



# Gauging the Institution's Potential Towards an Entrepreneurial University: The Case of a Philippine State University

Ersyl T. Biray

## Abstract

The potential of a state university for entrepreneurial university transformation is determined in this study by using the mixed method, specifically the concurrent triangulation design. Strengths, weaknesses, challenges and issues are highlighted based on the guiding framework for entrepreneurial universities by the European Commission – Organization for Economic Cooperation and Development (EC-OECD). Middle level managers of the institution served as participants providing data through survey instrument and interviews. Results revealed that generally the university is Going Entrepreneurial, particularly in leadership and governance; organizational capacity, people and incentives; entrepreneurship development in teaching and learning; and pathways for entrepreneurs. It is Almost Entrepreneurial in its business/external relationships for knowledge exchange, and as an internationalized institution; and only in measuring the impact of entrepreneurial university that it is described as Initially Going Entrepreneurial. Challenges and issues identified that may affect the internal system consist political leadership openness to support development plans and projects; presence of internationally-popular eco-tourism, farm tourism, cultural and heritage tourism potentials; booming business atmosphere in the province and the region; availability of local and international scholarships and fellowships for staff and students; presence of commercial banks offering loan credits; and presence of private colleges and learning centers. Recommendations for internal policy consideration include the revisit and inclusion in the strategic plan of an entrepreneurial agenda; appropriation of budget to support the entrepreneurial projects or start-ups by the faculty, staff and students; and exploration of functional engagements and linkages with external (local and international) stakeholders and willing business partners, experts and entities who could help put up or invest on incubators, science parks and the like.

**Keywords:** *entrepreneurial, mixed methods, internationalized, start-ups, incubators*

**Received:** October 15, 2021

**Revised:** December 15, 2021

**Accepted:** February 5, 2022

**Suggested Citation:** Biray, E.T. (2022). Gauging the Institution's Potential towards an Entrepreneurial University: The Case of a Philippine State University. *International Journal of Educational Management and Development Studies*, Volume 3 Issue 1, pp. 1 - 22. DOI: <https://doi.org/10.53378/352860>

## About the author:

PhD. Professor VI, College of Teacher Education, Aklan State University, Banga, Aklan, Philippines



© The author (s). Published by Institute of Industry and Academic Research Incorporated.

This is an open-access article published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

## 1. Introduction

There is a growing diversity of university typologies in the local, regional and international front today. Universities are required not only to prepare their students to serve the immediate needs of the market through a ‘seamless path to work’ approach but also encourage them to ‘create work’ through innovation and ingenuity. Under academic capitalism, the prime focus of universities, research institutes and higher learning has to be on developing creative human resource capable to putting innovative ideas to some practical use and profits (Gupta, 2008).

While most higher education institutions in western and European countries have transformed and practiced being entrepreneurial universities, only a few in the Asian region, and much less in the Philippines are into it. The concept of an entrepreneurial university starts with the orientation derived through entrepreneurship education. But entrepreneurship education was instituted by the Commission on Higher Education (CHED) as a formal degree program only in 2005. This means that the transformation of higher education institutions in the Philippines to become entrepreneurial universities is still at its infancy stage as compared to their counterpart in western countries. With the thrust on internationalization going on in the country’s higher education institutions (HEIs) for eventual competitiveness of business-oriented graduates in the global market, the immediate need to scan the environment becomes pressing.

A state university in Aklan, Western Visayas, Philippines aimed to become “an academic pillar of excellence for sustainable development”. Along its mission is producing “globally competent professionals, leaders and entrepreneurs” through its four-fold functions of instruction, research, extension, and production. It has become apparent that the university looks forward to be competitive with its neighbors in the region and beyond its borders on the entrepreneurial aspects of coming out with business-driven human resources who can initiate innovations and start-up activities that not only answer the basic necessities but propel economic growth in the communities, particularly that it is the only state-funded HEI in the province and among the top in the region. But has it functioned well as a producer of globally-ready entrepreneurs as it visualized to be since it implemented its strategic plan in 2013?

This study purposely determined a Philippine state university’s current status, and established its potential status for entrepreneurial university transformation. The strengths and weaknesses of the institution’s existing system was identified in order that appropriate recommendation to thwart challenges and issues affecting the system is forwarded to establish its

fitness for the entrepreneurial transformation. All the middle level managers of the institution participated in advancing the information on this aspect.

Specifically, this study determined the strengths and weaknesses of the university towards entrepreneurial university transformation in terms of leadership and governance, organizational capacity: funding, people and incentives, entrepreneurship development in teaching and learning, pathways for entrepreneurship, university – business/external relationship for knowledge exchange, the Entrepreneurial University as an internationalized institution, and measuring impact; ascertained the challenges and issues for the internal system with reference to EC-OECD Entrepreneurial Universities Framework; and established recommendations to preparation for entrepreneurial university transformation.

## **2. Literature review**

### ***2.1. Entrepreneurship and world universities***

Traditionally, the universities and centers of higher learning were required to build a set of skills, attitudes and values that were necessary for effective participation in a particular civil society. Today they are required to build skill sets they can bargain with internationally as a commodity because having such skills or capacity can create more employment opportunities and even help in driving the advancement of local communities. Due to such wide concerns a wide range of governments in Asia are also keen to promote the concept of “entrepreneurial university” to bring greater advantages to the whole society.

As the economy has evolved from being driven by physical capital to knowledge, and then again to being driven by entrepreneurship, the role of the university has evolved over time. While the entrepreneurial university was a response to generate technology transfer and knowledge-based start-ups, the role of the university in the entrepreneurial society has broadened to focus on enhancing entrepreneurship capital and facilitating behavior to prosper an entrepreneurial society (Audretsch, 2014).

Some of these universities have varying strategic agenda for excellence while others work for strong alliances with industries, local government units (LGUs) and civil society organizations (CSOs) to sustain continuous growth and development in their human, physical and financial resources. By nature, entrepreneurial universities are involved in partnerships, networks and other relationships to generate an umbrella for interaction, collaboration and co-operation (Guerrero et al., 2014). It is essential for HEIs to find creative ways to encourage and

develop strong university-industry collaboration (UIC) to stimulate the establishment of startups for technocities or technoparks for internship programs of students (Genc et al., 2020). The support of public and public funding partners is important to assist in building entrepreneurial universities to reinforce the university-industry-government (UIG) linkages. The necessity of private funding support is to fill in the gap in technological development between universities and industries while those coming from the public as a catalyst in attracting private funding to bridge the gap between university and industry (Hu, 2009).

