



DEVELOPING ENTREPRENEURIAL COMPETENCIES THROUGH EXPERIENTIAL LEARNING APPROACH

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ABSTRACT

This research intends to measure BTLED students' performance in developing entrepreneurial competency in learning entrepreneurship through an experiential learning approach. Specifically, it sought to determine the extent of the experiential learning approach in teaching students' entrepreneurial competencies; the entrepreneurial competencies of the students; the students' performance in the practical task; the significant relationship between the extent of using an experiential learning approach and the level of students' entrepreneurial competencies; and the significant effect on the experiential learning approach to student performance tasks.

The researcher employed a quantitative research design, particularly the descriptive method. The research respondents of this study were composed of eighty-one (81) Bachelor of Technology and Livelihood Education students who were purposively chosen by the researcher based on the needs of this study. The research locale of this study was Southern Luzon State University. The researcher developed a self-made questionnaire as the main research instrument. It is composed of five statements per indicator. The researcher used mean, standard deviation, F-test, and Pearson R-correlation as statistical tools.

The findings of the study were the following; The extent of using the experiential learning approach in teaching entrepreneurial competencies was a great extent; the level of entrepreneurial competencies of the students was very great extent as viewed by the students; The level of student performance in practical was very satisfactory.; it was found that there is a significant relationship between the extent of using an experiential learning approach; and lastly it was found that there is a significant effect on the experiential learning approach to student performance tasks.

Based on the findings it was concluded that the extent of using an experiential learning approach showed there was a significant relationship between students' entrepreneurial competencies. Therefore, the null hypothesis was rejected. Also, it was concluded that the experiential learning approach showed a significant effect on the performance of the students in practical tasks about entrepreneurship. Therefore, rejecting the second null hypothesis.

The research recommends using a variety of instructional strategies, including lectures, films, group projects, guest lecturers, and pair work to involve students in as many learning opportunities; The research recommends that teachers should adopt an interdisciplinary approach that emphasizes learning a single subject from multiple perspectives and a holistic view of the students; The research recommends using a variety of teaching techniques, such as differentiated instruction, progress monitoring, feedback, fostering a positive classroom which can help students perform better in activities; The research recommends introducing a different approach to instruction to improve the performance of the students in activities; Lastly, the study advises students to use project-based learning to plan forward their future

KEYWORDS: students' performance; entrepreneurial competency; learning entrepreneurship

1. INTRODUCTION

Education is a continuous process that responds to the needs and demands of every learner. In a traditional setting, learners view training as a process of only developing skills, attitudes, and qualities required for citizenship and dynamic support in society. Unlike today, more learners view training and education as a product to be used in the marketplace and to be bought and sold by academic institutions wherein the mark is quality which is equivalent to the mark for worldwide competitiveness. Curriculum changes led to the change from a teaching-centered environment into a learner-centered environment. The new curriculum concentrated on the development of skills and competencies through the initiative of the students. It is concentrated on written tests, practical tests, and hands-on activities. Moreover, students can now freely choose what course they want to take.

Experiential learning is to improve students' knowledge and abilities while also involving their emotions. Concrete experience gives information that can be used as a foundation

for reflection, according to David Kolb (1984) as cited by Passarelli, A.M., & Kolb, D.A. (2023). He also observed that individuals who are categorized as "watchers" prefer reflective observation, while those who are categorized as "doers" are more likely to engage in active experimentation. We integrate the knowledge we gained from a concrete experience through reflection, leading to the development of new theories about the world that we either actively or reflectively experiment with.

Entrepreneurship education is a course of study that imparts knowledge on how to launch and grow a business. But as more students become interested in learning about entrepreneurial behavior that isn't always the same as launching a business, this has changed in the last few years (Ratten & Jones, 2018). Because of this, entrepreneurship education is recommended as a means of encouraging students to consider their future professional paths. This means that in addition to start-ups, students also learn about corporate venturing and small business management as potential career paths.



Moreover, Entrepreneurial competency plays a critical role in ensuring continuous growth and success in business. It involves applying knowledge, attitudes, and skills to start a business, ensuring the risk and success of the business are managed effectively. The human factor played by entrepreneurs has increased in importance over the past few decades.

