**Research Article**

# Exploring the Experiences of Senior High School Students on Business Simulation in the New Normal: Basis for a Proposed Intervention Program

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**ABSTRACT**

Work immersion is a subject in senior high school that is being taught to prepare learners for their future endeavors. As part of the preparation of the Department of Education to secondary students for work, entrepreneurship, and higher education. Immersion can also help students strengthen their skills or expertise, preparing them for future careers. This study is a qualitative research study that focuses on the business simulation experiences of Senior High School students in the midst of pandemics. The main purpose of this study is to determine the different components that contribute to Entrepreneurial sustainability through business simulation in work immersion subjects and to assess the long-term implications of the entrepreneurial desire of learners to engage in small businesses for senior high school students in time of Covid-19 pandemic and to provide The proposed intervention is not simply focused on the school; the data gathered from the students is heavily influenced by the community. The schools, in collaboration with the teachers, lead learners through their school activities, preparing them to meet the obstacles they will face as they enter the profession. The school can aid the learner in preparing their product and assisting with the planning stage of their business simulation activity. Learners' business simulations require community assistance to be effective. The students urge for support structure that the community and local government can provide in the form of product marketing, patronage, and financial support to encourage aspiring entrepreneurs like the learners to keep their small businesses running.

***Keywords***: *Business Simulation, New Normal, Senior High School, Work Immersion.*

## The Problem and ITS Background

Work immersion is a subject in senior high school that is being taught to prepare learners for their future endeavors. As part of the preparation of the Department of Education to secondary students for work, entrepreneurship, and higher education. Immersion can also help students strengthen their skills or expertise, preparing them for future careers. The current pandemic has thrown a wrench in people's lives. Individuals and countries have reacted to the shock in different ways. When new restrictions were imposed to govern and modify our daily lives, we were all forced to try to make sense of it all. Education is one of the areas that is greatly affected by the pandemic. The traditional face-to-face classes were replaced by different modalities because, despite the current situation, education must continue so as work immersion.

Work immersion is a graduation requirement for senior high school students, therefore the department of education issued new guidelines for the implementation of work immersion in times of the pandemic. The memorandum dm-ci-2020-00085 is also known as Guidelines for Work Immersion Implementation During Crisis Situation. The department recognizes the limitations for students and schools, it ought to be proactive in anticipating and planning for a variety of service delivery conditions since schools are tasks to create their own program per school. The department also encourages the school to choose among the annexes in the implementation of work immersion. One of the options is the business simulation under Annex A, Model 1 Simulation, or operation of a micro-business enterprise in the Barangay (DepEd. Guidelines and Most Essential Learning Competencies (MELCs) are also provided. Students will be grouped and will be provided sets of activities before the conduct of the business simulation. The work immersion teacher is in charge of preparing a weekly calendar of activities for the learners' guidance. Planning, establishment, and operation of a micro-business enterprise, preparation of various documents for a product or service feasibility report, business plan, signing of parent's consent, barangay business permit, business report, an inspection of business simulation, post-business simulation requirements, and grade computation are among the activities. Parents are also orientated prior to the conduct of immersion to inform them of the sets of activities that students must perform during the conduct of work immersion. Catelo, S. (2020) stated that work immersion allowed students to reinforce the significant application of theories or concepts learned in the classroom to real-life situations in the workplace, and it significantly shaped the students' personalities and values.

There are 3 stages of activities that the learners will need to pass through to complete the whole process. The pre-immersion activity, immersion proper and the post immersion activity. For the first stage, the pre-immersion activities comprise of signing of Memorandum of Understanding, parent orientation on work immersion, discussion of the work immersion portfolio to learners, discussion of expected behavior at work and work ethics, accomplishing different permits and resume' to recognize the importance of credentials. The next step is the immersion proper, students are expected to establish a market research and development by scanning the market and identify potential business opportunities to capitalize on the use appropriate analysis framework and methodology in choosing a product which is feasible in terms of the market, operations and financials in a form of business plan, then proper implementation of the business plan or the business simulation proper, the preparation of product down to buying and selling and recording of finances. The last part is the post immersion activity, the winding up a business enterprise, learners are expected to present the outcome of the business simulation activity and present in a form of culminating activity. The students are expected to present everything they have learned, including significant values throughout the business cycle.

Business simulations aid senior high school students in developing their entrepreneurial skills. It prepared the path for DepEd's greater emphasis on producing competent senior high school graduates prepared for college, employment, or entrepreneurship. Following graduation, students are encouraged to pursue one of three options: employment, further education,

or starting a business. Entrepreneurship education should cultivate entrepreneurial mindsets and ambitions by providing individuals with the necessary knowledge and abilities to start and run businesses. Entrepreneurship is a great way to boost one's financial and social standing as a graduate. The Department of Education established senior high schools to prepare secondary students for labor, entrepreneurship, and further education. As a result, they are putting into practice all they have acquired in their entrepreneurship and work immersion subjects, including skills, knowledge, and a positive attitude. It's also a great way for students to learn business strategies that they can use when they graduate from high school and want to start their own business. Students may well be prepared and familiar with the genuine business simulation experience as a result of this study.

According to Thanasi-Boce (2020) of Kuwait, entrepreneurial learning in a simulation setting can help students improve entrepreneurial skills and encourage them to engage in entrepreneurial activities. Students were able to face challenges, overcome limitations, improve their analytical skills, and increase their business knowledge as a result of the simulation experience. Likewise, Zulfiqar, S. et al (2018) of China also mentioned that it is difficult to develop sufficient capabilities among students to assist and support them in their pursuit of entrepreneurship. In today's dynamic environment, students must develop their abilities and skills in response to environmental changes in order to deal with upcoming challenges. In this regard, business schools and related institutes are the primary sources of management, entrepreneurial, and leadership education. Furthermore, Lans T. et al (2013) also cited such significant improvements are used by the entrepreneur with superior personal characteristics, resulting in a variety of entrepreneurial acts such as the introduction of new products, new manufacturing methods, new (geographical) markets, and new ways of organizing corporate processes. Avramenko, A. (2012) agreed simulation's participants reportedly recognised an increase of self-confidence due to practically gained awareness that theory is not perfect and that learning from

making mistakes was more enlightening than following advice prescribed by theory. While Lans (2013) also seriously thinks that one of the most prevalent myths about entrepreneurs is that they are born with certain characteristics that are difficult, if not impossible, to cultivate.

Based on the study conducted in France on sustainable entrepreneurs looks like in student's perspective shows that a more precise targeting effort in entrepreneurship promotion is required such as promotion of long-term perspective of sustainable entrepreneurship development and encourage people to consider themselves future sustainable entrepreneurs; bringing together researchers, teachers, and political forces to consider sustainable entrepreneurship in light of the contributions of other members of the community who shape industry structures, market conditions, and overall resource conditions (Richomme-Huet, K., & de Freyman, J. (2013). Martin Lackéus (2016) of Sweden emphasizes the importance of creating value for others. The process is rich in human interaction and triggers an abundance of emotional learning events, allowing for more engaged students and deeper learning of entrepreneurial as well as subject-specific knowledge, skills, and attitudes. Entrepreneurial competencies as the backbone of entrepreneurship must be developed such as opportunity competence, social competence, business competence, Industry-specific competence, and entrepreneurial self-efficacy.

According to one study conducted in the United Kingdom, the majority of forms of educational practice and typically sought to learn outcomes that were "knowledge-based." There were fewer examples of educational practice focused on "For" forms of entrepreneurship education, and when they did exist, they were usually in the form of "business planning." More innovative forms of educational practice, such as those classified as "Through" or "Embedded," were significantly more marginal in the data. More than half of the entrepreneurship education examined focused on assisting students in comprehending the phenomenon rather than preparing them for genuine entrepreneurial activity (Pittaway, L., & Edwards, C. 2012). Evaluation of curriculum is needed to

enhance the entrepreneurial skills of learners and business simulation needed to take place.

