

Entrepreneurial Attitude and Entrepreneurship Performance of Grade 6 Students

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ABSTRACT: This study examined the entrepreneurial attitude and entrepreneurship performance of Grade 6 students. It aimed to gain insights into whether entrepreneurial attitudes influence entrepreneurship performance. The findings may help teachers and curriculum developers enhance the facilitation of effective strategies for elementary entrepreneurship activities. The study employed a descriptive-correlational research design and used total population sampling to gather data from Grade 6 students in a public elementary school in Cagayan de Oro. Results revealed a highly positive entrepreneurial attitude among students, but found no significant relationship with their entrepreneurship performance. Despite having no significant relationship, students still performed excellently in both product making and product selling suggesting that while attitudes are important, other factors such as perceived behavioral control, skill development, and environmental support may also play a significant role to their excellent entrepreneurship performance. The findings highlight the importance of balancing attitude development with real-life entrepreneurial experiences to foster stronger performance outcomes. Therefore, having a high entrepreneurial attitude does not guarantee high entrepreneurial performance.

KEYWORDS: Product Making, Product Selling, Elementary Entrepreneurship Education, Experiential Learning

INTRODUCTION

In today's dynamic world, developing entrepreneurial skills is essential. Entrepreneurship performance, particularly through hands-on activities such as product making and selling, has become a core learning competency targeted by the EPP/TLE curriculum. These practical entrepreneurship activities are implemented to prepare students for real-world economic involvement and life skills development. However, despite this implementation, there is no clear indication whether students' entrepreneurship performance is influenced by their entrepreneurial attitudes. This raises an important question, especially as the education system strives to equip young learners with the attitudes and skills necessary to succeed in the 21st century.

Determining this potential relationship requires an understanding of entrepreneurial attitude and its key components. An entrepreneurial attitude refers to a personal disposition toward entrepreneurship. It is measured using four relevant subscales that reflect the characteristics of successful entrepreneurs (Robinson et al., 1991). Said Ahmad et al. (2023) further explain that education, training, experience, and environmental exposure contribute to the development of entrepreneurial attitudes. These factors help shape students' entrepreneurial attitudes, which, in turn, influence how they approach entrepreneurship activities.

Although the Department of Education has formally implemented entrepreneurship education in the EPP/TLE curriculum, few studies have investigated whether entrepreneurial attitudes among elementary students, such as those in Grade 6, influence their entrepreneurship performance. This gap is particularly relevant in the Philippine context, where empirical studies on elementary entrepreneurship education remain scarce.

Foreign studies, particularly in Indonesia, where entrepreneurship education at the elementary level is more thoroughly explored highlight that attitude alone may not predict performance, and that experiential learning plays a role in boosting both confidence and competence. Such findings, however, have not yet been validated in local contexts (Dharmawati et al., 2020; Saptono et al., 2021).

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To address this gap, the study examined the entrepreneurial attitudes and entrepreneurship performance of Grade 6 students, as well as the correlation between these two variables. By examining whether positive attitudes translate into strong performance in product making and selling, this research aimed to contribute to the understanding of elementary entrepreneurship education in the Philippines. The results provide insights to strengthen entrepreneurship education at the elementary level and better prepare learners for future economic and social challenges, as well as for more advanced entrepreneurship tasks as they progress through subsequent stages of formal education.

METHODOLOGY

Employing a descriptive correlational design, the study examined the relationship between entrepreneurial attitude and entrepreneurship performance of Grade 6 students. The participants were Grade 6 students in a public elementary school in Cagayan de Oro, using total population sampling. Data were collected in two ways: a self-administered questionnaire on Entrepreneurial Attitude, adapted and modified from the study of Robinson et al. (1991), which comprises subscales on achievement, innovation, personal control, and self-esteem; and Entrepreneurship Performance Scoring Rubric assessing two components which are product making and product selling. The statistical analyses included mean, standard deviation, and Spearman's rank correlation. Through this approach, the study aimed to provide valuable insights into the extent to which Grade 6 students' entrepreneurial attitudes are associated with their actual performance in entrepreneurship activities, informing future interventions and strategies for elementary entrepreneurship education.

RESULTS AND DISCUSSION

This section presents the results with the analysis, interpretation, implications, and support. The presentation is according to the objectives of the study.

Entrepreneurial Attitude

Table 1 presents the findings of entrepreneurial attitude of Grade 6 students across four key areas: achievement, innovation, personal control, and self-esteem. The mean scores for each area range from 3.26 to 3.42, with standard deviations (SDs) ranging from 0.37 to 0.52. The total mean measure across all areas was 3.34, with a total SD of 0.32, indicating an overall highly positive entrepreneurial attitude among the respondents.

Table 1: Entrepreneurial Attitude of Grade 6 Students

Components	SD	Mean	Interpretation
Achievement	0.37	3.42	Highly Positive Attitude
Innovation	0.40	3.30	Highly Positive Attitude
Personal Control	0.38	3.37	Highly Positive Attitude
Self-esteem	0.52	3.26	Highly Positive Attitude
Overall Mean	0.32	3.34	Highly Positive Attitude

Note:

3.26-4.00	Highly Positive Attitude
2.51-3.25	Positive Attitude
1.76-2.50	Negative Attitude
1.00-1.75	Highly Negative Attitude

This result suggested that respondents perceived themselves as having a highly positive attitude across the four components of entrepreneurial attitude with particularly strong beliefs in their ability to achieve and take control of their entrepreneurial efforts, but with room for further support in building consistent self-esteem and openness to novel approaches across the group. Notably, while there may be slight variations in entrepreneurial attitude across specific indicators within each subscale, the overall trend indicates a strong entrepreneurial disposition, among the surveyed population.

