

Lived Experiences of Educational Entrepreneurs: Exploring Qualities and their Realities

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Abstract

There is a new breed of teacher who uses their skills and abilities to build and develop programs, services, and products that improve the teaching and learning process. This spawned a new type of entrepreneurship known as educational entrepreneurship, edupreneurship or teacherpreneurship. Edupreneur in the study is as a member of a school organization who engages in outside entrepreneurial activities that is relevant to education, teaching, or learning. Using the Interpretative Phenomenological Analysis (IPA), the researcher conducted interviews and confirmed them through narrative reflection, field notes, and theoretical memos to five participants. The method triangulation was used to ensure validity and achieved data saturation which helped in the interpretation of the essence of the participants' lived experiences using the Seven-Steps of IPA Data Analysis (Smith, 2009). Based on the experiences of the participants, they exemplify and are characterized as being hands-on which means doing everything and understanding what is going on in their businesses. Being hardworking or putting much effort and keep trying to succeed both in the area of teaching and business. They also exhibited flexibility or the ability to adapt to changes may it be in their teaching career or their business and on how and when things and jobs have to be done. They are empowering as they invest in relationship with people, trusting, valuing, supporting, and communicating with them. Empowering others will lead to people wanting to work and help in achieving the goals of the business. The participants constantly learn and grow as evinced on their additional studies, training, and from their learned experiences and lessons in life. Being creative, innovative, resourceful, problem solvers, positive, and visionaries and who know themselves and their capabilities were also common characteristics of the participants who thrive and beat the odds of their two roles as edupreneurs.

Keywords: Phenomenology, Edupreneurs, Educational Entrepreneurs, Lived Experiences, Interpretative Phenomenological Analysis

Introduction

Education is a crucial asset of the citizens of every developed economy and teachers play a significant part in the lives of children. They are the ones who mold the students of the country. Teaching is one of the most respected jobs in the world, but education at present is beset with many challenges. In the Philippines, one of the most pressing problems in education is the salary of teachers. Teachers are said to be poorly compensated, and their wage grievances are inappropriately brought out. In a Philippine Daily Inquirer article written by Tagupa (2018), she contested that Filipino teachers are indeed underpaid. She revealed that teachers working in public schools are paid depending on their level anywhere from Php 19,000 to Php 43,000 a month. The salary does not compensate the bulk of the job of the teacher which they need to attend to. It is for these reasons that many of them recourse to acquiring different forms of loans from either public or private lending

institutions, and some even sell something and others engage in varieties of entrepreneurial activities such as putting up their businesses.

This new brand of teachers who do business which are education related is called educational entrepreneurs or edupreneurs and sometimes termed as teacherpreneurs. The book *Educational Entrepreneurship. Realities, Challenges, Possibilities* written by Smith and Patersen. edited by Hess (2006) they defined educational entrepreneur as a specific type of innovator whose qualities and endeavors result in a significant shift in the public school system, not just a minor improvement it. Some edupreneurs accomplish this by creating new public schools and educational systems. Instead of joining groups, some edupreneurs develop alternative training or support structures for teachers and administrators. Furthermore, edupreneurs provide commodities and services that aid in the teaching, administration, and management of educational institutions. Because of the specific nature of the assistance and resources needed to be successful in the field, the educational entrepreneur operates outside of the school system.

Edupreneurship, also known as teacherpreneurship, is a new type of educator that bridges the gap between traditional classroom teachers, school administrators, and educational policymakers. It is a term used to describe a person in a school organization who is personally involved in and responsible for developing, marketing, and promoting a product, service, program, or technology aimed at improving education (Lavaroni & Leisey, 2000). In an essay published in August 2017, Shulman described edupreneurs as people who are driven by their goal and live to make a positive difference. They went into education to provide services, products, technology, and ideas. Furthermore, edupreneurs create new educational organizations and enterprises, develop cutting-edge educational technology solutions, open new schools, and give keynote lectures all over the world. These edupreneurs have a 21st-century education perspective and are recognized worldwide, whether they work within or outside of the classroom.

