Abstract - The study investigates the entrepreneurial inclination of senior high school students in Pampanga, Philippines. Specifically, the undertaking examines the significant differences in respondents’ inclination towards entrepreneurship when grouped based on school affiliation, age, sex, plan to pursue a college degree, and family business background. The participants of the study were randomly selected from two (2) public schools and (4) private high schools during the school year 2016-2017. These schools offer SHS ABM track where entrepreneurship course is one of the major components of the curriculum. Using independent sample t-tests, the findings reveal that all demographic factors – school affiliation, age, sex, plan to pursue a college degree, and family business background show no statistical significant difference in the entrepreneurial inclination of the respondents. This result suggests that all identified demographic variables do not affect or influence SHS-ABM track students’ entrepreneurial inclination. Implications of the study on the entrepreneurship education in the Philippines and the directions for future research are also provided.

Keywords: Entrepreneurship, Entrepreneurial Inclination, Senior High School, K to 12, ABM Track

1. Introduction

The challenge of access and quality in the Philippines has been continuously addressed by the government through various initiatives such as the K to 12 program. The two (2) critical factors for economic growth are the development of human capital and job-ready graduates. In 2013, the Philippines had one of the highest unemployment rates in south east Asia, registering 7.3%. At the end of 2014, the rate declined to 6.7% and this is due to workforce’s fundamentals including fluency of Filipinos in English and the rising number of vocational courses offered to graduates (Oxford Business Group, 2015). In the latest Labor Force Survey, the unemployment rate rose to 6.6% in January 2017 compared to only 5.7% in January 2016 (Philippine Statistics Authority, 2017). According to Ernesto Pernia, Socioeconomic Planning Secretary, the decline in employment rate was primarily
evident in the agriculture sector, which had been hugely affected by two (2) typhoons that hit the Philippines in December 2016 (Morallo, 2017).

For the longest period, the Philippines educational system has only ten (10) years of basic education compared to 12 or more years in other countries. Among ASEAN member nations, the Philippines is the only country with less than 12 years of pre-university education (Cruz, 2015). Because of this, Filipino students are lacking mastery in terms of basic competencies due to a congested old curriculum. Students who finished basic education in the old curriculum are usually younger than 18 years old and are considered unprepared to start a job or commence an enterprise. Moreover, countries abroad see the old basic education curriculum as inadequate. Most foreign countries do not automatically qualify Filipinos working overseas as professionals. The old system provides a broad curriculum rather than practical applications (k12philippines.com, 2015). Consequently, the K to 12 program is considered the best timeframe for learning basic education and it is the global standard in education for students and professionals to be recognized internationally (Department of Education, 2017).

The K to 12 educational system is primarily 13 years of basic education which includes four (4) stages namely: Kindergarten to Grade 3, Grades 4 to 6; Grades 7 to 10 (Junior High School), and Grades 11 and 12 (Senior High School). In the school year 2011-2012, the Universal Kindergarten commenced its implementation. Furthermore, the enhanced curriculum for Grades 1-7 was implemented in 2012-2013. It was in 2013 when the Enhanced Basic Education Act commonly known as the K to 12 Act was signed into law. In 2014, the curriculum for Grades 11-12 was completed. The implementation of Senior High School (SHS) started in school year 2016-2017 (Department of Education, 2017).

Grades 11 and 12 or the phase of SHS is a two-year upper secondary education where students will have specialization. Each SHS student may choose from four (4) tracks namely Academic, Technical-Vocational-Livelihood, Sports, and Arts & Design. Under the academic track, SHS students can choose from the following strands: Accountancy, Business, Management (ABM); Humanities and Social Sciences (HUMSS); and Science, Technology, Engineering, Mathematics (STEM). Because of this, the curriculum of College General Education (GE) has fewer units. The subjects that have been part of the Basic Education are omitted from the said GE curriculum. The new GE curriculum can be found in the Commission on Higher Education (CHED) Memorandum Order No. 20, series of 2013 (Official Gazette, 2017). Grade 12 completers will gain opportunities to be hired because SHS students are taught the standard requirements for them to be hirable. Additionally, each SHS student will be able to apply for Technical Education and Skills Development Authority (TESDA) Certificates of Competencies (COCs) and National Certificates (NCs). There are also partnerships with different firms in order for Technical-Vocational-Livelihood students to be employed after graduation. In this phase, SHS students can obtain work experience while studying. Moreover, since Entrepreneurship courses are now embedded in the curriculum, SHS pupils can start their own enterprises right after graduation or can further their education by going to college (Department of Education, 2017).

