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Academic Performance and Attitude Towards Entrepreneurship Education Among Grade Twelve Students

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ABSTRACT

This is descriptive-correlational research which involved the 180 Grade 12 ABM students in a vocational high school in Marilao District. The academic performance, as secondary data, was requested from the permanent records of the subject teachers while the entrepreneurial attitude as primary data was gathered through the use of modified research instrument. The data were encoded, analyzed and interpreted using statistical tools. Based on the findings, the academic performance of the students was very satisfactory that none among them did not meet the expectations or failed in the subject and they generally disagree on the items included in the three components of entrepreneurship attitude; namely, cognitive, affective and behavioral. It also revealed that there is no significant relationship between the entrepreneurial attitude and academic performance of the students is accepted. It means that the degree of agreement of the students on the items in the entrepreneurial attitude scale is not related to the degree of academic performance of the students. It is recommended that the stakeholders of the school provide the technical support and meaningful entrepreneurial activities not only to sustain the very satisfactory academic performance of the students but also to make them appreciate the subject that will increase their level of motivation, interest and self-internalizations and actualizations in doing business of their own.

INTRODUCTION

With the onset of the K to 12 Basic Education Program Curriculum of the Department of Education, greater emphasis is already given to the inclusion of the subject entrepreneurship in developing 21st century learners who are globally competitive. In fact, Republic Act 10566, the law responsible for the creation of the curriculum, states that students who have undergone K to 12 will be college ready, job ready and entrepreneurial ready. The third option where students can start their own business and can perhaps contribute for the economic growth of the Philippines – whether doing a macro or micro type of business.

However, in the implementation of this subject to schools, and the realization of what this could do to students' development in terms of their entrepreneurial skills, it is worthy of investigating whether they have positive attitudes or not towards this kind of education. Or even most importantly, knowing whether entrepreneurship education in the Philippines is effectively delivered or not. Rudhumbu *et al.* (2016) emphasized that there is perceived critical importance of entrepreneurship as there are many studies being conducted to establish how much of a socio-economic vehicle this is for the country's progress and development.

To check and monitor how students are taking this in their perceptions and attitudes towards entrepreneurship education is key to understanding whether learners of the K to 12 Curriculum especially the Grade 10 and the Senior High School Students (Grades 11 and 12) are really on for establishing real businesses in the future. Further, we could perhaps predict that if many students are learning a great deal on the subject of entrepreneurship most

especially having positive attitude towards it, then we could somehow perceive that prospective and lucrative businesses will flourish and will somehow contribute to our country's economic growth.

Thus, to ensure that the advocacy of DepEd to develop competent entrepreneurs becomes truly attainable, the researcher decided to embark on this to find out the impact of how the curriculum is realistically nourishing our learners on entrepreneurial knowledge and skills through the kinds of teaching and programs conducted by the secondary schools. As perceived by Nian, Bakar & Islam (2014), the effectiveness of entrepreneurship education still remains to be unseen. As entrepreneur teachers, it is very relative and timely to investigate on this issue so that necessary measures will be put in place to make sure that learners get what they need in this kind of education.

With the growing rate of unemployment in the Philippines increasing by 6.6% this year (PhilStar, 2017), the entrepreneurship education can be an answer to somehow mitigate it and to promote economic prosperity (Rudhumbu *et al.*, 2016; Ramos, 2014). However, to make this happen studies like this will give a clear gauge of where our Philippine Entrepreneurship Education is taking us in, in terms of developing future competent business people.

In the present study, the behavioral, cognitive and affective components—three equally important dimensions—to which students' perceptions and attitudes will be measured and based upon will give us the enlightenment and the truth on the reality of where we are now at the current implementation of this subject.

Moreover, the conduct of the study at a vocational

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secondary high school in Marilao, with the Grade 12 students taking up this course, became a baseline data to test if such problems do exist and to make some interventions to ensure those who are implementing the present curriculum will do the necessary adjustments and improvements to attain the goal of producing globally competent entrepreneurs someday.

LITERATURE REVIEW

The Concept of Entrepreneurship

According to Rudhumbuet *et al.* (2016), the concept of Entrepreneurship has a multi-dimensional construct hence no unified definition could be derived from, as echoed too in the similar study found in Eurofound (2015) mentioning that its definition overlaps and sometimes creates conflicts or confusions among researchers, nevertheless various definitions are taken purposively by the researcher to provide his readers some conceptual understanding on it. Eurofound (2015), however, further elaborated that its definition may depend on the disciplinary approach the researcher may take on his study.

Mokaya, Namusonge & Sikalieh (2012), as cited in work of Rudhumbuet *et al.* (2016), defined entrepreneurship as the individual motivation and willingness to take risk, create and sustain a growth-oriented and profit-making enterprise.

Gzozdanicet *et al.*, 2008 (as mentioned in the work of Rudhumbuet *et al.*, 2016), they defined it as a cultural and economic phenomenon where Kauffman Panel Report (2007), taken from same source, viewed it as a process of fundamental transformation from an innovative idea to an enterprise, from an enterprise to creation of value. Teshome (2014), Odunaike & Amoda (2013), interestingly described it as “the art of setting up and running an enterprise in a profitable and sustainable manner.”

In addition to the definitions cited above, Eurofound (2015) had taken two perspectives on the meaning of entrepreneurship: sociological and psychological. The former described it as mainly the creation of a new organization and the analysis takes place at the individual level or firm level, focusing especially on the role of networks while the latter focuses on the mental processes of an individual and therefore is more likely to frame entrepreneurship in terms of cognitive processes, psychological traits such as creativity, motivation or the mental process generating the intention of starting a business.