In the Philippines, edupreneurs are everywhere putting up tutorial business, training centers, publication companies, building schools and providing services and products that are to be used by the students and the academic sector. The contribution of these private firms, set up by the edupreneurs, is recognized in the 1987 Philippine Constitution Article XII, Section 1 because it equally distributes income, wealth, sustains products and services, and enhances productivity, improving the Filipinos' quality of life. The Code of Ethics for Professional Teachers, Article 10, Section 1, Memorandum Circular (MC) No. 15, s. 1999 Section 18, and Section 1 Rule X of Republic Act 6713 or the Code of Conduct and Ethical Standards for Public Officials and Employees were all promulgated to remind edupreneurs that teachers have the right to conduct or be engaged in a legitimate kind of business that will provide for their families. This is permissible as long as it does not interfere with his teaching duties. Any government employee is prohibited from engaging in the private practice of his profession unless he has been granted permission by the law, provided that his engagement does not contradict with his function or obligations.

Though a good number of teachers are engaged in this kind of endeavor because of poverty, Philippines has not explored this field yet. It is for this reason that this study is conceptualized in order to explore the realm of entrepreneurship that is not common or extensively documented and offers a glance at the future and potential benefits of educational entrepreneurship to the whole education system. This study is a contribution to the very rare available literature and studies on educational entrepreneurship in the Philippines.

Using an Interpretative Phenomenological Analysis (IPA), the researcher delved deeper to the lived experiences of the participants. Specifically aimed at describing their qualities as educational entrepreneurs and presenting the meaning of their life's realities through their experiences. Edupreneur in this study is defined as a person employed by a school who engages in outside entrepreneurial activities or runs a business that is related to education, teaching, or learning.

This study hopes to inspire the policymakers to the potential of educational entrepreneurship in the Philippines, contributing to better policies and procedures. Understanding the experiences of the edupreneurs will also allow teachers both in public and private schools and institutions to consider being an educational entrepreneur and think beyond the constraints of current laws and policies and limited resources so that they will be able to improve their lives through engaging into entrepreneurial activities related to their vocation. This will also encourage the edupreneurs to fulfill their roles and maintain a balance of their defined roles inside and outside the school system.

Literature Review

The current dilemma of Filipino public-school teachers is not only being underpaid but also overworked. The next question is "what do underpaid Filipino public school teachers do in their spare time? In a blog of Philippine Basic Education (2018), they have presented several responses such as: some teachers sell RTWs (ready-to-wear) and pieces of jewelry on an installment basis; others sell ice and ice candies in their own homes; others offer tutorial sessions to children; and still others sell barbecues and food during the nighttime. "Teachers do anything so that they can augment their income and low salary as a teacher...". Other say, "...in order to provide food and needs of the family and pay for their loans, they also do "rackets" (other jobs) like a tutorial in any subjects, selling *tocino*, clothes, and *Tupperware*. some are lucky and they just stay at home and manage their sari-sari (small) stores". Accordingly, public school teachers in the Philippines do not have much money, time, and energy to spare, which enables them to participate in solving the severe problems of education in the country. As breadwinners, teachers' priority is to augment their income so that they will be able to support the needs of their families.

This reason of providing for the family forces teachers though working within the school organization to engage in outside entrepreneurial activities or business that is related to education, teaching, or learning. This group of teachers is called educational entrepreneur or edupreneur and sometimes called as teacherpreneur. Borasi and Finnigan (2010) referred to edupreneurs as "agents of change," arguing that entrepreneurship is a type of leadership that occurs in specific circumstances rather than a trait performed by the head of school. They found the behaviors and attitudes that determined the successful change agents in a case study with six respondents, these are (1) Individuals who are driven with a vision, and with a sense of earnestness; (2) Individuals who are engaged in innovation relentlessly; (3) Individuals who are alert in seizing opportunities; (4) Individuals who are not inhibited by resources which are limited; (5) Individuals who are masters of doing networking and connecting; (6) Individuals who make fast and timely decisions; (7) Individuals who solve problems creatively; (8) Individuals who take risk confidently; (9) Individuals who are or find a champion for innovation created; (10) Individuals who capitalize on crisis and dysfunction so as to forward the initiative.

