

Academic Performance of Senior High School Students In Entrepreneurship: Basis for A Contextualized Enrichment Program

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Abstract: This study investigated the interplay between personal factors (motivation, study habits, and student engagement) and learning environment factors (instructional materials, teaching competencies, and work immersion) in predicting the academic success of Senior High School students in entrepreneurship within the North District of Bayugan City. Grounded in Self-Determination Theory (SDT), the research aimed to identify specific areas for improvement and propose a contextually relevant enrichment program designed to address the unique needs of the students. While existing literature underscores the importance of these personal and environmental influences on academic outcomes, a gap persists in effectively translating theoretical entrepreneurship knowledge into practical skills. Employing a mixed-methods approach, the study utilized validated questionnaires administered to 221 students to analyze the relationships between the identified factors and academic performance. Key findings indicated high levels of student motivation and engagement, yet revealed a significant disparity between student performance in practical tasks and written assessments, particularly in quarterly examinations. This discrepancy underscores a critical need for interventions that effectively bridge the theory-practice divide in entrepreneurship education. Consequently, the study culminated in the development of two distinct enrichment programs: Project ENTREP, focusing on the cultivation of hands-on entrepreneurial skills, and Project VIBE, aimed at enhancing the diversity and effectiveness of instructional materials. These programs are designed to foster both academic achievement and practical entrepreneurial competency, thereby equipping students with the essential theoretical understanding and practical skills necessary for future entrepreneurial endeavors. This research addresses a crucial need for enhancing entrepreneurship education in rural contexts and contributes to the broader academic discourse on improving educational outcomes through the implementation of contextualized learning approaches.

Keywords: Entrepreneurship, Academic Success, Personal Factors, Learning Environment Contextualized Enrichment, Senior High School

I. Introduction

Nelson Mandela's (1990) powerful assertion that "Education is the most powerful weapon which you can use to change the world" resonates deeply with the academic and entrepreneurial journeys undertaken by senior high school students. This study delves into the critical interplay between personal factors—motivation, study habits, and student engagement—and their profound influence on entrepreneurship performance among Senior High School (SHS) students.

Entrepreneurship education at the SHS level is crucial in equipping students with the foundational knowledge, practical skills, and proactive mindset essential for identifying opportunities, making informed risks, and generating value within the business landscape. Through the exploration of core business principles, encompassing idea generation, business planning, risk assessment, operational execution, networking strategies, and ethical considerations, students cultivate critical thinking, problem-solving capabilities, financial literacy, self-confidence, independence, innovative thinking, creativity, and leadership acumen. Mastery of entrepreneurship offers significant advantages, including a broader spectrum of career pathways, enhanced analytical abilities, improved financial management skills, heightened self-assurance and autonomy, the fostering of innovation, and the development of leadership qualities, ultimately preparing students for success in both their professional and personal lives. Recognizing that SHS students are not merely future leaders but also potential innovators and business founders, understanding the intricate relationship between academic success and entrepreneurship is paramount to comprehending the holistic factors influencing their

entrepreneurial performance. This research aims to provide educators, policymakers, and business mentors with valuable insights for shaping more effective learning experiences for senior high school students.

During the academic year 2022-2023, Berseba National High School, a secondary institution within the North District of the Bayugan City Division, observed a concerning trend of low Mean Percentage Scores in Entrepreneurship examinations among its students. This decline in academic performance highlights an urgent need for improvement within the school's entrepreneurship education framework, as mandated by the K-to-12 Most Essential Learning Competencies and the Curriculum Guide of the Department of Education.

Furthermore, the school faces a significant challenge in effectively integrating entrepreneurship principles into students' work immersion experiences. Feedback from previous graduates consistently indicates that their immersion tasks predominantly involve routine activities such as cleaning, document organization, and providing logistical support to supervisors during travel, lacking substantive entrepreneurial engagement.

Another persistent challenge lies in the content of learning modules provided by the Department of Education. While commendable efforts have been made to contextualize some modules to the specific needs of certain localities, particularly in remote areas, further refinement and expansion of this approach are necessary. Tailoring certain topics to local contexts has undoubtedly facilitated easier comprehension for students by aligning lessons with their community realities. However, there remains a significant opportunity to enhance these materials to not only address immediate community needs but also to actively stimulate critical thinking and problem-solving skills among students, thereby significantly increasing the effectiveness of the educational resources provided.

The competencies of teachers in facilitating entrepreneurship education exert a substantial influence on students' learning outcomes. It is evident that educators lacking direct experience and expertise in teaching entrepreneurship often require supplementary training to acquire the necessary competencies and skills. This process can sometimes lead to a disparity between the intended curriculum and its optimal delivery to students. Conversely, when teachers possess the requisite skills, practical experience, and specialized knowledge in entrepreneurship, the quality of the learning experience is demonstrably enhanced. Such educators are better equipped to effectively convey theoretical concepts, practical skills, and real-world insights to their students, thereby enriching their understanding and engagement with the subject matter.

Given the aforementioned premises, this study is undertaken to investigate the academic performance of SHS students in the North District of the Bayugan City Division. The aim is to provide novel perspectives on the dynamics of its student body and establish a foundation for developing an efficient and contextually relevant enrichment program that effectively addresses the unique needs and aspirations of its students. As the researcher navigates a world characterized by rapid change and unpredictability, the goal of preparing senior high school students for entrepreneurship has never been more critical. This research seeks to empower students as they embark on their business journeys, ultimately cultivating future leaders and innovators

II. Method

This study employed a descriptive correlational research design to investigate the relationships between personal factors (motivation, study habits, and student engagement), learning environment factors (instructional materials, teaching competencies, and work immersion), and the academic performance of Senior High School students in Entrepreneurship. This design was chosen for its capacity to describe existing conditions and identify associations between variables without any manipulation, allowing for an examination of how these personal and environmental aspects naturally relate to academic outcomes. The research was conducted across four public secondary schools within the North District of Bayugan City Division, namely Berseba National High School, Noli National High School, Victoriana Peling Tagbe National High School, and San Juan National High School. These schools were selected to provide a diverse representation of educational settings and geographic locations within the district, offering a comprehensive perspective on the academic landscape of entrepreneurship education in the region.

