



Edukasyong Pantahanan at Pangkabuhayan (EPP) Entrepreneurship Exposure on Entrepreneurial Intention among Grade Five Pupils

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ABSTRACT –

This study examined the Edukasyong Pantahanan at Pangkabuhayan (EPP) Entrepreneurship Exposure on Entrepreneurial Intention among Grade Five pupils at Dela Paz West Elementary School in Biñan, Laguna SY. 2024-2025. The study assessed the extent of EPP exposure across four dimensions: entrepreneurial knowledge, teacher competence, family influence, and social influence; and evaluated the level of entrepreneurial intention through perceived desirability in terms of personal attitude and social norms. The respondents also perceived desirability feasibility in terms of self-efficacy and resource management. In addition, the study explored whether significant differences exist in EPP exposure between male and female pupils and examined the relationship between EPP exposure and entrepreneurial intention.

It utilized a descriptive-correlational research design. Data were collected from randomly sampled Grade Five pupils. A validated researcher-made survey instrument employing a 4-point Likert-type scale was used, and data were analyzed using descriptive statistics. Likewise, t-tests, and Pearson r correlation coefficient were utilized. The results concluded that the overall levels of EPP entrepreneurship exposure and entrepreneurial intention were rated as very high. Moreover, no significant differences were found between male and female pupils in terms of EPP exposure. Correlation between EPP exposure and entrepreneurial intention was positive and indicated that while EPP shapes entrepreneurial attitudes, other factors may also contribute to entrepreneurial intent.

Keywords – EPP, Entrepreneurial exposure, entrepreneurial intention, curriculum

Introduction

Entrepreneurship education in elementary schools is increasingly recognized as essential to shaping the mindset, skills, and motivation of future economic contributors. In the Philippines, Edukasyong Pantahanan at Pangkabuhayan (EPP) plays a vital role in promoting entrepreneurial values among young learners. EPP introduces financial literacy, business concepts, and hands-on livelihood skills, aiming to build practical knowledge and a growth-oriented mindset through early exposure [1] (DepEd, 2016). As mandated by Republic Act No. 10533 and supported by [2] DepEd Order No. 40, s. 2015, the [3] K-12 curriculum integrates entrepreneurial competencies to equip learners for diverse career pathways.

[4] Saptono et al. (2021) emphasized that integrating entrepreneurship across educational levels can build character and readiness to innovate. [5] Mei et al. (2020) reinforced this by showing that interactive strategies like simulations and business plans enhance entrepreneurial attitudes. [6] Rii et al. (2020) and [7] Lu et al. (2021) supported outdoor and project-based learning to boost creativity, freedom, and social engagement. These approaches affirm that early entrepreneurship exposure, if handled correctly, can develop essential traits and real-world application skills.

[8] The United Nations' SDG 4 also advocates for inclusive, quality education that supports lifelong learning, including entrepreneurship. [9] Cucino et al. (2022) noted that in the U.S., such education fosters resilience and problem-solving skills. [10] Andriany et al. (2022) observed that in Singapore, entrepreneurial education develops ethical awareness, communication, and community engagement. [11] Naila (2020) added that preparing Filipino students through entrepreneurship aligns with broader educational goals for 21st-century readiness.

EPP, with its real-life applications, contributes to these goals by integrating critical thinking and financial skills into the elementary curriculum. Though recognized, its direct influence on entrepreneurial intention remains underexplored in Philippine settings. [9] Cucino et al. (2022) & [10] Andriany et al (2022) research confirms that confidence, self-efficacy, and motivation are built through experiential learning, peer collaboration, and innovation-driven tasks.

This study, conducted at Dela Paz West Elementary School, investigates how EPP influences entrepreneurial intention among Grade 5 pupils. Through a descriptive-correlational method, it analyzes how curriculum design, teacher delivery, and learner experiences affect entrepreneurial aspirations. The paper seeks to bridge gaps in literature by providing localized data and practical insights, aligning educational goals with future workforce development.

Through this lens, the study adds to the discourse on how elementary-level entrepreneurship education, particularly through EPP, can shape the next generation of innovators and self-starters. Its findings aim to inform curriculum development and strengthen EPP's role as a springboard for nurturing young entrepreneurs.

Objectives of the Study

The study investigated the Edukasyong Pantahanan at Pangkabuhayan (EPP) Entrepreneurship Exposure and its influence on the Entrepreneurial Intention of Grade Five pupils. It aimed to determine the profile of the respondents based on their age, sex, family monthly income, parents' educational attainment, and parents' occupation. It also assessed the extent of EPP exposure in terms of entrepreneurial knowledge, teacher competence, family influence, and social influence. Moreover, it evaluated the level of entrepreneurial intention of the pupils, focusing on perceived desirability, which included personal attitude and social norms, as well as perceived feasibility, which covered self-efficacy and available resources. The study further examined whether a significant difference exists in the extent of EPP exposure when the pupils were grouped according to sex and explored the relationship between their EPP exposure and entrepreneurial intention. Lastly, the research aimed to propose a curriculum enhancement based on the study's findings.

