



**The Personal Entrepreneurial Competencies of Selected ETEEAP Business Administration Graduates in the Philippines: Proposals for Improvement**

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**Abstract**

**Aim:** This study explored on the levels of Personal Entrepreneurial Competencies (PECs) of selected ETEEAP Business Administration graduates in different HEIs.  
**Methodology:** This study used a descriptive, correlational design using surveys to determine the relationship between the variables. There were about 248 respondents of the survey and all of them were members of the ETEEAP forum in a social media platform.  
**Results:** Descriptive statistics revealed that achievement, planning, and power were the factors examined. Achievement received the highest rating (M=3.53), indicating high competence overall. There were no significant differences in means based on job tenure (F=0.06, p=0.980) and employment status (F=0.63, p=0.750). However, significant differences were observed for job position (F=7.16, p=0.000) and affiliated industry (F=4.95, p=0.001). Tukey pairwise comparisons indicated that executives and managers had significantly higher achievement levels (M=3.76 and M=3.65) compared to rank-and-file employees (M=3.43). Similarly, respondents in the BPO industry and entrepreneurs showed significantly higher achievement competence (M=3.61 and M=3.59) than those in manufacturing (M=3.34).  
**Conclusion:** The results of the Achievement Motivation Theory stated that each of the areas in Achievement, Planning, and Power were Highly Competent. However, in the PECs of McClelland's theory, three areas garnered low ratings: Persuasion, Networking, and Self-Confidence under Power Competency.

**Keywords:** Personal Entrepreneurial Competencies, ETEEAP, curriculum, entrepreneurs, Cebu, Philippines

**INTRODUCTION**

An entrepreneur is someone who creates a new business, establishes a cultural or social activity, implements innovation in a consolidated enterprise, or engages in any other activity and regardless of the entrepreneur's field of competence (Samuel & Sarprasatha, 2016). The entrepreneur seeks to make his or her vision a reality. However, not everyone is adamant about embarking on an entrepreneurial journey. The entrepreneurial competencies of an individual who wishes to embark on entrepreneurial growth, on the other hand, are a prerequisite to self-employment.

Some people believe that entrepreneurs are less educated than the general public, but evidence shows that this is not the case. It is impossible to overestimate the importance of education in the development of an entrepreneur (Harlanu & Nugroho, 2015). Its importance is reflected not only in the level of education attained but also in the fact that it continues to assist businesses in overcoming obstacles. Before embarking on any entrepreneurial venture, however, it is critical to assess one's entrepreneurial capabilities. Is anyone interested in working for or starting a business may feel free to participate in or complete such an exam as a kind of self-evaluation? (Maulida et al., 2020) Entrepreneurial competencies are a crucial factor in determining the success of a business venture (Much, 2022).

In the Philippine setting, the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) provides opportunities for Filipinos' relevant competence and skills obtained from work experience to be recognized, accredited and given equivalency leading to the completion of an appropriate academic degree. Students who have enrolled in this program, especially in the field of Business Administration, have



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not taken a standardized tool to identify their entrepreneurial competencies vis-à-vis their learned skills from their years of work experience. In as much as experience honed their skill in pursuing their entrepreneurial endeavors, an entrepreneurial competencies assessment tool will surely assist them in highlighting areas that they would need to develop.

This study explored the levels of Personal Entrepreneurial Competencies (PECs) of selected ETEEAP Business Administration graduates in different HEIs with majors in Operations Management, Marketing Management, Financial Management and Human Resource Development Management who are connected from various sectors. The assessment results aim to shed light on the actual competencies of ETEEAP graduates that will improve the Business Administration of curricular and co-curricular programs of ETEEAP to different HEIs in the Philippines.

This study is primarily anchored on the Achievement Motivation Theory by David McClelland (1967), a Harvard psychologist published in his book "The Achieving Society," which explored why certain societies are more successful economically than others and sought answers by examining individual entrepreneurial habits, which McClelland believed were critical to the growth of all economies. Entrepreneurs, according to McClelland, think of new and better ways to do things and make decisions in the face of uncertainty. Entrepreneurs are defined by the desire to succeed, advance, and grow, which is known as an accomplishment orientation.