These circumstances inspire the researcher to seek to measure students' performance to develop entrepreneurial competencies through an experiential learning approach. The accomplishment of this study greatly helps the presentation of the topic of entrepreneurship.

1.1 Statement of the Problem

Specifically, it wants to answer the following questions:

1. What is the extent of using the experiential learning approach in teaching students' entrepreneurial competencies in terms of:
 - 1.1 Abstract Conceptualization;
 - 1.2 Active Experimentation;
 - 1.3 Reflective Observation; and
 - 1.4 Concrete Experience?
2. What is the level of students' entrepreneurial competencies in terms of:
 - 2.1 Innovativeness and Creativity;
 - 2.2 Adaptability and Flexibility;
 - 2.3 Opportunity Recognition;
 - 2.4 Risk Assessment and Management;
 - 2.5 Financial Literacy Management; and
 - 2.6 Ethical and Social Responsibility?
3. What is the level of student's performance in the practical task?
4. Is there a significant relationship between the extent of using an experiential learning approach and the level of students' entrepreneurial competencies?
5. Is there a significant effect on the experiential learning approach to student performance tasks?

2. METHODOLOGY

This study used a quantitative research design, particularly the correctional method that aims to identify the relationship between entrepreneurial competencies and the performance of the students in practical tasks to learn entrepreneurship using an experiential learning approach.

Bhandari, P. (2021), a correlational method examines relationships between them without influencing or changing any of the variables. The direction and/or strength of the

Table 1. Extent Of Using The Experiential Learning Approach In Teaching Students' Entrepreneurial Competencies in terms of Abstract Conceptualization

STATEMENTS	MEAN	SD	REMARKS
I can think of objectives or goals first before planning a business.	3.31	0.46	Strongly Agree
I can think of ways to solve problems encountered in business using a step-by-step approach.	3.15	0.50	Agree
I can explain things about business.	2.96	0.51	Agree
I can easily think about what is right and wrong in business.	3.12	0.60	Agree
I can think of a better solution to solve a problem encountered in business.	2.97	0.53	Agree
<i>Weighted Mean</i>	<i>3.10</i>		
<i>SD</i>	<i>0.35</i>		
<i>Verbal Interpretation</i>	<i>Great Extent</i>		

relationship between two or more variables are reflected in a correlation. A correlation may have a positive or negative direction. Since data collection and interpretation were required to ascertain the study's intended objectives, correlation research methodology was used in this study. The researcher used the correlation research design as a type of methodology for dealing with the variables in the study. This study deals with the student's entrepreneurial competencies and their performance in practical tasks through an experiential learning approach.

3. RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the student's performance in developing entrepreneurial competencies through an experiential learning approach.

Extent of Experiential Learning Approach

The experiential learning approach requires that the instructor, who acts as a facilitator of the learning process, and the students both actively participate. Learning by doing is the method used in the experiential learning approach. Students' ability to apply classroom concepts to real-life situations is enhanced through practical activities and reflection. Engaging in experiential learning gives students the confidence to apply their knowledge and abilities in ways that will advance their careers. Additionally, experiential learning equips people with transferable abilities like critical thinking, creativity, innovation, teamwork, and problem-solving. In this study, the extent of the experiential learning approach consists of abstract conceptualization, active experimentation, reflective observation, and concrete experience.

Extent Of Using The Experiential Learning Approach In Teaching Students' Entrepreneurial Competencies in terms of Abstract Conceptualization

Table 1 illustrates the extent of using the experiential learning approach in teaching students entrepreneurial competencies in terms of Abstract Conceptualization.

When exploring the experiential learning approach in teaching entrepreneurial competencies the students strongly agree that they tend to prioritize setting objectives or goals before planning a business (M=3.31, SD=0.46). Moreover, students agree that they can explain things about the business (M=2.96, SD=0.51).



The extent of using the experiential learning approach in teaching students' entrepreneurial competencies in terms of Abstract Conceptualization attained a weighted mean score of 3.10 and a standard deviation of 0.35 and was a Great Extent among the respondents. This means that the experiential learning approach in teaching entrepreneurial competencies

assists students in abstract conceptualization by encouraging them to engage in real-world experience. Through practical application and hands-on activities, students gain a deeper understanding of abstract concepts they develop the abilities to conceptualize and analyze abstract ideas in meaningful contexts.

