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Research Article

21st Century Entrepreneurial Skills of Faculty: Its Influence to Classroom Social Environment and Students' Behavior

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Abstract

This descriptive evaluation research is entitled the 21st century entrepreneurial skills of faculty and its influence to classroom social environment and students' behavior in HEIs. The study determined the entrepreneurial skills of BSHRM faculty in the areas of financial or entrepreneurial literacy, technology, life and career, innovativeness and creativity skills. The classroom social environment of BSHRM classes for teacher support, promoting mutual respect, promoting task-related interaction and promoting performance goals. This involved the BSHRM students' behavior towards the subject, the teacher and peers. The respondents of the study were enumerated with the total of 132 faculty and randomly selected 374 BSHRM students from 26 HEIs in Iloilo. The faculty respondents were classified as to age, sex, civil status, educational attainment, length of teaching experiences, location and type of school. Survey method was used in gathering the data using a researcher modified questionnaire. The research instrument underwent experts' validation and were reliability tested to 30 GSC faculty employing Cronbach alpha. The statistical tools used were frequency count, percentages, mean, t-Test, F-ratio and Spearman rho for correlations set at .05 level of significance. The BSHRM faculty were "highly entrepreneurial", with very good classroom social environment in BSHRM classes and very desirable behavior of BSHRM students. There were significant differences in the entrepreneurial skills of faculty as to age, location, civil status and educational attainment and no significant differences as to sex, length of teaching experiences and type of school. There were significant differences in the classroom social environment as to location, type of school, civil status and educational attainment but no significant differences as to sex, age and length of teaching experiences. There were significant differences in the behavior of BSHRM students as to faculty type of school, civil status and educational attainment but no significant differences as to sex, age, length of teaching experiences and location. There was significant influence in the BSHRM faculty level of 21st century entrepreneurial skills to classroom social environment. Likewise, there was no significant influence on the level of 21st century entrepreneurial skills of faculty to student classroom behavior.

Keywords: behavior, entrepreneurial, influence, skills, social environment 21st century.

1. Introduction

Background of the Study

Faculty members should be highly skilled and performing. Tertiary faculty as facilitators of the 21st century education must be learner-focused and they must work hard to make their students life-long learners by having current and on top of what's new in education. They must enjoy acquiring new knowledge and are enthusiastic

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about new experience. Generally, faculty skills influence students and can develop their skills they might need at present or in future (Blazar and Kraft, 2017).

Latham (2016) likewise stressed that faculty members as facilitators of the 21st century education that is learner focused, must possess adequate skills responsive to the changing challenges. Successful 21st century educators work hard to make their students become lifelong learners, by staying current and on top of what's new in education as well as other fields that interest them. They enjoy acquiring new knowledge and are enthusiastic about new experience.

The business of teaching is measured by how the faculty, the curriculum and the school developed responsive and productive graduates. The 21st century teachers as an educated person is not only literate in terms of reading, writing and numeracy. He should also master the basic life skills that includes basic survival skills, good hygiene, good manners and right conduct and skills to earn, use and grow money (Allan, 2015).

Studies revealed how certain factors affect learners and that educators can begin making changes that will improve learning environments. There is high degree of influence of social environments on learners' success (Pa-alisbo, 2017). The classroom social environment is comprised of students' perceptions about how they are encouraged to interact with and relate to others (e.g., classmates, the teacher), and encompasses dimensions of: (1) teacher support, (2) promoting mutual respect, (3) promoting student task-related interaction, and (4) promoting goal attainment (Montebello, 2019).

Faculty members need to possess the skills necessary to be successful in facilitating 21st century learning. One of the many factors preventing teachers from doing their task is lack of technology training. Faculty members need necessary technology skills to create a modern learning environment. Faculty members need to understand how to use technology in their teaching as well as they need to know how to help students use technology to help guide their own learning. Faculty members need to provide students with the tools to learn both within and outside the classroom (Collins & Halverson, 2017).

There is a substantial increase in the use of learning management systems (LMSs) to support teaching and learning activities in higher education institutions. Despite their benefits, students use them to a limited extent due to a number of factors influencing behaviors.

The usefulness of teaching tools perceived usefulness had a great influence on behavioral intention. Self-efficacy did not take a position in the model due to its insignificant relationships with the other factors. It is suggested that an increase in technology adoption could lead to higher perceived usefulness and ease of use among learners, and both factors add to learners' perceived satisfaction which in turn increases their engagement (Cigdem and Mustafa, 2016).

Faculty members are role models and must walk their talk. Students' behavior is influenced by instructors and professors. Students tend to learn and love what they are doing when they respect and have trust on their faculty. (Boholano, 2017). There is a need for faculty members to be fully equipped with the highest level of knowledge and skills in terms of entrepreneurship due to its positive influence of classroom social environment (Ivy & Ivy, 2017).

The researcher as a BSHRM professor, understands that as a facilitator of learning she must be fully equipped with knowledge and skills to effectively teach and model behavior for learners and set the tone of social environment to achieve desired educational goals. The 21st century education is focused on the preparation for life through gainful and productive living. This study determined the level of 21st century entrepreneurial skills of BSHRM faculty and its influenced on classroom social environment and students' behavior in BSHRM classes among higher education institutions in the province of Iloilo, Philippines as basis for the design of professional development of BSHRM faculty among state universities and colleges. Specifically, results of the study will be used by West Visayas State University as center of teacher education to lead in providing extension services to equip teachers among state universities and colleges in the Visayas region and improve their 21st century entrepreneurial skills and make possible influence in producing globally competitive graduate, hence this study.

Statement of the Problem

This study determined the level of 21st century entrepreneurial skills of the BSHRM faculty and its influence on classroom social environment and student's behavior in BSHRM classes among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

Specifically, this study provided answers to the following questions:

1. What is the profile of the BSHRM faculty among higher education institutions in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school?
2. What is the level of 21st century entrepreneurial skills of BSHRM faculty among higher education institutions as an entire group and when

3. classified in terms of age, sex, and civil status, educational attainment, length of teaching experiences, location and type of school?
4. What is the level of classroom social environment in BSHRM classes among higher education institutions as assessed by the respondents as an entire group and when classified in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school?
5. What is the level of students' behavior in BSHRM classes among higher education institutions when respondents are taken as an entire group and when classified in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school?
6. Are there significant differences in the level of 21st century entrepreneurial skills of BSHRM faculty among higher education institutions when they are classified in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school?
7. Are there significant differences in the classroom social environment of BSHRM classes among higher education institutions as assessed by respondents when they are classified in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school?
8. Are there significant differences in the students' behavior in BSHRM classes among higher education institutions as assessed by respondents when classified in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school?
9. Do BSHRM faculty's level of 21stcentury entrepreneurial skills significantly influence classroom social environment and students' behavior in BSHRM classes?

Hypotheses of the Study

In consideration of specific objectives, the following were the working hypotheses of the study:

1 There are no significant differences in the level of 21st century entrepreneurial skills of BSHRM faculty among higher education institutions when they are classified in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school.

2 There are no significant differences in the classroom social environment of BSHRM classes among higher education institutions as assessed by respondents when they are classified in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school.

3 There are no significant differences in the students' behavior in BSHRM classes among higher education institutions as assessed by respondents when classified in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school.

4 The BSHRM faculty's level of 21st century entrepreneurial skills significantly influenced the classroom social environment and students' behavior in BSHRM classes.

Theoretical Framework

This study was anchored on the Cognitive Flexibility Theory. The *Cognitive Flexibility Theory* developed by Spiro, Feltovitch & Coulson in 1988 that focuses on the nature of learning in complex and ill-structured domains for the 21st century skills. Digital tools were major components of 21st century entrepreneurial skills effectively used to support problem solving (Pappas, 2015).

This theory strives to determine how the human mind can obtain and manage knowledge and how it restructures existing knowledge based on new information received. Research on the Cognitive Flexibility Theory has sought scientific evidence with respect to how knowledge is represented within the learner's mind, as well as which internal processes take place according to the mental representations received. Cognitive Flexibility Theory focuses on learning in complex domains by using flexible thinking giving importance on the ability to transfer skills and knowledge beyond initial learning and into a different context.

The cognitive flexibility theory is supported by a similar theory of proximal development and scaffolding by psychologist LevVygotsky (1896–1934). The zone of proximal development, often abbreviated as ZPD, is the difference between what a teacher cando and what they can't do. Scaffolding is directly related to the zone of proximal development in that it is the support mechanism that helps a faculty member to successfully perform a task within his or her ZPD or zone of proximal development. Typically, this process is completed by a more competent individual supporting the learning of a less competent individual. It is believed that a competent faculty member can assist students as the less competent individual on a subject.

The expected goal of teaching and learning in the 21st century is engagement that requires a competent level of 21stcentury entrepreneurship teaching skills to address the learning needs of diverse learners.

An important component of the social learning process, particularly in the 21st century classroom is that the faculty member becomes a facilitator of learning facilitating the holistic development of students or the attainment of the maximum potential that a student can attain with the help of a 21st century skilled faculty and that social learning theory considers the formation of one's identity as a learned response to social stimuli. The theory supporting the zone of proximal development is likewise supported by the social learning theory that has its roots in psychology and was shaped greatly by psychologist Albert Bandura.

Sociologists most often use Social Learning Theory to understand deviance. Classroom social environment is created with the consideration that a teacher act as the social stimuli may elicit favorable or unfavorable social classroom behavior among students. The zone of proximal development (ZPD) is the range of abilities that an individual can perform with assistance, but cannot yet perform independently thus requiring a skillful faculty to make it possible and as social learning theory is influence by behaviorism, known as behavioral psychology, a theory of learning based on the idea that all behaviors are acquired through conditioning.

Conditioning occurs through interaction with the environment. Behaviorists believe that responses to environmental stimuli shape actions. Thus, a faculty member influences students and classroom behavior theory conditioning apply specifically in the social construction of reality, or at least that portion of reality centered on literacy education, has literacy research stuck in a pair of parallel ruts on behalf of professional prerogative and the protection of personal legacies such as 21stcentury entrepreneurial skills to construct ideal classrooms' social environment with the 21st century competencies in classroom management of faculty members as facilitators and agents of teaching and learning with how it can be understood in the construct of scientific social constructionism specifically on how their 21st century entrepreneurship skills influenced classroom social environment and students' behavior among BSHRM classes.

The theory of John Dewey on social learning supports social classroom behavior. Dewey's influence on education was evident in his theory about social learning; he believed that school should be representative of a social environment and that students learn best when in natural social settings (Williams, 2017). His ideas impacted education in another facet because he believed that students were all unique learners. Student interests is the driving teacher instruction, educational focus in the United States being on the implementation of the Common Core finding evidence of John Dewey's theories in classrooms today can be problematic.

Education in most classrooms today is what Dewey would have described as a traditional classroom setting. Social learning theory support that traditional classroom settings were not developmentally appropriate for young learners. Schools, classrooms, and programs that support Dewey's theories are harder to find in this era of testing, there are some that still do exist.

