

# Teachers' Entrepreneurial Skills Towards Learner's Competencies and Capabilities

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**Abstract**—The main purpose of this study is to determine the relationship of TVL teachers' entrepreneurial skills and learners' competencies and capabilities. Specifically, it sought to determine how do TVL learners perceive the level of TVL teachers' entrepreneurial skills in terms of communication skills, financial literacy, innovative thinking, planning and organization, and tech savvy; the level of learning competencies of the TVL learners' as to assessment and evaluation, knowledge, and skills; the level of entrepreneurial capabilities of TVL learners in terms of opportunity recognition, technical proficiency, and work standard; the significant relationship between the TVL teachers' entrepreneurial skills and learners' competencies; and the significant relationship between the TVL teachers' entrepreneurial skills and learners' capabilities. This study employed descriptive correlational survey research design to determine the relationship of TVL teachers' entrepreneurial skills and learners' competencies and capabilities of 144 enrolled TVL learners at Magdalena Integrated National High School from the School Year 2024-2025 that was chosen through Purposive sampling technique. Based on the evaluation of the respondents, the level of TVL teachers' entrepreneurial skills which was described in terms of communication skills, financial literacy, innovative thinking, planning and organization and tech savvy are all very high. A very high level of TVL learners' competencies in terms of assessment and evaluation, knowledge and skills are manifested. The level of TVL learners' capabilities which was described in terms of opportunity recognition, technical proficiency, and work standard are all very high. A strong correlation between learners' abilities and the entrepreneurial aptitude of TVL instructors is discovered. Moreover, it was also found out that there is a significant relationship between the TVL teachers' entrepreneurial skills and learners' capabilities. As a conclusion, a significant relationship between the TVL teachers' entrepreneurial skills and learners' competencies exists which therefore resulted to the rejection of the null hypothesis. This indicates that teachers' entrepreneurial skills greatly influence students' acquisition of entrepreneurial mindset and competencies. Furthermore, there is significant relationship between the TVL teachers' entrepreneurial skills and learners' capabilities which therefore resulted to the rejection of the null hypothesis. This indicates that teachers' strong entrepreneurial skills are highly relative to how students will develop key entrepreneurial capabilities. Consequently, TVL teachers are encouraged to enhance and continuously update their entrepreneurial skills, specifically in communication, financial literacy, innovative thinking, planning and organization, and technological savviness. Furthermore, a learning environment that nurtures entrepreneurial mindsets through real-world business simulations and innovative project-based learning is highly recommended.

**Keywords**— Teachers' Entrepreneurial Skills, Learners' Competencies, Learners' Capabilities, Financial Literacy, Tech Savvy.

## I. INTRODUCTION

Entrepreneurship has emerged as a significant driver of economic growth, job creation, and innovation in many countries. In the Philippines, promoting entrepreneurship has become a priority for the government, as it offers a promising pathway towards reducing poverty and unemployment rates. As a result, technical-vocational and livelihood (TVL) education programs have gained attention as a means to equip learners with the necessary skills and competencies to become successful entrepreneurs.

TVL education, which includes various vocational courses and training programs, aims to provide learners with practical skills and knowledge relevant to their chosen field. These programs focus on developing technical expertise and industry-specific competencies to enhance employability and entrepreneurial potential among individuals (TESDA, 2021). However, there is a need to explore and understand the specific entrepreneurial skills, competencies, and capabilities that technical-vocational and livelihood learners possess and the factors that influence their success in entrepreneurship.

Entrepreneurial skills hold immense importance for individuals seeking comprehensive success in the business world. This article aims to shed light on the significance of entrepreneurial skills and their impact on entrepreneurial performance. By drawing from four to five published journal articles, this paper will provide a comprehensive exploration of entrepreneurial skills, showcasing their importance and relevance in today's business landscape (Berglund, 2016).

