



Entrepreneurial Competencies among Selected Freshmen Business Students in the Academe

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Abstract

Defining entrepreneurial competencies among university students raised many questions about their achievement, planning, and ability that enable them to effectively lead entrepreneurial activities in the future after graduation. Thus, acquiring entrepreneurial competencies can provide students a confidence in developing businesses idea and eventually establishing new business venture. Many researchers seem to agree about various factors affecting entrepreneurial intentions particularly among university students as potential entrepreneur. Given this backdrop, the study aimed to determine and prove which entrepreneurial competencies exist among selected business student that needs to enhance to be competent. The study sought the perception of the 68 freshman business students in the three selected business courses in De La Salle University, Manila. The study used the descriptive method of research utilizing survey questionnaire for freshman students as the primary target population. For this research, an exploratory factor analysis was conducted on the collected data, and statistical treatment used was frequency count and weighted mean using RStudio as statistical software for all items to uncover the underlying structure of variables. The ordinary least square regression for the analysis of structural equation modeling and multiple linear regression was applied to validate the measurement and test the hypotheses established in this study. The findings of this study have highlighted some significant inferences for the entrepreneurial competencies such as the freshman business students have an opportunity to enhance further their personal entrepreneurial competencies by taking seriously their business exposure from their family business or personal business endeavor.

Keywords: Entrepreneurial Competencies; Freshmen Students; Entrepreneurship; Entrepreneurial Intentions; Entrepreneurial Knowledge; Competent Entrepreneurs

1. Introduction

1.1. Background of the study

The institution of higher education around the world is challenged to promote entrepreneurship education that would develop the entrepreneurial competency of their business students. With the growing importance of globalization, business students must be competitive by enhancing their entrepreneurial competencies (Paladan, 2015). There have been past studies looking at entrepreneurial interest of students; however, one of the first comprehensive studies of the attitudes of undergraduates toward entrepreneurship in Asia and the study finds a high level of interest, inadequate business knowledge and perceived risks are said to be significant restraints (Formoso, 2016)). The Philippine education system has seen thorough changes as the Commission on Higher Education (CHED) implemented the K to 12 program last 2016. To better equip the Filipino students with the needed business skills and competencies, curricular offerings were revised, integrating several subjects to different programs, aimed at developing the students' entrepreneurial mind and attributes of entrepreneurship. However,

the Department of Education implemented the K to 12 program last 2016. The 10-year basic education curriculum was redesigned to include an additional 2-year senior high program intended to teach and train the students' technical-vocational skills which will make them readily employable after they finish their 12th grade (Cruz, 2014). The study reveals that 47-49% of the youth surveyed see entrepreneurship as a good career choice. (Global Entrepreneurship Monitor [GEM] 2016 Report-Entrepreneurship in the Philippines). The GEM data confirm that Filipino youth are actively involved in entrepreneurial endeavors. With higher unemployment (16.1%) and underemployment (18.3%) rates relative to the adults (7.1% and 19.3%, respectively) in 2013, entrepreneurship provides a means to sustainable livelihoods for individuals aged 18-30 years. The shares of youth to established firm/owner manager enterprises, however, rose and fell during the same time. (GEM's 2015 report). For this study, GEM's 2014 data mentioned that total entrepreneurial activity and established business shares over the three GEM surveys reveal that ever-shrinking proportions of established businesses were owned by the youth in 2006, 2013, and 2014 that acquiring entrepreneurial competencies can provide students a confidence in developing businesses idea and ultimately establishing a new business. Defining entrepreneurial competencies among university students raised many questions about their achievement, planning, and ability that enable them to effectively lead entrepreneurial activities in the future probably after graduation. The De La Salle University (DLSU) Ramon V. Del Rosario College of Business (RVR-COB) was recently recognized by Eduniversal as a recipient of the Three Palmes of Excellence in its 2016 Business Schools Ranking. Eduniversal is a global ranking and rating agency specializing in higher education. It has established strong expertise in evaluating academic institutions and programs in France since 1994 and internationally since 2007. According to the agency, DLSU RVR-COB was regarded as an "excellent business school with reinforcing international influence"(Mia, 2017). Not surprisingly, therefore, the graduates of the premier business school are expected to become globally effective and competent entrepreneurs and well-rounded professional business managers. In the Philippines, entrepreneurship as a formal degree program was initiated by the CHED in 2005 (Sarreal et al., 2013). The recognition of entrepreneurship as a discipline is helping to promote the idea that certain competencies can be motivated, trained, and enhanced to become an entrepreneur (Marques and Albuquerque, 2012).

