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EXPLORING THE LINK BETWEEN ENTREPRENEURIAL ABILITIES TO CAREER READINESS AND EMPLOYABILITY SKILLS OF STUDENTS

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ABSTRACT

This study explores the link between entrepreneurial abilities, career readiness, and employability skills among students. It aims to know the the status of students' entrepreneurial abilities; career readiness of students to vocational competence and employability skills. The relationship between students entrepreneurial abilities and career readiness to vocational competence and employability skills were interpreted.

The quantitative and correlational research design was used. The respondents were composed of two hundred four Grade 12 students from selected private schools in San Pablo City, Laguna. The research instrument used was a close-ended questionnaire; the data was gathered through a survey.

The findings showed the students have the ability to think critically and creatively when problems occur; show a willingness to adapt change in their community; and observe conciseness and good interaction to the people around them. The career readiness of students to vocational competence shows that they have the ability to learn new things; analyze data about different situations; and they have capability to provides options that leads them to a better decision. On their career readiness of students to employability skills, their being good leaders lead them to becoming successful individuals, showing good teamwork provides successful tasks; and their ability of being reliable showed that it is one of the most important characteristics an individual must have.

The relationship between students' entrepreneurial abilities and career readiness as to vocational competence was significant, and this rejected the hypothesis as it implies that students demonstrate proactive problem-solving skills, critical thinking, and innovative application of knowledge. While the relationship between students' entrepreneurial abilities and career readiness as to employability skills was significant, this also rejected the hypothesis as it implies that students adapt to change, explore ideas, prioritize tasks, respond positively to feedback, and value ongoing learning.

This study recommends that when it comes to adaptability, students must know how to prioritize changes and positively deal with constructive criticism. Also, in communicating, practice expressing the ideas clearly to make others understand them well; however, learn to make and generate ideas or alternative solutions to a certain challenge.

KEYWORDS: *entrepreneurial abilities; career readiness; employability skills*

1. INTRODUCTION

The traditional path to career success in today's rapidly changing global job market has shifted away from traditional employment models and toward a more dynamic and entrepreneurial landscape. Students and young professionals face a growing need to learn diverse skills and competencies beyond academic knowledge and technical expertise as industries become more competitive and turbulent. This paradigm shift has emphasized the crucial role of entrepreneurial abilities in preparing students to face the challenges of a rapidly changing world.

Entrepreneurship education, which has historically been linked with the start-up and management of firms, is increasingly acknowledged for its broader relevance in educating students for various professional paths. Learning about entrepreneurship is tremendously important in this process. I organize visits, seminars, and case studies on higher education courses to immerse students in real situations.

Under this is the entrepreneurial ability, which refers to the readiness and ability to start and organize an individual as an early intervention of entrepreneurship skills. These abilities help an individual get more ready to face real-world situations.

As an article stated, both students and professionals require solid entrepreneurial abilities. Nowadays, learning entrepreneurial skills is a need rather than an exception. Without entrepreneurial abilities, it is tough to research the best and stay ahead of the competition. Learning entrepreneurial skills in school can help kids achieve better job success (Borkala, L. K. M, 2022).

Entrepreneurial abilities like problem-solving, creativity, adaptability, and effective communication are useful for aspiring entrepreneurs and professionals pursuing traditional careers. These abilities are set as their starting point and stepping stones to becoming a successful individual in whatever career path they choose.

Supported by a study that suggests that entrepreneurial ability should be regarded as an important starting point for entrepreneurial success, that the career development system needs to be improved to create more opportunities for on-the-job entrepreneurship, and that the government should

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implement differentiated and precise entrepreneurial support policies to encourage (Hu, W. et al., 2022).

This research investigates the link between entrepreneurial abilities and career readiness and students' employability skills. Understanding the role of entrepreneurial abilities in molding students' employment preparation is critical in an era marked by technological change, economic instability, and a shifting labor market environment.