Entrepreneurial skills are essential for technical-vocational and livelihood learners to thrive in the competitive marketplace. These skills, including communication, innovative thinking, financial literacy, and tech-savviness, are increasingly recognized as critical indicators of entrepreneurial success. In parallel, competencies such as customer focus and entrepreneurial capabilities like networking, opportunity recognition, and marketing underscore the holistic development of an entrepreneur. Understanding how these skills are nurtured in technical vocational and livelihood learners and the extent to which they translate into real-world competencies is crucial for shaping the future of entrepreneurial education. It is important to identify the essential skills, competencies, and capabilities that contribute to entrepreneurial success among technical-vocational and livelihood learners. By doing so, educational institutions and policymakers can design and implement

targeted interventions and programs to further enhance the entrepreneurial ecosystem within the TVL sector.

This research sought to navigate the entrepreneurial skills of TVL teachers and the learning competencies and entrepreneurial capabilities of TVL learners, shedding light on how these elements interact to prepare them for the challenges of the 21st-century marketplace. By analyzing key entrepreneurial indicators such as communication skills, tech savviness, and innovative thinking, alongside learning competencies and entrepreneurial capabilities, this study aims to provide a comprehensive understanding of the readiness of TVL learners to navigate the demands of the entrepreneurial world.

### 1.1 Statement of the Problem

Specifically, it sought to answer the following questions:

1. What is the level of TVL teachers' entrepreneurial skills in terms of:
  - 1.1. communication skills;
  - 1.2. financial literacy;
  - 1.3. innovative thinking;
  - 1.4. planning and organization; and
  - 1.5. tech savvy?
2. What is the level of learner's competencies in terms of:
  - 2.1 assessment and evaluation;
  - 2.2 knowledge; and
  - 2.3 skills?
3. What is the level of learners' capabilities in terms of:
  - 3.1 opportunity recognition
  - 3.2 technical proficiency; and
  - 3.3 work standard?
4. Is there a significant relationship between the TVL teachers' entrepreneurial skills and learners' competencies?
5. Is there a significant relationship between the TVL teachers' entrepreneurial skills and learners' capabilities?

## II. METHODOLOGY

This study employed descriptive correlational survey research design. According to Calmorin (2021). When a study is concerned with the current situation and aims to uncover new truth, it employs a descriptive research approach. Only when the information to be collected pertains to the current situation, giving the value of facts and bringing attention to the most crucial issues to be reported, is it helpful. In contrast, correlational design is useful for giving facts that serve as the basis for scientific decisions regarding the relationship between two variables by using correlation analysis that is based on the data that was analyzed and calculated.

## III. RESULTS AND DISCUSSION

This chapter presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the

problem were answered in this chapter supported by tables. In particular, the study sought to address the following:

Teachers' entrepreneurial skills, which encompass communication skills, financial literacy, innovative thinking, planning and organization, and tech savviness, are vital in shaping students' readiness for real-world challenges.

Students are motivated to be more engaged, creative, and accountable when teachers exhibit these talents in the classroom. In Technical-Vocational-Livelihood (TVL) education, these skills are even more important because they prepare students to find jobs or even start their own businesses. These skills empower teachers to create learning environments that foster creativity, problem-solving, and adaptability — traits essential for success in the 21st-century marketplace. In this chapter, the study delves into assessing the entrepreneurial competencies of TVL (Technical-Vocational-Livelihood) teachers, highlighting how these attributes contribute significantly to the development of learners' competencies and entrepreneurial capabilities of learners.

### Level of TVL Teachers' Entrepreneurial Skills

In this study, TVL teachers' entrepreneurial skills was described in terms of communication skills, financial literacy, innovative thinking, planning and organization and tech savvy and was determined by the mean and standard deviation.