One of the objectives of entrepreneurship education is to impart entrepreneurial competencies among students that will better prepare them for an entrepreneurial life (Izquierdo and Deschoolmeester, 2008). The DLSU, Manila, is one such school in the Philippines aiming to produce would-be entrepreneurs and develop competent and globally oriented entrepreneurs for small- and medium-sized Philippine enterprises. On the other hand, degree programs were developed for students of the RVR-COB who desire a more generalist orientation to business. For these students, courses like Interdisciplinary Business Studies (IBS) give them the flexibility to design their own program of business studies. Therefore, graduates of the Bachelor of Science in IBS Program have a diverse set of career opportunities, which may involve entrepreneurship. Another was in response to the growing complexity of the business environment at De La Salle University, the academe aims to produce a new breed of future ethical business professionals with skills in scientific research, problem analysis, decision-making, and consensus building, and hence, graduates of the Business Management Program and Entrepreneurship are expected to gain the following knowledge, values, and skills. Knowing the competencies that the students need to obtain has an enormous implication in the field of education because there is a potential to encourage students to become entrepreneurs. Thus, acquiring entrepreneurial competencies can provide students confidence in developing businesses idea and eventually establishing new business venture. Specifically, the objective of this study aimed to measure the entrepreneurial competencies among undergraduate students at the 1st year level or freshman students in DLSU, Manila. Moreover, the researcher wants to determine which among entrepreneurial competencies the students needs improvement, enhancement, and skills needed to start and successfully run the entrepreneurial venture and become successful in the future. Therefore, this study focuses on "entrepreneurs" competencies that are essentially required to encourage university business students' start-up intentions. The result of this study, in particular, can contribute to the improvement or new development of education system to promote entrepreneurship.

1.2. Statement of the problem and research questions

Multiple studies regarding entrepreneurial competencies among business students were limited in tackling several variables such as goal setting, information seeking, and persistence. However, the researcher aims to focus on the three primary competencies, namely, affiliation, authority, and achievement competencies. In this study, the researcher aims to answer the question: What are the entrepreneurial competencies of business freshman students that will lead them to become a competent entrepreneur and to run and start new business venture in the future?

Specifically, the following questions were formulated:

1. What is the profile of the selected freshman students in the RVR-COB at DLSU, Manila in terms of the following?
 1. Age
 2. Gender
 3. Parent's highest educational attainment
 4. Combined family income
 5. Is the student a member of school organization?
 6. Do the students have business experience and business exposure?

2. What is significance and impact on dimensions of entrepreneurial competencies according to the following competencies?
 1. Achievement,
 2. Affiliation, and
 3. Authority?

3. What is the significance and effect of achievement, affiliation, authority, and demographic profile can be developed for freshmen business students in the university in preparing them to become competent entrepreneurs who would eventually start new business ventures in the future?

1.3. Objectives of the study

Through this study, the researcher aims to:

1. Identify the significance and extent of the demographic profile of the selected freshmen business students in RVR-COB at DLSU, Manila on intention to start up a business
2. Find out the significance and impact on dimensions of entrepreneurial competencies according to the following competencies?
 1. Achievement,
 2. Affiliation, and
 3. Authority?

3. Determine the significance and effect of achievement, affiliation, authority, and demographic profile of the freshman business students on business start-up intentions.

1.4. Significance of the study

Although there are multiple studies, regarding entrepreneurial competencies among business students in different settings, there are still more areas for future research to be accomplished in the knowledge of entrepreneurship. This study aims to be an additional research in the Philippine context to existing entrepreneurial competencies.

As such, this research helps the following stakeholders' improvement and practice of entrepreneurship:

1. Entrepreneurship researchers: By constructing on entrepreneurial competencies specifically youth entrepreneurship literature, testing the validity of the models in another locale, and discovering

which predictors best explain entrepreneurial intention, researchers can be more informed in exploring other variables and theories.

2. Present and future entrepreneurs: Prior research suggested that entrepreneurs can increase on a network of support, where associates can collaborate and partner with each other. By understanding the level of entrepreneurial competencies and entrepreneurial intentions, they can cultivate their communities and encourage passionate entrepreneurs to start their own initiatives.
3. Policymakers: Previous studies and stories showed that the government has a role to play in encouraging youth entrepreneurship. By understanding what best drives entrepreneurial intentions, policymakers can make informed decisions on developing programs that truly encourage young people on entrepreneurship. Knowing relevant competencies can help them to design effective programs to foster entrepreneurial activity, and they could set standards to best practices of entrepreneurial activities of across the world.
4. Educators: Teachers possess an important role in shaping the mindset and skills of potential social entrepreneurs. By appreciating which determinants influence intentions the most, they can design curriculum and activities that better predispose students toward a pro-social orientation while learning skills essential to engage in social entrepreneurial activities.
5. University or Academe : As the reports of GEM and the British Council, academic institutions play a vital role in fostering entrepreneurship among students. Colleges and universities can serve as a breeding ground of future entrepreneurs. Understanding what best drives intentions can lead to clear and actionable policies, as well as proper allocation of resources, in cultivating an environment where educators can advocate youth entrepreneurship.

1.5. Scope and limitations

The study will focus and be limited to selected business 1st year level students of the RVR-COB. The study focuses on the freshman students of BS Management (BS MGT), BS Entrepreneurship (BS-ENT), and BS Interdisciplinary Studies (BS-IBS) and some 2nd year students who are shifttees and transferees from other course, but their status is a 1st year level in the university. Due to this constraint, the results of the study may not be necessarily being applicable to demographic profile of the students and to their supposed entrepreneurial competencies. The focus of this research is to determine which entrepreneurial competencies exist among selected business student and to find if there is a significant relationship between demographic profile in terms of age, gender, etc., and level of personal entrepreneurial competencies and the entrepreneurial intention of selected business students of DLSU.

