

The 16th Economic International Conference  
*New Challenges and Opportunities for the Economy 4.0*  
May 7, 2020 – May 8, 2020

# **VALENCIES OF THE UNIVERSITY OF ENTREPRENEURIALITY IN THE MATRIX OF SUSTAINABLE ECONOMY: CHALLENGES AND OPPORTUNITIES**

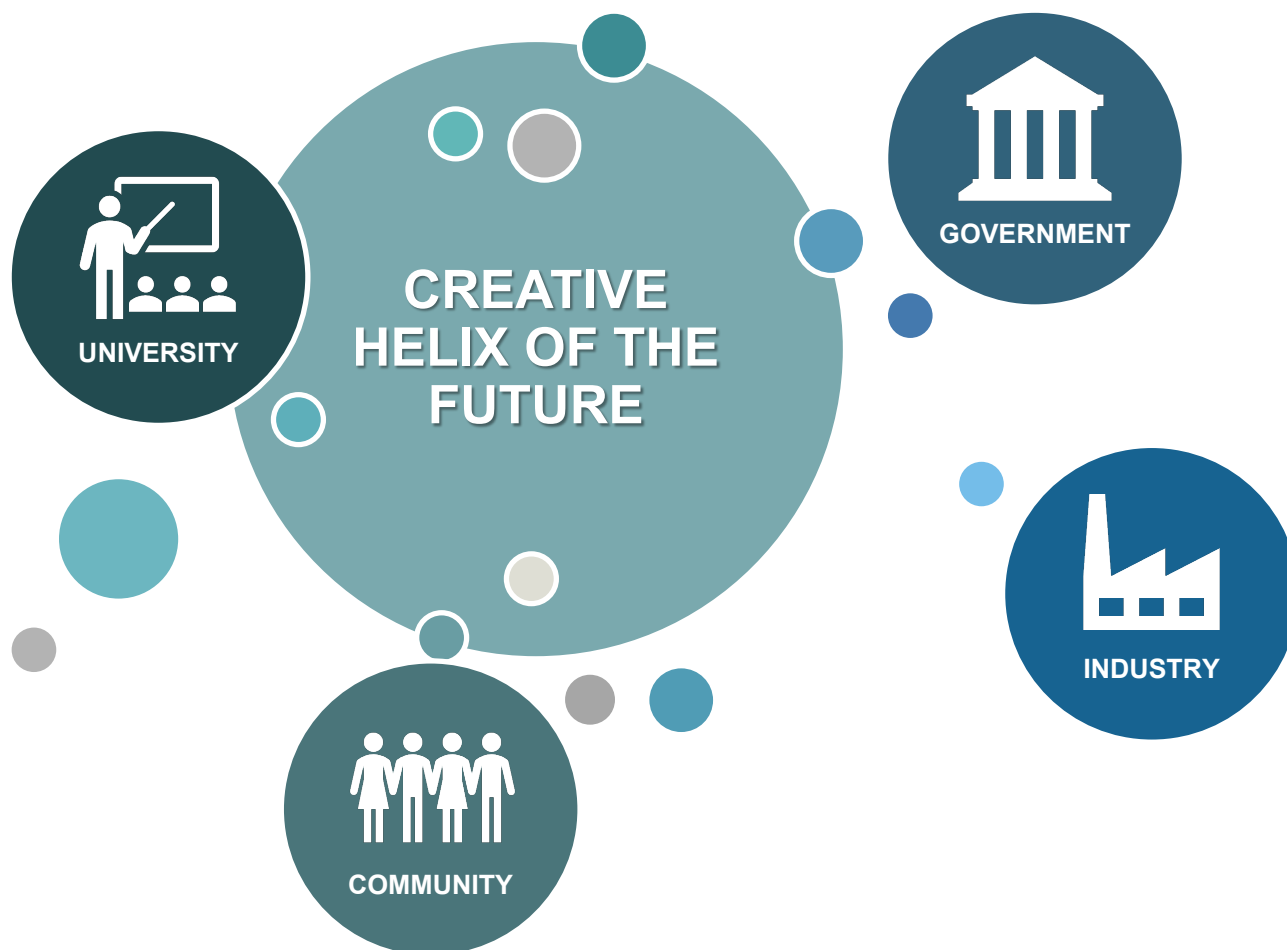
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# Abstract










