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ENTREPRENEURIAL SKILLS, ACADEMIC LEADERSHIP, AND TEACHING PERFORMANCE OF THE DEANS IN JONELTA SYSTEM

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ABSTRACT

Entrepreneurial skills are vital for academic leaders like deans, as they drive institutional growth through strategic thinking, opportunity recognition, and innovation. When integrated into leadership, these skills help create adaptive and forward-thinking educational environments responsive to evolving academic needs (McKinsey & Company, 2020; Kotler et al., 2021). Hence, this study was conducted with 44 deans in the JONELTA System utilizing a correlational research design, determining their entrepreneurial skills, academic leadership, and level of teaching performance. Lastly, the researcher determined whether there is a significant relationship between entrepreneurial skills, academic leadership, and the level of teaching performance.

Findings show that the deans of the JONELTA System demonstrate a strong entrepreneurial and participative leadership culture, marked by innovation, strategic thinking, and inclusive decision-making. While entrepreneurial skills positively influence academic leadership, neither entrepreneurial nor academic leadership significantly affects teaching performance.

To sustain and further enhance these strengths, the university administrators are encouraged to offer regular workshops on strategic resource management, alternative funding exploration, and partnership development, reinforce leadership practices by establishing a peer mentoring system for deans and encouraging transparent, participative governance structures, and continue to support deans with updated pedagogical tools and technologies, which are included in the proposed action plan.

Keywords: Entrepreneurial Skills, Academic Leadership, Teaching Performance.

1. INTRODUCTION

Entrepreneurial skills have become an essential aspect of leadership in educational institutions, particularly for academic leaders such as deans, who are tasked with guiding their institutions toward growth and innovation. These skills include strategic thinking, risk-taking, and the ability to identify and seize opportunities—qualities that are necessary for navigating the complexities of modern higher education (McKinsey & Company, 2020). When academic leaders integrate entrepreneurial skills into their leadership practices, they contribute to creating more dynamic and responsive educational environments that can better meet the changing needs of students and faculty (Kotler et al., 2021).

Deans who embrace an entrepreneurial mindset are better positioned to foster innovation and collaboration within their institutions. By encouraging creative problem-solving, they can build a culture of adaptability and resilience, which is crucial in today's ever-evolving educational landscape (Brusilovsky, 2023). This approach aligns with the demands for flexibility and

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innovation within the academic sector, ensuring that institutions remain competitive and forward-thinking (Avolio & Bass, 2020). As a result, entrepreneurial leadership extends beyond administrative tasks, helping institutions to thrive in challenging times. Research supports the significance of entrepreneurial skills in academic leadership. Cleverley-Thompson (2020) examined the role of academic deans in entrepreneurial activities within independent colleges and universities, highlighting the importance of pro-activeness, team-building, and financial acumen in navigating institutional challenges. Another study by Baker and Lee (2023) explored how entrepreneurial skills such as strategic thinking and problem-solving contribute to institutional success, emphasizing their role in fostering innovation and adaptability in higher education.

The impact of entrepreneurial leadership is particularly significant when it comes to teaching performance. Deans who prioritize innovation tend to create programs that encourage experiential learning and practical applications of knowledge, ensuring that students are equipped with the skills they need to address real-world challenges (Vargas & Ross, 2022). These initiatives not only improve the quality of education but also prepare students to make meaningful contributions in their respective fields (Cheng, 2021). A systematic review by López and Pérez (2022) found that entrepreneurial leadership contributes to enhanced teaching performance by promoting interdisciplinary collaboration, modern pedagogical strategies, and outcome-based education. Additionally, a study by Hieng et al. (2024) identified a strong correlation between structured leadership approaches and improved academic outcomes in higher education institutions.

In the JONELTA System, a network of higher education institutions, the role of deans in integrating entrepreneurial skills into academic leadership is especially important. By adopting innovative leadership practices and promoting a culture of continuous improvement, deans in the JONELTA System can improve teaching performance and academic outcomes. This integration can lead to the development of programs that are not only academically rigorous but also practically relevant, ensuring that students receive a well-rounded education that prepares them for the challenges of the modern world (López & Pérez, 2022). Furthermore, research by Cleverley-Thompson (2020) highlighted how academic deans who engage in entrepreneurial leadership initiatives are better equipped to enhance institutional performance and teaching quality.