The Department of Education (DepEd) reiterated that the K to 12 program aims to provide students ample time to master concepts and skills, develop life-long learners, and prepare SHS graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (Department of Education, 2017). It is evident that some graduates are...
expected to be entrepreneurs after their senior high education. According to Evangelista (2013), as cited in Mendoza and Lacap (2016), entrepreneurship has been the long battle-cry of various organizations, both private and public. Even policymakers, academics, and researchers believe that entrepreneurship is an important vehicle to economic advancement not only for developed nations but also for developing countries (Temtime, Chinyoka, & Shunda, 2004). The small, budding start-ups are the ultimate vehicle for entrepreneurship contributing to employment, social and political stability, and innovative and competitive power (Thurik, & Wennekers, 2004). Thus, it is vital to measure the entrepreneurial inclination among SHS students in order for SHS faculty members, academic institutions offering SHS, and government agencies such as DepEd and CHED to fully hone SHS students to become potential entrepreneurs.

2. Research Framework and Hypotheses

Local and international studies suggest that entrepreneurship is a primary tool for economic progress. Entrepreneurship has been identified to impact the society through employment, improvement of human life, increased productivity, and revenue from taxes (Lacap, 2015). With this in mind, it is important that entrepreneurship must be emphasized in the basic education curriculum in the Philippines, and Filipino students must be encouraged to create their own ventures after completing their degrees. Hence, the current undertaking is about measuring the entrepreneurial inclination of SHS students and how identified demographic factors impact the students’ inclination to entrepreneurship.

Entrepreneurship Education

Entrepreneurial inclination and potential entrepreneurs are two (2) concepts that are usually utilized in the same social group. People who are inclined to put up a start-up business are essentially potential entrepreneurs in general (Lengyel, 2009). In addition, there is a thin line that differentiates entrepreneurial inclination from entrepreneurial intentions. According to Krueger and Brazeal (1994), as cited in Lengyel (2011), entrepreneurial potential is about inclination, an openness and willingness to grasp a business opportunity. This idea is not certainly a deliberate intention to become an entrepreneur. However, in most studies and literatures, the essence of entrepreneurial inclination and intentions are almost the same. Thus, the role of entrepreneurship education is a critical factor in producing potential entrepreneurs. For instance, Keat, Selvarajah, and Meyer (2011) investigated how entrepreneurship education affects entrepreneurial inclination of university students in Malaysia. The results revealed that the university’s role to promote entrepreneurship and entrepreneurial curriculum and content are statistically significant. The purpose of entrepreneurship education is to positively change the behavior of students in order for them to be entrepreneurial and become venture creators. Through this, students can form new enterprises and create more new employment opportunities (Fayolle & Gailly, 2005; Hannon 2005; Venkatachalam & Waqif, 2005). The role of entrepreneurship education influences the decision of an individual to become an entrepreneur (Volery & Mueller, 2006). Therefore, entrepreneurship education is paralleled with the rising interest toward entrepreneurship as a feasible career option (Gorman, Hanlon, & King, 1997) and an antecedent to entrepreneurial inclination (Okeke, Okonkwo, & Oboreh, 2016).
Empirical Studies on Entrepreneurial Inclination and Intentions

Entrepreneurial inclination of an individual is affected by several factors. For instance, Chye Koh (1996) examined how entrepreneurial inclination affects psychological characteristics. The results showed that MBA students who exhibited entrepreneurial inclination have higher levels of innovativeness, tolerance of ambiguity, and risk-taking propensity. Additionally, it also revealed that entrepreneurially inclined students display higher need for achievement, locus of control, and self-confidence. Moreover, Gürol and Atsan (2006) also studied the entrepreneurial inclination among Turkish university students. The results magnified that students who are entrepreneurially inclined have higher risk taking propensity, internal locus of control, higher need for achievement, and higher innovativeness. On the other hand, Yasin, Mahmood, and Jaafar (2011) investigated students’ entrepreneurial inclination in a polytechnic in Malaysia. Findings showed that non-technical students are more inclined to entrepreneurship and have the tendency to drop out of their studies once business opportunities arise. It was also observed that this student group has more entrepreneurial knowledge compared to technical students. Additionally, in the study of Asamani and Mensah (2013), students’ leadership attributes, task performance, achievement attitude, and level of risk-taking had a positive effect on entrepreneurial inclination.

