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Management Styles and Entrepreneurial Competencies of Managers as a Foundation for Managerial Practices

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ABSTRACT

This study examined the management styles and entrepreneurial competencies of middle-level managers at Hardam Furigay Colleges Foundation, Inc. during the Academic Year 2023–2024 as a basis for enhancing managerial practices. Employing a descriptive-quantitative and correlational research design, data were gathered from a total enumeration of 38 administrators, college deans, program heads, department heads, and coordinators across six campuses using validated, high-reliability survey questionnaires. Data were analyzed using frequency, percentage, weighted mean, Pearson-r, Independent Sample T-test, and ANOVA.

The profile revealed a predominantly female workforce (73.7%), mostly aged 21–30 years (39.5%), holding Bachelor's degrees (63.2%), serving as Coordinators (44.7%), with 1–3 years of service (39.5%), and having attended five or fewer management trainings (71.1%). Overall, respondents demonstrated a "Very High" assessment of both management practices (grand mean = 3.61) and entrepreneurial competencies (grand mean = 3.70). Specifically, democratic leadership earned the highest management style rating (mean = 3.72), while opportunity seeking emerged as the highest entrepreneurial competency (mean = 3.82). Correlation analysis indicated no statistically significant relationship between management practices and entrepreneurial competencies ($r = .095, p = .569$), leading to the acceptance of the null hypothesis. Furthermore, no significant differences were found in the level of entrepreneurial competencies when respondents were grouped according to sex, age, educational attainment, designation, length of service, or management trainings attended. The study concludes that traditional management practices alone do not drive entrepreneurial competence. Institutional strategies must integrate targeted capacity-building, autonomy, and innovation-driven frameworks to effectively empower middle-level managers across all organizational levels.

Keywords: Educational Administration, Entrepreneurial Competencies Management Styles, Middle-Level Managers

INTRODUCTION

Background of the Study

An organization is a term that covers three issues: structure, purpose and activity. The organization requires having a particular distinct structure classified in terms of hierarchies, division of labor and formal rules that govern it, thus, it exists to serve a purpose.

Management is the process through which the elements of the organization undergo coordination and integration. Management allows effective and efficient utilization of the elements of the organization and leads to attainment of objectives. Management is a continuous process aims at achieving the set objectives. Middle-level managers play a crucial role in organizations as they translate the vision and direction set by top-level management into action plans and ensure their execution at the operational level.

In today's dynamic business environment, middle-level managers need to possess not only strong managerial skills but also entrepreneurial competencies. These competencies include innovation, risk-taking, opportunity

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recognition, and resource leveraging. By combining both managerial and entrepreneurial skills, middle-level managers can effectively lead teams, drive innovation, and create value for the organization. However, middle-level managers also face various challenges in their roles. These challenges may include managing multiple stakeholders, resolving conflicts, balancing short-term goals with long-term vision, coping with fast-changing business environments, and adapting to technological advancements.

Entrepreneurship has been widely recognized as significant for economic growth specifically job creation, innovation, and productivity (Memon et al., 2020; Ambad & Damit, 2016).

In today's fast-paced business landscape, effective management and entrepreneurial competencies are crucial for driving organizational success and growth. To navigate the challenges of a rapidly changing environment, managers must continually refine their skills and knowledge. Understanding the strengths, weaknesses, and challenges of middle-level managers is key to enhancing leadership practices. By identifying areas for development, organizations can provide targeted training programs that foster leadership skills and entrepreneurial thinking, ultimately propelling the organization forward.

This paper explores the intersection of management styles and entrepreneurial competencies among middle-level managers, seeking to inform strategies that enhance managerial effectiveness in a rapidly changing business environment. By examining the current practices and competencies of these managers, the organization can identify opportunities for development and empowerment, ultimately driving organizational growth and innovation.

THEORETICAL FRAMEWORK

This study was anchored on “The Scientific Management Theory” pioneered by Frederick Winslow Taylor which holds significant relevance in shaping the management styles of managers within organizations. This theory focuses on improving efficiency in the workforce through scientific methods and systematic observation of work processes. It emphasizes key points describing the relevance of Scientific Management Theory on management styles of managers; 1) Efficiency and Productivity, Scientific Management Theory emphasizes optimizing work processes to increase efficiency and productivity. Managers can apply this principle by analyzing tasks, identifying inefficiencies, and implementing streamlined processes to enhance overall performance; 2) Task Specialization: The theory advocates for matching workers to tasks that align with their abilities and motivation; Managers can use this concept to assign roles based on individual strengths, leading to higher job satisfaction and improved outcomes; 3) Standardization and Monitoring: Scientific Management Theory suggests closely monitoring workers to ensure adherence to best practices. Managers can implement standardized procedures and performance metrics to maintain consistency and quality in operations; 4) Employee Motivation: Taylor's theory introduced the concept of fair wages for fair work, emphasizing monetary incentives as a motivator for employees. Managers can incorporate this idea by recognizing the importance of fair compensation and rewards in motivating staff. 5) Continuous Improvement: The scientific method underpinning this theory encourages experimentation and analysis for ongoing improvement. Managers can foster a culture of continuous learning and adaptation within their teams to drive innovation and growth; and 6) Applicability Across Industries: Scientific Management Theory is flexible and applicable across various industries, making it relevant for modern workplaces. Managers can adapt its principles to different organizational contexts to enhance operational efficiency.

Thus, the Scientific Management Theory's emphasis on efficiency, task specialization, standardization, motivation, continuous improvement, and its versatility across industries makes it highly relevant in shaping the management styles of managers within organizations. By integrating elements of this theory into their practices, managers can effectively lead teams, optimize processes, and drive success in today's dynamic business environment.

In addition, the Innovation Theory as propounded by Schumpeter (1934) was also found relevant to the present study. Schumpeter's Innovation Theory holds significant relevance in understanding the entrepreneurial competencies of managers. This theory emphasizes the critical role of entrepreneurs in driving economic

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development through innovation, introducing new products, methods of production, markets, and organizational structures. In the context of studying, "Entrepreneurial Competencies of Managers," Schumpeter's theory provides a framework for assessing how managers can exhibit entrepreneurial qualities within organizations.

By focusing on innovation as a key driver of economic progress, Schumpeter's theory highlights the importance of creativity, risk-taking, and adaptability in entrepreneurial endeavors. Managers with entrepreneurial competencies are expected to demonstrate innovative thinking, the ability to identify and capitalize on new opportunities, and a willingness to challenge the status quo within their organizations.

Schumpeter's emphasis on the dynamic nature of entrepreneurship and the transformative power of innovation aligns with the evolving role of managers in today's business environment. Understanding and applying Schumpeter's Innovation Theory can help researchers and practitioners explore how managerial competencies related to innovation, such as strategic thinking, resourcefulness, and market orientation, contribute to organizational success and growth.

In conclusion, Schumpeter's Innovation Theory provides a valuable lens through which to analyze the entrepreneurial competencies of managers by highlighting the significance of innovation in driving economic development and fostering a culture of creativity and progress within organizations.

Conceptual Framework

The conceptual framework shows the profile of the respondents, management styles, and entrepreneurial competencies as foundation for managerial practices.

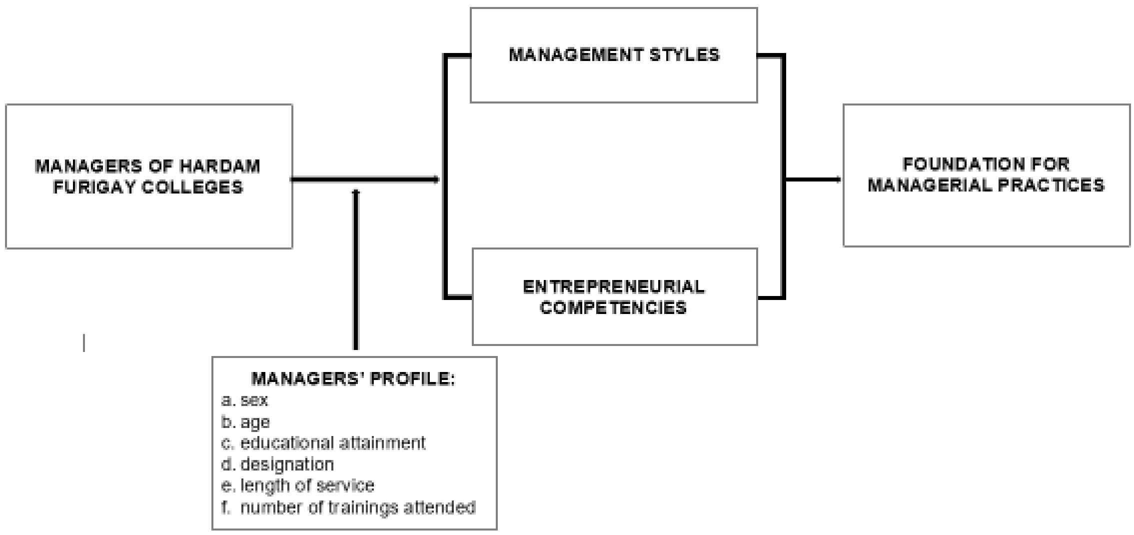

Figure 1. Schematic Diagram of the Framework of the Study

The framework illustrated the relationship of the variables in the study. This gave a clear picture of what the study intended to explore. “Managers of Hardam Furigay Colleges Foundation, Inc.” is the independent variables, whereas, “Management Styles in terms of authoritative, democratic, laissez-faire, transformational, and transactional”, and “Entrepreneurial Competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring” are the dependent variables of the study. While, “Managers’ Profile in terms of sex, age, educational attainment, designation, length of service, and management trainings attended” is the intervening variable. In addition, it shows if there is a significant relationship between management styles and entrepreneurial competencies, and if it has significant difference in the level of entrepreneurial competencies when data will be grouped according to profile. On the other hand, foundation for managerial practices will serve as output in order to enhanced leadership capabilities among managers across all levels.

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Statement of the Problem

This study aimed to assess the management styles and entrepreneurial competencies of the middle-level managers in Hardam Furigay Colleges Foundation, Inc for the School Year 2023-2024. Specifically, it sought to answer the following problems:

1. What is the demographic profile of the respondent in terms of:
   - 1.1. sex
   - 1.2. age
   - 1.3. educational attainment
   - 1.4. designation
   - 1.5. length of service
   - 1.6. number of trainings attended
2. What is the level of management practices in terms of:
   - 2.1. authoritative
   - 2.2. democratic
   - 2.3. laissez-faire
   - 2.4. transformational
   - 2.5. transactional
3. What is the level of entrepreneurial competencies in terms of:
   - 3.1. opportunity seeking
   - 3.2. persistence
   - 3.3. commitment to work
   - 3.4. risk taking
   - 3.5. systematic planning and monitoring
4. Is there a significant relationship between management styles and entrepreneurial competencies?
5. Is there a significant difference in the entrepreneurial competencies when grouped according to:
   - 5.1. sex
   - 5.2. age
   - 5.3. educational attainment
   - 5.4. designation
   - 5.5. length of service
   - 5.6. management trainings attended

Hypotheses

This study hypothesized that:

There is no significant relationship between management styles and entrepreneurial competencies.

There is no significant difference in the entrepreneurial competencies when grouped according to sex, age, educational attainment, designation, length of service, and management trainings attended.

Scope and Delimitation of the Study

This study focused on the management styles and entrepreneurial competencies of managers in Hardam Furigay Colleges Foundation, Inc. This study assessed the extent of management styles in terms of authoritative, democratic, laissez-faire, transformational, and transactional. It also determined the entrepreneurial competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring.

This study was delimited only to the administrators, deans, department and program heads, and coordinators of the school. It was conducted in the different campuses, namely Lamitan Campus; Isabela Campus; Maluso Campus; Buli-Buli Campus; Mangal Campus; and Saluping Campus, which were coded as Campus A, B, C, D, E, and F. The study was conducted during Academic Year 2023-2024.

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Significance of the Study

The result of the study could be beneficial to the following:

School President/Administrator, the findings can provide valuable insights into diverse management styles for effective institutional leadership, equipping them with essential skills to foster innovation, overcome challenges, and capitalize on opportunities in higher education. This can enhance administrator's ability to lead with an entrepreneurial mindset enables to adapt to evolving environments. It can also provide actionable strategies to enhance decision-making processes and drive organizational success, hence, it leads to improved leadership effectiveness, strategic decision-making, and overall institutional excellence.

College Deans, the results of the study provide valuable knowledge and insights to enhance their leadership capabilities, foster innovation, address managerial challenges effectively, and elevate their overall managerial practices within the academic settings.

Program Heads/Coordinators, the findings of the study can provide valuable insights in order to lead their programs effectively. By understanding and implementing various approaches, program heads and coordinators can align their leadership strategies with program needs. This will help improve outcomes within their programs.

Faculty, the result of the study can help them understand the leadership approaches within their institutions, fostering improved communication and collaboration with the management. Faculty can gain insights into promoting innovation, adaptability, and entrepreneurial thinking in their academic roles, and contributing to a culture of entrepreneurship within the institution. Understanding common challenges can enable faculty to collaborate effectively with the management to address issues impacting the academic environment, ultimately contributing to institutional success.

Future Researchers, the results of the study can serve as a foundation to delve deeper into specific aspects of leadership, entrepreneurship, and managerial challenges. By identifying gaps in knowledge and areas that require further investigation, researchers can leverage the results leading to a more profound understanding of how these factors interact and influence organizational success.

Definition of Terms

For a better understanding of the content of the study, the following variables and terms were operationally defined.

Sex, refers to the sexual orientation or characteristics of the respondents as male or female.

Age, represents the number of years the respondent has lived and it is categorized into 21 to 30 years old, 31 to 40 years old, 41 to 50 years old, and 51 years old and above.

Educational Attainment, refers to the highest level of education completed by the respondent, such as bachelor's degree, with master's units, full-fledged master's degree, with doctorate units, or full-fledged doctorate degree.

Designation, refers to the specific job title or position held by the respondent in the organization such as school administrator, dean, program head or coordinator.

Length of Service, refers to the duration for which the respondent has been employed in the organization or role such as 1 to 3 years, 4 to 6 years, 7 to 9 years, or 10 years and above.

Number of Trainings Attended, refers to the number of educational sessions or programs that respondent has participated in to enhance his skills and knowledge related to his work, such as, 5 and below, 6 to 10 trainings, 11 and more.

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Managers, refers to the respondents which they are responsible for overseeing and coordinating activities within an organization to achieve specific goals and objectives, they can be classified as administrators, deans, program heads, and coordinators.

Management Styles, refer to the principles, methods, abilities, and techniques that respondents employ to handle situations and demonstrate leadership within the organization. These styles encompass how respondents organize, plan, delegate, make decisions, and manage their employees or team. These can be categorized into types such as authoritative, democratic, laissez-faire, transformational, and transactional.

Authoritative, refers to respondent's leadership approach where decisions are made by him without input from other staffs.

Democratic, refers to respondent's leadership style that involves input from team members in decision-making processes.

Laissez-Faire, refers to respondent's leadership style where he provides minimal guidance to employees or staffs, allowing them considerable freedom in decision-making.

Transformational, refers to respondent's leadership style that inspires and motivates employees or staffs by encouraging innovation and fostering a positive organizational culture.

Transactional, refers to respondent's leadership style that is based on a system of rewards and punishments to motivate his employees or staffs to achieve specific organizational goals.

Entrepreneurial Competencies, refers to the underlying characteristics, knowledge, skills, motives, traits, self-images, social roles, and abilities that respondents possess to effectively initiate, manage, and grow an organization. These competencies are essential for the growth and development of the organization which includes opportunity seeking, persistence, commitment to work, risk taking, systematic planning and monitoring.

Opportunity Seeking, refers to the respondent's ability to identify and capitalize on opportunities for innovation and growth within the organization.

Persistence, refers to the respondent's determination and resilience to continue working towards goals despite challenges or setbacks within the organization.

Commitment To Work, refers to the respondent's dedication and loyalty to his job or responsibilities within the organization.

Risk Taking, refers to the respondent's willingness to undertake calculated risks in pursuit of business opportunities for growth.

Systematic Planning and Monitoring, refers to the respondent's structured approach to developing plans and tracking progress towards achieving objectives within an organization context.

Related Literature and Studies

This chapter composed of related literature and studies both local and foreign, which contain facts and information between previous research problems at hand. It also provides explanations and logical connections between previous research and present work.

Related Literature

Management Style

Over the years, organizations' management styles have changed dynamically. Organizations had to adapt employment conditions and the atmosphere of created relations to societies' needs as a socio-economic

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environment, which is a resource of employees and customers. The work atmosphere and conditions influence organizational effectiveness and increase the company's competitiveness in the market. This translates into better financial results and enhances the organization's prestige and image, (Sulich et. Al, 2021)

The term management style can be understood simply as a way to manage an organization. It is a managerial parlance often used to describe the way how different management operates to achieve aim goals and objectives in organization. It is a function of behavior associated with personality. Management style can be understood as a way to manage an organization. It is "the adhesive that binds diverse operations and functions together". It is the philosophy or set of principles by which the manager capitalizes on the abilities of the workforce. Management style is not a procedure on how to do but it is the management framework for doing. A management style is a way of life operating throughout the enterprise and permits an executive to rely on the initiative of the personnel of an entity. Stephen et. Al, (2018)

Effective management style is the extent to which a leader continually and progressively leads and directs followers to a predetermined destination agreed upon by the whole group. It is the manner of approach to issues of the managers towards achieving the goals of their organization by transforming various resources available to any organization into output through the functions of management which is considered as the distinctive way in which an organization makes decisions and discharges various functions of goal setting, formulation, implementation of strategy, corporate image building, dealing with key stakeholders and other basic management activities.

