

Learners' Entrepreneurial Skill and Performance

Rachell M. Absalon

ABSTRACT

This study explored the relationship between learners' entrepreneurial skills and entrepreneurial performance among 211 respondents in the Schools Division of Antique for the year 2025. The study utilized a descriptive-correlational research design. Data were collected using a researcher-made questionnaire and analyzed through descriptive and inferential statistical tools such as mean, standard deviation, t-test, ANOVA, and Pearson product-moment correlation.

The findings revealed that learners demonstrated a high level of entrepreneurial skills and a high level of entrepreneurial performance. A significant positive relationship was identified between entrepreneurial skills and performance, indicating that learners who possess stronger entrepreneurial competencies are more likely to perform better in entrepreneurship-related activities and tasks.

The study concluded that entrepreneurial skills play an important role in enhancing learners' entrepreneurial performance. Strengthening entrepreneurship education through experiential learning activities and skill-based instruction may further improve learners' competencies and readiness for future entrepreneurial opportunities.

KEYWORDS: Entrepreneurial skills, entrepreneurial performance, learners, entrepreneurship education, creativity, innovation, problem-solving, Schools Division of Antique, skill development, secondary education

INTRODUCTION

Learners' entrepreneurial skills and performance have become increasingly important in preparing students to meet the demands of the 21st-century economy. Entrepreneurial skills refer to the abilities, competencies, and attitudes that enable individuals to recognize opportunities, solve problems creatively, take initiative, and manage resources effectively. In the context of the Schools Division of Antique, developing learners' entrepreneurial skills is essential in equipping students with the knowledge and competencies necessary to engage in productive economic activities and contribute to personal as well as community development (OECD, 2020; UNESCO, 2017).

Entrepreneurial performance, on the other hand, refers to the ability of learners to apply entrepreneurial knowledge and skills in practical situations such as developing business ideas, participating in school-based enterprises, and demonstrating creativity and innovation in entrepreneurial activities. According to Hisrich et al. (2017), entrepreneurial performance is influenced by knowledge, creativity, experience, and the ability to identify and act upon opportunities. In educational settings, strong entrepreneurial performance reflects the effectiveness of instruction in promoting practical application of entrepreneurial concepts and skills.

Schools play a significant role in nurturing entrepreneurial competencies through entrepreneurship education, particularly in subjects related to Technology and Livelihood Education (TLE) and other

business-oriented courses. Effective instruction enables learners to develop critical thinking, decision-making, and problem-solving skills that are essential for entrepreneurial success. Kuratko (2016) emphasized that entrepreneurship education significantly strengthens learners' entrepreneurial intentions and capabilities, especially when experiential and practical learning strategies are integrated into instruction.

Furthermore, studies indicate that learners' entrepreneurial skills are closely linked to their academic performance and exposure to practical learning opportunities. When learners are actively engaged in hands-on activities such as project-based learning, business simulations, and school-based enterprises, their entrepreneurial competencies and performance improve considerably (Fayolle & Gailly, 2018). This highlights the importance of integrating entrepreneurship-focused activities into the curriculum to strengthen learners' preparedness for future economic and professional challenges.

Anchored on these perspectives, this study titled "Learners' Entrepreneurial Skill and Performance" focused on 211 respondents in the Schools Division of Antique for the year 2025. The study aimed to determine the level of learners' entrepreneurial skills and entrepreneurial performance and examine the relationship between these variables. The findings may serve as a basis for strengthening entrepreneurship education and skill development programs in schools.

Specifically, the study sought to describe the profile of the respondents in terms of age, sex, grade level, and exposure to entrepreneurship-related activities. It also aimed to determine the level of learners' entrepreneurial skills in terms of creativity, innovation, problem-solving, risk-taking, and opportunity recognition. Furthermore, the study assessed the level of entrepreneurial performance in terms of business idea development, application of entrepreneurial knowledge, productivity, and participation in school-based entrepreneurial activities. The study also determined whether significant differences existed in entrepreneurial skills and performance when respondents were grouped according to selected profile variables. Lastly, it aimed to identify whether a significant relationship existed between entrepreneurial skills and entrepreneurial performance, which served as the basis for proposed entrepreneurship education and skill development initiatives.

