

Students' Competencies in Beauty-Nail Care and the Availability of Materials, Tools, and Equipment: Basis for Entrepreneurial Management Plan

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Abstract

Entrepreneurship has a huge potential to be a universal economic remedy in increasing employment rate and economic prosperity for developing or developed countries. Philippines, as a developing country, embedded in its educational curriculum beauty-nail care as a course that serves as a good start for students to land a job. In this study, the secondary students' competencies in beauty-nail care were assessed with the use of appropriate statistical analysis. The instrument used in this study is an adapted questionnaire from Technical Education and Skills Development Authority (TESDA) which went through validation and reliability testing with a good Cronbach's Alpha. The findings revealed that the materials (2.33), tools (2.58), and (1.78) showed less to no availability at all. In the competency level of the respondents, it revealed that the basic ($p=0.86$) and common ($p=0.22$) competencies are not significant to the availability of equipment. However, the core ($p=0.04$) competency displayed a significant relationship with the availability of the equipment. Further, the performance of the respondents in the three competencies has significantly differed with a p -value of 0.00 illustrating that respondents performed better in one competency than in the other competencies. To this end, it is hereby recommended that the beauty-nail care students' competencies can be improved through sufficient materials and equipment for entrepreneurial activities which an Entrepreneurial Management Plan can be of great help as basis for better policy making in TESDA and in the Department of Education (DepEd).

Keywords— Beauty-nail Care, Economic Remedy, Entrepreneurship, Students' Competencies

I. Context and Rationale

Entrepreneurship has a huge potential to be a universal economic remedy, generating employment, and economic prosperity in either developing or developed countries (Shah et al., 2020). The Philippines, though considered a developing nation, attracts many investors to build more business enterprises (Ikram et al., 2021). The majority of workers are Filipinos, however, the people who most benefits are

foreign investors. This unfortunate reality confirms that currently, the Filipinos are beneath the extent of the foreign investors' successes. The works of literature provided different studies on the impact of entrepreneurship on education (Lackeus, 2020; Alharbi et al., 2020; Hahn et al., 2020) but there's no study that can establish the relationship between the skills and the available needs in performing an entrepreneurial activity. This study spotlighted

the real problem in the educational sector in terms of raising the spirit of entrepreneurship (Dolgaya & Kovbasyuk, 2020).

Entrepreneurship in education is a form of pedagogy (Kyro, 2018) that promotes progressive movement. In the international arena, schools in the secondary and tertiary are integrating and embedding the value of entrepreneurship in the education context as a subject (Deveci & Seikkula-Leino, 2018). In Europe, the renaissance of entrepreneurship is the target and goal of the European Union (Lindner, 2018). In Southeast Asia, Entrepreneurship Education (EE) is rapidly and continuously emerging. This paved the way to provide entrepreneurs and potential entrepreneurs with attaining the right attitude, sufficient knowledge, and honed skills to deal with the challenges and difficulties in facing life after the four-walled corner inside the classroom (Othman & Othman, 2019). These practical skills taught in the classroom should be of great impact in addressing the fourth industrial revolution industry (Shabbir et al., 2019) wherein academic institutions should adjust in offering demand-driven courses (Hoang et al., 2020).

The spirit of entrepreneurship should be understood as a way to elevate the economic status of many individuals as Fauzi (2021) stipulated. It is expedient that these should be given appropriate programs and support such as the sufficient materials, tools, and equipment coming from the administration of a school (Yuldashevich, 2022). The teachers handling this subject should be given training and seminars to further enhance their expertise in teaching this subject (Samuel & Rahman, 2018). An entrepreneurship management plan should be created in order to have a clear plan on how to effectively accentuate the importance of entrepreneurship among the students (Toding & Venesaar, 2018). This study is very helpful in

making all of these possible – from the creation of the programs to the procurement of materials, tools, and equipment down to its management plan.