According to Marlian et al. (2024), which emphasized that the elementary level is a crucial period in developing students' outlook and potential, including students in entrepreneurial activities can provide beneficial experiences that boost their creativity and foster proactive and innovative attitudes. Student participation in creating, innovating, and promoting their products cultivates an entrepreneurial attitude at an early age.

Entrepreneurship Performance

Table 2 presents the findings of entrepreneurship performance of Grade 6 students across two major components: product making and product selling.

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Table 2: Consolidated Findings for Entrepreneurship Performance of the Grade 6 Students

Components	SD	Mean	Interpretation
Product Making	0.09	3.97	Excellent
Product Selling	0.09	3.97	Excellent
Overall Mean	0.08	3.97	Excellent

Note:

3.26-4.00	Excellent
2.51-3.25	Very Good
1.76-2.50	Good
1.00-1.75	Poor

Each component shows a mean score of 3.97, indicating that students consistently demonstrate high entrepreneurial performance in both areas. The standard deviation (SD) for each component is 0.09, suggesting relatively low variability in students' performance, meaning most students performed similarly well.

The overall mean of 3.97, with a lower standard deviation of 0.56, further reinforces the consistency and excellence of students' performance across entrepreneurial tasks. This overall score reflects a strong foundation in both planning and executing entrepreneurial activities, particularly in making their products and engaging in sales.

Observations were made during the Product Making and Product Selling activities of the Grade 6 students. Their excellent performance, considering their grade level, can be attributed to the thoroughly brief instructions, continuous reminders on product making and selling, and hands-on facilitation by the EPP/TLE teacher. It is important to note that Grade 6 students still require scaffolding when engaging with entrepreneurship tasks.

The findings affirm that Grade 6 students have developed well-rounded entrepreneurial competencies, especially in product making and selling, with minimal performance differences among learners. This consistency highlights the effectiveness of entrepreneurship programs and activities implemented at the elementary level.

These findings align with Chojak (2024) on the Entrepreneurial Kids initiative in Poland, where young children were given opportunities to engage in entrepreneurial activities, including product development and sales. This underscores the importance of a hands-on approach in effectively developing entrepreneurial skills in young students, reflecting how practical experiences contribute to better learning outcomes.

Significant Relationship between Entrepreneurial Attitude and Entrepreneurship Performance

Table 3 shows the results of the correlation analysis examining the relationship between entrepreneurial attitude and entrepreneurship performance across various components.

The correlation coefficients (ρ -values) obtained from the analysis indicated negligible positive correlations between entrepreneurial attitude and entrepreneurship performance across all components, with all ρ -values being not significant ($\rho > 0.05$). This suggested that entrepreneurial attitude is not a strong predictor for actual entrepreneurship performance.

Table 3: Correlation between Entrepreneurial Attitude and Entrepreneurship Performance of Grade 6 Students (Using Spearman's Rank-Order Correlation)

	ρ-value (rho)	p-value	Interpretation	Decision
Entrepreneurial Attitude	0.103	0.225	NS	Accept Ho
Entrepreneurship Performance	0.103	0.225	NS	
<i>Note: based on Spearman Correlation Analysis</i>		<i>***significant at 0.05 level</i>		

This corresponds to the study of Endozo and Gullas (2024), who also found no significant relationship between students' entrepreneurial attitudes and their academic performance in Business Math and Organization and Management. This suggests that while students may possess entrepreneurial traits or mindsets, these attitudes do not necessarily translate to higher performance in either academic or entrepreneurial tasks.

Considering the age of Grade 6 students, they are still forming consistent behavioral patterns, meaning that their expressed attitudes do not always translate into consistent performance. They are still developing, and their actions are more strongly influenced by external guidance, structure, and direct experience under the facilitation of the teacher. This suggests that Grade 6 students rely heavily on structured, teacher-led, and experiential activities to perform well. They follow clear instructions, are

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supervised, and are provided with the necessary resources, rather than being driven solely by internal attitudes. This reflects the supportive learning environment rather than a purely internal entrepreneurial attitude.

CONCLUSION

This study revealed that Grade 6 students possess a highly positive entrepreneurial attitude across achievement, innovation, personal control, and self-esteem. They also exhibit excellent performance in both product making and selling, as shown by consistently high scores and low variability. However, despite their strong attitudes, no significant relationship was found between entrepreneurial attitude and entrepreneurship performance. This finding supports Ajzen's Theory of Planned Behavior, which asserts that attitudes are not the sole sufficient predictor of performance. While the students' entrepreneurial attitudes were high, their actual entrepreneurship performance may also have been influenced by perceived behavioral control, skill development, and environmental factors such as family support, teacher guidance, access to tools and resources, and group dynamics. The strong performance in product making and selling emphasizes the importance of hands-on experiential learning. Students effectively applied entrepreneurial skills even though their attitude scores did not directly predict this outcome. This suggests that practical experience encourages a sense of control and capability. These results are consistent with previous findings that highlight the role of experiential learning in shaping entrepreneurship success. Therefore, having a high entrepreneurial attitude does not guarantee high entrepreneurial performance.

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