In Africa, Betáková, J. et al. (2020) stated that an effective educational system can foster entrepreneurial attitudes and lead to the formation of new businesses. Many universities are emphasizing entrepreneurship education in their curricula in order to encourage students to pursue entrepreneurship as a viable career option. Many studies, regrettably, have shown that university students are not prepared to take advantage of entrepreneurial opportunities and do not intend to start a business in the near future and proposed that the motivating role of entrepreneurship education is visible in terms of students' perceptions of the value of entrepreneurship education. And per the findings of Papadaki et al. (2017), 90 percent of the students in their study seem to be interested in entrepreneurship. Many studies, however, have shown that university students are not prepared to take advantage of entrepreneurial opportunities and do not intend to start a business in the near future. In addition, students who do not have entrepreneurs in their families may imply that this group is less likely to run a business. This assumption is consistent with the practical observations of other experienced mentors.

While according to the findings Yan X. et al. (2018), there is a strong link between personality qualities and college students' long-term entrepreneurial intentions. Sustainable entrepreneurship has the potential to not only produce economic rewards but also enhance environmental sustainability. Correct understanding of the relationship between personality traits and college students' long-term entrepreneurial intentions, as well as the mediating role of entrepreneurial alertness and opportunity recognition in this relationship, is critical for improving college students' long-term entrepreneurial intentions and promoting long-term economic, social, and environmental development.

In the Philippines, a new mindset is emerging among Filipino youth, who are increasingly seeing entrepreneurship as a viable alternative to traditional employment. With the introduction of formal academic degrees in entrepreneurship, industry encouragement, new graduate partnerships on start-ups, and increased interest from civil society and non-governmental organizations (NGOs) in supporting entrepreneurial development and activities, the supporting framework for this is gradually improving (Global Entrepreneurship Monitor, 2014). Established businesses employ 6.2 percent of adults, while early-stage entrepreneurship employs 18.4 percent. Alternatively, the country's rate of business closure (12.6 percent) is significantly higher than the ASEAN average (4.8 percent ). The main reasons for business closure are poor profitability and a lack of money. Only 29.4 percent of Filipinos who engage in early-stage entrepreneurship do so to enhance their social situation, while 70.5 percent do so to improve their financial condition. The country's biggest challenge in boosting entrepreneurship is developing Filipinos' abilities and skills in founding and growing enterprises; it also has to stimulate innovation to improve penetration in both domestic and international markets. Entrepreneurial capability development through formal and informal training must be pushed more aggressively. The country should take advantage of recent innovations in basic education and make entrepreneurship a formal element of the curriculum. A curriculum must be reviewed to encourage entrepreneurship as a viable alternative to employment (Bosma, N. 2013).

However, Filipinos' perceptions of their ability to be entrepreneurs, their belief in the country's economic potential, and their belief that entrepreneurship is a desirable career option remained stable between 2006 and 2015. The media has played a significant role in promoting entrepreneurship. There are profiles of successful Filipino entrepreneurs as well as programs to encourage the formation and management of businesses. Many people start businesses because they see a better chance for financial rewards and independence, rather than because it is a necessity or because they are unemployed. The number of established businesses increases as the economy improves (Bosma, N. (2013).

Now, the Department of Education is facing challenges in exerting extra efforts to equip the

learners to continuously contribute to the government's goal. Sustainable education needs to consider the views of the entire system and pursues learning for change. Despite this concern, business simulation for work immersion proves to be helpful for students who are seeking a career as an entrepreneur.

To synthesize, majority of the aforementioned related literatures and studies focus on business simulations implemented in business schools and tertiary level, but no study/studies were conducted in basic education or senior high school per se because work immersion' focus is industry exposure before the pandemic. The researcher would like to determine the effectiveness of business simulation for work immersion in time of pandemic through the shared experiences of senior high school learners who conducted business simulation in the midst of a pandemic. Most of the studies show a positive effect on the importance of business simulation in the student's perspective towards business engagement though most of the business simulators are still hesitant to continue their business even after the success of business simulation because of different factors that involve economic background, family background, personality traits, and active involvement in the business specifically time and curriculum evaluation. The researcher would like to assess the business simulation in senior high school in the midst of pandemic through online selling and other means.

This current study is unique because its main purpose of this study is to determine the different components that contribute to Entrepreneurial sustainability through business simulation in work immersion subjects and to assess the long-term implications of the entrepreneurial desire of learners to engage in small businesses for senior high school students in time of Covid-19 pandemic and aims to provide Intervention Program to increase the entrepreneurial engagement of learners even after graduation.

### Conceptual Framework

In this study, the input-process-output model will be used. Primarily, the researcher will collect data to examine the experiences and challenges of Grade 12 students at San Vicente San Francisco High School who participated in a business simulation in work immersion during the pandemic. The researcher will then transcribe and code the information gleaned from the interview participants' responses. The researcher will also formulate themes that emerge from the interviews on which the findings are based. Furthermore, the findings of this study will serve as the foundation for a business simulation intervention program.
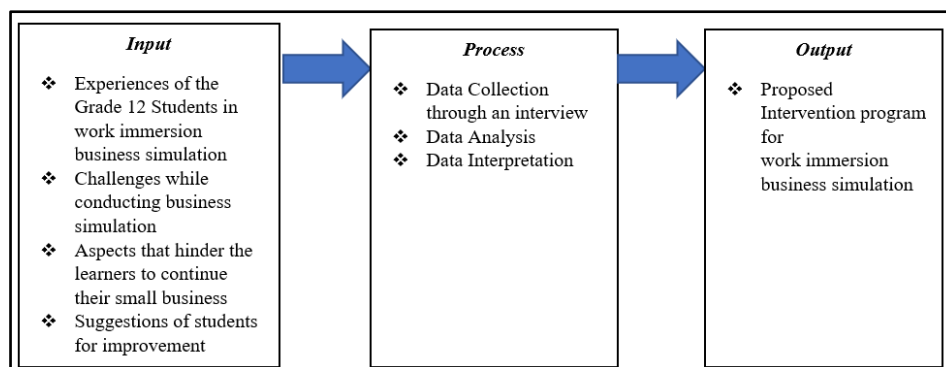


Figure 1. Conceptual Framework

***Purpose of the study:*** *The researcher will look into the long-term viability and capabilities of entrepreneurial skills among senior high school students at San Vicente San Francisco High School who participated in business simulations.*

### Theoretical framework

Learning by doing. This is the foundation of experiential learning theory. Experiential learning is based on the idea that having experiences is the best way to learn. Those experi-

ences become imprinted in student's mind, assisting the learner to retain information and remember facts. Experiential learning, as the name implies, entails learning through experience. David Kolb, a psychologist, proposed the theory after being influenced by the work of other theorists such as John Dewey, Kurt Lewin, and Jean Piaget. Cherry K. (2020) Creating opportunities for students to have experiences based on what they have learned. Teachers assists in the creation of environments in which students can learn and have experiences at the same time. David Kolb, a psychologist, proposed the theory after being influenced by the work of other theorists such as John Dewey, Kurt Lewin, and Jean Piaget.

Learners can apply the theories they've learned in school through business simulation. Learners can perform reflective observation through these experiences, in which the learner reflects on their own experience. They consider what this experience means to them through the lens of their own knowledge and experience. The learner can gain new sets of knowledge through hands-on experience in business simulation. They can learn to strategize to upsell and think of a better solution as they face various challenges during product preparation, buying and selling, and computing sales and transferring them to financial reports.