**What is the role of the  
University as a potential  
agent for change  
towards sustainability?**

# Abstract

## RESEARCH TOPICS

-  **EXPLORE** whether “Stefan cel Mare” University provided its students with means and opportunities to develop skills which further allowed them to actively respond to entrepreneurial challenges.
-  **ASSESS** to what extent are the students involved in activities related to the entrepreneurial development provided by the university.
-  **RESEARCH** whether identification, from students' point of view, of the most desirable employees skills by the business environment would enrich empirical analysis - exploratory research, the results of which have been processed in SPSS v.20.

## RESEARCH OUTCOMES

-  **PRACTICAL IMPLICATIONS** of the research results for universities.
-  **ADVANCEMENT OF EDUCATIONAL PROGRAMS** related to sustainable development can be supported by research results.

# Abstract

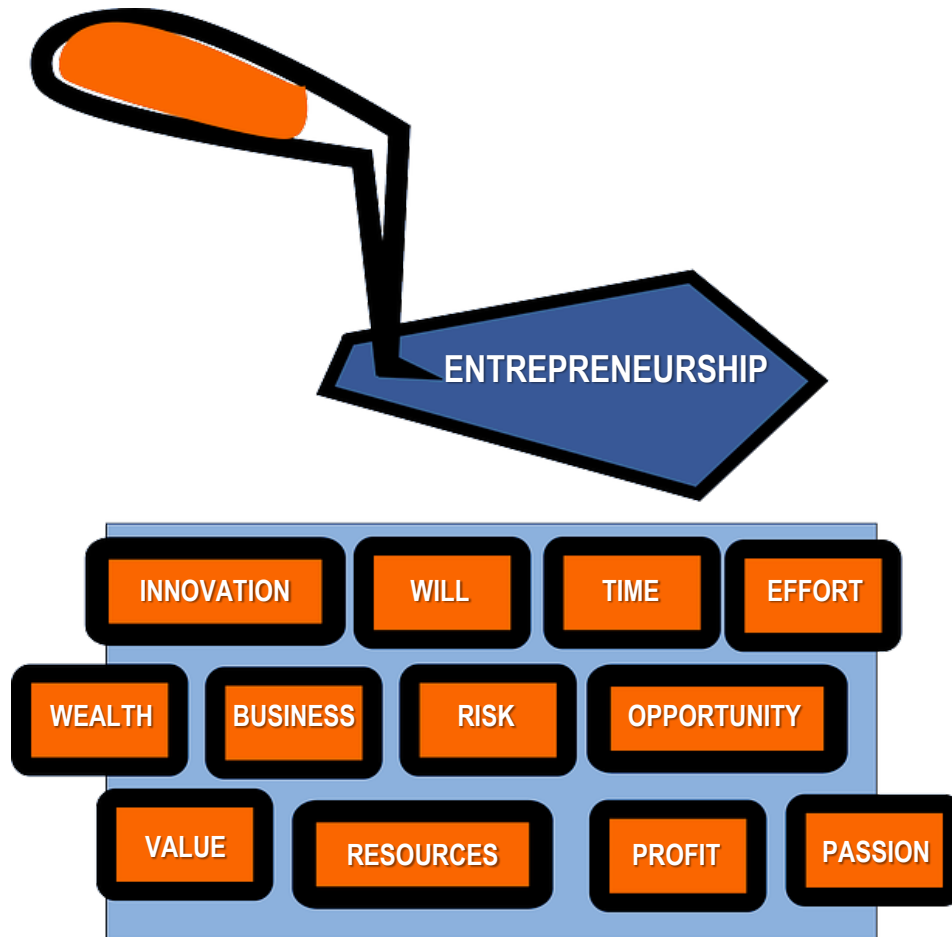


**university  
entrepreneurship  
skills  
entrepreneurial  
stakeholders**

## University can and should integrate entrepreneurial component:

- ✓ by **managing** its own resources and build organizational capacity
- ✓ by **involving** all stakeholders in administrative activities and leadership
- ✓ by **creating and maintaining** synergy between teaching, research activities and social involvement
- ✓ by **promoting** entrepreneurship through education, support for start-ups, exchange of experience and information

