



**ENTREPRENEURIAL COMPETENCIES AND PERFORMANCE OF
SENIOR HIGH SCHOOL STUDENTS IN TUBAY DISTRICT:
BASIS FOR INTERVENTION PLAN**

MAXIMINO B. ANGOB JR.

SHS Teacher II

Saint Joseph Institute of Technology / Doña Rosario National High School

maximinojr.angob@deped.gov.ph

ABSTRACT

This study investigated the correlation between the entrepreneurial competencies and the entrepreneurial performance of the 150 senior high school students in Tubay District, Division of Agusan del Norte. A descriptive correlational research design was used to ensure the appropriateness of the evidence collected in response to the research questions. Data were collected through a survey and were analyzed using statistical tools. The findings are presented below.

Keywords: *Entrepreneurial Competencies, Entrepreneurial Performance*

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INTRODUCTION

Entrepreneurship is a powerful catalyst for wealth creation. It will help the educational sector craft responsive curricula, programs, and activities to build a strong economy for the future (Duterte, 2023).

The educational environment is changing, with a growing focus on preparing students for academic success and real-world challenges, such as joining the workforce and advancing economic development. In this regard, developing students' entrepreneurial skills has become a critical component of all-encompassing education. In a larger sense, it refers to changing current affairs by addressing our society's most vital issues and pain points, frequently by launching a novel good or service or opening up new markets.

Entrepreneurship fosters a spirit of innovation and creativity and equips individuals with the ability to navigate the complexities of the modern job market. An entrepreneurial spirit is necessary in any line of work involving the current advancement of technology. Because it plays a significant role in producing skilled and innovative graduates, entrepreneurial education must be implemented at all educational levels (Rina, 2019).

Sheppard (2023) asserts that entrepreneurship has long been recognized as a critical factor in promoting economic expansion and advancement. In recent years, the youth of the Philippines have shown an increasing interest in entrepreneurship, motivated by a genuine love for problem-solving, a desire for financial independence, and a need for creative expression. Even with this enthusiasm, young entrepreneurs in the Philippines encounter

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several obstacles, such as restricted financial resources, inadequate guidance and assistance, and a societal belief that entrepreneurship is risky and unstable.

Entrepreneurship is developing, organizing, and running a new business to generate profit while taking on financial risk. It has been widely recognized as significant for economic growth, specifically job creation, innovation, and productivity (Memon et al., 2020; Ambad & Damit, 2016). Consequently, senior high school students are expected to become future entrepreneurs as they are exposed to various practical and theoretical knowledge about entrepreneurship and business creation (Alusen, 2016). The Senior High School Program of the Department of Education stipulates that students must be prepared for college, the workforce, the development of technical skills, and entrepreneurship (Philippine Official Gazette, 2024).

The Philippines' Department of Education (DepEd) has incorporated entrepreneurship education into the Senior High School (SHS) curriculum to improve students' entrepreneurial skills and readiness for future business ventures. The Entrepreneurship Curriculum Guide for Senior High School aims to develop students' knowledge, skills, and attitudes toward entrepreneurship and business management. One aspect of assessing students' entrepreneurial performance is their capacity to create and carry out a business plan. This all-encompassing assessment method aims to gauge how sound knowledge is acquired and how well skills and competencies are used in entrepreneurial settings.

According to Duterte (2023), entrepreneurship nourishes an encouraging environment where young people adopt a creative attitude. It serves as the cornerstone of the

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Memorandum of Agreement on Youth Entrepreneurship between the Philippine Center for Entrepreneurship - Go Negosyo during the 18th Anniversary of Go Negosyo held on November 27, 2023, at Manila Polo Club. Through initiatives like Pampaaralang Taniman ng mga Agribida, which aims to inspire future agricultural leaders, as well as Agribusiness Education, Mentoring Entrepreneurs, and Youthpreneur Mentorship Programs, the Vice President / DepEd Secretary saw this endeavor as an investment for the future.

The Caraga's Department of Education viewed the advocacy as a revolutionary idea from the Vice-Secretary. Asuncion (2023) thought that teaching an enterprising spirit in students from a young age is essential to enabling them to think creatively, take calculated risks, and make a significant economic contribution.

Caraga's Department of Education, Regional Memorandum No. 0534 s. 2023, an online monitoring system for senior high school graduates from 2017–2018 through 2022–2023, was implemented and released on June 20, 2023. Its goal is to track the graduates' exits from the senior high school program to monitor and assess them. The tracking above system consists of the following primary exits/points for the graduates: (1) College Entry/Enrollment; (2) Vocational/Technical Education Entry/Enrollment; (3) Employment; (4) Business/Entrepreneurship Engagement; and (5) Undecided (not involved in any of the four exits). It was discovered that, precisely, the Tubay District's senior high school graduates—which include the three secondary schools that provide senior high school education, Doña Rosario National High School, Tinigbasan National High School, and Tubay National High School—have graduated a total of 981 students since the program's inception. The data about

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the graduates' exits was also highlighted. Of the graduates, (1) 410 (41.79%) enrolled in college; (2) 12 (1.22%) enrolled in vocational/technical education; (3) 338 (34.45%) employed; (4) 33 (3.36%) business/entrepreneurship; and (5) 188 (19.16%) undecided or not involved in any of the four exits.

