

# Entrepreneurial Capabilities of Public Senior High School Teachers: Basis for Entrepreneurial Program Development

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**Abstract:** - Entrepreneurship brings better life to people. This study will assess the entrepreneurial capabilities of Public-School Teachers at Sapang Biabas Senior High School. Also, it will determine the entrepreneurial program development needed to this study. The researcher used the descriptive design of research. Assessment was conducted to identify and describes the level of entrepreneurial capabilities. Percentage and fraction was used to determine the distribution of the respondents according to profile, including the ability to do entrepreneurship. Mean and mode was used to get the high and low distribution of entrepreneurial capabilities of the respondents. The researcher found out that out of 29 there were 22 respondents who have an earmark to be an entrepreneur, which is equivalent to 76%, while the remaining respondents have the potential but need to push themselves. This study will be a basis to find entrepreneurial program development to improve the respondents' capabilities.

**Key Words—** *Assessment, Entrepreneurial Capabilities, Department of Trade and Industry, Entrepreneurial Program Development, Self-Analysis Test.*

## I. INTRODUCTION

In the Philippines, entrepreneurship is seen to empower the poor, enhance production, and as drive to innovation (Evangelista, 2013). Doing entrepreneurship could change the way of living to be more prosperous. One can learn how to earn, to save and to budget your income in daily living.

Entrepreneur is an individual who has entrepreneurial capabilities. He can be an innovator and a risk taker on which he invests his money or his asset hoping to gain profit. Entrepreneurs do social responsibility by giving financial support to local charities. This enables further development beyond their owned ventures. Some famous entrepreneurs, like Bill Gates, have used their money to finance good causes, from education to public health (Baijal, 2016).

In public school, teachers do invest in learning environment and materials for the welfare of the learners with their own pocket due to not enough budgets from the Department of Education. There are instances teachers do support financially one or two learners on their "transportation expense", "baon" and some of the school projects. With this, there are other ways to cover the financial strain or being worry free on such matters considering what other things teacher can do. As regards the other capabilities of teachers aside from teaching, teachers are fund raisers and problem solvers (Grimshaw, 2015). One way to raise funds is to do entrepreneurship and teachers are also capable doing this. This study will measure the perception of teachers with regards the importance and usefulness of the capabilities along with the self-assessment of their ability level relative to each potential in entrepreneurship. Creating an Entrepreneur Program Development will play an important role in motivating the potential entrepreneurs to improve their knowledge and skills in business matters. This study will determine the profile of DepEd Teachers in Sapang Biabas Senior High School in Mabalacat City, Pampanga in terms of age, sex, civil status, employment status, years in service, monthly net income minus expenditures, and family business background as the inputs.

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In order to measure the entrepreneurial capabilities of the respondents, the study must measure the self-test analysis from the Department of Trade and Industry (DTI) and personal entrepreneurial competencies (Pangilinan, 2016).

Based on this result, Entrepreneurial Program Development will be created to address the needs of the respondents.

The data in this study will be gathered by means of survey questionnaire, and focal discussion with the DepEd teachers at Sapang Biabas Senior High School in Mabalacat City, Pampanga.

## II. METHODS AND PROCEDURES

### 2.1 Research Method

The descriptive method of research was employed to assess the level of entrepreneurial capabilities based on Self-analysis test of DTI and Personal Entrepreneurial Competencies of the DepEd Teachers at Sapang Biabas Senior High School in Mabalacat City, Pampanga.

### 2.2 Locale of the Study

The research was conducted among all DepEd Teachers at Sapang Biabas Senior High School in Mabalacat City, Pampanga.

### 2.3 Respondents of the Study

The respondents of the study were the SHS DepEd Teachers at Sapang Biabas Senior High School in Mabalacat City, Pampanga consisted of four (4) Departments with a total of twenty nine (29) faculty members.

### 2.4 Research Instrument

The research instruments that were used in this study are survey and interview guide questionnaires. It consisted of three (3) parts, namely:

1. The profile of the respondents
2. Self- Analysis Test from DTI
3. Personal Entrepreneurial Competencies

The first part contained the socio-demographic profile of the respondents such as age, sex, civil status, years in service, monthly income less expenditures and if they have any family business background.

The second part included a personal evaluation process. There were 25 items that were answerable by yes, maybe and no.

The last part was about the personal entrepreneurial capabilities (Pangilinan, 2016) of the respondents consisted of 55

statements and these are answerable by never, rarely, sometimes, usually and always.

