

# Realigning Entrepreneurship Education In The Curriculum: Management Perspective

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*Abstract* — This study aimed to determine the extent of integration and teachers' perception of entrepreneurship education in the Senior High School (SHS) curriculum within the DepEd School Division of Surigao del Sur during School Year 2025 –2026, with the end view of proposing an intervention program. Using a descriptive correlation design, data were gathered from SHS teachers through a validated survey questionnaire. The study specifically examined respondents' profile, the extent of integration across five domains, teachers' perspective on curriculum relevance and adequacy, significant differences when grouped to profile variables, and relationship between perspectives and integration. Results revealed that teachers are mostly bachelor's degree holders with limited training experience. Very great extent was rated to integration particularly in business planning and marketing, while risk management and financial literacy were less emphasized. Teachers strongly affirmed the relevance of entrepreneurship education and reported

positive impacts on students' entrepreneurial mindset but cited inadequate teaching resources and limited seminars. Significant differences in integration were observed by educational attainment and years of teaching experience, while perspectives showed no differences across groups. Correlation analysis indicated significant relationships between perspectives and integration when grouped according to sex, qualifications, experience, and training experience.

These findings suggest that while integration is strong, systemic support in terms of resources, training, and mentorship remains necessary. Based on the results, an intervention program was proposed focusing on resources provision, continuous professional development, mentorship, and industry community linkages to sustain and enhance entrepreneurship education in the SHS curriculum.

***Keywords: Entrepreneurship, curriculum integration, teachers' perspectives, senior high school, descriptive -correlational***

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## I. INTRODUCTION

Education is not preparation for life, education is life itself" (Dewey, 2019). This provocative statement highlights the central role of curriculum in shaping learners' futures. In the 21<sup>st</sup> century, entrepreneurship education has merged as a global priority, equipping students with the skills to innovate, adapt, and contribute to economic growth. But the effectiveness of entrepreneurship education depends not only on its inclusion in the curriculum but also on how it is strategically managed and aligned with institutional goals.

Entrepreneurship education has been integrated into school systems globally as part of international frameworks such as UNESCO'S Education for Sustainable Development (2019) and the OECD'S Entrepreneurship360(2020). Countries like Finland and Singapore have embedded entrepreneurship competencies into their curricula, emphasizing managerial strategies for curriculum alignment and institutional support.

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In the Philippines, the K–12 curriculum mandates entrepreneurship subjects in senior high school, reflecting national efforts to prepare learners for self-employment and innovation. However, recent data from the department of Education (DepEd, 2023) reported that only sixty five percent of schools had adequate resources and trained faculty for entrepreneurship education. International assessment (OECD, 2022) also revealed that Filipino students lagged regional peers in entrepreneurship competencies. These figures underscore a critical gap, while entrepreneurship education is present, its management and alignment within the curriculum remain inconsistent.

The main variables of this study are entrepreneurship education and curriculum management differ in scope but intersect in practice. Entrepreneurship education focuses on content pedagogy, while curriculum management emphasizes strategic planning, alignment, and evaluation. Teachers' perspectives provide valuable insights into classroom realities, but these must be interpreted through managerial lens to inform institutional strategies.

This study was conducted to address the gap between policy and practice. By examining teachers' perspectives and reframing them within management frameworks, the research aims to provide actionable recommendations for curriculum alignment. The rationale lies in ensuring that entrepreneurship education is not only taught but strategically managed to achieve its intended outcomes.

## **Literature Review**

Entrepreneurship education has become a global priority, but its effectiveness depends on how it is strategically managed within the curriculum. International frameworks such as UNESCO's Education for Sustainable Development (2019) and the OECD's Learning Compass (2021) emphasize that entrepreneurship education must be embedded in curriculum systems through management oversight. This section synthesizes conceptual and empirical studies, highlighting how management perspectives shape the integration of entrepreneurship education in both global and Philippine contexts.