TABLE 1. Level of TVL Teachers' Entrepreneurial Skills in terms of Communication Skills

STATEMENT	Mean	SD	Remarks
<b>My TVL teacher...</b>			
<i>explains lessons clearly and answers questions thoroughly.</i>	4.78	0.47	Strongly Agree
<i>listens to students' ideas and feedback.</i>	4.67	0.51	Strongly Agree
<i>uses simple language to help students understand complex topics.</i>	4.71	0.48	Strongly Agree
<i>motivates students to express their ideas in class discussions.</i>	4.69	0.50	Strongly Agree
<i>encourages open communication and respect among students.</i>	4.82	0.42	Strongly Agree
<b>Grand Mean</b>	4.73		
<b>SD</b>	0.52		
<b>Verbal Interpretation</b>			Very High

Table 1 presents a very high level of TVL Teachers' entrepreneurial skills in terms of communication obtaining the grand (M=4.73, SD=0.52). This indicates that TVL teachers value the importance of developing their communication skills as it is one of the keys in attaining relative entrepreneurial skills.

The respondents of this study have strong agreement that their TVL teachers excel in explaining the lessons and addressing their queries. Besides, an open communication and respect among students are encourage. The use of language that may help students better understand complex ideas would also be a great help in enhancing communication skills. This further that communication has crucial role in the entrepreneurial skill development of TVL teachers. Their

ability to explain lessons effectively, address students' concerns, and promote an open and respectful classroom environment significantly contributes to students' learning experiences. Through continuous refining of their communication strategies, TVL teachers can further enhance their entrepreneurial competencies and better prepare students for real-world applications.

The findings anchored to the study of Allen and Seaman (2018) on Canadian TVL learners demonstrated that students with strong communication skills performed better in business simulations and entrepreneurial activities. The research concluded that communication skills are integral to negotiation and conflict resolution in business environments. Students who participated in communication training were more effective in securing client contracts and managing customer relations, highlighting the importance of these skills in entrepreneurship.

Their study demonstrated that entrepreneurs who actively develop their communication skills are better positioned to respond to customer needs and manage business relationships effectively, thus giving a positive feedback in the business output.

TABLE 2. Level of TVL Teachers' Entrepreneurial Skills in terms of Financial Literacy

STATEMENT	Mean	SD	Remarks
<b>My TVL teacher...</b>			
provides examples of managing money effectively in class activities.	4.78	0.43	Strongly Agree
teaches the importance of budgeting and saving in work projects.	4.73	0.50	Strongly Agree
explains costs and expenses in practical tasks.	4.80	0.43	Strongly Agree
helps students understand the value of resources and materials.	4.74	0.44	Strongly Agree
guides us on how to calculate costs in our assignments.	4.79	0.42	Strongly Agree
<b>Grand Mean</b>	4.77		
<b>SD</b>	0.48		
<b>Verbal Interpretation</b>	Very High		

The data presented indicates a very high level of TVL Teachers' entrepreneurial skills in terms of financial literacy with the grand (M=4.77, SD=0.48). This implies that students strongly agree that TVL teachers employ various financial skills as they integrate financial literacy concepts in their lessons.

Specifically, the data shown that teachers prioritize real-world financial applications in their teaching and consequently guide students on how to calculate costs in assignments. In addition, they provide money management examples and reinforce the idea that financial literacy is deeply embedded in TVL instruction. This meant further that TVL teachers play a vital role in developing students' financial literacy skills, which are essential for entrepreneurship. Their ability to teach budgeting, resource management, and cost analysis equips students with practical knowledge applicable to both business and daily life will empower students to make informed financial decisions and prepare them for future entrepreneurial endeavors.

TABLE 3. Level of TVL Teachers' Entrepreneurial Skills in terms of Innovative Thinking

STATEMENT	Mean	SD	Remarks
<b>My TVL teacher...</b>			
encourages students to think creatively about projects.	4.65	0.51	Strongly Agree
introduces new methods or ideas in class activities.	4.74	0.48	Strongly Agree
supports students in experimenting with their ideas.	4.69	0.58	Strongly Agree
helps us find different solutions to problems.	4.63	0.56	Strongly Agree
encourages innovative thinking in group work.	4.70	0.54	Strongly Agree
<b>Grand Mean</b>	4.68		
<b>SD</b>	0.57		
<b>Verbal Interpretation</b>	Very High		

A very high level of TVL Teachers' entrepreneurial skills in terms of innovative thinking with the grand (M=4.68, SD=0.57) is reflected in table 3.

