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Antecedents of Entrepreneurial Intention and Competence of Students in Technology and Livelihood Education (TLE)

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Abstract: The focal point of this study was to determine the antecedents of entrepreneurial intention and competence of students in Technology and Livelihood Education (TLE) in secondary schools of the Division of Davao Oriental. The extent of antecedents of entrepreneurial intention of students in terms of attitude towards becoming an entrepreneur, perceived subjective and norm, perceived behavioral control & belief were extensive. The students' conscious state of mind that precedes action and directs attention toward entrepreneurial behaviors was to develop or start a new business and becoming an entrepreneur. The students were wanted to gain more knowledge in entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. While, their competence in terms of characteristics, technical, capabilities, and knowledge were extensive. The result was emphasized the importance of these underlying characteristics possessed by a person, which result in new venture creation. These students' competencies would give them a better opportunity and to understand how important is each individual to involve in the entrepreneurship activities and to the nation that can benefit more on the success of every entrepreneur in the country. There were significant relationships between antecedents of entrepreneurial intention of students and their competence. All domains in the learning antecedents of entrepreneurial intention of students were significantly influenced the competence of high school students.

Keywords: *Antecedents of Entrepreneurial Intention; Competence; TLE; Secondary Schools of Davao Oriental Division.*

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I. INTRODUCTION

➢ *The Problem and Its Setting*

Education in the Philippines is a top priority of the national government, as Filipinos view it as essential for achieving economic success and improving quality of life. In 2012, the implementation of Republic Act No. 10533, or the Enhanced Basic Education Curriculum (K to 12), introduced significant reforms. This included extending basic education from 10 to 12 years, consisting of 1 year preparatory, 6 years primary, 4 years junior high school, and 2 years senior high school. The curriculum aims to produce holistically developed graduates prepared for higher education, employment, and entrepreneurship.

Globally, policymakers in Europe and the United States recognize the importance of entrepreneurial skills in driving economic growth and innovation. Empirical studies support the positive relationship between entrepreneurship and economic outcomes (Van Praag & Versloot, 2007). In line with this, entrepreneurship is considered a key driver of economic development.

In the Philippine context, entrepreneurs play a crucial role in the economy. According to International Entrepreneurships (2003), small and medium-sized enterprises (SMEs) make up 99 percent of all businesses and 60 percent of exporters. The Department of Trade and Industry reports that SMEs employ about 55 percent of the labor force and contribute 30 percent to domestic sales, highlighting their economic significance.

However, challenges remain in education and employment. Concepcion III (2009) cited a study showing that out of 100 students, only 66 finish elementary, 42 complete high school, and just 14 graduate from college. Furthermore, only 7.7 percent of graduates secure employment, indicating a gap between education and job opportunities. This underscores the need to strengthen entrepreneurship education.

In response, TESDA (2011) emphasized integrating vocational and entrepreneurship skills into the K to 12 program, particularly in senior high school. Students are given opportunities to specialize in areas such as business, agriculture, and technology. The Department of Education (DepEd), CHED, and TESDA support this initiative to

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enhance students' competencies and prepare them for future careers. This study, therefore, aims to examine how entrepreneurial intention influences the competence of secondary students in Home Economics, with the goal of developing skills that can contribute to youth livelihood and economic improvement.

➢ *Statement of the Problem*

The study aimed to determine the antecedents of entrepreneurial intention of students and competence in Technology and Livelihood Education (TLE) in secondary schools of the Division of Davao Oriental. Specifically, this study sought to answer to the following questions:

- *What is the Extent of Antecedents of Entrepreneurial Intention of Students in Technology Livelihood Education (TLE) in Terms of:*

✓ Attitude towards becoming an entrepreneur;
✓ Perceived subjective norm; and
✓ Perceived behavioral control and belief ?

- *What is the Extent of Competence of Students in Technology and Livelihood Education (TLE) in Terms of:*

✓ Characteristic;
✓ Technical skills;
✓ Capabilities; and
✓ Knowledge?

- Is there significant relationship between antecedents of the entrepreneurial intention and competence of students in Technology Livelihood Education (TLE)?
- Which of the domains of entrepreneurial intention of students in Technology Livelihood Education significantly influence the competence of students in Technology Livelihood Education (TLE)?

➢ *Hypotheses*

The null hypothesis was tested at 0.05 level of significance.

- H_0: There is no significant relationship between antecedents of the entrepreneurial intention of students and competence of students in Technology and Livelihood Education (TLE).
- H_1: None of the domains of antecedents of the entrepreneurial intention of students in Technology Livelihood Education has significantly influence the competence of students in Technology Livelihood Education (TLE).

