

CHAPTER I

INTRODUCTION

Entrepreneurship education has become a vital pillar of the Philippine Senior High School curriculum under the K to 12 Basic Education Program. It aims to equip learners with the mindset and skills to become innovators, problem-solvers, and potential job creators rather than job seekers. In a globalized and highly competitive economy, entrepreneurial competencies are essential for adaptability, financial independence, and sustainable livelihood opportunities (OECD, 2019; UNESCO, 2017). The Department of Education (DepEd) likewise highlights entrepreneurship as part of preparing learners for lifelong learning and future employment opportunities (DepEd, 2020). This direction aligns with the DepEd 5-Point Agenda, particularly the commitment to developing a future-ready workforce. A future-ready learner must not only acquire academic knowledge but also practical competencies in opportunity recognition, innovation, decision-making, resilience, and financial literacy. These are central to entrepreneurship and directly support the broader national goal of producing globally competitive graduates who can contribute to inclusive growth and sustainable development.

Despite this strong policy foundation, research shows that learners' entrepreneurial skills remain unevenly developed. While some learners demonstrate creativity and innovation, many struggle with essential competencies such as financial management, perseverance, or confidence (Amper, 2022; Paray, 2023). Adding to this concern is the evidence that learners' self-perceptions of their skills often differ from teachers' evaluations, suggesting that instruction may not always address actual learner needs (Toding, Mädamürk, Venesaar, & Malleus, 2023). This gap underscores the importance of comparative assessments, which can reveal where perceptions align or diverge and inform more responsive teaching approaches.

Among the critical entrepreneurial competencies, opportunity-seeking and innovation are often emphasized as the starting point for entrepreneurial activity. Studies show that learners who develop the ability to recognize opportunities are more likely to pursue self-employment and innovative ventures (Chilenga, Dhliwayo, & Chebo, 2022). Practical and simulated learning environments also foster this skill by providing learners with real-world contexts in which they can apply creativity (Lose, 2021). However, the presence of opportunity recognition must be balanced with

other competencies that enable learners to act effectively on these opportunities.

For instance, decision-making and problem-solving skills allow learners to evaluate choices and navigate challenges that arise in entrepreneurial ventures. Research highlights that structured entrepreneurship education strengthens these competencies by engaging learners in systematic analysis and applied problem-solving activities (Miço & Cungu, 2023; Thapa, 2024). In this way, decision-making connects naturally with opportunity recognition: while learners may identify opportunities, their ability to evaluate alternatives and solve problems determines whether these opportunities are transformed into viable outcomes.

Another closely linked set of skills is risk-taking and self-confidence. Even when learners can recognize opportunities and solve problems, they may hesitate to act without confidence and a willingness to embrace calculated risks. Educational approaches such as STEM integration have been shown to build both self-confidence and entrepreneurial thinking, enabling learners to take initiative (Akrami, 2022). Similarly, motivation and emotional intelligence predict entrepreneurial intention, suggesting that the

inner drive of learners is as important as technical skill (Owoseni, Mayungbo, Olatunji, & Okunola, 2021). These findings highlight that entrepreneurial growth depends not only on cognitive ability but also on psychological readiness.

To sustain entrepreneurial ventures, learners must also acquire strong planning and organizing skills. Effective organization ensures that ideas can be implemented systematically and resources are managed efficiently. Studies reveal that school leaders who model entrepreneurial behavior encourage learners to develop organizational competencies by engaging them in projects that require planning and collaboration (Mamabolo, 2020). Likewise, structured training programs have been found to strengthen learners' ability to organize entrepreneurial activities and maintain focus on goals (Parasmita, Kurniawan, Nurbaiti, & Ali, 2022). Planning, therefore, bridges the gap between entrepreneurial ideas and their execution.

At the same time, marketing and financial skills are indispensable for ensuring the sustainability of ventures. Learners who lack practical knowledge in pricing, budgeting, and promotion often struggle to maintain entrepreneurial projects (Paray, 2023). Business simulations and work

immersion programs, however, provide authentic experiences that enable learners to practice financial management and marketing strategies (Amper, 2022). In this way, marketing and financial competencies connect directly to opportunity recognition and planning, as they translate ideas into sustainable practices.

