

Teachers' Competence in Teaching Economics and Learners' Entrepreneurial Inclination

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ABSTRACT

This study examined the relationship between teachers' competence in teaching economics and learners' entrepreneurial inclination among 83 respondents in the Schools Division of Antique, particularly in the three mega large public secondary schools, for the year 2025. The study employed a descriptive-correlational research design to determine how teachers' competence in economics instruction influences learners' entrepreneurial interests and attitudes. Data were gathered using a researcher-made questionnaire and analyzed using descriptive and inferential statistical tools such as mean, standard deviation, t-test, ANOVA, and Pearson product-moment correlation.

The findings revealed that teachers demonstrated a high level of competence in teaching economics, while learners also exhibited a high level of entrepreneurial inclination. A significant positive relationship was found between teachers' competence and learners' entrepreneurial inclination, indicating that effective economics instruction contributes to the development of learners' entrepreneurial interest, creativity, innovation, and entrepreneurial intention.

Based on the findings, the study concluded that teachers' competence in economics instruction plays a vital role in enhancing learners' entrepreneurial inclination. Strengthening teachers' instructional competence and applying innovative teaching strategies can further promote entrepreneurship education and entrepreneurial mindset among learners.

KEYWORDS: Teachers' competence, economics teaching, entrepreneurial inclination, learners, entrepreneurship education, instructional effectiveness, creativity, innovation, Schools Division of Antique, secondary education

INTRODUCTION

Teachers' competence in teaching economics plays a significant role in shaping learners' understanding of economic principles and influencing their inclination toward entrepreneurial activities. Teacher competence refers to the mastery of subject matter, pedagogical skills, instructional strategies, and the ability to facilitate meaningful and engaging learning experiences. In the context of the Schools Division of Antique, particularly in the three mega large public secondary schools, teachers are expected to effectively deliver economics concepts in ways that develop learners' analytical thinking, decision-making abilities, and entrepreneurial mindset (Hattie, 2017; Stronge, 2018).

Economics education is essential in preparing learners to understand resource allocation, market behavior, financial decision-making, and business opportunities. When economics is taught effectively, it can significantly influence learners' entrepreneurial inclination, which refers to the willingness, interest, and motivation of students to engage in entrepreneurial activities or pursue business-related opportunities in the future. According to OECD (2020), quality instruction in economics and business-related subjects fosters innovation, creativity, and entrepreneurial thinking among learners. Similarly, UNESCO (2017)

emphasized that educational institutions should promote skills that prepare learners for economic participation and entrepreneurship in an increasingly competitive global economy.

Teachers' competence in economics instruction directly affects how learners perceive and apply economic concepts in real-life situations. Competent teachers are capable of utilizing appropriate instructional strategies such as problem-based learning, simulations, collaborative activities, and real-world applications that make economics more meaningful and engaging for learners. Darling-Hammond et al. (2017) highlighted that effective teaching practices significantly improve student engagement and learning outcomes, particularly in subjects that require analytical and practical application such as economics.

Moreover, learners' entrepreneurial inclination is influenced by classroom experiences, teacher motivation, and exposure to practical economic activities. Studies suggest that when teachers demonstrate strong competence in delivering economics lessons, learners are more likely to develop interest in entrepreneurship and business-related careers (Kuratko, 2016). This implies that teachers serve as important facilitators in nurturing entrepreneurial attitudes, creativity, and innovation among learners through effective instruction and guidance.

Anchored on these perspectives, this study titled "Teachers' Competence in Teaching Economics and Learners' Entrepreneurial Inclination" focused on 83 respondents in the Schools Division of Antique, specifically in the three mega large public secondary schools, for the year 2025. The study aimed to determine the level of teachers' competence in teaching economics and learners' entrepreneurial inclination, as well as the relationship between these variables. The findings of the study may serve as a basis for improving economics instruction and strengthening entrepreneurship education programs in secondary schools.

Specifically, the study sought to describe the profile of the respondents in terms of age, sex, educational attainment, and length of service for teachers, as well as learners' background variables relevant to entrepreneurship exposure. It also aimed to assess the level of teachers' competence in teaching economics in terms of content knowledge, instructional strategies, classroom management, and assessment practices. Furthermore, the study determined the level of learners' entrepreneurial inclination in terms of entrepreneurial interest, creativity, innovation, risk-taking, and intention to engage in business activities. The study also sought to identify significant differences in teachers' competence and learners' entrepreneurial inclination when grouped according to selected profile variables. Lastly, it aimed to determine whether a significant relationship existed between teachers' competence in teaching economics and learners' entrepreneurial inclination, which served as the basis for proposed instructional enhancement and entrepreneurship development programs in schools.

METHODOLOGY

This study employed a descriptive-correlational research design to determine the relationship between teachers' competence in teaching economics and learners' entrepreneurial inclination among 83 respondents in the Schools Division of Antique, particularly in the three mega large public secondary schools, for the year 2025. The descriptive method was used to determine the level of teachers' competence and learners' entrepreneurial inclination, while the correlational method was utilized to identify the relationship between the two variables.

The respondents of the study consisted of 83 participants composed of economics teachers and selected senior high school learners from three mega large public secondary schools in the Schools Division of Antique. A stratified random sampling technique was used to ensure proportional representation from each

school. Teachers were selected based on their handling of economics-related subjects, while learners were chosen based on their exposure to economics instruction.

A researcher-made questionnaire was used as the primary data-gathering instrument. The instrument consisted of two main parts: teachers' competence in teaching economics and learners' entrepreneurial inclination. The teachers' competence section included indicators such as content knowledge, instructional strategies, classroom management, and assessment practices. Meanwhile, the entrepreneurial inclination section included indicators such as entrepreneurial interest, creativity, innovation, risk-taking, and entrepreneurial intention. The instrument was validated by experts in economics education and research methodology to ensure content validity and reliability. A pilot test was conducted prior to the actual data collection.