➢ *Theoretical/ Conceptual Framework*

This study is anchored on the Theory of Planned Behavior (TPB) by Ajzen (1991), which posits that intentions are the best predictors of human behavior (Krueger, 2008). According to TPB, intentions are influenced by a person's attitude (PA) and subjective norm (SN). In entrepreneurship research, behavioral intention is replaced by entrepreneurial intention (EI), defined as a conscious goal to become an entrepreneur (Wilson et al., 2007). Attitude refers to a person's favorable or unfavorable evaluation of a behavior (Ajzen, 2005). Furthermore, Krueger et al. (2000) explained that entrepreneurial intention is shaped by three beliefs: behavioral beliefs influencing attitudes, normative beliefs shaping subjective norms, and control beliefs affecting perceived behavioral control. When these factors are positive, they lead to stronger entrepreneurial intention.

This study is also supported by economic and educational theories emphasizing entrepreneurship development. Donckels (1996) and Schumpeter highlighted the importance of entrepreneurship in economic equilibrium and growth. Steinhoff and Burgess (2005) suggested that entrepreneurship can be fostered through business planning, leadership training, and experiential learning. Similarly, Souitaris, Zerbinati, and Al-Laham (2007) emphasized the value of role models and skills sharing, while Razzouk, Seitz, and Rizkallah, as cited by Giunta (2005), noted the importance of real-life experiential learning. Cheung (2008) argued that although entrepreneurship training is limited in formal curricula, practical activities can expose students to real business environments. Moreover, Peterman and Kennedy (2003) found that such training positively influences entrepreneurial skills and competencies.

Additional studies highlight the broader impact of entrepreneurship education on youth development and employment. Concepcion (2009) emphasized that enterprise education helps develop responsibility, initiative, and problem-solving skills among young people. Wilson, Marlino, and Kickul (2004) pointed out the need for entrepreneurial skills in response to globalization and labor market challenges, while Burke (2008) and Baron (2008) affirmed that these skills can be learned and improved through education. However, findings remain inconclusive, as noted by Souitaris et al. (2007), suggesting the need for further research. Peterman and Kennedy (2003) also stressed the lack of comprehensive understanding of how personal characteristics influence entrepreneurial outcomes. Thus, this study examines the antecedents of entrepreneurial intention and their relationship to the entrepreneurial competence of Grade 10 learners.

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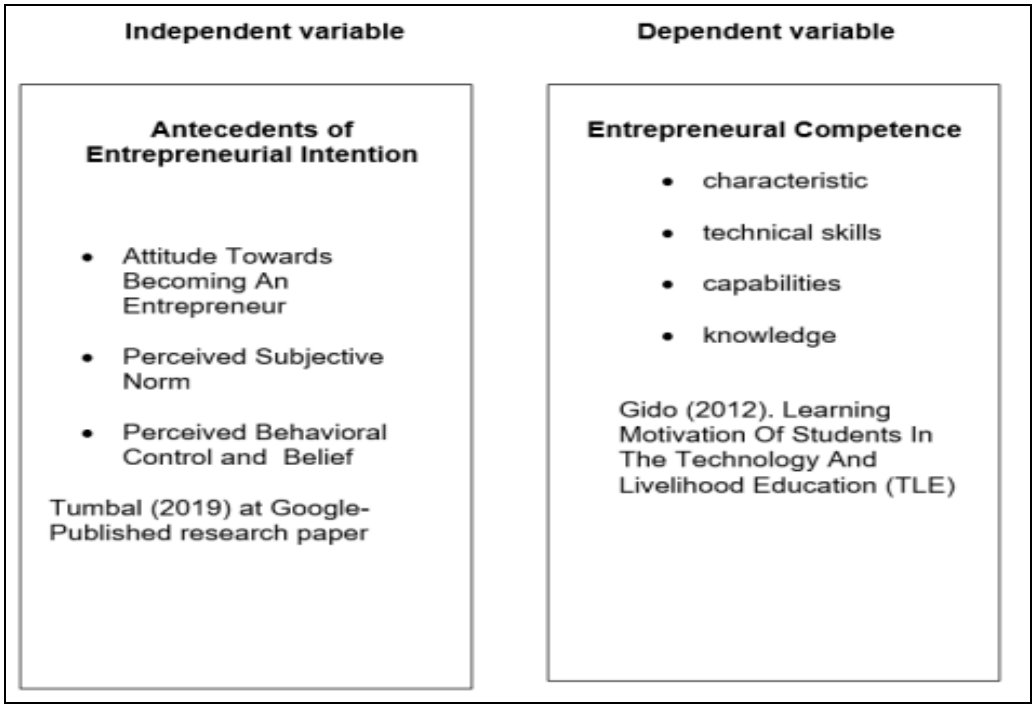

Fig 1 Conceptual Framework Showing the Variables of the Study.

