

Entrepreneurial Competencies Among Students of College of Business Administration and Management (CBAM) at Sulu State College

Merry-Rose L. Sibayan*

Department of Business Administration, Sulu State College, Jolo Sulu, Philippines

Abstract: The research study entitled “Entrepreneurial Competence among Students of College of Business Administration and Management (CBAM) at Sulu State College” answered the following questions: 1. What is the demographic profile of student-respondents in terms of gender, age, parent’s average monthly income, parent’s educational attainment, and year level? 2. What is the level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of opportunity competencies, relationship competencies, conceptual competencies, organizing competencies, strategic competencies, and commitment competencies. 3. Is there a significant difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to demographic profile? 4. Is there a significant correlation among the levels subsumed under level of entrepreneurial competencies among students of CBAM at Sulu State College? A descriptive research design method was employed in this study. One hundred (100) students of CBAM at Sulu State College were the main source of data which were quantified to answer the research questions in this study. This study was conducted at the CBAM at Sulu State College during the Academic Year 2024-2025. A non-probability sampling design through purposive sampling method was employed in this study. A survey questionnaire was the main instrument employed to gather data on the level of entrepreneurial competencies among students of CBAM at Sulu State College. Competencies questionnaire was adapted and patterned with slight modification from Phelan, Chris (2014) Model of Competency Cluster derived from Man, Lau and Chan (2002) entrepreneurial skills and competencies. The research instrument used in this study consists of two parts. Part I of the questionnaire focused on obtaining the demographic profile of the students of CBAM at Sulu State College. Part II was geared towards obtaining data on the level of entrepreneurial competencies of CBAM students. For research problem number one 1, frequency counts and percentage was employed to determine the profile of student-respondents. For research problem number two 2, mean and standard deviation was employed to determine the level of entrepreneurial competencies. For research problem number 3, t-test for independent samples were employed to determine the significant differences in the level of entrepreneurial competencies when data are grouped according to gender; and One-way Analysis of Variance (ANOVA) was employed to determine the significant differences when data are grouped according to age, parent’s educational attainment, parent’s average monthly income, and year level. For research question number 4, Pearson Product Moment Correlation Coefficient (Pearson r) was employed to determine the degree of correlation among the sub-categories subsumed under the level of

entrepreneurial competencies. The female respondents are more than the male respondents, either 20 years old and below or between 21 – 22 years old, majority of parents earn P10,000.00 and below each month, one – third finished Bachelor’s Degree /Vocational, and equal number of respondents were taken from each year level. The respondents indicated often on the level of competencies among CBAM students at Sulu State College in the context of opportunity competencies, relationship competencies, conceptual competencies, organizing competencies, strategic competencies, and commitment competencies. The null hypothesis is accepted in terms of gender, age, parent’s average monthly income, parent’s educational attainment, and year level. There is a very high correlation among the levels subsumed under the level of entrepreneurial competencies among CBAM students at Sulu State College.

Keywords: Business Administration, Competencies, Entrepreneurial, Managerial competencies, Personal characteristic.

1. Introduction

Due to the impressive overall impact on organizational performance outcomes of the quality of employee ability and outputs, employers refocused their reliance on employees to increase their competitiveness (Deaconu et al., 2014 in Pang, E. et al., 2018). This can be assessed from a behavioral and contextual perspective.

Thus, business organizations are encouraged to develop strategies to enhance and exploit the strengths and abilities of the millennial generation (Jerome et al., 2014 in Pang, E. et al., 2018). Human capital has a moderating and positive effect on a firm’s performance (Hitt et al., 2001 in Pang, E. et al., 2018) which triggered idea that acquiring competent people is of paramount importance to organizations. Against this background, and with the increasing need for knowledge workers, the demand for competent fresh graduates – a key human resource – has grown substantially.

From a behavioral perspective, Boyatzis (1982 in Lee, X., 2009) proposed the competency approach to identify and define the characteristics of successful entrepreneurs. Entrepreneurial competencies can be defined as underlying characteristics that are causally related to effective and/or superior performance in a job. For decades, studies in competencies have grown in

*Corresponding author: sibayanmerryrose@gmail.com

volume and extended to different entrepreneurial positions (Lee, X., 2009).

In the study of managerial competencies, competencies are assessed in terms of actual behavior observed in the workplace and are usually defined in terms of underlying personal characteristics like traits, knowledge, skills and attitudes of the individual managers. As entrepreneurs play the roles and tasks in many aspects like organizing and personnel management, it is natural that the researchers in the entrepreneurship field adopt the competency approach to study entrepreneurs. In recent years, the competency approach has become an increasingly popular means of studying entrepreneurial characteristics (e.g. Huck and McEwen, 1991; Chandler and Jansen, 1992; Minet and Morris, 2000; Baum et al., 2001; Man et al., 2002; Sony and Iman, 2005 in Lee, X., 2009). Like managerial competencies, entrepreneurial competencies can be regarded as underlying characteristics such as generic and specific knowledge, motives, traits, self-images, social roles, and skills which result in venture birth, survival, and/or growth (Bird, 1995).

Phelan, C. (2014) proposed a Model of Competency Cluster which derived from Man, Lau and Chan (2002) entrepreneurial skills and competencies. This model consists of the competencies; such as opportunity competencies, relationship competencies, conceptual competencies, organizing competencies, strategic competencies, and commitment competencies. In most state colleges and universities in the Philippines, particularly in Jolo, Sulu, courses on entrepreneurship are common among students pursuing business administration and management program. Thus, there seems to be a need to assess the level of entrepreneurial competencies of college students taking these courses. Therefore, this study will be conducted in order to collect empirical data as to confirm the abovementioned premises and claims.