1.1 Statement of the Problem

Specifically, the researcher pursued to answer the following questions:

1. What is the status of students' entrepreneurial abilities in terms of:
   - 1.1 problem-solving;
   - 1.2 creativity;
   - 1.3 adaptability; and
   - 1.4 Effective communication?
2. What is the status of career readiness of students to vocational competence in terms of:
   - 2.1 practical skills;
   - 2.2 occupational knowledge; and
   - 2.3 decision-making?
3. What is the status of career readiness of students to employability skills in terms of:
   - 3.1 leadership;
   - 3.2 teamwork; and
   - 3.3 reliability?
4. Is there a significant relationship between students' entrepreneurial abilities and career readiness as to vocational competence?
5. Is there a significant relationship between students' entrepreneurial abilities and career readiness as to employability skills?

2. METHODOLOGY

The study conducted was a quantitative and correlational research. Quantitative research is a classification of research that is designed to look into patterns, causal relationships, and predictions (Bhandari, 2021) by collecting, quantifying, and statistically analyzing data. It explains a certain phenomenon through the exploration of the data's numeric form which can be obtained from different strategies of inquiry such as structured observations, experiments, and questionnaires (Coghlan & Brydon-Miller, 2014).

3. RESULTS AND DISCUSSION

This chapter presents the results of the statistical analysis, and interpretation of the data collected. This chapter includes the result of status of students entrepreneurial abilities in terms of problem solving, creativity, adaptability and effective communication. Also, this shows career readiness of students in terms of vocational competence and employability skills and the result of the significant relationship between students entrepreneurial abilities and career readiness as to vocational competence and employability skills.

Status of Students Entrepreneurial Abilities

This chapter presents the statistical analysis results and interpretation of the data collected. This chapter includes the result of students' entrepreneurial abilities in problem-solving, creativity, adaptability, and effective communication. Also, this shows students' career readiness in terms of vocational competence and employability skills and the result of the significant relationship between students' entrepreneurial abilities and career readiness as to vocational competence and employability skills.

Status of Students' Entrepreneurial Abilities

The status of students' entrepreneurial abilities in terms of problem-solving, creativity, adaptability, and effective communication was treated statistically using mean and standard deviation.

Table 1 shows the statements, mean, standard deviation, and remarks on entrepreneurial abilities in problem-solving. The students are perpetually contemplating solutions to the problem at hand. The mean (M = 3.66, SD = 0.50) shows a very high level of student's entrepreneurial abilities in terms of problem-solving. Also, students apply the knowledge they have acquired to address fresh challenges. While the mean is slightly lower (M = 3.64), it still indicates a very high level of student's entrepreneurial abilities in problem-solving.

The status of student's entrepreneurial abilities in terms of problem solving attained a weighted mean score of 3.54 and a standard deviation of 0.54 and was verbally interpreted as *very high* among the respondents.

Table 1 ***Status of Students Entrepreneurial Abilities in Terms of Problem Solving***

I…	*MEAN*	*SD*	*REMARKS*
…try to think of multiple solutions, when challenging problem arises.	3.53	0.54	Strongly Agree
…am able to identify problems that keep from my goals.	3.35	0.57	Strongly Agree
…always think of ways to solve the problem.	3.66	0.50	Strongly Agree
…identify what needs to be known about a problem or design task.	3.50	0.57	Strongly Agree
…use knowledge learned to solve new problems.	3.64	0.53	Strongly Agree

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Weighted Mean	*3.54*
SD	*0.54*
Verbal Interpretation	*Very high*

This means that, students demonstrate their ability to think critically and creatively when faced with difficult problems, striving to multiple solutions. Students use different ways they can have to resolve problems they are encountering. They adeptly identify obstacles hindering their progress and persistently seek resolutions. They determine the essential information required for addressing challenges.

Table 2 ***Status of Students Entrepreneurial Abilities in Terms of Creativity***

I…	***MEAN***	***SD***	***REMARKS***
…apply new ideas in practical way to improve the way things are done.	3.53	0.59	Strongly Agree
…learn and discover myself, led by my curiosity.	3.58	0.53	Strongly Agree
…think of an alternative idea if the original idea is not applicable.	3.48	0.60	Strongly Agree
…stimulate new ways of looking at things.	3.37	0.64	Strongly Agree
…use idea generating techniques such as brainstorming to develop several original ideas.	3.49	0.57	Strongly Agree
Weighted Mean	*3.49*		
SD	*0.59*		
Verbal Interpretation	*Very high*		

Table 2 shows the status of student's entrepreneurial abilities in terms of creativity. Also shows the statements, mean, standard deviation and remarks.

