

## Assessment of Personal Entrepreneurial Competencies (PECs) of BSBA Students of Pangasinan State University

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**Abstract** – This study was conducted to assess the personal entrepreneurial competencies (PECs) of entrepreneurship students in PSU Lingayen which can possibly determine successful from unsuccessful entrepreneurs and entrepreneurial “wannabe’s.” The ten key PECs identified are the following: (1) opportunity-seeking; (2) persistence; (3) commitment to work contract; (4) demand for quality and efficiency; (5) risk-taking; (6) goal-setting; (7) information-seeking; (8) systematic planning and monitoring; (9) persuasion-networking and (10) self-confidence. Results showed that Goal setting, Information seeking, Persistence and Opportunity Seeking are the Personal Entrepreneurial Competencies where the students obtained high scores. The students also perceived themselves as persistent in this study and as an entrepreneur one must be firm, strong-willed, and stick to your own belief. Lastly, the students saw themselves as opportunity-seeking which means they keep on trying in order to achieve their ambition or certain goal in life. Irrespective of gender and ages, student’s level of personal entrepreneurial competency is the same. Moderate personal entrepreneurial competency is attained by the senior students as they already have acquired knowledge and experience in starting a business venture. The business administration students have a fair level of personal entrepreneurial competency and possesses certain characteristics of a good entrepreneur.

**Keywords** – business administration, entrepreneurial competencies, PEC

### INTRODUCTION

One of the thrusts of our national government is for people to engage in industries that shall become the backbone of the national economy. Thus, according to Dr. N. Orcullo, everyone is encouraged to be an entrepreneur who is aware of an opportunity and creates a noble undertaking to answer it. The entrepreneurial process involves all activities related to recognizing opportunities and forming organizations to pursue such opportunities.

Pangasinan State University (PSU) started offering the Bachelor of Science in Business Management (BSBA) major in Marketing Management, Human Resource Management, and Operations Management as its majors in the year 2006 following all the requirements prescribed under CMO No. 39 s 2006. Since then after four years, the university has produced hundreds of graduates who are competent and capable of competing even in global arena. Such graduates are looking forward to pursue their master’s degree for professional growth, while others wanted to explore their

opportunities in putting up their own business. Thus, the BSBA program is committed to deliver the premier future business managers and leaders who are responsive to the rapidly changing world.

The entrepreneurial spirits of every Filipino is the key to the economic development. As the saying goes, everyone, especially the students with entrepreneurial background is encouraged not just to apply for jobs but to create jobs. Being an entrepreneur does not only promote self-help but also provides an avenue to help the people through employment.

### OBJECTIVES OF THE STUDY

This study was conducted to assess the personal entrepreneurial competencies (PECs) of entrepreneurship students in PSU Lingayen which can possibly determine successful from unsuccessful entrepreneurs and entrepreneurial “wannabe’s”. The ten key PECs identified are the following: first competency is opportunity-seeking, second is persistence, then commitment to work contract, followed by demand for quality and efficiency and the fifth is risk-taking. The

other competency also includes goal-setting, information-seeking, systematic planning and monitoring, persuasion-networking and lastly self-confidence.

is no significant difference. Lastly, in terms of household income majority of them earn 10,000-15,000 pesos monthly. Only 8% does have an income of 20,001 and above. This reflects that majority of the students come from average income earner family.

Specifically, this study aims to:

1. determine the strong and weak competencies of the student respondents
2. assess on what are the different areas in PECs that will help the students to be better entrepreneurs in the future
3. provide suggestions on how to improve students' competencies especially on the weak ones

### **MATERIALS AND METHODS**

This study is limited to the selected third year entrepreneurship students from the BSBA program which included year levels, third year and fourth year students of A.Y: 2015-2016. There were a total of 92 respondents, 48 and 44 students from the sections junior and senior year respectively.

A questionnaire was answered by the student respondents in order to assess their personal entrepreneurship competencies (PECs). These key PECs to be evaluated were already identified by the Management Systems International (MSI) and McBer Team (Azarcon et al., 2008).

### **RESULTS AND DISCUSSION**

Research results and other discussion is concentrated on the evaluation of the level of personal entrepreneurial characteristic of the BS Business Administration Students in Pangasinan State University Lingayen Campus and identifying the top personal entrepreneurial competencies and which competency that needs improvement. The study also includes the respondents' profile.