The respondents of this study were the Senior High School students enrolled in entrepreneurship courses within the four identified schools in the North District of Bayugan City Division during the School Year 2023-2024. From a total population of 517 students, a sample size of 221 students was proportionally selected using cluster sampling with a random start, ensuring representation from each school. A researcher-made survey questionnaire, validated by experts and tested for reliability (Cronbach's alpha of 0.879 for personal factors and 0.908 for learning environment factors), served

as the primary data collection instrument. The questionnaire comprised two parts: the first assessing the level of manifestation of personal factors, and the second evaluating the level of manifestation of learning environment factors. Prior to administration, permission was secured from the Schools Division Superintendent and respective School Heads, and respondents underwent an orientation to ensure clear understanding and honest responses. The collected data were subsequently scored, tallied, and prepared for statistical analysis.

III. Results and Discussion

The Level of Manifestation of Personal Factors in Learning Among Senior High School Students

Understanding the degree to which personal factors manifest in Senior High School students is fundamental to comprehending their engagement and ultimately, their academic success. Elements such as motivation, study habits, and student engagement exert a substantial influence on the quality of learning experiences and their resultant outcomes. By meticulously examining these intrinsic factors, educators and policymakers can gain invaluable insights into the specific challenges and inherent strengths that students bring to their educational journey. This in-depth exploration serves as a crucial foundation for developing targeted strategies aimed at enhancing learning environments, providing tailored support for individual student needs, and cultivating a pervasive culture of academic achievement. Furthermore, acknowledging the inherent diversity in the manifestation of these personal factors necessitates the creation of more inclusive and adaptive learning frameworks that are sensitively attuned to each student's unique profile and requirements.

The data presented in Table 2.1 (as referenced on page 35) reveals a noteworthy finding: the statement "I am excited about the prospect of pursuing entrepreneurial ventures in the future" garnered the highest weighted mean of 4.03, accompanied by a standard deviation of 0.700. This compelling result strongly indicates a significant level of enthusiasm and positive anticipation among the surveyed students concerning their potential future involvement in entrepreneurial activities. This observation aligns with the researcher's qualitative experiences within the classroom, where numerous students exhibit palpable excitement during class discussions, actively and enthusiastically participate in business simulation exercises, and contribute original and insightful ideas during collaborative group tasks. A particularly illustrative instance involved a student who confidently presented a highly innovative and well-articulated proposal for an eco-friendly packaging business during a school-organized "Business Plan Pitch" event. This vivid display of energy, passion, and proactive engagement serves as a powerful testament to the genuine eagerness that many students harbor when envisioning their future roles as entrepreneurs and business innovators.

Indicators	Wtd		Verbal Description	Interpretation
	Mean	SD		
1. I am excited about the prospect of pursuing entrepreneurial ventures in the future.	4.03	0.700	Agree	High
2. I am eager to learn and acquire new skills for my future entrepreneurial activities.	3.93	0.720	Agree	High
3. I find joy and satisfaction in the process of learning and entrepreneurship.	4.02	0.713	Agree	High
4. I have a strong belief in the value of education and entrepreneurship for my future.	3.84	0.640	Agree	High
5. I actively seek feedback and mentorship to improve my entrepreneurial performance.	3.91	0.723	Agree	High
<i>Overall Weighted Mean</i>	3.94	0.535	Agree	High

Legend: 1.00-1.49-Strongly Disagree/Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49-Moderately Agree/moderately High; 3.50-4.49-Agree/High; 4.50-5.00-Strongly Agree/Very High

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In contrast, the item exhibiting the lowest mean value ($\bar{x}=3.84$, $SD=0.640$) was "I have a strong belief in the value of education and entrepreneurship for my future." While the average response remained positive, this item demonstrated slightly greater variability. The researcher's observations revealed that some students, despite engaging in tasks and attending entrepreneurship classes, occasionally expressed uncertainty regarding the relevance of the curriculum to their individual aspirations. For instance, some students actively participated in group activities and completed assignments yet questioned the direct applicability of the entrepreneurial concepts to their intended career paths. This suggests that while a majority of students acknowledge the importance of entrepreneurship, their confidence in its immediate relevance to their future goals is less consistent.

The disparity between the highest and lowest mean values highlights a distinction between emotional engagement and belief-driven alignment. Students exhibited strong enthusiasm for future ventures, yet a subset had not fully established a robust connection between their education and its perceived impact on their long-term objectives. Classroom interactions observed by the researcher indicated that student engagement was higher during hands-on or simulation-based activities, while interest appeared to wane during theoretical discussions. This variation implies that motivation and belief development are not always synchronous.

The overall weighted mean of 3.94 ($SD=0.535$) indicates a generally high level of motivation toward entrepreneurship among the student population. The researcher's qualitative observations corroborate this finding, with many students actively participating in both curricular and extracurricular activities related to entrepreneurship. Their motivation, although occasionally tempered by uncertainty regarding academic relevance, remains a significant factor in their engagement.

The Level of Manifestation of the Personal Factors to Learning among the Senior High School Students in Entrepreneurship in terms of Study Habits

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. I actively prepare a study schedule and stick to it.	3.94	0.727	Often	Very Good
2. I allocate dedicated time for studying entrepreneurship topics each day.	3.90	0.734	Often	Very Good
3. I actively participate in entrepreneurship class discussions and ask questions for clarification.	3.92	0.750	Often	Very Good
4. I seek guidance and clarification from my entrepreneurship instructor when faced with challenging concepts.	3.84	0.701	Often	Very Good
5. I minimize procrastination when it comes to completing entrepreneurship assignments and projects.	3.78	0.720	Often	Very Good
Overall Weighted Mean	3.88	0.514	Often	Very Good

Legend: 1.00-1.49-Never/Very Poor; 1.50-2.49-Rarely/Poor; 2.50-3.49-Sometimes/Good; 3.50- 4.49- Often/Very Good; 4.50-5.00-Always/Excellent

The data presented in Table 2.2 indicate that the item with the highest mean value ($\bar{x}=3.94$, $SD=0.727$) is "I actively prepare a study schedule and stick to it." This suggests that a majority of students adopt a structured approach to their study habits by adhering to a consistent schedule. Classroom observations corroborate this, with the researcher noting students who dedicate time each evening to review lessons, take notes, and complete entrepreneurship-related assignments. This routine appears to foster organization and preparedness for classroom engagement, which is reflected in their performance and increasing confidence in the subject matter.

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Conversely, the item with the lowest mean value ($\bar{x}=3.78$, $SD=0.720$) is "I minimize procrastination when it comes to completing entrepreneurship assignments and projects." Despite this item being rated "Very Good," the lower mean and greater standard deviation indicate more variability in student responses. The researcher observed instances of students delaying work, such as commencing a business proposal only the night before the deadline. These students often allocate time to social media or peer interactions, resulting in rushed and sometimes incomplete outputs. This behavior occurs even among students who express interest in the subject and acknowledge its importance.