The concept of educational entrepreneurship is founded from Peter Drucker's View on Entrepreneurship and the Social Entrepreneurship Theory. In his book titled *Innovation and Entrepreneurship* issued in 1985, Peter Drucker's view on innovation and entrepreneurship is seen in the lived experiences of the participants as edupreneurs who established schools, publishing houses, tu-

torial centers, review centers, and school-related material production. These edupreneurs were passionate about making things happen. Entrepreneurship and innovation are terms that are related and connected to each other. Entrepreneurship entails searching for innovations and benefiting from them. Edupreneurs recognize opportunities for innovation, transform these ideas into products, services, or business models which support them to thrive during hardships. Innovation is discovering an innovative and most appropriate way of doing something as in the case of the participants of this study who created change in the usual school system in the Philippines by doing parallel work or job as a teacher and as an entrepreneur.

According to Drucker, entrepreneurship is a learnable set of behavior and not a personality trait. Same with edupreneurs' behaviors, characteristics, and capabilities were more acquired and learned. The participants' characteristics and capabilities accordingly are founded by their early experiences such as family problems, natural disasters, poverty, and society's expectations which brought about changes in the participants' perspective and personality later on when they have become edupreneurs. Moreover, edupreneurs are characterized as entrepreneurs who are innovative, resourceful, empowering, creative, problem solvers, visionaries, multi-tasker and hands-on. These characteristics of the edupreneurs have changed the school culture and school system that teachers are not allowed to engage in entrepreneurial activities, and they are only bound to stay inside the four corners of the classroom. The evolution of innovation as an adaptation to the changing business landscape is seen in the existence of the edupreneurs in the Philippines. Nowadays teachers do not sell papers and candies to students but rather have leveled up and incorporated their passion in teaching and learning in the business that they have set up.

In the last few years, social entrepreneurship as a sub-discipline in the field of entrepreneurship obtained rising attention from entrepreneurship scholars. Social entrepreneurship is recognizing, evaluating, and exploiting opportunities that produce social value which includes the basic needs of the society, opposite to a more personal or a shareholder/stockholder wealth (Austin, Stevenson, & Wei-Skillern, 2006). On the other hand, Litzky, Godshalk, and Walton-Bongers (2010) described Social Entrepreneurship as a process, which encompasses utilizing resources innovatively and searching for opportunities to be an agent for social change, inculcate dreams, and fulfill the needs of the society. Social entrepreneurs are people characterized as having entrepreneurial traits; they explore chances that arise from certain social problems, utilizing current sources which yield social innovation. Awareness and recognition of the opportunity reflects the ability of the entrepreneur to detect whether supply or demand exists in a value-creating product or service (Kirzner, 1973). Social entrepreneurs understand social needs seriously and fulfill these needs by creating innovative organizations. In addition to this, social entrepreneurs consist of individuals who are heads of organizations, groups, networks, or conglomerates of organizations who distinguish opportunities and discover unending social innovation founded on the principles of entrepreneurship (Noruzi, Westover, & Rahimi, 2010). The triumph of social entrepreneurs derives from the innovations that they have created (Austin, Stevenson, & Wei-Skillern, 2006; Dees, Emerson, & Economy, 2001).