# Introduction



## Research

- Knowledge creation

## Education

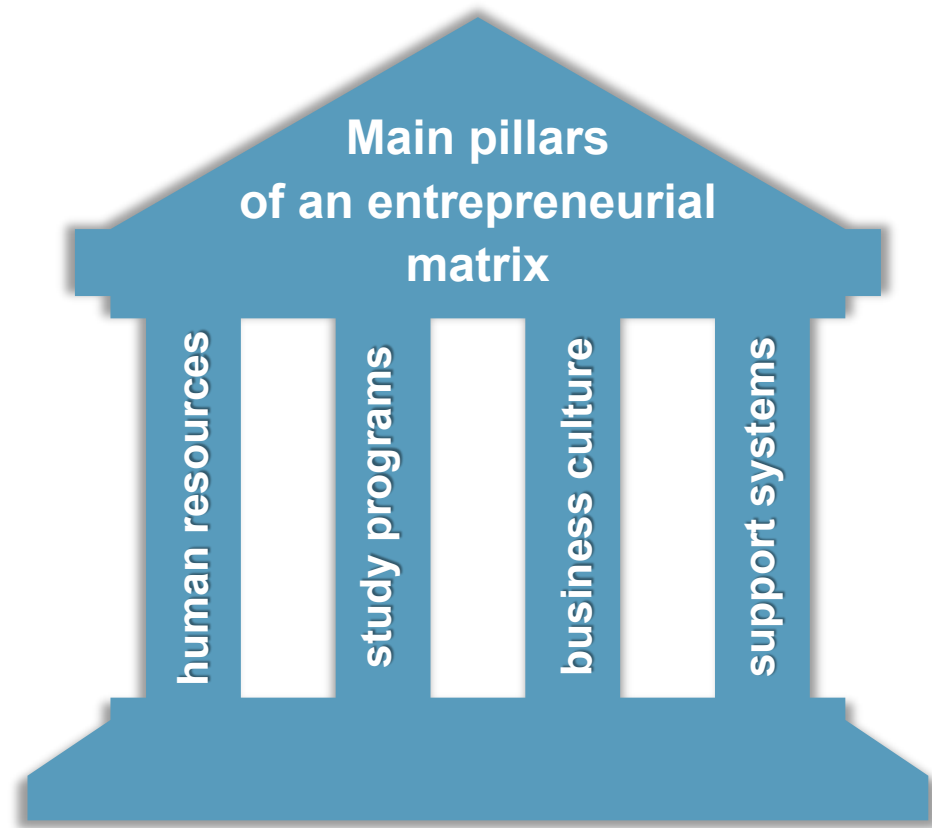
- Knowledge transfer

## Innovation

- Transfer research results to the economic environment

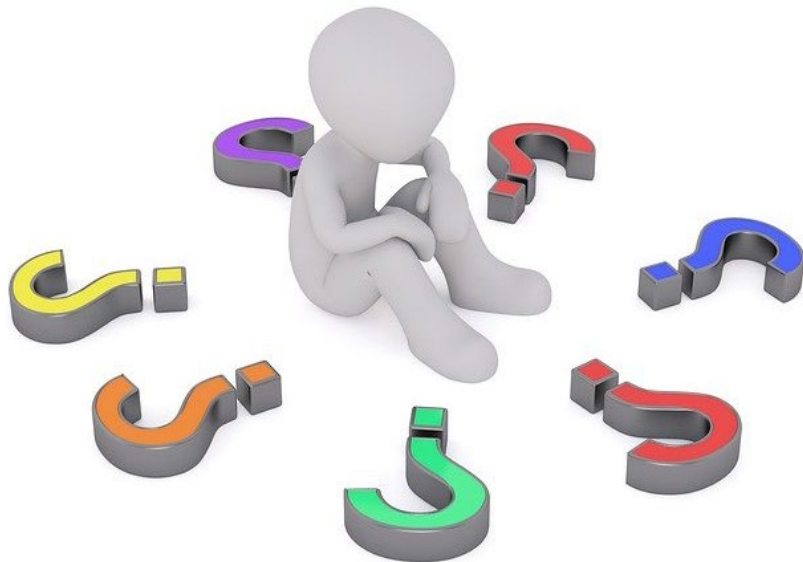
# Introduction

- **E**xamine the contribution of universities for supporting entrepreneurship at regional level
- **A**ssess the role of universities in regional development
- **R**egister the role and actions of “Ștefan cel Mare” University in the fields of entrepreneurship/ innovation, within the matrix of regional entrepreneurial universities



