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## BSBA Student Entrepreneurship Competence Across Lucena Business Schools: 2021-2022 Academic Year

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### Abstract

**Aim:** The study aimed to analyze the essential competencies for successful entrepreneurship among BSBA students from different business schools in Lucena City.

**Methodology:** The researcher collected direct responses from participants using a descriptive cross-sectional design. Descriptive statistics, such as frequency distributions, percentages, and Pearson correlations, were utilized to analyze and interpret the data.

**Results:** There is a strong correlation between personal competencies and their interaction and reinforcement, according to the study. The results were significant ( $p < 0.01$ ), with a significance level of 0.000, indicating a strong relationship between the two variables. Additionally, the study found that personal competencies are highly interconnected and significantly impact entrepreneurial competence development among BSBA students in Lucena.

**Conclusion:** The study showed a strong positive correlation (Pearson correlation coefficient of 0.736) between the dimension of personal competencies and the nature of interaction and mutual reinforcement. The significance level ( $p < 0.01$ ), which was statistically significant, further confirmed the highly likely relationship between these variables. These findings indicated that the different dimensions of personal competency interacted with and reinforced each other, contributing to the development of entrepreneurial competencies among BSBA students in Lucena.

**Keywords:** Correlation, Entrepreneurial, Competency, BSBA Students

### INTRODUCTION

The ability to demonstrate entrepreneurial competencies is essential for achieving success in various areas of life, particularly in the realm of business. However, evaluating one's entrepreneurial competencies requires a comprehensive understanding of the multifaceted dimensions that comprise them. In the academic year 2021-2022, a study was conducted to examine the entrepreneurial competencies of BSBA students from different business schools in Lucena. The goal of this research was to identify the student's strengths and areas for improvement in terms of their entrepreneurial skills and abilities (Iqbal, 2022). To accomplish this, the study proposed a model of personal competencies that includes five interconnected dimensions critical to an individual's effectiveness.

The five primary categories of entrepreneurial competencies are cognitive, emotional, social, motivational, and self-management competencies. Cognitive competencies refer to intellectual abilities such as knowledge acquisition, reasoning, problem-solving, and information processing. Emotional competencies involve recognizing, comprehending, and managing one's own emotions as well as those of others. Social competencies facilitate effective interactions with others in a business context, such as communication, teamwork, conflict resolution, negotiation, and leadership. Motivational competencies are the ability to set and pursue challenging goals, overcome obstacles, and persist in the face of difficulties. Self-management competencies are the ability to plan, organize, and execute tasks independently and effectively, as well as to regulate one's emotions, thoughts, and behavior in various situations. These competencies are vital for entrepreneurs to navigate the complex and dynamic challenges of entrepreneurial activities (Drusendahl, 2014; Expansive, n.d.; Kinsey, 2019; Cote, 2020; Kirkpatrick, 2014).



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Emotional competency is the ability to effectively express and manage one's emotions. This encompasses self-awareness, self-regulation, empathy, and interpersonal communication skills. Possessing emotional competency allows individuals to navigate social interactions, cultivate healthy relationships, and cope with stress and challenges. Developing emotional competency is essential for both personal and professional success, as it empowers individuals to recognize, understand, and respond constructively to emotions in themselves and others. The Multidimensional Model of Personal Competency underscores the interconnectedness of these dimensions, and how progress in one area can positively impact others, fostering overall growth in personal competency. The model also emphasizes the importance of self-awareness, continuous learning, and deliberate development.

This research delves into the five essential competencies of BSBA students: cognitive, social, emotional, motivational, and self-management. Cognitive competency refers to skills such as acquiring knowledge, problem-solving, and processing information. Social competency involves interpersonal abilities, including communication, collaboration, conflict resolution, negotiation, and effective leadership. Emotional competency includes emotional intelligence, which helps individuals understand and manage their own emotions, as well as the emotions of others. Motivational competency encompasses drive, determination, and goal-setting abilities, which are crucial in pursuing challenging objectives and overcoming obstacles. Self-management competency involves organizational skills like planning, prioritizing, and executing tasks independently and efficiently. The study aimed to assess the strengths and areas for improvement of these competencies and suggest interventions to enhance them. The goal was to deepen the understanding of the multidimensional nature of personal competency and its impact on entrepreneurial success among BSBA students in Lucena's business schools, as well as to guide personalized training programs and interventions that can support aspiring entrepreneurs.

The research conducted utilized the Theory of Personal Competency: The Multidimensional Model, which recognizes that personal competency is made up of interconnected dimensions that impact an individual's effectiveness in various facets of life. It posits that personal competency is not a solitary trait, but a complex construct that can be enhanced and developed over time (Mishra, 2014).

Emotional competency, also referred to as emotional intelligence, involves the ability to comprehend and manage one's own emotions and those of others (Air War College, 2000; Landry, 2019). It encompasses self-awareness, self-regulation, empathy, and effective communication skills. Emotional competency empowers individuals to navigate social situations, foster positive relationships, and manage stress and adversity. Possessing emotional competency is crucial for personal and professional achievement, as it enables individuals to recognize, interpret, and constructively react to emotions in themselves and others (Landry, 2019; Emotional Competency website; How to Improve Your Emotional Intelligence).

The Multidimensional Model of Personal Competency stresses the interconnectedness of personal competencies and how developing skills in one area can positively affect others. This model emphasizes self-awareness, continuous learning, and intentional development to enhance personal competency across various dimensions. By applying this model, we aim to investigate how BSBA students' entrepreneurial competence across different Lucena business schools during the 2021-2022 academic year aligns with various dimensions of personal competency. Our study seeks to understand how these dimensions interact and impact entrepreneurial performance, providing insights into the holistic development of entrepreneurial competencies among students.

The exploration of BSBA student entrepreneurship competence across Lucena business schools during the 2021-2022 academic year is rooted in the Philippines' legal framework. We draw on important legislative pillars that support and regulate entrepreneurship education and development in the country, including the Philippine Higher Education Act of 1994 (RA 7722), which governs higher education institutions offering entrepreneurship programs. We also consider the Technical Education and Skills Development Authority (TESDA) Act of 1994 (RA 7796), which established TESDA to oversee technical education and skills development programs, including entrepreneurship. Finally, the Philippine Innovation Act (RA 11293) plays a pivotal role in promoting innovation and entrepreneurship by supporting research, technology transfer, and the commercialization of innovative products and services. These legal foundations not only emphasize the significance of examining the entrepreneurial competencies of BSBA students in Lucena but also contribute to the enhancement of entrepreneurship.



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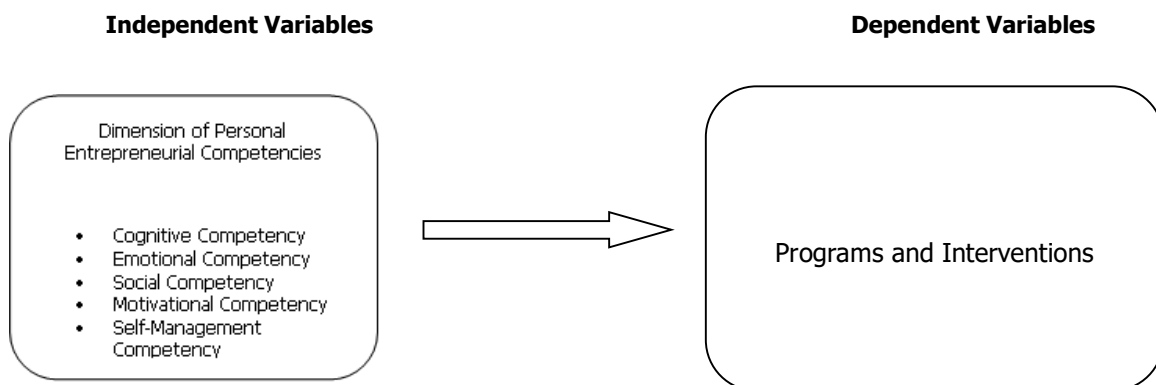
The objective of this study is to assess the entrepreneurial competence of BSBA students from various business schools in Lucena for the 2021-2022 academic year. The study will employ the Multidimensional Model of Personal Competencies as its theoretical framework. The aim is to evaluate the effectiveness and relevance of entrepreneurship programs offered by schools, identify the strengths and weaknesses of BSBA students in terms of their competency, explore the correlation between personal competencies and entrepreneurial performance, and provide recommendations for improving the entrepreneurial competencies of BSBA students. This study aims to contribute to the literature on entrepreneurship education and personal competency development, while also offering practical implications for educators, policymakers, and students interested in promoting and pursuing entrepreneurship.