Effective learning, according to Saul McLeod (2017), occurs when a person goes through four stages: (1) having a concrete experience, (2) observing and reflecting on that experience, (3) forming abstract concepts (analysis) and generalizations (conclusions), and (4) testing a hypothesis in future scenarios, resulting in new experiences, based on concepts (analysis). Below is the experiential learning approach model.
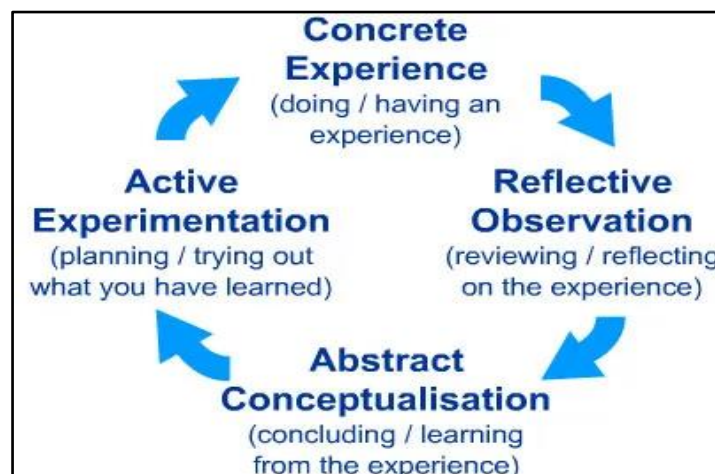


*Figure 2. Experiential leaning approach model*

### Statement of the Problem

This study principally aims to examine the impact of business simulation for work immersion to senior high school students in time of pandemic as well as to address some reasons why some students do not continue their small businesses although they possess entrepreneurial abilities. The researcher will investigate the sustainability and capabilities of entrepreneurial skills of senior high school learners at San Vicente San Francisco High school who undertook business simulations through their shared experiences.

The researcher hopes to discover the answers to the following questions.
1. What are the experiences of the senior high students during their business simulation?
2. How may the challenges that students faced while conducting business simulations be described in terms of:
    2.1. Budgeting
    2.2. Preparation of raw materials
    2.3. Preparation of actual product
    2.4. Online trading
    2.5. Preparation of financial report

3. What are the practices employed by the students in making a business simulation a success?
4. What are the different aspects that hinder the learners to continue their small business?
5. Based on the findings of the study, what intervention program may be proposed to ensure the success of their business simulation?

### Significance of the Study

The following entities will benefit from the study's findings:

Department of Education Administrators. The result of the study will help the department in formulating programs for the benefit of the teachers as well as the learners who are conducting a business simulation.

Entrepreneurship Teachers. In the realm of education, it is critical to comprehend teachers' experiences while doing their duties as educators. The findings of this study will help educational institutions with major programs better understand and implement the techniques that are required of effective senior high school entrepreneur teachers.

Students. The results of the study may have an impact on students' success and teacher development. Students' success in various learning areas can be aided by improving their capabilities in the teaching and learning process.

Small Enterprisers. The study's findings will aid industrial enterprises in developing strategies to benefit their small businesses.

Parents. This study result may have an impact on parent's perspective in the implementation of small business of their children and with proper guidance provided by the guardians.

Future Researchers. Finally, the findings of this study will add to the body of knowledge in the mentoring process or pre-service training, providing useful information to other researchers for future studies on student-teacher pre-service training.

## Method

This chapter deals with the research design, participants, sampling techniques instrument, data gathering procedure, ethical consideration, and data analysis.

### Research Design

This study is a qualitative research study that focuses on the business simulation experiences of Senior High School students in the midst of pandemics. Participants will discuss their business simulation issues and experiences, including why they chose not to pursue their small businesses notwithstanding having a genuine business simulation experience.

Phenomenology is used to perform an in-depth investigation of the demanding experiences of senior high school learners who participated in work immersion through business simulation in times of the pandemic. According to Guilbeau, C. (2014). The phenomenological approach aims to explore a phenomenon as it is experienced and perceived by the participant, rather than what causes it or why it is being experienced at all. The goal of qualitative phenomenology is a type of qualitative research that examines an individual's lived experiences in the world. This study was primarily concerned with meaning, such as the meaning of an event, behavior, or story (Neubauer, B.E., et al. 2019).

This study primarily focused on meaning, including the meaning of the event, behavior, story, and so on. The researcher will gather information from work immersion students' lived experiences in a business simulation activity to identify potential ideas for improvement of the senior high school's entrepreneurial capabilities, sustainability, and proposal of an innovative program for the successful implementation of work immersion business simulation amid the pandemic.

### Participants

The participants in this study will be the work immersion students who underwent business simulations of senior high school students of San Vicente San Francisco High school students.

Purposive sampling, also known as judgmental sampling, will be used in selecting participants for a sample with a specific goal in mind. The goal of this sample design is to provide as much information about the occurrence

or phenomenon as possible (Crossman, 2020). The judgmental sampling method entails the researchers carefully selecting each individual to be included in the sample.

Non-probability sampling is based on subjective evaluation, hence not everyone in the population is qualified to take part.According to Creswell and Plano Clark (2011), non-probability sampling entails identifying and selecting qualified key informants who are aware of the phenomenon or have firsthand experience with it. Furthermore, purpose sampling is referred to as judgmental, selective, or subjective sampling (Crossman, 2017). The primary source of information is the researcher's knowledge and criterion.

Following the information of judgmental or purposive sampling method, the researcher will choose fifteen (15) participants out of 91 learners of work immersion through business simulation learners of San Vicente San Francisco High School. The researchers' participants will be the group leaders with variety of products. There are five (5) groups from Accountancy and Business Management Track (ABM) and ten (10) groups from Technical Vocational Livelihood Track. The grade 12 learners are 18 years and above and have the capability to engage into business. The researcher will also focus on the experiences of the group leaders to provide substantial data on the study.

The researcher chose the participants base on the following:
1. Grade 12 students who conducted business simulation for work immersion in the midst of a pandemic.
2. Recommended by work immersion teacher on a basis of active participation during the conduct of work immersion.
3. Students who successfully earn profit in their business simulation.
4. Students who did not pursue their small business.

*Table 1. Participants' profile*

| Group leader | Section | Gender | Number of Participants |
|---|---|---|---|
| Student 1 | ABM | MALE | 1 |
| Student 2 | TVL | FEMALE | 1 |
| Student 3 | ABM | FEMALE | 1 |
| Student 4 | TVL | FEMALE | 1 |
| Student 5 | ABM | FEMALE | 1 |
| Student 6 | TVL | FEMALE | 1 |
| Student 7 | ABM | FEMALE | 1 |
| Student 8 | TVL | FEMALE | 1 |
| Student 9 | TVL | FEMALE | 1 |
| Student 10 | ABM | FEMALE | 1 |
| Student 11 | TVL | MALE | 1 |
| Student 12 | TVL | MALE | 1 |
| Student 13 | TVL | FEMALE | 1 |
| Student 14 | TVL | FEMALE | 1 |
| Student 15 | TVL | MALE | 1 |
| Total | | | 15 |

## Instrument

The structured interview is the primary instrument used in this study, which was developed by the researcher based on the study's objectives as stated in the problem statement. A focus group discussion will be facilitated to generate additional useful information. The research coordinator of San Vicente San Francisco High School and the research facilitator of Senior High School diligently validated the instrument used.

Students from San Vicente San Francisco who participated in a business simulation as part of this study through the sharing of common experiences, qualities, and skills improved during the conduct of business simulation. The study focuses on the challenges they faced and how they overcame them. Furthermore, despite the experience provided to them, the researcher will concentrate on the reasons for small businesses' inability to sustain themselves. To investigate, the researcher will employ a non-probability sampling strategy. Non-probability sampling is a method of selecting samples in which the chances of being chosen are not equal due to a set of criteria.