2. Review of Literature

2.1. Overview

The theory of motivation is the theoretical foundation for understanding entrepreneurial competencies studies. McClelland theory of motivation states that every person has one of three main driving motivators: The needs for achievement, affiliation, or power. These motivators are not inherent; we develop them through our culture and life experiences (McClelland, 1995). Given this definition of the theory, many studies have been done to apply it in the context of entrepreneurship (Kautonen et al., 2015; Liñán and Fayolle, 2015; Miles, 2012; Schlaegel and Koenig, 2014). Mentioning multiple studies, journals, scholarly articles, and research papers, this section will provide knowledge and information about the variables that will be applied in the research. Defining competency as what McClelland who is the founder of the modern competency stated that once you have identified the competencies, you have to be able to test for them. Competencies consist of a group of attributes, some of which are applicable to all entrepreneurs, while others are occupation/industry specific. On another note, Fleury and Fleury (2001) consider that the word competency has been being used to designate an individual qualified to develop an activity. In other words, assessing students' entrepreneurial competency provides them

awareness on the need to enhance further their competencies for them to be globally competitive and facilitate their readiness toward globalization (Paladan, 2015).

These specific traits could well be labeled as “competencies,” if we understand that competencies can be conceptualized as encompassing three types of characteristics including traits, skills, and knowledge (Lau et al., 2000). However, in all cases, competencies are defined as a cluster of related knowledge, traits, attitudes, and skills that affect a major part of one’s job, that correlate with performance on the job, that can be measured against well-accepted standards, and that can be improved through training and development (Parry, 1998).

Other studies (e.g., Mitton 1989) have taken a process view on entrepreneurial competencies by focusing on the behaviors reflecting competence. Interest in entrepreneurial competence derives from the supposed link between competencies and the birth, survival and growth of a venture (Rao, 1997). Thus, entrepreneurial competencies are seen as important to business growth and success, and an understanding of the nature and role of such competencies can have important consequences for practice. Man et al. (2002) identified several competencies which entrepreneurs necessarily need to be competent in a competitive business environment. These are opportunity competency, relationship competency, conceptual competency, organizing or managerial competency, strategy competency, commitment competency, learning competency, and personal competency. Furthermore, some other competencies, i.e., technical and functional competency, social responsibility competency, and ethical competency were proposed by Chandler and Jansen (1992). Woodruff (1992) defined managerial competence as an umbrella under which everything fits, what may directly or indirectly relate to job performance. Spencer and Spencer (1993) stated that the managerial competencies are a specialized subset of the competencies, expressing the intention to have certain specific effects which are particularly important for managers. The entrepreneurs’ competencies in this study include achievement competency which were operationalized as opportunity, organizing, strategic, relationship, commitment, and conceptual competencies. (Wickramaratne et al., 2014, knowledge and technology connected to the work (Cho and Gumeta, 2015; Kim and Cho, 2014), skills to communicate with people (Iksana et al., 2012; Baron and Markman, 2003), abilities to build networks (Kyndt and Baert, 2015) and to develop competitive business models (Teece, 2010; Arranz et al., 2016), and getting financing (Katila et al., 2008). Linking between entrepreneurial competencies and start-up intentions in university students is imperative for theoretical and empirical studies, since entrepreneurs’ managerial competencies can be fostered and learned through formal education, coaching, training and experiences (Man, et al., 2002; Brownell, 2006; Volery et al., 2015; Wagener et al., 2010; Kyndt and Baert, 2015). Moreover, students having certain competencies may naturally favor different types of start-up that leads them to choose more suitable careers and beneficial businesses. Intentions have been explained as a self-prediction to a specific behavior (Ajzen and Fishbein, 1973; Ajzen, 1991; Ajzen, 2002), which employ the motivational factors affecting behaviors and indicate individuals’ effort to put these behaviors into practices. Therefore, the higher the intended behavior of persons can directly result in the higher the individuals’ plan to act (Krueger, 1993; Bagozzi et al., 1989; Veciana et al., 2005; Liñán and Santos, 2007). Start-up intention of university students is students’ inclination to establish their own business within 5 years after graduation (Müller, 2008). Start-up and self-employing intentions are linked (Kolvereid and Isaksen, 2006), and attitude is the core of both (Gelderen et al., 2008). Fristch (2011) claimed that entrepreneurs perform innovative start-ups when they create novel products, new markets, or processes; while self-employed is defined as a person who prefers a regular career using an existing business model, the differences between innovative and self-employing start-up intentions are important (Cho and Gumeta, 2015; Kim and Cho, 2014) because different types of start-up result in different level of productivity in economy (Stam and van Stel, 2011). It is often assumed that self-employed entrepreneurs display less entrepreneurial competencies than their innovative counterparts and have less influence on economic growth (Baumol, 1990; Wiklund and Shepherd, 2003; Hessels et al., 2008). There is a positive significant relationship between entrepreneurial mindset and self-entrepreneurial competencies. This is due to self-competencies which are determined by goal-oriented achievement and focused on proactive and creativity. Since the entrepreneurial mindset focuses on innovativeness and risk-taking, however, it would not neglect the self-competencies skills (Pihie and Arivayagan, 2016). Studies on

entrepreneurial competencies are essential for practical reasons as university students should exhibit self-entrepreneurial competencies to evaluate and explore business opportunities in seeking their career path. Dutra (2001) considers that the set of competencies - knowledge, skills, and attitudes - consists in the delivery of results toward innovation, renovation, creation, and generation of new businesses, developed by means of his own action. Numerous prior studies had been conducted to examine the successful entrepreneurs' characteristics (McClelland, 1961; Brockhaus, 1982; Begley and Boyd, 1987; Lumpkin and Dess, 1996; Kolvereid and Moen, 1997). The ultimate goal of entrepreneurial education is to expand the level of self-entrepreneurial competencies among learners in terms of knowledge, skills, and/or attitudes (Solevsvik et al., 2013; ASTEE, 2014).

