

Key Entrepreneurial Competencies Towards the Development of Students' Attributes and Business Interest

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Abstract—This study examined the relationship between key entrepreneurial competencies and the development of students' personal attributes and interest in pursuing business ventures. Specifically, it aimed to determine the level of entrepreneurial competencies of Grade 12 TVL students, assess the development of their personal attributes, evaluate their interest in business, and identify significant relationships between entrepreneurial competencies and both personal attributes and business interest. A quantitative descriptive-correlational design was employed. Purposive sampling was used to select one hundred (100) Grade 12 TVL students from Santa Cruz National High School and Balian National High School, enrolled in entrepreneurship-related courses. Data were collected through a validated structured questionnaire, and analysis was conducted using Pearson r correlation to examine the relationships between key entrepreneurial competencies—including critical thinking and problem solving, creativity and innovation, communication skills, risk management skills, leadership and teamwork, and financial literacy—and students' personal attributes and business interest. Results showed that students exhibited varying levels of entrepreneurial competencies, personal attributes, and interest in business ventures. Leadership and teamwork and financial literacy were significantly related to all measured personal attributes, indicating that students with higher competencies demonstrate stronger self-efficacy, adaptability, self-discipline, responsibility, and goal orientation. Financial literacy was also significantly correlated with all factors of business interest, while communication skills and risk management had significant relationships with specific interest factors. The study revealed that key entrepreneurial competencies are significantly related to both students' attributes and business interest leading to rejection of both hypotheses. This concludes that stronger entrepreneurial competencies are associated with more developed personal and academic attributes and some competencies help improved students' business interest supporting students' readiness for academic and entrepreneurial success. The findings suggest that students who possess leadership, teamwork, financial literacy, communication, and risk management can strengthen students' entrepreneurial capabilities, personal attributes, and business interest. Recommendations include developing students' competencies through practical application, integrating entrepreneurship activities into the curriculum, engaging entrepreneurs in mentorship, and conducting further research on emerging competencies and their impact on student outcomes.

Keywords— Entrepreneurial competencies, personal attributes, business interest, relationship, TVL students.

I. INTRODUCTION

Entrepreneurship is widely recognized as a key driver of economic growth, innovation, and sustainable development in both developed and emerging economies. In an era characterized by rapid technological advancement and increasing global competition, entrepreneurial activity has become essential in addressing unemployment, stimulating productivity, and fostering inclusive economic progress. Consequently, governments, industries, and educational institutions have placed greater emphasis on developing entrepreneurial capabilities among individuals to strengthen national and global economic resilience.

Within the educational sector, higher education institutions play a critical role in cultivating entrepreneurial competencies among students. Entrepreneurship education has evolved beyond the traditional focus on business start-ups to include the development of transferable competencies such as creativity and innovation, opportunity recognition, critical thinking, leadership, risk management, and strategic decision-making. These competencies are considered fundamental in preparing students to navigate complex professional environments, whether they pursue entrepreneurial careers or employment in established organizations. Moreover, the acquisition of entrepreneurial competencies contributes to the holistic development of students by enhancing key personal attributes such as self-efficacy, autonomy, perseverance, and adaptability.

At the individual level, students' exposure to and acquisition of key entrepreneurial competencies significantly influence their attitudes, attributes, and intentions toward entrepreneurship. Studies suggest that students who possess stronger entrepreneurial competencies tend to demonstrate higher levels of confidence, proactiveness, and motivation to engage in business-related activities. These competencies shape not only students' entrepreneurial readiness but also their interest in exploring entrepreneurial opportunities as viable career paths. As such, entrepreneurial competencies serve as a critical link between educational interventions and students' business interest and behavioral intentions.

Despite the growing body of literature on entrepreneurship education, gaps remain in understanding the specific relationships between key entrepreneurial competencies, the development of students' attributes, and their interest in

business, particularly in the context of higher education. A clearer understanding of these relationships is necessary to inform curriculum design, teaching strategies, and policy initiatives aimed at strengthening entrepreneurship education. Therefore, this study seeks to examine the key entrepreneurial competencies and their influence on the development of students' attributes and business interest, with the aim of contributing empirical evidence that may guide educators and policymakers in enhancing entrepreneurial outcomes among students.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This aimed to determine the relationship of key entrepreneurial competencies on the students' attributes and business interest.

Specifically, it sought answer to the following questions:

1. What is the level of key entrepreneurial competencies in terms of;
 - 1.1 critical thinking and problem solving;
 - 1.2 creativity & innovation;
 - 1.3 communication skills;
 - 1.4 risk management skills;
 - 1.5 leadership & teamwork; and financial literacy?
2. What is the level of students' attributes in entrepreneurship in terms of;
 - 2.1 self-efficacy;
 - 2.2 adaptability;
 - 2.3 self-discipline;
 - 2.4 responsible; and
 - 2.5 goal oriented?
3. What is the level of students' business interest in entrepreneurship in terms of;
 - 3.1 career aspiration;
 - 3.2 perceived value of business education;
 - 3.3 frequency of business-related media consumption; and
 - 3.4 plans to start a business?
4. Is there a significant relationship between the key entrepreneurial competencies and students' attributes?
5. Is there a significant relationship between the key entrepreneurial competencies and students' business interest?