Further, the theory of B.F. Skinner on operant conditioning believed the goal of psychology that should make education enjoyable and effective for all students. Skinner's learning theory relied on the assumption that the best way to modify behavior was to modify the environment. Skinner was a proponent for many instructional strategies that modern day "progressive" educational reformers advocate for: scaffold instruction, small units, repetition and review of instructions, and immediate feedback. Skinner did not approve of the use of punishments in school, or as a behavioral modification technique in general, and based these opinions on his own empirical research that found punishments to be ineffective. Skinner himself advocated for the frequent use of reinforcement or rewards to modify and influence student behavior. Skinner's primary contribution to behavioral management philosophy on operant conditioning and reinforcement schedules. An operant is a behavior that acts on the surrounding environment to produce a consequence. In this study, the classroom social environment facilitated by faculty members influenced the BSHRM students' behavior.

After establishing a classroom environment, the final step in creating a positive atmosphere conducive to learning is to develop a positive classroom climate and culture. A classroom's climate and culture are the atmosphere and quality of life in a classroom. The role of the faculty that of the primary contributor to the climate and culture, interaction with the students, disciplinary measures, mannerisms, support, encouragement, cooperation, and focus on individual students all contribute to an atmosphere conducive to learning. Although they are complex and multifaceted, classrooms with a climate and culture conducive to learning share similar characteristics. The professor or instructor is caring and supportive. The lessons are well organized, progress smoothly, and are free from interruptions. The content is challenging without being frustrating, and activities are relevant and interest students. Open, warm relationships among students are encouraged, and cooperation and respect are expected. Stress and anxiety levels are low, and there is limited conflict (Montebello, 2019).

Conceptual Framework

This descriptive evaluation study on the level of teachers' 21st century entrepreneurial skills and its influenced on classrooms' social environment and students' behaviors of BSHRM classes among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

The study has three variables: an independent, moderating and dependent variables. The independent variables in this study were the BSHRM faculty personal profile as respondents of the study in terms of their age, sex, civil status, and educational attainment, length of teaching experiences, location and type of school. The mean age of the respondents was 38 years old and those aging 38 years old and above were old and those 37 years and below were young. Sex was classified as male and female. Civil status was classified as single, married and widow/widower. Educational attainment was classified as bachelor degree, bachelor degree with MA/MS units, MA/MS degree, MA/MS with Doctorate units and Doctorate. Length of teaching experiences was classified as short and long. Mean length of teaching experience was 11 year; those with 11 years and below in service has short teaching experiences and those 12 and more years in service had long teaching experiences. Location was classified as main campus and external campus. Type of school was classified as public and private.

It was conceptualized that the independent variables influenced the moderating variable of the study. The moderating variable of the study was the level of BSHRM faculty' entrepreneurship skills. The level of BSHRM faculty entrepreneurship skills influence the two dependent variables of the study.

There were two (2) dependent variables in this study and was conceptualized to influence by the level of 21st century entrepreneurship skills of BSHRM faculty. The first dependent variable was the level of classroom social environment and the second dependent variable was the level of students' behaviors in BSHRM classes among higher education institutions in the province of Iloilo, Philippines for School Year 2019-2020.

For purposes of clarity the relationships of the variables in this study were presented in the Research Paradigm in Figure 1.

Research Paradigm

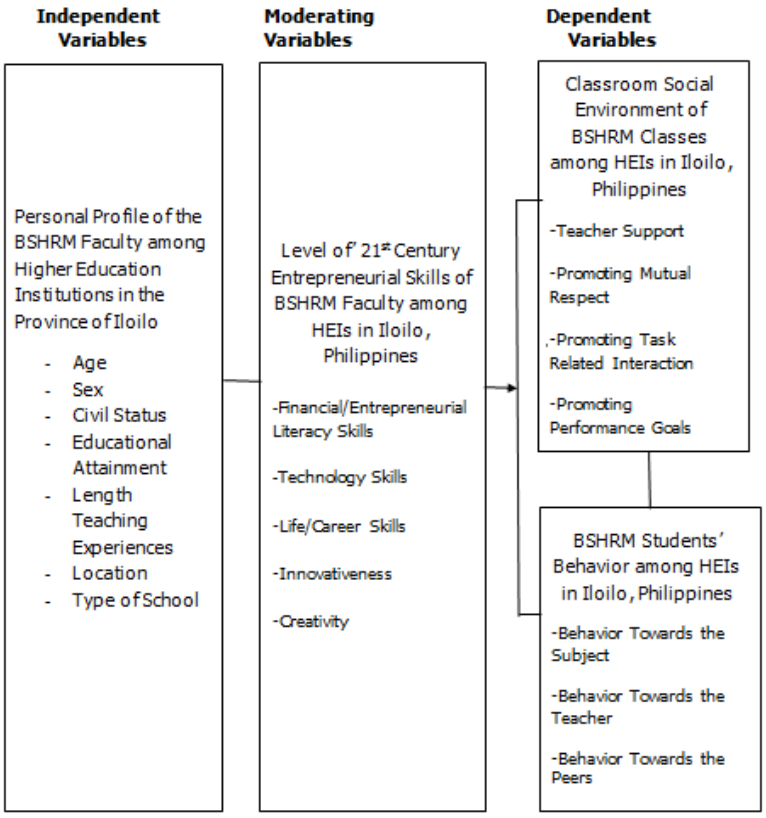

Figure 1. Schematic Diagram of the showing the relationships of the variables in the study.

Significance of the Study

Results of this study will benefit the following:

HEIs Faculty. Results of this study will provide valuable information that could benefit faculty members in the higher education faculty through improved and sustainable interventions and strategies that are responsive to the level of 21st century entrepreneurial skills and its influence on classroom social environment and students' behavior that would be used as basis by HEIs leadership and stakeholders in the implementation continuing professional development related activities, programs and projects.

Students. Results of this study will benefit the students through adequate and competently skilled 21st century faculty that would facilitate the provision of quality education to 21st century learners through positive and facilitative social environment.

Parents. Results of this study could benefit parents of students enrolled in state universities and colleges through responsive and quality education by highly skilled and highly competent teachers both in classroom teaching and classroom management as agents of total quality education for the 21st century learners that are globally competitive.

Higher Education Institutions (HEIs). Results of this study will provide HEIs or Higher Education Institutions specifically state universities and colleges on teachers' 21st century entrepreneurial skills, classroom social environment and students' behavior as basis for developing responsive and timely instructional development program to fill in the gaps and to ensure that quality teaching will produce holistically developed and globally competitive graduates.

Education Stakeholders. Results of this study could provide both the internal and external stakeholders of education through competent, effective and efficient capacity development, sustainable capability development support resources for teachers to be 21st century responsive.

Curriculum Planners and Policy Developers. Results of this study could provide curriculum planners and policy developers in the design of curriculum and its implementation that considers the need of teachers for continuing education, relevant teaching, technology support and updated instructional materials.

School Administrators. Results of this study could provide school administrators in general and college deans in particular on valuable information that they should consider in designing school activities and programs, teacher capability building, teacher support, teacher support materials provision and intervention specifically towards teachers seamlessly adapt to the demands and expectations of them as 21st century teachers by creating positive school learning environment, acceptable behavior, technologically adept and entrepreneurially equipped.

CHED VI. Results of the study could provide Commission on Higher Education in general and specifically higher education institutions in Region VI Western Visayas in particular valuable information on the level of 21st century entrepreneurial skills teachers and how this influenced classroom, social environment and students' behavior as basis for identifying best practices for replication, providing timely and responsive support. Further, data gathered in this study will provide policies within the CHED VI to provide timely and adequate support for the best results through sustained responsive professional development among teachers and provision of instructional materials and technology support.

Researcher. Results of this study will be the researcher's humble contribution to the improvement of support mechanisms, capability and capacity building intervention for faculty among higher education institutions particularly to those teachers teaching entrepreneurship related courses. The study will be use as basis in the development of a teacher and learner instructional materials covering technology and entrepreneurial BSHRM subjects and a faculty development program for BSHRM faculty in West Visayas State University Calinog Campus as the researcher's professional development contribution to quality education. Likewise, this descriptive evaluation research study will serve as partial fulfilment of the proponent's post-graduate degree requirements.

Researchers and Future Researchers. Results of this study would serve as valuable information to future researchers in the conduct of similar and related studies.

Definition of Terms

For the purpose of clarity and understanding, the following key terms were given their conceptual and operational meanings:

21st Entrepreneurial Skills. The term "21st-century entrepreneurial skills" is generally used to refer to certain core competencies such as money management or business skills specifically skills of collaboration across networks and influence, agility and adaptability and curiosity (www.edweek.org).

In this study, the term 21st entrepreneurial century skills refer to skills in terms of financial or entrepreneurial literacy skills, technology skills, life and career skills, innovativeness and creativity of BSHRM faculty among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

Classroom Social Environment. Classroom Social environment refers to the way that a classroom environment influences or supports the interactions that occur among young children, teachers, and family members (Molet, 2018). According to the works of Ryan 2003 and cited by Raspopovic (2014) classroom social environment is classified into four (4) major areas: teacher support, promoting mutual respect, promoting task-related interaction and promoting performance goals (childtrends.org.).

In this study, "classroom social environment" refers to classroom social environment in the areas of teacher support, promoting mutual respect, promoting task-related interaction and promoting performance goals among BSHRM classes among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

Students Behavior. A person subjected to teaching; especially: a person whose attending school and studies certain subjects, skills or trade. Further, BSHRM students attending classes to equipped them with knowledge, skills and character development to provide quality service in the hospitality industry such as culinary, front office, tourism, resort and hotel operations. Specifically, student's behavior is a manifest attitude towards behavior toward their subject, teacher and peers as a requirement for conducive and productive classroom setting facilitative of learning (Zabala, et. a., 2017).

