

# Entrepreneurship in Educational Organisations: Innovations and Technologies



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**Abstract:** *In the current context, organizations need to look for new innovative factors to improve the efficiency of their activities. One of these alternative approaches to the contemporary organization and its management is the concept of intra-organizational entrepreneurship or intrapreneurship. The purpose of the present study is to justify the need to apply the concept of intrapreneurship in educational institutions, and to analyze the main lines and forms of its development. The article analyzes the concept of intrapreneurship considering its theoretical aspects in different socio-economic areas. The authors present the results of an empirical study of intrapreneurship in educational institutions analyzing availability of intrapreneurship in comprehensive education institutions and offering the classification of intrapreneurship areas in comprehensive education organizations, as well as determining the severity of the main forms of intrapreneurship in each of these areas.*

**Keywords:** *areas of entrepreneurship, educational organizations, educational process, forms of entrepreneurship, intrapreneurship.*

## I. INTRODUCTION

According to the authors, the relevance of the development of intrapreneurship in the education system is due to the need to reform the education industry in accordance with the requirements of modernity that is possible only in terms of its successful integration into the market environment, which is based on entrepreneurship in the field of educational services. In this regard, the implementation of intrapreneurship in the

activities of educational institutions is one of the alternative factors to improve their performance, as well as strengthen development and improve competitiveness [1]-[5].

Therefore, an important task, as it seems to the authors, is to overcome the outdated nonmarket stereotype that entrepreneurship in education is a negative phenomenon, which is associated, for example, purely with speculative activity, obtaining supernormal profits, etc. Subjects of educational activity should realize that the system of intrapreneurship in educational organizations provides for the implementation of new activities, projects, and organizational structures which do not necessarily have to make a profit, in the meaning of this notion which is used in the economics.

The concept of *intra-entrepreneurship* or *intrapreneurship* was originally introduced into scientific circulation by G. Pinchot in 1978. Under internal entrepreneurship, the researcher understood the development of the entrepreneurial spirit within the existing organization [6], [7].

According to the authors, the essence of intrapreneurship is that the existing organization creates conditions to produce innovative entrepreneurial ideas, their implementation, and practical use, in order to improve the organization's performance. That is, intrapreneurship is based on the integration of entrepreneurial activity of an individual and an organization [8]-[11].

Therefore, according to the authors, intrapreneurship consists of two structural components: entrepreneurial activity of the organization's staff (psychological component) and the appropriate organizational resources, and conditions for the implementation of entrepreneurial activity (organizational and managerial component), which are interconnected and complementary.

According to the authors, the entrepreneurial activity of the organizations' personnel should be understood a special type of professional activity of the individual, which is carried out within the organization for the sake of its interests and the interests of its customers, and is characterized by a set of the following psychological characteristics: riskiness, focus on innovation, creativity, independence (autonomy), focus on achieving the result, commitment, and desire for self-development.

## II. LITERATURE REVIEW

Certain aspects of the intrapreneurship, formation of entrepreneurial activity, and behavior of personnel of organizations were covered in a number of papers [12]-[15].

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Literature analysis shows that the development of intrapreneurship is reflected in the following socio-economic areas:

- intrapreneurship in industrial enterprises and commercial organizations;
- intrapreneurship in nonprofit organizations (third sector organizations of the economy);
- intrapreneurship in educational organizations [16].

As concerns the activities of business structures, industrial enterprises, and commercial organizations, theoretical analysis of the problem allows stating that the study of this problem is carried out according to three main criteria: interdisciplinarity of research; business and production (industry, oil business, trade); and core concepts which serve the basis for the intrapreneurship formation and development [17]-[19].

Antonic B. et al. [20]-[21], in the works devoted to the study of intrapreneurship, note that the following approaches can be applied to the analysis of intrapreneurship.

First, strategy-oriented approaches; they interpret entrepreneurship as a means of enhancing innovation, which in turn stimulates the strategic renewal of the organization. Secondly, organization-oriented approaches, which are focused on structure and processes. With structurally oriented approaches, organizations form independent organizational units, which are target management groups (the group of managers vested with powers that ensures the implementation of risk projects), whose purpose is to open new areas of activity for the organization. The process-oriented approach focuses on innovation processes (generation, selection, and implementation of ideas) and implementation processes (management of new activities).