II. METHODOLOGY

A quantitative descriptive-correlational design was employed. Purposive sampling was used to select one hundred (100) Grade 12 TVL students from Santa Cruz National High School and Balian National High School, enrolled in entrepreneurship-related courses. Data were collected through a validated structured questionnaire, and analysis was conducted using Pearson r correlation to examine the relationships between key entrepreneurial competencies—including critical thinking and problem solving, creativity and innovation, communication skills, risk management skills, leadership and teamwork, and financial literacy—and students' personal attributes and business interest.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further determine the relationship of the key entrepreneurial competencies to the students' attributes and business interest.

Level of Key Entrepreneurial Competencies

In this study, the level of key entrepreneurial competencies in terms of critical thinking and problem solving, creativity & innovation, communication skills, risk management skills, leadership & teamwork, and financial literacy was determined through mean and standard deviation.

The following table discusses the student's assessment on how competent the teacher is with regards to the different entrepreneurial skills.

Presented in table 1 is the level of key entrepreneurial competencies in terms of critical thinking and problem solving.

As reflected, students carefully consider alternative solutions before making business-related decisions and mistakes are viewed as opportunities for improvement and learning. Similarly, complex problems are approached through logical and step-by-step analysis and that unfamiliar or unexpected problems are handled with adaptability and strategic thinking. Just the same, students make use of evidence and data to support decisions.

The level of key entrepreneurial competencies in terms of critical thinking and problem solving gained the weighted mean of 4.76 with a standard deviation of 0.43, verbally interpreted as Very Highly Competent. This indicates strong agreement among students having a reflective decision-making skill and a growth mindset are both essential qualities in entrepreneurship.

Table 1. Level of Key Entrepreneurial Competencies in terms of Critical Thinking and Problem Solving

Statements	Mean	SD	Remarks
The Critical Thinking and Problem Solving as Key Entrepreneurial Competencies are.....			
...complex problems in entrepreneurial tasks are approached through logical and step-by-step analysis.	4.74	0.44	Strongly Agree
...alternative solutions are carefully considered before making business-related decisions.	4.77	0.42	Strongly Agree
...evidence and data are used to support decisions in entrepreneurial activities.	4.72	0.45	Strongly Agree
...unfamiliar or unexpected problems are approached with adaptability and strategic thinking.	4.74	0.49	Strongly Agree
...mistakes in entrepreneurial tasks are viewed as opportunities for improvement and learning.	4.77	0.42	Strongly Agree
Weighted Mean	4.76		
SD	0.43		
Verbal Interpretation	Very High		

In summary, the results indicate that learners' well-developed foundation in critical thinking and problem solving is of great advantage to entrepreneurial decision-making and real-world business challenges.

Table 2. Level of Key Entrepreneurial Competencies in terms of Creativity & Innovation

Statements	Mean	SD	Remarks
The Creativity and Innovation as Key Entrepreneurial Competencies provide.....			
...new and original ideas are consistently encouraged during business planning activities.	4.72	0.37	Strongly Agree
...entrepreneurial tasks often involve thinking beyond conventional methods.	4.70	0.37	Strongly Agree
...innovative solutions are applied when facing limitations in resources or time.	4.74	0.29	Strongly Agree
...creative inputs are valued and supported during group-based entrepreneurial projects.	4.72	0.48	Strongly Agree
...changes in market trends are addressed by developing new or modified business ideas.	4.65	0.25	Strongly Agree
Weighted Mean	4.46		
SD	0.37		
Verbal Interpretation	Very High		

Table 2 shows the level of key entrepreneurial competencies in terms of creativity and innovation.

As reflected, students apply creative and innovative solutions when confronted with limited resources or time constraints. Similarly, encouragement of fresh and original ideas during business planning activities and inputs are valued and supported in collaborative projects. Moreover, tasks often require students to think beyond traditional approaches. Lastly, students respond to changing market trends by developing new or improved business ideas.

The level of key entrepreneurial competencies in terms of creativity and innovation obtained the weighted mean of 4.46 with a standard deviation of 0.37, verbally interpreted as Very High. This suggests strong agreement among students that creativity and innovation are essential entrepreneurial qualities, enabling them to generate original ideas and respond effectively to business challenges.

In summary, the results show that learners have a strong foundation in creativity and innovation, which significantly contribute to their ability to develop competitive business ideas and adapt to real-world entrepreneurial demands.

