OPENING THE DOORS FOR OUT-OF-SCHOOL YOUTHS AND ADULT LEARNERS THROUGH ENTREPRENEURSHIP EDUCATION: EMPOWERMENT AND OPPORTUNITY

BY

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Abstract

Teaching "for" entrepreneurship refers to an occupationally oriented approach to imparting the necessary knowledge and skills to aspiring entrepreneurs. Teaching "through" refers to a methodical, typically hands-on technique in which students participate in a real-world entrepreneurial learning experience. This study aimed to assess the empowerment of out-of-school youths and adult learners through entrepreneurship education in the outskirts. The idea of infusing entrepreneurship education into the outskirts of the city could be challenging but promising. Empowering them through entrepreneurial education has the potential to change their lives, opening the door to more opportunities than the same old routine activities in their lives. The respondents of this study are one of the marginalized groups who happen to dream of a simple life but find it hopeless to attain. This study attempts to examine the personal empowerment of the out-of-school youth (OSY) and adult learners who are the "magniniyog," or coconut farmers, in the provinces of Camiguin and Misamis Oriental. Some have completed the ALS program; some have not. A mixed method was used in order to reflect participants' points of view, give voice to study participants, and ensure that study findings are grounded in participants' experiences. Utilizing descriptive-comparative and descriptive-correlational research designs for entrepreneurial intentions, some challenges were identified when trying to embed entrepreneurship into education, such as resource constraints, time constraints, resistance from the family, assessment challenges, and cost implications. Empirical results show there was a significant relationship between entrepreneurial intention and hindering factors, as manifested by the r-value of -0.124. The push factors that motivate respondents to become entrepreneurs had a grand mean of 3.17. It is recommended to provide them with the functional knowledge and skills and the power to take control of their own lives, initiate change in themselves to improve their quality of life and influence others to become useful and productive members of the community through entrepreneurship education.

KEYWORDS: ENTERPRISE EDUCATION, ENTREPRENEURSHIP, OUT-OF-SCHOOL-YOUTH, ADULT LEARNERS, EMPOWERMENT.

1.0 Introduction

According to a research, 3.44 million Filipinos were unemployed in 2021 as a result of Pandemic COVID 19. As a result, many people have forced to cut their budgets in order to cover basic expenses. Nonetheless, in order to assist alleviate the issues caused by the Pandemic; the governmental and private sectors promote additional livelihood projects. This is because certain groups in our society were already suffering through this sort of hardship before the epidemic even started. They are struggling now more than ever

(ChildHope, 2021) In the Philippines, empowering adolescents and adult learners for entrepreneurial growth has long been a hot topic, particularly in light of unemployment and the high rate of out-of-school youth and adult learners. It may be difficult but also promising to introduce entrepreneurial education to adult learners and out-of-school youth in the suburbs. By opening up doors for them, new chances will arise since empowering people via entrepreneurship education may transform their life. After Alternative Learning School (ALS) was finished,

the opportunity to become an entrepreneur was granted.

According to Wie, Liu, and Sha (2019), Three different philosophies can be used to teach entrepreneurs. Teaching "about" entrepreneurship involves using a theoretical, content-heavy approach with the goal of giving students a comprehensive understanding of the subject. It is the most typical strategy used at institutes of higher learning (Mwasalwiba, 2010). Teaching "for" entrepreneurship refers to a strategy that is occupationally focused and teaches potential business owners the relevant information and skills. Teaching "through" is a rigorous, frequently practical approach in which students take part in a genuine entrepreneurial learning experience. This study aimed to assess the opening the doors for out-of-school youths and adult learners through entrepreneurship education that is to provide empowerment and opportunity.

Statement of the Problem
1. What is the profile of the respondents in terms of:
1.1 age,
1.2 sex
1.3 average of family income
1.4 civil status
1.5 educational attainment, and
1.6 Birth order?
2. What is the assessment of the respondent toward attitude on entrepreneurship thru empowerment of entrepreneurial education?
3. To what extent is the entrepreneurial intention of respondents?
4. How do the respondents assess the identified motivating factors on their decision to start up a business?
4.1 push factors
4.2 pull factors
5. What is the assessment of the respondents on the identified hindering factors in terms of :
5.1 exogenous factors
5.2 Endogenous factors?
6. Do attitudes of respondents significantly differ when profile is considered?
7. Do attitudes significantly relate to entrepreneurial intention level of the respondents?
8. Do motivating factors significantly relate to entrepreneurial intentions of the respondents?
9. Do hindering factors significantly relate to entrepreneurial intentions of the respondents?
10. What empowerment and opportunity development program may developed?