### 2.5 Data Gathering Procedures

After the construction and validation of the questionnaire, the researcher administered the questionnaire among the respondents. For the administration of the questionnaire, a request letter was addressed to the school principal for the approval to conduct the research study. After the approval, the researcher personally administered and retrieved the survey questionnaire.

### 2.6 Statistical Treatment

To attain the objectives of the study, the researcher utilized frequency, percentage, and mean on the first part of the questionnaire; whereas on the second and last part, mode was used. In addition, the researcher used Checklist and the Scoring PECs Self-rating Questionnaire to determine and describe the level of entrepreneurial capabilities.

## III. RESULTS AND DISCUSSION

This part overseen the presentation, analysis and interpretation of data gathered relative to the problems raised in this study.

### 3.1 Profile of the Respondents

Table 3.1.1 presents the frequency and percentage distribution socio-demographic profile of DepEd teachers.

In terms of age, the table reveals that out of 29 teachers, there are 12 respondents who are in the age of 20 to 29 years old which is equivalent to 41.38%; 8 respondents are in the age of 30 to 39 years old, equivalent to 27.59%; 6 respondents are in the age of 30 to 39 years old, equivalent to 20.69%; 3 respondents are in the age of 40 to 49 years old, equivalent to 10.34%. Thus more than half of the respondents are in the ages of 20's. In terms of sex, the table reveals that out of 29 teachers, there are 19 respondents who are male, which is equivalent to 65.52%. On the contrary, 10 teachers are female or 34.48% of them. Thus, more than 60% of the respondents are male. In terms of employment status, the table reveals that out of 29 teachers, there are 23 respondents who are permanent, which is equivalent to 79.317% and 6 respondents who are under provision, which is equivalent to 31.03%. Thus, more than 60% are permanent status. In terms of business background, the table reveals that out of 29 teachers, there are 21 respondents who do not have any business background and 8 respondents who do. This result is equivalent to 72.41% and

27.59%, respectively. Thus, more than 70% has no business background.

Table 3.1.1. Profile of the Respondents

Profile	F	%
<b>Age</b>		
50-59	3	10.34
40-49	6	20.69
30-39	8	27.59
20-29	12	41.38
<b>Sex</b>		
Female	10	34.48
Male	19	65.52
<b>Employment Status</b>		
Permanent	23	79.31
Provision	6	20.69
<b>Business Background</b>		
Yes	8	27.59
No	21	72.41

N-29

Table 3.1.2. reveals the average personal entrepreneurial capabilities scores of the respondents according to age. Among the respondents, the highest average score entrepreneurial capability was 20.33 on commitment to work contract posted by the respondents aged 50-60. This means that respondents belong this age, takes full responsibility with standard quality. On the other hand, the lowest average score entrepreneurial capabilities are self-confidence at 20.69 at the aged bracket of 20-29, which means the respondents are quite afraid to take challenging task.

Table 3.1.2. Average Personal Entrepreneurial Capabilities Scores of the Respondents according to Age

PECs	20-29	30-39	40-49	50-60
OPPORTUNITY SEEKING	18.50	19.38	18.33	19.67
PERSISTENCE	18.17	19.00	18.00	20.00
COMMITMENT TO WORK CONTRACT	18.00	19.25	17.83	20.33
DEMAND FOR QUALITY/EFFICIENCY	18.00	17.63	17.33	18.67
RISK TAKING	17.25	18.13	17.67	17.67
GOAL SETTING	18.75	19.25	18.33	19.33
INFORMATION SEEKING	19.92	18.75	18.67	19.67
SYSTEMATIC PLANNING/MONITORING	18.83	18.38	18.83	19.67
PERSUASION AND NETWORKING	17.92	17.75	17.83	19.33
SELF CONFIDENCE	17.17	18.13	18.17	19.67

Table 3.1.3 presents the average personal entrepreneurial capabilities scores of the respondents according to sex. The highest average score was 20.40 on the information seeking posted by the female group, which means that female respondents are more seeking relevant information on business and technical matters that male respondents. The lowest average score was 17.26 on risk taking from the male respondents, which implies that these respondents are more risk takers than the female group.