In the field of entrepreneurship, a social entrepreneur has the potential in changing the education system. His vision is not to innovate a product or service in the pursuit of fame or wealth, as in the case of the edupreneurs who put up their businesses parallel to the work that they do as teachers, aiming less for profit but questing for change that they can do in the school system. This venture of edupreneurs seeks to have a positive impact by creating organizations, products, services, and programs that seek to enhance the capacity of the existing system that we have. In the context of

edupreneurs applied into social entrepreneurship, the participants exhibited the characteristics of a social entrepreneur who is passionate to help others and the community. Social entrepreneurs in education alter school culture, redefine school practices and solve problems like that of the edupreneurs. They are in this direction not for the money but for the school-based and society-based problems. In the study, the participants go beyond personal wealth, business recognition, and economic success and focus on what they can do in education and the community because they love teaching and their students.

Methodology

The study used phenomenology, which is a qualitative research design that focuses on a specific group's common lived experiences, in this case, teachers who are now employed in a school or institution while also managing their education-related business. Phenomenology's main purpose is to explain the nature of a phenomenon (Creswell, 2013). It differs from other qualitative designs in that it tries to grasp the essence of a phenomenon through the eyes of those who have lived through it. To characterize and explain the participants' experiences of the phenomenon of educational entrepreneurship, the researcher used Interpretative Phenomenological Analysis (IPA).

The design Interpretative Phenomenological Analysis (IPA) is similar to the aim of Phenomenology since both try to capture individual experiences, but IPA is one step beyond Phenomenology. IPA acknowledges the researcher in the research and analysis process. In the study, the analytic process is a result of the interactions between the participants who are the teachers and at the same time business owners, counted as phenomenological or the participants' accounts while the researcher is the interpretative or the researcher's interpretations of participants' accounts. This process unraveled the meaning of the participants' experiences and interpret how they make meaning of what they have experienced meaningfully. The interpretations made in the study are based on the beliefs, expectations, conceptions, and experiences of the researcher (Smith et al., 1999). In IPA, reflexivity is required from the researcher, furthermore, he is anticipated to represent his or her viewpoints explicitly to give enlightenment to the analysis (Willig, 2007).

Following the IPA, the researcher examined the participants' experiences in depth, as well as how they understood and made sense of what was occurring to them as a result of their experiences. In-depth interviews were used to acquire the majority of the data in IPA. The interviews were primarily described as "purposeful conversations," and after they were completed, the researcher transcribed them verbatim, classified them, and created themes that helped answer the research objectives. Methodological triangulation was employed by the researcher to validate the data. Methodological triangulation, according to Denzin (1973), consists of using more than one data collection method, such as questionnaires, observations, interviews, and documents. Carvalho and White proposed the objectives for triangulation (1997). According to them, triangulation adds value to the results of various informal and formal research instruments by explaining different sides of an issue; refuting, when one option using an instrument disproves a hypothesis made by an alternative set of options; and confirming, when one option using an instrument confirms a hypothesis made by an alternative set of options.

A series of interviews, field notes, theoretical memos, and narrative reflection were used in this study. Field notes are written records of data gathered from observations and produced by fieldworkers (Hammersley & Atkinson, 2002; Jackson, 1990). It was frequently employed by ethnographers as a data collection approach. The participants' social contacts are described in field notes, as well as the context in which they occurred (Roper & Shapira, 2000). Theoretical memos,

on the other hand, are the researcher's records of her emerging ideas and interconnections between the codes during the coding process (Glaser, 1998). They are the researcher's mental notes. The study's researcher combined field notes with theoretical memos and utilized both. The researcher took field notes and theoretical memos after each interaction with the participants, based on what happened during the interview and observation. Also included were the researcher's thoughts and reflections during the encounters. Finally, narrative reflection writing consists of brief descriptions or answers to the researcher's posed questions, followed by a more sustained analysis by the researcher in the research's results and discussion section. The participants were given enough time to reflect on their thoughts through narrative reflection before being collected by the researcher.