2.0 Related Literature

Learning to read and write is linked to human dignity, self-esteem, liberty, identity, autonomy, critical thinking, knowledge, creativity, participation, empowerment, social awareness, and social transformation, all of which are significant components of human fulfillment beyond material conditions. According to studies, the Asia-Pacific area is home to 127.3 million child laborers who are between the

ages of 5 and 14. (ILO,2019). The issue of a sizable and fast-expanding young population who are not in school exists in the Philippines as well, particularly in the rural and periphery provinces and towns. 8.9 million children and teens were reported to be out of school in the Philippines in 1999, primarily as a result of family poverty, a lack of interest in and desire for education, and the expensive expense of education.

Out of Schools Youth (OSY)
Despite the government's continued efforts through school officials to emphasize the value of education in people's lives, dropping out of school remains a problem in Filipino education. Reports each school year revealed a rise in the number of dropouts among students, particularly in rural regions. These dropouts, who lack marketable skills, become ineffective and unproductive members of society. As of 2015, the Department of Social Welfare and Development recorded a total of 2,628 OSY in Salcedo, Eastern Samar (Machica. and Machica, 2018). The OSY, who range in age from 12 to 35, are an underserved population and only receive very limited assistance from both the government and non-governmental groups (Amnesty International 2019). Despite being overlooked, this population needs the chance for a better life (Concepcion, 2019). The rural dropouts were characterized by McCaul as having poor self-esteem and a lack of a sense of control over their own life. When Concepcion (2019) spoke with Caroline Burns, an OSY trainer in the Philippines, she described the OSYs as "depressed men and women who are severely in need of inspiration" (p. 2). This circumstance illustrates how susceptible the OSY is to socioeconomic conditions that are below average (Concepcion, 2019). These OSY are always the heirs to the throne of poverty left to them by their parents or guardians, as could be seen in the outlying barangays of the Eastern Samar State University and everywhere in the countryside. Despite their desire to complete formal education, they must forgo it due to poverty (Tafere, 2015). Due to poverty and the distance between their homes and the school, more than 7,000 students dropped out of school (Buraga, 2018). The OSY are of the opinion that they are not suited for the school (McCaul, as cited in Haas, 1992). And when they are not in school, rural youth do not just pass their time away; instead, they work to make a living in blue-collar jobs like farm work, construction work, housekeeping, or staying at home to take care of younger siblings and do chores. This is because they are not competitive and have no employment opportunities (Machica. and Machica, 2018). (Concepcion, 2019). Quitting from school before earning a high school diploma makes the disadvantaged young people unprepared for the world of work and makes them the subject of high risk of poverty. Some students drop out because they struggle with a particular topic, while others do so because they have to work to support their families or because they are pregnant. (Machica. and Machica, 2018)

Adult Learners
Adult learners differ from typical pupils in a number of ways. They first understand why and what they need to study. It is

also well-recognized that adult learners, who have a variety of educational goals and backgrounds, seek to reflect on their educational experiences (Lindeman, 2015). They differ from other students in terms of the obligations they have in their everyday life, which has an impact on how they study. Because of this, there is a need for an educational setting where adult students are free to choose their own learning paths, feel comfortable expressing their opinions, and continue their studies alongside their personal life. As a result, the flexibility that online distance education environments give for adult learners—who are conscious of their own learning obligations and are expected to control their own learning processes—provides adequate chances.