Several literatures and studies have examined how demographic variables affect inclination towards entrepreneurship. bin Mahajar (2012) explored students’ entrepreneurial inclination in Malaysia. The results revealed that there are no significant relationships between the students’ entrepreneurial inclination and their ethnicity, religion, and age. However, prior education qualification and program of study showed significant relationships to entrepreneurial inclination. Meanwhile, in the study of Asamani and Mensah (2013), Ghanian students’ age, gender, and academic programs reflected no significant effect on entrepreneurial inclination.

There is a quite a number of studies that has focused on entrepreneurial intentions. For instance, Santos, Roomi, and Liñán (2016) examined the relationship between gender differences and entrepreneurial intentions in the social context in Europe. The results yielded that entrepreneurial intentions formation is the same for men and women. It was also identified that men exhibit more favorable intentions compared to women. Several studies analyzed the relationship between demographic variables and the level of the respondents’ entrepreneurial intentions. Ahmed et al. (2010) scrutinized the determinants of entrepreneurial intentions among business graduates. The results magnified that gender and age have no significant effect on entrepreneurial intentions but prior experience and family business exposure showed a positive impact on students’ inclination to entrepreneurship. Whereas, in the study of Zhao, Seibert, and Hills (2005), gender was not mediated by self-efficacy but showed direct effect in such that women reflected lower entrepreneurial intentions. Additionally, Crane (1996) also found that entrepreneurial intentions are significantly associated with gender, education, and having an entrepreneurial parent. In the study of Sasu and Sasu (2015), the results confirmed that men have higher intentions towards entrepreneurship and family background influences entrepreneurial intentions. In addition, Amos and Alex (2014) indicated that gender and having entrepreneurial parents are among the determinants of entrepreneurial intentions.

Rasli, Khan, Malekifar, and Jabeen (2013) posited the relationship of entrepreneurial intentions and its antecedents using graduating Malaysian students as respondents. The result revealed that male students with work experience were found to have a higher
entrepreneurial intention. In addition, the study of Ayodele (2013) also revealed that sex and age have no significant effect on entrepreneurial intentions. On the other hand, Fatoki (2014) explored entrepreneurial intentions and findings showed that students with previous work experience exhibited a higher level of entrepreneurial intention compared to those without previous work experience. In the study of Hatak, Harms, and Fink (2015), they found out that as the age of the respondents increases, their entrepreneurial inclination decreases. Moreover, gender, education, and previous entrepreneurial experience, and having entrepreneurial parents showed no impact on intention towards entrepreneurship.

There is limited research on entrepreneurial inclinations and intentions from the Philippines. From the literature review, the works of Ramos (2014) found that entrepreneurial intention is unaffected by the students’ family background, family income, and bachelor’s degrees, and Mendoza and Lacap (2015) identified that respondents’ openness to experience, conscientiousness, agreeableness, and neuroticism have significant relationships with entrepreneurial intentions. Thus, the present study aims to investigate the level of entrepreneurial inclination of Filipino SHS students, particularly those who are under the ABM track. Since the K to 12 program started only in school year 2016-2017, it is timely to come up with an undertaking that will gauge the inclination of SHS students to entrepreneurship. Specifically, the study identifies the significant differences in respondents’ entrepreneurial inclination when the groups are based on: school affiliation, sex, age, plan to pursue a college degree, and family business background.

Based on the research objectives, the hypotheses are as follows:

- $H_1$: School affiliation influences entrepreneurial inclination
- $H_2$: Sex difference influences entrepreneurial inclination
- $H_3$: Age difference influences entrepreneurial inclination
- $H_4$: Plan to pursue a college degree influences entrepreneurial inclination
- $H_5$: Family business background influences entrepreneurial inclination

3. Methods

A descriptive research design was employed in the study in order to measure the significant difference in respondents’ entrepreneurial inclination when grouped according to school affiliation, age, sex, plan to pursue a college degree, and family business background.

Participants of the Study

The participants of the study were randomly selected from two (2) public schools and (4) private high schools in Pampanga, Philippines. These schools are offering SHS ABM track where the entrepreneurship course is one of the major components of the curriculum. A total of 305 were retrieved out of 350 survey distributed. These respondents were enrolled in the second semester, academic year 2016-2017.

Research Instrument

The research instrument used in the study is a questionnaire. It is composed of two (2) parts - demographic factors and the construct on entrepreneurial inclination. The demographic factors include the profile of the respondents – school affiliation, age, sex, plan to pursue a college degree, and family business background. The 12 item-statements used in measuring the respondents’ entrepreneurial inclination are taken from the study of...
Sandhu, Jain, and Yusof (2010). All items are measured using a 5-point Likert scale where 1 means strongly disagree and 5 is strongly agree.

