

# Effectiveness of the Youth Entrepreneurship and Cooperativism in Schools

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**Abstract:** *Dep Ed Memo No. 56 s 2005, provides that Youth Entrepreneurship and Cooperativism in Schools (YECS) program must be strengthened in national high schools to a) enhance the culture and instill the values of entrepreneurship and the formation of ideas and habits of cooperation among students; b) develop the personal entrepreneurial competencies (PECs) of students in the operation of a micro-business cooperative; and c) help alleviate poverty and encourage long-range economic development in the countryside through career enhancement programs and provision of lifelong learning for productive living. This study assessed the level of effectiveness of the YECS Program of two National High Schools in the region and its relationship to the profile characteristics of respondents. Result showed that the YECS program is effective in the development of values, attitudes and entrepreneurial skills among their children. Teachers and administrators of the YECS have the burning desire to promote the program to the youth. The YECS is very effective in terms of the attainment of its goals and objectives. Female students are more interested and have higher confidence in the YECS. Parents, regardless of their characteristics appreciate the benefits provided by the YECS to their children; Younger teachers and administrators, singles and those who had more training are more confident and have stronger belief on the program. YECS must be sustained to train young entrepreneurs who will be ready for the Senior High School of the K12 and become self-employed and economically sufficient after finishing their education.*

**Index Terms—** entrepreneurship, cooperativism and entrepreneurial education, secondary education.

## I. INTRODUCTION

The Philippines is always confronted with the perennial problem of poverty and unemployment. Every year, colleges and universities nationwide produce graduates who cannot be accommodated to work because of the lack of employment opportunities, apart from the mismatch between the graduates the country have and the need of the industry. With the phenomenon of school drop-outs all over the country, the problems of poverty and unemployment prove to be circuitous.

DepEd Memo No. 56, series of 2005, prescribes to institutionalize Youth Entrepreneurship and Cooperativism in Schools (YECS) organizations among public and private high schools nationwide by establishing networks with private organizations and other government agencies having expertise in entrepreneurship and cooperativism; provide the students with specialized training and assistance on entrepreneurship and cooperativism for them to create their own sources of livelihood; expose the YECS members in different industries and technologies for them to create a base

for their own business ventures within the school or in the future. The YECS program aims to enhance the culture and instill the values of entrepreneurship and the formation of ideas and habits of cooperation among students; develop the personal entrepreneurial competencies (PECs) of students in the operation of a micro-business cooperative; and help alleviate poverty and encourage long-range economic development in the countryside through career enhancement programs and provision of lifelong learning for productive living.

In Tagudin National and Narvacan National Central High Schools, YECS was implemented even before the issuance of DepEd Memo # 56. It was part of the instructional activities of the Technology and Home Economics (THE) course required of the students from first to fourth year. The students were involved in either Canteen Management, broiler production and some on hog fattening projects. The program (YECS) was found beneficial to members because they could get from their accumulated share in times they need money for their costume during town fiesta, Junior-Senior Prom and for tuition fees. The profit is computed monthly and seventy percent (70%) of the net surplus is shared to the members based on the number of times they helped in the operation of the business. Involvement is indispensable factor in obtaining more profit share. Yet, some members are still hesitant to involve themselves in performing their duties. Hence, the members received unequal profit share. It is believed that there is a need to assess the effectiveness of involvement of the students in YECS to maximize participation to the optimum level.

The findings of this study will benefit institutions, individuals and curriculum advocates as benchmark in creating policies and interventions to promote entrepreneurship in the schools, as a guide in the preparation of operational manuals for effective YECS implementation, for teachers in the review their teaching content and methodologies and to aid them in devising strategies in guiding the students in the realization of the YECS programs and activities. The students, their parents and the community will gain awareness on the significance of entrepreneurship in schools as a means of producing additional income.

According to Dr. John Dewey (1859-1950) as cited by Damian (2013) pragmatism asserts that man and nature are interdependent. Nature is not something merely to be accepted and enjoyed by man, it is something to be modified and experimentally controlled. He explained further that learning by experiencing or reacting or doing in which learning and teaching must utilize the theory of self- activity. The economic theory of entrepreneurship states that entrepreneurship and economic growth take place when the economic conditions are favorable. Economic incentives are

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the main motivators for entrepreneurial activities. Economic incentives include taxation policy, industrial policy, sources of finance and raw material, infrastructure availability, investment and marketing opportunities, access to information about market conditions, technology and others. The sociological theory maintains that entrepreneurship is likely to get a boost in a particular social culture. Society's values, religious beliefs, customs, taboos influence the behaviour of individuals in a society. The entrepreneur is a role performer according to the role expectations by the society.