Table 3.3. Average Personal Entrepreneurial Capabilities Scores of the Respondents according to Sex

PECs	Male	Female
OPPORTUNITY SEEKING	18.79	18.90
PERSISTENCE	18.21	19.20
COMMITMENT TO WORK CONTRACT	18.32	19.00
DEMAND FOR QUALITY/EFFICIENCY	17.68	18.10
RISK TAKING	17.26	18.30
GOAL SETTING	18.68	19.20
INFORMATION SEEKING	18.74	20.40
SYSTEMATIC PLANNING/MONITORING	18.37	19.60
PERSUASION AND NETWORKING	17.74	18.50
SELF CONFIDENCE	17.37	18.90

Table 3.1.4 presents the average personal entrepreneurial capabilities scores of the respondents according to civil status. Among the respondents the highest average score was 19.56 on information seeking under the single civil status group of respondents. It indicates that single statuses are more seeking relevant information than those who are married in status. While the lowest average score was 17.15 on demand for quality/ efficiency from the married status, it implies that the respondents from this group always strives to find ways to do things better, faster and at a lower cost.

Table 3.1.4. Average Personal Entrepreneurial Capabilities Scores of the Respondents according to Civil Status

PECs	Single	Married
OPPORTUNITY SEEKING	18.69	19.00
PERSISTENCE	18.56	18.54
COMMITMENT TO WORK CONTRACT	18.94	18.08
DEMAND FOR QUALITY/EFFICIENCY	18.38	17.15
RISK TAKING	17.88	17.31
GOAL SETTING	18.94	18.77
INFORMATION SEEKING	19.56	19.00
SYSTEMATIC PLANNING/MONITORING	18.69	18.92
PERSUASION AND NETWORKING	18.06	17.92
SELF CONFIDENCE	17.81	18.00

Table 3.1.5. presents the average personal entrepreneurial capabilities scores of the respondents according to employment status. The highest average score was 20.27 on opportunity seeking under provision on employment status, while the lowest average score was 17 on risk taking in the same group. This implies that the respondents on these group seizing unusual opportunities to tap sources of financing, business information and other assistance. Majority also in this group, are afraid to take chances. In business, respondents must realize that being a risk-taker is one of the important traits of most entrepreneurs.

Table 3.1.5. Average Personal Entrepreneurial Capabilities Scores of the Respondents according to Employment Status

PECs	Permanent Provision	
OPPORTUNITY SEEKING	18.48	20.17
PERSISTENCE	18.35	19.33
COMMITMENT TO WORK CONTRACT	18.30	19.50
DEMAND FOR QUALITY/EFFICIENCY	17.91	17.50
RISK TAKING	17.78	17.00
GOAL SETTING	18.83	19.00
INFORMATION SEEKING	19.48	18.67
SYSTEMATIC PLANNING/MONITORING	18.87	18.50
PERSUASION AND NETWORKING	17.87	18.50
SELF CONFIDENCE	17.74	18.50

Table 3.1.6. presents the average personal entrepreneurial capabilities scores of the respondents according to employment status. The highest average score was 20.26 on information seeking from the range of 0 – 5 years in service, which means the respondents continuously seeking relevant information about business and other technical matters. While the lowest was 17.67 on risk taking from the range of 6-10 years in service, which means that respondents are afraid to take risks, they may be focused on the probability of loss.

Table 3.1.6. Average Personal Entrepreneurial Capabilities Scores of the Respondents according to Years in Service

PECs	0-5	6-10
OPPORTUNITY SEEKING	19.83	17.83
PERSISTENCE	19.39	18.33
COMMITMENT TO WORK CONTRACT	19.48	18.33
DEMAND FOR QUALITY/EFFICIENCY	18.57	18.33
RISK TAKING	18.39	17.67
GOAL SETTING	19.70	18.67
INFORMATION SEEKING	20.26	18.83
SYSTEMATIC PLANNING/MONITORING	19.57	19.00
PERSUASION AND NETWORKING	18.78	18.33
SELF CONFIDENCE	18.70	17.83

Table 3.1.7. presents the average personal entrepreneurial capabilities scores of the respondents according to net income monthly. The highest average score was 20.25 on information seeking from the range of 10,001 – 20,000 net income monthly, which means respondents continuously seeking relevant information about business and technical matters. The lowest average score was 17.43 on risk taking from the range of 0.00 – 10,000 net income monthly, which means respondents wants to be certain in all aspect.