Three dimensions characterize students' entrepreneurial competencies according to literature. First, business students have an overall fair level of personal entrepreneurial competency, which is a good start toward readiness for globalization. Furthermore, students having certain competencies may naturally favor different types of start-up that leads them to choose more suitable careers and beneficial businesses.

Opportunity seeking, problem solving, and persistence are essential entrepreneurial competencies needed by the students. (Krithika and Venkatachalam, 2014) The entrepreneur of a business enterprise has amplified the significance of entrepreneurial competencies due to the strategic role take part. Entrepreneurial competencies were operationalized as opportunity, organizing, strategic, relationship, commitment, and conceptual competencies. (Wickramaratne et al., 2014). Entrepreneurial intention is a fundamental construct in entrepreneurship research (e.g., Hmieleski and Corbett, 2006; Krueger, 1993; 2009; Krueger et al., 2000; Wilson et al., 2007; and Thompson, 2009) and is a core motivational construct in SCCT (e.g., Lent et al., 1994). Entrepreneurship scholars have found that entrepreneurship education increases students' intention (Kolvereid and Moen, 1997; Martin et al., 2013; Peterman and Kennedy, 2003; Zhao et al., 2005). For instance, Souitaris et al. (2007) found that entrepreneurship programs raised entrepreneurship intentions among students. One specific reason for this effect might be that a focus of many entrepreneurship programs is to expose students to role models, in the form of guest speakers, consulting projects, and mentoring programs. Specific to self-employment, Scherer et al. (1989a; 1989b) built on social cognitive theory to investigate the links between parental role models and the development of one's preference for being self-employed. They contended that individuals would express an occupational preference if they see their role models having positive professional experiences. As a result, individuals will have expectations about entering that profession and evaluate their own skills (self-efficacy) necessary to perform in that field.

Finally, the study found that graduates who had gone through entrepreneurship programs have intentions to start their own businesses. However, these intentions varied with respect to their level of creativity, access to start-up capital, family background, business experience, self-efficacy, influence of business-minded friends, and exposure to entrepreneurial learning, risk propensity, age, course studied, and ethnicity. (Agbim et al., 2013).

3. Conceptual and Theoretical Framework

3.1. Theoretical framework

From the related literature examined by the researcher, the theoretical framework was created and illustrated to exhibit the relationship among the variables. As mentioned in the literature review, McClelland Need Theory of Motivation serves as the foundation of entrepreneurial competencies studies.

McClelland theory of motivation states that every person has one of three main driving motivators: The needs for achievement, affiliation, or power. These motivators are not inherent; we develop them through our culture and life experiences.

In the theoretical framework as shown in Figure 1, the researcher discovered multiple concepts through the review of related literature, which has been defined by its own context and organized systematically to illustrate the focus and rationale behind the intended hypothesis of the study.

3.2. Conceptual framework

In the conceptual framework (Figure 2), the multiple concepts that the researcher discovered through the review of literature are defined in their own context and organized systematically to illustrate the focus and rationale behind the intended hypotheses of the study. Chandler and Hanks (1994) find that entrepreneurial competencies are directly correlated with business venture.

The GEM (2014) data confirm that Filipino youth are actively involved in entrepreneurial endeavors in 2013, entrepreneurship provides a means to viable livelihoods for individuals aged 18-30 years old. As adopted from the study of McClelland (1987) and Man et al. (2012), the findings of literature review, thus the researcher conceptual framework in Figure 2. In this study, the dependent variable is the freshman entrepreneurial intentions to start up a business, and the independent variables are demographic profile of the students and entrepreneurial competencies.

Entrepreneurial intentions do a very important role in the prediction of future entrepreneurial actions (Kantz and Gartner, 1988; Krueger and Carsrud, 1993; Elenurm and Alas, 2009). Many scholars have argued about various factors affecting entrepreneurial intentions particularly among university students as potential entrepreneurs (Kolvereid, 1996; Liñán and Chen, 2009; Justice, 2014). In this regard, several models have been proposed to assess the influence of personality traits (Louw et al., 2003), abilities (Zampetakis and Moustakis, 2013), self-efficacy (Bonnett and Furnham, 1991), attitudes (Zampetakis et al., 2009), and demographic factors (Mattews and Moser, 1996; Wang and Wong, 2004) on university students' entrepreneurial intentions. These factors often focus on uncompromising traits and the fixed behaviors of individuals (Krueger et al., 2000). Later on, by the way of the introduction of a competency approach into the entrepreneurship literature, entrepreneurial competencies became a more attractive alternative factor to the study of start-up intentions.