In pursuant to the Republic Act no. 10533 also known as Enhanced Basic Education Act of 2013 and Republic Act no. 7796 also known as the Technical Education and Skills Development Authority Act of 1994 (TESDA), the skills in entrepreneurship that can be honed by schools should be nurtured and accommodated. One of the schools in Cebu South Province, Philippines that is active in entrepreneurship is Busay National High School. This school nurtured its students in doing entrepreneurship activities for it paves the way to better enhance the skills of their students. Under the Technology and Livelihood Education (TLE) subject, the students explore different exploratory courses which are more inclined to skills development. One of these is the Beauty -Nail Care. In accordance with the industry standards, a student who wants to be a cosmetologist can take advantage of this course so that the desired skills, knowledge, and attitude can be honed and nurtured. This course encapsulates the core competencies such as manicure and pedicure, hand spa, and foot spa.

Further, the course – beauty-nail care – delivers a better understanding of the importance of health care and how it will benefit the entire citizenry. It can be gleaned that this course can provide economic prosperity, hence in this field of specialization, a person may be employed in a different industry that qualifies him through the skills and competence he acquired even if he could not reach the tertiary level of education. In mastering this course, it is necessary to have the basic materials, tools, and equipment identified and defined operationally in this study. Basic materials are items that were used to create something such as alcohol, paraffin wax, colored nail polish, manicure pillow, foot lotion, emery

board, and cling wrap. Tools are handheld devices that aid in accomplishing a task like a cuticle nipper, cuticle nail pusher, finger or manicure bowl, nail cutter, nail file, and the like. Equipment are supplies or tools needed for a special purpose, whether manually or electrically operated like a sterilizer, timer, foot spa machine, hand spa machine, foot spa stool, PPE (Personal Protective Equipment), and manicurists' chair.

For these reasons, the researcher undertook this study to assess the beauty-nail care students' competencies of Busay National High School, Busay, Moalboal, Cebu as the basis for an entrepreneurial management plan.

II. Review of Related Literature

The following surveyed materials are paramount in understanding further the essence of this study. These literature and local studies are enumerated and discussed in terms of the alignment of knowledge towards the subject of this research.

This research was based on one of Ford's Research-Based Principles of Teaching and Learning, which states that mastery of pupils is feasible when authentic or performance-based engagement is supplied optimally by the school with the help of external stakeholders. Students have the ability to gather the resources needed to take advantage of such changes, as well as the initiative to take the steps required to ensure success. Entrepreneurial activities improved students' abilities to explore and engage in entrepreneurship methods and disciplines in this way.

Despite the importance of entrepreneurship to the economy, entrepreneurial activity rates in South Africa are low when compared to other countries, according to Farrington et al. (2012). Despite various limitations, they found that the study revealed insights into the entrepreneurial

profiles of South African students who aim to start their own enterprises, as well as those who do not. This is pertinent to understand that not all countries are having the height of nurturing entrepreneurship.

Opara (2010) went on to say that the goal of entrepreneurial education is to provide students with the skills and drive they need to succeed in a range of situations. Its goal is to modify the learners' attitudes, develop their drive, and increase their feelings in the hopes that starting a small business will lead to greater success for Nigerians than looking for work. As a result, engaging in entrepreneurial activity considerably aids in securing one's financial stability. Entrepreneurial skill development may also aid in reducing Nigeria's high unemployment rate. Indeed, one of Nigeria's greatest educationists, Professor Moses Akpanudoh, recently accurately summarized the idea behind the current emphasis on entrepreneurial skill development among Nigerians, stating that "people have to generate work for themselves because jobs do not go around anymore."

Students' intentions to participate in on-campus entrepreneurial activities are influenced by their perceptions of barriers (such as skills, knowledge, and entrepreneurial ideas) and perceived opportunity costs (such as the impact on academic studies, graduation date, and other activities). Relevant education and training can help to shift these attitudes. Students who are hesitant to engage in entrepreneurial activities benefit from such training and education programs since they are able to overcome their perceived barriers and problems. Furthermore, in the academic setting, the image of entrepreneurship as a career option, as well as the entrepreneurial culture, should be strengthened and fostered. These measures may encourage more students to participate in the on-campus entrepreneurial activities that Leung has emphasized (2012).

