

Psychosocial Attributes, Emotional Quotient, Entrepreneurial Competencies, and Skills among Graduating Students

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Abstract: *This study fills a gap in the entrepreneurship literature by investigating factors that contribute or influence entrepreneurial skills. The study looks at the level and relationship of psychosocial attributes, emotional quotient, entrepreneurial competencies, and entrepreneurial skills among college graduating students. It explored the variables that best fit or predict entrepreneurial skills. The researcher has conducted the study in Valencia City, Bukidnon participated by two hundred fifty-eight (258) graduating students. A descriptive correlational and causal research design with the application of survey questionnaires was used. The study shows that graduating students have a moderate ability to do the tasks effectively. The moderate level of emotional quotient, graduating students practice the ability to manage their emotions and others moderately. The graduating students are equipped with entrepreneurial competence. However, the level of entrepreneurial skills was below average, which suggests that various steps must be taken to develop their entrepreneurial skills. The emotional quotient is significantly related to entrepreneurial skills. Recognizing emotions is the best predictor of the graduating students' entrepreneurial skills. Psychosocial attributes and entrepreneurial competencies have no relationship with students' entrepreneurial skills. Furthermore, the lesser an individual recognizes, identifies feelings, and expresses emotions, the higher the degree to be a successful entrepreneur.*

Keywords: competencies, emotion, entrepreneur, skills, recognition

1. Introduction

Today, entrepreneurs are confronted with constantly changing and more complex challenges. Due to inevitable and tough competition, reacting quickly to changes and constant development is vital. In particular, a young entrepreneur must take steps to possess strong entrepreneurial skills to cope with the difficulties ahead. Developing an entrepreneurial skill is important in handling a role in developing the existing business. There are numerous fields of what makes somebody an entrepreneur, of which one should possess entrepreneurial skills as entrepreneurial qualities and values; this is necessary to obtain a business success (Abdulla & Azam, 2015). Skills are the premise of graduates' employability. Due to the high level of unemployment, the issue of graduates' abilities earned around the world has significance both to researchers and decision-makers attempting to handle unemployment issues. By providing an undergraduate with skills and competencies, it can satisfy the desires of the exceptionally competitive current labor trends (Pereira et al.2016).

Many countries are interested and active in making programs to increase their citizens' interest to start their own business in order to reduce unemployment (Barbosa et al.2017). Entrepreneurial skills differ across the countries. Cultures that highly value intellectual independence anticipate people to be in charge of their own lives and express their ideas and capabilities. Those Cultures that value affective independence initiates people to seek positive personal experiences (Schwartz, 2011).Every country has different ways of dealing with stress and coping with the pressure that plays a substantial role in facing dynamic entrepreneurial activity. To Schumpeter (1934), entrepreneurs have been considered a significant determinant of a country's economy (as cited in Morales & Marquina 2013).

The Philippines suffers a financial crisis that is greatly affected by the global economic crisis. Despite all these crises, Filipinos can surpass these obstacles through an innovative, creative, and courageous act. This situation offers a new challenge to everyone, and the importance of having knowledge and skills in entrepreneurship is needed to improve further the depleting economy of the country. According to the Department of Trade and Industry (DTI), a firm "Philippine Advancement and Entrepreneurship Ecosystem that promotes collaborative agreements between industry, government, and the academe to encourage partnerships in support of advanced manufacturing and service" may be a stage in achieving the targets set out.

The Philippine government had made a program that helps graduates become entrepreneurs in collaboration with the Department of Trade and Industry (DTI), the Department of Science and Technology (DOST), the Commission on Higher Education (CHED) and Philippine Association of State Universities and Colleges (PASUC) to support the creation of more Micro, Small & Medium Enterprises (MSME's). Graduating from high school and college can presently select whether to become entrepreneurs or an employee. The government is propelling a program that will prepare modern graduates and other job seekers with the vitally important skills to seek immediate employment or put up their business (The Philippine Star).

Bukidnon Provincial Government ought to plan and show a clear anti-poverty strategy since poverty is among the obstacles. The Provincial Government is rolling out a budget for livelihood ventures to begin in the first quarter of 2018 planned to alleviate poverty incidence within the area, board member Nemesio Beltran Jr. said. "The year 2018 is anticipated to usher in a vigorous economy to the Territory of Bukidnon" (Mindanews).

Many have seen the benefits of getting into business and got to be encouraged and enlightened. Educators should work hand in hand to change one's mindset and find a solution on how to take its primary steps to improve lives through enterprise education and mentoring. By educating everyone, it gets closer and closer to that vision, and we should be empowered to connect and join the fight. Whether an individual yearns to become an entrepreneur or need to be an enabler to one, a little act of support, everyone can go a long way, not just for the entrepreneurs but for the entire nation as well (Gonegosyo).

Bukidnon has a long way to go before it reaches its objectives of eliminating poverty. The researcher hopes to explore the factors that best fit on entrepreneurial skills. Hence, this study aims to determine the factors that contribute to or influence entrepreneurial skills.

2. Framework

This study anchored on two theories: the opportunity recognition theory by Baron (2004), and the Core Self-Evaluations (CSE) concept by Judge (2009). Opportunity recognition is crucial when starting a business. It is important to find new opportunities all through the entire existence of any venture. Acknowledging opportunities must be carried out to stay ahead of the continuous growth and evolution of trends.

Baron (2004) theorized that opportunity recognition depends on the cognitive process through which people conclude that the opportunity was identified and turns on the structures that are the result of past life experiences and helps individuals to see connections between irrelevant changes or events. Opportunity recognition is viewed by Hills et al. (1999) as a process that is influenced by numerous factors like business environment, social forces, and personal qualities. It is the confidence in the accumulated previous experiences and the preparation that represents a natural trait that recognizes such entrepreneurs from others who establish business only after careful evaluation.

Skills are related to the entrepreneurial process and opportunity acknowledgment theory. Entrepreneurial behavior yields distinctive issues that include problems of measurement and how skills are being valued socially, politically, and economically in adopting diverse paradigmatic approaches to it (Chell, 2013). One way to form self-determined behavior that empowers a person to express and fulfill a variety of distinctive essential needs is through engaging in entrepreneurship.

Whereas, Judge et al., (2003) focused on the core self-evaluations provide a trait that would be a useful predictor of satisfaction. It is an essential, fundamental appraisal of individual worthiness, viability, and capability as a person. Core self-evaluations (CSE) concept is a higher-order trait indicated by four well-established integrative traits indicated by self-esteem, locus of control, generalized self-efficacy, and high emotional stability. It predicts numerous work and other and connected outcomes better than personal traits. Those individuals with higher levels of CSE perform much

better on their jobs, are successful in their careers, and are satisfied in their job and personal lives (Judge, 2009).

The psychosocial factor is presented generally as the integration of psychology and social aspects. It focuses on how society shapes and influences a person's personal development and the quest for identity (Rani, 2015). Whereas, the planned behavior theory is based on attitude toward the behavior, subjective norm, and perceived behavioral control. However, attitude towards behavior is one's desirable perception in doing such behavior (Jekwu, 2016). Hence, it opens the opportunity of graduates to start a business and like others, who did not are less likely to take such action. Ajzen and Fishbein (1980) argued that the attitude towards behavior depends on desires and beliefs about the individual outcome when doing the behavior.

The theory of Appelboam (2010) describes that self-efficacy principles are considered to be the result of a process of weighted, integrated and assessed data about one's capabilities and to control the choices done by an individual and the extent of the effort they apply to a task given. As postulated, individual motivation level and affective states, are based on what they believe than on what is impartially true (Bandura, 1997). Nevertheless, to Rosenberg and Pearlin (1978); Hughes and Demo (1989) as cited in Auf der Heide, L. (2008), based on the principle of symbolic interaction, the principle of reflected appraisals, states that by interacting with others and observing their responses to us, we learn who we are. Social behavior is influence through individual involvement, attitude, and self-esteem (Ogbolu, 2011).

