

Integration of Entrepreneurial Competencies and Students' Potential in Business Venture among TLE Junior High School

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Abstract

The focus of the study is to identify the entrepreneurial competencies of the students and their potential for business ventures. Moreover, the major purpose of the study is to ensure that the students can enhance their skills and have the potential in starting a business. The respondents of the study are Grade 9 and 10 students of Sta. Cruz National High School, Guinayangan, Quezon. The study utilized descriptive correlational research design using quantitative research techniques and to identify the significant relationship between entrepreneurial competencies and student's potential to business venture. In gathering the necessary data, the researcher employed non-standardized questionnaires. The study used a non-standardized survey questionnaire using a checklist of ten (10) items to identify the entrepreneurial competencies of the students and ten (10) items to identify the students' potential for business ventures. Based on the findings, among the 91 student respondents of Sta. Cruz National High School, the majority are Girls had an average age of 14-16 years old. Entrepreneurial competencies such as taking the initiative, planning, and management, coping with ambiguity, working with others, and learning through experience are acknowledged. Student potential for business ventures such as goal setters, visionary, spotting a business opportunity and creative and risk takers are developed. It revealed that Entrepreneurial competency is significantly related to the student's abilities and skills for a business venture.

Keywords: Entrepreneurial competencies; business potential; business venture integration

1. Introduction

In the current education system, teachers sacrifice everything by attending seminars online and always looking for alternative ways to ensure the teaching and learning process is updated and modernized. One of the challenges in education is to produce 21st-century skills learners. Consequently, Silva (2009) stated that public and private schools must focus on imparting the basics but equally on ensuring students gain a suite of thinking and reasoning skills.

The republic act 10533, also known as K to 12 Basic Education Program, promotes the inclusion of vocational subjects in the curriculum since vocational subjects allow high school graduates to have middle-level skills to enable them to have better opportunities and be productively employed or become entrepreneurs right after high school. Technology and Livelihood Education (TLE) is the subject area that focuses on the application that enables learners to experience hands-on teaching and learning process. It also provides activities that help students acquire the skills and values they need to be productive and meet the expectations

of the labor market (Legarde & Sumandal, 2022).

Technology and Livelihood Education (TLE) intends to develop knowledge, skills, values, and attitudes that prepare the students to compete. The students' Critical thinking and acquire competencies in various activities as they apply to Home Economics, Agriculture Arts, Industrial Arts, and Entrepreneurship (Calmorin, 1994). Is expected to learn more with the use of applications that give ideas, productivity in the economy, skills, talents, and abilities to have the results of being able to compete globally. Ensures the development of critical thinking wherein the students have problem-solving skills that will enhance their creativity to seek job opportunities, self-confidence, cultural sensitivity, and entrepreneurship. It is very beneficial and takes a lot of opportunities to improve their lifestyle.

Teachers are responsible for students' academic skills and competence for lifelong learning. Thus, these students are vital in the development and progress of the changing world and economic condition that will improve the quality of life and the attainment of global competitiveness

Despite the relevance of teaching Technology and Livelihood Education, the students face challenges one is insufficient materials used in practical activities and the skills needed to acquire the mainstream workforce that provides benefits to improve their lives. In this light, the acquisition of knowledge and skills, values, and attitudes necessary to help the learners enter the world of work should be given (Jacolbia, 2016).

In line with this, the European Commission has proposed 'A New Skills Agenda for Europe: Working Together to strengthen human capital, employability, and Competitiveness' to address the skills challenges that Europe is currently facing, this includes Entrepreneurial Competencies (Bacigalupo et al., 2016). Furthermore, Entrepreneurial Competencies define entrepreneurship as a transversal competence that applies to all aspects of life, from personal development to actively participating in the community to (re)entering the job market as an employee or self-employed, as well as start-up ventures (cultural, social, or commercial). Entrepreneurial competency seeks skills, talents, and opportunities to create a lot of intelligent workers and efficiently set objectives as well as the development to perform in community progress.

The idea regarding Entrepreneurial Competencies in the teaching and learning process has not been well-expounded yet in Philippine studies. Moreover, the researcher found that Entrepreneurship must be used as a skill in the Classroom setting to identify its effectiveness and relevance to creating 21st-century and life-long learners.

1.1. Research Question

This study was aimed to determine the relationship of entrepreneurial competencies to student's potential in business venture. The following research questions were addressed in this study:

1. Profile of the respondents in terms of
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Family Status
2. How may the respondents' entrepreneurial competencies be described in terms of:
 - 2.1 taking the initiative;
 - 2.2 planning and management;
 - 2.3 coping with ambiguity;
 - 2.4 work with others; and

- 2.5 Learning through experience
3. How do the respondents describe their potential for business venture as to:
 - 3.1 goal setter;
 - 3.2 visionary;
 - 3.3 business opportunity spotting;
 - 3.4 creative;
 - 3.5 risk taker
4. Is there a significant relationship between the students' entrepreneurial competencies and their potentials to business venture?

1.2. Definition of Terms

For a better understanding of the study, the researcher defined the following terminologies operationally.

Business Venture – refers to the opportunity of the respondents to become a successful.

Competency- is the capability of the respondents to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting.

Coping with ambiguity – refers to effectively cope with change

Creativity - a way of thinking that inspires, challenges, and helps people to find innovative solutions and create opportunities out of problems.

EntreComp. It is a free, flexible reference framework that is used in the study and can be adapted to support the development and understanding of entrepreneurial competence in any setting.

Goal Setter - Establishing short- or long-term objectives, usually incorporating deadlines and quantifiable measures.

Integration – the process of bringing together set of methods and processes to improve the students' skills.