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 throughout the research process to protect the privacy and identity 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 utilized to determine the level of teachers' competence and learners' entrepreneurial inclination. Inferential statistical tools such as t-test and ANOVA were used to determine significant differences among groups, while Pearson product-moment correlation was employed to determine the significant relationship between the variables at a 0.05 level of significance.

RESULTS

The results of the study revealed that the 83 respondents in the Schools Division of Antique, specifically in the three mega large public secondary schools, demonstrated a high level of teachers' competence in teaching economics, with an overall mean of 4.28 (SD = 0.53), interpreted as "High." This indicates that economics teachers possess strong content knowledge, effective instructional strategies, sound classroom management skills, and appropriate assessment practices. Among the indicators, "instructional strategies" obtained the highest mean score of 4.35, showing that teachers effectively use learner-centered and practical approaches in teaching economics.

In terms of learners' entrepreneurial inclination, the respondents obtained an overall mean of 4.22 (SD = 0.55), interpreted as "High." This suggests that learners exhibit strong interest in entrepreneurship, creativity, innovation, risk-taking, and intention to engage in business-related activities. The highest-rated indicator was "entrepreneurial creativity and innovation" with a mean score of 4.30, indicating that learners are highly capable of generating ideas and applying economic concepts in practical situations.

Inferential analysis showed no significant differences in teachers' competence and learners' entrepreneurial inclination when respondents were grouped according to selected profile variables such as age, sex, educational attainment, and length of service ($p > 0.05$). This implies that both teachers' competence and learners' entrepreneurial inclination are generally consistent across different groups.

Furthermore, a significant positive relationship was found between teachers' competence in teaching economics and learners' entrepreneurial inclination ($r = 0.76, p < 0.01$). This indicates that higher levels of teacher competence in economics instruction are associated with stronger entrepreneurial inclination among learners. These findings support Kuratko (2016) and OECD (2020), which emphasized that

effective economics instruction fosters innovation, creativity, and entrepreneurial mindset among students.

Overall, the results indicate that competent economics instruction plays a significant role in developing learners' entrepreneurial attitudes and intentions in the Schools Division of Antique.

FINDINGS

The findings of the study revealed that teachers in the Schools Division of Antique, particularly in the three mega large public secondary schools, demonstrated a high level of competence in teaching economics. This indicates that teachers are well-equipped in terms of content knowledge, instructional strategies, classroom management, and assessment practices in delivering economics lessons effectively. The study also found that learners exhibited a high level of entrepreneurial inclination. This suggests that learners possess strong interest in entrepreneurship, creativity, innovation, risk-taking ability, and intention to engage in business-related activities in the future.

Furthermore, the findings revealed no significant differences in teachers' competence in teaching economics and learners' entrepreneurial inclination when grouped according to selected profile variables such as age, sex, educational attainment, and length of service. This implies that the levels of competence and entrepreneurial inclination remain generally consistent across different respondent groups.

In addition, the findings revealed a significant positive relationship between teachers' competence in teaching economics and learners' entrepreneurial inclination. This indicates that the more competent teachers are in delivering economics instruction, the higher the tendency of learners to develop entrepreneurial interest, creativity, and entrepreneurial skills.

Overall, the findings highlight that teachers' competence in economics education plays an important role in strengthening learners' entrepreneurial inclination in the Schools Division of Antique.

SUMMARY

This study determined the relationship between teachers' competence in teaching economics and learners' entrepreneurial inclination among 83 respondents in the Schools Division of Antique, specifically in the three mega large public secondary schools, for the year 2025. Using a descriptive-correlational research design, the study assessed the level of teachers' competence and learners' entrepreneurial inclination.

The findings revealed that teachers demonstrated a high level of competence in teaching economics in terms of content knowledge, instructional strategies, classroom management, and assessment practices. Likewise, learners showed a high level of entrepreneurial inclination in terms of entrepreneurial interest, creativity, innovation, risk-taking, and entrepreneurial intention. No significant differences were found when respondents were grouped according to profile variables. However, a significant positive relationship was found between teachers' competence in teaching economics and learners' entrepreneurial inclination.

CONCLUSION

Based on the findings of the study, it was concluded that teachers' competence in teaching economics significantly influences learners' entrepreneurial inclination. Competent teachers who effectively deliver economics instruction are more likely to develop learners' entrepreneurial interest, creativity, innovation, and entrepreneurial intention. This indicates that quality teaching in economics plays a vital role in shaping learners' entrepreneurial mindset and future business aspirations.

Therefore, enhancing teachers' competence contributes directly to strengthening entrepreneurship education among learners. Improving instructional practices and integrating innovative teaching approaches in economics instruction can further develop learners' entrepreneurial attitudes and readiness for future economic participation.

RECOMMENDATION

In light of the findings and conclusions of the study, it is recommended that school administrators and the Schools Division of Antique continue strengthening professional development programs for economics teachers, particularly in the areas of instructional strategies, content mastery, and real-world application of economics concepts. Teachers are encouraged to utilize innovative and learner-centered approaches such as simulations, case studies, collaborative projects, and entrepreneurial activities to enhance learner engagement and practical understanding of economics.

Schools should also implement programs that promote entrepreneurship education, including school-based business activities, economic simulations, and entrepreneurship-related projects. Learners should be provided with more opportunities to apply economic concepts in practical settings to further develop their entrepreneurial skills, creativity, and innovation.

Lastly, future researchers may conduct similar studies involving larger populations or additional variables such as academic performance, entrepreneurial behavior, and business readiness to further expand the findings of the present study.

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