Table 3. Level of Key Entrepreneurial Competencies in terms of Communication Skills

Statements	Mean	SD	Remarks
The Communication Skills as Key Entrepreneurial Competencies enhance.....			
...ideas and opinions are clearly expressed during business-related discussions.	4.63	0.48	Strongly Agree
...maintenance of communication when collaborating on entrepreneurial tasks.	4.70	0.46	Strongly Agree
...clear and organized conveyance of instructions and information.	4.74	0.49	Strongly Agree
...communication tools (e.g., email, messaging apps) that are used efficiently in completing entrepreneurial tasks.	4.74	0.44	Strongly Agree
...resolution of conflicts or misunderstandings during business-related tasks through open and respectful communication.	4.70	0.46	Strongly Agree
Weighted Mean	4.70		
SD	0.47		
Verbal Interpretation	Very High		

Shown in table 3 is the level of key entrepreneurial competencies in terms of communication skills.

As reflected, students can communicate instructions and information in a clear and well-organized manner and use digital communication tools efficiently in completing tasks. Similarly, maintaining effective communication when collaborating with others and resolving conflicts or misunderstandings through open and respectful communication. Just the same, clearly expressing ideas and opinions during business discussions.

The level of key entrepreneurial competencies in terms of communication skills gained a weighted mean of 4.70 with a standard deviation of 0.47, verbally interpreted as Very High. This indicates strong agreement among students that effective communication is a vital entrepreneurial skill, essential for collaboration, coordination, and problem resolution.

In summary, the findings reveal that learners demonstrate a high level of competence in communication skills, which significantly enhances their ability to work collaboratively, articulate ideas clearly, and manage interpersonal dynamics in entrepreneurial settings.

Table 4. Level of Key Entrepreneurial Competencies in terms of Risk Management Skills

Statements	Mean	SD	Remarks
The Risk Management Skills as Key Entrepreneurial Competencies enable.....			
...identification and assessment of potential risks before making business decisions.	4.72	0.45	Strongly Agree
...development of preventive measures to reduce the impact of possible business failures.	4.70	0.46	Strongly Agree
...effective handling of uncertainties in entrepreneurial activities through careful planning.	4.70	0.51	Strongly Agree
...strategic approach to risk-taking that minimizes possible negative outcomes.	4.74	0.44	Strongly Agree
...preparation of backup plans in case of unexpected challenges in business activities.	4.74	0.44	Strongly Agree
Weighted Mean	4.73		
SD	0.45		
Verbal Interpretation	Very High		

Table 4 presents the level of key entrepreneurial competencies in terms of risk management skills.

As reflected, students demonstrate a strategic approach to risk-taking that minimizes potential negative outcomes and prepare backup plans to address unexpected challenges in business activities. Similarly, identifying and assessing potential risks before making business decisions. Moreover, creating proactive strategies to minimize the consequences of potential business setbacks and effectively handling uncertainties through careful planning.

The level of key entrepreneurial competencies in terms of risk management skills gained a weighted mean of 4.73 with a standard deviation of 0.45, verbally interpreted as Very High. This indicates strong agreement among students that risk management is an essential entrepreneurial competency, enabling them to make informed & calculated business decisions.

In summary, the findings suggest that learners demonstrate a very high level of competence in risk management skills, equipping them with the ability to anticipate challenges, reduce potential losses, and sustain business operations effectively in real-world entrepreneurial settings.

Table 5. Level of Key Entrepreneurial Competencies in terms of Leadership & Teamwork

Statements	Mean	SD	Remarks
The Leadership and Teamwork as Key Entrepreneurial Competencies facilitate.....			
...fair delegation of tasks in entrepreneurial activities according to individual strengths.	4.7	0.46	Strongly Agree
...demonstration of leadership by motivating others to achieve shared business goals.	4.74	0.44	Strongly Agree
...resolution of conflicts within the group through respectful communication and cooperation.	4.63	0.53	Strongly Agree
...group decision-making by encouraging input from all team members.	4.74	0.44	Strongly Agree
...establishment and support of a shared vision during team-based business planning	4.72	0.45	Strongly Agree
Weighted Mean	4.74		
SD	0.44		
Verbal Interpretation		Very High	

Table 5 shows the level of key entrepreneurial competencies in terms of leadership and teamwork.

As reflected, students exhibit leadership by inspiring and encouraging team members to accomplish common business objectives and encourage group decision-making by seeking input from all team members. Students' ability to align team efforts toward common objectives. Meanwhile, fairly delegating tasks according to individual strengths. Additionally, resolving conflicts within the group through respectful communication and cooperation.

The level of key entrepreneurial competencies in terms of leadership and teamwork obtained the weighted mean of 4.74 with a standard deviation of 0.44, verbally interpreted as Very High. This indicates strong agreement among students that leadership and teamwork are essential competencies that enhance collaboration and effective business planning.

In summary, the results show that learners exhibit a very high level of competence in leadership and teamwork skills, enabling them to manage group dynamics effectively, inspire peers, and work collaboratively toward achieving entrepreneurial objectives.

Shown in table 6 is the level of key entrepreneurial competencies in terms of financial literacy.

As reflected, students can keep simple financial records to track income and expenses. This was followed by analyzing potential financial uncertainties before deciding on business investments. Moreover, making effective use of budgeting to manage resources and making spending decisions based on financial priorities and available funds. Lastly, demonstrating knowledge and application of basic financial terms like profit, loss, and capital in business operations.