Underlying all these competencies are perseverance and responsibility, which act as the foundation for long-term success. Learners with higher levels of perseverance have been shown to exhibit stronger entrepreneurial intentions, reinforcing the importance of grit and resilience (Mkhatshwa, 2017). Teachers' support and learner-centered approaches also encourage students to take responsibility and persist through challenges, demonstrating that environment plays a crucial role in sustaining entrepreneurial engagement (Toding et al., 2023). These personal traits tie together the other competencies, ensuring that learners not only start ventures but also sustain them through difficulties.

In the context of the Schools Division of Candon City, entrepreneurship education has been formally integrated into the Senior High School curriculum as part of the K to 12 program; however, gaps in its practical implementation and overall effectiveness remain evident. While

learners are introduced to entrepreneurship concepts through classroom instruction, performance tasks, and school-based projects, opportunities to apply these lessons in real-world situations are limited. Many students continue to struggle in translating theoretical knowledge into practical ventures, particularly in essential areas such as financial literacy, marketing strategies, business planning, and opportunity recognition—skills necessary for initiating and sustaining entrepreneurial activities.

Teachers in Candon City also report several challenges that hinder the delivery of authentic entrepreneurial learning experiences. Among these are limited access to instructional materials, insufficient school resources for business simulations, and constrained time to implement hands-on or experiential learning activities. These conditions restrict the extent to which learners can engage in meaningful entrepreneurial practice. Furthermore, both anecdotal reports and initial assessments suggest a mismatch between learners' self-perceived competencies and teachers' evaluations, with some students either overestimating or underestimating their abilities in creativity, decision-making, risk-taking, and innovation. This misalignment highlights the need for a more accurate understanding of learners' actual entrepreneurial strengths and areas for improvement.

Local observations further show that only a small number of Senior High School graduates in the division pursue entrepreneurship as a post-graduation pathway. Many learners express hesitation, citing feelings of unpreparedness or a lack of confidence to initiate their own ventures. These realities point to a critical gap: although entrepreneurship education is well-established in policy and curriculum, the actual development of comprehensive entrepreneurial competencies among learners remains inconsistent. Addressing this gap is essential to equip students in Candon City with the necessary skills, mindset, and confidence to become capable and innovative entrepreneurs who can contribute meaningfully to both local economic development and broader national growth.

Thus, the development of entrepreneurial skills is increasingly shaped by global demands for adaptability and intercultural competence. Learners who are able to navigate diverse contexts and work with people from different cultural backgrounds are better prepared for entrepreneurial success in a globalized world (Huynh, Ma, Thieu, & Trinh, 2024). This insight broadens the discussion beyond technical skills, suggesting that entrepreneurial education must also cultivate soft skills that enhance learners' adaptability and global readiness.

Hence, these studies collectively underscore both the potential and the persistent challenges of entrepreneurship education. While structured programs enable learners to develop essential entrepreneurial skills, gaps remain in the consistency of competencies acquired and in the alignment between learners' self-assessments and teachers' evaluations. Addressing these gaps is vital to advancing DepEd's vision of cultivating a future-ready, entrepreneurial workforce. By examining learners' entrepreneurial competencies through the dual lens of student and teacher perspectives, this study aims to generate evidence that can strengthen curriculum implementation, enhance instructional practices, and better prepare Senior High School graduates not only for employment but also for innovation, enterprise creation, and meaningful participation in local and national economic development.

Statement of the Problem

This school-based research aimed to assess the entrepreneurial skills of senior high school learners in Candon National High School as developed in their Entrepreneurship lessons.

Specifically, it sought to answer the following questions:

1. What is the level of learners' entrepreneurial skills in terms of:
 - a. opportunity-seeking and innovation,

- b. decision-making and problem-solving,
 - c. risk-taking and self-confidence,
 - d. planning and organizing,
 - e. marketing and financial skills, and
 - f. perseverance and responsibility, based on both learners' self-assessment and teachers' assessment?
2. Which entrepreneurial skill areas are most and least developed among learners in Entrepreneurship, based on both learners' self-assessment and teachers' assessment?
3. Is there a significant difference between learners' self-assessment and teachers' assessment of learners' entrepreneurial skills?