Entrepreneurial intentions have various antecedents. Most studies focus on personality traits, competencies, and education (Reyes et al., 2018). Nonetheless, some researchers attempted to craft a competency-based model to predict entrepreneurial intention (Reyes et al., 2018). The ten personal entrepreneurial competencies (PECs) developed by Management System International, comprised of McClelland and McBer as principal researchers, have been recognized tools to describe entrepreneurial characteristics, knowledge, and skills (Alusen, 2016).

Personal Entrepreneurial Competencies (PECs) developed by MSI is popular research on human behavior which comprised of 10 personal entrepreneurial competencies known as (1) Opportunity Seeking, (2) Persistence, (3) Commitment to Work Contract, (4) Risk-Taking, (5) Demand for Efficiency and Quality, (6) Goal Setting, (7) Information Seeking, (8) Systematic Planning and monitoring, (9) Persuasion and Networking, and (10) Self-Confidence (Reyes et al., 2018; Alusen, 2016; Duyan, 2019). Despite this measurement's popularity, limited literature uses PECs as the basis for intervention plans for specializations at the senior high school level, specifically in the local setting.

The Department of Education – Tubay District schools have integrated entrepreneurship into its senior high school curriculum to cultivate an entrepreneurial mindset

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among students. As part of this effort, the schools conduct an annual pre-assessment using Management System International's Personal Entrepreneurial Competencies (PECs) tool. For the school year 2023-2024, the assessment results indicated that students from the different specializations or strands excelled in goal-setting, with an average score of 3.94, categorized as High. However, both groups faced challenges in risk-taking, with an average score of 3.31 classified as Average.

On this premise, the researcher conducted a study on the entrepreneurial competencies and performance of Grade 12 senior high school students in the district of Tubay, Agusan del Norte, which has three (3) secondary schools offering Senior High Schools, namely: Doña Rosario National High School, Tinigbasan National High School, and Tubay National High School, for the School Year 2024-2025 as the basis for an intervention plan.

MATERIALS AND METHODS

A. Participants and/Other Sources of Data and Information

The respondents of this study were the grade 12 students from three secondary schools of Tubay District, Agusan del Norte, namely Doña Rosario National High School, Tinigbasan National High School, and Tubay National High School for the school year 2024-2025. According to the Learner's Information System (LIS) data from the Division Office, 233 Grade 12 students are enrolled in the three schools in Tubay District as of July 2024. Slovin's Formula Calculator was used to calculate the minimum sample size needed to estimate a statistic based on an acceptable margin of error. There were 150 students from six strands or

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specializations randomly chosen by the researcher composed of the following: 25 students from the Accountancy, Business, and Management Strand, 25 students from the General Academic Strand, 25 students from Humanities and Social Sciences Strand, 25 students from the Electrical Installation Maintenance NC II, 25 students from Information and Communication Technology Strand and 25 students from Shielded Metal Arc Welding NC II.

Table 1

Respondents of the Study

Strand / Specialization	School	Male	Female	Total	
		f	f	f	%
Accountancy, Business and Management	Doña Rosario National High School	2	23	25	16.67%
General Academic Strand	Tinigbasan National High School	14	11	25	16.67%
Humanities and Social Sciences	Tubay National High School	10	15	25	16.67%
Electrical and Installation Maintenance	Tubay National High School	23	2	25	16.67%
Information and Communication Technology	Tubay National High School	11	14	25	16.67%
Shielded Metal Arc Welding	Doña Rosario National High School	15	10	25	16.67%
Total		82	68	150	100%

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B. Data Gathering Methods / Collection

To ensure that necessary data are collected ethically, the researcher sent a letter requesting the conduct of the survey to the Public Schools District Supervisor of Tubay District, Agusan del Norte. The same request was routed through the Secondary Principals of Doña Rosario National High School, Tinigbasan National High School, and Tubay National High School.

After getting the approval, the researcher conducted a brief orientation about the purpose of the study and ethical considerations before conducting the survey. Copies of the research instruments were left to the identified respondents and were collected back within a week. The gathered data was managed in Microsoft Excel and analyzed using the statistical tools.

C. Data Analysis Plan

Statistical Treatment of Data

The following statistical tools were used to treat the data gathered in the study, considering the problem statements.

Mean and Standard Deviation. These descriptive statistics were used to determine the students' entrepreneurial competencies and performance levels. Specifically, they were utilized to answer problems 1 and 2.

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Spearman's Rho was employed to determine the relationship between the students' levels of entrepreneurial competencies and entrepreneurial performance since the data collected were not normally distributed.

Moderation Analysis. This analysis method was used to investigate the moderating effect of gender and field of specialization on the relationship between entrepreneurial competencies and performance.

D. Ethical Issues

The study complied with the existing DepEd protocols and other ethical procedures to ensure that high ethical standards are observed. As mentioned in the data gathering section, the study requested permission from the authorities before conducting the survey. Orientation with the target participants was also implemented to ensure they understood the purpose and their rights towards the study.

During the orientation with the students, it was clear that the data collected would only be used for the study. Anonymity and privacy were also discussed to ensure that no names appeared in any part of the survey. The respondents are also assured of the confidentiality of the data. More importantly, all students were informed of their rights, such as the right not to participate, the right to withdraw from any part of the survey, and the right to secure a copy of the results. It was also made clear that their participation was voluntary.