The mean (M = 3.58, SD = 0.53) shows a very high level of student's entrepreneurial abilities in terms of creativity. Through students' curiosity, they were able to learn and discover creative ideas. While the mean is slightly lower (M = 3.53, SD = 0.59), it still indicates very high level of student's entrepreneurial abilities in terms of creativity by the student's which implies that students used new ideas in practical way.

The status of student's entrepreneurial abilities in terms of creativity attained a weighted mean score of 3.49 and a standard deviation of 0.59 and was verbally interpreted as *very high* among the respondents.

This means that, students demonstrate their creativity in different ways that they may apply in their future career. This has the tendency to generate, recognize ideas, alternatives or possibilities that they may be useful in solving problems, communicating with others and entertaining ourselves and others.

Table 3 shows the status of student's entrepreneurial abilities in terms of adaptability. This also shows the statements, mean, standard deviation and remarks.
The mean (M = 3.36, SD = 0.70) shows a very high level of student's entrepreneurial abilities in terms of adaptability. Students tend to do things that will force them to learn new things. While the lower mean (M = 3.08, SD = 0.58), still indicates that students can still do things even when changes and priorities occur.

The status of student's entrepreneurial abilities in terms of adaptability attained a weighted mean score of 3.25 and a standard deviation of 0.64 and was verbally interpreted as *very high* among the respondents.

Table 3 ***Status of Students Entrepreneurial Abilities in Terms of Adaptability***

I…	***MEAN***	***SD***	***REMARKS***
…can work effectively in a climate of ambiguity and changing priorities.	3.08	0.58	Agree
…can deal positively with praise, setbacks and criticism.	3.15	0.63	Agree
…can understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.	3.31	0.65	Strongly Agree
…prefer to do things that force me to learn something new.	3.36	0.70	Strongly Agree
…can overcome setbacks to take on an important challenge.	3.34	0.65	Strongly Agree

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Weighted Mean	*3.25*
SD	*0.64*
Verbal Interpretation	*Very high*

This means that students know how to cope up with different situation they may encounter in their career.

Table 4 shows the status of student's entrepreneurial abilities in terms of effective communication. This also shows the statements, mean, standard deviation and remarks.

Table 4 ***Status of Students Entrepreneurial Abilities in Terms of Effective Communication***

I…	***MEAN***	***SD***	***REMARKS***
…can express my own ideas clearly.	3.15	0.67	Agree
…ask questions to deepen my understanding.	3.51	0.59	Strongly Agree
…speak carefully to avoid any misunderstandings which may arise from their local accent.	3.49	0.62	Strongly Agree
…talk at a speed which enables everyone to understand what I am saying.	3.14	0.75	Agree
…am sensitive when communicating with people from different cultures.	3.18	0.81	Agree
Weighted Mean	*3.29*		
SD	*0.69*		
Verbal Interpretation	*Very high*		

In order to deepen the students understanding, they try to ask questions. This got the highest mean (M = 3.51, SD = 0.59) in the level of student's entrepreneurial abilities in terms of effective communication. Through effective communication, the students expand their knowledge about one particular thing. While the mean is slightly lower (M = 3.49, SD = 0.62), it still indicates very high level of student's entrepreneurial abilities in terms of effective communication by the student's.

The status of student's entrepreneurial abilities in terms of effective communication got a weighted mean score of 3.29 and a standard deviation of 0.69 and was verbally interpreted as *very high* among the respondents.

This shows that effective communication is important when interacting with others in a professional environment. Learning the effective communication may be bring one's individual in developing certain skills active listening. By this, this can benefit the professional career and learn to clearly and concisely communicate.

Status of Career Readiness of Students

The status of career readiness of grade 12 senior high school students to vocational competence in terms of practical skills, occupational knowledge and decision-making was treated statistically using the mean and standard deviation.