Thirdly, culture-oriented approaches which are based on the analysis of different types of organizational culture that affect in a certain way the development of intrapreneurship.

Fourthly, personality-oriented approaches which are based on the fact that domestic entrepreneurs are distinguished by specific or particularly pronounced motives, qualities, and competencies. The task of the organization's managers is to identify employees with such qualities and stimulate their development.

The concept of intrapreneurship is considered also in the framework of nonprofit organizations (organizations of the so-called third sector of the economy).

The issue of intrapreneurship development in nonprofit organizations (NGO) was not singled out by chance. In authors' opinion, exactly this approach clearly shows the specifics of the phenomenon under study, it's some difference from the classical business activity, because it demonstrates a wide range of variability of intrapreneurship in terms of results (not only obtaining profit), goals (development, fulfillment of potential, social motives, etc.), investments (not only financial, but also intellectual).

For example, K.G. Chuprov [22], in his research proves the possibility of improving the efficiency of NGOs based on the legitimate application by the management of organizations of entrepreneurial style of behavior, which is associated with the independence of their activities, initiative behavior, and widespread use of various innovations, ingenuity, and performance within the acceptable level of risk. It is also

important to emphasize that a nonprofit organization is capable of doing business only if it serves the purposes for which the organization was established. In this regard, the primary goal criterion is used.

Coverage of the problem of intrapreneurship in educational institutions is widely represented in relation to higher education [23]-[26]. At the same time, this problem has remained poorly investigated with regard to comprehensive education organizations.

The research hypothesis of the present study consists in a statement that the development of intrapreneurship in educational institutions is quite relevant and necessary direction in reforming the Russian school.

### III. METHODS

#### A. General Description

The theoretical study was based on the analysis of scientific literature on the research problem.

A survey of employees of educational institutions (schools) was used as diagnostic tooling. The conducted survey was aimed at identifying the degree of intrapreneurship representation, as well as analyzing the main areas and forms of intrapreneurship in educational institutions.

When developing the questionnaire, the authors used the classification of the main directions of intrapreneurship in educational institutions, which are distributed in accordance with four criteria: professional and educational areas, subjects of educational activity, international activities, and social and professional activities. Each of these areas is determined through a number of forms of intrapreneurship in educational institutions.

The study was conducted among employees of educational institutions (schools) of the Central Federal District of Russia.

In total, 56 managers and teaching employees were involved in the online study.

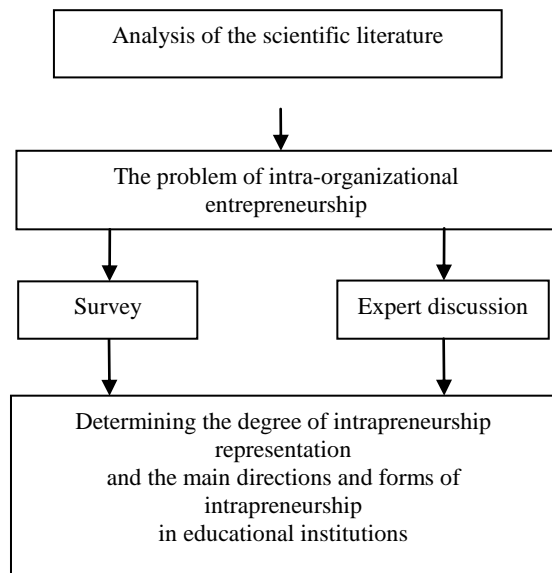
According to the results of the survey, an expert discussion was held with the involvement of some of the respondents.

#### B. Algorithm

At the first stage of the study, the analysis of the scientific literature on the problem of intra-organizational entrepreneurship was carried out.

In the second stage of the study, a survey was conducted to determine the representation degree of intrapreneurship and the main directions and forms of intrapreneurship in educational institutions.

#### C. Flow Chart



#### IV. RESULTS

Let consider the obtained results sequentially.