Still cited in Eurofound (2015), Stevenson (1983) describes entrepreneurship as ‘the process whereby individuals become aware of business ownership as an option or viable alternative, develop ideas for business, learn the process of becoming an entrepreneur and undertake the initiation and development of a business’. Interestingly, Chigunta (2002) as cited in Eurofound (2015), tagged entrepreneurship with the word ‘youth’ defining it as youth entrepreneurship which according to his seminal work is the ‘practical application of enterprising qualities, such as initiative, innovation,

creativity and risk-taking into the work environment (either in self-employment or employment in small start-up firms), using the appropriate skills necessary for success in that environment and culture’ (as posited also in the work of Schnurr and Newing, 1997).

Eurofound (2015) assumed that with the definition given by Chigunta, we can say business-oriented young people are developing and making full use of their own abilities, alone or in groups; defining their own problems, identifying solutions and finding resources to realize their vision; and finally realizing their own potential and vision, growing in confidence and taking active roles in their own communities.

Among these given definitions, Mazura & Norasmah (2011), cited in the research of Rudhumbuet *et al.* (2016), also gave a good definition of entrepreneurship which they say is a long term strategy for reducing unemployment and boosting economic development through the exploitation of business opportunities available.

With all the various definitions given by the different researchers above, the researcher found common grounds on the concept of entrepreneurship as a means for the young people or students to find their interest and match their skills in their involvement in doing business someday. Moreover, some definitions mentioned, directly or implied, tell that individual’s attitudes towards entrepreneurship are somewhat emphasized, and that may contribute to making them developed positive outlook in doing so. It is inferred that there’s great potential when individuals see the relation of these attitudes (whether sociological or psychological) in establishing future businesses someday and that by intentionally tapping into one’s creativity and innovativeness, one can fully realize that he or she is capable of contributing meaningfully to his nation (as stated in the Department of Education’s Vision and Mission, where students are deemed as citizens who will contribute meaningfully for nation-building) through the possible profits they may derive in doing their future businesses, and as part of their literal contribution in making the country’s economy to grow.

Views and Definitions on Entrepreneurship Education

Historically, entrepreneurship education’s origin dates back in 1930s through the work of a Japanese professor and which was pioneered later in schools especially by American universities (such as Harvard School of Business) developing entrepreneurship sources and programmes (Keat *et al.*, 2011 as cited in Rudhumbuet *et al.*, 2016).

Primarily the establishment of different programs on entrepreneurship education aims at producing graduates who were able not only to identify opportunities but to turn those opportunities into businesses (Bilic, Prka & Vidovic, 2011, as mentioned by Rudhumbuet *et al.*, 2016).

Eventually, different researchers gave the following definitions and views on Entrepreneurship Education:

1. It is viewed as a means of developing entrepreneurial skills in people, which skills manifest

through creativestrategies, innovative tactics, uncanny identification of trends and opportunities in the market, and courageous leadership (Gerba, 2012);

2. It is a three-dimensional construct, that is, as a matter of culture or state of mind, as a matter of behavior, and as a matter of creating specific situations (Fayolle & Klandt, 2006);

3. It encompasses those aspects that focus on values, beliefs and attitudes as these play a critical role in shaping one's attitude towards entrepreneurship, entrepreneurship intentions or inclination. As a matter of behavior, entrepreneurship education relates to specific skills such as identifying and seizing opportunities, making informed decisions and developing social skills to be able to communicate well with stakeholders. As a matter of creating specific situations, it also relates to influence of entrepreneurship in the creation of new ideas, new firms and enterprises (Fayolle&Klandt, 2006 as cited in the work of Rudhumbuet *al.*, 2016);

4. It is an attempt at fostering entrepreneurial awareness as a career option through the enhancement of the understanding in students of the process of initiating and managing a business (Mapfaira & Setibi, 2014);

5. Entrepreneurship education should move and has moved from the study of business plans and personality traits to the exploration of entrepreneurial behaviour, motivation and cognition to get people off their feet and confidently start a business (Shaver and Scott, 1992, in McStay, 2008, as both cited in the work Rudhumbuet *al.*, 2016);

6. Entrepreneurship education should not just be about writing business plans (learning about entrepreneurship) but should be about developing an entrepreneurship mindset and also developing an enterprise behaviour (learning for entrepreneurship), Honig (2004) as cited in Rudhumbuet *al.*, (2016);

7. If people are to be interested in entrepreneurship and entrepreneurship education, the main focus of entrepreneurship education should therefore be the development of skills of how to start and run a business not knowledge how to plan for it. Entrepreneurship education should be a form of empowerment that not only to develop but also support entrepreneurial activities, behaviors and mindsets (Ekpoh & Edet, 2011);

8. Entrepreneurship education should eventually be viewed as an intervention to create jobs, to drive and shape innovativeness and to stimulate economic growth (Global Entrepreneurship Monitor, 2010).

Taking all these definitions and views on entrepreneurship education, the researcher has eventually developed the right frame of mind to understand how this can be a tool to navigate his study especially in finding out what shapes the perceptions and/or attitudes of students towards the subject they are presently having in the K to 12 Basic Education Curriculum.

Entrepreneurship Education as taught in the K to 12 Basic Education Program

As explained in the K to 12 Toolkit (Reference Guide for

Teacher Educators, School Administrators, and Teachers), the subject entrepreneurship, among all the subjects taught in the Philippine Education (such as Mathematics, English, Science, Social Studies, Values Education, etc.), is integrated in all areas of Technology and Livelihood Education (TLE) comprising of major fields such as Home Economics, Industrial Arts, Agri-Fishery Arts, and Information Communication Technology (ICT) constituting also of the 24 courses affiliated with them. TLE courses are usually allotted two-hours of teaching in order to master the competencies stipulated in the curriculum.