However, despite the growing importance of entrepreneurial leadership, there is limited research on its direct impact on academic leadership and teaching performance, particularly in the context of the JONELTA System, wherein the respondents were the deans.

Thus, this study determined the relationship between entrepreneurial skills, academic leadership, and teaching performance in Deans of the JONELTA System Deans. The study aims to identify the entrepreneurial skills these deans possess, assess their academic leadership styles, and evaluate their teaching performance. Specifically, the study tested the relationships between entrepreneurial skills, academic leadership, and teaching performance. Ultimately, the goal was to propose an action plan to enhance the entrepreneurial skills, academic leadership, and teaching performance of the JONELTA System Deans, fostering a more effective and innovative educational environment.

2. METHODS

The researcher utilized the descriptive-correlational method of research with the help of a survey questionnaire as the main source of data. Copeland (2022) stated that the aim of descriptive research is to describe a phenomenon and its characteristics. This research is more

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concerned with what rather than how or why something has happened. Correlational research refers to a non-experimental research method which studies the relationship between two variables with the help of statistical analysis. Correlational research does not study the effects of extraneous variables on the variables under study. This study determined the significant relationship between entrepreneurial skills, academic leadership, and teaching performance of the selected JONELTA System deans.

The total population of the study consisted of 49 deans from the JONELTA System. The sample size of 44 was computed using the Raosoft Sample Size Calculator with a confidence level of 95% and a margin of error of 5%. The actual selection of the respondents was done using a simple random sampling technique. The study was conducted during the Academic Year 2024-2025.

The researcher utilized a self-made questionnaire that is divided into three parts: Part 1 covered the respondents' entrepreneurial skills. Part 2 covered the respondents' academic leadership. Part 3 covered the respondents' teaching performance. All were encoded using the following scale: Strongly Agree / Very High (3.25-4.00), Agree / High (2.50-3.24), Disagree / Low (1.75-2.49), and Strongly Disagree / Very Low (1.00-1.74). The research instrument was presented to the research adviser for initial checking. For further validation, the researcher consulted experts in the field of business, statistics, and research who provided comments and possible recommendations.

Reliability was ensured through pilot testing involving 10 selected deans from the JONELTA System with similar qualifications as those of the actual respondents. The survey questionnaire was assessed using Cronbach's alpha to determine the internal validity of the items. The results of reliability tests using Cronbach Alpha test were the following: entrepreneurial skills: 0.920 (excellent internal consistency), for academic leadership: 0.916 (excellent internal consistency), and for teaching performance: 0.914 (excellent internal consistency).

The following statistical tools were used in this study; Weighted mean was to describe the respondents' a) entrepreneurial skills b) academic leadership, and c) teaching performance. And Pearson r was used to determine the relationship between the respondents' a) entrepreneurial skills b) academic leadership, and c) level of teaching performance.

3. RESULTS AND DISCUSSIONS

Discussion of the respondents' entrepreneurial skills, academic leadership, and level of teaching performance. is presented in the succeeding tables and textual presentations.

Table 1: The Entrepreneurial Skills of the Deans in JONELTA System

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I introduce innovative programs to enhance institutional effectiveness.	3.93	Strongly Agree	6.5
2. I explore alternative funding sources to support school initiatives.	4.00	Strongly Agree	1.5
3. I develop partnerships with external organizations for institutional growth.	3.88	Strongly Agree	8

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4. I effectively allocate resources to improve teaching and learning outcomes.	3.98	Strongly Agree	4
5. I encourage faculty members to engage in income-generating projects.	3.98	Strongly Agree	4
6. I promote a culture of innovation and continuous improvement among staff.	4.00	Strongly Agree	1.5
7. I initiate professional development activities for faculty based on current trends.	3.98	Strongly Agree	4
8. I identify opportunities to improve operational efficiency within the institution.	3.70	Strongly Agree	10
9. I adopt new technologies to streamline academic and administrative processes.	3.78	Strongly Agree	9
10. I evaluate risks and benefits before implementing institutional changes.	3.93	Strongly Agree	6.5
Average	**3.91**	**Strongly Agree**	

As presented in Table 1, it can be drawn from the data that the indicators concerning the entrepreneurial skills of the deans in JONELTA System were revealed to be “Strongly agreed” with an average weighted mean of 3.91. This means that the deans explore alternative funding sources to support school initiatives, promote a culture of innovation and continuous improvement, and effectively allocate resources to improve teaching and learning outcomes.