Table 2. Extent of Using the Experiential Learning Approach In Teaching Students' Entrepreneurial Competencies in terms of Active Experimentation

STATEMENTS	MEAN	SD	REMARKS
I can make a simple business plan including a financial forecast.	2.80	0.60	Agree
I can set my goals in business before creating and executing a business plan.	3.23	0.55	Agree
I immediately start working out how to apply it in practice when I hear about a new idea or approach.	2.96	0.62	Agree
I can perform tasks like promoting and advertising the products that are assigned to me.	3.09	0.62	Agree
I can usually identify more efficient, realistic ways to do tasks.	3.06	0.53	Agree
<i>Weighted Mean</i>	<i>3.03</i>		
<i>SD</i>	<i>0.42</i>		
<i>Verbal Interpretation</i>	<i>Great Extent</i>		

Table 2 illustrates the extent of using the experiential learning approach in teaching students' entrepreneurial competencies in terms of Active Experimentation.

When exploring the experiential learning approach in teaching entrepreneurial competencies the students agree that they can set goals before creating and executing a business plan (M = 3.23, SD = 0.55). On the other hand, students also agree that they can create a financial forecast that lays out the necessary steps to generate future income and cover future expenses of their business. (M = 2.80, SD = 0.60).

The extent of using the experiential learning approach in teaching students' entrepreneurial competencies in terms of Active Experimentation attained a weighted mean score of 3.03 and a standard deviation of 0.42 and was a Great Extent among the respondents. This indicates that by utilizing theories to guide problem-solving and decision-making, the experiential learning approach to teaching entrepreneurial competencies supports students in engaging in active experimentation. Through the students' experimentation with various scenarios, they demonstrate an active learning experience.

Table 3. Extent of Using the Experiential Learning Approach In Teaching Students' Entrepreneurial Competencies in terms of Reflective Observation

STATEMENTS	MEAN	SD	REMARKS
I can understand the business process.	3.09	0.53	Agree
I can easily see where things can be improved.	3.09	0.60	Agree
I can watch and listen to others' ideas and come up with bright ideas.	3.47	0.53	Strongly Agree
I am prepared to work hard for a long time to realize my goals.	3.44	0.59	Strongly Agree
I can accept mistakes and learn from them.	3.72	0.51	Strongly Agree
<i>Weighted Mean</i>	<i>3.36</i>		
<i>SD</i>	<i>0.40</i>		
<i>Verbal Interpretation</i>	<i>Very Great Extent</i>		

Table 3 illustrates the extent of using the experiential learning approach in teaching students' entrepreneurial competencies in terms of Reflective Observation.

When exploring the experiential learning approach in teaching entrepreneurial competencies the students strongly agree that they can learn from the mistakes that they encounter in managing a business (M = 3.72, SD = 0.51). Also, the students agree that they know the process of building a business (M = 3.09, SD = 0.53) and that they can improve the things that they

want to incorporate into their businesses (M = 3.09, SD = 0.53).

The extent of using the experiential learning approach in teaching students' entrepreneurial competencies in terms of Reflective Observation attained a weighted mean score of 3.36 and a standard deviation of 0.40 and was a Very Great Extent among the respondents. This means that by using an experiential learning approach, the students would rely on their thoughts and feelings when forming opinions.



Table 4. Extent of Using the Experiential Learning Approach In Teaching Students' Entrepreneurial Competencies in terms of Concrete Experience

STATEMENTS	MEAN	SD	REMARKS
I often act without considering the possible consequences.	2.35	0.79	Disagree
I often find that actions based on feelings are as sound as those based on careful thought and analysis.	2.89	0.65	Agree
I tend to be open about how I'm feeling.	2.94	0.70	Agree
I can lead and motivate others and deliver my visions based on my feelings towards others.	3.09	0.55	Agree
I can deal with people based on respect, integrity, fairness, and truthfulness.	3.53	0.57	Strongly Agree
<i>Weighted Mean</i>	2.96		
<i>SD</i>	0.40		
<i>Verbal Interpretation</i>	Great Extent		

Table 4 illustrates the extent of using the experiential learning approach in teaching students entrepreneurial competencies in terms of Concrete Experience.