CHAPTER II

Methodology

Research Design

This study employed a descriptive-comparative research design to examine learners' entrepreneurial competencies through both self-assessment and teachers' evaluations. The descriptive component aimed to document the level of learners' entrepreneurial skills across six domains: opportunity-seeking and innovation; decision-making and problem-solving; risk-taking and self-confidence; planning and organizing; marketing and financial skills; and perseverance and responsibility, without testing for causal relationships. As Aggarwal and Ranganathan (2019) explained, descriptive studies are intended to describe the distribution of one or more variables without regard to any causal or other hypothesis, providing a systematic snapshot of the phenomenon in its natural setting. Descriptive designs are particularly effective for identifying patterns, trends, and areas requiring further attention, making them suitable for profiling learner competencies.

The comparative aspect allowed for the systematic examination of differences between learners' self-perceived competencies and teachers' assessments of the same skills. According to Best and Kahn (2017), comparative research involved the systematic comparison of two or more groups or sets of data to identify patterns, similarities, and differences, which in this study helped to reveal perceptual gaps between students and teachers. Combining descriptive and comparative approaches enabled the researchers to quantify learners' competencies and evaluate alignment between perspectives. Creswell (2014) emphasized that integrating descriptive and comparative methods strengthens research by allowing investigators to describe the state of a phenomenon and compare across groups, thereby providing comprehensive evidence for program improvement. This dual approach was particularly appropriate for the study because it not only profiled learners' entrepreneurial skills but also highlighted areas where instruction may not have aligned with students' self-perceptions, offering actionable insights for enhancing teaching strategies and curriculum design.

Population and Locale of the Study

The study was conducted among 138 Senior High School learners enrolled in the Technical-Vocational-Livelihood (TVL) and Academic Strand

for Business, Accountancy, and Management (ABM), along with 15 teachers handling Entrepreneurship subjects at Candon National High School, Division of Candon City, during the School Year 2025–2026. To ensure fair representation across groups, a stratified sampling technique was employed in selecting the respondents.

Research Instrument

Two sets of parallel structured questionnaires were utilized in the study: one designed for learners as a self-assessment tool, and another for teachers to evaluate learners' entrepreneurial competencies. These instruments were adapted from the existing Entrepreneurship curriculum under the K to 12 Basic Education Program and were carefully modified to align with the provisions of DepEd Order No. 021, s. 2019, which outlines the national policy guidelines for implementing the K to 12 curriculum. Ensuring alignment with this policy strengthened the instrument's curricular relevance and guaranteed that the competencies measured were reflective of nationally mandated learning standards.

The questionnaires covered six core domains of entrepreneurial competency expected from senior high school learners: opportunity-seeking and innovation, decision-making and problem-solving, risk-taking and self-confidence, planning and organizing, marketing and financial skills, and

perseverance and responsibility. Each domain consisted of four to five clearly defined indicators, all measured using a five-point Likert scale ranging from 1 (Very Low) to 5 (Very High). This scaling approach provided a systematic way to quantify perceptions of competency levels and ensured comparability between learner self-assessments and teacher evaluations.

To ensure the validity and reliability of the instrument, the questionnaires underwent rigorous content validation conducted by a panel of experts in entrepreneurship education and research methodology. Their feedback guided revisions to improve clarity, relevance, and alignment with the competencies being measured. Following validation, the instruments were pilot-tested, and reliability was established using Cronbach's Alpha, with a target coefficient of at least 0.70 to confirm acceptable internal consistency. This multi-step process ensured that the tool was both psychometrically sound and contextually appropriate for assessing entrepreneurial competencies in the senior high school setting.

Data Gathering Procedure

Data were gathered with the assistance of the School Principal and Assistant Principal, who met with the participating teachers to discuss the study's objectives and set the course of action. Their support ensured that

the data collection process was properly coordinated and conducted in an organized and timely manner.

Furthermore, no classes were disrupted during the implementation of the research. All documents and references were properly cited and documented in adherence to copyright laws, and anti-plagiarism online platforms were utilized to ensure the originality and integrity of the study. These measures upheld academic honesty and ethical research standards.

Moreover, the names of all respondents were kept confidential and were not disclosed in any part of the study. Participation was entirely voluntary, and respondents were not forced or pressured to take part in the research. These ethical safeguards ensured the protection of participants' rights, privacy, and well-being throughout the research process.

Treatment of Data/Data Analysis

To ensure accurate analysis of the data gathered, appropriate statistical treatments were applied.