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RESULTS AND DISCUSSION

This chapter presents the study's results and discussion on the problem statement.

Tables are presented in the order of the problem statements or objectives.

Problem 1. What is the level of entrepreneurial competencies among Senior High School students in Tubay District in terms of Opportunity-seeking, Persistence, Commitment to Work Contract, Risk-taking, Demand for Efficiency and Quality, Goal-setting, Information Seeking, Systematic Planning and Monitoring, Persuasion and Networking, and Self-confidence?

Table 12

Summary of the Level of Entrepreneurial Competence

Indicators	Overall Mean	Standard Deviation	Level
Opportunity Seeking	4.10	0.54	High
Persistence	3.82	0.61	High
Commitment to Work	4.20	0.54	Very High
Demand for Quality and Efficiency	3.83	0.57	High
Risk Taking	3.68	0.73	High
Goal Setting	3.85	0.52	High
Information Seeking	3.92	0.64	High
Systematic Planning and Monitoring	3.68	0.61	High

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Persuasion and Networking	3.75	0.69	High
Self-Confidence	3.87	0.65	High
Grand Mean	3.87	0.61	High

Note: Mean scores falling within 1.00-1.79: Very Low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very High

As shown in Table 2, commitment to work and opportunity-seeking ability obtained the top 2 largest mean ratings of 4.20 and 4.10, respectively. On the other note, risk-taking, systematic planning and monitoring, and persuasion and networking garnered the three bottom-most mean scores of 3.68 and 3.75, respectively. It can be further noted that all ten (10) dimensions of entrepreneurial competence are coupled with mean values that have verbal descriptions of very high and high, respectively. Consequently, the empirical evidence shown in the above discussions coherently shows the high level of entrepreneurial competence of the students.

Problem 2. What is the level of entrepreneurial performance of the respondent groups in developing and implementing a simple business plan?

Table 13 shows the entrepreneurial performance of the students in terms of doing and implementing a business plan.

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Table 13

Level of entrepreneurial performance of the respondent groups as to: Developing a business plan and Implementing a simple business plan

Indicators	Mean	SD	Level
Developing a Business Plan	3.99	0.71	High
Recognizing a potential market	3.93	0.70	High
Recognizing and understanding the market	3.98	0.72	High
Recognizing the importance of marketing mix in the development of marketing strategy	4.00	0.71	High
Demonstrate understanding of the 4Ms of operations	4.08	0.71	High
Implementation of a Simple Business Plan	4.21	0.83	Very High
Overall Mean	4.10	0.77	High

Note: Mean scores falling within 1.00-1.79: Very Low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very High

As shown in the table, most students demonstrate a high level of performance in developing a business plan, as evidenced by their overall mean of 3.99 with a relatively small standard deviation of 0.71. In particular, the good performance in developing a business plan is explained by the high level of performance in the four dimensions, namely, recognizing a potential market with a mean score of 3.93, recognizing and understanding the market with a mean rating of 3.98, recognizing the importance of marketing mix in the development of marketing strategy with a mean score of 4.00, and demonstrate understanding of the 4Ms of

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operations with the mean rating of 4.08. Furthermore, the same table also shows that the students have also shown a very high level of performance when it comes to the actual implementation of a simple business plan, as evidenced by the mean score of 4.21. It is noted that the remarkable performance of the students in planning and implementing business plans goes along with the high level of personal entrepreneurial skills. In effect, the overall mean of 4.10 empirically substantiates the remarkably high entrepreneurial performance of the students.

One of the potential sources of the impressive entrepreneurial competence and performance of the students is the consistent support from the schools in the implementation of the curriculum. The presence of adequate facilities, provision of training opportunities for teachers, and conduct of entrepreneurial-related school activities are essential are the major forms of assistance that are highly evident in the schools being surveyed. Bird (2019) also noted that through the provision of a structured learning and experimentation environment, school support plays a critical role in improving students' entrepreneurial skills and performance. Students who attend schools that include entrepreneurial education in their curricula gain valuable skills, including financial literacy, problem-solving, and critical thinking. These programs frequently give students the chance to apply their theoretical knowledge in real-world situations through practical exercises, workshops, and mentorship opportunities. Schools can assist kids develop the confidence to create and take risks that are necessary for future entrepreneurs by encouraging an entrepreneurial mindset in them (Akhmetshin et al., 2019).

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In another study by Goldsmith (2010), it was highlighted that school support goes beyond the classroom walls by helping students interact with neighborhood companies, entrepreneurs, and community resources. These collaborations can give students access to worthwhile internships, real-world experience, and networking opportunities that enhance their comprehension of the entrepreneurial process. Incubator programs and competitions that foster innovation and teamwork can be developed by schools to further inspire students to follow their business dreams. In the end, good educational support networks enable students to enhance not only their overall performance but also their entrepreneurial abilities, setting them up for future professional and personal success (Wilson et al., 2009).

Undeniably, the provision of opportunities for teachers to be exposed to training and capability-building activities is highly linked to the positive development of the students' entrepreneurial performance. Power et al. (2015) pointed out that giving educators the chance to participate in training and capacity-building exercises is crucial to enhancing students' entrepreneurial performance because it provides them with up-to-date information, skills, and pedagogical approaches connected to entrepreneurship. A well-trained teacher can create a rich learning environment that stimulates students' creativity and critical thinking by delivering more powerful and relevant teachings.

