

## VOCATIONAL BUSINESS OWNERS

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While there is a bigger chance that students from the Technical-Livelihood-Vocational (TVL) track will either choose to continue tertiary education or be employed, another assurance is that they can start their journey to becoming young entrepreneurs. The qualities fostered and skills honed in the said track are significant assets that can bring graduates to another level of business ventures. It will always be risky to enter the world of entrepreneurship, but every risk will be worth it if one is equipped enough on the pros and cons of how businesses must be approached.

Integrating various essential activities will be crucial in strategizing the business venture and start-up for students under TVL racks. Students must know how business will be simulated and planned. In this step, they will know the processes and the mock-ups of the business they may start. This will benefit those taking up strands under culinary and the like because of the trends in creative businesses today. Schools should also invest in project-based activities that can be showcased at school events and during visitations from stakeholders. It is not enough that they know how to utilize their skills. They must also know how to use them in building businesses and be able to collaborate with others with the same aspirations (Cockrell School of Engineering, 2011).

A graduate of the culinary arts strand under TVL started her Meryenda Cart just recently and is now earning a competitive amount of profit every day. Others now offer IT support and programming services with skills from their two years of senior high school education. From these youngsters to many others, opportunities are endless. Besides, becoming an entrepreneur can go hand-in-hand with continuing tertiary

education because one can manage his or her own time (Sullivan, 2023). If not education, then adventures and re-exploring other talents will be possible.

School involvement may elevate the entrepreneurial skills of the students. Educational institutions may focus on holding events for business venture summits to further equip them with the capacity to identify chances, solve problems critically, and take various initiatives while considering the risks and opportunities. Professionals in the field may get involved, sharing their expertise with the students and providing them with the necessary ideas for a start-up (Mbanefo & Eboka, 2017). In this way, acquiring new information will be possible, and students will be provided with enough motivation to start their businesses.

Exploring possibilities in the entrepreneurship field is endless, and it is good to start working it out for students who are most likely to utilize what they learn in the industry instead of continuing to college. Building a business is such a flexible idea, and commitment may be low, thus enabling students to explore other talents and activities to perform. Even if studies conclude that only a small percentage of learners are into business after graduating from senior high school, who knows, trends may change, and skills may shift to being utilized for entrepreneurship rather than employment or continuing academic learning.

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