As for the representation of the problem of intrapreneurship in educational institutions, the analysis of the obtained data suggests that firstly this problem is given insufficient attention in educational organizations, and secondly, teachers have some difficulties in identifying this problem (Table I).

Thus, the data of Table I show that only about a quarter of teachers surveyed indicated that the problem of intrapreneurship in their organizations was given significant attention (27.9%). At the same time, about 20% of respondents noted that their organizations paid little or no attention to this problem. It is also noteworthy that one-third of the surveyed educators had difficulties with answering (30.9%). According to the authors, this is due to the low level of awareness about the concept of intrapreneurship, opportunities for its development in educational organizations, and existing stereotypes.

**Table – I: Representation of the intrapreneurship problem in educational institutions**

Representation of the problem of intrapreneurship in educational institutions	%
Attention is paid to a large extent	27.4
Attention is rather paid than not paid	21.2
Attention is rather not paid than paid	17.8
Attention is not paid at all	2.7
It is difficult to answer	30.9

In addition, the proposed questionnaire contained questions of whether the educational institution's staff had their own additional areas of professional activity, generating additional income or contributing to professional development and self-actualization, as well as the question of whether there was a desire to be involved in such activities. The results of the survey have shown that 72% of teachers do not have their own fields of activity, and only 28% indicated involvement in additional activities. At the same time, more than half of the respondents expressed a desire to have additional areas of professional activity (27.4% noted that they would like very much, while 26.1% – would rather like than not). Only 17% of

respondents did not express special desire to be engaged in own areas for entrepreneurship.

So, in the authors' opinion, it can be stated that, on the one hand, intrapreneurship in educational organizations is developing rather slowly and insufficiently, and on the other hand, the educational organization's staff needs such development. Thus, the study confirms the proposed thesis that the problem of intrapreneurship development in educational institutions is relevant and demanded.

Below is given the analysis of the main directions of intrapreneurship taking place in educational institutions. First of all, the results of the study of the representation of professional and educational directions and intrapreneurship forms in educational organizations are considered (Table II).

**Table – II: Professional and educational directions and intrapreneurship forms in educational institutions**  
(% of the total number of respondents)

Directions and forms	%
1. Providing additional educational services outside the curriculum	
Organizing circles	65.3
Conducting training sessions for students	53.4
Holding seminars for students	39.9
Holding case studies for students	35.1
Organizing preparatory courses for admission to the school	21.4
Organizing foreign language courses	20.2
Organizing preparatory courses for admission to the university	12.7
Organizing other courses	6.5
2. Additional activities of teaching staff and pupils in the production of goods or rendering services with the possibility of their implementation	
Developing and supporting Internet products of the organization (websites, Internet pages in social networks, video blogs, etc.).	34.7
Organizing theatrical activity	31.5
Developing and supporting Internet products for other organizations (websites, Internet pages in social networks, video blogs, etc.).	28.0
Developing, implementing, and supporting e-learning materials for other organizations	17.6
Making in-house souvenirs	14.2
3. Other types of professional and educational activities	
Holding charity fairs and auctions	39.7
Publishing in-house newspapers, bulletins, magazines (including electronic editions)	26.7
Creating conditions for student internship	18.3
Encouraging free additional education, attracting talented students (scholarship programs)	14.1

According to the presented data, most of the educational institutions are represented by traditional educational services provided outside the curriculum. Among them, the most represented are circles (65.3%), training sessions (53.4%), and seminars (39.9%) for students. However, one can state certain restrictions on the development of intrapreneurship even in the traditional areas, because at least one-third of educational institutions do not have them at all.



Among the additional areas for the production of goods or rendering services, the most represented are activities such as developing and supporting Internet products for in-house organization (websites, Internet pages in social networks, video blogs, etc., 34.7%), organizing theatrical activities (31.5%), and developing and supporting Internet products for other organizations (websites, Internet pages in social networks, video blogs, etc., 28.0%). In addition, almost 40% of teachers pointed organization of charity fairs and auctions. At the same time, intrapreneurship can be extended through development of areas such as organizing foreign language courses, holding preparatory courses for admission to the university, developing, implementing, and supporting electronic educational materials for other organizations, producing in-house souvenirs, and implementing scholarship programs. These areas were noted by no more than a fifth of the educational institution staff.