This implies a strong agreement of the respondents that TVL teachers employ creativity and explore new approaches in teaching. As such, it shows that TVL teachers consistently incorporate fresh approaches into their teaching and give emphasis on the importance of a learning environment that values innovation and exploration. Similarly, students are encouraged to encompass their creativity in accomplishing projects and solve problems critically. To conclude, TVL teachers effectively cultivate innovative thinking among students by encouraging creativity, problem-solving, and experimentation, promoting open-mindedness and the exploration of new ideas. With this, they equip students with essential entrepreneurial skills that are of much importance in adapting to the evolving demands of various industries. Strengthening this approach further will help students become more resourceful, independent, and innovative entrepreneurs in the future.

Level of TVL Teachers' Entrepreneurial Skills in terms of Planning and Organization

In terms of planning and organization, a very high level of TVL teacher's entrepreneurial skills was manifested supported by the grand (M=4.51, SD=0.68). This gives indication that students strongly agree that their teachers well planned and organized in structuring lessons and managing classroom activities.

A well manage class activities indicates that TVL teachers are efficient in ensuring productive use of time. Doing necessary adjustments on lessons base on students' needs and preparation of materials for hands-on activities ahead of time shows that teachers are flexible and proactive in lesson planning. The result stressed that TVL teachers effectively apply planning and organizational skills, ensuring well-structured lessons, clear instructions, and efficient time management. Their ability to prepare materials in advance and adjust teaching strategies based on students' needs enhances the overall learning experience which will benefit students in both academic and practical applications.

TABLE 4. Level of TVL Teachers' Entrepreneurial Skills in terms of Planning and Organization

STATEMENT	Mean	SD	Remarks
<b>My TVL teacher...</b>			
organizes lessons in a way that is easy to follow.	4.31	0.65	Strongly Agree
manages time well during class activities.	4.74	0.44	Strongly Agree
prepares materials for hands-on activities in advance.	4.49	0.67	Strongly Agree
sets clear instructions and expectations.	4.40	0.72	Strongly Agree
adjusts lessons according to students' needs.	4.51	0.67	Strongly Agree
<b>Grand Mean</b>	4.51		
<b>SD</b>	0.68		
<b>Verbal Interpretation</b>	Very High		

TABLE 5. Level of TVL Teachers' Entrepreneurial Skills in terms of Tech Savvy

STATEMENT	Mean	SD	Remarks
<b>My TVL teacher...</b>			
uses technology to make lessons more interesting.	4.52	0.58	Strongly Agree
helps us use technology in our learning. explains how digital tools can assist in real-life situations.	4.50	0.57	Strongly Agree
updates us on new tools and technologies useful for class.	4.59	0.59	Strongly Agree
integrates technology in project-based learning.	4.60	0.56	Strongly Agree
	4.50	0.59	Strongly Agree
<b>Grand Mean</b>	4.55		
<b>SD</b>	0.60		
<b>Verbal Interpretation</b>	Very High		

The results in table 5 indicate that TVL teachers demonstrate a very high level of entrepreneurial skills in tech-savviness, evidenced by the grand (M=4.55, SD=0.60).

This is an indication that students strongly agree that their teachers effectively integrate technology into their teaching, enhancing learning experiences and preparing students for a technology-driven environment.

It is evident that TVL teachers actively keep students informed about advancements in digital tools, gives emphasis on how digital tools can assist them in real-life situations and the practical application of technology which makes their teaching more interesting.

This emphasize that TVL teachers effectively utilize technology to create engaging, interactive, and relevant learning experiences.

Their ability to integrate digital tools into lessons, update students on technological advancements, and demonstrate real-world applications will further mold students to digital literacy and entrepreneurial competencies and capability.