To ensure its reliability, the researcher created an interview guide that was validated by experts and was field-tested. The interview guide consists of 26 questions that correspond to the problem statements. It is divided into three sections, the first of which includes questions regarding the researcher's experiences prior to becoming an edupreneur. The second part of the interview consists of questions about the participants' experiences during the phenomenon of educational entrepreneurship, and the third part consists of questions about the participants' characteristics and capabilities. During the interview, the researcher devised additional questions to allow her to thoroughly consider the participants' experiences. In this section, the researcher utilized Microsoft Word and Excel to transcribe, code, and then the data. Reading and re-reading the interview transcriptions to become as familiar with the data as feasible is the initial procedure or step. The researcher reviewed the interview transcript numerous times in Word and looked at the additional data discovered in the field notes, theoretical memos, and narrative reflection writing at the same time. The second step is first noting, which entails marking what the participant stated that is interesting and significant. In the second phase, the researcher used Excel to code the interview transcripts. The process of categorizing or indexing the text in order to create a framework of thematic ideas is known as coding (Gibbs, 2007). The third step is to create emergent themes. A theme is the main result of the data analysis process that leads to practical results in the research project (Green et al., 2007). The topic facilitates the researcher's ability to answer the study questions by organizing a set of similar thoughts (Ryan & Bernard, 2003). The researcher created themes to describe the codes that were generated from the transcripts. The fourth step is to look for connections between the themes that may emerge during the process; some themes may be clustered together, while others may emerge as superordinate concepts. The coded transcripts were put together in this step, and the similarities and differences in concepts were examined. The fifth step involves not only moving on to the next case and identifying repeating patterns, but also recognizing any new themes that may emerge. The researcher moved on to the next participant after completing these tasks case by case. The sixth phase entails looking for patterns among examples, while the seventh step entails using metaphors, theories, and relevant literature to take the researcher's interpretations to deeper levels. The data from the interviews, field notes, theoretical memoranda, and narrative reflections were presented, interpreted, and analyzed in this step.

Five educational entrepreneurs were chosen for this study based on the researcher's criteria. According to Creswell (2013), it is critical that all study participants have firsthand contact with the topic under investigation. If all of the people in the study are people who have experienced the occurrence, criterion sampling is a good way to go. Criterion sampling is a sampling approach that selects cases that meet a predefined criterion of importance (Patton, 2001).

Four of the five participants are married, while one is a widow. Three of the participants have completed a doctoral degree, while one has a master's degree and the other has completed mas-

ter's units. Three of the participants work full-time as teachers, while the other two work part-time. Four of them have previous work experience in various fields. Two of the participants run their businesses as sole proprietorships, one as a partnership, and two as corporations.

The researcher followed qualitative research processes and protocols in obtaining consent, developing an atmosphere of mutual trust, and maintaining confidentiality throughout the process. The participants of the study were treated with respect, and their time was valued during the time of interactions. The researcher further considered ethical responsibility to self, participants, and their profession as teachers to produce the highest quality of data during the meetings and interactions.

Ethical consideration was always considered to meet the utmost confidentiality and protection of the participants by providing a letter of request, consent form, and interview information, and ethical consideration (waiver). The ethical standard documents inculcated sufficient information about the research study, its purpose, goals, and objectives in order to give the participants its general overview. The researcher informed the participants about the intended possible uses of the study being conducted. The anonymity disclosure which refers to the confidentiality of information provided by the participants was part of the ethical consideration. The researcher asked for voluntary participation free from the coercion of the participants who would significantly contribute vital information about the study. They were made sure to understand that the research would not include any risk and/or harm on their part since the study is about their experiences as edupreneurs. It was also made clear that there is no life-threatening situation or experience that would be included throughout the research process. Included in the waiver given is the information that they can withdraw their participation in the said study whenever they want to or feel misinterpreted or misconstrued by the researcher.