In terms of management functions, Khandwalla (1995) defined management style as the distinctive way in which an organization makes decisions and discharges various functions, including goal setting, formulation and implementation of strategy, all basic management activities, corporate image building, and dealing with key stakeholders. Depending on an organization's operating conditions, styles vary.

A variety of formal styles of management have been described since the 1950s. Likert (1961, 1967) defined four styles that constitute a continuum from authoritarian to participative. Burns and Stalker introduced the organic and mechanistic styles of management. Mintzberg (1973) described the entrepreneurial, the planning and the adaptive type of strategic planning. Following Japan's economic success, other scholars studied the Japanese style of management, which emphasizes paternalism, lifetime employment, seniority, lifelong learning, collective decision making, hard work, cooperation ethics, continuous adaptation and improvement. In the mid-1970s, having drawn findings from several studies of American, Canadian and Indian firms, Khandwalla (1995), conceptualized five dimensions of management style, namely risk taking, technocracy, flexibility, participation, and authoritarianism and suggested that these be the building blocks of most styles. In the early 1980s, Peters and Waterman (1982) came up with a typical management style of American companies whose traits differed sharply from those of the idealized Japanese style, and which focuses more on core values, highly flexible structures, business unit autonomy, interactivity and innovation. More recently, de Geus (1997) advocated the adoption of the management of tolerance for learning organizations and knowledge-based companies instead of the 'action-oriented' management style.

Management styles vary due to firm characteristics, such as organization type, business purpose, size, operating environment, corporate culture and heritage. Given this diversity, it seems impossible for all organizations to be managed in the same way, even though in authoritarian societies attempts are often made to impose a uniform management style upon all organizations belonging to the system. Based on practical observations of 11 countries of different political and economic systems, found that styles of management depend to a considerable extent on management. In a smaller or medium size company, it is possible for the owner or the chief executive to impress their own personal style of management on the rest of the organization, (Quang and Vuong, 2002)

Types Of Management Styles

Several management styles have evolved hitherto as distinct managers utilized differing approaches in performing responsibilities in the course of their official work. Sequel to the emergence of styles of management, scholars have identified and described a variety of formal styles of management since the 1950's. Travis (2007) classified four approaches of management that constitute a continuum of participative, paternalistic, exploitative

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and altercative, consultative management style while Blandchard (1994) identified organic and mechanistic styles of management. Furthermore, Mchuire (2005) considered entrepreneurial and strategic planning as forms of management styles adopted by managers in organizational entities.

In recent times, commonly exhibited styles of management include authoritarian, coercive, authoritative, democratic, affinitive, permissive, indifferent, coaching, pacesetting, visionary, bureaucratic and defensive styles of management (Ogilvie, 2000; Effere, 2005) explored basic management styles and different managers in the pharmaceutical industry and came up with charismatic, persuasive, consultative, transactional, transformational and delegating styles. A survey was conducted by Culpan et. Al, (1993) in United Kingdom and found that most managers were bureaucratic and restrictive in their management styles which were not conducive to development of high-performance cultures for creativity and innovation to flourish in most organizations. Passcal and Atthos (1981) reduced management styles to four basic types. They are directing, supporting, coaching and delegating while Onwuchekwa (1999) articulated ten dimensions of management styles such as conservative, participative, bureaucratic, paternalistic, authoritarian, organic, entrepreneurial, visionary, professional and altruistic. Burns and Stalker (1961) examined the Japanese style of management sequel to the economic success of Japan. These scholars highlighted that the Japanese management style underscores paternalism, lifetime employment, seniority, lifelong learning, collective decision making, hard work, co-operation ethics, continuous adaptation and improvement.

The management style of the American companies differed markedly from Japanese style and it pays attention to core values, high flexible structure, business unit autonomy, interactivity and innovation. Davidmann (1995) advocates the adoption of management of tolerance for learning organizations and knowledge-based companies instead of action-oriented management style. It was also classified management styles as autocratic, paternalistic, participative and Laissez-faire while another emerging management style is theory z proposed by William Oluchi. There are several management styles identified and grouped by different management scholars. It is clearly evident that the classification of management styles is overlapping and homogenous with slight diversity. It is observed that the variation of management styles arises due to differences in the types of business organization, nature of staff of these organizations and settings. This demonstrates that nations have basic management styles with modifications largely due to the influence of cultural distinctions and peculiarities.

Management Styles and Organizational Effectiveness

Management style is one of the important factors that affect organizational effectiveness. A good match between the style of management and the operating realities of an organization will substantially influence its level of effectiveness. In each organization, management style influences the performance of individual employee and work groups, and thereby the whole organization’s performance. In other words, the effectiveness of the organization is greatly determined by the way work is organized and by the way people work with or against each other as well as how people cooperate with each other, with the leadership and with the community, and the extent of their commitment to their organization very much depend on the style of management, Davidmann (1995).

Organizations are consciously created to accomplish specific objectives. In realizing set goals, organizations formulate strategies from which organization structures are designed and set targets are achieved. Organizations conduct periodic assessment to ascertain the level of objectives attained. The process of determining the extent of organization’s performance level is called organizational effectiveness, Khandwalla (1995).

The concept of organizational effectiveness is otherwise called organizational success or organizational worth which associates with goal attainment. According to Likert (1967), an examination into effectiveness is to evaluate how well an organization is doing in relation to some set standards. Field and Dubey (2001) posit that organizational effectiveness is the extent to which an organization as a social system with the resources and means at its disposal fulfils its objectives without incapacitating its means and resources and without placing undue strain upon its members. However, Luthans (2008) proposes seven measurement criteria of organizational effectiveness. These measurement criteria are employee’s satisfaction, profitability, growth rate of sales or revenue, financial growth, competitiveness of the company’s products and services, public image and good will and leader in Technology. The measurement criteria postulated by this scholar is quite impressive and cuts across a wide range of issues. It is not restricted to financial performance of any organization as was the case in the past. The relationship between management styles and organizational effectiveness cannot be overemphasized. Management styles are one of the important factors that affect organizational effectiveness.

A good match between the style of management and operating realities of an organization will substantially influence its level of effectiveness. In each organization, management style influences the performance of individual employee and work groups, and thereby the whole organization's performance. Zaccaro (2008) developed a model to study how managers practice the different management styles in work places. The model of these scholars consists of six managerial dimensions for comparing management practices which include leadership and supervisory style, decision-making, communication patterns, control mechanism, interdepartmental relations and paternalistic orientation. The author further attempted to establish a link between management style and organizational effectiveness by comparing United States and Japanese management systems. The study found that the American managers underscored supervisory style, decision making and control mechanism while the Japanese were concerned more with communication process, interdepartmental relationship, and a paternalistic approach. Employees perceive the behavior and actions of managers as actions of the organization itself. Employees develop positive attitude towards the organization where the actions of the managers clearly show that employees are part of the organization. In addition, management styles affect the effectiveness and performance of organizations.

Entrepreneurship

Entrepreneurship plays a vital aspect in modern economics as it facilitates not only innovation but job creation and national prosperity as well. The growth and development of enterprises and small businesses are seen as tantamount with economic advancement.

Entrepreneurship is not just an accumulation of relevant knowledge, skills and attitude. Instead, it is envisioned as a continuous learning and conceptualized in terms of the unceasing progress of an individual's key entrepreneurial capabilities (Oganisjana, 2012). Entrepreneurship is defined as identifying new business opportunities and mobilizing economic resources to initiate a new business or redevelop an existing business while facing conditions of risks and uncertainties for the purpose of making profits under private ownership (Adenutsi 2009).

Entrepreneurship is the ability of individuals to know what kind of products and services are needed and shall be delivered to the right people and place, at the right time and price. It is a process of changing ideas into a business, a commercial activity engaged in as a means of livelihood. An entrepreneur is the one who organizes, manages, and shoulders the uncertainties of a business enterprise. Opportunities for establishing businesses exist at all times since no one is able to produce all the products and services he needs for his everyday life (Ditablan & Abad, 2009). Therefore, entrepreneurship is irrefutably one of the central sources of income since it creates new jobs and helps in the economic growth of a nation.

The Benefits of Entrepreneurship

Entrepreneurs are bosses on their own. Decision-making lies in their hands. They choose whom to deal business with and what business to do. They decide about almost everything including working hours, salary and leisure. Being an entrepreneur can be more financially rewarding than working for someone else. It also comes with the ability of total business operation involvement—from ideas to design and creation, from sales to operations and customer feedback. Entrepreneurs live with the prestige of being the business leader. It gives an individual the opportunity to build a reputation, which can be kept or passed on to the next generation.

Entrepreneurship offers a way to support the society through business. Entrepreneurs can help the local community. Innovators contribute to humanity as a whole. Entrepreneurship is an aspect of economic progress. It involves constant innovation and changes in business structure. Thus, entrepreneurship has contributed a lot to the increase of countries output and productivity.

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Innovation and creativity are two of the most important aspects of entrepreneurship. Producing new goods or services for the market is a must for it does not only fulfill human needs but also stimulates future investment interest in the ventures being created. More ventures being created is equal to new jobs being produced, hence reducing the unemployment rate. This will create and promote wealth distribution.

As explained above, entrepreneurship helps the economy by bringing profit and offering wide business opportunities for many individuals. This may not be the main reason why entrepreneurs choose to enter business ventures but it plays a major role in our economy. A new enterprise can help boost the economy by providing new products and jobs. This also applies to the spending power of the customers that goes directly to the enterprise. Without entrepreneurs, our economy may not benefit from the growing impact of added businesses and ideas. Furthermore, creating a new business can be rewarding. The bosses are the entrepreneurs themselves. They have more control over their working hours and schedules than they would have if they worked for someone else. If they cannot find a job they want, they can go into business and create one. For example, if they happen to have a new idea about a particular product or service and they believe that others will be interested in it, then they can create it themselves. They can be able to create profit and even save some money for future use. This is one of the benefits of being creative and doing what they enjoy.

Moreover, in 2010, 187 million women are involved in creating and operating enterprises, which means, almost 42% of entrepreneurs around the world are women. Although women often have a number of parental duties and maintain the balance between running a business and running a home. Likewise, women to date are not just wallflowers, in fact, they serve as an important catalyst for economic progress to every country. They have the leading role in generating fruitful work, thus, achieving gender equality and reducing poverty (De Vita 2013).

Entrepreneurial Competencies

Entrepreneurship has been widely recognized as significant for economic growth specifically job creation, innovation, and productivity (Memon et al., 2020; Ambad & Damit, 2016).

Personal Entrepreneurial Competencies (PECs) developed by MSI is popular research on human behavior which comprised of 10 personal entrepreneurial competencies known as (1) Opportunity Seeking, (2) Persistence, (3) Commitment to Work Contract, (4) Risk-Taking, (5) Demand for Efficiency and Quality, (6) Goal Setting, (7) Information Seeking, (8) Systematic Planning and monitoring, (9) Persuasion and Networking, and (10) Self Confidence (Reyes et al., 2018; Alusen, 2016).

Opportunity Seeking is defined as the ability of an individual to weaponize any circumstance and exploit it in his or her favor either via creating business or career development (Alusen, 2016). Likewise, opportunity-seeking involves the individual's skill in determining any possible circumstance that he or she can use for personal or societal benefits (Reyes et al., 2018).

Persistence is an important ability of every entrepreneur as it involves the person's ability to not give up and continue believing in his confidence that he or she can accomplish things which is within his or her mind (Asta & Liudas, 2019). Furthermore, the ability of an individual to fight for what he or she wants is an excellent show of persistence, hence allowing him or her to overcome any obstacles (Reyes et al., 2018).

Commitment to a work contract is the ability to fully exert by the individual of his or her effort in accomplishing things in a very timely manner (Duyan, 2019). Moreover, this concept refers to the competence of an individual in accomplishing the assigned organizational or entrepreneurial task (Schneider, 2017).

Risk-taking is the individual's ability to tolerate uncertainties and situation that has no guarantee (Gonzaga, 2019). Similarly, risk-taking involves treating uncertainties and ambiguity with confidence and composure as individuals believe

that he or she can do it (Duyan, 2019).

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Demand for Efficiency and Quality refers to individuals' skill of achieving the task in an excellent manner within or beyond what is expected by people or persons who assigned the task or responsibility (Alusen, 2016). Moreover, this concept refers to achieving the responsibilities within or beyond the target established by the organization (Minello, Scherer, & da Acosta Alves, 2014).

Goal Setting refers to the person's ability to set up the things that he or she wants to achieve or accomplish (Schneider, 2017). Also, arranging things that an individual wants to achieve in the future is one of the entrepreneurial competencies

(Gonzaga, 2019).

Information Seeking involves gathering the much-needed data and information that can be used for proper decisions (Alusen, 2016). Likewise, information seeking is the skill of an individual to collect relevant information that will aid in coming up with correct decisions (Schneider, 2017).

Systematic planning and monitoring involve the evaluation of one's and the organization's actions and whether it is still aligned with the overall goals (Reyes et al., 2018). Moreover, it involves the systematic process of examining the policies being implemented to determine their alignment with overall goals (Duyan, 2019).

Persuasion and Networking involve the ability of an individual to connect and interact with other people thereby resulting in establishing networks and connections as well as encouraging people to partner with them (Asta & Liudas, 2019). Similarly, this concept refers to the individuals' skill in choosing the right person or entity that would provide maximum benefit to the organization (Gonzaga, 2019).

Self Confidence refers to a person's ability to steer down any challenges and achieve things within his or her plans (Schneider, 2017). Moreover, this concept translates into a person's behavior of overcoming all odds just to achieve the established goals and objectives (Duyan, 2019).

Personal Entrepreneurial Competency

Competency among entrepreneurs plays a critical role in achieving excellent performance to ensure a continuous growth and success of a business amongst competitive enterprise environment. During the past few decades, the importance of entrepreneurial competency and the human factor played by the entrepreneur himself have constantly increased. The entrepreneur is the one who shoulders both the risk and success of a business and the standard needed to carry on his business successfully is called his competency.

To be able to outline the attitude and behavior of entrepreneurs, a set of qualities has been created and developed by a behavioral scientist and is collectively called as Personal Entrepreneurial Competencies (PEC's). McClelland, the researcher, categorizes 14 personal entrepreneurial competencies characterizing the behavior of a successful entrepreneur. The study also found out that the PEC surpasses both culture and continent. A lot of studies have been made to characterize entrepreneurial personalities and even though there is no particular set of traits that can assure success, some identified behaviors are found common in most successful entrepreneurs. Well-known research on human behavior is done by McClelland and McBer and is able to identify 10 behavioral patterns grouped into three general clusters: the achievement, planning, and power clusters. The entrepreneurial qualities, more known as the Personal Entrepreneurial Competencies (PECs) are as follows: (1) Opportunity Seeking, (2) Persistence, (3) Commitment to Work Contract, (4) Risk-taking, (5) Demand for Efficiency and Quality, (6) Goal Setting, (7) Information Seeking, (8) Systematic Planning and Monitoring, (9) Persuasion and Networking, (10) Self-Confidence. These PECs are considered correlated to entrepreneurial skills. PECs are transformed into actions by individuals and do not remain as mere passive traits.

Opportunity is a chance to do something; it is a situation or time in which you are able to do something you always wanted to do. Opportunity Seeking is being active in finding openings in the environment which can be used in different ways to start a business, to create a new market or to improve business operations. Furthermore, opportunity seeking is what enables an entrepreneur to act and grab new business opportunities even in went to a developing village. He easily identified the goods and services that might be helpful to the villagers. He thought

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of creating a retail store and a service shop. He is able to grab an unusual opportunity through his diligent characteristic. He is an opportunity seeker.

Persistence is doing something continuously even though other people say that you will not succeed or that you are just wasting your time and effort. It is doing something over and over again until you get what you think you deserve. It means standing up straight and not giving up even during the hardest times when you are trying to do something new or something difficult.

Commitment is the state of giving much time and attention to something because you believe it is right and important. Commitment comes with a personal value, it is what a person truly believes in and is often considered as very important. For a personal value, someone will be willing to make sacrifices just to be able to uphold or keep it. Although for some, commitment is not a value, others still believe that keeping one's commitment is a value and shall not be taken lightly. In terms of being committed to work, once a person accepts a job, he should agree to take full responsibility and have the job done efficiently to create a delighted customer. Being able to meet the deadline is very important. Failure to do so may create a negative impact to the company. One must know that big achievement does not come in a blink of an eye.