Despite the rise in adult learners and the diversity of students as a result in online distance learning, there are less studies regarding adult learners in the literature than there are about traditional students (Fidalgo, Thorman, Kulyk and Lencaste 2020). Depending on their ages, adult learners can be divided into young and older individuals. Yet adult learners are those who continue their education while juggling family and employment, and they are often older than 22 (Fidalgo, Thorman, Kulyk, and Lencaste 2020), which distinguishes them from conventional learners. Although these differences might provide adult learners with some advantages in educational processes, they might lead to various challenges as well. As a result, these highlight the necessity of designing learning environments and procedures around the peculiarities of these learners. These adult learners are more interested in starting their own businesses. Some have stopped ALS because they wish to.

Entrepreneurship Education

Entrepreneurship Education (EE) as the process of imparting the knowledge and abilities required for people to recognize new business possibilities and develop a high degree of confidence to take advantage of them. Moreover, entrepreneurial education ought to cover programs for leadership development, new product creation, innovative thinking, and technology. In addition, (Vaicakauskaite and Valackiene 2018) describe entrepreneurship education programs as any educational program or procedure that fosters the development of entrepreneurial attitudes and abilities. Van Gelderen et al. (2015) categorized entrepreneurship education as one of the most crucial elements of the entrepreneurial ecosystem to promote intentionally and business formation stability.

In related study conducted by Fayolle et al. (2017), The three facets of entrepreneurship education are culture/state of mind, behavior, and creating particular scenarios. Education focuses on entrepreneurship as a state/culture issue, with aspects that emphasize the attitudes, values, and beliefs related to entrepreneurship. While entrepreneurship education primarily focuses on behavior, it also teaches students how to make decisions and interact with others. While the last dimension—venture creation, such as the production of company plans—was once the main emphasis of entrepreneurship education, many modern researchers claim that the true difficulty for entrepreneurship education lies in the development of the

dimensions. The development of new businesses and entrepreneurial circumstances are topics covered in entrepreneurship education.

Entrepreneurship

Entrepreneurship is the action of seeking for possibilities and ideas and turning them into value for other people. As it is a cross-cutting skill, entrepreneurship may be useful to anybody from any background in terms of education, profession, or industry. The Europe 2020 Strategy, which aims to create the conditions for "smart, sustainable, and equitable growth," includes the encouragement of entrepreneurship. To support entrepreneurship among migrants who are already resident in the EU is a promise made in the Entrepreneurship 2020 Action Plan within this framework. There is a consensus that through migrants' participation in the labor market (as entrepreneurs or not) they can add value to society in their adopted country (ILO 2019).

Entrepreneurial Intentions (IE)

Intentions are said to be crucial in the choice to launch a new business, according to a large body of literature (Linan and Chen, 2019). As a consequence, employment status choice models that focus on EI have been the subject of considerable interest in entrepreneurship research. In these models, career intention is seen as the immediate antecedent of behavior such as starting a new business. Intentions, in turn, are determined by attitudes, and attitudes are affected by exogenous influences such as traits, education, demographics, and situational variables.

Push and Pull Factor of Entrepreneurship

Entrepreneurial decision cannot be fully captured by the simplicity of the push and pull theory (Verheul, Thurik, Hessel &Zwan, 2018). As a result, the push and pull entrepreneurs have different perspectives on the elements that encourage or inhibit acting in an entrepreneurial manner (Verheul, Thurik, Hessel & Zwan, 2018). Conceptually, the mooring variables in the PPM migration model relate to these elements that help or inhibit migration. The term "mooring variables" refers to social, cultural, or personal elements that might either prevent or promote migration to new locations for potential migrants. Obstacles such as emotional ties to one's family, personal worry, and relocating costs are examples of mooring factors (Bansal et al., 2015). The implicit examination of mooring factors comes from an entrepreneurial perspective. Strong intentions to launch a business may experience a protracted delay owing to impending events like a marriage, childbirth, finishing school, a profitable or fulfilling employment, or an earthquake. In addition, entrepreneurial intentions are shaped by an individual perception of barriers as well as support to start-up. Thus, mooring variables in the context of entrepreneurship will include personal attitude, subjective norm, self-efficacy, risk tolerance, finance, and government support.

Attitude on Entrepreneurship and Empowerment thru Entrepreneurial Education.