II. METHOD

➢ *Research Design*

This study employed the descriptive correlation method to determine the significant relationship between antecedents of the entrepreneurial intention and competence of students in Technology and Livelihood Education (TLE). According to Sevilla et. Al (2004), this descriptive survey method deals with constructs based from indirect measures. The variables measured were not directly observable.

According to Brewer (2000), this is a measure of association of variables with varying levels of measurement. In certain cases, two variables become related because they are related to, or caused by another variable, hence, two variables generally tend to vary together; or the presence of one also indicates the presence of the other, or even one can be predicted from the presence of the other.

As cited by Catane (2002), it is used to determine the relationship between two or more variables and explore their implications. This is also designed to gather information about present conditions. It is concerned with conditions or relations that exist, practices that prevail, beliefs and processes that are going on, effects that are being felt or trends that are developing. Thus, this method is suitable for the present study because it deals with the relationship between antecedents of the entrepreneurial intention and competence of students in Technology and Livelihood Education (TLE) in the secondary schools of the Division of Davao Oriental.

➢ *Research Respondents*

The respondents of this study were Technology and Livelihood Education (TLE) students from secondary schools in the Division of Davao Oriental for the School Year 2019–2020. A total of 150 student participants were identified from the population using a stratified random sampling technique to ensure proper representation. Additionally, the researcher randomly selected the first one hundred (100) Grade 10 TLE students from nearby schools in Don Mariano Marcos, Lupon, Davao Oriental for the same school year. According to Pangan et al. (2000), simple random sampling is a method in which every individual has an equal chance of being selected, also known as lottery or table random sampling. Furthermore, Altares (2005) explained that when a population is divided into relatively homogeneous groups with common characteristics, each group can be sampled independently by selecting an equal number of elements from each stratum, a method also referred to as simple random sampling.

➢ *Research Instruments*

To gather data for research questions 1 and 2, adapted questionnaires were utilized. The first component on motivational drive was adapted from Jensen and Bro (2012), the second on innovative work behavior from Tumbal (2019), and the third on management skills from Kamete (2014), all sourced from Google-published research papers. The survey questionnaire was administered to respondents for the quantitative phase of the study. The instrument underwent thorough review and refinement based on literature, references, and consultations with the research adviser to ensure that the indicators accurately reflected the study's purpose. It was then submitted for expert validation, and final revisions were made by incorporating the panel's comments, suggestions, and recommendations prior to distribution.

The study used observable domains to measure the extent of antecedents of entrepreneurial intention among students, with the following descriptive equivalents: 4.20–5.00 (Very Extensive – always observed), 3.41–4.19 (Extensive – oftentimes observed), 2.60–3.40 (Moderately Extensive – sometimes observed), 1.80–2.59 (Rarely

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Extensive – rarely observed), and 1.00–1.79 (Not Extensive – not observed).

Similarly, a five-point Likert scale was used to assess entrepreneurial competence, interpreted as follows: 4.20–5.00 (Very Extensive – always observed), 3.41–4.19 (Extensive – oftentimes observed), 2.60–3.40 (Moderately Extensive – sometimes observed), 1.80–2.59 (Rarely Extensive – rarely observed), and 1.00–1.79 (Not Extensive – not observed).

➢ *Data Analysis*

In analyzing the data gathered in the study, the following statistical tools were used: (1) mean was used to measure the central tendency of the raw scores; (2) standard deviation was used to measure the spread of scores around the mean; (2) Pearson r was used to test the significant difference of the extent of antecedents of the entrepreneurial intention of students and competence.

III. RESULTS AND DISCUSSIONS

➢ *Antecedents of Entrepreneurial Intention of Students in Technology and Livelihood Education (TLE) in terms of*

- *Attitude Towards Becoming an Entrepreneur*

Table 1 presents the antecedents of entrepreneurial intention of students in terms of attitude toward becoming an entrepreneur, arranged from highest to lowest. The highest-rated indicator is understanding that entrepreneurial activities help showcase skills and improve self-confidence (4.05), followed by flexibility in learning new ideas (4.04), enhancing creativity and social awareness (4.01), enjoying hands-on training with classmates (4.00), awareness of earning extra income (3.78), and fulfilling the dream of managing one's own business (3.73) as the lowest. The overall mean of 3.94, described as extensive, indicates that these attitudes are oftentimes observed among students.

The findings suggest that developing a positive entrepreneurial attitude is essential, including traits such as innovation, risk-taking, self-efficacy, and a strong sense of control. Students are encouraged to cultivate these qualities to effectively pursue entrepreneurship in the future and to strengthen their ability to complete tasks and seize opportunities.

Moreover, successful entrepreneurs are often driven by passion for their ideas, goals, and ventures. This passion fuels their motivation to create and innovate, although some may lose interest once a venture is established and move on to new opportunities, highlighting the dynamic nature of entrepreneurship.