Furthermore, Etuk (2013) suggested that secondary school administrators in Southern Nigeria (both males and females) who have not yet begun to engage in entrepreneurial activities do so. This is one practical technique of educating pupils about entrepreneurship, which is being emphasized in the school curriculum. The government, as the owner of public schools, should encourage entrepreneurial development in schools by enacting policies, implementing entrepreneurial programs in schools, and granting loans and grants to help nurture new ventures in schools. Female administrators of public secondary schools in Abia State should also become involved in entrepreneurial activities so that they can pass on their knowledge to their students. It's worth noting that even international government employees are urged to start a business; this is the best way to contribute and is good for every student's economic stability.

In the same way, the Philippine government was looking forward to the betterment of its entire citizenry, which is why, in the Department of Education's K to 12 programs, TLE components provide avenues for outcome-based results that allow students to develop and enrich their skills necessary for life, which is the ultimate goal of education not only in the country but globally. According to Palomares, the TLE components provide ways for dexterity enhancement and how these dexterity abilities will be applied at the highest level after these kids have graduated from high school (2015).

Palomares went on to say that this design curriculum was well-supported by Republic Act No. 10533, also known as the 2013 Enhanced Basic Education Act. Through the tracking notice, this law explains how pupils' technological potential can be sharpened and given proper prominence in the learning field.

Vocational education prepares people for careers in trades, crafts, technology, and professional fields. Traditional non-academic vocational or practical activities are those that are tied to a certain trade or occupation. Pascual's findings also suggest that the school's elective classes for third-year students are tailored to their interests and abilities. An experience in their elective topic can be used to help students find appropriate courses beyond high school. The adoption of optional courses, which combine academics with career-focused courses, is critical. She also added results can be used as a basis in the elective subject to be taken by the students in preparation for their college degree. Competence is unmistakable and unmasked. It is on a task or work means you have some methods of thinking or acting that are important for task performance. As a result, the skills obtained from the four corners of the room aim to evoke greater work chances in a competitive environment.

With the aforementioned readings, the researcher gathered pertinent information to provide substantial knowledge regarding the essence of the study. These works of literature are of great help in establishing a good foundation for beauty-nail care.

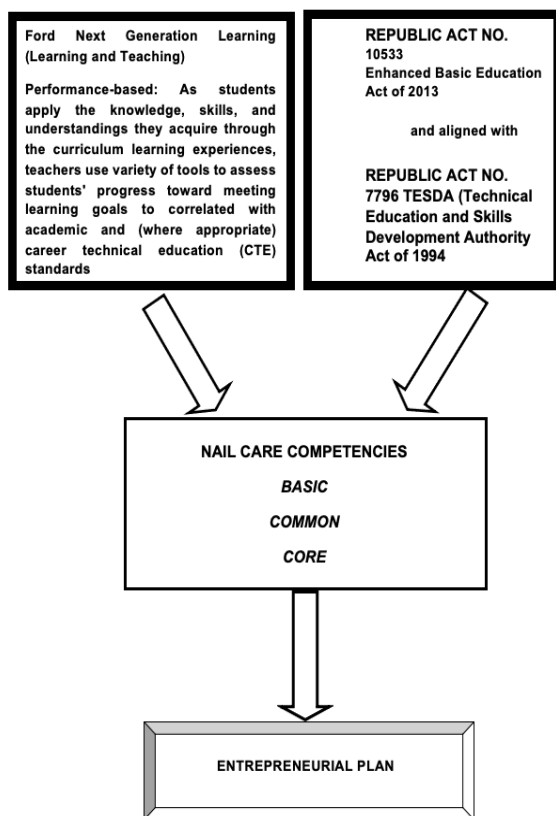


Figure 1. Theoretical Framework of the Study

Statement of the Problem

This research assessed the beauty-nail care students' competencies at Busay National High School, Busay, Moalboal, Cebu during the S.Y. 2016-2017 as a basis for an entrepreneurial plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of the availability needed in beauty-nail care in terms of
 - 1.1 materials;
 - 1.2 tools; and
 - 1.3 equipment?
2. What is the respondents' level of competencies with Nail Care in terms of

- 2.1 Basic;
- 2.2 common; and
- 2.3 core?