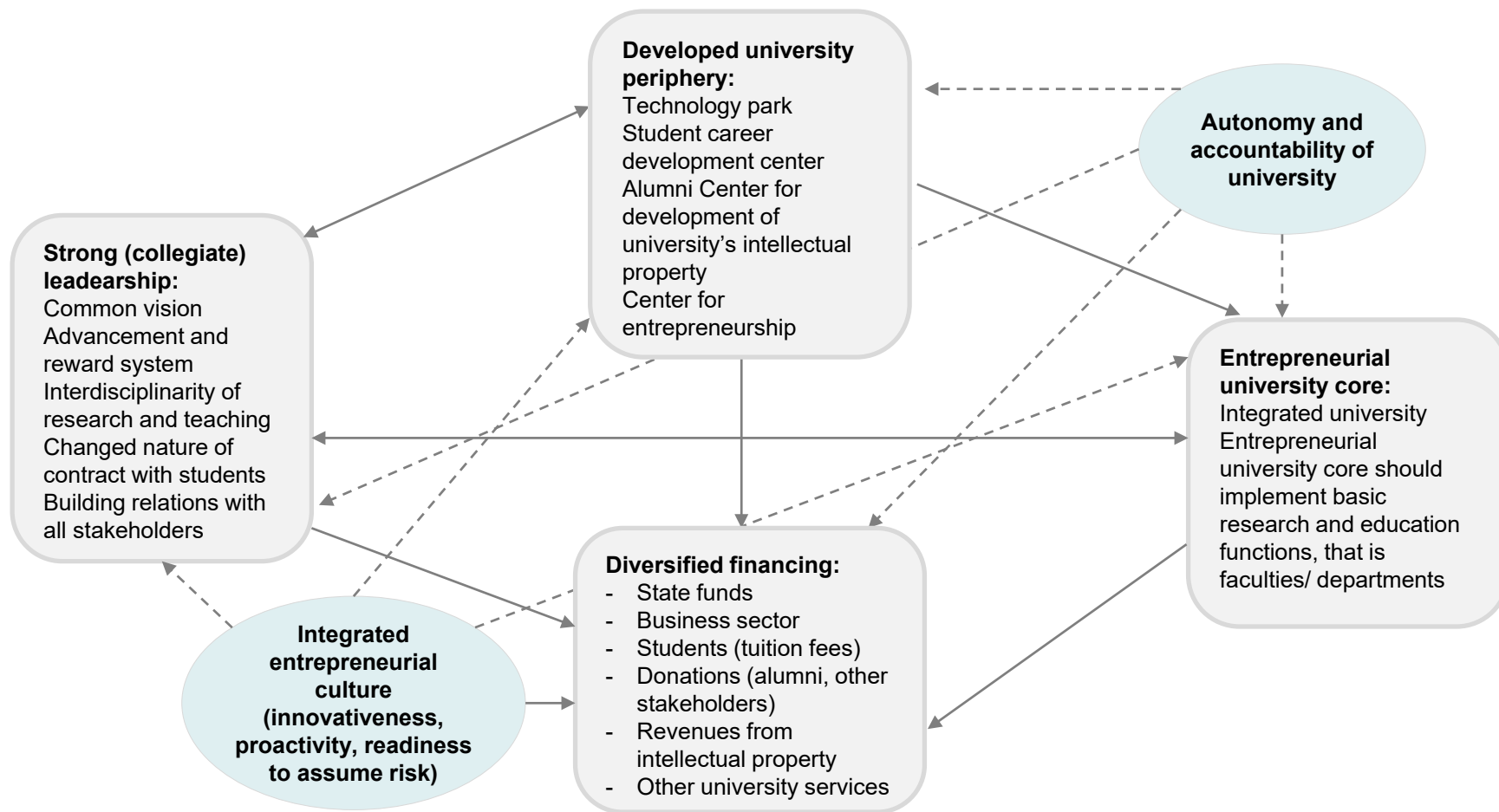


# Valencies of the entrepreneur University



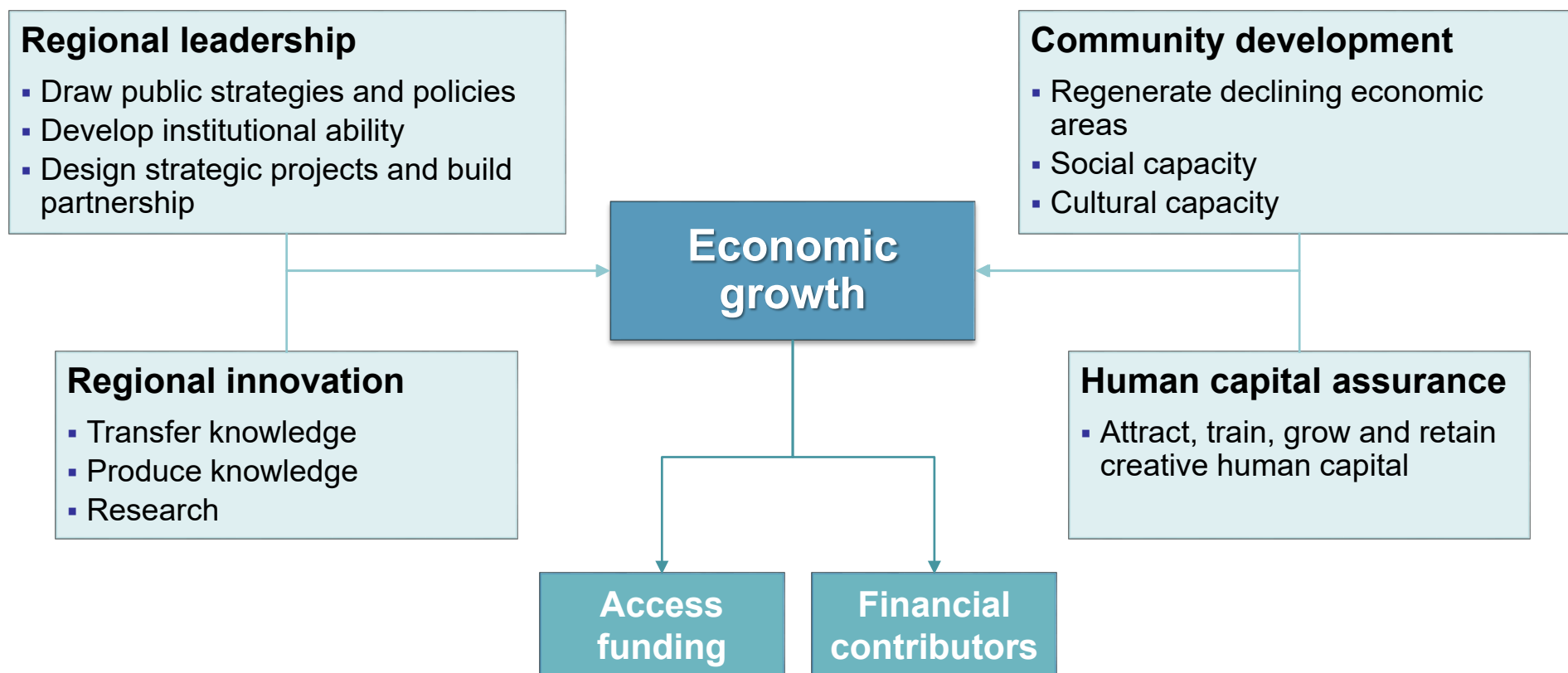
- **WHAT** kind of university we need today in order to best meet the needs of the turbulent environment in which we live?
- **WHY** is entrepreneurship important in higher education?
- **WHAT** role should a higher education institution play in stimulating entrepreneurship across its campus?
- **WHY** does a university need to be entrepreneurial?