Learning through experience - learning knowledge and skills through direct practice

Planning and management – refers to the steps that need to take to reach the goal.

Potential - existing in possibility capable of development of the students into actuality potential benefits expressing possibility.

Risk taker – students who see opportunity in the market volatility and risk a great deal in expectation of a high rate of return

Skill- refers to the ability of the students to use their knowledge effectively and readily in execution or performance

Business opportunity spotting -getting really close to goals to understand where they are trying to take the business – their vision and strategies

Taking the initiative - means thinking proactively about tasks

Technology and Livelihood Education (TLE) – refers to the subject in the study. It exposes the learner to a variety of experiences which are meaningful and relevant to his development.

Visionary - the unique ability to make others believe in the vision as much as they do themselves, convincing others that the better future described is one they want to live in.

Work with others - works together toward a collective goal in an efficient manner

1.3. Theoretical Framework

This study was based on John Dewey's learning theory of learning by Doing using Lleris' classification. It discussed a variety of entrepreneurship-related learning theories, Kolb's experiential learning, Lave and Wenger's communities of practice, Engeström's expansive learning, and Mezirow's transformative learning in which educational theory are better suited to the school level where the entrepreneurial programs Implemented from the standpoint of lifelong learning Because of this, it adds to the learning perspective on entrepreneurship, which gotten a lot of attention in the existing literature (Kakouris, 2020). When learners engage in hands-on experiences and reflection, they have a greater capacity to relate the concepts they have acquired in the classroom to actual life circumstances.

Technology and Livelihood Education is to help students acquire the knowledge, abilities, attitudes, and values necessary to succeed in the workplace. Students had to comprehend many topics and develop their skills in areas such as home economics, agriculture, industrial arts, and entrepreneurship (Calmorin, 1994). In this context, it is essential to concentrate on developing knowledge, skills, and the values and attitudes required to prepare learners for the workplace. The school supports the needs of students. These students can contribute to the progress over time to the growth of a dynamic and self-sustaining economy, the quest for a higher standard of living, and the achievement of global competitiveness.

2. Review of Related Literature

EntreComp Framework

This review conducted by (Luxembourg, 2020) Entrepreneurial Competencies concentrates on the skills that enable us to be entrepreneurial in all spheres of life. It is a comprehensive, adaptable, and multifunctional reference framework that was released in 2016 with the aim of supporting and inciting measures to enhance the entrepreneurial capacity of European individuals and organizations. By acting on opportunities and ideas to transform them into social, cultural, or financial value for others, entrepreneurs work as catalysts for change. Entrepreneurial Competencies fosters a shared understanding of the knowledge, skills, and attitudes that characterize what it means to be an entrepreneur. The three competency categories listed by Entrepreneurial Competencies are "ideas and opportunities," "resources," and "into action." Each domain has five competencies, which when combined form the foundation of entrepreneurship as a competency

Entrepreneurial skill (Nurfarida, 2018) is described as the knowledge, skills, and talents required to do particular tasks as well as individual qualities. Entrepreneurial competency is characterized in the research of (Tehseen et al. 2018). as well as the underlying characters' characteristics, goals, unique knowledge, social

positions, abilities, and self-perception that lead to the establishment, survival, and expansion of new businesses.

Taking the Initiative

This study tries to review the research on communities of practice as a mechanism for knowledge sharing and to summarize the findings. By examining potential obstacles, remedies, and deciding factors pertaining to communities of practice as a tool for knowledge exchange within corporate organizations, it will highlight pertinent literature from the previous two decades (Aljuwaiber, 2016). The significant function that communities of practice play in promoting knowledge exchange inside commercial organizations is discussed in this paper. It implies that the effects of globalization have inspired numerous commercial organizations to deliberately build CoPs as an essential instrument for knowledge management projects. Additionally, it appears that the three organizational factor top management, structure and culture are significant because of their capacity to have an immediate impact on communities of practice that have been consciously built within corporate organizations.

Planning and Management

The research that led to the findings that are discussed in this article was built on the foundation that risk management, the reasons behind choosing an entrepreneurial career, and business planning are crucial factors in comprehending entrepreneurship. Additionally, it was hypothesized that studying these variables in a university setting and contrasting groups of aspiring entrepreneurs with groups of seasoned entrepreneurs would help to highlight differences between these groups. According to studies, Brazil's leading entrepreneurs are young individuals. The current study also goes further because it closes a theoretical gap in the interpretation of the importance of little-studied individual variables (planning, risk management) in the entrepreneurial actions of university students who are already entrepreneurs

Coping with ambiguity

It is commonly known that uncertainty exists in the majority of transformative organization change efforts; yet, we do not completely understand how change leaders deal with uncertainty, especially the potential effects of mindfulness on managing uncertainty. We use a mixed-methods approach to investigate this phenomenon. Our research indicates that leaders who use mindfulness to manage ambiguity do so in novel and creative ways. More precisely, mindfulness improves a leader's capacity for interpersonal communication, perspective-keeping, and emotional awareness. Wylson et. al (2016). Leaders of mindful change also seem to exercise self-awareness and self-care more regularly, with an emphasis on developing capacity through heightened resilience. Our findings have significant ramifications for both change agents and other organizational members.

Work with others

This Study adds to the conversation of how universities balance the needs of various stakeholders in a more commercialized higher education environment. We investigate how proactive personality's stable facet interacts with personal initiative's located behavior to affect academic achievement. We predicted and discovered that students who score highly on both of these aspects of proactivity outperform those who score poorly on either or just one of them. Unexpectedly, the worst combination was a high level of proactive personality and a lack of personal initiative (Batistic et. al., 2016). A crucial employability asset that some employers, students, and universities value together with academic performance is initiative. We contend that encouraging student initiative can consequently result in a number of advantages, with an emphasis on the more trainable aspect of self-initiative behavior. In order to achieve this, we offer helpful recommendations for creating a university curriculum that simultaneously improves graduate employability and academic performance.

