

Entrepreneurial Community Extension Capabilities of the College of Business

Raquel G. Ramos

College of Business Administration, Polytechnic University of the Philippines

ABSTRACT

This study reviewed the capabilities of the College of Business-PUP to promote or hasten entrepreneurial development through technology transfer to the local communities (barangay) that they adopted as part of its community extension program.

The researcher used the descriptive research design, with two sets of survey questionnaires: one to get the profile of the 17 faculty members who handle entrepreneurship or entrepreneurial-related subjects in the College of Business (CB) of the Polytechnic University of the Philippines (PUP), and the other to determine the perception of 24 barangay participants on the effectiveness/relevancy of community extension projects of the College. Percentages, arithmetic mean and standard deviation (for measure of dispersion) were computed to describe the data, particularly those that were related to the profile of respondent faculty members. Chi-square analysis with the use of contingency table was employed for hypotheses that involved measure of associations, like the entrepreneurial traits of the faculty members and their profile variables. Correlation coefficient was computed, and inputs were tested for 5% level of significance. Tests for significance of data relating to the community extension project were conducted using two-sample t-test and ANOVA.

The study revealed that the College of Business has the legal mandate and adequate policy support to provide entrepreneurial development-related program (formal education) and embark on community extension programs/projects (non-formal education); and there is an existing institutional structures responsible for the development, implementation and coordination of education program and community extension program. The study also showed that the present program offerings are employee culture-oriented rather than self-employed culture-oriented, and have a strong foundation on business core courses (subjects), but are wanting in entrepreneurial core courses such as start-up courses; courses that would provide students a broad-based understanding of the private sector particularly MSMEs; courses and instructional methods that would allow active involvement (practical exposure) in new and emerging ventures; action-based instructional materials; and courses that develop well-defined entrepreneurial traits, skills, and competencies that must be acquired by students upon graduation. Results of the study showed the profile of typical faculty in the College of Business: a female,

48 years old, married, master's degree holder, with 17 years of work experience in the academe and with less than three years of involvement in community extension projects. This highlights the increasing and dominant role of women, both experienced and educationally prepared, in academic institutions. The study revealed that the business academics sector is aging and many are about to retire.

The study also found that the respondent faculty members, in general, perceived themselves to have all the entrepreneurial traits although in varying degree of possession, moderate to high, and those with work experience outside the academe have a higher level of educational attainment than those without experience outside the academe.

This study showed that the entrepreneurial thrust, duration of the program, logistics, venue and relevance of subject matter were positively perceived to be effective and relevant to respondent participants' entrepreneurial development. Moreover, respondent participants perceive the resource person/s in the extension projects to be credible, capable of establishing rapport with participants and using effective methodologies.

Keywords: entrepreneur, knowledge workers, community extension, barangays, capabilities, MSMEs

INTRODUCTION

The vitality of the micro, small, and medium enterprises (MSMEs) created is claimed to be strongly associated to the prosperity and economic growth in a given economy, local or regional. Entrepreneurship development, particularly the creation of MSMEs became one of the universally adopted development strategy in addressing unemployment, underemployment, and mass poverty in emerging economies, like the Philippines. Higher Education Institutions (HEIs) are viewed to play an important role in the promotion of entrepreneurship through education— formal and non-formal. HEIs can participate in the promotion of entrepreneurial activity in three ways: 1) in the development of curriculum that prepares students for the foundation of enterprises that will cultivate in the students the necessary entrepreneurial characteristics and develop among graduates the culture of self-employment or job creation; 2) in the design of non-formal education service program, i.e. community and

the development of small entrepreneurs; and 3) in the development of entrepreneurship-oriented faculty development program.