Schools consistently argue that entrepreneurship education is most effective when viewed through curriculum management. Fayole & Gaily (2020) explained that entrepreneurial competencies are shaped by curriculum design, and it is emphasized on the study of Jadim & Sousa (2023) that the role of management is sustaining innovation driven education. Other studies by Wiklund et al. (2025) says connected entrepreneurship education to mainstream management research, showing that institutional leadership and strategic alignment are critical. Brant & Kilar (2025) examined tensions between traditional and progressive curriculum models, concluding that managerial perspectives represent a fundamental rethinking of priorities. Recent systematic reviews also support this view. Passarelli & Bongiorno (2025) consolidated global findings and identified emerging trends requiring integrated perspectives. Tiberius & Weyland (2025) identified constituents elements of entrepreneurship curricula, stressing managerial clarity in curriculum design. OECD (2020, 2021) and UNESCO (2021) reinforced that entrepreneurship education should be managed strategically, aligning curriculum design with institutional missions and national development goals. Legal and policy frameworks in the Philippines, such as DepEd Memorandum no. 30, s 2021 and Ched guidelines (2022), further emphasize managerial accountability in curriculum integration

## II. METHODOLOGY

### Research Design

This study employed a descriptive correlational research design, which is appropriate for examining the extent of integration of entrepreneurship education and teachers' perception from a management perspective. A descriptive design allows the researcher to present the status of curriculum integration, while the correlational aspect enables the identification of significant relationship between the respondents' profile, their perceptions, and the extent of integration. In this design the variables are not manipulated but observed in their natural setting, making it suitable for educational research where the goal is to describe and relate existing conditions.

Research studies affirm the relevance of this design in education, Caberos and Diosno (2025) used a descriptive correlational design to analyze teachers' digital competence and learner engagement, demonstrating its effectiveness in capturing both descriptive data and relational patterns. Llego (2023) emphasized that correlational research is widely applied in DepEd contexts to assess relationship between educational variables without manipulation, ensuring validity in natural classroom settings TeacherPH. Asian (2025) also highlighted that descriptive correlational designs are particularly useful in understanding teachers' perceptions of organizational change and dissent, as they allow researchers to identify associations between attitudes and institutional practices.

By adopting this design, the present study ensures consistency with established educational research practices. It provides a systematic way to describe the integration of entrepreneurship education and to test whether significant differences and relationships exist among the variables, thereby directly addressing the research problems.

### **Sample of the Study**

The respondents of this study were all Senior high School teachers in the Division of Surigao del Sur who were handling the Entrepreneurship subject. Since the total number of teachers handling entrepreneurship education in the Schools Division of Surigao del Sur is relatively small, the study employed total enumeration. All 104 teachers across the 17 municipalities were included as respondents. This approach ensured that the perspectives of the entire population were represented, thereby strengthening the validity of the findings and eliminating sampling bias.

Table 1 shows the distribution of respondents by municipality. Since total enumeration was used, all 104 teachers handling entrepreneurship subject of Schools Division of Surigao del Sur were included in the study. This ensured that the perspectives of all teachers were captured, providing a comprehensive basis for analyzing the integration of entrepreneurship education from a management perspective.

**TABLE 1. DISTRIBUTION OF RESPONDENTS BY MUNICIPALITY**

Municipality	Number of teachers	Percentage (%)
Barobo	10	
Bayabas	3	
Cagwait	5	
Cantilan	6	
Carmen	4	
Carrascal	7	
Cortes	5	
Hinatuan	8	
Lanuza	4	
Liangá	6	
Lingig	10	
Madrid	5	
Marihatag	4	
San Agustin	5	
San Miguel	7	
Tagbina	9	
Tago	6	
<b>Total</b>	<b>104</b>	<b>100%</b>

## Measures

The main instrument used in the study was a researcher made questionnaire designed to directly address the research problem. It was divided into three parts. It was divided into three parts. The first part gathered the respondents' profile variables arranged in ascending order, the age, sex, civil status, highest educational attainment, years of experience, and the number of entrepreneurship related trainings or seminar attended. This order was chosen to emphasize professional qualifications and experiences before demographic characteristics.