Results

Matrix 1 The Participants' Qualities Based on their Experiences as Edupreneurs

Theme	Quotes
Edupreneurs are hands-on, hardworking and flexible.	<p><i>inalam ko na ung pamamaraan (Sir P)</i> <i>nagparegister nako sa DTI (Sir P)</i> <i>kumuha na 'ko ng business permit (Sir P)</i> <i>dinala ko sa National Library (Sir P)</i> <i>ako 'yung mag de-deliver (Sir P)</i> <i>ako 'yung mag bubuhat (Sir P)</i> <i>ako 'yung collector (Sir P)</i> <i>ako 'yung mag pro-promote (Sir P)</i> <i>nagtuturo din ako noon (Ms. N)</i> <i>ako parin ang sa marketing (Sir P)</i> <i>tapos nag-aassist din ako kunyari pag umalis na yung bantay namin ng umaga ng hapon hanggang 4 o'clock (Ms. V)</i> <i>(I am) flexible (Ms. V)</i> <i>nagsasara kami mga 11 ng gabi...gigising naman ako 7:30 (Ms. V)</i> <i>(I am) hard working (Ms. V)</i> <i>things to do mga schedule (Ms. V)</i> <i>kung ano yung dapat mauna first things first (Ms. V)</i> <i>puwede naman akong tumulong kahit papaano (Ms. V)</i></p>

	<p><i>sumasabay na akong umuwi 8, 9 ng gabi (Ms. V)</i> <i>habang wala pa naman nagpapaprint or nagpapaxerox sinasabayan ko s'ya ng gawa ng lesson (Ms. V)</i> <i>ako taga-hanap ng customer, ako taga-kausap ng mga customer, meron or wala (Ms. V)</i> <i>so multi-tasking (Mr. T)</i> <i>naiisingit ko yung mga iba-ibang mga gawain na 'yan (Mr. T)</i> <i>kinakailangan ko talagang mag-strive (Mr. T)</i> <i>ang pagiging masipag (Mr. T)</i> <i>yung pagiging matiisin ko ma'am, matiyaga (Mr. T)</i> <i>organize your chores systematically (Ms. M)</i> <i>masusutain mo lahat (Ms. M)</i> <i>lahat yon iikutan mo basta systematic sa lahat ng trabaho (Ms. M)</i> <i>gawa ako ng schedule this is your plan (Ms. M)</i> <i>have a strategic plan (Ms. M)</i> <i>nakamatrix, nakasulat (Ms. M)</i></p>
<p>Edupreneurs empower and invest in relationship with people.</p>	<p><i>naghanap narin ako ng writers (Sir P)</i> <i>nakilala naman ako na magagaling na writers (Sir P)</i> <i>ganun lang kaibigan...nag-agree sila (Sir P)</i> <i>gusto rin nilang makapagsulat, makatulong sa professional growth nila (Sir P)</i> <i>minsan, ako pa nga yung napapakinabangan nila (Sir P)</i> <i>nagiging customer ko sila kasi naging magkaibigan kami (Sir P)</i> <i>nakita nila yung genuine na help na gusto kong ibigay sa kanila (Sir P)</i> <i>lahat ng costumer namin ay tinutulungan namin, tini-train namin ang teachers (Sir P)</i> <i>tinatawag ko yung mga writers ko para sila yung mag train (Sir P)</i> <i>ang dami naming nagagawa for the benefit talaga nung mga customers (Sir P)</i> <i>yung mga writer ko puro faculty din na kaibigan ko (Sir P)</i> <i>may mga kaibigan naman ako na magagaling din na pwe-pwede rin magsulat at gumawa (Sir P)</i> <i>nabibigyan ko pa rin sila ng opportunity para mapaunlad din nila 'yung sarili nila (Sir P)</i> <i>yung pagiging palakaibigan ko (Mr. T)</i> <i>pag ka marami kang kaibigan, maraming tutulong talaga sa'yo (Mr. T)</i> <i>pina-attend din ako kasi nga member ako ng NCR Premiere (Mr. T)</i> <i>pupunta ako kung kani-kanino, kung saan saan ang venue (Mr. T)</i> <i>ako naman minamassage ko na yung likod nya, talagang pinapakalma ko na talaga (Mr. T)</i> <i>Ma'am Tess... is a retired teacher din they are still able so...to have a little income (Ms. M)</i></p>