The level of key entrepreneurial competencies in terms of financial literacy obtained a weighted mean of 4.73 with a standard deviation of 0.45, verbally interpreted as Very High. This indicates strong agreement among students that financial

literacy is a critical competency, enabling them to make sound financial decisions and manage business resources effectively.

Table 6. Level of Key Entrepreneurial Competencies in terms of Financial Literacy

Statements	Mean	SD	Remarks
The Financial Literacy as Key Entrepreneurial Competencies promote.....			
...understanding and application of basic financial terms such as profit, loss, and capital in business tasks.	4.70	0.46	Strongly Agree
...effective use of budgeting to manage resources in entrepreneurial activities.	4.72	0.45	Strongly Agree
...informed spending decisions based on financial priorities and available funds.	4.72	0.45	Strongly Agree
...maintenance of simple financial records to monitor income and expenses.	4.79	0.41	Strongly Agree
...assessment of financial risks before making investment decisions in business ventures.	4.74	0.44	Strongly Agree
Weighted Mean	4.73		
SD	0.45		
Verbal Interpretation		Very High	

In summary, the findings suggest that learners possess a strong foundation in financial literacy, which equips them with essential skills to plan, monitor, and evaluate financial aspects of entrepreneurial activities successfully.

Level of Students' Attributes in Entrepreneurship

In this study, the level of students' attributes in terms of self-efficacy, adaptability, self-discipline, responsible and goal oriented was determined through standard deviation.

The following table discusses students' assessment on how each attribute contributes in developing students' entrepreneurial skills and behaviors.

Table 7 shows the level of students' attributes in entrepreneurship in terms of self-efficacy.

Table 7. Level of Students' Attributes in Entrepreneurship in terms of Self-Efficacy

Statements	Mean	SD	Remarks
The Self-Efficacy as Student's Attributes in Entrepreneurship strengthen.....			
...confidence to complete challenging academic or entrepreneurial tasks.	4.70	0.46	Strongly Agree
...willingness to accept new business-related responsibilities without fear of failure.	4.63	0.53	Strongly Agree
...belief that success can be achieved through effort when approaching tasks.	4.77	0.42	Strongly Agree
...practice of setting goals are with the expectation that they can be accomplished effectively.	4.72	0.45	Strongly Agree
...perception of difficult problems as opportunities to develop and apply new skills.	4.72	0.50	Strongly Agree
Weighted Mean	4.72		
SD	0.46		
Verbal Interpretation		Very Highly	

As reflected, students believe that success can be attained through dedicated effort when carrying out tasks. Similarly, setting goals with the expectation that they can be successfully achieved and viewing challenging problems as opportunities to develop and apply new skills. Moreover, demonstrating confidence in accomplishing challenging academic or

entrepreneurial tasks. Lastly, being willing to accept new business-related responsibilities without fear of failure.

The level of students' attributes in entrepreneurship in terms of self-efficacy gained a weighted mean of 4.72 with a standard deviation of 0.46, verbally interpreted as Very High. This indicates strong agreement among students that self-efficacy is an essential personal attribute, enabling them to approach tasks confidently, embrace challenges, and achieve success.

In summary, the findings reveal that learners possess a very high level of self-efficacy, which strengthens their ability to tackle complex tasks, assume responsibilities, and grow as competent and resilient entrepreneurs.

Table 8. Level of Students' Attributes in Entrepreneurship in terms of Adaptability

Statements	Mean	SD	Remarks
The Adaptability as Student's Attributes in Entrepreneurship foster.....			
...flexible and open handling of changes in academic or business-related plans.	4.63	0.48	Strongly Agree
...smooth management of transitions between tasks or roles with minimal difficulty.	4.70	0.46	Strongly Agree
...acceptance of new learning environments or challenges without resistance.	4.72	0.45	Strongly Agree
...adjustment of strategies when initial approaches to tasks are unsuccessful.	4.74	0.44	Strongly Agree
...constructive use of feedback to improve performance and adjust behavior.	4.84	0.37	Strongly Agree
Weighted Mean	4.74		
SD	0.44		
Verbal Interpretation	Very High		

Table 8 presents the level of students' attributes in entrepreneurship in terms of adaptability.

As reflected, students effectively utilize feedback to enhance performance and modify their actions. This was followed by modifying strategies when initial methods for completing tasks do not succeed. Moreover, embracing new learning situations or challenges willingly and without opposition. Efficiently handling changes between tasks or roles with ease. Lastly, handling changes in academic or business-related plans with flexibility and openness.

The level of students' attributes in entrepreneurship in terms of adaptability gained a weighted mean of 4.74 with a standard deviation of 0.44, verbally interpreted as Very High. This indicates strong agreement among students that adaptability is a vital personal attribute, enabling them to respond effectively to changes and challenges in entrepreneurial activities.

In summary, the findings reveal that learners possess a very high level of adaptability, which equips them to navigate uncertainties, optimize performance, and sustain growth in both academic and entrepreneurial contexts.

