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Effectiveness of the "Be Your Own Boss" Program among Alternative Learning Systems (ALS) Learners in Cebu City

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Abstract. Entrepreneurship plays a vital role in driving economic development, serving as a catalyst for job creation, wealth generation, and improvements in living standards. By fostering a spirit of competition, entrepreneurship enhances the quality of products and services while also diversifying the economic landscape, making it more resilient and innovative. In Cebu City, the Alternative Learning System (ALS) has introduced the "Be Your Own Boss" (BYOB) program, specifically designed to empower ALS learners with essential entrepreneurial knowledge and skills. To assess the program's effectiveness, researchers employed a quantitative, experimental research approach. The study involved two hundred thirteen (213) ALS students and ten (10) dedicated ALS teachers from various public schools within the Cebu City Division. The research used a self-administered survey questionnaire meticulously designed to assess participants' entrepreneurial knowledge, skills, and attitudes. Various statistical methods were applied to analyze the data collected. The findings revealed significant improvements in ALS learners' entrepreneurial knowledge, skills, and attitudes following their participation in the BYOB program, with all p-values < 0.01. This indicates that the program effectively addresses existing gaps in entrepreneurial education within ALS, equipping learners with crucial skills needed for self-employment and economic progress. The research strongly advocates for the continued expansion of the BYOB program throughout ALS centers in Cebu City. This strategic initiative is expected to not only bolster learners' entrepreneurial capabilities but also create enduring opportunities for self-reliance and sustainable income generation. Moreover, it is imperative to implement the proposed interventions to ensure the ongoing growth and success of this impactful project.

Keywords: Alternative Learning System (ALS); Be Your Own Boss (BYOB); Cebu City; Education; Entrepreneurship

Introduction

Entrepreneurship is a dynamic process that involves creating, managing, and growing new ventures by bringing innovative products, services, or ideas to market. It is crucial to economic development, serving as a powerful engine for job creation, wealth generation, and improved living standards. During the pandemic, companies efficiently deployed their remaining financial resources and investments to maintain and refine their strategies to accelerate recovery, thereby becoming financially resilient (Sasan et al., 2022). Entrepreneurial activities, such as innovation, risk-taking, and the exploitation of opportunities, contribute significantly to economic growth and job creation (Pinelli et al., 2021).

The role of entrepreneurship in driving competition and improving goods and services is well-documented. Soesanto et al. (2024) argued that it diversifies the economy by introducing new industries, reducing dependence on traditional sectors, mitigating economic risks, and fostering stability. Additionally, entrepreneurship facilitates social change by addressing unmet needs and resolving societal issues, such as through social entrepreneurship, which supports sustainable development (Bansal et al., 2019). The entrepreneurial mindset encourages innovation and self-reliance, which are key to maintaining long-term economic competitiveness.

In today's global economy, entrepreneurship is widely recognized as a key driver of economic development and societal progress, particularly through job creation, income generation, and poverty reduction (Rahmawati, 2025; Galindo-Martín, 2020; Anjum & Kumar, 2024). Similarly, Mishra et al. (2023) indicated that entrepreneurs at the forefront of adapting to emerging technologies and market changes benefit from recognizing market opportunities and driving performance advantages. Also, aspiring entrepreneurs, as noted by Buitrago et al. (2022), pointed out that students should set goals and be information seekers, as strong entrepreneurial competencies contribute to the development of an

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Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

entrepreneurial mindset. However, these benefits may yield diminishing returns, especially if these individuals face ongoing challenges. For instance, Zamora et al. (2022) noted in their study that the biggest financial challenge students face is earning extra income but being unable to pay their bills. These hindrances are not only affecting their academic performance but also their vision of becoming entrepreneurs. Even teachers, who are viewed by society as well-educated human beings, faced common barriers, such as insufficient savings and a lack of a savings strategy. Furthermore, despite the obstacles mentioned that affect individuals' paths to wealth, entrepreneurship remains essential for creating opportunities and driving a dynamic economy.

The growing focus on economic sustainability has led educational institutions and organizations to promote initiatives encouraging entrepreneurship among students and young adults. One such initiative is the Be Your Own Boss (BYOB) program, which aims to develop entrepreneurial skills among learners in the Alternative Learning System (ALS). This program is part of the USAID Opportunity 2.0 initiative, a five-year project (2020-2025) that equips ALS learners with the skills they need to succeed in the Philippine workforce.

The ALS system is a critical pathway for out-of-school youth and adults in the Philippines, providing basic education and functional literacy. However, despite gaining foundational skills, many ALS graduates struggle to secure stable employment due to socioeconomic barriers and a competitive labor market. Entrepreneurship offers a potential solution by providing ALS learners an alternative route to economic empowerment and self-reliance.

The BYOB program aimed to bridge the gap between education and economic opportunity by providing ALS learners with the skills to start and sustain their businesses. The program empowers learners to become self-employed and improve their socio-economic conditions through theoretical learning, practical exercises, mentorship, and access to micro-financing.

While the BYOB program holds great promise, it needs a comprehensive evaluation to assess its effectiveness. Existing studies on ALS programs primarily focus on literacy and educational outcomes, with little attention to economic empowerment initiatives such as BYOB. Assessing the effectiveness of this program is essential to understanding its impact on the entrepreneurial skills and financial well-being of ALS learners.

This study aimed to fill that gap by providing empirical evidence of the BYOB program's effectiveness. It helped stakeholders make informed decisions regarding program implementation, improvement, and scalability. By assessing the impact of BYOB on learners' entrepreneurial competencies, business success rates, and socio-economic status, this research will contribute to the development of more effective educational and economic empowerment strategies for marginalized communities.

Furthermore, the findings highlighted the BYOB initiative's achievements and challenges and offer actionable recommendations to enhance its implementation. This will create a framework for future entrepreneurship programs for marginalized groups, especially ALS learners.

Research Questions

This study evaluated the effectiveness of the "Be Your Own Boss" (BYOB) program in enhancing learners' entrepreneurial skills in the Alternative Learning System (ALS) in selected public schools of Cebu City during the school year 2024-2025, as a basis for an Intervention Scheme.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondent groups in terms of:
2. Learners
    2.1.1. sex;
    2.1.2. age; and
    2.1.3. socio-economic status;
    2.2. Teachers
    2.2.1. sex;
    2.2.2. age;
    2.2.3. position/designation; and
    2.2.4. highest educational attainment?
3. What is the degree of entrepreneurship of the ALS learners before and after completing the BYOB program in terms of
    3.1. knowledge;
    3.2. skills, and
    3.3. attitude?
4. Is there a significant difference in the degree of entrepreneurial knowledge, skills, and attitude of the ALS learners before and after completing the BYOB program?
5. What is the perception of the ALS teachers after the implementation of the BYOB program as to:

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

5.1. the extent of delivery;
5.2. degree of practice?

