

Does Emotional Competencies Lead to Entrepreneurial Intention?

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Abstract:- This paper focuses on emotional competencies and their influence on entrepreneurial intention of universities students' in the republic of the Sudan using an extended model of Ajzen's (TPB) as a model. The study is conducted on a sample of respondents in public and private universities, using structural equation modelling analysis. The findings of study ascertained that entrepreneurial intention of Sudanese's students are not positively influenced by (Self-awareness, Motivation, Empathy, Social skills) as far as entrepreneurial intention is concerned, whereas Self-regulation has a positive influence on Entrepreneurial Intention, the paper primarily to use of emotional competencies to encourage entrepreneurship, and depicted the positive impact of entrepreneurship education on entrepreneurial intention. Finally, the result of this paper is expected to help in considering entrepreneurship as a priority area, especially after the post era of revolution that changed the regime recently in Sudan.

Keywords: *Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skills, Entrepreneurial Intention.*

I. INTRODUCTION

Entrepreneurship is one of the main factors that positively affect the development of nations' economies and the well-being of societies (Praag and Versloot, 2007). This is through job opportunities, and also by bringing innovation to the market, encouraging competitiveness and enhancing economic efficiency. Thus, entrepreneurship has become more important to the economy, and therefore cannot be neglected. (Iakovleva et al., 2011; Shane and Venkataraman, 2000).

Therefore, entrepreneurship is the engine and driving force of any economy; whether it is developed, developing or least developed countries alike, therefore it is believed that entrepreneurship is the panacea for all problems and challenges that countries face today, headed by the problem of unemployment. (Thurik, 2008).

We find that universities are the true source of development knowledge in all its forms and also work to stimulate economic activity (Goldstein and Renault 2004; Lööf and Broström 2008; Abou, E. E, Balal, S. 2018). However, we find that universities are the real source of the entrepreneurial process, therefore it is necessary for the results of education in entrepreneurship to generate real

repercussions regarding the behavior of entrepreneurship. In this context, the entrepreneurial behavior at university seen as voluntary and deliberate, and the decision to become an entrepreneur can be strengthened as deliberate and conscious (Krueger et al. 2000; Abou, E. E, Balal, S. 2018).

In Sudan, the importance of entrepreneurship appears through interest of the Government of Sudan because has taken care of the entrepreneurship through its sponsorship of the Sudanese youth forum in (2017) where the forum presented the solutions, initiatives and challenges faced by youth in 12 areas, including "Media, Culture, Employment, Education, Leadership, Health, Safety, Self-Capacity, Values, Giving, Volunteering, Entrepreneurship, Environment and Guidance." Where entrepreneurship is one of the most important areas that the forum has focused on it.

Therefore, we find that interest in entrepreneurship has become high through both researchers and policy makers at very high levels, especially in response to the relatively high levels of unemployment faced in the past decades. Where entrepreneurship has been proposed as a panacea for urgent high unemployment and stagnant economic growth. (Abou, E. E, Balal, S. 2018, Carree and Thurik, 2003; Thurik et al., 2008). Therefore, in Sudan, we find that unemployment levels are at high levels, and also find that inflation levels have become at an international level (Abou, E. E, Balal, S. 2018).

As the unemployment rate in Sudan increased to 13.30 percent in 2016 from 13.18 percent in 2015. We find that the unemployment rate in Sudan has increased only by a very small number, reaching 14.08 percent from 1991 to 2016, but with poor economic policies in the period from 1991 until 2016, it reached very high levels of 15.20 percent in 1997 and a record low of 12.86 percent in 2012. Despite all the efforts made by the government, the unemployment rate in Sudan is still in an excessive increase.

Consequently, there is an urgent need to conduct research in entrepreneurship in order to understand the impact of Does Emotional Competencies lead to entrepreneurial intention to the understanding of this area. However, this study is expected to help government institutions, agencies, academics, leading teachers, consultants to find appropriate solutions to promote and encourage students in entrepreneurship at universities and

in the community .And also by addressing the unemployment problem facing the Sudanese economy (Balal, S. Abou, E. E, Afifi, O.,2018)