Table 3.1.7. Average Personal Entrepreneurial Capabilities Scores of the Respondents according to Net Income Monthly

PECs	0.00-10,000	10,001-20,000
OPPORTUNITY SEEKING	18.90	18.63
PERSISTENCE	18.38	19.00
COMMITMENT TO WORK CONTRACT	18.48	18.75
DEMAND FOR QUALITY/EFFICIENCY	17.90	17.63
RISK TAKING	17.43	18.13
GOAL SETTING	18.86	18.88
INFORMATION SEEKING	18.95	20.25
SYSTEMATIC PLANNING/MONITORING	18.48	19.63
PERSUASION AND NETWORKING	17.76	18.63
SELF CONFIDENCE	18.05	17.50

Table 3.1.8. presents the average personal entrepreneurial capabilities scores of the respondents according to any family business background. The highest average score was 19.88 on information seeking and systematic planning/monitoring in having any business background. It means the respondents are careful planner, setting what are to accomplish and monitor after. In planning, it needs relevant information to achieve those goals. The lowest average score was 16.88 on demand for quality/ efficiency in the same group who has background in business. It implies need to strive harder find ways to do things better, faster and at a lower cost.

Table 3.1.8. Average Personal Entrepreneurial Capabilities Scores of the Respondents according to any Family Business Background

PECs	YES	NO
OPPORTUNITY SEEKING	19.50	18.57
PERSISTENCE	18.88	18.43
COMMITMENT TO WORK CONTRACT	18.63	18.52
DEMAND FOR QUALITY/EFFICIENCY	16.88	18.19
RISK TAKING	18.38	17.33
GOAL SETTING	18.88	18.86
INFORMATION SEEKING	19.88	19.10
SYSTEMATIC PLANNING/MONITORING	19.88	18.38
PERSUASION AND NETWORKING	17.63	18.14
SELF CONFIDENCE	18.88	17.52

### 3.2 The Entrepreneurial Capabilities of the Respondents that Need Improvement

#### 3.2.1 Self-Analysis

Table 3.2.1 presents the pre-assessment out of 29 teachers, 22 respondents can start with the business plan and have the earmarks to be an entrepreneur, which is equivalent to 76%. In contrary, 7 respondents have the potential but may improve his skills on weak areas, which is equivalent to 24%. Thus, more than 70% has an earmark of an entrepreneur.

The researcher and the DTI Business Counselor conducted the seminar and workshop for the respondents as a tool for entrepreneurial program development. In line with this, post-assessment was given to the respondents.

The result reveals out of 29 teachers, 26 respondents has an earmark as an entrepreneur, which is equivalent to 90%. The remaining 3 respondent as 10% have potentials to do the business but may improve his skills. Thus, more than 90% has an earmark of an entrepreneur.

Table 3.2.1 Self-Analysis of the respondents

Scores	f	%	Description
between 60 and 75	22	76	you can start your business plan and you have the earmarks of an entrepreneur
between 48 and 59	7	24	you have potential but need to push yourself and you may improve your skills in your weak areas, or you can someone with the skills

#### 3.2.2 Entrepreneurial Capabilities of the Respondents that Need Improvement

Table 2.2 showcases the average PEC scores of the respondents according to their entrepreneurial capabilities. On the pre-assessment the highest average score of 19.31 on information setting was posted by the DepEd teachers. This means that the respondents are continuously seeking relevant information regarding business and technical matters. The lowest average of 17.62 on risk taking means majority of the DepEd teachers are still afraid to take risks.

Table 3.2.2 Entrepreneurial capabilities of the respondents

CAPABILITIES	Mean	RANK
INFORMATION SEEKING	19.31	10
GOAL SETTING	18.86	9
OPPORTUNITY SEEKING	18.82	8
SYSTEMATIC PLANNING/ MONITORING	18.79	7
PERSISTENCE	18.55	6
COMMITMENT TO WORK CONTRACT	18.55	5
PERSUASION AND NETWORKING	18	4
SELF CONFIDENCE	17.89	3
DEMAND FOR QUALITY/EFFICIENCY	17.82	2
RISK TAKING	17.62	1

## IV. SUMMARY, CONCLUSION AND RECOMMENDATION

Based on the data gathered, the highest average score entrepreneurial capability according to age was 20.33 on commitment to work contract posted by the respondents aged 50-60. On the other hand, the lowest average scores entrepreneurial capability is self-confidence at 17.17 from the aged bracket of 20-29. The older age is more responsible than the younger ones, they are more likely committed to their work with standard quality. The younger respondents are afraid to take challenges due to lack of experience compared to middle and old ages.

As to the highest average score entrepreneurial capability according to sex was 20.40 on the information seeking posted by the female group. The lowest average score was 17.26 on risk taking from the male respondents. It implies that female respondents are more seeking relevant information on business and in technical matters than male respondents and female respondents are more risk takers than the male group.