Table 1 reflects the respondents' socio-demographic profile that comprises the gender, age, student status and their household income. First, majority of the respondents are female which is 69.56 percent while male consist of 30.44%. Second, majority answered that they are under ages from 18 to 20 years old, that is 84.78% of the population sample. Thirdly, in terms of year level there is almost equal number of both third year and fourth year students and reflects that there

*Table 1. Personal-Demographic Profile of the Respondents*

<b>Personal Demographic</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Female	64	69.56
Male	28	30.44
<b>Age</b>		
18-20	78	84.78
21-23	9	9.78
24-up	5	5.43
<b>Year Level</b>		
Junior	48	52.17
Senior	44	47.83
<b>Household Income (Monthly)</b>		
5,000 and below	18	19.56
5,001 – 10,000	20	21.74
10,001- 15,000	34	36.96
15,001 – 20,001	12	13.04
20,000 and above	8	8.70

Table 2 below shows the parents' employment status and exposure/experience from business of the respondents. Majority answered that their parents were both employed and self-employed. Self-employed is a situation where the individual works for himself and earns profit on that business that he directly operates. . In a rural place like Lingayen, usually households derive their income from multiple self-employed activities such as: vending, operating a sari-sari store, contractual services like carpentry, and farming and fishing activities. It is justified why most of the respondents have business exposure due to the fact that they were involved in family business while for other respondents, they have no business exposure due to reasons that their parents are employed or unemployed.

<b>Employment Status (Head of the Family)</b>	<b>Frequency</b>	<b>Percentage</b>
Employed	42	45.65
Unemployed	20	21.74
Self-employed	30	32.61
<b>Business Exposure</b>		

Have been involved in family business	26	28.26
Have been involved in buying and selling of goods/services	32	34.78
Others	34	36.96

Table 2. Parents Employment Status and Business Exposure

The figures below illustrates the cross-tabulation of personal entrepreneurial competencies to the respondents' gender, age range and year level. Figure 1, identified that male respondents are more opportunity seeker, risk taker, goal setter and persuasive & networking. While female respondents has an edge in terms of systematic planning and has more self-confidence. Both male and female respondents have a moderate level of information seeking and commitment to work contract and both have a strong level of persistence. Overall both male and female respondents achieved a fair level of personal entrepreneurial competency as specified by the weighted scores of 9.82 and 9.64 respectively.

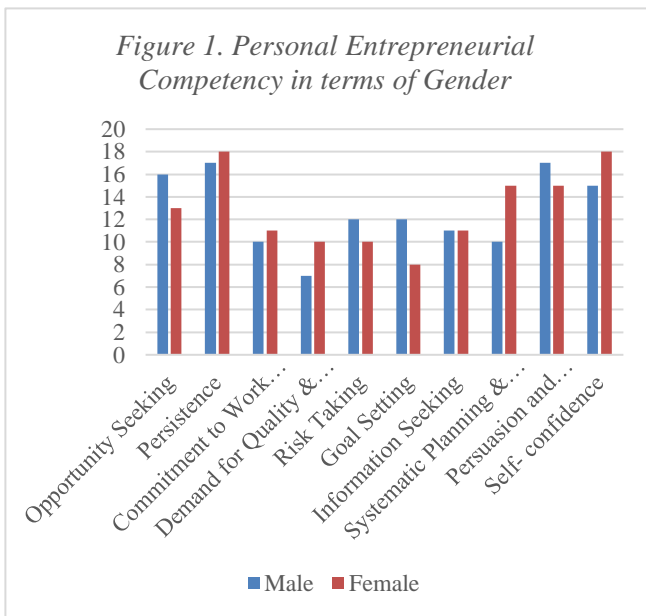
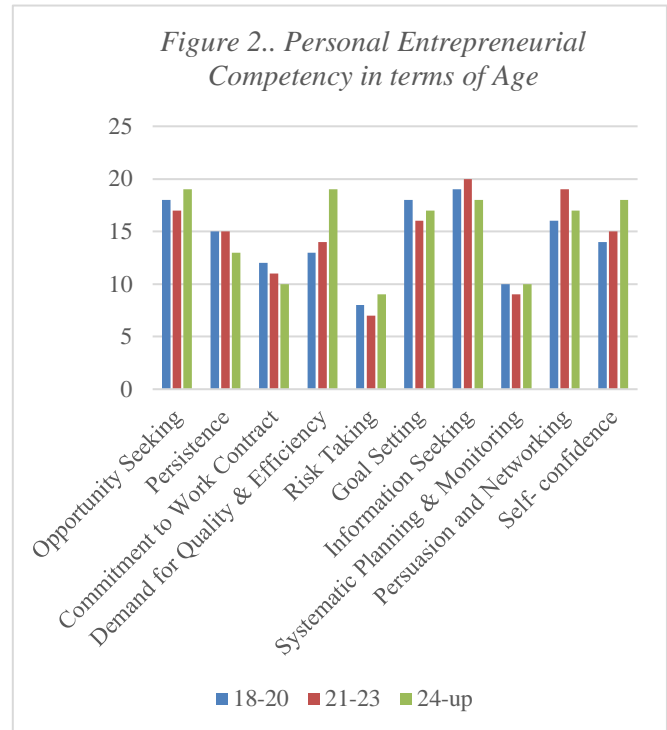