Table 5 shows the status of student's career readiness to vocational competence in terms of practical skills.

In resolving conflict, the needs of everyone involved is needs to be addressed. The mean (M = 3.43, SD = 0.59) shows a very high level of student's career readiness to vocational competence in terms of practical skills. This also means that there practical ways that can be used to resolve an issue, it only needs to have a good plan to make it. While the mean is slightly lower (M = 3.39, SD = 0.67), it still indicates a very high level of student's career readiness to vocational competence in terms of practical skills. It means that when problem occurs, having systematic plan and thorough analyzing of data or information is needed to resolve the conflict.

Table 5 ***Status of Career Readiness of Students to Vocational Competence in Terms of Practical Skills***

I…	***MEAN***	***SD***	***REMARKS***
…understand the needs of everyone involved, when resolving a conflict.	3.43	0.59	Strongly Agree
…transform ideas in a way that become applicable in practice.	3.31	0.61	Strongly Agree
…analyze all the facts and put them in systematic order, when facing a problem.	3.39	0.67	Strongly Agree
…prepare strategic plan when problem arises.	3.26	0.68	Strongly Agree
..apply structured plan in different areas of my chosen field.	3.27	0.70	Strongly Agree

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Weighted Mean	*3.33*
SD	*0.65*
Verbal Interpretation	*Very high*

The status of student's career readiness to vocational competence in terms of practical skills garnered a weighted mean score of 3.33, a standard deviation of 0.65 and was verbally interpreted as *very high* among the respondents.

This shows that practical skills allow students to quickly learn adaptations needed for daily challenges and scenarios and allows them to get a better understanding of their chosen career. Preparing and setting different plan that may be used to improve an individual practical skills. Also, being practical, this can help an individual to learn new things.

Table 6 ***Status of Career Readiness of Students to Vocational Competence in Terms of Occupational Knowledge***

I…	***MEAN***	***SD***	***REMARKS***
…know how to differentiate between fact and assumption.	3.32	0.61	Strongly Agree
…have the ability to evaluate the opinions and knowledge of others.	3.42	0.64	Strongly Agree
…have the ability to analyze the situation, identify the factors and find information about the problem.	3.49	0.70	Strongly Agree
…understand the key concepts and practices related to chosen field.	3.29	0.58	Strongly Agree
…am proficient in using specialized tools and software relevant to the chosen field.	3.16	0.65	Agree
Weighted Mean	*3.34*		
SD	*0.64*		
Verbal Interpretation	*Very high*		

Table 6 shows the status of student's career readiness to vocational competence in terms of occupational knowledge. The statements, mean, and standard deviation and remarks are also shown here.

The mean (M = 3.49, SD = 0.70) shows a very high level of student's career readiness to vocational competence in terms of occupational knowledge. This indicates that students have the ability to identify and find data or information about a specific problem. While the mean is slightly lower (M = 3.42, SD = 0.64), and still shows a very high level of student's career readiness to vocational competence in terms of occupational knowledge. This indicates that students have the ability to evaluate one's opinion and knowledge.

The status of student's career readiness to vocational competence in terms of occupational knowledge garnered a weighted mean score of 3.34, a standard deviation of 0.64 and was verbally interpreted as *very high* among the respondents.

This means that students have the ability to analyze the different situations they encounter, also they do identify the information about the certain situation. As they gather information, students do evaluation of the opinions given by the other people around them. Through that, they have the knowledge of which is right or not.

Table 7 ***Status of Career Readiness of Students to Vocational Competence in Terms of Decision-Making***

I…	***MEAN***	***SD***	***REMARKS***
…generate a SWOT analysis in decision making.	3.19	0.71	Agree
…am comfortable in taking risks when trying to solve a problem	3.24	0.75	Strongly Agree
…use intuition or "gut feeling" in making decision.	3.22	0.68	Strongly Agree
…present achievable options as part of my decision-making.	3.40	0.60	Strongly Agree
…quantify the probability of success in decision-making.	3.39	0.67	Strongly Agree
Weighted Mean	*3.29*		
SD	*0.67*		
Verbal Interpretation	*Very high*		

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The mean (M = 3.40, SD = 0.60) shows a very high level of student's career readiness to vocational competence in terms of decision-making. This suggests that providing options when making decision help students to practice their decision-making ability that will lead them to a better decision. While the mean is slightly lower (M = 3.39, SD = 0.67), indicates a very high level of student's career readiness to vocational competence in terms of decision-making. This implies that decision-making helps students to have a higher chance of being successful.