3.3. Hypotheses of the study

As mentioned earlier, competency is a combination of knowledge, skills, ability (Mirabile, 1997; Hoffmann, 1999; Kaur and Kumar, 2013), and attitudes (Izquierdo, et al., 2005; Phelan and Sharply, 2012) which are necessary to perform entrepreneurial tasks (Bird, 1995). This study employs competencies aforementioned by scholars and considers components of competency to select probable effective entrepreneurial competencies to start-up intentions. For this purpose, achievement competency, affiliation competency, and authority competency with respect to demographic profile adopted as independent factors to examine their effect on start-up intentions. The following hypotheses were developed from this framework.

Ho₁: There is no significant relationship between demographic profile in terms of age, gender, etc., and the entrepreneurial intention of selected business students of DLSU.

Figure 1: Theory of motivation (McClelland, 1995)



Ha1: There is a significant relationship between demographic profile in terms of age, gender, etc., and the entrepreneurial intention of selected business students of DLSU.

Ho₂: There is no significant relationship between selected business freshman students' achievement competency and their business start-up intentions.

Ha₂: There is a significant relationship between selected business freshman students' achievement competency and their business start-up intentions.

Ho₃: There is no significant relationship between selected business freshman students' affiliation competency and their business start-up intentions.

Ha₃: There is a significant relationship between selected business freshman students' affiliation competency and their business start-up intentions.

Ho₄: There is no significant relationship between selected business freshman students' authority competency and their business start-up intentions.

Ha₄: There is a significant relationship between selected business freshman students' achievement competency and their business start-up intentions.

Ho₅: Achievement, affiliation, authority, and demographic profile do not have a significant positive influence on business start-up intentions.

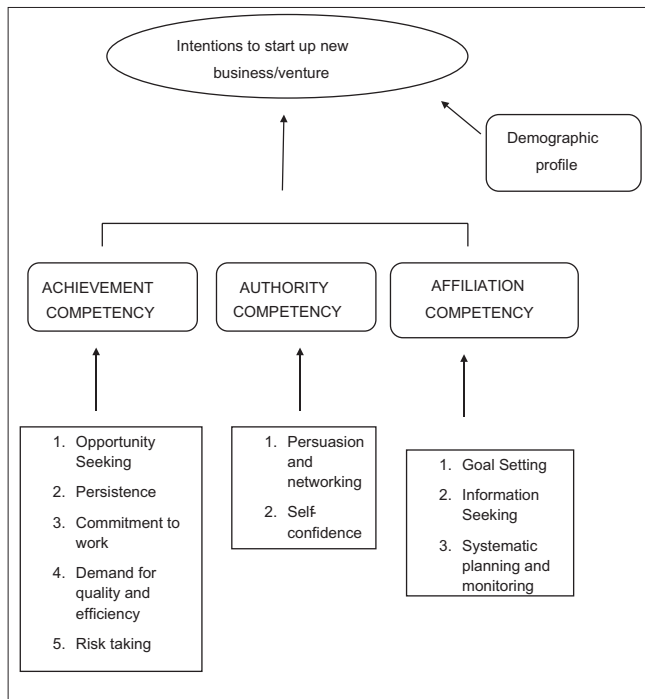
Ha₅: Achievement, affiliation, authority, and demographic profile do not have a significant positive influence on business start-up intentions.

4. Methodology

4.1. Research locale

The research was conducted in DLSU, Manila, RVR-COB at 2401 Taft Avenue, Manila, recognized as an institution that provides quality entrepreneurship program in the Philippines and was recently

Figure 2: Conceptual framework



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recognized by Eduniversal as a recipient of the Three Palmes of Excellence in its 2016 Business Schools Ranking. Not surprisingly, therefore, the graduates of the premier business school are expected to become globally effective and competent entrepreneurs and well-rounded professional business managers, and hence, the research is purely quantitative, and it requires a sample size. Freshmen students are one of the most important participants in terms of understanding partiality to entrepreneurial competencies, educators and policy makers can design programs for students learning

4.2. Research design

The research design used in the study is quantitative research design specifically descriptive and causal explanatory using survey questionnaires through Google forms (online survey) that consists of 55 questions adapted from Management Systems International and McBer Team as cited by Azarcon et al. (2008) to collect data from the target population.

4.3. Sampling design

The researcher employs random and purposive sampling, targeting freshman business students about three sections from BS Management (BS MGT), BS-IBS, and BS Entrepreneurship (BS-ENT) and approximately 68 freshman business students.

4.4. Research instrument

This study gathered primary data using electronic survey forms (via Google forms) to collect data from the target population. The survey questionnaire was consisting of questions on authority competency, affiliation competency, and achievement competency. The questionnaire, which contains questions, was divided into two parts. The first part has ten questions about the demographic profile of the respondents. The second part contains questions that included items of the independent variables that are the predictors of entrepreneurial competencies among selected business frosh students. Moreover, for the dependent variable of the study, entrepreneurial intentions to start up new business was measured. The descriptive statistics and the Cronbach's alpha are shown in Table 1.

The studies of various psychologists and researchers contend that Cronbach's alpha should have a score of at least 0.60 (Baldasaro et al., 2013; Cooper et al., 2010; Donnellan et al., 2006; Goldberg, 1992; Nga and Shamuganathan, 2010). The results show that all items have desirable alphas and therefore all items contribute to the reliability and construct validity of the questionnaire. Hence, this questionnaire certainly is reliable, since α is 0.803 (Table 1). The result of the reliability measure was acceptable.