McClelland identified 14 PECs that appeared to characterize the behavior of successful entrepreneurs, which were later grouped into three major clusters and merged to derive the ten PECs: 1) opportunity seeking; 2) persistence; 3) commitment to work contract; 4) risk-taking; 5) demand for efficiency and quality; 6) goal setting; 7) information seeking; 8) systematic planning and monitoring; 9) persuasion and networking; and 10) self-confidence. PECs were considered synonymous with entrepreneurial skills by Al-Shawaf and Lewis (2020) because entrepreneurial skills are translated into actions by an individual rather than traits that are passive or merely mental preoccupation. In 1989, MSI and McBer & Company developed the PEC (Personal Entrepreneurial Competencies).

The questionnaire aims to assess ten (10) personal entrepreneurial competencies such as opportunity seeking, persistence, commitment to work contracts, risk-taking, demand for efficiency and quality, goal seeking, information seeking, systematic planning and monitoring, persuasion and networking and self-confidence. David McClelland created another the model that was presented and was among the first to apply behavioral science theories to the study of motivations to engage in activities (Kierner, Gröschner, Pehmer, & Seidel, 2015).

### Research Questions

The study aimed to determine the Level of Personal Entrepreneurial Competencies (PECs) of the selected ETEEAP Business Administration Graduates in the Philippines. Specifically, the study sought to answer the following:

1. What is the profile of the respondents when grouped according to:
  - 1.1 Job Tenure;
  - 1.2 Employment Status;
  - 1.3 Level of Position; and
  - 1.4 Industry?
2. What is the level of Personal Entrepreneurial Competencies (PECs) among the selected ETEEAP Business Administration Graduates in the Philippines?
  - 2.1 Achievement;
  - 2.2. Planning; and
  - 2.3 Power?
3. Is there a significant difference in the assessment of the respondents when grouped according to:
  - 3.1. Job Tenure;
  - 3.2. Employment Status;
  - 3.3. Level of Position; and
  - 3.2. Industry?
4. Based on the study's findings, what proposals for improvement may be designed for selected ETEEAP HEIs in the Philippines?



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## Hypotheses

1. There is no significant difference in the assessment of the respondents when grouped according to:
  - 1.1. Job Tenure;
  - 1.2. Employment Status;
  - 1.3. Level of Position; and
  - 1.4. Industry
2. There is no significant relationship between the profile of the respondents and the assessment of the respondents on the level of Personal Entrepreneurial Competencies (PECs) among selected ETEEAP Business Administration graduates in the Philippines.

## METHODS

### Research Design

This research utilized the descriptive, correlational design to determine the relationship between the profile of the respondents and the assessment of the respondents on the level of Personal Entrepreneurial Competencies (PECs).

### Population and Sampling

The research study was conducted in a Facebook ETEEAP group with 248 respondents who were graduates of BSBA General, Marketing Management, Operations Management, Financial Management or Human Resource Development Management. To determine the sample population, a multi-stage cluster sampling will be implemented where data is collected randomly from within the clusters and repeating the procedure until a manageable sample is reached 248 Business Administration (BA) graduates through Cochran sampling method.

### Instrument

A modified researcher-made survey instrument adapted from the original questionnaire created by McClelland and further improved by Management System International and McBer and Company and document analysis. Said instrument was validated by experts in the field.

### Data Collection

The data was collected, reviewed, and analyzed in line with the study's objectives and in adherence to research protocols.

### Data Collection

A dry-run procedure was done to test its validity using Google form. Once the survey questionnaire was validated using the Cronbach's Alpha. In order to test the significant relationship, the Kruskal-Wallis H Test was employed. This non-parametric test determines whether there are significant differences among three or more comparison groups. The data will be analyzed using the Statistical Package for Social Sciences (SPSS) software.

### Ethical Considerations

The researcher demonstrated a strong commitment to upholding ethical standards by adhering to research protocols, thereby safeguarding the rights and welfare of all participants and institutions involved in the study.