# Valencies of the entrepreneur University

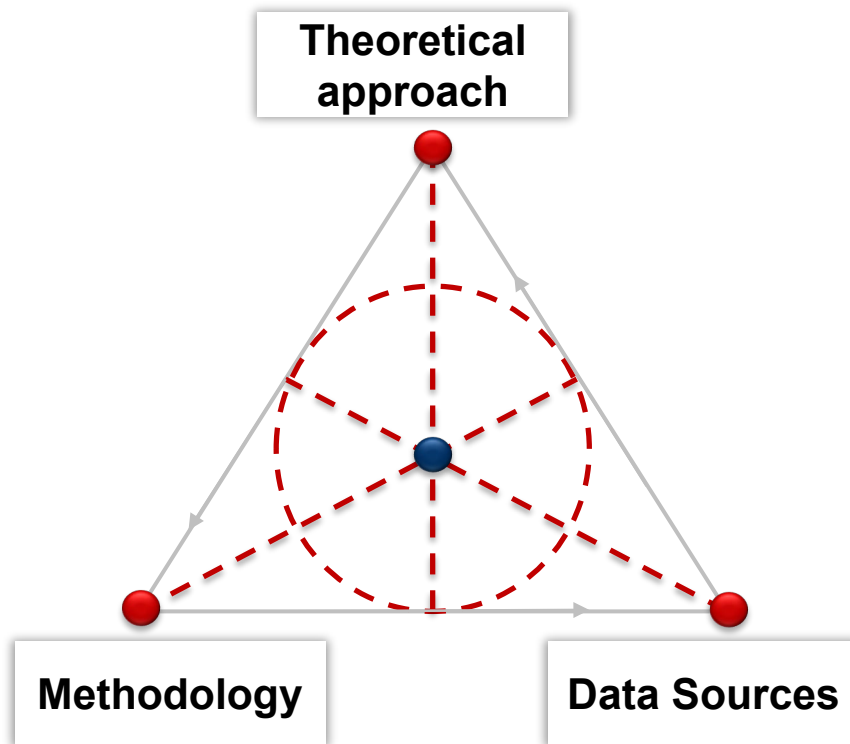


# Valencies of the entrepreneur University

## University can contribute to increasing the structuring capacity of the insertion environment



# Research methodology



Our research had as a starting point the principle of triangulation (triangulation strategy) in the context of a dynamic and complex reality in the socio-human field

- requires corroboration of several theoretical, methodological perspectives, as well as the study of several data sources, in order to obtain a complete and valid image of the reality proposed for analysis

# Research methodology



## Investigated community

- students of "Stefan cel Mare" University of Suceava, from the final years of the bachelor and master programs → maximize the chances of obtaining relevant answers

## Research method

- questionnaire - with online administration

# Research methodology

## Variables

### Academic skills and competences

- 12 items to measure university competences and abilities formed as a result of the academic programs of the FSEAP Suceava
- items coded on a scale from 1 (very small measure) to 5 (very large measure)
- participants were asked to indicate the extent to which they believe they have trained their respective skills and competences.
- test results indicated high values of the Alpha Cronbach coefficients - 0.843, proving good internal consistency

### Perception on the bachelor/master program

- 5 items coded on a scale from 1 (very small measure) to 5 (very big measure)

### Qualities of a successful entrepreneur

- 8 items referring to the traits that ensure success in entrepreneurship
- items coded on a scale of 1 (very small measure) to 5 (very big measure)
- data analysis considered each item separately and did not consider the scale as a whole

# Research methodology

## Hypotheses

1. There are **significant differences** regarding the perception of the bachelor/master program depending on the evaluative indicators of the programs.
2. There is a **significant positive correlation** between university skills and competences and the perception of the bachelor/master program.
3. There is a **significant positive correlation** between university skills and competencies and the qualities of a successful entrepreneur.