Table 1 Attitude Towards Becoming an Entrepreneur

No.	Statement	Mean ($\bar{x}$)	Descriptive Equivalent
	Our teachers…		
2	exert flexibility to learn new ideas in entrepreneurship activity.	4.04	Extensive
3	become fully aware of how to earned extra income to support my basic needs.	3.78	Extensive
4	Enjoy hands-on training in entrepreneurial activities with some of my classmates for me.	4.00	Extensive
5	Enhance my creativity and social awareness while performing entrepreneurial activities.	4.01	Extensive
6	fulfill my dream to manage my own business	3.73	Extensive
7	Understand that entrepreneurial activities help me to showcase my skills and talents and improve my self-confidence	4.05	Extensive
	Overall Mean	**3.94**	**Extensive**

This finding aligns with Hayton et al. (2002), who emphasized that entrepreneurial attitudes may vary across cultures, drawing from Hofstede's (2001) dimensions such as individualism, uncertainty avoidance, power distance, and masculinity. They suggested that entrepreneurial behavior is more common in cultures with high individualism, low uncertainty avoidance, low power distance, and high masculinity (Hayton, George and Zahra, 2002).

Similarly, Buttar (2015) noted that the relationship between national culture and entrepreneurship is complex, involving interactions with social institutions and industry factors. Shane (2005) found that uncertainty avoidance negatively affects innovation, while individualism and power distance may enhance it. However, Davidsson and Wiklund (2004) reported only limited evidence linking cultural values to new firm formation, indicating mixed results across studies.

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- *Perceived Subjective Norm*

Presented in Table 2 are data on the antecedents of entrepreneurial intention of students in terms of perceived subjective norm. The statements in the indicator are logically presented from the highest to lowest mean rating observed: assessing the application of the content through constant demonstration and citing concrete example in the class is the highest (4.05); creating a simplified lesson that based on the course content presented in the class (4.01); and demonstrating the relevance or content of topics, and develop ways of linking them to the real world that make the students participate the lesson well (4.00) are both shared the median class; and articulating to the learners what is expected of them (3.89), the lowest. All items under this indicator obtain mean results with descriptive equivalent of extensive.

Table 2 The Perceived Subjective Norm

No.	Statement Our teachers…	Mean ($\bar{x}$)	Descriptive Equivalent
1	Need the support of my parents -guardians to overcome the challenging activities.	**4.03**	Extensive
2	relatives who are businessmen and business women	**3.99**	Extensive
3	Inspire to perform my responsibility because of having a very friendly and supported teacher in all hands-on training conducted.	**4.00**	Extensive
4	participate in social works community responsibility is very important to increase my social awareness.	**3.98**	Extensive
5	close friends, class adviser, and guidance counselor	**4.05**	Extensive
6	Need the support of my parents -guardians to overcome the challenging activities.	**4.01**	Extensive
	Overall Mean	**4.01**	**Extensive**

The overall mean of 4.01, described as High, indicates that teachers' management skills in terms of perceived subjective norm are oftentimes observed. However, the lowest rating suggests a need to improve sensitivity to pupils and enhance students' ability to work cooperatively in informal settings. The findings also highlight that personal attitude is closely linked to entrepreneurial intention, as individuals with positive attitudes tend to be more confident and motivated to start a business. This supports the idea that personal attitude and entrepreneurial intention positively interact.

This finding is supported by Wedayanti and Giantari (2016), who defined subjective norms as the influence of important people on an individual's behavior, along with the motivation to comply. Similarly, Maulana (2009) and Sumaryono (2012) emphasized that subjective norms are shaped by beliefs and inner conscience. Ajzen (2005) also found that individuals exposed to entrepreneurship education tend to have higher intentions to start a business, although many still lack strong passion to immediately pursue entrepreneurship.

Further studies support these results, showing that knowledge and exposure to entrepreneurship increase understanding and intention (Sušanj et al., 2015; Buttar, 2015). However, many students prioritize completing their education before starting a business (Noorkatina et al., 2015; Boukamcha, 2014; Maulana, 2009). This suggests that while students may have strong entrepreneurial potential, their focus on academic completion often delays business creation.

- *Perceived Behavioral Control and Belief*

Presented in Table 3 are data on the antecedents of entrepreneurial intention of students in terms of perceived behavioral control and belief. The statements in the indicator are logically presented from the highest to lowest mean rating obtained namely: have a determination to achieve my goals of becoming a successful entrepreneur, (4.03); embracing the innovative skills to create new products to sell in the market with a mean (4.01); believing that knowledge in organizing a business is important, (4.00); believing that support of my family with my newly business would make more promising and attains prosperity, (3.99); and understanding that skill of decision-making has a connections to my prospective customers that more likely help me to success in this business, (3.98) as the lowest mean rating.

