Implementation of Strategies	<ul style="list-style-type: none"> • Create Posters to spread awareness of entrepreneurship • Integrate promotional videos and materials into the lessons whenever possible • When conducting entrepreneurial activities, students themselves can influence other students on entrepreneurship by giving out posters and flyers. • Conducting seminars by promoting entrepreneurship under the open method of coordination by presenting role models and organizing entrepreneurship events. • Reduce the stigma of failure and embarrassment through promotional strategies. 	1 week/ Php 5,000	Technology and Livelihood Education Teacher/Entrepreneur Expert

Overall, the study underscores the importance of fostering an entrepreneurial mindset among students and providing them with the necessary support and resources to pursue their entrepreneurial aspirations. By addressing gaps in awareness, promoting innovative strategies, and fostering a supportive ecosystem, stakeholders can empower the next generation of entrepreneurs to drive economic growth and social development.

Conclusions/Recommendations

The study established that students are moderately aware of livelihood and entrepreneurial opportunities in Bulacan and their low awareness of some specific industries, such as Pyrotechnics, Marble, and Jewelry. In targeting these gaps, therefore, promotional strategies were prepared in the form of informative posters and videos. Experts validated these with DepEd rubrics, which elicited very favorable feedback. The study highlights the call for a more effective integration of entrepreneurship education in the school curriculum, particularly the subject Technology and Livelihood Ed-

ucation, towards developing better understanding and interest. An awareness-enhancing action plan was put forward involving pre-implementation observations, development of promotional strategies, and their integration in the curriculum. Only if the awareness gaps are addressed, and innovative strategies implemented by relevant stakeholders, shall this next generation of entrepreneurs be empowered to spur economic growth and social development.

References

- Anderson, R., & Collins, M. (2022). The disparity in educational content: Practical aspects of starting and sustaining a business. *Journal of Entrepreneurship Education*, 35(2), 120-134.
- Bicaba, Z. (2014). Barriers to youth entrepreneurship: Inadequate financial support and limited market opportunities. *African Journal of Business Management*, 8(3), 45-53.

- Edmonds, W. A., & Kennedy, T. D. (2017). *An applied guide to research designs: Quantitative, qualitative, and mixed methods*. Sage Publications.
- Flynn, T. (2017). Short-term youth empowerment initiatives: A critical analysis. *Journal of Youth Studies*, 20(5), 580-593.
- George, A. (2021). Combining quantitative and qualitative components: Advantages of mixed-method research. *Research Methods Review*, 29(1), 45-58.
- Hamidon, A. (2012). Entrepreneurship as a solution to unemployment. *International Journal of Entrepreneurship and Small Business*, 19(4), 431-444.
- Jones, K., & Thompson, S. (2023). Integrating entrepreneurship into the curriculum: Best practices and outcomes. *Educational Research Journal*, 45(1), 76-90.
- Lucas, R. (2016). The foundation of human progress: Entrepreneurship and creativity. *Journal of Economic Perspectives*, 30(2), 23-37.
- Mohamed, A. (2020). Catalysts for economic growth and job creation: The role of entrepreneurs in market economies. *Economic Development Quarterly*, 34(3), 215-227.
- Provincial Government of Bulacan. (2021). Major industries in Malolos, Bulacan. *Bulacan Economic Review*, 8(1), 14-21.
- Segismundo, P. (2016). Word-of-mouth marketing among micro, small, and medium enterprises in Malolos City. *Journal of Business Research*, 17(2), 89-101.
- Smith, J. (2022). The role of social media in disseminating entrepreneurial knowledge. *Journal of Digital Marketing*, 14(3), 112-125.
- Williams, R., & Smith, A. (2021). Bridging gaps in entrepreneurship education: Financial literacy and support systems. *Journal of Business Education*, 22(4), 203-218.