Risk-taking means taking the chances to do something which is out of your comfort zone. It may also imply doing something that can result in anything unpleasant or dangerous. There are three kinds of risk-taking behaviors and these are the following: (a) High risk-taking – doing something risky without even checking what are the possible results of such action and without calculating t h e probable losses that may be incurred after the action has been taken, (b) Low risk-taking – almost not taking any risk or avoiding anything difficult or anything which may have unpleasant or dangerous results, (c) Moderate risk-taking – carefully calculating all the chances before doing something difficult or something which may have unpleasant or dangerous results, thus reduces possible negative results by making the most out of the positive possibilities. Entrepreneurs must see themselves as businessmen and not gamblers. They should only involve themselves in well-assessed situations with good chances of success. They should look at different alternative solutions to problems and must know whether or not the benefit of such risk is greater than its cost (Calvin, 2008).

Demand for efficiency and quality, a good entrepreneur demands quality and efficiency not only from himself but also from her workers and suppliers. A successful entrepreneur demands quality standards and cannot stand a bad performance from people he is working with. This makes an assurance that he is giving quality products and the best services to his customers and that equates to a good business. Quality is the standard customers seek when buying a product or receiving a service—it is the level of work that is acceptable in the market.

Efficiency, on the other hand, is the ability of an entrepreneur and its staffs to work well without errors or without wasting time, money and energy. Having demands for efficiency and quality is a normal occurrence in any business. This only means that most entrepreneurs attempt to do things in an improved manner, be it faster, better or cheaper. They often set a high standard of excellence to fulfill the needs of the customers (Davis, 2010).

Information Seeking is the behavior of gathering information from relevant sources. The gathered information is critical to the formulation of different business strategies. Information-seeking means an entrepreneur must always be ready to seek useful information from persons related to his business including clients, suppliers, and competitors through contacts or information networks. He must also be open to the idea of expert consultation for business and technical assistance. Feedback is important for him; he seeks direct response for his performance and only acknowledges accurate and relevant data on the information he gets. Entrepreneurs often deal with a variety of changes, take notes on any management weaknesses and try to find immediate feedback on their performance (Calvin, 2008).

Related Studies

Foreign

Erturk (2023) in his study "The Relationship Between School Administrators' Supportive Leadership Behaviors and Organizational Citizenship According to Teacher Perceptions" which aimed to determine the relationship

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between the supportive leadership behaviors of school administrators and organizational citizenship according to teacher perceptions. Results have shown that, teachers' perceptions of school administrators' supportive leadership behaviors and organizational citizenship perceptions are high. In addition, there is a moderately positive and significant relationship between the supportive leadership behaviors of school administrators and organizational citizenship. Supportive leadership is a significant predictor of organizational citizenship. School administrators, as supportive leaders, can help teachers with their problems related to their lessons, make an effort to create a quality and peaceful working environment for teachers, make constructive criticism and create a fair working environment at school, be open to teachers' opinions and suggestions, appreciate their success, and enable their organizational citizenship behaviors to emerge.

Also, Ferreras-Garcia et. al (2021) in their study “Developing Entrepreneurial Competencies in Higher Education: A Structural Model Approach” which was designed to gather information on students' perception of their level of acquisition of the different groups of competencies. The findings confirmed that there are significant relationships between the different groups of competencies. Specifically, it shows that generic competencies influence specific competencies and that there is a strong relationship between systemic and professional competencies and entrepreneurial competencies. It also shows that the experience variable contributes positively to different competency groups, while the gender and age variables have no effect on the development of entrepreneurial competencies.

In the same vein, Erävala et. Al (2019) conducted a study on “Entrepreneurial competencies in successfully innovative SMEs” which examined what kinds of specific entrepreneurial competencies enable SMEs to successfully implement innovations. Findings pointed out that, in SMEs that were able to successfully exploit and execute innovations, the entrepreneurial competencies include special extrovert competencies (e.g., open-mindedness), competencies related to preparation, and pro-activeness in business operations, which all seem to have a significant influence on successfully implementing innovations. Additionally, the study concluded that there are no notable differences between different innovation types and found entrepreneurial competencies in innovative SMEs.

Another study conducted by Stephen et. al (2018) on “Management Styles and Organizational Effectiveness: An Appraisal of Private Enterprises in Northern Nigeria” which investigated Management styles and Organizational effectiveness of private enterprises in the region. Findings disclosed that, participative and paternalistic management styles were the predominant management styles in practice, the effectiveness of private enterprises were well above average, there was a relationship between management styles and organizational effectiveness. Hence, it was concluded that, different management styles were adopted in the running of private enterprises depending on the characteristics inherent such firms. Based on the findings of the study, it was recommended that private enterprises should adopt management styles in tandem with the achievement of set goals, cultural values and organizational peculiarities as there was no one best management style.

Likewise, Kyndt and Baert (2015) on the study “Entrepreneurial Competencies: Assessment and Predictive Value for Entrepreneurship” which assessed the psychometric quality of competencies considered to be important for entrepreneurs and as well as examined the predictive value of these competencies for being active as an entrepreneur three to five years after completing the instrument. Results showed that, the psychometric quality and measurement invariance across groups of the instrument. Competence ratings of aspiring entrepreneurs where consistently and significantly lower than those of nascent and experienced entrepreneurs, however effect sizes were limited. Furthermore, it also indicated that perseverance and insight into the market contributed positively to being and remaining active as an entrepreneur.

Furthermore, a study of Saeed et. al (2014) entitled “Leadership Styles: Relationship with Conflict Management Styles” examined the relationship between leadership styles and conflict management styles among managers, while handling interpersonal conflict (mangers and subordinates). The results showed that, Managers who perceived to exhibit more on transformational leadership style adopted integrating and obliging style of conflict management. Those who perceived to exhibit more on transactional style opted for compromising style of conflict management. Whereas, managers perceived to exhibit laissez-faire leadership style adopted avoiding style to manage conflicts with subordinates.

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In the same manner, Quang and Vuong (2002) in their study "Management Styles and Organizational Effectiveness in Vietnam" which identified the management styles that are prevailing in companies located in the northern part of country. The results pointed out that, there are differences in management styles among companies in the three sectors under study. The managers' practices also differ significantly, especially in their leadership styles. The findings also show that management perceptions about organizational effectiveness vary considerably in each enterprise sector. On the basis of these findings, recommendations for improving the management style and practices are suggested.

Moreover, Pavett and Morris (1995) conducted a study on "Management Styles Within a Multinational Corporation: A Five Country Comparative Study" which examined participatory management systems and productivity in similar plants located in five different countries. The results appeared that the management systems in each of the plants reflects the expectations of the society and the local workforce. The data also revealed significant differences in the levels of productivity. While the most productive plants had the lowest levels of participation, the relationship between productivity and participation was not statistically significant across the five plants. The study concluded that management systems which are culturally congruent can produce equal levels of productivity independent of whether managers are empowered, or operate under centralized, autocratic control.

Local

A study conducted by Romero and Lanangan (2023) on "Assessment of Personal Entrepreneurial Competencies of University of Mindanao Graduating Business Students" which aimed to investigates the personal entrepreneurial competencies of graduating business students in the lens of MSI's 10 Personal Entrepreneurial Competencies (PECs) for the purpose of curriculum development. The results showed that, showed that marketing management students can clearly set their goals while encountering a major obstacle in terms of their risk-taking ability. Similarly, it can be concluded that human resource management students are tenacious and persistent while experiencing a challenge in dealing with uncertainties. Further, financial management students are similar to human resource management students where they can clearly set their goals while experiencing a challenge in dealing with ambiguous situations. Finally, business economics students have high confidence but experience challenges in dealing with uncertainties. Overall, the CBAE graduates possess the competencies of an entrepreneur, thus making them both entrepreneurial and intrapreneurial.

Gaspar (2022) on the study "Correlates Transformational Management Styles and School-Based Management (SBM) Practices of School Heads" which aimed to determine the correlations between transformational management styles and school-based management (SBM) practices of school heads in Congressional District I-B of the Schools Division of Nueva Ecija. The results revealed that, on the school-based management practices of school heads in Congressional, District I-B have the same point of view and were strongly agreed that School Heads were evidently practiced and performed well in the school operations and management. Furthermore, the school heads' number of training and seminars attended in national, regional, division, district, and schools found a positive correlation between transformational management styles in all areas-individual considerations, intellectual stimulation, inspirational motivation, and idealized influence. Moreover, the highest educational attainment found a positive correlation between school-based management and the management of resources. Trainings and seminars attended by the School Heads in regional, division and district level have a significant relationship to their SBM ratings. Furthermore, School Heads' Intellectual Stimulation and Idealized Influence have significant relationship to their SBM ratings. School heads' and teachers' assessments found a low level of significance based on the assessments of school heads' transformational management styles and school-based management practices.

In similar way, Taroc (2022) in the study "Leadership Styles Displayed by School Managers and their Implications for Organizational Environmental Citizenship Behavior" which determined the leadership styles used by school managers and their implications for organizational environmental citizenship behavior. Results indicated that, the majority of respondents were females, married, between the ages of 31 and 40, had earned master's units, taught in public/government/state schools, had 6-10 years of work experience, had permanent status, held Teacher II position titles, and had a very satisfactory rating. Among the items on the extent of school managers' perceptions of leadership styles, servant leadership stands out the most. While school managers in the Division of Siquijor use authoritarian and delegative leadership styles the least.

In addition, Perez (2021) in her study "Philippine Women Educators' Leadership Styles and Managerial Skills" which determined the managerial skills and leadership styles of the women administrator-educators in state universities and colleges at the National Capital Region (NCR) and use them as bases for a proposed capability enhancement program. The findings disclosed that, most of the women administrator-educators have the proper academic qualifications needed for their academic and administrative positions. Likewise, their range of experiences gained through many years of holding varied positions has provided them with enough knowledge and competencies that are useful in their present and future designations. The levels of technical, conceptual, and decision-making skills have a high degree of adeptness. While in the level of interpersonal skill, they have a very high degree of adeptness. The dominant leadership style of the women administrator-educators is democratic or participative which is really appropriate and acceptable in a democratic nation like the Philippines and even in public institutions like the state universities and colleges. Most of the women administrator-educators frequently practice both the Democratic and Delegative or Free Reign style of leadership. Also, there is no significant difference in the women administrator-educators' managerial skills in terms of educational attainment, academic rank, administrative rank, and present position. However, there is significant difference in their exercise of technical and decision-making skills when grouped according to age; in their exercise of technical and conceptual skills when grouped according to their civil status; in their exercise of technical skills when grouped according to previous position and in their exercise of conceptual skills when grouped according to length of service in the institution. Lastly, there is no significant difference in the leadership styles of the women administrator educators when grouped according to civil status, educational attainment, academic rank, administrative rank, present and previous position, and in their length of service in the institution. However, there is a significant difference in their Delegative leadership style when they were grouped according to age.

Meanwhile, Arcilla (2020) conducted a study on "Teachers' Perceptions on the Transformational Style of Leadership on Job Satisfaction of Public High School Teachers in the Philippines: A Qualitative Case Study" which aimed to the teachers' perceptions of the transformational style of leadership on job satisfaction of public high school teachers. The results revealed that, the more the teachers participate in the planning and decision-making on the methods of instructions that will be implemented in the public schools, the higher the job satisfaction of the teachers. Teachers' job satisfaction could be significantly enhanced if the school administrators have an understanding and concern about their well-being. It was also revealed that, the obstacles that prevent implementation of a transformational style of leadership at public high schools might be due to the centralized nature of the agencies of the educational bureaucracy that resulted in inefficient delivery of educational needs to the school institution. Funding for instituting changes is scarce. There is a lack of resources in the public schools needed to implement efficient and effective leadership programs to improve educational methods and systems of instruction.

In the same vein, Cubay (2020) on "Public Secondary School Administrators' Leadership Styles, Power Bases and Teachers' Job Satisfaction" which determined the teachers' perceptions on their administrators' leadership styles, power bases, and job satisfactions. Findings revealed significant relationship between the administrators' leadership styles, powers, and teachers' job satisfaction. Furthermore, it was also revealed that there was a significant difference between administrators' leadership styles as perceived by the administrators themselves and teachers, while insignificant difference revealed between administrators' powers as perceived by the administrators themselves and teachers. Hence, it was concluded that regardless of the leadership styles and power bases of the administrators, teachers are satisfied on their job. Furthermore, there is contrast between perception of administrators and teachers in terms of the former's leadership styles, while in terms of administrators' power bases, teachers and administrators have the same perception.

Also, Duyan (2019) conducted a study entitled "Personal Entrepreneurial Competencies of the Business Students at Kalinga State University: A Basis for Enhancement of Teaching Strategies and Development of Program Structure" which the individual entrepreneurial competencies of the business students at Kalinga State University. Findings disclosed that, The overall PECS rating of the students is found to be moderate. Entrepreneurial competencies of the Ability to influence people and Self-reliance can be concluded as their

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strengths because it is where they obtained the highest scores. They are found moderate on the Ability to find business possibilities, Dedication to their endeavors, the desire for Quality and Production Efficiency, Risk Taking, the pursuit of Knowledge, Well-organized Planning and Practical Monitoring, and Ability to influence people. Both sexes are found moderate on their overall rating, the male respondents got a higher rating on all of the competencies assessed except for Passion for Quality Outputs and Efficiency. Among the three programs assessed, Financial Management and the Office Administration students enrolled in the subject Entrepreneurship got the highest overall PEC rating of 16.79 followed by Entrepreneurship students who are undergoing Business Implementation who got 16.26 PEC rating and students who are taking up Entrepreneurship and Business Plan subject with 16.24 PEC rating.

While, Aquino, Jr (2015) in his study “The Effectiveness of Leadership Styles of Managers and Supervisors to Employees’ Job Satisfaction in Cooperative Organizations in The Philippines” which determined the effect of the manager’s leadership style on the employees’ satisfaction and employees’ performance of selected cooperatives in San Miguel, Bulacan, Philippines. The findings disclosed that, the leadership style by the managers covered in this study is participative, the effect of the leadership style on employees’ performance is productive and finally the effect of the leadership style on employees’ satisfaction is satisfactory. It was concluded that since the managers are using participative style of leadership as way of leading employees thus, they must stick in using this kind of leadership style which then resulted positively to their employees making them more efficient and productive in their workplace.

RESEARCH METHODS

This chapter encompassed the methods and procedures used by the researcher in conducting the study, such as the research design, research locale, population and respondents of the study, sampling design, research instrument, validity and reliability of the research instrument, data gathering procedure, and the analysis of data.

Research Design

This study utilized the descriptive-quantitative with correlational research design. Descriptive research was used to determine the extent of management styles in terms of authoritative, democratic, laissez-faire, transformational, and transactional, as well as to assess the entrepreneurial competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring. According to Creswell (2003), descriptive research is a method that focuses on describing the characteristics of a population or phenomenon studied. This type of research collected data to provide a detailed description of the subject under study, such as demographics, behaviors, attitudes, or trends.

The study also employed a quantitative approach to determine significant differences in the level of entrepreneurial competencies when data were classified according to profile. Creswell (2003) noted that quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims.”

Furthermore, a correlational approach was also used to determine significant relationships between the two variables (management practices and entrepreneurial competencies). According to Creswell (2002), correlation is a statistical test used to establish patterns between two variables.

Thus, the descriptive-quantitative with correlational research design was highly relevant to the present study due to its ability to provide a comprehensive and nuanced understanding of complex phenomena. By integrating these methods, the researcher was able to delve into the intricacies of management styles and entrepreneurial competencies of managers from multiple perspectives. This approach enhanced the validity and reliability of the study's findings.

Research Locale

The study was conducted in the different campuses in Basilan. Hardam Furigay Colleges Foundation, Inc. was founded on December 3, 2008 with its pioneer programs in Health Sciences, Information Technology, and

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Hospitality Management. The school offers various programs, engineering, teacher, and criminal justice education, agriculture, social work, graduate studies, and including technical vocational and basic education addressed to the needs of time as the slogan goes "Build A Better Future."

Campus A is located in P. Cuevas St., Brgy. Matatag, Lamitan City. It is the main campus, and has the total population of 2,700 students from Preschool to College and Graduate Studies and a total of 124 teaching and non-teaching personnel. The campus offers 15 programs: Bachelor of Science in Computer Science; Bachelor of Science in Information Technology; Bachelor of Science in Hospitality Management; Bachelor of Science in Midwifery; Bachelor of Special Needs Education; Bachelor of Elementary Education major in general Education; Bachelor of Secondary Education major in English; Bachelor of Science in Nursing; Bachelor of Science in Pharmacy; Bachelor of Science in Criminology; Bachelor of Science in Business Administration major in Financial Management; Bachelor of Science in Social Work; Bachelor of Science in Food Technology; Bachelor of Science in Agriculture; Graduate Studies; and Professional Education Certificate.

Campus B is located in Brgy. Dona Ramona, Isabela City. It was founded on the year 2010, with total population of 800 students, and 57 teaching and non-teaching personnel. The campus offers 10 programs: Bachelor of Science in Computer Science; Bachelor of Science in Information Technology; Bachelor of Science in Hospitality Management; Bachelor of Elementary Education major in general Education; Bachelor of Secondary Education major in English; Bachelor of Science in Nursing; Bachelor of Science in Criminology; Bachelor of Science in Social Work; Graduate Studies; and Professional Education Certificate.