The difference in means between scheduling ($\bar{x}=3.94$) and minimizing procrastination ($\bar{x}=3.78$) highlights a dichotomy in students' study behaviors. While students may develop well-organized study plans, they encounter more challenges in consistently completing tasks in a timely manner. The researcher's observations support this, noting that some learners utilize planners and set goals yet still fall behind when confronted with competing demands on their time.

The overall weighted mean of 3.88 ($SD=0.514$) characterizes students' study habits as generally "Very Good." This assessment aligns with the researcher's classroom experiences, where learners typically demonstrate consistent engagement and employ study strategies that support their academic pursuits in entrepreneurship.

Indicators	Wtd		Verbal Description	Interpretation
	Mean	SD		
1. I actively participate in class discussions and contribute ideas related to entrepreneurship.	4.03	0.783	Often	Very Good
2. I regularly seek feedback from the:	3.67	0.715	Often	Very Good
3. teacher/s to improve my understanding of entrepreneurship concepts.	3.97	0.710	Often	Very Good
4. peers to improve my understanding of entrepreneurship concepts.	3.66	0.631	Often	Very Good
5. I connect entrepreneurship concepts with real-world experiences and examples.	3.64	0.723	Often	Very Good
6. I take on leadership roles in entrepreneurship-related group projects.	3.92	0.676	Often	Very Good
<i>Overall Weighted Mean</i>	3.82	0.486	Often	Very Good

Legend: 1.00-1.49-Never/Very Poor; 1.50-2.49-Rarely/Poor; 2.50-3.49-Sometimes/Good; 3.50- 4.49- Often/Very Good; 4.50-5.00-Always/Excellent

The disparity between the highest and lowest mean values underscores a distinction in classroom engagement modalities. Students exhibit confidence and enthusiasm during interactive discussions but may encounter challenges when applying entrepreneurship concepts to real-world scenarios. The researcher's observations indicate that students tend to participate more actively in idea-sharing activities, while they demonstrate more reticence when tasks necessitate drawing connections between theory and practical application.

The overall weighted mean of 3.82 ($SD=0.486$) suggests that student engagement in entrepreneurship-related classroom activities is generally robust. The classroom atmosphere, as observed by the researcher, is frequently characterized by collaborative discussions and peer interactions, which foster the expression of students' entrepreneurial thinking, even as they continue to develop the capacity to contextualize those ideas within real-world frameworks.

Level of Manifestation of the Learning Environment Factors in Entrepreneurship

The degree to which learning environment factors manifest in entrepreneurship education is critical for comprehending the influence of various elements on the cultivation of entrepreneurial skills and attitudes among students. These factors encompass a spectrum of influences, including the utilization of instructional materials, teaching competencies, and work immersion experiences. Analyzing these factors can elucidate the extent to which they facilitate or impede entrepreneurial learning processes. By examining the manifestation of these elements, educators and program

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developers can identify areas of strength and those requiring improvement, ultimately enhancing the efficacy of entrepreneurship education and fostering a more innovative and entrepreneurial mindset within the student body.

The Level of Manifestation of the Learning Environment Factors in Entrepreneurship in terms of Instructional Materials Utilization

<i>Indicators</i>	<i>Wtd Mean</i>	<i>SD</i>	<i>Verbal Description</i>	<i>Interpretation</i>
1. The teacher utilizes a variety of instructional materials, as follows:				
1.a. Textbooks	3.91	0.701	Often	<i>Very Good</i>
1.b. Articles	3.72	0.753	Often	<i>Very Good</i>
1.c. Case Studies	3.72	0.787	Often	<i>Very Good</i>
1.d. Videos	3.89	0.751	Often	<i>Very Good</i>
2. The instructional materials used by the teacher is suitable with the learning objectives.	3.94	0.723	Often	<i>Very Good</i>
3. Instructional materials are easily accessible to students through:				
3.a. Online Platforms	3.95	0.689	Often	<i>Very Good</i>
3.b. Library	3.81	0.709	Often	<i>Very Good</i>
3.c. Provided directly by the teacher	4.03	0.735	Often	<i>Very Good</i>
4. The teacher incorporates multimedia elements (such as videos, podcasts, or interactive modules) to enhance student engagement with instructional materials	4.09	0.763	Often	<i>Very Good</i>
<i>Overall Weighted Mean</i>	3.90	0.498	Often	<i>Very Good</i>

Legend: 1.00-1.49-Never/Very Poor; 1.50-2.49-Rarely/Poor; 2.50-3.49-Sometimes/Good; 3.50- 4.49-Often/Very Good; 4.50-5.00-Always/Excellent

The data presented in Table 3.1 reveal that the indicator with the highest mean value ($\bar{x}=4.09$, $SD=0.763$) is "The teacher incorporates multimedia elements (such as videos, podcasts, or interactive modules) to enhance student engagement with instructional materials." This elevated mean signifies the substantial role of multimedia in sustaining student interest in entrepreneurship topics. The researcher's observations during a lesson on marketing strategies noted that the teacher's presentation of a video interview featuring a local startup owner explaining their business's market traction rendered the topic more relatable and facilitated students' visualization of theoretical concepts in practice. Students exhibited heightened attentiveness and interest, with several referencing the video content during subsequent discussions. The integration of visual and auditory resources effectively captured learners' attention and accommodated diverse learning styles, thereby enriching the overall classroom experience.

Conversely, the indicators "Articles" and "Case Studies" both registered the lowest weighted mean ($\bar{x}=3.72$) with standard deviations of $SD=0.753$ and $SD=0.787$, respectively. While still within the "Very Good" category, the comparatively lower ratings for these instructional materials suggest that students may not engage as profoundly with text-intensive resources. The researcher observed that during group activities, students often relied on their own insights rather than exploring written case studies or consulting assigned readings. In some instances, students prioritized task completion based on their existing understanding instead of integrating information from articles or written examples. This may reflect variations in teacher emphasis or differences in the delivery and contextualization of these materials. The higher standard deviations also indicate inconsistency in the utilization of these resources across classrooms, potentially affecting their overall influence on student engagement.

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The overall weighted mean of 3.90 ($SD=0.498$) indicates that the utilization of instructional materials in entrepreneurship classes is at a "Very Good" level. The researcher has consistently observed that students demonstrate the most active responses to multimedia-enhanced instruction, particularly when it incorporates real-life examples or engaging visuals. Materials such as infographics, video content, and interactive presentations tend to elicit more questions and participation compared to traditional articles and case studies, which may necessitate more directed facilitation to achieve comparable impact.