In this study, the term students' behavior refers to BSHRM attitude or behavior towards the subject, behavior towards the subject and behavior towards peers attending BSHRM classes among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

Scope and Limitations

This study descriptive evaluation on level of 21st century entrepreneurial skills of BSHRM faculty and its influence to classroom social environment and

student's behavior in BSHRM classes among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020. There were two (2) types of respondents of the study. Specifically, respondents were the total enumeration of 132 regular BSHRM faculty and proportionate random sampling of 374 BSHRM students with classes handled by the 132 faculty respondents from among 26 higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020. A researcher made instrument composed of four (4) parts was used: Part I is on the profile of the respondents in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school; Part II on Level of 21st Century Entrepreneurial Skills in the areas of Financial/Entrepreneurial Literacy Skills, Technology Skills, Life/Career Skills, Innovativeness and Creativity; Part III on Classroom Social Environment in the areas of Teacher Support, Promoting Mutual Respect, Promoting Task

Related Interaction and Promoting Performance Goals and Part IV on Students' Behavior in the areas of Behavior towards the Subject, Behavior towards the Instructor/Professor and Behavior towards Peers. The researcher made instrument underwent experts' validation using the Good and Scates Criteria for Validity evaluation. The validated researcher made questionnaire was subjected for reliability testing employing the test and retest method to 30 faculty members in Guimaras State College for School Year 2019-2020. The reliability of the instrument on 21st entrepreneurial skills was .944, classroom social environment .984 and student behavior .984. The researcher made instrument was very reliable. Descriptive statistics such as frequency and percentages were used in describing the profile and distribution of the respondents in terms of variables age, sex, civil status, educational attainment, mean length of teaching experiences, location and type of school. Mean were used to describe the level of 21stcentury entrepreneurial skills of BSHRM faculty, level of classroom social environment and level of students' behavior. Mean was used to determine the mean age and mean length of teaching experiences of the faculty respondents. The non-parametric t-Test was used to determine significant differences in the level of 21st century entrepreneurship skills, level of classroom social environment and level of students' behavior of BSHRM faculty among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020 when classified as to variables with two classifications such as age, sex, length of teaching experiences, location and type of school. F-test was used to describe the significant differences in the level of 21st century entrepreneurship skills of BSHRM faculty, level of classroom social environment and level of students' behavior of BSHRM faculty among higher education institutions in the

province of Iloilo, Philippines for Academic Year 2019-2020 when classified as to variables with three or more classifications such as civil status, educational attainment and academic rank. T-test was used to determine the degree of influence of level of 21st century entrepreneurial skills of BSHRM faculty towards classroom social environment and students' behavior of BSHRM students among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020. Spearman rho was used to establish the relationships among selected profiles, level of 21st century entrepreneurial skills of BSHRM faculty, level of classroom social environment and level of students' behavior in BSHRM classes among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies that are related to the present study. These are concepts and studies that provide the researcher insights and direction in the conceptualization and conduct of the study as well as the analysis and interpretation of the data.

Conceptual Literature

On 21st Century Teacher Entrepreneurial Skills

Kuratko (2014), emphasized that every person has the potential and free choice to pursue a career as an entrepreneur. Certain common characteristics as associated with entrepreneurs like drive to achieve and taking initiatives among others. He further discussed that one of the schools of entrepreneurial thought is the Entrepreneurial Trait School of Thought. This thought is based on the idea that if characteristics of successful people are copied, success opportunities of these emulators are increased. Achievement, creativity, determination, and technical knowledge are four factors that usually are exhibited by successful entrepreneurs. He further discussed that although entrepreneurship is a very serious proposition, some people are still attracted to it. This is because of the prospect of high financial rewards. Entrepreneurs blend imaginative and creative thinking with a systematic, logical process ability. The combination is a key to successful innovation. In addition, potential entrepreneurs are always looking for unique opportunities to fill needs and wants. Creativity is the generation of ideas that results in the improved efficiency and effectiveness of a system. Creativity is the process that can be developed and improved. Some people have been raised and educated in an environment that encouraged them to develop their creativity. They have been taught to think and at creatively.

Hisrich, et. al. (2017), explained that innovation is the key to the economic development of any company, region or a country, or country itself. As technologies change, older products and services decrease in sales and old dwindle. Some entrepreneurs need the ability to recognize a business opportunity as this the foundation to the entrepreneurial process as well as growing a business. Entrepreneurs act on what they believe is an opportunity. A key to understanding entrepreneurial action is being able to assess the amount of uncertainty perceived to surround a potential opportunity and the individual's willingness to bear that uncertainty. The individuals prior knowledge can decrease the amount of uncertainty, and his or her motivation indicates a willingness to bear uncertainty.

Albornoz, Carlos and Amoros Jose, in Jarniou (2017) discussed that opportunity recognition can be trained in college settings, because discovering opportunities does not depend uniquely on past experience. In opportunity recognition training, the experimental component can be replicated inside the classroom, because the reality check for trainees happens when they communicate the idea and not necessarily when they implement it. While people without business experience have trouble in connecting theory and practice inside a traditional classroom, opportunity recognition skills can be learnt regardless of the past experience. Since entrepreneurial action needs both real conditions and an appropriate mindset, formal education can play a role in fostering entrepreneurship in developing self-efficacy. By thinking structurally, entrepreneurs are able to identify opportunities by making connections between an technology and a market that may not be obvious. Individuals become entrepreneurs because they intend to do so. The stronger the intention to be an entrepreneur, the more likely it is that it will happen. Intentions become stronger as individual perceive an entrepreneurial career as feasible and desirable. These perceptions of desirability are influenced by one's background and characteristics, such as education, personal values, age and work history, role models and support systems and networks.

Albornoz,et. al (2017) explained further that the relationship of age to the entrepreneurial career process also has been carefully researched. In terms of chronological age, most entrepreneurs initiate their entrepreneurial careers between 22 and 45. A career can be initiated before or after these ages, as long at the entrepreneur has the necessary experience and financial support, and the high energy level needed to launch and manage a new venture successfully. The outcome of entrepreneurial action can be economic gain for the entrepreneur and his or her family. But this may not be the only motivation for the intention to be an entrepreneur. Some individuals

exploit opportunities tha sustain and generate gains for others. We call this process sustainable entrepreneurship.

In the Journal of Innovation and Entrepreneurship (2016), Daim, et. al., found out that female and male entrepreneurs usually operate in different sectors and pursue different ways to develop their business. Therefore, increased number of female entrepreneurs means increased entrepreneurship variety in economy. Notwithstanding the importance of their contribution in terms of entrepreneurship variety, the number of female entrepreneurs is lower than that of male entrepreneurs in almost every country in terms of total entrepreneurial activity (https://innovation-entrepreneurship.springeropen.com/articles).

Medina (2014), pointed out that successful entrepreneurs possess certain characteristics that are unique and different from those having other occupations. Success in entrepreneurship becomes possible when the entrepreneur is self-motivated enough to pursue his chosen course without relenting even in the face of adversity, and this means that an entrepreneur should have a drive to pursue his goals. Thinking ability is another important characteristic as the entrepreneur's job involves problem solving and making decisions. When he finds the correct solutions to problems that confront him and then makes decisions that are implemented, he comes closer to realizing his goals.

Further, Medina stressed that entrepreneurs should have human relations ability to his customers, the employee and other interest groups. The ability to communicate is a very potent characteristics, since the ability to understand and be understood makes it easier to transact business. Technical knowledge is another important characteristic, since operating an entrepreneurship requires the performance of major and minor tasks, and it will be easier to devise a strategy on how well one manage his firm to effectively compete with others.

Some other characteristics are to be a reasonable risk taker. Self-confident, goal setter, accountable and to be innovative. Walt Disney is an example of a highly innovative entrepreneur. He developed and incorporated new technology new technology and new ideas to draw customers. Some of his accomplishments in entrepreneurship consist of Mickey Mouse, Disneyland, and Walt Disney movies.

Finally, Medina stressed that the effective and efficient utilization of the various resource elements contribute to economic growth. This happens when the element of entrepreneurship is performed well by the players. There is a need for entrepreneurs to perform the function of harnessing the potentials of any or all of the various elements, determining the right quantity of resources needed, and applying the elements at the right time. Entrepreneurial characteristics and skill are then very important to succeed in this endeavor

Although entrepreneurship is a term seldom associated with educational institutions, faculty entrepreneurial activities are not a recent development. What is new at the start of the twenty-first century is the rapid increase in the scope and intensity of faculty entrepreneurial activities as well as the normative shift towards an emerging academic culture that values equally the intellectual and commercial potential of faculty expertise and research. The growth of faculty entrepreneurship is spurred by the synergetic interaction of pull and push factors. The pull factors include the rise of the knowledge-based economy, technological advancement, and globalization, which generate demands for faculty expertise, thus creating new opportunities for scholars and scientists to engage in commercial activities. The push factors, such as waning public support for higher education, increasing research costs, institutional reward systems that tend to encourage faculty to generate external revenues, and state pressures on institutions to become more active actors in economic development, motivate faculty to engage in paid outside activities, thus augmenting the supply of academic entrepreneurship. Widely publicized successes of university entrepreneurs in biotechnology and new legislations permitting the commercialization of knowledge further encourage faculty entrepreneurship.Faculty entrepreneurial activities also benefit institutions. External funds secured by faculty entrepreneurs may supplement monies available to institutions for conducting basic research and offering improved grants or assistantships to graduate students. Faculty entrepreneurs take an active part in solving various social or community problems by providing their expertise to non-profit organizations and governmental agencies. Furthermore, academic entrepreneurship, especially efforts that involve start-up companies, plays an increasingly important role in regional and national economic development. On the whole, faculty entrepreneurial activities promote technological advancement and accelerate the transfer of knowledge from discovery to utilization, thus contributing to social progress.

The Organization for Economic Cooperation and Development (OECD) reported in 2018 that entrepreneurial teaching and learning top the agenda of the higher education (HE) system in Austria. National stakeholders have selected this dimension – out of the eight listed in the HEI innovate framework. Field visits confirmed the importance of this dimension at the level of HEIs: all case studies take entrepreneurship seriously. HEIs have integrated entrepreneurship in their development strategy to promote interdisciplinary teaching and research activities, as well as engagement. This is in line with the national strategy to strengthen the linkages between science and industry. Initiatives to encourage entrepreneurial behavior and action take different forms

in different regions and different kinds of HEI. For example, universities of applied sciences appeared to be well equipped to promote the entrepreneurship and innovation agenda. Universities of applied sciences (UAS) are designed to interact with businesses and are more open to these stakeholders, including in teaching activities. In promoting "transversal skills" such as entrepreneurship, UAS are legally required to provide practically oriented higher education. This includes internships as well as study programs specially designed for working students. Entrepreneurship education is also becoming more mainstream in public universities. Several among them address the entrepreneurial agenda in their development plans and missions. These institutions have put in place activities in the field of entrepreneurship education, to provide interdisciplinary competencies and transferrable skills to students, faculty and staff (OECD Reviews of Innovation Policy: Austria 2018, OECD Reviews of Innovation Policy, OECD Publishing, Paris)

The 21st century teachers' entrepreneurial skills include teachers' minimum level of competencies in learning and innovation in information, media and technology, and life and career skills. This is a breakthrough in the field of education which is tantamount to redirection of skills and competencies of teachers. Such competencies will take a pivotal role in gauging job performance which is one of the indicators if education has met certain level of standards. Performance is equated with quality and excellence. These are the characteristics of a 21st Century Teacher. They should facilitate and inspire student learning and creativity so that all students achieve in the global society as well as enable students to maximize the potential of their formal and informal learning experiences.

Research evidence pertaining to several so-called 21st century skills are: critical thinking, creativity, collaboration, metacognition, and motivation. Researchers have used a number of approaches to measuring these skills, including (1) self-reports, (2) global rating scales, (3) standardized assessments, both multiple-choice and performance-based, and (4) observational measures. Several practices for assessing 21st century skills: incorporating multiple measures to permit triangulation of inferences; designing complex and/or challenging tasks; including open-ended and/or ill structured tasks; using tasks that employ meaningful or authentic, real-world problem contexts; making student thinking and reasoning visible; and exploring innovative approaches that utilize new technology and psychometric models (Research Review Volume 26, February 2019).