### Research Questions

The study aimed to answer the following questions:

1. What is the distribution of respondents across different categories, such as:
  - 1.1 Age,
  - 1.2 Gender?
2. What are the dimensions of personal entrepreneurial competencies in terms of:
  - 2.1 Cognitive Competency,
  - 2.2 Emotional Competency,
  - 2.3 Social Competency,
  - 2.4 Motivational Competency, and
  - 2.5 Self-Management Competency?
3. What potential interventions or programs can be recommended for BSBA students who lack personal entrepreneurial competencies in the following areas:
  - 3.1. Cognitive Competency: Improve cognitive entrepreneurial skills.
  - 3.2. Emotional Competency: Enhance emotional intelligence in entrepreneurship.
  - 3.3. Social Competency: Develop strong interpersonal skills for entrepreneurship.
  - 3.4. Motivational Competency: Boost motivation and resilience in entrepreneurship.
  - 3.5. Self-Management Competency: Foster effective self-management skills for entrepreneurs.
4. Is there a significant relationship between the Dimension of Personal Competency and the Nature of Interaction among BSBA students?

### Conceptual Framework



**Figure 1: Framework of Independent Variables (Cognitive, Emotional, Social, Motivational, Self-Management Competencies) and Dependent Variable (Programs and Interventions)**



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The study, assesses the entrepreneurship competence of Bachelor of Science in Business Administration (BSBA) students from various business schools in Lucena during the academic year 2021-2022. The research investigates the dimensions of entrepreneurial competencies, such as cognitive, emotional, social, motivational, and self-management competencies, as independent variables. It examines how these competencies may affect the development and effectiveness of entrepreneurship programs and interventions, which are the dependent variable. By exploring the relationship between these variables, the study aims to provide insights into the strengths and areas for improvement in entrepreneurship education for BSBA students in the Lucena region during the specified academic year.

### Hypotheses

To address the research problem of examining the relationship between the dimensions of personal competencies and the nature of interaction among BSBA students, the following hypotheses were formulated and tested using a 0.05 level of significance.

*H<sub>0</sub>*: There is no significant positive relationship between the dimensions of personal competencies and the nature of interaction among BSBA students.

*H<sub>a</sub>*: There is a significant positive relationship between the dimensions of personal competencies and the nature of interaction among BSBA students.

### METHODS

#### Research Design

The research methodology employed in this study was the descriptive cross-sectional design, which allowed for the collection of direct responses from the participants. The study utilized descriptive statistics such as frequency distributions, percentages, and Pearson correlation to analyze and interpret the data.

#### Population and Sampling

The data for this study were collected through a survey of three hundred thirty-one (331) Bachelor of Science in Business Administration (BSBA) students from ten business schools in Lucena City during the academic year 2021-2022. The selection of respondents was determined using the sample proportion method, and the Raosoft calculator was utilized for sample size calculation.

#### Instrument

The research instrument, which had been validated through internal consistency and discriminant testing, comprised sections on respondents' backgrounds, dimensions of entrepreneurial competency, and their interplay and impact. By conducting this study, valuable insights were gained to inform the development of effective programs and interventions aimed at enhancing the entrepreneurial competence of BSBA students in Lucena City. A pilot test was conducted to ensure the instrument's validity and reliability. Ethical considerations were addressed by obtaining necessary approvals, ensuring participant confidentiality, and obtaining informed consent.

#### Data Collection

The data-gathering procedure involved determining the research design, selecting a cross-sectional approach, and employing stratified sampling. The researcher developed a structured survey questionnaire, pretested it, and conducted the survey with 331 BSBA students from ten business schools in Lucena City during the academic year 2021-2022. Data analysis included descriptive statistics, Pearson correlation analysis, and inferential tests to conclude. In this chapter, the results of the data analysis are presented and discussed.

#### Treatment of Data

The statistical treatment included several key steps. Descriptive statistics were used to compute measures like mean, median, mode, standard deviation, and frequency distributions to summarize and describe the data concerning various dimensions of entrepreneurial competence. Pearson correlation analysis was conducted to assess the relationship between different dimensions of entrepreneurial competence and other variables, such as the nature of interaction and mutual reinforcement. To ensure representative samples from each school, stratified sampling was



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applied when different business schools had significantly different characteristics. The sample size for the study was determined using statistical tools like the Raosoft calculator. Additionally, hypothesis testing was performed if applicable, involving the setup and testing of hypotheses related to the research questions using appropriate statistical tests. Finally, data visualization techniques, such as creating charts, graphs, and visual representations, were utilized to present the findings effectively.

**Ethical Considerations**

In this study, the researcher ensured that all research protocols involving ethics in the research were complied with for the protection of all people and institutions involved in the conduct of the study. This included obtaining necessary approvals from the relevant authorities, ensuring participant confidentiality by anonymizing their identities and data and obtaining informed consent from the respondents before administering the survey questionnaire.

**RESULTS and DISCUSSION**

The study had a relatively young sample population, with most respondents being 22 years old. Additionally, 25% of the respondents were 23 years old, suggesting that the sample was predominantly young. The analysis also revealed a low percentage of respondents aged 25, 26, and 29, with each age group comprising only 4% of the sample. The age group of 28 had a slightly higher representation of 7% of the sample. However, the age groups of 24 and 21 were underrepresented, with each age group accounting for only 3% of the total sample. This finding indicates that the sample may not be fully representative of the wider population. As for gender, the majority of the respondents were female, while male respondents made up a smaller proportion of the sample.

**Dimensions of Personal Entrepreneurial Competency**

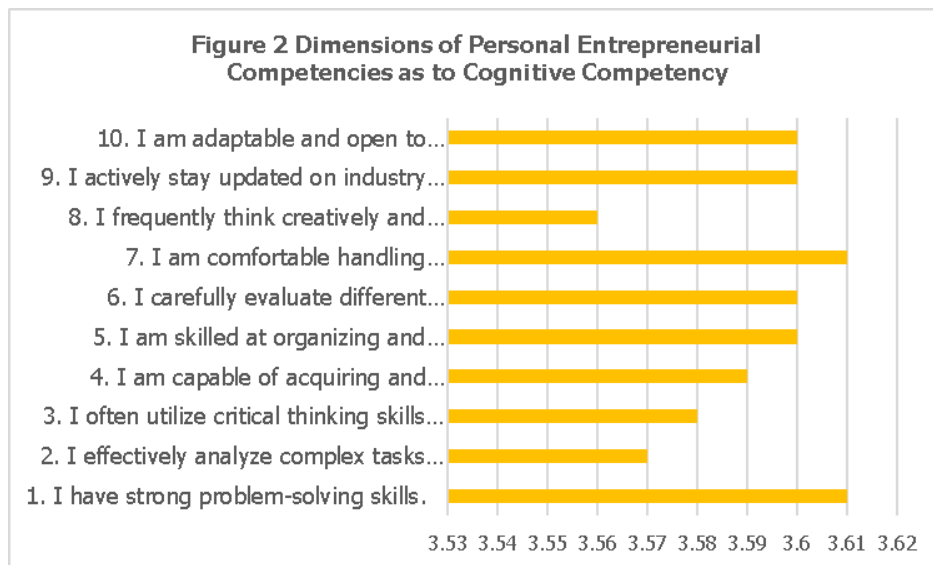


Figure 2 shows ten cognitive competencies that measure personal entrepreneurial competencies. Each competency has a rating from 1 to 4, with 4 being the highest level of competence. The weighted mean (WM) is also given, which considers the weights given to each rating level. The participant’s cognitive competency is rated as “Highly Competent” in all aspects, as shown by the high weighted mean scores in the “WM” axis.