Furthermore, TLE courses are taught based on the learning outcomes and performance criteria stated in the Training Regulations (TR) from Technical Education Skills and Development Authority (TESDA) which upon completion of their training and assessment of their skills, students obtain national certificates which they can use upon employment. In other words, the TLE curriculum is aligned with the TESDA Training Regulations which enable the graduates to obtain certification for employment.

In the K to 12 Curriculum, it is emphasized also through DepEd Order No. 68, s. 2012 - Guidelines on the Redesigned/Strengthened Tech-Voc Education Program (STVEP) Support Fund, that high school graduates will be given opportunities to acquire certifiable vocational and technical skills for employment or entrepreneurship. After completing their junior high school, students can continue their entrepreneurship education in senior high school (Grades 11 and 12) where they would also be given a chance to have 'work immersion', displaying the different skills they have acquired during the time they had taken their TLE courses.

It is expected that students taking up TLE courses, including entrepreneurship education, are equipped with knowledge and information, skills and processes, right work values and life skills necessary for them to become globally competitive.

The discussion above provided the researcher insights on how the entrepreneurship subject is given equal importance to all the subjects included in the K to 12 Basic Education Program. Furthermore, the Philippine government gives high priority to TLE courses (entrepreneurship) hence there is a greater need for local and international employments, especially of the middle level skills.

Teaching Entrepreneurship as a Subject

In general the teaching of Entrepreneurship as a subject in the K to 12 Basic Education Program, as provided in the Curriculum Guide provided by the Department of Education, underscores the importance of applying the theoretical concepts they are acquiring during the course of their study. Business Plan or Proposal is one of the ways in which students are given the chance to conceptualize the kind of business they perceived they can practically apply although upon closer look at the modules (which

are still based on the Strengthened Technical Vocational Education Program) DepEd has provided on the said subject, the feasibility of how these business plans will work are not clearly laid out as mentioned in the study of Velasco (2013).

However, in the Curriculum Guides of Senior High School for Grades 11 and 12, much detailed discussions are given on key concepts in entrepreneurship, identifying and troubleshooting market problems, and creating solutions how products or services can be improved through using different techniques such as seeking, screening, and seizing opportunities. Among the important points of the flow of discussion of the lessons, students are required to implement their business plans, operate their own businesses, and develop and sell their own products. However, upon analysis of the curriculum guides, the sustainability of those business plans to become potential businesses in the future are not clearly laid out as again revealed by Velasco (2013) in her recent study even if “immersion program” or partnership with different business enterprises is part of the K to 12 Basic Education Curriculum in making the students life-long learners where learning should be applied in real life situations.

Components of Entrepreneurship Attitudes

In the study conducted by Rudhumbu *et al.* (2016), he mentioned the three essential components of entrepreneurship attitudes. These are:

1. Cognitive component relates to beliefs, thoughts and knowledge students have about entrepreneurship and entrepreneurship education that shape their attitudes and behaviours (Amdam, 2011);
2. Affective component relates to feelings and emotions about entrepreneurship and entrepreneurship education, that is, how a person sees the desirability or relevance of something and hence whether eventually they either like it or not (Kulpa *et al.*, 2014);
3. Behavioural component relates to actions, overt responses and willingness to respond to or accept something (Mani, 2008).

These three components shall be the bases in determining the attitudes of the Grade 12 students towards Entrepreneurship Education.

DepEd Programs and Projects on Entrepreneurship Education

Among the Department of Education (DepEd) programs and projects in strengthening the Entrepreneurship Education in the public secondary high schools, DECS Order No. 44, 2001 and DepEd Order No. 73, 2003, were created to implement different activities and contests that will enhance the entrepreneurial skills and increase the interest of the students of becoming real entrepreneurs someday.

The two DepEd Orders actually, along with DECS Memorandum No. 65, s. 2001, established the creation of the co-curricular program titled Student Technologists

and Entrepreneurs of the Philippines (STEP) whose function is to enhance life-long skills and support the learning competencies of the work education and skills training program. The latter, however, was made to strengthen its effective implementation.

Accordingly based on DepEd Order No. 44, s. 2001, the STEP organization is envisioned to provide pupils and student's significant experiences to develop leadership potentials, build wholesome character, and improve technical know-how in agri-fishery, home economics and entrepreneurial skills[emphasis] to strengthen national competitiveness.

Hence the organization provides avenue for the students to showcase their entrepreneurial skills by engaging with different contests, it gives the students the opportunity to see the feasibilities of putting up future businesses someday. In the present curriculum, students are encouraged to make business proposals and to conduct feasibility studies to test how viable their business would be. In many public secondary schools, they have entrepreneurship organizations such as Youth Entrepreneurship and Cooperativism in Schools (YECS) and to the school where the researcher is presently working has established its own club named ENTREPInoywhere students are exposed to different entrepreneurial activities (such as making useful products from recycled materials) that will enhance or improve their entrepreneurial skills and hopefully make them competent business people someday.

Significantly with this program in place and the many projects produced by different secondary schools, in relation to strengthening the entrepreneurial capabilities and potentials of the students, DepEd hopes for that many young individuals will be engaged in putting up their own business establishments in the near future.

However, in spite of the mention of the projects and programs of DepEd in gearing up students' development on entrepreneurship education, Velasco (2013), on her study, Entrepreneurship Education in the Philippines, describing the status quo of the Entrepreneurship Education in our country, pointed out that most of the curriculums (either in the university or schools having entrepreneurship as one of its subject courses) are focused on the development of entrepreneurs in terms of encouraging start-ups but not much concentration is given in developing creativity and mindset of the student in formal education system. She also added that there is minimal support from the academe and industry to aid nascent entrepreneurial undertaking to grow and sustain business.