Considering this assumption, Robinson et al., (1991) emphasized that business self-esteem is characterized as "the individual's perceived self-esteem in business about the self-confidence and perceived competency of an individual in conjunction with his or her business affairs." Consequently, a person with low self-esteem is more sensitive to feedback, and when things go wrong, they blame themselves (Quinn, 1995). In particular, Arkes and Garske (1982) postulated that self-esteem is a better indicator of entrepreneurial behavior.

The theory of locus of control was developed by Rotter (1966), as cited by Josien (2008). The theory states that a person sees the result of an event as being either internal or beyond one's own personal control and understanding. Locus of control is connected to the need for achievement (McGee et al., 1968). On the study of relationships among entrepreneurial characteristics and training transfer, climate by Huang (2010) cited the theory of Rotter that states:

"Internal locus of control refers to one's belief rather than being controlled by the environment or luck, which is called external locus of control. Internal locus of control is important to entrepreneurs because it increased their activeness and motivation to succeed. People with an internal locus of control tend to be more optimistic" (Rotter, 1966).

A Study also examined Rotter's locus of control theory (Brockhaus, 1982) included another measurement to the

characteristics of entrepreneurs. This theory suggested that the result of the situation is within the control of an individual. Thus, the need for achievement in entrepreneurs has a relationship with the locus of control. These have a critical role in adapting behavior with life events like lower grades and related financial issues (Napowanetz, 2014). Hence, Rotter hypothesized that “individuals with internal beliefs would more likely endeavor for accomplishment” (as cited in Barr, 2000).

Based on the concepts of Mayer & Salovey (1995), emotionally intelligent individuals, are characterized in a portion who control their emotions according to a consistently reliable model of the emotional act. It allows individuals to recognize and oversee feeling as well as to others. Thus, it supports on the anatomy of the brain that the frontal lobes are not as it were the seat of feeling, but they moreover interconnect emotion, social conduct and decision-making (Marziali, 2006). Alluding, knowledge alone is not enough; it needs emotional signals and cognition to guarantee a compelling decision making

As such, the presence of emotional markers within the brain is thought to be a figure that leads to compelling decision-making amid the reasoning process (Bechara, 2004). Considering, Alexithymia is a psychological disorder that lacks emotional expression. It explains that there are many business leaders hindered and suppressed their emotional expression that causes delayed productivity (Sharma, 2008). Based on the theory of Bar-On (2006), emotional intelligence is a significant factor in determining one's capability in order to succeed in life.

In other cases, entrepreneurial competencies controlled individual psychosocial connection, instruction, training, and involvement (Wang, 2005). There are three changeable influencing factors of entrepreneurial competency, the mental, behavioral, and environmental factors that impact behavioral and environmental (Zhang, 2009). Therefore it is argued that entrepreneurs illustrate good judgment in taking risky innovations. The entrepreneurship research was born in consistently improving and developing (Chepurensko, 2015).

Also, to McClelland (1961), as cited in Huang (2010) that “there are two characteristics of an entrepreneur, it features doing things in a new and better way and decision making under uncertainty.” It emphasizes the important factor of achievement orientation among entrepreneurs. One of the three sorts of needs as a result of one's life experience is the need for achievement, which drives individuals towards the entrepreneurial activity. Not only as a factor and achievement motive, but people also tend to take an interest, want for responsibility, and a high degree of task performance. The researcher hypothesized that psychosocial attributes such as self-efficacy, self-esteem, and locus of control, emotional quotient, and entrepreneurial competencies are determining factors for entrepreneurial skills.

Entrepreneurial success is the result of one's viability in interacting effectively with others involves social competence. For Edwards (2016), the entrepreneur acts

inside the social setting and psychosocial rest on many forms like dealing with others, acceptance unconditionally, and affirmation. However, Arora & Rangnekar (2015) discussed that social exchange and cognitive development drive the benefits of psychosocial when somebody feels being cared for that impacts attitude and performance.

Self-efficacy. Generalized self-efficacy is the belief of one's capability on how well individuals perform along with a variety of situations (Judge et al. 2003). Often, people tend to persistently confront all distinctive challenges in life that may drive them to significantly alter their patterns and attitude that requires to use of new techniques in dealing with the circumstances. To achieve one's task, it needs motivation that directs behavior and feelings towards reaching their respective goals (Al-kfaween, 2010).

However, Hooks (2010) stipulated that self-efficacy is part of self-esteem; it is how the person believe in his capability to perform a task. It can be concluded that when a person's self-efficacy is at a high level, one who believes that he is capable of doing and performing the task is more likely to see positive potential outcomes to accomplish the task (McGee et al. 2009). In this context, entrepreneurs need to have a psychosocial role of which is related to entrepreneurial self-efficacy. As stipulated, starting a business needs self-efficacy, which is vital in adapting entrepreneurial tasks that trigger motivation to start a business (Hamidi & Wennberg, 2008).

Self-esteem. The concept of self-esteem, which is the value that set on oneself as a person, believed that high self-esteem, along with other core characteristics, is the result of positive self-regard (Judge et al. 2003). It is viewed as the way an individual thinks and feels about himself or herself, which generally covers one's beliefs, worth, emotions, skills, abilities, social relationships, and expected future outcomes (Kinnamon, 2014), and to Hooks (2010) it is associated with sentiments about oneself. In particular, it is how an individual cherishes and values personal worthiness.

People associate, interact, and been affected by those people around each day. Those individuals with positive self-image depend on themselves and are more willing to acknowledge suggestions and feedbacks. Moreover, individuals with preparation in entrepreneurship have higher overall entrepreneurial characteristics, motivated, more in internal control, and self-esteem than those who do not have any entrepreneurial exposure (Laduagor, 2013). Crandall (1973), as cited in Josien (2008), has found out that entrepreneurs recognized from others based on self-esteem scores. It directs the thoughts, impacts the feelings and behavior, hence influences performance.

Locus of control. Locus of control is one's beliefs about the causes of life-events; the locus is internal when individuals see events as being unexpected on the possess behavior (Judge et al. 2003). Individuals with a high internal locus of control believed in being responsible for successes and failures, and attribute outcomes on one's ability and effort. Alternatively, individuals with an external locus of control attribute outcomes to task ease or difficulty, luck, fate, or being in the right place at the right time (Eken, 2017).

The author detailed, when a person takes and develops a new venture and demonstrates characteristics of risk-taking and innovation and has internal (rather than external) locus of control, it is described entrepreneur (Olakitan, 2011). According to Aperocho (2012), "Locus of control is more concerned with the confidence of being able to control outcomes." Other studies show that adopting problem-solving strategies is has been associated with an internal locus of control, whereas externals tend to respond emotionally (Zawawi et al., 2009). To make life better and view it positively has a connection to an internal locus of control (Dave et al. 2011).

The literature identifies that Individuals with an external tendency, nevertheless, incline not to accept responsibility for what happened due to the structure of their belief (Wood, 2009). Entrepreneurs should have control over their own life and are responsible for the outcomes of the decisions to take. Mori (2013) reported that entrepreneurs with a higher internal locus of control aspect exhibit to identify signals in the environment that can lead to opportunities; thus, it increases its entrepreneurial alertness. Entrepreneurs have more internal entrepreneurial qualities than external ones. Moreover, Locus of control regarded as a cultural trait and has been utilized to clarify reasons why few countries have more innovative entrepreneurship than others (Mueller et al. 2001).

As to entrepreneurs with more on external locus of control believe that the chances of survival are success determined by the market and uncontrolled institutional forces. On the other hand, the belief of entrepreneurs with an internal locus of control claims that determined success by individual efforts and abilities.

Emotional Quotient. The critical aspects of the application of emotional intelligence are understanding one's emotions and creating a judgment to apply that knowledge. As such, emotions are highly intense feelings that require attention with consideration; it often interacts with cognitive processes and behaviors (McLaughlin, 2012). Since then, emotion is very closely involved with behavioral research about within the work environment for a few decades.