## Data Collection

To provide the greatest results, every research project necessitates a well-defined, rigorous, and deliberate strategy. As a result, the following stages were meticulously followed in order to satisfy the study's objectives. After performing a literature and study evaluation, the researcher conceived the problem and defined the variables. The research questions were established and finished as the researcher gathered ideas from the papers under consideration. As a first step in the data collecting process, the researcher created a semi-structured interview guide, which was used to acquire all of the essential data for the study. The researcher enquired of the research coordinator and research teacher about the validity of the semi-structured interview guide. The researcher will write a letter to the school principal, then to the chosen grade 12 students to request permission to conduct study. Following the collection of letters and confirmation from the principal and students, the researcher will discuss the nature and purpose of the study, as well as the roles of the participants, and then personally administer the structured interview to the students via Google form or virtual interview. A focus group discussion will be held in order to collect additional data and clarify some points. The online recording of the culminating activity of the presentation of business simulation report output will also be considered as supplemental data of the study.
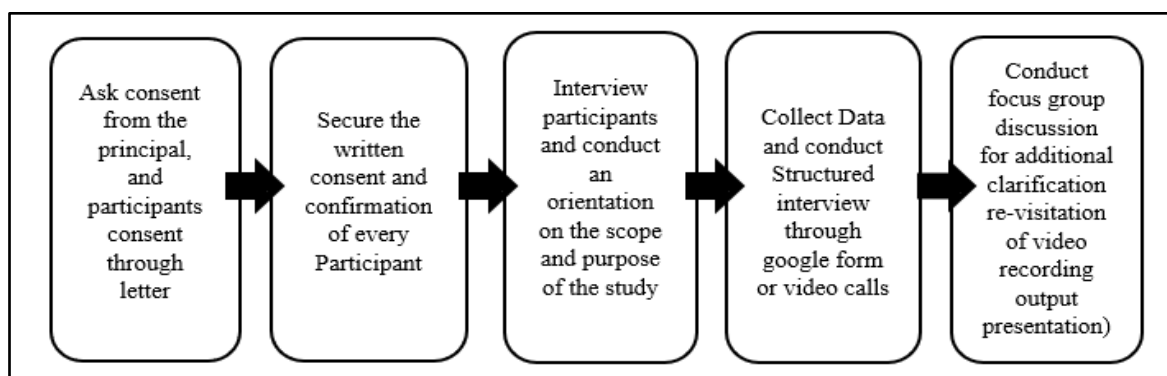


*Figure 3. Data Collection*

## Ethical Consideration

To avoid future issues, the researcher will obtain permission to record the interview conversation from the appropriate authorities and participants.

To ensure the confidentiality of the information provided by participants, the researcher will assure them that all information gathered during the interview will be used only for research purposes and that their identities

will be protected, as well as by providing a consent letter. Ethical considerations are critical, especially in research. According to Bhasin (2020), Ethical considerations are critical, especially since research participants can withdraw from the study at any time. When conducting any type of research, ethical considerations must be followed. Ethical considerations ensure that no human rights are violated and that research is not manipulated.

### Data Analysis

The researcher will listen to the recorded interview, read all the collected data, and transcribe it word for word before breaking it down into meaningful analytical units. The data will be divided into analytical units and coded by key points. Coding entailed categorizing massive amounts of raw data into themes based on conceptual similarity.

Data analysis is the systematic application of statistical and/or logical techniques to describe and illustrate, condense and summarize, and evaluate data. Data analysis in qualitative research can include statistical procedures; however, analysis is frequently an ongoing iterative process in which data is collected and analyzed almost simultaneously (Savenye & Robinson, 2005). As such, during the data collection process, researchers typically look for patterns in observations in order to categorize them appropriately.

The process of evaluating data by employing analytical and logical reasoning to examine each component of the data provided. This type of analysis is one of many steps that must be taken when conducting research. Data from various sources will gather, review, and analyze to arrive at a conclusion or a finding.
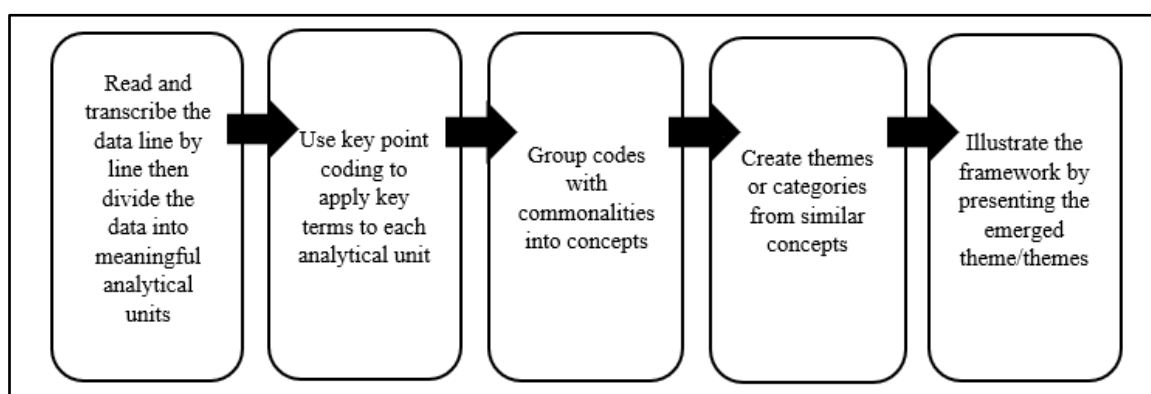


*Figure 4. Data analysis process*

## Results and Discussion

This chapter presents the results and discussion of the gathered information from the participants.

Results in this study are presented according to the sequence of the statement of the problems. Specifically, findings along with their corresponding discussions were organized in the following order: (1) Insights of students on work immersion through business simulation experiences; (2) Different challenges that the students encountered during business simulation; (3) Strategic approaches used for business simulation' success (4) Different aspects that hinder the learner to continue their small

business and (5) Proposed intervention program for the success of business simulation.

### Insights of students on work immersion through business simulation experiences

The following are the emrge theme on the insghts of learners on work immersion through business simulation:

*Enhancement of Social Skills.*

A set of learned abilities that enables an individual to interact competently and appropriately in a given social context is referred to as social skills. Assertiveness, coping, communication and friendship-making skills, interper-

sonal problem solving, and the ability to regulate one's cognitions, feelings, and behavior are the most commonly identified social skills (APA 2020). Whatever industry you work in, you need to be able to communicate successfully with clients, coworkers, and bosses. Good communication strengthens teams, motivates employees to perform at their best, and improves the culture of the company. Remember that communication is a two-way street, so pay attention to both your own and other people's verbal and nonverbal cues (Beqiri, G. 2017) Social skill is important for the success of a business. Almost every job necessitates social abilities. You must be able to get along with others if you work on a team. When dealing with customers, you must pay close attention to their questions and concerns. Student agreed that their social skills were developed during the conduct of business simulation, their communication skills, convincing skill and self-confidence and self-trust. The combination of these characteristics helps them a lot in their business simulation to convince the customers to buy their product and to increase their sales. Cited are some of the business simulation students' comments:

> *Napahusay ko ang akong kasanayan sa pagluluto, pagi-inventory, social skills, creativity and innovation. (I have improved my cooking skills, inventory, social skills, creativity and innovation). (S4)*

> *have acquired and enhance my confidence, trust to myself and communication skills. (S6)*

> *Multi-tasking, time management, and socialization skills. Also, I have enhanced my creativity in terms of promoting and improving our product. (S7)*

> *To be honest I learned a lot especially in terms of my skills and personality. Specifically, there in the way of how I speak, how I deliver my message and how I talk to everyone.(S10)*

> *My interpersonal skills, business skills. (S1)*

> *Communication skills and patience (S2)*

**Enhancement of Production Skills.**
Production abilities defined

Industries and business organizations, whether private or public, have one thing in common: the human workforce. It can be confidently stated that an organization will not exist without its human resources, because a business organization cannot even begin without a workforce, and effective and efficient skills will gear the organization's ability to stand out among its competitors (Research Clue. 2012). The dynamic environment of business simulations allows participants to put theory into practice. Through this activity, participants can put theories to the test, see what works, and become more innovative in their product. Enhancement of skills is one of the main purposes of business simulation. The application of knowledge and skills acquired. Through business simulation students confirms that their cooking skills, baking skills and creativity was strengthened because of the activity. Learners were able to perform with their team mates to come up with quality, eye appealing and delightful product to catch the attention of the consumers. They also learn to become more ceconomicals as well because of their experiences. The following are some of the comments made by business simulation students:

> *Since my business is pastry & cake production, my skills in baking is definitely enhanced. My communication and negotiation skill were enhanced as well. (S5)*

> *Natutunan ko ay kung paano maging matipid sa isang negosyo at kung paano maging madiskarte sa isang produkto upang maging click ito sa mga tao. At syempre kong paano mo ito gawin upang magustohan nila ito lalo. (I learned how to be economical in a business and how to be strategic with a product so that people will patronize it. And of course, I like how you do it so they like it especially) (S14)*

*A Pleasant Experience.*

A Pleasant Experience. A pleasurable experience is one that provides or provides pleasure; it is delightful and/or has pleasing or agreeable manners, appearance, habits, and so on. (Rverso Dictionary 2021). Students are really optimistic and possesses and good outlook in life, they maybe experience a lot of challenges during the conduct of business simulation, there are still some students that confess of having fun, exciting and good experiences during the whole activity. They even agreed that they've learned a lot and at same time a fulfilling experience. They were able to pass their subject and still earn some at the same time. Indeed, still a happy experience for them.