The data presented in Table 3.2 on page 45 indicate that the indicator with the highest mean value ($x̄=4.23$, $SD=0.677$) is "The teacher presents material in a captivating manner, keeping students interested and eager to participate." This elevated score reflects significant classroom engagement attributed to the teacher's delivery style. The researcher's observations revealed that the teacher frequently employs real-world examples, such as case analyses of successful startups, and integrates engaging visual aids, including infographics and video clips. In one observed session, the teacher facilitated a role-playing activity wherein students assumed roles such as CEO, marketer, and product developer within a simulated business environment. These pedagogical methods fostered active participation, critical thinking, and collaborative learning. Students demonstrated heightened interest, initiated discussions autonomously, and appeared more invested in the content due to the experiential and relatable format of instruction.

The Level of Manifestation of the Learning Environment Factors in Entrepreneurship in terms of Teaching Competencies

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. The teacher presents material in a captivating manner, keeping students interested and eager to participate.	4.23	0.677	Often	Very Good
2. Concepts are explained clearly, ensuring students understand complex ideas and theories.	4.05	0.669	Often	Very Good
3. Students have ample opportunities to engage in discussions, group activities, and hands-on projects that deepen their understanding of entrepreneurship.	3.97	0.680	Often	Very Good
4. Feedback on assignments and class participation is provided promptly and helps students identify areas for improvement.	4.08	0.620	Often	Very Good
5. Opportunities for collaboration with peers are provided, fostering teamwork and the exchange of diverse perspectives.	4.14	0.730	Often	Very Good
Overall Weighted Mean		4.10	0.533	Often Very Good

Legend: 1.00-1.49-Never/Very Poor; 1.50-2.49-Rarely/Poor; 2.50-3.49-Sometimes/Good; 3.50- 4.49-Often/Very Good; 4.50-5.00-Always/Excellent

Conversely, the indicator "Students have ample opportunities to engage in discussions, group activities, and hands-on projects that deepen their understanding of entrepreneurship" registered the lowest weighted mean ($x̄=3.97$, $SD=0.680$). While still categorized as "Very Good," this rating suggests some heterogeneity in student experiences. The researcher documented an instance where students collaborated on a group business proposal but were not afforded sufficient preparation time or comprehensive guidance on structuring their collaboration. In such instances, group dynamics became (imbalanced); certain students exerted dominance while others remained disengaged. This variability in participation was also discernible in the classroom atmosphere, where some groups flourished through active dialogue while others completed the task with minimal discussion. The standard deviation value indicates that student involvement in such collaborative activities may be significantly influenced by the clarity of instructions and the facilitation strategies employed by the teacher.

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The overall weighted mean of 4.10 (SD=0.533) suggests that the observed teaching competencies in entrepreneurship are generally perceived as "Very Good." The researcher consistently noted that lessons delivered with energy, creativity, and structured interaction tend to sustain higher levels of student interest and engagement. The integration of real-world context, visual tools, and activity-based learning contributed significantly to maintaining classroom enthusiasm and involvement.

The data presented in Table 3.3 on page 47 illustrate the Level of Manifestation of the Learning Environment Factors in Entrepreneurship in terms of Work Immersion, with all indicators rated as "Agree" and weighted means ranging from 3.84 to 4.01, classified as "Very Good."

Level of Manifestation of the Learning Environment Factors in Entrepreneurship in terms of Work Immersion

Indicators	Wtd		Description	Interpretation
	Mean	SD		
1. I can make a business plan using the suggested template in the entrepreneurship curriculum guide.	4.01	0.766	Agree	Very Good
2. I can develop a brand name that reflects the brand's identity, values, and positioning in the market.	3.91	0.710	Agree	Very Good
3. I can layout advertisement flyers, and/or brochures for products to be marketed.	3.84	0.787	Agree	Very Good
4. I can compute profits by subtracting total costs from total revenues, and potential return on investment.	3.85	0.735	Agree	Very Good
5. I can identify reasons for keeping business records, and understanding their importance in tracking financial transactions.	3.95	0.651	Agree	Very Good
Overall Weighted Mean		3.91	0.612	Agree Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Moderately Agree/Good; 3.50-4.49-Agree/Very Good; 4.50-5.00-Strongly Agree/Excellent

The highest-rated indicator, "I can make a business plan using the suggested template in the entrepreneurship curriculum guide" ($\bar{x}=4.01$, SD=0.766), reveals that students demonstrated proficiency in this essential task during work immersion. Classroom observations and student outputs indicated that many students successfully completed business plans aligned with the prescribed curriculum template. These business plans reflected foundational competencies such as target market identification, SWOT analysis execution, and the outlining of projected costs. These responses suggest that students effectively applied the structure and content learned in the classroom to their immersion activities, indicating a practical comprehension of this entrepreneurial process.

Another well-rated indicator is "I can develop a brand name that reflects the brand's identity, values, and positioning in the market" ($\bar{x}=3.91$, SD=0.710). In exercises undertaken during work immersion, students formulated brand names for simulated businesses, including food stalls, online shops, and eco-friendly packaging services. Several brand names clearly reflected the nature and values of the product or service, exemplified by "GreenPak" for sustainable packaging and "SarapTinda" for a local food-based venture. These examples suggest that students possess a functional understanding of branding principles and their application to market positioning.

The indicator "I can layout advertisement flyers, and/or brochures for products to be marketed" ($\bar{x}=3.84$, SD=0.787) exhibited the lowest mean, although it remained within the "Very Good" category. The researcher observed that while students attempted to design marketing materials as part of their tasks, many encountered challenges in integrating

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graphic design elements. Some outputs displayed imbalances in layout, inconsistent font usage, or suboptimal color choices. This was particularly evident in schools with limited access to computers or design software, where students had to rely on hand-drawn materials or basic mobile applications. The standard deviation of 0.787 indicates a wide range in students' confidence and capability in this area, likely contingent upon their exposure to digital tools and prior experience in design-related tasks.

The overall weighted mean of 3.91 (SD=0.612) suggests that students generally perceived themselves as adequately prepared to execute entrepreneurial tasks during work immersion. In observed work immersion contexts, such as school mini-business fairs or local partnerships, students participated in activities encompassing branding, business pitching, and marketing. These activities served as practical platforms for students to translate classroom learning into real-world practice. Across various immersion sites, students were observed actively engaging in entrepreneurial roles, reflecting their readiness to apply theoretical knowledge in authentic business settings.