According to de Souza et al. (2017), to have an enabling environment for innovation, universities must have: the institutionalization of the entrepreneurship concept as well as mechanisms that make it possible; a strategic vision focused on transformation of academic environment; the mitigation of conflicts of interest resulting from traditional research vision of the university and profit of the institution; management of risks facing the process of change; and balance between demand and capacity to supply it.

In Latvia, a positive trend was observed on the cooperation among business incubators, higher education institutions and the local government but there is a need to put higher efforts to assist young entrepreneurs in building cooperation networks and strengthening knowledge cooperation with external stakeholders (Bikse et al., 2016). In Bulgaria and Portugal, Yordanova and Filipe (2019) found out that there are internal and external barriers and facilitators of entrepreneurial transformation and revealed the relative importance of these factors to the entrepreneurial transformation of the Sofia University.

Mok and Jiang (2017) found out that in Hong Kong and Shenzhen, China, the government established an Innovation and Technology Bureau, promoted smart city, innovation and entrepreneurship, knowledge transfer among universities, and facilitated start-ups and the incubation process by providing financial support for graduates. Universities are also encouraged to become entrepreneurial by commercializing academic research, strengthening collaboration with industry sectors, and encouraging students to engage in entrepreneurship.

Using the same framework used in this study, the EU-OECD, Alghamdi (2020) found out that academic leaders in Saudi universities perceived that entrepreneurship in their institutions were in a moderate level. Among the dimensions cited, Organizational Capacity, People, and Initiative had the highest rating. These were followed by Leadership and Governance, University-Business/External Relationships for Knowledge Exchange, The Entrepreneurial

University as an Internationalized Institution, Entrepreneurship Development in Teaching and Learning, and Measuring Impact of the Entrepreneurial University.

Velasco (2013) pointed out that ‘entrepreneurship in the Philippines is basically a necessity entrepreneurship’ where Filipinos go into entrepreneurial ventures to meet their basic needs. Unlike in western countries where entrepreneurship education covers the development of the students’ ability to start up a business and pursue opportunities in the larger business or economic ventures, business education programs in the Philippines develop students for employment rather than entrepreneurship. It lacks role models like entrepreneurs who espouse high opportunity high-growth undertaking. The curriculum is also focused in the preparation of business plans where most of which are not implemented, and the absence of an integrating course that blends the different disciplines of social science, humanities, technology, and the natural sciences. Thus, he suggests for the review and revision of the entrepreneurship curriculum, document role models, set up business incubation in the university, pursue research on entrepreneurship, and promote on-the-job training with entrepreneurs.

Gatchalian (2010) noted that “it is only very recent that entrepreneurship education is giving a push and gaining ground in the collegiate level as a full course”. It is implied that opening an entrepreneurship program is difficult considering the rigors of finding the human as well the academic resources to adopt, develop, and utilize. Today, higher education institutions in the country still treat entrepreneurship courses in the traditional scheme – large classes, contend to what resources are available, and require business plans left unimplemented – to produce manpower who employ to sustain their basic necessities.

However, in a national assessment conducted by the Erasmus+ Programme for Capacity Building in Higher Education in 2017 to benchmark the current situation of entrepreneurial environment in the Philippines, it found out that the majority of the Philippine HEIs consider the inclusion of entrepreneurship in their institutional strategy as moderately relevant. Thus, it recommends the embedment of entrepreneurship in every part of the organization, from leadership through its teaching and student impact.

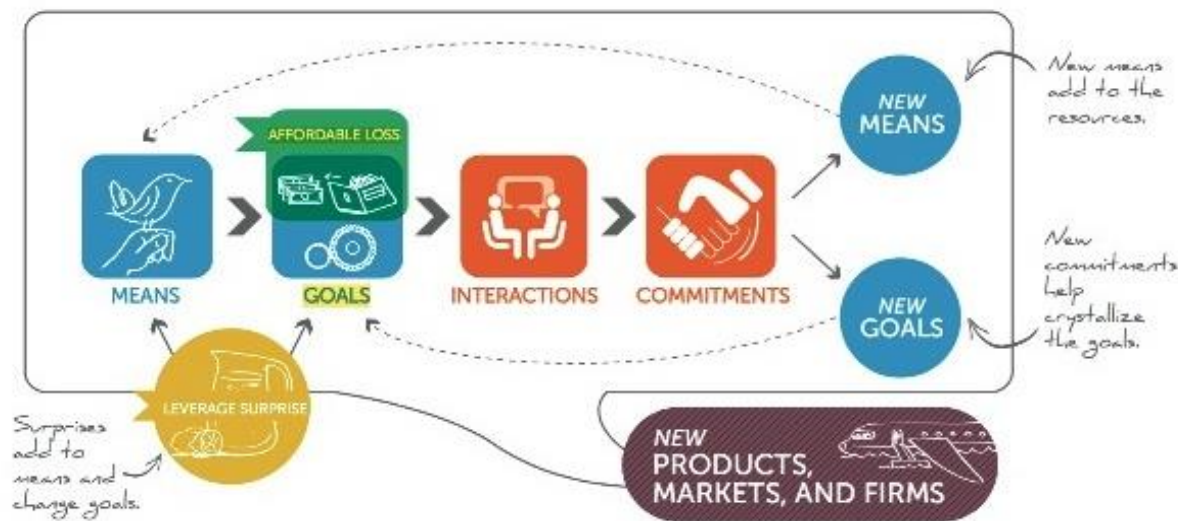
## ***2.2.Theoretical and conceptual framework***

This study was based on the Theory of Effectuation as advocated by Sarasvathy (2001). This theory describes “an approach to making decisions and performing actions in

entrepreneurship processes, where you identify the next, best step by assessing the resources available in order to achieve your goals, while continuously balancing these goals with your resources and actions. It has the fundamental principle called *Pilot-in-the-plane*, which describes the future as something one can influence by his actions and create his own opportunities.