3. Is there a significant relationship between the availability of materials, tools, and equipment and the level of competencies in beauty-nail care?
4. Is there a significant difference among the respondents' performance to beauty-nail care competencies?
5. What are the challenges encountered by the respondents?
6. Based on the findings, what entrepreneurial management plan can be proposed?

Hypotheses

Ho1: There is no significant relationship between the level of competencies and the availability of materials, tools, and equipment.

Ho2: There is no significant difference among the respondents' performance to beauty-nail care competencies.

III. Materials and Methods

This study used a Descriptive Correlational Research Design in order to establish the different factors affecting the students' competencies in beauty-nail art. In order to elicit pertinent information about the competencies of the respondents, the researcher utilized an instrument. The instrument was an adapted questionnaire from Technical Education and Skills Development Authority (TESDA). It was validated and tested for reliability with a good Cronbach's Alpha score.

The descriptive analysis was utilized in order to determine the frequency counts of respondents, the mean and standard deviation of students'

level of competencies. ANOVA and Post Hoc Test will be utilized in order to determine the significant relationship between the respondents' level of competencies as to basic, common, and core and the availability of materials, tools, and equipment. This study was conducted in Busay National High School, Busay, Moalboal, Cebu. The respondents were identified through the list of enrollees in beauty-nail art for the school year 2016-2017. The total number of respondents was 34. This study utilized the total remuneration of respondents due to its limited number. The information elicited in this study will be treated with the highest degree of confidentiality and anonymity.

IV. Results and Discussion

The presentation, analysis, and interpretation of the gathered data as to the availability of materials, tools, and equipment and the extent of the level of competencies as to basic, common, and core in beauty-nail care are exemplified in this section. The challenges encountered by the respondents in carrying out the entrepreneurial management plan were also identified.

Availability of Needs in the Beauty-Nail Care

Table 1. Availability of Materials

Materials	\bar{X}	Description
bleaching soap	3.41	FA
cotton	3.41	FA
alcohol	3.40	FA
hand towel	3.40	FA
Slippers	3.40	FA
nail polish remover	2.65	SoA
cleaning cloths	2.64	SoA
lotion	2.63	SoA
whitening powder	2.63	SoA
garbage bins/bags	2.62	SoA
towel (assorted)	2.62	SoA
emery board	2.61	SoA

foot blush	2.60	SoA
cling wrap	2.41	SoA
disinfectant	2.00	SeA
manicure pillow	1.99	SeA
quick dry	1.98	SeA
rough gloves	1.97	SeA
top coat	1.97	SeA
nail hardener	1.94	SeA
toenail separator	1.94	SeA
cuticle remover	1.93	SeA
Solvent	1.93	SeA
cuticle oil	1.90	SeA
apron	1.85	SeA
base coat	1.85	SeA
antiseptic solutions	1.84	SeA
benzalkonium chloride	1.84	SeA
assorted colored nail polish	1.82	SeA
paraffin wax	1.82	SeA
wet sanitizer	1.82	SeA
first aid kit	1.80	SeA
Average	2.33	SeA

Legend:

- 4.20-5.0 Always Available (AA)
- 3.40-4.19 Frequently Available (FA)
- 2.60-3.39 Sometimes Available (SoA)
- 1.80-2.59 Seldom Available (SeA)
- 1.00-1.79 Not Available (NA)

Table 1 showed the availability of materials in Beauty-Nail Care which garnered an overall mean score of 2.33 and was interpreted as seldom available. It can be exemplified that bleaching soap and cotton garnered the highest mean of 3.41 which is interpreted as frequently available. The material first aid kit got the lowest mean score of 1.80 and was interpreted as seldom available.