Methodology

Research Method

This study employed a descriptive-correlational research design under the quantitative research paradigm. The research aimed to describe the demographic characteristics of Grade Five pupils and examine the relationship between their Edukasyong Pantahanan at Pangkabuhayan (EPP) entrepreneurship exposure and entrepreneurial intention. The descriptive component presented the pupils' profiles, including parental background, while the correlational aspect assessed how EPP exposure related to their entrepreneurial mindset.

Population and Sampling Technique

The target population consisted of all Grade Five pupils enrolled in EPP at Dela Paz West Elementary School in Biñan City, Laguna for SY 2024–2025. From the four sections in the grade level, 145 pupils were selected through simple random sampling using the lottery method, computed based on Cochran's equation from a total population of 232. Each pupil was assigned a number, and samples were drawn randomly to ensure fairness and accuracy. This method was suitable given the manageable population size and the study's aim to obtain representative, unbiased results.

Research Instrument

The main data-gathering tool was a researcher-made survey questionnaire written in English and translated into Filipino to ensure better comprehension. It underwent internal and external validation by EPP experts and school officials and was pilot-tested for reliability using the Cronbach Alpha method. The instrument had three parts. The first part collected the demographic profile of pupils (age, sex, family income, parents' educational attainment, and occupation). The second part assessed the extent of EPP exposure across four areas: entrepreneurial knowledge, teacher competence, family influence, and social influence, with 10 items each. The third part measured entrepreneurial intention in terms of perceived desirability (personal attitude and social norms) and perceived feasibility (self-efficacy and resources), with 10 items per indicator. Both sections used 4-point Likert-type scales, with clearly defined verbal interpretations for each range.

Data Collection Procedure

Permission was secured from the Schools Division Superintendent of Biñan, followed by endorsements to the district supervisor, school principal, and research coordinator. The researcher coordinated with guidance counselors and teachers for logistical support and briefed all parties on the study's purpose to encourage full cooperation. Parental consent was sought, and the survey was administered through face-to-face interactions. The researcher monitored and ensured a 100% response rate.

Statistical Treatment

Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to analyze the pupils' profile and the extent of their EPP exposure. Inferential statistics, including the independent samples t-test, examined sex-based differences in exposure. Pearson's r correlation was used to determine the relationship between EPP exposure and entrepreneurial intention at a 0.05 significance level.

Ethical Considerations

The study observed ethical protocols throughout its conduct. Participants and their parents were informed of the study's goals and assured that all responses would remain confidential and anonymous. Participation was voluntary, with no identifying information disclosed. All processes followed the ethics guidelines established by the Division of Biñan to protect the rights and welfare of student participants.

Results and Discussion

This part presents the findings in order of the objectives containing the summary with analysis, implications, and supporting related literature and studies.

Table 1. Profile of the Respondents in terms of Age, Sex and Family Income

Profile	Frequency	Percentage
Age		
11 years old	2	1.4
12 years old	141	97.2
13 years old	2	1.4
Total	145	100.0
Sex		
Male	76	52
Female	69	48
Total	145	100
Family monthly Income		
PHP 5000.00 and below	1	0.7
PHP Php.5001.00 to Php. 10,000.00	14	9.7
PHP 10,001.00 to Php.20,000.00	94	64.8
PHP 20,001.00 to Php.30,000.00	28	19.3
Php. 30,001.00 and above	8	5.5
Total	145	100.0

The table presents the demographic profile of Grade Five pupil respondents in terms of age, sex, and family monthly income, offering a strong context for evaluating their entrepreneurial exposure through the EPP program. Almost all pupils were twelve years old. The sex distribution was nearly even, with 52.4% male and 47.6% female, which supports unbiased interpretation of gender-based responses. In terms of economic background, most pupils came from families earning between PHP 10,001 and PHP 20,000. This shared developmental and socioeconomic profile suggests that educational strategies could be tailored to meet the learning needs of this age group while addressing the motivational factors driven by financial limitations. The consistency in age supports targeted cognitive-level interventions, the balanced gender ratio ensures inclusive interpretation of data, and the modest income range points to entrepreneurship as a viable economic aspiration. These results align with [12] DepEd's (2022) report that elementary pupils fall within narrow age brackets and reflect standard sex ratios, [13] McCaroll and Johnson's (2024) findings on cognitive readiness and gender balance in educational interventions, and [14] Cruz's (2024) research showing that students from moderate-income households often view entrepreneurship as a means to improve their family's economic standing. These sources reinforce the appropriateness and potential impact of EPP on shaping entrepreneurial intentions among young Filipino learners.

