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## **Connecting Horizons: Strategic Integration of Aviation Business-Related Training in Enhancing Community Entrepreneurial Capabilities**

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**Abstract** - This study investigates the impact of strategically integrating aviation business-related training to enhance community entrepreneurial capabilities and empowerment, recognizing its potential to foster local economic growth. By integrating such programs, it identifies opportunities for economic expansion, new business creation, and job opportunities, thereby contributing to sustainable development. The primary objective is to evaluate the effect of integrating aviation business-related training on entrepreneurial capabilities within the community. Specifically, the study provided essential skills training to ten (10) sari-sari store owners in bookkeeping and conducted training sessions for fifteen (15) mothers in electrical device installation and safety practices, commencing in September 2023 and evaluated after four (4) months. Participants were selected based on the community's entrepreneurial capabilities, economic conditions, and employment path. All participants were provided with the necessary materials and willingly participated in the study. The study was conducted in a five-day aviation business-related training session at WCC ATC, and data was collected at regular intervals over an extended period while ensuring confidentiality and ethical guidelines were maintained. Regression and time series analysis were employed to assess outcomes related to continuity in the program towards business economic growth and employment opportunities. Result shows that the timing of participation in the training program significantly influences participant continuity in both the Sari-Sari store owners and the Ilaw ng Tahanan program, with certain dates correlating with higher dropout rates from the program. Monitoring sessions for Sari-Sari store owners reveal a gradual decline in participation over time, suggesting challenges in sustaining engagement. Regression analysis highlights the predictive power of participation in the training program in understanding program retention dynamics, emphasizing the importance of strategic timing. Variability in participant continuity in the Ilaw ng Tahanan program stresses the need for targeted support strategies to facilitate continued engagement. Overall, these findings emphasize the significance of timing considerations in program design and implementation, emphasizing the need for tailored approaches to support sustained participation among community entrepreneurs.

**Keywords** - aviation related-business training, entrepreneurial capabilities, sustainable rural development

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### **Introduction**

In today's rapidly changing world, the aviation industry plays a crucial role in global connectivity and economic development. It stands as an essential symbol of connectivity, facilitating global trade, tourism, and cultural exchange. However, the benefits of aviation have traditionally been concentrated within specific economic hubs, leaving many communities on the periphery without access to its potential opportunities. Concurrently, entrepreneurship serves as a catalyst for local development, empowering individuals to create value, generate employment, and drive innovation. Aviation growth provides both social and economic benefits, with the demand for air services increasing the influence of air transport in the global economy. This growth not only provides opportunities for people and goods movements, but also uplifts other sectors of the economies. Aviation brings economies and people closer together, enhancing cultural cohesion and fostering global interactions. The expansion of the aviation sector, however, also brings about challenges in terms of environmental, social impacts and entrepreneurial concerns.

Entrepreneurship is the recognition and pursuit of opportunity without regard to the resources that currently control, with confidence that you can succeed, with the flexibility to change course as necessary, and with the will to rebound from setbacks." An entrepreneur is a person who starts a business to follow a vision, to make money, and to be the master of his/her own soul. Inherent in the venture is the risk of what the future may bring. Therefore, an essential key to success is that the entrepreneur also be an "educated" risk taker. Entrepreneurial activity can serve as a significant link to economic growth for individuals and communities (Wennekers & Thuric, 2009).

Many countries, including the United States, several Asian and European countries, and some developing nations, offer sustainable livelihoods to their constituents through Business Outreach Programs (BOPs) initiated by schools and non-governmental organizations. In the United States, schools support BOPs, such as the Arizona University Foundation (AUF), which has supported over 420 small businesses. AUF reported creating 146 jobs in these businesses over a four-year period. Their program provides technical assistance to women and minority-owned businesses in low-income communities. It also offers community-based learning opportunities for undergraduate business students through internship programs, fostering long-term relationships with business clients. One notable effort by the BOP was a contract with a U.S. transit agency to support small business owners affected by the construction of light rail. Through this project, the BOP facilitated low-interest loans to 33 local businesses (Skinner, 2013).

Many nations prioritize small business development to address high unemployment and poverty rates through government entities that support the creation of various businesses among women and men (Niemaal, 2011). There are several non-profit organizations composed of individual businessmen, corporate owners, schools, and professionals in academia, such as JCI, the Philippine Chamber of Commerce, Go Negosyo, the Business Idea Development Association, the Philippine Management Association, and the Philippine Marketing Association, that extend assistance to the community.