Mortan et al. (2014) explain that emotional intelligence regularly been related to significant life outcomes, like psychological well-being, lofty social connections, and expanded career success. A review of some research, investigation has shown that entrepreneurs get a moderately high score for the emotional intelligence model appeared that emotional components and feelings, deciding state of mind towards entrepreneurial intentions, communicated by sentiments (Caetano et al., 2013).

Whereas there are factors that point out how the entrepreneur succeeds, and it requires emotional intelligence to take advantage of those external factors. In order to recognize increase market demand, entrepreneurs should have emotional intelligence in taking the necessary actions.

As noted, to attain focus and commitment to finish the task, the entrepreneur needs to be calm and must manage well the stress of employees. Along with these, entrepreneurs require

core emotional intelligence competencies, self-awareness, self-management, social awareness, and relationship management. Emotions and behavior must be consistently monitored to determine the appropriate emotion that can be deliberately utilized to counteract the undesirable pattern of behavior (Walton, 2016). Emotions and cognitive abilities are noted to play a role in the total intelligence. The result of O'Boyle et al. (2011) study shows that emotional intelligence predicts individual performance.

Entrepreneurial Competencies. An entrepreneur ought to improve all sorts of behavioral factors that include training and business affiliation and the need to expand the social connection to improve its environmental factors (Zhang, 2009). As recommended, opportunity identification and networking skills as an entrepreneurial competency help firms easier to adjust and react to natural changes (RezaiZades, 2016).

The subject of entrepreneurial competencies has been studied and popularized as a way of deciding entrepreneurial behavior. Some studies identified competencies needed to exhibit entrepreneurial behavior. The entrepreneurial competencies, connected with behavior and decision-making skills, have been demonstrated to emphatically influence the financial standing of a business (Nieuwoudt et al. 2017). Not only as a factor, but entrepreneurial learning also encompasses a coordinated affection for the improvement of entrepreneurial competencies; henceforth, it can be learned (Olukemi et al. 2012).

Competency domain has a linked and relationship with the entrepreneurship of which competency practically equivalent to the quality of actions embraced by entrepreneurs. In this way, entrepreneurial competencies are the qualities carried by people, with the capacity to embark and change opportunities into profits (Mohammed Anis, 2016). In consideration, numerous researchers concur that entrepreneurship education is a way to encourage and trigger the creation of a new idea by stimulating students' awareness of entrepreneurship. (Kassean et al., 2015).

Entrepreneurial Skills. Fargion et al. (2011) focused on advancing the entrepreneurial mentality of the understudies with a purpose to "develop skills in identifying opportunities, creative thinking, organizational and networking competencies, as well as a focus on skills in finding and using resources at all levels (p. 971)". A survey uncovers that entrepreneurs are individuals' with a complex and encompassing set of skills that shows that entrepreneurs are leaders with a broadened set of skills called jacks of all trades that their skills sufficiently guarantee business success (Velentzas, 2017). It can be concluded that a balanced set of distinctive skills is critical for making advancement in the business creation, which both the innate talent and systematic learning and improvement of venture plays an important part in procuring balanced skills (Stuetzer et al. 2012).

Laguador (2013) concluded that students must strengthen their problem-solving skills by giving them sufficient exercises to improve their interest. In order to become

successful entrepreneurs and human resource managers someday through attending training, seminars, and conferences with motivational speakers. As noted earlier, students must develop their self-confidence and risk-taking capability as well as their opportunity seeking skills.

Based on the preceding discussion, a schematic diagram is presented in Figure 1, showing the interplay of the independent variables and the dependent variable.

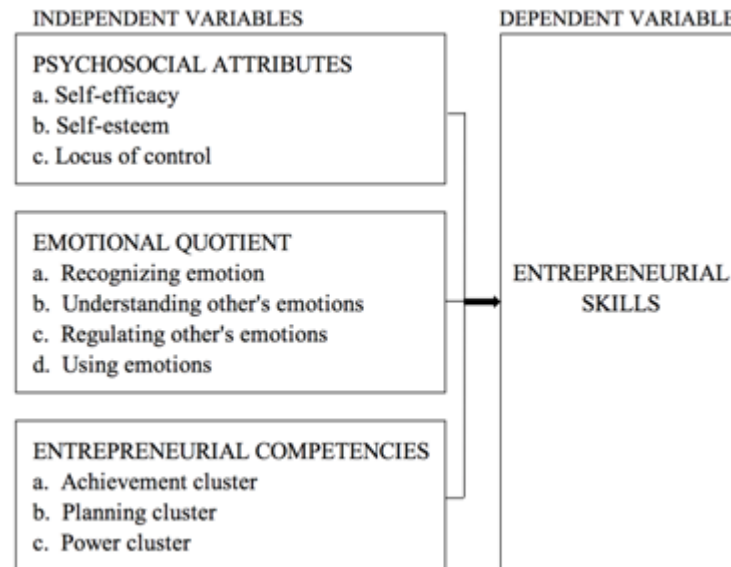


Figure 1: Schematic presentation showing the relationship between psychosocial attributes, emotional quotient and entrepreneurial competencies and skills among graduating students.

Objectives of the Study

This study aimed to determine the factors that contributed to or influenced entrepreneurial skills among graduating students.

Specifically, it pursued the following objectives: (1) to identify the psychosocial attributes in terms of self-efficacy, self-esteem, and locus of control; (2) to describe the level of emotional quotient; (3) to ascertain the entrepreneurial competency and skills' level; (4) to determine the significant relationship between entrepreneurial skills and psychosocial attributes, emotional quotient, and competencies; and (5) to identify the variables, singly or in combination best predict entrepreneurial skills.

3. Methodology

Research Settings

The research was conducted in selected colleges within the City of Valencia, Bukidnon, Philippines. Valencia became a progressive urban city in Bukidnon and the heart of trade and commerce in the Province, even before it was converted into a City. The vast plains in lowland areas were focused on rice production. Hence, it is where they have got the idea of dubbing the city as the "City of the Golden Harvest."

Colleges who participated in the study will be Mountain View College (MVC), Philippine Colleges Foundation (PCF), and Valencia Colleges (Bukidnon), Incorporated (VCI). Mountain View College (MVC) is a private, sectarian, Seventh-day Adventist College in Valencia, Bukidnon, which was established in 1953. MVC was founded by Andrew Nelson primarily in response to the growing interest in Christian education within the Philippines.

Philippine Colleges Foundation (PCF) is a private non-sectarian institution located at Purok 6, Hagkol, Valencia City, Bukidnon. It is owned and managed by the Pagonzaga's, established in 1988. Lastly, Valencia Colleges (Bukidnon), Incorporated (VCI), is a private, nonsectarian institution located at Hagkol, Valencia City, Bukidnon, and established in 1989, inspired by Atty. Isaias P. Giduquio formed a non-stock corporation aimed at organizing a school of higher education.

Research Design

The researcher used a descriptive-correlational and causal research design utilizing quantitative approach to determine the level of psychosocial attributes, emotional quotient, entrepreneurial competencies, and skills among graduating students. By means of employing these combined approach, the researcher was able to obtain the advantages of both establishing relationship between variables and in determining the effects of the independent variables toward the dependent variable.

The levels of psychosocial attributes, emotional quotient, entrepreneurial competencies, and skills among graduating students were analyzed using the result of the survey questionnaire instruments. This study relied mainly on the quantitative data from the graduating students as respondents. The adopted quantitative survey questionnaires were used as the main instruments in gathering the sufficient data and other relevant information. After the survey, the responses of the students were analyzed.

Respondents and Sampling Procedure

The research respondents were fourth-year college graduating students of colleges located in Bukidnon. The respondents represented three colleges of which were

restricted as fourth-year level taking varied courses. The data obtained from the MVC, PCF, VCI consisted of 248 students who enrolled in School Year 2018-2019 in higher education covered by the surveys.

The researcher used Slovin's Formula to determine the sufficient and appropriate number of respondents. After the number of college graduating students have already been determined, the researcher used proportionate stratified random sampling method among the respondents to ensure the proportional representation of the selected sample.