Teachers may use instructional materials as tools to help foster learning. Instructional materials are teaching and learning tools including textbooks, educational media: library media print, non-print, and electronic resources, computer software, digital content, videotapes. There are many kinds of instructional materials, but some of the most used ones are still based on traditional teacher made materials (Journal of Education and Practice Volume 6 No.6, 2015).

On Classroom Social Environment

Over the past decades, education has been based on teaching students the "3 R's" which are reading, writing and arithmetic as well as some simple subjects in social studies and language. Today, curriculum developers know the importance of developing educational goals and teaching methods in order to prepare students for college and their future careers. Adopting a 21st century curriculum should blend knowledge, thinking, innovation skills, media, Information and Communication Technology (ICT) literacy, and real-life experience in the context of core academic subjects. The classroom social environment is an important educational context that is related to a wide range of adaptive student learning-related beliefs and behaviors. There are four separate dimensions of the classroom social environment: (1) teacher support, (2) promoting mutual respect, (3) promoting student task-related interaction, and (4) promoting performance goals (childtrends.org.). Developing a classroom environment conducive to learning is a process that entails staging the physical space, getting the students to cooperate, creating a communal environment, and finally maintaining a positive classroom climate and culture (Wendel, 2015).Although the social environment of the classroom is likely to be important to motivation and engagement for students of all ages, it may be particularly important for adolescent students. For some adolescent students, the increases in self-reflection, autonomy, and identity exploration lead to new academic interests, increased self-regulated learning, and a commitment to education. However, for many children early adolescence marks the beginning of a downward trend in academics. More so than at other ages young adolescents doubt their abilities to succeed at their schoolwork, question the value of doing their schoolwork (chikldtrends.org.).

Research using a stage-environment fit framework indicates that optimal development for adolescents will occur in an educational context that is appropriately matched to their developmental needs. Nonparental adults are especially important as role models and sources of support during adolescence. Adolescence is typically a time of increased self-consciousness and sensitivity. Therefore, the promotion of mutual respect within the classroom, with clear norms that involve not making fun of others, may be especially beneficial to adolescents'

adaptive social, emotional, and cognitive functioning in the classroom. Adolescents' increased capacity for considering others' perspectives, generating options, being reflective, and evaluating alternatives (Keating, 1990) suggests that interaction in the classroom may be especially beneficial at this stage. Adolescents' increased self-consciousness and sensitivity regarding social comparison suggests that promoting competition and ability comparisons may be especially detrimental for adolescents' motivation (childtrends.org.).

The dimensions of classroom social environment were: teacher support, promoting mutual respect, promoting task related interaction and promoting performance goals. Teacher support refers to students' beliefs that their teachers care about them, and value and establish personal relationships with them.

Researchers have found positive associations between perceptions of teacher support and students' adaptive motivational beliefs and engagement behaviors. Students view their teacher as supportive; they report higher levels of interest, valuing, effort, and enjoyment in their schoolwork, a more positive academic self-concept, and greater expectancies for success. Perceiving the teacher as supportive is also related positively to asking for help with school work when needed, and a desire to comply with classroom rules. Perceived teacher support is related negatively to absenteeism and disruptiveness in the classroom (childtrends.org.).

Promoting mutual respect is an important dimension. A focus on mutual respect in the classroom involves a perception that the teacher expects all students to value one another and the contributions they make to classroom life, and will not allow students to make fun of others. Environments that are perceived as respectful are likely to be ones in which students can focus on understanding tasks, without having their attention diverted by concern about what others might think or say if they are incorrect or experience difficulty. Respectful environments were the most conducive to student problem-solving, cognitive risk-taking, and conceptual understanding. Perceptions that the teacher promotes mutual respect in the classroom arguably contribute to students' feelings of psychological safety and comfort, including low anxiety and low threat regarding making mistakes. When students are anxious or worried about making mistakes, they are less likely to engage in their academic work in an effortful and strategic manner. Resource allocation theory suggests this may be due to negative affect increasing task-irrelevant thoughts which overloads working memory, thereby reducing the available cognitive capacity. A perception that the teacher promotes respect in the classroom is related positively to increased academic efficacy and more self-regulated learning relative to the previous year.

Promoting task-related interaction is likewise important in classroom instruction. Teachers vary in the extent to which they allow, or even encourage, students to interact with one-another during academic activities. This interaction may encompass students sharing ideas and approaches during whole-class lessons, working together in small-group activities, or informal help-seeking and help-giving during individual seatwork. Whatever the form, however, interaction among students is a critical component of student-centered instructional approaches. When students are encouraged to interact and exchange ideas with each other during academic tasks they have opportunities to ask or answer questions, make suggestions, give explanations, justify their reasoning, and participate in discussions. These interactions are related to student learning and achievement, consistent with expectations from both Piagetian and Vygotskian theories of learning and development. Students' perceptions that they are given opportunities to participate actively during lessons and are encouraged to interact with classmates in the pursuit of understanding are likely to be associated also with their motivation. Interaction opportunities may foster students' feelings of confidence or efficacy, sustain interest, and support a willingness to persevere with the task when experiencing difficulty or frustration. Students made these kinds of comments during interviews, when they were asked about working with peers during project-based science activities. Students should also feel efficacious about their ability to learn and complete activities successfully when interaction among students is promoted, because they have a greater array of resources on which to draw than if they were only working individually. Relatedly, students' perception that the teacher encourages them to be actively involved in lessons and participate in discussions is related to their liking and interest of school and specific subject areas.

Finally, promoting performance goals is the ultimate goal of institutions. The promotion of performance goals concerns an emphasis on competition and relative ability comparisons between students in the classroom. Research from a goal theory framework has examined this dimension of the classroom and found that when students perceive an emphasis on performance goals, they are more likely to exhibit beliefs and behaviors that are less conducive to, and often detrimental to, learning and achievement. The perception that the teacher promotes performance goals may be particularly harmful to adolescents' motivation, again because of adolescents' heightened self-consciousness and sensitivity. Support for this comes from studies that examined emphasis on classroom performance goals and student motivation. Research found that a classroom focus on performance goals was correlated negatively with students perceived academic competence. Some research found middle school students' perception that performance goals are emphasized at school to be related negatively to their academic efficacy, found no significant relation. Additionally, students' perceptions that

performance goals are emphasized are associated negatively with social efficacy relating to the teacher. When classrooms are perceived as highly competitive, emphasizing a hierarchy of ability and students' relative position within that hierarchy, they are likely to report engaging in behaviors that are detrimental to learning. Classrooms that are perceived as being performance-focused are likely to have the highest rates of students' avoiding engaging in tasks, including not seeking help when it is needed and academic self-handicapping. Cheating is more prevalent in environments that are seen as emphasizing performance goals, as is students' disruptive behavior. Previous research has examined the relation between performance goals and students' self-regulated learning. Some work has found that when students focus on performance goals, they are less likely to self-regulate their learning, indicating that a focus on task performance relative to others, rather than on the task itself, decreases the use of deep cognitive processing strategies that lead to better understanding.

On Students' Behavior

Behavior was defined as the way in which one acts or conducts oneself, especially toward others. People act differently because of individual differences which are personal attributes that vary from one person to another. Individual differences may be physical, psychological, and emotional. Basic categories of individual differences include personality, intelligence, learning styles, attitudes, values and emotions, perception, and stress. Behavior of a human being is determined by several factors namely, biological factors that are age and sex, biosocial factors which means how people interact with each other, cultural factors are regards to which culture they belong to, and the situational factors are the environmental challenges they face (Griffin, et.al, 2019).

Behavior is best learnt by watching and imitating other. Many types of detract from learning. The teacher needs to identify the problem, figure out how to change the behavior and use this pattern consistently so all the students are focused on the lesson being taught. School have a range of resources to support their students, including those experiencing difficulty in learning or behavior. Individual, class and whole-school teaching and learning approaches support the development of skills needed by students to meet high standards for respectful, safe and engaged behavior (hilo.hawaii.edu). A variety of factors, such as teacher involvement, parental investment, school quality and student motivation, can affect academic life. Student behaviour also plays a major role in academic achievement. A student's behavior can affect their ability to learn as well as ther students' learning environment (www.teacher.vision.com).

Marzano, et. al, in their Handbook , " Classroom Management That Works," emphasized that in every situation , spoken and unspoken rules guide how people interact with and treat other people. Friends or colleagues, for example, may expect consideration and respect from one another. A neighbor's expectation may include about such things as noise and how and where to park cars. Generally these are some rules to be observed for common courtesy. Rules and procedures for general classroom behavior deal with the broad areas of respect and courtesy as well as more specific issues, such as listening to the teacher or to classmates who are speaking, and being in the assigned seat when class begins. In some classrooms, teachers involve students in establishing overall class rules for conduct. Involving students helps to build their buy-in and responsibility for the overall environment of the classroom. Many teachers engage their students in establishing overall classroom rules and procedures. For example, you might facilitate a discussion at the beginning of the year about when it is appropriate and not appropriate for students to leave their seats, emphasizing the importance of demonstrating politeness and respect for others. Such a discussion typically involves identifying expected behaviors and procedures for using the pencil sharpener, getting resources and materials from central places in the room, returning materials to shelves, and conferring with other students sitting across the room. Classroom behavior falls into two categories – positive or negative. Examples of positive behavior include following directions, completing assignments, and remaining attentive. Negative behaviors may include being physically aggressive or threatening others. Teachers place a great deal of emphasis on modifying or managing classroom behaviour. (http://www.ascd.org/publications/Module-1@-General-Classroom-Behavior)

Student attitudes on learning determine their ability and willingness to learn. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change. Attitude can alter every aspect of a person's life, including their education. Teachers often intend to interact with both sexes equally, and frequently succeed at doing so. Research has found, though, that they do sometimes respond to boys and girls differently, perhaps without realizing it.

Three kinds of differences have been noticed. The first is the overall amount of attention paid to each sex; the second is the visibility or "publicity" of conversations; and the third is the type of behavior that prompts teachers to support or criticize students

Thus, in this study monitoring *student behavior* to dissuade deviance is key to creating a safe school environment that would guarantee the quality education (Journal of Inquiry in Action in Education, 2017).

Related Studies

Foreign Related Studies

The research of Blazar and Kraft (2017) has focused predominantly on how teachers affect students' achievement on tests despite evidence that a broad range of attitudes and behaviors are equally important to their long-term success. We find that upper-elementary teachers have large effects on self-reported measures of students' self-efficacy in math, and happiness and behavior in class. Students' attitudes and behaviors are predicted by teaching practices most proximal to these measures, including teachers' emotional support and classroom organization. However, teachers who are effective at improving test scores often are not equally effective at improving students' attitudes and behaviors. These findings lend empirical evidence to well-established theory on the multidimensional nature of teaching and the need to identify strategies for improving the full range of teachers' skills (Educational Policy Analysis, March 2017).