Table 9 shows the level of students' attributes in entrepreneurship in terms of self-discipline.

As reflected, students set and adhere to priorities in order to accomplish important academic and entrepreneurial tasks and maintain personal effort even without immediate rewards or recognition. This was followed by consistently adhering to study and work schedules without requiring external supervision. Moreover, avoiding distractions to remain

focused on assigned responsibilities. Lastly, managing time effectively to balance multiple responsibilities.

Table 9. Level of Students' Attributes in Entrepreneurship in terms of Self-discipline

Statements	Mean	SD	Remarks
The Self-discipline as Student's Attributes in Entrepreneurship reinforce.....			
...consistent following of study and work schedules without external supervision.	4.79	0.41	Strongly Agree
...avoidance of distractions in order to stay focused on responsibilities.	4.77	0.42	Strongly Agree
...effective time management to balance multiple responsibilities.	4.56	0.58	Strongly Agree
...setting and following of priorities to accomplish important academic and entrepreneurial tasks.	4.81	0.39	Strongly Agree
...sustaining of personal effort even in the absence of immediate rewards or recognition.	4.81	0.39	Strongly Agree
Weighted Mean	4.76		
SD	0.43		
Verbal Interpretation	Very High		

The level of students' attributes in entrepreneurship in terms of self-discipline gained a weighted mean of 4.76 with a standard deviation of 0.43, verbally interpreted as Very High. This indicates strong agreement among students that self-discipline is an essential attribute in managing their tasks, maintaining focus on goals, and consistently fulfilling academic and entrepreneurial responsibilities.

In summary, the findings reveal that learners possess a very high level of self-discipline, which strengthens their ability to stay focused, manage time efficiently, and maintain consistent effort toward achieving academic and entrepreneurial success.

Presented in table 10 is the level of students' attributes in entrepreneurship in terms of responsible.

Table 10. Level of Students' Attributes in Entrepreneurship in terms of Responsible

Statements	Mean	SD	Remarks
The Sense of Responsibility as Student's Attributes in Entrepreneurship encourage.....			
...taking assigned tasks seriously and completing them with care and attention.	4.65	0.48	Strongly Agree
...fulfilling academic and entrepreneurial obligations without constant reminders.	4.67	0.52	Strongly Agree
...honoring commitments made to group projects or business activities consistently.	4.72	0.45	Strongly Agree
...acknowledging and correcting mistakes or shortcomings without shifting blame.	4.74	0.44	Strongly Agree
...carrying out independent work with integrity and minimal supervision.	4.77	0.42	Strongly Agree
Weighted Mean	4.73		
SD	0.45		
Verbal Interpretation	Very High		

As reflected, students are able to perform independent tasks while demonstrating integrity and requiring minimal supervision. This was followed by recognizing and correcting their mistakes without placing blame on others. Moreover, consistently fulfilling commitments made in group projects or business-related activities. Meanwhile, carrying out academic

and entrepreneurial responsibilities without requiring frequent reminders. Lastly, approaching assigned tasks with seriousness and completing them with meticulous attention.

The level students' attributes in entrepreneurship in terms of responsible gained a weighted mean of 4.73 with a standard deviation of 0.45, verbally interpreted as Very High. This indicates strong agreement among students that responsible is an essential personal attribute, supporting their ability to manage tasks and obligations effectively.

In summary, the findings reveal that learners exhibit a very high level of responsibility, enabling them to perform tasks diligently, maintain accountability, and uphold integrity in both academic and entrepreneurial endeavors.

Table 11. Level of Students' Attributes in Entrepreneurship in terms of Goal-Oriented

Statements	Mean	SD	Remarks
The Goal Orientation as Student's Attributes in Entrepreneurship develop....			
...completion of tasks with specific goals in mind.	4.65	0.48	Strongly Agree
...focused efforts on achieving long-term academic or business-related outcomes.	4.74	0.44	Strongly Agree
...regular monitoring and evaluation of progress toward goals.	4.70	0.55	Strongly Agree
...management of difficulties in ways that keep work aligned with set goals.	4.67	0.52	Strongly Agree
...alignment of short-term actions with long-term academic or entrepreneurial plans.	4.58	0.54	Strongly Agree
Weighted Mean	4.69		
SD	0.48		
Verbal Interpretation			Very High

Table 11 shows the level of students' attributes in entrepreneurship in terms of goal-oriented.

As reflected, students direct their efforts toward attaining long-term academic or business objectives. This was followed by consistently tracking and assessing their progress toward established goals. Moreover, managing challenges in ways that keep their work aligned with established goals. Meanwhile, completing tasks with clear objectives in mind. Lastly, coordinating immediate actions to support long-term academic or entrepreneurial objectives.

The level of students' attributes in entrepreneurship in terms of goal orientated gained a weighted mean of 4.69 with a standard deviation of 0.48, verbally interpreted as Very High. This indicates strong agreement among students that goal orientation is a vital personal attribute, enhancing their ability to plan, focus, and achieve desired outcomes.