> *It was fun and stressful at the same time. At first it was hard since we're also studying while looking after the business. After a while it became fulfilling because I get to receive orders and see that our costumers actually liked it. (S7)*

> *I was fascinated with the opportunities the business simulation provided, yet we were kind a intimidated to because there is a need of learning new platforms in order to conduct the business successfully. (S5)*

> *I can describe it as a challenging work immersion because I made a lot of adjustments while working on it. It was totally different compare to the work immersion during the past years before the pandemic. (S3)*

*Challenging Experience.*

A challenging experience is one in which a person is confronted with something that requires significant mental or physical effort to complete successfully and thus puts a person's ability to the test (Cambridge Dictionary 2020). Failure is never fun, but learning from your mistakes is an important part of self-improvement. Business simulations provide a risk-free environment in which failure is acceptable, while the lessons learned are genuine and applicable in real life. Failure in a business simulation improve learning because learners are more likely to reflect on and analyze their decisions when faced with an unsuitable outcome. Before being immersed, students had to be completely prepared because business simulation is a new experience for the learners, the students struggled at first as they prepare their business plan, the implementation of business simulation, preparation of product dealing not just with groupmates but with different types of customers as well. The actual application of knowledge and skills tested their readiness and potential. Some of the participants' accounts are as follows:

> *Throughout the simulation mahirap yung na experience, but in the end, I realize na yung pagod na binigay namin ay katumbas ng pagkatuto. (Throughout the simulation the experience was difficult, but in the end, I realized that the effort we gave was equal to the learning.) (S1)*

### Different challenges that the students encountered during business simulation
*Financial Related Problems in Budgeting.*

A financial constraint is something that limits an economic course of action and must be accommodated instead.

For example, your broker may prohibit you from short selling, trading options, or trading on margin, limiting the universe of investments available to you. In the twenty-first century, the literature on various financial constraints has thrived, but the majority of it has been devoted to analyzing restrictions on business firms. Constraints are equally important in an individual's or family's finances, and trained financial advisors can play an important role in assisting their clients in understanding the constraints on their own goals (Ross, S. 2021). One of the most common financial issues faced by students is the lack of a budget. They may struggle to keep their finances in order to have a budget. Students in public schools mostly belong to the not well-off family. Some of their parents or relative even lost their jobs because of the pandemic. Collection of shared capital is one of the problems that students encountered during the conduct of business simulation. Below are the statements of learners.

> *Difficult on budgeting for the first batch of product we produce because it had some expensive ingredients (S2)*
>
> *I don't know where to get our budget. (S6)*
>
> *Struggles sa pag obtain ng puhunan dahil sariling pera namin yung ginamit and if magfail yung business di na mababalik.( Struggles in obtaining investment because we used our own money and if the business fails we will not be able to return it).(S9)*

*Procurement of Raw Material.*

The coronavirus pandemic has largely disrupted the global production and supply chain system (COVID-19). Sourcing of raw materials for the ingredients added to the challenges that students encountered in preparing their product, some groups resource through online for the raw materials and ingredients in their product.

Procurement of raw materials has been struggling to cope with the global epidemic of Covid-19; most have been attempting to stay up with the news concerning global response measures and working carefully to obtain raw materials and components, as well as protect supply lines (Choi, T. Rogers, D. & Vakil B. (2020). Here are some of the comments made by business simulation students:

> *Lack of money and we are also having a hard time finding cheap but has good quality materials for our product. (S6)*
>
> *Since we are just at home, we don't have enough budget to buy materials. We don't have fancy equipment to use in making our product. (S7)*

*Group Support in Preparation of Actual Product.*

Our daily lives were drastically altered as a result of the pandemic. Schools are one of the areas that have been greatly impacted. During the business simulation, students needed to meet to prepare for the materials needed in preparing their product. However, due to some restrictions imposed by the pandemic, some students had difficulty meeting with their groupmates. Due to some constraints, group cooperation and physical support were difficult to achieve. The following are some of the comments made by business simulation students:

> *It is difficult when it comes to meeting up with my groupmates kase maraming restriction yung nacause ng pandemic kaya nalilimit rin yung pagmeet. (It is difficult when it comes to meeting up with my groupmates because there are many restrictions caused by the pandemic so the meeting is also limited.) (S9)*
>
> *Marami akong na experience bilang CEO ng isang grupo. Narito ang kakulangan sa tauhan sa negosyo, kakulangan sa costumer. (I have a lot of experience as the CEO of a group. The lack of business personnel and lack of costumer) (S1)*
>
> *The lack of manpower. Since it is pandemic, there are times where I only have myself and other family members to help me produce the product. The time as well was insufficient for making every product since not all of my groupmates get to go to our house due to some restrictions on ours and their barangay. (S5)*

*Wastage of Ingredients in Preparation of Actual Product.*

Trial-and-error learning is a constant process of trying out several ways of doing something until you find the one that works best. Failures in these processes can be turned into lessons learnt, allowing for even better product. Students used trial and error to perfect their product, however as a result of these exercises, some of the limited ingredients were wasted.

> *Because we only have a small amount of capital, we can't do prototyping. Our 1st day of sale turned into a day of experimentation where on that day we tried to figure out how to cook our product properly. (S3)*
>
> *Trial & error kapag gumagawa ng product ko, like maganda ba ang kalalabasan or magugustuhan ba to ng comsumer, and kung paano ko pa*

*maiimprove yung product ko na pasok sa mga trends. (When creating my product, I go through trial and error to see if the end result is good or if the consumer will like it, and how I can improve my product to keep up with the trends). (S8)*

### Deficiency of Tools and Equipment for Production.

The basic materials that student need in producing a product are the tools and equipment. Since most of the students came from impoverished family, one of the problems arises during the production is the necessary tools and equipment but Filipinos are also known for being resilient and innovative. Students learn to improvise in order to come up with the best tools that they can use on the available materials that they have at home. Students were able to turn the problem into an opportunity to shows their creativity and innovativeness.

*Ang problemang naranasan ko ay ang kakulangan sa kagamitan pang luto ng among produkto. (The problem I experienced was the lack of cooking equipment) (S4)*

*The most struggles I've been encountered while preparing my actual product is the equipment needed to be use. (S11)*

### Online Trading - Pandemic-Related Product Transportation.

It has been demonstrated that the COVID-19 pandemic has had a profoundly negative impact on the financial and industrial sectors, transportation is similarly affected by the pandemic. The flow of goods that can be done effectively with the help of proper channels. Without the means to deliver the product to the customers the business will greatly affected. Delivering of product to the customer is one of the challenges that students encountered during the conduct of business simulation. Students even borrowed personal vehicle from other family members of the group just to deliver the product. The wide road constructions also added to the hardship of deliveries and pandemic restrictions as well. Following the Inter Agency Task Force (IATF) protocol, limited mobilities were permitted in time of pandemic.