Table 2. Profile of the Respondents in terms of Parents Educational Attainment and Occupation

Parents' Educational Attainment	Father		Mother	
	f	%	f	%
Graduate studies	1	0.7	1	0.7
College graduate	7	4.8	7	4.8
College level	8	5.5	3	2.1
High school graduate	119	82.1	112	77.2
High school level	10	6.9	22	15.2
Elementary school graduate	0	0	0	0
Total	145	100.0	145	100.0

Parents Occupation				
Regular employee	94	64.8	8	5.5
Part- time employee	51	35.2	27	18.6
Self-employed	0	0	0	0
Not employed	0	0	110	75.9
Total	145	100.0	145	100.0

The findings suggest that the pupils' familial environment, particularly with most parents having attained only a high school-level education, may influence how learners engage with the EPP entrepreneurship program. This level of parental education may offer a practical support system that aligns with the nature of EPP content, possibly enabling better reinforcement of entrepreneurial values at home. The consistency in parental educational attainment points to a relatively uniform set of economic and social influences across households, which may shape students' views on entrepreneurship in a predictable and stable way. As supported by [15] Masigan (2022), parental education—especially when centered on secondary-level attainment—has been linked to consistent patterns in academic involvement and engagement. Similarly, [16] Cruz (2024) observed that parents with comparable educational levels tend to shape their children's understanding of career and economic opportunities in a uniform manner. These insights are further aligned with national and international findings, such as those reported by [17] PSA (2024) which indicate that many Filipino families fall within this same educational range, underscoring its influence on children's career outlooks and entrepreneurial interest. Altogether, the observed pattern in parental education reinforces the importance of designing EPP-related initiatives that consider the household's educational support system as part of effective entrepreneurship development.

Table 3. Extent of EPP Entrepreneurship Exposure of Elementary School Pupils

EPP Entrepreneurship Exposure		Mean	SD	Verbal Interpretation
Entrepreneurial Knowledge		3.58	0.44	Very High Extent
Teacher competence		3.54	0.48	Very High Extent
Family influence		3.57	0.43	Very High Extent
Social Influence		3.51	0.49	Very High Extent
General Mean:	Weighted	3.55	0.46	Very High Extent

The findings show that pupils are strongly exposed to entrepreneurship through family, teachers, and social environments, with family and teacher influence rated the highest. Families provide early exposure to business ideas and financial habits, while teachers support learning through business planning and hands-on activities. Social influence, though still rated very high, was the least strong, suggesting limited links to external networks or mentorship opportunities. This calls for greater community involvement, partnerships with local businesses, and real-world projects to strengthen social exposure. The strong role of the family aligns with [18] Zweig (2020) and [19] Dana et al. (2020), who emphasized how household discussions shape entrepreneurial habits. The teacher's role is further supported by [20] Villa (2024), who highlighted the impact of experiential learning on developing entrepreneurial skills.

Table 4. Level of Entrepreneurial Intention of the Pupils

Entrepreneurial Intention	Mean	SD	Verbal Interpretation
Perceived desirability			
Personal attitude	3.48	0.50	Strong Intention
Social norms	3.55	0.47	Very Strong Intention
Perceived feasibility			
Self-efficacy	3.62	0.42	Very Strong Intention
Resources	3.52	0.47	Very Strong Intention
General Weighted Mean:	3.54	0.46	Very Strong Intention

The table presents the summary of pupils' entrepreneurial intention based on perceived desirability and feasibility, with a very strong overall mean of 3.54. Among desirability factors, social norms received the highest mean at 3.55, indicating that pupils are strongly influenced by collaboration, ethics,

and their social environment. Personal attitude followed closely at 3.48, showing a strong belief in perseverance and confidence. In perceived feasibility, self-efficacy scored highest at 3.62, suggesting pupils believe in their ability to complete entrepreneurial tasks and make sound decisions. The resources indicator also showed a strong score of 3.52, reflecting their confidence in managing tools, funds, and materials. These findings imply that pupils not only value entrepreneurship but also feel capable of pursuing it. This strong intention is supported by [21] Indriani and Dewi (2023), who noted the influence of entrepreneurial knowledge and motivation, and [22] Alkhalaf et al. (2022), who emphasized the role of project-based learning in reinforcing business skills. Additionally, [23] Marin and Chițimiea (2020) confirmed the link between financial literacy and confidence in managing resources. The results suggest that EPP successfully develops both interest and self-belief among pupils, although expanding real-world application and mentorship could further strengthen their entrepreneurial readiness.

Table 5. Significant Difference Between the Extent of EPP Entrepreneurship Exposure of Elementary School Pupils when they are Group According to Sex

Entrepreneurship Exposure	Male	Female	t	df	Sig. (2-tailed)	Interpretation
	Mean	Mean				
Entrepreneurial Knowledge	3.58	3.59	-0.278	143	0.781	Not significant
Teacher competence	3.52	3.56	1.259	143	0.210	
Family influence	3.80	3.71	1.298	143	0.196	
Social Influence	3.53	3.50	0.868	143	0.387	

Table 5 presents the results of an independent samples t-test, revealing no significant gender differences in EPP entrepreneurship exposure across all four domains: entrepreneurial knowledge, teacher competence, family influence, and social influence. Male and female pupils showed nearly identical mean scores in each area, with all p-values exceeding 0.05, confirming statistical insignificance. These findings suggest that the EPP program provides equal exposure to entrepreneurship regardless of gender, indicating that its curriculum and delivery methods are designed to be inclusive and consistent. This uniformity ensures that any variations in entrepreneurial intention are shaped more by individual traits than by unequal program access. Such results support the idea that EPP fosters a balanced entrepreneurial environment, where both male and female pupils receive equal opportunities to learn and engage. This aligns with [24] Marlborough School (2019), which emphasized the role of early, inclusive entrepreneurial education in building a shared mindset. Additionally, [25] Duyan (2024) affirmed that equitable, hands-on learning ensures skill development across genders, while [26] San Carlos College (2022) confirmed that gender-neutral teaching minimizes disparities in entrepreneurial readiness. The absence of significant differences underscores EPP's effectiveness in promoting equal learning experiences for all students.