The status of student's career readiness to vocational competence in terms of decision-making attained a weighted mean score of 3.29, a standard deviation of 0.67 and was verbally interpreted as *very high* among the respondents.

This means that students provide options as they make decision, as such, they generate ideas that they can apply to solve a problem. Providing options gives a better decision and helps them to achieve the goal they have.

Status of Career Readiness of Students

The status of career readiness of students to employability skills in terms of leadership, teamwork and reliability was treated statistically using mean and standard deviation.

Table 8 ***Status of Career Readiness of Students to Employability Skills in Terms of Leadership***

I…	***MEAN***	***SD***	***REMARKS***
…often use the technique of brainstorming to come up with new ideas.	3.43	0.64	Strongly Agree
…am persuasive when handling questions and/or objections from others.	3.24	0.65	Strongly Agree
…have high sense of responsibility in the group.	3.33	0.73	Strongly Agree
…demonstrate positive and high expectation.	3.30	0.68	Strongly Agree
…model the values and behaviours that support my fellow students at all levels.	3.37	0.64	Strongly Agree
Weighted Mean	*3.33*		
SD	*0.67*		
Verbal Interpretation	*Very high*		

Table 8 shows the status of student's career readiness to employability skills in terms of leadership. This shows the statements, mean, standard deviation and remarks.

Students use different strategies to make ideas. The mean (M = 3.43, SD = 0.64) shows a very high level of student's career readiness to employability skills in terms of leadership. This means that leaders may use brainstorming as one of the strategies in creating new ideas. As leaders get different ideas from each member, it leads them to a better decision. The more ideas a leader gets from his/her members, the better decision may be. While the mean is slightly lower (M = 3.37, SD = 0.64), indicates a very high level of student's career readiness to employability skills in terms of leadership. This implies that being a leader you should set as a role model in your members not just by having a good personality but also in values and behaviour you must have.

The status of student's career readiness to employability skills in terms of leadership attained a weighted mean score of 3.33, a standard deviation of 0.67 and was verbally interpreted as *very high* among the respondents.

As students interact with their peers or even work in teams, this shows they need leadership skills to effectively complete their task, engage and build rapport with the team. They become independent in different aspects. By assuming responsibility, this demonstrates a willingness to help others, to listen empathetically and to make sound decisions.

Table 9 shows the status of student's career readiness to employability skills in terms of teamwork. This shows the statements, mean, standard deviation and remarks.

Table 9 ***Status of Career Readiness of Students to Employability Skills in Terms of Teamwork***

I…	***MEAN***	***SD***	***REMARKS***
…understand the rules and expectations in interacting with others.	3.72	0.48	Strongly Agree
…have the ability to function effectively as an individual and in a group.	3.48	0.67	Strongly Agree
…acknowledge and respect team member's perspectives.	3.74	0.54	Strongly Agree
…show respect to others' opinions during disagreement	3.74	0.45	Strongly Agree
…have the ability to integrate ideas with group members.	3.64	0.54	Strongly Agree

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Weighted Mean	*3.66*
SD	*0.54*
Verbal Interpretation	*Very high*

Teamwork requires respect. The mean (M = 3.74, SD = 0.54) shows a very high level of student's career readiness to employability skills in terms of teamwork. This implies that respect is such a big word to a team for them work in unity. This means that whenever someone from the group give his/her disagreement about the topic tackled, it is not good to show disrespect but rather acknowledge and respect their own perspectives. The mean is slightly lower (M = 3.72, SD = 0.48), indicates a very high level of student's career readiness to employability skills in terms of teamwork. This says that rules and regulations within a particular team must highly be observed for them to lead in a good teamwork.