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Problem 3. Is there a significant relationship between entrepreneurial competencies and the performance of senior high school students in the Tubay District?

The Shapiro-Wilk test for data normality showed that all variables deviate from the normality assumptions, as evidenced by p-values less than 0.05. This forces the study to employ Spearman's rho coefficient.

Table 14
Correlation analysis results between the entrepreneurial competencies and the performance of senior high school students

Variables	Statistics	Development of a Business Plan	Implementation of Simple Business Plan
Opportunity seeking	Spearman's rho	0.750	0.757
	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Persistence	Spearman's rho	0.876	0.873
	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Commitment to Work	Spearman's rho	0.655	0.646
	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Demand for quality and efficiency	Spearman's rho	0.753	0.749
	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Risk Taking	Spearman's rho	0.600	0.593

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	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Goal Setting	Spearman's rho	0.791	0.798
	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Information Seeking	Spearman's rho	0.822	0.817
	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Systematic Planning and Monitoring	Spearman's rho	0.823	0.826
	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Persuasion and Networking	Spearman's rho	0.894	0.894
	p-value	<0.001	<0.001
	Remarks	Significant	Significant
Self Confidence	Spearman's rho	0.897	0.899
	p-value	<0.001	<0.001
	Remarks	Significant	Significant

Table 14 provides the statistical correlation results between the entrepreneurial competence and the entrepreneurial performance of the students using the Spearman Rho coefficient considering the distribution of data. It can be noted clearly that all the p-values are less than 0.05 level of significance and with positive Spearman's rho values. It further suggests a positive and significant statistical correlation between the ten dimensions of entrepreneurial competence and the performance of planning and implementing a business proposal. In effect, it can be construed from the data that an increase in the level of entrepreneurial

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competence significantly explains an increase in the entrepreneurial performance of the students.

The character of being an opportunity seeker is known as one of the competencies of a successful entrepreneur. According to Bird (2019), by encouraging students to be proactive and recognize and seize new opportunities, being an opportunity seeker greatly improves their entrepreneurial success. This quality enables students to be aware of changes in the market, new requirements, and gaps in their communities, which helps them come up with creative solutions and ideas. Students who actively seek out possibilities acquire vital abilities like flexibility, fortitude, and creative problem-solving—all of which are necessary for negotiating the uncertainties of entrepreneurship. Furthermore, this way of thinking fosters initiative and self-assurance, enabling students to take calculated chances and follow their projects with tenacity, which eventually results in increased success in their entrepreneurial pursuits.

Persistence also posits a positive correlation with the entrepreneurial performance of students, as evidenced by the Spearman rho and p-values. In the study of Hameed and Irfan (2019), it was explained that being persistent helps students overcome obstacles and failures with fortitude and resolve, which improves their entrepreneurial performance. This perseverance not only gives students the opportunity to experiment and perfect their concepts and tactics, but it also instills in them a sense of grit that is essential for long-term success. Through the encouragement of persistence, students come to understand its importance, which in turn gives them the self-assurance to take on challenging tasks and steadfastly pursue their business objectives.

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Commitment to work is another important input to becoming a better entrepreneur. Neneh (2011) underscores that since commitment fosters the concentration, determination, and strong work ethic necessary to transform ideas into successful companies, it is critical for enhancing students' entrepreneurial performance. Students who are dedicated are more likely to put in the time and energy needed to advance their knowledge, carry out in-depth market research, and polish their business concepts. In the end, having a solid commitment improves the caliber of their entrepreneurial endeavors and fosters a resilient and accountable mindset, both of which are essential for long-term success in any venture.

Demand for quality and efficiency is an essential quality when dealing with entrepreneurial performance. Bosman and Fernhaber (2021) emphasize that a desire for efficiency and quality greatly improves students' entrepreneurial performance because it instills a mindset that prioritizes resource optimization and value delivery. Students who value excellence in their goods or services gain a great awareness of what customers want, which increases their position in the market and encourages consumer loyalty. Furthermore, by emphasizing efficiency, students are motivated to optimize workflows, reduce wastage, and increase output, which enables them to accomplish more with less.

Risk-taking and information-seeking usually go together as necessary competencies that facilitate better entrepreneurial performance. In Bird's (2019) paper, it was made clear that essential characteristics that improve students' entrepreneurial performance by encouraging a balanced approach to innovation and decision-making are taking risks and seeking knowledge. Accepting measured risks motivates students to venture beyond their

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comfort zones, investigate novel concepts, and seize chances that may yield substantial benefits. Further, actively searching out information gives them the knowledge necessary to comprehend market dynamics, recognize potential hazards, and make well-informed judgments. With the help of this combination, students may innovate in ways that can differentiate them from rivals, adjust their tactics in response to real-time data, and navigate uncertainty more skillfully (Neneh, 2011).

When it comes to systematic planning and monitoring, Hisrich (2017) contends that most stable business organizations are managed by entrepreneurs who have high planning and monitoring skills. On a similar note, Teece (2016) argues that systematic planning and monitoring are crucial for improving students' entrepreneurial performance as they provide a structured framework for setting clear objectives and measuring progress. By developing a detailed business plan, students can outline their goals, strategies, and potential challenges, which helps them stay focused and organized. Regular monitoring allows them to track their performance against these established benchmarks, enabling them to identify areas for improvement and make necessary adjustments in real-time.