Educational Effectiveness Research (EER) can be seen as an overarching theme that links together a conglomerate of research in different areas, including research on teacher behavior and its impacts, curriculum, student grouping procedures, school organization, and educational policy. The main research question underlying EER is the identification and investigation of which factors in the teaching, curriculum, and learning environments (operating at different levels such as the classroom, the school, and above-school) can directly or indirectly explain measured differences or variations in the outcomes of students. Further, such research frequently takes into account the influence of other important background characteristics, such as student ability, socioeconomic status (SES), and prior attainment (Educational Policy Analysis, March 2017).

Thus, Bert ad Kyriadides (2015) attempts to establish and test theories which explain why and how some schools and teachers are more effective than others in promoting better outcomes for students. However, it is also important to note that the three terms – school effectiveness, teacher effectiveness, and educational effectiveness – are used inconsistently in the literature and that these are themselves interrelated. In this article, school effectiveness is taken to mean the impact that school-wide factors, such as a school policy for teaching, school climate, and the 'mission' of a school, have on students' cognitive and affective performance.

On the other hand, teacher effectiveness is taken to mean the impact that classroom factors have on student performance, and includes faculty behavior, faculty expectations, classroom organization, and use of classroom resources. Faculty effectiveness studies have been concerned with only the processes that occur within classrooms to the exclusion of school-wide factors, whereas most school effectiveness studies have involved phenomena that occur throughout the school with little emphasis on particular teaching behaviors within individual classrooms. This weakness has begun to be addressed in studies conducted during the last three decades. The attempts to deal with both faculty members and school influences can be seen as a significant development in EER since joint studies on school and faculty effectiveness reveal that neither level can be adequately studied without considering the other. In this context, theterm educational effectiveness rather than faculty and/or school effectiveness to emphasize the importance of conducting joint school and faculty effectiveness research which can help us identify interactions between the school, classroom, and student levels and their contributions in explaining variation in students' outcomes, both academic and non- cognitive.

Finally, it is important to note that EER also refers to the functioning of the educational system as a whole, and this research can therefore also be used to support the development and testing of different models of effectiveness. In turn, these models of effectiveness ultimately attempt to explain why educational systems and their subcomponents perform differently, toward the aim of providing relevant evidence for policy makers.

It is shown that studies conducted in various countries managed to contribute to the development and testing of complex and dynamic theories of effectiveness. In the last part of this article, we discuss how the knowledge base of EER can be used to establish an evidence-based and theory-driven approach to school improvement and refer to experimental studies searching for the impact of such an approach in promoting student learning outcomes (Educational Policy Analysis, March 2017).

Stronge and Xu (2015) proved that motivation and enthusiasm are contagious in classrooms. Teachers who are more enthusiastic about teaching exhibit higher quality instructional behaviors, such as monitoring student learning, providing students with more autonomy support, offering more social support to students, and using higher levels of cognitive challenge. Teacher motivation also is expressed in a range of teacher behaviors that are perceived to be conducive to student learning, such as enthusiasm in content area taught, interest about students' personal and developmental needs, participation in content-related activities outside of class time, and displaying value and emotion for students (International Encyclopedia of the Social and Behavioral Sciences 2nd Edition 2015).

Wei, et al., (2019). This study aims to explore the multiple mediating effects of political skills and entrepreneurial opportunity recognition between perceived entrepreneurship education and innovation. Structural equation is used to analyze data collected from 269 Chinese student entrepreneurs. Results showed that (1) there is a positive relationship between perceptions of entrepreneurship education and perceptions of innovation, (2) political skills and entrepreneurial opportunity recognition individually play a mediating role between perceived entrepreneurship education and innovation, and (3) political skills and entrepreneurial opportunity recognition play a chain mediating effect between perceived entrepreneurship education and innovation (Psychology and Education of Entrepreneurial Development, 2019).

Entrepreneurship education cultivates innovative talents, which are an important driving force for future development. At present, innovation-driven development strategies place new demands on entrepreneurship education. However, most of the current research and discussion in this field focuses on the construction of teaching staff in the entrepreneurial education ecosystem (Ruskovaara and Pihkala, 2015), curriculum development (Falck et al., 2016), and whether entrepreneurship education can influence the Intention of entrepreneurship (Cope, 2016). Based on the theory of social cognitive, the individual traits and environmental of learners greatly influence the realization of entrepreneurship education.

In-depth study of the mechanism of entrepreneurship education, which drives innovation and development, can further improve the research on entrepreneurship. Innovation is seen as an internal driver; innovation relates to an entrepreneurial mindset; thus, development of new products or entrance to new markets is the result of entrepreneurship. Entrepreneurship education is an important way for entrepreneurs to acquire resources, enhance innovative ability and innovative personality, and build multi-level learning channels for entrepreneurs by integrating various knowledge and value systems. From knowledge learning to skills improvement, entrepreneurship education includes general ability development and improvement of professional ability. Entrepreneurial competence, which is important for success, mainly refers to the ability to identify opportunities and develop the necessary resources and capital in addition to technical, financial, and legal knowledge. Considering that entrepreneurship ability is diversified, Bacigalupo et al.,(2016) build an entrepreneurial competency framework that includes opportunity identification, entrepreneurial skills that represent "resources," action areas, and 15 competency lists.

Gianesini et al., (2018) compared models and classifications of entrepreneurial abilities, arguing that entrepreneurial abilities consist of personality traits, entrepreneurial knowledge, and skills. The research on entrepreneurial ability is increasingly concerned with relevant knowledge and experience to improve skills and develop potential resources to enhance the innovation. Entrepreneurship education is concerned with fostering creative skills that can be applied in practices, education, and environments supporting innovation (Gundry et al., 2014). Student entrepreneurs use multi-party interaction to achieve knowledge iteration in the learning network; the innovation process is the result of interactions among the environment, organization, and entrepreneurs (Anderson, et al., 2014). Entrepreneurial ability involves adaptive behaviors and strategies to influence others' actions in relational contexts thereby driving innovation and bringing high returns. The entrepreneurship framework by Bacigalupo et al.,(2016) considers opportunity identification, entrepreneurial skills, and action as three key areas of entrepreneurial competence. Studies have shown that political skills can help entrepreneurs feel a sense of confidence and control over their work environment.

Alismair and McGuire (2015) mentioned that education needs to make an instructional shift in order to ensure our students succeed as the innovators of the future. This article explores 21st century skills, as they are defined and describes methods that allow students to enhance these skills. It also highlights how educators can link students' current knowledge with authentic experiences that motivate, as well as allow them to create and collaborate using the latest technologies.

Discussion around benefits of integrating multimedia in the classroom, including giving students the opportunity to enhance academic and social skills as they communicate and share information, organize their ideas, and express opinions while preparing a project or conducting research through online experience (https://files.eric.ed.gov).

Digital literacy is seen as another way of propagating the already existing digital divide, where skills create new inequalities (Alamand Imran 2015) arising from the 'variation in sophistication of use and user expertise' (Reynolds 2016).

Indeed, the focus of the digital divide has shifted from access to digital technologies to the skills and capabilities required in appropriating these technologies (Alamand Imran 2015).

Snir, et., al. (2017) examines the effectiveness of instilling 21st century skills in graduates of public versus private schools. The five skills that were examined are information literacy, critical thinking, interpersonal

communication, self-regulated learning and the use of information and technology (ICT). No significant average difference was found between graduates of public and private schools regarding their command of the five skills.

Nevertheless, several factors have been found that are related to students' individual backgrounds: among women, graduates of private schools were found to have a large advantage over female graduates of public schools regarding their command of information literacy skills and use of ICT. It was also found that among men, men who attended private schools had an advantage over those enrolled in public schools in terms of control of critical thinking skills. Further, among students who achieved a score of up to 650 on the Psychometric Test, those that attended a private high school had an advantage in their use of ICT. Among students whose fathers' highest level of education was high school, an advantage was found for students in private school in their control of information literacy as opposed to students whose fathers had an academic degree. For the latter, an advantage in the same skill was seen for public school graduates. Educators must recognize these 21stcentury skills and the variables that affect the command of them, in order to plan effective quality policies for education, which will take into consideration the gaps between different student populations.

Demographics is one of the most important factors affecting entrepreneurship, job creation, and innovation. Demographic change shapes all issues that occupy most economic discussions which includes education, employment policy, taxes, technological changes, and more. Demographic analysis anticipates future trends, helping decision makers to prepare policy interventions accordingly.(infonomics-society.org).

Ponce and Maldonado (2017) recognized that through decades, educational research has been the subject of much debate over what should be the purpose in the development of scientific knowledge in the field of education.

The purpose of the paper of Ponce and Maldonado (2017) is to present a historical background on the discipline of educational research: approaches, goals and strategies for research in the area of education. Similarly, the challenges and opportunities of educational research are presented. The challenges of educational research are identified in the following areas: the political nature of education; the problem of definition of educational research as a science and the dislocation between educational research and practice of education. Opportunities can be placed in the context of the following areas: consensus on the knowledge of education leading to a paradigm towards alignment, the utility of knowledge in the practice of the profession to establish their scientific effectiveness and research of education policies (Sociology, 2015).

Nyawira (2017) researched on challenges facing teachers in utilizing instructional resources when teaching in Kenya revealed that materials in the typical general education classroom tends to be limited in scope and that global competitiveness is a far-fetched for Kenyan learners. Commonly found supplies such as textbooks may be supplemented with student workbooks or worksheets.

Sometimes manipulative and specific multimedia such as number-line sets for math, a globe for social studies, or videos, software, and Internet resources may be used to support learning.

These tools typically function as add-ons to the curriculum rather than as an embedded tool for delivering the curriculum. Many schools and districts do not have the funds to purchase these add-on materials. Students in those districts have few options that can be matched to their learning styles or diverse needs. Alternative formats of basic materials can also be provided for students with disabilities, such as Braille texts for students who are blind, large print text for students with low vision, and CDs with audio output for students with dyslexia (Sociology 2015).

Holtam (2015) studied classroom *culture and* educators today hear a lot about gaps in education – achievement gaps, funding gaps, *school*-readiness gaps mostly disabuse stereotypic notions of Asian American students' abilities.

Cibangu, Hepworth and Champion (2017) study shows that there is growing and valid skepticism on the digitally influenced socio-economic liberation. Three main observations that drive this skepticism are identified from the existing research. There is a lack of commensurate socio-economic development arising from the use of digital technologies among the poor and marginalized communities. Socio-economic developments among the poor and the marginalized still remain largely incomparable with the developments among the affluent members of the society, even when the poor are perceived to be using digital technologies (Alam and Imran 2015; Haugh & Talwar 2016).

