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Entrepreneurial Intention and Competencies Among Senior High School Students in Bayugan City, Agusan del Sur

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Abstract

This study examined the entrepreneurial intention and competencies of senior high school students in Bayugan City, Agusan del Sur. A total of 300 Grade 12 respondents were selected through stratified random sampling from public secondary schools representing the ABM, STEM, HUMSS, and TVL strands, with equal distribution of male and female students. A descriptive–correlational design was employed, and data were gathered through a validated survey questionnaire. Descriptive statistics such as mean and standard deviation were used to determine the levels of entrepreneurial intention and competencies, while Pearson's correlation, independent samples t-test, and one-way ANOVA were employed for inferential analysis at the 0.05 level of significance. Results showed that entrepreneurial intention was generally high (M = 3.90, SD = 0.42), with role models (M = 4.18) and curriculum (M = 3.96) exerting the strongest influence, and family background rated moderate (M = 3.57). Entrepreneurial competencies were also high overall (M = 3.89, SD = 0.47), with opportunity (M = 4.18), commitment (M = 4.12), and conceptual skills (M = 4.05) rated highest, while relationship (M = 3.55) and organizing (M = 3.60) were rated moderate. Correlation analysis revealed a significant positive relationship between entrepreneurial intention and competencies ($r = 0.62$, $p < 0.001$), confirming that higher intention is associated with stronger entrepreneurial skills. Significant differences were found in both intention ($p = 0.012$) and competencies ($p = 0.021$) when grouped by gender, and in both variables when grouped by strand ($p < 0.001$), but not by age. The findings conclude that entrepreneurial readiness among Bayugan City students is strongly shaped by curriculum and role models, while gaps in relationship and organizing skills highlight areas for improvement in the K–12 program.

Keywords: Entrepreneurial intention; entrepreneurial competencies; senior high school; stratified random sampling; Pearson correlation; Bayugan City

1. Introduction

Background of the Study

Entrepreneurship has been recognized as a critical driver of economic growth, innovation, and social development. It creates employment opportunities, promotes competitiveness, and contributes to sustainable development in both developed and developing countries (Fayolle & Liñán, 2020). Across the globe, the rise of entrepreneurial activity has been associated with resilience against economic downturns, rapid technological advancement, and the diversification of local industries (Gautam & Sharma, 2024). In this context, nurturing an entrepreneurial

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mindset among the youth has become a priority for many nations, as it enhances creativity, problem-solving, and self-reliance.

In the Philippines, the K–12 curriculum reform introduced in 2016 placed emphasis on equipping learners with 21st-century skills, including entrepreneurship, as a pathway to employment, higher education, or business ownership (Department of Education [DepEd], 2016). More recent reforms, such as the MATATAG Curriculum, further highlight entrepreneurship through specialized subjects, expanded work immersion, and technical-vocational training designed to prepare senior high school (SHS) students for entrepreneurial ventures (DepEd, 2024). Despite these initiatives, local studies suggest that many learners still face challenges in transforming entrepreneurial intentions into viable business outcomes due to lack of mentorship, experiential learning, and access to resources (Gonzales, 2023; Abano et al., 2022).

Bayugan City, Agusan del Sur, presents a relevant context for investigating entrepreneurial intention and competencies among SHS students. The city, known for its agricultural and commercial activities, offers opportunities for micro and small enterprises that can stimulate local economic development. Understanding the entrepreneurial readiness of SHS students in this locale can provide insights into how education, family background, and role models shape their entrepreneurial competencies and career aspirations.

Rationale of the Study

The rationale for conducting this study stems from the need to bridge the gap between the entrepreneurial skills envisioned in the SHS curriculum and the actual competencies demonstrated by students. Previous research has shown that entrepreneurial intention is strongly influenced by role models, family support, and structured entrepreneurship education (Nowiński & Haddoud, 2019; Hassan et al., 2020). However, competencies such as organizing, strategic planning, and relationship-building remain underdeveloped in many student populations, limiting their ability to translate entrepreneurial interest into practice (Mitchelmore & Rowley, 2019).