Campus C is located in Brgy. Portholand, townsite, Maluso municipality, it was founded on the year 2019 with 500 total number of students and 34 teaching and non-teaching personnel. The campus offers 5 programs: Bachelor of Elementary Education major in general Education Bachelor of Science in Nursing; Bachelor of Science in Criminology; Graduate Studies; and Professional Education Certificate.

Campus D is located at Agro Fisheries High School, Buli-Buli, Sumisip. It was founded on the year 2020 with a total of 330 students and 41 teaching and non-teaching personnel. The campus offers 6 programs: Bachelor of Science in Social Work; Bachelor of Science in Criminology; Bachelor of Elementary Education major in general Education; Bachelor of Secondary Education major in English; Bachelor of Science in Agriculture; Graduate Studies; and Professional Education Certificate.

Campus E is located at North of Sumisip Municipality. Founded in the year 2020 with a total of 230 students and 16 teaching and non-teaching personnel. The campus offers 5 programs: Bachelor of Science in Agriculture; Bachelor of Science in Criminology; Bachelor of Elementary Education major in general Education; Graduate Studies; and Professional Education Certificate.

Campus F is located at Bukut-Umus Elementary School with a total of 230 students and 11 teaching and non-teaching personnel. The campus offers 6 programs: Bachelor of Science in Social Work; Bachelor of Science in Criminology; Bachelor of Science in Agriculture; Graduate Studies; and Professional Education Certificate.

Population and Respondents of the Study

The respondents of the study were the managers/administrators, deans, program heads, and coordinators of different campuses, colleges, and departments of Hardam Furigay Colleges Foundation Inc. Respondents were asked to assess their management styles and entrepreneurial competencies.

The table below provided the population of the study:

Table 1 Population of the Study

Designation	Population
Administrator	3
College Dean	3
Coordinator	17

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Program Head	6
Department Head	9
Total	**38**

As shown in table 1, a total of 38 personnel across all campuses participated in the study.

Sampling Design

In order to select and gather data from the respondents, this study adopted the purposive sampling technique in which the researcher relied on his own judgment when choosing members of the population to participate in the study. Arikunto (2010) stated that purposive sampling is the process of selecting a sample by taking subjects not based on the level or area, but based on a specific purpose. Hence, total enumeration was used, encompassing the entire population possessing the defined characteristics.

Research Instrument

The instrument used in this study was a standardized questionnaire adapted from previous studies relating to Management Styles and Entrepreneurial Competencies. The survey questionnaire regarding management styles was researcher-made, and the questionnaire related to entrepreneurial competencies was adopted from Management System International-Personal Entrepreneurial Competencies (MSI-PECs).

The instrument was composed of several parts: the research title and introduction that explained to the respondents the purpose of the study, as well as the consent to be undertaken. Part I of the instrument was designed to determine the demographic profile of the respondents in terms of sex, age, educational level, designation, length of service, and management trainings attended. Part II was designed to assess the extent of management style in terms of: Authoritative; Democratic; Laissez-Faire; Transformational; and Transactional. A total of twenty-five (25) questions were employed using a 4-point Likert scale with the following answers: (1) Strongly Disagree; (2) Disagree; (3) Agree; and (4) Strongly Agree. Part III was intended to evaluate the level of entrepreneurial competencies according to: Opportunity Seeking; Persistence; Commitment to Work; Risk Taking; and Systematic Planning and Monitoring, employing a total of twenty-five (25) questions using a 4-point Likert scale with the following answers: (1) Strongly Disagree; (2) Disagree; (3) Agree; and (4) Strongly Agree.

Validity and Reliability of Research Instrument

The instrument used was validated by experts in the field of school management and administration. The validators assessed whether the instrument could accurately gather the data to provide answers to the specific problems and determine the suitability and applicability of the statements in gathering the desired data for the study. After the validation, the instrument was subjected to pilot testing with individuals who had similar characteristics to the respondents of the study. The data gathered from the pilot testing underwent statistical analysis using Cronbach's Alpha to test the reliability and effectiveness of the research instrument, and the results showed high reliability with .904 for management styles in terms of authoritative, democratic, laissez-faire, transformational, and transactional, while .922 for entrepreneurial competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring.

Data Gathering and Procedure

Permission was sought from the office of the school president through the school administrator of different campuses. After obtaining the consent, the researcher convened the respondents and an orientation was conducted to explain the purpose of the study as well as the items in the questionnaire. This helped the respondents understand and be motivated to answer the questionnaire honestly. As soon as the accomplished questionnaires were retrieved, the data were collated and tabulated using appropriate analyses.

Statistical Analys of Data

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The study focused on several analyses which properly discoursed the existing research problems. Gathered data from the survey were treated and analyzed using a computer-based tool, the Statistical Package for Social Science (SPSS). Thus, the following analyses were used:

Frequency and Percentage were used to determine the distribution of respondents' demographic profile in terms of sex, age, educational level, designation, length of service, and number of trainings attended. This was used to answer Problem 1.

Weighted Mean was used to measure the extent of management style in terms of authoritative, democratic, laissez-faire, transformational, and transactional, as well as the level of entrepreneurial competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring. A total of fifty (50) Likert scale questions were employed to sum the values of each selected option and to create a score for each respondent. Hence, this was used to answer Problems 2 and 3.

Pearson Product Moment Correlation Coefficient (Pearson-r) was used to measure significant relationships between management style in terms of authoritative, democratic, laissez-faire, transformational, and transactional and entrepreneurial competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring. This statistical tool determined the strength of relationships as well as significant correlations between the variables tested in the study. This was used to answer Problem 4.

Independent Sample T-test and Analysis of Variance (ANOVA) were utilized to determine the significant difference in the entrepreneurial competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring when data were grouped according to sex, age, educational level, designation, length of service, and number of trainings attended. These tests were used to answer Problem 5.

Presentation, Analysis, And Interpretation Of Data

This chapter deals with the presentation, analysis, and interpretation of data gathered using the research instrument. Results and discussions are presented according to the stated problems of this study.

Problem 1. What is the demographic profile of the respondent in terms of sex, age, educational attainment, designation, length of service, and number of trainings attended?

Table 2 Profile of the Respondents in terms of Sex

n=38

Sex	F	%
Male	10	26.3
Female	28	73.7
Total	**38**	**100.0**

Table 2 provides an overview of the respondents' profiles categorized by sex. The analysis indicates that out of the total respondents, 28 (73.7%) identify as female, while 10 (26.3%) identify as male. This data highlights a significant majority of female participants in the study

Table 3 Profile of the Respondents in terms of Age

n=38

Age	F	%
21 to 30 Years Old	15	39.5

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31 to 40 Years Old	14	36.8
41 to 50 Years Old	7	18.4
51 Years Old and above	2	5.3
Total	**38**	**100.0**

Table 3 presents the age distribution of the respondents, with a total sample size of 38 participants. The analysis reveals that 15 respondents (39.5%) are aged 21 to 30 years. This is closely followed by 14 respondents (36.8%) who fall within the 31 to 40-year age range. Additionally, 7 respondents (18.4%) are aged 41 to 50 years, while 2 respondents (5.3%) are 51 years and older. The data indicates that the majority of respondents fall within the younger age brackets.

Table 4 Profile of the Respondents in terms of Educational Attainment

n=38

Educational Attainment	**F**	**%**
Bachelor's Degree	24	63.2
Master's Degree	14	36.8
Doctorate Degree	0	0.0
Total	**38**	**100.0**

Table 4 outlines the educational attainment of the respondents, comprising a total sample size of 38 participants. The analysis reveals that 24 respondents (63.2%) hold a Bachelor's degree. Following this, 14 respondents (36.8%) possess a Master's degree. Notably, there are no respondents with a Doctorate degree. The results indicate that a significant majority of the respondents hold a Bachelor's degree.

Table 5 Profile of the Respondents in terms of Designation

n=38

Designation	**F**	**%**
School Administrator	3	7.9
College Dean	3	7.9
Program Head	6	15.8
Coordinator	17	44.7
Department Head	9	23.7
Total	**38**	**100.0**

Table 5 presents the distribution of respondents according to their professional designations, with a total of 38 participants. The analysis reveals that 17 respondents (44.7%) hold the position of Coordinator, making it the most common designation among the group. This is followed by 9 respondents (23.7%) who serve as Department Heads, and 6 respondents (15.8%) who are Program Heads. Additionally, 3 respondents (7.9%) are School Administrators, and another 3 respondents (7.9%) hold the title of College Dean. The data reveals that the majority of respondents hold the designation of Coordinator

Table 6 Profile of the Respondents in terms of Length of Service

n=38

Length of Service	**F**	**%**
1-3 years	15	39.5

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4-6 Years	12	31.6
7-9 Years	4	10.5
10 Years and above	7	18.4
Total	**38**	**100.0**

Table 6 outlines the length of service of the respondents, encompassing a total sample size of 38 participants. The analysis indicates that 15 respondents (39.5%) have served for 1 to 3 years. This is followed by 12 respondents (31.6%) with 4 to 6 years of service, and 7 respondents (18.4%) who have been in their roles for 7 to 9 years. Finally, 4 respondents (10.5%) have a tenure of 10 years or more. The data indicates that majority of the respondents have relatively short to moderate lengths of service.

Table 7 Profile of the Respondents in terms of Management Training Attended

n=38

Training	**F**	**%**
5 and below	27	71.1
6 to 10	9	23.7
11 and above	2	5.3
Total	**38**	**100.0**

Table 7 presents the profile of respondents based on the number of management training sessions attended, with a total sample size of 38 participants. The analysis reveals that 27 respondents (71.1%) have attended five or fewer training sessions. This is followed by 9 respondents (23.7%) who have participated in between six to ten sessions, while only 2 respondents (5.3%) have attended eleven or more sessions. The data reveals that majority of respondents have attended five or fewer management training sessions.

Problem 2. What is the level of management practices in terms of authoritative, democratic, laissez-faire, transformational, and transactional?

Table 8 Level of Management Practices in Terms of Authoritative Style

n=38

Statement	**Mean**	**Description**
1. My manager makes decisions independently without seeking input from subordinates.	3.14	High
2. My manager communicates direction and expectations clearly and expects them to be followed.	3.60	Very High
3. My manager prioritizes achieving organizational goals over building personal relationships with team members.	3.43	Very High
4. My manager expects team members to be self-disciplined and self-motivated.	3.71	Very High
5. My manager maintains control and direction within the team to ensure goals are met efficiently.	3.81	Very High
Over-all Mean	**3.54**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 8, respondents generated the highest mean rating of 3.81 described very high in "My manager maintains control and direction within the team to ensure goals are met efficiently." This means that, respondents

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perceive their managers as effectively guiding and overseeing team activities to achieve objectives. This finding reflects positively on management practices within the organization, indicating that leaders are successfully implementing strategies that promote efficiency and goal attainment. It may also imply that respondents feel supported in their roles, contributing to overall job satisfaction and team cohesion.

The second highest weighted mean was 3.71 described as very high in "My manager expects team members to be self-disciplined and self-motivated." This means that respondents perceive a strong expectation from their managers regarding self-discipline and motivation within the team. This emphasis on self-discipline and self-motivation can lead to enhanced productivity and job satisfaction among employees.

On the other hand, the respondents generated the lowest mean rating of 3.14 described high in "My manager makes decisions independently without seeking input from subordinates." This means that, respondents perceive their managers as often making decisions without soliciting feedback or input from their subordinates. The tendency for managers to make independent decisions could lead to feelings of disengagement among team members, who may feel their insights and expertise are undervalued.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.54 described very high in the level of management practices in terms of authoritative style. This implies that, team members perceive their managers as effectively utilizing an authoritative approach to leadership. An authoritative management style typically involves clear direction and guidance, where leaders set expectations and provide structure while also encouraging accountability among team members.

The finding reflects positively on the organization's management practices, indicating that an authoritative leadership style is well-received and contributes to a productive and cohesive work environment. This suggests that the leaders' ability to provide clear direction and structured guidance fosters efficiency and alignment with organizational goals. Moreover, the result highlights the importance of balancing firm leadership with opportunities for employee participation to further strengthen team collaboration and overall performance.

These findings are consistent with previous research suggesting that while authoritarian or authoritative leadership styles are often criticized for limiting employee autonomy and reducing open communication, their effectiveness can vary depending on contextual and relational factors.

Jing Du et al. (2020) found that the negative effects of authoritarian leadership on organizational change can be mitigated when employees perceive low job mobility and possess high cognitive trust in their leaders.

In the present context, this may indicate that employees' trust in their leaders and recognition of their expertise contribute to the positive perception of an authoritative management approach. When leaders are viewed as competent and credible, employees are more likely to respond positively to directive leadership, interpreting it as a form of structured support rather than control. Consequently, this dynamic enhances team cohesion, organizational commitment, and performance despite the leadership style's inherently hierarchical nature.

Table 9 Level of Management Practices in Terms of Democratic Style

n=38

Statement	Mean	Description
1. My manager involves team members in decision-making processes.	3.74	Very High
2. My manager fosters a supportive and inclusive work environment.	3.69	Very High
3. My manager promotes a culture of transparency and shared governance.	3.67	Very High
4. My manager treats all team members with respect and fairness.	3.81	Very High

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5. My manager encourages open communication and feedback within the team.	3.69	Very High
Over-all Mean	**3.72**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 9, respondents generated the highest mean rating of 3.81 described very high in "My manager treats all team members with respect and fairness." This means that, participants perceive their manager as consistently demonstrating respect and fairness towards all team members. It shows a strong sense of inclusivity and equity within the team, hence, employees feel valued and appreciated regardless of their roles or contributions. When managers treat team members with respect, it fosters a positive work environment, enhances morale, and encourages open communication.

The second highest weighted mean was 3.74 described as very high in "My manager involves team members in decision-making processes." This means that, respondents perceive their managers as actively engaging them in the decision-making process. This suggests that team members feel valued and included, which can enhance their sense of ownership and commitment to the outcomes of those decisions. Involving employees in decision-making not only fosters collaboration but also leverages diverse perspectives and insights, leading to more informed and effective solutions.

On the other hand, the respondents generated the lowest mean rating of 3.67 described very high in "My manager promotes a culture of transparency and shared governance." This means that, participants perceive their manager as effectively fostering an environment where openness and collaborative decision-making are prioritized. This shows that team members feel informed about organizational processes and decisions, which can enhance trust and communication within the team. Promoting transparency allows employees to understand the rationale behind decisions, encouraging a sense of inclusion and shared responsibility.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.72 described very high in the level of management practices in terms of democratic style. This implies that, team members perceive their managers as effectively employing a democratic approach to leadership. Respondents feel empowered and valued in their roles, as their input is actively sought and considered in the decision-making process.

A democratic management style typically involves collaboration, open communication, and shared decision-making, where team members are encouraged to contribute their ideas and opinions. This perception of a democratic leadership style can foster a positive work environment characterized by trust and mutual respect. It may lead to increased job satisfaction, higher levels of engagement, and enhanced team cohesion, as employees feel more connected to both their colleagues and the organization's goals.

Gastil (1994) emphasized that democratic leadership enhances group effectiveness by promoting open communication, shared decision-making, and collective responsibility, thereby fostering stronger commitment to organizational goals. In a similar vein, Bhatti et al. (2012) demonstrated that democratic leadership significantly improves employee motivation and performance, primarily through the cultivation of a sense of belonging and active involvement in organizational processes. Likewise, Iqbal, Anwar, and Haider (2015) reported that organizations embracing participative leadership tend to experience higher productivity, greater employee morale, and improved interpersonal trust between leaders and subordinates, which collectively contribute to a more cohesive and efficient work environment.

Lambino (2017) found that employees under democratic leaders exhibit heightened job satisfaction and organizational commitment, largely because their perspectives are valued and considered in managerial decisions. Similarly, Cabrera and Cabrera (2019) observed that the adoption of democratic leadership practices in Philippine educational institutions fosters teacher collaboration, innovation, and shared accountability by promoting participatory governance. Furthermore, Cruz and Galang (2021) underscored that democratic leadership nurtures a positive organizational culture in Filipino workplaces by encouraging inclusivity, transparency, and teamwork, which are integral to sustaining effective employee relations.

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When leaders actively solicit employee input, engage in collaborative decision-making, and uphold open communication, they cultivate an empowering work environment characterized by trust, mutual respect, and shared purpose. This, in turn, enhances job satisfaction, strengthens organizational commitment, and drives collective performance toward the attainment of institutional goals.

Table 10 Level of Management Practices in Terms of Laissez-Faire Style

n=38

Statement	**Mean**	**Description**
1. My manager provides minimal guidance and supervision to team members.	3.24	High
2. My manager believes that employees should manage their own tasks with little interference.	3.36	Very High
3. My manager gives employees a high degree of autonomy in their work.	3.50	Very High
4. My manager encourages employees to find their own solutions rather than seeking guidance from the manager.	3.51	Very High
5. My manager adopts a hands-off approach to leadership, allowing employees to self-direct.	3.52	Very High
Over-all Mean	**3.42**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 10, respondents generated the highest mean rating of 3.52 described very high in "My manager adopts a hands-off approach to leadership, allowing employees to self-direct." This means that, participants perceive their manager as effectively empowering employees to take initiative and manage their own work. This indicates that team members feel trusted and encouraged to exercise autonomy in their roles. This hands-off approach can foster a sense of ownership and responsibility among employees, as they are given the freedom to make decisions and solve problems independently.