2. Methodology

This section deals with the research methodology to be adopted in the conduct of this study. It focuses on the research design, research locale, respondents of the study, sampling procedure, data gathering procedure and tools, research instrument, validity and reliability, and statistical treatment of data.

A. Research Design

A descriptive research design method was employed in this study. According to Bless and Higson-Smith (1995: p.63) a research design as “a program that guides a researcher in collecting, analyzing and interpreting observed facts.” Moreover, Babbie and Mouton (2001: p.75) regard research design as the road map or blueprint by which one intends to conduct research and achieve his/her research goals and objectives.” Thus, this study will describe, quantify, and infer as well as to discover significant differences and relationships among variables and to allow the prediction of future events from present knowledge or phenomenon of students of CBAM taking courses in entrepreneurship at Sulu State College,

namely:

1. The demographic profile of respondents in terms of gender, age, parent’s average monthly income, parent’s educational attainment, and year level;
2. The level of entrepreneurial competencies of students of CBAM at Sulu State College in terms of opportunity competencies, relationship competencies, conceptual competencies, organizing competencies, strategic competencies, and commitment competencies;
3. The significant difference in the level of entrepreneurial competencies of students of CBAM at Sulu State College when data are classified according to gender, age, parent’s educational attainment, parent’s average monthly income, and year level; and
4. The significant correlation among the levels of entrepreneurial competencies of students of CBAM at Sulu State College.

Students of CBAM at Sulu State College will be the main source of data which will be quantified to answer the research questions in this study. Library and internet research will be the sources of information that will be used to enrich the theoretical and conceptual frameworks of this research. The data from the respondents will be collected through the use of questionnaires.

B. Research Locale

This study was conducted at the CBAM at Sulu State College during the Academic Year 2024-2025. This higher education institution is located in the municipality of Jolo, province of Sulu. Sulu State College is a public higher education institution under the direct supervision of the Commission on Higher Education (CHED).

C. Respondents of the Study

The respondents of this study were the students of CBAM at Sulu State College who are currently enrolled during this Academic Year 2024-2025 regardless of their civil status, religious affiliation, ethnicity, and place of origin.

Table 1
Distribution of the target samples among students of CBAM at Sulu State College

Students of CBAM	Frequency
1 First year	25
2 Second year	25
3 Third year	25
4 Fourth year	25
Total	100

D. Sampling Design

A non-probability sampling design through purposive sampling method was employed in this study. A total respondent of one hundred (100) samples were purposively chosen based on the availability of students of CBAM at Sulu State College. The use of purposive sampling in this study ensured the representation of gender, age, parent’s educational attainment, parent’s average monthly income, and year level.

E. Data Gathering Procedure

The following procedure were employed in the course of data

gathering:

- 1) A permit to administer the questionnaire will be secured from the Office of the Dean of Graduate Studies, the College President and Dean of CBAM at Sulu State College; and
- 2) The research will launch and administer the questionnaires personally as well as the retrieval.

F. Research Instrument

A survey questionnaire was the main instrument employed to gather data on the level of entrepreneurial competencies among students of CBAM at Sulu State College. Competencies questionnaire was adapted and patterned with slight medication from Phelan, Chris (2014) Model of Competency Cluster derived from Man, Lau and Chan (2002) entrepreneurial skills and competencies.

Phelan, Chris (2014) Competency Cluster is standardized research instrument with established validity and reliability. However, to suite its usability in the local setting the questionnaires to be used in this study will be subjected to the perusal of at least two experts from the faculty members of the School of Graduate Studies of Sulu State College.

The research instrument to be used in this study consists of two parts. Part I of the questionnaire will focus on obtaining the demographic profile of the students of CBAM at Sulu State College to include gender, age, parent's educational attainment, parent's average monthly income, and year level. Part II will be geared towards obtaining data on the level of entrepreneurial competencies to include the following dimensions such as opportunity competencies (7 items), relationship competencies (7 items), conceptual competencies (7 items), organizing competencies (7 items), strategic competencies (7 items), and commitment competencies (7 items).

Data to be obtained using these questionnaires will be analyzed through a 5-point Likert Scale such as 5=Always (A); 4=Often (O); 3=Sometimes (S); 2=Seldom (SI) and 1=Never (N).

G. Validity and Reliability

Phelan, Chris (2014) Competency Cluster is standardized research instrument with established validity and reliability. However, to suite its usability in the local setting the questionnaires to be used in this study was subjected to the perusal of at least two experts from the faculty members of the School of Graduate Studies of Sulu State College.

H. Statistical Treatment of Data

Descriptive and inferential statistical tools were appropriately employed in the treatment of data to be gathered for this study, namely:

- 1) For research problem number one 1, frequency counts and percentage will be employed to determine the profile of student-respondents;
- 1) For research problem number two 2, mean and standard deviation will be employed to determine the level of entrepreneurial competencies;
- 2) For research problem number 3, t-test for independent samples will be employed to determine the significant

differences in the level of entrepreneurial competencies when data are grouped according to gender; and One-way Analysis of Variance (ANOVA) will be employed to determine the significant differences when data are grouped according to age, parent's educational attainment, parent's average monthly income, and year level.

- 3) For research question number 4, Pearson Product Moment Correlation Coefficient (Pearson r) will be employed to determine the degree of correlation among the sub-categories subsumed under the level of entrepreneurial competencies.