For the first research question, which sought to determine the level of learners' entrepreneurial skills across the domains of opportunity-seeking and innovation, decision-making and problem-solving, risk-taking and self-

confidence, planning and organizing, marketing and financial skills, and perseverance and responsibility based on both learners' self-assessment and teachers' assessment, the data were analyzed using the weighted mean. The results were interpreted through a descriptive scale (very high, high, moderate, low, very low) to present a clear and systematic picture of the learners' competencies as perceived by both groups.

For the second research question, which aimed to identify the most and least developed entrepreneurial skills among learners, the mean scores across the six domains were ranked from highest to lowest. This procedure revealed the relatively stronger and weaker competencies demonstrated by the learners. When necessary, the Friedman Test was utilized to statistically validate whether the observed differences across the skill domains were significant.

For the third research question, which investigated whether a difference existed between learners' self-assessment and teachers' assessment of entrepreneurial skills, a normality test was conducted to determine the appropriate statistical treatment for the comparative aspect of the study. This ensured that the chosen test aligned with the distribution of the data and produced accurate, reliable results.

Data Categorization

For interpretation, mean scores is categorized using the following scale:

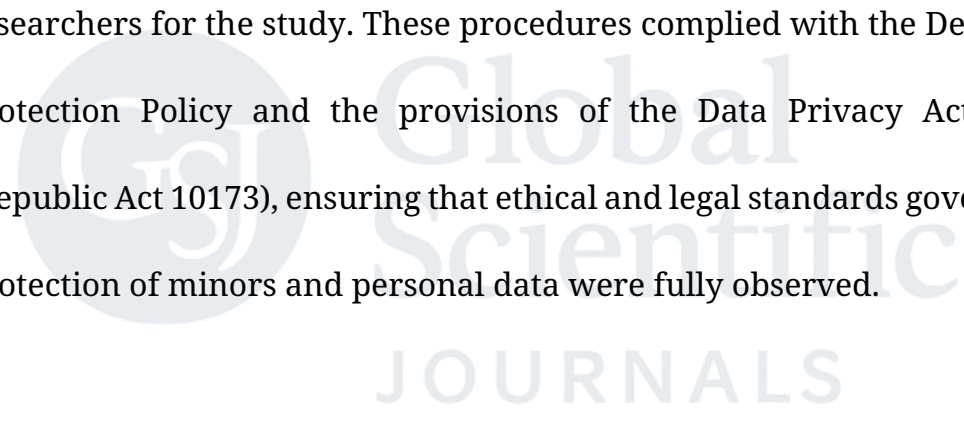
Mean Range	Descriptive Equivalent	Interpretation
4.21 – 5.00	Very High	The skill is very well developed
3.41 – 4.20	High	The skill is developed
2.61 – 3.40	Moderate	The skill is fairly developed
1.81 – 2.60	Low	The skill is underdeveloped
1.00 – 1.80	Very Low	The skill is not developed

Ethical Considerations

The study adhered to established ethical standards by first securing informed consent from teachers, learners, and the parents or guardians of minors. Participants were assured that their involvement was entirely voluntary and that they could withdraw from the study at any point without any negative consequences. Before data collection, the purpose, procedures, and expected outcomes of the research were clearly explained to all participants to ensure informed decision-making.

To safeguard the privacy and rights of respondents, all data were anonymized, and no identifying information was recorded in the final dataset. Codes were used in place of names, and only aggregated results were reported to prevent the identification of individual participants. This approach ensured that confidentiality was strictly maintained throughout the research process.

All collected information was securely stored and accessed only by the researchers for the study. These procedures complied with the DepEd Child Protection Policy and the provisions of the Data Privacy Act of 2012 (Republic Act 10173), ensuring that ethical and legal standards governing the protection of minors and personal data were fully observed.



Chapter III

Results and Discussions

This chapter deals with the presentation, analysis, and interpretations of data gathered from this study: “Shaping Young Entrepreneurs: A Comparative Assessment of Learners’ Entrepreneurial Skills in Entrepreneurship”. The analyses and interpretations include the descriptive-comparative assessment of learners’ entrepreneurial skills in entrepreneurship results in Candon City National High School on 138 Senior High School learners enrolled in the Technical-Vocational-Livelihood (TVL) and Academic Strand for Business, Accountancy, and Management (ABM), along with 15 teachers handling Entrepreneurship subjects.

Level of Learners’ Self-Assessment of Entrepreneurial Skills in Entrepreneurship

Table 1 presents the mean and descriptive rating of each indicator on the over-all level of level of learners’ entrepreneurial skills.