	<p><i>ang tauhan ko doon diba sampu sila lahat (Ms. M)</i></p> <p><i>may mga secretary ako sila (Ms. M)</i></p> <p><i>yung mga retired teachers o mga retired friend ko na teacher din, kinukuha ko sila (Ms. M)</i></p> <p><i>bawat gain nila 1,000 per day sila (Ms. M)</i></p> <p><i>pantulong din nila yun sa gamot nila (Ms. M)</i></p> <p><i>madidiscovers mo naman sa sarili mo (Ms. N)</i></p> <p><i>ano nila ito, parang training ground (Ms. N)</i></p> <p><i>gawin niyo na yung part niyo bilang isang mabuting guro (Ms. N)</i></p> <p><i>ito yung magtuturo sa inyo, ito yung mag-gaguide sa inyo (Ms. N)</i></p> <p><i>noong time na nandito siya at nakakaya naman niya i-handle mga problema sa mga parents (Ms. N)</i></p> <p><i>do your best gawin niyo yung best ninyo (Ms. N)</i></p> <p><i>bawat gawain natin bawat trabaho natin mahal lang talaga (Ms. N)</i></p> <p><i>kung ano yung gusto mong gawin sa instruction sa bata ikaw ang magsusunod (Ms. V)</i></p> <p><i>ang tao ko talaga diyan is yung sister ko (Ms. N)</i></p> <p><i>yung relationship namin, ayaw naming pinagtatalunan ang pera (Ms. N)</i></p> <p><i>maging honest tayo sa isa't-isa (Ms. N)</i></p> <p><i>100% sure ako na okay yun pagdating sa finances yung kapatid ko (Ms. N)</i></p> <p><i>yung husband ko hindi siya nakikialam dun sa sales (Ms. N)</i></p> <p><i>ang ano namin..trust (Ms. V)</i></p> <p><i>never akong nag-kuwestyon na bakit kulang yan, bakit ang konti (Ms. N)</i></p> <p><i>never talaga akong nag-itemized (Ms. N)</i></p> <p><i>trust and confidence (Ms. N)</i></p> <p><i>pag malaki ang kita, bibigyan ko siya (Ms. N)</i></p> <p><i>yung tiwala, 'wag mong hahayaan (Ms. V)</i></p>
<p>Edupreneurs constantly learn and grow.</p>	<p><i>I enrolled to Master of Arts in Teaching Mathematics at University of the East (Ms. M)</i></p> <p><i>I enrolled again in Master in Educational Management of the Open University of PUP Taguig City (Ms. M)</i></p> <p><i>enroll again to Doctor of Education at University of Makati (Ms. M)</i></p> <p><i>I took the EdD for 7 years (Ms. M)</i></p> <p><i>took my Doctor of Public Ad that is my second doctorate (Ms. M)</i></p> <p><i>third doctoral degree Ph. D. in Business Management (Ms. M)</i></p> <p><i>nag-aral ako ng dress making, tailoring, photography 1, photography 2 (Ms. M)</i></p> <p><i>cosmetology, hair stylist, pag mamanicure, pedicure (Ms. M)</i></p> <p><i>Doctor in Christian Education (Ms. M)</i></p> <p><i>fifteen na lahat yung aking ano.. mga recognition (Ms. M)</i></p> <p><i>yung academic ko, dalawa lang (Ms. M)</i></p> <p><i>nag-learn pa rin...natututo pa rin ako, sa mga bata, sa mga araw</i></p>