The following rating scales intervals will be adopted in the analyses of the results of the computations to be obtained from the use of both descriptive and inferential statistical tools:

Table 2

Rating scales interval on the extent of competencies based on 5-point Likert's scale

Point	Scale Value	Descriptors
5	4.50- 5.00	Always (A)
4	3.50- 4.49	Often (O)
3	2.50- 3.49	Sometimes (S)
2	1.50- 2.49	Seldom (SI)
1	1.00- 1.49	Never (N)

I. Ethical Considerations

Ethical consideration was vital in the reliability and validity of the research. There was a need to consider that the data gathered for analysis and interpretation conformed to the ethical standards. In general, the following rules was followed by the researcher in conducting the research:

1. to never harm the respondents in any manner;
2. to respect the dignity and rights of the respondents;
3. to exert considerable effort to maintain adequate level of confidentiality of the data and anonymity of the respondents;
4. to maintain the highest level of objectivity in the discussions, interpretations and analyses;
5. to ensure respondent's voluntary consent; and
6. secure ethics clearance by complying to all the requirements set by the Ethics Committee.

3. Result and Discussion

This section presents the analysis and interpretation of the results based on the data gathered for this study. It provides insights into the level of entrepreneurial competencies among students at College of Business Administration and Management (CBAM) at Sulu State College during Academic Year 2024-2025. Additionally, it examines the demographic profiles of student-respondents, including their gender, age, parent's average monthly income, parent's educational attainment, and year level. The chapter also explores the level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of opportunity competencies, relationship competencies, conceptual competencies, organizing competencies, strategic competencies, and commitment competencies. Furthermore, it investigates the significant correlations and differences in these sub-categories

when classified according to the respondents' demographic profiles.

The presentations, analyses, and interpretations of results are based on the proper scoring and statistical treatment of the data, corresponding to each of the research questions outlined in this study.

A. *What is the demographic profile of the student-respondents in terms of: 1. Gender, 2. Age, 3. Parent's Average Monthly Income, 4. Parent's Educational Attainment, and 5. Year Level?*

1) *In terms of Gender*

Table 3

Demographic profile of student-respondents at the college of business administration and management (CBAM) at Sulu State College by gender

Gender	Number of respondents	Percent
Male	41	41.0%
Female	59	59.0%
Total	100	100%

Table 3 presents the demographic profile of student-respondents at the College of Business Administration and Management (CBAM) at Sulu State College by gender. The data show that out of 100 student-respondents, 41 (41.0%) are male, while 59 (59.0%) are female. These findings reveal that the majority of the student-respondents are female, indicating a slightly higher representation of female students compared to male students in this study.

2) *In terms of Age*

Table 4

Demographic profile of student-respondents at the college of business administration and management (CBAM) at Sulu State College by age

Age	Number of respondents	Percent
20 years old and below	35	35.0%
21-22 years old	37	37.0%
23 years old and above	28	28.0%
Total	100	100%

Table 4 presents the demographic profile of student-respondents at the College of Business Administration and Management (CBAM) at Sulu State College by age. The data show that out of 100 student-respondents, 35 (35.0%) are 20 years old and below, 37 (37.0%) are aged 21–22 years, and 28 (28.0%) are 23 years old and above. These findings reveal that the majority of the respondents (37.0%) fall within the 21–22 age group, followed by those 20 years old and below, while a smaller proportion of respondents are 23 years old and above. This indicates that most of the student-respondents belong to the typical age range for college students in this program.

3) *In terms of Parent's Average Monthly Income*

Table 5

Demographic profile of student-respondents at the college of business administration and management (CBAM) at Sulu State College by parent's average monthly income

Parent's Average Monthly Income	Number of respondents	Percent
10,000 pesos and below	88	88.0%
10,000-20,000 pesos	7	7.0%
20,000 pesos and above	5	5.0%
Total	100	100%

Table 5 presents the demographic profile of student-respondents at the College of Business Administration and

Management (CBAM) at Sulu State College by their parents' average monthly income. The data show that out of 100 student-respondents, the majority, 88 (88.0%), have parents with an average monthly income of 10,000 pesos and below, while 7 (7.0%) have parents earning between 10,000 and 20,000 pesos, and only 5 (5.0%) have parents earning 20,000 pesos and above. These findings indicate that the vast majority of the student-respondents come from families with relatively low income, suggesting that most students at CBAM belong to households with limited financial resources.

4) *In terms of Parent's Educational Attainment*

Table 6

Demographic profile of student-respondents at the college of business administration and management (CBAM) at Sulu State College by parent's educational attainment

Parent's Educational Attainment	Number of respondents	Percent
No Formal Education	14	14.0%
Elementary Level	27	27.0%
High School Level	26	26.0%
Bachelor's Degree/Vocational	31	31.0%
Master's Degree/Doctoral Degree	2	2.0%
Total	100	100%

Table 6 presents the demographic profile of student-respondents at the College of Business Administration and Management (CBAM) at Sulu State College by their parents' educational attainment. The data show that out of 100 student-respondents, 14 (14.0%) have parents with no formal education, 27 (27.0%) have parents who attained an elementary level of education, and 26 (26.0%) have parents who reached high school level. Additionally, 31 (31.0%) of the respondents' parents hold a bachelor's degree or vocational qualifications, while only 2 (2.0%) have parents with a master's or doctoral degree. These findings reveal that the majority of the respondents' parents have completed a bachelor's degree or vocational qualifications, followed closely by those who reached elementary or high school education.

B. *In terms of Year Level*

Table 7

Demographic profile of student-respondents at the college of business administration and management (CBAM) at Sulu State College by year level

Year Level	Number of respondents	Percent
First-Year	25	25.0%
Second-Year	25	25.0%
Third-Year	25	25.0%
Fourth-Year	25	25.0%
Total	100	100%

Table 7 presents the demographic profile of student-respondents at the College of Business Administration and Management (CBAM) at Sulu State College by year level. The data show that out of 100 student-respondents, the distribution is evenly divided, with 25 (25.0%) respondents each in the first-year, second-year, third-year, and fourth-year. These findings reveal that the student-respondents are equally represented across all year levels, indicating a balanced participation of students from all academic levels in this study.

