

An Assessment of the Personal Entrepreneurial Competencies of Grade 12 Students in Three High Schools in Los Baños, Laguna, Philippines

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Abstract

Under the K-12 program's academic track, there are four strands: (1) accountancy, business, and management (ABM); (2) science and technology, engineering, and mathematics (STEM); (3) humanities and social sciences (HUMSS); and (4) general academics (GAS). The program's goal is to contextualize entrepreneurship in all of these strands and consequently develop the students' entrepreneurial skills regardless of the strand. The study aimed to assess the individual personal entrepreneurial competency (PEC) levels of grade 12 students from various strands in three high schools in Los Baños, Laguna. A PEC survey was conducted among 193 grade 12 students from Christian School International (CSI), Maquilting School Inc. (MSI), and the UP Rural High School (UPRHS). The researchers analyzed the data using frequency analysis, Kruskal-Wallis test, and chi-square analysis. Out of the 10 PECs, the ABM track students (both from CSI and UPRHS) posted the highest scores in nine PECs. Unexpectedly, the STEM students from CSI had the highest score in persuasion and networking. In CSI, the STEM and ABM students' PEC scores significantly differed in mostly the achievement-related PECs. At MSI, the GAS and STEM students' PEC scores significantly differed only in terms of persuasion and networking. Meanwhile in UPRHS, it was found that there were differences among the PEC scores of strands in terms of opportunity-seeking, goal setting, and self-confidence. It was concluded that entrepreneurship can also be promoted among the STEM students. The treatment of STEM subjects should be given an entrepreneurial slant to further develop the students' PECs.