Scope and Delimitation of the Study

This study conducted a thorough assessment of the effectiveness of the "Be Your Own Boss" program, specifically targeting Alternative Learning Systems (ALS) learners in Cebu City. The primary aim was to evaluate changes in participants' entrepreneurial knowledge, skills, and attitudes before and after the intervention program. To gather meaningful insights, the study focused on a diverse group of respondents, including both ALS learners and their teachers, who play a crucial role in facilitating the program's objectives. This approach enabled a comprehensive understanding of the program's impact not only on students but also on the educators who guide and support them throughout the learning process.

Literature Review

This study assumes that understanding the interplay between ALS learners' entrepreneurial knowledge and skills in selected public schools in Cebu City will improve the Be Your Own Boss (BYOB) program and ensure it meets the requirements to guide ALS learners in considering entrepreneurship.

This study is anchored in a robust theoretical framework that examines the effectiveness of the "Be Your Own Boss" (BYOB) program within the Alternative Learning System (ALS). It draws inspiration from the Knowledge, Skills, and Attitude model, which is intricately connected to Bloom's Taxonomy of Educational Objectives (1956), the enhancements made by Krathwohl, Bloom, and Masia in 1964, and McClelland's Competency Theory, established in 1973. This convergence of educational theories not only highlights the BYOB program's comprehensive approach but also underscores its potential to empower participants with essential competencies for entrepreneurial success.

The KSA model traces its conceptual roots to Bloom's Taxonomy of Educational Objectives (1956), which classifies learning outcomes into three domains, including cognitive, affective, and psychomotor. The cognitive domain (knowledge) focuses on intellectual abilities such as comprehension, application, and analysis of concepts. In the context of the BYOB Program, this involves learners' understanding of the fundamentals of entrepreneurship, business planning, and financial management. The psychomotor domain (skills) pertains to the ability to apply learned concepts through action-oriented tasks. This reflects how learners translate entrepreneurial ideas into practice, such as designing a business proposal or conducting a simple market activity. Lastly, the affective domain (attitude), later elaborated by Krathwohl, Bloom, and Masia (1964), emphasizes values, motivations, and emotional dispositions toward learning and performing tasks. In this study, attitude is reflected in learners' confidence, persistence, and enthusiasm toward entrepreneurship.

Moreover, McClelland's Competency Theory (1973) reinforces the KSA framework by asserting that job and performance effectiveness are determined not merely by intellectual ability but by competencies, an integration of knowledge, skills, and attitudes relevant to one's role or goal. McClelland introduced the idea that motivation and attitudinal attributes, such as achievement orientation and self-efficacy, are central to entrepreneurial success. In this context, the BYOB Program not only aims to impart business knowledge but also to cultivate entrepreneurial competencies that combine technical skills with a strong entrepreneurial mindset.

Anchoring this study in the KSA framework is highly relevant, as the Be Your Own Boss (BYOB) Program is designed to develop holistic entrepreneurial competence among ALS learners. The program enhances knowledge by teaching business concepts and entrepreneurship principles, builds skills through hands-on activities and business simulations, and strengthens attitudes by fostering confidence, self-reliance, and risk-taking behavior. The observed improvement in entrepreneurial attitude after the program reflects development in the affective domain, indicating the learners' readiness to engage in entrepreneurial ventures.

Therefore, the KSA model provides a solid theoretical lens for understanding how entrepreneurship education influences behavioral change and competency development. It explains how ALS learners, through exposure to BYOB's experiential and participatory learning strategies, transition from passive recipients of knowledge to active, self-motivated individuals capable of making entrepreneurial decisions and innovating. By integrating cognitive, psychomotor, and affective learning, the BYOB Program aligns with the KSA framework's ultimate goal: to produce well-rounded individuals who know, can do, and value entrepreneurship as a pathway to personal and community development.

Republic Act 11510: This law, also known as the Implementing Rules and Regulations of the Alternative Learning System Act, aims to institutionalize and strengthen the ALS program in the Philippines, providing flexible and inclusive education for out-of-school youth and adults. It mandates that the

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

government enhance access to quality primary education through non-formal and informal learning pathways that are responsive to learners' needs, including life skills, employability, and entrepreneurship. The legislation guarantees continuous financial support, well-prepared teachers, and necessary materials to assist individuals with ALS. It offers a brighter outlook for underserved students by empowering them with the expertise needed for personal growth and economic involvement.

DepEd Order No. 13, s. 2019: This order provides guidelines for implementing the enhanced Alternative Learning System (ALS) 2.0 in the Philippines. It aims to improve ALS access, quality, and relevance, targeting out-of-school youth and adults. The directive underlines the importance of adaptable learning methods, fostering skill acquisition, and adhering to the K to 12 Curriculum. It underscores the significance of competency-driven initiatives to improve job prospects and entrepreneurial skills, ensuring that ALS students receive an education that bolsters their financial and personal advancement.

DepEd Regional Memorandum No. 1051, s. 2023: This memorandum is the Dissemination of DEPED Memorandum DM-CT-2023-366, Re: Implementing Guidelines for the Limited Scale-Up of the Pilot Implementation of Work-based Learning (WBL) and Be Your Own Boss (BYOB) in the Alternative Learning System (ALS). This memo focuses on empowering underprivileged young people outside the traditional school system by equipping them with the skills and competencies to start their own businesses. Our goal is to impart valuable job-related skills and instill in them the essential values and work ethic required to become integral contributors to their local economies and communities.

Entrepreneurial education has gained significant attention for its role in developing the skills necessary for successful business ventures. As per Wei et al. (2019), entrepreneurial education fosters skills such as opportunity recognition, risk management, and innovation. This type of education is crucial for individuals needing more traditional educational and employment opportunities. Moreover, university entrepreneurship education strengthens entrepreneurial competence/abilities, including opportunity recognition, business planning, and problem-solving (Lv et al., 2021; Aboobaker & D, 2020).

A study highlights that entrepreneurial education programs integrating practical experiences, such as business simulations and mentorship, are more effective at developing entrepreneurial skills than purely theoretical approaches (Jardim et al., 2021). In blended entrepreneurial programs, personal attributes like entrepreneurial passion are just as crucial as the curriculum (Cordero et al., 2023). These personal qualities increase the likelihood that students will develop entrepreneurial intentions. These findings suggest that the BYOB program's inclusion of practical exercises and mentorship is aligned with best practices in entrepreneurial education.