## RESULTS and DISCUSSION

This chapter presents, analyzes, and interprets the data in a tabular manner based on the assessments of the respondents from a survey conducted on 248 ETEEAP Business Administration graduates in the Philippines. The tabulation and analysis of the data are provided for easy comprehension and understanding by the readers. The presentation was done according to the sequence shown in the previous chapter.





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## PART 1

### DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The relevant data relative to the respondents Job tenure, Employment status, Job position, and Industry of affiliation.

**Table 1**  
**Respondents' Profile**

<b>Job Tenure</b>	<b>Frequency</b>	<b>Percent</b>
11 years and above	94	37.90%
6 to 10 years	101	40.73%
1 to 5 years	45	18.15%
less than 1 year	8	3.23%
<b>Total</b>	<b>248</b>	<b>100%</b>
<b>Employment Status</b>	<b>Frequency</b>	<b>Percent</b>
Employed: Permanent/Regular	180	72.58%
Employed: Probationary/Temporary	14	5.65%
Self-employed	42	16.94%
Contractual	3	1.21%
Freelancer	2	0.81%
Housewife	1	0.40%
Overseas Filipino Worker	4	1.61%
Project-Based	1	0.40%
Resigned	1	0.40%
<b>Total</b>	<b>248</b>	<b>100%</b>
<b>Job Position</b>	<b>Frequency</b>	<b>Percent</b>
Executive	23	9.27%
Managerial	55	22.18%
Supervisory	64	25.81%
Rank and File	106	42.74%
<b>Total</b>	<b>248</b>	<b>100%</b>
<b>Industry</b>	<b>Frequency</b>	<b>Percent</b>
Banking and Finance	20	8.06%
BPO	69	27.82%
Entrepreneur	58	23.39%
Hospitality	36	14.52%
Manufacturing	65	26.21%
<b>Total</b>	<b>248</b>	<b>100%</b>

The table shows the frequency count and percentage of respondents based on job tenure. The majority of respondents (78.63%) have been in their organization for at least 6 years, indicating a high level of loyalty and satisfaction. However, 3.23% of respondents have been with their respective companies for less than a year, which is the lowest job tenure category.

The table also displays the employment status of the respondents. A large majority (72.58%) are regular or permanent employees, which aligns with the CHED requirement of having at least a 5-year work experience related to their enrolled program. The categories of project-based and resigned employees have the lowest percentage (.40%), emphasizing the importance of employment status for ETEEAP enrollment.

The job positions of the respondents are shown. The majority (42.74%) hold rank and file positions, indicating their motivation to pursue a degree for potential promotion. Conversely, the executive position has the lowest percentage, as it requires higher achievement levels such as educational qualifications and experience.



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It also highlights the industry distribution of the respondents. The majority (27.82%) come from the Business Process Outsourcing (BPO) industry, which has less stringent requirements for college diplomas and prioritizes communication skills. Conversely, the Banking and Finance sector has the lowest percentage, as it relies more on degree holders for employment.

**PART 2**  
**LEVEL OF PERSONAL ENTREPRENEURIAL COMPETENCIES**

In this section, the result of the different Levels of Personal Entrepreneurial Competencies of the various items under Achievement, Planning, and Power are presented, analyzed and discussed.

obtained the highest rating, while A2.3 - I constantly renew active engagement in new business ventures despite counter forces or enticing alternatives got the lowest mean score (M=3.27).

**Table 2**  
**Descriptive Statistics of Each of the Factors/Variables**

Factor/Variable	Mean	Interpretation
Achievement	<b>3.53</b>	<b>Highly Competent</b>
Opportunity-Seeking	3.53	Highly Competent
Persistence	3.51	Highly Competent
Commitment to Work Contract	3.55	Highly Competent
Risk-Taking	3.50	Highly Competent
Demand for Efficiency and Quality	3.54	Highly Competent
Planning	<b>3.47</b>	<b>Highly Competent</b>
Goal-Setting	3.41	Highly Competent
Information-Seeking	3.55	Highly Competent
Systematic Planning	3.44	Highly Competent
Power	<b>3.36</b>	<b>Highly Competent</b>
Persuasion and Networking	3.33	Highly Competent
Self-Confidence	3.39	Highly Competent
<b>Grand Mean</b>	<b>3.45</b>	<b>Highly Competent</b>

Table 16 presents the overall descriptive statistics of the factors such as achievement, planning, and power. Achievement got the highest rating (M=3.53) among the three factors/ variables. Overall, the three factors are found to be highly competent.