The macro-level nature of empirical studies on the outcomes of digital technology use is more often than not focused on economic forces of globalization and economic competition enhanced by, among others, the digital technologies are radically transforming the social context. Digital technologies are characterized by a powerful

and pervasive Internet as well as the related information and communication technologies. Globalization is facilitated by the universally accessible, reliable and inexpensive communication assisted by these digital technologies. However, there is growing and valid skepticism regarding the digitally influenced socio-economic emancipation. This skepticism is mainly driven by a lack of understanding of digital literacy as a holistic process of creating the necessary social, economic and political changes within a given context. The understanding of digital literacy therefore needs to join a number of seemingly divergent views of digital technology when dealing with these technologies' benefits in socio-economic emancipation. This understanding of digital literacy should therefore be shaped and focused more on understanding how digital literacy impacts the poor and marginalized, especially in looking at the socio-economic welfare of these marginalized sections of the society. Digital literacy by firstly looking at the shortcomings of the available definitions and approaches and then recommends a socio-economic development-orientated definition. This brings to the fore the most critical digital literacy issues for socio-economic development. These issues are important; they ensure that digital literacy is not viewed in isolation, but rather in terms of its outcomes and consequences, especially with regard to socio-economic development. (research in Pedagogy Volume 7, 2017).

Improvements, and not the whole socio-economic development and well-being at the micro-level, have direct impact on the individuals and societies (Cibangu, et al., 2017; Roztocki and Weistroffer 2016). While the macro-level focus, the labor market and international esteem) is welcomed, it may have the proclivity to leave out the other critical factors that are essential for socio-economic development. Such factors include a population's education, political stability and social liberties, the standard of living and general health (Harris 2016; Roztocki and Weistroffer 2016).

Harris (2016) attributes this to either a lack of genuine interest on the side of researchers or the possibility that researchers are chasing other interests such as publication and citation counts. Thirdly, the narrative of digital technologies and the development they bring about, where the micro-level is concerned, is often based on 'areas of interventions' rather than on the 'approaches or models that cut across different policy areas. This creates a chasm between actual field experiences and the processes which are 'created and changed over time'. While these interventions are valuable in their own rights, the failure to identify multiple possible pathways that emerge as individuals and communities engage with these technologies would fail to capture the parties' responses to the changes over time (Bar, Weber and Pisani 2016; Boeri 2016).

Phelan, Davidson and Yu's (2016) students center study demonstrated that the operating environment within classrooms and schools affect the quality and degree of students' attention and their interest and engagement with school, as well as their ability to transition smoothly from home to school, from one classroom to the next and between classrooms and other parts of the school; and their responsiveness to a variety of teachers and other adults. Among other things, these capacities in turn affect their ability to develop the resilience that will help enable them to adapt to stress and adversity as they encounter diverse situations in their adult lives (Journal of School Leadership, 2017).

Arifin, B, et. al., (2018) made a study on the "Influence of Social Environment on Student's Behavior, "the interest stems from a major belief that 'Social environment consists of the sum total of a society's beliefs, customs, practices and behaviors.' However, researcher and reformer from many countries have suggested that social environment is an important aspect on student's behavior. The authors emphasized that the environment plays a very important role in one's personal growth. A healthy environment creates a perfect individual while the environment is a less healthy environment will produce problematic society. Citing Hoffman, et. al. (2009), one of the conclusions in the study states that positive social environment has been linked to enhancing students' behavior, academic achievement, and motivation. It gives positive impact on formation of students' behavior in developing essential soft skills like making decisions, love for social justice and equality as well as nurturing caring nature, sensitivity and shaping the discipline. Human behaviors and shaped based on what they observe in the environment.

The study further concluded (citing Zakaria, et. al. 2012) that as an agent of transformation, teachers and school are responsible to expand the individual potential in a comprehensive and integrated manner. This is because in order to create a harmonious and intellectual, emotional, and physical person based on belief and obedience. Besides, teachers and schools are also the most important influences in the development of students in terms of their physical, intellectual, emotional and social aspects. The conducive school climate and equipped with teaching and learning facilities will help the student's cognitive, effective and psychomotor development. It also emphasizes that school goals will be achieved if using appropriate educational strategies in teaching and school climate can further enhance student academic achievement.

Local Related Studies

Pa-alisbo (2017) in his research on the 21st century skills and job performance of teachers claimed that the Philippines' Department of Education through the implementation of the Basic Education Sector Reform Agenda (BESRA) is pursuing a package of policy reforms to further improve education.

One of its reforms is the K-12 Program which has opened the way to the mandated 21st Century Skills. These include Learning and Innovation; Information, Media and Technology; and Life and Career Skills. One of its progress indicators is the use of the National Competency-Based Teacher Standards (NCBTS) for assessing teachers' job performance through the self-assessment tool named as Teachers Strengths and Needs Assessment (TSNA). The study sought to identify the teachers' skills and job performance; the relationship of teachers' skills and job performance. Results revealed that teachers are moderately competent in terms of the 21st century skills. Teachers have assessed themselves as very satisfactory in terms of the NCBTS. There is also a significant relationship between teachers' skills and job performance. Another significant finding, there is no significant difference on both when grouped according to profile. Therefore, the teachers' skills complement the NCBTS. It can be a very good tool to assess job performance for they are all anchored in the road map of the Basic Education Sector Reform Agenda (BESRA). The DepEd, with its programs, projects and initiatives goes hand and hand with the NCBTS. It is recommended that DepEd should firmly implement the triangulation method of assessing job performance of teachers by means ofintensive monitoring from the highest down to the lowest ranks other than just mere self-assessment (Journal of Education and Practice Volume 8, No. 32, 2017).

Boholano (2017) studied Smart social networking and its relation to 21st century teaching and learning. Education in the 21st century highlights globalization and internationalization. Preservice teachers in the 21st century are technology savvy. To effectively engage and teach generation Z students, preservice teachers will help the educational system meet this requirement. The educational systems must be outfitted with a prerequisite of ICT resources both hardware and software, and curricula must be designed to promote a collaborative learner-centered environment to which students will relate and respond. This study determined the 21st century skills possessed by the pre-service teachers in terms of social networking. Pre-service teachers use computers in very advanced ways, but educators must remember that they still need guidance to use technology safely and effectively. Through social media the pre-service teachers can use a multitude of applications, including Web 2.0, for their projects. Smart social networking requires critical-thinking skills and the ability to integrate and evaluate real-world scenarios and authentic learning skills for validation (Research in Pedagogy Volume 7, No. 1, 2017).

Reyes and Manipol (2017) studied youth entrepreneurship regarded as one the solutions to reduce unemployment and poverty in the country. Thus, to encourage young people to acquire an entrepreneurial mindset and eventually start their own business, many schools have introduced entrepreneurship in their curriculum either as a specialization or as a full degree. The aim of this research is to examine from the perspective of the students, which of the various teaching methodologies being used in entrepreneurship classes has the greatest positive impact on students' entrepreneurial awareness and intention. A survey, using a five-point Likert scale, was conducted among students of the University of the Philippines Los Baños taking an introductory course in entrepreneurship. Descriptive statistics and content analysis were used to analyze the data. Results indicated that majority of the students learn best through a combination of traditional techniques methodologies like lectures and non-traditional methods like business pitch competition. These results provide the faculty members handling the subject a greater assurance that the current teaching strategies meet the objectives of increasing entrepreneurial awareness and intention among university students (International Journal of Academic Research in Business and Social Sciences, July 2015).

Aguirre and Faller (2018) explore the teaching-learning congruence between mid-career teachers and millennial learners which remains a global challenge. After 15-30 years of teaching, they face issues on self-absorption with great desire to develop themselves instead of mentoring others. In the Philippines, they resort to printed learning materials, while the millennials are highly addicted to technology and e-copies. Self-reflected learning is dominant in mid-career teachers, while collaborative learning works well with millennial learners. The said divide in their teaching and learning strategies results to constant struggles among mid-career teachers. This phenomenological case study in a Philippine teaching university unraveled their day-to-day struggles as they coped and bridged the teaching-learning divide. Results can usher in a paradigm shift in mid-career teachers teaching as well as produce policy enablers with capacity building to manage millennials as top priority in the Philippines, in Asia and abroad (Journal of Education and Social, 2018).

Galamay-Cachola, et al., (2018) mentoring involves the process of experienced teachers teaching and guiding student-teachers on the different aspects of the teaching-learning process. This study aimed to determine the mentoring experiences of cooperating teachers and student-teachers using quantitative qualitative design.

Survey questionnaires based on Hudson's model were distributed and interviews were conducted among cooperating teachers and student-teachers. Means, standard deviations, t-test for independent samples and paired samples t-test were used to analyze the data. Qualitative responses were analyzed and categorized thematically. Findings indicate that the cooperating teachers perceived they greatly mentored student-teachers in terms of personal attributes, system requirements, pedagogical knowledge, modeling, and feedback which were validated by the student-teachers except in the area of system requirements wherein they were mentored moderately. The study concluded that the cooperating teachers mentored to a great extent the student-teachers. Provision of continuing professional education for cooperating teachers to enrich their skills on mentoring student teachers and more time for post-conference were recommended (IAFOR Journal of Education, Winter 2018.).

Magulod, et al., (2019) endeavors to ascertain the prevailing classroom management styles of instructors as well as the prevailing instructor-student relationship in a Philippine higher education institution. It employed mixed methods of quantitative and qualitative methods of research to investigate the line of inquiry. A total of thirty faculty members and three-hundred students sampled from the population were the sources of data for the quantitative component of the study while eighteen students were selected as informants for the FGD to gather qualitative data.

Findings showed that a great deal of authoritative classroom management style is being adhered by instructors while the students manifested a moderate level of connectedness and anxiety towards the classroom management styles of their instructors. Variables such as civil status, years of teaching experience, and level of educational attainment spelled differences on the classroom management styles instructors. It was uncovered that the different classroom management styles of instructors were attached with positive and negative labels and typifications. Implications of this study will serve as a reference to better prepare classroom managers of 21st-century college classrooms.

Relevance of the Review of Related Literature and Studies

The aforecited local and foreign studies including literature reviewed provided the researcher understanding and appreciation of the variables included in this study.

The 21st century education sector of the public-school system have increasing gaps in terms of teacher 21st century skills on digital responsiveness a key component for 21st century entrepreneurial acuity.

The conceptual literature thoroughly reviewed inspired the researcher in the conduct of the study and provided her with the glimmer of hope that challenges encountered and that the study Pa-alisbo (2017)revealing that teachers were moderately competent in terms of the 21st century skills.

Magulod, et. al, (2019) study prevailing classroom management styles of instructors as well as the prevailing instructor-student relationship in a Philippine higher education institution was an eye opener an inspiration for the crafting of the research instrument on students' behavior towards their faculty. Boholano (2017) encourages that technology must be adopted and put into full utilization and that teaching and learning in the 21st century is all about smart social networking to facilitate entrepreneurial connections. Indeed, it takes a village to raise a child, it takes a skillful teacher in terms of basic entrepreneurial skills of quick decision, calculations, financial management and literacy to enjoin everybody to make quality education possible.