# Research methodology

## Processing and interpretation of results

### Descriptive data on the levels of the variable perception on the bachelor/master program

No.	Item	N	Mean	SD
1	Employers are aware of the skills	348	3.83	0.90
2	The good academic reputation of the program	348	4.20	0.82
3	Having the possibility to occupy a wide range of positions after graduation	348	4.14	0.88
4	Oriented to vocational training	348	4.08	0.95
5	Preparation for academic research	348	3.85	0.96

### One-Way ANOVA analysis results

No.	Variable	Mdiff	Str. Err.	p
1	[employers'awareness about the skills ] and [good academic reputation of the program]	.3316	.068	.000
2	[employers'awareness about the skills] and [having the possibility to occupy a wide range of positions after graduation]	-.373	.068	.000
3	[employers'awareness about the skills] and [oriented to vocational training]	-.255	.068	.000
4	[great academic reputation of the program] and [preparation for academic research]	.287	.068	.000
5	[having the possibility to occupy a wide range of positions after graduation] and [preparation for academic research]	-.373	.068	.000
6	[preparation for academic research] and [preparation for academic research]	-.227	.068	.000



# Research methodology

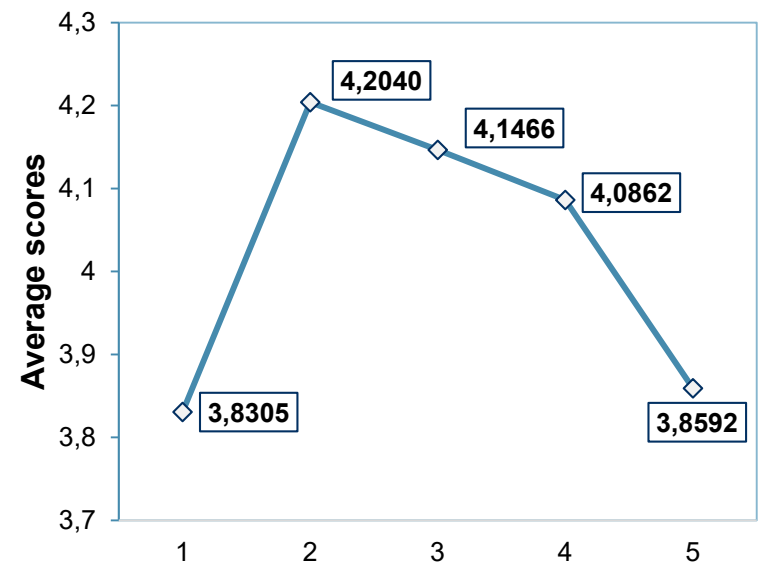
## Processing and interpretation of results

### Hyphotesis 1

#### One-Way ANOVA analysis (SPSS)

- averages regarding the perception on the bachelor/master program vary significantly depending on the levels of the variable
- differences between the medium levels of the variable [ $F(4, 1735) = 12.281, p = 0.000$ ].
- no significant differences between the other levels of the variable

**Average scores according to the perception of the indicators about the bachelor/ master programs**



# Research methodology

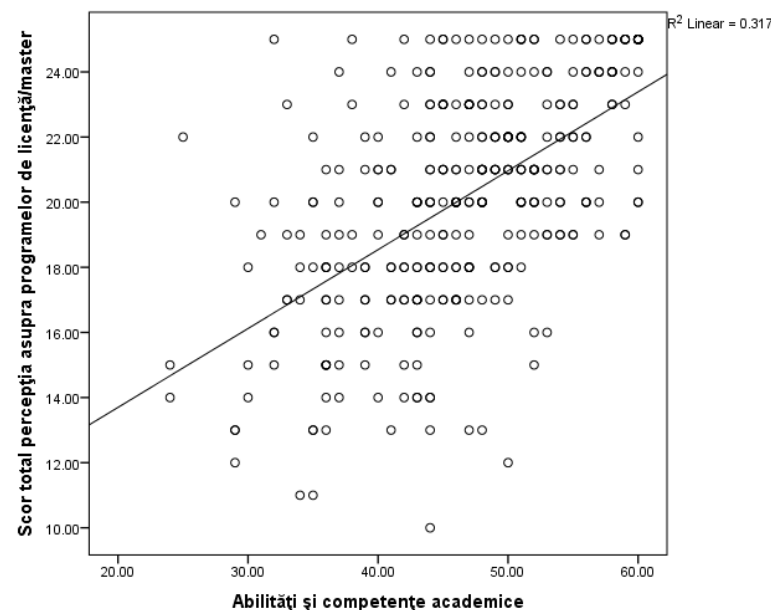
## Processing and interpretation of results