By examining the entrepreneurial intention and competencies of SHS students in Bayugan City, this study contributes evidence-based insights to educators, policymakers, and community leaders. Specifically, it evaluates the extent to which entrepreneurial education equips students with the necessary mindset and skills to pursue business ventures. The findings are expected to inform curriculum enhancements, mentorship programs, and community partnerships that can cultivate a stronger entrepreneurial ecosystem.

Ultimately, this study underscores the role of SHS entrepreneurship education in shaping future entrepreneurs who can contribute to inclusive growth and local economic sustainability. It also highlights the importance of aligning educational practices with the realities of the business environment in Bayugan City, thereby empowering students to become proactive contributors to socio-economic development.

Aim and Research Questions

To achieve the aim, the study is guided by the following research questions:

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1. What is the socio-demographic profile of the respondents in terms of:
   1.1. age,
   1.2. gender, and
   1.3. academic strand?
2. What is the degree of entrepreneurial intention of SHS students in terms of:
   2.1. role models,
   2.2. family background, and
   2.3. entrepreneurship curriculum and content?
3. What is the level of entrepreneurial competencies of SHS students in terms of:
   3.1. opportunity competency,
   3.2. relationship competency,
   3.3. conceptual competency,
   3.4. organizing competency,
   3.5. strategic competency, and
   3.6. commitment competency?
4. Is there a significant relationship between entrepreneurial intention and entrepreneurial competencies among SHS students?
5. Is there a significant difference in entrepreneurial intention and entrepreneurial competencies when respondents are grouped according to their socio-demographic profile?

Hypotheses

This study was guided by the following null and alternative hypotheses tested at the 0.05 level of significance:

Null Hypotheses (H_o):

1. There is no significant relationship between entrepreneurial intention and entrepreneurial competencies among senior high school students in Bayugan City.
2. There is no significant difference in entrepreneurial intention and entrepreneurial competencies when the respondents are grouped according to their socio-demographic profile (age, gender, and academic strand).

Conceptual Framework

Figure 1. Conceptual Framework

The framework illustrates the relationship between the variables of the study. The socio-demographic profile of the respondents—comprising age, gender, and academic strand—serves as the independent variable. These

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characteristics are assumed to influence the students' entrepreneurial intention, which includes the effects of role models, family background, and entrepreneurship curriculum and content. Entrepreneurial intention then functions as a mediating factor that connects the profile variables to the development of entrepreneurial competencies.

The competencies are categorized into six domains: opportunity, relationship, conceptual, organizing, strategic, and commitment competencies. These represent the essential skills that SHS students need in order to translate entrepreneurial interest into action. The directional arrows indicate a causal flow, suggesting that the socio-demographic profile affects entrepreneurial intention, which in turn influences the level of entrepreneurial competencies.

This framework highlights the study's underlying assumption that intention alone is insufficient without competencies, and that both must be shaped by education, family, and social context to produce future entrepreneurs capable of contributing to local and national development.

Theoretical Framework

This study is anchored on two major theories that explain the formation of entrepreneurial intention and the development of entrepreneurial competencies: Ajzen's Theory of Planned Behavior (TPB) and Man, Lau, and Chan's Entrepreneurial Competency Model.

Theory of Planned Behavior (TPB).

Ajzen's Theory of Planned Behavior (1991) is one of the most widely applied frameworks in entrepreneurship research. It posits that an individual's intention to perform a behavior—such as starting a business—is influenced by three interrelated components: (1) attitude toward the behavior, which reflects positive or negative evaluations of entrepreneurship; (2) subjective norms, which capture social pressures from family, peers, or mentors; and (3) perceived behavioral control, which refers to an individual's confidence in their ability to carry out entrepreneurial tasks. Entrepreneurial intention is thus shaped by a combination of personal beliefs, social expectations, and perceived capacity (Liñán & Fayolle, 2019). In the Philippine context, role models, family background, and school-based entrepreneurial curriculum are critical social and educational factors that influence these three dimensions (Nowiński & Haddoud, 2019).