Table 6. Significant Relationship Between the Extent of EPP Entrepreneurship Exposure and Entrepreneurial Intention of the Elementary Pupils

Extent of EPP Entrepreneurship Exposure	Entrepreneurial Intentions				
	Personal Attitude	Perceived Norms	Social	Self-efficacy	Resource
Entrepreneurial Knowledge	0.061	0.059		0.097	0.083
Teacher competence	0.125	0.014		-0.048	0.003
Family influence	0.091	-0.089		-0.037	0.040
Social Influence	-0.119	0.024		0.060	-0.107

*. Correlation is significant at the 0.05 level (2-tailed).

The analysis of correlations between EPP entrepreneurship exposure and pupils' entrepreneurial intention revealed mostly weak associations across all dimensions. Entrepreneurial knowledge, teacher competence, family influence, and social influence all showed correlation coefficients close to zero—some even slightly negative—indicating that while statistical relationships exist, their practical strength is modest. This suggests that although pupils are exposed to entrepreneurship education through EPP, other factors—such as personal motivation, family dynamics, and external socioeconomic influences—may play a more substantial role in shaping entrepreneurial intent. The variation in correlations, especially in teacher and social influence domains, implies that effective exposure alone does not directly guarantee a strong entrepreneurial mindset. These results align with [27] Duyan (2024), who emphasized that entrepreneurial programs like EPP must be supported by strategies that address learners' unique contexts. [28] San Carlos College (2022) similarly noted that consistent reinforcement and applied practice are necessary to transform exposure into intention.

The summary of findings revealed that while Grade Five pupils demonstrated very strong entrepreneurial intention, the actual correlation between EPP exposure and these intentions was generally weak, indicating that exposure alone may not sufficiently predict entrepreneurial mindset development. The data suggest that although the pupils appreciated the desirability and feasibility of entrepreneurship—especially in terms of self-efficacy and resource management—their intention is shaped by more than classroom exposure, including personal, familial, and environmental factors. The uneven correlations across variables also point to the complexity of how entrepreneurial intention is formed. This observation aligns with [29] Pulliam (2020), who emphasized that early exposure must be paired with consistent development of self-efficacy and resilience to meaningfully shape entrepreneurial intent. Similarly, [30] Jena (2020) asserted that the integration of reflective practices and personal goal-setting in entrepreneurial education is key to deepening learners' commitment to future entrepreneurial pursuits. Supporting these perspectives, [31] Felder and Brent (2023) argued that instructional design must account for cognitive engagement and socio-emotional factors if entrepreneurship programs aim to achieve long-term behavioral outcomes. These findings suggest that EPP's impact may be strengthened by including reflective tools, mentorship, and experiential learning, thus enabling students not only to understand entrepreneurship but also to internalize and apply it meaningfully.

Conclusion and Recommendation

The study concludes that while Grade Five pupils exhibit very strong entrepreneurial intentions, the extent of their EPP entrepreneurship exposure does not significantly differ between male and female students, nor does it strongly correlate with their entrepreneurial intent. All p-values from the t-test exceeded the 0.05 threshold, confirming equitable exposure across genders. Correlation coefficients between EPP exposure and entrepreneurial intention were consistently weak, suggesting that although pupils benefit from high exposure to entrepreneurial content through EPP, other personal or environmental factors may play a more substantial role in shaping their entrepreneurial mindset. These results confirm the effectiveness of the EPP program in delivering consistent learning experiences, yet they also point to the need for broader strategies that can reinforce entrepreneurial intention through real-world engagement, family support, and contextual learning.

To strengthen the outcomes of the EPP program, school administrators may consider enriching the curriculum with real-world business simulations, field visits, and guest lectures from local entrepreneurs to reinforce practical understanding. Teachers may adopt project-based and competency-driven teaching approaches that focus on innovation, critical thinking, and resource management, while also engaging in regular professional development. Parents and community members may support entrepreneurial learning by participating in school initiatives, promoting home-based business activities, and reinforcing values taught in class. Pupils may be encouraged to actively participate in entrepreneurship clubs, contests, and mentorship programs to build real-life entrepreneurial experience. Future researchers may explore long-term impacts of EPP exposure on career paths and assess the effectiveness of curriculum enhancements that integrate personal development, digital tools, and contextualized learning strategies. Finally, school leaders may pilot the proposed curriculum improvements and continuously revise them based on feedback to ensure relevance and responsiveness to the evolving needs of learners.

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Strictly follow the numbered format of citation while observing the proper APA style of referencing.

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APPENDIX

Sample Questionnaire

SURVEY QUESTIONNAIRE

PART I. PROFILE OF THE RESPONDENT (Katangian ng mga Mag-aaral)

Instructions: Supply the needed information that pertain to your demographic characteristics. Put a checkmark in the space provided before each option (Ilagay ang kinakailangang impormasyon na tumutukoy sa iyong mga demograpikong katangian. Lagyan ng tsek (✓) ang kahon bago ang bawat opsyon.)