Learning through Experience

There is an emerging awareness and interest in understanding how the employees' or students' practical engagement during the learning process affects their learning outcomes and drives their academic and professional success. Organizations and educational institutions are increasingly implementing teaching and training approaches that emphasize the individuals' active immersion and involvement during the course (Morant et. al., 2019). In this vein, the goal of this research is to clarify this phenomenon while investigating how experiential learning-based teaching strategies relate to students' academic achievement. Numerous theoretical researches have been conducted on this subject. There are, however, few studies that present empirical data to support the presence of a beneficial connection.

Students Potential

One of the main policy goals for the EU and its Member States is the development of entrepreneurial ability. The Entrepreneurial competencies was created and formed in order to provide a common definition of entrepreneurship as a competence, to foster consensus among all stakeholders, to build a link between the worlds of education and employment, and more. However, the level of entrepreneurial growth of teachers and other educators in both official and informal educational sectors is crucial for the quality and success of the development of entrepreneurial capacities in the EU (Stankovska, 2019). This study sought to investigate the needs and requirements of teachers and educators in order to develop a competence-based framework outlining the skills that teachers can use to facilitate entrepreneurial learning in the classroom, with extensive user testing with learners, teachers, leaders, community, and business.

Goal Setter

Choosing the best company strategy helps achieve goals by concentrating management efforts and available resources on achieving them. However, the literature also shows that businesses frequently encounter, and sometimes even face, significant challenges in achieving their strategic goals operating in international markets might be difficult. The extent to which strategic goals help achieve desired strategic positions and the variables that may influence this relationship are, nevertheless, little understood empirically. Using primary data, the study analyse this crucial problem (Spyropoulou et.al.,2018). Results confirm the validity of earlier theoretical strategic goal-realized strategic position gaps and demonstrate how they have a detrimental effect on performance. Therefore, just establishing strategic goals does not ensure that they will achieve the desired results, and it is expensive to fail to do so, discovering the internal capabilities and knowledge, as well as external market conditions, play significant roles in minimizing such strategic goal-realized strategic position gaps by drawing on organization theory.

Visionary

One of the most pervasive trends in the world, design thinking affects a wide range of industries and marketplaces. Positively, more companies are implementing design thinking nowadays, or at least trying to do so regardless of whether they use standard design management techniques or not. The excitement surrounding design thinking, on the other hand, makes it one of the ideas that the international industries understand the least (Kaplan et. al., 2017). This paper focuses on a specific aspect of the latter question, business education, and investigates how design thinking might be integrated into business school curricula.

Business Opportunity Spotting

This prompts a discussion of the connections among creative processes, creative abilities, opportunity recognition, and the selection of business model structures. Using the fundamental ideas of creative processes, creative skills, and business opportunity spotting, it suggests a conceptual process model

for the development of unique and practical business models (Nielsen et. al., 2016). In order to achieve growth and subsequently wealth accumulation through business, as well as better welfare and humanitarian solutions, it is in the interest of societies and nations all over the world to educate their population and support their capacity for creativity. There is currently a rising understanding that education encompasses more than just learning how to read, write, and do math. The capacity to use the information and experience gain to add value is clearer. It is widely acknowledged that applying the knowledge and creativity to develop successful new goods and enterprises is a necessary component. As a result, academics and practitioners alike are concentrating on understanding the complexity of creative processes and maximizing their effectiveness..

Creativity

Despite the abundance of opportunities in business education in the fields of marketing, office, salesmanship, accounting, information communication technology, and finance, a significant number of business educators, particularly graduates, remain impoverished and thus unable to contribute meaningfully to the nation's long-term development. Individuals must be creative in order to overcome the numerous challenges that result from poor living conditions (Lasisi, et al., 2020). The main justification for students' exposure to industry work scheme and entrepreneurship training were incorporated into the business education curriculum to encourage self-reliance through the development of creativity for sustainable development, but despite the fact that there are many opportunities available in the field, many business education graduates are still looking for white collar jobs or working menial jobs, proving that these goals have not yet been met in the state. Creativity can assist business education students in identifying problems even when others have failed to do so, in addition to aiding in problem solving.

Risk taker

Corporate best practices are frequently used to analyse and teach business principles, but due of obfuscation either unintentional or intention they frequently prove ineffective. Instead, an equally advantageous opportunity to recognize and understand the consequences of values, cultures, rules, and procedures may come through a comprehensive analysis of project and program failures. Contrary to corporate success stories, this catastrophe was carefully examined and recorded by several investigative officials.

Entrepreneurial Leadership

Creates a conceptual framework and exploration proposals for scholars entrepreneurial orientation, entrepreneurial talents, and their direct and indirect relationships entrepreneurship and business performance. Authors combed over several databases, including For peer-reviewed journals, books, and other pertinent materials, use ProQuest, EBSCOhost databases, and Scopus publications relating to the topic A conceptual review gives scholars guidance for doing empirical Investigate the connections between entrepreneurial orientation (EO) and (Nwachukwu et.al., 2018). performance results, antecedents. In this instance, client satisfaction is undoubtedly also a result (using the client stakeholder viewpoint), making it a sign of corporate performance comparisons between to goals and prior results suggest the organization's effectiveness and development. using stakeholder satisfaction as a hard yardstick performance evaluation

Entrepreneurial Competences Reflections

In rapidly evolving cultures where new technology solutions are introduced, and a variety of social and environmental issues constantly change and emerge. In fact, action-oriented competencies are necessary for participating in and making contributions to society. The main tool for raising people's consciousness and mental capacity is education. self-aware persons to ensure long-term sustainability and a sustainable environment future (McCallum et.al., 2021). It is anticipated that general education will offer a wide and balanced range of Modern civilizations value knowledge and abilities. Thinking creatively, being socially

adept, and having the essential competencies are the ability to find meaningful solutions to issues, helping to advance sustainable societies. Educating students in entrepreneurship A way to develop these competencies is through entrepreneurial education. Entrepreneurship The essence of education is integrative, utilizing applications from several fields of knowledge and purposes.