Level of Academic Performance of Senior High School in Entrepreneurship

The academic performance of Senior High School students in entrepreneurship education constitutes a crucial metric for evaluating their comprehension and application of entrepreneurial concepts and skills, with written tests comprising 25%, performance tasks 45%, and quarterly assessments 30% of the final grade. This comprehensive assessment not only reflects students' cognitive grasp of the subject matter but also illuminates the efficacy of the pedagogical methodologies and curriculum implemented within the program. Through the examination of students' academic performance in entrepreneurship, educators can discern trends, strengths, and areas for improvement within the learning process, thereby informing future instructional strategies. A thorough understanding of these performance levels is paramount for optimizing the educational experience and ensuring that students are adequately equipped to engage in entrepreneurial endeavors within a competitive environment.

Level of Academic Performance of Senior High School in Entrepreneurship in terms of Written Test in the 1st Quarter

Grading Scale	SCHOOL					Descriptive Rating
	Berseba NHS	No li NH S	Peling Tagb e NH S	San Jua n NH S	Total # of Students	
90 - 100	12	27	3	8	50	Outstanding
85 - 89	8	38	4	6	56	Very Satisfactory
80 - 84	15	63	1	0	84	Satisfactory
75 - 79	3	6	0	4	13	Fairly Satisfactory
Below 75	1	16	1	0	18	Did not Meet Expectation
Total	39	150	9	23	221	

The data presented in Table 4.1 delineate the Academic Performance Levels of Senior High School students in Entrepreneurship, based on Written Test scores across four educational institutions: Berseba NHS, Noli NHS, Peling Tagbe NHS, and San Juan NHS. The score ranges are categorized with corresponding descriptive ratings, revealing that 50 students, constituting 22.6% of the total cohort, attained an "Outstanding" score (90-100), while 18 students, representing 8.1%, did not meet expectations (scoring below 75).

Noli NHS exhibits a notable trend, demonstrating the highest number of students scoring within the "Outstanding" and "Very Satisfactory" ranges, with 27 and 38 students, respectively. This suggests a robust academic

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performance in Entrepreneurship at this institution, where 150 students participated in the assessment, the highest enrollment among the four schools. Conversely, Peling Tagbe NHS had the lowest student participation with only 9 students, and a limited number achieving high scores, indicating potential challenges or deficits in academic performance in Entrepreneurship at this school.

Level of Academic Performance of Senior High School in Entrepreneurship in terms of Performance Task in the 1st Quarter

SCHOOL						
Grading Scale	Berseba NHS	No li NH S	Pelin g Tagb e NHS	Sa n Jua n NH S	Total # of Students	Descriptive Rating
90 - 100	39	126	9	23	197	<i>Outstanding</i>
85 - 89	0	23	0	0	23	<i>Very Satisfactory</i>
80 - 84	0	1	0	0	1	<i>Satisfactory</i>
75 - 79	0	0	0	0	0	<i>Fairly Satisfactory</i>
Below 75	0	0	0	0	0	<i>Did not Meet Expectation</i>
<i>Total</i>	39	150	9	23	221	

The data presented in Table 4.2 indicate that a significant majority of students, specifically 197 out of 221 (89.1%), achieved an Outstanding rating in the Performance Task component, with scores ranging from 90 to 100. This elevated level of performance suggests that students demonstrated considerable proficiency in the practical application of entrepreneurship skills, such as the creation of business plans or marketing materials, tasks that closely emulate real-world entrepreneurial activities. The experiential nature of these tasks likely fostered deeper student engagement, contributing to their notable success.

Conversely, only one student from Noli NHS scored within the 80-84 range, and no students fell into the lower performance categories (75-79 or Below 75). This limited variability indicates that virtually all students met or surpassed expectations for the performance task. The scarcity of students in the lower ranges reflects a high degree of comprehension and application of skills across the participating schools.

The overall weighted mean for the performance task is remarkably high, signifying a strong overall performance across all schools. This consistency underscores the effectiveness of performance tasks as an assessment modality for evaluating student competencies in entrepreneurship, demonstrating that students across different institutions performed comparably well in applying their entrepreneurial knowledge, particularly when contrasted with the written test and quarterly assessment results.

As posited by Liu et al. (2023), student engagement and motivation in experiential tasks can substantially enhance performance. The data from this table corroborate that practical, performance-based tasks constitute an efficacious assessment method for entrepreneurship education, enabling students to apply theoretical concepts in meaningful contexts, thereby leading to high academic achievement. This aligns with the principle that hands-on learning environments augment student engagement and motivation, resulting in improved learning outcomes.

The data presented in Table 4.3 on page 53 reveal that the level of academic performance in the Quarterly Assessment of Senior High School students in Entrepreneurship shows the highest representation of students within the

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80-84 range, with 51 students receiving a Satisfactory rating. This suggests that while a considerable proportion of the students adequately grasped the core concepts, they did not achieve the higher levels of performance.

Level of Academic Performance of Senior High School in Entrepreneurship in terms of Quarterly Assessment in the 1st Quarter

Grading Scale	SCHOOL					Descriptive Rating
	Berseba NHS	No li NH S	Pelin Tagb e NHS	Sa n Jua n NH S	Total # of Students	
90 - 100	1	26	0	0	27	<i>Outstanding</i>
85 - 89	0	9	1	0	10	<i>Very Satisfactory</i>
80 - 84	9	33	2	7	51	<i>Satisfactory</i>
75 - 79	7	29	1	5	42	<i>Fairly Satisfactory</i>
Below 75	22	53	5	11	91	<i>Did not Meet Expectation</i>
<i>Total</i>	39	150	9	23	221	

Conversely, a substantial proportion of students, totaling 91 individuals (41.2%), fell within the Below 75 performance range. This indicates that a significant number of students struggled to meet the expected competencies in the quarterly assessment. The Outstanding rating was attained by only 27 students, signifying that a limited fraction of the student population performed exceptionally well. The observed variations within the lower score ranges denote disparities in performance, potentially reflecting differing levels of comprehension and engagement among the students.

The item analysis results elucidated that one of the least mastered competencies among students is the ability to "recognize the importance of the marketing mix in the development of marketing strategies." This suggests that while students may possess a general understanding of marketing concepts, they encounter difficulty in comprehending how the constituent elements of the marketing mix—product, price, place, and promotion—synergistically function to formulate a cohesive strategic framework.

The overall weighted mean for the quarterly assessment indicates a performance trend that inclines toward "Did Not Meet Expectations" for a considerable segment of the student population. This outcome underscores a potential gap in the efficacy of the entrepreneurship curriculum or the students' preparedness for the assessments.