With the data presented above, it can be implied that most of the materials needed in Beauty-Nail Care are seldom or sometimes available in the local market. This data is a ground for concern

because the scarcity of resources affects the feasibility of the skills to be honed and may further accentuate their motivation to pursue (North & Fiske, 2016). The more resources available in training sites, the higher motivation a student can be perceived. The study also added that the level of resources available in any facility may affect the level of quality of the acquired skills. This notion is also supported by the study of Funso et al. (2016) which exemplified that the significant factors of work productivity are the perceived motivation and the perceived efficiency of the workers in which their interaction relays their significant outcome. With this, it is pertinent to elevate the perceived motivation and efficiency of the students by supplying sufficient resources in Beauty-Nail Care.

Table 2. Availability of Tools

Tools	\bar{X}	Description
cleaning tools	3.42	FA
manicure nail brush	3.41	FA
plastic	3.41	FA
nail cutter	3.40	FA
pail/bucket	3.12	SoA
basin, pumice stone	3.09	SoA
trolleys	2.71	SoA
nail file	2.68	SoA
plastic cotton container	2.66	SoA
nail buffer	2.65	SoA
Mop	2.65	SoA
pedicure nail brush	2.65	SoA
cuticle nail pusher	2.62	SoA
cuticle nipper	2.60	SoA
cuticle scissors	2.50	SeA
callous remover	2.32	SeA
foot file	2.29	SeA
manicure tray	2.29	SeA
supply tray	2.21	SeA
foot spa brush for mixing	2.18	SeA
foot spa basin	2.12	SeA
orange wood stick	2.09	SeA
finger or manicure bowl	1.97	SeA

foot spa massager	1.82	SeA
gadgets mixing bowl	1.74	SeA
Average	2.58	SeA

The availability of Tool indicated in table 2 got the overall mean score of 2.58 which can be interpreted as seldom available. It can be gleaned that cleaning tools which were interpreted as frequently available garnered the highest mean score of 3.42 while gadgets mixing bowl got the lowest score of 1.74 (seldom available). With this, it can be implied that the availability of almost all the tools necessary in Beauty-Nail Care is less.

Skill-related works may be optimized with the utilization of sufficient tools available in the workplace. This claim is supported by the study of Ma et al. (2005) which exemplified those appropriate and sufficient tools are pertinent in delivering the services to the clientele because these serve as the support of the worker in performing the function. The positive and appropriate number of tools may provide quality services to the clientele. The data also implicated that level of the availability of tools needed in Beauty-Nail Care is less which may affect the development of skills of the students. The study of Omofonmwan & Chukwuedo (2013) corroborated with the findings by interjecting the fact about the relationship of availability of tools to the development of the skills emphasized that the higher the level of tools available, the more efficient a skill is learned and acquired.

Table 3. Availability of Equipment

Equipment	\bar{X}	Description
gloves	2.65	SoA
chairs	2.61	SoA
manicurists'		
chair/stool	2.58	SeA
headband	2.10	SeA
smock gown	2.01	SeA

mask	1.98	SeA
foot spa stool	1.80	SeA
manicure table	1.50	NA
timer	1.10	NA
sterilizer	1.07	NA
foot spa machine	1.00	NA
hand spa machine	1.00	NA
Average	1.78	NA

Table 3 showed the availability of equipment in Beauty-Nail Care which garnered an overall mean score of 1.78 as interpreted as not available. It can be gleaned that among the equipment indicated, gloves got the highest mean score of 2.65 (sometimes available) while hand spa got the lowest mean score of 1.00 (not available). Based on the given data, it can be implied that all the necessary equipment in Beauty-Nail Care is sometimes available to not available.