A sample of 50 respondents was subjected to a pilot testing. Table 1 shows the results of Cronbach’s alpha test using IBM SPSS Ver. 23. The Cronbach’s Alpha is 0.861 for Entrepreneurial Inclination, which means that the instrument has high reliability (Hinton, McMurray, & Brownlow, 2014).

4. Results

The present study employed the independent samples t-test to investigate the five (5) hypotheses in this study.

**Entrepreneurial Inclination and School Affiliation**

As shown in Table 2, there are 168 respondents who are affiliated with the public schools and 137 who are affiliated with the private schools. The mean (±sd) of those from the public schools, \( n = 168 \), is 3.9841 (±0.58982) while those of the private schools, \( n = 137 \), is 3.9982 (±0.41018). Both means are verbally interpreted as “agree”, suggesting that the respondents have a high level of entrepreneurial inclination. It appears, however, that the mean of the public-school respondents is slightly lower than the mean of the private school respondents. To test the significance of this mean difference, -0.01405, an independent samples t-test was performed.

Table 2. Entrepreneurial Inclinations

<table>
<thead>
<tr>
<th>Entrepreneurial Inclination</th>
<th>School Affiliation</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public School</td>
<td>168</td>
<td>3.9841</td>
<td>.58982</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Private School</td>
<td>137</td>
<td>3.9982</td>
<td>.41018</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 3. Independent Samples t-test

<table>
<thead>
<tr>
<th>( t )</th>
<th>( df )</th>
<th>( p ) (2-tailed)</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>-0.236</td>
<td>303</td>
<td>0.814</td>
<td>-0.01405</td>
</tr>
</tbody>
</table>

Based on the independent samples t-test shown in Table 3, the computed \( t \) value at 303 degrees of freedom is -0.236 and has a \( p \) value of 0.814. Since the \( p \) value is greater than the .05 alpha level of significance, the difference between the means of the entrepreneurial inclination of the respondents when they are grouped according to their school affiliation (public or private), which is -0.01405, is not statistically significant. Thus, the means for entrepreneurial inclination of public school and private school respondents are statistically comparable. In short, there is no statistically significant difference in the entrepreneurial inclination of respondents when they are grouped according to school affiliation (public vs. private) at .05 level of significance, \( t(303) = -0.236, \ p > .05 \).

**Entrepreneurial Inclination and Sex**
As shown in Table 4, there are 94 respondents who are male and 211 who are female. The mean (±sd) of the male respondents, \( n = 94 \), is 3.9929 (±0.50795) while that of the female respondents, \( n = 211 \), is 3.9893 (±0.52097). Both means are interpreted as “agree”, which implies that respondents have a high level of entrepreneurial inclination. However, it appears that the mean of the male respondents is slightly higher than the mean of the female respondents. To test the significance of this mean difference of 0.0036, an independent samples \( t \)-test was performed.

Table 4. Interpretation for Entrepreneurial Inclination by Gender

<table>
<thead>
<tr>
<th>Entrepreneurial Inclination</th>
<th>Gender</th>
<th>( N )</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>94</td>
<td>3.9929</td>
<td>0.50795</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>211</td>
<td>3.9893</td>
<td>0.52097</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 5. Independent Samples \( t \)-test

<table>
<thead>
<tr>
<th>( t )</th>
<th>( df )</th>
<th>( p ) (2-tailed)</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>.056</td>
<td>303</td>
<td>0.956</td>
<td>.00357</td>
</tr>
</tbody>
</table>

Based on the independent samples \( t \)-test shown in Table 5, the computed \( t \) value at 303 degrees of freedom is .056 and has a \( p \) value of 0.956. Since the \( p \) value is greater than the .05 alpha level of significance, the difference in the means of the entrepreneurial inclination of the respondents when they are grouped according to their sex (male vs female), which is 0.00357, is not statistically significant. Thus, the means for entrepreneurial inclination of male and female respondents are statistically comparable. Thus, there is no statistically significant difference in the entrepreneurial inclination of respondents when they are grouped according to their sex (male vs. female) at .05 level of significance, \( t(303) = 0.56, p > .05 \).