Name / Pangalan (Optional): _____

Age (*edad sat along gulang*) : _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____ Others

Sex (*kasarian*) : _____ Male (Lalaki) _____ Female (Babae)

Family Monthly income (*Buwanang Kita ng Pamilya*):

_____ PHP 5000.00 and below (P5,000.00 pababa)

_____ PHP 5,001.00 to Php. 10,000.00 (P5,001.00 hanggang P10,000.00)

_____ PHP 10,001.00 to Php.20,000.00 (P10,001.00 hanggang P20,000.00)

_____ PHP 20,001.00 to Php.30,000.00 (P20,001.00 hanggang P30,000.00)

_____ Php. 30,001.00 and above (P30,001.00 pataas)

Parents' Educational Attainment (*Antas ng Edukasyon ng mga Magulang*):

Educational attainment (<i>Antas ng Edukasyon</i>)	Father (<i>Tatay</i>)	Mother (<i>Nanay</i>)
Graduate studies (<i>Masteral/Doktoral</i>)		
College graduate (<i>Nakatapos ng Kolehiyo</i>)		
College level (<i>Hindi Nakatapos ng Kolehiyo</i>)		
High school graduate (<i>Nakatapos ng Sekondarya</i>)		
High school level (<i>Hindi Nakatapos ng Sekondarya</i>)		
Elementary school graduate (<i>Nakatapos ng Elementarya</i>)		
Elementary level (<i>Hindi Nakatapos ng Elementarya</i>)		

Parents' Occupation (*Trabaho ng Magulang*):

Occupation	Father (<i>Tatay</i>)	Mother (<i>Nanay</i>)
Regular employee (<i>Regular na Empleyado</i>)		
Part- time employee (<i>Part-Time na Empleyado</i>)		
Self-employed (<i>Nagtatrabaho ng Sarili</i>)		
Not employed (<i>Walang Trabaho</i>)		

PART II. Extent of EPP Entrepreneurship Exposure of Elementary School Pupils (*Antas ng Pagkakalantad sa EPP Entrepreneurship ng mga Mag-aaral sa Elementarya*)

This part aims to describe extent of EPP entrepreneurship exposure of elementary school pupils in terms of entrepreneurial knowledge, teacher, family influence, and social influence. Use scale below as your guide in selecting the answers (*Ang bahaging ito ay naglalayong ilarawan ang antas ng pagkakalantad sa EPP entrepreneurship ng mga mag-aaral sa elementarya sa mga aspeto ng kaalaman sa pagnenegosyo, guro, impluwensya ng pamilya, at impluwensyang panlipunan. Gamitin ang scale sa ibaba bilang gabay sa pagpili ng inyong sagot*).

Scale / Antas	Verbal Description - Pakahulugan
4	Napakataas ng Antas (Very High Extent)
3	Mataas na Antas (High Extent)
2	Mababang Antas (Low Extent)
1	Napakababang Antas (Very Low Extent)

A. Entrepreneurial Knowledge (Kaalaman sa Pagnenegosyo)

Number (Bilang)	Statements (Pahayag)	4	3	2	1
	<i>My entrepreneurship exposure (Ang aking pagkakalantad sa pagnenegosyo)...</i>				
1	guides me to recognize business opportunities (ginagabayan ako na makilala ang mga pagkakataon sa Negosyo).				
2	encourages me to develop innovative solutions (hinihikayat akong bumuo ng makabagong solusyon).				
3	trains me to manage small-scale projects (sinasanay ako na pamahalaan ang mga maliliit na proyekto).				
4	teaches me to understand market demands (tinuturuan ako na unawain ang mga pangangailangan ng mercado).				
5	equips me with financial literacy skills (binibigyan ako ng kasanayan sa pampinansyal na literasiya).				
6	exposes me to real-world business challenges (inilalantad ako sa mga tunay na hamon sa Negosyo).				
7	provides me with hands-on entrepreneurial experience (nagbibigay sa akin ng praktikal na karanasan sa pagnenegosyo).				
8	helps me to network with local entrepreneurs (tinutulungan akong makipag-ugnayan sa mga lokal na negosyante).				
9	instills in me the value of resource management (itinuturo sa akin ang kahalagahan ng pamamahala sa mga yaman).				
10	motivates me to explore different business models (hinihikayat akong pag-aralan ang iba't ibang modelo ng negosyo).				