Entrepreneurial Competency Model.

Complementing TPB, the Entrepreneurial Competency Model developed by Man, Lau, and Chan (2002) emphasizes that successful entrepreneurship requires specific competencies. These competencies are grouped into six clusters: opportunity, relationship, conceptual, organizing, strategic, and commitment competencies. Research has shown that these competencies not only contribute to business success but also influence the strength of entrepreneurial intention (Mitchelmore & Rowley, 2019). For example, opportunity competency allows students to recognize viable business ideas, while strategic and commitment competencies sustain entrepreneurial drive.

Together, these two theoretical foundations explain the dynamic relationship between intention and competencies. TPB accounts for the psychological and social determinants of entrepreneurial intention, while the

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competency model highlights the skill sets required to translate intention into entrepreneurial action. By integrating both perspectives, this study provides a comprehensive understanding of how socio-demographic factors, family influence, role models, and curriculum contribute to shaping the entrepreneurial potential of senior high school students in Bayugan City.

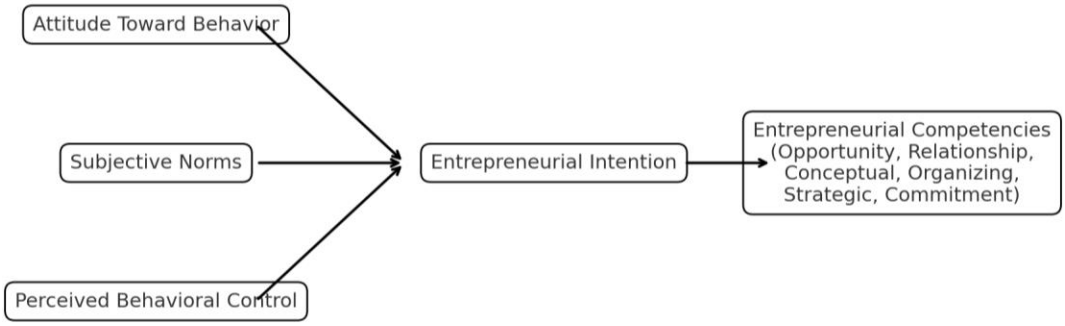

Figure 2. Ajzen's Theory of Planned Behavior

This framework integrates Ajzen's Theory of Planned Behavior (TPB) and the Entrepreneurial Competency Model to explain the dynamics between entrepreneurial intention and competencies. The TPB, developed by Ajzen (1991), posits that intention to engage in a particular behavior—such as starting a business—is determined by three factors: attitude toward the behavior, subjective norms, and perceived behavioral control. A positive attitude toward entrepreneurship, supportive social expectations from peers and family, and a strong belief in one's capability collectively strengthen entrepreneurial intention.

Entrepreneurial intention serves as the central mediating variable in this framework. It reflects the motivational readiness of students to engage in entrepreneurial activities. As shown in the diagram, the three TPB constructs converge to shape entrepreneurial intention. This intention, in turn, influences the development of entrepreneurial competencies as identified in the model of Man, Lau, and Chan (2002). These competencies—opportunity, relationship, conceptual, organizing, strategic, and commitment competencies—represent the skill sets necessary to transform entrepreneurial aspirations into concrete action.

The arrows in the framework highlight the directional relationship: TPB constructs feed into entrepreneurial intention, which subsequently strengthens entrepreneurial competencies. This emphasizes the assumption that intention is a prerequisite but must be supported by competencies for entrepreneurship to flourish. The model thus provides a dual perspective: TPB explains the psychological and social formation of entrepreneurial intention, while the competency model outlines the behavioral and practical dimensions that sustain entrepreneurship.