*Ito ay ang transportasyon dahil sa pasaheng napakamahal (It is the transportation because the fare is very expensive) (S12)*

*Wala kaming disente na sasakyan madalas nag lalakad lang kami papunta sa bahay ng nag order dahil kulang sa badget namin kung sasakay pa kami ng motor. (We don't have a decent car, we often just walk to the house of the person who ordered because we don't have the budget if we ride a motorbike.) (S14)*

### Online Trading - Obtaining Customers.

Every small business owner wishes to gain more customers. Convincing people to buy your product is one of the most difficult challenges students face because they are new to the market. However, with proper strategic planning, customer referrals, family patrons, and other means, students were eventually able to persuade others and even profit after a while.

*Medyo may struggles sa mga potential customers kase kapag pinopromote na yung product hindi lahat ng mga nakikiengage ay bumibili.( There are some struggles with potential customers because when the product is being promoted, not all those who engage buy). (S9)*

*The hardship that we've encountered while buying and selling is yung paghahanap ng customer. Limited area lang yung pinili namin na kuhanan ng customer since pandemic atsaka medyo malayo yung iba.( The hardship that we've encountered while buying and selling is customer search. We only chose a limited area to take customers since the pandemic and the others are quite far away.) (S10)*

### Strategic Approaches Used for Business Simulation' Success

*Social Media Marketing*.

People use social media se social media in their day-to-day lives, so there's a level of comfort with the tools in promoting a certain product. Social media is one of the main platforms that the student used in promoting their product, posting relevant information regarding their product, sharing of infographics or poster, posting of self-made videos of their product, posting positive feedbacks of customers and the like can encourage other to try their product. Good advertising strategy can help the learners boost their sales.

> *Use of different social media platforms for the promotion of our business. (S5)*
>
> *Advertising our product online since people are engrossing themselves on social media. (S6)*
>
> *Advertising our product online, sharing it using our accounts and asking help from our friends to share it to other as well. (S7)*
>
> *Online marketing and by words.( Online marketing and by referral.) (S8)*
>
> *Ito ay ang pagpopost sa Fb messenger at sa aming fbpage (This is posting on Facebook messenger and on our facebook page) (S12)*

*Conducting a Feasibility Study*.

A feasibility study is a research tool used to determine the potential, viability, or practicability of a new business. It includes all of the steps that must be taken to determine whether a business idea is likely to succeed. the analysis of Strength, Weaknesses, Opportunities and Threat (SWOT) analysis. Careful planning and being open to problems and readiness to face uncertainties and problems that might arise during the conduct of business simulation.

> *Conducting observations on areas and population where my products are deemed fit for production and distribution. (S5)*
>
> *The marketing methods that helps me to increasing the sales of business is analyzing the 4'ps. (S11)*

*Teamwork and Group Partipation*.

Teamwork teaches students how to express their ideas and opinions in a group setting in a respectful and confident manner. Team activities can help students improve their communication and teamwork skills while also preparing them for success both in and out of the classroom. Distribution of workload to the group and work towards the same goal can make the job easy. Hansson, H. (2020) mentionesd that according to statistics, employees who work as a team complete tasks much faster and more efficiently than those who work alone. Working on different assignments as a team reduces workloads for all employees by sharing ideas and responsibilitie . The following are the student's statements on team work.

> *Equal distribution of tasks and workloads, as well as assigning the people who excel in certain areas of expertise. (S5)*
>
> *Pag distribute ng task at pag set ng rules tsaka need na maachieve.( Distribute the task and set the rules that need to be achieved.) (S8)*
>
> *Teamwork, proper communication with my groupmates and equal division of tasks. (S9)*
>
> *The teams working methods/strategies for achieving common objectives is by distributing the work to have a smoothly and productive business. Easy to work and finished it on time. (S11)*
>
> *Pagtutulungan namin dahil ito ay ang pinakamahalag sa lahat (We work together because it is the most important of all) (S12)*

*Optimistic Approach*.

An optimist expects only the best things to happen. Being optimistic sees only good thing in every situation. The presence of being resilient, being resourceful and being perseverance in what they are doing shows the characteristics of being optimistic. Students often encountered problems during the conduct of business simulation but they still manage to handle those challenges with confidence because they said that they learn from their experiences be it

a good or bad experience. Cherry K. (2021) stated that Learned optimism entails cultivating the ability to see the world in a positive light. Learned helplessness is frequently contrasted with it. People can learn to be more optimistic by confronting negative self-talk and replacing pessimistic thoughts with more positive ones. Below are the statement of learners.

> *Nag pursigi po ako para magawa lahat ng mga kailangan gawin, tinatapos kopo lahat ng modules at pag natapos po ay gagawa napo ako ng orders (I worked hard to do all the things that needed to be done, I finished all the modules and when I finished I would make the orders. ) (S13)*

> *There's a various challenge that might tried out my abilities to have a productive business but i always prayed to almighty god that I can face it even in the times of pandemic. (S11)*

### Different aspects that hinder the learner to continue their small business

**Preoccupied with school-related responsibilities.** The educational system is one of those that has been significantly impacted by the pandemic, due to the increasing number of COVID-19 cases in the country, both the Department of Education (DepEd) and the Commission on Higher Education (CHED) shifted the delivery of lessons to students. Instead of traditional face-to-face classes, students were given modules or could attend classes online. Working on school-related projects keeps them busy. Every student is required to complete their activities in school. Amidst pandemic, education must continue. Due to the absence of traditional face to face classes students are bombarded with school related activities. Davis B. (2021) agreed that adaptability allows people to learn at their own speed while preparing for the future. It is timely in the midst of the COVID-19 pandemic because it ensures that students can continue their education at home. The following are learner statements.

> *Siguro dahil sa time masyado ng busy ngayong college. (Maybe it's because I'm too busy at college right now.) (S1)*

> *The greatest factor I considered was my education. School works really take your time intended for other matters. Working and studying at the same time is too taxing for me so I have to discontinue the business. (S5)*

> *Because we became too preoccupied with our studies and we cannot manage our time and will just be too stressful for us. (S6)*

> *Lack of time para mamanage yung business kase nag-aaral pa (Lack of time to manage the business because I am still studying). (S9)*

*Insufficient Capital.*

Insufficient Capital. Lack of financing — a condition in which one market segment (clients, small firms, traders, etc.) lacks sufficient access to capital at acceptable rates to finance their main business activities or develop their business. To address this issue in a long-term manner, you must apply a systems lens to the institutions that provide financing in your chosen market context (Beam Exchange (2021). Working capital is simply defined in accounting as a firm's day-to-day finances. In other words, the flow of money during the course of a working day. When there is a lack of working capital, it is usually due to poor initial market research (which indicates that the business was never going to succeed in the first place) or poor money management. (Financial Dictionary (2015). Starting a business requires a lot of things such as a concrete plan, skills, determination, and most especially capital. Capital is a constant necessity for businesses because it is a fund that is required to purchase basic materials used in the production of goods. Below are the declarations of the learners.

> *I don't have enough money and time to manage the business because I am currently studying as a college student (S3)*

> *The factors prevent from pursuing my small business is the expensive ingredients, lack of time and the scaring pandemic of todays that we experiencing. (S11)*

*Ayaw nanang ibang ka meyembro ko. Walang sapat na badget. Walang oras para sa pag bebenta dahil isa ng college student. (Some members don't want to continue it because they are studying in collge). (S14)*

### Proposed Intervention Program for the Success of Business Simulation
*School Assistance.*

We empower our community by developing a skilled and functional learner as a community development agent by preparing our students for their future life endeavors. Teachers emphasized the importance of creativity in students in order to foster the three facets of an individual, which are skills (Literacy, Numeracy, Interpersonal, Life skills, Logic), character (Love of God, Love of Nature, Love of Self, Love of Family), and critical thinking (awareness, immersion). Ultimately, we want to increase student achievement and success rates. The primary purpose of a school is to developed learner holistically. The schools together with the teacher's guide the learners in their school activities that will later on help the in facing the different challenges they may face as they enter the workforce. Putting in to applications all the theories they've learn in school. school can assist the learner in their small business by lending some school tools that students can use in preparing their product as well as aiding on the planning stage on their business simulation activity. Teacher can act as an adviser.