Entrepreneurship Education

Entrepreneurship is viewed as the process of bringing something new into life. economic pursuits (Davidsson, 2015). cited Entrepreneurship fills the need for new business as well as the expansion of already existing ones. The anticipated outcomes of The main goals of entrepreneurial activity are to create new businesses, jobs, and encourage commercial success. The Front End of Innovation (FEI) is crucial in this situation to play a part in helping the entrepreneurial journey's goals get accomplished. Likewise, the development of entrepreneurial skills is crucial for the growth and profitability of businesses (Alexandra Lopes et, al. 2018). a difficult phase for business owners and organizations because this phase requires a variety of actions and strategies to mitigate the risks associated with the creation of creative ideas and enterprises.

Pro academy education is self-directed and tailored to individual needs. Team entrepreneurs have biannual reviews to discuss the so-called learning contracts, which are specifically designed for this purpose designed for each of them They discuss their performance with their coach. Personal development is evaluated while future goals are set. Information on Employability and entrepreneurship levels after graduation show promising results. IRENA 2018). Team learning forms the foundation of the pedagogy applied at Pro academy. Before being admitted to the program, learners are profiled in team roles. The purpose is to form diverse and productive teams. Onwards, lots of time and effort are dedicated to building trust and forming the team.

Life Competence

Because of advancements in communication and transportation, the world has become more "flat." Global competition poses a challenge to business. Companies and regions with the best The solutions to productivity and innovation win. A competitive workforce that is well-educated The essence of such areas and businesses is their ability to ensure continuous learning, as well as the generation of new ideas (Ranta et., al. 2017). Changes in working life and societies necessitate a rethinking of qualifications, knowledge, skills, and abilities. Competencies required in business Job changes, as well as the reduction or elimination of barriers between professions, the emergence of new businesses and employment, and networking Increase the demand for general and cross-functional competencies. Specific skill mastery is insufficient for professional success.

The study introduces best novel practices that help improve primary school entrepreneurial education by involving multiple local stakeholders in co-producing education. The case primarily demonstrates that a collaborative approach is appropriate for overcoming challenges, and it assists policymakers in identifying specific actions and investing in entrepreneurship education (EE) at the primary level. (2019, Pillitu et al.). The study adds to the literature on entrepreneurial education and co-production studies. The study's main flaw is its exploratory analysis of a single case.

Developing Framework

This paper reviews the position of entrepreneurial competency practices for sustainability within the learning and development (L&D) narrative over the last three decades. In alignment with the United Nations' 2030 Agenda for Sustainable Development, gaps within the context of entrepreneurial learning theories, learning delivery, and roles of interlocutors are addressed. The discourse unfolds the meaning and measurement attributes of entrepreneurial competencies, advocating for developing an inclusive framework within the entrepreneurial L&D space (Rathakrishnan et, al 2020). refers to the concern for long-term viability and encompasses three major dimensions: economic, social, and environmental. Sustainable entrepreneurial

competence necessitates understanding of sustainable entrepreneurship by recognizing the importance of sustainable innovations that benefit both society and business. Entrepreneurial competence must recognize the nature of sustainable entrepreneurship, which includes key success factors of business firms and elements of sustainable entrepreneurship.

This conceptual paper examines how entrepreneurial skills affect business success in the context of Malaysian SMEs. This essay makes the case that the external integration moderates the impact of entrepreneurial skills on SMEs' success. Therefore, in order for business owners to have a competitive edge, they must be capable of managing their relationships with both consumers and suppliers (Ramayah 2015). The ability to obtain knowledge on the most recent client preferences and tastes, technology, and new techniques of innovation is made possible by SMEs' strong relationships with their customers and suppliers. Consequently, this essay contains two theories: the notion of resource dependence

Technology and Livelihood Education as a Subject

To raise the quality of education in the nation, Department Order No. 43, also known as the BEC Order, was issued in 2002 and reformed the primary and secondary curricula. The 2002 Secondary Education Curriculum Pilot Implementation Guidelines *Teknolohiya at Edukasyong Pantahanan at Pangkabuhayan* (TEPP), one of the four component subjects of Makabayan, is described in the curriculum (DepEd Order No.43 series of 2002) as a learning area that serves as a practice environment for holistic learning to develop a healthy personal and national self-identity. It is also designed to develop the personal, social, and work/spatial skills of learners, particularly interpersonal skills,

Based on suggestions made by the Philippine Commission on Educational Reforms, a new curriculum (the Revised BEC) was approved as Executive Order No. 46 on June 12, 2003. (PCER). For elementary and high school students, the revised BEC decreases the number of topics from up to 10 to only five: Filipino, English, Science, Mathematics, and Makabayan. The old curriculum, DepEd claimed, "did not allow pupils to develop mastery of basic skills because it is too 'overcrowded,'" as rationale for the updated curriculum. According to the revised plan, Makabayan was made up of Social Studies, Home Economics, Physical Education, Health, and Music. The revised curriculum sought to produce proficient Filipinos who could think creatively and function in a fast changing environment.