Entrepreneurial Inclination and Age

Based on Table 6, the respondents are divided into two age groups: below 18 years old and 18 years old and above. Eighteen years old is used as the cut-off score because it is the age of majority when a person is already considered an adult and therefore fully entitled to all civil and legal rights. There are 283 respondents who are below 18 and only 22 respondents who are 18 and above. The mean (±sd) of those who are below 18 years old, \( n = 283 \), is 3.9791 (±0.51893) while those 18 and above, \( n = 22 \), is 4. (±0.41018). Both means are verbally interpreted as “agree”, suggesting that the respondents have a high level of entrepreneurial inclination. The mean of those below 18 years old, however, appears slightly lower than the mean of those 18 years old and over. Hence, to test the significance of this mean difference of -0.15727, an independent samples \( t \)-test was performed.

Table 6. Entrepreneurial Inclination by Age

<table>
<thead>
<tr>
<th>Entrepreneurial Inclination</th>
<th>Age</th>
<th>( N )</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 18 years old</td>
<td>283</td>
<td>3.9791</td>
<td>0.51893</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>18 years old and over</td>
<td>22</td>
<td>4.1364</td>
<td>0.46544</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 7. Independent Samples \( t \)-test

<table>
<thead>
<tr>
<th>( t )</th>
<th>( df )</th>
<th>( p ) (2-tailed)</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Journal of Entrepreneurship and Business
Based on the independent samples t-test shown in Table 7, the computed t value at 303 degrees of freedom is -1.379 and has a p value of 0.169. Since the p value is greater than the .05 alpha level of significance, the difference between the means of the entrepreneurial inclination of the respondents when they are grouped according to their age (below 18 and above 18 years old), which is -0.15727, is not statistically significant. Thus, the means for entrepreneurial inclination of those below 18 and those who are 18 years old and above are statistically comparable. Accordingly, there is no statistically significant difference in the entrepreneurial inclination of respondents when they are grouped according to age (below 18 years old vs. 18 years old and above) at .05 level of significance, \( t(303) = -1.379, p > .05 \).

**Entrepreneurial Inclination and Plan to Pursue a College Degree**

As shown in Table 8, there are 297 respondents who plan to go to college and only 8 who do not intend to pursue college at all. The mean (±sd) of the college goers, \( n = 297 \), is 3.9938 (±0.51826) while that of the non-college goers, \( n = 8 \), is 3.8646 (±0.44082). Both means are verbally interpreted as “agree”, which means that they have high entrepreneurial inclination. It seems, however, that the mean of the college going respondents is slightly higher than the mean of the respondents who are not pursuing college. To test the significance of this mean difference of 0.12924, an independent samples t-test was performed.

<table>
<thead>
<tr>
<th>College Plan</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursuing (Yes)</td>
<td>297</td>
<td>3.9938</td>
<td>0.51826</td>
<td>Agree</td>
</tr>
<tr>
<td>Not Pursuing (No)</td>
<td>8</td>
<td>3.8646</td>
<td>0.44082</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Based on the independent samples t-test shown in Table 9, the computed t value at 303 degrees of freedom is 0.698 and has a p value of 0.486. Since the p value is greater than the .05 alpha level of significance, the difference in the means of the entrepreneurial inclination of the respondents when they are grouped according to their college plan (pursuing vs non-pursuing), which is 0.12924, is not statistically significant. Thus, the means for entrepreneurial inclination of college going and non-college going respondents are statistically comparable. Hence, there is no statistically significant difference in the entrepreneurial inclination of respondents when they are grouped according to their college plans (pursuing vs. non-pursuing) at .05 level of significance, \( t(303) = 0.698, p > .05 \).

**Entrepreneurial Inclination and Family Business Background**

As shown in Table 10, there are 120 respondents with families who have business background and 185 who are without family business background. The mean (±sd) of those with business background, \( n = 120 \), is 3.9597 (±0.53058) while those without business background, \( n = 185 \), is 4.0104 (±0.50705). Both means are verbally interpreted as “agree”, which imply that they have high entrepreneurial inclination despite their differences in family background. It seems, however, that the mean of those with business
background is slightly lower than the mean of those without business background. To test
the significance of this mean difference, -0.05064, an independent samples t-test was
performed.