Research Instruments

The first part is the psychosocial attributes questionnaire composed of three parts. It dealt with the self-assessment of personality traits adapted from Aperocho (2012) that included the indicators on self-efficacy, self-esteem, and locus of control.

General Self-efficacy Questionnaire

This survey questionnaire was adapted from the General Self-efficacy Scale, developed by Schwarzer and Jerusalem (1995). The instrument was used to measure the general sense of perceived belief in one's competence to cope with daily hassles and challenges. The questionnaire consists of eight (8) items, and used the following scale: strongly agree, agree, disagree, and strongly disagree.

The Self-esteem Questionnaire

The instruments used in this study utilized the widely used Rosenberg Self-esteem Scale (Rosenberg, 1965). The survey questionnaire has been used and validated by Robins, Hendin & Trzesniewski. A ten (10) item scale that measures self-esteem, both positive and negative feelings about the self.

The Locus of Control Questionnaire

The study used the instrument web survey of Pettijohn (2005), which was adapted from Rotters's 29 item survey (1966) and has been used and validated by Luszczynska, Scholz, & Schwarzer, (2005). It consists of a list of statements to assess the extent to which an individual possesses internal and external reinforcement beliefs. Each statement was answered using the following scale: strongly agree, agree, disagree, and strongly disagree.

The Emotional Quotient Questionnaire.

The second part is the emotional quotient that uses the emotional intelligence questionnaire adapted from Gualdaquever (2011) taken from the book of Davis (2004) "Test your EQ: Find out how Emotionally Intelligent you are." The Self-Survey of Emotional Intelligence is composed of four parts that included the indicators on recognizing self-states, understanding the causes of other's emotions, regulating emotions in others, and using emotions. It has a list of statements dealing with general feelings about one's self and is composed of a 40 item questionnaire with a five-point Likert scale ranging from always, frequently, sometimes, rarely, and never.

Entrepreneurial Competencies

The third part is the entrepreneurial competencies using the Personal Entrepreneurial Competencies (PEC) self-rating

questionnaire that measures individual entrepreneurial attributes. The questionnaire used was adapted from the book of Asor, (2015) entitled Entrepreneurship in the Philippine Setting. It consisted of three clusters that include first, Achievement Cluster: opportunity seeking, persistence, commitment to the work contract, demand for quality and efficiency and risk-taking; second, Planning Cluster: goal setting, information seeking and systematic planning and monitoring; and third, Power Cluster: persuasion and networking and self-confidence. The questionnaire consist of 55 brief statements with a five-point Likert scale ranging from always, frequently, sometimes, rarely, and never.

Entrepreneurial Skills

The Fourth part is the entrepreneurial skills using entrepreneurial aptitude. The questionnaire was adapted from The Green County Development Corporation Entrepreneurial Aptitude. Green County is part of a dynamic region with many opportunities to experience the balance of business strength, accessibility, and quality of life with a mission to provide leadership in securing the economic health and success communities and businesses.

The test is to find out what scope of entrepreneurial aptitude a person belongs to. Some people possess an innate enterprising spirit while it is a learned behavior for others. Moreover, there are still others, feel that an entrepreneurial venture atmosphere could be the source of frustration. The questionnaire determined what entrepreneurial profile as to being: successful entrepreneur, entrepreneur, latent entrepreneur, borderline entrepreneur, and hired hand. It is composed of 24 questions, and the choices of answers have their corresponding points to determine individual entrepreneurial profiles.

Data Gathering Procedure

The following were the steps taken during the study.

First, the researcher, after the Liceo de Cagayan University School of Graduate Studies, approve the proposal, the Associate Director of the Research and Publication Office reviewed the proposal and Research Ethics form for completeness and compliance with the University format and guidelines. The research ethics form then forwarded to the RPO Director and Vice President for Research, Publication, and Extension for further review and approval of the Research Ethics Review Committee.

The researcher wrote letters and secured permission from the Academic Heads of the prospect colleges, then, communicated to the respective university and college presidents to asked permission to gather data. After the approval by the respective higher educational institutions' heads, the researcher started to conduct the study among college graduating students in Valencia City Bukidnon.

The second, the stage was to gather the data using the four questionnaires. The instruments were distributed to the participants to answer. The researcher also secured the respondents' consent to participate in the study. Moreover, the respondents assured that all their responses treated with the utmost confidentiality.

On the third stage, after the questionnaires were already filled out, the researcher then encoded the data and submitted it to the statistician for treatment and interpretation.

Validity and Reliability of the Instruments

The research instruments used in psychosocial attributes were validated by Aperochio (2012) on her study on personality traits among pastors in the South Philippine Union Conference. The emotional intelligence instrument adapted from the study of Gualdequivir (2011): A Causal Model of Professional Characteristics, Job Satisfaction, Emotional Intelligence, and Leadership Competencies on Administrative Performance in Private Higher Education by.

The research instruments were reliable, validate, and published in research journals.

Statistical Techniques

Responses to the questionnaires were collected, summarized, translated, and analyzed. The descriptive statistics was utilized for the summary and data analysis, including mean and standard deviation. The relationship between the independent and the dependent variables was established using the Pearson-Product Moment correlation. Stepwise regression analysis was utilized to predict the variables that can contribute or influence entrepreneurial skills.

4. Results and discussion

Table 2: Level of Psychosocial Attributes in Terms of Self-efficacy

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• I can solve most problems if I invest the necessary effort.	3.38	0.67	Moderately True	High
• I can always manage difficult problems if I try hard enough.	3.36	0.65	Moderately True	High
• If am in trouble, I can usually think of a solution.	3.22	0.64	Moderately True	High
• When I am confronted with a problem, I can usually find several solutions.	3.20	0.66	Moderately True	High
• It is easy for me to stick to my aims and accomplish my goals.	3.15	0.68	Moderately True	High
• I can usually handle whatever come my way.	3.11	0.67	Moderately True	High
• I can remain calm when facing difficulties because I can rely on my coping abilities.	3.03	0.71	Moderately True	High
• Thanks to my resourcefulness, I know how to handle unforeseen situations.	2.99	0.74	Moderately True	High
• I am confident that I could deal efficiently with unexpected events.	2.94	0.68	Moderately True	High
• If someone opposes me, I can find the means and ways to get what I want.	2.74	0.78	Moderately True	High
Overall Mean	3.11	0.40	Moderately True	High

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
4	3.50-4.00	Exactly True	Very High
3	2.50-3.49	Moderately true	High
2	1.50-2.49	Hardly True	Low
1	1.00-1.49	Not at all True	Very low

Table 2 shows the psychosocial attributes of the graduating students for the self-efficacy domain. The items are from the highest mean to the lowest mean. The item stating, "I can solve most problems if I invest the necessary efforts," has the highest mean with an average of 3.38. The item stating, "If someone opposes me, I can find the means and ways to get what I want" receives the lowest mean with an average of 2.74. The result implies that graduating students believe that investing necessary efforts is a way to solve most problems when they arise.

The table further shows an overall mean for self-efficacy of 3.11 with a qualitative description of high, which implies

that the participants perceived themselves as having a firm belief in their capacity to perform the tasks. The table shows that no one rated themselves low or very low in self-efficacy. This means that the graduating students believe that they could do tasks effectively and later improve as they expose themselves in their field of interest.

McGee, et al. (2009) established that self-efficacy is a marker of entrepreneurial activity and purpose. As a prime factor, self-efficacy influences individual achievements and goal fulfillment (Nalipay, 2018). Hooks (2010) stated that a person who believes that his ability and the capacity set is satisfactory in pointing success is persuaded to make vital efforts. In contrast, Maddux (2000) argued that the ability to do a clear and significant action is not a concern of self-efficacy, but it is about the competence of organizing skills, facilitating skills, and capabilities in challenging and vague changing circumstances.