The second part of the research instrument measured the extent of integration of entrepreneurship education in terms of fostering entrepreneurial mindset, developing business planning skills, cultivating financial literacy, teaching marketing and sales strategies, and promoting risk management. These indicators were aligned with the specific objectives of the study and directly answered research question 2.

The third part assessed management perspectives on the integration of entrepreneurship education in terms of curriculum relevance, adequacy of teaching resources and materials and materials, teachers' preparedness and competence, students's engagement and interest, and perceived impact on students' entrepreneurial mindset. This section addressed research question 3 and provided the basis for analyzing how management perspectives influence curriculum integration.

The questionnaire was developed based on existing instruments used in educational research. Items were adapted from validated tools in curriculum integration and teacher perception studies. (Caberos & Dioso, 2025; Aslan, 2025; Llego, 2023), ensuring content validity and alignment with current educational contexts. Expert validation was conducted by specialists in education and management, who reviewed the item for clarity, relevance, and appropriateness.

### Pilot Testing

The questionnaire was pilot tested among 20 senior high school teachers outside of Tandag City Division to determine reliability. Results showed high internal consistency, with Cronbach's alpha values ranging from 0.86 to 0.91 across the different sections, indicating that the instrument was reliable for measuring the intended variables.

**TABLE 2. RELIABILITY COEFFICIENTS OF THE QUESTIONNAIRE (PILOT TEST)**

Section of the Questionnaire	Cronbach's Alpha	Interpretation
Profile Variables	0.86	Highly Reliable
Extent of Integration	0.89	Highly Reliable
Management Perspectives	0.91	Highly Reliable
Total	0.89	Highly Reliable

As shown in Table 2, the reliability coefficients of the questionnaire ranged from 0.86 to 0.91, all of which fell within the threshold for high reliability. The profile variables section yielded a Cronbach's alpha of 0.86, while the extent of integration section got 0.89. The management perspectives section had the highest reliability of 0.91. The overall reliability coefficient of 0.89

confirms that the instrument consistently measured the intended variables. These results validate the questionnaire as a dependable tool for addressing the research problem and objectives.

## **Procedures**

The process of conducting the study began after securing formal approval from the Graduate School. The researcher sought permission from the School Division Superintendent of Surigao del Sur to administer the questionnaire to senior high school teachers across the 17 municipalities. Once approval was granted, coordination with schools' heads was undertaken to schedule the distribution of the instrument.

The questionnaire was personally administered to the respondents to ensure clarity of instructions and completeness of responses. Respondents were informed of the purpose of the study, assured of confidentiality, and reminded that participation was voluntary. Completed questionnaire was collected within the agreed time frame and checked for accuracy and completeness before encoding.

During the conduct of the study, several challenges were encountered. Some teachers had limited availability due to teaching loads and school activities, and these challenges caused delays in the retrieval of questionnaires. Far plunge and upland area also posed difficulties in reaching certain municipalities. Despite these challenges, the researcher ensured that all respondents were included by extending the data collection period and maintaining close coordination with school administrators. By following these procedures, the study was systematically carried out, ensuring that the data gathered were valid, reliable, and representative of the entire population of teachers handling entrepreneurship education in the division.

## **Data Processing**

The data gathered from the respondents were carefully organized, tallied, encoded and processed using statistical tool. Responses were first checked for completeness and accuracy

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before being tabulated according to the profile variables, the extent of integration of entrepreneurship education, and management perspectives. To ensure the validity of the statistical analyses, the data were subjected to normality testing. This step was essential because many of the inferential statistical tools applied in the study. By confirming normality, the researcher ensured that the results would be reliable and that the chosen statistical methods were appropriate for the dataset.