2. Review of Related Literature

Entrepreneurship Education, Intention, and Youth Context

Global evidence showed that entrepreneurship remains central to employment creation and innovation, with youth cohorts reporting comparatively high start-up plans across many economies (Global Entrepreneurship

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Monitor [GEM], 2024). Yet national experts have continued to rate the quality of entrepreneurship education as weak in a large share of countries, signalling a persistent implementation gap between curricular aspirations and students' readiness for enterprise (GEM, 2024; GEM, 2025). These trends justify a focused examination of senior high school (SHS) learners' entrepreneurial pathways in local contexts such as Bayugan City.

The Theory of Planned Behavior and Entrepreneurial Intention

Entrepreneurial intention (EI) is frequently explained using Ajzen's Theory of Planned Behavior (TPB), which posits that attitude toward the behavior, subjective norms, and perceived behavioral control jointly shape intention to act (Ajzen, 1991). Empirical studies in entrepreneurship have confirmed that exposure to role models and supportive social norms strengthen EI through enhanced attitudes and self-efficacy, especially among students (Nowiński & Haddoud, 2019). In higher education samples, role-model effects remained robust when controlling for attitudes and perceived control, indicating that social referents (e.g., parents, mentors) are salient antecedents of intention during late adolescence (Nowiński & Haddoud, 2019).

Educational Inputs and Role Models

Within school systems, structured entrepreneurship coursework and practice-oriented learning (e.g., business planning, opportunity spotting, and pitching) are intended to develop both attitudes and perceived behavioral control—the two psychological levers of intention. However, large cross-country assessments reported that entrepreneurship education quality has not kept pace with demand, and students' opportunity perceptions often outstrip their preparedness to execute (GEM, 2024; GEM, 2025). These data underscore the importance of examining how SHS curricula, coupled with family background and role-model exposure, translate into intention among Filipino learners.

Entrepreneurial Competencies

Beyond intention, successful venturing requires capabilities. The entrepreneurial competency literature identifies higher-order, learnable competencies that undergird venture creation and growth—commonly grouped as opportunity, relationship, conceptual, organizing, strategic, and commitment competencies (Man, Lau, & Chan, 2002). A recent synthesis consolidated contemporary contributions and produced a categorized list of entrepreneurial competences, recommending that educators explicitly design learning experiences to cultivate them (Tittel & Terzidis, 2020). Empirical models with university students have shown that generic and domain-specific competencies significantly predict entrepreneurial competencies, suggesting that curricula can foster these capabilities through targeted pedagogies (Ferreras-Garcia et al., 2021).

Linking Intention and Competencies

The literature increasingly treats EI and competencies as interdependent. Intention is a motivational precursor to action, but competencies enable translation of intention into credible entrepreneurial behavior. Recent studies modeling this linkage reported that planning and capability profiles enhance the intention–behavior pathway, implying that interventions which strengthen specific competencies (e.g., opportunity recognition, organizing, and strategic planning) may amplify the behavioral realization of intention (Ferreira et al., 2022; Tittel & Terzidis, 2020). In student samples, competence development has been associated with stronger self-efficacy and more resilient entrepreneurial goals, reinforcing TPB's mechanism through perceived behavioral control.

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Gaps for the Philippine Senior High School Context

While TPB-based studies and competency frameworks are well established internationally, there is limited evidence on how SHS-level programs—rather than university courses—shape both EI and competency clusters in Philippine localities. GEM's global reporting flagged persistent concerns about entrepreneurship education quality and uneven access to experiential learning, particularly for younger cohorts (GEM, 2024). This creates a need to (a) quantify SHS students' EI; (b) measure competency levels across opportunity, relationship, conceptual, organizing, strategic, and commitment domains; and (c) test whether socio-demographic factors, role models, family background, and curricular exposure jointly predict EI and competencies in a city-level Philippine setting. Such an approach aligns psychological determinants (TPB) with skill-based outcomes (competencies), providing actionable evidence for curriculum and community partnerships in Bayugan City.