C. What is the level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of 1. Opportunity Competencies, 2. Relationship Competencies, 3. Conceptual Competencies, 4. Organizing Competencies, 5. Strategic Competencies, and 6. Commitment Competencies?

1) In the context of Opportunity Competencies

Table 8 presents the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College in the context of Opportunity Competencies. The total weighted mean is 4.11, corresponding to the rating of Often, with a standard deviation of 0.69189, indicating consistent responses among the students.

The data show that the highest-rated competency is "Willing to look for new information all time", with a mean of 4.48, reflecting that students often seek new information to identify opportunities. Similarly, the statements "Actively look for products or services that provide real benefits to customers" (mean = 4.31) and "Continuously aware of new possibilities" (mean = 4.19) also received high ratings, indicating a strong awareness of emerging opportunities among students. On the other hand, the lowest-rated competency is "Able to recognize a gap in the marketplace", with a mean of 3.83, though it still falls under the rating of Often. This suggests that while students are generally competent in identifying opportunities, there is room for improvement in recognizing market gaps. These findings suggest that CBAM students often exhibit entrepreneurial competencies, particularly in being proactive,

seeking new information, and identifying beneficial products and services.

2) In the context of Relationship Competencies

Table 9 presents the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College in the context of Relationship Competencies. The total weighted mean is 4.18, corresponding to the rating of Often, with a standard deviation of 0.70671, indicating consistent responses among the students.

The data show that the highest-rated competency is "The ability to motivate others", with a mean of 4.35, reflecting that students often demonstrate the capacity to inspire and encourage others. Other highly-rated competencies include "The ability to communicate effectively and make requirements clearly understood" (mean = 4.25) and "Be prepared to negotiate with suppliers or buyers regarding prices" (mean = 4.24), suggesting that students are proficient in communication, negotiation, and building relationships in entrepreneurial contexts. On the other hand, the lowest-rated competency is "Perceptive as to what others mean by their words and actions", with a mean of 4.07, though it still corresponds to the rating of Often, indicating that students are generally perceptive but could further refine their ability to interpret others' words and actions. These findings suggest that CBAM students often exhibit strong relationship competencies, particularly in motivating others, negotiating, and effective communication.

Table 8
Level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of opportunity competencies

Statements	Mean	S.D.	Rating
1 Have the ability to identify unmet customer needs	3.95	1.058	Often
2 Able to identify products and services that provide real benefits	4.02	.910	Often
3 Able to recognize a gap in the marketplace	3.83	1.074	Often
4 Willing to look for new information all time	4.48	.882	Often
5 Continuously aware of new possibilities	4.19	.961	Often
6 Be the first to try out new things	3.98	1.128	Often
7 Actively look for products or services that provide real benefits to customers	4.31	.961	Often
Total Weighted Mean	4.1086	.69189	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

Table 9
Level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of relationship competencies

Statements	Mean	S.D.	Rating
1 Be able to enlist the support of key people	4.16	1.042	Often
2 Perceptive as to what others mean by their words and actions	4.07	.956	Often
3 The ability to motivate others	4.35	.869	Often
4 Be prepared to negotiate with suppliers or buyers regarding prices	4.24	.933	Often
5 Maintain a network of professional contacts	4.10	1.059	Often
6 Effectively put your ideas across to an audience	4.08	1.012	Often
7 The ability to communicate effectively and make requirements clearly understood	4.25	.925	Often
Total Weighted Mean	4.1786	.70671	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

Table 10
Level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of conceptual competencies

Statements	Mean	S.D.	Rating
1 Possess the emotional ability to cope with a problem	4.19	.849	Often
2 Be prepared to take risks	4.40	.791	Often
3 Able to look at problems in new ways	4.28	.889	Often
4 Have a large measure of creativity	4.05	.978	Often
5 Able to generate new and innovative ideas	4.19	1.002	Often
6 Able to easily describe the problems in your business	4.20	.995	Often
7 Be able to see things from various points of view	4.16	1.070	Often
Total Weighted Mean	4.2100	.68239	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

3) *In the context of Conceptual Competencies*

Table 10 presents the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College in the context of Conceptual Competencies. The total weighted mean is 4.21, corresponding to the rating of Often, with a standard deviation of 0.68239, indicating consistent responses among the students.

The data show that the highest-rated competency is "Be prepared to take risks", with a mean of 4.40, suggesting that students often demonstrate a willingness to embrace uncertainty in entrepreneurial endeavors. Other highly-rated competencies include "Able to look at problems in new ways" (mean = 4.28) and "Able to easily describe the problems in your business" (mean = 4.20), reflecting students' problem-solving abilities and capacity for clear articulation of challenges. The lowest-rated competency is "Have a large measure of creativity", with a mean of 4.05, though it still falls under the rating of Often, indicating that students exhibit creativity but may benefit from further development in this area. These findings suggest that CBAM students often exhibit strong conceptual competencies, particularly in risk-taking, innovative problem-solving, and articulating challenges.

4) *In the context of Organizing Competencies*

Table 11 presents the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College in the context of Organizing Competencies. The total weighted mean is 4.24, corresponding to the rating of Often, with a standard deviation of 0.70671, indicating consistent responses among the students.

The data show that the highest-rated competency is "Be an effective leader", with a mean of 4.37, reflecting that students often demonstrate leadership qualities in entrepreneurial contexts. Similarly, "Be a good decision maker" (mean = 4.35) and "Have the ability to organize and coordinate people" (mean = 4.26) are also highly rated, suggesting that students are proficient in leadership, decision-making, and coordination skills. The lowest-rated competency is "Be able to delegate

effectively", with a mean of 4.05, though it still corresponds to the rating of Often, indicating that while students exhibit delegation skills, there may be room for further improvement in this area. These findings suggest that CBAM students often exhibit strong organizing competencies, particularly in leadership, decision-making, and coordination.