Table 3: Level of Psychosocial Attributes in Terms of Self-esteem

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• I take a positive attitude toward myself.	3.48	0.60	Agree	High
• On the whole, I am satisfied with myself.	3.39	0.62	Agree	High
• I am able to do things as well as most other people.	3.15	0.56	Agree	High
• I feel that I have a good number of qualities.	3.07	0.53	Agree	High
• I wish I could have more respect for myself.	2.93	0.85	Agree	High
• At times, I think I am no good at all.	2.65	0.74	Agree	High
• I feel I do not have much to be proud of.	2.43	0.83	Disagree	Low

• I certainly feel useless at times.	2.42	0.89	Disagree	Low
• All in all, I am inclined to feel that I am a failure.	2.19	0.91	Disagree	Low
Overall Mean	2.86	0.36	Agree	High

Legend:

Scale	Range:	Descriptive Rating	Qualitative Interpretation
4	3.50-4.00	Strongly Agree	Very High
3	2.50-3.49	Agree	High
2	1.50-2.49	Disagree	Low
1	1.00-1.49	Strongly Disagree	Very low

Table 3 shows the psychosocial attributes of graduating students for the self-esteem domain. The items are arranged from the highest mean to the lowest mean. The item stating, "I take a positive attitude toward myself," has the highest mean of 3.48 interpreted as high. The item stating, "All in all, I am inclined to feel that I am a failure" has the lowest mean of 2.19 interpreted as low. These results imply that most of the graduating students generally have positive sentiments. They truly cherish and value their worthiness.

The table further shows an overall mean for the self-esteem of 2.86 interpreted as high. The result implies that the participants positively value themselves as a person. The

table shows that 67% of the indicators are rated high. The result indicates that the participants regarded themselves positively. They are willing to acknowledge suggestions and feedback with self-confidence. However, 33% shows a low level of self-esteem, which implies sensitivity to suggestions and feedback.

Self-esteem has an impact on individual failures and successes. According to Aperocho (2012), self-esteem is a predictor of one's life satisfaction and one of the indicators of individual achievement (Pascua, 2011). Douglas and Shepherd (2000) stated that individuals who are impelled to exert efforts are those who confidently believe in themselves that the skills and ability they have are adequate in attaining success. Apostol (2017) further expounded that individuals with high self-esteem usually give attention to growth and advancement while those with low self-esteem focus more on avoiding mistakes in life.

Table 4: Level of Psychosocial Attributes in Terms of Locus of Control

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• Persistence and hard work usually lead to success.	3.67	0.55	Strongly Agree	Very High
• Leaders are successful when they work hard.	3.55	0.63	Strongly Agree	Very High
• I earn the respect and honor I receive.	3.25	0.60	Agree	High
• People must be the master of their own fate.	3.11	0.80	Agree	High
• A person can get rich by taking risks.	3.07	0.83	Agree	High
• I need to be kept informed about news events.	3.03	0.60	Agree	High
• It is difficult to know who my real friends are.	2.88	0.87	Agree	High
• People make a difference in controlling crime.	2.84	0.70	Agree	High
• I never try anything that I am not sure of.	2.68	0.71	Agree	High
• I do not really believe in luck or chance.	2.67	0.84	Agree	High
• The success I have is largely a matter of chance.	2.65	0.81	Agree	High
• I usually get what I want.	2.57	0.74	Agree	High
• Marriage is largely a gamble for most people.	2.55	0.90	Agree	High
• My life seems lie a series of random events.	2.54	0.77	Agree	High
• I never know where I stand with people.	2.51	0.72	Agree	High
• I usually convince others to do things my way.	2.50	0.71	Agree	High
• Other people usually control my life.	2.18	0.85	Disagree	Low
• It is not important for me to vote.	2.14	0.84	Disagree	Low
• If I do not succeed on a task, I tend to give up.	2.10	0.77	Disagree	Low
• I think that I could easily win a lottery.	1.86	1.04	Disagree	Low
Overall Mean	2.72	0.30	Agree	High

Legend

Scale	Range:	Descriptive Rating:	Qualitative Interpretation:
4	3.50-4.00	Strongly Agree	Very High
3	2.50-3.29	Agree	High
2	1.50-2.49	Disagree	Low
1	1.00-1.49	Strongly Disagree	Very low

Table 4 shows the psychosocial attributes for the locus of the control domain. The arrangement of items is from the highest mean to the lowest mean. The item stating, "Persistence and hard work usually leads to success," has the highest mean of 3.67 interpreted as very high. The item

stating, "I think that I could easily win a lottery," has the lowest mean of 1.86 interpreted as low. These results implied that graduating students believe that being persistent and hardworking are the primary keys to success.

The table further shows an overall mean of 2.72, interpreted as high. The result implies that the participants perceived themselves as highly controlled by individual efforts rather than by the environment or just luck. The table shows that 10% of the indicators are very high. The result implies that individuals see life events optimistically. Seventy percent (70%) of the indicators are rated high. The result indicates that most of the participants generally have personal control

of their lives, which leads to an increase in one's motivation to succeed. However, 20% showed a low level of locus of control, which indicates that there are respondents who are pessimistic and respond to outcomes emotionally.

Locus of control is considered a critical highlight in attaining success, especially in the field of business. Mori (2013) and Luca (2017) agreed that the inner locus of control is both a positive force in sustaining and dealing with unknown conditions in the future. Dave (2011), however, stipulated that internal locus of control has a connection to subjective well-being. He expounded that there are notable events in a person's life caused by the choices an individual makes. Further, Mañibo and Lopez (2014) noted that when it comes to career interest, individuals have an external locus of control.

Table 5: Summary of Psychosocial Attributes

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
Self-efficacy	3.11	0.40	Moderately True	High
Self-esteem	2.86	0.36	Agree	High
Locus of control	2.72	0.30	Agree	High
Overall Mean	2.99	0.29	Agree	High

Table 6: Level of Emotional Quotient on Recognizing Emotions

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• I recognize when somebody is sad or depressed.	3.98	0.88	Always	High
• I recognize when somebody is sad or depressed.	3.97	0.88	Always	High
• When I am part of a group of people, I am sensitive to the emotional "climate" among them".	3.45	1.08	Sometimes	Moderate
• I pay a lot of attention to other people's motion.	3.37	1.05	Sometimes	Moderate
• Other people's emotions are difficult to recognize.	3.05	0.97	Sometimes	Moderate
• I am skilled at recognizing other people's emotions.	2.93	0.85	Sometimes	Moderate
• I misread what is happening in emotional situation.	2.92	0.85	Sometimes	Moderate
• I have no clue as to what other people are feeling.	2.88	0.93	Sometimes	Moderate
• When a friend is feeling lots of stress, I am slow to notice.	2.72	1.16	Sometimes	Moderate
• I am slow to notice when other's is in an especially good mood.	2.56	1.14	Sometimes	Moderate
Overall Mean	3.18	0.52	Sometimes	Moderate

Legend

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	Very High
4	3.50-4.49	Frequently	High
3	2.50-3.49	Sometimes	Moderate
2	1.50-2.49	Rarely	Low
1	1.00-1.49	Never	Very low

Table 6 shows "Recognizing Emotions" as one of the indicators of emotional quotient. Recognizing emotions has an overall mean of 3.18 interpreted as moderate. The result indicates a moderate perception in recognizing the emotions

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
4	3.50-4.00	Strongly Agree	Very High
3	2.50-3.29	Agree	High
2	1.50-2.49	Disagree	Low
1	1.00-1.49	Strongly Disagree	Very low

Table 5 shows the overall mean summary of the psychosocial attributes. The graduating students manifested a high level of psychosocial attributes as represented by the three components. Namely, self-efficacy, self-esteem, and locus of control state a mean of 3.11, 2.86, and 2.72, respectively. The overall mean for psychosocial attributes is 2.99 interpreted as high. Kretz (2015) noted that there are personality traits that are significant to being an entrepreneur. Santos et al. (2013) state that traits like assertiveness, emotional stability, social adeptness, responding to change, and thinking of new ideas are eventually common characteristics among entrepreneurs.

of other people. The item that states, "I recognize when somebody is sad or depressed," got the highest mean of 3.98 interpreted as high. The statement that states, "I am slow to notice when other's is in an especially good mood," got the lowest mean of 2.56 interpreted as moderate.