Study respondents demonstrated impressive problem-solving abilities with a high level of proficiency in resolving complex issues (weighted mean score of 3.61). They showcased excellent skills in analyzing complex tasks (weighted mean score of 3.57), and employing critical thinking skills to take a logical and analytical approach to



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decision-making (weighted mean score of 3.58). They were able to learn and effectively integrate new information into real-world situations (weighted mean score of 3.59). Additionally, they demonstrated their ability to organize and process information efficiently (weighted mean score of 3.60), carefully evaluating various options before making decisions. They were also comfortable dealing with ambiguity and uncertainty in problem-solving situations (weighted mean score of 3.61), exhibiting creativity and unconventional thinking (weighted mean score of 3.56), and adaptability to overcome obstacles (weighted mean score of 3.60). This means they are flexible in adjusting strategies and perspectives when faced with challenges.

Based on the findings, the respondents displayed a high level of cognitive competency, including strong problem-solving skills, effective analysis, critical thinking ability, adaptability, and openness to new knowledge and approaches. These qualities show highly competent individuals with the capacity to excel in cognitive tasks and challenges (Willis, 1996). Willis's article focuses on everyday cognitive competence as a critical aspect of functional health, defining it as the ability to perform adequately those cognitively complex tasks essential for independent living in society. The assessment and judgment of competence pose a major challenge in defining the critical domains of functional abilities associated with living independently. Previous research on instrumental activities of daily living (IADLs) proves to be useful. The research shows findings on a measure assessing everyday cognitive competence within each IADL domain. Performance on this measure relates to behavioral observations of subjects performing similar activities at home and self and spousal IADL ratings. The study's seven-year longitudinal data show a relatively modest decline in performance on cognitively complex everyday tasks during the 60s, but steeper patterns of normative decline are found in the late 70s and 80s.

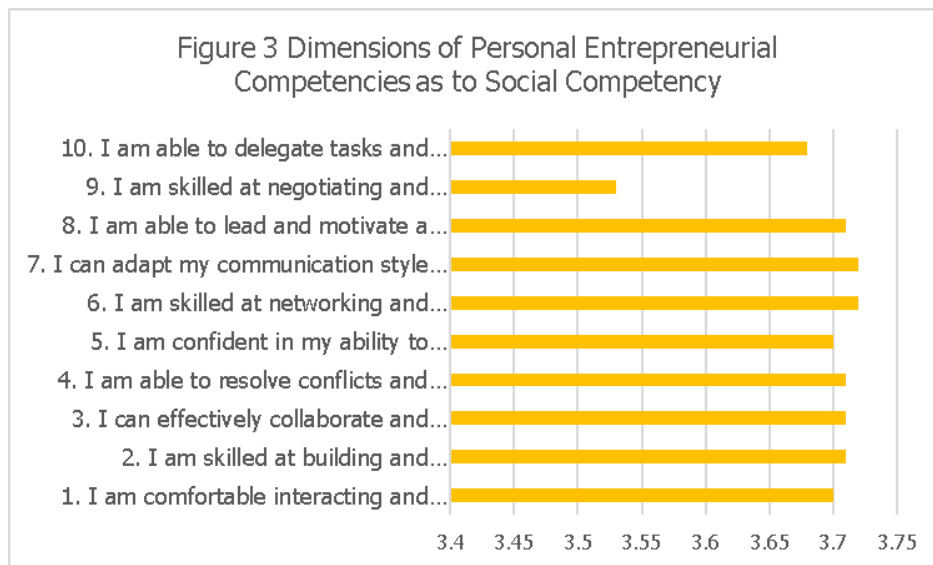


Figure 3 shows the analysis of the participants' responses in the social competency domain showing their high level of competence across various aspects. They reported being comfortable in interacting and communicating with a diverse range of people (WM = 3.70), adapting to different social contexts (WM = 3.72), and building professional relationships effectively (WM = 3.71). Also, the participants showed their skills in collaboration and teamwork (WM = 3.71) and conflict resolution and finding win-win solutions (WM = 3.71). Their confidence in influencing and persuading others (WM = 3.70) and their proficiency in networking and building connections in the business world (WM = 3.72) further show their social competence. Moreover, they showed a strong ability to lead and motivate groups (WM = 3.71), negotiate and reach mutually beneficial agreements (WM = 3.53), and delegate tasks and responsibilities effectively (WM = 3.68).

Based on these findings, the respondents' responses show their excellent social skills and aptitude for thriving in entrepreneurial settings (Brooks, 2023). Achieving life goals often requires relying on others for financial



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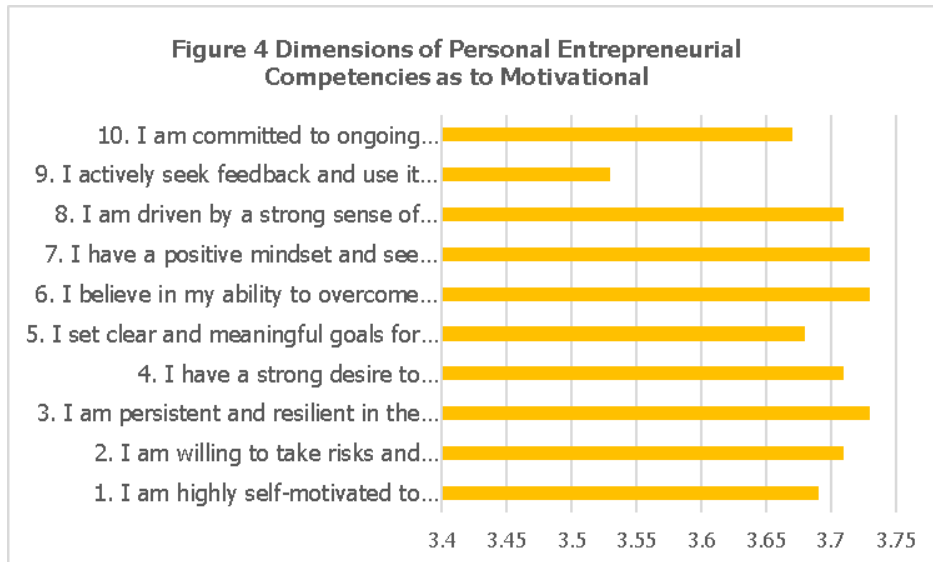


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success or personal fulfillment, as we seek domestic comfort, companionship, and more. Effective interaction with others requires a certain level of social skills, including active listening, effective communication, and the ability to interpret body language. These skills are vital for entrepreneurs, as they help build meaningful connections and foster success in their ventures.



According to the survey results, respondents displayed a strong motivation to achieve their entrepreneurial goals, with a weighted mean score of 3.69. This determination showcases their unwavering drive to succeed and explore new opportunities, as demonstrated by the weighted mean score of 3.71. Additionally, respondents proved to be resilient in the face of challenges, with a weighted mean score of 3.73, indicating their ability to learn from failures and maintain their focus. Their commitment to personal and professional growth was evident with a weighted mean score of 3.71. Respondents set meaningful goals for themselves with a weighted mean score of 3.68, showcasing their ability to prioritize their objectives. They displayed self-confidence and a positive mindset, with a weighted mean score of 3.73, which empowers them to overcome obstacles and strive for excellence. Their ability to learn from setbacks was evident with a weighted mean score of 3.73, demonstrating their resilience and optimism. Their entrepreneurial endeavors are fueled by a strong sense of purpose and passion, with a weighted mean score of 3.71. Participants actively sought feedback, with a weighted mean score of 3.53, indicating their openness to constructive criticism and their desire to improve. Lastly, their dedication to ongoing personal and professional development was evident with a weighted mean score of 3.67, showcasing their commitment to growth and learning. Based on the findings, the participants' social competency shows their high self-motivation, willingness to take risks, persistence, resilience, continuous learning mindset, goal-setting ability, positive mindset, purpose-driven approach, feedback-seeking behavior, and commitment to personal and professional development. These qualities show a highly competent individual in the social aspects of their entrepreneurial pursuits. The purpose of this study is to analyze how university students in Mexico, both men and women and from different disciplines of study, perceive social entrepreneurship competencies. The researchers will use a multifactorial analysis to identify potential areas of opportunity for reducing the gender gap in social entrepreneurship project proposals (Vázquez-Parra et al., 2020).