B. Teacher Competence (Kakayahan ng Guro)

Number (Bilang)	Statements (Pahayag)	4	3	2	1
	<i>My EPP teacher (Ang Aking guro sa EPP ay)...</i>				
1	mentors me in developing entrepreneurial skills (nagtuturo sa akin sa EPP ng mga kasanayan sa pagnenegosyo).				
2	encourages me to engage in business simulations in class (hinihikayat ako sa EPP na makilahok sa mga simulasyon ng negosyo sa klase).				
3	guides me in creating business plans and strategies that fits us (ginagabayan ako sa EPP sa paggawa ng mga plano at estratehiya sa negosyo).				
4	provides me with opportunities to participate in market days (nagbibigay sa akin sa EPP ng pagkakataon na makilahok sa mga market days).				
5	exposes me to successful entrepreneurs through guest lectures (inilalantad ako sa EPP sa mga matagumpay na negosyante sa pamamagitan ng mga guest lecture).				
6	supports me in setting up school-based enterprises (sinasuportahan ako sa EPP sa pagtatayo ng mga enterprise sa paaralan).				
7	assists me in conducting market research (tinutulungan ako sa EPP sa pagsasagawa ng market research).				
8	promotes the problem-solving abilities through real-world challenges (nagpapalakas ng aking kakayahan sa paglutas ng problema sa pamamagitan ng mga tunay na hamon).				

9	helps me to analyze financial statements and budgets (<i>tumutulong sa akin sa EPP sa pagsusuri ng mga financial statements at budget</i>).				
10	Inspires me to think critically and creatively in business contexts (<i>nag-uudyok sa sa EPP na mag-isip nang kritikal at malikhain sa konteksto ng negosyo</i>).				

C. Family Influence (Impluwensiya ng Pamilya)

Number (Bilang)	Statements (Pahayag)	4	3	2	1
	<i>My family (Ang aking pamilya ay)...</i>				
1	encourages me to participate in school-based entrepreneurial activities (<i>hinihikayat ako ng aking pamilya na makilahok sa mga gawaing pang-entrepreneur sa paaralan</i>).				
2	shares me real-life business experiences to reinforce learning (<i>ibinabahagi ng aking pamilya sa akin ang mga totoong karanasan sa negosyo upang mapalalim ang aking pagkatuto</i>).				
3	supports me in implementing school projects at home (<i>sinasupportahan ako ng aking pamilya sa pagpapatupad ng mga proyekto sa paaralan sa aming tahanan</i>).				
4	provides me with resources for school-led business initiatives (<i>binibigyan ako ng aking pamilya ng mga mapagkukunan para sa mga inisyatibang pang-negosyo sa paaralan</i>).				
5	collaborates me with teachers to enhance entrepreneurial lessons (<i>nakikipagtulungan ang aking pamilya sa aking mga guro upang mapalakas ang mga aralin sa pagnenegosyo</i>).				
6	Engages me in discussions about business opportunities and challenges (<i>kinikilala ako ng aking pamilya sa mga talakayan tungkol sa mga oportunidad at hamon sa negosyo</i>).				
7	motivates me to apply classroom knowledge in family businesses (<i>hinihikayat ako ng aking pamilya na gamitin ang kaalaman sa silid-aralan sa mga negosyo ng pamilya</i>).				
8	promotes a supportive environment for entrepreneurial experiments for me (<i>pinapanday ng aking pamilya ang isang sumusuportang kapaligiran para sa aking mga eksperimento sa pagnenegosyo</i>).				
9	participates in school events that showcase entrepreneurial efforts (<i>nakikilahok ang aking pamilya sa mga kaganapan sa paaralan na nagpapakita ng mga pagsisikap sa pagnenegosyo</i>).				
10	reinforces the value of financial management for me as taught in school (<i>pinalalakas ng aking pamilya ang halaga ng pamamahala ng pananalapi na itinuturo sa akin sa paaralan</i>).				

D. Social Influence (Impluwensyang Panlipunan)

Number (Bilang)	Statements (Pahayag)	4	3	2	1
	<i>The social environment in the school (Ang impluwensyang panlipunan sa paaralan ay)...</i>				
1	promotes collaboration among peers on entrepreneurial projects (<i>pinasisigla ng kapaligirang panlipunan sa paaralan ang pakikipagtulungan ng mga kamag-aral sa mga proyektong pang-negosyo</i>).				
2	provides access to local business networks and mentorship in levels appropriate for the students (<i>nagbibigay ng access sa mga lokal na business network at mentorship na angkop sa mga mag-aaral</i>).				
3	promotes community involvement in school-led business initiatives (<i>pinaaalab ang pakikilahok ng komunidad sa mga inisyatibang pang-negosyo na pinangungunahan ng paaralan</i>).				
4	encourages participation in local entrepreneurship fairs and expos (<i>hinihikayat ang pakikilahok sa mga lokal na entrepreneurship fairs at expos</i>).				

5	emphasizes successful local entrepreneurs as role models (<i>ipinapakita ang mga matagumpay na lokal na negosyante bilang mga huwaran</i>).				
6	supports student-led enterprises through community partnerships (<i>sinusuportahan ng komunidad ang mga negosyo ng mga mag-aaral sa pamamagitan ng mga pakikipag-ugnayan</i>).				
7	facilitates exposure to diverse cultural perspectives on entrepreneurship (<i>isinusulong ang exposure sa iba't ibang pananaw kultural tungkol sa pagnenegosyo</i>).				
8	creates a competitive yet supportive environment for business ideas (<i>lumilikha ng kompetitibo ngunit sumusuportang kapaligiran para sa mga ideya sa negosyo</i>).				
9	organizes community workshops that reinforce entrepreneurial concepts (<i>nag-oorganisa ng mga workshop sa komunidad na nagpapatibay ng mga konsepto ng pagnenegosyo</i>).				
10	leverages local market needs to inspire student projects in the school (<i>ginagamit ang pangangailangan ng lokal na merkado upang magbigay inspirasyon sa mga proyekto ng mga mag-aaral</i>).				