They found that the ability to adopt emerging technologies like AI, blockchain, and cloud computing allows entrepreneurs to innovate and optimize their business processes. With the ongoing development of digital technologies, the role of educators has grown to include not only integrating technology into instruction and preparing students for the

future with digital skills, but also interacting with parents effectively and handling administrative duties.

Level of TVL Learners' Learning Competencies

In this study, TVL learners' learning competencies was described in terms of assessment and evaluation, knowledge and skills and was determined by the mean and standard deviation.

TABLE 6. Level of TVL Learners' Learning Competencies in terms of Assessment and Evaluation

STATEMENT	Mean	SD	Remarks
<b>As a TVL learner, I...</b>			
am able to assess my own progress in projects.	4.47	0.66	Strongly Agree
understand the feedback given by my teacher.	4.59	0.63	Strongly Agree
use evaluation results to improve my skills.	4.45	0.63	Strongly Agree
am aware of my strengths and areas for improvement.	4.64	0.53	Strongly Agree
value the importance of assessment in learning.	4.46	0.63	Strongly Agree
<b>Grand Mean</b>	4.52		
<b>SD</b>	0.64		
<b>Verbal Interpretation</b>	Very High		

In the table 6 shows the grand (M=4.52, SD=0.64) indicate that TVL learners demonstrate a very high level of learning competencies in assessment and evaluation, as shown in table 6. This means that students have strongly believed on their ability to assess their own progress, understand feedback, and use evaluations to enhance their skills.

Students are very much aware of their strengths and weaknesses. Additionally, they find teachers' evaluations meaningful and constructive and that it will help them to improve their skills. This indicates that TVL learners effectively engage in self-assessment and evaluation to enhance their competencies essential for their growth that will further empower them to take responsibility of their learning and continuously improve for future career success.

TABLE 7. Level of TVL Learners' Learning Competencies in terms of Knowledge

STATEMENT	Mean	SD	Remarks
<b>As a TVL learner, I...</b>			
understand the lessons taught in my TVL course.	4.32	0.63	Strongly Agree
I know how to apply concepts in practical tasks.	4.39	0.70	Strongly Agree
feel confident in the knowledge I gain in class.	4.36	0.71	Strongly Agree
can explain the topics I learn to others.	4.59	0.56	Strongly Agree
understand how my knowledge applies to future careers.	4.23	0.69	Strongly Agree
<b>Grand Mean</b>	4.37		
<b>SD</b>	0.69		
<b>Verbal Interpretation</b>	Very High		

Table 7 illustrates that TVL learners exhibit a very high level of learning competencies in knowledge reflected in the grand (M=4.37, SD=0.69). This means that students strongly agree that they understand their lessons, can apply concepts in practical tasks, and recognize the relevance of their knowledge

to real-world applications.

Their ability to explain topics to others demonstrates that they are not only grasping the subject matter but can also communicate it effectively. However, their understanding the importance of knowledge in career applications will make their learning experience more meaningful. This gives light that TVL learners have a strong grasp of the knowledge taught in their courses, with confidence in both theoretical understanding and practical application. However, reinforcing the connection between classroom learning and future career opportunities could further enhance their motivation and preparedness for the workforce.

*Level of TVL Learners' Learning Competencies in terms of Skills*

As shown in table 8 TVL learners have a very high level of learning competencies in terms of skills, obtaining the grand (M=4.48, SD = 0.68). This means that students strongly agree that they develop necessary skills that leads them to meet the desired competencies as a learner.