OBJECTIVES OF THE STUDY

The study aimed to:

1. Identify the current program offerings that are considered as entrepreneurial tools of the College of Business of PUP;
2. Know the profile of faculty members handling entrepreneurial and/or entrepreneurship-related subjects as to: educational attainment, length of service with the academe, work experience outside the academe, and involvement in community extension program;
3. Determine how the faculty members handling entrepreneurial and entrepreneurship-related subjects exhibit or demonstrate the following dominant entrepreneurial traits: drive and energy, self-confidence, money as a measure, persistent problem solving, goal-setting, moderate risk-taking, dealing with failure, taking initiative and seeking personal responsibility, use of resources, internal locus of control, and tolerance of ambiguity and uncertainty;
4. Know the profile of the beneficiaries/participants of the respondent's extension program as to gender, age, educational attainment, primary source/s of income of the family, monthly income; type of business, source/s of funding, and source/s of management knowledge and allied technical assistance; and
5. Determine the *barangay* beneficiaries/participants' perception on the community extension project of the College of Business in terms of relevance in their entrepreneurial development and the effectiveness of the resource person/s.

SIGNIFICANCE OF THE STUDY

This study will be beneficial to the following:

With insights into the importance of "entrepreneurship" as a degree program, decision makers in the Commission on Higher Education (CHED)

will appreciate the magnitude of the training and development needs of faculty members handling entrepreneurial courses and the corresponding funding requirements.

Results of this study on the profile of participant-respondents and the business environment obtaining in the adopted *barangay* may serve as basis for other State Universities and Colleges (SUCs) in reviewing on-going extension- and community-involvement projects/programs. Significant insights from the study may be considered on how the “*barangay* laboratories” can best serve students in providing them with competencies, abilities, and knowledge needed of an entrepreneur. Also, the knowledge of entrepreneurial traits of faculty members who will handle business or entrepreneurship courses could trigger the reassessment of existing recruitment policies, standards, and practices.

The information provided in this study will enable the participants in the extension and community project/s to appreciate the different extension projects provided them by the institutions in their vicinity.

As the curriculum for entrepreneurship improves, students will be enticed to pursue an entrepreneurship-degree program and consider self-employment or job creation as a possible career option.

The results of this study will make faculty members realize that they are knowledge workers and change agents who can make the difference in producing graduates to be job creators rather than job seekers. This study can be an added reading literature on entrepreneurship, entrepreneurial traits strongly associated to faculty members, and perceptions of the participants on their extension and community projects where studies of such are quite limited.

The data and outcome of this study can be a springboard for future researchers. They can replicate this study to affirm that involvement in entrepreneurial extension and community projects is a viable intervention in promoting entrepreneurial activities among the students and the marginalized sector in a community.

RESULTS AND DISCUSSIONS

The current business and management program curriculum of CBA-PUP is compliant with CHED’s curriculum requirements. The said program offerings have strong foundations on the principles of accounting, mathematics, finance, management, economics, and marketing.

However, if one is to explore the experiences of Baylor Business University and Grove City College as well as the current trends in the design and implementation of entrepreneurship and/or business program curriculum, many areas may still be considered to further improve or enhance the current curriculum.

The bulk of faculty-respondents, one male and seventeen (17) females belong to the age brackets 46-55 and age 55 and above, 88.23% (Table 1). The age profile of the faculty-respondents shows that young people, particularly those who are 25 years and below, have the least opportunity to join the ranks of business academics in PUP. It also shows that the opportunity to become business academics significantly increases as one becomes older. These findings may not be attributable to discriminatory practices/tendencies in the recruitment of business academics, as there are none detected, but rather to the aggregate length of time utilized in developing a person to possess the qualifications and/or competencies (basically measured in terms of educational attainment and work experience) required of a business academic, as such, the business academics sector is aging and many are about to retire, if not retired.

Table 1

AGE	MALE		FEMALE	
	f	%	f	%
Below 25	0		0	
25 – 35	0		0	
36 – 45	0		2	11.76
46 – 55	0		8	47.05
56 and Above	1	5.88	6	35.26
TOTAL	1	5.88	16	94.07

Table 2 shows that 58.8%, or ten (10) faculty respondents handling entrepreneurial subjects/courses are educationally prepared and with business experience. They are either an insurance or real estate broker, owns a computer shop or running a sari-sari store. The data show that CBA has a limited reservoir of competencies derived from the actual experience of a handful of business academics running a business of their own. As written by Dr. Kelner “the most profound business competencies come from running a business of your own.”