PART III. Level of Entrepreneurial Intention of the Pupils (Antas ng Intensyon sa Pagnenegosyo ng mga Mag-aaral)

This part aims to describes the level of entrepreneurial intention of the pupils in desirability along personal attitude and social norms; and feasibility along self-efficacy and resources. Use scale below as your guide in selecting the answers. (Ang bahaging ito ay naglalayong ilarawan ang antas ng intensyon sa pagnenegosyo ng mga mag-aaral sa aspeto ng desirability na kasama ang personal na saloobin at mga pamantayang panlipunan; at feasibility na kasama ang self-efficacy at mga mapagkukunan. Gamitin ang scale sa ibaba bilang gabay sa pagpili ng inyong sagot).

Scale / Antas	Verbal Description - Pakahulugan
4	Napakalakas na Intensyon (Very Strong Intention)
3	Malakas na Intensyon (Strong Intention)
2	Katamtamang Intensyon (Moderate Intention)
1	Walang Intensyon (No Intention)

A. Desirability of the Intention (Pagnanais sa Kabila ng Intensyon)

A1. Personal Attitude (Pansariling Ugali)

Number (Bilang)	Statements (Pahayag)	4	3	2	1
	<i>Entrepreneurship intends to develop personal attitude as it (Nais mapahusay ng Entrepreneurship ang personal na pag-uugali sa pamamagitan ng EPP dahil ito ay)...</i>				
1	instills the importance of perseverance in overcoming challenges in class (<i>itinuturo ng pagnenegosyo ang kahalagahan ng tiyaga sa pagharap sa mga hamon sa klase</i>).				
2	encourages a active mindset in identifying opportunities (<i>hinihikayat ng pagnenegosyo ang aktibong pag-iisip sa pagkilala ng mga oportunidad</i>).				
3	promotes self-discipline and responsibility in managing tasks (<i>pinalalakas ng pagnenegosyo ang disiplina sa sarili at responsibilidad sa pamamahala ng mga gawain</i>).				
4	nurtures a positive attitude towards risk-taking and experimentation (<i>pinauunlad ng pagnenegosyo ang positibong pananaw sa pagkuha ng mga panganib at eksperimento</i>).				
5	promotes resilience through learning from failures (<i>pinasisigla ng pagnenegosyo ang katatagan sa pamamagitan ng pagkatuto mula sa mga kabiguan</i>).				
6	teaches the value of ethical behavior in business practices (<i>itinuturo ng pagnenegosyo ang halaga ng etikal na pag-uugali sa mga gawi sa negosyo</i>).				

7	cultivates self-confidence by providing hands-on project experiences (<i>pinalalakas ng pagnenegosyo ang tiwala sa sarili sa pamamagitan ng mga praktikal na karanasan sa proyekto</i>).				
8	inspires a goal-oriented approach in setting and achieving objectives (<i>pinasisigla ng pagnenegosyo ang oryentasyon sa layunin sa pagtatakda at pagsasakatuparan ng mga mithiin</i>).				
9	reinforces the importance of adaptability in changing circumstances (<i>pinalalakas ng pagnenegosyo ang kahalagahan ng kakayahang umangkop sa nagbabagong sitwasyon</i>).				
10	supports the development of creative thinking in problem-solving (<i>sinusuportahan ng pagnenegosyo ang pag-unlad ng malikhaing pag-iisip sa paglutas ng mga problema</i>).				

A2. Social Norms (Pamantayang Panlipunan)

Number (Bilang)	Statements (Pahayag)	4	3	2	1
	<i>Entrepreneurship intends to develop personal attitude as it (Nais mapahusay ng Entrepreneurship ang pagganap sa pamantayang panlipunan sa pamamagitan ng EPP dahil ito ay...</i>				
1	encourages collaboration and teamwork in business projects (<i>hinihikayat ng pagnenegosyo ang pakikipagtulungan at teamwork sa mga proyektong pang-negosyo</i>)...				
2	promotes respect for ethical standards in entrepreneurship (<i>pinauunlad ng pagnenegosyo ang paggalang sa mga pamantayang etikal sa pagnenegosyo</i>)...				
3	promotes the importance of community involvement in business activities (<i>itinatampok ng pagnenegosyo ang kahalagahan ng pakikilahok ng komunidad sa mga gawaing pang-negosyo</i>).				
4	instills the value of trust and integrity in business relationships (<i>itinuturo ng pagnenegosyo ang halaga ng tiwala at integridad sa mga relasyon sa negosyo</i>).				
5	teaches the significance of social responsibility in entrepreneurial ventures (<i>pinalalakas ng pagnenegosyo ang kahalagahan ng responsibilidad panlipunan sa mga pagsisikap pang-negosyo</i>).				
6	reinforces the practice of fair competition among peers (<i>pinalalakas ng pagnenegosyo ang pagsasanay ng patas na kumpetisyon sa mga kamag-aral</i>).				
7	supports the development of a customer-focused mindset (<i>sinusuportahan ng pagnenegosyo ang pagbuo ng isang kaisipang nakatuon sa mga customer</i>).				
8	emphasizes the role of networking and building professional relationships (<i>binibigyang-diin ng pagnenegosyo ang papel ng networking at pagbuo ng mga propesyonal na relasyon</i>).				
9	cultivates an appreciation for diverse cultural perspectives in business (<i>pinauunlad ng pagnenegosyo ang pagpapahalaga sa mga magkakaibang pananaw kultural sa negosyo</i>).				
10	emphasizes the importance of transparent communication in business dealings (<i>itinatampok ng pagnenegosyo ang kahalagahan ng malinaw na komunikasyon sa mga transaksyon sa negosyo</i>).				