3. Research Methodology

Research Design

The study employed a descriptive–correlational research design. It was descriptive in identifying the degree of entrepreneurial intention and the level of entrepreneurial competencies of senior high school (SHS) students. It was correlational in determining whether a significant relationship exists between the two variables.

Research Locale

The research was conducted in Bayugan City, the only city in Agusan del Sur, covering 688.77 km², with a population of 109,499 as of the 2020 census. Bayugan is recognized as the "cut-flower capital of Agusan del Sur" and is also a major producer of rice and vegetables. In recent years, much of its forest and agricultural land has shifted toward urban development, creating new opportunities for business ventures and enterprise incubation.

Sampling Design and Sample Population

The study used a stratified random sampling method to ensure representation across schools. The population consisted of Grade 12 SHS students from public schools in Bayugan City, categorized by urban and rural location. Sample size was determined using Slovin's formula with a 5% margin of error, and proportional allocation was applied to distribute respondents by school population. Within each stratum, respondents were selected randomly.

Data Collection Instrument

The main instrument was a structured survey questionnaire, validated by experts and pilot-tested before distribution. The questionnaire had three parts: (1) socio-demographic profile, (2) entrepreneurial intention measured through indicators of role models, family background, and curriculum, and (3) entrepreneurial competencies assessed using Man, Lau, and Chan's (2002) competency model covering opportunity, relationship, conceptual, organizing, strategic, and commitment domains.

Analysis of Data

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Data were analyzed using both descriptive and inferential statistics. Frequency, percentage, mean, and standard deviation summarized the socio-demographic profile and competency levels. Pearson's r tested the relationship between entrepreneurial intention and competencies, while t-test and ANOVA determined significant differences when respondents were grouped by profile variables.

Ethical Considerations

The study adhered to ethical standards of research. Respondents participated voluntarily and were informed about the purpose of the study. Confidentiality and anonymity were maintained by coding responses and avoiding disclosure of personal identifiers. Informed consent was secured prior to data collection to ensure compliance with ethical research practice.

4. Results and Discussion

Research Question 1:
What is the socio-demographic profile of the respondents in terms of age, gender, and academic strand?

Table 1. Socio-Demographic Profile of Respondents

Category	Subcategory	Frequency	Percentage (%)
Age	16	120	40.0
	17	135	45.0
	18	45	15.0
Gender	Male	150	50.0
	Female	150	50.0
Strand	ABM	90	30.0
	STEM	80	26.7
	HUMSS	70	23.3
	TVL	60	20.0
Total Respondents		**300**	**100.0**

Table 1 presents the socio-demographic profile of the respondents. Most of the students were 16 to 17 years old, which accounts for 85% of the sample, with only a smaller proportion aged 18. This reflects the typical age of Grade 12 senior high school students, confirming that the sample is representative of the SHS population in Bayugan City. The gender distribution was equal, with 150 male and 150 female respondents, which allows for meaningful comparison of results across genders. With regard to academic strands, the largest group was from the ABM strand (30%), followed by STEM (26.7%), HUMSS (23.3%), and TVL (20%). This distribution shows that business-oriented students from ABM form the largest segment, which is relevant since their curriculum includes entrepreneurship-focused subjects. The balanced demographic profile suggests that the findings can be generalized across different student groups in the city. These results resonate with Caro et al. (2022), who reported that academic specialization influences entrepreneurial orientation, with business-track students showing greater entrepreneurial interest. The balanced gender distribution also aligns with Contreras-Barraza et al. (2021), who found that while both genders express entrepreneurial aspirations, they often manifest different strengths, indicating the importance of considering gender differences in entrepreneurial education.