Table 2

Educational Attainment	With Business Experience	W/O Business Experience
Doctorate Degree	1	1
Doctorate Units	3	0
Masters Degree	5	4
Masters Units	0	2
Bachelor’s Degree	1	0
Total	10	7

Table 3 shows that thirteen (13) out of 17 faculty-respondents have involvement in their outreach projects; twelve (12) have 20-years-and-above length of service while only one (1) has been with the academe for less than 10 years. The data presented show that a typical faculty-respondent has been with PUP for at least 15 years. Moreover, 92% of the faculty-respondents have basically stayed continuously with the institution for ten (10) years or more. These findings create an impression that faculty members have a high degree of institutional loyalty.

Table 3

Length of Service in PUP	NO	YES	Number of Years Involved w/ Extension
Below 10 years	0	1	1 year
10 – 19 years	1	0	
20 – 29 years	2	4	3 years
30 years and above	2	7	2 years
TOTAL	5	12	

However, for Jean Lipman-Blumen, such long-term commitment trait exhibited by business academics “does not attach fundamentally to their university/institution, but to their discipline or profession.” Given the 20 years or more of academe-based experience acquired by 92% of the faculty-respondents, the respondents may be considered “more as the seasoned faculty members in the institution.” These faculty-respondents may be the type of human capital Ray was describing as one who “functions on a higher level and has the ability to create new ideas and new methods in economic activity and contains the seed of entrepreneurship within itself.”

The finding that majority of the faculty-respondents have “less than three (3) years of involvement” also suggests of a limited period of engagement in community-extension projects. The average number of years of involvement or the period of limited engagement is very much lower when compared with the number of years when these community-extension projects are supposed to have been in existence, which is at least eight (8) years. The high rate of turnover and the limited period of engagement may possibly be attributed to the voluntary nature of participation in or the cyclical implementation of the community-extension project/program. The cyclical implementation of the community-extension outreach project may possibly be influenced by the accreditation cycle, which usually takes place every three (3) or four (4) years per degree program.

The faculty respondents perceived themselves to have all the entrepreneurial traits, as shown in Table 4, although in varying degree of possession, high (4.29) and moderate (3.68). However, the all-item mean of 3.50, which carries a qualitative meaning of “uncertain,” suggests that majority of the faculty-respondents tend to favor an environment characterized by predictability and certainty, particularly on organizational norms and behavior. The clustering of responses to the item mean of 3.48 on statement “I can tolerate petty graft especially from my colleagues,” which is heavily skewed to the left (“strongly disagree” and “disagree”) indicate that more than fifty percent (50%) of faculty-respondents may not be motivated to engage in entrepreneurial start-ups because of the unpredictable nature of the cost and consequences of corruption in running a business. While such manifestation is a positive trait of integrity, such is not among the important traits attributable to an entrepreneur. The same is true with responses to the statement “I will promote a deserving employee

even he/his has difficulty with peers, which to a lesser degree are skewed to the left of the item mean rating of 3.12, which suggests the tendency of withholding or not taking action on the promotion of an outstanding subordinate with human relations problem because of the absence of a clear outcome to the morale of the other employees. The low level of the perceived trait on tolerance for ambiguity and certainty by the majority of the faculty-respondents may possibly be influenced by their long exposure in the college, which by nature is governed by definite rules and standards. The finding on this entrepreneurial trait brings to fore the observation that “the inconsistency in finding potential methodological problems in the research that provides support for the tolerance of ambiguity proposition suggests that we do not yet know if tolerance of ambiguity and uncertainty is a motivation that affects any part of the entrepreneurial process” (Shane et.al., 2003).