**PART 3**  
**PERSONAL ENTREPRENEURIAL COMPETENCIES (PEC)**  
**WHEN GROUPED ACCORDING TO PROFILE**

In this part of the study, will present the PEC when grouped according to profile. As discussed in the previous section, the profile of the respondents greatly contributes in analyzing the data that has been gathered since this entails to the grouping of the respondents according to their Job Tenure, Employment Status, Level of Position, and the Industry that they are connected with.

**Table 4**  
**Achievement Competence According to the Demographic Profile**

Source	F-Value	P-Value	Decision	Interpretation
<i>Job Tenure</i>	0.06	0.980	Failed to Reject $H_0$	Not Significant
<i>Employment Status</i>	0.63	0.750	Failed to Reject $H_0$	Not Significant
<i>Level of Position</i>	7.16	0.000	Reject $H_0$	Highly Significant



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Industry	4.95	0.001	Reject $H_0$	Highly Significant
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*\*Difference is significant at 0.05 alpha level*

Table 17 indicated the one-way analysis of variance (ANOVA) results that compare the means of the level of achievement competence among the respondents when grouped according to various profiles: job tenure, employment status, job position, and industry of affiliation. The table also further displays that there is no significant difference in the means when the respondents are grouped according to job tenure,  $F(3,244)=0.06$ ,  $p=0.980$ , and employment status,  $F(8,239)=0.63$ ,  $p=0.750$ . However, a highly significant difference in the means was obtained when the respondents were grouped according to the job position,  $F(3,244)=7.16$ ,  $p=0.000$ , and affiliated industry,  $F(4,243)=4.95$ ,  $p=0.001$ . Further analyses using Tukey pairwise comparison reveal that respondents belonging to executive and managerial levels have significantly higher level of achievement ( $M=3.76$  and  $M=3.65$ , respectively) than those in the rank-and-file position ( $M=3.43$ ), and those respondents that worked in the BPO and are entrepreneurs have also remarkable higher level of achievement competence ( $M=3.61$  and  $M=3.59$ ), as opposed to those in manufacturing, having only a mean of 3.34. This is because majority of the BPO employees are expose to the dynamics of the environment they are part with. They have a good conversation with people in all parts of the globe and they can easily adjust on the environment that they are in. They have the skills on how to make themselves flexible in adjusting the changes they will encounter in the work and they have the capability to achieve in everything that they do because they are bounded with the production of quality of the results that they need to prosper in the work.

**Table 5**  
**Planning Competence According to the Demographic Profile**

Source	F-Value	P-Value	Decision	Interpretation
Job Tenure	0.46	0.710	Failed to Reject $H_0$	Not Significant
Status	0.63	0.752	Failed to Reject $H_0$	Not Significant
Level of Position	6.94	0.000	Reject $H_0$	Highly Significant
Industry	3.39	0.010	Reject $H_0$	Highly Significant

*\*Difference is significant at 0.05 alpha level*

Table 18 presents the one-way analysis of variance (ANOVA) results that compare the means of the level of planning competence among the respondents when grouped according to various profiles: job tenure, employment status, job position, and industry of affiliation. As presented, no significant difference exist in the means of the respondents when grouped according to job tenure  $p=0.710$  and employment status  $p=0.752$ . On the other hand, a significant difference was observed when the respondents are grouped according to job position and affiliated industry with a p value of 0.0000 and 0.010 respectively. The Tukey pairwise comparison revealed that the managerial level has a significantly higher mean compared to the rank and file with a mean of 3.72 and 3.36 respectively.