ALS offers educational opportunities to out-of-school youth and adults who cannot attend formal education. According to a 2021 USAID article, USAID and DepEd ALS have collaborated to enhance second-chance education systems in the country, particularly amid the challenges posed by the COVID-19 crisis, which unfortunately hindered the progress of many ALS learners and graduates. Additionally, through USAID Opportunity 2.0, DepEd ALS has created and distributed numerous ALS life skills modules and learning kits, benefiting over 16,000 out-of-school youth nationwide. Furthermore, ALS teachers who have completed the new USAID training will receive instructional materials, such as facilitator guides and learner handbooks, along with coaching and mentoring to help them introduce the latest content in their respective communities over the coming months.

ALS programs often face challenges integrating vocational and entrepreneurial training due to resource constraints and curriculum limitations. In fact, adapting vocational entrepreneurship training to local conditions and engaging local stakeholders can empower individuals, promote economic development, and cultivate thriving entrepreneurial ecosystems across diverse regions (Luqman & Sugiarto, 2022). Also, vocational school teachers face challenges in implementing educational technology, such as time constraints, inadequate training, and limited technical support (Basuki et al., 2024). Thus, the BYOB program addresses these challenges by offering a structured entrepreneurial curriculum within the ALS framework, thereby enhancing its effectiveness in fostering self-employment among learners.

Impact of Entrepreneurial Programs on Socio-Economic Status

A robust education system encompassing mandatory entrepreneurship courses is crucial for economic development, business success, and societal advancement. In fact, in other countries, such as China, more or better entrepreneurship education is linked to higher entrepreneurial self-efficacy, competence, and intention to start a business (Mei et al., 2020; Ahmed et al., 2020). The relationship between entrepreneurial education and socio-economic improvement has been a subject of interest in different studies. According to Wang et al. (2023), prioritizing entrepreneurship education positively affects entrepreneurial intentions and self-efficacy, both of which are crucial aspects of entrepreneurship. Another study found that entrepreneurship education at universities improves entrepreneurial competence, thereby

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

mediating the relationship between entrepreneurship education and entrepreneurial intention among college students (Lv et al., 2021). The academic argument above aligns with the BYOB program's objective: to enhance the socio-economic standing of individuals enrolled in ALS by providing opportunities for economic advancement and social empowerment.

The Be Your Own Boss (BYOB) program is designed to empower learners with ALS by providing comprehensive skills, knowledge, and resources to successfully launch and manage their own businesses. This initiative emphasizes entrepreneurship as a viable pathway for personal and professional growth, supporting individuals in overcoming the challenges of starting their ventures. Participants in the BYOB program receive training in various aspects of business development, including market research, financial planning, marketing strategies, and operational management. This multifaceted approach not only prepares individuals to navigate the complexities of entrepreneurship but also fosters innovation and self-sufficiency. Given the program's significant impact, it is crucial to conduct further research on its effectiveness and explore additional ways to enhance support for aspiring business owners within the ALS community.

Challenges in Implementing Entrepreneurial Programs

The high unemployment rate stems from a substantial proportion of high school graduates choosing not to pursue further education, leaving them less competitive in the job market. Consequently, all educational tiers must integrate an entrepreneurship curriculum to equip students with the necessary skills to become successful entrepreneurs in the future. In fact, universities offering entrepreneurship education programs to students have been observed to improve entrepreneurial competence and skills, which in turn raise entrepreneurial intention and support future entrepreneurial activity (Lv et al., 2021; Yousaf et al., 2021). Also, disadvantaged and “missing” entrepreneurs often struggle to access financial markets/credit, especially at the start-up stage (O’Brien & Cooney, 2024; Asri et al., 2025). Other challenges in implementing entrepreneurial programs for marginalized populations include a lack of support networks (Emon & Nipa, 2024) and insufficient entrepreneurial experience (Kumar, 2024; Habib & Cooney, 2025). A study found that implementing school entrepreneurship programs is crucial to combating high unemployment and advancing the economy. However, it faces challenges related to students' mindsets, creativity, and infrastructure (Sriwahyuni et al., 2023). The BYOB program aimed to address these challenges by offering micro-financing opportunities and a support network. Understanding these challenges is crucial for evaluating the program's effectiveness and identifying areas for improvement.

Methodology

Research Design

This study employed a one-group pretest-posttest design. This study examined ALS learners' entrepreneurial knowledge and skills before and after the implementation of the "Be Your Own Boss" (BYOB) program. Also, to evaluate the effectiveness of the "Be Your Own Boss" (BYOB) program for ALS learners, inferential statistics were used to determine whether the results were significant before and after implementation.

Research Locale

The research was conducted in Cebu City, a major urban center in the Philippines known for its vibrant economy and diverse educational institutions. The study will focus on specific schools in Cebu City that have implemented the "Be Your Own Boss" (BYOB) program as part of their ALS curriculum. These schools will serve as primary research sites, providing a controlled environment for assessing the program's impact on learners. The participating schools are part of the ALS network and have integrated the BYOB program into their curriculum to enhance entrepreneurial skills among out-of-school youth and adults. These schools have been selected based on their active implementation of the BYOB program, including its curriculum, training modules, and support mechanisms.

Research Participants

The respondents of this study were Alternative Learning System (ALS) learners and teachers from selected public schools in Cebu City, Philippines. The researchers employed convenience sampling in selecting four participating schools, which were anonymized as Schools A, B, C, and D to ensure confidentiality and protect institutional identity. From a total population of 475 ALS learners across the four schools, the sample size was determined using the Raosoft Sample Size Calculator with a 95% confidence level and a 5% margin of error, resulting in 213 randomly selected learner-respondents who represented the study’s population. In terms of distribution, School A had 77 respondents (36%), School B had 48 respondents (22.31%), School C had 38 respondents (18.10%), and School D had 50 respondents (23.57%), totaling 213 learners or 100% of the sample. For the ALS teachers, the study included a total of 10

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

respondents drawn from the same four schools. School A contributed 3 teachers (30%), School B had 2 teachers (20%), School C had 3 teachers (30%), and School D had 2 teachers (20%), comprising the complete population of ALS teachers in the selected schools. Since the total number of ALS teachers in the division was limited to ten (10), a complete enumeration or universe sampling was employed, ensuring that all eligible teachers were included in the study. The selection of ALS learners was guided by the following inclusion criteria: (1) they must be currently enrolled as ALS learners in public schools in Cebu City during the Academic Year 2024–2025; (2) their parents or guardians were properly informed about the study and signed the required informed consent form; and (3) both learners and their guardians voluntarily agreed to participate in the research. On the other hand, ALS teachers were included based on these criteria: (1) they must be currently employed in public schools in Cebu City for the Academic Year 2024–2025; (2) they are actively handling ALS classes; and (3) they willingly consented to participate in the data-gathering process.