4.5. Statistical treatment of data and research tools

A 5-point Likert scale used ranged from one (1 - never) to five (5 - always) to measure the personal entrepreneurial competencies of the students. Descriptive statistics which include frequency count and percentage were used to determine the profile of the respondents in terms of gender, age, year level, college, last high school attended, membership of a school organization combined parent's monthly income parent's educational background, and business exposure/experience. Likewise to determine the required competencies needed by freshman business students, the weighted mean was utilized, and to determine the degree of importance of each competency, the 5-point Liker Scale was used to measure which includes the three A's: achievement, authority, and affiliation competency.

Ordinary least squares was used for analysis of significant difference between demographic profile of the students as well as entrepreneurial competencies and the intention to start up new business of selected business students of DLSU. Multiple regression analysis was used to determine achievement, affiliation, and authority competency influence on entrepreneurial intentions to start up business. Regression is a statistical procedure for predicting the value of a dependent variable from an independent variable when the relationship between the variables can be described with a linear model.

Value	Range	Interpretation
5	4.51–5.00	Highly essential
4	3.51–4.50	Essential
3	2.51–3.50	Moderately essential
2	1.51–2.50	Less essential
1	1.00–1.50	Not essential at all

Table 1: Descriptive statistics of variables

Measures	Cronbach's alpha	Mean±SD
Opportunity seeking	0.715	3.92±0.31
Persistence	0.772	3.67±0.52
Commitment to work contract	0.717	3.86±0.46
Demand for quality and efficiency	0.729	3.56±0.7
Risk taking	0.814	3.41±0.62
Goal setting	0.922	3.53±0.72
Information seeking	0.91	3.94±0.44
Systematic planning and monitoring	0.741	3.98±0.39
Persuasion and networking	0.857	3.69±0.51
Self-confidence	0.886	3.56±0.28

SD: Standard deviation

T-test will be used to determine significant difference in the entrepreneurial intention between male and female students. This study used RStudio as statistical software for the analysis of data.

5. Results and Discussion

5.1. Descriptive analysis

There were three groups of respondents in this study: The freshman students of BS Management (BS MGT), BS Entrepreneurship (BS-ENT), and BS Interdisciplinary Studies (BS-IBS) and some 2 year students who are shiftees and transferees from other course, but their status is a 1st year level in the university.

Table 2 shows the age of the respondents indicating the percentage distribution. Majority of the respondents are 18 years of age. Normally students start their tertiary education as early as 16 years old, but we are now adopting the K-12 curriculum, and therefore, the tertiary level will start at the age of 18 years old. Table 3 shows the gender of the respondents. In terms of gender, majority of the respondents are female which is 53%, but male respondents are not out number.

Table 4 shows the educational background or attainment majority of the respondents, and their parents are college graduate. This finding means that the parents have stable or respectable job. In addition, Table 4 shows that the parents' combined monthly income of the selected business students is above Php 95,000 that is 75%, and in terms of educational attainment, both parents are bachelor's degree with 75% and 68%. Moreover, majority of the freshman business students are members of the school organization.

Table 5 shows the freshman students' business experience and business exposure. Majority of the respondents has business exposure with a mean value of 1.13. In others, some of the respondents have business exposure because both of their parents are either they were involved in family business or run their own business. However, in terms of business experience, majority of the respondents has no business experience with a mean score of 2.04 which means that they have no idea or not familiar to any business.

Table 2: Age of respondents

Age	Frequency (%)
16	2 (3)
17	17 (25)
18	37 (54)
19	11 (16)
20	1 (2)
Total	68 (100)

Table 3: Gender of respondents

Gender	n (%)
Male	32 (47)
Female	36 (53)
Total	68 (100)

Table 4: Parent's educational attainment of the respondents

Mother's highest educational attainment	Frequency (%)
High school diploma	9 (13)
Bachelor's degree	51 (75)
Master degree	7 (10)
Ph.D/Doctoral units	1 (2)
Ph.D/Doctoral graduate	0 (0)
Total	68 (100)
Father's highest educational attainment	
High school diploma	14 (21)
Bachelor's degree	46 (68)
Master degree	8 (11)
Ph.D/Doctoral units	0 (0)
Ph.D/Doctoral graduate	0 (0)
Total	68 (100)
Members of the school org	
Yes	58 (85)
No	11 (15)
Total	68 (100)
Combined parents monthly income	
Php 95,000 and above	51
Php 45,000–54,999	10 (15)
Php 55,000–64,999	7 (10)
Total	100

5.2. Determinants of business start-up (intentions) among freshman students

Several labeled hypotheses wanted to test whether entrepreneurial competencies among freshmen business students and demographic profile such as age, gender, and family income have a significant positive influence on intentions to start up business.

Results (Table 6) show that there is no significant difference between the intention to start up a business of male and female students.

The results of various multiple regression analyses are summarized in Table 7, which showed different models and their effect on intentions to start up a business among freshmen business students of DLSU.