According to Wolf and Haddock 2020. An individual's general sensation of favorability or favorability toward

numerous stimuli items is referred to as attitude. They naturally adopt an attitude toward the specific thing if they have beliefs about it. Each belief connects the item to a few aspects, and each person's attitude toward the object depends on how they see the features. When people discover that an item is related to a specific attribute, their opinions of the attribute are linked to the object. The entirety of a person's salient beliefs and the assessments connected to those beliefs form the basis of their attitudes.

The multiple programs, academic training curricula, and assistance provided to budding entrepreneurs advocated by these organizations demonstrate the possibility of creating and educating entrepreneurs. Entrepreneurship education becomes an important aspect in the bid for economic growth and development of nations. Entrepreneurship education refers to the scope of curricular lectures or courses that provides students with entrepreneurial competencies, skills, and knowledge in pursuing entrepreneurial career (Lackeus 2015). Scholars have empirically evidenced that entrepreneurship education is an effective means in inspiring students' intention towards entrepreneurial career, turning into entrepreneurial actions and increasing venturing rate of students Lackeus (2015) found that all of the graduates who had received entrepreneurship education went on to become entrepreneurs during the course of the 10 years under investigation with 64 graduates in the research sample.

Also According to Lackeus 2015. The most significant predictor of the desire to work for oneself was attitude toward entrepreneurship, which is impacted by respondents' personalities (namely, their tendency for taking risks and internal locus of control). Regardless of the student's educational background, a positive attitude toward starting a business is an excellent place to start to encourage entrepreneurial behavior. (Wu and Wu, 2018)

Empowerment
Empowerment of the Out of School Youth (OSY) and adult learners would imply understanding of one's value or contribution as a member of a society. In order to create the human capital that enables individuals to escape poverty, live better lives, and maybe have more meaningful ones, youth development, and adult empowerment are crucial life phases. So, a nation's ability to invest in long-term growth is significantly influenced by the human capital it develops in its youth. As a result, it is crucial for growth and poverty reduction to ensure that kids are well-prepared for the future (ATD Fourth World 2022). These definitions state that agency, autonomy, self-direction, self-determination, emancipation, participation, mobilization, and self are all related to the concept of empowerment. Since the 1960s, the term empowerment has been used as an umbrella concept in social and educational literature and policy documents to describe the empowerment of marginalized people or groups (such as minorities, the disabled, or women) to mobilize self-activation against social constraints or to foster the growth of entrepreneurship. Since the 1980s, several definitions of empowerment have been offered, even among academics. One explanation is that empowerment is "a process: the method through which individuals, groups, and communities acquire mastery over their lives."
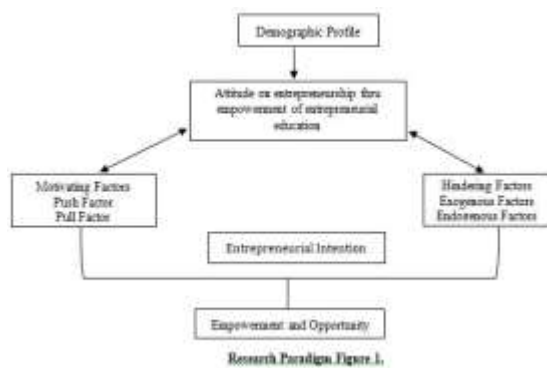
Opportunities
Opportunities in entrepreneurship education can also play a significant role in economic plans that promote employment growth. A more precise definition of effective youth entrepreneurship education is provided by the Consortium for Entrepreneurship Education: "Effective youth entrepreneurship education prepares young people to be responsible, enterprising people Possibilities in entrepreneurship education may enhance awareness for professional reasons and give skill training for business. These individuals may go on to become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities' creation and development. When the goal of the business education is to develop a new good or service that has better economic value, it differs from other types of business education. The notion that one may acquire entrepreneurial traits and abilities is a fundamental tenet of entrepreneurial education.