The status of student's career readiness to employability skills in terms of teamwork attained a weighted mean score of 3.66, a standard deviation of 0.54 and was verbally interpreted as *very high* among the respondents.

This means that teams get successful as they shows and pays respect with the opinion given by the other member or people around them. As such, whenever disagreement with the ideas happen, respect is still given. Through that, teamwork also help them to collaborate good ideas that they can effectively apply in their task.

Table 10 shows the status of student's career readiness to employability skills in terms of reliability. The statements, mean, standard deviation and remarks are also shown here.

The mean (M = 3.77, SD = 0.46) shows a very high level of student's career readiness to employability skills in terms of reliability. This implies that students get reliable information by searching different ideas from different sources that makes the topic clear. While the mean is slightly lower (M = 3.63, SD = 0.53), indicates a very high level of student's career readiness to employability skills in terms of reliability. This means that whatever information students get from others this must be kept confidential.

Table 10 ***Status of Career Readiness of Students to Employability Skills in Terms of Reliability***

I…	***MEAN***	***SD***	***REMARKS***
…search information when I do not understand the problem to make it clear.	3.77	0.46	Strongly Agree
…provide true and exact information.	3.55	0.55	Strongly Agree
…keep confidential information or conversation.	3.63	0.53	Strongly Agree
…can be trusted to handle confidential problem.	3.60	0.57	Strongly Agree
…give reliable information and not from hearsay only.	3.58	0.57	Strongly Agree
Weighted Mean	*3.63*		
SD	*0.54*		
Verbal Interpretation	*Very high*		

The status of student's career readiness to employability skills in terms of reliability attained a weighted mean score of 3.63, a standard deviation of 0.54 and was verbally interpreted as *very high* among the respondents.

This indicates that reliability must be practiced at all times. Keeping information that are confidential is much needed to a group. Also, giving reliable information or ideas must the thing to be shared only do avoid negative understanding or confusion to others.

Test of Significant Relationship between Students Entrepreneurial Abilities and Career Readiness as to Vocational Competence

To test the significant relationship between student's entrepreneurial abilities and career readiness as to vocational competence in terms practical skills, occupational knowledge and decision-making they were treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

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Table 11 ***Significant Relationship between Students Entrepreneurial Abilities and Career Readiness as to Vocational Competence***

Entrepreneurial Abilities (IV)	**Career Readiness as to Vocational Competence (DV)**		
	Practical Skills	Occupational Knowledge	Decision-Making
Problem solving: Pearson Correlation	0.43**	0.50**	0.35**
Significance(2-Tailed)	<.001	<.001	<.001
N	204	204	204
Creativity : Pearson Correlation	0.55**	0.45**	0.53**
Significance(2-Tailed)	. <.001	<.001	<.001
N	204	204	204
Adaptability : Pearson Correlation	0.53**	0.59**	0.50**
Significance(2-Tailed)	. <.001	. <.001	<.001
N	204	204	204
Effective Pearson Correlation	0.45**	0.46**	0.44**
communication : Significance(2-Tailed)	<.001	. <.001	<.001
N	204	204	204

The correlation coefficients measure the strength and direction of the relationship between student's entrepreneurial abilities and career readiness as to vocational competence in terms practical skills, occupational knowledge and decision-making. A positive correlation indicates that as level of student's entrepreneurial abilities increase, career readiness as to vocational competence also tends to increase.Correlations were computed among four communication style on data for 204 students. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.35 to 0.59, indicating a low to moderate positive relationship and was significant between the students entrepreneurial abilities and career readiness as to vocational competence.

This means that students demonstrate proactive problem-solving skills, critical thinking, and innovative application of knowledge. They adapt to change, explore ideas, prioritize tasks, respond positively to feedback, and value ongoing learning. They tend to understand conflict resolution, transform ideas into practical applications, analyze facts, prepare strategic plans, differentiate fact from assumption, evaluate opinions, analyze situations, understand key concepts, use specialized tools, generate SWOT analyses, take risks, use intuition, present achievable options, and quantify success probability in decision-making in their chosen field.

Overall, students exhibit critical thinking, creative knowledge application, and proactive problem solution. They respect lifelong learning, prioritize work, respond constructively, adjust to change, and are knowledgeable about decision-making, strategic planning, and dispute resolution.