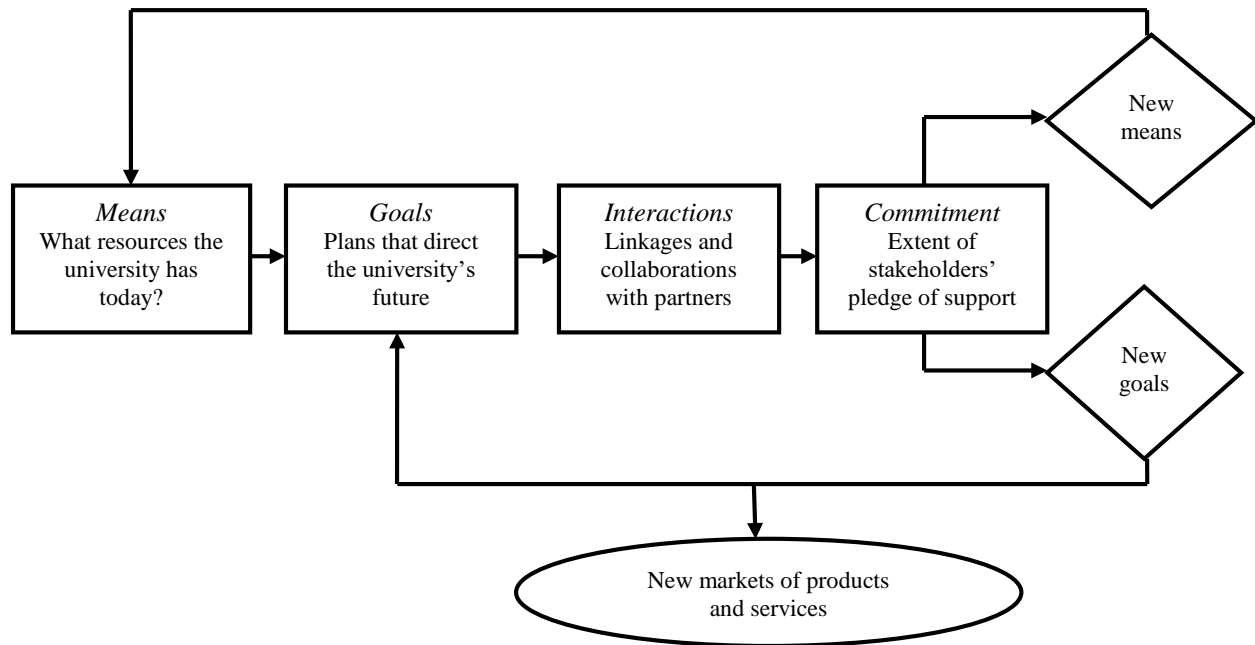
**Figure 1**

*The Sarasvathy Effectuation Model*



Source: <https://necrophonedotcom.files.wordpress.com>

In this study, *Means* included the available physical, financial, and human resources of the university today; *Goals* referred to the existing and future plans which guide the direction of the system; *Interactions* described how well the organization interacts, links, collaborate and work with partners in attaining the goals; and *Commitment* was about how stakeholders devote their selves on the pledges they have made. This commitment would bring about new sources of funding, experts, facilities, equipment, and other privileges that would expand and strengthen the resources of the university. It would also redound to the adoption of new goals towards attracting new markets of products and services produced by the university.

**Figure 2***Conceptual Framework of the Study*

### 3. Methodology

This mixed methods research study used specifically the concurrent triangulation design. According to Creswell (2003), this design involves the collection of quantitative and qualitative data concurrently in one phase, analyzed separately and then compared and/or combined. This is used to confirm, cross-validate or corroborate findings within a study. It is often used to overcome a weakness in one method with the strengths of another. It can also be useful in expanding quantitative data through collection of open-ended qualitative data.

The participants of the study were all the middle-level managers of the state university composed of the deans of schools and colleges, and heads of service units who are in-charge of production and income generation during the study period in 2019. They were selected considering their knowledge of the system in academic and administrative aspects of management.

The EC-OECD Entrepreneurial Universities Framework was adopted as a standardized instrument to establish how is the university ready for entrepreneurial university transformation, as well as the presence or absence of necessary policies and practices. Likewise, the strengths and weaknesses of the university's current set-up were also determined, and challenges and

issues that affected the system were identified where recommendations to meet these challenges were forwarded.

An interview guide to elicit answers from key informants was used to validate the data generated from the survey questionnaire. Questions in the guide were based from the standardized survey instrument; probing and follow-up questions were also asked to clarify issues. Field notes were also maintained to capture the statements given out by the participants. Permission to conduct the study, as well as access to records was secured from the University President, the Director for Standards, the Campus Directors, and heads of units prior to actual study.

All personal information given by and elicited from the participants were kept confidential and only the necessary data for the purpose of the study were utilized.

Mean was the statistical tool used to describe the quantitative data. Each indicator per area was rated from the lowest 0 to the highest 10 and was based on the current status of the institution as per the OC-OECD Entrepreneurial Universities Framework. The scores given by the participants were combined to get the mean for every specific indicator and the mean per area. The grand mean would define the readiness of the university towards entrepreneurial transformation. The qualitative data consisting of responses gathered through KI interviews were used to validate the quantitative result. This would help in identifying the weak points of the university along the process and serve as basis in coming up with appropriate recommendations.

#### **4. Findings and Discussion**

The strengths and weaknesses of the state university towards its transformation to becoming an entrepreneurial university are presented based on the following areas:

##### ***A. Leadership and governance***

***Strengths.*** Results showed that the university has worked on its commitment and mission “to produce globally competent professionals, leaders and entrepreneurs” through its four-fold functions – instruction, research, extension and production. The university leadership has initiated to establish an institution-wide entrepreneurial program. It has designated a faculty in-charge of the income-generation projects, and a faculty whose function oversees the marketing activities of the institution. These designees have director titles and submit report to the monitoring and evaluation office.