B. Feasibility of the Intention (*Kakayahang Magtagumpay ng Intensyon*)**B1. Self-Efficacy** (*Kakayahang Pansarili*)

Number (Bilang)	Statements (Pahayag)	4	3	2	1
	<i>Entrepreneurship intends to develop self-efficacy as it (Nais mapahusay ng Entrepreneurship ang kakayahang pansarili sa pamamagitan ng EPP dahil ito ay)...</i>				
1	provides opportunities for hands-on entrepreneurial projects (<i>nagbibigay ng mga oportunidad para sa mga praktikal na proyektong pang-negosyo</i>)				
2	encourages students to take ownership of their business ideas (<i>hinihikayat ang mga mag-aaral na manguna sa kanilang mga ideya sa negosyo</i>).				
3	promotes confidence through the successful completion of tasks (<i>pinalalakas ang kumpiyansa sa pamamagitan ng matagumpay na pagtapos ng mga gawain</i>).				
4	teaches problem-solving skills in real-world business scenarios (<i>itinuturo ang mga kasanayan sa paglutas ng problema sa mga tunay na sitwasyong pang-negosyo</i>).				
5	supports goal-setting and achievement tracking (<i>sinusuportahan ang pagtatakda ng layunin at pagsubaybay sa mga tagumpay</i>).				
6	reinforces the importance of persistence in the face of challenges (<i>pinalalakas ang kahalagahan ng pagpursige sa harap ng mga hamon</i>).				
7	provides constructive feedback to build students' confidence (<i>nagbibigay ng makabuluhang feedback upang mapalakas ang kumpiyansa ng mga mag-aaral</i>).				
8	enables students to practice decision-making in business contexts (<i>binibigyang-daan ang mga mag-aaral na magsanay sa paggawa ng desisyon sa konteksto ng negosyo</i>).				
9	promotes self-reflection on personal strengths and areas for improvement (<i>pinalalakas ang paghinay sa sariling kalakasan at mga lugar na maaaring mapabuti</i>).				
10	helps students to develop resilience by learning from mistakes (<i>tinutulungan ang mga mag-aaral na paunlarin ang katatagan sa pamamagitan ng pagkatuto mula sa mga pagkakamali</i>).				

B2. Resources (*Kagamitan*)

Number (Bilang)	Statements (Pahayag)	4	3	2	1
	<i>Entrepreneurship intends to develop use of resources as it (Nais mapahusay ng Entrepreneurship ang kakayahang gamitin ang mga kagamitan o mapagkukunan sa EPP dahil ito ay)...</i>				
1	teaches effective budgeting and financial management skills (<i>itinuturo ang mga epektibong kasanayan sa pagbadyet at pamamahala ng pananalapi</i>).				
2	encourages the efficient use of time in project management (<i>hinihikayat ang mahusay na paggamit ng oras sa pamamahala ng proyekto</i>).				
3	guides students in sourcing and managing materials for projects (<i>ginagabayan ang mga mag-aaral sa paghahanap at pamamahala ng mga materyales para sa mga proyekto</i>).				
4	promotes the use of technology and digital tools for business operations (<i>pina-promote ang paggamit ng teknolohiya at mga digital na kasangkapan para sa operasyon ng negosyo</i>).				
5	promotes creativity in repurposing available resources (<i>pinalalakas ang pagkamalikhain sa muling paggamit ng mga magagamit na mapagkukunan</i>).				
6	instructs on the importance of sustainable resource use (<i>nagbibigay ng mga tagubilin sa kahalagahan ng napapanatiling paggamit ng mga mapagkukunan</i>).				

7	enables students to access and utilize community resources (<i>binibigyan ng pagkakataon ang mga mag-aaral na ma-access at magamit ang mga mapagkukunan ng komunidad</i>).				
8	encourages collaboration to pool resources and share knowledge (<i>hinihikayat ang pakikipagtulungan upang pag-isahin ang mga mapagkukunan at ibahagi ang kaalaman</i>).				
9	provides training in resource allocation and prioritization (<i>nagbibigay ng pagsasanay sa alokasyon at pagpapahalaga sa mga mapagkukunan</i>).				
10	supports students in leveraging human capital through teamwork (<i>sinusuportahan ang mga mag-aaral sa paggamit ng human capital sa pamamagitan ng teamwork</i>).				