When exploring the experiential learning approach in teaching entrepreneurial competencies the students strongly agree that they can deal with people based on respect, integrity, fairness, and truthfulness when operating a business and when communicating with people that belong to their business (M=3.53, SD=0.57). In contrast to this statement, students disagree that they often act without considering the possible consequences in making decisions for their business (M=2.35, SD=0.79).

The extent of using the experiential learning approach in teaching students' entrepreneurial competencies in terms of Concrete Experience attained a weighted mean score of 2.96 and a standard deviation of 0.40 and was a Great Extent among the respondents. This indicates that the students experienced a

variety of scenarios while employing this method. When a student gains new experience or interprets one while starting a business, that is learning. Students actively engage in exercises or training scenarios. This could be role-playing games, participating in simulations, or solving real-world problems as part of corporate training. Students experience real-world business difficulties in an immersive, hands-on learning setting.

Level of Entrepreneurial Competencies

A student must possess a set of abilities and behaviors known as entrepreneurial competencies to establish, grow, manage, and expand a business. To manage some of the risks involved in operating a business, they must have certain competencies. The level of entrepreneurial competencies includes innovativeness and creativity, adaptability and flexibility, opportunity recognition, risk assessment and management, financial literacy management, and ethical and social responsibility.

Table 5. Level of Students' Entrepreneurial Competencies in terms of Innovativeness and Creativity

STATEMENTS	MEAN	SD	REMARKS
I enjoy playing around with ideas to come up with new products.	3.42	0.57	Strongly Agree
I welcome ideas from other people to create new products in my business.	3.60	0.52	Strongly Agree
I can propose new ideas that can lead to the solution of a problem.	3.28	0.51	Agree
I can see that investing in innovation can lead to long-term business growth.	3.35	0.55	Strongly Agree
I can see situations from a variety of perspectives and come up with original ideas.	3.22	0.55	Agree
<i>Weighted Mean</i>	3.38		
<i>SD</i>	0.39		
<i>Verbal Interpretation</i>	Very Great Extent		

Table 5 illustrates the level of students' entrepreneurial competencies in terms of Innovativeness and Creativity.

When developing entrepreneurial competencies, the students strongly agree that they create new products by welcoming ideas from others to have new products in business (M=3.60, SD=0.52). Also, the students agree that they can come up with new ideas by seeing a variety of perspectives from others

(M=3.22, SD=0.55).

The level of students' entrepreneurial competencies in terms of Innovativeness and Creativity attained a weighted mean score of 3.38 and a standard deviation of 0.39 and was Very Great Extent among the respondents. This indicates that students' entrepreneurial competencies enable them to generate new perspectives on the real world and formulate ideas for enhancing or expanding their businesses.



Table 6. Level of Students' Entrepreneurial Competencies in terms of Adaptability and Flexibility

STATEMENTS	MEAN	SD	REMARKS
I am confident that I can handle every challenge that can encounter in my business.	3.00	0.63	Agree
I can quickly adapt to changes.	3.07	0.67	Agree
I always know different ways to deal with sudden change.	2.96	0.60	Agree
When I must change my plans, I stay relaxed and think of better ideas.	3.15	0.63	Agree
I prefer to do things that force me to learn something new.	3.17	0.63	Agree
<i>Weighted Mean</i>	3.05		
<i>SD</i>	0.45		
<i>Verbal Interpretation</i>	<i>Great Extent</i>		

Table 6 illustrates the level of students' entrepreneurial competencies in terms of Adaptability and Flexibility. When developing entrepreneurial competencies, the students agree that they should do things that force them to learn something new to improve their product and adapt to the trends that can attract customers (M=3.17, SD=0.63). Also, students agree that they need to adapt and know different ways to solve problems and deal with sudden business changes (M=2.96, SD=0.60)

The level of students' entrepreneurial competencies in terms of Adaptability and Flexibility attained a weighted mean score of 3.05 and a standard deviation of 0.45 and was a Great Extent among the respondents. This indicates the students are voluntarily adjusting to situations that are always changing. In the process of learning continuously and adapting how they apply their knowledge, skills, and talents to new difficulties as contextual realities change, students can also change their ideas, plans, and priorities to consider new business and product creation scenarios.