**Table 1***Entrepreneurial Status in terms of Leadership and Governance*

<b>Indicator</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Entrepreneurship is a major part of the university strategy.	4.2	Going Entrepreneurial
There is commitment at a high level to implementing the entrepreneurial strategy.	4.4	Going Entrepreneurial
The university has a model for coordinating and integrating entrepreneurial activities at all levels across the university.	3.4	Initially Going Entrepreneurial
The faculties and units have autonomy to act.	3.8	Going Entrepreneurial
The university is a driving force for entrepreneurship development in the wider regional, social and community development.	4.4	Going Entrepreneurial
<b>Area Mean</b>	<b>4.04</b>	<b>Going Entrepreneurial</b>

*Legend: 10-Very Highly Advanced Entrepreneurial; 9-Very Highly Entrepreneurial; 8- Highly Entrepreneurial; 7-More Entrepreneurial; 6-Entrepreneurial; 5-Almost Entrepreneurial; 4-Going Entrepreneurial; 3-Initially Going Entrepreneurial; 2-Planning to Be Entrepreneurial; 1-Doing Non-Entrepreneurial Activities; 0-No Idea about Entrepreneurship*

This implies that the top management of the university has a high spirit of commitment to implementing the plans and projects of the university, particularly in the area of entrepreneurship being part of its production function. Likewise, it has sent staff to actively participate in local, regional, and national development activities related to entrepreneurship as part of its human capability building as reflected by the mean of 4.4 described as Going Entrepreneurial. This action is congruent with the recommendation of the Erasmus+ Programme for Capacity Building in Higher Education (2017) for Philippine HEIs to embed entrepreneurship from leadership and in every part of the organization.

**Weaknesses.** The university, however, lacks a clear university entrepreneurial agenda which should have included specific objectives for entrepreneurship complete with performance indicators that are known across the institution and understood to be a priority program by its staff and students. The absence of such scheme to coordinate and integrate the activities of the different levels of the organization contributed to its mean of 3.4 interpreted as Initially Going Entrepreneurial. Thus, a distinct office for entrepreneurship with clearly defined functions different from the tasks pursued by the current directors for income-generation and marketing needs to be included in the university's organizational structure. This is understandable because the Erasmus+ Programme for Capacity Building in Higher Education (2017) found out in their assessment in the Philippines that the entrepreneurial agenda in the university level are new to some HEIs and that they are just starting to learn about it.

In fact, the commitment and motivation to implement entrepreneurship activity is still inadequate. Participants revealed that there is a felt need to overcome bureaucratic barriers to undertake entrepreneurial activities and speed up the idea of creation and decision-making. This is evident in the mean of 3.8 interpreted as Going Entrepreneurial. If so, this will make the creation of new entrepreneurial centers and structures for the development of new activities easy in the institution.

Overall, the entrepreneurial status of the university in terms of leadership and governance is Going Entrepreneurial. Obviously, this is logical as viewed by Velasco (2013) because entrepreneurship in the Philippines is basically a necessity entrepreneurship where Filipinos go into entrepreneurial ventures to meet their basic needs.

### ***B. Organizational capacity: Funding, people and incentives***

**Table 2**

*Entrepreneurial Status in terms of Organizational Capacity, People and Incentives*

<b>Indicator</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
The university's entrepreneurial objectives are supported by a wide variety of funding sources/investment, including investment by external stakeholders.	3.8	Going Entrepreneurial
The university has a sustainable financial strategy in place to support entrepreneurial development.	3.8	Going Entrepreneurial
There are mechanisms in place for breaking down traditional boundaries and fostering new relationships – bringing internal stakeholders together (staff and students) and building synergies between them.	4.4	Going Entrepreneurial
The university is open to recruiting and engaging with individuals who have entrepreneurial attitudes, behaviour and experience.	4.4	Going Entrepreneurial
The university invests in staff development to support entrepreneurial agenda.	3.6	Going Entrepreneurial
There are clear incentives and rewards for staff who actively support the university's entrepreneurial agenda.	3.2	Initially Going Entrepreneurial
The university gives status and recognition to other stakeholders who contribute to the university's entrepreneurial agenda.	4.0	Going Entrepreneurial
<b>Area Mean</b>	<b>3.89</b>	<b>Going Entrepreneurial</b>

*Legend: 10-Very Highly Advanced Entrepreneurial; 9-Very Highly Entrepreneurial; 8- Highly Entrepreneurial; 7-More Entrepreneurial; 6-Entrepreneurial; 5-Almost Entrepreneurial; 4-Going Entrepreneurial; 3-Initially Going Entrepreneurial; 2-Planning to Be Entrepreneurial; 1-Doing Non-Entrepreneurial Activities; 0-No Idea about Entrepreneurship*

**Strengths.** The mean of 4.4 described as Going Entrepreneurial reflects that the university has institutionalized internal arrangements for sharing facilities across schools and colleges, student services, interdisciplinary units, allied teaching faculty and research groups. It also has put in place an approved institutional policy that allows open recruitment and engagement of qualified applicants which is expected considering that hiring and selection of staff is covered by Civil Service laws.

It also allows diversified IGPs to be run by personnel where income is used as revolving (self-funding) fund to improve the business. It has also started renting out spaces to small time stallholders to generate additional income. Likewise, these income generating projects serve as in-campus immersion and practice centers for students enrolled in related programs.

Cash incentives and teaching load equivalent credits are given to teaching personnel involved in these projects. Lately, the university has institutionalized the annual recognition of the different stakeholders who have contributed to the university's strategic agenda, thus the mean of 4.0 or Going Entrepreneurial proves its existence.

**Weaknesses.** It was observed, however, that the budget for entrepreneurial activities is wanting. Income-generating activities are limited and most of these IGPs are self-liquidating, thus income is inadequate to re-invest in other potential and diversified revenue-generating investments. Despite the availability of commercially-viable spaces, the institution is yet to pour in investment for entrepreneurial activities through a sustainable financial strategy. Investors have not got in, except for small stalls that come and go during class days. According to Hu (2009), funding support from public and private sources are important to assist in building entrepreneurial universities to reinforce the university-industry-government (UIG) linkages. The necessity of private funding support is to fill in the gap in technological development between universities and industries while those coming from the public as a catalyst in attracting private funding to bridge the gap between university and industry.