TABLE 8. Level of TVL Learners' Learning Competencies in terms of Skills

STATEMENT	Mean	SD	Remarks
<b>As a TVL learner, I...</b>			
have developed practical skills in my TVL course.	4.29	0.64	Strongly Agree
can complete hands-on tasks with minimal assistance.	4.70	0.46	Strongly Agree
feel prepared to apply my skills outside of school.	4.45	0.67	Strongly Agree
am able to use tools and equipment required for my tasks.	4.36	0.73	Strongly Agree
improve my skills by practicing regularly	4.46	0.69	Strongly Agree
<b>Grand Mean</b>	<b>4.48</b>		
<b>SD</b>	<b>0.68</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Specifically, they have developed practical abilities, can work independently, and feel confident in applying their skills outside the classroom setting. Additionally, learners recognize the importance of continuously improving their skills and its practical application. This indicates that TVL learners have acquired strong practical skills through their coursework, able to work efficiently and independently. To further develop their skills, continuous practice, industry exposure, and real-world simulations can be integrated into their training, to ensure that they are fully prepared for future careers.

*Level of TVL Learners' Entrepreneurial Capabilities*

In this study, TVL learners' entrepreneurial capabilities was described terms of opportunity recognition, technical proficiency and work standards and was determined by the mean and standard deviation.

A very high level of entrepreneurial capability in opportunity recognition is manifested among TVL learners attaining in the grand (M=4.56, SD=0.61). This indicates that students' strong agreement with their ability to identify potential business or project ideas, recognize valuable resources, and stay knowledgeable about industry trends.

TABLE 9. Level of TVL Learners' Entrepreneurial Capabilities in terms of Opportunity Recognition

STATEMENT	Mean	SD	Remarks
<b>As a TVL learner, I...</b>			
can recognize potential ideas for new projects.	4.47	0.61	Strongly Agree
am aware of current trends related to my course.	4.76	0.43	Strongly Agree
can identify useful resources around me.	4.49	0.59	Strongly Agree
can find ways to improve existing tasks or projects.	4.40	0.66	Strongly Agree
am able to explore new ideas and opportunities.	4.65	0.53	Strongly Agree
<b>Grand Mean</b>	<b>4.56</b>		
<b>SD</b>	<b>0.61</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Students were highly aware of the current trends related to their course showing that they actively keep up with industry advancements, which is beneficial for identifying new opportunities. Additionally, they tend to explore new ideas and opportunities implying their openness to innovation and capability of identifying entrepreneurial opportunities. This means further that TVL learners possess strong skills in recognizing and pursuing opportunities within their field. They are able to stay updated with trends, explore innovative ideas, and improve existing projects showcases their entrepreneurial mindset.

This implies that their teachers are helping them become more observant, creative, and aware of how to turn simple ideas into real opportunities. It also suggests that the lessons and activities provided in class help learners think more like future entrepreneurs. When students can recognize opportunities early, they are more likely to succeed in business or in any field where problem-solving and innovation are important.

*Level of TVL Learners' Entrepreneurial Capabilities in terms of Technical Proficiency*

As presented in table 10, TVL learners exhibit a very high level of technical proficiency, as shown by the grand (M=4.55, SD=0.60). This suggest that students strongly agree with their ability to apply technical skills and can utilize technology effectively in their tasks. Students are confident in using technology as well as handling technical challenges which further support their competence in performing technical tasks efficiently.

TABLE 10. Level of TVL Learners' Entrepreneurial Capabilities in terms of Technical Proficiency

STATEMENT	Mean	SD	Remarks
<b>As a TVL learner, I...</b>			
have the technical skills required for my TVL course.	4.52	0.58	Strongly Agree
can solve technical problems that arise during tasks.	4.50	0.57	Strongly Agree
am confident in using technology for my tasks.	4.59	0.59	Strongly Agree
can troubleshoot equipment issues on my own.	4.60	0.56	Strongly Agree
am able to follow technical instructions accurately.	4.50	0.59	Strongly Agree
<b>Grand Mean</b>	<b>4.55</b>		
<b>SD</b>	<b>0.60</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

As presented in table 10, TVL learners exhibit a very high level of technical proficiency, as shown by the grand (M=4.55, SD=0.60). This suggest that students strongly agree with their ability to apply technical skills and can utilize technology effectively in their tasks. Students are confident in using technology as well as handling technical challenges which further support their competence in performing technical tasks efficiently. These findings indicate that TVL learners possess strong technical proficiency, enabling them to work effectively with tools, equipment, and technology. Their ability to troubleshoot problems, follow technical instructions, and apply their skills in practical settings demonstrates their readiness for the real-world challenges.