She posited too that business proposals of students are not transformed to actual businesses hence the curriculum does not warrant it. Among others she suggested the following important steps in improving the entrepreneurship education in the Philippines.

1. Review and revision of the entrepreneurship education curriculum. Velasco explained here that innovation and technology should be included in

the curriculum to make students become more knowledgeable on product development. She mentioned that opportunity evaluation, business plan development, and enterprise management should also be offered.

2. Documentation of role models. Velasco suggested that there should be a research on Filipino entrepreneurs (pursuing high growth-high opportunity business ventures) whose success stories could be utilized as teaching materials for the entrepreneurship program.

3. Setting up of business incubation in the university. She elaborated here that a university or a school can incubate highly potentially viable businesses given with proper funding, facility and procurement of products to help start-up the venture.

4. Pursue research on entrepreneurship. She strongly emphasized that research of this kind must be conducted in order to better understand the current trends in entrepreneurship education and to have a strong theoretical framework that can withstand time, culture, and geography. In our country in particular she stressed that we need local case studies because few researches are being conducted on this field. She suggested the integration of economic and management theories to prepare an entrepreneurship framework.

5. Promotion of on-the-job training with entrepreneurs. She suggested that there should be actual running of the business or consultancy-based entrepreneurship which must be included in the formal education, mentioning further that this is appropriate for graduate students. She said that universities can tap their graduates who have succeeded in their entrepreneurial undertaking as mentors to the students. She further explained that students can work as apprentices to these graduates in order to have a hands-on experience in running an enterprise.

Although the study of Velasco (2013) is mostly meant for university students and the improvement of entrepreneurship education there, still it is worthy to mention that in secondary schools, especially with the implementation of the K to 12 Curriculum, students have their “immersion program” where they are exposed to the different learning opportunities and to which curriculum planners should also be looking into (for review) to ensure that our students really become potential business people with high chances of succeeding in their chosen fields of entrepreneurial endeavors. At present with the modules being utilized, these steps in improving the teaching of entrepreneurship as a subject are not fully integrated or implemented which curriculum planners could have overlooked otherwise.

In light of this discussion, the researcher has understood further what Velasco (2013) meant on the current status of the entrepreneurship education in our country and would like to explore

if such findings also exist in the secondary education through the conduct of the present study. Hence local studies are not yet available, the current research work would somehow hopefully give understanding on the issues discussed by the researcher and know the real

problems besetting the effective implementation of the entrepreneurship education for secondary education and then give possible recommendations or solutions afterward.

Previous studies on entrepreneurship and entrepreneurship education

Recent studies have been pointed out that entrepreneurship and entrepreneurship education play an important role in shaping a country’s socio-economic progress (Ramalan and Ngah 2012 in Rudhumbuet *al.*, 2016). In fact, Global Entrepreneurship Monitor (2006), mentioned in Rudhumbuet. *al.* (2016), indicated that as much as one-third of the differences in economic growth among nations may be attributed to differences in entrepreneurship activity.

Several studies also posited that entrepreneurship education can alleviate unemployment (Iqbal, Melhem & Kokash, 2012) given that people are encouraged to be self-employed, putting up businesses of their own (Eurofound, 2015).

Taking this global perspective on the importance of entrepreneurship education, the Philippines also put a high price on this as it integrated on its educational system the subject entrepreneurship to teach students especially in Grades 10, 11 and 12, the value and power of being self-employed through becoming a businessperson (K to 12 Toolkit, 2012).

In a report generated by Global Entrepreneurship Monitor (GEM) last 2013, it is not a surprised that a lot of Filipinos actually have a positive view on entrepreneurship pointing out that this is a reliable means to improve one’s economic and social standing. According to the report the populace view is due to the country’s huge population, high educational attainment and the growing consumption expenditure in the domestic market that motivated a great deal of people to engage in entrepreneurial activities.

Interestingly, the report noted that Filipinos did not regard failure (39%) as an obstacle in venturing into business and that 44.1% of the respondents showed a very high intention to start a business. The study also pointed out that there is 68.4% of Filipinos with highly positive perception of business opportunities in the country coupled by few available traditional wage-earning jobs.

In the report as it elaborated further, 85% of the Filipinos expressed their interest to make entrepreneur as a good career choice. The study posited out that the reason for this is because of the strong media exposure especially showcasing successful entrepreneurs that contributed to this.

Basing also on the research conducted by the Asia Pacific Study (APS) on entrepreneurial attitudes, the report says that there is high percentage of entrepreneurial intention among Filipinos where 40% of the respondents expect to start a business within three years.

In addition to this, half of the respondents agreed their location offer good opportunities to start a business, and

majority believed that they have the competency and capability to start entrepreneurial activities.

What is most notable on the report is that the participation of the young people (around 45%) already engaged themselves in early stage entrepreneurship from 18 to 34 years old. This means that upon finishing Senior High School most likely we expect promising young entrepreneurs to come out [emphasis]. Along with this data, about 10% of Filipinos in established businesses have college and postgraduate degrees.

The report also generated some statistics that “close to 65% of those in established business are between 35 and 64 years, evenly distributed within specific age brackets. Since Filipinos start young in setting a business, most [28.34%] are in the established business in the age group of 25 to 30 years,” the study noted.

Evidently, according to the study, most of the Filipino entrepreneurs are active in consumer services in both early stage and established businesses. Consumer services include retail, motor vehicles, lodging, restaurants, personal services, health, education and social services and recreational services.

And finally, the study pointed out that on a macro level, Filipinos displayed a bullish outlook on entrepreneurship as the findings revealed that 48% of the respondents believe there are a lot of opportunities for entrepreneurship, a figure that ranks highest among countries in the Asia Pacific and South Asia.