Despite the practice of sharing facilities, laboratories, and services across faculties, this is limited to instructional purposes. There is the absence of a mechanism for exploiting internal knowledge and resources for entrepreneurial activities. A formal organizational policy on selection, placement and development of personnel managing entrepreneurial activities to address the entrepreneurial agenda of the university needs to be prepared.

Conversely, a clear system for incentives and rewards for staff that actively support the university's entrepreneurial agenda is not in place, as reflected by the mean of 3.2 or Initially

Going Entrepreneurial. Incentives for the generation of income are based on a policy for production implemented since the two previous university administrations.

The same observation was recorded by Mudde, Fauzi and Widhiani (2017) in Bogor Agricultural University (IPB) in Indonesia. They found out that although the institutional leadership supported entrepreneurial activities, the faculty did not feel being incentivized for coaching and training students beyond lecturing or on developing new entrepreneurial courses. Also, limited attention was given to make the teaching and learning process more entrepreneurial and almost all entrepreneurship development activities were taken as extra-curricular.

### ***C. Entrepreneurship development in teaching and learning***

**Table 3**

*Entrepreneurial Status in terms of Entrepreneurship Development in Teaching and Learning*

<b>Indicator</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
The university is structured in such a way that it stimulates and supports the development of entrepreneurial mindsets and skills.	3.6	Going Entrepreneurial
Staff takes an entrepreneurial approach to teaching in all departments, promoting diversity and innovation in teaching and learning.	2.8	Initially Going Entrepreneurial
Entrepreneurial behaviour is supported throughout the university experience; from creating awareness and stimulating ideas through to development and implementation.	3.6	Going Entrepreneurial
The university validates entrepreneurship learning outcomes.	2.6	Initially Going Entrepreneurial
Collaborating and engaging with external stakeholders is a key component of teaching and learning development in an Entrepreneurial University.	4.4	Going Entrepreneurial
Research results are integrated into entrepreneurship education and training.	5.4	Almost Entrepreneurial
<b>Area Mean</b>	<b>3.73</b>	<b>Going Entrepreneurial</b>

*Legend: 10-Very Highly Advanced Entrepreneurial; 9-Very Highly Entrepreneurial; 8- Highly Entrepreneurial; 7-More Entrepreneurial; 6-Entrepreneurial; 5-Almost Entrepreneurial; 4-Going Entrepreneurial; 3-Initially Going Entrepreneurial; 2-Planning to Be Entrepreneurial; 1-Doing Non-Entrepreneurial Activities; 0-No Idea about Entrepreneurship*

**Strengths.** The university has established the School of Management Sciences (SMS) to be the delivering unit for students who would want to go into business and management related careers. It has offered a baccalaureate degree in entrepreneurship and it had required students to have start-ups for their final course requirement.

Food fairs, product exhibits, and skills competitions are conducted annually to showcase entrepreneurial abilities of students. Other curricular programs, like Food Technology, Home

Technology, Business Administration, and Hotel and Restaurant Management periodically expose students to simple economic activity where outputs of specific lessons are presented and offered for sale in the campus.

The university's strong linkages with stakeholders in business and industry have resulted to its graduating students' immersion in these establishments as part of their on-the-job training requirements as evidenced by the mean of 4.4 described as Going Entrepreneurial. This is consistent with the findings of the Erasmus+ Programme for Capacity Building in Higher Education (2017) which revealed that internships or practicum programs for students are very common across the HEIs in the Philippines.

**Weaknesses.** The university has not strengthened its academic entrepreneurship program to prepare graduates to be skilled entrepreneurs. As such, the delivery of instructional content and motivation towards entrepreneurial activities had not been emphasized and sustained.

Among the assessment result established by the Erasmus+ Programme for Capacity Building in Higher Education (2017) in the Philippines as pointed out by a number of respondents revealed that there is no internal funding provision for students to do research, and that only a number of these HEIs have incubation and acceleration programs that offer basic support services such as space provision and linkages to mentors and potential funders.

Since there is the absence of specific entrepreneurial service unit that carries out the supposed functions, the promotion of diversity and innovation in teaching and learning is not met, much more the learning outcomes validated as shown by the means of 2.8 and 2.6 or Initially Going Entrepreneurial, respectively.

Despite the existence of the offices of production and marketing, the functions of each unit are unclear. Delineation of roles and extent of services is not well-taken. Aside from this, the heads of these offices lack focus as they also hold academic responsibilities.

For a university that is starting to become one, this is likely because according to Chao (2018), an entrepreneurial university should be seen in terms of its ability to adapt and survive within an increasingly market environment, and in terms of its contribution to solutions to societal issues in their teaching, research and extension functions.

#### ***D. Pathways for entrepreneurship***

**Strengths.** The administration through the different service units of the university has actively encouraged its personnel and students to develop entrepreneurial mindsets as shown by

the mean of 5.0 described as Almost Entrepreneurial. This is usually evident in in-service trainings conducted and extension activities done by the faculty in various adopted communities for their required extension functions.

Likewise, students are exposed to entrepreneurship-related forums and immersion activities that they have a feel of how entrepreneurs work and sustain the momentum of business.

**Table 4**  
*Entrepreneurial Status in terms of Pathways for Entrepreneurs*

Indicator	Mean	Verbal Interpretation
The university raises awareness of the values/importance of developing entrepreneurial abilities amongst staff and students.	3.8	Going Entrepreneurial
The university actively encourages individuals to become entrepreneurial.	5.0	Almost Entrepreneurial
The university provides opportunities to experience entrepreneurship.	4.0	Going Entrepreneurial
The university provides support for individuals and groups to move from entrepreneurial ideas to action.	3.4	Initially Going Entrepreneurial
Mentoring by academic and industry personnel is available.	3.2	Initially Going Entrepreneurial
The university facilitates access to private financing for its potential entrepreneurs.	3.0	Initially Going Entrepreneurial
The university provides access to business incubation facilities.	2.8	Initially Going Entrepreneurial
<b>Area Mean</b>	<b>3.6</b>	<b>Going Entrepreneurial</b>