**Table 1: Level of Self-Assessment of Entrepreneurial Skills
in Entrepreneurship among Learners and Teachers**

INDICATORS	As to Learner s	As to Teachers	As a Whol e	DR
A. Opportunity-Seeking and Innovation				
1. Recognizes opportunities in the environment	4.32	4.78	4.55	VH
2. Suggests creative ways to improve products	4.31	4.75	4.53	VH
3. Adapts easily and finds new approaches	4.21	4.72	4.47	VH
4. Thinks of unique ideas to solve problems	4.22	4.70	4.46	VH
Sub- Mean	4.27	4.74	4.51	VH
B. Decision-Making and Problem-Solving				
1. Weighs options carefully	4.28	4.80	4.54	VH
2. Solves problems confidently	4.25	4.76	4.51	VH
3. Analyzes and chooses best solution	4.23	4.79	4.51	VH
4. Makes decisions under pressure	4.20	4.73	4.47	VH
Sub- Mean	4.24	4.77	4.51	VH
C. Risk-Taking and Self-Confidence				
1. Takes calculated risks	4.11	4.69	4.40	H
2. Believes in ability to succeed	4.28	4.82	4.55	VH
3. Doesn't get easily discouraged	4.19	4.74	4.47	VH
4. Confident in presenting ideas	4.23	4.78	4.51	VH
Sub- Mean	4.20	4.76	4.48	VH
D. Planning and Organizing				
1. Sets clear goals	4.25	4.83	4.54	VH

2. Organizes tasks effectively	4.23	4.80	4.52	VH
3. Allocates resources efficiently	4.21	4.77	4.49	VH
4. Prepares step-by-step plans	4.18	4.79	4.49	VH
Sub- Mean	4.22	4.80	4.51	VH
E. Marketing and Financial Skills				
1. Sets clear goals	4.22	4.71	4.46	VH
2. Organizes tasks effectively	4.21	4.68	4.45	VH
3. Allocates resources efficiently	4.19	4.73	4.46	VH
4. Prepares step-by-step plans	4.21	4.75	4.48	VH
Sub- Mean	4.21	4.72	4.47	VH
F. Perseverance and Responsibility				
1. Continues working even when difficult	4.28	4.81	4.55	VH
2. Takes responsibility for outcomes	4.25	4.84	4.55	VH
3. Completes tasks without supervision	4.23	4.79	4.51	VH
4. Shows commitment and dedication	4.26	4.82	4.54	VH
Sub- Mean	4.26	4.82	4.54	VH
Over-all Mean	4.23	4.77	4.50	VH

Legend:

4.21-5.00	Very High	The skill is very high developed
3.41-4.20	High	The skill is developed
2.61-3.40	Moderate	The skill is fairly developed
1.81-2.60	Low	The skill is undeveloped
1.00-1.80	Very Low	The skill is not developed

The table above shows that the overall computed mean scores revealed that both learners (4.23) and teachers (4.77) rated the entrepreneurial skills of the students at a Very High level. This suggests

that, on average, students demonstrate well-developed entrepreneurial competencies across all indicators. The consistently high evaluations from teachers imply that observable behaviors and performances within the classroom strongly reflect these competencies. Meanwhile, the slightly lower, but still very high, self-assessments from learners indicate confidence in their abilities while still recognizing areas for improvement. Overall, these findings imply that the entrepreneurship program effectively enhances foundational entrepreneurial skills among learners.

The highest mean scores were observed in the Planning and Organizing domain, with teachers achieving the highest sub-mean (4.80) and learners consistently providing high ratings (4.22) within this domain. Specifically, the indicator “Sets clear goals” under Planning and Organizing obtained the highest teacher rating (4.83) and a very high learner rating (4.25). This suggests that students excel strongly in goal-setting and systematically structuring their tasks, critical competencies for entrepreneurial success. Teachers’ notably higher ratings imply that students demonstrate these skills consistently in classroom tasks and performance outputs, showing strong readiness for real-world entrepreneurial activities.

In contrast, the lowest mean scores emerged under Risk-Taking and Self-Confidence, particularly the indicator “Takes calculated risks,” which learners rated at 4.11 (High) and teachers at 4.69 (Very High). Although still above average, learners’ relatively lower confidence in taking risks suggests hesitancy in dealing with uncertain or unfamiliar situations. This gap between self-ratings and teacher assessments may imply that learners perceive risk-taking more cautiously than teachers observe in their actual behavior. This indicates a potential area for growth, especially since entrepreneurial success often requires balancing risks with informed decision-making.