Table 4

Statement Number	Entrepreneurial Trait	Mean Score	Rank	Adj Meaning
1 – 4	Drive and Energy	3.95	7	Agree
5 – 8	Self-confidence	4.16	4	Agree
9 – 12	Long-term involvement	4.12	5	Agree
13 – 16	Money as a measure	3.68	8	Agree
17 – 20	Persistent problem-solving	4.12	5	Agree
21 – 24	Goal-setting	4.18	3	Agree
25 – 28	Moderate risk-taking	3.91		Agree
29 – 32	Dealing with failure	4.16	4	Agree
(37 – 40) 33 – 36	Taking initiative and seeking personal responsibility	4.25	2	Agree
(41 – 44) 37 – 38	Use of resources	4.29	1	Agree
(49 – 52) 39 – 42	Internal locus of control	4.04	6	Agree
(53 – 56) 43 – 46	Tolerance of ambiguity and uncertainty	3.48	9	Uncertain

**ENTREPRENEURIAL COMMUNITY EXTENSION CAPABILITIES
OF THE COLLEGE OF BUSINESS**

Table 5

Educational Attainment	Freq	%	Gender	AGE BRACKET		
				Freq		%
College graduate	1	4.2	Female			
College undergraduate	1	4.2	Male	1	25 and below	4.3
High school graduate	5	20.8	Female	6	26 – 35	26.1
High school undergraduate	4	16.7	Female	10	36 – 45	43.5
Elementary graduate	10	41.7	Female	5	46 – 55	21.7
Elementary undergraduate	3	12.5	Female	1	56 and above	4.3
Vocational graduate	0	0		23	Total	95.8
Total	24	100		1	No answer	4.2
				24	Total	100

Table 5 depicts that there was only one (1) male beneficiary and 23 female participant- beneficiaries. Majority (41.7%) were elementary graduates and 43.5% or 10 participant-beneficiaries were in the age bracket of 36-45

Table 6

Primary Source of Income	Community Beneficiary	
	Freq	%
Own business	12	50.0
Employee	3	12.5
Others	9	37.5
Total	24	100

The primary source of income of the 50% respondent beneficiaries, as shown in Table 6, is they have their own business of selling cooked foods or the “ihaw-ihaw”; and that they “side-line” as household helper, as their other source of income. The nine (9) “others” are “sometimes” ambulant vendors. Majority, 79.2% or 19 earn below Php5,000 a month; while the other 20.8% or 5 respondent-beneficiaries earn between Php5,000 but below Php10,000.

When asked where they get money to start or manage their business, all respondents-beneficiaries answers were “personal” or own money. This

revelation shows that not one among them availed themselves of the lending offer of the Small Business Guarantee and Finance Corporation (SBGFC). The non-availment may be attributed to the fact that their “own business” is not registered as observed by Salcedo, or because of circumstances as cited by Piscasio as too much red tape, stringent paper requirements, and inaccessibility of the agencies involved. A typical participant of an institutions’ community extension project is one who uses his/her personal money to start and run his/her own business. It can safely be interpreted that a typical respondent-beneficiaries is one who has no other source of management knowledge and allied technical assistance except one’s self.

Synthesizing from the profile of respondent-beneficiaries, a typical participant in the institution’s community extension projects is a female, belonging to a middle-aged group and a closely-knit family, with inadequate formal higher education, and barely subsisting on a low monthly income of below Php5,000.00 generated from her own business of selling products.

The profile of a typical participant gives us significant insights into the circumstances that motivate them to start a business as well as the environmental landscape they are presently situated. The typical participant belongs to the new breed of entrepreneurs who can be classified as “marginalized entrepreneurs.” They constitute a class of entrepreneurs who are compelled to take creative action and “pushed” into entrepreneurship, not because they are motivated by a strong desire of independence and autonomy nor they have the knowledge and the competencies, but, simply to survive. This phenomenon is supported by the theory of marginalization (Stanworth and Curram), which views an entrepreneur as a person who feels socially marginalized and trapped in an insecure situation. It is life and its special circumstances that produce the entrepreneur.

The typical participant is operating in an environment described by Dubini as one contrary to entrepreneurial activity: scarcity of resources, lack of financial support, lack of training on administration, lack of consulting activities and statistical data – “the Tears Valley.”

The entrepreneurial program being provided by the College of Business, in general, the respondent-beneficiaries perceived the

entrepreneurial thrust, duration of the program, logistics, venue, and relevance of the subject matter as effective and relevant for their entrepreneurial development.