### Hyphotesis 2

#### Pearson correlation analysis (SPSS)

- composite score obtained from the 5 indicators of perception on the master/license program for the analysis
- results indicated a significant positive correlation between the two variables: ( $r = .563$ ,  $p = .000$ ,  $N = 348$ )
- effect is significant
- hypothesis is confirmed

#### Scatter graph on the Pearson correlation between the two variables



# Research methodology

## Processing and interpretation of results

### Hyphotesis 3

#### Multiple Pearson correlation analysis

- results indicated significant associations between the variable skills and academic competencies and the variables that make up the qualities of a successful entrepreneur
- significant correlations between the analyzed variables
- hyphotesis is confirmed

No.	Item	Results
1	I take responsibility for my work	$r = .335, p = .000, 348$
2	I am proactive and I like to work.	$r = .351, p = .000, 348$
3	I have a tolerance (medium or low) at risk.	$r = .194, p = .000, 348$
4	I have leadership abilities	$r = .381, p = .000, 348$
5	Creativity and innovation	$r = .415, p = .000, 348$
6	Passion for your own ideas	$r = .326, p = .000, 348$
7	Tenacity	$r = .400, p = .000, 348$
8	Trust	$r = .410, p = .000, 348$
9	Continuous learning	$r = .361, p = .000, 348$

# Results and discussions

## Results with similar average scores:

1. Good academic reputation of the program
2. Possibility of occupying a wide range of positions after graduation
3. Orientation towards professional training of the university programs

## Results significantly worse than previous 3 items researched

4. Knowledge of the competencies by the employer
5. Preparation for the academic research

**Direct correlation between respondents' positive perception about bachelor/master degree program and academic skills&competences**

# Results and discussions

## **Academic skills and competences are closely related to the well-known personality traits that ensure success in entrepreneurship**

- Significant correlations between analyzed variables confirms hypothesis
- Cooperation between personality traits and facilities provided by the University → supports success in business
- Develop academic skills and competences → result of convergence between key features sustaining business success and educational context favorable to their achievement

# Results and discussions

## Students survey results

- Students generally satisfied with participating in entrepreneurship actions
- Satisfaction related to open entrepreneurship and innovation classes, as well as with being able to receive consultancy and guidance
- Request to expand university's collaboration framework with the private sector, as well as to develop dual education that would combine entrepreneurship courses with specialized internships
- Some weaknesses revealed regarding initiation of an entrepreneurial activity
  - university can investigate more deeply development directions as indicated by students, in order to develop more effective methods and tools to explore these directions

# Conclusions

- Unique position in society of higher education institution
  - place of significant importance due to the production, dissemination and dissemination of knowledge
  - unique potential to encourage synthesis and integration of different types of knowledge and to amplify the application of knowledge for the purpose of social change
- Main role of higher education institutions can be considered in two ways, in terms of a social transition to sustainability:
  - universities can be perceived as institutions that **need to be changed** or can be perceived as a **potential agent of change**

# Conclusions



“Reference pillar of the integrative approach in the university, public administration and community formed by economic and social actors” (*USV Mission*)

- redesigned curricula, courses and seminars on entrepreneurship education
- initiator for projects under the aegis of the Business Incubator, of the Centers of Business Research in Business Management and Administration
- implement projects for setting up start-ups in the North-East region of the Romania



# Acknowledgements



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Investing in jobs and skills

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**THANK YOU!**

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