Being sensitive to the feelings of others like when they are sad or depressed or have problems enables the person to make the processing of emotional information possible. Sergio (2015) stated that emotional intelligence is an essential tool for a productive and fulfilling life when used so. It impacts relations among other people.

Table 7: Level of Emotional Quotient on Understanding Emotions

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• I am able to understand the causes of others' emotions.	3.37	0.93	Sometimes	Moderate
• I am good at explaining why my friends feel the way they do.	3.37	0.92	Sometimes	Moderate
• When my superior seems worried or upset I can figure out why.	3.28	0.92	Sometimes	Moderate
• When someone else is feeling depressed I can figure out why?	3.18	0.97	Sometimes	Moderate
• When someone else is irritated or angry I have difficulty understanding the reason.	2.98	1.01	Sometimes	Moderate
• It is hard for me to figure out why people experience the moods that they do.	2.98	1.00	Sometimes	Moderate

• It is hard for me to understand somebody's moods.	2.90	0.93	Sometimes	Moderate
• I can diagnose the causes of people's emotional states.	2.90	0.98	Sometimes	Moderate
• I don't spend time and effort trying to determine why other people feel the way they do.	2.88	1.01	Sometimes	Moderate
• When people get irritated with me, I really don't know why.	2.82	1.05	Sometimes	Moderate
Overall Mean	3.07	0.55	Sometimes	Moderate

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Always	Very High
3.50-4.49	Frequently	High
2.50-3.49	Sometimes	Moderate
1.50-2.49	Rarely	Low
1.00-1.49	Never	Very low

Table 7 shows "Understanding Emotions" as another indicator of emotional quotient. Understanding emotions have an overall mean of 3.07 interpreted as moderate. Among the indicators, the statements "I can understand the

causes of others' emotions" and "I am good at explaining why my friends feel the way they do" have the highest mean of 3.37, interpreted as moderate. The item stating, "When people get irritated with me, I do not know why" has the lowest mean of 2.82 interpreted as moderate.

Cerado et al. (2015) concluded that when people are well in understanding emotions, they will have no difficulty recognizing tricky social signals. They can closely look at complex social circumstances and can outline information on individual motivations and goals.

Table 8: Level of Emotional Quotient of Graduating Students on Regulating Emotions

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• When somebody is feeling depressed, I can cheer him/her up	3.67	0.90	Frequently	High
• When somebody get frustrated, I know how to encourage them and restore their emotion.	3.61	0.86	Frequently	High
• When other people are angry, I am good at calming them down.	3.41	0.87	Sometimes	Moderate
• I'm able to use humor effectively to defuse emotional situation.	3.36	0.96	Sometimes	Moderate
• When two of my friends are having an argument, I am good at smoothing things over.	3.32	0.90	Sometimes	Moderate
• Can cheer up somebody when depressed.	2.79	0.94	Sometimes	Moderate
• When someone is feeling bad, I am not much good at cheering them up.	2.78	0.94	Sometimes	Moderate
• I find it difficult to motivate other people.	2.76	1.02	Sometimes	Moderate
• I don't know what to say to someone who is depressed.	2.73	1.05	Sometimes	Moderate
• When I try to calm down an angry person, it makes things worse.	2.32	1.09	Rarely	Low
Overall Mean	3.08	0.50	Sometimes	Moderate

Legend

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	Very High
4	3.50-4.49	Frequently	High
3	2.50-3.49	Sometimes	Moderate
2	1.50-2.49	Rarely	Low
1	1.00-1.49	Never	Very low

Table 8 shows "Regulating Emotions" as another indicator of emotional quotient. Regulating emotions has an overall mean of 3.08 interpreted as moderate. The item stating "When somebody is feeling depressed, I can cheer him/her up" has the highest mean of 3.67 interpreted as high while the item stating "When I try to calm down an angry person, it makes things worse" has the lowest mean of 2.32 interpreted as low. Bance et al. (2016) stated that tend to perform much better if they are positive and are satisfied with themselves and others.

Table 9: Level of Emotional Quotient on Using Emotions

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• If I act cheerful and happy, I start to really feel that way.	3.85	0.90	Frequently	High
• When necessary, I can make myself feel enthusiastic.	3.74	0.90	Frequently	High
• When I fail, I use my disappointment to motivate me than it is that I will control my emotions.	3.64	1.02	Frequently	High
• I can keep myself in a good mood even when things aren't going perfectly.	3.61	0.97	Frequently	High
• If the situation calls for it, I can put myself in an energetic and upbeat mood.	3.57	0.94	Frequently	High
• It's more likely that my emotions will control me than it is that I will control my emotions.	3.07	1.03	Sometimes	Moderate
• When I'm in a bad mood, it is difficult to make myself feel happy.	3.03	1.09	Sometimes	Moderate
• It's hard for me to put myself into a particular mood.	2.85	0.97	Sometimes	Moderate
• I lose motivation when I'm working towards a long-term goal.	2.79	1.04	Sometimes	Moderate
• I have difficulty maintaining a good mood for very long.	2.77	1.19	Sometimes	Moderate
Overall Mean	3.29	0.53	Sometimes	Moderate

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	Very high
4	3.50-4.49	Usually	High
3	2.50-3.49	Sometimes	Moderate
2	1.50-2.49	Rarely	Low
1	1.00-1.49	Never	Very low

Table 9 shows “Using Emotions” as another indicator of emotional quotient. The table shows an overall mean of 3.29, interpreted as moderate. The item stating, “If I act cheerful and happy, I start to feel that way” has the highest mean of 3.85 interpreted as high while the item is stating “I have difficulty maintaining a good mood for very long” has the lowest mean of 2.77 interpreted as moderate. Maudu (2013) indicated that emotional intelligence, using emotions, and managing emotions were not significantly related to some demographic characteristics like gender, size of the institution, level of education, and perceiving emotions.

Table 10: Summary of the Level of Emotional Quotient

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
Using emotions	3.29	0.53	Sometimes	Moderate
Recognizing emotional states	3.18	0.52	Sometimes	Moderate
Regulating emotions in others	3.08	0.50	Sometimes	Moderate
Understanding the causes of other's emotions	3.07	0.55	Sometimes	Moderate
Overall Mean	3.15	0.53	Sometimes	Moderate

Legend

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	Very high
4	3.50-4.49	Usually	High
3	2.50-3.49	Sometimes	Moderate
2	1.50-2.49	Rarely	Low
1	1.00-1.49	Never	Very low

Table 10 shows the overall mean summary of the level of emotional quotient. Emotional Quotient has four indicators like recognizing emotions, understanding emotions, regulating and controlling emotions, and using emotions effectively. The table shows an overall perceived emotional quotient with a mean of 3.15 interpreted as moderate. The indicator “Using Emotions” has the highest mean of 3.29 described as moderate, while the indicator “Understanding Emotions” has the lowest mean of 3.07 described as moderate.

Walton (2016) suggested that people must develop emotional competencies to make more compelling proof in their chosen field, to have a feeling of accomplishment, and to increase the chances to be successful. Goleman (1995) further delineates the crucial skills of emotional intelligence and how this determines one's success in relationships and work, and even one is physical well-being.