Test of Significant Relationship between Student's Entrepreneurial Abilities and Career Readiness as to Employability Skills

To test the significant relationship between student's entrepreneurial abilities and career readiness as to employability skills in terms leadership, teamwork and reliability they were treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between student's entrepreneurial abilities and career readiness as to employability skills in terms leadership, teamwork and reliability. A positive correlation indicates that as level of student's entrepreneurial abilities increase, career readiness as to employability skills also tends to increase. Correlations were computed among four communication style on data for 204 students. A correlation coefficient of 1 indicates a perfect positive, while the coefficient of -1 indicates a perfect negative correlation.

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Table 12 ***Significant Relationship between Student's Entrepreneurial Abilities and Career Readiness as to Employability Skills***

Entrepreneurial Abilities (IV)	Career Readiness as to Employability Skills (DV)		
	Leadership	Teamwork	Reliability
Problem solving: Pearson Correlation	0.51**	0.36**	0.32**
Significance(2-Tailed)	<.001	<.001	<.001
N	204	204	204
Creativity : Pearson Correlation	0.56**	0.39**	0.45**
Significance(2-Tailed)	<.001	<.001	<.001
N	204	204	204
Adaptability : Pearson Correlation	0.45**	0.34**	0.32**
Significance(2-Tailed)	<.001	<.001	<.001
N	204	204	204
Effective Pearson Correlation	0.42**	0.33**	0.34**
communication : Significance(2-Tailed)	<.001	<.001	<.001
N	204	204	204

The correlation coefficients range from 0.35 to 0.59, indicating a low to moderate positive relationship and was *significant* between student's entrepreneurial abilities and career readiness as to employability skills.

This means that students demonstrate proactive problem-solving skills, critical thinking, and innovative application of knowledge. They adapt to change, explore ideas, prioritize tasks, respond positively to feedback, and value ongoing learning. They tend to effectively use brainstorming, persuade, maintain responsibility, respect interpersonal rules, and integrate diverse perspectives, demonstrating a strong sense of leadership, teamwork, and reliability.

Overall, students exhibit proactive problem-solving, critical thinking, and creativity, adapting to change, exploring new ideas, and prioritizing tasks. They prioritize learning, maintain responsibility, and integrate diverse perspectives.

4. CONCLUSION AND RECOMMENDATIONS

Based on the data, the following conclusions are presented.

1. Findings show a significant relationship between entrepreneurial abilities and career readiness as to vocational competence. Therefore, the hypothesis being stated was rejected. This implies that students exhibit abilities like critical thinking, creative knowledge application, and proactive problem-solving skills that make them career-ready regarding their vocational competence.
2. The relationship between entrepreneurial abilities and career readiness as to employability skills was significant; therefore, the stated hypothesis was rejected. This implies that students prioritize learning, maintain responsibility, and integrate diverse perspectives. Furthermore, this helps them to become ready for their chosen careers.

Based on the findings and conclusion made in this study, the following are now suggestions.

1. Students must learn to adapt to things and changes. Accept criticism that will help to improve one's self. Practice effective communication by expressing your ideas clearly, speaking, and communicating with others at a normal speed so that it does not cause confusion or misinterpretation among the people you are talking to. Allow yourself to learn new things, especially regarding technology, which may greatly help your chosen path. In making the decision, foresee the positives and negatives it may bring when it is taken into action.
2. This study suggests that teachers must provide more valuable insights and resources that will help students learn to adapt to the changes around them. Give practical exercises that will improve students' effective communication. Provide training that will boost students' capability in technology and provide situational problems that will help students practice good decision-making using strategic planning.
3. This also suggests that educational institution or administrators may enhance the entrepreneurship education curriculum, align it more closely with industry needs and job market demands that will help students be ready to face real-world situations. Improve school settings that will help and train students to develop adaptability, effective communication, and decision-making abilities. This will help students be more successful in the career that they choose. Provide on-hand and on-the-job training so that students will experience the real settings. Challenge the students to learn things from their surroundings or community.

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