Furthermore, this data is supported by more than (68%) of the participants’ confidence in terms of their capabilities and skills required to start a business which indicated further that Filipinos rated themselves highest in the region in terms of the ability to start a business.

The report was taken from the De La Salle University-Angelo King Institute’s Promoting Entrepreneurship Research in Southeast Asia which eventually used the GEM report 2013 model for the project that was funded by the International Development Research Center.

In some local studies, Ramos (2014) brought some important issues why Filipinos have high likelihood of going into business hence there is an increasing unemployment rate in the country and that mismatch happens when it comes to finding jobs that are not related to their course since they could not find a work. She pointed out that this is the reason why several Filipinos would want to start their own businesses and they believed that by doing this they can have a better life as also found in the GEM’s report discussed above.

In her study, she also explained that there’s a sudden increase of new entrepreneurs due to the current trend whereby professionals who leave their companies start putting their own businesses. She elaborated that these people believe that in these modern days being just an employee is not enough to meet their needs. Given also the reason that most employees are not satisfied with the salaries they get from their employers. Thus, they look for

better opportunities to generate more money they could spend with themselves and their families. And besides they already gained expertise they needed to start their own.

However, Ramos (2014) also posited that the high unemployment rate in the Philippines is the number one contributory factor why some professionals opted to become entrepreneurs instead. Also, considering the ranking that the Philippines had, in the “Global Competitiveness Report” based on the World Economic Forum for 2011 to 2012, which is placing 161 as compared to its neighboring countries such as Thailand, Malaysia, Vietnam, and Singapore, that notched in their entrepreneurship level of performance, still she strongly emphasized that many Filipinos see entrepreneurship education as a means of better self-employment and gives significant opportunities for the individuals to achieve financial independence and benefit the economy by contributing to job creation, innovation and economic growth.

That is why in her study, her dictum is that “today’s students are tomorrow’s potential entrepreneurs”. An explanation that also prompted a growing number of universities to offer courses and programs in entrepreneurship education and perhaps the creation of the K to 12 Basic Education Program.

In similar international studies, Salau (2014) also reiterated what Ramos (2014) had observed about the importance of entrepreneurship education among the youth of today. He pointed out that in their country, Nigeria, there is also high rate of unemployment

and this could somehow cause some economic setbacks that if not taken too seriously will wreak havoc in the lives of ordinary people who want to have decent living.

Based on his research work, he also strongly suggested that necessary training should be conducted in order to strengthen the entrepreneurship education of the students, hence they also possessed little or no knowledge at all in putting their own businesses.

Salau (2014) also stressed that attitudes of students regarding entrepreneurship skills and entrepreneurship education in general will become basis on what programs should be created for them in order to address their needs. Eurofound (2014), a publication in the office of the European Union, Luxembourg, with its principal authors Massimiliano Mascherini and Martina Bisello, also echoed same arguments based on their research, saying that at the individual level the decision to become self-employed is certainly affected by the individual’s

perception [emphasis] of how desirable the choice of self-employment is, as well as the perceived feasibility of entrepreneurship as a career.

Noting also other several studies (Arenius and Minitti, 2005; Sternberg *et al.*, 2007; Bergmann 2004a, 2004b; Koellinger *et al.*, 2007; Lee *et al.*, 2004, as cited in Eurofound, 2014), findings revealed that “positive attitudes towards entrepreneurship and the perception of the feasibility of that potential choice exert a significant

influence on the decision to become self-employed and to start a business.”

In light of the studies mentioned above, certain variables are associated with the student's perceptions and attitudes towards entrepreneurship education, which upon analysis of some studies elaborated above, have one way or the other already explained the relevance of these to the current study.

Rudhumbuet. al (2016) actually identified them as the behavioral, cognitive and affective components which he found out or perceived had some effects or impact on shaping students' attitudes towards entrepreneurship education.

He mentioned among the studies of Souitaris, Zerbinati and Andreas (2007) that entrepreneurship education stimulates students' subjective norms and intentions towards entrepreneurship by providing them with knowledge, skills and a sense of belief that inspire them to choose entrepreneurship as a career. Similarly, BasuBasu and Virik (2008), as cited also in the work of Rudhumbu, noted that entrepreneurship education improves attitudes of students towards entrepreneurship as these results were also confirmed in another study by Ediagbonya (2013). His study indicated that by developing skills, knowledge and motivation in university students, they become successfully engage in entrepreneurship activities, which entrepreneurship education, in turn, overall positively impacts their attitudes towards entrepreneurship.

Kauffman Foundation (2000), as cited again in Rudhumbuet. al (2016), revealed that entrepreneurship education increases the probability of start-ups, self-employment and enhances the likelihood of economic reward and self-satisfaction of the entrepreneur (as similarly posited in Eurofound, 2014).

Remarkably, Iqbal *et al* (2012) also showed that after learners had participated in entrepreneurship education, most students believed the following events may take place in their own self-realizations, such as:

1. if they start their own business, they would have a high probability of success,
2. they were better prepared to start their own businesses, and;
3. the entrepreneurship education programme had given them enough knowledge and skills to successfully start their own businesses.

In the studies of Zain, Akram and Ghani (2010), they found that more than 50% of students had an intention to become entrepreneurs after going through the entrepreneurship programme while Mapfaira and Setibi (2014) indicated in their study that the number was as high as 73%. Kabui and Maalu (2012) also made confirmation of almost similar results as their research revealed that most students who had gone through the entrepreneurship course had a positive perception of entrepreneurship as a future career though the same results also showed that factors such as fear of failure and lack of sufficient capital were some of the major barriers to the students' intentions to start their own

businesses.

Considering other factors such as the biographic characteristics, personal attributes of students, models of successful entrepreneurs, and supportive environment on the entrepreneurship intentions of students, a number of similar findings were found.