Concurrently, entrepreneurship serves as a catalyst for local development, empowering individuals to create value, generate employment, and drive innovation. There has been a growing recognition of the interconnectedness between aviation and entrepreneurship. By leveraging aviation business-related training programs, individuals and communities can tap into the vast potential of the aviation sector to enhance their entrepreneurial capabilities. Such initiatives not only provide technical skills but also instill a mindset of innovation, risk-taking, and collaboration – essential attributes for entrepreneurial success (Brown, et al., 2021)

In recent years, there has been a growing recognition of the interconnectedness between aviation, entrepreneurship, and education. Educational institutions, particularly schools, play a pivotal role in bridging the gap between industry demands and community needs. By incorporating aviation business-related training into their curricula, schools can equip students with the skills, knowledge, and mindset necessary to thrive in both the aviation sector and entrepreneurial endeavors (Smith, 2024)

Moreover, schools serve as hubs for knowledge dissemination, collaboration, and networking. Through strategic partnerships with industry stakeholders and community organizations, schools can facilitate the integration of aviation training into community entrepreneurship initiatives. By providing access to resources, expertise, and infrastructure, schools can empower communities to leverage the potential of the aviation sector for economic development and social progress.

Additionally, schools play a crucial role in fostering a culture of innovation and lifelong learning. By promoting interdisciplinary approaches and experiential learning opportunities, schools can nurture entrepreneurial mindsets among students, faculty, and community members. This, in turn, can spur creativity, problem-solving, and adaptive capacity-essential attributes for success in both the aviation industry and entrepreneurship.

Despite these potential benefits, there remains a gap in understanding the optimal strategies for schools to integrate aviation business-related training into community entrepreneurship initiatives effectively. This study aims to address this gap by examining the roles, responsibilities, and best practices of schools in facilitating such integration. By elucidating the underlying mechanisms and challenges, we seek to provide actionable insights for educators, administrators, and policymakers to promote more effective collaboration between the aviation sector, community entrepreneurship, and educational institutions.

Hence, the strategic integration of aviation business-related training in enhancing community entrepreneurial capabilities requires active engagement and leadership from educational institutions. By leveraging their expertise, resources, and networks, schools can play a pivotal role in bridging the gap between the aviation industry and local communities, thereby fostering economic development, social inclusion, and innovation. Through rigorous empirical investigation and theoretical analysis, this study endeavors to shed light on the transformative potential of this collaborative approach and contribute to the advancement of knowledge and practice in aviation, entrepreneurship, and education. The study will adopt a comprehensive and systematic approach to examine the current state of rural

development, assess the potential impact of aviation business-related training, and propose strategic frameworks for implementation. Through a rigorous analysis, the research aims to provide actionable insights and recommendations that can inform policymakers, stakeholders, and community leaders in fostering sustainable rural development through the strategic integration of aviation business-related training.

### Materials and Methods

The study utilized the prospective cohort research design initially aided with survival analysis. Specifically, the study focuses on providing essential skills to ten (10) sari-sari store owners, encompassing fundamental aspects of accounting and bookkeeping practices and a training session for ten (10) mothers from the adopted barangay, with a focus on training them in the installation of electrical devices, practice electrical safety, ensure electrical systems are safe and secure and troubleshoot default wirings in the household. Participants were selected based on the community's entrepreneurial capabilities, economic conditions, and employment path. All participants were provided with the necessary materials and willingly participated in the study. The training was conducted in a five-day aviation business-related training session at WCC ATC and community teaching with the sari-sari store owners and other stalls. The interventions made were weekly monitoring, monthly monitoring and quarterly monitoring. The researchers maintained confidentiality and followed ethical guidelines. Bayesian Statistics Estimates with emphasis on Linear Regression was initially used to assess the outcomes of the propose program based on the recorded time of visit and number of continued and dropped from the training program. This study used the SPSS 26 to compute for the Bayesian estimates with emphasis on linear regression.

### Results and Discussions

WCC Aeronautical & Technological College Inc., Binalonan campus honors our Mama, Mommy, Nanay, Inay and Inang for being the beacon of light in our households and as an institution that recognizes the contribution of mothers who stay home to take good care of their children, the Avionics Technology Department, in collaboration with the Quality Assurance Office (QATO) and Community Extension and Services Office (CESO), conducted a five-day training for mothers from our adopted community, Barangay Canarvacanan. The fifteen recipients of the project "Ikaw ang Ilaw ng Tahanan" learned how to install electrical devices, practice electrical safety, ensure electrical systems are safe and secure and troubleshoot default wirings in the household. By empowering our ILAW NG TAHANAN, they developed confidence and a great sense of self-sufficiency.