The overall mean of 4.00, with the descriptive equivalent of extensive, means that the learning satisfaction of secondary high school learners in terms of perceived behavioral control and belief is often observed. Furthermore, the finding suggests that the perceived behavioral control and belief are essential to achieve the desired goal of becoming a successful entrepreneur in the country today. Attitude toward the behavior is determined by behavioral beliefs about the personal consequences of performing the behavior; subjective norm by normative beliefs about the views of important others; and perceived behavioral control by control beliefs about the presence of factors that may facilitate or impede one's desire or goal.

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Table 3 Perceived Behavioral Control and Belief

No.	Statement	Mean ($\bar{x}$)	Descriptive Equivalent
1	have a determination to achieve my goals of becoming a successful entrepreneur.	4.03	Extensive
2	Believe that support of my family with my newly business would make more promising and attains prosperity.	3.99	Extensive
3	Embrace the innovative skills to create new products to sell in the market	4.01	Extensive
4	understand that skill of decision-making has a connections to my prospective customers that more likely help me to success in this business	3.98	Extensive
5	believe that knowledge in organizing a business is important.	4.00	Extensive
	Overall Mean	4.00	**Extensive**

This finding is supported by Ajzen and Sheikh (2013), who expanded the Theory of Planned Behavior by including perceived behavioral control alongside attitude and subjective norm. Attitude refers to an individual's positive or negative evaluation of a behavior, while subjective norm reflects the influence of significant others such as parents, friends, and teachers. Perceived behavioral control, on the other hand, refers to how easy or difficult an individual believes it is to perform a behavior. Attitude is also described as a readiness to respond to objects or situations in the environment (Efendi and Makhfudli, 2009; Cruz et al., 2015).

Furthermore, Ajzen and Sheikh (2013) explained that perceived behavioral control reflects past experiences and anticipated obstacles in performing a behavior. This concept is closely linked to self-efficacy, where individuals believe in their ability to carry out a task, determining whether they perceive the behavior as easy or difficult to perform (Cruz et al., 2015).

➢ *Competence of Students in Technology and Livelihood Education (TLE) in terms of*

- *Characteristic*

Table 4 presents data on students' competence in terms of characteristics. The presentation is logically arranged from the highest to the lowest obtained namely: exerting effort in all task was assign to me is the highest (4.07); aspiring to be fair and kind to all, (4.05); encouraging another student to participate in a group task, (4.01); demonstrating integrity with credibility at all the time, (4.00); doing my task without the teacher supervision,(3.99); considering to have quality output,(3.91); and participating in "entrepreneurship week" program in both schools and communities activities,(3.90) is the lowest mean rating. All items in this indicator yield ratings that are equivalent to Extensive.

Collectively, this has yielded an overall mean of 3.99, with a descriptive equivalent of extensive, indicating that teacher respondents agreed that students' competence in terms of characteristics is often observed. It takes a special kind of person to be an entrepreneur - to come up with an idea and put that idea into action. But not all ideas work out. Most small businesses fail within the first four years, which is not a strong vote of confidence for quitting your job and becoming an entrepreneur. But entrepreneurs do not see the risk; rather, they see the reward. An entrepreneur knows how to put in the time and effort to make their dream a reality. If you want to be an entrepreneur, you need the right character and attitude. The character of the students-entrepreneurs must include self-discipline. Self-discipline is the single most important quality for success in life and business, and self-discipline requires self-mastery, self-control, self-responsibility, and self-direction.

The above finding is confirmed by Perseus Publishing Staff (2003) regarding the characteristics that entrepreneurs have that separate them from ordinary people. There are some general personality traits that are keys for being an entrepreneur. When these characteristics are appraised, different expansions are seen.

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Table 4 Characteristic

No.	Statement	Mean ($\bar{x}$)	Descriptive Equivalent
	As a learner, I..		
1	do my task without the teacher supervision.	**3.99**	Extensive
2	exert effort in all task was assign to me.	**4.07**	Extensive
3	show physical straight to accomplish school task	**4.05**	Extensive
4	consider to have quality output	**3.91**	Extensive
5	encourage another student to participate in a group task.	**4.01**	Extensive
	demonstrate integrity with credibility at all the time	**4.00**	Extensive
6	participate in "entrepreneurship week" program in both schools and communities activities.	**3.90**	Extensive
	Overall Mean	**3.99**	**Extensive**

This finding is supported by Metcalfe (2004), who stated that successful entrepreneurs possess distinct traits, including resourcefulness, strong customer relations, a desire for independence, and a willingness to take risks. It also aligns with Abad (2001), who noted that attitudes in the Philippines are often shaped by religiosity and spirituality, with a focus on both belief and practice across social and personal contexts.