*Legend: 10-Very Highly Advanced Entrepreneurial; 9-Very Highly Entrepreneurial; 8- Highly Entrepreneurial; 7-More Entrepreneurial; 6-Entrepreneurial; 5-Almost Entrepreneurial; 4-Going Entrepreneurial; 3-Initially Going Entrepreneurial; 2-Planning to Be Entrepreneurial; 1-Doing Non-Entrepreneurial Activities; 0-No Idea about Entrepreneurship*

**Weaknesses.** Low awareness on value of entrepreneurship and entrepreneurial engagement is observed as the mindset in the university is highly academic. Thus, more information dissemination and orientation on entrepreneurial plans and programs of the university is needed, particularly among the personnel of the university. Seminars and trainings in coming up and establishing start-ups and spin-offs and funding support for such are yet to be considered. In contrast, students, teaching staff and stakeholders in an Indonesian university are aware of and had positive perception of the entrepreneurial status of the organization even if these perceptions were significantly different when compared with each group (Mudde et al., 2017).

Noticeably, the staffs assigned in IGPs are contractual. There is also the absence of entrepreneurial skills enhancement programs for these workers.

A plan to network with private financiers by the university for its potential entrepreneurs is not yet on the drawing table. Provision for on-site incubators remains a need. This is where the university needs to prioritize because according to Prokopowicz (2019), academic incubators are developed at universities to support innovation and entrepreneurship of students. They supplement to the educational program to activate the innovation and entrepreneurship of students. These can even be the link to the industries and companies that may take in internship of students, employ business graduates of the institution, and help in securing financial support from banks and other financial institutions.

### ***E. University – business/external relationship for knowledge exchange***

**Table 5**

*Entrepreneurial Status in terms of University – Business/External Relationships for Knowledge Exchange*

<b>Indicator</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
The university is committed to collaboration and knowledge exchange with industry, society and the public sector.	5.8	Entrepreneurial
The university demonstrates active involvement in partnerships and relationships with a wide range of stakeholders.	4.8	Almost Entrepreneurial
The university has strong links with incubators, science parks and other external initiatives, creating opportunities for dynamic knowledge exchange.	2.8	Initially Going Entrepreneurial
The university provides opportunities for staff and students to take part in entrepreneurial activities with businesses/the external environment.	4.4	Going Entrepreneurial
The university specifically supports staff and student mobility between academia and the external environment.	4.8	Almost Entrepreneurial
The university links research, education and industry (wider community) activities together to affect the whole knowledge ecosystem.	5.2	Almost Entrepreneurial
<b>Area Mean</b>	<b>4.63</b>	<b>Almost Entrepreneurial</b>

*Legend: 10-Very Highly Advanced Entrepreneurial; 9-Very Highly Entrepreneurial; 8- Highly Entrepreneurial; 7-More Entrepreneurial; 6-Entrepreneurial; 5-Almost Entrepreneurial; 4-Going Entrepreneurial; 3-Initially Going Entrepreneurial; 2-Planning to Be Entrepreneurial; 1-Doing Non-Entrepreneurial Activities; 0-No Idea about Entrepreneurship*

**Strengths.** The university has a good working collaboration and exchange knowledge with industry, society and the public sector. It has created a good name in the community that access to external facilities for its personnel and students had been smooth and functional. It has, for years linked with the industry, particularly in sending its graduating students for their off-campus internship, on-the-job training and practicum. The faculty has likewise enjoyed scholarship opportunities and research funding support due to the strong relations of the

university with these establishments and organizations as proven by the mean of 5.8 described as Entrepreneurial. This result is aligned with the concept of Genc and his group (2020) who said that it is essential for HEIs to find creative ways to encourage and develop strong university-industry collaboration (UIC) to stimulate the establishment of startups for technocities or technoparks for internship programs of students.

It has absorbed back into the university's environment the knowledge created and co-created by research, industry, education and the wider community, as shown by the mean of 5.2 or Almost Entrepreneurial. Thus, it welcomed guest lecturers from the stakeholders or experts from the industry, and collaborated with established organizations for research partnerships.

The university has also gained the respect of local government units as it has helped transform communities in its extension programs and projects.

And, it has supported faculty and student mobility as it allowed faculty members to fellowships, and students to internships abroad as evidenced by the mean of 4.8 described as Almost Entrepreneurial.

**Weaknesses.** The university has not had linked with incubators, and science and business parks nor has it had a mechanism in place to capitalize on knowledge acquired as there is no local concept about this, as shown by the mean of 2.8, described as Initially Getting Entrepreneurial. The possibility of coming up with a technology or business hub is farfetched. Likewise, the opportunity of giving the organization's personnel and staff and students to take part in entrepreneurial activities with businesses and the external environment is from weak to nil.

#### ***F. The Entrepreneurial University as an internationalized institution***

**Strengths.** The Office of International Relations was put up in February 2018 to plan, prepare, and implement programs and projects related to the internationalization of personnel and student activities, particularly on faculty and student exchange, professional and educational collaboration, joint research undertakings, exchange of publications, socio-cultural development and other activities that may bring about beneficial returns to the university. Thus, cultural visits, faculty lecture forums between partner institutions, and student internship abroad were accomplished.



The faculty and students have participated in international events as paper presenters in conferences, and participants in seminars and trainings as proven by the mean of 4.8 or Almost Entrepreneurial.

The university has been a recipient of overseas volunteers and student services, and has sent fellows to international executive programs as shown by the mean of 4.8 or Almost Entrepreneurial.