The second highest weighted mean was 3.51 described as very high in "My manager encourages employees to find their own solutions rather than seeking guidance from the manager." This means that, respondents perceive their manager as fostering a strong sense of autonomy and self-reliance among team members. This indicates that employees feel empowered to take initiative and solve problems independently, which can enhance their confidence and decision-making skills. By encouraging employees to seek their own solutions, managers demonstrate trust in their capabilities, which can lead to increased job satisfaction and engagement.

On the other hand, the respondents generated the lowest mean rating of 3.24 described very high in "My manager provides minimal guidance and supervision to team members." This means that, participants perceive their manager as adopting a leadership style characterized by a significant degree of autonomy for team members. This indicates that employees appreciate the freedom to work independently. The perception of minimal guidance can foster a sense of empowerment and encourage self-reliance among team members, allowing them to take ownership of their tasks and make decisions without constant oversight.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.42 described very high in the level of management practices in terms of laissez-faire style. This implies that, team members perceive their managers as adopting a hands-off approach to leadership, characterized by minimal intervention and a high degree of autonomy for employees. This suggests that respondents feel empowered to take initiative and manage their own work without constant oversight. This style can foster creativity and innovation, as employees are encouraged to explore solutions independently and develop their problem-solving skills.

Bass and Avolio (1994) described laissez-faire leadership as a "non-authoritarian" style where leaders provide minimal direction, allowing employees significant freedom to make decisions and manage their tasks

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independently. Similarly, Skogstad et al. (2007) emphasized that when applied in appropriate contexts, laissez-faire leadership can empower competent employees to exercise initiative and problem-solving skills, thereby fostering innovation and personal accountability. Goodnight (2011) further noted that in organizations with highly skilled and self-motivated employees, this style can enhance productivity and job satisfaction, as individuals thrive when given trust and flexibility to determine how best to achieve objectives.

Also, Santos (2018) found that Filipino employees under laissez-faire leaders tend to exhibit greater creativity and innovation, particularly in organizations that value independence and professional growth. Reyes and Gabriel (2020) similarly observed that laissez-faire leadership in Philippine educational institutions encourages teachers to experiment with instructional methods and develop self-directed professional learning, which contributes to enhanced instructional outcomes. Moreover, Del Rosario (2021) highlighted that the non-interfering nature of laissez-faire leadership aligns well with Filipino employees' preference for relational trust and respect, fostering a work environment where employees feel empowered to take ownership of their responsibilities.

Indeed, when leaders adopt a laissez-faire approach that emphasizes trust, autonomy, and minimal control, they create an environment conducive to creativity, self-regulation, and intrinsic motivation. Employees are encouraged to innovate, make independent decisions, and develop confidence in their capabilities, which can lead to higher levels of satisfaction and engagement. However, the success of this leadership style depends on the employees' level of competence and the presence of a supportive organizational culture that promotes accountability alongside autonomy.

Table 11 Level of Management Practices in Terms of Transformational Style

n=38

Statement	**Mean**	**Description**
1. My manager inspires me to exceed expectations and strive for higher goals.	3.76	Very High
2. My manager motivates me to work towards a shared vision for the future of the organization.	3.71	Very High
3. My manager genuinely cares about my growth and development as an individual.	3.69	Very High
4. My manager leads by example and sets high standards for performance.	3.64	Very High
5. My manager demonstrates empathy and understanding towards my needs and concerns.	3.69	Very High
Over-all Mean	**3.70**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 11, respondents generated the highest mean rating of 3.76 described very high in "My manager inspires me to exceed expectations and strive for higher goals." This means that, participants perceive their manager as a motivating and encouraging leader who actively fosters a culture of ambition and excellence. This indicates that team members feel inspired to push beyond their current limits and pursue greater achievements. This advocates that the manager effectively communicates a vision that resonates with employees, instilling a sense of purpose and direction in their work. Moreover, this perception of inspiration can lead to increased engagement and job satisfaction, as employees are more likely to feel connected to their roles when they are motivated to achieve higher goals. It also implies that the manager plays a crucial role in cultivating a positive work environment where individuals are encouraged to grow and develop professionally.

The second highest weighted mean was 3.71 described as very high in "My manager motivates me to work towards a shared vision for the future of the organization." This means that, respondents perceive their manager as effectively inspiring and engaging them in a common purpose. indicates that team members feel a strong

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connection to the organization's goals and are motivated to contribute towards achieving them. A shared vision fosters a sense of unity and direction, encouraging employees to align their efforts with the broader objectives of the organization. Moreover, this perception suggests that the manager plays a crucial role in communicating the vision clearly and compellingly, which helps employees understand how their individual contributions fit into the larger picture. This alignment can enhance job satisfaction, as employees feel that their work is meaningful and impactful.

On the other hand, the respondents generated the lowest mean rating of 3.64 described very high in “My manager leads by example and sets high standards for performance.” This means that, participants perceive their manager as a role model who demonstrates the behaviors and work ethic expected from the team. This indicates that team members recognize and appreciate the manager's commitment to excellence and accountability. When a manager leads by example, it not only establishes clear expectations but also inspires employees to emulate those standards in their own work. This can foster a culture of high performance and professionalism within the team. Moreover, this perception suggests that the manager actively engages in the same practices they advocate, which can enhance credibility and trust among team members. Employees are more likely to feel motivated and aligned with organizational goals when they see their leader embodying the values and standards they promote.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.70 described very high in the level of management practices in terms of transformational style. This implies that, team members perceive their managers as effectively employing a transformational approach to leadership.

A transformational management style is characterized by the ability to inspire and motivate employees to exceed their own expectations and embrace a shared vision for the future. Thus, respondents feel their managers are not only focused on achieving organizational goals but are also committed to fostering personal and professional growth among team members. This perception indicates that managers are likely encouraging innovation, creativity, and collaboration, creating an environment where employees feel empowered to contribute their ideas and take initiative. Such a leadership style can enhance job satisfaction and engagement, as team members are motivated by a sense of purpose and connection to the organization's mission.

Bass and Avolio (1994) described transformational leaders as visionaries who inspire followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, thereby fostering a work environment that encourages personal and professional growth. Such leaders are seen as role models who cultivate trust and encourage employees to contribute ideas and take initiative which highlighted the four “I’s” of transformational leadership-idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration-as essential for motivating employees to transcend self-interest for the sake of collective goals.

Transformational leadership’s emphasis on creating a meaningful vision and boosting follower confidence enhances employee motivation and organizational commitment. This leadership approach nurtures a positive work culture conducive to innovation and collaboration, as employees feel connected to a purpose larger than themselves. Research shows transformational leaders influence charisma and authenticity to build trust and foster an inclusive environment where team members feel valued and supported. Filipino educational institutions have reported that transformational leadership promotes teacher collaboration, innovation, and shared accountability, fostering participatory governance and a culture of mutual support (Cabrera and Cabrera, 2019). Moreover, Cruz and Galang (2021) underscore transformational leadership's role in cultivating positive organizational cultures characterized by trust, transparency, and teamwork in Filipino workplaces. This bolsters job satisfaction, organizational commitment, and overall performance, echoing the present study’s findings.

Table 12 Level of Management Practices in Terms of Transactional Style

n=38

Statement	Mean	Description
1. My manager uses a system of rewards and recognition based on individual or team performance.	3.62	Very High

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2. My manager employs a structured approach to leadership with defined roles and responsibilities.	3.62	Very High
3. My manager focuses on monitoring and managing performance to ensure goals are met.	3.76	Very High
4. My manager emphasizes the importance of meeting targets and objectives.	3.69	Very High
5. My manager intervenes only if standards are not met, using sanction as a response.	3.61	Very High
Over-all Mean	**3.66**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 12, respondents generated the highest mean rating of 3.76 described very high in "My manager focuses on monitoring and managing performance to ensure goals are met." This means that, participants perceive their manager as actively engaged in overseeing team performance and ensuring that objectives are achieved. This indicates that team members feel their manager prioritizes accountability and performance management, which can create a structured environment where expectations are clear. This focus on monitoring performance suggests that the manager is committed to maintaining high standards and providing direction to help the team stay aligned with organizational goals. Moreover, this perception may foster a sense of security among employees, as they know that their contributions are being tracked and valued. It can also encourage a culture of continuous improvement, where feedback is regularly provided, and employees are motivated to enhance their performance.

The second highest weighted mean was 3.69 described as very high in "My manager emphasizes the importance of meeting targets and objectives." This means that, respondents perceive their manager as strongly prioritizing goal achievement and performance metrics. indicates that team members recognize the significance their manager places on setting and meeting specific targets. Such emphasis can foster a results-oriented culture within the team, where employees are motivated to focus on their objectives and strive for excellence in their work. Moreover, this perception suggests that the manager effectively communicates expectations and provides clarity regarding what success looks like. By emphasizing targets, the manager likely helps align individual efforts with organizational goals, ensuring that everyone understands their role in achieving broader objectives.

On the other hand, the respondents generated the lowest mean rating of 3.61 described very high in "My manager intervenes only if standards are not met, using sanction as a response." This means that, participants perceive their manager as adopting a reactive approach to performance management, intervening primarily when expectations or standards are not achieved. This indicates that team members recognize that their manager tends to allow autonomy and self-direction but steps in with corrective measures when necessary. This approach may suggest a level of trust in employees to manage their own performance, while also establishing clear consequences for failing to meet established standards.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.66 described very high in the level of management practices in terms of transactional style. This implies that, team members perceive their managers as effectively utilizing a transactional approach to leadership.

A transactional management style is characterized by a focus on clear structures, rewards, and consequences based on performance. The high mean rating suggests that employees feel their managers are committed to maintaining standards and ensuring accountability through established processes. This perception indicates that team members likely appreciate the clarity in expectations and the direct relationship between their performance and outcomes, such as rewards or sanctions. Such an environment can enhance motivation for employees who thrive under structured conditions and understand the tangible benefits of meeting targets.

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Avolio and Bass (2004) argued that transactional leadership establishes stability and order by emphasizing rules, responsibilities, and measurable objectives, which are essential for maintaining organizational discipline and achieving short-term goals.

In addition, Dela Cruz (2018) reported that transactional leadership among Filipino managers enhances employee accountability and task efficiency by reinforcing compliance through structured supervision and reward systems. Similarly, Villanueva and Dy (2020) found that transactional leadership in Philippine private institutions promotes performance consistency and organizational alignment by ensuring that employee efforts are directly linked to tangible incentives and recognition. Moreover, Serrano (2022) observed that transactional leadership in educational settings fosters a results-oriented culture, where clear expectations and systematic monitoring contribute to improved staff productivity and institutional performance.

Thus, when leaders consistently uphold fairness and structure, employees are more likely to feel secure, motivated, and aligned with organizational goals. This dynamic, grounded in mutual accountability, enhances organizational efficiency, promotes commitment, and supports sustained achievement within a structured management framework.

Table 13 Summary of Grand Mean in the Level of Management Practices

Competency	Mean	Description
Authoritative	3.54	Very High
Democratic	3.72	Very High
Laissez-Faire	3.42	Very High
Transformational	3.70	Very High
Transactional	3.66	Very High
Over-all Mean	**3.61**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

Table 13 reveal that respondents generated a grand mean rating of 3.61, indicating a very high level of satisfaction with management practices. This suggests that participants view the overall effectiveness of management within the organization as notably strong. The high ratings across various competencies imply that employees appreciate their managers' leadership styles and practices. This versatility in leadership approaches allows managers to adapt to different situations and meet diverse employee needs, thereby enhancing team dynamics. As a result, employees are likely to feel motivated and engaged in their work. They perceive their managers as supportive and effective in guiding them toward achieving organizational goals, fostering a positive work environment that encourages collaboration and productivity.

Bass and Avolio (1994) posited that leaders who demonstrate a combination of transformational, transactional, and participative behaviors can cultivate high levels of employee satisfaction by aligning organizational objectives with individual aspirations. Similarly, Judge and Piccolo (2004) found that leadership practices that integrate supportive supervision and recognition mechanisms significantly increase employees' affective commitment and job satisfaction. In addition, Robbins and Coulter (2018) highlighted that employees' perceptions of fair and competent management are strongly correlated with higher motivation, improved performance, and reduced turnover intention.

In the same manner, Lambino (2017) observed that Filipino employees' satisfaction with management is largely driven by leaders who combine clear guidance with empathy and inclusivity. Likewise, Villanueva and Dy (2020) reported that leadership adaptability-particularly the ability to balance transactional and transformational elements-enhances employee engagement and trust in Philippine organizations. Cruz and Galang (2021) further emphasized that when managers prioritize communication, participation, and recognition, employees exhibit greater loyalty, collaboration, and productivity.

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When managers are perceived as supportive, communicative, and responsive to employee needs, they foster a sense of belonging and shared purpose. This environment not only enhances team cohesion and morale but also drives employees to align their individual efforts with collective organizational goals, ultimately promoting sustained effectiveness and productivity.

Problem 3. What is the level of entrepreneurial competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring?

Table 14 Level of Entrepreneurial Competencies in terms of Opportunity Seeking

n=38

Statement	Mean	Description
1. I look for things that need to be done.	3.85	Very High
2. I do things that need to be done before being asked to do so by others.	3.75	Very High
3. I like challenges and new opportunities.	3.76	Very High
4. I prefer activities that enhance me more and which I am comfortable with.	3.84	Very High
5. I try things that are very new and different from what I have done before.	3.87	Very High
Over-all Mean	**3.82**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 14, respondents generated the highest mean rating of 3.87 described very high in "I try things that are very new and different from what I have done before." This means that, participants perceive themselves as highly open to experimentation and innovation in their work. This suggests that employees feel encouraged to explore new ideas and approaches. This reflects a workplace culture that values creativity and adaptability, fostering an environment where innovation can thrive. This perception also implies that employees are willing to embrace change and adapt to new challenges. Such flexibility is crucial in today's fast-paced work environments, where the ability to pivot and innovate can significantly impact organizational success.

The second highest weighted mean was 3.85 described as very high in "I look for things that need to be done." This means that, respondents perceive themselves as highly proactive in their work environment. This indicates that employees actively seek out tasks and responsibilities rather than waiting for direction. By actively looking for tasks that need attention, employees contribute positively to the organization's objectives, helping to ensure that goals are met efficiently and effectively.

On the other hand, the respondents generated the lowest mean rating of 3.75 described very high in "I do things that need to be done before being asked to do so by others." This means that, participants perceive themselves as highly self-motivated and proactive in their work. This indicates that employees take the initiative to complete tasks without needing external prompts. This self-driven behavior is indicative of a strong work ethic and a commitment to their responsibilities. This perception suggests that team members feel a sense of responsibility for their work and are willing to go above and beyond what is required. Such accountability can enhance overall team performance and contribute to achieving organizational goals.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.82 described very high in the level of entrepreneurial competencies in terms of opportunity seeking. The findings indicate that participants perceive themselves as highly skilled and motivated to identify and pursue new opportunities within their work environment. This proactive mindset fosters a culture of entrepreneurship, as employees actively seek growth, innovation, and improvement. Their openness to exploring new ideas leads to creative solutions and enhancements in processes or products, significantly contributing to the organization's success.

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The study of Timmons and Spinelli (2009) asserted that opportunity recognition is the foundation of entrepreneurial behavior, as successful entrepreneurs continuously scan their environments to identify emerging prospects and transform them into viable ventures. Man, Lau, and Chan (2002) also highlighted that opportunity seeking is among the most critical entrepreneurial competencies, as it drives innovation, risk-taking, and value creation within organizations.

Furthermore, Serafica (2016) found that Filipino entrepreneurs who actively pursue new opportunities tend to achieve greater business sustainability and adaptability amid market challenges. Dela Cruz and Caballero (2019) further emphasized that opportunity-seeking behavior among Filipino employees fosters innovation and continuous improvement, particularly in industries that value creativity and resourcefulness. Moreover, Reyes (2021) observed that cultivating opportunity-seeking competencies in organizations enhances employee engagement and collective problem-solving, leading to improved operational efficiency and long-term growth.

When employees are empowered to explore new possibilities and challenge existing norms, they become catalysts for innovation and development. This proactive orientation not only strengthens the organization's adaptability in a competitive environment but also reinforces its commitment to continuous learning and excellence.