Table 11: Level of Entrepreneurial Competencies on Achievement Cluster

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• I look for things that need to be done.	4.00	1.04	Usually	High
• I prefer activities that I know well and with which I am comfortable.	3.99	0.91	Usually	High
• When I'm doing a job for someone, I make a special effort to make sure that the person is happy with my work.	3.95	1.00	Usually	High
• I like challenges and new opportunities.	3.91	0.94	Usually	High
• It bothers me when things are not done very well.	3.86	0.99	Usually	High
• When faced with a difficult problem, I spend a lot of time trying to find a solution.	3.83	0.98	Usually	High
• I keep the promises I make.	3.83	0.91	Usually	High
• When something gets in my way of what I'm trying to do, I keep on trying to accomplish what I want.	3.76	0.96	Usually	High
• I prefer situations in which I can control the outcomes as much as possible.	3.74	0.89	Usually	High
• I am happy to do someone else's work, if necessary, to get the job done on time.	3.72	0.98	Usually	High
• I try several ways to overcome things that get in the way to my goals.	3.71	0.84	Usually	High
• It bothers me when time is wasted.	3.67	0.97	Usually	High
• My family and personal life are more important to me than work deadlines I set for myself.	3.66	0.99	Usually	High
• I do things that need to be done before being asked to do so by others.	3.64	0.91	Usually	High
• I weigh my chances of succeeding or failing before I do something.	3.62	0.88	Usually	High
• I try things that are very new and different from that I have done before.	3.56	0.87	Usually	High
• I complete my work on time.	3.55	0.87	Usually	High
• I'm never entirely happy with the way in which things are done; I always think there must be a better way.	3.39	0.96	Sometimes	Moderate
• I don't try something new without making sure I will succeed.	3.29	0.95	Sometimes	Moderate
• I do things that are risky.	3.19	1.03	Sometimes	Moderate
• I do things that others consider risky.	3.18	0.96	Sometimes	Moderate
• When faced with major difficulties, I quickly go on to other things.	3.15	0.96	Sometimes	Moderate
• I try several times to get people to do what I would like them to do.	3.09	0.96	Sometimes	Moderate
• My own work is better than that of other people I work with.	3.05	0.95	Sometimes	Moderate

• I do not find ways to complete tasks faster at work & at home	2.95	1.06	Sometimes	Moderate
Overall Mean	3.57	0.52	Usually	High

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	Very high
4	3.50-4.49	Usually	High
3	2.50-3.49	Sometimes	Moderate
2	1.50-2.49	Rarely	Low
1	1.00-1.49	Never	Very low

Table 11 shows the level of entrepreneurial competency as to the achievement cluster. The table shows an overall mean of 3.57, interpreted as high. The items “I look for things that need to do” and “I prefer activities that one knows well,

which I am comfortable” have the highest means of 4.00 and 3.99, respectively interpreted as high. These findings indicated that the graduating students are opportunity seekers and are usually risk-takers. People who are opportunity seekers actively pursue ideas that turn into opportunities. On the other hand, risk-takers usually assess a situation carefully, find out if one’s action will have side-effects, seek advice from knowledgeable people, and plan for contingencies. Chalermwan (2015) supported these findings noting that high risk-taking and high opportunity-seeking behaviors are the top characteristics of a competent entrepreneur.

Table 12: Level of Entrepreneurial Competencies on Planning Cluster

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• I like to think about the future.	4.31	1.03	Usually	High
• I seek the advice of people who know a lot about the tasks I’m working on.	4.08	0.94	Usually	High
• I think about the advantages and disadvantages or different ways of accomplishing things.	3.92	0.91	Usually	High
• When working on a project for someone, I ask many questions to be sure I understand what the person wants.	3.89	0.97	Usually	High
• When starting a new task or project, I gather a great deal of information before going ahead.	3.85	0.93	Usually	High
• The more specific I can be about what I want out of life, the more chances I have to succeed.	3.83	0.91	Usually	High
• I have a very clear plan for my life.	3.82	1.02	Usually	High
• I go to several different sources for information to help with tasks or projects.	3.69	0.89	Usually	High
• I try to think of all the problems I may encounter and plan what to do if each problem occurs.	3.67	0.90	Usually	High
• I plan a large project by breaking it down into smaller tasks.	3.66	0.93	Usually	High
• If one approach to a problem does not work, I think of another approach.	3.64	0.84	Usually	High
• I deal with problems as they arise rather than spend time anticipating them.	3.52	0.82	Usually	High
• I am so concerned about meeting my weekly goals as I am for my yearly goals.	3.44	0.94	Sometimes	Moderate
• I take action without wasting time gathering information.	3.43	0.92	Sometimes	Moderate
• It’s a waste of time worrying about what to do with life.	3.04	1.21	Sometimes	Moderate
Overall Mean	3.72	0.57	Usually	High

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	Very high
4	3.50-4.49	Usually	High
3	2.50-3.49	Sometimes	Moderate
2	1.50-2.49	Rarely	Low
1	1.00-1.49	Never	Very low

Table 12 shows the level of entrepreneurial competency as to the planning cluster. The table reveals that the graduating students’ level of entrepreneurial competencies in terms of

planning cluster is high with an overall mean of 3.52. The items stating, “I like to think about the future” and “I seek the advice of people who know a lot about the tasks I am working on” have the highest mean of 4.31 and 4.08, respectively interpreted as high. The result implies that graduating students consider the importance of goal setting and the need for expert advice. Malolos (2017) supported these findings stating that setting goals, determination, and the need for seeking information are significant entrepreneurial competencies.

Table 13: Level of Entrepreneurial Competencies on Power Cluster

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
• I feel confident that I will succeed in whatever I try to do.	3.76	0.99	Usually	High
• In order to reach my goals, I think of solutions that benefit everyone involved in the problem.	3.75	0.98	Usually	High
• I get important people to help me accomplish my goals.	3.66	0.98	Usually	High
• When trying something difficult or challenging, I feel confident that I will succeed.	3.59	0.95	Usually	High
• I do very good work.	3.59	0.84	Usually	High
• I get others to support my recommendations.	3.56	0.85	Usually	High

• I change my mind if others disagree strongly with me.	3.45	0.85	Sometimes	Moderate
• I am able to get people who have strong opinions or ideas to change their minds.	3.37	0.90	Sometimes	Moderate
• I do not spend much time thinking about how to influence others.	3.23	0.95	Sometimes	Moderate
• I stick with my decisions even if others disagree strongly with me.	3.14	0.93	Sometimes	Moderate
OVERALL MEAN	3.51	0.51	Usually	High

Legend:

Scale:	Range:	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	Very high
4	3.50-4.49	Usually	High
3	2.50-3.49	Sometimes	Moderate
2	1.50-2.49	Rarely	Low
1	1.00-1.49	Never	Very low

Table 13 shows the level of entrepreneurial competency as to the power cluster. The table reveals that graduating students' level of entrepreneurial competencies in terms of planning cluster is high with an overall mean of 3.51. The item stating, "I feel confident that I will succeed in whatever I try to do," has the highest mean of 3.76 interpreted as high. The finding implies that graduating students believed in themselves in making things happen. Paje (2016) supported the result of the study stating that when an entrepreneurship educator enhances and takes steps in the possibility of making more entrepreneurs through the growth of knowledge of students, eventually, it would build confidence among the students in facing the real world of entrepreneurship.

Table 14: Summary of Entrepreneurial Competencies

Indicators	Mean	Standard Deviation	Descriptive Rating	Qualitative Interpretation
Planning Cluster	3.72	0.57	Usually	High
Achievement Cluster	3.57	0.52	Usually	High
Power Cluster	3.51	0.51	Usually	High
Overall Mean	3.60	0.53	Usually	High

Legend

Scale:	Range:	Descriptive Rating:	Qualitative Interpretation:
5	4.50-5.00	Always	Very high
4	3.50-4.49	Usually	High
3	2.50-3.49	Sometimes	Moderate
2	1.50-2.49	Rarely	Low
1	1.00-1.49	Never	Very low

Table 14 presents the summary of the level of entrepreneurial competencies with the three indicators, namely, planning cluster, achievement cluster, and power cluster. It shows an overall mean of 3.60 interpreted as high. The table further shows that the graduating students scored high in the planning cluster ($\mu = 3.72$), followed by the achievement cluster ($\mu = 3.57$), and lastly, the power cluster ($\mu = 3.51$). These results indicate a high level of competency. The result implies that the graduating students manifested the characteristics of an entrepreneur. These findings corroborate the study of Sánchez (2011), acknowledging that entrepreneurial competencies play a critical part in improving firm performance. Moreover, the study of Alusen (2016) showed that the BSBA graduating students majoring in Management Accounting, Marketing Management, and Operations Management have a moderate level of personal entrepreneurial competencies.