Table 10. Interpretation for Entrepreneurial Inclination by Family Business Background

<table>
<thead>
<tr>
<th>Entrepreneurial Inclination</th>
<th>Family Business Background</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Verbal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Background</td>
<td>120</td>
<td>3.9597</td>
<td>0.53058</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>No Background</td>
<td>185</td>
<td>4.0104</td>
<td>0.50705</td>
<td>Agree</td>
<td></td>
</tr>
</tbody>
</table>

Table 11. Independent Samples t-test

<table>
<thead>
<tr>
<th>t</th>
<th>df</th>
<th>p (2-tailed)</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>-0.837</td>
<td>303</td>
<td>0.403</td>
<td>-0.05064</td>
</tr>
</tbody>
</table>

Based on the independent samples t-test shown in Table 11, the computed t value at 303
degrees of freedom is -0.837 and has a p value of 0.403. Since the p value is greater than
the .05 alpha level of significance, the difference in the means of the entrepreneurial
inclination of the respondents when they are grouped according to their family business
background (with business background vs. without business background), which is -
0.05064, is not statistically significant. Thus, the means for entrepreneurial inclination of
those with and without business background are statistically comparable. Hence, there is
no statistically significant difference in the entrepreneurial inclination of respondents when
they are grouped according to their family business background (with vs. without) at .05
level of significance, t(303) = -0.837, p > .05.

5. Discussions

The study confirmed that the students’ school affiliation does not influence their
entrepreneurial inclination. Regardless whether senior high school students are enrolled in
a public or private academic institution, it does not affect their inclination towards
entrepreneurship. In the study of Sandhu et al. (2010), entrepreneurial inclination among
private university students in Malaysia was found to be high.

The results also revealed that the students’ sex difference does not affect their inclination
towards entrepreneurship. This suggests that male and female students are not statistically
different from each other. This claim is also supported by the other studies on
entrepreneurial inclination (Ahmed et al., 2010; Mensah, 2013; Ayodele, 2013; Hatak et
al., 2015) while others found that entrepreneurial inclinations are significantly associated
with sex (Crane, 1996; Amos & Alex; 2014) particularly men having higher inclination
towards entrepreneurship (Sasu & Sasu, 2015; Santos et al., 2016).

Moreover, the findings also showed that age difference does not affect the entrepreneurial
inclination of students. This suggests students’ age has nothing to do with entrepreneurial
inclination. This finding is also supported by previous studies (Ahmed et al., 2010; bin
Mahajar, 2012; Mensah, 2013; Ayodele, 2013). On one hand, in terms of plan to pursue a
college degree, the result displayed that this factor does not influence students’
entrepreneurial inclination. The means for entrepreneurial inclination of students who will
pursue and not pursue a college degree are statistically comparable.
The study also validated that family business background of senior high school students does not influence their inclination towards entrepreneurship. Having a family business background does not guarantee that students will exhibit entrepreneurial inclination. This finding is reinforced by a previous study (Hatak et al., 2015). Whereas, other studies revealed that family business background or having entrepreneurial parents predict entrepreneurial inclination (Crane, 1996; Ahmed et al., 2010; Amos & Alex, 2014; Sasu & Sasu, 2015; Chaudhary & Chaudhary, 2017).

6. Management Implications and Future Research Directions

In order for a country, such as the Philippines, to grow, developing human capital and job-ready graduates are vital (Oxford Business Group, 2015). Thus, it is important for the policymakers to make changes that will trigger economic prosperity. The shift from the old educational system of 10 years of basic education to the implementation of K to 12 program is a critical and, at the same time, significant move by the government. This initiative plays an important role in producing quality human capital that will contribute to the total economic health of the society at large.

The present study on entrepreneurial inclination of SHS-ABM track students is an additional literature in the field of entrepreneurship. It has been noted that entrepreneurship impacts society through employment, improvement of human life, increased productivity, and revenue from taxes (Lacap, 2015), and investigating the inclination towards entrepreneurship of SHS students can be a benchmark and a tool that can be used by government organizations including DepEd and CHED in promoting entrepreneurship education among Filipino youth. Since the present undertaking is one of the few, if not, the first study on entrepreneurship among SHS students, government organizations would benefit from it. It is noted that some SHS students will pursue a college degree after their basic education, therefore, CHED and higher education institutions need to enhance the entrepreneurship course curriculum in order to produce more Filipino entrepreneurs in the country. In addition, those who will establish their enterprises after completing their SHS, DepEd must assure that they are providing adequate and relevant knowledge in entrepreneurship.

Subsequent studies may be conducted in the future in order to come up with regional or national scale undertakings regarding SHS entrepreneurial inclination. Other researchers may consider other variables such as psychological traits in order to come up with a business model of entrepreneurship education relevant to the Philippines education landscape.

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References