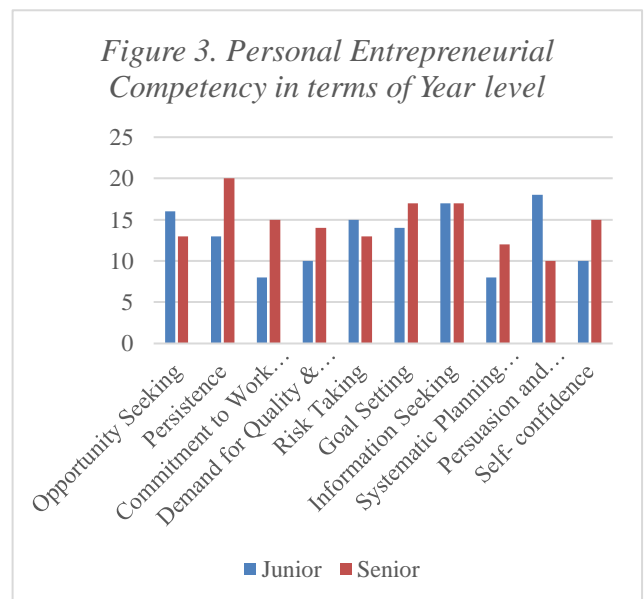
Figure 2 indicates that respondent's ages 21 to 23 years has a strong level at information seeking, and persuasion & networking. While respondents ages 24 and above has more self-confidence and demand for quality & efficiency. Respondents' ages ranging from 18 to 20 are more improved in terms of commitment to work contract. The figure also reflects that those respondents ages 18 to 20 and 21 to 23 achieve the same level in terms of self-confidence, persistence and risk taking. But all of

the respondents have a moderate level of persistence. Nevertheless of age range they all attained a fair level of risk taking and systematic planning and monitoring.

As seen on figure 3, it can be deemed that senior



students are more persistent. These senior students are also committed to work contract, they demand quality & efficiency from work. Other competencies that they have are goal setting, systematic planning & monitoring and have self-confidence. On the other hand, juniors are more persuasive & networking, and opportunity seeker. Both



the junior and senior students have a strong level in risk taking and information seeking.

At this point, let us take a look at the personal entrepreneurial characteristic of the selected BSBA students. This section will be divided into two sections. There will be one discussion of the results for third year students and the second portion will be about the results for fourth year students. From the results, the researchers came up with the comparisons what section is better than the other in terms of the competencies. Lastly, the researchers will provide some suggestions on how the students can improve their PECs especially on their weak points.

### THIRD YEAR

*Table 3: Juniors' Personal Entrepreneurial*

<b>Personal Entrepreneurial Characteristic (PEC)</b>	<b>No. of Respondents</b>	<b>%</b>
Opportunity-seeking	37	77.08
Persistence	31	64.58
Commitment to work contract	30	62.50
Demand for Quality and Efficiency	22	45.83
Risk Taking	9	18.75
Goal Setting	32	66.67
Information Seeking	36	75.00
Systematic Planning Monitoring	27	56.25
Persuasion and Networking	14	29.17
Self-Confidence	9	18.75

*Characteristics (PEC)*

From the respondents' competency ratings, the researchers tallied the top five competencies where the students think they have. Thus, each student has five entries for the Number of Respondents column. Out of the 48 students, 37 or 77.08% of them think that they are opportunity seekers. Opportunity-seeking also got the highest PEC thus most of them think that they are able to quickly spot and recognize possible profitable business endeavors. They assess themselves to be capable of assessing a market situation, seeing discrepancies between current production processes, market demands, gaps between sellers and buyers, and knowing how can

turn the market situation into a profitable business venture (Azarcon et al, 2008).