### Testing

Normality testing was conducted using the Shapiro Wilk test, which is widely recommended for small to medium sample sizes. The results indicated that the data for the major variables were normally distributed, as the p values were greater than the 0.05 significance level. This finding validated the use of parametric statistical tools in the subsequent analyses.

**TABLE 3. RESULTS OF NORMALITY TESTING**

Variable	Shapiro Wilk Statistic	P value	Interpretation
Profile Variable	0.972	0.112	Normally distributed
Extent of Integration	0.968	0.089	Normally distributed
Management perspectives	0.975	0.134	Normally Distributed

The results in Table 3 confirm that all variables met the assumption of normality. This allowed the researcher to proceed with parametric tests, which are more powerful and provide more precise results compared to non-parametric alternatives.

### Statistical Analysis Tools

Several statistical tools were utilized in the study to address the research problems. Frequency counts and percentages were used to describe the profile of respondents, providing a clear demographic and professional background. Weighted mean was employed to measure the

extent of integration of entrepreneurship education and to assess management perspectives, as this tool is effective in summarizing responses on Likert-type scales.

For inferential analysis, tests were applied to determine significant differences between groups when respondents were classified according to their profile variables. Analysis of variance (ANOVA) was used to compare more than two groups, particularly in cases where multiple categories of a profile variable were involved. Pearson correlation was employed to examine the relationship between respondents' profile, the extent of integration, and their perceptions of management perspectives. These tools were chosen because they are consistent with the descriptive–correlational design of the study and provide robust evidence for testing differences and relationships among variables.

By systematically applying these statistical tools, the study was able to generate findings that directly addressed the research questions. The combination of descriptive and inferential analyses ensured that the results were both comprehensive and reliable, thereby strengthening the conclusions and recommendations of the study.

### **Ethical Considerations**

The conduct of this study strictly adhered to the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, to ensure the confidentiality and protection of all information gathered from the respondents. Before the administration of the questionnaire, informed consent was obtained from each participant. They were clearly informed of the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty. To safeguard the secrecy of the respondents' data, no identifying information such as names or personal contact details was collected. Codes were assigned to each questionnaire to anonymize responses, and all data were stored in password-protected files accessible only to the researcher. Hard copies of the questionnaires were kept in a locked cabinet and will be disposed of securely after the completion of the study.

In addition to confidentiality, the study observed the ethical principles of respect, beneficence, and justice. Respect was ensured by treating all respondents with dignity and by recognizing their autonomy in deciding whether to participate. Beneficence was observed by minimizing risks and ensuring that the study would contribute positively to the improvement of curriculum integration in entrepreneurship education. Justice was upheld by including all qualified teachers across the 17 municipalities, thereby guaranteeing fair representation and equal opportunity to participate.

### III. RESULTS AND DISCUSSION

The data is presented in tabular and a graphical form with related statistical analysis and interpretation. The study focused on the teachers' perspectives and extent on the integration of entrepreneurial education on the senior high school curriculum.

Profile of respondents by age, sex, civil status, educational attainment, teaching experience, and trainings/seminars attended, with mean and standard deviation for continuous variables. The computed mean age of respondents is 36.06 years with a standard deviation of 7.39 years, indicating a relatively young but mature teaching force. The mean years is 6.87 years and the standard deviation of 3.88 shows that most respondents are moderately experienced. The mean number of training attended is only 0.32 with the standard deviation of 0.94, confirming that the majority of teachers handling entrepreneurship subjects have not participated in entrepreneurship related training and seminars.

These results highlight both strengths and gaps. The teachers are young academically prepared. Moderately experienced, but the very low training average underscores the urgent need for systematic capacity building programs to support effective integration of entrepreneurship education.

From a management perspective, these findings highlight that risk management is well integrated but not as strongly emphasized as business planning (Table 10). The relatively lower

score for case studies suggests that management should encourage more experiential learning, such as simulations, scenario analysis, and industry-based case discussions. Cross-referencing with Table 1 (Profile of Respondents), the limited training opportunities (mean = 0.32) may explain why risk management practices are not maximized. Management should therefore prioritize professional development focused on risk assessment and contingency planning, ensuring teachers are equipped to guide students in navigating uncertainties in entrepreneurial ventures.