(Wendel, 2015) encourages teachers to provide the most conducive learning environment that provided focused teaching and learning experiences to 21st century learners. Teachers must continually upgrade themselves to cope with how best to educate learners. There were social issues that needs to be squarely faced. Gaps were manifestations that each person, each group and each generation is unique but each has its strength that complements the weakness of the other. The advent of technology should not create gaps but rather bridge the gap. Thus, the materials cited and meticulously reviewed provided the researcher guidance in the choice of the research design, development of research instrument, inspiration and guidance for the researcher on the procedure and best ways observed in the conduct of this study.

3. METHODOLOGY

This chapter discusses the research design, the subject and the respondents of the study, sampling technique, the data-gathering procedure which includes the research instrument and the test of its validity and reliability, the data-processing procedure which include statistical tools to be used and data analysis.

Research Design

This study employed the descriptive evaluation research design. This method was appropriate in determining the profile, level of 21st century entrepreneurial skills of BSHRM faculty and its influence on classroom social environment and students' behavior among higher education institutions in the province of Iloilo, Philippines

for Academic Year 2019-2020. Further, this method was able to ascertain extent of influence of teachers' profile in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school on level of 21st century entrepreneurial skills of BSHRM faculty, classroom social environment and students' behaviour of higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

Respondents of the Study

The subject respondents of this study were the total enumeration of 132 permanent BSHRM faculty and 374 randomly selected BSHRM students from 26 state universities and colleges in the province of Iloilo, Philippines for Academic Year 2019-2020. The table shows that majority of the faculty members were from ISAT University main campus, and they constituted the highest number of respondents, while the least number is from NIPC – Batad campus. For the students, the table shows that more students from West Visayas State University campuses were made as respondents of the study, that is 20 students per campus, followed by students from ISAT University campuses, that is 18 students per campus. The lowest number of student respondents were from NIPC-Batad and Concepcion campuses, as well as from St. Pauls University in Iloilo City. Table 1 presents the respondents of the study.

Table 1. Respondents' Distribution

Higher Education Institutions	**BSHRM Faculty**		**Students**	
	N	n	N	n
West Visayas State University Main Campus	6	6	100	20
WVSU Pototan Campus	6	6	393	20
WVSU Lambunao Campus	7	7	438	20
WVSU Calinog Campus	9	9	288	20
WVSU Janiuay Campus	8	8	330	20
ISAT University Main Campus	11	11	620	18
ISAT University Miag-ao	10	10	150	18
ISAT University Dumangas	4	4	188	18
ISAT Barotac Nuevo	4	4	168	18
NIPC Main Campus/ Estancia	3	3	140	11
NIPC - Batad Campus	1	1	9	5
NIPC - Sara Campus	4	4	340	11
NIPC - Concepcion Campus	2	2	13	5
NIPC - Lemery Campus	3	3	16	11
NIPC - Ajuy Campus	3	3	245	11
NIPC - Barotac Viejo Campus	3	3	279	11
ISCOF Main Campus -Tiwi	3	3	375	15
ISCOF Poblacion Campus	3	3	237	15
ISCOF San Enrique Campus	5	5	140	15
ISCOF - Dingle Campus	3	3	125	15
ISCOF – Dumangas Campus	3	3	210	15
Colegio Del Sagrado Corazon de Jesus	4	4	184	12
Central Philippine University	9	9	300	19
University of San Agustin	9	9	250	16
St. Therese MTC	7	7	150	10
St. Pauls University	3	3	36	5
Total	**132**	**132**	**5,674**	**374**

A researcher made instrument was used in gathering the data for the study composed of four (4) parts was used: Part I is on the profile of the respondents in terms of age, sex, civil status, educational attainment, length of teaching experiences, location and type of school; Part II on Level of 21st Century Entrepreneurial Skills in the areas of Financial/Entrepreneurial Literacy Skills, Technology Skills, Life/Career Skills, Innovativeness and Creativity; Part III on Classroom Social Environment in the areas of Teacher Support, Promoting

Mutual Respect, Promoting Task Related Interaction and Promoting Performance Goals and Part IV on Students' Behavior in the areas of Behavior towards the Subject, Behavior towards the Instructor/Professor and Behavior towards Peers.

Validity of the Instrument

The researcher made instrument underwent experts' validation using the Good and Scates Criteria for Validity evaluation with jury or experts' validation with three local experts composed of a statistician, a researcher-generalist andan educator preferably a local specialist on faculty development and instructional programs the Director for Quality Assurance of Guimaras State College. The Good and Scates Criteria was used in evaluating the merit and fitness of the constructed researcher made instrument.

Reliability of the Instrument

The validated researcher made questionnaire was subjected for a reliability testing employing the test and retest method to 30 college teachers in

Guimaras State College for School Year 2019-2020. Results was processed using Special Package for Social Sciences. The reliability is set at .05 Cronbach alpha. The research instrument was found reliable with.944 for 21st century entrepreneurial skills, .984 classroom social environment and .984 student behavior.

Data Gathering Procedure

The procedure of data gathering was strictly followed: upon acceptance of the research proposal by the Guimaras State College Graduate School during the pre-Oral Defense. After the successful defense, the researcher work on the suggestions of the Panel of Examiners for the refinement of the study. Thereafter, the approval for the study conductance sought, the researcher submitted the researcher made questionnaire for validation to the three validators, their suggestions incorporated and same research instrument as validated was tested for reliability testing to thirty (30) faculty members of Guimaras State College Academic Year 2019-2020. The test and retest results were processed using SPSS and the instrument was found reliable.

The researcher personally conducted the research survey to 132 BSHRM faculty and 374 BSHRM students among 26 higher education institutions in the province of Iloilo, Philippines.

The results were tabulated and processed using the Special Package for Social Science. Results were interpreted using both descriptive and inferential statistics.

Methods of Data Analysis

After the data has been gathered, tabulated and analyzed consistent with the problems raised.

For Profile variables, descriptive Statistics were used such as frequency and Percentage.

For the 21st century Entrepreneurial Skills, Classroom Social Environment and Students Behavior, the Mean was used.

For the 21st Century Entrepreneurial Skills, Mean was used.

Scale of Means	**Adjectival Description**
4.21-5.00 - Very High Entrepreneurial Skills (VHSE)	BSHRM faculty members displayed exemplary knowledge, skills and manifested positive traits towards higher order thinking skills, technology and very adept with entrepreneurship.
3.41-4.20 – High Entrepreneurial Skills (VES)	BSHRM faculty members displayed exemplary knowledge, skills and manifested positive traits towards higher order thinking skills, technology and satisfactory level of entrepreneurship skills.
2.61-3.40 – Moderate Entrepreneurial Skills (MES)	BSHRM faculty members adequate knowledge, skills and manifested positive traits towards higher order thinking skills, technology and satisfactory of entrepreneurship skills.
1.81-2.60 – Low Entrepreneurial Skills (LES)	BSHRM faculty members adequate knowledge, skills and manifested issues towards higher order thinking skills, technology and inadequate entrepreneurship skills.
1.00-1.80 – Very Low Entrepreneurial Skills (VLES)	BSHRM faculty members inadequate knowledge, skills and manifested issues towards higher order thinking skills, technology and inadequate entrepreneurship skills.

For the Level of Classroom Social Environment, Mean was used.

Scale of Means	Adjectival Description
4.21-5.00 - Very Good Social Environment (VGSE)	BSHRM faculty created very engaging classroom social environment that positively creates very satisfactory teacher support, promoting mutual support, promoting task-related interaction and promoting performance goals.
3.41-4.20 – Good Social Environment (GSE)	BSHRM faculty created engaging classroom social environment that positively creates very satisfactory teacher support, promoting mutual support, promoting task-related interaction and promoting performance goals.
2.61-3.40 – Average Social Environment (ASE)	BSHRM faculty created engaging classroom social environment that positively creates satisfactory teacher support, promoting mutual support, promoting task-related interaction and promoting performance goals.
1.81-2.60 – Poor Social Environment (PSE)	BSHRM faculty created poor classroom social environment that negatively creates unsatisfactory teacher support, promoting mutual support, promoting task-related interaction and promoting performance goals.
1.00-1.80 – Very Poor Social Environment (VPSE)	BSHRM faculty created poor classroom social environment that negatively creates unsatisfactory teacher support, promoting mutual support, promoting task-related interaction and promoting performance goals.

For the Level of Students' Behavior, Mean was used.

Scale of Means	Adjectival Description
4.21-5.00 - Very Desirable Behavior (VDB)	BSHRM students displayed very desirable behavior towards their teachers, peers and subject.
3.41-4.20 – Desirable Behavior (DB)	BSHRM students displayed desirable behavior towards their teachers, peers and subject.
2.61-3.40 – Moderately Desirable Behavior (MDB)	BSHRM students displayed acceptable behavior towards their teachers, peers and subject.
1.81-2.60 – Undesirable Behavior (UB)	BSHRM students had issues with their behavior towards their teachers, peers and subject.
1.00-1.80 – Very Undesirable Behavior (VUB)	BSHRM students had extremely difficult issueswith their behavior towards their teachers, peers and subject.

Statistical Tools

The statistical tools used in this study were classified as descriptive and inferential statistics. The descriptive statistical tools were frequency, percentages and mean. The inferential statistical tools used were t-Test, F-Test and Spearman rho correlation.

Frequency. The frequency count was used in describing the profile of the respondents as a whole and when classified as to categories of variable such as age, sex, educational attainment, length of teaching experiences, location and type of school.

Mean. The mean was used in describing the mean age of 38 years old and mean length of teaching experiences of 11 years. Mean was also used in describing the level of faculty 21st century entrepreneurial skills, classroom social environment and BSHRM students' behavior among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

Percentage. The percentage as used in describing the distribution of the respondents' classification compared to the total population.

t-Test. The nonparametric t-Test was used in determining significant differences in the BSHRM faculty level of 21st century entrepreneurial skills, classroom social environment and BSHRM students' behavior among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020 when classified as to variables with two classifications such as age, sex, length of teaching experiences, location and type of school.

F- Test. The nonparametric F-Test was used in determining significant differences the BSHRM faculty level of 21st century entrepreneurial skills, classroom social environment and BSHRM students' behavior among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020 for variables with three classification of variables with three classifications such as civil status and educational attainment.

Spearman rho. Spearman rho was used to determine the relationship among BSHRM faculty 21st century entrepreneurial skills and their classroom environment towards BSHRM student's behavior among higher education institutions in the province of Iloilo, Philippines for Academic Year 2019-2020.

Data Analysis

Data gathered were tabulated, processed and analyzed using the Special Package of Social Sciences (SPSS).

4. RESULTS AND DISCUSSIONS

This part will discuss the summary of results, conclusions and recommendation of the study to determine the level of 21st century entrepreneurial skills of BSHRM faculty its influence on classroom social environment and student behaviour among Higher Education Institutions in the Province of Iloilo, Philippines for the Academic Year 2019 -2020.

Specifically, this study aimed to answer the following questions:

1. What is the profile of BSHRM faculty when they are classified according to sex, age, civil status, educational attainment, length of teaching experience, location and type of school?

2. What is the level of 21st century entrepreneurial skills of BSHRM faculty when taken as a whole and when classified according to sex, age, civil status, educational attainment, length of teaching experience, location and type of school?