Competency

TLE is a skill subject where students are exposed to experiential, contextualized and authentic teaching-learning process. It can be integrated to other subject areas or disciplines. For example, it integrates entrepreneurship with all the TLE area of specialization so that students could have the basic knowledge and skills in business and develop them to become positive, market- oriented, customer centered, most of all be productive in the society. (Basal, 2022). TLE is a skill topic where students are exposed to authentic teaching-learning activities that are experiential, contextualized, and relevant. It can be incorporated into other disciplines or subject areas. For instance, it incorporates entrepreneurship into every area of concentration in TLE so that students can acquire the fundamental business knowledge and skills and grow them to become positive, market-oriented, customer-centered, and most importantly, productive members of society.

3. Research Design and Methodology

3.1 Research Participants

The population of the study consists of Grade 9 thirty-four (34) and Grade 10 and fifty-seven (57) students of Sta. Cruz National High School Guinayangan, Quezon. The learner-respondents were Grade 9 &

10 students who are currently enrolled in the school year 2022-2023. The students select the enrolled for that year.

3.2 Research Data Gathering Procedure

The study used questionnaires which are validated and modified by experts in the field. The researcher requested formal consent before using the questionnaires. The instruments were manually encoded after validation.

In gathering data, the researcher wrote a letter of request to the School Division Superintendent to seek permission to conduct study. Furthermore, the researcher also will forward a letter of consent to the Principal and advisers. The respondents were informed that their participation is strictly confidential and all information provided by them were kept secure and used only for research purposes. The researcher personally gave the questionnaires to the respondents to ensure the responses.

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4. Results and Discussion

This part presents data on the frequency and percentage distribution of the profile of the respondents of TLE Grade 9 and 10 of Sta. Cruz National High School this includes Age, Gender, Employment Status, Economic Status and Family Status.

Table 1 *Distribution of respondents by age.*

Age	Frequency	Percentage
10-13	-	-
14-16	85	93.40
17-21	6	6.59
Total	91	100

Table 1 reveals the profile of the respondents in terms of age wherein 85 out of 91 respondents or 93.40 % of respondents are recorded to have the age ranging from 14-16 years old. Conversely, 6 respondents or 6.59 % of the 91 respondents have the age of 17-21 years old. Therefore, most of the respondents came from 14-16 of age and answered the questionnaire.

Table 2 *Distribution of the respondents by sex*

Sex	Frequency	Percentage
Male	42	46.15
Female	49	53.84
Total	91	100

Table 2 shows the profile of the respondents in terms of gender. Out of 91 respondents, 42 respondents or 46.15% of respondents are identified as Male. On the other hand, 49 respondents or the 53.84% of respondents are identified as Female. Therefore, there are more Female respondents than Male.

Table 3 Distribution of respondents in terms of Family Status

Family Status	Frequency	Percentage
Extended family	10	10.98%
Nuclear family	81	89.01%
Others	-	-
Total	91	100

Table 3 Illustrate the profile of the respondents in terms of Family Status. Out of 91 respondents 10 or 10.98% of the respondents belong to Extended Family and 81 or 89.01% belong to Nuclear family. Therefore, majority of the respondents belong to Nuclear Family.

Table 4 Perception of respondents on Entrepreneurial Competencies in terms of taking the initiative

Indicators	Mean	Standard Deviation	Verbal Interpretation
I demonstrate confidence, high self-esteem and willingness to work hard in business.	4.33	0.86	High
I volunteer myself in every entrepreneurial activity.	4.31	0.68	High
I am a goal seeker in business opportunities	4.03	0.83	High
I am confident and innovative in business	4.18	0.79	High
I always keep a positive attitude in thinking about profit	4.34	0.88	High
Overall	4.24	0.50	High

Legend: 1.00–1.49 / Very low 1.50 – 2.49/ Low 2.50–3.49/Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 4 shows entrepreneurial competency which is taking the initiative, “I always keep a positive attitude in thinking about profit” indicator obtained the highest weighted mean of 4.34 that has a verbal interpretation of mostly true of me/high. This means that respondents discovered that a cheerful attitude can help push students to succeed. The second highest mean is 4.33 which the indicator is “I demonstrate confidence, high self-esteem and willingness to work hard in business,”, enhances communication skills, can make happier at work, allows to take feedback more effectively, and can make a better manager or leader. The overall weighted mean of the taking the initiative is 4.24 that has a verbal interpretation of High.

The result implies that the respondents are ready for more and want to advance in business career. It entails finding ways to highlight business abilities and knowledge while also proving to work that able to contribute for the success of business. This applies to personal life as well because being confident makes you feel prepared for anything comes your way setting objectives and achieving the goals. It possesses the perseverance for challenges.

Ubierna, et al. (2017) stated that the study shows how extracurricular and curricular activities affect university students' intentions to start their own businesses. While encouraging entrepreneurship, these activities also increase one's capacity and ambition to launch a firm. The study also demonstrates the various impacts of these variables on entrepreneurial competencies which help the students to pursue their business

career.

Table 5 Perception of respondents on Entrepreneurial Competencies in terms of Planning and Management

Indicators	Mean	Standard Deviation	Verbal Interpretation
I plan every action to create new business.	4.30	0.76	High
I take every opportunity to earn profit.	4.42	0.69	High
I provide direction for action in business	4.24	0.77	High
I used SWOT analysis on business.	4.31	0.83	High
I am Identifying strategies for achieving the goal in business	4.38	0.76	High
Overall	4.33	0.47	High

Legend: 1.00 – 1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 5 shows the planning and management, “I take every opportunity to earn profit” indicator obtained the highest mean of 4.42 that has a verbal interpretation of “High” which means that every opportunity for business has significance for company growth and success. Having appropriate opportunities enable business owners and entrepreneurs to maximize their potential and build an excellent company. The second highest weighted mean is 4.38 from the indicator “I am identifying strategies for achieving the goal in business” in this point of view that strategy specifies a precise path of action that will take you from where you are now to where you want to be by defining where you will spend your efforts to attain your goals and how you will succeed. The overall weighted mean of planning and management is 4.33 which are High for verbal interpretation.