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**Figure 5 Dimensions of Personal Entrepreneurial Competency as to Self-Management Competency**



The respondents effectively prioritize and manage their time to meet deadlines and achieve goals, as reflected in the weighted mean score of 3.61. This suggests that they can allocate their time efficiently, ensuring that tasks are completed on time and objectives are accomplished. They are skilled at planning and organizing tasks to ensure an efficient workflow, with a weighted mean score of 3.61. This implies that they can structure and coordinate their work effectively, optimizing productivity and minimizing wasted effort. The participant demonstrates discipline and self-motivation in managing their responsibilities as a student entrepreneur, as indicated by the weighted mean score of 3.57. This suggests that they can stay focused and driven, fulfilling their duties and obligations. They exhibit adaptability and flexibility in adjusting plans and strategies based on changing circumstances, as reflected in the weighted mean score of 3.58. This implies that they can be responsive and agile in the face of new information or unexpected developments. The participant is proactive in identifying and addressing potential obstacles or challenges in advance, as indicated by the weighted mean score of 3.59. This suggests that they can anticipate potential issues and take preemptive actions to mitigate risks. They consistently demonstrate self-control and avoid distractions that may hinder productivity, with a weighted mean score of 3.60. This indicates that they can maintain focus and concentration on their tasks, resisting temptations or disruptions. The participant can maintain a healthy work-life balance while pursuing their entrepreneurial endeavors, as reflected in the weighted mean score of 3.60. This implies that they can allocate time and energy effectively, ensuring that both personal and professional aspects are adequately addressed. They are adept at managing resources, including finances, materials, and personnel effectively, as indicated by the weighted mean score of 3.61. This suggests that they can allocate and utilize resources efficiently, optimizing the outcomes of their entrepreneurial activities. The participant regularly evaluates their progress and makes adjustments to improve efficiency and effectiveness, with a weighted mean score of 3.56. This indicates that they are committed to continuous improvement, seeking opportunities to enhance their self-management skills. Lastly, they take the initiative in seeking opportunities for growth and development in their self-management skills as a student entrepreneur, as reflected in the weighted mean score of 3.60. This suggests that they have a proactive approach to self-improvement, actively seeking avenues for enhancing their abilities.

Based on the findings, the respondents' self-management skills highlight their effective time management, planning and organizing abilities, discipline, adaptability, proactiveness, self-control, work-life balance, resource management, progress evaluation, and initiative for growth. These qualities indicate a highly competent individual in managing their responsibilities and tasks as a student entrepreneur (McQuerrey, n.d.). While entrepreneurs are generally known for their self-starting abilities, ongoing motivation, and self-management techniques, they require a different type of approach. Charged with undertaking numerous responsibilities, successful entrepreneurs must learn





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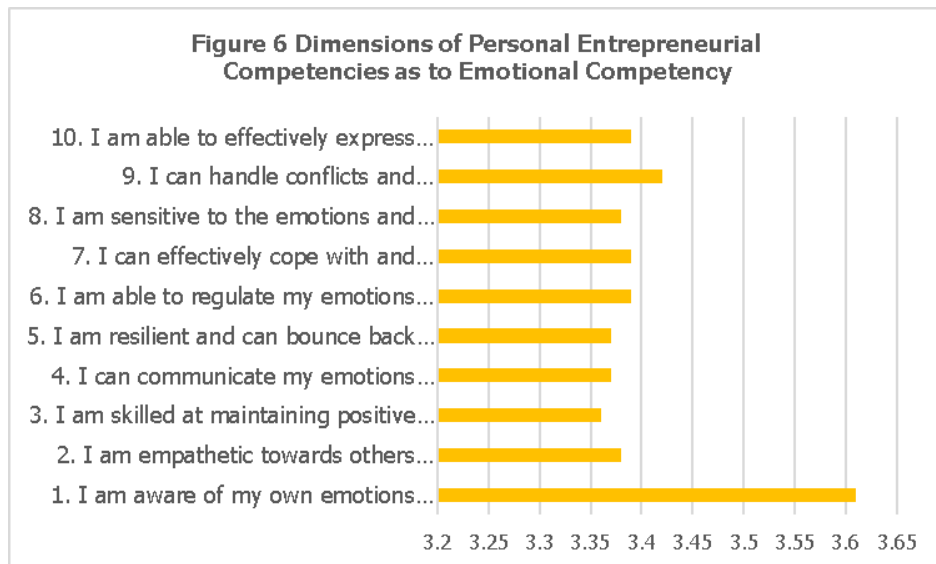


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to prioritize and strike a work-life balance. Failing to do so can result in stress, business burnout, and reduced productivity. Aspiring entrepreneurs must develop and apply effective self-management strategies to maintain their drive, productivity, and overall well-being.



The respondents generally perceive themselves as competent in various emotional competencies, with an average rating of 3.39 (competent). They rate themselves highest in self-awareness, which is the ability to recognize and understand one's own emotions, strengths, weaknesses, values, and motives. They also rate themselves well in empathy, which is the ability to sense and share the emotions of others, and communication, which is the ability to express one's thoughts and feelings clearly and effectively. Furthermore, they show competence in resilience, which is the ability to bounce back from setbacks and challenges; stress management, which is the ability to cope with pressure and demands; and handling conflicts constructively, which is the ability to resolve disagreements and disputes positively and respectfully. These results suggest that the participants possess reasonably developed emotional skills, which can be beneficial in personal relationships and professional interactions. However, there is room for further growth and improvement, particularly in enhancing empathy and maintaining positive relationships with others. Empathy is a key skill for building trust, rapport, and collaboration with others, while positive relationships are a source of support, feedback, and motivation. Therefore, the participants should seek opportunities to practice and improve their emotional competencies through self-reflection, feedback, training, coaching, or mentoring.

Chien-Chi, et al. (2020) conducted a study focusing on the influence of emotional competencies on entrepreneurial intention among college students engaged in social entrepreneurship. While entrepreneurship education has been extensively studied about influencing factors of entrepreneurial intention, little research explores the influence mechanism of emotional competencies on entrepreneurial intention, particularly from the perspective of social entrepreneurship. In this article, the researchers utilized Krueger's model, theory of planned behavior, social cognitive theory, and triadic reciprocal determinism theory to construct a conceptual model involving emotional ability, entrepreneurial self-efficacy, and entrepreneurial intention.



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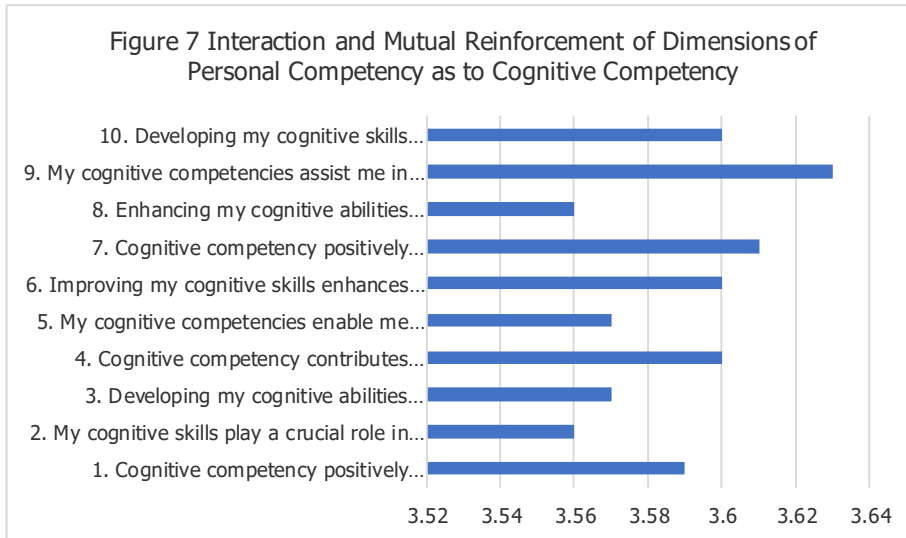


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### Nature of Interaction



Based on the results, the participants' responses indicate a positive influence of cognitive competency on their entrepreneurial competence as BSBA students. Their cognitive skills play a crucial role in various aspects of entrepreneurship, including identifying business opportunities, problem-solving, decision-making, market analysis, innovation, information gathering, adaptability, resource management, and overall business acumen. These findings highlight the participants' awareness of the significance of cognitive competencies in their entrepreneurial pursuits and their belief that enhancing these skills contributes to their effectiveness as student entrepreneurs.