According to the study by Eti et al. (2007), one of the leading causes of dissatisfaction among customers is the failure to provide expected services. This can be boiled down to the availability of the equipment needed to perform such a function. Dissatisfaction can be decreased by providing necessary and appropriate equipment to maintain or even lever the quality of services given to the clientele. Moreover, this concern can be associated with the person who performs the services given by the clientele in which the skills of the workers can be defined to the extent of training they received with the support of this equipment. The more they are exposed to it, the higher quality of skills they can develop which in a long run may provide a positive impact on the execution of the performance (Nugraha & Putranto 2019).

Competencies in Beauty-Nail Care

Table 4. Basic Competencies

Basic Competencies	\bar{X}	Description
Workplace communication		
workplace information	2.68	C
workplace meeting and discussion	2.68	C
Relevant work-related document	2.70	C
	2.69	C
Team environment		
Team role and responsibility	2.70	C
Work as a team member	2.75	C
	2.73	C
Career professionalism		
Alignment of personal objectives with organizational goals.	3.38	C
Establishing work priorities.	3.41	VC
Nurturing professional growth and development.	2.90	C
	3.23	C
Occupational health and safety		
Knowing the hazards and risks.	4.12	VC
Ascertain the hazards and risks.	3.59	VC
Manage hazards and risks.	4.15	VC
Establish and maintain occupational health and safety awareness.	4.18	VC
	4.01	VC
Average	3.17	C

Legend:

- 4.20-5.0 (Very Much Competent)
- 3.40-4.19 (Very Competent)
- 2.60-3.39(Competent)
- 1.80-2.59 (Less Competent)
- 1.00-1.79 (Least Competent)

Table 4 indicated the basic competencies in Beauty-Nail Care with an overall mean score of 3.17 which was interpreted as competent. It can be seen that among all the basic competencies, practicing occupational health and safety got the highest score of 4.01 which was interpreted as very competent. On the other hand, the competency participating in workplace communication got the lowest mean score of 2.69 which is interpreted as competent. With this, it can be implied that all of the students are knowledgeable and manifested competence in the basic competencies.

Basic competencies are very pertinent in the learning process. This notion and the result of the study are supported by Roehrle et al. (2020) who stipulated that managing to develop and engage in basic competencies may deliver a positive impact on the development of the skills. It also emphasized its significant role in decreasing the learning deficiency of certain concepts and acquisition of skills as well. With this, the engagement of basic competencies should be manifested to deliver a strong foundation of skills development among the learners (Tuxworth 2005).

Table 5. Common Competencies

Common Competencies	\bar{X}	Description
Client relations		
Professional image	3.20	C
Requirements of the client	2.65	C
Customers' credibility	3.29	C
	3.04	C
Own performance		
Workload	1.83	LeC
Quality of own performance	1.89	LeC
	1.86	LeC
Customer's Credibility		
Quality standards	2.32	LeC
Client service needs	2.43	LeC

Own Work	3.39	LeC
	2.71	C
Quality improvement		
Efficient work environment	3.38	C
Hygiene procedures	2.61	C
Hygiene risks	2.61	C
Work area tools and equipment	2.60	C
Stocks	2.61	C
Relaxed environment	2.00	LeC
	2.10	LeC
	2.56	LeC
Average	2.54	LeC

Table 5 showed the common competencies and its overall mean score of 2.54 which was interpreted as less competent. It can be gleaned in this table that among the common competency maintaining client relations garnered the highest mean score of 3.04 (competent) while the managing own performance competency got the lowest score of 1.86 (less competent). The data indicated in this table implied that all respondents engaged in common competencies manifested a low competence in almost all areas indicated in this competency.

All common competencies indicated above are very crucial in building quality products with quality skills and attributes. According to Glückler & Armbrüster (2003), the findings of the study are true because of the reason that in order for us to build trust with the clients, a strong foundation of credibility should be the utmost priority. Further, the study of KaehrSierra & Thiel (2019) supported the results of the study by elaborating on the importance of managing own performance as a challenge for every individual in the world of entrepreneurship.