Similarly, Voas (2007) explained that religiosity is linked to specific religious traditions, while spirituality may function as either a reflection of religious lifestyle or an inner personal mindset. In sociological studies, religiosity is commonly measured through affiliation, behavior, and commitment.

Furthermore, MacDonald et al. (2015) viewed spirituality as a multidimensional and psychological concept beyond traditional categories, while Koenig (2010) emphasized its humanistic nature. Studies by Baring et al. (2016), Hernandez (2011), and McQuillan (2006) highlight the interconnectedness of religiosity and spirituality, particularly among youth, where experience-based spirituality and human values influence attitudes toward religion.

- *Technical Skills*

Table 5 presents data on students' technical skills. The presentation is arranged from the highest to the lowest. making use of our own practical, skills and technical skills such as information technology, and mathematical, or scientific tasks to success in entrepreneurship is the highest (4.07); providing structure to measure output and lead their specific field of expertise, (4.05); empowering group mates to make progress in their work, (4.03); motivating members to impart plans and ideas, (4.00); Make a healthy lifestyle with the ability to exchange ideas across diverse people, (3.99); and soliciting ideas from others before deriving half bake solutions or decisions, (3.88). All items in this indicator yield ratings with a descriptive equivalent of extensive.

Table 5 The Technical Skills

No.	Statement	Mean ($\bar{x}$)	Descriptive Equivalent
	As a student, I...		
1	empower group mates to make progress in their work.	4.03	Extensive
2	provide structure to measure output and lead their specific field of expertise	4.05	Extensive
3	motivate members to impart plans and ideas.	4.00	Extensive
4	solicit ideas from others before deriving half bake solutions or decisions.	3.88	Extensive
5	Make a healthy lifestyle with the ability to exchange ideas across diverse people.	3.99	Extensive
6	Make use of our own practical, skills and technical skills such as information technology, and mathematical, or scientific tasks to success in entrepreneurship.	4.07	Extensive
	Overall Mean	**4.00**	**Extensive**

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This has an overall mean of 4.00 (extensive), indicating that students' competence in technical skills is oftentimes observed. The respondents recognized that technical skills are essential for those who aspire to become entrepreneurs, as these skills help them face life challenges and perform specific tasks effectively. Technical skills include practical knowledge in areas such as technology, tools, and scientific or mechanical processes, which are crucial for entrepreneurial success.

The finding is supported by Church and Katigbak (2008), who identified key Filipino values such as hard work, social responsibility, optimism, and strong interpersonal relationships, all of which contribute to the development of technical competence and entrepreneurial readiness.

This is also consistent with the theory of Plunkett and Attner (2004), who emphasized that technical skills involve the ability to apply processes, techniques, and tools within a specific field. While managers may not need to be experts, they must possess sufficient technical knowledge to guide tasks, solve problems, and support their teams effectively.

- *Capabilities*

Presented in Table 6 are the data on the competence of students in terms of capabilities. The presentation is focused on the highest, middle, lowest ratings obtained, namely: learn how to manage a good advertising, selling, and personal charisma for business improvement, obtained the highest mean rating (4.05); attend in the mentor meetings that focus on entrepreneurship skills and development, (4.02); Knows a simple accounting procedures and develop a marketing skills for personal improvement, (4.01 manage a small stall in the school campus, (3.93) and have experienced in the production of culinary products at home, (3.77) as lowest mean rating. All items in this indicator yielded ratings with a descriptive equivalent of extensive.

Collectively, this has gained an overall mean of 3.96 with a descriptive equivalent of extensive, which means that the competence of students in terms of characteristics is often observed. These results explain the importance of these capabilities in business as the expression or the articulation of the capacity, materials, and expertise an organization needs in order to perform core functions. Business capabilities are sometimes confused with other concepts in business process management, such as business processes and business functions. It is also understood that students in entrepreneurship require these capabilities to succeed in their endeavors.

Table 6 The Capabilities

No.	Statement	Mean ($\bar{x}$)	Descriptive Equivalent
	As a student…I		
1	attend in the mentor meetings that focus on entrepreneurship skills and development.	4.02	Extensive
2	manage a small stall in the school campus.	3.93	Extensive
3	have experienced in the production of culinary products at home.	3.77	Extensive
4	Knows a simple accounting procedures and develop a marketing skills for personal improvement.	4.01	Extensive
5	Learn how to manage a good advertising, selling, and personal charisma for business improvement.	4.05	Extensive
	Overall Mean	**3.96**	**Extensive**

The result is consistent with Lorrain and Dussault (1988) and Brinkman (2000), who identified that entrepreneurial success is supported by various capabilities that can be grouped into early-phase and mature-phase capabilities, depending on the company's life cycle. It is also in line with Sirmon, Hitt, and Ireland (2006), who emphasized that entrepreneurs and managers act as key agents of change, with capabilities embedded in organizational routines. These capabilities allow firms to reconfigure resources by eliminating underutilized assets or recombining them to create new value and competitive advantages (Sirmon & Hitt, 2003). Additionally, this aligns with Bolstad (2005), who stressed the importance of experiential learning through active, hands-on engagement with the environment. Such approaches encourage learners to explore, interact, and develop meaningful understanding through informal and experiential activities.