Furthermore, self-confidence, persuasion, and networking ability are other vital correlates of entrepreneurial performance. Thanasi-Boçe (2020) strongly noted that self-confidence, along with persuasion and networking abilities, plays a pivotal role in enhancing students' entrepreneurial performance by empowering them to effectively communicate their ideas and build valuable relationships. Self-confidence enables students to take the initiative, voice their ideas, and present their projects convincingly, which is crucial for attracting support

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from peers, mentors, and potential investors. Meanwhile, strong persuasion skills help them articulate the value of their products or services, making it easier to influence decisions and drive sales. Networking ability further complements these traits by facilitating connections with industry professionals, collaborators, and resources that can provide guidance and open doors to new opportunities (Bird, 2019).

The findings from the correlation analysis imply the need to strengthen the curriculum and instruction, as well as the goal and efforts to produce competent entrepreneurs in the country, which basically emanates from schools.

Problem 4. How does gender moderate the relationship between entrepreneurial competencies and performance among SHS students in Tubay District?

The moderating effect of gender on the relationship between entrepreneurial competencies and performance is presented in Table 15.

Table 15
Moderation analysis results show the moderating role of gender in the relationship between entrepreneurial competencies and performance

Variables	Estimate	SE	Z	p-value
Overall Competences	0.822	0.039	20.894	< .001
Gender	-0.018	0.042	-0.424	0.672

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Overall Competences *

-0.115 0.078 -1.469 0.142

Gender

It can be observed from the given table that the row containing the variable: **Overall Competences * Gender** is associated with a p-value of 0.142, which is greater than the 0.05 level of significance. It means further that gender does not significantly moderate the known correlation between entrepreneurial competence and performance. More specifically, it signifies that regardless of gender, entrepreneurial competence is a very important predictor of the entrepreneurial performance of the students. Figure 3 provides a visual representation of the slopes of the linear relationships between entrepreneurial competence and entrepreneurial performance across genders. The lines are almost in the same positions in the plane, indicating a similar relationship direction.

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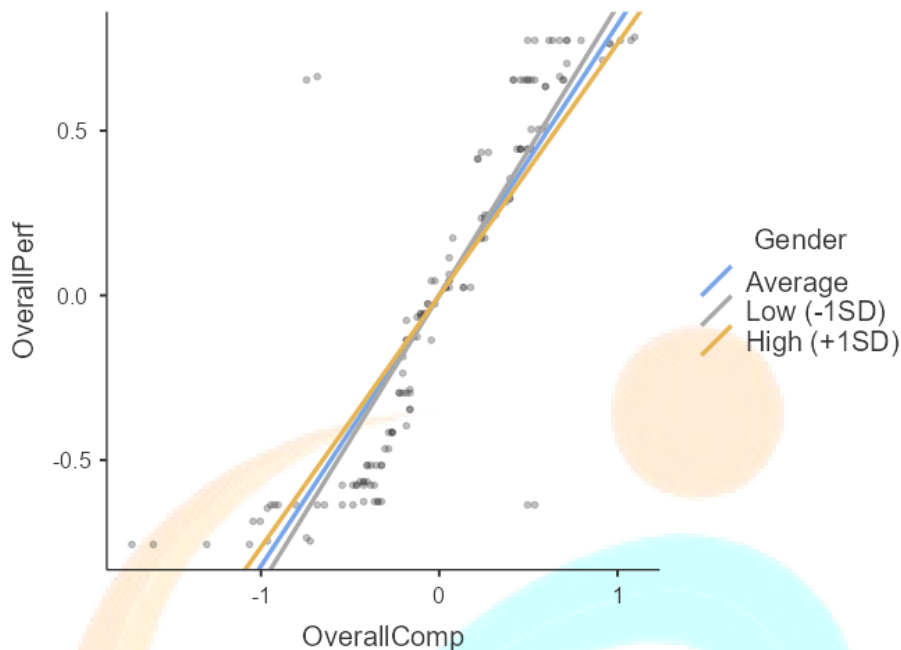


Figure 3. Visualization of the moderating effect of gender

Because the abilities, information, and characteristics that make up entrepreneurial competence—such as creativity, risk-taking, and strategic planning—are not innately correlated with gender, gender does not modify the linear correlations between entrepreneurial competence and entrepreneurial performance (Sánchez, 2012). Empirical studies have demonstrated that with education, training, and experience, men and female entrepreneurs may cultivate these competencies, resulting in comparable levels of entrepreneurial performance (Zhou & Gao, 2019). Furthermore, merit-based evaluations that prioritize individual skills and performance outcomes over gender inequalities are becoming more and more valued in the entrepreneurial environment. This shows that gender does not significantly moderate the association between entrepreneurial skill and performance,

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suggesting that both male and female entrepreneurs can achieve comparable success when given equal chances and support (Zhou & Gao, 2019).

Problem 5. How does specialization moderate the relationship between entrepreneurial competencies and performance among SHS students in the Tubay District?

Similar to the findings from Table 15, the table on the next page exposes the moderation analysis results when students' specialization is considered.