This study examined the extent of integration and teachers' perceptions of entrepreneurship education in the SHS curriculum within the DepEd Schools Division of Surigao del Sur. Results consistently showed strong integration across domains, positive teacher perspectives on relevance and impact, and significant effects of educational attainment and teaching experience. However, resource inadequacy and limited training opportunities emerged as recurring challenges. These findings highlight both the strengths of current practices and the areas requiring managerial intervention to sustain and enhance entrepreneurship education.

### **Summary of Findings**

Based on the data gathered and analyzed from the six research problems, the following findings were established:

1. Profile of Respondents. Majority of teachers were aged 31–40 years, female, and married, most held masteral-level education and had 6–10 years of teaching experience and a large proportion had not attended seminars related to entrepreneurship education, indicating limited professional development opportunities.
2. Extent of Integration of Entrepreneurship. Education Integration was rated to a Very Great Extent across all dimensions, highest integration was in business planning skills (mean = 4.75), and lowest integration was in risk management (mean = 4.50).
3. Relevance of the Curriculum to Students' Needs. Students strongly agreed that entrepreneurship education is relevant to careers, self-reliance, and community needs

(mean = 4.67), adequacy of teaching resources was rated low (mean = 2.46, *Disagree*), with outdated instructional materials and limited ICT tools, teachers felt confident and continuously updated their knowledge, but reported insufficient formal training (mean = 2.04, *Disagree*), students were engaged in activities (mean = 4.21, *Strongly Agree*) but showed less interest in theoretical topics (mean = 3.57, *Agree*), and Entrepreneurship education positively impacted students' mindset, especially in entrepreneurial thinking (mean = 4.33), though financial responsibility was weaker (mean = 4.09).

4. Significant Differences in Integration (Grouped by Profile). No significant differences were found in age, sex, and civil status, and significant differences were found in highest educational attainment, years of teaching experience, and seminars attended.
5. Significant Differences in Teachers' Perspectives. No significant differences were found in teachers' perspectives ( $f = 1.92$ ,  $p = 0.301$ ), and teachers shared similar views on the importance of entrepreneurship education, regardless of profile.
6. Significant Relationships in Extent and Perception of Integration. No significant relationships were found in age and civil status, and significant relationships were found in sex, highest educational attainment, years of teaching experience, and seminars attended.

#### IV. CONCLUSIONS

Entrepreneurship education is firmly integrated in SHS, linking classroom instruction with practical enterprise. Findings show strong implementation across core domains and consistent teacher perspectives, while resource gaps and limited training are key constraints.

1. Teachers are mostly bachelor's degree holders, predominantly female, and in early to mid-career stages. Formal training in entrepreneurship education is minimal which limits exposure to updated practices.
2. Entrepreneurship education is integrated to a very great extent. Business planning and marketing are strongest, while risk management and financial literacy are slightly less emphasized, suggesting the need for more applied and experiential activities.
3. Teachers strongly affirm the relevance of entrepreneurship education to students' careers and community needs. They agree on preparedness, engagement, and positive mindset impact, but consistently report inadequate teaching resources, ICT tools, and simulation kits.
4. Educational attainment and years of teaching experience significantly influence integration, while age, sex, civil status, and seminars attended do not. This shows that qualifications and experience are key drivers of effective integration.
5. Teachers' perspectives on integration do not significantly differ across profile variables, indicating a shared recognition of both strengths and challenges regardless of demographic background.
6. Perspectives and integration are significantly related to sex, educational attainment, years of teaching experience, and seminars attended. No significant relationships were found for age and civil status. This underscores the importance of training exposure and qualifications in shaping both perception and practice.
7. Based on the findings, an intervention program should focus on resource provision, structured professional development, mentorship for less experienced teachers, and industry-community linkages to strengthen experiential learning.

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