**Table 6**  
**Power Competence According to the Demographic Profile**

Source	F-Value	P-Value	Decision	Interpretation
Job Tenure	0.21	0.893	Failed to Reject $H_0$	Not Significant
Status	0.51	0.845	Failed to Reject $H_0$	Not Significant
Level of Position	7.43	0.000	Reject $H_0$	Highly Significant
Industry	2.68	0.032	Reject $H_0$	Significant

*\*Difference is significant at 0.05 alpha level*





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## Summary, Conclusions, and Recommendations

After processing all the data and inputs, the following findings were established:

### 1. Demographic Profile

1.1 The levels of job tenure: (a) less than 1 year, (b) 1 to 5 years, (c) 6 to 10 years, and (d) 11 years and above. Results show that majority of the respondents have been in their companies or institutions for at least 6 years or more (n=195 or 78.63% of the respondents). Only 3.23% (n=8) of the respondents have been in their respective companies for less than a year, while 18.15 of the respondents (n=45) have stayed in their organizations for 1-5 years.

1.2 On employment status shows that a great majority of the respondents (72.58%) are regular/ or permanent employees, followed by the self-employed respondents with 16.94%. This data supplements the CHED requirement to have at least a 5-year work experience in the program they are enrolled in.

1.3 On the Level of Position, most respondents are in a rank and file position (42.74%), followed by supervisory positions (25.81%). Rank and file employees are motivated to finish a degree to rise in the positions from the bottom in the organization.

1.4 On the other hand, Table 6 presents that majority of the respondents come from the BPO industry, 27.82%. In comparison, those from the manufacturing industry have 26.21%. These industries have a less stringent requirement for a college diploma. Most companies from these industries require at least a high school diploma or college-level achievement.

### 2. The Level of Personal Entrepreneurial Competencies in Achievement, Planning, and Power are as follows:

- 1.1. Achievement is Highly Competent
- 1.2. Planning also is Highly Competent
- 1.3. Power is Highly Competent

3. There is no significant difference in the assessment of the respondents when grouped according to Job Tenure since one of the qualifications of being an ETEEAP student is the number of years of experience in the field they are connected with. The period of years that they belong to a company would be counted. Just like with the employment status, there is also no significant difference since having a permanent job denotes financial support when an individual would like to pursue his education or in any way that an individual would need financial support. Then, being a permanent employee should always be a must. Regarding Level of Position, there is also a significant difference since most of the respondents come from the Rank and File position. Thus, it implies that students enrolled in ETEEAP generally want to receive a degree for future promotion. Lastly, the Industry also has a significant difference since most of the respondents are from the BPO Industry, and this particular entity need not require a diploma of a four-year degree program.

To encapsulate the research study, David McClelland's (1967) Achievement Motivation Theory stated that Achievement, Planning, and Power are highly competitive among graduates of the ETEEAP Program in Business Administration majors with majors in Operations Management, Marketing Management, Financial Management, and Human Resource Development Management who are connected from various sectors. According to McClelland's Achievement Motivation Theory, entrepreneurial habits were thought to be a significant contributor to economic growth. Entrepreneurs think of new and better ways to do things and stay innovative in an ever-changing world.

The results of the Achievement Motivation Theory stated that each of the areas in Achievement, Planning, and Power were Highly Competent. However, in the PECs of McClelland's theory, three areas garnered low ratings: Persuasion, Networking, and Self-Confidence under Power Competency. As entrepreneurs, it is essential to emphasize how to engage oneself in the market, extend the network, and have strong self-confidence. Proposing a Webinar to be integrated into the Module of Entrepreneurial Management can already bridge the gap. According to Greenacreet, et al. (2014), greater self-confidence demonstrates interpersonal influence. Thus, the market will always follow when an entrepreneur possesses strong self-esteem, persuading, and networking. In addendum, the module for this program will also be



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enhanced considering that majority of the respondents of this study are BPO employees. This allows them to engage themselves to become future entrepreneurs and contribute to promoting the ETEEAP program offering in the university as well.

The researchers recommend that the different HEIs offering BSBA ETEEAP Programs in the Philippines implement the program proposals and incorporate the improved modular design. Students will be given a series of webinars on persuasion, networking, and self-esteem. Further studies were also recommended to study on the assessment of PEC on Business Administration ETEEAP graduates who have already started their own business and take it as full-time entrepreneurs. Another study can be conducted on the challenges of Entrepreneurs on how to persuade new customers after a pandemic and develop new networks.

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