Table 16

Moderation analysis results show the moderating role of specialization in the relationship between entrepreneurial competencies and performance.

Variables	Estimate	SE	Z	p-value
Overall Competencies	0.769	0.037	20.902	< .001
Specialization	0.051	0.012	4.457	< .001
Overall				
Competencies *	-0.007	0.017	-0.426	0.670
Specialization				

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Table 16 specifies that the row containing the variable **Overall Competencies** * **Specialization** is associated with a p-value of 0.670, which is greater than the 0.05 level of significance. It empirically implies further that specialization does not significantly moderate the known correlation between entrepreneurial competence and performance. More specifically, it signifies that regardless of specialization, entrepreneurial competence remains a very important predictor of the entrepreneurial performance of the students. Moreover, Figure 4 provides a visual representation of the slopes of the linear relationships between entrepreneurial competence and entrepreneurial performance across specialization. The lines are almost in the same positions in the plane, indicating a similar relationship direction at the varying specialization.

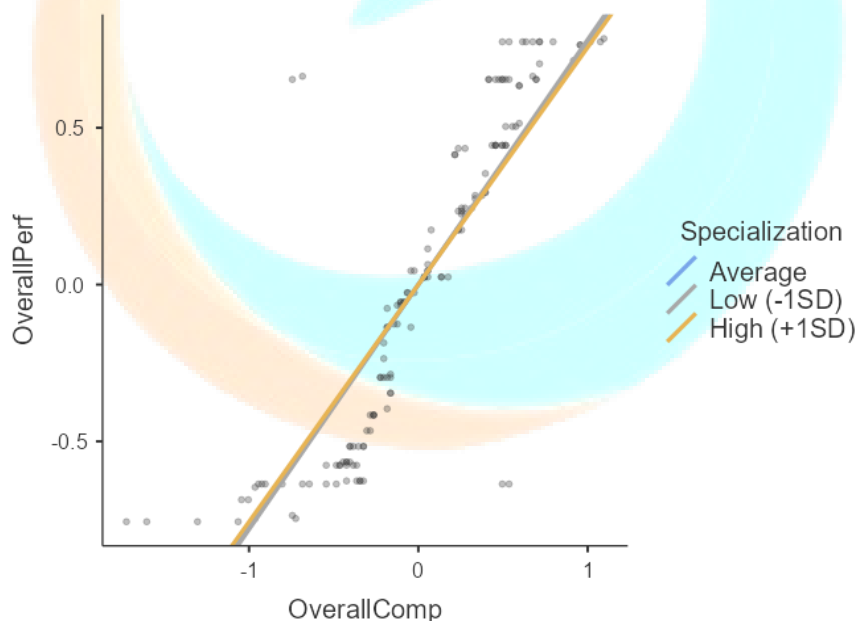


Figure 4. Visualization of the moderating effect of specialization

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In the literature, Johannesson and Jorgensen (2017) showed that specialization does not moderate the linear relationships between entrepreneurial competence and entrepreneurial performance because entrepreneurial competence is influenced more by a combination of practical skills, experiences, and personal attributes than by the specific subject matter of a student's academic focus. While certain specializations may provide relevant knowledge, the core competencies required for entrepreneurial success—such as creativity, adaptability, problem-solving, and leadership—can be developed across various disciplines. Furthermore, entrepreneurial performance often relies on real-world applications, networking, and experiential learning opportunities, which can transcend the boundaries of any single specialization (Luo et al., 2022).

In a nutshell, the study provides empirical evidence that regardless of gender and specialization, entrepreneurial competence will mostly influence students' entrepreneurial performance. Hence, the educational landscape should be focused on strengthening curriculum and instruction support to continually improve students' entrepreneurial competence.

Problem 6. Based on the findings, what intervention plan can be formulated?

Relative to the findings presented in the previous paragraphs, the study considers the provision of opportunities for both students and teachers in the promotion of better entrepreneurial competence and performance. Blended with the experiences of the

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researchers, the intervention program or plan is inspired by the idea of providing students with more exposure to school-based entrepreneurial-related activities while also strengthening the school and instructional support. Table 17 on the next page shows the suggested intervention program to continually promote entrepreneurial competence in the school setting.

Rationale

In line with the findings of this study, it has been recognized that promoting entrepreneurial competence among high school students requires more than just classroom learning. While exposure to real-world business experiences is essential, it is equally important to provide financial support mechanisms, especially for students who may not continue their education. This ensures that even those unable to proceed to college can actively participate in entrepreneurial ventures.

To address this need, the intervention program "PROJECT INSPIRE" (Innovative School-Based Practices in Entrepreneurship and Resource Engagement) has been designed. It integrates school-based entrepreneurial activities, partnerships with external stakeholders, and financial facilitation through grants or loans from financial institutions and government programs. This approach ensures that students not only develop entrepreneurial competencies through hands-on experience but also have the financial resources to start their own businesses, bridging the gap between education and business execution.

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Objectives

Project INSPIRE aims to:

1. Provide students with opportunities to experience entrepreneurial or business activities in school;
2. Foster partnerships with external stakeholders and financial institutions to facilitate access to grants or loans for students who wish to start their businesses;
3. Equip students with the entrepreneurial skills needed to succeed in the real world, especially for those unable to pursue higher education;
4. Provide inputs for curriculum and instructional enhancement on entrepreneurship, integrating real-world business experiences and financial literacy.