Furthermore, the findings shows that while learners possess very high levels of entrepreneurial competencies, there remains a need to strengthen their risk-taking skills and confidence in navigating unpredictable scenarios. Maintaining strong performance in goal-setting, planning, and organization will further contribute to their readiness for entrepreneurial endeavors. Schools may consider integrating more experiential, project-based, or simulated business activities to encourage students to make calculated decisions in uncertain contexts, thereby reinforcing both confidence and risk-taking abilities crucial for future entrepreneurial pursuits.

Hence, between learners' self-perception and teachers' evaluation demonstrates consistency in understanding competencies, though learners' slightly lower self-rated scores in risk-taking and financial skills indicate perceived areas for improvement. These insights support the need for experiential and applied learning activities that allow learners to practice decision-making under uncertainty, take calculated risks, and manage real or simulated entrepreneurial projects, strengthening both confidence and practical skills (Akrami, 2022; Lose, 2021; Amper, 2022).

Table 2: Summary Table on the Level of Self-Assessment of Entrepreneurial Skills in Entrepreneurship among Learners and Teachers

Entrepreneurial Skill Area	On Learners	On Teachers	As A Whole	DR
Opportunity-Seeking and Innovation	4.27	4.74	4.51	VH
Decision-Making and Problem-Solving	4.24	4.77	4.51	VH
Risk-Taking and Self-Confidence	4.20	4.76	4.48	VH
Planning and Organizing	4.22	4.80	4.51	VH
Marketing and Financial Skills	4.21	4.72	4.47	VH
Perseverance and Responsibility	4.26	4.82	4.54	VH
Overall Weighted Mean	4.23	4.77	4.50	VH

Legend:

4.21-5.00	Very High	The skill is very high developed
3.41-4.20	High	The skill is developed
2.61-3.40	Moderate	The skill is fairly developed
1.81-2.60	Low	The skill is undeveloped
1.00-1.80	Very Low	The skill is not developed

Based on the table, Opportunity-Seeking and Innovation and Perseverance and Responsibility are the most developed entrepreneurial skill areas according to both learners and teachers, indicating strong creativity, adaptability, and persistence among students. Meanwhile, Risk-Taking and Self-Confidence and Marketing and Financial Skills are the least developed, particularly in learners' self-assessment, suggesting that while students feel capable in other areas, they may be less confident in taking calculated risks or applying financial strategies effectively.

The overall alignment between learners' and teachers' ratings demonstrates general agreement on strengths and areas for improvement. However, teachers tend to rate learners slightly higher, reflecting a perception that students possess greater competence across all areas than students perceive themselves to have. This highlights the importance of providing experiential learning and mentorship to strengthen practical skills and confidence in the relatively weaker domains (Akrami, 2022; Amper, 2022; Paray, 2023).

Problem 2: Which entrepreneurial skill areas are most and least developed among learners in Entrepreneurship, based on both learners' self-assessment and teachers' assessment?

Most and Least Developed Entrepreneurial Skills Based on Learners' and Teachers' Assessment

Table 3 presents the most and least developed entrepreneurial skills based on learners' and teachers' assessment.

**Table 3: Comparison of Learners' and Teachers' Assessment
on Learners' Entrepreneurial Skill Areas**

Entrepreneurial Skill Area	On Learners	On Teachers	As A Whole	Level of Development
Opportunity-Seeking and Innovation	4.27	4.74	4.51	VHD
Perseverance and Responsibility	4.26	4.77	4.52	VHD
Decision-Making and Problem-Solving	4.24	4.76	4.50	VHD
Planning and Organizing	4.22	4.80	4.51	VHD
Marketing and Financial Skills	4.21	4.72	4.47	VHD
Risk-Taking and Self-Confidence	4.20	4.82	4.51	VHD

Legend:

4.21-5.00	Very High	The skill is very high developed
3.41-4.20	High	The skill is developed
2.61-3.40	Moderate	The skill is fairly developed
1.81-2.60	Low	The skill is undeveloped
1.00-1.80	Very Low	The skill is not developed

The overall combined mean of the learners' entrepreneurial skills, reflected in the "As A Whole" column, ranges from 4.47 to 4.52, which is interpreted as Very Highly Developed (VHD). This indicates that, overall, learners possess strong entrepreneurial competencies as observed by both

themselves and their teachers. The results suggest that learners are consistently demonstrating behaviors associated with entrepreneurship, including initiative, problem-solving, planning, and responsibility, which are essential for future entrepreneurial engagement and workplace readiness.