Furthermore, 31 students placed Persistence in the top five competencies they possess. According to Azarcon et al (2016), persistence is trying to do something even if other people say that they are likely to fail, It also means not being afraid to fail because you can try again." It means that 64.58% of them are not afraid of hard work. Even if these people fail, they tend to "try and try until they succeed".

### FOURTH YEAR

<b>Personal Entrepreneurial Characteristic (PEC)</b>	<b>No. of Respondents</b>	<b>%</b>
Opportunity-seeking	29	65.91
Persistence	21	47.73
Commitment to work contract	27	61.36
Demand for Quality and Efficiency	18	40.91
Risk Taking	7	15.91
Goal Setting	15	34.09
Information Seeking	23	52.27
Systematic Planning Monitoring	15	34.09
Persuasion and Networking	11	25.00
Self-Confidence	7	15.91

*Table 4: Seniors' Personal Entrepreneurial Characteristics (PEC)*

The table above presents the level of personal entrepreneurial characteristic of FOURTH YEAR students. 29 out of 44 students or 65.9% are opportunity-seeking thus it obtained the highest score in personal entrepreneurial competency of the business administration students. This reflects that most of the students from this cluster gets hold of the chance of building or improving his chosen career path, he will grab the opportunity with no second thoughts. The student keeps on trying his/her best to achieve their ambitions.

Information seeking, Commitment to Work Contract & Persistence are the personal entrepreneurial competencies where the students also attained high



scores and these also indicate their strength. Individuals should be globally competitive in terms of acquiring new learnings and technologies which are deemed essential in producing products and this characteristic is seen to be at the top 5 which is Information Seeking. This is a good sign for the students because as an entrepreneur, you must be acquire necessary information regarding all the aspects of the business. On the other hand, persistence also plays an important role. As an entrepreneur in the near future, 21 or 47.73% of the students assessed themselves as firm and strong willed.

On the other hand, only 15.91% of the students are perceived to be risk takers. This means that they are afraid of taking chances but ensures to take moderate risks if he knows he/she has good prospect of success. Thus, being a risk taker can be good and bad characteristic at the same time. Self-confidence also got the lowest percentage meaning the fourth year students lacks at this personal entrepreneurial characteristic and this result may be attributed to the age of the respondents. People at this age seems to have low self-confidence because this is the late adolescence stage where they develop their personality and identifying their own identity.

### CONCLUSION AND RECOMMENDATIONS

Entrepreneurship is the ability of the individual to deliver products or services to people at the right time, place and people at the right price (Laguador, 2013). It is a science of converting your ideas into an activity as a means of livelihood. The person who organizes, manages and assumes the uncertainty of the business is called the entrepreneur. Since not all can produce all the goods and services that one needs in order to survive, business opportunities exist at all times to provide such goods and services (Ditablan & Abad, 2009). Thus, entrepreneurship is definitely considered as a vital source of income, blueprint for job creation and accelerating economic recovery and growth of the nation.

This study aim to assess the personal entrepreneurship competencies of third year and fourth year BSBA students of Pangasinan State University Lingayen Campus. Results showed that Goal setting, Information seeking, Persistence and Opportunity Seeking are the Personal Entrepreneurial Competencies where the students achieved high scores. This reflects that the students are futuristic which means that they tend to have advance preparation for the success of their

business and very goal oriented. At present, you have to learn new knowledge and acquire new technologies to be globally competitive which is considered important in product creation, this is information seeking which seen as one of the strength of the BSBA students. With the help of the technology, they can easily collect information and be familiar in all aspects of business schemes. The students also perceived themselves as persistent in this study and as an entrepreneur one must be firm, strong-willed, and stick to your own guts. Lastly, the students saw themselves as opportunity seeking which means they keep on trying in order to achieve their ambition or certain goal in life.

Irrespective of gender and ages of the respondents, the results shows that they have the same level of personal entrepreneurial competency. As for the senior students, they already have gained more knowledge and experience regarding business venture establishment. The business administration students got a fair level of personal entrepreneurial competency and possesses certain characteristics of a good entrepreneur. To further strengthen the personal entrepreneurial competencies of business students, they should take seriously the lessons that they acquire in such exposure from their family or personal business undertakings and the education they acquire in the university

To further improve the levels of personal entrepreneurial competency of the business administration students, the university could encourage the students to seek for different platforms like attending a fora or symposium, organize an on-site visit of different types of enterprise that can enhance their initiative. In addition to the other services provided to the students, the university can provide mentoring programs and request successful entrepreneurs to share their start-up stories to inspire students to succeed as entrepreneurs.

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