Research Instrument

The researchers used a custom-made tool to assess ALS learners' entrepreneurial knowledge and skills before and after the implementation of the BYOB program. This tool comprises demographic profiles, items on entrepreneurial knowledge, and items on entrepreneurial skills. These components will determine the respondents' entrepreneurial knowledge and evaluate the effectiveness of the "Be Your Own Boss" (BYOB) program. Furthermore, this tool features introductory items for respondents and Likert-scale items, which will be administered before and after the program, during class, or at designated times. To ensure the tool was accurate, the self-made instrument underwent a content validity test conducted by three experts: one from the ALS department, another from the division office, and the third, a research practitioner. Also, to ensure that the tool is reliable, the researchers conducted a pilot test on twenty (20) ALS students, and after using Cronbach's alpha, the results obtained a 0.91 score, indicating that the tool has a very reliable internal consistency.

Data Gathering Procedure

The research started by obtaining the necessary approvals and consent. The researchers sent formal letters to the principals of selected public schools implementing the BYOB program to request permission to participate in the study. Parents or guardians of minor ALS learners were required to provide written consent. Once approvals are in place, data collection will involve administering pre-test surveys to ALS learners before the BYOB program begins and post-test surveys afterward to assess respondents' entrepreneurial knowledge.

Results and Discussions

Research Question 1: **What is the profile of the respondent groups in terms of learners sex, age, and socio-economic status and teachers' sex, position/designation, and highest educational attainment?**

Table 1. Demographics Profile of the ALS Learners

Sex	**Frequency Count (f)**	**Percentage (%)**
Male	120	56.34
Female	93	43.66
Total	**213**	**100**
Age	**Frequency Count (f)**	**Percentage (%)**
16-20 years old	52	24.41
21 years old and above	161	75.59
Total	**213**	**100**
Socio-economic Status	**Frequency Count (f)**	**Percentage (%)**
Low Income but Not Poor	185	86.85
Lower Middle Class	28	13.15
Total	**213**	**100**

Table 1 presents the demographic characteristics of ALS learners. Regarding their sex profile, half of the respondents are male, and almost half are female. It shows that, from their sex profiles, the distribution of the survey questionnaire was done correctly since it represents practically the same sex profile as the ALS learners. Also, regarding the respondents' age profile, most are 21 years or older (75.59%), while those aged 16-20 years account for 24.41%. This implies that most ALS learners are adults. Ultimately, the respondents'

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

socioeconomic status shows that the majority are labeled “Low Income but Not Poor” (86.85), and the rest are labeled “Lower Middle Class” (13.15). The demographic profile of ALS learners reveals important implications for program planning and delivery. The predominance of male learners, the large proportion of adults aged 21 and above, and the concentration of learners from low-income households indicate that ALS serves individuals who are most vulnerable to school dropout and economic disadvantage. These characteristics suggest a need for flexible, livelihood-oriented, and gender-responsive learning interventions that address work commitments, family responsibilities, and financial constraints. The profile further implies that ALS should continue to strengthen guidance, psychosocial support, and employability skills training to sustain motivation among adult and economically disadvantaged learners. Overall, the data confirm that ALS functions as a vital second-chance education program, and its strategies must be aligned with the unique needs of older, male, and low-income participants to improve participation, retention, and completion outcomes.

Table 2. Demographics Profile of the ALS Teachers

Sex	**Frequency Count (f)**	**Percentage (%)**
Male	3	30
Female	7	70
Total	**10**	**100**
Age	**Frequency Count (f)**	**Percentage (%)**
41-45 years old	1	10
46 years and above	9	90
Total	**10**	**100**
Position/Designation	**Frequency Count (f)**	**Percentage (%)**
Teacher I-III	8	80
Master Teacher I-II	2	20
Total	10	100
Highest Educational Attainment	**Frequency Count (f)**	**Percentage (%)**
Bachelor’s Degree	3	30
Master’s Degree (with units)	5	50
Master’s Degree (full pledged)	2	20
Total	**10**	**100**

Table 2 presents the demographic profile of the ALS teachers, along with the frequency counts and corresponding percentages. Regarding sex profile, most respondents are female (70%), while males constitute only 30% of the sample. This means that many of the participants in this study's data collection are females. Also, 90 percent of the respondents are 46 years old and above, and only ALS teachers belong to the 41-45 years old age group. This implies that ALS teachers who participated in the study are seasoned teachers with extensive teaching experience. Additionally, most of the respondents were Teacher I-III, and some of them (20%) were Master Teachers in the Department of Education—Cebu City Division. Finally, half of the respondents (50%) already have units in their master's degree, indicating that these ALS teachers are engaging in professional development while guiding ALS students to become valuable Filipino citizens. The demographic profile of the ALS teachers has significant implications for program delivery. The predominance of female teachers suggests that nurturing, supportive teaching dynamics may characterize the learning environment, thereby enhancing learner engagement and comfort. The age distribution, with 90% aged 46 and above, suggests a highly experienced, professionally mature workforce, likely with strong classroom management skills and a dedication to service, while also highlighting the need for succession planning and encouraging younger educators to sustain program continuity. The fact that most teachers hold positions at Teacher I–III indicates that many are in the early to mid-stages of their career progression, offering opportunities for professional development, promotion, and capacity building. Half of the individuals have completed some coursework towards a master’s degree, and 20% have fully earned their master’s degree. This shows a strong educational background that helps ensure quality teaching, effective teaching methods, and successful implementation of ALS.

***Research Question 2*: What is the degree of entrepreneurship of the ALS learners before and after completing the BYOB program in terms of knowledge, skills, and attitude?**

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

Table 3. Entrepreneurial Knowledge Before and After the BYOB Program

	Entrepreneurial Knowledge	Before Weighted Mean	Interpretation	After Weighted Mean	Interpretation
1.	I understood the fundamental concepts of entrepreneurship, including innovation and business creation.	1.80	Slightly Knowledgeable	3.13	Moderately Knowledgeable
2.	I was knowledgeable about the various stages of business development, from idea generation to market entry.	2.27	Slightly Knowledgeable	3.18	Moderately Knowledgeable
3.	I understood different business structures (e.g., sole proprietorship, partnership, corporation) and their implications.	2.11	Slightly Knowledgeable	3.35	Highly Knowledgeable
4.	I knew the steps to register and legally establish a business.	2.05	Slightly Knowledgeable	3.15	Moderately Knowledgeable
5.	I was familiar with the principles of market research and how to identify target markets.	1.82	Slightly Knowledgeable	3.07	Moderately Knowledgeable
6.	I understood the basics of financial planning, including creating budgets, preparing profit and loss statements, and conducting cash flow analyses.	1.95	Slightly Knowledgeable	3.17	Moderately Knowledgeable
7.	I knew effective pricing strategies and their impact on profitability.	2.56	Moderately Knowledgeable	3.35	Highly Knowledgeable
8.	I was aware of the critical elements of a business plan, including executive summary, market analysis, and financial projections.	1.92	Slightly Knowledgeable	2.94	Moderately Knowledgeable
9.	I understood the role of customer relationship management (CRM) in maintaining customer loyalty and driving sales.	2.06	Slightly Knowledgeable	3.16	Moderately Knowledgeable
10.	I had knowledge of ethical considerations and social responsibility in business practices.	2.08	Slightly Knowledgeable	3.12	Moderately Knowledgeable
	Grand Weighted Mean	**2.06**	**Slightly Knowledgeable**	**3.16**	**Moderately Knowledgeable**