The psychological theory explains that entrepreneurship gets a boost when society has sufficient supply of individuals with necessary psychological characteristics. The psychological characteristics include need for high achievement, a vision or foresight, ability to face opposition. These characteristics are formed during the individual's upbringing which stress on standards of excellence, self reliance and low father dominance. The entrepreneurship innovation theory by Joseph Schumpeter who believes that entrepreneur helps the process of development in an economy, maintains that an entrepreneur is the one who is innovative, creative and has a foresight. According to him, innovation occurs when the entrepreneur introduces a new product, introduces a new production method, opens up a new market, finds out a new source of raw material supply, and introduces new organization in any industry. The theory emphasizes on innovation, ignoring the risk taking and organising abilities of an entrepreneur. Theory of high achievement or theory of achievement motivation advocated by McClelland identified 2 characteristics of entrepreneurship: Doing things in a new and better way and decision making under uncertainty. He stressed that people with high achievement orientation (need to succeed) were more likely to become entrepreneurs. Such people are not influenced by money or external incentives. They consider profit to be a measure of success and competency. According to McClelland's Motivation theory (Acquired Needs theory), a person has three types of needs at any given time, which are: need for achievement (get success with one's own efforts), Need for power (to dominate, influence others), and need for affiliation (maintain friendly relations with others). The need for achievement is the highest for entrepreneurs.

This study aimed to assess the level of effectiveness of the Youth Entrepreneurship and Cooperativism in School Program in two National High Schools of Ilocos Sur. Specifically, looked into the profile of the students, parent-respondents and the teacher/administrator-respondents and determined the level of effectiveness of YECS Program as perceived by the student-members in terms of the following: YECS' objectives, values, attitudes, and entrepreneurial skills. It also measured degree of relationship between the personal profiles of the members, parents, teachers/administrators to the level of effectiveness of the program.

The research was conducted in Academic Year 2013-2014 at the Tagudin National High School and Narvacan National Central High School of the Division of Ilocos Sur.

## II. METHODOLOGY

This study was conducted among 150 student-members and 150 parents of the Youth in Entrepreneurship and Cooperativism in School (YECS) Program in Narvacan National Central High School and Tagudin National High School, together with 2 YECS advisers and 9 teachers/administrators during the second semester for the School Year 2013-2014. This comprised a total of 311 respondents.

The questionnaire was the data collection instrument used in this investigation. Part I deals with the members', parents', teachers' and administrators' personal profile and part II measured the level of effectiveness of the involvement of the members in YECS Program.

The necessary permissions were sought from the Schools Division Superintendent, Division of Ilocos Sur, and from the two school principals of the target High Schools, as well as consent of the respondents

Using the pooled rating means, the quantitative values extracted from the respondents were assigned to corresponding ranges for statistical decisions and subsequently decoded into their matching descriptive ratings as follows:

Scale	Range	Descriptive Rating
5	4.20 – 5.00	Very Much Effective/Very strong
4	3.40 – 4.17	Much Effective/strong
3	2.60 – 3.39	Average
2	1.80 – 2.50	Fairly Effective/Weak
1	1.00 – 1.79	Poorly Effective/Very weak

The data gathered were arranged, tabulated and analyzed according to the objectives of the study. Frequency counts and percentages were employed in summarizing the distribution of the respondents according to their profile information. Means and weighted means were used to describe the level of effectiveness of the implementation of the YECS. The Pearson's r Correlation was used in determining the extent of relationships of the profile of the respondents with the level of effectiveness of the YECS program.

## III. RESULTS AND DISCUSSION

### *Profile of Students*

There are more female (96 or 64%) than male (54 or 36%) members of the YECS. Most of the respondents are 14-15 years of age and only 1 respondent belong to age bracket 10-11 and 24 are aged 12-13. There are 51% of the respondents who belong to the fourth year level and only 9% are first year students. The rests are second and third year students. There are 64 or 42% of the respondents who are eldest in the brood while only 45 or 30% are youngest children. There is one respondent who is the only child in the family. Almost all the students reside in the barangays with 144 or 96% of the respondents. The students are dominated by Roman Catholics (79 percent). The others are distributed among the different religions including Iglesia ni Cristo, Pentecosts, Jehovah's Witnesses, Protestants, Baptists, Born Again Christians and Church of Christ.