Both indicators 2 and 6, which state that they explore alternative funding sources to support school initiatives, and they promote a culture of innovation and continuous improvement among staff, got the highest weighted mean of 4.00, verbally interpreted as “Strongly Agree” and ranked 1. It is followed by indicators 4, 5, and 7, which state that they effectively allocate resources to improve teaching and learning outcomes, they encourage faculty members to engage in income-generating projects, and they initiate professional development activities for faculty based on current trends, got a weighted mean of 3.98, verbally interpreted as “Strongly Agree” and all ranked 4. Then, indicators 1 and 10, which state that they introduce innovative programs to enhance institutional effectiveness, and they evaluate risks and benefits before implementing institutional changes, got a weighted mean of 3.93, verbally interpreted as “Strongly Agree”, and both ranked 6.5. Next is indicator 3, which states that they develop partnerships with external organizations for institutional growth, got a weighted mean of 3.88, verbally interpreted as “Strongly Agree”, and ranked 8. It is followed by indicator 9, which states that they adopt new technologies to streamline academic and administrative processes, got a weighted mean of 3.91, verbally interpreted as “Strongly Agree”, and ranked 9. Lastly, indicator 8, which states that they identify opportunities to improve operational efficiency within the institution, got the lowest weighted mean of 3.70, verbally interpreted as “Strongly Agree”, and ranked 10.

The findings are supported by **Kara et al. (2022)** explaining that entrepreneurial leadership fosters institutional resilience, enabling leaders to adapt and thrive amid economic and technological disruptions. Similarly, **Smith and Lee (2023)** emphasize the importance of external partnerships and funding strategies as essential competencies in sustaining academic growth and relevance. Furthermore, **Velasco and Torres (2021)** argued that leaders who cultivate innovation

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and professional development significantly enhance institutional effectiveness and staff engagement.

Table 2: The Academic Leadership of the Deans in JONELTA System

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I provide a clear vision and direction for my department.	3.88	Strongly Agree	7
2. I foster collaboration among faculty members to achieve common goals.	4.00	Strongly Agree	2
3. I lead by example and inspire my faculty to strive for excellence.	3.93	Strongly Agree	5
4. I encourage faculty members to take initiative and lead projects.	4.00	Strongly Agree	2
5. I am transparent in communication with my faculty members.	3.98	Strongly Agree	4
6. I regularly engage in professional development activities to enhance my leadership skills.	4.00	Strongly Agree	2
7. I encourage faculty to provide input into departmental decisions.	3.90	Strongly Agree	6
8. I recognize and reward academic achievements within my department.	3.70	Strongly Agree	10
9. I create a supportive environment where faculty feel empowered to succeed.	3.73	Strongly Agree	9
10. I make informed decisions to improve teaching quality within my department.	3.80	Strongly Agree	8
Average	**3.89**	**Strongly Agree**	

As presented in Table 2, it can be drawn from the data that the indicators concerning the academic leadership of the deans in JONELTA System were revealed to be “strongly agreed” with an average weighted mean of 3.89. This means that the deans foster collaboration among faculty to achieve common goals, encourage them to take initiative and lead projects and regularly engage in professional development activities to enhance their leadership skills.

Indicators 2, 4, and 6, which state that they foster collaboration among faculty members to achieve common goals, they encourage faculty members to take initiative and lead projects, and they regularly engage in professional development activities to enhance their leadership skills, got the highest weighted mean of 4.00, verbally interpreted as “Strongly Agree”, and all ranked 2.

On the other hand, indicator 8, which states that they recognize and reward academic achievements within my department, got the lowest weighted mean of 3.70, verbally interpreted as “Strongly Agree”, and ranked 10. It is followed by indicator 9, which states that they create a supportive environment where faculty feel empowered to succeed, got a weighted mean of 3.73, verbally interpreted as “Strongly Agree”, and ranked 9. Lastly, indicator 10, which states that they make informed decisions to improve teaching quality within my department, got a weighted mean of 3.80, verbally interpreted as “Strongly Agree”, and ranked 8.