Table 3 illustrates how ALS learners' entrepreneurial knowledge evolved following participation in the BYOB program. It examines their comprehension of business structures, financial planning, market research, and other essential concepts. In analyzing the data, learners categorized as slightly knowledgeable have a limited grasp and can only remember basic information; moderately knowledgeable learners have a reasonable understanding and can articulate key concepts, though they may lack depth or practical application skills; and highly knowledgeable learners exhibit a comprehensive understanding, with the capability to explain, analyze, and effectively apply concepts. Using this framework, the table shows how learners' entrepreneurial knowledge improved after participating in the BYOB program. The table presents a comparative analysis of respondents' levels of entrepreneurial knowledge before and after the implementation of the BYOB program. It highlights key areas for improvement and identifies the impact of the BYOB initiative on respondents' understanding of fundamental entrepreneurial concepts. The data depicts the program's effectiveness in bridging knowledge gaps and fostering a stronger entrepreneurial foundation among the learners. The table above shows that students had limited knowledge of fundamental business concepts essential to their future entrepreneurial endeavors before the BYOB program was implemented. This is evidenced by a grand weighted mean of 2.06, interpreted as 'slightly knowledgeable.' The findings suggest that respondents did not understand key entrepreneurial principles, underscoring the need for the BYOB program to address these knowledge gaps and enhance their readiness for entrepreneurial activities.On a positive note, after implementing the BYOB program, the respondents demonstrated significant improvement, achieving a grand weighted mean of 3.16, interpreted as 'moderately knowledgeable.' Compared to their pre-program performance, this marked increase highlights the program's effectiveness in enhancing their understanding of fundamental business concepts. The findings underscore the BYOB program's success in equipping ALS learners with essential entrepreneurial knowledge and reflect its positive impact on their learning experience. Multiple scholarly outputs reveal the importance of entrepreneurial knowledge and its positive effects on students. In fact, Wang et al. (2023) stressed that

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

entrepreneurship education and entrepreneurial learning increase entrepreneurial self-efficacy, or self-confidence, in performing entrepreneurial tasks. Also, entrepreneurship education fosters students' passion for learning, knowledge management, and entrepreneurial inclination while equipping them with vital technical, managerial, and entrepreneurial skills, ultimately contributing to higher educational outcomes and preparing them to commence and manage their enterprises (Tsaquib & Nasir, 2023; Horng et al., 2020).

Table 4. Entrepreneurial Skills Before and After the BYOB Program

	Entrepreneurial Skills	Before Weighted Mean	Interpretation	After Weighted Mean	Interpretation
1.	I could communicate my business ideas effectively to potential investors or partners.	1.67	No Skills at all	2.95	Moderately Skilled
2.	I was skilled at identifying and analyzing business opportunities in the market.	1.59	No Skills at all	2.98	Moderately Skilled
3.	I could develop and implement marketing strategies to promote products or services.	1.84	Slightly Skilled	3.11	Moderately Skilled
4.	I was proficient in negotiating deals with suppliers, clients, and business partners.	1.88	Slightly Skilled	3.13	Moderately Skilled
5.	I had the skills to manage time effectively, balancing multiple tasks and responsibilities in a business setting.	1.87	Slightly Skilled	3.28	Highly Skilled
6.	I could make informed decisions under pressure or in uncertain business environments.	1.62	No Skills at all	3.19	Moderately Skilled
7.	I could build and lead cohesive teams to achieve business goals.	1.75	No Skills at all	3.04	Moderately Skilled
8.	I was adept at managing business finances, including budgeting, cash flow, and forecasting.	1.66	No Skills at all	2.95	Moderately Skilled
9.	I was skilled in using digital tools and technologies to enhance business operations and marketing efforts.	1.35	No Skills at all	2.76	Moderately Skilled
10.	I could innovate and creatively solve problems encountered in running a business.	1.55	No Skills at all	2.94	Moderately Skilled
	Grand Weighted Mean	**1.68**	**No Skills at all**	**3.03**	**Moderately Skilled**

Table 4 compares respondents' levels of entrepreneurial skills before and after the implementation of the BYOB program. It emphasizes the essential skills required for future entrepreneurial success, highlighting the program's role in addressing skill gaps and strengthening an entrepreneurial foundation among ALS learners. The data underscores the effectiveness of the BYOB program in enhancing the respondents' readiness to pursue entrepreneurial endeavors. The table shows that before implementing the BYOB program, students perceived they had acquired essential entrepreneurial skills, with a weighted mean of 1.68 and an interpretation of 'no skills at all.' The data in the table indicates that before implementing the BYOB program, the respondents perceived themselves as lacking essential entrepreneurial skills, as reflected by the grand weighted mean of 1.68, interpreted as 'no skills at all.' This finding highlights a significant gap in students' preparedness for entrepreneurial endeavors, underscoring the lack of foundational competencies needed to start or manage a business. The lack of skills at this stage may be attributed to limited exposure to entrepreneurial education and practical experience, both of which are critical for skill development. This baseline measurement serves as a crucial reference point for evaluating the BYOB program's effectiveness in addressing these deficiencies and equipping students with the skills needed to thrive in entrepreneurial ventures. The other side of the coin revealed that after the BYOB program's implementation, the ALS learners' perceptions of entrepreneurial skills improved dramatically, with a grand weighted mean of 3.03 and an interpretation of 'moderately skilled.' This implies that the program is compelling enough to enhance participants' perceived skill sets and help them prepare for their respective endeavors. Similar to the study by Polinar et al. (2022), which found that as individuals improve their financial management knowledge, their practices also increase, implying that implementing an intervention substantially improves financial education. The following studies suggest that entrepreneurial skills are essential for students as they enhance employability, foster entrepreneurial intentions, improve confidence, and contribute to economic growth by equipping students with leadership, problem-solving, and communication competencies. As in the study by

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

Casanovas et al. (2022), entrepreneurial skills are essential for students, as they can help them integrate more effectively into the job market and access university studies through vocational training pathways. Similarly, Obregon et al. (2023) recommended that their study students be directly involved to enhance their entrepreneurial skills, such as through hands-on experiences or site visits to small and medium enterprises in the vicinity. Also, two studies reveal that entrepreneurial education consolidates essential skills, fosters entrepreneurial confidence, and informs students about entrepreneurship as a viable career option, thereby influencing their intention to start a business and underscoring its importance in university education (Vera et al., 2024). Moreover, research found that soft skills, such as communication, leadership, critical thinking, and problem-solving, are essential for students to enhance their entrepreneurial capacity and improve competitiveness and productivity (Tem et al., 2020).