As to the level of entrepreneurial skills, the result reveals that entrepreneurial skills is low, with an overall mean of 136.62 described as "hired hand." The result implies that the graduating students' entrepreneurial skills need improvement. There is a need to enhance the entrepreneurial skills of graduating students through proper training and development programs. Achieving a higher level of entrepreneurial skills requires the proper development of skills, traits, knowledge, and experiences. Becoming a successful entrepreneur does not happen overnight. It takes a long-term commitment and efforts to improve those skills.

Mathews (2017) study revealed that the expert level of entrepreneurial skills takes at least ten long years of practice, and eventually, the amount of deliberated practice will drive the level of performance. Deliberate practice is central to learning, working on skills at which one is not particularly skilled. Further, Kilasi (2013) emphasized that to improve the employability of graduates and their entrepreneurial skills entail developing different programs as job creators and initiate the establishment of a policy for entrepreneurship development. Kilasi (2013) further recommended that entrepreneurship education should improve the skills required for all forms of employment.

Table 15: Relationship between entrepreneurial skills and psychosocial attributes, emotional quotient and entrepreneurial competencies

Variables	Correlation Coefficient	p-value	Interpretation
Psychosocial Attributes	.020	.751	not significant
Self-efficacy	.069	.271	not significant
Self-esteem	-.051	.412	not significant
Locus of control	-.082	.188	not significant
Emotional Quotient	-.211**	.001	significant
Recognizing emotional states	-.259**	.000	significant
Understanding the causes of other's emotions	-.178*	.004	significant
Regulating Emotions in others	-.155*	.013	significant
Using emotions	-.140*	.024	significant
Entrepreneurial Competencies	-.056	.366	not significant
Achievement Cluster	-.080	.200	not significant
Planning Cluster	-.034	.587	not significant
Power Cluster	-.045	.469	not significant

Legend: ** Correlation is significant at $p < .01$

* Correlation is significant at $p < .05$

Simple correlations were done to determine the relationship between skills and variables such as psychosocial attributes, emotional quotient, and entrepreneurial competencies. Table 15 reveals that the psychosocial attributes like self-efficacy with $r = .020$ and $p = .751$, self-esteem with $r = .069$ and $p = .271$ and locus of control with $r = -.051$ and $p = .412$ are not significantly related to entrepreneurial skills. Further, the table also shows that entrepreneurial competencies with $r = -$

.056 and $p = .366$ and its domains are not significantly related to entrepreneurial skills. These domains are achievement cluster with $r = -.080$ and $p = .200$, planning cluster with $r = -.034$ and $p = .587$, and power cluster with $r = -.045$ and $p = .469$.

However, table 15 reveals that a significant relationship exists between emotional quotient with its four (4) domains and entrepreneurial skills. The emotional quotient has an overall correlation of $-.211$ with $p = .001$. Recognizing emotions has a correlation of $-.259$ with $p = .000$, understanding emotions with $r = -.178$ and $p = .004$, regulating emotions with $r = -.155$ and $p = .013$, and using emotions with $r = -.140$ and $p = .024$. These results imply an adverse relationship between emotional quotient and entrepreneurial skills. The result indicates that the more emotionally intelligent a person is, the less likely he would be effective as an entrepreneur or the less emotionally intelligent a person is, the more likely he would be effective as an entrepreneur. These results show that emotional intelligence is a significant factor in being an effective entrepreneur.

Zampetakis et al. (2009) agree with the result of this study. He postulated that an individual with high emotional intelligence is more likely to manifest entrepreneurial behavior. However, McGourty (2018) conducted a study among real estate brokers, indicated that emotional intelligence is not a significant indicator of success as brokers.

Table 16: Multiple Regression Analysis of the Independent and Dependent Variables

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	153.243	13.556		11.305	.000
Self-efficacy	3.436	2.999	.075	1.142	.255
Self-esteem	.395	3.725	.008	.106	.916
Locus of control	1.053	4.735	.017	.222	.824
Recognizing emotional states	-8.282	3.005	-.245	-2.756	.006
Understanding the causes of other's emotions	-1.998	3.236	-.061	-.618	.537
Regulating Emotions in others	-.584	3.360	-.016	-.174	.862
Using emotions	1.734	3.165	.050	.548	.584
Achievement Cluster	-2.084	4.302	-.059	-.484	.639
Planning Cluster	-.368	3.913	-.012	-.094	.925
Power Cluster	1.885	4.062	.053	.464	.643

Note: $R^2 = .076$, $R = .276$, F-ratio = 2.029, P-value = $<.031$

Table 16 shows the results of the stepwise multiple regression analysis on the variables considered in this study. It reveals that recognizing emotions is the only predictor of entrepreneurial skills of graduating students with a beta weight of $-.245$, with P value of .006.

As indicated in the F-value of 2.029 with the corresponding p-value of 0.031, it implies that the regression model is

significant. The null hypothesis states that "there are no single or combined variables which best predict entrepreneurial skills" is rejected. This result shows that the less an individual recognizes emotions, the higher the chances of becoming a successful entrepreneur. The result supports the data in table 17 that shows an unstandardized coefficient of -8.282 , a standard coefficient of $-.245$, and a p-value of .006.

The result inferred that recognizing emotions is the best predictor of entrepreneurial skills. Moreover, the R^2 value of .076 indicates that 7.6% of the entrepreneurial skills explained are by recognizing emotions. Hence, 92.40% of the graduating students' entrepreneurial skills can be attributed to other factors not included in the study.

Based on the analysis, the model for the entrepreneurial skills of graduating students is as follows:

$$\hat{Y} = 153.243 - 8.282X_1$$

where:

\hat{Y} = Entrepreneurial Skill

X_1 = Recognizing Emotional State

McLaughlin (2012) also stated that identifying or recognizing emotions is the initial and most fundamental of the four measurements of emotional intelligence. The expression of feelings in a nonverbal function incorporates a few abilities like the capacity to distinguish feelings, express emotions accurately, and to distinguish between genuine and fake emotional expressions. Recognizing emotion is part of emotional intelligence that translates emotion one has possessed and the emotions relating to others. The findings of this study corroborate with the study of Mukhtar and Naveed (2016), who found out that a significant relationship between emotional intelligence and entrepreneurial orientation exists.

5. Conclusions

Emotional intelligence is a significant factor in entrepreneurial aptitude. The result is particularly noticeable to entrepreneurs who need to manage and interact with the emotions of customers, clients, and employees. Entrepreneurial success is about less empathy for others. Hence, the lesser an individual recognizes the emotions for others, the more they will be successful in their entrepreneurial ventures.

This study recognizes the role of recognizing emotions in entrepreneurial success. To be successful in business, the lesser the emotional attachment to others regardless of who they are - whether a family member, a friend, or somebody prominent, the more the business will grow and last longer. Entrepreneurs with a lesser ability to recognize their emotional responses to others will have a better advantage for better business performance compared to their competitors.

Neil Petch (2016) recognizes that the long road of success requires entrepreneurs to show extreme levels of persistence in keeping the natural emotions of fear of disappointment, fear of whether they got what it takes, and the fear of always

being right at bay. Persistence without emotional attachment makes it easier for entrepreneurs to conduct business transactions. Therefore, the sustainability of business requires less recognition of emotions in dealing with people.

6. Recommendation

The vital findings of this study sought to advance the following recommendations:

- 1) The college/university administrators in corroboration with their Guidance Department may consider an enhancement scheme on the weak aspects of emotional intelligence and entrepreneurial skills and competencies of students.
- 2) That colleges/universities incorporate in their baccalaureate degree curriculums human behavior in organization and entrepreneurship may give more emphasis on human relationships and the importance of entrepreneurship in business education.
- 3) That student may develop their business sense, especially their emotional intelligence, by engaging in more productive and profit-oriented ventures.
- 4) That local government may spearhead and support programs in the development of entrepreneurial skills among the youth.
- 5) That future researcher may conduct a more thorough study within Bukidnon on similar topics employing other variables not included in the present study

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