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The findings reinforce the value of collaborative and empowering leadership in academic settings, which is supported by **Nguyen and Roberts (2022),** highlighting that academic leaders who foster shared decision-making and professional growth significantly boost institutional performance and faculty satisfaction. **Luna and Bautista (2023)** emphasized that transparency and open communication are key drivers of trust and commitment in academic units. Additionally, **Gomez and Rivera (2021)** note that recognition and reward systems directly impact faculty engagement, innovation, and retention, particularly in higher education environments that demand high levels of performance and adaptability.

Table 3: The Level of Teaching Performance of Deans in JONELTA System

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I serve as a role model by demonstrating excellence and professionalism in teaching.	3.95	Very High	5.5
2. I demonstrate mastery of the subject matter in my classes.	4.00	Very High	1.5
3. I integrate real-life applications and professional experiences into my lessons.	3.90	Very High	8
4. I use diverse teaching strategies to accommodate different learning styles.	3.95	Very High	5.5
5. I communicate clearly and effectively during lectures and class discussions.	3.98	Very High	3
6. I foster critical thinking and problem-solving among my students.	4.00	Very High	1.5
7. I encourage active participation and student engagement in learning.	3.95	Very High	5.5
8. I provide timely and constructive feedback on student performance.	3.78	Very High	10
9. I design assessments that align with my intended learning objectives.	3.80	Very High	9
10. I effectively use educational technology to support my instruction.	3.95	Very High	5.5
Average	**3.93**	**Very High**	

As presented in Table 3, it can be drawn from the data that the indicators concerning the level of teaching performance of the deans in JONELTA System were revealed to be “very high” with an average weighted mean of 3.93. This means that the deans demonstrate mastery of the subject matter, foster critical thinking and problem-solving skills and communicate clearly and effectively during lectures and class discussions.

Indicators 2 and 6, which state that they demonstrate mastery of the subject matter in their classes and foster critical thinking and problem-solving among my students, got the highest weighted mean of 4.00, verbally interpreted as “Very High”, and both ranked 1.5. It is followed by indicator 5, which states that they communicate clearly and effectively during lectures and class discussions, got a weighted mean of 3.98, verbally interpreted as “Very High”, and ranked 3. On

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the other hand, indicator 8, which states that they provide timely and constructive feedback on student performance, got the lowest weighted mean of 3.78, verbally interpreted as "Very High", and ranked 10. It is followed by indicator 9, which states that they design assessments that align with my intended learning objectives, got a weighted mean of 3.80, verbally interpreted as "Very High", and ranked 9. Lastly, indicator 3, which states that they integrate real-life applications and professional experiences into their lessons, got a weighted mean of 3.90, verbally interpreted as "Very High", and ranked 8.

The findings are supported by **Santos and Herrera (2021),** emphasizing that effective teaching by leaders reinforces academic credibility and serves as a model for faculty**. Caballero and Liu (2023)** highlight the role of subject mastery and critical thinking facilitation as core drivers of student achievement in higher education. Meanwhile**, Perez et al. (2022)** found that timely feedback and the use of educational technology are vital components of modern, student-centered teaching, especially for leaders juggling multiple responsibilities.

Table 4: Relationship between the Entrepreneurial Skills and the Academic Leadership of the Deans in JONELTA System

	Pearson r value	p-value	Interpretation
The Entrepreneurial Skills and the Academic Leadership of the Deans in JONELTA System	0.450** Moderate correlation	0.004	Significant
**Significant @ 0.01			

As presented in table 4 presents the relationships between the entrepreneurial skills and academic leadership of the Deans in JONELTA System with Pearson r value of 0.450 indicating a moderate positive correlation, and the p-value of 0.004 significant at the 0.01 level confirms that this relationship is statistically significant. This implies that the more the deans in JONELTA System exhibit entrepreneurial skills, the more they foster academic leadership.

The findings support the notion that entrepreneurial skills enrich academic leadership effectiveness as supported by **Anderson and Reyes (2022)** asserting that entrepreneurial leadership fosters strategic thinking, which complements traditional academic functions. **Delgado et al. (2023)** found that deans who exhibit entrepreneurial behavior often cultivate collaborative environments and drive faculty innovation. Likewise, **Mendoza and Cruz (2021)** emphasized that a blend of academic rigor and entrepreneurial agility strengthens institutional resilience and leadership influence.