In summary, the findings reveal that learners exhibit a very high level of goal orientation, enabling them to work purposefully, maintain focus on objectives, and strategically align their actions with long-term academic and entrepreneurial goals.

Level of Students' Business Interest in Entrepreneurship

In this study, the level of students' business interest in entrepreneurship in terms of career aspiration, perceived value of business education, frequency of business-related media consumption, and plans to start a business was determined through mean and standard deviation.

The following tables discusses students' assessment with regards on their business interest that contributes in developing their entrepreneurial skills and behaviors.

Table 12. Level of Students' Business Interest in Entrepreneurship in terms of Career Aspiration

Statements	Mean	SD	Remarks
Career Aspiration shape students' Business Interest in Entrepreneurship by....			
...consistent expression of interest in starting or managing a business.	4.72	0.45	Strongly Agree
...active pursuit of planning for a career in business through academic or practical experiences.	4.56	0.50	Strongly Agree
...development of knowledge and skills with the aim of entering the business field.	4.79	0.46	Strongly Agree
...career choices influenced by the desire to become financially independent through entrepreneurship.	4.67	0.47	Strongly Agree
...exploration of business-related opportunities to support future career development.	4.70	0.51	Strongly Agree
Weighted Mean	4.71		
SD	0.46		
Verbal Interpretation			Very High

Table 12 shows the level of students' business interest in entrepreneurship in terms of career aspiration.

As reflected, students show the strongest inclination toward developing the knowledge and skills necessary to pursue a career in business. This is closely followed by their consistent interest in exploring business-related opportunities. Students also demonstrate a steady expression of enthusiasm for starting or managing their own business. Moreover, their career decisions are shaped by the goal of achieving financial independence through entrepreneurial endeavors. Finally, students actively engage in planning for a business-oriented career by integrating both academic knowledge and hands-on experiences.

The level of students' business interest in entrepreneurship in terms of career aspiration gained a weighted mean of 4.71 with a standard deviation of 0.46, verbally interpreted as Very High. This indicates strong agreement among students that career aspirations significantly shape their interest and engagement in entrepreneurial activities.

In summary, the findings reveal that learners exhibit a very high level of business interest driven by career aspirations, equipping them with the motivation, skills, and initiative needed to pursue entrepreneurial opportunities and achieve future career goals.

Presented in table 13 is the level of students' business interest in entrepreneurship in terms of perceived value of business education.

As reflected, students are most motivated to engage in entrepreneurial activities due to their exposure to business subjects. This is followed by their recognition of the relevance of business-related learning to the current economic and social environment. Students also value the practical applicability of lessons learned in business subjects. Additionally, they acknowledge the usefulness of business education in preparing for future career opportunities. Finally, students appreciate

how the skills acquired in business classes contribute to both personal and professional growth.

Table 13. Level of Students' Business Interest in Entrepreneurship in terms of Perceived Value of Business Education

Statements	Mean	SD	Remarks
The Perceived Value of Business Education strengthens students' business interest in entrepreneurship by....			
...applicability of lessons learned in business-related subjects to real-life situations.	4.67	0.47	Strongly Agree
...usefulness of business education in preparing for future career opportunities.	4.65	0.48	Strongly Agree
...contribution of skills gained from business classes to personal and professional growth.	4.63	0.48	Strongly Agree
...relevance of business-related learning to today's economic and social environment.	4.70	0.55	Strongly Agree
...motivation to pursue entrepreneurial activities through exposure to business subjects.	4.77	0.42	Strongly Agree
Weighted Mean	4.72		
SD	0.46		
Verbal Interpretation	Very High		

The level of the students' business interest in entrepreneurship in terms of perceived value of business education gained a weighted mean of 4.72 with a standard deviation of 0.46, verbally interpreted as Very High. This indicates strong agreement among students that business education significantly strengthens their interest in entrepreneurship.

In summary, the findings reveal that learners exhibit a very high level of business interest driven by the perceived value of business education, equipping them with knowledge, skills, and motivation to actively engage in entrepreneurial opportunities.

Table 14. Level of Students' Business Interest in Entrepreneurship in terms of Frequency of Business-Related Media Consumption

Statements	Mean	SD	Remarks
The Frequency of Business-Related Media Consumption influences students' Interest in Entrepreneurship by.....			
...frequent viewing of business-themed videos or vlogs on social media or video platforms.	4.70	0.46	Strongly Agree
...consistent watching of business-related television programs or documentaries.	4.63	0.48	Strongly Agree
...frequent access to online content about successful entrepreneurs or business tips.	4.79	0.41	Strongly Agree
...regular browsing of magazines or journals featuring business trends and innovations.	4.70	0.51	Strongly Agree
...following of business and finance-related content on social media platforms.	4.72	0.50	Strongly Agree
Weighted Mean	4.72		
SD	0.47		
Verbal Interpretation	Very High		

Table 14 presents the level of students' business interest in entrepreneurship in terms of business-related media consumption.