Botha and Taljaard (2021) conducted a study exploring the relationship between entrepreneurial intention (EI) and entrepreneurial competencies (ECs) among nascent entrepreneurs in South Africa. The researchers identified four higher-order competence constructs: cognitive, functional, social/personal, and meta-competence. Their study revealed that cognitive/functional competence and social/personal competence significantly influenced EI. These findings underscore the importance of developing these higher-order competence constructs in entrepreneurship programs to enhance entrepreneurial behavior and foster economic growth and employment opportunities. The results from this study align with the participants' recognition of the vital role of cognitive competencies in their entrepreneurial endeavors and emphasize the value of incorporating comprehensive competence development strategies in entrepreneurship education.



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**Figure 8 Interaction and Mutual Reinforcement of Dimensions of Personal Competencies as to Emotional Competency**



The respondents' responses strongly suggest that they recognize and value the positive influence of emotional competency on their entrepreneurial competence as BSBA students. They understand the significance of emotional skills across various aspects of entrepreneurship, such as relationship building, conflict management, stress resilience, customer understanding, teamwork, motivation, adaptability, self-management, and leadership. These findings indicate that the participants believe in the pivotal role of emotional competence in their entrepreneurial endeavors and acknowledge that honing these skills can significantly enhance their overall effectiveness as student entrepreneurs.

In a related study, Chien-Chi et al. (2020) explored the influence mechanism of emotional competencies on entrepreneurial intention from the perspective of social entrepreneurship among college students. While the field of entrepreneurship education has extensively researched the factors influencing entrepreneurial intention, emotional competencies have received relatively little attention in this context. To investigate this relationship, the researchers drew on Krueger's model, theory of planned behavior, social cognitive theory, and triadic reciprocal determinism theory. Their study focused on college students engaged in social entrepreneurship as research subjects and constructed a conceptual model incorporating emotional ability, entrepreneurial self-efficacy, and entrepreneurial intention. The study sheds light on the significance of emotional competencies in the context of entrepreneurial intention among college students, providing valuable insights for both researchers and educators in entrepreneurship programs.



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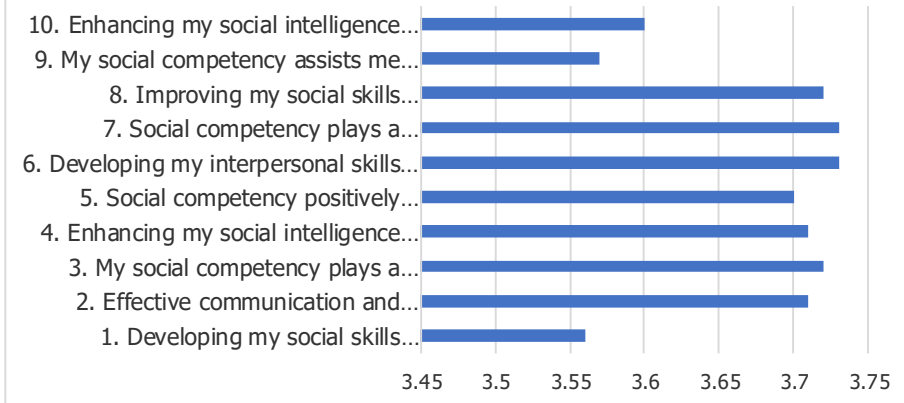


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**Figure 9 Interaction and Mutual Reinforcement of Dimensions of Personal Competencies as to Social Competency**



Based on the results, the respondents' responses strongly suggest that they perceive social competency to have a positive influence on their entrepreneurial competence as BSBA students. As such, they demonstrate a clear understanding of the importance of social skills across various areas of entrepreneurship, including relationship building, communication, networking, partnership establishment, negotiation, teamwork, reputation management, customer engagement, conflict resolution, and leadership. These findings indicate that the participants highly value the role of social competence in their entrepreneurial pursuits and believe that honing these skills can significantly enhance their overall effectiveness as student entrepreneurs.

In a related study, Wang, Yueh and Wen (2019) conducted research comparing two paths of entrepreneurship education at National Taiwan University (NTU) to explore their effects on developing students' entrepreneurial competencies and intentions. While business schools focus on cultivating specialized professional competencies and knowledge related to management and corporate functions based on major programs, entrepreneurship education in higher education aims to foster students' entrepreneurial competencies and intentions. Despite the distinctiveness of these domains, the study reveals an overlap between entrepreneurship and management to a certain extent. The researchers investigated the differences in entrepreneurial competencies and intention among business school students who participated in the Creativity and Entrepreneurship Program (CEP) and those who did not. Moreover, they delved into the contextual factors that may limit or facilitate entrepreneurship education for college students in various academic disciplines within the management school at NTU. These research findings contribute to a better understanding of the interplay between social competency, entrepreneurial competence, and entrepreneurship education, providing valuable insights for both educators and aspiring student entrepreneurs.



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**Figure 10 Interaction and Mutual Reinforcement of Dimensions of Personal Competencies as to Motivational Competency**



Based on the findings, the respondents' feedback indicates a high level of motivation and drive in pursuing entrepreneurial opportunities as BSBA students. As a result, they demonstrate a keen understanding of the significance of maintaining a positive mindset, setting challenging goals, exhibiting resilience, and having an unwavering belief in their capabilities. Furthermore, they acknowledge the importance of intrinsic motivation and value factors such as feedback, social support, continuous learning, and recognition of achievements as sources of motivation and enhancement in their entrepreneurial journey. These results point to the participants' strong motivational orientation and awareness of the key factors contributing to their entrepreneurial competence and success.

Yin (2022) emphasizes the crucial role of entrepreneurship in addressing employment challenges faced by college students in China. The study delves into the relationship between employment and entrepreneurship, examining it through the perspectives of the refugee effect and the entrepreneurial effect. However, despite these viewpoints, the specific micro-mechanism underlying this association remains relatively unexplored. To bridge this gap, the research proposes a comprehensive theoretical model incorporating the refugee effect and entrepreneurial effect. The study identifies entrepreneurial values as the mediating mechanism and the entrepreneurial environment as the moderating variable. Its primary objective is to investigate the impact of employment pressure on college students' necessity entrepreneurship and opportunity entrepreneurship. To achieve this, data from 1,187 college students across 14 universities in the eastern, central, and western regions of China were collected using standardized questionnaires for anonymous surveys. The data analysis utilized SPSS 24.0 and Mplus 7.0, and Structural Equation Modeling was applied to test the research hypothesis. By doing so, through this comprehensive approach, the study seeks to shed light on the intricate relationship between employment pressure and entrepreneurship among college students in China, providing valuable insights into their entrepreneurial motivations and behaviors.



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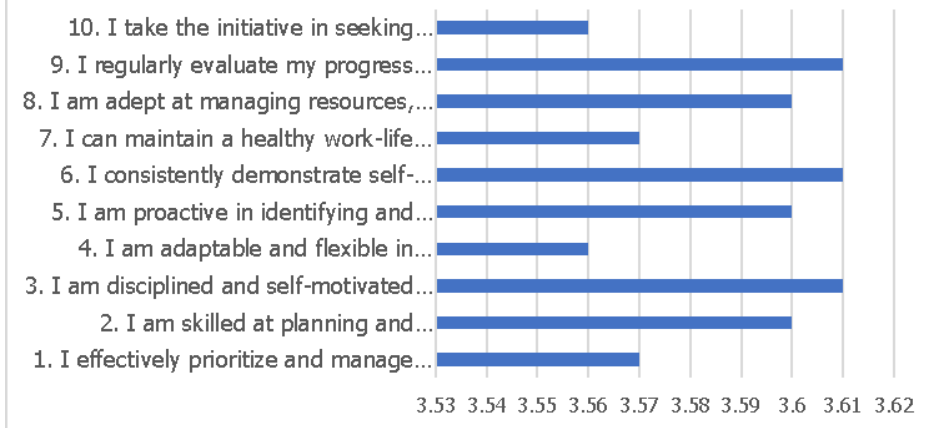


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Figure 11 Interaction and Mutual Reinforcement of Dimensions of Personal Competencies as to Self-Management Competency



Based on the results, the respondents' responses suggest that they possess strong self-management skills as student entrepreneurs. They effectively prioritize and manage their time, demonstrate discipline and self-motivation, adapt to changing circumstances, proactively address obstacles, exercise self-control, maintain work-life balance, and manage resources adeptly. They also display a proactive approach to self-evaluation, seek growth opportunities, and take initiative in improving their self-management skills. These findings indicate that the participant has a solid foundation in self-management, which contributes to their overall competence as student entrepreneurs.