Theoretical Framework
This study is anchored in the theory of the entrepreneurial value creation theory, or theory of entrepreneurship explains the entrepreneurial experience in its entirety, from the entrepreneurial intention and the discovery of an entrepreneurial opportunity to the development of the entrepreneurial competence and the appropriation of the entrepreneurial reward (Mishra and Zachary 2015). Entrepreneurship studies has identified the entrepreneurial attitude as a factor in determining success and failure among entrepreneurs. According to Jena (2020), having an entrepreneurial mentality is linked to significant cognitive phenomena that demonstrate the unwavering dedication of entrepreneurial activity (Saptono et al., 2020). The definition of creativity is the generation of novel and practical concepts (Entrialgo and Iglesias, 2020). According to previous research, the development of an entrepreneurial intention for new business startups is influenced by a number of supportive factors, including entrepreneurial education (Barba-Sánchez and Atienza-Sahuquillo, 2018), entrepreneurial passion (Karimi, 2020), entrepreneurial orientation, entrepreneurial self-efficacy (Schmutzler et al., 2019), entrepreneurial mindset (Cui et al., 2019), and creativity.

Conceptual Framework
The characteristics of the respondents were evaluated in terms of their attitudes toward entrepreneurship through the empowerment of entrepreneurial education. Next, the relationship between the entrepreneurial intention, the motivating factors—which include push and pull factors—and the limiting factors—which include endogenous and exogenous factors—was tested. With this procedure, out-of-school youth and adult learners will be empowered and opportunities.

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Research Paradigm Figure 1.

3.0 Methodology

The majority of the participants were selected following discussion with the mobile instructor and the coordinator for ALS in the provinces of Camiguin and Misamis Oriental. From the list of ALS students in Camiguin and Misamis Oriental, the researcher, and ALS staff were able to find and narrow down the eight most qualified participants for the study using the following criteria: first, only those Adult Learners and OSY whose names do not appear in their list, or those who were listed but did not become interested or have not completed the ALS; and second, the OSY and Adult Learners identified must only be from the respective provinces. In actuality, the volunteers were chosen on purpose in order to gather relevant data for the subject being studied. As it is assumed that they have prior acquaintances, the researcher invited the former Sanggunian Kabataan (SK), Chairman of the Barangay, who is a friend of the researcher's cousin, to participate. This was done in consideration of the possibility that participants would be ashamed and subsequently inhibit from a face-to-face interview. The five identified volunteers were brought to the front yard of the researchers' home by the former SK Chairman on a motorcycle. The interview was conducted one person at a time following a brief introduction and getting to know one another. The former SK Chairman's engagement in the study process calmed the participants, allowing them to openly communicate their experiences and opinions. When the participants were asked questions outside of their home's walls, they were honest about their own knowledge and experiences. The personal interview was conducted in English and Cebuano using the interview guide as a reference.

Research Locale and Population of the Study

This study used a mixed-method exploratory research methodology, which involves gathering, analyzing, and combining data from both quantitative and qualitative sources at different stages of the research process (Wisdom, 2013). The purpose of mixing is to confirm conclusions from quantitative and qualitative data, neither of which are adequate to reflect the respondents' unique experiences. This will offer a strong foundation for making judgments on the research problem. To properly understand the study topic, this was accomplished using both quantitative data and qualitative information from the open-ended questions that were offered at the end of the survey. To gather the information required for this study, the research employed a survey methodology.

With connection to the variables that will be used, comparisons were done on the data collected from the groups of respondents. Three chosen barangays in Camiguin and Misamis Oriental were used for this investigation. Eight people, three adult learners and five OSY from the chosen barangays in Camiguin and Misamis Oriental participated in this qualitative interview. For this study, the entire population was used by the researchers. Nonetheless, 120 respondents in all returned the surveys.

Data Gathering Procedure

The researchers first secured a letter of consent addressed to the Ethical Review Board (ERB) of the Research Development Innovation Centre (RDIC) to ensure that it follows the guidelines on ethical issues. Also, the study was subjected to a similarity Index Test which yielded an average of 8% sensitivity exception. Necessary permits to conduct the study were also acquired from the respondents. After the research questionnaire was validated and subjected to reliability testing with a result of 0.84 alpha coefficient.

Statistical Analysis

The findings of the study were processed using the Statistical Package for Social Sciences (SPSS V.20). The researcher utilized frequency, percentage, weighted mean, independent t-test, one-way analysis of variance ANOVA), Pearson r, and qualitative data analysis using the software NVivo as a tool for the extraction of themes from qualitative data.