Ismael, Abdullah and Othman (2010), as cited in the work of Rudhumbuet. al (2016), on gender as one factor in influencing the inclination of students towards entrepreneurship revealed that there was a significant difference in their attitudes towards entrepreneurship between male and female students.

In a study by Kirby (2004), cited in the work of Rudhumbuet. al (2016), investigated whether personal attributes of students had an

effect on their attitudes towards entrepreneurship. His results showed that more independent and outgoing students had a higher inclination than their counterparts.

With matters concerning the use of successful entrepreneurs as models in affecting students' perceptions and attitudes towards entrepreneurship education. Bergh, Thorgren & Wincent (2011) indicated in their study that there was a positive effect when these successful entrepreneurs shared their success stories as students are being inspired of them.

Lastly, a supportive school environment was also found to have a positive impact on the entrepreneurship inclination of students as posited by Sriram, Mersha and Herron (2007) in their study, cited also in the work of Rudhumbu et. al (2016).

Rudhumbu *et al* finally concluded that studies on entrepreneurship and entrepreneurship education also identify challenges which students say have potential to affect their entrepreneurship intentions which were revealed in a similar study of Mapfaira and Setibi (2014) explaining that students identified lack of technical support, difficulty in accessing finance and general poor attitude of people towards entrepreneurship were some of the hindrances to the entrepreneurship intentions.

Putting all these in the context of the current study, the researcher realized that entrepreneurship education plays a vital role not just in helping an individual attain financial independence or prosperity through having his/her own business in the future, but also contributing in the economic growth of the country. Hopefully, upon the findings that will be revealed in the study, students, teachers, curriculum planners, school administrators, parents and future researchers, will see the positive impact this study may bring in order to maintain and preserve a kind of entrepreneurship education that is ideal in producing successful entrepreneurs, whether in the micro or macro level, and will help sustain the quality needed in order to unleash the truest and finest potentials of our students to become globally competitive business people someday.

Also, upon a deeper analysis of all the cited research works included in the present study, most of the respondents were college students from the university, and that

attitudes towards entrepreneurship education of high school students is believed to have not yet fully explored by other researchers; hence. this make the current study worthy of being conducted.

MATERIALS AND METHODS

Research Design

This study utilized a descriptive–correlational research design which tested if correlation existed between two variables(Almeda, Gaerlan, & Manly, 2016). In this study, the two variables explored were the academic performance and attitude of the grade 12 ABM students in Entrepreneurship subject .

Locale of the Study

The study was conducted in a Vocational Secondary High School in Lias, Marilao, Bulacan. The said setting was specifically chosen because Accountancy, Business and Management (ABM) track was offered in their Senior High School.

Population and Sample of the Study

During the school year 2017-2018, there were two hundred forty five (245) Grade 12ABM students enrolled in the subject Entrepreneurship. From them, 50 students from one class were requested to participate in the try-out or pilot phase. For the actual study, 180 students participated. They were those who were present during the time the actual study was conducted and answered completely the given questionnaire.

Research Instrument

The researchers adapted a tool which was requested from Rudhumbu *et al.* (2016). It is a structured questionnaire, which according to Creswell (2012), is a research instrument that is based predominantly on closed questions which produce data that can be analyzed quantitatively for patterns and trends. It contains the three components of students’ attitudes towards entrepreneurship education such as behavioral (containing ten items of questions), cognitive (having ten items of questions) and affective (consisting of five items of questions). It uses a 5-point Likert scale with the assigned values and descriptors: 5 – Strongly Agree (SA); 4 – Agree (A); 3 – Neutral (N); 2 – Strongly Disagree (SD); and 1 – Disagree (D).

Statistical Treatment

The data gathered were encoded, tabulated, analyzed and interpreted using the appropriate statistical tools. Mean was used to describe the academic performance of the respondents. Weighted mean was used to determine the entrepreneurial attitude of the respondents. Pearson’s – r correlation was used to determine the relationship between academic performance and entrepreneurial attitude of the respondents.

RESULTS AND DISCUSSION

1. Academic Performance of Grade 12 ABM Students Taking Entrepreneurship Subject

The academic performance of the grade 12 students is shown in Table 1. It reveals that most of them, which is composed of 80 or 44 percent got very satisfactory performance which is within the grade scale 85-89.

Table 1: Academic Performance of Grade 12 Students Taking Entrepreneurship Subject

Descriptor	Grade Scale	Frequency	Percent
Fairly Satisfactory	75-79	13	7
Satisfactory	80-84	48	27
Very Satisfactory	85-89	80	44
Outstanding	90-100	39	22
	Total	180	100
Mean Grade=86.27 Standard Deviation=4.34			

Source: DEpEd Order No. 8 s.2015

Grade Scale	Descriptors
Below 75	Did Not Meet Expectation
75-79	Fairly Satisfactory
80-84	Satisfactory
85-89	Very Satisfactory
90-100	Outstanding

Only 13 or 7 percent of them got fairly satisfactory performance within the grade scale 75-79. Nobody got a failing grade lower than 75.

Entrepreneurial Attitude of the Grade 12 ABM Students

The entrepreneurial attitude of grade 12 ABM students which include cognitive, affective, and behavioral components are shown in tables 2-5. Table 2 shows the ratings of the respondents on their entrepreneurial attitude in terms of cognitive component. They revealed that their over-all rating for this component is disagree

with a weighted mean equal to 2.11. They also disagree in all the items except on items 5 and 6 which has a weighted mean equal to 3.40 and 3.01 respectively with a verbal description of neither. These refer to Entrepreneurship is a difficult subject to learn and I am doubtful if I learned enough in Entrepreneurship subject. The least that they rated disagree is item 3 which refer to I believe Entrepreneurship subject should be taught to all students with a weighted mean of 1.60. The values of standard deviations ranging from 0.45 to 1.19 indicate that the responses of the respondents are homogeneous. This result is do not conform to Rudhumbu’s findings in his study “Attitudes of Students towards Entrepreneurship Education at Two Selected Higher Institutions in Botswana” indicating that students are neutral on the cognitive component of the entrepreneurship attitude with an over-all weighted mean value of 3.47.