- *Knowledge*

Presented in Table 7 are the data on the competence of students in terms of knowledge. The presentation is logically arranged from the highest to the lowest mean rating obtained: understanding the philosophy of managing money and human is the highest (4.05); understanding that a strongly related to strategic thinking and planning in developing a business, (4.02); having sufficient personal knowledge capital that will able to create value and/or wealth, (4.01); expressing the role of knowledge entrepreneurship differently but interesting,

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(4.00); can describe practical hands-on advice for how to embrace the entrepreneurship,(3.99); and understanding that every activity is a challenge to my entrepreneurial skills (3.90), the lowest. All items in this indicator yield ratings with a descriptive equivalent of extensive.

Table 7 The Knowledge

No.	Statement	Mean ($\bar{x}$)	Descriptive Equivalent
	As a student, I...		
1	understand my limitation in embracing entrepreneurship as a career choice	**4.00**	Extensive
2	have sufficient personal knowledge capital that will able to create value and/or wealth	**4.01**	Extensive
3	can describe practical hands-on advice for how to embrace the entrepreneurship	**3.99**	Extensive
4	understand that every activity is a challenge to my entrepreneurial skills.	**3.90**	Extensive
6	express the role of knowledge entrepreneurship differently but interesting	**4.00**	Extensive
8	understand that a strongly related to strategic thinking and planning in developing a business.	**4.02**	Extensive
10	understand the philosophy of managing money and human	**4.06**	Extensive
Overall Mean		**4.00**	**Extensive**

Collectively, this has an overall mean of 4.00, with a descriptive equivalent of Extensive, indicating that students' knowledge competence is highly important to learners, particularly in entrepreneurship. Knowledge helps improve decision-making, enhances organizational efficiency, and enables a more capable workforce to make informed, timely decisions. The respondents clearly recognize that knowledge plays a vital role in developing effective skills and shaping future entrepreneurial success.

This finding is consistent with Mueller (2005), who emphasized that knowledge is a key driver of economic growth alongside physical capital and labor. Acs et al. (2005) and Mueller (2006) further explained that knowledge and entrepreneurship must work together, as knowledge alone is insufficient to drive growth unless it is transformed into commercial products and processes. The ability to identify, produce, and apply knowledge depends on the absorptive capacity of individuals and institutions.

Similarly, Boikhutso et al. (2013) highlighted that teacher competence and understanding are essential in developing students' skills, noting that effective implementation of educational programs requires well-trained educators. Piñgul (2015) also found that participation in extracurricular civic education programs positively influences students' attitudes and competencies, suggesting the importance of experiential and extended learning opportunities in strengthening knowledge and skills development.

- *Significant Relationship between Antecedents of Entrepreneurial Intention of Students and their Competence*

Shown in Table 8 is the data on the antecedents of entrepreneurial intention of students. The Pearson r was employed to analyze the results. The computed r-value of 0.72 for antecedents of entrepreneurial intention of students and their competence with the result indicated a small degree of relationship or substantial. a value of 0.032 shows there is a positive relationship between the two variables, but it is weak and likely insignificant. The p-value of 0.032 is lesser than the alpha value of 0.05 at the level of significance that lead to null hypothesis is accepted. The finding reveals that the independent variables and dependent variables are not statistically significant.

This implies that everyone in the respondents agreed that competence sometimes satisfies the students' satisfaction, as shown in the study, which shows the correlation figures.

Table 8 The Significant Relationship between Antecedents of Entrepreneurial Intention of Students and their Competence

Variables		r-values	Degree of Correlation	P value	Interpretation	Decision
Antecedents of Entrepreneurial Intention of Students (x)	Competence of students (Y)	0.72	moderate	0.032	Significant	Reject

Note: Significance when P<0.05

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This is consistent with the statement of Beaman (2006), who found that when teachers dealt with troublesome behavior in a negative way, students not only perceived themselves to be less engaged, but their on-task behavior was actually reduced. Although teachers in this study were generally more approving than disapproving, they still provided a great deal of negative attention to inappropriate social behavior, with most praise or approval responses being directed towards academic work (Beaman, 2006). This supports previous research findings that teachers predominantly use positive responses for academic behaviors and negative responses for social behaviors (Wilks, 1996).