Table 7. Level of Students' Entrepreneurial Competencies in terms of Opportunity Recognition

STATEMENTS	MEAN	SD	REMARKS
I look for things that need to be done.	3.32	0.54	Strongly Agree
I can actively seek out new business opportunities depending on the trends, wants, and needs of the customer.	3.28	0.53	Strongly Agree
I like challenges and new opportunities that can develop my business.	3.43	0.50	Strongly Agree
I prefer activities that I know well and with which I am comfortable.	3.51	0.55	Strongly Agree
I can identify external factors that could benefit the business, such as market trends, technological advancements, changes in government policy favoring the business, shifts in consumer behavior that led to increased demand, and market growth.	3.17	0.47	Agree
<i>Weighted Mean</i>	3.34		
<i>SD</i>	0.33		
<i>Verbal Interpretation</i>	<i>Very Great Extent</i>		

Table 7 illustrates the level of students' entrepreneurial competencies in terms of Opportunity Recognition. When developing entrepreneurial competencies, the students strongly agree that they prefer activities that they already know and they are comfortable doing (M=3.51, SD=0.55). While the students agree that they are proficient in identifying external factors that can impact their business, including market trends, technological advancements, government policy changes, consumer behavior shifts, increased demand, and market growth. (M=3.17, SD=0.47).

The level of students' entrepreneurial competencies in terms of Opportunity recognition attained a weighted mean score of 3.34 and a standard deviation of 0.33 and was Very Great Extent among the respondents. This indicates that the students believe that a business opportunity is the most important and initial stage in the journey of an entrepreneur. In particular, in an unexpected condition, those new to the field of entrepreneurship must look for the ideal business opportunity at the ideal moment.

Table 8. Level of Students' Entrepreneurial Competencies in terms of Risk Assessment and Management

STATEMENTS	MEAN	SD	REMARKS
I prefer situations in which I can control the outcomes as much as possible.	3.31	0.46	Strongly Agree
I can examine the impact of potential future events that are relevant to the operations of the business as part of the process of risk management.	3.02	0.50	Agree
I weigh my chances of succeeding or failing before I decide to do something.	3.21	0.52	Agree
I am confident in my ability to assess and manage risks in a business.	3.01	0.60	Agree
I can identify major risks to be considered while creating a business plan, such as market risk, financial risk, operational risk, legal and regulatory risk, and competitive risk.	3.02	0.52	Agree
<i>Weighted Mean</i>	3.12		



SD
Verbal Interpretation

0.33
Great Extent

Table 8 illustrates the level of students' entrepreneurial competencies in terms of Risk Assessment and Management. When developing entrepreneurial competencies, the students strongly agree that they prefer a situation in which they can control the outcomes as much as possible in managing a business (M=3.31, SD=0.46). While the students agree that they are confident in their ability to assess and manage risks that they encountered in business (M=3.01, SD=0.60).

The level of students' entrepreneurial competencies in terms of Risk Assessment and Management attained a weighted mean score of 3.12 and a standard deviation of 0.33 and was a Great Extent among the respondents. This implies that the students are ready in the business to reduce the impact on earnings, wasted time and productivity, and the adverse effect on customers when a risk occurs. Strategic business planning for startups and existing businesses requires the capacity to recognize hazards.

Table 9. Level of Students' Entrepreneurial Competencies in terms of Financial Literacy Management

STATEMENTS	MEAN	SD	REMARKS
I understand the concept of budgeting.	3.30	0.60	Strongly Agree
I am prepared to risk some of my own money when saving or making an investment.	3.23	0.62	Strongly Agree
I can tell the difference between spending money on what customers need and want.	3.37	0.49	Strongly Agree
I can consider many possible alternative opportunities before I invest.	3.27	0.52	Strongly Agree
I can figure out how to budget for a business expense.	3.16	0.56	Agree
<i>Weighted Mean</i>	3.27		
<i>SD</i>	0.40		
<i>Verbal Interpretation</i>	<i>Very Great Extent</i>		

Table 9 illustrates the level of students' entrepreneurial competencies in terms of Financial Literacy Management. When developing entrepreneurial competencies, the students strongly agree that they can tell the difference between spending money on what customers need and want score (M=3.37, SD=0.49). While the students agree that they can figure out how to budget for a business expense (M=3.16, SD=0.56).