Table 5: Relationship between the Entrepreneurial Skills and the Level of Teaching Performance of the Deans in JONELTA System

	Pearson r value	p-value	Interpretation
The Entrepreneurial Skills and the Level of Teaching Performance of the Deans in JONELTA System	-0.163 Low correlation	0.316	Not Significant
Significance level @ 0.05			

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Table 5 presents the relationship between the entrepreneurial skills and the level of teaching performance of selected deans within the JONELTA System. With an r value of -0.163 indicating a low and negative relationship, and the p-value of 0.316, which exceeds the 0.05 significance level, indicating that the relationship is not statistically significant. This means that the entrepreneurial skills of the deans in JONELTA System does not influence their teaching performance.

The findings of the study support the idea that entrepreneurial leadership and teaching performance, while both important, may operate in **distinct domains** of academic work, as supported by **Sarmiento and Li (2021),** stating that the entrepreneurial duties of academic leaders often draw attention away from instructional responsibilities**. Rosales and Villanueva (2023)** emphasized that time-intensive leadership innovation can conflict with sustained teaching quality. Furthermore, **Cho and Tan (2022)** suggested that role overload among academic leaders can compromise their effectiveness in instructional duties, reinforcing the non-significant relationship observed in this study.

Table 6: Relationship between the Academic Leadership and the Level of Teaching Performance of the Deans in JONELTA System

	Pearson r value	p-value	Interpretation
The Academic Leadership and the Level of Teaching Performance of the Deans in JONELTA System	0.054 Negligible correlation	0.743	Not Significant
Significance level @ 0.05			

Table 6 presents the relationship between academic leadership and teaching performance of the deans in the JONELTA System. With an r value of 0.054 indicating a negligible correlation, and the p-value of 0.743, which is greater than the 0.05 level of significance, confirms that the relationship is not statistically significant. This means that the academic leadership of the deans in JONELTA System does not influence their teaching performance.

The findings are supported by Smith and Johnson (2022) stating that leadership qualities such as strategic vision and administrative competence are more relevant to institutional governance than to faculty teaching outcomes. Similarly, Delgado and Martinez (2023) reported no significant correlation between leadership styles and teaching effectiveness, suggesting that teaching performance is more strongly influenced by individual factors such as pedagogical skills and intrinsic motivation. Supporting these findings, Lee and Fernandez (2024) concluded that faculty development, workload, and support systems play a more critical role in enhancing teaching quality than academic leadership.

4. CONCLUSION AND RECOMMENDATION

Based on the findings of this study, it is evident that the deans within the JONELTA System are recognized for their strong entrepreneurial competencies, which affirm their robust skills in this domain. They are also perceived to exhibit a high level of academic leadership, characterized by their subject matter expertise, ability to foster critical thinking and problem-solving, and effective communication in academic settings. Notably, there is a positive relationship between entrepreneurial skills and academic leadership, suggesting that as entrepreneurial skills strengthen,

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so does academic leadership. However, it is important to highlight that neither entrepreneurial skills nor academic leadership significantly influences the teaching performance of the deans. This indicates that while these competencies are vital for institutional growth and leadership, other factors may play a more direct role in shaping teaching effectiveness.

The following recommendations are based on the findings and conclusions of this study: To holistically support the multifaceted roles of deans in the JONELTA System, it is recommended that university administrators, academic affairs officers, and human resource personnel collaboratively sustain and enhance programs that promote innovation, leadership, and teaching effectiveness. This includes offering regular workshops on strategic resource management and entrepreneurial initiatives, establishing peer mentoring systems, and facilitating leadership retreats to cultivate a collaborative and visionary culture. Simultaneously, human resource officers should provide updated pedagogical tools, differentiated instruction training, and integrated modules that merge entrepreneurial and leadership competencies. Re-evaluating workload distribution through flexible schedules or teaching support is essential to prevent burnout and maintain performance. Finally, the Office of Academic Affairs and the Faculty Training Committee should implement distinct but complementary development tracks for academic leadership and instructional excellence to ensure targeted and effective professional growth for all deans.

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