In this article, Lisa McQuerrey emphasizes the significance of self-management strategies for entrepreneurs. While entrepreneurs are often acknowledged for their self-starting abilities, sustaining ongoing motivation and employing effective self-management techniques demand a distinct approach. As entrepreneurs shoulder various responsibilities, mastering the art of prioritization and maintaining a healthy work-life balance becomes crucial. Neglecting these aspects can lead to stress, business burnout, and reduced productivity. Consequently, adopting successful self-management practices becomes paramount in maintaining a positive and motivated organization, ultimately contributing to long-term success in the entrepreneurial journey.



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### Intervention Programs



Based on the findings, the respondents' responses suggest that they recognize the importance of various strategies and approaches to enhance cognitive skills. They value specialized workshops, mentoring programs, practical case studies, collaborative learning, experiential activities, online resources, partnerships with industry experts, regular assessments and feedback, a supportive learning environment, and reflective practices. These findings indicate that the participants believe in the significance of continuous cognitive development and the role of various educational initiatives and resources in fostering their cognitive competencies.

The importance of various strategies and approaches to enhance cognitive skills is a topic that has been widely discussed in the literature. For example, some studies have compared the effectiveness of active learning and passive learning methods in developing cognitive skills among healthcare professions students. Active learning methods involve students' active participation in the learning process, such as problem-solving, case studies, or simulations. Passive learning methods involve students' passive reception of information, such as lectures, readings, or videos. A systematic review of 16 studies found that active learning methods produced gains to both lower- and higher-order cognition at levels equal to, or more often, greater than the use of passive learning methods. Another example of a literature source that discusses the enhancement of cognitive skills is a study that provides a conceptual framework for teaching critical thinking skills. Critical thinking skills are the ability to analyze, evaluate, and synthesize information logically and rationally. The study identifies four main debates among the researchers engaged in the field of teaching critical thinking, such as whether technology can promote students' critical thinking skills. The study also indicates a gap in the literature regarding innovative methods and the use of new technologies for teaching critical thinking skills. These examples show that there is a need for further research on the best practices and strategies for enhancing cognitive skills in various domains and contexts (Harris, 2019).



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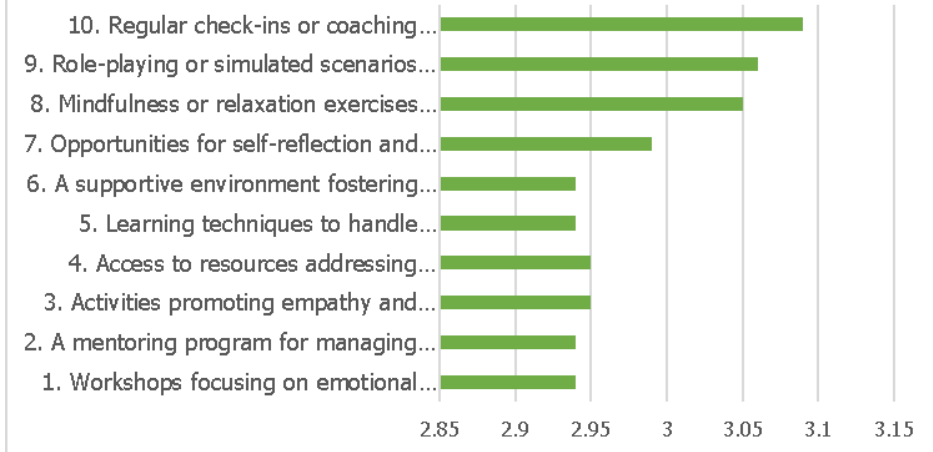


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Figure 13 Potential Interventions or Programs for BSBA Students Emotional Competency



Based on the results, the respondents' responses, suggest that they recognize the importance of emotional competency in the context of entrepreneurship. They value workshops, mentoring programs, activities promoting empathy, resources for stress management and emotional well-being, techniques for handling setbacks, a supportive environment, self-reflection and assessment opportunities, mindfulness or relaxation exercises, role-playing or simulated scenarios, and regular check-ins or coaching sessions with mentors. These findings indicate that the participants believe in the significance of emotional development and the role of various strategies and initiatives in fostering their emotional competency as student entrepreneurs.

The result is based on a study by Aly, Audretsch and Grimm (2021). The study analyzes the potential for translational research to develop educational and policy approaches, along with clinical tools, methods, and strategies to provide entrepreneurs with the skills and competencies for resilience in an entrepreneurial journey fraught with emotional landmines and challenges. The study draws on the literature linking emotions to entrepreneurship, which has generally revolved around three different emotional issues or contexts—fear of failure, passion, and trauma triggered by entrepreneurial failure. The study proposes a framework for developing emotional skills for entrepreneurial success, which includes four main components: emotional awareness, emotional regulation, emotional expression, and emotional utilization. The text is a summary of the findings related to the respondents' perceptions of the importance of emotional competency in the context of entrepreneurship and the strategies and initiatives they value for enhancing their emotional skills. The text highlights the workshops, mentoring programs, activities promoting empathy, resources for stress management and emotional well-being, techniques for handling setbacks, a supportive environment, self-reflection and assessment opportunities, mindfulness or relaxation exercises, role-playing or simulated scenarios, and regular check-ins or coaching sessions with mentors that the respondents value. The text also indicates that the participants believe in the significance of emotional development and the role of various strategies and initiatives in fostering their emotional competency as student entrepreneurs (Huezo-Ponce, Fernández-Pérez, & Rodríguez-Ariza, 2021).





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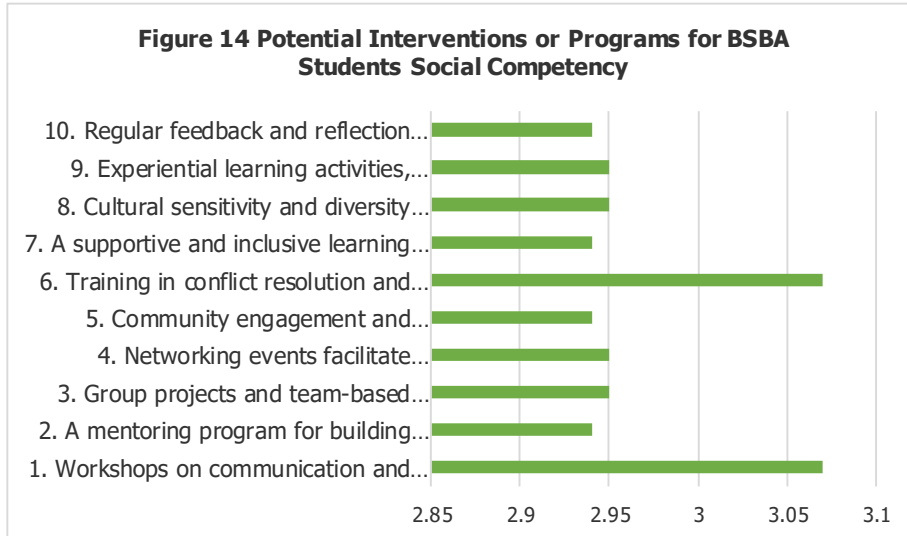
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Based on the results, the respondents' responses, suggest that they recognize the importance of social competency in the context of entrepreneurship. They value workshops on communication and interpersonal skills, mentoring programs for building networks, group projects, and team-based activities, networking events, community engagement, and volunteer work, conflict resolution and negotiation training, supportive and inclusive environments, cultural sensitivity and diversity training, experiential learning activities, and regular feedback and reflection sessions. These findings indicate that the participants believe in the significance of social development and the role of various strategies and initiatives in fostering their social competency as student entrepreneurs.