4.0 Results

The salient findings of the study are presented as follows:

1. The majority of the respondents were under 20 years old, and the majority of them were single. The majority of the respondent's parents had high school degrees.
2. The grand mean for the entrepreneurial attitude measured in terms of attitude toward entrepreneurship was 2.99, which can be verbally translated as "Agree."
3. The grand mean for the entrepreneurial intentions was 2.66 and was orally translated as "Agree,"
4. On the assessment of the push factors that motivate respondents to become entrepreneurs, "Exploiting the niche" was the highest with a weighted mean of 3.17 and verbally interpreted as "Much Affected. Implies that the various push factors for starting a business had a significant impact on the respondents. Lack of business abilities (finance, marketing), which had the highest weighted mean of 3.l7 and was orally evaluated as "A major difficulty,"
5. The exogenous factors deterring the respondents' intention to become entrepreneurs were "Corruption," which got the highest weighted mean of 3.52 and verbally interpreted as "a very serious problem." The criteria encouraging people to start their own businesses, and "to supply Food, "had the highest weighted mean of 3.53 and was vocally assessed as "Very Important."The endogenous

component with the highest weighted mean of 3.l7 and a verbal interpretation of "A major concern" was "lack of business abilities (financial, marketing)."

6. On the differences in the respondents' entrepreneurial attitudes according to profile, it was found gender was different as it is manifested by the p-value of 0.000 which is less than 0.05 or 5%, and that lead the researcher to reject the null hypothesis (Ho). This means the females have different attitude with their male counterpart.

7. The researcher found that there was a significant relationship between the respondents' entrepreneurial attitudes and intention, as evidenced by the p-value of 0.000, which is less than 0.05 or 5%, which caused the researcher to reject the null hypothesis. The null hypothesis was that there was no relationship between the respondents' entrepreneurial attitudes and intention (Ho).

8. The p-value of 0.505, which was larger than 0.05 or 5%, indicates that no meaningful association was discovered. This suggests that the entrepreneurial ambitions do not alter the motivating elements or vice versa in terms of pull forces. Similar to pull factors, the respondents' entrepreneurial intents are unaffected by motivating variables, as shown by the p-value of 0.611, which was greater than 0.05.

9. On the relationship between entrepreneurial Intention and hindering factors in terms of exogenous factors, the entrepreneurial intention and hindering factors showed no significant relationship as manifested by the r-value of 0.075 with a verbal interpreted as No Correlation and also p-value of 0.870 which is greater than 0.05 or 5%.

10. Build Youth Leadership Program. Focus on empowering tomorrow's leaders, The Tony Robbins Foundation provides resources, programs, and teen-focused events that encourage leadership in today's youth. With participants from all around the world. Younger generations have the chance to use the power of contribution to improve their communities through Youth Leadership. Provide a welcoming regional environment that gives entrepreneurs the tools they need to launch and grow their businesses.

The following themes were revealed during the study:

"I have learned new lessons"

According to the informants, among the lessons learned through the program were managerial abilities, such as organizing, planning, and leading. Also, they understood the importance of conserving money, particularly after understanding that they may use that money to support the launch of their intended firm. Almost all of them work part-time. Others have volunteered their time to help the family earn more money. The customer service training was enjoyable for them. Also, they studied how to make financial accounts, monitor business activities, compute earnings, handle cash, and manage the environment. A creative individual has a wide range of business opportunities

available to them. This was emphasized by the instructors for the entrepreneurship program. Whether they want to start a small or large corporation, it is important to follow the process of finding and assessing profitable business projects. To be successful, an entrepreneur requires management skills, such as knowledge of organizing, leading, and controlling. He need to possess the skills required for the line of job he intends to follow. According to the informants, the lectures had provided them with the resources they needed to start their own enterprises. In one study, it was examined how participation in an entrepreneurial education program influenced people's assessments of whether starting a business was desired and practical.