The result shows that the students are critical thinkers in the sense of planning and managing the business. In management, planning entails determining what steps must be taken to achieve a goal, anticipating changes and obstacles, and determining how to best employ human resources and opportunities to achieve the desired outcome. It is also the process of evaluating an organization's goals and developing a realistic, detailed plan of action to achieve goals.

Brinckmann, et al. (2015) discovered that entrepreneurial self-efficacy supports the production of formal business plans, while entrepreneurial perseverance encourages the participation in business planning activities. Furthermore, advanced academic education motivates aspiring entrepreneurs to engage in business planning activities and develop formal business plans.

Table 6 Perception of respondents on Entrepreneurial Competencies in terms of Coping with Ambiguity

Indicators	Mean	Standard Deviation	Verbal Interpretation
I allow myself to be able to seize opportunities in business.	4.29	0.82	High
I am effective and efficient decision maker in running a business.	4.32	0.70	High
I accept every challenges to overcome many ambiguous situations	4.46	0.72	High
I get motivated and always have a plan in business.	4.28	0.78	High
I recognize that changes offer opportunity for business	4.21	0.79	High
Overall	4.31	0.44	High

Legend: 1.00 – 1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 6 reveals coping with ambiguity with 4.46 weighted mean, the indicator “I accept every challenge to overcome many ambiguous situations” acquired the highest weighted mean that has High in verbal interpretation. Individuals can deal with ambiguity can effectively deal with change, shift gears comfortably. Students that are adaptive or flexible are people who have a good ability to deal with ambiguity. The second highest weighted mean is 4.32 with a verbal interpretation of High and the indicator “I am effective and efficient decision maker in running a business.” Decision-makers are skilled at using critical thinking to solve difficulties and problem-solving techniques. Individuals are impacted by choices. Almost every choice we make has an impact on different individuals in some way. It's critical to be conscious of the impact of our choices and to comprehend what the "human cost" will be. Our decisions reflect our ideals. The overall weighted mean of coping with ambiguity is 4.31 which are high for verbal interpretations.

The result indicates strategic ambiguity which is important in business and workplace because it allows you to take chances without committing. Staying fashionable is another effective strategy to deal with an unclear situation. When faced with ambiguity, take a minute to contemplate the things you should do and what effects your actions can achieve.

Kubberød, E., & Pettersen, I. B. (2017) defines situated ambiguity, a novel idea for educational designs that combines the essence of situated entrepreneurial learning with cross-cultural learning. This notion gives educators a viable way to approach genuine entrepreneurial learning in both theory However, through observing and engaging in the culture and entrepreneurial milieu, the students were able to adapt and develop new techniques.

Table 7 Perception of respondents on Entrepreneurial Competencies in terms of Work with others

Indicators	Mean	Standard Deviation	Verbal Interpretation
I can improve my skills while working in a team.	4.43	0.74	High
Teamwork helps me to improve my communication skills.	4.33	0.78	High
I am business minded with a common goal.	4.19	0.83	High
I manage my time efficiently in business.	4.27	0.73	High
I have been creative in ideas and responsibilities for business.	4.13	0.82	High
Overall	4.27	0.46	High

Legend: 1.00 – 1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 7 illustrates work with others, the indicator “I can improve my skills while working in a team” obtained the highest mean 4.43 with verbal indicators of high, which means better outcomes result from collaborative problem solving. If they have the support of a team, people are more prepared to take calculated chances that lead to creativity. Working as a member of a team promotes personal development, boosts satisfaction with work, and reduces pressure. The second highest weighted mean is 4.33 that indicates “Teamwork helps me to improve my communication skills.” These abilities include essential kinds of communication, such as active listening, as well as communication methods required for developing professional relationships, such as compromise and networking abilities. The overall weighted mean of work with others is 4.27 which are high for verbal interpretations.

The result depicts that working with others allows us to collaborate ideas and examine challenges from various perspectives. In a collaborative setting, you can attempt things that an individual might not complete, combining a variety of abilities and knowledge to tackle more complex and substantial obstacles.

Ochsankohl, et al. (2020) aimed to identify factors that influence entrepreneurial activity by examining a variety of variables such as teamwork abilities and lifestyles, as well as to investigate teachers' experiences with teamwork. This means that collaboration predicts entrepreneurial behaviour. Individuals need teamwork training to improve their relationship with others. Time constraints, individual differences, and an unwillingness to collaborate were all barriers to teamwork.

Table 8 Perception of respondents on Entrepreneurial Competencies in terms of Learning through Experience

Indicators	Mean	Standard Deviation	Verbal Interpretation
I take opportunities to learn and apply in a real-world situation.	4.42	0.67	High
I involve myself on hands-on experience in business.	4.21	0.77	High
I gain knowledge in business through experience.	4.38	0.71	High
I easily learn through application.	4.29	0.71	High
I like activities based on real life situation.	4.41	0.72	High
Overall	4.34	0.40	High

Legend: 1.00 – 1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 8 represents learning through experience, the indicator “I take opportunities to learn and apply in a real-world situation” obtained the highest mean 4.42 which means that growth of knowledge about many aspects of business, including rules, best practices, and critical skills are the key to success. The second highest mean is 4.41 with the indicator “I like activities based on real life situation.” Individuals that received proper training are more productive and beneficial. Individuals with confidence and competence can be more productive throughout their professions and, as a result, more profitable for the organization. The overall weighted mean of Learning through Experience is 4.34 which are high for verbal interpretations.