*Promoting of the business and being an investor for this small business can help it succeed. (S5)*
*Promote and support our product. They can include our product in the canteen and sell it as well. (S7)*
*The support can school provide the continuity of my business the materials, Tools that I needed to borrow. (S11)*

*Needed Assistance and Support from Local Government.*

The development of learners with laudable skills and exemplary character is one of the goals of education. To attain it requires the assistance and support of its partners and stakeholders. In this connection, the researcher believes that stakeholders play an important role in achieving this objective. The school's dedication extends beyond our relationships with our students and extends to the entire community. The schools and community must establish a bond in assisting the development of the youth. The business simulation of learners requires the help of the community to attain success. The students urge some support system that the community together with the local government by means promotional support on their product, by patronizing their product and providing some financial assistance to encourage aspiring entrepreneurs like the learners for the continuity of their small business. Allowing the leaner to sell their product on the establish bazaar in the community to promote and sell their product is the other means that the learners brought out during the interview.

*Siguro nalang ay ang pagsuporta sa mga nag nenegosyo dito sa lugar. ( Perhaps it's simply to support those who do business in the area). (S1)*
*By buying our product and helping us by spreading our product and referring it to their friends and relatives. (S8)*
*The assistance can the community offer to ensure the long-term survivability of my business is by buying my product and recommend it to others. (S11)*

### Summary of Results
This section of the study summarizes the results, presents conclusions derived from the analysis, and makes recommendations to improve the implementation of work immersion-business simulation based on the shared experiences of the students who participated in business simulation. The following are the summary of the results of the study:
1. Insights of students on work immersion through business simulation experiences. Students who participate in business simulations iterate on their experiences in an intricate way. Some students agreed that the business simulation was difficult, especially in the midst of a pandemic. They thought it would be difficult because of the activities

they had to complete, but for some students, it was an excellent opportunity to improve their social and production skills. They even enjoyed the business simulation because it taught them so much. Furthermore, they were able to improve their baking and cooking skills thanks to the business simulation.

2. Different challenges that the students encountered during a business simulation. The students encountered various challenges during the course of business simulation. During the budgeting stage, the main problem they've encountered in obtaining the resources needed in producing their product is due to some financial problems of other group members. During the raw material preparation stage, the main problem they've encountered in obtaining the resources needed in producing their product. Some ingredients are not available in the local market due to pandemic restrictions, so the learner must purchase their other ingredients online. During the preparation of the actual product, they encountered several issues, including wastage of ingredients due to insufficient capital, unavailability of raw materials in the local market, and deficiency. Because the majority of the learners come from impoverished families, some of them do not have tools readily available at home, so they learn to improvise in the absence of other tools at home. Another issue during preparation is group participation due to IATF restrictions, students are unable to meet due to pandemic restrictions. During the trading stage, the main issue they've encountered is first looking for prospective customers and then transporting the product to the customer's house during the delivery. The final issue is simply a lack of posting and updating of financial reports as a result of neglect.

3. Strategic approaches used for business simulation' success. To succeed in business simulations, students employ a variety of strategic approaches. They use social media to promote their product by sharing video presentations that resemble television commercials, posting positive customer feedback, and accepting orders via messenger. Teamwork and a positive attitude also help learners navigate their daily business simulation journey. The application of SWOT analysis to their feasibility studies greatly aided in upselling their product, gaining more customers, and increasing profits.

5. Different aspects that hinder the learner to continue their small business The learner's ability to continue their small business is frequently hampered by being overloaded with school-related tasks. They are currently unable to sustain the laborious and demanding field of running a business, and a lack of capital is a contributing factor. Proposed intervention program for the success of business simulation School. Assistance. The Proposed intervention is not solely focused on the school, the community plays an important role in the data gathered from the learners. The schools, along with the teachers, guide the students in their school activities, which will later help them face the various challenges they may face as they enter the workforce. Putting all the theories they've learned in school to use. The school can help the learner with their small business by lending some school tools that students can use to prepare their product as well as assisting with the planning stage of their business simulation activity. The schools and the community must form a partnership to aid in the development of the youth. To be successful, learners' business simulations require the assistance of the community. The students advocate for some kind of support system that the community and the local government can provide by way of promotional support for their product, patronizing their product, and providing some financial assistance to encourage aspiring entrepreneurs like the learners to keep their small businesses running. Allowing the learner to sell their product at a community bazaar to promote and sell their product is another service they can provide.

## Conclusions

After a methodical analysis of the findings, the following conclusions were derived:

1. The participants described their business simulation experiences differently. A variety of perceptions emerged, such as: having a challenging experience, having an enjoyable experience, while others saw it as an opportunity to demonstrate what they had learned in school. The personal attributes and skills were enhanced during the conduct of the business simulation. Students were having good attitude towards the business simulation, development of communication skills and boosting of self-confidence, enhancement of social skills and enhancement of production skills and on-hand experience demonstrate how students react in any situation, including on their work immersion- business simulation perception.

2. The students encountered various challenges during the course of business simulation. In the budgeting stage, the main problem they've encountered in obtaining the resources needed in producing their product is due to some financial problems of other group members. In the raw material preparation stage, the main problem they've encountered is the procurement of the resources needed in producing their product. Some ingredients are not available in the local market due to pandemic restrictions, so the learner must purchase their other ingredients online. During the preparation of the actual product, they encountered several issues, including wastage of ingredients due to insufficient capital, unavailability of raw materials in the local market, and deficiency. Because the majority of the learners come from impoverished families, some of them do not have tools readily available at home, so they learn to improvise in the absence of other tools at home. Another issue during preparation is group participation due to IATF restrictions, students are unable to meet due to pandemic restrictions. During the trading stage, the main issue they've encountered is first looking for prospective customers and then transporting the product to the customer's house during the delivery. The final issue is simply a lack of posting and updating financial reports as a result of neglect.

3. Learners use a variety of strategic approaches to achieve success in business simulations. They made the most of social media to promote their product by sharing video presentations that are like television commercials, posting positive customer feedback, and accepting orders through messenger. Teamwork and an optimistic outlook also assist learners in navigating their daily business simulation journey. The use of SWOT analysis in reviewing their feasibility studies greatly aided in upselling their product, gaining more customers, and increasing profits.

4. The common reason that impedes the learner's ability to continue their small business is that they are overburdened with numerous school-related tasks. They cannot sustain the laborious and demanding field of running a business at the moment and to add on the insufficiency of capital is another cause.

5. The proposed intervention does not focus solely on the school; the community also plays an important role in the data gathered from the learners. Schools, in collaboration with teachers, guide students in their school activities, which will later help them face the various challenges as they enter the workforce. All the theories they've learned in school are being put to use. The school can assist the learner with their small business by lending some school tools for students to use in preparing their products and assisting with the planning stage of their business simulation activity. To aid in the development of the youth, schools and the community must work together to be successful. The students advocate for some kind of support system that the community and local government can provide in the form of promotional support for their product, patronizing their product, and providing some financial assistance to encourage aspiring entrepreneurs such as the learners to keep their small businesses running. Allowing the learner to promote and sell their

product at a community bazaar is another service they can provide. Business simulation teacher consider the most essential points mentioned in order to improve the implementation of the business simulation activity.

## Recommendations

Based on the study's results and conclusions, the following recommendations can be made:

1. The school can aid in the student's feasibility study. Conducting a SWOT analysis and developing a business plan, providing learners with theoretical knowledge and assistance during the implementation of business simulation. The teacher will serve as the learner's adviser while conducting the business simulation by providing weekly activities that the students need to accomplish while conducting the business simulation.

2. The school can also lend some tools and equipment to the learners while conducting the business simulation. Since most of the learners came from impoverished families, some of the learners do not have enough tool and equipment that they can use in preparing for their product.