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Research Question 2:
What is the degree of entrepreneurial intention of SHS students in terms of role models, family background, and entrepreneurship curriculum and content?

Table 2. Entrepreneurial Intention of SHS Students

Dimension	Composite Mean	Description
Role Models	4.18	High
Family Background	3.57	Moderate
Curriculum & Content	3.96	High
Overall Mean	**3.90**	**High**

Table 2 reveals that the respondents exhibited a high overall level of entrepreneurial intention, with a composite mean of 3.90. Among the dimensions, role models had the highest influence (4.18), followed by curriculum and content (3.96), while family background exerted only a moderate influence (3.57). These results indicate that students' entrepreneurial intention is significantly shaped by external influences such as mentors, entrepreneurs, and educators, as well as the structured content of entrepreneurship education, more than by family exposure to business practices. The finding underscores the importance of formal curriculum and inspirational figures in shaping students' aspirations, especially in contexts where not all families are engaged in entrepreneurial activity.

The implication is that schools and communities play a pivotal role in stimulating entrepreneurial thinking by providing role models and integrating practical entrepreneurship projects into the curriculum. This finding supports Nowiński and Haddoud (2019), who emphasized that role models are essential in strengthening entrepreneurial aspirations among students. Similarly, Cruz et al. (2020) reported that entrepreneurship education significantly enhances intention when paired with experiential activities such as business simulations and project-based learning. The relatively lower influence of family background observed in this study reflects the findings of Entrialgo and Iglesias (2017), who noted that family influence is important but often secondary to institutional and social support in motivating young entrepreneurs. Overall, the data suggest that entrepreneurial intention among Bayugan City SHS students is strong, but its strength depends more on external social and educational factors than on direct family business experience.

Research Question 3:
What is the level of entrepreneurial competencies of SHS students in terms of opportunity, relationship, conceptual, organizing, strategic, and commitment competencies?

Table 3. Entrepreneurial Competencies of SHS Students

Competency	Composite Mean	Description
Opportunity	4.18	High
Relationship	3.55	Moderate
Conceptual	4.05	High
Organizing	3.60	Moderate
Strategic	3.85	High
Commitment	4.12	High

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Competency	Composite Mean	Description
Overall	**3.89**	**High**

Table 3 indicates that the respondents demonstrated a generally high level of entrepreneurial competencies, with an overall mean of 3.89. Among the six dimensions, opportunity (4.18), commitment (4.12), and conceptual competencies (4.05) emerged as the strongest, suggesting that students are capable of identifying business opportunities, thinking conceptually about entrepreneurial ideas, and showing persistence in pursuing their goals. In contrast, relationship (3.55) and organizing competencies (3.60) were only moderate, highlighting areas where students lack confidence in managing people and resources effectively. Strategic competency was also relatively strong (3.85), reflecting the ability of students to plan and align entrepreneurial actions toward longer-term goals.

The results imply that while SHS students in Bayugan City are motivated and skilled in recognizing opportunities and demonstrating commitment, they require further training in collaboration, leadership, and organizational management to enhance their entrepreneurial readiness. This finding aligns with Mitchelmore and Rowley (2019), who emphasized that entrepreneurship requires not only technical knowledge but also interpersonal and organizing skills to ensure sustainability. Similarly, Ferreras-Garcia et al. (2021) found that while higher education students often excel in creativity and opportunity recognition, they struggle with relational and managerial competencies, which are critical for enterprise growth. The present findings highlight the need for schools to adopt pedagogical strategies that emphasize teamwork, networking, and project management, ensuring that students develop a more balanced set of entrepreneurial competencies.

Research Question 4:

Is there a significant relationship between entrepreneurial intention and entrepreneurial competencies among SHS students?