Most (35%) of the fathers have reached college level, 31% graduated in college and another 31% finished high

school. There are 44% of the mothers who graduated in college and only 27 percent have entered college but failed to finish their courses. Five of the mothers have had graduate and post graduate education. Farming is still the number one occupation of Fathers in Narvacan and Tagudin, Ilocos Sur. Privately employed and government employees follow with 19 and 11 percent, respectively. Most of the mothers of the respondents are laborers (29%). There are 22% who work in government while 5% work as employees in private agencies.

**Profile of Parents**

There are more females (103 or 68.7%) than males (47 or 31.3%) among the parent respondents. Most of the parents are middle aged (37-48 years old) and young parents (25-36 years old). Most of the parent respondents are married and only 3 or 2% are single. Most of the parents are Roman Catholics in terms of their religion. Most of the parent respondents reside in the barangays. A large number of the parents did not finish college. Only 5 (3.3%) reported that they graduated in college while 3 (2%) finished graduate studies (Masteral degrees). Majority (59 or 39.3%) of those who did not finish college, however, have entered the college level. Farming and housekeeping are the most common occupation. There is a relatively small number of parents who work in the government as there were only 30 or 20% of them.

**Profile of Teacher/Administrator Respondents**

There are more female teachers and administrators than males. YECS teachers, coordinators and administrators are relatively young between the age brackets of 25 to 48 years old. Most (72.73%) of the teacher-administrator respondents are married. Only one is single and two are widow or widowers. YECS teachers and administrators are mostly Roman Catholics. There are 2 of them who belong to the Iglesia ni Cristo. Just like the students, most of the teacher-administrators reside in the barangays. Most (63.64%) of the YECS teachers have been in the service for 5 years and below. There were 3 administrators who have been in service for more than 16 years. All the respondents are college graduates because it is the necessary preparation for their profession. There are 72.73% who attended only 1-3 seminars related to YECS on the Division level. There are 36.36% who attended at least 1-3 seminars on the regional level and 27.27% attended in national levels.

**Level of Effectiveness of YECS Program**

*Goals and objectives.* Both the students and the parents evaluated the level of effectiveness in terms of objectives as “much effective” with over-all ratings of 3.9 and 3.99, respectively. On the other hand, the administrators assessed the goals and objectives as “very much effective.” The objective that was rated “average” by both students and parents is: to expose in different industries and technologies in creating a base for their own business ventures within the school or in the future. The objectives rated “average” by the parents alone were: to explore the various business opportunities and make an intelligent choice of an entrepreneurial activity; to establish networks with private organizations and other government agencies having expertise in entrepreneurship and cooperativism; and to provide with specialized training and assistance on

entrepreneurship and cooperativism. The objectives that are rated fairly effective by the student-respondents include: to explore the various business opportunities and make an intelligent choice of an entrepreneurial activity; to establish networks with private organizations and other government agencies having expertise in entrepreneurship and cooperativism; and to provide with specialized training and assistance on entrepreneurship and cooperativism. The objective that received the highest mean rating of 4.7 (VME) from the teachers-administrators group is “to provide the life-long learning for productive living.”

*Values.* YECS aims to develop among students the values of honesty, patience, dependability, responsibility, trustworthiness, industry, hard work, helpfulness, cleanliness and orderliness and cooperation among others (DepEd, 2005). Table 1 shows that all the values identified were rated “very strong” except for dependability which was rated “strong” by the student respondents.

**Table 1. Level of Effectiveness of YECS Program in terms of values**

Values	Students		Parents		Administrators	
	Mean	DI	Mean	DI	Mean	DI
1. Honesty	4.78	VS	4.72	VS	4.70	VS
2. Patience	4.51	VS	4.49	VS	4.70	VS
3. Dependability	4.19	S	4.34	VS	4.60	VS
4. Responsible	4.62	VS	4.58	VS	4.60	VS
5. Trustworthy	4.69	VS	4.61	VS	4.70	VS
6. Industry	4.49	VS	4.49	VS	4.60	VS
7. Hard work	4.63	VS	4.58	VS	4.70	VS
8. Helpfulness	4.69	VS	4.59	VS	4.70	VS
9. Cleanliness and Orderliness	4.65	VS	4.47	VS	4.60	VS
10.Cooperation	4.68	VS	4.66	VS	4.60	VS
OVERALL MEAN	4.59	VS	4.55	VS	4.65	VS

This means that the respondents believed that the YECS program is very helpful in developing among the students the necessary values they need for life. This supports the theoretical concept of the Technology and Home Economics Program which states that THE is concerned with providing experiences in the various fields of work and occupations that will develop in the individual the skills, knowledge, appreciation and values necessary for effective daily living.

*Attitudes.* All the listed attitudes considered for study are rated “Very Strong” by all the groups of respondents, except for calculated risk-taking which is similarly rated as “strong” by the students and the parents.