5.2.1. To identify the significance and extent of effect of the demographic profile of the selected freshmen business students in RVR-COB at DLSU Manila on intention to start up a business

In this model 1, the results of the regression indicated that demographic profile in terms of age, gender, combined family income, business experience, and business exposure of selected business students of DLSU explained 25.9% of the variance ($R^2 = 0.359$, $F(9,59) = 3.604$, $P = 0.000$). It was found that combined family income and business exposure ($P = 0.000$) significantly influenced intentions to start up a business among freshman business students. The result supports the study of Scherer et al. (1989a; 1989b), and Matthews and Moser, 1996, and Wang and Wong, 2004, assess the influence of demographic factors on university students' entrepreneurial intentions. These factors often focus on uncompromising traits and the fixed behaviors of individuals (Krueger et al., 2000). As a result, individuals will have expectations about entering that profession and evaluate their own skills (self-efficacy) necessary to perform in that field. It is also mentioned by Huang et al., 2013 that having an entrepreneur parent is a significant predictor of entrepreneurial engagement. Therefore, the researcher reject the null hypothesis and conclude that there is no significant relationship between demographic profile in terms of age, gender, combined family income, business experience and business exposure and the entrepreneurial intention of selected business students of DLSU.

5.2.2.1. To find out the significance and impact on dimensions of entrepreneurial competencies according to the following competencies?

1. Achievement,
2. Authority, and
3. Affiliation?

Moreover, in this model 2, the results of the regression indicated that among dimensions of achievement competencies, opportunity seeking and demand for quality of selected business students of DLSU explained 11.9% of the variance ($R^2 = 0.185$, $F(5,63) = 2.808$, $P = 0.000$). It was found that opportunity seeking and demand for quality ($P = 0.000$) significantly influenced intentions to start up a business among freshman business students. The result supports the study of Wickramaratne et al., 2014. Achievement competencies were operationalized as opportunity, organizing, strategic, relationship, commitment, and conceptual competencies influenced entrepreneurial intentions among business students. Therefore, the researcher conclude that there is no significant relationship between selected business freshmen students' achievement competency and their business start-up intentions.

5.2.2.2. To find out the significance and impact on dimensions of entrepreneurial competencies according to the authority competencies?

In this model 3, the results of the regression indicated that among dimensions of authority competencies, none of the two dimensions significantly influenced intention to start up a business among freshman business students of DLSU which explained 1% of the variance ($R^2 = 0.04$, $F(2,66) = 1.347$, $p = 0.115$). It was found that there is no evidence that persuasion and networking and

Table 5: Students business experience and exposure

Descriptive statistics of variables						
Measures	Mean	Median	Mode	SD	Skewness	Kurtosis
Business experience	2.044118	2	2	0.761652	-0.07483	-1.25104
Business exposure	1.132353	1	1	0.341394	2.219068	3.012013

SD: Standard deviation

Table 6: T- test is used to determine significant difference between the intentions of male and female students

Gender	Intention to start up business (mean)	P value
Male	1.4226	$P=2.2e-16$
Female	1.6655	

Table 7: Regression results summary - entrepreneurial intention to start up business as dependent variable

Predictors/variables	Model 1	Model 2	Model 3	Model 4	Model 5
Constant	1.580	1.218	0.719	0.531	0.889
Demographic profile					
Age	0.096 (0.081)				0.179 (0.919)
	0.243				0.342
Gender	0.034 (0.071)				0.412 (0.071)
	0.635				0.146
Last school attended	0.466 (0.317)				0.127 (0.182)
	0.147				0.698
Org member	0.128 (0.183)				0.495 (0.149)
	0.488				0.001***
Combined family income	0.496 (0.144)				0.495 (0.343)
	0.001**				0.000***
Mothers Ed attainment	0.019 (0.083)				0.289 (0.077)
	0.816				0.183
Fathers educational attainment	0.023 (0.078)				0.114 (0.064)
	0.766				0.101
Business exposure	0.114 (0.064)				0.178 (0.079)
	0.031**				0.002**

(Contd...)

Table 7: (Continued)

Predictors/variables	Model 1	Model 2	Model 3	Model 4	Model 5
Business experience	0.023 (0.148)	0.878			0.124 (0.155) 0.754
Achievement competencies					
Opportunity		0.233 (0.108) 0.002**			0.554 (0.347) 0.001***
Persistence		0.021 (0.085) 0.805			0.505 (0.097) 0.167
Commitment		0.018 (0.083) 0.827			0.415 (0.243) 0.678
Demand for quality		0.249 (0.072) 0.001***			0.125 (0.078) 0.000**
Risk taking		0.011 (0.077) 0.886			0.232 (0.088) 0.654
Authority competencies					
Persuasion and networking			0.07 (0.085) 0.415		0.124 (0.145) 0.547
Self-confidence			0.146 (0.101) 0.153		0.564 (0.247) 0.112
Affiliation competencies					
Information seeking				0.304 (0.124) 0.016**	0.294 (0.141) 0.002*
Systematic planning				0.104 (0.105) 0.327	0.104 (0.211) 0.271
Goal setting				0.189 (0.102) 0.041**	0.287 (0.131) 0.003**
R-squared	0.359	0.185	0.04	0.166	0.785
Adjusted R-squared	0.259	0.119	0.01	0.127	0.622
F-statistics	F	F	F	F	F
	(9,59)=3.604	(5,63)=2.808	(2,66)=0.825	(3,65)=4.235	(19,49)=3.92
Model P	0.000	0.000	0.105	0.000	0.000
Number of observations	68				

Significance codes: 0.01***0.05**0.1*

self-confidence in the model contribute to significantly influenced intention to start up a business among freshman business students and thus more evidence is needed to validate this contention. According to Reynolds et al. (2002) as cited by Bohla et al. (2006), people aged 25 to 44 are more likely to engage in entrepreneurial activities. They claim that older people are more likely to perceive an opportunity and act on this opportunity by starting a business. Therefore, accept null hypothesis: There is no significant relationship between selected business freshman students' authority competency and their business start-up intentions.