**Figure 1. Aviation Business-Related Training  
Ilaw ng Tahanan Training, September 01,2023 initiated by the Avionics Technology**



In the Ilaw ng Tahanan Training initiated by the Avionics Technology Department on September 01, 2023, mothers enrolled in the program are provided with comprehensive toolkits essential for household electrical system maintenance and repair. These toolkits enable participants to apply the skills acquired during the training effectively. To ensure the sustained application of their newfound knowledge and the potential generation of income, a monitoring system is implemented wherein participants are evaluated monthly. During these assessments, participants' capabilities in applying the learned skills are reviewed, along with their potential income-generating activities stemming from the acquired expertise. This monitoring mechanism not only promotes accountability and skill

retention but also serves as a platform for ongoing support and guidance, empowering mothers to leverage their skills for financial stability and household empowerment.

**Figure 2. Accounting & Bookkeeping Training  
September 02,2023 initiated by the Airline Operations Management Faculty & Students**



On September 2, 2023, the Airline Operations Management Faculty & Students initiated a groundbreaking training program focused on accounting and bookkeeping within the aviation industry. Recognizing the critical role of financial management in aviation businesses, this program aims to equip participants with essential skills and knowledge in accounting principles, financial reporting, and bookkeeping practices tailored to the aviation sector. Led by faculty members and supported by enthusiastic students, this initiative marks a significant step towards enhancing the financial literacy and operational efficiency of aviation professionals. Through hands-on learning experiences and expert guidance, participants will gain valuable insights into managing financial resources effectively, fostering financial sustainability, and driving organizational success in the dynamic aviation industry.

Continuing the Bookkeeping Training initiative launched on September 2, 2023, participants are provided with dedicated notebooks to meticulously record their daily sales transactions. This practice ensures the systematic documentation of financial activities, promoting transparency and accountability within the aviation businesses. Moreover, every two weeks, faculty members and students diligently visit participants to review their records, offering guidance and feedback to ensure the accuracy and consistency of their bookkeeping practices. This hands-on approach not only reinforces the importance of maintaining accurate financial records but also fosters a culture of continuous learning and improvement among participants. By nurturing a supportive environment for skill development and knowledge transfer, this proactive engagement strategy aims to empower aviation professionals to excel in financial management and contribute to the long-term success of their businesses. Optimal Strategies for Integration with focus on the best practices and challenges associated with integrating aviation business-related training into community entrepreneurship initiatives and identify strategies that maximize effectiveness and sustainability.

Data for Sari-Sari Store Owners

**Figure 3. Status of Number of Participants who continues and dropped during the series of Monitoring among Sari-Sari Store Owner**



The provided data depicts the status of the number of participants who continued and dropped out during a series of monitoring sessions among Sari-Sari store owners. The dates listed represent the time points at which the monitoring sessions were conducted. These sessions likely involved assessing the participation status of Sari-Sari store owners in a program or intervention. The numbers accompanying each date indicate the count of participants who continued with the program at that particular time point. On September 9, 2023, there were 10 participants, on September 23, 2023, there were still 10 participants, on October 7, 2023, there were still 10 participants. On October 28, 2023, the number decreased to 9 participants, indicating that one participant dropped out. This pattern continues, with the number of participants decreasing over time. Based on the interview and monitoring conducted, some of them were not able to list down everyday sale and inaccurately track income.

**Table 1. ANOVA Result for Bookkeeping Training Program**

ANOVA <sup>a,b</sup>					
Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.857	6	.810	.	.
Residual	.000	0	.	.	.
Total	4.857	6			

a. Dependent Variable: Number of Participants  
 b. Model: (Intercept), Dates

As to regression result, the sum of squares (SS) for regression, 4.857, indicates that there is some variability in the number of participants (sari-sari store owners who continued the program until the last session (January 13,2024)) who continue with the program that can be explained by the dates when they joined. This suggests that there may be some relationship between the timing of joining the program and the likelihood of continuing with it. As to residual, the reported sum of squares for the residual is 0.000, it seems that the timing of joining the program may have some influence on the likelihood of participants continuing with it.