5) *In the context of Organizing Competencies*

Table 12 presents the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College in the context of Strategic Competencies. The total weighted mean is 4.21, corresponding to the rating of Often, with a standard deviation of 0.75356, indicating consistent responses among the students.

The data show that the highest-rated competency is "The ability to prioritize your work in alignment with your business goals", with a mean of 4.28, reflecting that students often demonstrate strong prioritization skills in achieving their business objectives. Other highly-rated competencies include "An awareness of changes in the industry and how they may impact your business" (mean = 4.22) and "Be able to weigh the costs and benefits of the business decisions you make" (mean = 4.22), indicating students' ability to adapt to industry trends and make informed decisions. The lowest-rated competency is "Possess a clear idea of where your business will be in five years", with a mean of 4.15, though it still corresponds to the rating of Often, suggesting that students generally have strategic foresight but may benefit from further development in long-term business planning. These findings suggest that CBAM students often exhibit strong strategic competencies, particularly in prioritizing work, adapting to industry changes, and evaluating business decisions.

6) *In the context of Commitment Competencies*

Table 13 presents the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College in the context of Commitment Competencies. The total weighted mean is 4.22, corresponding to the rating of Often, with a standard deviation

Table 11
Level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of organizing competencies

Statements	Mean	S.D.	Rating
1 Be able to delegate effectively	4.05	.936	Often
2 Have the ability to organize and coordinate people	4.26	.906	Often
3 Have sound financial management skills	4.23	.920	Often
4 Have the to plan the daily operations of the business	4.23	1.014	Often
5 Allocate the resources to allow the business to run smoothly	4.16	1.143	Often
6 Be a good decision maker	4.35	.936	Often
7 Be an effective leader	4.37	.939	Often
Total Weighted Mean	4.2357	.70671	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

Table 12
Level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of strategic competencies

Statements	Mean	S.D.	Rating
1 An awareness of changes in the industry and how they may impact your business	4.22	.917	Often
2 The ability to prioritize your work in alignment with your business goals	4.28	.965	Often
3 Be able to weigh the costs and benefits of the business decisions you make	4.22	.938	Often
4 Have the ability to name your business goals straightaway	4.22	.991	Often
5 Possess a clear idea of where your business will be in five years	4.15	1.009	Often
6 Prepared to lay down your goals in written plans	4.18	.978	Often
7 Be able to picture the consequences of a decision over the coming months / years	4.17	.995	Often
Total Weighted Mean	4.2057	.75356	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

Table 13

Level of entrepreneurial competencies of among students of CBAM at Sulu State College in context of commitment competencies

Statements	Mean	S.D.	Rating
1 The ability to make the venture work no matter what	4.20	.995	Often
2 Prepared to make large personal sacrifices when necessary	4.26	.917	Often
3 Aware of your own strengths and weaknesses	4.28	.944	Often
4 Not be easily diverted from the goals that you set myself	4.16	.982	Often
5 The ability to incorporate feedback from customers into your products / services	4.22	1.050	Often
6 To be open to criticism from others (colleagues, employees, etc.)	4.12	1.008	Often
7 The ability to evaluate your own actions as much as possible.	4.31	.907	Often
Total Weighted Mean	4.2214	.74946	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

Table 14

Difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to gender

Variables	Grouping	Mean	S.D.	Mean Difference	t	Sig.	Description
Opportunity Competencies	Male	3.906	.73374	-.34347	-2.51	.014	Significant
	Female	4.249	.62978				
Relationship Competencies	Male	4.021	.76436	-.26723	-1.83	.071	Not Significant
	Female	4.288	.64790				
Conceptual Competencies	Male	3.990	.75484	-.37365	-2.66	.010	Significant
	Female	4.363	.58621				
Organizing Competencies	Male	4.042	.78522	-.32865	-2.24	.028	Significant
	Female	4.370	.61823				
Strategic Competencies	Male	3.875	.81766	-.56127	-3.73	.000	Significant
	Female	4.436	.61384				
Commitment Competencies	Male	3.955	.89182	-.45208	-2.87	.006	Significant
	Female	4.407	.57008				

Note. *Significant at alpha 0.05

of 0.74946, indicating consistent responses among the students.

The data show that the highest-rated competency is "The ability to evaluate your own actions as much as possible", with a mean of 4.31, reflecting that students often demonstrate a strong ability to self-assess and refine their actions. Other highly-rated competencies include "Aware of your own strengths and weaknesses" (mean = 4.28) and "Prepared to make large personal sacrifices when necessary" (mean = 4.26), indicating students' awareness of personal capabilities and willingness to prioritize entrepreneurial goals. The lowest-rated competency is "To be open to criticism from others (colleagues, employees, etc.)", with a mean of 4.12, though it still corresponds to the rating of Often, suggesting that while students are generally receptive to feedback, there is room for improvement in this area. These findings suggest that CBAM students often exhibit strong commitment competencies, particularly in self-evaluation, recognizing personal strengths and weaknesses, and making sacrifices for their ventures.

D. Is there a significant difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to 1. Gender, 2. Age, 3. Parent's Average Monthly Income, 4. Parent's Educational Attainment, and 5. Year Level?

1) According to Gender

Table 14 presents the differences in the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College when data are classified according to gender. The table shows the t-values and significance values (Sig.) for categories such as Opportunity Competencies, Relationship Competencies, Conceptual Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies. Among these variables, significant differences are observed in Opportunity Competencies, Conceptual

Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies, as the Sig. values for these categories are below the alpha level of 0.05.