Project I.N.S.P.I.R.E

(Innovative School-Based Practices in Entrepreneurship and Resource Engagement)

Entrepreneurial Competencies and Performance Intervention Program

Objectives	Programs / Activities	Success Indicators	Means of Verification	Persons Involved	Time frame	Source of Funds	Expected outcome
To provide students with opportunities to experience entrepreneurial or business activities in school	Conduct of campus-wide business and trade fair included in the school calendar	95-100% of the student population will be exposed to and highly involved in the business	Accomplishment reports, and Calendar of activities,	Teachers/School heads/Student representatives	Every school year	School MOOE	95-100% of the children or learners will exhibit at least a very high level of entrepreneurship

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		and trade fair					rial competence
To foster partnerships with external stakeholders and financial institutions to provide financial support to students	Crafting of MOA/MOU with external stakeholders and financial institutions for the conduct of business fairs and facilitation of financial assistance (grants/loans)	100% of eligible students will be informed and assisted in applying for financial support to start their business	A MOA/MOU, financial application forms, accomplishment reports	Teachers/School heads/Financial institution representatives/Student representatives	Every school year	External grants/financial institutions	Eligible students will receive financial support and successfully start their entrepreneurial ventures
To integrate entrepreneurial experiences and financial literacy into the curriculum	Conduct workshops on integrating entrepreneurial experiences and financial literacy into subjects	Enhanced entrepreneurial and financial literacy among students	Workshop outputs, updated curriculum guides	Teachers/School heads	Every school year	School MOOE	Improved entrepreneurial competence and financial awareness among students

Prepared by:

Maximino B. Angob Jr.

Teacher II / Proponent

Reviewed by:

DANILO M. FELIAS, Ed.D.

Public Schools District Supervisor

DepEd – Tubay District

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During the first two months of Project INSPIRE, the focus will be on planning and preparation for the upcoming business fairs and partnership agreements. This will involve crafting proposals, drafting the MOA/MOU, and coordinating with potential external stakeholders. Teachers, school heads, and student representatives will take part in planning the business fair calendar for the school year. This phase ensures that all necessary documents are in place for a smooth execution of the activities.

After the initial planning, an orientation will be conducted for both teachers and students. This orientation aims to educate participants on the program's objectives and prepare them for the upcoming business and trade fairs. The roles of each participant will be discussed, and students will be briefed on how to engage in entrepreneurial activities.

The campus-wide business and trade fair will take place in the third month. This fair will be the primary opportunity for students to showcase their entrepreneurial ideas and engage in real-world business activities. Students will manage booths, showcasing various products and services and giving them hands-on experience in managing a business. External stakeholders may also participate by providing insights and examples of real-world business practices.

Following the business fair, a comprehensive evaluation will be conducted to assess the success of the program. Teachers, students, and school heads will compile accomplishment reports, which will include participation data, success stories, and areas for improvement. This evaluation will also provide insights into the effectiveness of the partnership with external stakeholders.

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In the fifth month, a series of workshops will be conducted to integrate students' entrepreneurial experiences into the school curriculum. Teachers will collaborate to ensure that entrepreneurial lessons and real-world applications are incorporated into various subjects.

By the sixth month, efforts will focus on solidifying long-term partnerships with local businesses. MOAs/MOUs will be finalized and signed with stakeholders, ensuring that these collaborations will continue in future school years and allowing students continuous exposure to real-world entrepreneurship.

Preparations for the next cycle of the intervention program will begin during the last quarter of the school year. This phase will include planning for the next business fair, revising MOA/MOU agreements if needed, and preparing students for the following year's entrepreneurial activities. Continuous adjustments based on the previous year's evaluation will be implemented to improve the program.

In addition to business fairs, financial facilitation will be a key feature of Project INSPIRE. Partnerships with local banks, cooperatives, and government financial programs (e.g., DTI's Young Entrepreneurs Program, Local Government Unit support) will be established to provide students with access to grants or micro-loans, particularly those not continuing to college but eager to start businesses. This will be done through the crafting of MOAs/MOUs with these institutions to formalize collaboration, ensuring financial pathways for students.

Workshops on financial literacy will be integrated into the curriculum. These workshops will help students understand business financing, grant application processes, and loan

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management, equipping them with the knowledge to use the financial resources they receive responsibly.

CONCLUSIONS

Based on the findings presented, the study concludes the following;

1. Students have a high level of entrepreneurial competence, potentially explained by their opportunity-seeking ability and commitment to work.
2. Along with the high entrepreneurial competence, the students' high entrepreneurial performance while still in senior high school is potentially linked to the provision of school support, the conduct of school activities related to entrepreneurship, and better implementation of curriculum and instruction.
3. There is a significant and positive correlation between entrepreneurial competence and entrepreneurial performance. It supports the theoretical underpinnings which claim that with better competence, it is most likely to perform better.
4. Gender is not a moderating variable in the effect of competence on entrepreneurial performance. This means that regardless of gender, entrepreneurial competence will matter more when predicting the entrepreneurial performance of students.
5. Students' specialization does not moderate the effect of competence on entrepreneurial performance. This implies that regardless of specialization, entrepreneurial competence will matter more when predicting students' entrepreneurial performance.