The findings are based on a study by Botha and Taljaard (2021). The study analyzes the potential for translational research to develop educational and policy approaches, along with clinical tools, methods, and strategies to provide entrepreneurs with the skills and competencies for resilience in an entrepreneurial journey fraught with emotional landmines and challenges. The study draws on the literature linking entrepreneurial intention (EI) to entrepreneurial competencies (ECs), yet categorizing individual ECs about higher-order competence constructs has not been explored. Based on the previous literature studies, four higher-order constructs are identified, namely cognitive, functional, social/personal, and meta-competence. The text is a summary of the findings related to the social dimension, which refers to the interpersonal skills that help entrepreneurs communicate, collaborate, resolve conflicts, negotiate, and lead effectively. The text highlights the workshops on communication and interpersonal skills, mentoring programs for building networks, group projects, and team-based activities, networking events, community engagement and volunteer work, conflict resolution, and negotiation training, supportive and inclusive environments, cultural sensitivity and diversity training, experiential learning activities, and regular feedback and reflection sessions that the respondents value for enhancing their social skills. The text also indicates that the participants believe in the significance of social development and the role of various strategies and initiatives in fostering their social competency as student entrepreneurs (Vázquez-Parra, García-González, & Ramírez-Montoya, 2020).



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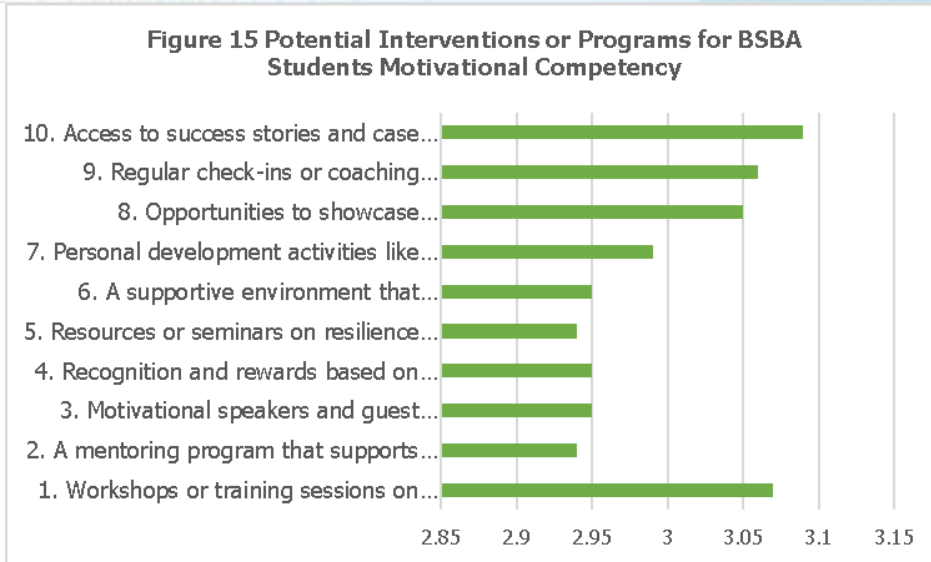
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Based on the result, the respondents' responses, suggest that they recognize the importance of motivation in the context of entrepreneurship. They value workshops or training sessions, mentoring programs, motivational speakers and guest lectures, recognition and rewards, resources or seminars on resilience and perseverance, a supportive environment, personal development activities, opportunities to showcase their ideas, regular check-ins or coaching sessions, and access to success stories and case studies. These findings indicate that the participants believe in the significance of motivation and the role of various strategies and initiatives in fostering their motivational competency as student entrepreneurs.

This is based on a study by Cardon, et al. (2009). The study analyzes the concept of entrepreneurial passion, which is defined as a positive, intense feeling that an entrepreneur experiences for engaging in activities that are central to his or her self-identity. The study proposes a model of entrepreneurial passion that consists of three components: identity centrality, intensity, and harmony. The study also examines how entrepreneurial passion influences the cognitive and affective processes of entrepreneurs, such as opportunity recognition, creativity, persistence, and well-being. The text is a summary of the findings related to the respondents' perceptions of the importance of motivation in the context of entrepreneurship and the strategies and initiatives they value for enhancing their motivational skills. The text highlights the workshops or training sessions, mentoring programs, motivational speakers and guest lectures, recognition and rewards, resources or seminars on resilience and perseverance, a supportive environment, personal development activities, opportunities to showcase their ideas, regular check-ins or coaching sessions, and access to success stories and case studies that the respondents value for fostering their motivational competency as student entrepreneurs. The text also indicates that the participants believe in the significance of motivation and the role of various strategies and initiatives in enhancing their entrepreneurial passion (Shepherd & Patzelt, 2018).



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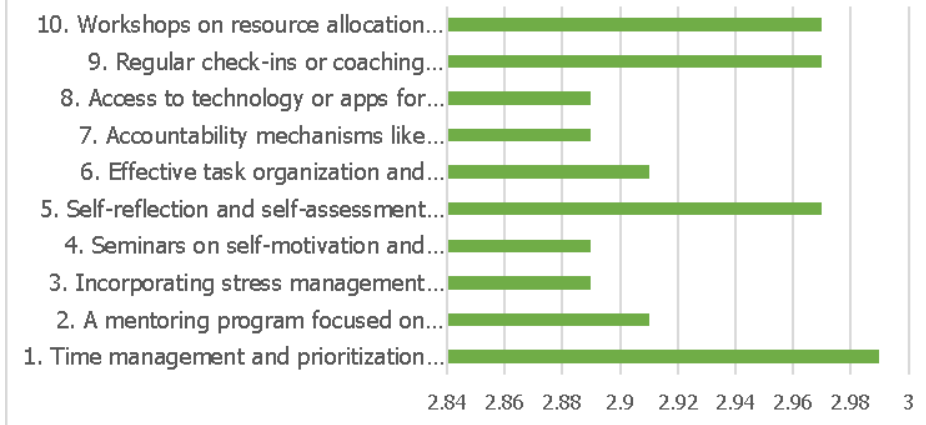


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Figure 16 Potential Interventions or Programs for BSBA Students Self-Management Competency



Based on the result, the respondents' responses, suggest that they recognize the importance of self-management in the context of entrepreneurship. They value time management and prioritization workshops, mentoring programs, stress management techniques, and work-life balance, seminars on self-motivation and self-control, self-reflection and self-assessment opportunities, effective task organization and workflow strategies, accountability mechanisms, access to technology or apps, regular check-ins or coaching sessions with mentors or advisors, and workshops on resource allocation and financial planning. These findings indicate that the participants believe in the significance of self-management and the role of various strategies and initiatives in fostering their self-management competency as student entrepreneurs.

The result is based on a study by Unger, et al. (2011). The study analyzes the impact of human capital on entrepreneurial success, which is defined as the degree to which an entrepreneur achieves his or her personal and business goals by starting and owning a business. The study proposes a model of human capital that consists of four dimensions: education, experience, skills, and competencies. The study also examines how human capital influences different aspects of entrepreneurial success, such as survival, profitability, growth, and satisfaction. The text is a summary of the findings related to the self-management dimension, which refers to the ability to plan, organize, and execute tasks independently and effectively. The text highlights the time management and prioritization workshops, mentoring programs, stress management techniques, and work-life balance, seminars on self-motivation and self-control, self-reflection and self-assessment opportunities, effective task organization and workflow strategies, accountability mechanisms, access to technology or apps, regular check-ins or coaching sessions with mentors or advisors, and workshops on resource allocation and financial planning that the respondents value for enhancing their self-management skills. The text also indicates that the participants believe in the significance of self-management and the role of various strategies and initiatives in fostering their self-management competency as student entrepreneurs (Urbano et al., 2022).



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**Significant Relation**

**Table 17 Significant Relation Dimension of Personal Competency and Nature of Interaction**

<i>Correlations</i>		Dimension of Personal Competency	of Nature of Interaction and Mutual
Dimension of Personal Competency	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	N	331	331
Nature of Interaction and Mutual	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	N	331	331

\*\**Correlation is significant at the 0.01 level (2-tailed).*

The significance level of 0.000 ( $p < 0.01$ ) indicates that the correlation is statistically significant. This suggests that there is a highly likely relationship between the dimension of personal competency and the nature of interaction and mutual reinforcement among the competencies. The results suggest that the dimensions of personal competency and the nature of interaction and mutual reinforcement are strongly related, indicating that the different dimensions of personal competency interact and reinforce each other in shaping the entrepreneurial competence of BSBA students in Lucena.