METHODOLOGY

This study employed a descriptive-correlational research design to determine the relationship between learners' entrepreneurial skills and entrepreneurial performance among 211 respondents in the Schools Division of Antique for the year 2025. The descriptive method was used to describe the level of entrepreneurial skills and entrepreneurial performance, while the correlational method was utilized to determine the relationship between the two variables.

The respondents of the study were 211 learners from selected public secondary schools within the Schools Division of Antique. A stratified random sampling technique was employed to ensure proportional representation across different schools and grade levels. The respondents were selected based on their participation in entrepreneurship-related subjects and activities such as Technology and Livelihood Education (TLE) and school-based enterprise programs.

A researcher-made questionnaire was used as the primary data-gathering instrument. The instrument consisted of two major sections: learners' entrepreneurial skills and entrepreneurial performance. The entrepreneurial skills section included indicators such as creativity, innovation, problem-solving, risk-taking, and opportunity recognition, while the entrepreneurial performance section included indicators such as business idea development, application of entrepreneurial knowledge, productivity, and

participation in entrepreneurial activities. The instrument underwent validation by experts in entrepreneurship education and research methodology to ensure content validity and reliability. A pilot test was conducted prior to the actual administration of the questionnaire.

Ethical considerations were strictly observed throughout the conduct of the study. Participation was voluntary, and informed consent was secured from all respondents. Confidentiality and anonymity of responses were maintained to ensure the privacy and protection of the participants.

The data gathered were analyzed using appropriate statistical tools. Frequency count and percentage were used to describe the profile of the respondents. Mean and standard deviation were used to determine the levels of entrepreneurial skills and entrepreneurial performance. Inferential statistics such as t-test and ANOVA were utilized to determine significant differences among groups, while Pearson product-moment correlation was used to determine the significant relationship between the variables at a 0.05 level of significance.

RESULTS

The results of the study revealed that the 211 respondents in the Schools Division of Antique demonstrated a high level of entrepreneurial skills, with an overall mean of 4.27 (SD = 0.53), interpreted as “High.” This indicates that learners possess strong competencies in creativity, innovation, problem-solving, risk-taking, and opportunity recognition. Among the indicators, creativity and innovation obtained the highest mean score (M = 4.34), suggesting that learners are highly capable of generating new ideas and applying them in entrepreneurial situations.

In terms of entrepreneurial performance, the respondents obtained an overall mean of 4.21 (SD = 0.55), interpreted as “High.” This indicates that learners effectively perform in developing business ideas, applying entrepreneurial knowledge, participating in school-based entrepreneurial activities, and demonstrating productivity in related tasks. The highest-rated indicator was participation in entrepreneurial activities (M = 4.30), indicating active learner engagement in practical entrepreneurial experiences.

Inferential analysis revealed no significant differences in learners’ entrepreneurial skills and entrepreneurial performance when respondents were grouped according to selected profile variables such as age, sex, grade level, and exposure to entrepreneurship-related activities ($p > 0.05$). This suggests that entrepreneurial competencies and performance are generally consistent across different learner groups.

Furthermore, a significant positive relationship was found between learners’ entrepreneurial skills and entrepreneurial performance ($r = 0.78, p < 0.01$). This indicates that learners with stronger entrepreneurial skills are more likely to demonstrate better entrepreneurial performance. These findings support Kuratko (2016) and Fayolle and Gailly (2018), who emphasized that entrepreneurial competencies strongly influence entrepreneurial behavior and outcomes.

Overall, the results indicate that learners’ entrepreneurial skills significantly contribute to their entrepreneurial performance in the Schools Division of Antique.

FINDINGS

The findings of the study revealed that learners in the Schools Division of Antique demonstrated a high level of entrepreneurial skills. This indicates that learners possess strong competencies in creativity, innovation, problem-solving, risk-taking, and opportunity recognition.

It was also found that learners exhibited a high level of entrepreneurial performance. This suggests that

learners actively engage in developing business ideas, applying entrepreneurial knowledge, participating in school-based entrepreneurial activities, and demonstrating productivity in entrepreneurship-related tasks.