For Opportunity Competencies, the mean difference between male (3.906) and female (4.249) students is -0.34347, with a t-value of -2.51 and a Sig. value of 0.014, indicating a significant difference. Similarly, for Conceptual Competencies, the mean difference is -0.37365, with a t-value of -2.66 and a Sig. value of 0.010, which is also significant. For Organizing Competencies, the mean difference is -0.32865, with a t-value of -2.24 and a Sig. value of 0.028, indicating a significant difference. For Strategic Competencies, the mean difference is -0.56127, with a t-value of -3.73 and a Sig. value of 0.000, showing a highly significant difference. Lastly, for Commitment Competencies, the mean difference is -0.45208, with a t-value of -2.87 and a Sig. value of 0.006, which is significant. However, for Relationship Competencies, the mean difference between male (4.021) and female (4.288) students is -0.26723, with a t-value of -1.83 and a Sig. value of 0.071, which is not significant.

These findings imply that gender significantly influences students' levels of Opportunity, Conceptual, Organizing, Strategic, and Commitment Competencies, with female students consistently scoring higher than male students. However, no significant difference is observed in Relationship Competencies. Therefore, the hypothesis which states, "There is no significant difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to gender," is rejected. This suggests that gender significantly affects students' entrepreneurial competencies.

2) According to Age

Table 15 presents the differences in the level of entrepreneurial competencies among students of the College of

Table 15

Difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to gender

Variables	Grouping	Mean	S.D.	Mean Difference	t	Sig.	Description
Opportunity Competencies	Male	3.906	.73374	-.34347	-2.51	.014	Significant
	Female	4.249	.62978	-.34347			
Relationship Competencies	Male	4.021	.76436	-.26723	-1.83	.071	Not Significant
	Female	4.288	.64790	-.26723			
Conceptual Competencies	Male	3.990	.75484	-.37365	-2.66	.010	Significant
	Female	4.363	.58621	-.37365			
Organizing Competencies	Male	4.042	.78522	-.32865	-2.24	.028	Significant
	Female	4.370	.61823	-.32865			
Strategic Competencies	Male	3.875	.81766	-.56127	-3.73	.000	Significant
	Female	4.436	.61384	-.56127			
Commitment Competencies	Male	3.955	.89182	-.45208	-2.87	.006	Significant
	Female	4.407	.57008	-.45208			

Note. * Significant at alpha 0.05

Table 16

Difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to parent's average monthly income

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Opportunity Competencies	Between Groups	.225	2	.112	.231	.794	Not Significant
	Within Groups	47.168	97	.486			
	Total	47.393	99				
Relationship Competencies	Between Groups	.331	2	.166	.327	.722	Not Significant
	Within Groups	49.112	97	.506			
	Total	49.444	99				
Conceptual Competencies	Between Groups	1.069	2	.535	1.151	.320	Not Significant
	Within Groups	45.031	97	.464			
	Total	46.100	99				
Organizing Competencies	Between Groups	.167	2	.084	.165	.848	Not Significant
	Within Groups	49.277	97	.508			
	Total	49.444	99				
Strategic Competencies	Between Groups	1.443	2	.722	1.278	.283	Not Significant
	Within Groups	54.774	97	.565			
	Total	56.217	99				
Commitment Competencies	Between Groups	1.272	2	.636	1.136	.325	Not Significant
	Within Groups	54.335	97	.560			
	Total	55.607	99				

Note. * Significant at alpha 0.05

Business Administration and Management (CBAM) at Sulu State College when data are classified according to age. The table shows the F-values and significance values (Sig.) for categories such as Opportunity Competencies, Relationship Competencies, Conceptual Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies. Among these variables, only Opportunity Competencies shows a significant difference, as the Sig. value is below the alpha level of 0.05.

For Opportunity Competencies, the mean square between groups is 1.449, with an F-value of 3.159 and a Sig. value of 0.047, which is significant. This indicates that the level of Opportunity Competencies differs significantly among students from different age groups. However, for Relationship Competencies, the mean square between groups is 0.639, with an F-value of 1.286 and a Sig. value of 0.281, which is not significant. Similarly, Conceptual Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies also do not show significant differences, with Sig. values of 0.644, 0.428, 0.490, and 0.100, respectively.

These findings imply that age does not significantly influence students' levels of Relationship Competencies, Conceptual Competencies, Organizing Competencies, Strategic Competencies, or Commitment Competencies. However, a significant difference is observed in Opportunity Competencies. Therefore, the hypothesis which states, "There

is no significant difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to age," is accepted. This suggests that age does not significantly affect students' entrepreneurial competencies.

3) According to Parent's Average Monthly Income

Table 16 presents the differences in the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College when data are classified according to their parent's average monthly income. The table shows the F-values and significance values (Sig.) for categories such as Opportunity Competencies, Relationship Competencies, Conceptual Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies. None of the variables show a significant difference, as all Sig. values are above the alpha level of 0.05.

For Opportunity Competencies, the mean square between groups is 0.112, with an F-value of 0.231 and a Sig. value of 0.794, which is not significant. Similarly, for Relationship Competencies, the mean square between groups is 0.166, with an F-value of 0.327 and a Sig. value of 0.722, which is also not significant. Conceptual Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies also do not show significant differences, with Sig. values of 0.320, 0.848, 0.283, and 0.325, respectively.

These findings imply that a parent's average monthly income does not significantly influence students' levels of Opportunity Competencies, Relationship Competencies, Conceptual Competencies, Organizing Competencies, Strategic Competencies, or Commitment Competencies. Therefore, the hypothesis which states, "There is no significant difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to parent's average monthly income," is accepted. This suggests that parental income does not significantly affect students' entrepreneurial competencies.

4) According to Parent's Educational Attainment

Table 17 presents the differences in the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College when data are classified according to their parent's educational attainment. The table shows the F-values and significance values (Sig.) for categories such as Opportunity Competencies, Relationship Competencies, Conceptual Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies. Among these

variables, only Opportunity Competencies shows a significant difference, as the Sig. value is below the alpha level of 0.05.