Table 5. Entrepreneurial Attitude Before and After the BYOB Program

Entrepreneurial Attitude	Before Weighted Mean	Interpretation	After Weighted Mean	Interpretation
1. I am interested in starting my own small business in the future.	1.85	Low Attitude	3.15	Moderate Attitude
2. I believe I have what it takes to become a good entrepreneur.	2.20	Low Attitude	3.20	Moderate Attitude
3. I feel confident in making decisions about a small business.	2.10	Low Attitude	3.40	Positive Attitude
4. I enjoy finding ways to earn money on my own.	2.23	Low Attitude	3.15	Moderate Attitude
5. I am willing to take risks if I know they can help my business grow.	1.85	Low Attitude	3.09	Moderate Attitude
6. I am open to learning new skills to help my business succeed.	2.0	Low Attitude	3.20	Moderate Attitude
7. I believe I can solve problems that come up when running a small business.	2.55	Low Attitude	3.41	Positive Attitude
8. I am motivated to work hard to reach my business goals.	1.95	Low Attitude	2.90	Moderate Attitude
9. I believe running my own business can improve my family's life.	2.15	Low Attitude	3.15	Moderate Attitude
10. I see myself as an independent and responsible person when it comes to earning income.	2.11	Low Attitude	3.09	Moderate Attitude
Grand Weighted Mean	**2.10**	**Low Attitude**	**3.17**	**Moderate Attitude**

Table 5 demonstrates the entrepreneurial attitude of Alternative Learning System (ALS) learners before and after their participation in the Be Your Own Boss (BYOB) Program. The findings reveal a substantial increase in learners' entrepreneurial attitude, as indicated by the grand weighted mean rising from 2.10 (Low Attitude) before the program to 3.17 (Moderate Attitude) after the program. This improvement suggests that the BYOB Program enhanced the learners' interest, confidence, and motivation toward entrepreneurship. Before the program commenced, learners demonstrated low levels of entrepreneurial attitude across all indicators. For instance, they exhibited limited interest in starting a business (WM = 1.85) and low confidence in decision-making (WM = 2.10). These results reflect the initial hesitance of ALS learners toward entrepreneurial activities, likely due to limited exposure, experience, and self-efficacy in managing business-related tasks. However, after participating in the BYOB Program, their responses improved to a moderate level, with notable increases in statements such as "I feel confident in making decisions about a small business" (WM = 3.40, Positive Attitude) and "I believe I can solve problems that come up when running a small business" (WM = 3.41, Positive Attitude). This shift indicates that the program successfully fostered greater self-belief, confidence, and readiness to engage in entrepreneurial ventures. The improvement in learners' attitudes after the BYOB Program demonstrates that experiential, skills-based entrepreneurship training can strengthen self-efficacy and entrepreneurial readiness. Similarly, Shah et al. (2020) emphasize that entrepreneurship education strengthens the positive effects of attitude toward entrepreneurship and self-efficacy, while weakening the adverse effects of subjective norms on entrepreneurial intentions. The improvement in entrepreneurial attitude among ALS learners implies that

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

structured entrepreneurship programs like BYOB play a pivotal role in shaping entrepreneurial mindsets, especially among non-traditional learners. By enhancing learners' confidence, problem-solving ability, and motivation, such programs contribute not only to individual empowerment but also to broader socio-economic development. These results suggest that integrating entrepreneurship education into ALS curricula could serve as a sustainable pathway for livelihood generation and poverty reduction. Moreover, the results resonate with the study by Laydes et al. (2024), which found that entrepreneurship education significantly influences the development of innovative skills and entrepreneurial self-efficacy among university students, fostering creativity, systems thinking, and effective problem-solving. In the same vein, Boldureanu et al. (2020) stress that entrepreneurship education based on successful entrepreneurial role models may positively influence students' entrepreneurial attitudes and intentions and could lead to a stronger orientation of students' perceptions towards the social benefits of entrepreneurship (new jobs) rather than financial ones (high income). This transition is particularly vital for ALS learners, who often face socio-economic barriers but can find empowerment through entrepreneurship.

Research Question 3: **Is there a significant difference in the degree of entrepreneurial knowledge, skills, and attitude of the ALS learners before and after completing the BYOB program?**

Table 6. Inferential Analysis of the Before and After the Implementation of the BYOB Program from the Lens of ALS Learners in Terms of Entrepreneurial Knowledge

One Group						
Variable	**Before**	**After**	**T-statistics**	**P-value**	**Interpretation**	**Decision**
Entrepreneurial Knowledge	2.06	3.16	63.08	.001	Statistically Significant	Reject the Null Hypothesis

Table 6 presents the weighted means before and after the implementation of the BYOB program, as perceived by ALS learners, regarding entrepreneurial knowledge. The paired t-test results indicate a significant improvement in respondents' entrepreneurial expertise following implementation of the BYOB program. The mean score increased from 2.06 (before) to 3.16 (after), with a t-statistic of 63.08 and a p-value of .001, which is far below the commonly used significance level of 0.05. The null hypothesis was rejected because the p-value is significantly less than the commonly accepted threshold of 0.05. This hypothesis posits that there is no difference in respondents' entrepreneurial knowledge before and after the implementation of the BYOB program. This finding provides strong statistical evidence that the BYOB program significantly enhances ALS learners' entrepreneurial expertise. The substantial increase in mean scores after the program further reinforces this conclusion, highlighting its effectiveness in enhancing entrepreneurial understanding and skills. Multiple studies support the study's finding that having a program enhances individuals' entrepreneurial knowledge. In fact, practice-based and action-driven lessons, such as challenge-based learning, experiential activities, and knowledge-sharing workshops, consistently lead to significant improvements in students' entrepreneurial knowledge, skills, and mindset (Koropogui et al., 2023; Colombelli et al., 2022). Moreover, the cited literature demonstrates the importance of an activity that intervenes in the learning process, as it is significantly effective in developing students' knowledge, skills, and mindset for entrepreneurial activities.