The result implies the most significant part of entrepreneurial thinking skills is the required boundlessness. They are all encouraged to be practical and realistic in life. The ability to dream large and think differently is what will set you apart. It was discovered that entrepreneurs with no prior experience tend to focus too much on one function, such as being the product development, and lose sight of other vital factors. Experienced entrepreneurs, on the other hand, tend to do a more balanced job.

Kurczewska, et al. (2021) explained the philosophical principles on which entrepreneurship education is built. Experience is the best teacher. It is employed in educational research and learning activities to encourage knowledge development. Entrepreneurship is currently positioned in academia as an experienced subject, the theoretical and philosophical underpinnings of experience in learning have not been adequately addressed. As a result, a misunderstanding of how knowledge is produced from experience and how experience might differ based on its philosophical basis primary and secondary experience and their interaction.

The following tables present the normal distribution and verbal interpretation on the potentials of the respondents to business venture in terms of goal setter, visionary, spotting business opportunity, and creativity and risk taker.

Table 9 Perception of the respondents on their potential business venture as Goal Setter

Indicators	Mean	Standard Deviation	Verbal Interpretation
I list down the things that I have to accomplish for the day and think about what I would like to achieve for the following day.	4.28	0.78	High
I plan ahead of time.	4.14	0.79	High
I seek feedback and support from others.	4.38	0.74	High
I make sure to perform my intended actions.	4.32	0.78	High
I have a concrete plan in every entrepreneurial task.	4.28	0.79	High
Overall	4.28	0.48	High

Legend: 1.00 – 1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 9 illustrates goal setter, the indicator “I seek feedback and support from others” gained the highest mean with the result of 4.38 with verbal interpretation of High which means individuals become more self-aware of their own strengths and weaknesses, as well as how others view themselves. And this provides people with the opportunity to apply this knowledge to their own personal development. The second highest mean is 4.32 which indicates “I make sure to perform my intended actions” that explains strong and steady action produces great results. Complete harmony between you and the goals of your business is one of the most essential standards. The overall weighted mean of Goal setter is 4.28 which are high for verbal interpretations.

This result help increases economic development through bringing fresh innovations, products, and services. Start-up challenge forces current businesses to become more competitive. Entrepreneurs create both immediate and future work opportunities.

Spyropoulou et al. (2018) focused on management efforts and available resources on attaining goals, choosing the optimal firm strategy aids in goal achievement. This also demonstrates that businesses routinely run into, and perhaps even face major obstacles when trying to accomplish their strategic objectives and operate in foreign markets could be challenging. However, there is limited empirical understanding of how much strategic goals contribute to achieving desirable strategic positions and the factors that may affect this relationship.

Table 10 Perception of the respondents on their potential business venture as Visionary

Visionary	Mean	Standard Deviation	Verbal Interpretation
I think outside the box.	4.32	0.72	High
I enjoy learning new things.	4.38	0.66	High
I have a clear direction for where I want to go in life.	4.37	0.71	High
I visualize the goals I want to achieve.	4.40	0.75	High
I focus on a long-term business plan in the future.	4.36	0.80	High
Overall	4.36	0.41	High

Legend: 1.00 – 1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 10 shows Visionary as a potential to business venture, the indicator “I visualize the goals I want to achieve” attained the highest mean 4.40 and the verbal interpretation is high which means that visualizing focuses on the goals for the future. Visualization assists the mind comprehend the end outcome of goals. The second highest weighted mean is 4.38 the verbal interpretation is high with the indicator “I enjoy learning new things” which means individuals who develop entirely unique ideas into profitable organizations are called innovators. Most of the time, such entrepreneurs influence people's views and actions. The overall weighted mean of Visionary is 4.36 which are high for verbal interpretations.

This result recognizes the ability to inspire others to develop extraordinary services and products by emphasizing growth prior to focusing on profit; the rare capacity to make others believe in the goal as much as they do themselves; convincing others that the better future described is one they want to live in and manage to achieve more.

Kaplan et. al. (2017) stated that there were opportunities and pitfalls in this situation. Positively, more businesses today are implementing design thinking, or at least attempting to do so, whether or not they use conventional design management practices. Design thinking is one of the concepts that the global industries grasp the least because of the excitement it has generated.

Table 11 Perception of the respondents on their potential business venture as to Spotting business Opportunity

Indicators	Mean	Standard Deviation	Verbal Interpretation
I consider opportunities in every entrepreneurial situation.	4.33	0.78	High
I search for trends to cope up with changes.	4.24	0.71	High
I implement ideas and innovation to improve my performance in business.	4.32	0.73	High
I used imagination and abilities to identify business opportunities.	4.50	0.67	Very High
I conceptualize every opportunity.	4.29	0.80	High
Overall	4.34	0.49	High

Legend: 1.00 – 1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 11 illustrates spotting business opportunity, the indicator “I used imagination and abilities to identify business opportunities” got the mean of 4.50 and the verbal interpretation is high which means people in business recognize opportunities for growth and expansion by using their imagination. Many companies expand merely because their owners understand how. The second highest mean is 4.33 with the verbal interpretation of high indicates “I consider opportunities in every entrepreneurial situation” this means learning is increasingly becoming seen to be more than only learning how to read, write, and do math. It is now evident how someone might use the knowledge and experience they acquire to offer value. It is generally agreed upon that using expertise and imagination to create prosperous new products and businesses is a fundamental component.. The overall weighted mean of spotting business opportunity is 4.34 which are high for verbal interpretations.