As to the highest average score entrepreneurial capability according to civil status, single respondents was 19.56 on information seeking. While the lowest average score was 17.15 on demand for quality/ efficiency from the married status. It indicates that single statuses are more seeking relevant information than those who are married in status and these groups always strives to find ways to do things better, faster and at a lower cost.

The study found out that the highest average personal entrepreneurial capabilities scores of the respondents according to employment status was 20.27 on opportunity seeking under provision status, while the lowest average score was 17 on risk taking in the same group. It implies that the respondents under provision status seeks opportunities but also afraid to take

chances. In business, respondents must realize that being a risk-taker is one of the important traits of most entrepreneurs.

As to the highest average personal entrepreneurial capabilities score of the respondents according to years in service was 20.26 on information seeking from the range of 0 – 5 years, while the lowest was 17.67 on risk taking from the range of 6-10 years in service. It indicates that those respondents had 5 years and below in service at DepEd eager to seek information to achieve their goals and for 5 years above are not risk takers.

As to the highest average personal entrepreneurial capabilities scores of the respondents according to net income monthly was 20.25 on information seeking from the range of 10,001 – 20,000 net income monthly and the lowest average score was 17.43 on risk taking from the range of 0.00 – 10,000 net income monthly. It indicates those respondents fall on higher net income still seek information about business. And those respondents fall on low net income are afraid to take chances, thinking loss of probability.

As to the highest personal entrepreneurial capabilities scores of the respondents according to any family business background was 19.88 on information seeking and systematic planning/monitoring in having any business background and the lowest average score was 16.88 on demand for quality/efficiency in the same group who has background in business. It is noted that respondents are on the same group. Teachers seek relevant information before planning and monitoring follows but they need to strive harder find ways to do things better, faster and at a lower cost.

Based on the self-analysis the study found out that 76% of the respondents have an earmark of an entrepreneur. It's time to prepare the business plan which the respondent is setting the future objective and strategies in achieving goals. And the rest of the respondents fall on having potentials but need to push to improve their skills, which means respondents needs to develop their entrepreneurial capabilities. Engaging in the entrepreneurship is a way of developing the capabilities of an individual. Thru day-to-day experience of handling the operation of the business, different situation will be encountered as learning and entrepreneurial capabilities develop.

The study also found out that the average personal capabilities of DepEd teachers rank accordingly as follows; (1) information seeking (2) goal setting (3) opportunity seeking (4) systematic planning/ monitoring (5) persistence (6) commitment to work contract (7) persuasion and networking

(8) self-confidence (9) demand for quality/efficiency (10) risk taking.

And also, that the least three (3) personal entrepreneurial capabilities of the respondents are risk taking, demand for quality/ efficiency and self-confidence with an average score of 17.62 to 17.89.

The highest average personal entrepreneurial capability according to age was commitment to work and the lowest was self-confidence. Older respondents commit themselves and take full responsibility for their commitment but on the other hand majority of the respondents must aware of his capabilities that he cannot accomplish the most challenging tasks on hand.

Based on sex, the highest was information seeking on female and the lowest was risk-taking on male. Female respondents are continuously seeking relevant information about business and other technical matters and male respondents have less experience and knowledge required of how much work is willing to put into task.

Based on civil status, the highest was information seeking on single status and the lowest was demand for quality/efficiency on married. Majority of the respondents are assuring entrepreneurial goals to accomplish, while the others less follow standards of excellence.

Based on employment status, the highest was opportunity seeking and the lowest was risk-taking on both provision status. The respondents are readily identified opportunities for going into business but there still doubt to push thru such plans due to loss of probability.

Based on years in service, the highest was information seeking on 0-5 years and the lowest was risk-taking on 6-10 years in service. Majority of the respondents continuously seeking relevant information about business and other technical matters. The others doubt to push thru such plans due to loss of probability. Centred on monthly net income, the highest was information seeking on Php10, 001 – Php20,000 and the lowest was risk-taking on Php0.00- Php10,000 net income monthly. Majority of the respondents continuously seeking relevant information about business and other technical matters. The others doubt to push thru such plans due to loss of probability.

Based on business background, the highest was on information seeking and systematic planning/monitoring and the lowest was demand for quality/ efficiency. Respondents seek continuously relevant information about business since they have background of the said activity and need to have time to plan and monitor since they do spend more time in teaching.

The Entrepreneurial Capabilities that needs improvement is risk taking, demand for quality/ efficiency and self–confidence.

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