As for the intrapreneurship directions depending on the subjects of educational activity, the study has shown the following results (Table III).

**Table – III: Intrapreneurship directions and forms in educational institutions depending on the main subjects of an educational activity** (% of the total number of respondents)

Directions and forms	%
1. With the participation of educational organizations' personnel	
Publishing articles in professional journals	81.5
Publishing the in-house educational and methodical products	54.9
Participating in individual projects or grants	44.9
Providing individual supplemental educational services	38.7
2. With the involvement of parents of educational organizations' students	
Holding courses, seminars, training, master classes for parents	51.9
Creating public organizations based on the educational institution (associations of pupils and parents)	42.3

According to the data obtained, the most represented are the areas with the participation of educational institutions' personnel that is quite a logical fact. Thus, a significant part of the surveyed teachers noted the following areas: publication in professional journals (81.5%), the publication of in-house educational and methodical products (54.9%), as well as participation in individual projects and grants (44.9%).

Intrapreneurship areas involving parents and students of educational institutions are less represented than the previous ones, but quite pronounced. This involves, in particular, courses, seminars, training, master classes (51.9%), as well as public organizations created on the basis of the educational institution (associations of students and parents, 42.3%).

The data obtained indicate the existence of high personal potential to implement intrapreneurship in educational institutions. Therefore, it can be assumed, that the exactly organizational environment may be one of the inhibiting factors. Though, this assumption requires empirical evidence.

Special attention in this area was paid to the analysis of activities aimed at preparing students for entrepreneurial activity.

Thus, the results of the study have shown that 56.9% of teachers surveyed indicated that their organizations provided such training.

Among the main forms of students' preparation for entrepreneurial activity the following ones were noted: optional classes (38.4%), courses or circles (32.5%), business school (17.5%), as well as implementation of business projects (planning, production, sales at auctions, and fairs) (8.1%). According to the authors, such data demonstrate a lack of attention to preparing students for entrepreneurship. And this also provides significant reserves for the development of intrapreneurship in educational institutions.

Next, the data relating to international activities and forms of intrapreneurship in educational institutions are considered (Table IV).

**Table – IV: International trends and forms of intrapreneurship in educational institutions** (% of the total number of respondents)

Directions and forms	%
1. Areas of international activity that are carried out in Russia	
Organizing language camps	31.4
Organizing events with the participation of foreign colleagues	26.6
Receiving international grants, and projects	24.9
Admitting students from other countries	17.5
2. Areas of international activity that are carried out abroad	
Participating in international educational forums	24.1
Participating in international associations	22.8
Exchanging students and teachers	18.9
Organizing internships abroad	13.6

The study has shown that the international directions of intrapreneurship are least represented in educational institutions. Less than a third of the surveyed employees of educational institutions are engaged in international activities, which are carried out in Russia. This involves the organization of language camps (31.4%), and events with the participation of foreign colleagues (26.6%), as well as receiving international grants and projects (24.9%).

Even less pronounced were the areas of international activity that are carried out abroad. This concerns, in particular, forms, such as participation in international educational forums (24.1%) and international associations (22.9%), as well as the exchange of students and teachers (18.9%). The data obtained, are explained by the authors, first of all, by a certain closedness of many teachers to the international community, low level of foreign language proficiency, etc.

Finally, data concerning the representation of socio-professional trends of intrapreneurship in educational institutions are analyzed (Table V).

**Table – V: Socio-professional directions and forms of intrapreneurship in educational institutions** (% of the total number of respondents)

Directions and forms	%
1. Social activity of the educational organization	
Socially beneficial activities of employees	55.2
2. Social activities in cooperation with other organizations	
Cooperation with social organizations	55.8
Cooperation with the city or district administration	52.9

Cooperation with charity funds	44.8
Cooperation with elected officials	44.4

The situation in this area is somewhat ambiguous. On the one hand, about half of the surveyed teachers noted social and professional activities. On the other hand, in today's realities of the existence of an educational institution, the lack of social and professional activities indicates the existence of a significant problem regarding the effectiveness of such an organization, as well as its certain social isolation, the lack of focus on seeking public support, etc. The authors believe that this is also one of the reserves for intrapreneurship development in educational institutions.