II. LITERATURE REVIEW

➤ *Entrepreneurial Intention*

An entrepreneurial intention can be defined as a person's intention to be an entrepreneur in his professional life. It can also be defined as the plans that people who have the intention of entrepreneurship put in place to take calculated risks for their future projects, and also can be seen as collecting the required resources and setting up their own businesses. Entrepreneurial intent begins with entrepreneurial procedures. (Abou, E. E, Balal, S. 2018)

Bird (1998) believes that intention is the state of mind which directs intentions and actions of a person towards entrepreneurship. While Linan and Rodriguez (2004) state that intention is the effort of a person to act entrepreneurially (Khan, 2013: p187-188). Hmieleski and Corbett (2006) they believe that the intention of entrepreneurship is the intention to create high-growth businesses. Pruett, (2012: p94) believes that entrepreneurial intentions are plans to start and follow business ownership careers. (Abou, E. E, Balal, S. 2018)

➤ *Emotional Competencies*

It can be said that entrepreneurship has an emotional dimension (Cardon et al. 2012). We find that there are many previous studies showed emotional competencies which are represented in personal characteristics such as Self-awareness, Self-regulation, Motivations, values, attitudes, Empathy, personality traits and Social skills that can affect the behavior of individuals and prepare some individuals towards entrepreneurial behavior.(Collins et al. 2004; Abou, E. E, Balal, S. 2018).

In this respect (Zampetakis et al., 2009) Where his study showed that people who have emotional competencies are more clear, and also , those who have a high ability to manage the organization, monitor and evaluate their emotions and the feelings of others, and therefore they are more willing and acceptable to manage entrepreneurial activities. Likewise, we found that emotional competencies mean the ability to perceive, we find that understanding and using the emotional competencies about yourself that enable or cause an effective or superior performance. (McClelland, 1973; Boyatzis, 2009; Abou, E. E, Balal, S. 2018). Where found that many authors prefer the term emotional competence rather than emotional intelligence because, emotional intelligence can't be taught and learned but emotional competence can be learned, (Abou, E. E, Balal, S. 2018).

However, emotional competence can indicate how an individual determines their feelings, feelings, or feelings of others, expresses, understands, organizes, or uses them. (Abou, E. E, Balal, S. 2018).

III. METHODOLOGY

➤ *Research Goal*

To fill the objective of the study the survey was conducted to find out the influence of Emotional Competencies lead to entrepreneurial intention to Sudanese student in public and private universities in the republic of the Sudan. Consequently, self-administered questionnaire was used in the survey.

➤ *Sample and Data Collection*

The questionnaires were addressed to 384 undergraduate students in public and private universities in Sudan Only 348 students responded, resulting in 90.6 % response rate. The data were analysed using (SPSS & AMOS v 25) approach to Structural Equation Modelling (SEM).

❖ *Hypotheses Development*

➤ *Emotional Competencies and Entrepreneurial Intentions*

So, we have confirmed previously that emotional competence is the ability to benefit from experience, skill, knowledge and social skills (Abou, E. E, Balal, S. 2018). Therefore, emotional competencies are considered as a distinct group of competencies that activate the entrepreneurial work, by relying on it along with more general business competencies. (Rasmussen et al., 2011, Abou, E. E, Balal, S. 2018). In view of these considerations, posited the following hypothesis: the main hypotheses are.

- H1.1a There is a positive relationship between Self-awareness and entrepreneurial intention
- H1.1b There is a positive relationship between Self-regulation and entrepreneurial intention.
- H1.1c There is a positive relationship between Motivation and entrepreneurial intention.
- H1.1d There is a positive relationship between Empathy and entrepreneurial intention.
- H1.1e There is a positive relationship between Social skills and entrepreneurial intention.

IV. DATA ANALYSIS

A. *Respondent's Profile*

Based on the descriptive statistics using the frequency analysis this part investigates the respondent's profile. The table reveals that (58.0%) of the respondents are males where (41.0%) are females. With regard to respondents ages (27.0%) less than 20 years and (61.1%) are in the middle range age 21 – 24 years, and (9.5%) their age range is 25 – 30 years, and (2.4%) more than 30 years old Concerning the respondents university (50.0%) in SUST and (28.0) in U of K, while (8.5%) of student in private university , Concerning the respondents college (53.7) of student in business while (46.3%) in Non Business studies , Concerning the respondents background about entrepreneur (62.2) have a background about entrepreneurship, while

(37.8) did not have any background about entrepreneurship, finally Concerning the family role of entrepreneur (70.6) family members currently entrepreneur, or have been entrepreneur in the past (29.4) did not have any members currently entrepreneur, or have been entrepreneur in the past.