As reflected, students most frequently engage with online content highlighting successful entrepreneurs and practical business tips. This is followed by their active engagement with

business and finance content on social media. Similarly, students also regularly read magazines or journals that showcase business trends and innovations and frequent viewing of business-themed videos or vlogs on social media or video platforms. Finally, students consistently watch business-related television programs or documentaries.

The level of students' business interest in entrepreneurship in terms of business-related media consumption gained a weighted mean of 4.72 with a standard deviation of 0.47, verbally interpreted as Very High. This indicates strong agreement among students that frequent engagement with business-related media significantly enhances their entrepreneurial interest.

In summary, the findings reveal that learners exhibit a very high level of interest in entrepreneurship driven by consistent media consumption, equipping them with knowledge, inspiration, and motivation to pursue business opportunities effectively.

Presented in table 15 is the level of students' business interest in terms of plans to start a business.

As reflected, students show the strongest inclination to prepare resources, such as savings or investments, for future business ventures and their intention to establish a business after graduation. Similarly, students also actively plan the steps needed to launch a business in the future and they also apply knowledge gained from their current studies to envision and support future business activities.

The level of students' business interest in entrepreneurship in terms of plans to start a business gained a weighted mean of 4.74 with a standard deviation of 0.46, verbally interpreted as Very High. This indicates strong agreement among students that having concrete plans to start a business significantly strengthens their entrepreneurial interest.

Table 15. Level of Students' Business Interest in Entrepreneurship in terms of Plans to Start a Business

Statements	Mean	SD	Remarks
Plans to Start Business influence students' Interest in Entrepreneurship by.....			
...considering of starting a personal business as a realistic future goal.	4.67	0.47	Strongly Agree
...taking the steps to prepare for launching a business in the future.	4.72	0.54	Strongly Agree
...including setting up a business after graduation.	4.74	0.49	Strongly Agree
...applying of knowledge from current studies to a future business venture.	4.72	0.50	Strongly Agree
...preparing resources, such as savings or investments for business purposes.	4.74	0.44	Strongly Agree
Weighted Mean	4.74		
SD	0.46		
Verbal Interpretation	Very High		

In summary, the findings reveal that learners exhibit a very high level of interest in entrepreneurship driven by plans to start a business, equipping them with motivation, preparedness, and a strategic mindset to pursue future entrepreneurial endeavors.

Significant Relationship Between the Key Entrepreneurial Competencies and Students' Attributes in Entrepreneurship

In this study, the significant relationship between the key entrepreneurial competencies and students' attributes in

entrepreneurship were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 16. Significant Relationship Between the Key Entrepreneurial Competencies and Students' Attributes in Entrepreneurship

key entrepreneurial competencies		Students' Attributes in Entrepreneurship				
		self-efficacy	adaptability	self-discipline	Resp.	goal - oriented
critical thinking and problem solving	Pearson Correlation	0.181	0.017	0.101	0.176	0.155
	Sig. (2-tailed)	.072	.868	.316	.081	.125
	N	100	100	100	100	100
creativity & innovation	Pearson Correlation	0.194	0.093	0.048	0.286*	0.223*
	Sig. (2-tailed)	.053	.359	.636	.004	.026
	N	100	100	100	100	100
communication skills	Pearson Correlation	0.162	0.157	0.201*	0.055	0.029
	Sig. (2-tailed)	.108	.120	.045	.589	.777
	N	100	100	100	100	100
risk management skills	Pearson Correlation	0.135	0.286*	0.092	0.238*	0.005
	Sig. (2-tailed)	.180	.004	.360	.017	.958
	N	100	100	100	100	100
leadership & teamwork	Pearson Correlation	0.257*	0.223*	0.212*	0.290*	0.213*
	Sig. (2-tailed)	.010	.026	.034	.003	.033
	N	100	100	100	100	100
financial literacy	Pearson Correlation	0.354*	0.228*	0.211*	0.291*	0.213*
	Sig. (2-tailed)	.000	.023	.035	.003	.034
	N	100	100	100	100	100

Note *p < .05

Table 16 presents the correlation between the key entrepreneurial competencies and students' attributes in entrepreneurship. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=100) for each relationship.

As presented, a significant relationship between the key entrepreneurial competencies in terms of leadership and teamwork, and financial literacy and all five attributes of student's attributes was manifested, supported by the obtained p-values less than 0.05 level of significance. This means that leadership and teamwork and financial literacy as the most influential entrepreneurial competencies as they are significantly related to all measured student attributes. Entrepreneurship education programs should give focus on integrating development of leadership, teamwork, and financial literacy while continuing to strengthen other attributes such as creativity, communication, and risk management to foster not only student's entrepreneurial capability but also the personal attributes necessary for academic and career success.

In connection to the study of Akinwale & Garba (2025) explained that personal abilities such as opportunity recognition, creativity, problem-solving, leadership, and communication skills significantly influence students' entrepreneurial mindset and intentions. These abilities help students identify business opportunities, generate innovative ideas, and effectively manage challenges, thereby strengthening their motivation to pursue entrepreneurial ventures.