The level of students' entrepreneurial competencies in terms of Financial Literacy Management attained a weighted mean score of 3.27 and a standard deviation of 0.40 and was Very Great Extent among the respondents. This indicates that a student who understands finance will probably have complete control over their enterprise. Making more informed business decisions is made possible by having a comprehensive understanding of the meaning of balance sheets and profit and loss statements, which offer an insight into the financial condition of their business.

Table 10. Level of Students' Entrepreneurial Competencies in terms of Ethical and Social Responsibility

STATEMENTS	MEAN	SD	REMARKS
I am willing to put in a great deal of effort beyond what is normally expected to help this business be successful.	3.42	0.54	Strongly Agree
I feel confident that anything I raised would be dealt with fairly.	3.20	0.46	Agree
I treat people in business fairly.	3.69	0.46	Strongly Agree
I trust my leader to do the right thing at business.	3.59	0.52	Strongly Agree
I would accept almost any type of job assignment to keep working for this business.	3.40	0.56	Strongly Agree
<i>Weighted Mean</i>	3.46		
<i>SD</i>	0.35		
<i>Verbal Interpretation</i>	<i>Very Great Extent</i>		

Table 10 illustrates the level of students' entrepreneurial competencies in terms of Ethical and Social Responsibility. When developing entrepreneurial competencies, the students strongly agree that all people will be treated fairly specifically in business (M=3.69, SD=0.46). However, the students agree that they feel confident in anything they raise that would be dealt with fairly (M=3.20, SD=0.46).

score of 3.46 and a standard deviation of 0.35 and was Very Great Extent among the respondents. As a result, the student's ethics will assist them in considering the possible outcomes of their business actions, as well as teach them how to distinguish between right and wrong and control clear frequent mistakes that people make while making decisions.

Level of Student Performance in Practical Task

The level of students' entrepreneurial competencies in terms of Ethical and Social Responsibility attained a weighted mean

Students can be engaged in meaningful learning through the use of performance tasks allowing them to actively showcase their



knowledge and abilities. In developing the student's performance in entrepreneurship subject of BTLED students,

the instructor prepared three practical tasks including product promotion, business plan, and presentation of business.

Table 11 Level of Student's Performance in Practical Task

Student Performance Task 1	Mean	SD	VI
Product Description	4.77	0.41	Outstanding
Customer Definition/Marketing	4.60	0.45	Outstanding
Innovation/ Originality of the Product	4.07	0.18	Very Satisfactory
Cost/ Feasibility/ Budget	4.46	0.50	Outstanding
Presentation Skills	4.38	0.46	Outstanding
Weighted Mean	4.45		
SD	0.31		
Verbal Interpretation			Outstanding
Student Performance Task 2	Mean	SD	VI
Defined Product Being Promoted	4.32	0.47	Outstanding
Outlined the Promotion	3.77	0.60	Very Satisfactory
Defined the Message for the Promotion	2.94	0.28	Satisfactory
Defined the Target Market	3.60	0.45	Very Satisfactory
Quality of Overall PowerPoint Presentation	3.68	0.43	Very Satisfactory
Weighted Mean	3.66		
SD	0.14		
Verbal Interpretation			Very Satisfactory
Student Performance Task 3	Mean	SD	VI
Concept Statement	4.63	0.49	Outstanding
Marketing Plan	4.37	0.66	Outstanding
Financial Statement	3.99	0.37	Very Satisfactory
Management and Organizational Structure	4.39	0.46	Outstanding
Overall Presentation	4.17	0.39	Very Satisfactory
Weighted Mean	4.31		
SD	0.29		
Verbal Interpretation			Outstanding
Average Weighted Mean	4.14		
SD	0.10		
Verbal Interpretation			Very Satisfactory

Table 11 illustrates the level of student performance in the practical task 1, 2, and 3.

When the student performs practical task number 1 entitled creating a product for their business. The student did an outstanding job of defining the use case for a product, which is an essential step in creating and expanding a successful product. It enables the learner to comprehend their target market, clearly state their proposition, and set their product apart from competitors' offerings. (M=4.77, SD=0.41). However, the student did a very satisfactory job demonstrating creativity, which is the ability to create something original that will set the student apart from the student section. This is crucial because a differentiator frequently holds the secret to a business. (M=4.07, SD=0.18).