Table 15 Level of Entrepreneurial Competencies in terms of Persistence

n=38

Statement	**Mean**	**Description**
1. When faced with a difficult problem, I spend a lot of time trying to find a solution.	3.82	Very High
2. I try several times to get people to do what I would like them to do.	3.58	Very High
3. When something gets in the way of what I'm trying to do, I keep on trying to accomplish what I want.	3.71	Very High
4. When faced with major difficulties, I quickly go on to other things and reflect back.	3.53	Very High
5. I try several ways to overcome things that get in the way of reaching my goals.	3.79	Very High
Over-all Mean	**3.68**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 15, respondents generated the highest mean rating of 3.82 described very high in "When faced with a difficult problem, I spend a lot of time trying to find a solution." This means that, participants perceive themselves as highly dedicated and persistent when tackling challenging issues. This indicates that employees are willing to invest significant time and effort into finding effective solutions. This commitment reflects a strong work ethic and determination to overcome obstacles. This implies that employees possess a resilient mindset, viewing challenges as opportunities for growth rather than setbacks. This resilience is essential for managing situations in the workplace. By dedicating time to problem-solving, employees enhance their ability to address issues proactively, ultimately contributing to the overall success and efficiency of the organization.

The second highest weighted mean was 3.79 described as very high in "I try several ways to overcome things that get in the way of reaching my goals." This means that, respondents perceive themselves as highly resourceful and adaptable in pursuing their objectives. This indicates that employees actively seek multiple strategies to surpass obstacles. This resourcefulness reflects a proactive approach to problem-solving, demonstrating their commitment to achieving their goals. This perception suggests that team members are flexible and willing to adjust their methods when faced with challenges. Their ability to explore various solutions enhances their

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effectiveness in overcoming barriers. This implies that employees are strongly focused on their goals and are determined to find ways to achieve them, regardless of the difficulties they encounter. This goal-oriented attitude is crucial for driving performance and success.

On the other hand, the respondents generated the lowest mean rating of 3.53 described very high in “When faced with major difficulties, I quickly go on to other things and reflect back.” This means that, participants perceive themselves as adept at managing challenges by shifting their focus and reflecting on the situation rather than becoming overwhelmed. It indicates that employees are skilled at adapting to difficult situations by redirecting their attention. This ability to pivot suggests resilience and a constructive approach to problem-solving. This perception implies that team members value reflection as a tool for learning from challenges. By stepping back and considering their experiences, they can gain insights that may inform future actions.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.68 described very high in the level of entrepreneurial competencies in terms of persistence. The findings indicate that participants view themselves as highly dedicated and resilient in pursuing their goals, demonstrating a strong commitment to their work. Employees are willing to invest significant effort and time, remaining undeterred by setbacks and exhibiting determination in overcoming challenges. This goal-oriented mindset is essential for driving performance and innovation, as it enables them to navigate obstacles effectively. Ultimately, this persistence contributes to the organization's overall success and resilience, underscoring the importance of fostering a culture that values these entrepreneurial competencies to enhance performance and create a dynamic work environment where employees feel empowered to achieve their objectives.

Caliendo et al. (2019) define entrepreneurial persistence as the continued motivation and active engagement in business ventures despite adversities and competing alternatives, highlighting its essential role in sustaining entrepreneurial efforts and achieving long-term success. Persistence involves the psychological commitment to overcoming failures and maintaining focus on goals, which is foundational to achieving performance outcomes (Caliendo et al., 2019). Similarly, Van Scotter and Garg (2019) emphasize entrepreneurial tenacity and self-efficacy as key personality traits that influence the persistence of entrepreneurs across different industry contexts, directly linking persistence to sustained entrepreneurial behavior and success.

This also notes that persistence is intertwined with passion and self-efficacy, where a strong belief in one's capabilities and intrinsic motivation contribute to sustained effort and resilience against setbacks (Al Issa, 2019). This aligns with findings that employees who perceive themselves as persistent are likely to create innovative and dynamic environments through sustained dedication and proactivity. Persistence correlates with enhanced performance and resilience, contributing to a culture of continuous improvement and problem-solving (Hussain et al., 2022). A workplace that fosters entrepreneurial competencies such as persistence empowers employees to realize their objectives while reinforcing organizational dynamism and adaptability.

Table 16 Level of Entrepreneurial Competencies in terms of Commitment to Work

n=38

Statement	**Mean**	**Description**
1. I complete my work on time.	3.61	Very High
2. I keep the promises I make.	3.79	Very High
3. I am happy to do someone else's work if necessary to get the job done on time.	3.67	Very High
4. When I'm doing a job for someone, I make a special effort to make sure that the person is happy with my work.	3.68	Very High
5. My family and personal life are more important to me than work deadlines I set for myself.	3.24	High
Over-all Mean	**3.60**	**Very High**

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Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 16, respondents generated the highest mean rating of 3.79 described very high in “I keep the promises I make.” This means that, participants perceive themselves as highly reliable and trustworthy in their commitments. This indicates that employees take their commitments seriously and consistently follow through on their promises. This reliability fosters trust among team members and contributes to a positive work environment. This perception suggests that team members hold themselves accountable for their actions and obligations, which is essential for maintaining strong professional relationships and effective teamwork. This reflects a culture that values integrity and dependability. When employees keep their promises, it enhances collaboration and encourages a sense of responsibility within the team.

The second highest weighted mean was 3.68 described as very high in “When I'm doing a job for someone, I make a special effort to make sure that the person is happy with my work.” This means that respondents perceive themselves as highly committed to customer satisfaction and quality in their work. This indicates that employees prioritize the needs and satisfaction of others when completing tasks. This customer-centric approach is essential for building strong relationships and ensuring positive outcomes. This perception suggests that team members are willing to go the extra mile to ensure their work meets or exceeds expectations. Their dedication to quality reflects a strong work ethic and professionalism.

On the other hand, the respondents generated the lowest mean rating of 3.24 described high in “My family and personal life are more important to me than work deadlines I set for myself.” This means that participants perceive a strong prioritization of their family and personal life over work-related pressures. This indicates that employees value maintaining a healthy work-life balance. They recognize the importance of family and personal commitments, suggesting a desire to prioritize these aspects over professional obligations. This reflects an understanding that personal well-being is crucial for overall happiness and job satisfaction. Employees who prioritize their personal lives may experience less stress and greater fulfillment. This suggests that the organization may benefit from fostering a culture that supports work-life balance, allowing employees to feel comfortable prioritizing their personal lives without guilt.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.60 described very high in the level of entrepreneurial competencies in terms of commitment to work. The findings indicate that participants view themselves as highly dedicated and motivated in their professional responsibilities, demonstrating a willingness to invest significant time and effort into their tasks. This strong commitment is essential for driving performance and productivity, as dedicated employees are more likely to contribute positively to team outcomes and organizational success. Additionally, such commitment reflects a desire for personal and professional growth, with dedicated individuals often seeking opportunities to enhance their skills and advance in their careers.

This finding is supported by the study of Man, Lau, and Chan (2002), commitment to work is one of the key behavioral dimensions of entrepreneurial competency that sustains long-term business success, as committed individuals tend to pursue continuous improvement and maintain high performance standards. Similarly, Timmons and Spinelli (2009) asserted that commitment and perseverance are critical traits of successful entrepreneurs, enabling them to overcome uncertainty and maintain focus amid adversity. More recently, Mitchelmore and Rowley (2013) highlighted that entrepreneurial commitment encompasses both affective and behavioral components—reflecting not only the willingness to work hard but also the emotional investment in achieving organizational vision and innovation.

Furthermore, Serafica (2016) found that Filipino entrepreneurs who display strong commitment and responsibility in managing their enterprises tend to achieve higher business sustainability and employee retention. Similarly, Dela Cruz and Caballero (2019) emphasized that work commitment among Filipino professionals fosters greater innovation, teamwork, and job satisfaction, particularly in industries that value creativity and collaboration. In the academic setting, Reyes (2021) observed that nurturing work commitment within organizations enhances employee engagement and collective performance, leading to improved efficiency and organizational resilience.

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Thus, committed employees are more likely to contribute meaningfully to innovation, service quality, and productivity, ultimately strengthening the organization's competitive position. Therefore, fostering commitment as an entrepreneurial competency is essential in building a resilient, motivated, and high-performing workforce capable of achieving sustained growth and excellence.

Table 17 Level of Entrepreneurial Competencies in terms of Risk Taking

n=38

Statement	**Mean**	**Description**
1. I see challenges as opportunities for growth and development.	3.84	Very High
2. I weigh my chances of succeeding or failing before I decide to do something.	3.68	Very High
3. I embrace uncertainty and open to exploring innovative ideas.	3.79	Very High
4. I make decisions that involve risk with confidence and strategic thinking.	3.61	Very High
5. I am willing to take calculated risks to pursue new opportunities.	3.68	Very High
Over-all Mean	**3.72**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 17, respondents generated the highest mean rating of 3.84 described very high in "I see challenges as opportunities for growth and development." This means that, participants perceive themselves as having a positive and proactive mindset toward challenges, viewing them as valuable opportunities rather than obstacles. This indicates that employees embrace a growth mindset, believing that challenges can lead to personal and professional development. This perspective fosters resilience and adaptability in the face of difficulties. This suggests that team members are open to learning from their experiences, using challenges as a means to acquire new skills and insights that can enhance their performance. By viewing challenges as opportunities, employees are likely to approach problem-solving with creativity and determination, ultimately contributing to the overall success and resilience of the organization.

The second highest weighted mean was 3.79 described as very high in "I embrace uncertainty and open to exploring innovative ideas." This means that respondents perceive themselves as highly adaptable and willing to engage with new concepts and approaches. This indicates a strong openness to innovation, suggesting that employees are comfortable navigating ambiguity and are eager to explore creative solutions, which is essential for fostering a culture of innovation within the organization.

On the other hand, the respondents generated the lowest mean rating of 3.61 described high in "I make decisions that involve risk with confidence and strategic thinking." This means that participants perceive themselves as generally capable of making informed decisions in uncertain situations, demonstrating a level of confidence and strategic thought when assessing risks. This indicates that employees feel relatively assured in their ability to navigate risky situations. This suggests that team members consider various factors and potential outcomes when making decisions involving risk. Their strategic thinking reflects an understanding of the complexities involved in risk management.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.72 described very high in the level of entrepreneurial competencies in terms of risk taking. The findings suggest that participants view themselves as highly capable and willing to engage in risk-taking behaviors within their professional activities. This indicates a comfort with calculated risks, which they see as essential for fostering innovation and growth in the organization. Such a mindset reflects an entrepreneurial spirit, as employees are open to exploring new opportunities and ideas, even amid uncertainty. Their confidence in assessing risks and making informed decisions is crucial for navigating complex business environments. By embracing risk-taking, employees not

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only drive innovation but also enhance the organization's competitive advantage, ultimately leading to improved performance and adaptability in a rapidly evolving market.

According to Man, Lau, and Chan (2002), risk-taking is a core entrepreneurial competency that drives individuals to pursue innovative ventures and experiment with new approaches despite potential setbacks. Similarly, Timmons and Spinelli (2009) assert that entrepreneurial success is inherently tied to the ability to take calculated risks, as entrepreneurs must balance uncertainty with strategic planning to achieve growth and innovation. Kuratko (2017) further explains that risk-taking behavior differentiates entrepreneurial individuals from conventional employees, as it fosters creativity and opportunity recognition—two essential components of enterprise development and market adaptability.

In similar way, Tang and Tang (2007) found that entrepreneurs' risk propensity is positively associated with firm innovativeness and market responsiveness, emphasizing that controlled risk-taking supports learning and resilience in competitive environments. Moreover, Mitchelmore and Rowley (2013) observed that risk-taking, combined with other entrepreneurial competencies such as opportunity seeking and commitment to work, enhances business growth and sustainability by encouraging bold decision-making and resource optimization.

Moreover, Serafica (2016) revealed that Filipino entrepreneurs who exhibit higher levels of risk-taking behavior are more likely to sustain their enterprises and remain adaptive to market fluctuations. Likewise, Dela Cruz and Caballero (2019) found that risk-taking among Filipino professionals promotes innovative thinking and problem-solving, especially in creative and service-oriented industries. In addition, Reyes (2021) emphasized that fostering a workplace culture that values risk-taking enhances employee engagement and innovation, as individuals feel empowered to propose unconventional ideas and contribute to continuous organizational improvement.

Employees' comfort with calculated risks demonstrates their readiness to adapt to uncertainties and contribute to transformative initiatives. Encouraging this competency not only strengthens innovation and responsiveness but also enhances the organization's resilience and long-term competitiveness in an ever-evolving business environment.

Table 18 Level of Entrepreneurial Competencies in terms of Systematic Planning and Monitoring

n=38

Statement	**Mean**	**Description**
1. I effectively plan tasks and projects to ensure efficient execution.	3.76	Very High
2. I monitor progress closely to track performance and goal achievement.	3.66	Very High
3. I break down complex tasks into manageable parts for systematic planning.	3.53	Very High
4. I prioritize efficiency in managing work processes and timelines.	3.68	Very High
5. I use feedback and data to adjust plans and improve outcomes.	3.66	Very High
Over-all Mean	**3.66**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As shown in Table 18, respondents generated the highest mean rating of 3.76 described very high in "I effectively plan tasks and projects to ensure efficient execution." This means that, participants perceive themselves as highly skilled in organizing and managing their work, demonstrating a strong ability to plan effectively for successful outcomes. This indicates that employees are proficient in structuring their tasks and projects, which is essential for maintaining productivity and meeting deadlines. This suggests that team members prioritize efficiency in their work processes, ensuring that resources are utilized effectively to achieve desired results. This reflects a proactive mindset, where employees anticipate potential challenges and plan accordingly to mitigate risks, leading to smoother project execution.

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The second highest weighted mean was 3.68 described as very high in “I prioritize efficiency in managing work processes and timelines.” This means that respondents perceive themselves as highly committed to optimizing their work practices and ensuring that tasks are completed in a timely manner. This indicates that employees actively focus on streamlining their workflows, which is crucial for maximizing productivity and minimizing wasted resources. This that team members are adept at managing their time effectively, allowing them to meet deadlines while maintaining high-quality standards in their work. This reflects a proactive approach to identifying inefficiencies in work processes and taking steps to address them, which can lead to continuous improvement.

On the other hand, the respondents generated the lowest mean rating of 3.53 described high in “I break down complex tasks into manageable parts for systematic planning.” This means that participants perceive themselves as generally capable of simplifying intricate tasks to facilitate better organization and execution. This indicates that employees recognize the importance of breaking down complex tasks, which helps them approach projects in a more structured and manageable way. This suggests that team members are skilled at creating systematic plans, allowing them to allocate resources and time more effectively to each component of a task. By dividing larger tasks into smaller, more manageable parts, employees can reduce feelings of overwhelm and improve focus, leading to higher quality work and better outcomes.

Furthermore, the result showed that the respondents generated an over-all mean rating of 3.66 described very high in the level of entrepreneurial competencies in terms of systematic planning and monitoring. The findings indicate that participants view themselves as highly proficient in organizing tasks and projects, showcasing strong capabilities in effective planning and ongoing oversight. This suggests that employees are skilled at creating structured plans essential for achieving goals efficiently, reflecting a proactive approach to tracking progress and making real-time adjustments. The results also demonstrate that team members take ownership of their responsibilities, ensuring deadlines are met and quality standards maintained through diligent monitoring. By excelling in systematic planning and monitoring, employees contribute positively to the organization's overall effectiveness and adaptability, allowing it to respond swiftly to challenges and opportunities.

Supporting the these findings, Man, Lau, and Chan (2002), emphasize that systematic planning and monitoring involve the ability to set clear objectives, develop detailed action steps, and continually assess outcomes to ensure alignment with organizational goals. Entrepreneurs and professionals who possess this competency demonstrate foresight, analytical ability, and adaptability—traits essential for effective decision-making and sustained performance. Similarly, Chandler and Jansen (2009) emphasized that systematic planning is vital for transforming strategic goals into actionable plans, while continuous monitoring ensures that performance standards are maintained and corrective actions are implemented promptly.

Moreover, systematic planning and monitoring are recognized as drivers of organizational resilience and innovation. Kuratko (2017) noted that structured planning processes foster discipline in entrepreneurial ventures, enabling teams to navigate uncertainty while pursuing innovation. Effective monitoring, in turn, provides feedback mechanisms that support strategic adjustments and learning from experience. In a study by Mitchelmore and Rowley (2013), entrepreneurs who engaged in systematic planning exhibited superior decision-making and goal attainment, as structured approaches helped in identifying priorities and allocating resources efficiently.

Serafica (2016) found that Filipino entrepreneurs with strong planning and monitoring skills demonstrate higher business sustainability, as they are more capable of anticipating market shifts and managing operations systematically. Dela Cruz and Caballero (2019) also emphasized that structured planning and consistent monitoring practices among Filipino professionals enhance performance accountability, improve time management, and foster innovation through reflective evaluation. Furthermore, Reyes (2021) observed that systematic planning contributes to organizational agility, as it enables teams to quickly realign objectives and strategies in response to emerging challenges.

Employees who engage in systematic planning and continuous evaluation are better positioned to maintain high performance standards, meet deadlines, and ensure quality outputs. This competency not only supports

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individual productivity but also strengthens the organization's strategic agility—allowing it to adapt effectively to evolving market demands and opportunities. Thus, fostering a culture that values structured planning and diligent monitoring can significantly enhance both individual and organizational success.