The respondent-beneficiaries find the resource person/s to be excellent in handling suggestions and comments from the participants, and the methods in managing the group used were good enough for them to appreciate. The respondent-beneficiaries, in general, perceived the resource person/s in the community extension project of the College of Business, as credible, possessed with adequate communication and technical skills, capable of establishing rapport with participants, and effective in handling suggestions and comments and managing the group.

CONCLUSIONS

1. The program offerings of the College of Business are no longer competitive and responsive to the present needs of the business environment. The curriculum remains biased towards job seeking instead of job creation. Respondent current program offerings considered as entrepreneurial tools need continuing update.
2. The orientation of the current community extension programs towards livelihood skills development and knowledge transfer is basically lecture/demonstration-oriented and not responsive to the actual needs of marginalized entrepreneurs in the adopted *barangay* of the respondent.
3. The profile of faculty-respondents highlights the increasing and dominant role of women who are educationally prepared for the academe but without business-related work experience. The gap between the young and the old population of the business sector is suggestive of a potential problem of finding timely replacements for those who will retire. This phenomenon strongly suggests that the faculty members are well advanced in age to prefer present job than commit to change. Administration policies have a lot to do with the participation of faculty members in the community projects. The high turnover of faculty-respondents exposes the cyclical nature of implementation of the extension projects, which may have been

influenced by the accreditation cycle that usually takes place every 3 to 4 years per program. This suggests an absence of continuity on the community extension activities and negates the very nature of this undertaking.

4. The perception of the majority of the faculty-respondents that have all, except one, of the entrepreneurial traits even though they have no business or entrepreneurship-related work experience, might be attributed to their academic qualifications and more than 10 years of teaching business and entrepreneurship-related subjects.

The low level of perceived trait on tolerance for ambiguity and uncertainty of faculty-respondents may possibly be influenced by their long-exposure in government-owned learning institution, which by nature is governed by definite rules and standards. Majority of the faculty-respondents tends to favor an environment characterized by predictability and certainty on organizational norms and behaviors. There is also a strong indication that majority of the respondents may not be motivated to engage in entrepreneurial start-ups because of the unpredictable nature of the cost and consequences in running a business nor take action because of the absence of a clear outcome of a given situation.

5. Although there is no general significant association between faculty-respondents' entrepreneurial traits and their profile, a linear association is significant in 13 out of 46 item statements in the entrepreneurial traits. The significant association may be attributed to the respondents: (1) state of maturity as they grow older; (2) multiple activities and responsibilities because of marriage; (3) desire to accomplish more because they have already earned their postgraduate degrees; (4) belief that their seniority in the academe is the factor to have the command and/or support of their peers; (5) work experience other than the academe makes them "internals," and develops their self-confidence; and (6) involvement in community-extension outreach project/s makes them encourage feedback for their personal growth and they can discuss openly changes for improvement.
6. The College of Business did not conduct community needs assessment or community profiling in the adopted *barangay*. CB conceptualizes

and implements projects thinking it would benefit the community or *barangay*, although they give in to the community request/s for lectures.

7. The study strongly indicated that the present community and extension program implemented by the College of Business has very limited significant impact on the entrepreneurial activity in the adopted barangay/community. The indicators are: not a single respondent participant has been able to avail himself/herself of the P24 million micro financing facility provided by Small Business Guarantee and Finance Corporation (SBGFC); the implementation of the community extension projects is not continuing but cyclical in nature; the projects are initiated not on the basis of prior community based study to assess the needs of the opportunities available in the adopted barangay/community; the thrust of the projects are concentrated on knowledge and livelihood skills transfer facilitated through lecture and demonstration and the respondent participants seemed not to consider themselves as “stakeholders” of the extension programs.