3. What is the level of classroom social environment when taken as a whole and when classified according to sex, age, civil status, educational attainment, length of teaching experience, location and type of school?

4. What is the level of BSHRM student behavior when taken as a whole and when classified according to their faculty sex, age, civil status, educational attainment, length of teaching experience, location and type of school?

5. Are there significant differences in the level of 21st century entrepreneurial skills of BSHRM faculty when classified according to sex, age, civil status, educational attainment, length of teaching experience, location and type of school?

6. Are there significant differences in the level of classroom social environment when classified according to sex, age, civil status, educational attainment, length of teaching experience, location and type of school?

7. Are there significant differences in the level of BSHRM student behavior when classified according to sex, age, civil status, educational attainment, length of teaching experience, location and type of school?

8. Do BSHRM faculty 21st century entrepreneurial skills of HRM faculty significantly influence on classroom social environment and student behavior?

Summary

The respondents in this study were the 132 BSHRM faculty and sample of 374 students from 26 HEIs in the province of Iloilo, Philippines.

The descriptive research method was used as the research design of the study. A researcher-made questionnaire on the level of 21st century entrepreneurial skills, classroom social environment and student behavior were used to gather data from the respondents.The validity of the questionnaire was determined by presenting the questionnaire to the panel of experts with the use of the Eight-Point Criteria of Good and Scates. The reliability was tested to 30 faculty members of Guimaras State College in the province of Guimaras.

The data were gathered, tabulated and subjected to statistical analyses. Both descriptive and inferential statistics were used in the study. The statistical tools used were frequency count, percentage, mean, t-test for independent sample means, F-ratio andSpearman rho with the aid of computers' Statistical Package for Social Sciences Software (SPSS). The level of significance is set at 0.05 alpha.

The Findings of the Study

1. Majority of the BSHRM faculty were female, young (38 years old and below), married, with short teaching experience (11 years and below), in the external campus and in the main campus, and most of them were master's degree holder.
2. The BSHRM faculty level of 21st century entrepreneurial skills when taken as a whole was considered high with a mean score of 3.96. However, results also revealed that in terms of innovativeness and creativity, faculty members possessed very high entrepreneurial skills with mean scores of 4.48 and 4.36. On the contrary, the faculty members have only high entrepreneurial skills in terms of financial, technology and life/career skills with mean scores of 3.43, 4.10, and 3.42 respectively.
3. When BSHRM faculty members were grouped as to their profile, results revealed that as to sex, both male and female respondents do have a high entrepreneurial skills, with mean scores of 4.13 and 3.89 respectively. As to age, the 21st century skills of young teachers was with a mean score of 4.03 considered to be high entrepreneurial skills andfor old teachers, it has a mean score of 3.86, also a high entrepreneurial skills.

As to civil status, single faculty members have high entrepreneurial skills with a mean score of 3.49, same with married and those who are widow with mean scores of 3.98 respectively.

As to educational attainment,Ph. D./Ed. D. has a mean score of 4.11 which is high, bachelor's degree with a mean score of 3.99 considered as high entrepreneurial skills, the BS with MA units with a mean score of 3.90, also considered as high entrepreneurial skills, those with master's degree with a mean score of 3.81 considered ashigh entrepreneurial skills, those with MA degrees but with Ph.D. units with a mean score of 3.98.

As to length of service, BSHRM faculty with short length of service (11 years and below), with a mean score of 4.69 shows a very high entrepreneurial skills, and with long length of service (12 years and above with a mean score of 4.64, still considered as very high entrepreneurial skills.

As to location, those who were in the main campus has a mean score of 4. 07 and considered a high entrepreneurial skills, and those in the external campus has a mean score of 3.87, also interpreted as a high entrepreneurial skill.

Finally, as to type of school, those who were in the public school has a mean score of 3.96 and considered high entrepreneurial skill, while those in the private schools has a mean score of 3.95, also considered as high entrepreneurial skill.

4. As to the level of classroom social environment when taken as a whole, results revealed that there was a very good social environment with a mean score of 4.67.
5. When respondents were grouped as to their profile, as to sex, male faculty created a very good social environment with a mean score of 4.70, and the same with female faculty with a mean score of 4.66.

As to age, youngfaculty members created a very good social environment with a mean score of 4.72, the same as that of the old faculty was with a mean score of 4.60.

As to civil status, single faculty members created a very good social environment with a mean score of 4.71, same as the married and widow faculty with mean scores of 4.66 and 4.44 respectively. As to educational attainment, the level of social, everybody created a very good social environment, the Ph.D/DM faculty with a mean score of 4.72, followed by those with BS with MA units with a mean score of 4.69, MA with Ph.D with a mean score of 4.68, masters degree holders with a mean score of 4.64 and finally those with bachelors degree with a mean score of 4.30.

As to length of service, both faculty members with short and long teaching experience created a very good social environment with mean scores of 4.69 and 4.64 respectively.

As to location, those who are in the main campus created a very good social environment with a mean score of 4.76, while that in the external campus with a mean score of 4.59.

Finally, as to type of school, both private and public school created a very good social environment with mean scores of 4.78 and 4.62 respectively.

6. As to the level of students' classroom behavior, as a whole, there was a very desirable behavior with a mean score of 4.26.
7. When respondents were grouped as to their profile, when classified according to sex, the level of behavior of male respondents is considered very desirable with a mean score of 4.24 and the female respondents also considered as very desirable with a mean score of 4.27).

As to age, the level of classroom behavior of both young and old faculty members were considered very desirable with a mean score of 4.26 respectively.

As to civil status, the level of classroom behavior of students of single, married and widow faculty members were all very desirable with mean scores of 4.29, 4.25, and 4.23 respectively.

As to educational attainment, the level of classroom behavior were all considered very desirable, where that of bachelor's degree with a mean score of 4.38, the BS with MA units with a mean score of 4.31, the master's degree with a mean score of 4.29, with Ph. D./EdD degree with a mean score of 4.29 and MA with Ph.D. units with a mean score of 4.20.

As to length of teaching experience, the level of student behavior of faculty with long teaching experience was very desirable with a mean score of 4.31, and those with short teaching experience also as a very desirable behavior with a mean score of 4.22.

As to location, those who were in the main campus possessed a very desirable behavior with a mean score of 4.27, while that from the external campus also with a very desirable behavior with a mean score of 4.24).

As to the type of school, those from the public schools have very desirable behavior with a mean score of 4.32, while those from the private school, possessed a desirable behavior with a mean score of 4.13.

8. There were significant differences in the level of 21st entrepreneurial skills of BSHRM teachers when classified according to location

(t = 853.50, p = 0.000), age level (t = 7.808, p = 0.000)and civil status (H = 8.534, p = 0.000). There were no significant differences in the level of 21st century entrepreneurial skills when classified according to sex(U = 68.64, p = 0.987), length of teaching experiences(U = 1096.50, p = 0.696) and type of school (U = 2.556,

p = 0.279).

9. There were significant differences in the level of classroom social environment when classified according to location (U = 658.50,

p = 0.000), educational attainment (U = 767.00, p = 0.015) and civil status (H = 16.189, p = 0.000). There were no significant differences in the level of classroom social environment when classified according to sex (U = 1235.50, p = 0.423), age (H = 4.296, p = 0.117) and length of teaching experiences (H = 4.700, p = 0.095).

10. There were significant differences in the level of student behaviorwhen classified according to location (U = 714.50, p = 0.000),

sex (U = 593.00, p = 0.002) age (H = 10.774, p = 0.005) and length of teaching experiences (U = 7.145, p = 0.028). There were no significant differences in the level of student behaviorwhen classified according to educational attainment (U = 1157.00, p = 0.985), and civil status (H = 2.428, p = 0.297).

11. There was a significant influence in the level of 21st century entrepreneurial skills of BSHRM faculty to classroom social environment (r = 0.416, p = 0.000).

12. There was no significant influence in the level of 21st century entrepreneurial skills of BSHRM faculty to student's behavior

(r = 0.137, p = 0.116).

Conclusions

Based on the findings, the following conclusions were drawn:

1. BSHRM faculty are almost female, young , married, with short teaching experience, located in the external campus and in the main campus, and most of them are master's degree holder.
2. Generally, BSHRM faculty members have high 21st century entrepreneurial skills especially with regards to financial/entrepreneurial skills, technology and life/career skills. They excel, however, in terms or innovativeness and creativity.
3. Higher 21st century entrepreneurial skills can be seen with those who are young, male, married, with doctoral degree, with short teaching experience, located in the main campus and are in higher educational institutions.
4. BSHRM faculty members create a high level of classroom social environment especially those who are young, male, single, doctoral degree holder, with short teaching experience, located in the main campus and are in higher educational institutions.
5. Students' classroom behavior are very desirable especially when they are with faculty members who are old, female, single, bachelor's degree holder, with long teaching experience, located in the main campus and are in higher educational institutions.
6. The 21st century entrepreneurial skills of BSHRM faculty when classified according to location, age level and civil status vary, but are the same when classified as to sex, educational attainment and length of teaching experiences.

7. The level of classroom social environment of BSHRM faculty when classified according to location, educational attainment and civil status vary, however, it is the same when BSHRM faculty were classified according to sex, age and length of teaching experiences.
8. The level of student classroom behavior of BSHRM faculty when classified according to location, sex, age and length of teaching experiences vary, but it is almost the same when BSHRM faculty were classified according to educational attainment, and civil status.
9. BSHRM faculty level of 21st century entrepreneurial skills affect the social environment of students, but does not influence students' classroom behavior, which means the higher 21st century entrepreneurial skills of faculty member, creates a very good social environment. On the contrary, whatever is the entrepreneurial skill of BSHRM faculty, it does not affect student behavior.

Recommendations

The following recommendations were based on the foregoing findings and conclusions by the researcher:

A. The 21st century entrepreneurial skills of BSHRM faculty need be maintained to include innovativeness and creativity, however, other

specific skills may need to be improved especially financial/ entrepreneurial skills, technology skills and life/career skills.

B. Although the level of classroom social environment was very good, however, there is a need for BSHRM faculty to give students the appropriate and challenging test, examination and assignments for the improvement of their higher order thinking skills.

C. The BSHRM faculty should provide activities which develop analytical thinking among students such as games and argumentations.

D. The BSHRM faculty should provide remediation or enhancement activities to slow learners to allow students to improve their academic performance.

E. Faculty and parents should religiously keep track of students' performance and provide timely interventions when necessary.

F. The BSHRM faculty must apply Information Communication Technology (ICT) related information in their HRM/HM subject.

G. Cooperative effort of the school heads and the faculty should be made in order to select an appropriate teaching method.
H. The school administrator should conduct seminar workshops on test measurements and evaluation instrument on faculty and assist faculty
members to utilize results and evaluate assessment of effective learning for technical assistance.

Parallel studies on 21st century entrepreneurial skills, classroom social environment and student's behavior on other level and venue is recommended in order to validate the results of this study.

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