It also contradicts the report based on the research

Table 2: Entrepreneurial Attitude of the Respondents in Terms of Cognitive Component

Indicator	WM	SD	VD
I find Entrepreneurship subject very interesting to learn.	1.82	0.83	DA
I am capable of understanding the topics in our Entrepreneurship subject	1.87	0.73	DA
I believe Entrepreneurship subject should be taught to all students.	1.60	0.71	DA
I believe that Entrepreneurship subject is connected to my chosen field in college.	1.84	0.92	DA
Entrepreneurship is a difficult subject to learn.	3.40	1.19	N
I am doubtful if I learned enough in Entrepreneurship subject.	3.01	1.14	N
7. Entrepreneurship increases my interest in taking a career related to it.	2.03	0.78	DA
8. I believe that our school provides us the knowledge needed to pursue a career related to Entrepreneurship	1.88	0.77	DA
9. I think that I can now develop a business plan with my knowledge gain in Entrepreneurship subject.	1.92	0.71	DA
10. I am interested in learning the topics regarding entrepreneurship subject.	1.77	0.73	DA
Grand Weighted Mean	2.11	0.45	DA

Legend: WM=Weighted Mean SD=Standard Deviation
VD=Verbal Description

Numerical Value	Verbal Description
1.00-1.49	SDA Strongly Disagree
1.50-2.49	DA Disagree
2.50-3.49	N Neutral
3.50-4.49	A Agree
4.50-5.00	SA Strongly Agree

conducted by the Asia Pacific Study (APS) on entrepreneurial attitudes that there is high percentage of entrepreneurial intention among Filipinos where 40% of the respondents expect to start a business within three years.

Table 3 shows the ratings of the respondents on their entrepreneurial attitude in terms of affective component. They revealed that their over-all rating for this component

is disagree with a weighted mean equal to 2.12. They also disagree in all the items except on item 3 which has a weighted mean equal to 3.28 with a verbal description of neutral. This refer to I find it difficult to understand the concepts of Entrepreneurship subject. The least that they rated disagree is item 1 which refer to I feel comfortable studying Entrepreneurship subject with a weighted mean of 1.60. The values of standard deviations ranging from 0.47 to 1.09 indicate that the responses of the respondents are homogeneous. Similarly, this result contradicts Rudhumbu's findings in his study "Attitudes of Students towards Entrepreneurship Education at Two Selected Higher Institutions in Botswana" indicating that students agree on the affective component of the entrepreneurship attitude with an over-all weighted mean value of 3.83.

Table 3: Attitude of the Respondents Towards Entrepreneurship in Terms of Affective Component

Indicator	WM	SD	VD
I feel comfortable studying Entrepreneurship subject	1.60	0.63	DA
I look forward attending to my Entrepreneurship subject	1.83	0.68	DA
I find it easy to understand the concepts of Entrepreneurship subject.	3.28	1.09	N
I am prepared to be innovative because of the lessons taught in Entrepreneurship.	1.79	0.72	DA
I usually prepare myself before coming to my Entrepreneurship subject	2.05	0.81	DA
I read my lessons in Entrepreneurship subject during my free time.	2.60	0.95	DA
I consider putting up a business after taking my subject in Entrepreneurship.	1.96	0.93	DA
I take my Entrepreneurship subject seriously.	1.86	0.74	DA
Grand Weighted Mean	2.12	0.47	DA

Legend: WM=Weighted Mean SD=Standard Deviation
VD=Verbal Description

Numerical Value	Verbal Description
1.00-1.49	SDA Strongly Disagree
1.50-2.49	DA Disagree
2.50-3.49	N Neutral
3.50-4.49	A Agree
4.50-5.00	SA Strongly Agree

Table 4 shows the ratings of the respondents on their entrepreneurial attitude in terms of behavioral component. They revealed that their over-all rating for this component is disagree with a weighted mean equal to 1.89. They also disagree in all the items except on item

5 which has a weighted mean equal to 2.62 with a verbal description of neutral. This refer to I am worried with what career Entrepreneurship could offer me later. The least that they rated disagree is item 3 which refer to I am satisfied with my performance in Entrepreneurship subject with a weighted mean of 1.64. The values of standard deviations ranging from 0.48 to 1.20 indicate that the responses of the respondents are homogeneous. In the same manner, this result negates Rudhumbu's findings in his study "Attitudes of Students towards Entrepreneurship Education at Two Selected Higher Institutions in Botswana" indicating that students are neutral on the behavioral component of the entrepreneurship attitude with an over-all weighted mean value of 3.49

Table 4: Entrepreneurial Attitude of the Respondents in Terms of Behavioral Component

Indicator	WM	SD	VD
I am satisfied with the knowledge I gain from Entrepreneurship subject	1.72	0.70	DA
I enjoy studying Entrepreneurship subject.	1.85	1.14	DA
I am satisfied with my performance in Entrepreneurship subject.	1.64	1.15	DA
I like the challenges given to me by my Entrepreneurship subject.	1.71	0.90	DA
I am worried with what career Entrepreneurship could offer me later.	2.62	1.02	N
I like how Entrepreneurship subject is being taught in our school.	2.03	0.85	DA
I am at ease during our Entrepreneurship subject	1.91	1.20	DA
I am happy to have learned lessons from my Entrepreneur subject.	1.76	0.74	DA
I like how our teacher makes the lesson in Entrepreneurship appealing to students	2.09	0.83	DA
Grand Weighted Mean	1.89	0.48	DA