Table 6. Core Competencies

Core Competencies	\bar{X}	Description
<i>Performing manicure and pedicure</i>		
Prepare client	2.61	C
Clean and cut nails	2.69	C
Apply nail polish	2.55	LeC
Perform post service activities	2.64	C
	2.62	C
<i>Performing hand spa</i>		
Prepare client	2.63	C
Apply hand treatment	1.79	LeC
Perform post-service activities	2.01	LeC
	2.14	LeC
<i>Performing foot spa</i>		
Prepare client	2.65	C
Clean and scrub Foot	2.18	LeC
Perform post service activities	2.25	LeC
	2.36	LeC
Average	2.40	LeC

Table 6 revealed the data of core competencies with an overall mean of 2.40 which is described

Table 7. Significant Correlation Between Competencies and Availability of Needs

Variables	<i>r</i>	<i>p</i>	Decision	Remarks
Basic Competencies and Availability of Materials, Tools, and Equipment	0.031	0.861	Accept Ho	Not Significant
Common Competencies and Availability of Materials, Tools, and Equipment	0.224	0.223	Accept Ho	Not Significant
Core Competencies and Availability of Materials, Tools, and Equipment	0.224	0.042	Reject Ho	Significant

Significant level at 0.05

Table 7 revealed the significant correlation between competencies and availability of needs. It can be gleaned that among the variables, the core competencies and availability of materials, tools, and equipment are marked as significant with a p-value of 0.042. While on the other

as less competent. It can be gleaned in this table that among all the core competencies, the competency performing manicure and pedicure garnered the highest score of 2.62 (competent) while the lowest mean score of 2.14 (less competent) got by the competency performing hand spa. With the use of this data, it can be implicated that all respondents embodied less competence in almost areas of the core competencies.

According to Quiambao et al. (2020) in their evaluative study regarding the extension program on entrepreneurship, it is essential that core competencies are given attention in honing the skills in beauty-nail care. The participation of the community in doing the skills may be compromised when these core competencies are not developed well. With this, honing the skills of the students in beauty-nail care core competencies should be manifested in customers' satisfaction. The study of Calixtro (2021) corroborated the results of this study wherein core competencies are important among the customers who took advantage of beauty-nail care.

hand, basic and common competencies are not significantly correlated to the availability of materials, tools, and equipment with a p-value of 0.861 and 0.223 respectively. This means that core competencies can be developed and honed when there is an availability of materials, tools,

and equipment. Basic and common competencies can be practiced even if there are lacking of materials, tools, and equipment.

The study of Bak et al. (2020) supported the results of this study wherein core competencies are essential in making the foundation of the

skills be developed. The domino effect of this process is to start developing core competencies that would be of great impact. From mastering the core competencies to mastering skills that are essential in nation-building (Fontanos et al., 2020).

Table 8. Significant Difference among the Respondents' Performance to Beauty-Nail Care Competencies

	Sum of squares	df	Mean Square	F	p value	Decision	Remarks
Between Groups	11.44	2	5.720				
Within Groups	8.509	99	0.086	66.55	0.000	Reject Ho	Significant
Total	11.949	101					

Significant level at 0.05

Table 8 showed the significant difference in the respondents' performance in beauty-nail care competencies. It can be gleaned that the respondents' performance has a significant difference in beauty-nail care with a 0.00 p-value. This implies that the basic, common, and core competencies should be well-developed in order to have a good performance in performing beauty-nail care. Since beauty-nail care is a skill and an entrepreneurship activity, it is expedient that the basic, common, and core competencies in doing so should be nurtured. In this way, many secondary students can take advantage of their earning while schooling.

In the study of Sihotang et al. (2020), core competencies among entrepreneurs are very important in order to establish a good command of business and in making sure that client satisfaction is attained. Beauty-nail care is a course in entrepreneurship that identifies its basic, common, and core competencies. Kim & Dong (2019) corroborated with the results of this study by establishing the importance and significance of core competencies to the respondents' performance.