For Opportunity Competencies, the mean square between groups is 1.151, with an F-value of 2.556 and a Sig. value of 0.044, which is significant. This indicates that the level of Opportunity Competencies differs significantly among students based on their parent's educational attainment. However, for Relationship Competencies, the mean square between groups is 0.468, with an F-value of 0.934 and a Sig. value of 0.448, which is not significant. Similarly, Conceptual Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies do not show significant differences, with Sig. values of 0.545, 0.376, 0.532, and 0.214, respectively.

These findings imply that a parent's educational attainment does not significantly influence students' levels of Relationship Competencies, Conceptual Competencies, Organizing Competencies, Strategic Competencies, or Commitment Competencies. However, a significant difference is observed in Opportunity Competencies, suggesting that students' ability to identify and act on opportunities varies according to their

Table 17

Differences in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to their parent's educational attainment

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Opportunity Competencies	Between Groups	4.605	4	1.151	2.556	.044	Significant
	Within Groups	42.788	95	.450			
	Total	47.393	99				
Relationship Competencies	Between Groups	1.871	4	.468	.934	.448	Not Significant
	Within Groups	47.573	95	.501			
	Total	49.444	99				
Conceptual Competencies	Between Groups	1.455	4	.364	.774	.545	Not Significant
	Within Groups	44.645	95	.470			
	Total	46.100	99				
Organizing Competencies	Between Groups	2.131	4	.533	1.069	.376	Not Significant
	Within Groups	47.313	95	.498			
	Total	49.444	99				
Strategic Competencies	Between Groups	1.819	4	.455	.794	.532	Not Significant
	Within Groups	54.398	95	.573			
	Total	56.217	99				
Commitment Competencies	Between Groups	3.267	4	.817	1.482	.214	Not Significant
	Within Groups	52.341	95	.551			
	Total	55.607	99				

Note. * Significant at alpha 0.05

Table 18

Difference in the level of entrepreneurial competencies among Students of CBAM at Sulu State College when data are classified according to year level

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Opportunity Competencies	Between Groups	6.500	3	2.167	5.086	.003	Significant
	Within Groups	40.893	96	.426			
	Total	47.393	99				
Relationship Competencies	Between Groups	3.661	3	1.220	2.559	.060	Not Significant
	Within Groups	45.783	96	.477			
	Total	49.444	99				
Conceptual Competencies	Between Groups	3.419	3	1.140	2.564	.059	Not Significant
	Within Groups	42.681	96	.445			
	Total	46.100	99				
Organizing Competencies	Between Groups	4.698	3	1.566	3.360	.022	Significant
	Within Groups	44.746	96	.466			
	Total	49.444	99				
Strategic Competencies	Between Groups	7.450	3	2.483	4.888	.003	Significant
	Within Groups	48.767	96	.508			
	Total	56.217	99				
Commitment Competencies	Between Groups	6.923	3	2.308	4.551	.005	Significant
	Within Groups	48.684	96	.507			
	Total	55.607	99				

Note. * Significant at alpha 0.05

Table 19

Multiple comparison in the level of entrepreneurial competencies among students of CBAM at Sulu state college when data are classified according to year level

Dependent Variable	(I) Grouping by Year Level	(J) Grouping by Year Level	Mean Difference (I-J)	Std. Error	Sig.
Opportunity Competencies	Fourth-Year	First-Year	.54286*	.18460	.021
		Second-Year	.57714*	.18460	.012
Organizing Competencies	Second-Year	Fourth-Year	-0.54286*	0.1931	0.03
		Third-Year	-0.58857*	0.20159	0.022
Strategic Competencies	Second-Year	Fourth-Year	-0.72571*	0.20159	0.003
		Third-Year	-0.57714*	0.20142	0.026
Commitment Competencies	Second-Year	Fourth-Year	-0.68*	0.20142	0.006

Note. * The mean difference is significant at the 0.05 level

parent's educational attainment. Therefore, the hypothesis which states, "There is no significant difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to parent's educational attainment," is accepted. This suggests that parental educational attainment does not significantly affect students' entrepreneurial competencies.

5) According to Year Level

Table 18 presents the differences in the level of entrepreneurial competencies among students of the College of Business Administration and Management (CBAM) at Sulu State College when data are classified according to their year level. The table shows the F-values and significance values (Sig.) for categories such as Opportunity Competencies, Relationship Competencies, Conceptual Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies. Among these variables, Opportunity Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies show significant differences, as their Sig. values are below the alpha level of 0.05.

For Opportunity Competencies, the mean square between groups is 2.167, with an F-value of 5.086 and a Sig. value of 0.003, indicating a significant difference. For Organizing Competencies, the mean square between groups is 1.566, with an F-value of 3.360 and a Sig. value of 0.022, indicating a significant difference. For Strategic Competencies, the mean square between groups is 2.483, with an F-value of 4.888 and a Sig. value of 0.003, showing a significant difference. For Commitment Competencies, the mean square between groups is 2.308, with an F-value of 4.551 and a Sig. value of 0.005, indicating a significant difference. These suggest that students' entrepreneurial competencies in these categories differ significantly depending on their year level. On the other hand, Relationship Competencies and Conceptual Competencies do not show significant differences, with Sig. values of 0.060 and 0.059, respectively, which are above the alpha level of 0.05. This implies that students' relationship and conceptual competencies do not significantly differ across year levels.

These findings imply that students' entrepreneurial competencies in terms of opportunity, organizing, strategic, and commitment competencies are significantly influenced by their year level. However, their relationship and conceptual competencies remain consistent regardless of their year level. Therefore, the hypothesis which states, "There is no significant difference in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to year level," is rejected. This indicates

that year level significantly affects some but not all entrepreneurial competencies among CBAM students.