"I will be an entrepreneur in the future"

Entrepreneurs have creative and innovative minds. He is someone who breaks new ground in business. He is an owner-manager who also takes risks. He frequently dislikes working for other people. He prefers hiring others to work for him. They could be employed by a small or medium-sized business. If not now, then possibly in the future, entrepreneurs are willing to go above and beyond to succeed, but they don't give up until they do. They have no obligations to anybody. They hold the reins of power. The outcome is subject to the business owner's control. There is no chance that this will occur. The professional route of entrepreneurship is unique from other possibilities. Instead, working as an entrepreneur may be as bit as prestigious, challenging, and financially rewarding as careers in the arts, law, medicine, or other established professions. The interview subjects expressed optimism that their dreams of starting their own enterprises will someday come true. . Using the findings, the researchers were able to construct the figure representing the themes drawn.

Using the findings in qualitative, the researcher was able to construct the figure representing the themes drawn.

Figure 2

5.0 Discussion

1. The majority of the respondents were born in the middle class. The majority of the respondents' families made very little money on a monthly basis. The majority of the respondents' families had an entrepreneurial history.

2. This suggests that the respondents were in agreement that they shared the aforementioned entrepreneurial attitudes.

3. This suggests that the majority of respondents shared the same aspirations for starting a business.

4. This was one of the endogenous reasons preventing the respondents from pursuing their entrepreneurial goals

5. This factor was operating as a barrier to the respondents' entrepreneurial goals. This suggests that regardless of how they were classified, they shared the same entrepreneurial objectives as shown by the p-values, which were more than 0.05 or 5%. Shows how the entrepreneurial intentions of the respondents vary depending on their profile.

6. Males were more determined and stronger in decision-making than the female, especially in treating problems in their businesses. The researcher rejected the null hypothesis after finding that gender differed in the respondents' entrepreneurial attitudes according to profile, as indicated by the p-value of 0.000, which is less than 0.05 or 5% (Ho).

7. This indicates that the respondents' entrepreneurial attitudes and intentions were significantly correlated, i.e., if someone has a good mentality, they would also have a positive goal, and vice versa. But, they will have the wrong goal if they have the wrong mindset. Both thus have an effect on entrepreneurship.

8. It is possible that motivating elements will not be good, regardless of how good the entrepreneurial objectives are, and vice versa.

9. It suggests that limiting circumstances and entrepreneurial goals cannot be mutually exclusive. In other words, no matter how noble the intentions of the businessperson, the obstacles remain.

6.0 Conclusions

The researcher concluded that respondents were much affected on the different push factors on becoming an entrepreneur. Factors motivating individuals to become entrepreneurs were not very important to the students. In terms of factors hindering the respondents to become entrepreneurs were a serious problem. The external factors impeding the respondents' desire to launch their own businesses. There was a significant relationship between the entrepreneurial attitudes and intention of the respondent. The relationship between entrepreneurial intentions and motivational factors in terms of pull factors, have significant relationship and with regard to the relationship between entrepreneurial Intention and hindering factors, the entrepreneurial intention and hindering factors did not show any significant relationship.

7.0 Recommendations

Based on their findings and recommendations, the researcher offers (1) On the subject of talents, abilities, and attitudes: • Participants should be chosen based on their desire to launch a business rather than other qualities; • Segmentation can be based on participants' backgrounds and goals (for example, the scope of the project (2) On Financial support. Financial support should be adaptive to the context (person etc); The system should be sufficiently flexible to provide diversified financial support linked to the specific needs of the individual/ business owners, such as start-up seed capital, loans for companies to grow, etc., subsidies for technological development. Finance is not a substitute for having both a good idea and a go. (3) On the Networking. To inspire young people, networks require role models and mentors. It's crucial to integrate people with varied skill sets and personalities, even if they share similar interests. There should be a connection to professional help (4) On Policy design and delivery. Defined targets, outcomes, results, and indicators are crucial, and this should include mindset change even if it cannot be quantified during the project. There should be communication with the target group and stakeholders. (5) Organize leadership and financial literacy program to augment awareness in entrepreneurship and human relationship in business. Ultimately, OSY and Adult Learners must be given the opportunity to launch a business and invent whatever they choose. These OSY and Adult Learners should be empowered by the Local Government Unit and the community to pursue greater entrepreneurial possibilities.

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