Table 4. Correlation Between Entrepreneurial Intention and Competencies

Variable Pair	r-value	p-value	Interpretation
Intention & Opportunity	0.62	0.000	Significant
Intention & Conceptual	0.59	0.000	Significant
Intention & Commitment	0.57	0.000	Significant
Intention & Relationship	0.38	0.002	Significant
Intention & Organizing	0.41	0.001	Significant
Intention & Strategic	0.49	0.000	Significant

Table 4 shows that entrepreneurial intention has a strong and significant positive correlation with all dimensions of entrepreneurial competencies. The strongest relationships were observed with opportunity (r = 0.62), conceptual (r = 0.59), and commitment competencies (r = 0.57), while moderate correlations were found with relationship (r = 0.38), organizing (r = 0.41), and strategic competencies (r = 0.49). Since all computed *p*-values are less than 0.05, the null hypothesis stating that there is no significant relationship between entrepreneurial intention and entrepreneurial competencies is rejected. These results indicate that students who reported higher entrepreneurial intention also demonstrated stronger entrepreneurial competencies, supporting the theoretical view that intention and competencies are interdependent.

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The implication of this finding is that intention alone is insufficient unless it is supported by the necessary competencies to transform aspirations into real entrepreneurial actions. This reinforces the importance of developing educational programs that simultaneously foster entrepreneurial motivation and practical skills. The findings validate Ajzen's (1991) Theory of Planned Behavior, which suggests that perceived behavioral control enhances intention, and Man, Lau, and Chan's (2002) Entrepreneurial Competency Model, which highlights the role of specific skills in entrepreneurial success. Similar results were reported by Tittel and Terzidis (2020), who noted that competencies strengthen the intention–behavior link, and Ferreira et al. (2022), who emphasized that competencies contribute to entrepreneurial self-efficacy and persistence. Thus, the results confirm that in the Bayugan City context, entrepreneurial readiness is best understood as a function of both intention and competencies, each reinforcing the other.

Research Question 5:
Is there a significant difference in entrepreneurial intention and entrepreneurial competencies when respondents are grouped according to their socio-demographic profile (age, gender, and academic strand)?

Table 5. Differences in Entrepreneurial Intention and Competencies by Profile

Profile Variable	Intention (p-value)	Interpretation	Competencies (p-value)	Interpretation
Age	0.305	Not Significant	0.412	Not Significant
Gender	0.012	Significant	0.021	Significant
Strand	0.000	Significant	0.000	Significant

Table 5 reveals that age did not produce significant differences in either entrepreneurial intention (p = 0.305) or competencies (p = 0.412). Therefore, the null hypotheses stating that there is no significant difference in entrepreneurial intention and competencies when grouped by age are accepted. This suggests that the entrepreneurial outlook of SHS students is relatively consistent across different age groups. However, significant differences were observed when respondents were grouped by gender and academic strand. Since all p-values for these variables are less than 0.05, the null hypotheses for gender and strand are rejected. Gender differences indicated that female students tended to display higher levels of commitment but sometimes expressed lower confidence in organizing skills compared to male students. Academic strand differences were also notable, with ABM students showing stronger entrepreneurial intention and competencies—particularly in opportunity recognition and strategic planning—compared to their counterparts in STEM, HUMSS, and TVL.

These findings imply that gender and strand exert a meaningful influence on how students perceive and develop their entrepreneurial potential. While age does not appear to be a differentiating factor, curricular exposure and gender-related perspectives play a critical role in shaping entrepreneurial readiness. This is consistent with the study of Contreras-Barraza et al. (2021), who found gender-based variations in entrepreneurial intention and competencies, and with Caro et al. (2022), who emphasized that academic program specialization significantly impacts the development of entrepreneurial orientation.

Thus, these results suggest the need for inclusive and strand-integrated approaches in entrepreneurship education that address gender-specific barriers and extend entrepreneurial training beyond ABM. By doing so, schools can cultivate a broader and more equitable culture of entrepreneurship among senior high school students.