Agustina et al. (2021) and Nieuwoudt (2020) have emphasized the salient impact of motivation and engagement on academic performance. Their research suggests that when students are actively involved and intrinsically motivated in their learning, they exhibit a higher propensity for academic success. Consequently, addressing the motivation and engagement levels within the curriculum could substantially ameliorate the performance outcomes observed in the quarterly assessments.

The data presented in Table 4.4 on page 55 reveal that the overall academic performance of Senior High School students in Entrepreneurship for the 1st Quarter is relatively robust, with 177 students achieving a Very Satisfactory rating within the 85-89 score range. This indicates that a significant proportion of students performed well, particularly in written tests and performance tasks. The Outstanding category comprised a total of 9 students, suggesting a commendable level of excellence, albeit among a smaller cohort.

Academic Performance of Senior High School Students In Entrepreneurship: Basis for.....

Level of Overall Academic Performance of Senior High School in Entrepreneurship in the 1st Quarter

SCHOOL						
Gradin g Scale	Berseba NHS	No li NH S	Pelin g Tagbe NHS	Sa n Jua n NHS	Total # of Students	Descriptive Rating
90 - 100	5	4	0	0	9	<i>Outstanding</i>
85 - 89	22	127	9	19	177	<i>Very Satisfactory</i>
80 - 84	12	19	0	4	35	<i>Satisfactory</i>
75 - 79	0	0	0	0	0	<i>Fairly Satisfactory</i>
<i>Below 75</i>	0	0	0	0	0	<i>Did not Meet Expectation</i>
<i>Total</i>	39	150	9	23	221	

The indicator exhibiting the lowest representation is the Outstanding rating, with only 9 students scoring within the 90-100 range. This observation may suggest that while a substantial number of students are performing satisfactorily, a smaller proportion is attaining the highest levels of academic achievement. An examination of the standard deviations for these ranges would further elucidate whether this performance disparity reflects a consistent struggle among a subset of students or varying degrees of comprehension of the subject matter. The absence of students in the 75-79 and Below 75 categories presents a promising trend; however, it could also indicate a ceiling effect, wherein a majority of students are achieving satisfactory but not excelling.

The final grade for the 1st Quarter is calculated by multiplying the grade for each assessment domain by its corresponding weight: the written test accounts for 25%, the performance task constitutes 45%, and the quarterly assessment contributes 30%. These weighted averages are subsequently summed to yield the final grade. Furthermore, the grade computation adheres to DepEd Order No. 08, s. 2015, pertaining to the Policy Guidelines on Classroom Assessment for the K-12 Basic Education Program in the Philippines. This grading methodology underscores the significance of performance tasks, which comprise nearly half of the final score, potentially explaining the prevalence of students scoring within the Very Satisfactory range.

Significant relationship between Personal Factors as well as the Learning Environment Factors and the Academic Performance of Senior High School Students in Entrepreneurship

Correlation Analysis between Personal Factors and the Academic Performance of the SHS Students in Entrepreneurship

	Motivation	Study Habits	Student Engagement
<i>Correlation coefficient</i>	.597**	.639**	.602**
<i>p-value</i>	000	.000	.000
<i>Decision on Ho</i>	Reject Ho	Reject Ho	Reject Ho
<i>Interpretation</i>	<i>Significant</i>	<i>Significant</i>	<i>Significant</i>

**significant @ p<.01

Table 5 presents the results of the correlation analysis conducted to examine the relationships between personal factors and the academic performance of Senior High School (SHS) students in Entrepreneurship. The analysis revealed

Academic Performance of Senior High School Students In Entrepreneurship: Basis for.....

statistically significant positive correlations between motivation ($\rho=.597$; $p<.001$), study habits ($\rho=.639$; $p<.001$), and student engagement ($\rho=.602$; $p<.001$) with students' academic performance. Consequently, the null hypothesis is rejected.

The correlation coefficients, all exceeding .59, indicate a discernible tendency for students exhibiting strong motivation, well-developed study habits, and high levels of engagement to achieve superior academic performance in Entrepreneurship. These quantitative findings are consistent with qualitative observations made within classroom and school environments. For instance, students who consistently review their notes, prepare diligently for quizzes, and consult supplementary reference materials tend to attain higher marks in both performance tasks and written assessments. Notably, those who systematically organize and adhere to their study schedules are observed to complete tasks more efficiently and with greater depth of understanding.

Among the three personal factors examined, study habits demonstrated the strongest positive correlation with academic performance ($\rho=.639$). This finding aligns with the researcher's classroom observations, where students who maintain consistent and structured study routines tend to exhibit stronger performance in Entrepreneurship-related tasks, such as business planning, budgeting, and marketing strategy development. These students frequently submit assignments punctually, ask pertinent follow-up questions during class discussions, and perform well in both formative and summative evaluations.

Motivation and student engagement also exhibited robust positive correlations with academic performance, yielding coefficients of .597 and .602, respectively. Students who display intrinsic motivation are more inclined to take initiative, such as volunteering to lead group projects or conducting research beyond the prescribed requirements. They also tend to maintain focus during lectures and demonstrate a desire for continuous improvement in their work. Engagement, as observed during classroom activities, encompasses behaviors such as active participation in discussions, collaborative interaction with peers, and enthusiastic task completion. Although the correlation for motivation was marginally lower than that of study habits and engagement, classroom experience indicates that some students, despite possessing high levels of motivation, may not consistently sustain active participation or timely task completion, which could influence their overall academic outcomes.

Overall, the substantial positive correlation values across all three personal factors suggest that multiple intrinsic attributes contribute significantly to a student's academic performance. Observations indicate that students who demonstrate a synergistic combination of effective study practices, sustained motivation, and active participation are those who frequently achieve higher results in Entrepreneurship subjects. These behavioral patterns reinforce the interconnectedness of personal attributes in shaping students' academic outcomes.

The relationships identified in this analysis are further supported by several extant studies. Aminatun et al. (2019) underscored the critical influence of motivation on academic performance. Steinmayr et al. (2019) discussed the relevance of self-concept and goal orientation in learning outcomes, while Nieuwoudt (2020) highlighted the positive effects of student engagement in contemporary classrooms. These studies reflect similar trends observed in this research, specifically regarding the alignment of motivation, study habits, and engagement with academic achievement.