B. Exploratory Factor Analysis for Emotional Competencies (EFA)

Using Maximum Likelihood., the summary of results was showed in Table (1) the (KMO) = 0.834, so, and all items is above the recommended minimum level of 0.70, however the Exploratory Factor analysis was done on twelve items , which was used to measure dimensions of the Emotional Competencies constructs.

K.M.O		Component				
Bartlett's Test of Sphericity	CMIN	1365.961				
	Df	66				
	Sig	.000				
		1	2	3	4	5
I am able to recognize my own emotions and their effect on my actions.						.715
I am aware of my own strengths and limits.						.920
I consider myself a person who is flexible and capable of addressing changes.			.903			
I feel comfortable and open to new ideas, approaches and information.			.853			
I intend to have a good financial return					.756	
I seek to contribute to the development of the economy					.929	
I am able to understand the feelings and viewpoints of others and I am actively interested in the things they care about.				.788		
I acknowledge the needs of other people to progress, and I like to foster their capabilities.				.719		
I am able to anticipate, recognize and meet the needs of others.		.765				
I like to take advantage of the opportunities offered by different types of people.		.744				
I have the ability to communicate effectively with others		.838				
I have high Persuade skills		.589				

Table 1:- Exploratory factor analysis for Emotional Competencies

C. Measurement and Validation of Emotional Competencies

In order to perform confirmatory factor analysis (CFA)for all variables in model (Figure 1) we find the psychometric properties is fit .The results of the CFA showed fairly acceptable fit statistics: $\chi^2(147.225)$ $DF=44$, $\chi^2/DF=3.346$, $RMSEA=0.089$, $NFI=0.92$, $CFI=0.97$, $IFI=0.95$, $GFI=1.000$, and $SRMR=0.033$.. The result of CFA model show in Tale (2).

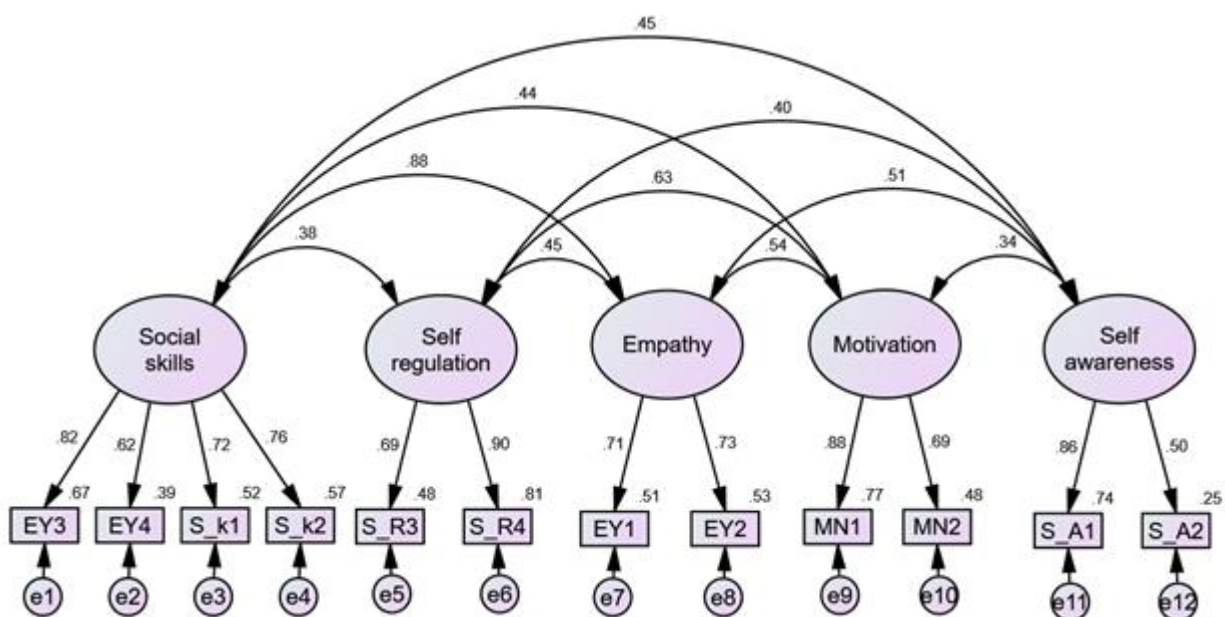


Fig 1:- CFA Model for Emotional Competencies

Figure (1) show Confirmatory Factor Analysis (CFA) for Emotional Competencies, the structural model of Confirmatory Factor Analysis (CFA) reveals the same measures that can be calculated to determine goodness of fit, however this result shows that the sample size is adequate for structural equation modelling