The level of students' performance in practical task 1 attained a weighted mean score of 4.45 and a standard deviation of 0.31 and was Outstanding among the respondents. This indicates

that when working on a task, the students describe the finished product quite well. It gives a concise and interesting overview of the product and exhibits a thorough understanding of how the product addresses the issue. In addition, the student develops a workable product that could influence the business and is both original and inventive.

When the student performs practical task number 2 entitled Promoting product for their business. The student performs outstandingly in the task of explaining the product that is being promoted (M = 4.32, SD = 0.47). However, when the student did a satisfactory job explaining the promotional message, it was given an acceptable definition (M = 2.94, SD = 0.28).

The level of students' performance in practical task 2 attained a weighted mean score of 3.66 and a standard deviation of 0.14 and was Very Satisfactory among the respondents. This indicates that students can educate, stimulate interest, and



encourage purchases by educating current and potential customers about the product's benefits. It is among the four Ps of the marketing mix, which also includes place, price, and product. Additionally, the students' delivery of the promotional message is acceptable, but it needs to be more enjoyable or lacking in some areas.

When the student performs practical task number 3 entitled Oral presentation of the business plan. The student clearly and comprehensibly communicated the business plan's outstanding concept statement to the stakeholders (M = 4.63, SD = 0.49). Nonetheless, the student did a very satisfactory job of presenting the financial statement for the business plan; both

revenue and costs were supported. Overall good, but not quite clear (M = 3.99, SD = 0.37).

The level of students' performance in practical task 3 attained a weighted mean score of 4.31 and a standard deviation of 0.29 and was Outstanding among the respondents. This indicates that every student took part in the presentation. It was clear, entertaining, and professionally done, with a logical flow. Students can also learn important business skills like financial planning, market research, and strategic planning by writing a business plan. These are fundamental abilities that are beneficial in many aspects of life, not just the business sector.

Table 12. A Significant Relationship Between the Extent of Using an Experiential Learning Approach and the Level of Students' Entrepreneurial Competencies.

Experiential Learning Approach		Students Entrepreneurial Competencies						
		Innovativeness and Creativity	Adaptability and Flexibility	Opportunity Recognition	Risk Assessment and Management	Financial Literacy Management	Ethical and Social Responsibility	
Abstract Conceptualization	Pearson Correlation	0.478	0.558	0.307	0.435	0.473	0.411	
	Sig. (2-tailed)	0.000	0.252	0.000	0.713	0.000	0.000	
	N	80	80	80	80	80	80	
	Analysis	Significant	NS	Significant	NS	Significant	Significant	
Active Experimentation	Pearson Correlation	0.603	0.619	0.514	0.544	0.595	0.481	
	Sig. (2-tailed)	0.000	0.6	0.000	0.037	0.000	0.000	
	N	80	80	80	80	80	80	
	Analysis	Significant	NS	Significant	Significant	Significant	Significant	
Reflective Observation	Pearson Correlation	0.486	0.545	0.589	0.471	0.47	0.537	
	Sig. (2-tailed)	0.739	0.000	0.642	0.000	0.042	0.016	
	N	80	80	80	80	80	80	
	Analysis	NS	Significant	NS	Significant	Significant	Significant	
Concrete Experience	Pearson Correlation	0.293	0.341	0.162	0.333	0.312	0.186	
	Sig. (2-tailed)	0.000	0.087	0.000	0.001	0.000	0.000	
	N	80	80	80	80	80	80	
	Analysis	Significant	NS	Significant	Significant	Significant	Significant	

*p<0.05

Table 12 presents the significant relationship between the extent of using an experiential learning approach and the level of students' entrepreneurial competencies.

The experiential learning approach in terms of Abstract conceptualization has a significant relationship with students' entrepreneurial competencies in terms of innovativeness and creativity, opportunity recognition, financial literacy management, and ethical and social responsibility. While in



terms of adaptability and flexibility risk assessment and management is not significant. The obtained sig. (2-tailed) ranging from 0.000 to 0.713 with a very weak to strong correlation and p-values (0.000) which were lower than the 0.05 level of significance. This implies that the abstract conceptualization, at this point, students comprehend events or difficulties using concepts, logical methods, and theories rather than interpersonal conflicts or emotions.