This finding is similar to the idea of Seguban (2010) Make each day a meaningful one. Inspire our students and imbibe in them the necessary values and competencies they need to involve themselves in what we call "life". For our students, we may just be "teachers". For us teachers, we consider our work as a passion, which is putting love and our lives into whatever we are doing.

➢ *The Domain of Antecedents of Entrepreneurial Intention of Students are significantly Influenced on Competence*

Shown in Table 9 are the data of the Domain of Antecedents of Entrepreneurial Intention of Students are significantly Influenced on their Competence. The computation of the domains Antecedents of Entrepreneurial Intention that significantly influenced on their competence as one enumerated as follows: attitude towards becoming an entrepreneur and competence garnered an f-value of 4.112 with p-value of 0.005 or significant; Perceived Subjective Norm compared to Competence garnered an f-value of 4.106 with a p-value of 0.0135 or significant; Perceived Behavioral Control & Belief and Competence garnered an f-value of 4.176 with a p-value of 0.0123 or significant; and attitude towards becoming an entrepreneur was paired to and competence garnered an f-value of 4.106 with a p-value of 0.0121 or significant.

Table 9 The Domain of Antecedents of Entrepreneurial intention of Students are singnificantly on their Competence.

Independent Variables (Domains)	Dependent Variable	F	p-value	Decision on Ho1
Attitude Towards Becoming An Entrepreneur	Competence	4.112	0.005	Reject H_0
Perceived Subjective Norm	Competence	4.106	0.035	Accept H_0
Perceived Behavioral Control & Belief	Competence	4.176	0.023	Accept H_0

This implies that only one independent variable, the antecedents of entrepreneurial intention, has a direct influence on students' competence. Thus, the null hypothesis is rejected across all domains, confirming a significant association between entrepreneurial intention and competence.

This finding is consistent with Alrhmh (2007), who emphasized that teachers must be well-prepared to facilitate the development of knowledge, skills, values, and attitudes, adapting teaching strategies to meet modern educational goals. It also aligns with Mills, Mills, Bratton, and Forshaw (2006), who defined motivation as the individual's drive to sustain effort and perform tasks effectively to achieve success.

Furthermore, Shaver et al. (2001) supported this result by noting that individuals who believe in their abilities are more motivated to exert effort in pursuing entrepreneurship. Their model highlights that entrepreneurial decisions are influenced by expected outcomes such as income, effort, risk, personal attitudes, and perceived opportunities.

IV. CONCLUSIONS AND RECOMMENDATIONS

➢ *Conclusions*

Based on the overall findings of this study, the following conclusions are drawn:

The extent of antecedents of entrepreneurial intention of students in terms of attitude towards becoming an entrepreneur, perceived subjective and norm, perceived behavioral control & belief were extensive. The students' conscious state of mind that precedes action and directs attention toward entrepreneurial behaviors was to develop or start a new business and becoming an entrepreneur. The students were wanted to gain more knowledge in entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

The competence of the students towards entrepreneurship in terms of characteristic, technical, capabilities, and knowledge were extensive. the result emphasized the important of these underlying characteristics possessed by a person, which result in new venture creation. These students' competencies would give them a better

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opportunity and to understand how important is each individual to involve in the entrepreneurship activities and to the nation that can benefit more on the success of every entrepreneur in the country. Through these characteristic, technical, capabilities and knowledge with some other helpful skills to success such as communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done.

There was a significant relationship between students' antecedents of entrepreneurial intention and their competence. The independent variables and dependent variables were statistically significant.

All domains in the learning antecedents of entrepreneurial intention of students significantly influenced the competence of high school students.

- *Conclusions*

In light of the findings and conclusions, several recommendations are proposed. School officials should focus on strengthening learners' character values by integrating activities that promote good behavior, decision-making, and goal alignment. The Department of Education (DepEd) may also enhance evaluation and monitoring mechanisms for teachers trained in livelihood education to ensure effective implementation of instructional strategies in entrepreneurial education. Teachers are encouraged to use hands-on and student-centered approaches to develop entrepreneurial skills, incorporating activities aligned with attitudes toward entrepreneurship, subjective norms, and perceived behavioral control. Parents should likewise be encouraged to actively support and participate in their children's entrepreneurial learning to build confidence and decision-making skills.

Students should be motivated to engage more in entrepreneurial activities through meaningful and practical learning experiences that help them discover and develop their potential. Teachers should design well-structured tasks and activities that not only enhance learning but also provide opportunities for collaboration between students, parents, and educators. Additionally, future researchers are encouraged to conduct similar studies with a broader scope, different methodologies, settings, and participants, while citing the findings of this study for further validation and reference.

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