3. The school can also request that the local government promote the students' work. They can assist learners in disseminating information about their products by allowing them to post tarpaulins and distribute flyers at various government or private offices. Sharing the self-made videos of learn-

ers to the government Facebook Page. Allowing students to take part in the community market and contribute by purchasing their product. To assist students who want to manage a small company while attending classes, the school must reach an agreement or seek cooperation from the local government unit.

4. The school can also seek for the financial assistance from the local government units for the start-up capital of the learners. Since one of the reasons that came up from the gathered data for the discontinuation of business is financial incapacity.

5. The schools and the community must form a partnership to aid in the development of the youth. Learners' business simulations require the assistance of the community to achieve success. The school representative or business simulation teacher must reach out the local government units to ask for support for the activity such as business starter kit and other assistance they can provide.

6. Based from what emerged from the result of the interview, that school related responsibilities hinder the learners continues operation of their business shows inconsistent with the ideals of an education institution. The school must be able to guide the students on how to balance various tasks in school.

7. Future researchers can use this study as an underpinning and contribute meaningfully to the existing body of knowledge the business simulation implementation.
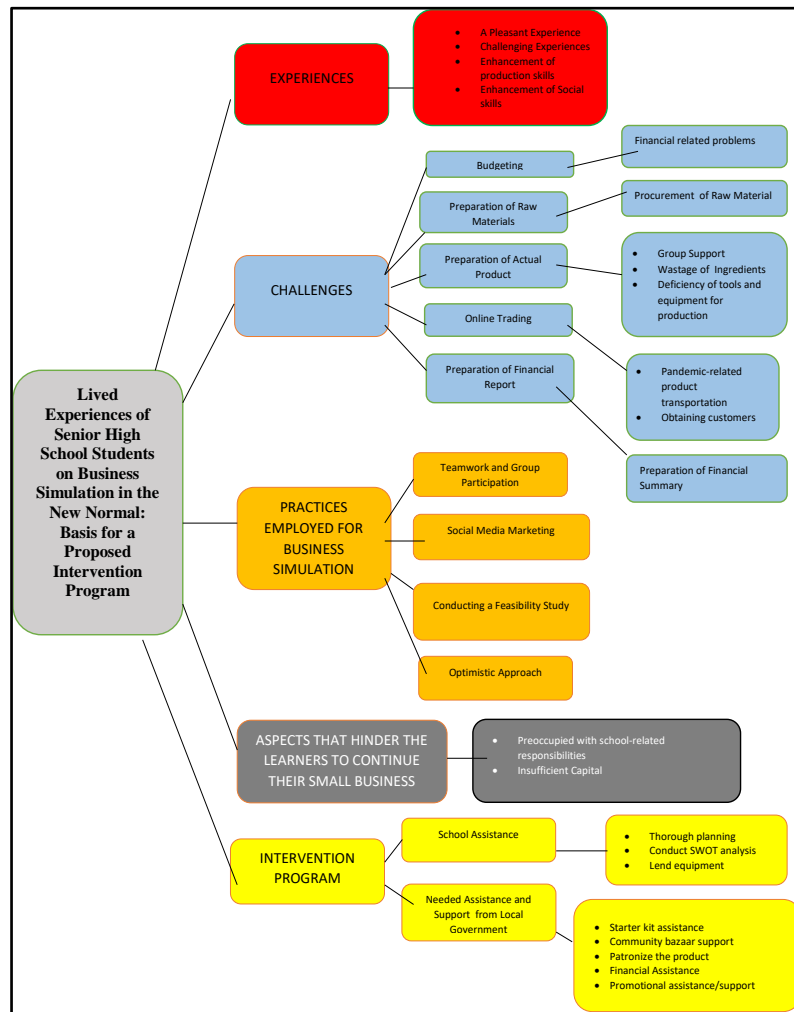
*Figure 5. Emergent Framework*

## Proposed intervention program for Work Immersion Business Simulation
### Introduction

Entrepreneurial abilities are one of the skills developed in senior high school. Following graduation, students are encouraged to pursue one of three options: employment, further education, or starting a business. Entrepreneurship education should cultivate entrepreneurial mindsets and ambitions by providing individuals with the knowledge and skills needed to start and run businesses. Entrepreneurship is an excellent way for graduates to improve their financial and social standing. Senior high school was established by the Department of Education to prepare secondary students for labor, entrepreneurship, and further education. Immersion can also help students improve their skills and knowledge,

preparing them for future jobs or starting their own businesses. As a result, they are putting into practice everything they have learned in their entrepreneurship and work immersion classes, such as skills, knowledge, and a positive attitude. It's also a great way for students to learn business strategies that they can apply when they graduate from high school and want to start their own company. Students may be prepared for and familiar with real-world business simulation experiences.

Entrepreneurial skills can include a wide range of skill sets such as technical skills, leadership and business management skills, and creative thinking. Because entrepreneurial skills can be applied to a wide range of job roles and industries, sharpening your entrepreneurial abilities can entail shaping a variety of skill sets. For example, in order to be a successful

business owner, you may need to improve your business management skills. To build and maintain successful project teams, you may need to improve your leadership and communication skills (Indeed Editorial Team (2021).

The proposed intervention does not concentrate purely on the school; the community also plays an important role in the data gathered from the learners. Schools, in collaboration with teachers, lead the students in their school activities, which will later help them face the various challenges they may face as they enter the workforce. All of the theories they've learned in school are being put to use. The school can assist the learner with their small business by lending some school tools for students to use in preparing their product and assisting with the planning stage of their business simulation activity.

To aid in the development of the youth, schools and the community must work together. Learners' business simulations require the help of the community to be successful. The students advocate for some kind of support system that the community and local government can provide in the form of promotional support for their product, patronizing their product, and providing some financial assistance to encourage aspiring entrepreneurs such as the learners to keep their small businesses running. Allowing the learner to promote and sell their product at a community bazaar is another service they can provide.

### Purpose

The aim of this intervention program is to forge partnership with the community and school for the success of business simulation of grade 12 learners on their work immersion and to increase sustainability of small business within the community amidst the pandemic.

### Workplan/ Implementation/Matrix

Venue: San Vicente San Francisco High School

Proponent: Edlyn Amper (Researcher)

Participants: Barangay Captain/LGU, learners, teachers, principal and parents

*Table 2. Workplan*

**SUMMARY OF PROPOSED BUSINESS SIMULATION WORKPLAN**

| STAGES | TIME | ACTIVITIES | PERSON INVOLVED | RESOURCES NEEDED |
|---|---|---|---|---|
| I. PRE-BUSINESS SIMULATION ACTIVITY | WEEK 1-6 | • Orientation<br>• Signing of MOU<br>• Preparation of business plan<br>• Preparation of another permit<br>• Release of Solicitation for financial support | Learners<br>Teacher<br>Barangay Captain/LGU Representatives<br>Stakeholders<br>Principal | Bond paper |
| II. PROPER ACTIVITY - Business Enterprise Simulation (Online Selling) | WEEK 7 | • Presentation of Business Plan<br>• Solicitation of Capital<br>• Solicitation for Business starter kit | Learners<br>Teacher<br>Barangay Captain/LGU Representatives<br>Stakeholders/ financer<br>Principal | Business plan<br>PowerPoint Presentation<br>Video Presentation<br>Infographics |
| | WEEK 8-13 | • Signing of MOA with LGU/Barangay Captain<br>• Solicitation of Capital<br>• Solicitation for Business starter kit<br>• Business Simulation proper<br>• Trading<br>• Marketing | Learners<br>Teacher<br>Barangay Captain/LGU Representatives<br>Stakeholders/ financer<br>Principal | Product<br>Tools and equipment<br>Beginning Capital for business simulation |
| III. POST-ACTIVITY -Evaluation Business Enterprise Simulation | WEEK 14 | • Presentation of outputs | Learners<br>Teacher<br>Barangay Captain<br>Stakeholders/ financer<br>Principal | Output<br>PowerPoint Presentation<br>Video Presentation |

## Acknowledgement

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