**Table 2. Bayesian Estimates of Coefficients for Bookkeeping Training Program**

Parameter	Bayesian Estimates of Coefficients <sup>a,b,c</sup>				
	Mode	Posterior Mean	Variance	95% Credible Interval	
				Lower Bound	Upper Bound
(Intercept)	10.000	10.000	.	.	.
DATES = Dec.09,2023	-2.000	-2.000	.	.	.
DATES = Jan13.2024	-2.000	-2.000	.	.	.
DATES = Nov.18,2023	-1.000	-1.000	.	.	.
DATES = Oct.07,2023	4.108E-15	4.108E-15	.	.	.
DATES = Oct.28,2023	-1.000	-1.000	.	.	.
DATES = Sept.09,2023	4.108E-15	4.108E-15	.	.	.
DATES = Sept.23,2023	<sup>d</sup>	<sup>d</sup>	<sup>d</sup>	<sup>d</sup>	<sup>d</sup>

a. Dependent Variable: VAR00014  
 b. Model: (Intercept), DATES  
 c. Assume standard reference priors.  
 d. This parameter is redundant. Posterior statistics are not calculated.

The Bayesian estimates of coefficients provide insights into the relationship between the dates and the number of participants who continue with the program until the last session January 13,2024 (sari-sari store owners who continued the program). The intercept term represents the expected value of sari-sari store owners who continued the program until the last session (January 13,2024) when all other predictors are zero or at their reference levels. The mode and mean of 10.000 suggest that, at the baseline (reference levels of other predictors), the expected number of participants who continue with the program is 10.000. The coefficients for specific dates indicate how the expected value of sari-sari store owners who continued the program until the last session (January 13,2024) changes when those dates occur, relative to the baseline, such as, the coefficients for Dec. 9, 2023, and Jan. 13, 2024, are both -2.000, this implies that compared to the reference date September 09, 2023, there is an expected decrease of 2.000 participants who continue with the program on these dates. Similarly, the coefficient for Nov. 18, 2023, is -1.000, suggesting a decrease of 1.000 participants compared to the reference date. Dates such as Oct. 07, 2023, Oct. 28, 2023, Sept. 09,

2023, and Sept. 23, 2023, have coefficients close to zero or are marked as redundant. This indicates that these dates do not significantly impact the expected number of participants who continue with the program after accounting for other variables in the model. The implications regarding the effectiveness of the program, particularly in bookkeeping training for Sari-Sari store owners, hinge on several factors that extend beyond the presented Bayesian estimates. The Bayesian estimates suggest that there are fluctuations in participant retention over time, with certain dates associated with decreases in the number of participants who continue with the program. This could signal challenges in sustaining participant engagement and retention over the monitoring period. While the Bayesian estimates provide insights into the relationship between dates and participant retention, additional analyses are necessary to comprehensively evaluate the program's effectiveness. The fluctuations in participant retention observed in the data may indicate potential challenges or opportunities for program improvement.

### Ilaw ng Tahanan Program

**Figure 4. Status of Number of Participants who continues and dropped during the series of Monitoring among Ilaw ng Tahanan**



The data from the Ilaw ng Tahanan program, spanning from September 9, 2023, to January 13, 2024, illustrates the trajectory of participant retention over time. Initially, the program boasted a robust enrollment of 10 participants on September 9, 2023. However, as subsequent monitoring dates unfolded, a gradual decline in participant numbers ensued. By September 23, 2023, the participant count had decreased to 7, further dwindling to 6 by October 7, 2023. This downward trend persisted, with participant numbers reaching 5 by October 28, 2023, and maintaining this level through November 18, 2023, December 9, 2023, and January 13, 2024. The significant proportion of mothers discontinuing their participation in the program can be attributed to the demands of their household responsibilities, particularly pertaining to childcare and household chores. These mothers lack additional assistance from family members or other household support systems, which impedes their ability to fully engage in the program activities. The consistent decline in participant numbers signals potential challenges or factors impacting participant retention throughout the duration of the program. Further analysis is warranted to discern the underlying reasons behind this trend and devise strategies to mitigate attrition, thereby enhancing the program's efficacy and impact.