Areas Concerns	Objectives	Strategies/ Methodologies	Persons Involved	Budgetary Requirements	Sources of Funds	Expected Outcomes	Time Frame	Accomplishment	Remarks
Resources in Beauty- Nail Care (Materials, Tools, and Equipment)	<ul style="list-style-type: none"> * Conduct physical inventories * Determine the allocation of the materials, tools, and equipment * Prepare requisition slip * Submit requisition slip to the supply Officer * Follow-up the request * Establish linkages with the government agencies and private sectors * Acquire materials by submitting proposals 	<ul style="list-style-type: none"> Design Strategies for the Procurement of materials, tools and equipment * Physical Inventory * Preparation of Budget Proposal 	<ul style="list-style-type: none"> * TLE Division Personnel * Faculty and Staff Involved * Parents * LGU/NGO * TESDA 	120,000.00	MOOE, SEF Fund, NGO	The school can procure the necessary resources.	SY: 2017-2018	90%	
Competencies in Beauty-Nail Care Services	<ul style="list-style-type: none"> * Conduct skills training (Provide Progress Chart and Achievement Chart) * Determine the trainees * Prepare the needed materials, facilities in the training 	<ul style="list-style-type: none"> * Demonstration Skills Training by a Registered TMC I Holder of the Competency 	<ul style="list-style-type: none"> * TLE Division Personnel * Faculty and Staff Involved * TESDA * Trainers Methodology Certificate Holder 	50,000.00	MOOE, SEF Fund, NGO	<ul style="list-style-type: none"> Conducted pieces of training for Beauty-Nail Care Services * Progress Chart * Achievement Chart 	SY: 2017-2018	90%	
Recognize the most pressing Issues and Concerns	<ul style="list-style-type: none"> * Conduct conference on the issues and concerns met * Devise strategies to counter the issues and concerns * Forward the Pressing issues and concerns to the top management. * Realize the solutions of the issues and concerns * Coordinate with the organization personnel and * Take immediate action 	<ul style="list-style-type: none"> * Conferences * Meetings * Focus Group Discussion * Open Forum 	<ul style="list-style-type: none"> * TLE Division Personnel * Faculty and Staff Involved * Parents * LGU/NGO * TESDA 	20,000.00	MOOE, SEF Fund, NGO	<ul style="list-style-type: none"> Conducted conferences in recognizing the most pressing issues and concerns 	SY: 2017-2018	80%	
Awareness on Vocational Course	Disseminate information	<ul style="list-style-type: none"> * Information Drive * Giving of Flyers * Orientation Program 	<ul style="list-style-type: none"> * TLE Division Personnel * Faculty and Staff Involved * Parents * LGU/NGO * TESDA 	10,000.00	MOOE, SEF Fund, NGO		SY: 2017-2018	-	

Table 9. Entrepreneurial Management Plan

Entrepreneurship turns out to be the best way to obtain financial freedom. It requires globally competitive skills to achieve such. Students' career success can be achieved through proper guidance and training. Accordingly, entrepreneurship is one of the schemes designed in the K to 12 program which gives motivation to refining the students' personality, intellect, and entrepreneurial skills aligned with the vocational program. However, the results of this study show an area that needs to be considered to enhance the entrepreneurial skills of the respondents. Thus, this entrepreneurial plan was formulated.

V. Conclusion

This study is grounded on how to assist students to earn while studying. Skills in Beauty-Nail Care are essential to be assessed and to know what is necessary for creating management plans that can nurture the spirit of entrepreneurship among students. With the results of this study which gleaned a deficiency in terms of the availability of materials, tools and equipment hindered the performance of students to master the basic, common, and core competencies, it is expedient to create an Entrepreneurial Management Plan that can be participated by the officials in the Department of Education (DepEd) and TESDA. This management plan

will not just augment the scarcity of honing the skills of students in Beauty-Nail Care but also establish a starting point for developing many entrepreneurial projects that can be initiated in any Secondary High School. This is the start of valuing the importance of entrepreneurship in addressing practical and pressing economic issues in our country.

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