**Table 6**

*Entrepreneurial Status in terms of the Entrepreneurial University as an International Institution*

Indicator	Mean	Verbal Interpretation
Internationalization is a key part of the university's entrepreneurial strategy.	4.4	Going Entrepreneurial
The university explicitly supports the international mobility of its staff and students (including PhD students).	4.8	Almost Entrepreneurial
The university seeks and attracts international and entrepreneurial staff (including teaching, research and PhDs).	4.2	Going Entrepreneurial
The university demonstrates internationalization in its approach to teaching.	4.6	Almost Entrepreneurial
The university, its departments and faculties actively participate in international networks.	4.8	Almost Entrepreneurial
<b>Area Mean</b>	<b>4.56</b>	<b>Almost Entrepreneurial</b>

*Legend: 10-Very Highly Advanced Entrepreneurial; 9-Very Highly Entrepreneurial; 8- Highly Entrepreneurial; 7-More Entrepreneurial; 6-Entrepreneurial; 5-Almost Entrepreneurial; 4-Going Entrepreneurial; 3-Initially Going Entrepreneurial; 2-Planning to Be Entrepreneurial; 1-Doing Non-Entrepreneurial Activities; 0-No Idea about Entrepreneurship*

**Weaknesses.** There is a very limited budget to fund the university needs for the international mobility of its faculty and students, and the mechanism in the recruitment and hiring of international faculty and staff is also wanting in the university. Likewise, the necessity of embedding in the teaching and learning content the promotion of internationalization is among the priority. In his observation, Alghamdi (2020) found out that academic leaders in Saudi universities also perceived that entrepreneurship in their institutions were in a moderate level. Among the dimensions in moderate level included University-Business/External Relationships for Knowledge Exchange, The Entrepreneurial University as an Internationalized Institution, Entrepreneurship Development in Teaching and Learning, and Measuring Impact of the Entrepreneurial University.

### ***G. Measuring the impact of the Entrepreneurial University***

**Strengths.** The university has a mechanism to monitor the income-generating activities of the different campuses. Regular reporting schemes are adhered upon by projects-in-charge, and the systems income is reported to the governing board during its periodic meetings.

**Weaknesses.** A scheme to monitor the entrepreneurial activities of the university is yet to be drafted as shown by the mean of 2.6 described as Initially Going Entrepreneurial. Knowledge exchange related activities, as scholarships and fellowships given to faculty and students, and scholarly products crafted and produced by the personnel are not strictly monitored, thus its impact on the program of the university cannot be ascertained as evidenced by the mean of 2.8 or Initially Getting Entrepreneurial.

**Table 7**

*Entrepreneurial Status in terms of Measuring the Impact of the Entrepreneurial University*

Indicator	Mean	Verbal Interpretation
The university assesses the impact of its entrepreneurial strategy and the strategy is responsive to change.	3.4	Initially Going Entrepreneurial
The university assesses the level of engagement in entrepreneurial teaching and learning across the institution.	3.2	Initially Going Entrepreneurial
The university regularly assesses the impact of entrepreneurship teaching and learning.	2.8	Initially Going Entrepreneurial
The university carries out regular monitoring and evaluation of the universities' knowledge exchange activities.	3.2	Initially Going Entrepreneurial
The university carries out regular monitoring and evaluation of the impact of start-up support.	2.6	Initially Going Entrepreneurial
<b>Area Mean</b>	<b>3.04</b>	<b>Initially Going Entrepreneurial</b>

*Legend: 10-Very Highly Advanced Entrepreneurial; 9-Very Highly Entrepreneurial; 8- Highly Entrepreneurial; 7-More Entrepreneurial; 6-Entrepreneurial; 5-Almost Entrepreneurial; 4-Going Entrepreneurial; 3-Initially Going Entrepreneurial; 2-Planning to Be Entrepreneurial; 1-Doing Non-Entrepreneurial Activities; 0-No Idea about Entrepreneurship*

This situation was also observed in an HEI in Indonesia. University-business relations were limited and that business partners (if there were), were hardly responsible in the knowledge generation process. What dominated the mindset of IPB officials was not on knowledge generation or co-creation but on knowledge transfer. Thus, the focus was more on how much is transferred and not on how many were used and applied (Mudde et al., 2017).

**Summary.** As a whole, this Philippine state university in Aklan today is Going Entrepreneurial as evidenced by the mean of 3.93. But its business and/or external relationships with industries and stakeholders and becoming an internationalized institution is Almost Entrepreneurial as shown by the means of 4.63 and 4.53, respectively.

In all other areas of qualification towards becoming an entrepreneurial university, except one, as leadership and governance; organizational capacity, people and incentives; entrepreneurship development in teaching and learning; and pathways for entrepreneurs, this state university is Going Entrepreneurial. It is only in measuring the impact of entrepreneurial university that the state university is Initially Going Entrepreneurial as shown by the mean of 3.04.

**Table 8**

*Overall Entrepreneurial Status of the Institution based on the Guiding Framework for Entrepreneurial Universities*

Indicator	Mean	Verbal Interpretation
Leadership and governance	4.04	Going Entrepreneurial
Organizational capacity, people and incentives	3.89	Going Entrepreneurial
Entrepreneurship development in teaching and learning	3.73	Going Entrepreneurial
Pathways for entrepreneurs	3.60	Going Entrepreneurial
University – business/external relationships for knowledge exchange	4.63	Almost Entrepreneurial
The Entrepreneurial University as an internationalized institution	4.56	Almost Entrepreneurial
Measuring the impact of the Entrepreneurial University	3.04	Initially Going Entrepreneurial
<b>Grand Mean</b>	<b>3.93</b>	<b>Going Entrepreneurial</b>

*Legend: 10-Very Highly Advanced Entrepreneurial; 9-Very Highly Entrepreneurial; 8- Highly Entrepreneurial; 7-More Entrepreneurial; 6-Entrepreneurial; 5-Almost Entrepreneurial; 4-Going Entrepreneurial; 3-Initially Going Entrepreneurial; 2-Planning to Be Entrepreneurial; 1-Doing Non-Entrepreneurial Activities; 0-No Idea about Entrepreneurship*

### ***Challenges and Issues for the Internal System***

As the state university works towards its transformation from a purely academic institution to an entrepreneurial university, challenges and issues affect its internal system. Participants agree that the university is located strategically where there is: 1) political leadership openness to support development plans and projects; 2) presence of internationally-popular eco-tourism, farm tourism, cultural and heritage tourism potentials; 3) booming business atmosphere in the province and the region; 4) availability of local and international scholarships and fellowships for staff and students; 5) presence of commercial banks offering loan credits; and 6) presence of private colleges and learning centers.