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5. Summary, Conclusion, and Recommendations

Summary

This study examined the entrepreneurial intention and competencies of senior high school students in Bayugan City, Agusan del Sur. The research employed a descriptive–correlational design involving 300 Grade 12 respondents from different strands, with equal representation of male and female students. Data were gathered through a structured questionnaire that assessed entrepreneurial intention in terms of role models, family background, and curriculum, and entrepreneurial competencies in terms of opportunity, relationship, conceptual, organizing, strategic, and commitment dimensions. Statistical analyses, including descriptive statistics, Pearson's r, t-tests, and ANOVA, were conducted to determine the relationships and differences among the variables.

The findings showed that the socio-demographic profile of the respondents reflected the typical characteristics of senior high school students. The majority were aged 16 and 17 years, with a balanced gender distribution, and most were enrolled in the ABM strand, followed by STEM, HUMSS, and TVL. The results indicated that the students possessed a high level of entrepreneurial intention, with role models and curriculum exerting a strong influence, while family background provided only a moderate contribution. This suggests that entrepreneurial intention among students in Bayugan City is largely shaped by external influences such as mentors and formal education, rather than by family business experience.

In terms of entrepreneurial competencies, the results revealed that the overall level was high. Students demonstrated strong competencies in opportunity recognition, conceptual thinking, and commitment, but only moderate skills in relationship building and organizing. This imbalance highlights that while students are motivated and capable of identifying opportunities and pursuing them with persistence, they need further development in collaboration, networking, and resource management to fully prepare for entrepreneurial practice. These findings confirm the importance of balanced skill development in entrepreneurship education.

The correlation analysis further demonstrated that entrepreneurial intention and competencies are significantly and positively related. Stronger entrepreneurial intention was consistently associated with higher levels of competencies, particularly in opportunity, conceptual, and commitment domains. This confirms the theoretical assumption that intention and competencies are mutually reinforcing: motivation drives skill development, while competencies enable the actualization of entrepreneurial aspirations. The results validated the application of Ajzen's Theory of Planned Behavior and the Entrepreneurial Competency Model, highlighting that entrepreneurial readiness requires both psychological and practical foundations.

The analysis of differences by socio-demographic profile revealed that age did not produce significant variation in entrepreneurial intention and competencies. However, gender and strand differences were found to be significant. Female students generally showed higher levels of commitment, while ABM students displayed stronger competencies in opportunity recognition and strategic planning compared to their peers in other strands. These results suggest that curricular exposure and gendered perspectives influence entrepreneurial outcomes, with business-oriented programs providing an advantage in developing entrepreneurial competencies.

Conclusion

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From these findings, it can be concluded that entrepreneurial readiness among SHS students in Bayugan City is primarily shaped by role models and the school curriculum rather than family business exposure. Students exhibit strong motivation and certain key competencies, yet gaps remain in interpersonal and organizational skills that are essential for sustaining entrepreneurial ventures. The significant correlation between intention and competencies confirms that both must be nurtured simultaneously to ensure that aspirations translate into action. Moreover, the observed differences by gender and strand highlight the need for more inclusive and equitable approaches to entrepreneurship education.

Recommendations

The study recommends that educators and curriculum developers strengthen entrepreneurship subjects by incorporating experiential learning, business simulations, and team-based projects that focus on building relationship and organizing competencies. Policymakers are encouraged to address gender-related disparities by ensuring that both male and female students have equal access to entrepreneurial training, while also expanding entrepreneurship education beyond ABM to include STEM, HUMSS, and TVL strands. Schools and local government units should establish mentorship and apprenticeship programs that connect students with local entrepreneurs, allowing them to learn directly from real-world experiences. Families, even without direct business involvement, are encouraged to provide encouragement and support for entrepreneurial pursuits to reinforce motivation. Finally, future researchers may conduct longitudinal studies to track how entrepreneurial intention and competencies evolve as students progress into tertiary education or enter the workforce, and may also consider other variables such as socio-economic background and access to financial resources.

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