## V. DISCUSSION

Experts, who took part in the survey, indicate that the phenomenon of intrapreneurship arose with the use of entrepreneurial principles of management by educational institutions in the implementation of educational services at the intersection of educational and entrepreneurial activities of educational organizations. However, while the educational activity and entrepreneurship are associated by the purpose and essence of the relationship that is meeting the educational needs of the population, implementation of educational programs and improving the educational level of the population, entrepreneurship is associated with education by the innovative nature of actions, their entrepreneurial spirit, an orientation of actions towards using innovative methods and technologies in organization of educational process, rather than traditional education, as well as integration of the educational organization into a single educational environment, implementation of advanced pedagogical, informational, and telecommunication technologies in educational process, economic rethinking of the role and status of educational organizations in the educational system.

From the viewpoint of the present research subject, it is interesting experts' justification for the implementation of intrapreneurship in educational institutions. Experts point out that on the one hand, educational institutions cannot count on attracting venture capital in educational projects. Investment in education is possible only if the commercial use of educational innovations goes beyond educational activities, and is not the purpose of educational institutions. Therefore, educational projects should first of all be attractive for consumers of educational services rather than for investors. On the other hand, an educational organization within its own educational activities will not be able to invest its own funds in innovative projects which structurally represent individual organizations. These economic activities are not directly related to educational entrepreneurship and are classified as commercial activities. Therefore, according to experts, the educational organization should look for internal creative and financial resources. Thus, the educational organization comes to educational intrapreneurship as the only currently available form of implementation of educational entrepreneurial processes. As noted by one of the interviewed experts (Victor L.), "a kind of internal self-financing, filled with real socio-economic content, is one of the most effective organizational techniques of innovation management and

economic support of entrepreneurial activities of educational organizations."

For example, in American practice, the process of turning teachers into businessmen has acquired such proportions that one can talk about a new type of entrepreneur – *edupreneur* (derived from educator and entrepreneur), and a new era – the era of the *teacherpreneur* [27]-[29].

Experts cite the reasons, why school teachers have all the chances to become successful entrepreneurs. They point out that being a successful educator is as difficult as being a successful entrepreneur. This profession requires the same combination of qualities, such as devotion to duty, dedication, ability to improvise, and breadth of vision. Teachers should also take care not only of their own development but also of the development of each of the students and the institution (school) in general. At that, one of the experts noted that "like successful entrepreneurs, successful educators work not only for the sake of financial stability but also to solve specific problems and influence where and how the world is moving." According to research, the average teacher makes 1,500 educational decisions per school day. An ordinary class can be compared to the corporate training of thirty new employees [30]. Therefore, multitasking and the ability to prioritize are mandatory characteristics of both a successful businessman and a successful teacher. As one of the experts (Victoria N.) noted, "school teachers are natural fundraisers. They learn to involve parents, management, local government, and business in their initiatives. They are never afraid to make a request and give an inspired speech in support of their project".

## VI. CONCLUSION

Intrapreneurship is widely represented in many socio-economic areas, both commercial and noncommercial. The essence of intrapreneurship is to create and develop such a system of activity and management of organizational structures, the organization in general, which will contribute to the activation and development of entrepreneurial activity of managers, and organization's staff, as well as will increase their self-actualization and job satisfaction, the implementation of their entrepreneurial potential.

The main directions of intrapreneurship in educational institutions can be classified in accordance with four criteria, namely, by professional and educational areas, by the subjects of educational activities, by international activities, and by social and professional activities.

Intrapreneurship in educational institutions is developing rather slowly and insufficiently. The most represented is the professional and educational direction, which manifests itself through classical forms, such as circles, training sessions and seminars for students.

The research results have confirmed the hypothesis that the development of intrapreneurship in educational institutions is a quite relevant and necessary area in reforming the Russian school.

The prospects for further research are seen by the authors in the study of psychological conditions and resources for the development of intrapreneurship in educational institutions.

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