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6. An intervention is needed to ensure continual improvement of the students' entrepreneurial competence and performance. Exposure to school activities that promote entrepreneurial competence, school support, financial facilitation, partnership programs, and better curriculum implementation are some of the essential inputs to improving competence and performance.

Findings

1. The senior high school students exhibited a high level of entrepreneurial competence overall. Among the ten dimensions of entrepreneurial competence assessed, Commitment to Work and Opportunity-Seeking stood out, achieving the highest mean ratings of 4.20 and 4.10, respectively. Conversely, Risk-Taking, Systematic Planning and Monitoring, and Persuasion and Networking were identified as the areas with the lowest mean scores, at 3.68 and 3.75. Despite being comparatively lower, these competencies still fall within the "High" range, indicating that teachers and educational programs have successfully fostered a strong entrepreneurial foundation across all dimensions. However, these results highlight potential areas for targeted improvement to further enhance students' entrepreneurial abilities in these specific areas.
2. In terms of entrepreneurial performance, data also showed that students have demonstrated a high performance in developing a business plan and very high in implementing a simple business plan.

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3. Spearman rho correlations showed that the level of entrepreneurial competence of the students is positively and significantly correlated to the level of entrepreneurial performance of the students. This is substantiated by the positive and statistically significant pairwise correlations between the ten dimensions of competence and two (2) measures of performance.
4. Moderation analysis showed that gender does not significantly moderate the identified correlation between students' entrepreneurial competence and entrepreneurial performance. This is shown visually in terms of the linear equations in the plane that carry almost similar slopes at varying genders.
5. Similar to gender, moderation analysis also showed that specialization does not significantly moderate the identified correlation between students' entrepreneurial competence and entrepreneurial performance.
6. An intervention to improve or enhance the entrepreneurial competence of the students was designed to ensure continuity of entrepreneurial performance as indicated in the correlation analysis results. The analysis was blended with the experiences of the proponents regarding the essential role of school activities, financial facilitation and partnership program and curriculum and instruction support.

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RECOMMENDATIONS:

The following recommendations are suggested in light of the findings and conclusions presented.

Senior High School Students. Students may further develop their entrepreneurial competencies, especially risk-taking, systematic planning, and persuasion/networking. Engaging in practical entrepreneurial activities, workshops, or seminars focusing on these areas will enhance their skill set. Additionally, students should continue building on their commitment to work and opportunity-seeking abilities, which have already demonstrated strong results.

Teachers. The study's conclusions further suggest that educators pay closer attention to helping students learn how they should. Teachers may consider looking into the proposed curriculum improvement activities outlined in the intervention program, particularly regarding giving the students relevant and exciting classroom activities. Teachers should incorporate hands-on entrepreneurial activities into the curriculum, such as simulations, case studies, and project-based learning. These activities help students enhance weaker competencies like risk-taking and systematic planning. Regular assessment and feedback on students' business plans and entrepreneurial activities will also provide valuable insights to guide further improvement.

Department of Education. The department may consider the study's findings when improving the curriculum and developing instructional strategies. The intervention program also emphasizes the necessity of giving students additional chances to participate in school—

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and community-based business fairs, something that DepEd might incorporate into its educational initiatives.

School Administrators. Significant findings are also recommended for school leaders to implement the curriculum and the subject of entrepreneurship in junior and senior high schools. School heads may include plans for school events like business fairs in their plans for school reform, especially if they want to provide all students a chance to learn about and experience the core principles of entrepreneurship. Also, school administrators should ensure adequate resources, facilities, and support are available to students and teachers. This can be done by organizing school-wide entrepreneurial programs, competitions, or partnerships with local businesses, providing students with opportunities to apply their skills in real-world settings. Continuous monitoring and evaluation of these programs will help in sustaining their effectiveness.

Local Government. The local government can support entrepreneurial education by offering senior high school students grants, scholarships, and startup support. They should partner with schools to provide access to local business incubators, mentorship programs, and networking opportunities that can foster entrepreneurship among young students. They could also promote community-based projects that allow students to address local issues with innovative solutions.

Parents or Guardians. Parents and guardians may encourage and support their children's entrepreneurial initiatives by promoting a growth mindset, resilience, and creativity at home. They can also serve as mentors, providing guidance and resources for small-scale

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business projects. Involvement in entrepreneurship-related school activities will further motivate students to explore business opportunities.

Local Businesses. Local businesses may collaborate with schools to provide mentorship, internships, and real-world exposure to entrepreneurial activities. By offering students opportunities to work on business challenges or projects, local businesses will help students improve their competencies and benefit from fresh ideas and perspectives.

Community. The community may foster a supportive environment for student entrepreneurs by actively participating in school events, providing mentorship, or offering platforms for students to showcase their entrepreneurial products and services. Community members can also be role models or advisors, sharing their business experience and success stories.

Future researchers. The study's findings and conclusions definitely offer opportunities for further analysis and study. Researchers may delve deeper into the study's qualitative component by examining the teachers' and students' actual experiences and how entrepreneurial subjects are implemented in Philippine classrooms. They can also conduct longitudinal studies to observe how entrepreneurial competence evolves after students graduate and how it influences their long-term business success. Additionally, future studies could explore the effectiveness of various interventions to improve specific entrepreneurial competencies.

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