Significant Relationship Between Key Entrepreneurial Competencies and Students' Business Interest in Entrepreneurship

In this study, the significant relationship between the key entrepreneurial competencies and students' business interest in entrepreneurship were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 17 presents the correlation between the key entrepreneurial competencies and students' business interest in entrepreneurship. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=100) for each relationship.

As presented, a significant relationship between the key entrepreneurial competencies in terms of financial literacy and all four business interest of student's was manifested, supported by the obtained p-values less than 0.05 level of significance. This means that financial literacy as the most influential entrepreneurial competencies as they are significantly related to all measured students' business interest. Entrepreneurship education programs should give focus on integrating development of financial literacy while continuing to strengthen other competencies such as communication, and risk management to foster not only student's entrepreneurial capability but also the personal interest necessary for academic and career success.

Yasmina et al. (2025) examined how project-based entrepreneurship education impacts students' interest in entrepreneurship. The study found that project-based learning in entrepreneurship has a positive and significant influence on students' entrepreneurial interest, alongside other factors such as income expectations and family support. This suggests that active, experiential educational approaches can strengthen students' motivation to pursue business endeavors by making entrepreneurial concepts more applicable and personally relevant.

Table 17. Significant Relationship Between Key Entrepreneurial Competencies and Students' Business Interest in Entrepreneurship

key entrepreneurial competencies		Students' Business Interest in Entrepreneurship			
		c.a	perceived value of business education	Freq. of buss-related media consumption	plans to start a business
critical thinking and problem solving	Pearson Correlation	0.033	0.147	0.059	0.013
	Sig. (2-tailed)	.747	.144	.559	.901
	N	100	100	100	100
creativity & innovation	Pearson Correlation	0.139	0.086	0.081	0.085
	Sig. (2-tailed)	.168	.393	.421	.401
	N	100	100	100	100
communication skills	Pearson Correlation	0.210*	0.080	0.234*	0.036
	Sig. (2-tailed)	.036	.431	.019	.720
	N	100	100	100	100
risk management skills	Pearson Correlation	0.198*	0.003	0.285*	0.026
	Sig. (2-tailed)	.048	.997	.004	.796
	N	100	100	100	100
leadership & teamwork	Pearson Correlation	0.102	0.163	0.175	0.135
	Sig. (2-tailed)	.314	.105	.081	.182
	N	100	100	100	100
financial literacy	Pearson Correlation	0.250*	0.315*	0.304*	0.260*
	Sig. (2-tailed)	.012	.001	.002	.009
	N	100	100	100	100

Note *p < .05

IV. CONCLUSION AND RECOMMENDATIONS

The findings show that leadership, teamwork, and financial literacy are significantly related to students' attributes such as self-efficacy, adaptability, self-discipline, responsibility, and goal orientation. Therefore, the hypothesis is rejected, this concludes that stronger entrepreneurial competencies are associated with more developed personal and academic attributes supporting students' readiness for academic and entrepreneurial success.

The results show that key entrepreneurial competencies are significantly related to students' business interest, particularly financial literacy, communication skills, and risk management skills. Financial literacy has the strongest relationship with career aspiration, perceived value of business education, media engagement, and intention to start a business, while other competencies such as critical thinking, creativity, and leadership show no significant relationship. This conclude that some competencies help improved students' business interest. Therefore, the null hypothesis is partially rejected, meaning a significant relationship exists only for selected entrepreneurial competencies.

Based on the drawn conclusions, the researcher recommends some adjustments to gain further knowledge.

Entrepreneurs may collaborate with schools and universities by providing mentorship, workshops, and practical exposure to real business situations. By sharing their experiences in leadership, risk management, and financial planning, they can help develop students' entrepreneurial competencies and bridge the gap between theory and practice through hands-on learning opportunities.

TLE teachers may integrate activities that strengthen students' entrepreneurial competencies and attributes. Focus should be given to financial literacy, leadership, communication, and risk management, while also developing

creativity, critical thinking, and teamwork. Using project-based learning and business simulations can make lessons more relevant and enhance students' interest in entrepreneurship, while continuous assessment helps develop self-discipline, responsibility, and goal orientation.

Students may actively develop entrepreneurial competencies such as financial literacy, leadership and teamwork, communication, and risk management, as these significantly influence entrepreneurial interest and personal attributes. They are encouraged to apply these skills in real-life situations, join business-related activities, and engage in entrepreneurial planning while developing self-efficacy, adaptability, self-discipline, responsibility, and goal orientation to enhance readiness for future business opportunities.

Future researchers may examine other entrepreneurial competencies such as digital literacy, innovation management, and networking skills, and their relationship with student outcomes. They may also conduct longitudinal studies to assess long-term effects on entrepreneurial behavior. In addition, further research may explore the effectiveness of teaching strategies, curriculum interventions, and mentorship programs in developing competencies and entrepreneurial interest across different disciplines.

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