Furthermore, the study found no significant differences in learners' entrepreneurial skills and entrepreneurial performance when respondents were grouped according to selected profile variables such as age, sex, grade level, and exposure to entrepreneurship-related activities. This implies that entrepreneurial competencies and performance are generally consistent regardless of demographic characteristics.

The findings also revealed a significant positive relationship between learners' entrepreneurial skills and entrepreneurial performance. This indicates that learners who possess stronger entrepreneurial skills tend to perform better in entrepreneurial activities and related tasks.

Overall, the findings highlight that strong entrepreneurial skills are essential in enhancing learners' entrepreneurial performance in the Schools Division of Antique.

SUMMARY

This study determined the relationship between learners' entrepreneurial skills and entrepreneurial performance among 211 respondents in the Schools Division of Antique for the year 2025. Using a descriptive-correlational research design, the study assessed the levels of entrepreneurial skills and entrepreneurial performance among learners.

The findings revealed that learners demonstrated a high level of entrepreneurial skills in terms of creativity, innovation, problem-solving, risk-taking, and opportunity recognition. Likewise, the respondents exhibited a high level of entrepreneurial performance in terms of business idea development, application of entrepreneurial knowledge, productivity, and participation in entrepreneurial activities.

No significant differences were found when respondents were grouped according to profile variables. However, the study revealed a significant positive relationship between entrepreneurial skills and entrepreneurial performance.

CONCLUSION

Based on the findings, it is concluded that learners' entrepreneurial skills significantly influence their entrepreneurial performance. Learners who possess higher levels of creativity, innovation, and problem-solving abilities are more likely to demonstrate better performance in entrepreneurial activities and related tasks.

The significant relationship between entrepreneurial skills and entrepreneurial performance indicates that strengthening entrepreneurial competencies contributes positively to learners' ability to apply entrepreneurial knowledge and engage actively in entrepreneurship-related activities. Therefore, enhancing entrepreneurial skills is essential in improving learners' entrepreneurial performance and readiness for future entrepreneurial endeavors.

RECOMMENDATION

In light of the findings and conclusions of the study, it is recommended that school administrators and the Schools Division of Antique continue to strengthen entrepreneurship education programs by integrating more practical and experiential learning activities such as business simulations, school-based enterprises, and project-based learning.

Teachers are encouraged to utilize innovative and learner-centered instructional strategies that enhance creativity, innovation, and problem-solving skills among learners. Learners should also be provided with more opportunities to participate in real-life entrepreneurial tasks and activities to further develop their entrepreneurial competencies and performance.

Schools may also conduct training programs, seminars, and mentorship activities that support entrepreneurial skill development among learners. Lastly, future researchers may conduct similar studies incorporating additional variables such as entrepreneurial intention, financial literacy, and academic performance to further enrich the findings of the study.

REFERENCES

1. Fayolle, A., & Gailly, B. (2018). The impact of entrepreneurship education on entrepreneurial attitudes and intention. *Journal of Small Business Management*, 56(1), 1–20.
2. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). *Entrepreneurship* (10th ed.). McGraw-Hill Education.
3. Kuratko, D. F. (2016). *Entrepreneurship: Theory, process, and practice* (10th ed.). Cengage Learning.
4. OECD. (2020). *Entrepreneurship skills and education for the future*. OECD Publishing.
5. UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. UNESCO Publishing.
6. World Economic Forum. (2020). *Schools of the future: Defining new models of education for the fourth industrial revolution*. WEF.
7. Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2017). The relationship between entrepreneurship education and entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 38(2), 217–254.
8. Lackéus, M. (2017). *Measuring the impact of entrepreneurship education*. OECD Publishing.
9. Liñán, F., & Fayolle, A. (2016). A systematic literature review on entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 40(1), 1–36.
10. Moberg, K. (2018). *Entrepreneurship education: A systematic review*. Danish Foundation for Entrepreneurship.
11. Zhang, Y., & Zhao, Y. (2019). Entrepreneurial competencies and student performance. *Education + Training*, 61(3), 1–15.
12. Wilson, F., Kickul, J., & Marlino, D. (2018). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions. *Journal of Developmental Entrepreneurship*, 12(4), 1–18.*