This result explains that entrepreneurs who succeed have keen observation abilities and a sensitivity to the ground. Finding an opportunity is only the first step; turning the idea into a business demands solid execution abilities. The opportunity should also have sufficient of a demand.

Nielsen et. al (2016) provides a conceptual process model for the development of distinctive and realistic business models based on the fundamental notions of creative processes, creative skills, and business opportunity. This led to a conversation about the relationships between creative processes, creative aptitude,

opportunity recognition, and business model structure choices which are needed in business.

Table 12 Perception of the respondents on their potential in business venture as to Creativity

Indicators	Mean	Standard Deviation	Verbal Interpretation
I tend to solve complex problems.	4.29	0.80	High
I look at things from a different perspective.	4.37	0.66	High
I used imagination and experimentation to invent new business ideas.	4.41	0.73	High
I develop and express my ideas in different ways.	4.41	0.70	High
I embrace originality and uniqueness in business.	4.32	0.79	High
Overall	4.36	0.47	High

Legend: 1.00 – 1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
 3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 12 shows creativity as a potential to business venture, “I develop and express my ideas in different ways” and “I used imagination and experimentation to invent new business ideas” are the indicators that obtained the highest mean of 4.4 this explains that creative thinking in business brings fresh concepts and problem-solving abilities solutions. It is the ability to look forward and produce ideas, answers, and innovations before the implementation. The overall weighted mean of creativity is 4.36 which are high for verbal interpretations.

This result implies content asserts that creativity allows young people to explore and discover new things from one another. Students begin to see that they have limitless boundaries, as they overcome obstacles and bring their creative ideas to reality. This also promotes confidence to an entrepreneur. Diverse thinking is an important part of creative thinking since it indicates many solutions to an issue. It is associative and lateral rather than logical.

Lasisi, et al. (2020) states that creativity has become essential for community survival and sustainability. Despite the abundance of opportunities in business education in marketing, office, salesmanship, accounting, information communication technology, and finance, a significant number of business educators, particularly graduates, remain impoverished and thus unable to contribute meaningfully to the nation's long-term development. Individuals and families must be resourceful in order to overcome the myriad problems that come with inadequate living conditions.

Table 13 Perception of the respondents on their potential in business venture as Risk taker

Indicators	Mean	Standard Deviation	Verbal Interpretation
I try out something new even though the results are unknown.	4.34	0.75	High
I am willing to do things to achieve my goal.	4.43	0.70	High
I develop confidence to be able to cope with challenging situations in business.	4.40	0.73	High
Failure helps me to find new business strategies to grow.	4.37	0.73	High
I try something outside of my comfort zone.	4.42	0.81	High
Overall	4.39	0.46	High

Legend: 1.00 –1.49 / Very low 1.50 – 2.49/ Low 2.50 – 3.49/ Moderately High
3.50 – 4.49/ High 4.50 – 5.00/Very High

Table 13 illustrates risk taker, the indicator “I am willing to do things to achieve my goal” obtained the highest mean of 4.43 with the verbal interpretation of high. This means that learning attitude is significant to achieve goals. As a successful entrepreneur, one must be constantly learning. Find courses in the field and consider skills and weaknesses to identify gaps. Workshops and events, seminars, and meetings are all simple ways to improve one's abilities while meeting new people. The second highest mean is 4.42 with verbal interpretation of high and the indicator is “I try something outside of my comfort zone.” This explains that a set of conditions or a way to work makes someone feel safe and at ease and that provides acceptable outcomes. Avoid the motivating pressure that might drive to take leadership to the next level when working within comfort zone. The overall weighted mean of risk taker is 4.39 which are high for verbal interpretations

This result implies the desire to take risks is reflected in risk-taking. It is about dealing with uncertainty and embracing the possibility of sacrificing money, freedom, or reputation. As a result, one must be able to accept downfall if necessary. Risk is an aspect of entrepreneurship, although it is very dependent on the individual who perceives it.

Oster (2017) states that Methodical data collection and analysis identify the root causes of a given failure and then develops and presents recommendations to prevent it from happening again. It is a sort of behavioural systems analysis that investigates unintended system behaviour that may be damaging, ineffective, or useless. Failure analysis learning varies from other types of study that includes all information, is methodical in acquiring, measuring, and analysing this information, and is completely prescriptive in offering prescribed failure prevention strategies.

5. Conclusion

Based on the findings above, it was concluded that entrepreneurial competency such as taking the initiative, planning and management, coping with ambiguity, work with others and learning through experience have a significant relationship in the potentials of the students to business venture such as goal setter, visionary, spotting business opportunity, creative and risk taker. Entrepreneurial Competencies enable students learn entrepreneurial skills and valuable life skills in entering business, hence the hypothesis in this study is not sustained.

6. Recommendation

Based on the findings of the study and the conclusion drawn, the following are recommended.

1. Since the respondents of the study are Grade 9 and 10 students it is therefore recommended that they apply the necessary skills they learned from Entrepreneurial Competencies
2. Since this study showed that entrepreneurial competencies are genuine to develop their skills in business, it is therefore recommended that teachers may use the Entrepreneurial Competencies adopt from Europe as their reference and apply it in classroom setting.
3. The school administrator may conduct symposium for students regarding Entrepreneurial Competencies to improve their skills in business.
4. Since this study showed that entrepreneurial competencies are effective to develop their skills in business, it is therefore recommended that teachers may use the Entrepreneurial Competencies adopt from Europe as their reference and apply it in classroom setting.
5. This study could use as future reference for the researchers who are studying related to Entrepreneurial Competencies

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