**Table 3. ANOVA Result for Ilaw ng Tahanan Training Program**

Source	ANOVA <sup>a,b</sup>				
	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.857	6	3.476	.	.
Residual	.000	0	.	.	.
Total	20.857	6			

a. Dependent Variable: continued  
 b. Model: (Intercept), DATES

The sum of squares (SS) for regression is 20.857, indicating the amount of variability in the dependent variable dealing with number of mothers who continued with the Ilaw ng Tahanan Training Program that is explained by the independent variable(s), including the intercept and dates. With 6 degrees of freedom (df), which likely includes the intercept and the coefficients for Dates, the model's explanatory power is being assessed across a certain level of complexity. The mean square (MS) for regression is calculated by dividing SS by df, resulting in 3.476. The sum of squares (SS) for the residual is reported as 0.000, indicating that there is no unexplained variability in the dependent variable after accounting for the effects of the independent variable(s). The ANOVA results suggest that the regression model, including the intercept and dates as predictors, explains a significant amount of variability why mothers who dropped with the Ilaw ng Tahanan Training Program. Table 4 shows that the significant explanatory power of the regression model suggests that the Dates variable, along with the intercept, plays a crucial role in explaining the variability in program retention. This finding can inform program evaluators and stakeholders about the factors influencing mothers' decisions to continue or drop out of the training program.

**Table 4. Bayesian Estimates of Coefficients for Ilaw ng Tahanan Training Program**

Parameter	Bayesian Estimates of Coefficients <sup>a,b,c</sup>				
	Mode	Posterior Mean	Variance	95% Credible Interval	
				Lower Bound	Upper Bound
(Intercept)	7.000	7.000	.	.	.
DATES = Dec.09,2023	-2.000	-2.000	.	.	.
DATES = Jan13,2024	-2.000	-2.000	.	.	.
DATES = Nov.18,2023	-2.000	-2.000	.	.	.
DATES = Oct.07,2023	-1.000	-1.000	.	.	.
DATES = Oct.28,2023	-2.000	-2.000	.	.	.
DATES = Sept.09,2023	3.000	3.000	.	.	.
DATES = Sept.23,2023	<sup>d</sup>	<sup>d</sup>	<sup>d</sup>	<sup>d</sup>	<sup>d</sup>

a. Dependent Variable: continued  
 b. Model: (Intercept), DATES  
 c. Assume standard reference priors.  
 d. This parameter is redundant. Posterior statistics are not calculated.

The mode and mean of the intercept coefficient are both 7.000. This suggests that, when all other predictors are zero or at their reference levels, the expected value of the dependent variable "continued" is 7.000. The coefficients for Dec. 9, 2023, Jan. 13, 2024, Nov. 18, 2023, Oct. 28, 2023, and Oct. 7, 2023, are all -2.000. This indicates that the expected value of the dependent variable decreases by 2.000 when compared to the reference date. In contrast, the coefficient for Sept. 9, 2023, is 3.000, suggesting an increase of 3.000 in the expected value of the dependent variable when compared to the reference date. The coefficient for Sept. 23, 2023, is marked as redundant. This means that it does not significantly impact the expected value of those who continued the program after accounting for other variables in the model which is dropped number of participants. Therefore, the results shows that specific dates impact the likelihood of participants continuing with the Ilaw ng Tahanan Training Program.

In line with Table 4, the specific dates have a significant impact on the likelihood of participants continuing with the Ilaw ng Tahanan Training Program. Certain dates have a notable impact on the likelihood of participants continuing with the program, with some dates associated with decreases and others with increases. he coefficient for Sept. 23,

2023, being marked as redundant suggests that it does not significantly impact the expected value of participants continuing with the program after accounting for other variables in the model. This implies that this particular date does not contribute significantly to explaining variability in program continuation among participants. The Ilaw ng Tahanan Training Program's effectiveness in terms of participant retention appears to be influenced by specific dates. Further analysis and contextual information would be necessary to fully assess the program's overall effectiveness in achieving its goals and objectives.

The Ilaw ng Tahanan Training, initiated by the Avionics Technology Department, demonstrates a proactive approach to empowering mothers from the community with essential electrical system maintenance and repair skills. Through a collaborative effort involving various departments and offices within the institution, the program aimed to equip mothers with the necessary knowledge and tools to enhance their self-sufficiency and household empowerment. The training provided comprehensive toolkits and practical skills, fostering confidence among participants. However, the monitoring data revealed challenges in sustaining participant engagement, with a significant number of mothers dropping out due to household responsibilities.