Table 7. Inferential Analysis of the Before and After the Implementation of the BYOB Program from the Lens of ALS Learners in terms of Entrepreneurial Skills

One Group						
	Before	**After**	**T-statistics**	**P-value**	**Interpretation**	**Decision**
Entrepreneurial Skills	1.68	3.03	88.34	.001	Statistically Significant	Reject the Null Hypothesis

Table 7 presents the weighted means before and after the implementation of the BYOB program, as perceived by ALS learners, regarding entrepreneurial skills. The t-statistics (88.34) is far greater than the p-value (.001), and the p-value is significantly smaller than 0.05. This indicates a statistically significant improvement in entrepreneurial skills following the implementation of the BYOB program. The null hypothesis is rejected, as the p-value falls well below the threshold of 0.05. This result indicates with statistical confidence that implementing the BYOB program has significantly and positively contributed to the ALS learners' entrepreneurial skills, underscoring the program's effectiveness in fostering skill development in this domain Syahrul et al. (2025) and Steira et al. (2024) confirm that comprehensive entrepreneurial education improves entrepreneurial skills, significantly enhances skill sets, and prepares individuals to pursue entrepreneurship. The findings emphasize that formal entrepreneurial training is

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

critical for equipping students with both practical and theoretical competencies. Therefore, a supportive and healthy academic environment emerged as a key factor in enhancing learners' entrepreneurial capabilities.

Table 8. Inferential Analysis of the Before and After the Implementation of the BYOB Program from the Lens of ALS Learners in terms of Entrepreneurial Attitude

One Group						
	Before	**After**	**T-statistics**	**P-value**	**Interpretation**	**Decision**
Entrepreneurial Attitude	2.10	3.17	-8.52	0.001	Statistically Significant	Reject the Null Hypothesis

Table 8 presents the inferential analysis results before and after the program's implementation regarding entrepreneurial attitude, with a computed t-value of -8.52 and a p-value of 0.001 ($p < 0.01$), indicating a statistically significant difference in entrepreneurial attitude between ALS learners before and after participating in the BYOB Program. This means the program had a positive, significant effect on learners' entrepreneurial attitudes. The null hypothesis is rejected, as the p-value falls well below the threshold of 0.05. This result indicates, with statistical confidence, that implementing the BYOB program has significantly and positively contributed to ALS learners' entrepreneurial skills, underscoring the program's effectiveness in fostering skill development in this domain. Moreover, since the *p*-value is less than 0.05, the null hypothesis (Ho) that there is no significant difference between the pre- and post-program measures is rejected, confirming that the BYOB Program significantly improved participants' entrepreneurial attitudes.

Numerous studies confirm that entrepreneurship education and lesson implementation significantly improve students' attitudes toward entrepreneurship, making them more likely to view entrepreneurship as a desirable and achievable career path (Wardana et al., 2020; Boldureanu et al., 2020). However, some scholarly work notes that the effect may be less pronounced among students with strong entrepreneurial attitudes or in programs focused solely on knowledge and skills without attitudinal components (Koropogui et al., 2023; Ferdianto et al., 2025).

Research Question 4: **What is the perception of the ALS teachers after the implementation of the BYOB program as to the extent of delivery, and degree of practice?**

Table 9. Extent of Delivery of the BYOB Program from the Lens of ALS Teachers

	Extent of Delivery of the BYOB Program	**After Weighted Mean**	**Interpretation**
1.	The objectives of the BYOB program were communicated to both teachers and learners.	3.91	Strongly Agree
2.	The training materials provided during the BYOB program were appropriate and effective for the learners.	3.91	Strongly Agree
3.	The program activities aligned well with the BYOB program's intended learning outcomes.	3.84	Strongly Agree
4.	I felt adequately prepared to deliver the BYOB program effectively to the learners.	3.12	Agree
5.	The program delivery methods encouraged active participation and engagement among learners.	3.36	Strongly Agree
6.	The BYOB program equipped learners with relevant entrepreneurial skills and knowledge.	3.25	Strongly Agree
7.	The BYOB program's implementation schedule was realistic and manageable for ALS teachers.	3.44	Strongly Agree
8.	Adequate resources (e.g., materials, equipment, and support) were provided to successfully deliver the BYOB program.	3.76	Strongly Agree
9.	The BYOB program allowed learners to apply entrepreneurial concepts in real-life scenarios.	3.55	Strongly Agree
10.	The BYOB program significantly increased learners' confidence and readiness to start their own businesses.	3.83	Strongly Agree
	Grand Weighted Mean	**3.6**	**Strongly Agree**

The table above provides a comprehensive overview of the delivery of the Bring Your Own Device (BYOB) program, as perceived by the ALS teachers who participated in the study. This research examined various statements regarding the program's delivery and measured the extent to which they were agreed upon following implementation. Table 9 shows the extent of delivery of the Be Your Own Boss (BYOB) Program, as evaluated after its implementation. The overall grand weighted mean of 3.60, interpreted as Strongly Agree, indicates that the BYOB Program was delivered effectively and met its intended objectives. Among the indicators, the highest mean, 3.91, was recorded for both *"The objectives of the BYOB program*

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

were communicated to both teachers and learners" and *"The training materials provided during the BYOB program were appropriate and effective for the learners."* This suggests that clear communication and well-designed instructional materials greatly contributed to the program's success. Conversely, the lowest mean of 3.12, interpreted as *Agree*, was observed in the statement *"I felt adequately prepared to deliver the BYOB program effectively to the learners."* This implies that, while the program was generally well implemented, there remains a need for additional teacher preparation or capacity-building activities to further strengthen delivery effectiveness. Overall, the results affirm that the BYOB Program was executed efficiently and was well-received by both teachers and learners. The studies of Wardana et al. (2020), Boldureanu et al. (2020), and Ahmed et al. (2020) indicated that lessons that include practical experiences, exposure to entrepreneurial role models, and interactive activities are convenient in fostering positive attitudes.

Table 10. Degree of Practice After the Implementation of the BYOB Program

Implementation of the BYOB Program	After Weighted Mean	Interpretation
1. The program's objectives and goals are consistently communicated to participants.	3.90	Strongly Agree
2. All the key topics of entrepreneurship were adequately covered during the program.	3.90	Strongly Agree
3. The curriculum is delivered according to the outlined schedule and modules.	3.80	Strongly Agree
4. Practical exercises and real-world applications are regularly integrated into the sessions.	3.0	Agree
5. Participants have adequate resources and materials to support their learning.	3.30	Strongly Agree
6. There are clear guidelines and processes for evaluating participants' progress.	3.40	Strongly Agree
7. The program offers sufficient opportunities for hands-on entrepreneurial experience.	3.40	Strongly Agree
8. Feedback from participants is actively solicited and considered to improve the program.	3.70	Strongly Agree
9. A well-structured support system is in place for participants needing additional guidance.	3.50	Strongly Agree
10. The program is continuously updated to reflect current trends and best practices in entrepreneurship.	3.80	Strongly Agree
Grand Weighted Mean	**3.57**	**Strongly Agree**