**Table 2. Level of Effectiveness of YECS Program in terms of attitudes**

Attitudes	Students		Parents		Administrators	
	Mean	DI	Mean	DI	Mean	DI
1. Interest	4.56	VS	4.50	VS	4.38	VS
2. Determination	4.46	VS	4.45	VS	4.38	VS
3. Need for Achievement	4.29	VS	4.20	VS	4.25	VS
4. Taking Initiative	4.16		4.37		4.38	



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		S		VS		VS
5. Calculated Risk-Taking	4.09	S	3.99	S	4.38	VS
6. Creativity and Innovativeness	4.29	VS	4.21	VS	4.28	VS
7. Leadership	4.44	VS	4.40	VS	4.50	VS
8. Commitment	4.35	VS	4.26	VS	4.50	VS
9. Confidence	4.31	VS	4.32	VS	4.50	VS
10. Ability to Convince	4.32	VS	4.09	S	4.48	VS
11. Good decision-making	4.34	VS	4.32	VS	4.60	VS
<b>OVERALL MEAN</b>	<b>4.33</b>	<b>VS</b>	<b>4.28</b>	<b>VS</b>	<b>4.42</b>	<b>VS</b>

*Entrepreneurial Skills.* The level of effectiveness of the YECS program in terms of entrepreneurial skills is “very strong” as rated by the three groups of respondents. Networking skills is “average” while conflict management is strong as perceived by the students. All the other skills are “very strong.”

**Table 3. Level of Effectiveness of YECS Program in terms of entrepreneurial skills**

Entrepreneurial Skills	Students		Parents		Administrators	
	Mean	DI	Mean	DI	Mean	DI
1. Communication Skills	4.35	VS	4.16	S	4.50	VS
2. Presentation Skills	4.21	VS	4.13	S	4.18	S
3. Conflict Management	4.10	S	4.09	S	4.18	S
4. Problem Solving	4.24	VS	4.14	S	4.38	VS
5. Assertiveness	4.21	VS	4.07	S	4.28	VS
6. Interpersonal Skills	4.29	VS	4.20	VS	4.38	VS
7. Time Management	4.22	VS	3.93	S	4.50	VS
8. Networking Skills	2.76	A	3.19	A	4.38	VS
9. Teamwork	4.38	VS	4.31	VS	4.60	VS
10. Leadership	4.47	VS	4.40	VS	4.50	VS
<b>OVERALL MEAN</b>	<b>4.12</b>	<b>S</b>	<b>4.06</b>	<b>S</b>	<b>4.39</b>	<b>VS</b>

The respondents believed that the YECS program is very helpful in developing among the students the necessary entrepreneurial skills they need. Again, this supports the objective of the Technology and Home Economics Program on providing experiences in the various fields of work and occupations that will develop in the individual the skills, knowledge, appreciation and values necessary for effective daily living.

The above findings support that of Surangi and Gajanayake (2008) that business start-ups in the university helps develop the proper attitudes towards entrepreneurship and a better appreciation of the entrepreneurial activities.

Further, Pilotin (2008) reported that equipping students with the essential skills for jobs will enable them to adapt to the changing jobs and environment. The research result corroborates with the above findings because it pointed out that YECS develop the needed leadership skills and decision making skills of the students for them to be resilient in the future.

*Relationship between Personal Profile of Respondents and the Level of Effectiveness of YECS*

Sex is the only profile of the student respondents that has manifested significant relationship with the level of effectiveness of the YECS program. All the other profiles exhibit almost negligible to slight correlations but to an insignificant extent which means that these do not have any influence on the perceptions of the respondents.

No significant relationships are observed between the personal profile of the parents and their perceptions on the effectiveness of YECS.

School, age, civil status and number of trainings attended manifest significant relationships with the level of effectiveness of YECS. School caused marked or substantial positive correlation with values. Age exhibits high to very high level but negative correlation to values.

**Table 4. Correlation coefficients of the personal profile of the students and the level of effectiveness of YECS**

Profiles of the Students	Computed r			
	Goals and Objectives	Values	Attitudes	Entrepreneurial Skills
Sex	0.182*	0.112	0.155	0.178*
Age	-0.082	0.127	0.076	0.064
Year Level	-0.086	0.088	0.028	0.041
Number of Siblings	0.081	0.016	-0.012	0.042
Religion	-0.074	0.096	0.042	0.126
Place of Residence	0.056	-0.148	-0.115	-0.110
Educational Attainment of Father	-0.076	-0.014	-0.070	-0.047
Educational Attainment of Mother	0.014	-0.039	-0.144	-0.009
Occupation of Father	0.103	-0.067	-0.010	-0.079
Occupation of Mother	-0.080	0.092	-0.002	0.067

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

Civil status has substantial negative correlation with attitudes. The number of trainings and seminars attended by the teachers/administrators manifest high to very high positive correlation to goals and objectives and has a substantial positive correlation to entrepreneurial skills.