**Summary**

*Demographic Profile:* Based on the summary, it appears that the majority of participants were 22 years of age, with 64% identifying as female and 36% as male. Such results highlight the significance of accounting for both age and gender when extrapolating the findings.

*Dimensions of Personal Entrepreneurial Competency:* According to the research, the participants exhibited strong competencies across a variety of dimensions. Their cognitive abilities were impressive, with a knack for critical thinking, problem-solving, analysis, adaptability, and a willingness to learn new information. While they excelled in self-awareness and relationship management, the study suggests that they could benefit from improving their empathy, emotional regulation, and understanding of others' emotions in the realm of emotional competency. The participants' exceptional social skills demonstrated a high level of social competency, which is a crucial element for entrepreneurial success. Furthermore, their motivational competency was evident in their self-motivation, risk-taking, persistence, continuous learning, goal-setting, and positive mindset. Finally, the participants displayed strong self-management skills, such as effective time management, organization, discipline, adaptability, and resource management. By recognizing and developing these competencies, they can undoubtedly achieve great success as entrepreneurs.

*Nature of Interaction and Mutual Reinforcement of Dimensions of Personal Competency:* Based on the study, personal competencies are closely linked and mutually beneficial. Cognitive abilities play a crucial role in entrepreneurial success, especially in crucial areas such as problem-solving, decision-making, and adaptability. Participants in the study agreed that cognitive skills are vital for entrepreneurial endeavors, and improving these abilities can increase their effectiveness as student entrepreneurs. Emotional competence, which includes relationship building, conflict management, and motivation, is also essential and contributes to overall success. Social competence, which encompasses communication, networking, and teamwork, also has a positive impact on entrepreneurial competence. The study found that participants' high motivation and drive, characterized by a positive mindset, challenging goals, and seeking support, are key contributors to their success. Additionally, strong self-management skills, including time prioritization, adaptability, and proactive obstacle resolution, were evident. Engaging in self-evaluation and growth can further enhance overall competence. The study underscores the



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importance of a comprehensive approach, recognizing the interconnectedness of cognitive, emotional, social, motivational, and self-management competencies in shaping entrepreneurial competence among BSBA students.

*Potential Interventions or Programs for BSBA Students:* The study participants recognize the importance of various interventions and programs that can enhance their skills as BSBA students. Specifically, they highly value specialized workshops, practical case studies, online resources, mentoring programs, and collaborative learning to improve their cognitive abilities. They also emphasize the significance of partnerships with industry experts, regular feedback, and a supportive learning environment.

Regarding emotional competency, they appreciate workshops, mentoring programs, and resources that can help them manage stress and emotional well-being. They also value self-reflection and assessment opportunities, mindfulness exercises, and regular coaching sessions with mentors.

Furthermore, for social competency, they recognize the importance of workshops on communication and interpersonal skills, mentoring programs for building networks, and team-based activities. They also value conflict resolution and negotiation training, supportive environments, and experiential learning activities.

In terms of motivation, they emphasize the importance of workshops, mentoring programs, motivational speakers, recognition and rewards, and resources on resilience and perseverance. Lastly, for self-management, they value workshops on time management, stress management, and work-life balance. They also seek seminars on self-motivation and self-control, effective task organization, and accountability mechanisms.

These findings underscore the participants' belief in the significance of various interventions and programs in fostering their cognitive, emotional, social, motivational, and self-management competencies as student entrepreneurs.

*Significant Interaction and Mutual Reinforcement of Personal Competencies in Shaping the Entrepreneurial Competence of BSBA Students in Lucena:* According to the study, personal competencies play a crucial role in shaping the entrepreneurial competence of BSBA students in Lucena. Table 17 highlights a robust positive correlation (Pearson correlation coefficient of 0.736) between personal competency and the nature of interaction and mutual reinforcement. Furthermore, the statistical significance level ( $p < 0.01$ ) reinforces the likelihood of the relationship between these variables. These results suggest that different aspects of personal competency complement each other, leading to the growth of entrepreneurial competence among BSBA students in Lucena.

## Conclusion

*Demographic Profile:* The provided study furnishes insightful data on the age and gender demographics of the sample population. Nevertheless, it is crucial to acknowledge that the sample may not entirely reflect the age distribution of the wider population. Furthermore, the overrepresentation of women in the sample highlights the importance of factoring in gender when applying the findings to the general population.

*Dimensions of Personal Entrepreneurial Competency:* The participants displayed exceptional levels of competence across multiple dimensions. Their cognitive proficiency was evident through their adept problem-solving, analytical thinking, critical reasoning, flexibility, and eagerness to learn. While their emotional intelligence was impressive, there are opportunities for growth in areas like empathy, emotional understanding, and self-regulation. Their exceptional social aptitude and motivational skills, combined with their self-control, are integral to their overall success as entrepreneurs.

*Nature of Interaction and Mutual Reinforcement of Dimensions of Personal Competency:* The results of the study affirm that personal competencies are interconnected and mutually supportive. Cognitive competency, encompassing problem-solving, decision-making, and adaptability, significantly influences entrepreneurial competence. Additionally, emotional competency, social competency, motivation, and self-management skills are also key factors that shape entrepreneurial competence. As such, it is important to take a holistic approach to appreciate the interdependence of these competencies.



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*Potential Interventions or Programs for BSBA Students:* The importance of interventions and programs to enhance participant competencies is highlighted in the study. To develop cognitive skills, specialized workshops, mentoring programs, collaborative learning, practical case studies, and online resources are recommended. For emotional competency, stress management, and handling setbacks resources, mentoring programs, and workshops are suggested. Social competency can be enhanced by building communication and interpersonal skills through team-based activities, mentoring programs, and workshops. Self-management skills can be improved through workshops on time management, stress management, and work-life balance. To foster motivational competency, motivational speakers, workshops, mentoring programs, and resources on resilience are beneficial. These recommendations can be used to design effective interventions and programs for BSBA students.

### Recommendations:

1. Consider Demographic Factors: Given the insights into the age and gender distribution of the sample population, it is important to consider these factors when generalizing the findings to the broader population of BSBA students in Lucena. Conducting further research with a more representative sample could provide a more comprehensive understanding of the demographic profile and its implications for entrepreneurial competence.
2. Cognitive Competency: To improve cognitive skills, use workshops, mentoring, case studies, and collaborative learning, as well as online resources. Get insights from industry experts. Consistent assessment and feedback help track progress and identify areas to improve. Create a supportive learning environment that fosters critical thinking and problem-solving.
3. Emotional Competency: To develop emotional competency, focus on empathy, understanding others' emotions, and regulating your own. Establish workshops, mentoring, and resources for stress management and emotional well-being. Use techniques like handling setbacks, self-reflection, and assessments to deepen understanding of emotions.
4. Social Competency: To develop students' social competence, offer workshops on communication and networking, team-based activities, and instruction in conflict resolution and cultural sensitivity. Encourage experiential learning and promote a supportive and inclusive environment.
5. Motivational Competency: To support BSBA students, they need access to various resources and opportunities like workshops, mentorship programs, and guest speakers. Rewarding their efforts can motivate them, while guidance on resilience and perseverance can help overcome obstacles. Showcasing ideas and providing access to success stories and case studies can further fuel their drive.
6. Self-Management Skills: Organizing workshops and seminars on topics such as time management, stress management, and work-life balance can help students develop self-management skills. Offering resources such as technology or apps can also be useful in facilitating organization and workflow management.
7. Emphasize the Interconnectedness of Competencies A holistic approach to competency development is crucial, recognizing the interplay between cognitive, emotional, social, motivational, and self-management abilities. To offer a comprehensive educational experience, integrated programs addressing multiple dimensions are advisable for BSBA students.
8. Continuous Assessment and Improvement: Regular progress assessments, feedback mechanisms, self-evaluation, and reflection are crucial for developing student competencies. By identifying areas for growth and customizing interventions, students can make meaningful progress on their entrepreneurial journey.



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