It may also be imperative for this state university to consider the recommendations forwarded by the Erasmus+ Programme for Capacity Building in Higher Education (2017) like the creation of opportunities to build more partnerships with investors, establishment of partnerships, addressing of the need for guidance on engaging in new business models, and strengthening of industry engagement to craft relevant programs and opportunities for students.

## 5. Conclusion

The state university is on its way to getting entrepreneurial. Activities are reflective and indicative of characteristics an entrepreneurial university should have. Basically, the university has in its mission "... to produce globally competent ... entrepreneurs..."; however, it has an undefined entrepreneurial agenda, policy and system to follow.

Specific budget to support IGPs is just enough to keep the project going. Recognition and incentive scheme need to be revisited to clear issues. The staffing pattern and stated tasks for entrepreneurial activities in the university is wanting. The university has established good relationships with external stakeholders. However, it just started initiating moves for internationalization of its plans, activities and programs.

Thus, enhancement and enrichment programs can be included in the next revisit and review of the existing and soon ending strategic plan. These may include appropriation of budget to support the entrepreneurial projects or start-ups by the faculty, staff and students, inclusion in the administrative manual the pattern, and functions of the staff engaged in entrepreneurial activities, and exploration of functional engagements and linkages with external (local and international) stakeholders and willing business partners, experts and entities who could help put up or invest on incubators, science parks and the like.

The weaknesses will be a challenge to the new administration to consider as it engages on crafting the new strategic plan for the institution.

## References

- Alghamdi, A.M. (2020). Transforming into Entrepreneurial Universities: EU-OECD as a Framework for Saudi Universities, *Journal of Educational Leadership and Policy Studies*, 4(1) ISSN 2473-2826.

- Audretsch, D. (2014). From the entrepreneurial university to the university for the entrepreneurial society. *Journal of Technology Transfer*, 3 (39).
- Bikse, V., Lusena-Ezera, I., Rivza, B. & Volkova, T. (2016). *Journal of Teacher Education for Sustainability*, 2 (18).
- Chan S.J., & Mok, K.H. (2015). *The quest for entrepreneurial university in Taiwan*. In Hawkins J.N., & Mok K.H. (Eds) Research, Development, and Innovation in Asia Pacific Higher Education. International and Development Education. New York: Macmillan, Palgrave, New York.
- Chao, R.Y. Jr. (2018). Entrepreneurial universities in ASEAN nations: Insights from policy perspectives. In *Journal of Comparative and International Higher Education*, 10, pp. 6-13.
- Commission on Higher Education Memorandum Order (CMO) No. 46, Series of 2012. *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA*.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- De Souza, P.M., Costa, D.G. & Junior, A.M. (2017). Entrepreneurial university: Challenges, and motivations of Brazilian context. *American International Journal of Contemporary Research*, 7 (2), pp. 73-81.
- Erasmus+ Programme for Capacity Building in Higher Education (2017). *Towards the Entrepreneurial University National Benchmarking Report for the Philippines*.
- Gatchalian, M.L.B. (2010). An in-depth analysis of the entrepreneurial education in the Philippines: An initiative towards the development of a framework for a professional teaching competency program for entrepreneurship educators. In *The International Journal of Research and Review*, 5, pp. 51-73. ISSN 2094-1420
- Genc, S.Y., Sesen, H. Castanho, R.R., Kirikkaleli, D. & Soran, S. (2020). Transforming Turkish universities to entrepreneurial universities for sustainability: From strategy to practice. *Sustainability*, 12 (4). <https://doi.org/10.3390/su12041496>
- Guerrero, M., Urbano, D., Cunningham, J., & Organ, D. (2014). Entrepreneurial universities in two European regions: A case study comparison. *Journal of Technology Transfer*, 3 (39).
- Gupta, A. (2008). Entrepreneurial university: India's response. In University of California, *Berkeley Center for Studies in Higher Education Research and Occasional Paper Series: CSHE.2.08*.

- Hu, M.C. (2009). Developing entrepreneurial universities in Taiwan: The effects of research funding sources. In *Sage Journal*, 14 (1), pp. 35-57. <https://doi.org/10.1177/097172180801400102>
- Mok, K.H. & Jiang, J. (2017). Questing for entrepreneurial university in Hong Kong and Shenzhen: The promotion of industry-university collaboration and entrepreneurship. In *The Sustainability of Higher Education in an Era of Post-Massification* (1<sup>st</sup> ed.) . Routledge.
- Mudde, H.L.M., Fauzi, A.M. & Widhiani, A.P. (2017). Entrepreneurial university transformation in Indonesia: A comprehensive assessment of IPB. *GSTF Journal on Business Review*, 5 (1), pp. 46-61. [https://doi.10.5176/2010-4804\\_5.1.408](https://doi.10.5176/2010-4804_5.1.408)
- Prokopowicz, D. (2019). *What is the role of academic business incubators?* Cardinal Stefan Wyszyński University in Warsaw, Poland @ [www.researchgate.net/profile/Dariusz\\_Prokopowicz](http://www.researchgate.net/profile/Dariusz_Prokopowicz)
- Sarasvathy, S. (2001). *What makes entrepreneurs entrepreneurial*. The Darden Graduate School of Business Administration.
- Sultan, S.S. (2017). Moving from a traditional into an entrepreneurial university: Evidencing from Palestine. *International Journal of Business and Social Science*, 8 (2), pp. 207-214.
- Velasco, A.L. (2013). Entrepreneurship education the Philippines. In *DLSU Business & Economics Review*, 22 (2), pp. 1-14.
- Velasco, R.M. (2016). The making of an entrepreneur: aligning institutional paradigm to the industry needs. *Journal of Business and Retail Management Research (JBRMR)*, Vol. 10, Issue 3, pp 81 – 92.
- Velasco, R.M. (2021). Final Year Project as Impetus to Entrepreneurial Intention: Cross-cultural analysis. *The Research Probe*, Volume 1, Issue 1, pp 55 - 78. DOI: <https://doi.org/10.53378/346502>
- Yordanova, D. & Filipe, J.A. (2019). Towards entrepreneurial universities: Barriers, facilitators and best practices in Bulgarian and Portuguese universities. *International Journal of Economics and Business Administration*, 7 (4), pp. 213-227.