Table 19 presents the results of a Post Hoc Analysis using Tukey's test to identify pairwise differences in the level of entrepreneurial competencies among students of CBAM at Sulu State College when data are classified according to year level. The analysis highlights significant differences among year levels for Opportunity Competencies, Organizing Competencies, Strategic Competencies, and Commitment Competencies.

- *Opportunity Competencies*: The mean difference between Fourth-Year and First-Year students is 0.54286, which is significant at the 0.05 level (Sig. = 0.021). This indicates that Fourth-Year students have a significantly higher level of Opportunity Competencies compared to First-Year students. Additionally, the mean difference between Fourth-Year and Second-Year students is 0.57714, significant at the 0.05 level (Sig. = 0.012), showing that Fourth-Year students also outperform Second-Year students in Opportunity Competencies.
- *Organizing Competencies*: The mean difference between Second-Year and Fourth-Year students is -0.54286, which is significant at the 0.05 level (Sig. = 0.030). This result suggests that Fourth-Year students possess significantly higher Organizing Competencies compared to Second-Year students.
- *Strategic Competencies*: The mean difference between Second-Year and Third-Year students is -0.58857, which is significant at the 0.05 level (Sig. = 0.022). This indicates that Third-Year students have a significantly higher level of Strategic Competencies compared to Second-Year students. Moreover, the mean difference between Second-Year and Fourth-Year students is -0.72571, which is significant at the 0.05 level (Sig. = 0.003), showing that Fourth-Year students outperform Second-Year students in Strategic Competencies.
- *Commitment Competencies*: The mean difference between Second-Year and Third-Year students is -0.57714, significant at the 0.05 level (Sig. = 0.026), indicating that Third-Year students exhibit higher levels of Commitment Competencies compared to Second-Year students. Similarly, the mean difference between Second-Year and Fourth-Year students is -0.68000, significant at the 0.05 level (Sig. = 0.006), suggesting that Fourth-Year students demonstrate significantly higher Commitment Competencies than

Table 20
Correlation among the levels subsumed under level of entrepreneurial competencies among students of CBAM at Sulu state college

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
Opportunity Competencies	Relationship Competencies	.750**	.000	100	Very High
	Conceptual Competencies	.739**	.000	100	Very High
	Organizing Competencies	.684**	.000	100	High
	Strategic Competencies	.747**	.000	100	Very High
Relationship Competencies	Commitment Competencies	.766**	.000	100	Very High
	Conceptual Competencies	.777**	.000	100	Very High
	Organizing Competencies	.750**	.000	100	Very High
	Strategic Competencies	.747**	.000	100	Very High
Conceptual Competencies	Commitment Competencies	.742**	.000	100	Very High
	Organizing Competencies	.744**	.000	100	Very High
	Strategic Competencies	.804**	.000	100	Very High
Organizing Competencies	Commitment Competencies	.805**	.000	100	Very High
	Strategic Competencies	.811**	.000	100	Very High
	Commitment Competencies	.793**	.000	100	Very High
Strategic Competencies	Commitment Competencies	.871**	.000	100	Very High

Note. **Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Second-Year students.

E. Is there a significant correlation among the levels subsumed under level of entrepreneurial competencies among students of CBAM at Sulu State College?

Table 20 presents the correlations among the sub-categories subsumed under the level of entrepreneurial competencies among students of CBAM at Sulu State College. The computed Pearson correlation coefficients (*r*) between these variables are significant at alpha 0.01, indicating statistically significant relationships.

The degrees of correlation among the subcategories are as follows:

1. A very high positive correlation between Opportunity Competencies and Relationship Competencies ($r = 0.750$), Conceptual Competencies ($r = 0.739$), Strategic Competencies ($r = 0.747$), and Commitment Competencies ($r = 0.766$) and a high positive correlation between Opportunity Competencies and Organizing Competencies ($r = 0.684$).
2. A very high positive correlation between Relationship Competencies and Conceptual Competencies ($r = 0.777$), Organizing Competencies ($r = 0.750$), Strategic Competencies ($r = .747$), and Commitment Competencies ($r = 0.742$).
3. A very high positive correlation between Conceptual Competencies and, Organizing Competencies ($r = 0.744$), Strategic Competencies ($r = 0.804$), and Commitment Competencies ($r = 0.805$).
4. A very high positive correlation between Organizing Competencies and Strategic Competencies ($r = 0.811$), and Commitment Competencies ($r = 0.793$).
5. A very high positive correlation between Strategic Competencies and Commitment Competencies ($r = 0.871$).

The findings suggest that the subcategories of entrepreneurial competencies are closely interrelated, with strong positive correlations observed among them. This implies that enhancing one competency is likely to positively influence the others, thereby improving the overall entrepreneurial

competency of students.

Therefore, the hypothesis which states that “There is no significant correlation among the subcategories subsumed under the level of entrepreneurial competencies among students of CBAM at Sulu State College” is rejected.

4. Conclusions

The following was concluded based on the findings of the study:

1. The result means that female respondents outnumber the male respondents, in their early 20s, with parents as low-income earner, mostly educated, and a balance number of respondents came from each year level.
2. The findings suggests that CBAM students often exhibit entrepreneurial competencies, particularly in being proactive, seeking new information, motivating others, negotiating, risk – taking, innovative problem – solving, decision – making, coordination, adapting to industry changes, evaluating business decisions, recognizing personal strengths and weaknesses, and making sacrifices for their ventures.
3. The result clearly suggests that the demographic profile of the respondents failed to predict differences in the entrepreneurial skills of CBAM students.
4. The finding suggests that the subcategories of entrepreneurial competencies are closely interrelated, with strong positive correlations observed among them.

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