TABLE 11. Level of TVL Learners' Entrepreneurial Capabilities in terms of Work Standard

STATEMENT	Mean	SD	Remarks
<b>As a TVL learner, I...</b>			
strive for quality in my work.	4.31	0.65	Strongly Agree
complete my tasks according to set standards.	4.74	0.44	Strongly Agree
take responsibility for my work outcomes.	4.49	0.67	Strongly Agree
pay attention to detail in my assignments.	4.69	0.50	Strongly Agree
ensure my work meets the required quality.	4.82	0.42	Strongly Agree
<b>Grand Mean</b>	<b>4.47</b>		
<b>SD</b>	<b>0.60</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 11 indicates that TVL learners have a very high level of work standards, gaining the grand (M=4.47, SD=0.60). This implies that students strongly agree with their commitment to quality, meeting standards, and responsibility for their work.

Students give priority in delivering high-quality outputs and completing tasks according to set standards. Paying attention to detail indicate that learners are meticulous and disciplined in their work. This implies further that TVL learners uphold high work standards, diligent and have accountability in their work. Continuous exposure to industry best practices and real-world work simulations will scaffold them to achieve excellence.

This suggests that the teaching methods and work ethics demonstrated by their teachers play a big role in shaping learners' discipline and attitude toward work.

A high work standard is important in both entrepreneurship and employment, as it reflects a learner's ability to meet expectations and deliver reliable results. This also implies that the TVL curriculum, supported by teacher guidance, is effective in preparing learners to be responsible, productive, and committed to excellence in their chosen field.

To test the significant relationship between TVL teachers' entrepreneurial skills and learners' competencies such as assessment and evaluation, knowledge and skills, data were treated statistically using Minitab 14 using Pearsons R. The major findings were presented in the following table. The Pearson Product-Moment Correlation Coefficient was employed to measure the strength and direction of the linear relationship between the identified variables.

TABLE 12. Significant Relationship Between TVL Teachers' Entrepreneurial Skills and Learners' Competencies

Teachers' Entrepreneurial Skills (IV)	Learners' Competencies (DV)		
	Assessment & Evaluation	Knowledge	Skills
Communication Skills:			
Pearson Correlation	0.216	0.218	0.239
p-value	0.009*	0.009*	0.004*
N	144	144	144
Financial Literacy:			
Pearson Correlation	0.091	0.145	0.142
p-value	0.277	0.082	0.090
N	144	144	144
Innovative Thinking:			
Pearson Correlation	0.251	0.221	0.285
p-value	0.002*	0.008*	0.001*
N	144	144	144
Planning and Organization:			
Pearson Correlation	0.481	0.568	0.511
p-value	0.000*	0.008*	0.000*
N	144	144	144
Tech Savvy:			
Pearson Correlation	0.611	0.626	0.574
p-value	0.000*	0.000*	0.000*
N	144	144	144

Note: \*  $p < .05$

Table 12 presents the significant relationship between TVL teachers' entrepreneurial skills and learners' competencies in terms of assessment & evaluation, knowledge, and skills. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=144) for each relationship.

A significant positive relationship between TVL teachers' entrepreneurial skills in terms communication skills, innovative thinking, planning and organization and tech savvy and learners' competencies shows that effective communication, creativity, technological skills and structured planning by teachers have great influence on students' ability to assess their learning, acquire knowledge, and develop skills. This indicates further that TVL teachers' entrepreneurial skills significantly adhere learners' attainment of desired competencies. However, not significant correlation between financial literacy and learners' competencies indicates the need for further curriculum adjustments to make financial concepts more applicable to students' learning experiences.