Among the skill areas, the highest development was observed in Perseverance and Responsibility (4.52) and Opportunity-Seeking and Innovation (4.51). This implies that learners are particularly strong in showing commitment, accountability, and the ability to identify opportunities in their environment. Such strengths highlight learners' capacity to remain motivated in challenging situations and to approach problems creatively, traits that are fundamental to successful entrepreneurial performance.

On the other hand, Marketing and Financial Skills (4.47) recorded the lowest combined mean, although still interpreted as Very Highly Developed. This suggests that learners are comparatively less confident or experienced in areas related to product promotion, budgeting, and financial decision-making. The relatively lower score indicates an area for further improvement, emphasizing the need for additional instruction, practice, and real-world application in these aspects of entrepreneurship.

Thus, the results reveal that learners possess a well-rounded entrepreneurial skill set, with particular strengths in innovation, perseverance, and responsibility. The findings also indicate that while learners are highly capable overall, targeted strategies focusing on marketing, financial management, and applied risk-taking could further enhance their competence. This underscores the importance of providing experiential learning opportunities to cultivate a more balanced and comprehensive entrepreneurial profile.

The results are consistent with previous studies emphasizing that while learners may exhibit high cognitive understanding and perseverance, confidence in decision-making under risk and applied financial management remains a challenge (Akrami, 2022; Chilenga, Dhliwayo, & Chebo, 2022; Owoseni et al., 2021). Additionally, the alignment between learners' self-assessments and teachers' evaluations suggests that students have a reasonably accurate perception of their strengths and areas needing development, supporting reflective learning and targeted instructional strategies (Toding et al., 2023).

Problem 3: Is there a difference between learners' self-assessment and teachers' assessment of learners' entrepreneurial skills??

Table 4 presents significant difference between learners' self-assessment and teachers' assessment of entrepreneurial skills.

Table 4: Significant Difference Between Learners' Self-Assessment and Teachers' Assessment of Entrepreneurial Skills

Entrepreneurial Skill Area	Difference	VI	Interpretation (Difference)
Opportunity-Seeking and Innovation	0.03	VH	VS
Decision-Making and Problem-Solving	0.01	VH	VS
Risk-Taking and Self-Confidence	0.02	VH	VS
Planning and Organizing	0.04	VH	VS
Marketing and Financial Skills	0.02	VH	VS
Perseverance and Responsibility	0.02	VH	VS
Overall Weighted Mean	0.01	VH	VS

Legend:

0.00 – 0.05	Negligible / Very Slight	Minimal difference; learners and teachers mostly agree
0.06 – 0.10	Slight	Small difference; minor variation in perception
0.11 – 0.20	Moderate	Noticeable difference; perceptions differ but not substantially
0.21 – 0.50	High	Considerable difference; learners and teachers see skills differently
> 0.50	Very High	Large difference; significant discrepancy in perception

Table 5 indicates that there is no significant difference between learners' self-assessment and teachers' assessment of entrepreneurial skills. The differences across all skill areas are negligible, ranging only from 0.01 to 0.04, which falls well within the "Very High" verbal interpretation category according to the Likert scale. This suggests that learners' perceptions of their own competencies are closely aligned with teachers' evaluations, reflecting a high level of self-awareness among learners regarding their entrepreneurial abilities.

Although minor variations exist, such as learners rating themselves slightly higher in Risk-Taking and Self-Confidence and Marketing and Financial Skills, these differences are not statistically significant and do not affect the overall interpretation. Teachers' slightly higher ratings may reflect their broader

observation of learners' applied performance during projects and classroom activities, capturing aspects of entrepreneurial behavior that learners may overlook.

The alignment between learners' and teachers' assessments corroborates studies emphasizing that combining self-assessment with teacher evaluation provides a comprehensive and reliable picture of learner competencies (Amper, 2022; Paray, 2023; Toding et al., 2023). The lack of significant difference demonstrates that learners are generally accurate in evaluating their skills, which is important for fostering reflective learning, self-directed improvement, and confidence in applying entrepreneurial skills in practical settings. Thus, the negligible differences highlight the effectiveness of current entrepreneurship education practices in developing learner awareness of their skills, while also pointing to opportunities for teachers to provide targeted interventions in areas such as risk-taking and financial management to further strengthen learner competencies.