Correlation analysis between Learning Environment Factors and the Academic Performance of the SHS Students in Entrepreneurship

	<u>Utilization</u>	<u>Teaching Competencies</u>	<u>Work Immersion</u>
Correlation coefficient	.174**	.251**	.216**
p-value	.000	.000	.000
Decision on H_0	Reject H_0	Reject H_0	Reject H_0
Interpretation	Significant	Significant	Significant

**significant @ $p<.01$

The analysis of the relationship between learning environment factors and students' academic performance in Entrepreneurship revealed statistically significant positive correlations. As presented in Table 6, instructional materials

utilization ($\rho=.174$; $p<.001$), teaching competencies ($\rho=.251$; $p<.001$), and work immersion ($\rho=.216$; $p<.001$) all registered correlation coefficients that met the .01 level of significance. Consequently, the null hypothesis is rejected.

These statistical values reflect tendencies observed during instructional delivery and classroom interactions. The utilization of instructional materials, despite exhibiting a relatively lower correlation coefficient, appears to facilitate student learning when materials are judiciously selected and effectively integrated. In several Entrepreneurship classes, it was observed that students demonstrated heightened attentiveness and were able to articulate entrepreneurial concepts with greater clarity when teachers employed visual aids, real-world business case examples, or interactive tools such as simulations and infographics.

Teaching competencies yielded the highest positive correlation coefficient among the three variables. This finding aligns with observations wherein teachers who demonstrated robust content knowledge, contextualized instruction, and effective classroom facilitation often had students who participated more actively and produced higher-quality outputs. For instance, during group projects and business plan presentations, students under such teachers tended to exhibit greater confidence, superior comprehension of business concepts, and more coherent project submissions. The presence of teacher-led inquiry, peer interaction, and authentic task integration appeared to cultivate an engaging and meaningful learning milieu.

The positive correlation between work immersion and academic performance also reflects observations in various immersion placements. Students who had clearly defined roles during their immersion and were mentored in practical entrepreneurial tasks, such as inventory tracking, market research, or basic financial recording, were observed to apply classroom knowledge more effectively. There were also instances where students explicitly connected their immersion experiences to academic outputs, such as business plans or feasibility studies, suggesting a transfer of learning from practical contexts to school-based tasks.

The interpretation of these relationships may be elucidated through the lens of Self-Determination Theory (SDT), which posits autonomy, competence, and relatedness as key elements of motivation. Instructional materials, when structured and accessible, are observed to enhance students' perception of competence, as they provide clear frameworks for mastering entrepreneurial tasks. Teaching competencies appear to address all three SDT components, particularly when teachers personalize instruction and cultivate a sense of classroom community. Work immersion, on the other hand, supports autonomy and relatedness, especially when students are afforded opportunities to make decisions and collaborate with professionals or business owners in the field.

These observations are congruent with earlier studies. Zabolotska et al. (2020) emphasized the importance of instructional materials in facilitating learning in digitally enriched environments, and this study reflects similar patterns. Lu et al. (2021) highlighted student-centered teaching approaches and peer interaction, which are also reflected in the strong positive relationship observed between teaching competencies and academic performance. Similarly, Liu et al. (2023) noted that real-world experiences during immersion lead to improved student engagement, an alignment supported by the correlation value for work immersion.

IV. Summary

This study investigated the relationships among personal factors (motivation, study habits, and student engagement), learning environment factors (instructional materials utilization, teaching competencies, and work immersion experiences), and the academic performance of Senior High School students in entrepreneurship within the North District of the Bayugan City Division. Employing Control-Value Theory as its theoretical framework, the research identified the indicators with the least favorable impact on student outcomes and aimed to develop a contextualized enrichment program to address these areas. Conducted across four secondary schools, the study involved a cohort of 221 students selected through cluster sampling, utilizing a validated questionnaire for data collection. The subsequent statistical analysis elucidated patterns and relationships that informed the creation of tailored enrichment programs designed to enhance student performance in entrepreneurship education.

V. Findings

The salient findings of this study are outlined as follows: (1) the level of manifestation of personal factors, encompassing motivation, study habits, and student engagement, among Senior High School students; (2) the level of

manifestation of learning environment factors in entrepreneurship, specifically in terms of instructional materials utilization, teaching competencies, and work immersion; (3) the level of academic performance of Senior High School students in entrepreneurship across written tests, performance tasks, and quarterly assessments; (4) the significant relationships between personal factors, as well as learning environment factors, and the academic performance of Senior High School students in entrepreneurship; and (5) the proposed contextualized enrichment program.

The Senior High School students in entrepreneurship generally exhibited high levels of motivation, robust study habits, and active engagement. They expressed enthusiasm for future entrepreneurial ventures and demonstrated disciplined study routines, frequently participating in class and seeking guidance from educators. However, a subset of students encountered challenges with procrastination and establishing connections between classroom concepts and real-world entrepreneurial scenarios, indicating a need for enhanced time management skills and more practical exposure. Overall, students displayed a positive disposition toward entrepreneurship, but augmenting experiential learning opportunities could further strengthen their engagement and skill application.

Regarding the learning environment factors—instructional materials utilization, teaching competencies, and work immersion—students generally perceived them as very good. The integration of multimedia in instructional materials, captivating pedagogical methods, and the practical application of skills during work immersion all significantly contributed to student engagement and skill development. Nevertheless, areas for improvement included the utilization of articles and case studies, opportunities for hands-on activities, and the development of marketing skills during work immersion. Addressing these identified gaps could have further enhanced the learning experience and entrepreneurial competency of students.

Moreover, the academic performance of Senior High School students in Entrepreneurship revealed significant disparities across assessment modalities, with a striking contrast between the high achievement in Performance Tasks and the lower scores observed in Written Tests and Quarterly Assessments. The 41.2% of students who "Did Not Meet Expectations" in Quarterly Assessments highlighted a critical need for targeted intervention strategies, such as tutoring or curriculum redesign, to bolster theoretical understanding. Additionally, examining the factors contributing to performance variability among schools offered valuable insights into resource availability and teaching effectiveness. Linking these findings to a Contextualized Enrichment Program identified specific knowledge deficits, emphasizing the importance of engaging students through practical applications while concurrently fostering the theoretical knowledge necessary for academic success. Incorporating relevant literature on motivation and engagement further underscored the necessity of revising pedagogical methodologies to improve overall student outcomes.

Correlation analysis revealed that motivation, study habits, and student engagement were crucial predictors of academic success, with study habits demonstrating the strongest association. These results aligned with Social Cognitive Theory, underscoring the importance of self-regulated learning. Conversely, learning environment factors, including instructional material utilization, teaching competencies, and work immersion, also exhibited significant correlations with academic performance, suggesting that effective teaching strategies and experiential learning opportunities were vital. This dual influence of personal and environmental factors highlighted the multi-faceted nature of academic success, confirming that fostering motivation, effective study habits, and a supportive learning environment were essential for enhancing student outcomes in Entrepreneurship education. The findings were substantiated by existing literature, emphasizing the interconnectedness of these factors and their collective impact on academic achievement.