Table 10 reveals the extent of the implementation of the Be Your Own Boss (BYOB) Program as perceived after its delivery. The results show a grand weighted mean of 3.57, interpreted as Strongly Agree, indicating that the program was effectively implemented and well-aligned with its intended objectives. On the one hand, the highest mean, 3.90, was shared by the indicators *"The program's objectives and goals are consistently communicated to participants"* and *"All the key topics of entrepreneurship were adequately covered during the program."* This suggests that the program maintained clarity in its objectives and comprehensively addressed vital entrepreneurial concepts. On the other hand, the lowest mean of 3.00, interpreted as *Agree*, was found in *"Practical exercises and real-world applications are regularly integrated into the sessions."* This indicates that while the theoretical aspects of entrepreneurship were well delivered, there is room to strengthen the program's experiential component by incorporating more hands-on activities and real-world entrepreneurial experiences. Overall, the findings demonstrate that the BYOB Program was successfully implemented, though enhancing its practical applications could further improve its effectiveness and learner engagement. A study by Suharta and Parwati (2020) highlights the significant impact of teachers with a robust understanding of pedagogical principles, genuine enthusiasm for their subject matter, and strong self-efficacy. These educators are not only skilled in their content areas but also demonstrate effective instructional strategies that actively engage students. Their ability to create dynamic, interactive learning environments directly contributes to enhanced student comprehension, increased interest in the subject, and higher overall achievement. Their passion and confidence foster a classroom atmosphere where students feel motivated to participate and explore, ultimately leading to deeper learning experiences.

Ethical Considerations

Ethical guidelines were meticulously evaluated in this research, serving as a framework for each phase, particularly during data collection. Researchers emphasized fairness by ensuring equal treatment of all participants, remaining impartial, and demonstrating respect throughout the study. Care was taken to

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

eliminate any biases, making sure that personal emotions, beliefs, or assumptions did not sway the conduct of the research or the interpretation of the data. Consistency was another essential principle. The researchers guaranteed that interactions with key informants were performed equitably and uniformly, thereby enhancing the credibility and integrity of the outcomes. Every participant was approached with the same degree of professionalism and respect, irrespective of their background or viewpoint. Informed consent was rigorously maintained, particularly for ALS learners, some of whom were minors during the study. Their parents were contacted to provide informed consent confirming their agreement to participate in the investigation. Participants received clear information regarding the purpose of the research, the nature of their involvement, and their rights as respondents. They were explicitly informed that participation was voluntary, with the option to decline or withdraw at any time without facing penalties or negative repercussions. This openness allowed participants to make informed choices about their involvement. Furthermore, the researchers highlighted the significance of protecting the dignity and autonomy of the participants. By upholding fairness, neutrality, and respect, they fostered an environment where participants felt appreciated and secure. These actions reflect the study's dedication to ethical research practices, aligning with recognized standards in social science research and reinforcing the overall integrity of the process.

Conclusion

In conclusion, the "Be Your Own Boss" (BYOB) program was highly effective in enhancing ALS learners' entrepreneurial knowledge, skills, and attitudes in the selected public schools of Cebu City during the 2024–2025 school year. Before the program, learners demonstrated limited entrepreneurial competencies, reflecting the challenges faced by marginalized learners with limited exposure to structured business education. After implementing the BYOB program, learners showed significant improvements in entrepreneurial knowledge, practical skills, and attitudes, as evidenced by meaningful pre- and post-test differences. These results are consistent with experiential and skills-based learning theories, which suggest that structured, hands-on training enhances learners' understanding, practical competence, and self-efficacy (Mncwango & Adanlawo, 2025; Khan et al., 2024). The program not only developed learners' entrepreneurial competencies but also fostered confidence, personal development, and economic empowerment, demonstrating its potential to prepare ALS learners for self-reliance and successful business ventures. Overall, the study affirms the value of integrating entrepreneurial education into alternative learning systems as a transformative intervention that supports employability, economic opportunity, and social mobility among out-of-school youth and adult learners. In addition, the findings support the growing body of literature on the effectiveness of entrepreneurial education programs for marginalized groups. Notably, a study found that entrepreneurship training increases employment, income, and savings, especially when combined with credit (Khan et al., 2024). The BYOB program not only fosters entrepreneurial competencies but also contributes to personal development and economic empowerment, aligning with studies suggesting that such programs are vital for enhancing the employability and entrepreneurial capacity of out-of-school youth. Overall, the study provides substantial evidence of the BYOB program's potential as a transformative initiative that effectively equips ALS learners with the tools needed for entrepreneurial success. These results underline the importance of integrating entrepreneurial education into alternative learning systems, paving the way for greater economic opportunities and social mobility.

Reccomendations

The study generated significant outputs, particularly in enhancing the entrepreneurial competencies of Alternative Learning System (ALS) learners, including their knowledge, skills, and attitudes in financial planning, market research, decision-making, and problem-solving, which collectively contribute to greater self-reliance and confidence. It also produced a practical intervention framework through the Build Your Own Business (BYOB) program, which may serve as a guide for schools and ALS coordinators in integrating entrepreneurship education into instructional delivery. Furthermore, the program supports the professional development of ALS teachers by strengthening their facilitation skills and improving learner engagement strategies. Beyond educational outcomes, the initiative promotes economic empowerment and social mobility among adult learners from low-income communities and provides empirical evidence to inform future ALS-related policies, programs, and curriculum enhancements. Based on these findings, several recommendations are proposed. For ALS learners, active participation in the BYOB entrepreneurial modules is strongly encouraged, alongside sustained mentorship, exposure to real-world business experiences, and improved access to entrepreneurial resources to strengthen the practical application of skills. For program administrators and facilitators, it is recommended that continuous feedback mechanisms be established to refine program implementation, with an emphasis on integrating tailored content, such as financial literacy and market analysis, and adopting flexible delivery approaches that accommodate diverse learning needs. For policymakers and educational authorities, it is recommended that findings from this study be considered in strengthening ALS programs through increased investment in entrepreneurial training, expanded access

International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

to mentorship, and the institutionalization of entrepreneurship education within relevant policies. Curriculum developers are encouraged to enhance the ALS curriculum by incorporating experiential learning activities such as business planning exercises, case studies, and market-oriented competencies, as well as ensuring regular curriculum updates aligned with emerging business trends and technologies. Community and economic development organizations are likewise encouraged to collaborate with ALS programs by providing mentorship opportunities, seed funding, and networking support to help learners translate acquired skills into sustainable livelihood opportunities. Finally, future researchers are encouraged to further examine the long-term impact of entrepreneurial education on ALS learners' income generation, employment outcomes, and community development, including the conduct of longitudinal and comparative studies across different educational and regional contexts to deepen the evidence base on program effectiveness.

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International Journal of Research on Multidisciplinary Studies
Online ISSN: 3116-4137 | Print ISSN: 3116-4145
Volume 1, Issue 4, pp. 103-119, May 2026
Original Article

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