5.2.2.3. To find out the significance and impact on dimensions of entrepreneurial competencies according to the affiliation competencies

In this model 4, the results of the regression indicated that among dimensions of affiliation competencies, information seeking and goal setting of selected business students of DLSU explained 12.7% of the variance ($R^2 = 0.166$, $F(3,65) = 4.235$, $P = 0.000$). It was found that information seeking and goal setting ($P = 0.000$) significantly influenced intentions to start up a business among freshman business students. The result supports the study of Calvin, 2003. The entrepreneur deals with anticipated changes, notes any management weaknesses, and seeks immediate feedback on their performance. They want prompt and accurate data on the results they are getting.

Moreover, opportunity seeking is the quality that enables the entrepreneur to see and act on new business opportunities even in situations where other people see nothing but problems and hopelessness. (ILATE, Learning and Teacher Education, School of Education, Makerere University, 2010).

Therefore, reject null hypothesis : H_{0_4} : There is no significant relationship between selected business freshman students' affiliation competency and their business start-up intentions.

5.2.3. To determine the significance and extent of effect of achievement, affiliation, authority competencies, and demographic profile of the freshmen business students on business start-up intentions

In the model 5, the results of the regression indicated that the demographic profile in terms of age, gender, combined family income, business experience, and business exposure of selected business students of DLSU explained 62.20% of the variance ($R^2 = 0.785$, $F(19,49) = 3.92$, $P < 0.000$). It was found that combined family income and business exposure ($P = 0.000$) significantly influenced intentions to start up a business among freshmen business students.

The results on the three dimensions of entrepreneurial competencies, achievement, and affiliation competencies have an effect on intentions to start up a business among freshmen students when tested along with demographic factors that support the study of Wickramaratne et al. (2014). It concluded that the entrepreneurs' competencies in this study which include achievement competency were operationalized as opportunity, organizing, strategic, relationship, commitment and conceptual competencies and (Krithika and Venkatachalam, 2014) that opportunity seeking, problem solving and persistence is essential entrepreneurial competencies needed by the students to start up new business. However, with the result on authority, competency has no direct effect on intention when tested along with demographic factors which is relative to the study of Dutra (2001) considers that the set of competencies - knowledge, skills, and attitudes - consists in delivery of results toward innovation, renovation persuasion self-confidence, creation, and generation of new businesses, developed by means of his own action. The level of entrepreneurial intention is affected when they are confident to pursue their business based on the knowledge and skills gained thru education.

Therefore, reject null hypothesis: Achievement, affiliation, authority, and demographic profile have a significant positive influence on business start-up intentions.

6. Conclusion and Recommendations

6.1. Conclusion

The research primarily validated the framework of McClelland Need Theory of Motivation which serves as the foundation of entrepreneurial competencies among freshman business students of DLSU, Manila. Achievement and Affiliation competencies are the significant predictors of entrepreneurial intentions to start up business. In addition, relative variables and demographic factors found to affect the entrepreneurial intention to start up a business among freshmen students. However, authority competency is the most surprising finding in this study which did not significantly predict intention to start up business that the researcher could conclude and support the study of Reynolds et al. (2002), as cited by Bohla et al. (2006), people aged 25-44 are more likely to engage in entrepreneurial activities. They claim that older people are more likely to perceive an opportunity and act on this opportunity by starting a business. Furthermore, the ability to persuade and influence people is one of the most important skills that young people need develop and can be achieved through time.

6.2. Recommendations

In general, the following are recommended to the relevant participants of this research:

1. Model of entrepreneurial intentions must extend through reconsidering other theories separately from entrepreneurial intentions, motivations, and skills. Also, assess based on other researchers' own locale, the most impactful variables that drive entrepreneurial intentions. Future studies and researchers can include other competency theory and self-employing start-ups, innovative start-ups exploring the effect of demographics, peers, and family in influencing entrepreneurial intentions.
2. A network of support is essential and therefore must allow entrepreneurs to build their own skills together with peers so that they will be encouraged to start their own enterprises or business. Be involved in activities that expose themselves to entrepreneurial activities, such as engaging small, medium, and even large or huge enterprises and find a mentor to guide and help.
3. Propose a policies, programs, and even business conferences that promote not only idea pitches but rather collaboration among participants. Demonstrate that there is support for new entrepreneurs and young and small entrepreneurs.
4. Design curriculum and activities that better predispose students toward a entrepreneurship. Furthermore, work within innovative spaces outside the classroom to provide students with the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings.
5. Academic institutions, colleges, and universities can serve as a breeding ground of future entrepreneurs by allocating funding to business related activities that foster group problem-solving and finally to the outmoded businessmen allow young and new entrepreneurs to build their own self-efficacy have a good perception of their peers doing business and building experience toward genuine entrepreneurship.

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