Enhancing TVL teachers' entrepreneurial abilities through professional development, training, and updated classes can be a clever strategy to raise vocational education student performance. It also demonstrates that effective teaching involves more than just imparting knowledge; it also entails modeling real-world business scenarios in an engaging and hands-on learning environment.

It implies that learners benefit greatly from teachers who apply entrepreneurial practices in the classroom. These practices help make learning more interactive, relevant, and engaging. As a result, students develop a deeper understanding of lessons, perform better in school tasks, and gain useful skills they can apply in real-life situations. This finding highlights the importance of enhancing teachers' entrepreneurial abilities to help students become more competent, confident, and ready for future careers or business opportunities.

To test the significant relationship between TVL teachers' entrepreneurial skills and learners' capabilities in terms of opportunity recognition, technical proficiency and work standard, data were treated statistically using Minitab 14 using Pearsons R. The major findings were presented in the following table.

TABLE 13. *Significant Relationship Between TVL Teachers' Entrepreneurial Skills and Learners' Capabilities*

Teachers' Entrepreneurial Skills (IV)	Learners' Capabilities (DV)		
	Opportunity Recognition	Technical Proficiency	Work Standard
Communication Skills: Pearson Correlation p-value N	0.350 0.000* 144	0.213 0.011* 144	0.564 0.000* 144
Financial Literacy: Pearson Correlation p-value N	0.190 0.022* 144	0.210 0.012* 144	0.380 0.000* 144
Innovative Thinking: Pearson Correlation p-value N	0.216 0.009* 144	0.296 0.000* 144	0.381 0.000* 144
Planning and Organization: Pearson Correlation p-value N	0.517 0.000* 144	0.498 0.000* 144	0.864 0.000* 144
Tech Savvy: Pearson Correlation p-value N	0.611 0.000* 144	0.629 0.000* 144	0.438 0.000* 144

Note: \*  $p < .05$

As shown in Table 13 a significant relationship exists between TVL teachers' entrepreneurial skills and learners' capabilities in terms of opportunity recognition, technical proficiency, and work standards. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=144) for each relationship.

A significant positive relationship on all areas TVL teachers' entrepreneurial skills and learners' capabilities shows that effective teacher communication, financial knowledge, creative and problem-solving approaches, well-organized lesson planning and structured instruction, integrating technology into teaching significantly enhances students' ability to identify new opportunities, develop technical skills and maintaining high work standards.

This implies that when teachers exhibit strong entrepreneurial competencies—such as communication, innovation, financial literacy, planning, and tech-savviness—learners are more likely to develop higher levels of entrepreneurial capabilities themselves. Therefore, enhancing teachers' entrepreneurial skills can serve as a strategic lever to improve students' readiness to identify opportunities, apply technical skills effectively, and maintain high-quality work standards. For curriculum designers and school administrators, this highlights the importance of continuous professional development and training for TVL teachers in entrepreneurial

domains, as their competencies directly influence student outcomes in entrepreneurship education.

#### IV. CONCLUSION AND RECOMMENDATIONS

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

1. A significant relationship between the TVL teachers' entrepreneurial skills and learners' competencies exists which therefore resulted to the rejection of the null hypothesis. This indicates that teachers' entrepreneurial skills greatly influence students' acquisition of entrepreneurial mindset and competencies.
2. Furthermore, there is significant relationship between the TVL teachers' entrepreneurial skills and learners' capabilities which therefore resulted to the rejection of the null hypothesis. This indicates that teachers' strong entrepreneurial skills are highly relative to how students will develop key entrepreneurial capabilities.

Based on the results and conclusion posted in the study, the following recommendation were formulated.

1. Through the findings of this study, school may provide training for TVL teachers to enhance their entrepreneurial teaching skills.
2. School administrators may consider to establish school-based innovation hubs and entrepreneurial program.
3. It is recommended that policymakers and curriculum developers review and revise the TVL curriculum to focus on practical entrepreneurial skills like financial management and innovation.

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