Table 19 Summary of Level of Entrepreneurial Competencies

Competency	Mean	Description
Opportunity Seeking	3.82	Very High
Persistence	3.68	Very High
Commitment to Work	3.60	Very High
Risk Taking	3.72	Very High
Systematic Planning and Monitoring	3.66	Very High
Over-all Mean	**3.70**	**Very High**

Legend: 3.25-4.0 Very High 2.5-3.24 High 1.75-2.49 Moderate 1.0-1.74 Low

As revealed in table 19, the findings disclose that, the respondents yielded the grand mean rating of 3.70 described very high in the level of entrepreneurial competencies. The findings indicate that participants perceive themselves as possessing strong entrepreneurial skills across various dimensions, such as opportunity seeking, persistence, commitment to work, risk-taking, and systematic planning and monitoring. This suggests that employees are confident in their ability to identify and pursue opportunities, reflecting an entrepreneurial spirit essential for innovation and growth. The very high ratings in these competencies demonstrate a robust commitment to their responsibilities, indicating dedication to achieving organizational goals.

Additionally, employees are proactive in facing challenges, willing to take calculated risks and persist despite obstacles, which is crucial for navigating today's dynamic business environment. Overall, this underscores the importance of fostering a culture that nurtures these entrepreneurial competencies within the workforce, as emphasizing these skills can enhance organizational performance and adaptability in a competitive landscape.

Man, Lau, and Chan (2002) conceptualized entrepreneurial competencies as the core characteristics that enable individuals to identify opportunities, mobilize resources, and achieve organizational objectives through creativity and strategic action. Similarly, Timmons and Spinelli (2009) highlighted that opportunity recognition and resource optimization are fundamental to entrepreneurial behavior, driving both individual and organizational success. The respondents' strong performance in these dimensions suggests that they are capable of translating ideas into practical initiatives, fostering innovation within their work environment.

Furthermore, entrepreneurial competencies such as persistence and commitment to work have been identified as vital predictors of success and resilience in organizations. Mitchelmore and Rowley (2013) found that individuals who exhibit determination and sustained effort despite obstacles tend to deliver consistent results and contribute meaningfully to organizational advancement. This finding is echoed by Kuratko (2017), who argued that persistence enables entrepreneurs and employees alike to navigate uncertainty, maintain motivation, and achieve long-term goals even under challenging conditions. The respondents' high ratings on these traits demonstrate their perseverance and dedication, which strengthen organizational resilience and operational stability.

In addition, risk-taking and systematic planning emerged as crucial facets of entrepreneurial competence that balance innovation with structured decision-making. Chandler and Jansen (2009) emphasized that effective entrepreneurs are those who take calculated risks while employing systematic approaches to plan and monitor their actions. This balance allows individuals to innovate responsibly while minimizing potential losses. Similarly, Serafica (2016) observed that Filipino entrepreneurs who demonstrate a combination of strategic planning and risk awareness achieve higher business sustainability and competitiveness. The current findings reflect a similar pattern, indicating that respondents' confidence in taking calculated risks, supported by systematic planning, contributes to their effectiveness and adaptability in complex work environments.

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Dela Cruz and Caballero (2019) emphasized that opportunity-seeking and proactive behavior among Filipino employees drive continuous improvement, especially in dynamic and creative industries. Likewise, Reyes (2021) found that nurturing entrepreneurial competencies within organizations enhances collective problem-solving, engagement, and long-term performance. These local insights align with the present study's findings, highlighting that a workforce equipped with entrepreneurial skills significantly strengthens organizational adaptability and competitiveness.

Employees who demonstrate opportunity seeking, persistence, commitment, risk-taking, and systematic planning are more likely to contribute to innovation, goal attainment, and long-term success. Hence, it is imperative for organizations to cultivate an environment that supports the continuous development of these competencies through training, empowerment, and recognition programs. Doing so not only enhances individual growth but also fosters an agile and resilient organization capable of thriving amid challenges and change.

Problem 4. Is there a significant relationship between the level of management practices and entrepreneurial competencies?

Table 20 Relationship Between Management Practices and Entrepreneurial Competencies

Variable 1	Variable 2	r-value	p-value	Interpretation	Decision
Management Practices	Entrepreneurial Competencies	.095	.569	Not Significant	Accepted

*Significant at 0.05 level of significance

Range of Correlation	Interpretation	Range of Correlation	Range of Correlation
± .10 - ± .20	Very Low Correlation	± .70 - ± .80	High Correlation
± .30 - ± .40	Low Correlation	± .90 - ± 1.0	Very High Correlation
± .50 - ± .60	Moderate Correlation		

As gleaned in Table 20, the data reveal that, significant correlation does not exist at (r=.095) which showed no correlation between management practices and entrepreneurial competencies. The p-value (p=.569) which is greater than the assumed alpha of .05 level of significance suggests that, there was no statistically significant relationship between the two variables tested in the study. Therefore, the hypothesis which states that, there is no significant relationship between management practices and entrepreneurial competencies was accepted. It implies that, management practices, as currently implemented, do not have a measurable impact on the development or enhancement of entrepreneurial competencies among employees. Management practices alone may not lead to increased entrepreneurial effectiveness.

Zahra, Kuratko, and Jennings (1999) posited that conventional management approaches may fail to stimulate entrepreneurial initiatives if they focus primarily on operational efficiency rather than innovation. Similarly, Ireland, Covin, and Kuratko (2009) emphasized that entrepreneurial competencies typically flourish in environments that promote autonomy, creativity, and flexibility—conditions that may not always align with structured management practices. Thus, while effective management ensures coordination and performance consistency, it does not inherently cultivate entrepreneurial initiative unless intentionally designed to support such behaviors.

Furthermore, Rae (2006) argued that entrepreneurial competencies are developed through experiential learning, reflection, and adaptive problem-solving rather than through managerial control systems. This suggests that employees' entrepreneurial capabilities may stem more from individual experiences, learning opportunities, and intrinsic motivation than from managerial influence. In this context, management practices that are transactional or administrative in nature may maintain operational order but are unlikely to enhance entrepreneurial skillsets that rely on innovation and risk-taking.

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In addition, Cabrera and Cabrera (2019) noted that while democratic management practices can improve collaboration and communication, they do not automatically translate into entrepreneurial outcomes unless accompanied by initiatives that promote creative autonomy and innovation. Likewise, Reyes (2021) observed that the development of entrepreneurial competencies among Filipino employees depends more on institutional culture and personal initiative than on managerial processes alone. Dela Cruz and Caballero (2019) further emphasized that fostering entrepreneurship within organizations requires not only supportive leadership but also targeted capacity-building programs and opportunities for experimentation.

Entrepreneurial capability development requires a more integrative approach that combines management systems with strategies that encourage creativity, autonomy, and innovation. This may include leadership styles that empower employees, organizational cultures that tolerate calculated risks, and professional development programs that focus on entrepreneurial thinking. Therefore, to cultivate entrepreneurial competencies effectively, organizations must move beyond administrative management and adopt more innovation-driven and employee-centered practices that stimulate initiative and adaptive learning.

Problem 5. Is there a significant difference in the entrepreneurial competencies when grouped according to sex, age, educational attainment, designation, length of service, and number of trainings attended?

Table 21 Difference in the Level of Entrepreneurial Competencies in terms of Sex

Variable	Sex	Mean	t-value	p-value	Interpretation	Decision
Entrepreneurial Competencies	Male	3.82	1.355	.184	Not Significant	Accepted
	Female	3.60				

*Significant at 0.05 level of significance

As shown in Table 21, the results indicate that no significant difference exists in the level of entrepreneurial competencies when classified by sex. The observed t-value (t=1.355) and p-value (p=.184) further confirm that these differences are statistically insignificant, underscoring the similarity in entrepreneurial competency levels between male and female respondents. Consequently, the hypothesis stating that there is no significant difference in entrepreneurial competencies based on sex was accepted. This finding suggests that both male and female employees possess comparable levels of entrepreneurial skills, indicating that gender does not play a determining role in this aspect of competency development.

Man, Lau, and Chan (2002) emphasized that entrepreneurial competencies stem from personal attributes, learning experiences, and work environment interactions, which transcend gender distinctions. Similarly, Lerner and Almor (2002) found that differences in entrepreneurial behavior between men and women are often minimal once contextual and environmental variables, such as access to resources and training, are controlled. This supports the notion that both genders are equally capable of acquiring and demonstrating entrepreneurial skills when provided with similar opportunities and organizational support.

Moreover, Wilson et al., (2007) highlighted that entrepreneurial intention and competence are influenced more by self-efficacy and motivation than by gender itself. They posited that when men and women are exposed to equivalent experiences that foster confidence and skill development, their entrepreneurial potential becomes comparable. In support of this, Gupta, Turban, and Bhawe (2008) argued that perceived gender roles in entrepreneurship are socially constructed and are diminishing as organizations promote inclusivity and equal access to development opportunities. Consequently, the current findings reflect a growing shift toward gender equity in professional competency development, suggesting that organizational environments emphasizing equal participation may neutralize traditional gender disparities in entrepreneurship-related skills.

Similarly, Cabrera and Cabrera (2019) found no significant gender differences in entrepreneurial inclination and innovation practices among educators, concluding that both male and female professionals exhibit comparable initiative, persistence, and creativity when organizational support and opportunities are equitable. Likewise,

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Reyes (2021) reported that Filipino employees' entrepreneurial competencies are largely shaped by cultural adaptability, collaboration, and personal motivation rather than gender distinctions. These local findings support the present result, highlighting that Filipino workplaces increasingly provide equal opportunities for entrepreneurial engagement and skill development, regardless of sex.

These findings emphasize that entrepreneurial competence is not inherently gender-specific, but rather a function of environmental support, individual initiative, and access to learning and professional opportunities. As organizations continue to promote gender inclusivity and equitable professional development programs, both male and female employees are equally likely to cultivate entrepreneurial mindsets essential for innovation and organizational growth. This finding thus reinforces the importance of focusing on capability-building and experiential learning rather than gender-based assumptions in fostering entrepreneurship within organizations.

Table 22 Difference in the Level of Entrepreneurial Competencies in terms of Age

Variable	Age	Mean	F-value	p-value	Interpretation	Decision
Entrepreneurial Competencies	21 to 30 Years Old	3.60	1.438	.249	Not Significant	Accepted
	31 to 40 Years Old	3.84				
	41 to 50 Years Old	3.69				
	51 and above	3.90				

*Significant at 0.05 level of significance

As shown in Table 22, the results indicate that no significant difference exists in the level of entrepreneurial competencies when classified by age. The observed F-value (F=1.438) and p-value (p=.249) further confirm that these differences are statistically insignificant, highlighting the uniformity in entrepreneurial competency levels across various age groups. Consequently, the hypothesis stating that there is no significant difference in entrepreneurial competencies based on age was accepted. This finding suggests that age does not significantly influence the development of entrepreneurial skills, indicating that individuals, regardless of their age bracket, possess comparable levels of competency in this area.

Rae (2006) asserted that entrepreneurial learning occurs through experience and reflective practice, enabling individuals of any age to develop similar entrepreneurial capabilities when provided with opportunities for growth and engagement. Likewise, Man, Lau, and Chan (2002) posited that entrepreneurial competencies are behavioral manifestations that evolve through continuous practice and professional experience, rather than being inherently tied to demographic characteristics such as age. This perspective accentuates that entrepreneurship-related skills—such as opportunity recognition, innovation, and persistence—can be cultivated at any stage of an individual's career.

Further supporting this view, Oosterbeek et al., (2010) found that exposure to entrepreneurial environments and training, rather than age, has a more substantial impact on the development of entrepreneurial intentions and competencies. Similarly, Kuratko (2017) emphasized that the entrepreneurial mindset is dynamic and can be learned or enhanced over time through experience, mentorship, and education, regardless of one's age. These findings suggest that age-related differences in entrepreneurial capacity are minimized when individuals have access to similar developmental opportunities within their organizations.

Similarly, Cabrera and Cabrera (2019) reported that entrepreneurial tendencies among Filipino professionals across different age groups remain relatively consistent when institutional support and workplace conditions are equitable. Likewise, Reyes (2021) noted that entrepreneurial competencies among Filipino employees are shaped more by organizational culture, continuous learning, and engagement rather than age differences. These studies suggest that when professional environments foster inclusivity and provide equal opportunities for participation, both younger and older employees can develop comparable levels of entrepreneurial proficiency.

These results imply that entrepreneurial competencies transcend age barriers, reflecting a broader trend toward equal capacity for innovation and adaptability among workers of all generations. This emphasizes the importance

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of organizational practices that promote lifelong learning, mentorship, and competency-based development rather than focusing on age as a determinant of entrepreneurial potential.

Table 23 Difference in the Level of Entrepreneurial Competencies in terms of Educational Attainment

Variable	Education	Mean	F-value	p-value	Interpretation	Decision
Entrepreneurial Competencies	Bachelor's Degree	3.79	1.667	.489	Not Significant	Accepted
	Master's Degree	3.86				

*Significant at 0.05 level of significance

As shown in Table 23, the results indicate that no significant difference exists in the level of entrepreneurial competencies when classified by educational attainment. The observed F-value (F=1.667) and p-value (p=.489) further confirm that these differences are statistically insignificant, highlighting the consistency in entrepreneurial competency levels across various educational backgrounds. Consequently, the hypothesis stating that there is no significant difference in entrepreneurial competencies based on educational attainment was accepted. This finding suggests that educational background does not significantly influence the development of entrepreneurial skills, indicating that individuals, regardless of their level of education, possess comparable levels of competency in this area.

This result suggests that entrepreneurial competence is not solely determined by formal education but can be developed through experience, self-learning, and engagement in practical work activities. According to Mitchelmore and Rowley (2010), entrepreneurial competencies are multidimensional and can be acquired through both formal and informal learning processes, including work experience, mentoring, and personal initiative. Similarly, Rae (2006) emphasized that entrepreneurial learning is experiential in nature—shaped through reflection, experimentation, and real-world practice—rather than confined to academic achievement alone. This perspective supports the notion that individuals across educational levels can develop comparable entrepreneurial proficiencies if they are provided with opportunities for applied learning and innovation.

In a related study, Sánchez (2013) found that while higher education can enhance theoretical understanding, it does not necessarily translate into higher levels of entrepreneurial competency. Instead, factors such as motivation, creativity, and problem-solving orientation play a more critical role in determining entrepreneurial success. Likewise, Oosterbeek et al., (2010) observed that formal entrepreneurship education had limited effects on entrepreneurial skills and intentions, suggesting that competencies are influenced more by experiential contexts and organizational culture than by educational attainment alone.

Similarly, Reyes (2021) found that in Philippine workplaces, the development of entrepreneurial competencies is more closely linked to workplace experience, exposure to challenges, and continuous learning opportunities than to one's formal educational background. These findings underscore the growing recognition that entrepreneurial capability is cultivated through practice, adaptability, and resilience rather than strictly through academic credentials.

These findings indicate that educational attainment does not constitute a significant differentiating factor in entrepreneurial competencies. Instead, competencies emerge as a function of engagement, experience, and organizational culture. This underlines the need for organizations to adopt inclusive professional development programs that encourage entrepreneurial thinking among employees at all educational levels.

Table 24 Difference in the Level of Entrepreneurial Competencies in terms of Designation

Variable	Designation	Mean	F-value	p-value	Interpretation	Decision
Entrepreneurial Competencies	School Administrator	3.73	.951	.447	Not Significant	Accepted
	College Dean	3.73				
	Program Head	3.97				

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	Coordinator	3.75				
	Department Head	3.89				

*Significant at 0.05 level of significance

As shown in Table 24, the results indicate that no significant difference exists in the level of entrepreneurial competencies when classified by designation. The observed F-value (F=.951) and p-value (p=.447) further confirm that these differences are statistically insignificant, underscoring the uniformity in entrepreneurial competency levels across various job titles. Consequently, the hypothesis stating that there is no significant difference in entrepreneurial competencies based on designation was accepted. This finding suggests that an individual's job title does not significantly influence the development of entrepreneurial skills, indicating that employees, regardless of their designation, possess comparable levels of competency in this area.

These findings imply that entrepreneurial competencies are not confined to individuals in managerial or leadership positions but are instead distributed across different levels of the organization. Employees at various designations can demonstrate entrepreneurial behaviors such as innovation, initiative, and problem-solving when the organizational environment fosters empowerment and autonomy. According to Man, Lau, and Chan (2002), entrepreneurial competencies are behavioral and cognitive attributes that can be exhibited by individuals across all organizational levels, not just entrepreneurs or executives. Similarly, Bird (2019) argued that entrepreneurial thinking is not dependent on hierarchical status but is cultivated through personal motivation, creativity, and exposure to dynamic work environments.

Also, Mitchelmore and Rowley (2010) highlighted that entrepreneurial competencies develop through experience, collaboration, and continuous learning rather than job titles or formal authority. Employees in both managerial and non-managerial roles can enhance these skills when they are engaged in innovation-driven activities and problem-solving processes. Volery and Mueller (2018) also found that intrapreneurial behavior—defined as entrepreneurial activity within organizations—is equally attainable among employees across functional levels when organizational culture supports innovation, learning, and autonomy.