Parameter	Measurement Model	Structural Model
Chi-square	147.225	147.225
Degree of Freedom	44	44
Normed Chi-square (Chi-square/ Df)	3.346	3.346
GFI	1.000	1.000
AGFI	0.900	0.900
NFI	0.922	0.922
CFI	0.971	0.971
RMR	0.067	0.067
REMSA	0.089	0.089

Table 2:- Model Fit Indices of Emotional Competencies

The convergent validity of the construct of Emotional Competencies has been assessed through standardized factor loadings, AVE and CR. Table 3 reveals the (CR) for Social skills = 0.823, Self-regulation = 0.781, Empathy = 0.687, Motivation = 0.767, and Self-awareness = 0.643 , Also we find that values (AVE) in range 0.492 to 0.645. The next table showed all value of Psychometric Properties of Emotional Competencies.

	CR	AVE	MSV	MaxR(H)					
Social skills	0.823	0.539	0.770	0.837	0.734				
Self-regulation	0.781	0.645	0.402	0.838	0.384***	0.803			
Empathy	0.687	0.523	0.770	0.687	0.878***	0.449***	0.723		
Motivation	0.767	0.625	0.402	0.813	0.438***	0.634***	0.536***	0.790	
Self-awareness	0.643	0.492	0.264	0.758	0.448***	0.402***	0.513***	0.344***	0.701

Table 3:- Psychometric Properties of Emotional Competencies Scale

Significance of Correlations: † $p < 0.100$ * $p < 0.050$ ** $p < 0.010$ *** $p < 0.001$

❖ *Validity Concerns*

Discriminant Validity: the square root of the AVE for Social skills is less than its correlation with Empathy. **Reliability: the CR** for Empathy is less than 0.70. No way to improve CR because you only have two indicators for that variable. Removing one indicator will make this not latent. **Reliability: the CR** for Self-awareness is less than 0.70. No way to improve CR because you only have two indicators for that variable. If removing one indicator will make this not latent. **Convergent Validity:** the AVE for Self-awareness is less than 0.50. No way to improve AVE because you only have two indicators for that variable. If removing one indicator will make this not latent. **Discriminant Validity:** the AVE for Social skills is less than the MSV. **Discriminant Validity:** the AVE for Empathy is less than the MSV

❖ *Testing Hypotheses*

➤ *The Relationship between Emotional Competencies and Entrepreneurial Intension*

To assess the impact of Emotional Competencies, such as Self-awareness, self-regulation, motivation, empathy and social skills on entrepreneurial intension, structural equation modeling has been employed and a measurement model of these constructs has been assessed. Figure 2 reveals that reflective indicators have been used for the measurement of latent constructs and non-causal relationship has been studied among different constructs, by drawing path .



Fig 2:- Structural model estimation for self on Entrepreneurial Intention

The structural model reveals the same value of model fit shown in Table 3, all the model fit indices for the structural model were not only significant but remain same as in the measurement model. The low index of R square (i.e. 0.22) justifies the underlying theoretical model.

When Self-awareness goes up by 1 St.D, Entrepreneurial Intention goes down by 0.057 St.D, the CR equal = 0.836 in absolute value is .403. So, Self-awareness is not significantly on Entrepreneurial Intention. When Self-regulation goes up by 1 St.D, Entrepreneurial Intention goes up by 0.191 St.D. The probability of CR equal 2.458 in absolute value is .014. So, Self-regulation is significantly on Entrepreneurial Intention. When Motivation goes up by

1 St.D, Entrepreneurial Intention goes up by 0.125 St.D. The probability of getting a CR as large as 1.463 in absolute value is .144. however the Motivation is not significantly on Entrepreneurial Intention.