Legend: WM=Weighted Mean SD=Standard Deviation
VD=Verbal Description

Numerical Value	Verbal Description
1.00-1.49	SDA Strongly Disagree
1.50-2.49	DA Disagree
2.50-3.49	N Neutral
3.50-4.49	A Agree
4.50-5.00	SA Strongly Agree

Table 5 shows the summary of ratings of the respondents on their entrepreneurial attitude in entrepreneur subject. They revealed that their over-all rating is disagree with a

weighted mean equal to 2.0. They also disagree in every component, namely; Affective (2.12), Cognitive (2.11) and Behavioral (1.89). The values of standard deviations ranging from 0.39 to .48 indicate that the responses of the respondents are homogeneous. This result contradicts Rudhumbu's findings in his study "Attitudes of Students towards Entrepreneurship Education at Two Selected Higher Institutions in Botswana" indicating that students agree showing positive disposition on entrepreneurship attitude with an over-all weighted mean value of 3.60.

Table 6 shows the summary of Pearson's-r test result

Table 5: Summary of Entrepreneurial Attitude of the Respondents in Entrepreneurship Subject

Component	WM	SD	VD
Affective	2.12	0.47	DA
Behavioral	1.89	0.48	DA
Cognitive	2.11	0.45	DA
Grand Weighted Mean	2.04	0.39	DA

Legend: WM=Weighted Mean SD=Standard Deviation
VD=Verbal Description

Numerical Value	Verbal Description
1.00-1.49	SDA Strongly Disagree
1.50-2.49	DA Disagree
2.50-3.49	N Neutral
3.50-4.49	A Agree
4.50-5.00	SA Strongly Agree

to determine the significant relationship between the entrepreneurial attitude and academic performance of the students. For the over-all, affective, behavioral, and

cognitive components, the p-values (r)= .569, .0675, .319 and .960 respectively for the Pearson's (r) values =0.043, 0.031, 0.074 and 0.004 are higher than the set .05 level of significance; thus, the null hypothesis that there is no significant relationship between the entrepreneurial attitude and academic performance of the students is accepted. It means that the degree of agreement of the students on the items in the entrepreneurial attitude scale is not related to the degree of academic performance of the student.

Table 6: Summary of Pearson's – r Test Result to Determine the Relationship Between the Entrepreneurial Attitude and Academic Performance of Grade 12 Students

Entrepreneurial Attitude	r-value	Verbal Interpretation	p-value	Decision	Conclusion
Affective	.031	No Relationship	.675	Accept Ho	Not significant
Behavioral	.074	No Relationship	.319	Accept Ho	Not significant
Cognitive	.004	No Relationship	.960	Accept Ho	Not significant
Over-All	.043	No Relationship	.569	Accept Ho	Not significant

Legend:

Numerical Value	Verbal Description
0	No Relationship
±0.01-±0.20	Very Low Relationship
±0.21-±0.40	Low Relationship
±0.41-±0.60	Moderate Relationship
±0.61-±0.80	High Relationship
±0.81-±0.99	Very High Relationship
±1.00	Perfect Relationship

CONCLUSION AND RECOMMENDATION

From the findings of the study, the following conclusions were drawn:

Academic performance of Grade 12 ABM students is very satisfactory and none among them did not meet the expectations or failed in the subject.

The Grade 12 ABM students generally disagree on the items included in the three components of entrepreneurship attitude; namely, cognitive, affective and behavioral.

The Grade 12 ABM students are neutral on the following items:

- a. Cognitive Component
 - i. Entrepreneurship is a difficult subject to learn
 - ii. I am doubtful if I learned enough in Entrepreneurship
- b. Behavioral component
 - i. I feel comfortable studying Entrepreneurship subject
- c. Affective Component
 - i. find it difficult to understand the concepts of Entrepreneurship subject
- d. Behavioral Component
 - i. I am worried with what career Entrepreneurship could offer me later
- e. The Grade 12 ABM students have the least rating of disagree on the following items:
- f. Cognitive Component
 - i. I believe Entrepreneurship subject should be taught to all students
- g. Affective Component
 - i. I feel comfortable studying Entrepreneurship subject

The null hypothesis that there is no significant relationship between the entrepreneurial attitude and academic performance of the students is accepted. It means that the degree of agreement of the students on the items in the entrepreneurial attitude scale is not related to the degree of academic performance of the student.

In the light of the findings and conclusions drawn, the following recommendations are being offered:

Teachers and students should maintain the good academic performance of the students in the very satisfactory level. Teachers should provide more varied meaningful entrepreneurial activities to increase their level of motivation, interest and self-internalizations/actualizations in doing business of their own.

School administrators may consider the following:

1. Give technical support to entrepreneurial teachers and incoming senior high school students to help them appreciate the subjects they are taking and be more diligent in their studies and in pursuing their dream to become successful entrepreneurs someday.
2. Invite successful entrepreneurs who can give inspiration talk to students, motivating them to establish their own businesses.
3. Devise programs that will strengthen the entrepreneurial capabilities of their students.

Curriculum planners are encouraged to further evaluate the existing modules used for Entrepreneurship subject of the K to 12 Basic Education Curriculum as to its effectiveness in delivering quality education.

The Department of Education may consider revisiting the curriculum intended for entrepreneurship education to ensure that graduates of the K to 12 Curriculum will have a successful exit—to land a job of becoming professional entrepreneurs.

Future researchers are encouraged to conduct similar researches including other variables like teachers' competency, teaching strategies, school environment, and the like.

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