Similarly, the Bookkeeping Training, led by the Airline Operations Management Faculty & Students, emphasizes the importance of financial literacy in the aviation industry. The program aimed to equip participants with essential bookkeeping skills tailored to the aviation sector. The proactive engagement strategy, involving hands-on learning experiences and regular feedback sessions, aimed to foster a culture of continuous learning and improvement among participants. However, the monitoring data revealed fluctuations in participant retention over time, highlighting challenges in sustaining engagement throughout the program.

Both the Sari-Sari store owners and the Ilaw ng Tahanan program shed light on the participation patterns and factors influencing continuity in training programs. For Sari-Sari store owners, the monitoring sessions revealed a gradual decline in participant numbers over time, with certain dates showing more significant drops than others. Regression analysis indicated a potential relationship between the timing of joining the program and the likelihood of continuation, suggesting that enrollment dates may influence program retention. Similarly, for the Ilaw ng Tahanan program, analysis indicated variability in participant continuity, with certain dates significantly impacting the likelihood of continuation. The regression model provided insights into the explanatory power of enrollment dates, suggesting their importance in understanding program retention. The findings emphasize the significance of timing in program engagement and highlight the need for targeted strategies to support continued participation among Sari-Sari store owners and Ilaw ng Tahanan program participants.

The ANOVA and Bayesian analysis provided valuable insights into the factors influencing participant retention in both training programs. For the Ilaw ng Tahanan Training, specific dates were found to have a significant impact on participant continuation, with some dates associated with decreases and others with increases in participant retention. Similarly, for the Accounting & Bookkeeping Training, the timing of joining the program was found to influence participant retention, with certain dates associated with decreases in participant continuation. While both training programs aimed to empower participants with valuable skills, the monitoring data revealed challenges in sustaining participant engagement and retention over time. Further analysis and contextual information are necessary to fully assess the effectiveness of these programs in achieving their goals and objectives.

## Conclusion

The decline in participation among Sari-Sari store owners in the Bookkeeping program and the Mothers who are assigned in the Ilaw ng Tahanan Program can be attributed to several factors, notably difficulties in accurately tracking income, while for mothers enrolled under Ilaw ng Tahanan program is the difficulty of having flexible scheduling to encourage them to continue in the participation. To address this challenge, concerted efforts are needed to provide support and guidance to these entrepreneurs and mothers who wish to have additional income while at home. Firstly, technical assistance should be offered through training sessions or guidance programs aimed at educating Sari-Sari store owners on effective income tracking methods. This could involve the use of simple tools like spreadsheets or mobile applications to streamline their sales recording processes. Additionally, it is crucial to establish robust financial systems that clarify transactions and facilitate accurate income tracking. This may include introducing basic accounting systems or providing standardized formats for income records. Furthermore, leveraging technology such as point-of-sale (POS) systems can offer Sari-Sari store owners efficient and reliable income tracking solutions. Alongside these measures, clear guidelines and tutorials should be disseminated to ensure proper understanding and



implementation of income tracking practices. Regular follow-up visits and collaborations with local government entities can further support Sari-Sari store owners in overcoming their income tracking challenges. Through these collective efforts, Sari-Sari store owners can be empowered to manage their finances effectively, ultimately revitalizing their participation in the program and fostering their economic growth and development.

The drastic number of mothers who dropped during the series of the Ilaw ng Tahanan program is primarily attributed to their household chores and childcare responsibilities. Many of these mothers do not have any family members available to assist them with these tasks at home. To mitigate this issue and encourage their sustained participation, targeted support measures should be introduced. Flexible scheduling options, such as evening or weekend sessions, could accommodate the mothers' busy routines. By addressing these specific challenges faced by Ilaw ng Tahanan mothers, the program can enhance its retention rates and better support the empowerment and development of participating women.

Understanding the reasons behind participant dropout and identifying strategies to address these challenges can enhance the program's effectiveness and sustainability. The program should adopt a continuous improvement approach, leveraging insights from participant feedback, monitoring data, and program evaluations to refine program components, delivery methods, and support mechanisms. By iteratively improving the program based on evidence and participant input, it can better meet the needs of Sari-Sari store owners and the mothers from the Ilaw ng Tahanan program and drive positive outcomes. Conducting additional research, including qualitative studies and follow-up assessments, can provide deeper insights into participant experiences, program effectiveness, and factors influencing participant retention. Longitudinal studies tracking participant outcomes over an extended period can help assess the program's sustained impact on participant knowledge, skills, and business performance.

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