RECOMMENDATIONS

This study offers the following recommendations:

1. Revisit the Bachelor of Science Entrepreneurship (BS Entrepreneurship) curriculum with the end view of providing students with an alternative career option. In the development of the program structure, include courses such as but not limited to survey of contemporary and emerging ventures and MSMEs business implementation. Consider basic entrepreneurial traits used in this study initially for this purpose; prescribe appropriate action-based supplement existing instructional materials as may be required by the resulting changes in the program curriculum courses, syllabi and teaching/training methodologies and harness the service of business academics particularly those with experience in business venturing either as Committee member or resource person.
2. Pursue a continuing entrepreneurship-oriented faculty development program for business academics in the College of Business. The following

may initially form part of the activities to be developed and implemented under said faculty development program; refresher courses/workshop on curricular development, diagnostic skills development program; training on change management, and diagnostic skills development in community profiling. Conduct a community needs analysis once the revision of the program curriculum and transformation of the extension program have been completed.

3. To address the present composition of its business academics of which 88% belong to age group of 46 and above and many are about to retire. Recruitment of young but qualified business academics is encouraged. In the medium term (within five-year) the College of Business may consider developing a fast track but rigid education entrepreneur program for selected and promising students (not more than 20) whose interest and career option is to become a business academic.
4. Evaluate and renovate the community extension projects implemented by the College of Business with the end view of institutionalizing a continuing research based entrepreneurial community program founded in the core principle of social responsibility. Backed by a meaningful philosophy and clear purpose, the implementation of the program on a continuing basis, even beyond level IV accreditation, may be ensured and the value of “volunteerism” will be deeply rooted in the consciousness of every business academics, members of the learning institution and the community.
5. Conduct diagnostic profiling on prospective barangay as basis for the design and development of the community extension project to be implemented in an adopted barangay. The diagnostic profiling of a local community will primarily focus on the socio-economic condition, human capital structure of the population and potential opportunities in terms of entrepreneurial activities/processes that may be shifted into hand of MSMEs.
6. On the basis of community profile, develop a barangay entrepreneurial community extension plan covering a specific period of time, though, a three-year medium term plan may probably be considered. Three important activities to consider for inclusion in the barangay entrepreneurial plan are: a) facilitate the registration of existing micro

entrepreneurs; b) access to existing credit facilities and financial assistance; and c) provide appropriate knowledge and skills technology to the “marginalized entrepreneurs”, utilizing more of action based methodologies.

7. Transform and/or convert the adopted barangay from a mere project beneficiary of a project into a community entrepreneurship laboratory. The barangay becomes a learning center for all – the students, the institution, members of the community and other interested sector of the community, like the social entrepreneurs.

REFERENCES

Baylor Business University. Retrieved from <http://business.baylor.edu/entrepreneur/default.asp>.

Blumen, J.L. Connective Leadership. Retrieved from <http://www.achievingstyles.com/article.academe.asp>.

Chan Ngai Man. (2006). “an examination of the interplay of knowledge types, knowledge workers, and knowledge creation in knowledge management.” Abstracts of theses 2004. The University of Hongkong Pokfulan Road.

Dubini, P. (1988). Motivational and environment influences on business start-ups: Some hints for public policies. *Frontiers of entrepreneurship research*. Babson College. U.S.A.

Grove City College. Retrieved from <http://www.gcc.edu/academics/web/business/entrepreneurship/whyEship.htm>.

Kao, R.W.Y. & Liang, T.W. (2001). *Entrepreneurship and enterprise development in Asia*. Asia: Prentice Hall Pearson Education Asia Pte. Ltd.

Kelner, S.P. Jr. A few thoughts on executive competency convergence. *Center for quality of management journal*. Retrieved from <http://aqmaxtra.cqm.org/cqmyjournal.nsf/reprints>.

Piscasio, A.B. (1991). *Management problems of micro-business producers in Bulacan*. Unpublished dissertation. PUP. Manila

Raynar, P. & Forstater, M. (2002), in cooperation with staff of United Nations Industrial Development Organizations (UNIDO) SME Branches. Corporate social responsibility: Implications for small & medium enterprises in developing countries. Vienna.

Shane, S.A. A General theory of entrepreneurship: The individual-opportunity nexus. Retrieved from <https://books.google.com/books>