Lastly, the study underscored that personal factors such as motivation, study habits, and engagement significantly influence senior high school students' academic performance in entrepreneurship, while environmental factors like effective instructional materials, teaching competency, and work immersion opportunities are also crucial. To address these identified challenges, the researcher proposed two contextualized enrichment programs with the project titles: Enhancing Necessary Traits and Real-world Practices for Entrepreneurs (Project ENTREP) and Variety, Innovation, and Better Engagement through Instructional Materials (Project VIBE) to enhance both personal and environmental factors. Project ENTREP aims to cultivate students' entrepreneurial traits through interactive workshops and practical experiences, while Project VIBE seeks to improve access to diverse instructional materials and equip teachers with multimedia teaching strategies. This holistic approach intends to empower students, bridge the gap between theory and practice, and create a supportive learning environment that fosters academic success and entrepreneurial thinking, ultimately preparing them to contribute meaningfully to their communities.

VI. Conclusions

Based on the findings of this study, the examination of personal factors influencing learning among Senior High School students underscores the pivotal role these elements play in shaping academic success. Elevated levels of motivation, efficacious study habits, and active student engagement constitute a robust foundation for effective learning experiences in entrepreneurship education. Recognizing the significance of these personal attributes facilitates the development of educational strategies that are responsive to student needs, ultimately cultivating a culture of achievement. Augmenting individual strengths can lead to improved educational outcomes and equip students with the requisite skills and confidence to pursue entrepreneurial ventures successfully.

The findings pertaining to the learning environment factors in entrepreneurship education highlight a substantial basis for fostering entrepreneurial skills among students. The judicious utilization of instructional materials, strong pedagogical competencies, and meaningful work immersion experiences indicate that the educational milieu is generally conducive to learning. However, variations in student engagement with specific resources such as articles and case studies, alongside areas necessitating improvement like practical marketing skills, suggest opportunities for further curriculum enhancement. Addressing these aspects can support the continuous improvement of entrepreneurship training to meet current and future demands.

The academic performance levels of Senior High School students reveal a strong foundational understanding, particularly in written tests and practical tasks. This suggests effective engagement through experiential learning opportunities. However, lower performance in quarterly assessments raises concerns regarding students' depth of comprehension in essential concepts such as the marketing mix. This discrepancy points to a potential disconnect between theoretical knowledge and practical application, highlighting the need for targeted interventions in curriculum delivery and more efficacious assessment strategies to ensure comprehensive learning outcomes.

Overall, the findings emphasize that both personal attributes and environmental factors exert a significant influence on the academic success of students in Entrepreneurship. Elevated levels of motivation, efficacious study habits, and active engagement, when coupled with effective pedagogical strategies, quality materials, and real-world experiences, contribute significantly to student achievement. This indicates the necessity of a holistic educational approach that nurtures personal development while also creating engaging, practical, and well-supported learning environments.

Lastly, the Contextualized Enhancement Program – through its initiatives such as Project ENTREP and Project VIBE – demonstrates the importance of integrating personal and environmental factors to bolster academic success. By promoting motivation and engagement and providing access to varied instructional materials, the program aims not only to improve entrepreneurship performance but also to cultivate innovative, community-oriented thinkers. This dual approach equips students to embrace entrepreneurship as a viable career path and prepares them to thrive in a dynamic and competitive world.

Recommendations

To enhance academic success in entrepreneurship education, it is recommended to implement personalized learning strategies that address individual strengths and weaknesses. Incorporating motivational workshops featuring successful entrepreneurs can inspire students and provide real-world insights into entrepreneurial journeys. Establishing peer mentoring programs will foster collaboration and mutual support among students, while structured feedback mechanisms can help them monitor their progress effectively. Skill development workshops focusing on time management and efficacious study techniques should be made readily available to optimize learning efficiency. Furthermore, strategic partnerships with local businesses can offer invaluable real-world exposure, enabling students to apply their skills practically and reinforce their entrepreneurial aspirations.

Improving the learning environment in entrepreneurship education necessitates prioritizing the integration of diverse instructional materials that cater to varied learning styles, thereby ensuring comprehensive engagement and accessibility. Professional development initiatives for teachers should be centered on advancing hands-on marketing skills to equip them with practical and innovative pedagogical strategies. Collaborations with local businesses to provide immersive work experiences can effectively bridge the gap between classroom learning and real-world entrepreneurship. Soliciting regular feedback from students regarding their interaction with learning resources will support continuous

curriculum refinement. Additionally, promoting a culture of collaboration through group projects and peer learning can significantly boost student motivation and strengthen essential entrepreneurial competencies.

To address performance discrepancies in entrepreneurship education, an integrated curriculum that seamlessly bridges theoretical concepts with practical applications is essential. Project-based assessments should be implemented to afford students opportunities to apply their knowledge in authentic, real-life scenarios. Regular formative assessments can effectively track student progress and inform timely instructional adjustments. Providing professional development focused on innovative instructional techniques will empower teachers to present complex topics more effectively. Cultivating collaborations with local entrepreneurs for mentorship opportunities and establishing robust peer mentoring systems can further support student understanding and foster academic excellence through cooperative learning.

A holistic approach that synergistically combines personal development with efficacious instructional strategies is key to improving student outcomes in entrepreneurship education. Schools should implement targeted programs such as goal-setting workshops and sessions with motivational speakers to encourage student ownership of learning. Study skills workshops tailored to diverse learning styles will enhance academic habits. Teachers should engage in continuous professional development to effectively engage students through practical, hands-on experiences. Strengthening strategic partnerships with local businesses can amplify the impact of work immersion programs. Lastly, cultivating a supportive school culture that encourages robust collaboration among students, teachers, and the wider community will create an environment conducive to sustained success.

To strengthen the impact of the Contextualized Enhancement Program and its initiatives – Project ENTREP and Project VIBE – efforts should focus on delivering personalized learning experiences that address students' diverse needs. Individual mentoring and coaching sessions can provide targeted guidance on specific entrepreneurial interests. Fortifying partnerships with local businesses will not only enhance the program's practical components but also expand valuable networking opportunities for students. The inclusion of continuous assessment and feedback mechanisms will enable timely interventions and curriculum refinement. Promoting student-led initiatives can empower learners to take ownership of their education, reinforcing creativity, critical thinking, and problem-solving – essential skills for success in entrepreneurship and meaningful community engagement.

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