Findings

In accordance with the results indicated in this study, the following findings were drawn:

1. Overall Level of Learners' Entrepreneurial Skills

Based on learners' self-assessment, the overall mean of 4.23, interpreted as Very High (VH), indicates that learners

perceive themselves as highly capable in demonstrating entrepreneurial skills across all domains. Similarly, teachers' assessment shows an overall mean of 4.77 (VH), suggesting that learners consistently exhibit strong competencies in opportunity recognition, decision-making, creativity, risk management, planning, marketing, and responsibility.

2. Most and Least Developed Skill Areas

Most Developed: Both learners and teachers identified Opportunity-Seeking and Innovation (4.51) and Perseverance and Responsibility (4.52) as the most developed entrepreneurial skill areas. This highlights learners' strength in creativity, adaptability, initiative, and sustained commitment.

Least Developed: Marketing and Financial Skills (4.47) and Risk-Taking and Self-Confidence (4.48) emerged as the comparatively weaker areas, particularly in learners' self-assessment. This suggests that learners may feel less confident in applying financial strategies, promoting products, or making decisions under uncertainty.

3. Comparison Between Learners' and Teachers' Assessment

The comparison shows a high alignment between learners' self-perception and teachers' evaluation. The overall weighted mean of 4.50 (VH) confirms strong agreement, while the minor differences (0.01–0.04) are negligible. This indicates that learners have a realistic self-awareness of their entrepreneurial competencies, with teachers slightly rating learners higher, likely reflecting broader observations of applied skills.

These findings indicate that learners possess a solid foundation in entrepreneurship and are generally aware of their competencies. However, the minor gaps in Risk-Taking, Self-Confidence, and Marketing/Financial Skills imply the need for experiential, hands-on learning to enhance applied skills and confidence. Alignment between learners' self-assessment and teachers' observation supports the use of self-reflection alongside teacher evaluation for targeted interventions and skill development. This corroborates studies by Amper (2022), Paray (2023), and Toding et al. (2023), which emphasize the value of combining self-assessment with teacher evaluation to ensure comprehensive skill development.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Learners demonstrate very high entrepreneurial competencies across all assessed domains, with teachers consistently rating learners higher than self-assessments. Both perspectives affirm that students possess the foundational skills necessary for entrepreneurial engagement.
2. Opportunity-Seeking and Innovation and Perseverance and Responsibility are the most developed skills, reflecting learners' creativity, adaptability, and dedication. Risk-Taking and Self-Confidence and Marketing and Financial Skills are relatively less developed, highlighting the need for more applied experience and skill reinforcement.
3. The minor differences between learners' self-assessments and teachers' evaluations suggest general alignment and accurate self-perception among learners, although teachers' higher ratings indicate areas where learners may undervalue their practical capabilities. This underscores the importance of experiential learning and reflective activities to bridge perception gaps and strengthen entrepreneurial competencies.

Recommendations

Considering the findings and conclusions of this study, the researcher hereby recommended:

1. Strengthen Applied Entrepreneurial Learning by integrating mini-business projects, innovation challenges, and community-based activities to allow learners to apply entrepreneurial skills in real-world contexts.
2. Develop Risk-Taking, Self-Confidence, and Marketing/Financial Skill through the use of simulations, budgeting workshops, pitching competitions, and mentorship to enhance learners' decision-making, risk-taking, and financial management.
3. Utilize Teacher-Learner Collaboration for Targeted Development by leverage aligned assessments to create individualized development plans with feedback, reflective journals, and progress monitoring.
4. Integrate Entrepreneurship Across Learning Areas through embedding entrepreneurial concepts into subjects like Mathematics, ICT, and Social Studies to provide learners with broader opportunities to practice applied skills.
5. Enhance Teacher Capacity in Experiential Entrepreneurship Education by providing professional development on project-based learning, design thinking, and business simulations to strengthen instructional guidance.

6. Foster Partnerships with Local Businesses and Industry Experts by engaging learners with entrepreneurs through mentorship, immersion programs, and hands-on experiences to improve practical skills and real-world readiness.

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