In terms of active experimentation has a significant relationship with students' entrepreneurial competencies in terms of innovativeness and creativity, opportunity recognition, risk assessment and management, financial literacy management, and ethical and social responsibility. While in terms of adaptability and flexibility is not significant. The obtained sig. (2-tailed) ranging from 0.000 to 0.6 with a very weak to strong correlation and p-values (0.000) which were lower than the 0.05 level of significance. This indicates that the students are in an active stage, they exhibit their active learning by experimenting with different situations. During the active experimentation stage, students use a hands-on approach or engage in practical tasks rather than just watching a scenario.

In terms of reflective observation has a significant relationship with students' entrepreneurial competencies in terms of

adaptability and flexibility, risk assessment and management, financial literacy management, and ethical and social responsibility. In terms of innovativeness and creativity, opportunity recognition is not significant. The obtained sig. (2-tailed) ranging from 0.000 to 0.739 with a very weak to strong correlation and p-values (0.000) which were lower than the 0.05 level of significance. This indicates that students comprehend concepts and circumstances from a variety of perspectives at this point. Based on their emotions and ideas, the students form an opinion.

Lastly, in terms of concrete experience has a significant relationship with students' entrepreneurial competencies in terms of innovativeness and creativity, opportunity recognition, risk assessment and management, financial literacy management, and ethical and social responsibility. While in terms of adaptability and flexibility is not significant. The obtained sig. (2-tailed) ranging from 0.000 to 0.087 with a very weak to strong correlation and p-values (0.000) which were lower than the 0.05 level of significance. This indicates that the student is demonstrating personal interaction with people in everyday situations at this point. When faced with real-world scenarios, learners are more likely to rely on their emotions, their open minds, and their ability to adjust to change than they are on methodical problem-solving techniques.

Table 13. Regression Analysis on the Experiential Learning Approach to Student Performance Tasks

Student's Performance Task	B	SE	β	t	p
Constant	4.11	0.25		16.49	0.00
Abstract Conceptualization		0.08	0.20	2.44	0.02
Active Experimentation		0.07	-0.22	-2.54	0.01
Reflective Observation		0.07	0.12	0.75	0.46
Concrete Experience		0.06	-0.13	-1.18	0.24
R-squared			0.13		
Adjusted R-squared			0.09		
Standard Error of the Estimate		0.21			
F(4, 76)				2.96	0.02

*p < 0.05

Table 13 presents the significant effect of the experiential learning approach on the students' performance task.

In the experiential learning approach, the p-value gained in terms of abstract conceptualization is 0.02, and active experimentation is 0.01 has a significant effect on the student's performance in tasks. While in terms of reflective experimentation is 0.46 and concrete experience is 0.24 have no significant effect on the student's performance in tasks. This implies that through experiential learning, students are allowed to actively participate in creating solutions to problems. The students apply ideas, logical methods, and theories to comprehend situations or problems rather than interpersonal issues or feelings.

4. CONCLUSION AND RECOMMENDATIONS

In view of the findings of the study, the researcher concluded the following:

It was concluded that the extent of using an experiential learning approach in terms of abstract conceptualization, active experimentation, reflective observation, and concrete experience showed there was a significant level of students' entrepreneurial competencies in terms of innovativeness and

creativity, adaptability and flexibility, opportunity recognition, risk assessment and management, financial literacy management, and ethical and social responsibility. This means the teacher used approaches that can support the learning process of the students to develop their entrepreneurial competencies. Therefore, the null hypothesis was rejected.

It was concluded that the experiential learning approach showed a significant effect on the performance of the students in practical tasks. This means the instructors must know the approach that will be used in teaching the entrepreneurial competencies of the students to increase their performance in practical tasks. The respondents view the approach used by the instructor as not so much affecting their performance on the task that it depends on their ability to perform the tasks. Therefore, the null hypothesis was rejected.

Considering the findings and conclusions, the following recommendations are offered:

1. The research recommends using a variety of instructional strategies, including lectures, films, group projects, guest



- lecturers, and pair work to involve students in as many learning opportunities.
2. The research recommends that teachers should adopt an interdisciplinary approach that emphasizes learning a single subject from multiple perspectives and a more holistic view of the students.
 3. The research recommends using a variety of teaching techniques, such as differentiated instruction, extra support through focused interventions, progress monitoring, and feedback, fostering a positive classroom environment, and working with parents, which can help weaker students perform better in activities.

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