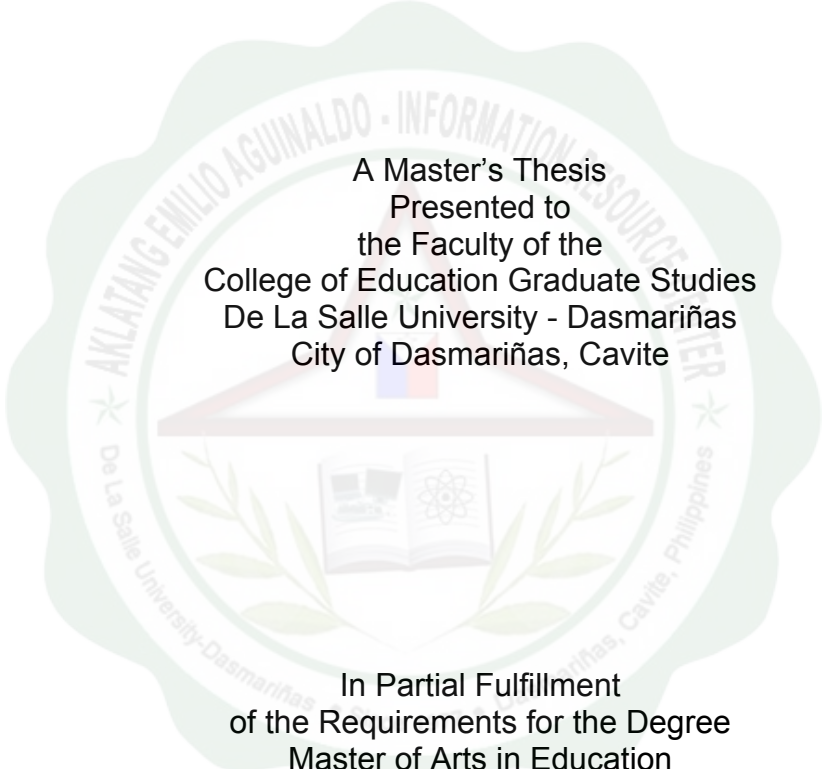


**ENTREPRENEURIAL INTENTIONS OF FOURTH YEAR HIGH SCHOOL  
STUDENTS IN SELECTED NATIONAL HIGH SCHOOLS IN  
THE CITY SCHOOLS DIVISION OF DASMARIÑAS:  
BASIS FOR CURRICULUM INTERVENTIONS**



A Master's Thesis  
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Master of Arts in Education  
Major in Educational Management

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## ABSTRACT

Title of the Research: **ENTREPRENEURIAL INTENTIONS OF FOURTH YEAR HIGH SCHOOL STUDENTS IN SELECTED NATIONAL HIGH SCHOOLS IN THE CITY SCHOOLS DIVISION OF DASMARIÑAS: BASIS FOR CURRICULUM INTERVENTIONS**

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This study was undertaken to determine the entrepreneurial intentions of fourth year high school students in selected national high schools in the City Schools Division of Dasmariñas as basis for curriculum interventions.

The descriptive-correlational research design was used in this study. The study covered five national high schools in the City Schools Division of Dasmariñas comprising of a large school, two medium schools, and two small schools. The study's respondents were fourth year high school students enrolled in the selected schools for SY 2012-2013. A survey instrument was utilized to gather data from the respondents.

Findings revealed that students have a "positive" perception on the desirability of self-employment indicating favorable attraction to become an entrepreneur. Meanwhile, the respondents have a "somewhat positive/negative" perception on feasibility of self-employment.

Moreover, a moderate relational support from family and teachers influences the fourth year high school students' career choice. Likewise, the students' entrepreneurial intention is further heightened by TLE curriculum and resources.

In terms of students' perceived self-efficacy, the respondents believe that they only possess average abilities to successfully perform the various roles and tasks of entrepreneurship.

Test statistics further reveals that students' entrepreneurial attitudes, relational support from family and teachers, perceived educational support through TLE, and perceived entrepreneurial self-efficacy are strongly and positively related to their entrepreneurial intentions. Those students who have favorable attitudes of being entrepreneurs tend to show a higher intention to be involved in entrepreneurship. Likewise, students who received more entrepreneurial support from family and teachers tend to show higher intention to become entrepreneurs.

In addition, the educational support through TLE positively influenced students' perceptions of self-employment and hence, entrepreneurial intentions.

Finally, findings reveal that the students' intention to create a new business is strongest when they have a high perception of their own entrepreneurial abilities or self-efficacy.

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