Moreover, Serafica (2016) observed that in Philippine organizations, entrepreneurial competencies are not restricted to business owners or top-level managers but are also demonstrated by employees at operational levels who proactively contribute to organizational growth and adaptation. Similarly, Reyes (2021) reported that Filipino employees across various designations show similar levels of entrepreneurial orientation when their work environments encourage initiative and collaboration. These studies collectively suggest that designation alone is not a determinant of entrepreneurial competency, as personal motivation, organizational support, and opportunities for innovation play more critical roles in competency development.

These findings underline that entrepreneurial competencies transcend organizational hierarchies. Employees in different positions contribute meaningfully to innovation and organizational success when empowered to exercise creativity, decision-making, and responsibility. Hence, fostering an inclusive culture that promotes entrepreneurial behavior at all levels of the organization can strengthen adaptability, engagement, and competitiveness in today's dynamic business landscape.

Table 25 Difference in the Level of Entrepreneurial Competencies in Length of Service

Variable	Service	Mean	F-value	p-value	Interpretation	Decision
Entrepreneurial Competencies	1-3 years	3.76	.616	.609	Not Significant	Accepted
	4-6 Years	3.80				
	7-9 Years	3.90				
	10 Years and above	3.91				

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*Significant at 0.05 level of significance

As shown in Table 25, the results indicate that no significant difference exists in the level of entrepreneurial competencies when classified by length of service. The observed F-value (F=.616) and p-value (p=.609) further confirm that these differences are statistically insignificant, highlighting the consistency in entrepreneurial competency levels across varying years of service. Consequently, the hypothesis stating that there is no significant difference in entrepreneurial competencies based on length of service was accepted. This finding suggests that an individual's duration of employment does not significantly influence the development of entrepreneurial skills, indicating that employees, regardless of their tenure, possess comparable levels of competency in this area.

These findings suggest that the development of entrepreneurial competencies may not necessarily be influenced by the number of years an employee has served in an organization. Rather, such competencies may stem from individual traits, motivation, exposure to innovative tasks, and organizational culture that encourages entrepreneurial behavior. According to Mitchelmore and Rowley (2010), entrepreneurial competencies are shaped more by experience diversity, continuous learning, and opportunities for creative problem-solving than by mere duration of employment. Similarly, Rae (2006) emphasized that entrepreneurial learning occurs through social interaction, reflection, and engagement in entrepreneurial activities, which may happen regardless of an individual's tenure.

In support of this, Bird (2019) noted that entrepreneurial competency development is a dynamic process that depends on one's willingness to adapt and learn from changing business environments rather than years of service. Long tenure may provide stability, but without exposure to innovation-driven environments, employees may not necessarily advance their entrepreneurial capabilities. Conversely, newer employees with high motivation and creativity may quickly develop strong entrepreneurial skills through experiential learning and initiative-taking.

Also, Serafica (2016) found that entrepreneurial behavior among Filipino employees is primarily influenced by workplace culture, leadership support, and access to skill development programs rather than tenure. Likewise, Reyes (2021) reported that Filipino professionals across varying years of service display comparable levels of entrepreneurial orientation when provided with equal opportunities for participation in organizational innovation and decision-making. These findings suggest that tenure alone does not determine entrepreneurial competency, as development depends more on organizational climate and individual drive.

The findings emphasize that length of service does not inherently guarantee higher entrepreneurial competence. Instead, fostering entrepreneurial behavior requires an environment that promotes creativity, empowerment, and continuous professional growth. Organizations can strengthen entrepreneurial competencies across all tenure levels by encouraging innovation, providing professional development opportunities, and recognizing initiative, regardless of employees' years of service.

Table 26 Difference in the Level of Entrepreneurial Competencies in terms of Management Training Attended

Variable	Training	Mean	F-value	p-value	Interpretation	Decision
Entrepreneurial Competencies	5 and below	3.77	1.369	.268	Not Significant	Accepted
	6 to 10	3.91				
	11 and above	4.00				

*Significant at 0.05 level of significance

As shown in Table 26, the results indicate that no significant difference exists in the level of entrepreneurial competencies when classified by the management training attended. The observed F-value (F=1.369) and p-value (p=.268) further confirm that these differences are statistically insignificant, underscoring the uniformity in entrepreneurial competency levels across various training experiences. Consequently, the hypothesis stating

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that there is no significant difference in entrepreneurial competencies based on management training was accepted. This finding suggests that participation in management training does not significantly influence the development of entrepreneurial skills, indicating that employees, regardless of their training background, possess comparable levels of competency in this area.

The findings align with the view that while management training programs may enhance theoretical understanding and administrative skills, they do not automatically translate into the development of entrepreneurial competencies, which are often shaped by experience, personal initiative, and real-world problem-solving. According to Man, Lau, and Chan (2002), entrepreneurial competencies are multidimensional and context-specific, emerging from an individual's ability to apply knowledge in uncertain and dynamic environments rather than from formal instruction alone. Similarly, Mitchelmore and Rowley (2010) noted that structured training may provide foundational management skills, but entrepreneurial competencies require experiential learning, creativity, and autonomy to be effectively cultivated.

In addition, Rae (2006) emphasized that entrepreneurial learning is a socially constructed process that develops through engagement, reflection, and participation in real entrepreneurial contexts. This perspective explains why management training, when detached from practical experience, may have limited impact on the growth of entrepreneurial behavior among employees. Supporting this, Bird (2019) argued that entrepreneurship is driven by adaptive learning, personal motivation, and environmental interaction—factors that extend beyond the formal parameters of training programs.

Serafica (2016) found that while Filipino employees often attend various management and leadership training sessions, their entrepreneurial development largely depends on the degree of autonomy and innovation encouraged within their workplaces. Likewise, Reyes (2021) observed that Filipino professionals exhibit high entrepreneurial orientation regardless of training exposure when their organizations foster creativity, collaboration, and empowerment. This suggests that organizational culture and managerial support may play a more significant role in developing entrepreneurial competencies than the mere completion of training programs.

These findings emphasize that management training alone may not be sufficient to enhance entrepreneurial competencies unless it is integrated with experiential and practice-based learning opportunities. Organizations should thus design training programs that go beyond managerial instruction—incorporating mentorship, innovation-driven projects, and problem-based learning—to cultivate the entrepreneurial mindset necessary for sustained growth and competitiveness.

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the research objectives and the significant findings and conclusions of the study. Recommendations related to this study and future researches regarding the issue were addressed as well.

Findings

A total of 38 questionnaires were completed correctly by respondents, yielding the following key findings upon analysis.

1. As to the distribution of respondents according to sex, 28 (73.7%) identify as female and 10 (26.3%) as male, highlighting a significant majority of female participants. In terms of age, 15 respondents (39.5%) are aged 21 to 30 years, followed closely by 14 (36.8%) in the 31 to 40 age range. Additionally, 7 respondents (18.4%) are aged 41 to 50 years, and 2 (5.3%) are 51 or older, indicating a predominance of younger participants. Regarding educational attainment, 24 respondents (63.2%) hold a Bachelor's degree, while 14 (36.8%) possess a Master's degree; notably, none have a Doctorate. For designations, the most common is Coordinator, held by 17 respondents (44.7%), followed by Department Heads (9 or 23.7%) and Program Heads (6 or 15.8%). In terms of length of service, 15 respondents (39.5%) have served for 1 to 3 years, with the majority having relatively short to moderate tenures. Lastly, regarding management training attended, 27 respondents (71.1%) have participated in five or fewer sessions, revealing that most have limited training experiences.

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2. The level of management practices in terms of authoritative, democratic, laissez-faire, transformational, and transactional were very high.

3. The level of entrepreneurial competencies in terms of opportunity seeking, persistence, commitment to work, risk taking, and systematic planning and monitoring were very high.
4. There was no significant relationship between management practices and entrepreneurial competencies.
5. There was no significant difference in the level of entrepreneurial competency when classified into sex.
6. There was no significant difference in the level of entrepreneurial competency when classified into age.
7. There was no significant difference in the level of entrepreneurial competency when classified into educational attainment.

There was no significant difference in the level of entrepreneurial competency when classified into designation. There was no significant difference in the level of entrepreneurial competency when classified into length of service.

There was no significant difference in the level of entrepreneurial competency when classified into management training attended.

Conclusions

Based on the findings of the study, the following conclusions are hereby stated:

1. Majority of respondents were female, aged 21 to 30 years. Most held a bachelor's degree and held positions as coordinators, with three years or less of professional experience, and had participated in fewer than five management training sessions.
2. The level of management practices was very high.
3. The level of entrepreneurial competencies was very high.
4. Management practices do not serve as a reliable predictor of entrepreneurial competencies.
5. Demographic characteristics such as sex, age, educational attainment, designation, length of service, and management training attended do not significantly affect the level of entrepreneurial competencies among the respondents.

Recommendations

Based on the foregoing findings and conclusions, the following recommendations are presented:

1. It is recommended that the administration continue promoting leadership behaviors that encourage participation, collaboration, and open communication among faculty and staff.
2. In order to further cultivate entrepreneurial competencies among faculty and staff, it is suggested that the college may initiate capacity-building programs focusing on opportunity recognition, innovation, and strategic planning.
3. It recommended that the college should create an environment that values creativity, initiative, and experimentation among its employees. Recognizing and rewarding innovative contributions through incentives or institutional awards can further motivate employees to engage in continuous improvement efforts.
4. It is recommended that future management and professional development trainings integrate hands-on and project-based learning approaches that promote critical thinking, innovation, and problem-solving among faculty and staff of the college.
5. To strengthen both management and entrepreneurial competencies, it is recommended that the college may encourage collaborative research among faculty and staff focusing on innovation, leadership, and institutional development.
6. It is suggested for future studies to investigate other variables that might mediate or moderate the relationship between management practices and entrepreneurial competencies, such as organizational climate, leadership style, employee motivation, and innovation culture. Employing qualitative methods such

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as interviews or focus group discussions may also yield deeper insights into the contextual factors shaping entrepreneurial behavior within organizations.

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Appendix B

A SURVEY INSTRUMENT

Republic of the Philippines

HARDAM FURIGAY COLLEGES FOUNDATION, INC.

GRADUATE SCHOOL

P. Cuevas St., Lamitan City, Basilan

Dear Respondent,

Greetings of peace!

The researcher is a graduate student of Hardam Furigay Colleges Foundation, Inc. and is conducting a research study entitled **"Management Styles and Entrepreneurial Competencies of Managers as a Foundation for Managerial Practices"** in partial fulfillment of the requirements in Master of Arts in Education.

With this, the researcher would like to ask for your time to answer this survey instrument. Your participation is highly appreciated. Rest assured that your answers will be used for **ACADEMIC PURPOSES ONLY** and will be kept with **HIGHEST CONFIDENTIALITY**. Please read the entire page and complete the attached questionnaire. Please do remember, this study is anonymous. The name of your institution will not be required.

The results from this survey will be used to determine the management style, entrepreneurial competence of the managers, as well as the challenges they faced within the organization.

Thank you very much for your help!

INEE M. FLORES, MBA

The Researcher

PARTICIPANT CONSENT FORM

I understand that by returning the questionnaire, I am giving my informed consent as a participating volunteer in this research. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the benefits that might be realized from this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I

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realized that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study.

Respondent's Signature : ________________________

Date : ________________________

EXTENT OF MANAGEMENT STYLE

Instructions: Based from your perspectives as an employee of the organization, please place a "√" in the box that best reflects your experience on the management style of your manager.

The rank scores as follow:

Scale	Interpretation	Description
4	Strongly Agree	**Great Extent** (Shows extreme level agreement and strongly belief in the statement)
3	Agree	**Somewhat** (Shows moderate agreement and acknowledge the statement)
2	Disagree	**Very Little** (Shows low level of agreement and express minimal belief in the statement)
1	Strongly Disagree	**Not at All** (Shows complete disagreement and strongly reject the statement)

A. Authoritative Management Style	4	3	2	1
1. My manager makes decisions independently without seeking input from subordinates.				
2. My manager communicates direction and expectations clearly and expects them to be followed.				
3. My manager prioritizes achieving organizational goals over building personal relationships with team members.				
4. My manager expects team members to be self-disciplined and self-motivated.				
5. My manager maintains control and direction within the team to ensure goals are met efficiently				

B. Democratic Management Style	4	3	2	1
1. My manager involves team members in decision-making processes.				
2. My manager fosters a supportive and inclusive work environment.				
3. My manager promotes a culture of transparency and shared governance.				
4. My manager treats all team members with respect and fairness.				
5. My manager encourages open communication and feedback within the team.				

C. Laissez-Faire Management Style	4	3	2	1

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1. My manager provides minimal guidance and supervision to team members.				
2. My manager believes that employees should manage their own tasks with little interference.				
3. My manager gives employees a high degree of autonomy in their work.				
4. My manager encourages employees to find their own solutions rather than seeking guidance from the manager.				
5. My manager adopts a hands-off approach to leadership, allowing employees to self-direct.				

D. Transformational Management Style	4	3	2	1
1. My manager inspires me to exceed expectations and strive for higher goals.				
2. My manager motivates me to work towards a shared vision for the future of the organization.				
3. My manager genuinely cares about my growth and development as an individual.				
4. My manager leads by example and sets high standards for performance.				
5. My manager demonstrates empathy and understanding towards my needs and concerns.				

E. Transactional Management Style	4	3	2	1
1. My manager uses a system of rewards and recognition based on individual or team performance.				
2. My manager employs a structured approach to leadership with defined roles and responsibilities.				
3. My manager focuses on monitoring and managing performance to ensure goals are met.				
4. My manager emphasizes the importance of meeting targets and objectives.				
5. My manager intervenes only if standards are not met, using sanction as a response.				

😊 Thank You! 😊

A SURVEY INSTRUMENT

Republic of the Philippines

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GRADUATE SCHOOL

P. Cuevas St., Lamitan City, Basilan

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Thank you very much for your help!

INEE M. FLORES, MBA

The Researcher

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Respondent’s Signature : ________________________

Date : ________________________

Part I: Respondent’s Demographic Profile

Before proceeding, please provide the following background information. Place a “√” in the circle that most closely describes you.

1. Sex	○	Male	○	Female		
2. Age	○	21 to 30 years old	○	31 to 40 years old		
	○	41 to 50 years old	○	51 years old and above		
3. Educational Attainment	○	Bachelor’s Degree	○	Master’s Degree	○	Doctorate Degree
4. Designation	○	School Administrator	○	Program Head	○	Department Head
	○	College Dean	○	Coordinator		

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5. Length of Service	◯	1-3 years	◯	4-6 years		
	◯	7-9 years	◯	10 years and above		
6. Management Training Attended	◯	5 and below	◯	6 to 10	◯	11 and more

PART II: LEVEL OF ENTREPRENEURIAL COMPETENCY

Instructions: Based on your experience as the head of the organization or department, please place a "√" in the box that indicates how well the statement describes you.

The rank scores as follow:

Scale	Interpretation	Description
4	Strongly Agree	**Always** (The respondent strongly believes in the statement)
3	Agree	**Usually** (The respondent shows moderate agreement and acknowledge the statement)
2	Disagree	**Sometimes** (the respondent shows low level of agreement and express minimal belief in the statement)
1	Strongly Disagree	**Never** (The respondent shows complete disagreement and strongly reject the statement)

A. **Opportunity Seeking**	**4**	**3**	**2**	**1**
1. I look for things that need to be done.				
2. I do things that need to be done before being asked to do so by others.				
3. I like challenges and new opportunities.				
4. I prefer activities that enhance me more and which I am comfortable with.				
5. I try things that are very new and different from what I have done before.				

B. Persistence	**4**	**3**	**2**	**1**
1. When faced with a difficult problem, I spend a lot of time trying to find a solution.				
2. I try several times to get people to do what I would like them to do.				

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3. When something gets in the way of what I'm trying to do, I keep on trying to accomplish what I want.				
4. When faced with major difficulties, I quickly go on to other things and reflect back.				
5. I try several ways to overcome things that get in the way of reaching my goals.				

C. Commitment to Work	**4**	**3**	**2**	**1**
1. I complete my work on time.				
2. I keep the promises I make.				
3. I am happy to do someone else's work if necessary to get the job done on time.				
4. When I'm doing a job for someone, I make a special effort to make sure that the person is happy with my work.				
5. My family and personal life are more important to me than work deadlines I set for myself.				

D. Risk Taking	**4**	**3**	**2**	**1**
1. I see challenges as opportunities for growth and development.				
2. I weigh my chances of succeeding or failing before I decide to do something.				
3. I embrace uncertainty and open to exploring innovative ideas.				
4. I make decisions that involve risk with confidence and strategic thinking.				
5. I am willing to take calculated risks to pursue new opportunities.				

E. Systematic Planning and Monitoring	**4**	**3**	**2**	**1**
1. I effectively plan tasks and projects to ensure efficient execution.				
2. I monitor progress closely to track performance and goal achievement.				
3. I break down complex tasks into manageable parts for systematic planning.				
4. I prioritize efficiency in managing work processes and timelines.				
5. I use feedback and data to adjust plans and improve outcomes.				

😊 Thank You! 😊