The result of the study implies that YECS is very effective in terms of the attainment of its goals and objectives, as well as in the development of values, attitudes and entrepreneurial skills.

Sex of students is directly correlated to the effectiveness of the YECS. Female students are more interested and have higher confidence in the YECS. Parents, regardless of their characteristics appreciate the benefits provided by the YECS to the children.

Age, sex of teachers, years of experience and relevant trainings are the factors positively correlated to effectiveness of YECS. Younger teachers and administrators, singles and those who had more training are more confident that YECS is an effective strategy for the development of entrepreneurial values, attitudes and skills.

#### IV. CONCLUSION AND RECOMMENDATIONS

YECS is very effective in terms of the attainment of its goals and objectives, as well as in the development of values, attitudes and entrepreneurial skills. Female students are more interested and have higher confidence in the YECS. Parents, regardless of their characteristics appreciate the benefits provided by the YECS to the children.

Age, sex of teachers, years of experience and relevant trainings are the factors positively correlated to effectiveness of YECS which means that younger teachers and administrators, singles and those who had more training are more confident that YECS is an effective strategy for the development of entrepreneurial values, attitudes and skills.

To enhance the effectiveness of YECS as a program in the Narvacan National Central High School and Tagudin National High School it is recommended that schools should encourage more participants in the lower year levels while sustaining the interests of the third year and fourth year students by exposing them to entrepreneurial activities as varied as possible. Parents must be involved in planning the YECS activities and be well-informed of their children's performances. Continuous trainings and updating of YECS advisers and administrators must be institutionalized. Close supervision, strict monitoring and evaluation must be practiced to ensure that the students develop the correct values, attitudes and skills necessary for a successful entrepreneur. Provisions of DepEd Order No. 56, series of 2005 must be strictly implemented. YECS must be sustained in the Narvacan National Central High School, Tagudin National High School and in all other national high schools as a training ground for young entrepreneurs who will be ready for the K+12 Senior High and eventually become self-employed and economically sufficient after finishing education.

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**Dr. Gloria D. Tuzon** holds a degree of Doctor of Philosophy in Technological Education and Management as Outstanding Academic Performance Awardee. She is at present the Executive Dean of the Ilocos Sur Polytechnic State College North Cluster Campus and a former Dean of the Graduate School. Her research works focused on the development of food processing technologies and strategies on quality assurance for food processing SMEs. She has presented papers in national and international fora including among others the Asean Regional Association of Home Economics (ARAHE) International Conference in Kuala Lumpur Malaysia, Nakem International Conference at the University of Hawaii at Manoa, Hawaii, BIZMATOUR International Conference in Melacca, Malaysia and the Technology Education Assessment and Management (TEAM) International Conference sponsored by the University of Guam and the Western Palawan University, Philippines. She is a lifetime member of NAKEM Philippines, regular member of Philippine Association of Home economics in State colleges and Universities (PAHESCU), Asian Educational Researchers Association (AERA). She holds an academic rank of an Associate Professor, handling Rural/Community Development courses in the Graduate School and an accredited AACUP Accreditor. She has published several articles in local and regional circulations and her research paper "Strengthening Strategies for Bagnet and Longanisa SMEs" is published in the Advance Science Letters 2015, an international online publication. She is also editor of the newsletter of the Office of the College President, ISPSC. Her 36 years in government service were all in the academe where she started as a secondary school teacher. She is a consultant to food processing enterprises/center and conducts skills training on food processing and seminars on Good Manufacturing Practice (GMP) in the communities as her regular extension work.

**Mrs. Felicisima M. Asistin** is a woman who is contributing laudable service to her fellowmen in the best way she can through her chosen profession that she is now pursuing with diligence and professionalism. She holds a BS degree in Agricultural Education major in Agronomy and minor in Animal Husbandry and also finished the Master of Science in Education. She is at present the Head of the Technology and Livelihood Education Department of Narvacan National Central High School. With her patience and loyal services to her job, she was sent to attend seminar on Youth Entrepreneurship and Cooperativism in School Program and was assigned as moderator from 2002 to 2013. Thousands of students were benefited from this DepEd program, from which she was given a Certificate of Recognition from the Division Office of Ilocos Sur for implementing and maintaining the YECS.