When Empathy goes up by 1 St.D, Entrepreneurial Intention goes up by 0.058 St.D. The probability of getting a CR as large as 0.268 in absolute value is .the Empathy is not significantly on Entrepreneurial Intention. and When Social skills goes up by 1 St.D, Entrepreneurial Intention goes up by 0.226 St.D. The probability of getting a CR as large as 1.212 in absolute value is .226. the Social skills is not significantly on Entrepreneurial Intention. All details are shown in the (Table 3).

Parameter	Measurement Model	Structural Model
Chi-square	147.225	147.225
Degree of Freedom	44	44
Normed Chi-square (Chi-square/ Df)	3.346	3.346
GFI	1.000	1.000
AGFI	0.900	0.900
NFI	0.922	0.922
CFI	0.971	0.971
RMR	0.067	0.067
REMSA	0.089	0.089
Path Analysis		
R- Square	0.22	
Path Details	Critical Ratio	Path Coefficients
Entrepreneurial Intention<--- Self-awareness	-.836	.403 NS
Entrepreneurial Intention<--- Self regulation	2.458	.014***
Entrepreneurial Intention<--- Motivation	1.463	.144 NS
Entrepreneurial Intention<--- Empathy	.268	.788 NS
Entrepreneurial Intention<--- Social skills	1.212	.226 NS

Table 4:- Model Fit Indices and Path Coefficients TPB (Multi-dimensional) and entrepreneurial intention

*** Significant at .05 level ** Significant at .01 level NS Not Significant

V. CONCLUSION

The paper aimed to test the relationship between the Emotional Competencies and entrepreneurial intention in Sudanese's universities, the result of study confirmed that Self-regulation has significantly influence on Entrepreneurial Intention, nonetheless Self-awareness, Motivation and Social skills are not significantly influence Entrepreneurial Intention.

This study has similar finding with (Jibao et al., 2017, Abou, E. E, Balal, S. 2018; Abou, E. E et al., 2020) when self-regulation as mediating variables between risk propensity and entrepreneurial intention. Where his study found that the self-regulation mediated the relationship between risk propensity and entrepreneurial intention, (Bandura 1991, 2012). Found risk propensity has positive influence on entrepreneurial intention, while self-efficacy mediated the relationship risk propensity on entrepreneurial intention, Furthermore, his analysis show significant interaction effect (moderated-mediation) effect of entrepreneurial self-efficacy and promotion on entrepreneurial intention. The different result of this study due to using a different type of variable. And also different culture.

When (O.Y. Abiodun and O .O. Oyejoke 2017, Abou, E. E, Balal, S. 2018 ; Abou, E. E et al. ,2020) Where the results of his study confirmed that there was a significant and positive relationship between students' motivation for entrepreneurial and entrepreneurship intentions. This result indicates that entrepreneurship education motivates students positively to venture (to be came entrepreneur) after graduation.

Also the result of study came consistent with Wilson, (2007) which confirmed entrepreneurship motivation has a significantly influence on students' intentions toward entrepreneurship by motive them to choose entrepreneurial careers after graduation. Moreover, the study result came consistent with the by (V Fernández-Pérez et al 2017) confirmed that entrepreneurship in university students demonstration is favoured by the progress of their emotional competencies, due to the direct influence on entrepreneurial intention the positive influence Came through (attitudes and perceived self-efficacy) his study suggested that students with a higher degree of emotional competencies and received entrepreneurship education in university will have a more positive intention towards entrepreneurship and also will be more capable to becoming entrepreneurs in the future.

Last but not least, the result of study consist with (Abou, E. E et al. ,2020) found that students who had a positive way of thinking became real entrepreneurs. and also the student with High attitude towards self-employment actually indicates that the respondent is more in favour of self-employment than organizational employment.

The key contribution of this research is the empirical evidence of the result of this study (does Emotional Competencies lead to students' intention). The implication of this study to give and Sudanese government and policymakers a true picture of the students desire (to work freely) to be real entrepreneur and their willingness to work organizational employment. As well as to help university professors to introduce entrepreneurship as a core subject in all fields, besides offering entrepreneurship training, also universities must consider other factors to motivate students to become entrepreneurs.

The limitation of this research is its sample size (just 348 response), which only consists of some public and private universities in the republic of the Sudan. The finding may not represent the whole population in the republic of the Sudan. Moreover, the student sample has just consisted of bachelor students who are in their final years of study. Future research may consider including respondents not students at universities but select real entrepreneur.

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