	<p><i>araw (Ms. M)</i> <i>ay oo nga pala hindi pala maganda (Ms. M)</i> <i>so babaguhin mo yung strategy mo (Ms. M)</i> <i>so ikaw ang makakadiscovers sa bawat araw na pagtuturo mo (Ms. M)</i> <i>madidiscovers mo yung bago (Ms. M)</i> <i>madidiscovers mo yung hindi na dapat gagawin (Ms. N)</i> <i>kumukuha ako ng Entrepreneurial Management (Mr. T)</i> <i>nag-aral ulit ako ng Master in Educational Management (Mr. T)</i> <i>naka-graduate ako (Mr. T)</i> <i>nagpatuloy ako ng pag-aaral ng DEM, Doctor in Educational Management (Mr. T)</i> <i>nag-aattend ako ng mga training, mga seminar (Sir T)</i> <i>para lalong ma-enhance yung pagmamamanege ng administration and supervision sa school (Sir T)</i></p>
<p>Edupreneurs are creative, innovative, resourceful and problem solvers.</p>	<p><i>kailangan nating mag-isip ng ibang business na wala sa lahat (Ms. V)</i> <i>bumili kami ng tarpaulin machine (Ms. V)</i> <i>nagdagdag kami din ng book binding (Ms. V)</i> <i>nagdagdag kami ng photocopying or copier para mai-xerox..and certificate holder (Ms. V)</i> <i>nagdagdag narin kami ng glass plaque...at saka yung mugs (Ms. V)</i> <i>ano ba yung mga common na tinatanong (Ms. V)</i> <i>kailangan mag-isip pa tayo ng iba pang mga (puwedeng idagdag) (Ms. V)</i> <i>sabi ko inaayos ko pa, kasi un ang kelangan (Ms. N)</i> <i>kahit na hirap na akong i-schedule yung oras ko pinupuntahan ko (Mr. T)</i> <i>lahat na kasi nga nagtitipid kami (Mr. T)</i> <i>minsan nagiging janitor, ako na yung nagbabantay sa canteen, all-around ako (Mr. T)</i> <i>iba't ibang klase ng activity na kinakailangang naka-catch mo sa pagiging school (Mr. T)</i> <i>at kung ikaw ay bayad dito bayad doon ng mga tao na gagawa n'yan, medyo malulugi ka (Mr. T)</i> <i>mayroon tayong soft-analysis (Ms. M)</i> <i>strength ito, weaknesses, opportunities, threat (Ms. M)</i> <i>extension ako ng Perpetual..25 venues, bawat isang venue may scholar ako doon (Ms. M)</i> <i>bibigyan ko sila..parang ano ko sa kanila pasasalamat nagdala sila ng estudyante (Ms. M)</i> <i>marketing strategies ta's inaano ko sa Facebook (Ms. M)</i> <i>then nag'tie-up ako sa mga schools (Ms. M)</i> <i>yung ibang budget ko dito sa tutorial nanggagaling dito sa pagtatipid up</i></p>

	<p>(Ms. M) <i>pambayad doon sa venue at tsaka yan nga parang referral fee</i> (Ms. M) <i>may sub-agent ako... libre sila ng pag-aaral</i> (Ms. M)</p>
<p>Edupreneurs are positive and visionaries who know themselves and their capabilities.</p>	<p><i>sensitivity lang mam doon sa gustong mangyari ng Diyos sa iyo</i> (Sir P) <i>nanghinayang ako doon sa laki ng potensyal kasi nga dati nagsusulat lang ako</i> (Sir P) <i>ngayon ka meeting mo president, may-ari ng iskuwelahan diba mga matataas na tao</i> (Sir P) <i>success naman ma'am hindi naman sinusukat 'yan ng material na bagay</i> (Sir P) <i>hindi yan sinusukat ng kung ano ang mga nakuha mo sa buhay</i> (Sir P) <i>ang pagiging successful...ay ang magampanan mo kung ano ung binigay ng Diyos para sa iyo</i> (Sir P) <i>na serve mo kung ano ung purpose ng Diyos para sa iyo</i> (Sir P) <i>yung pagiging teacher ko is ... 'yun yung gusto ng Diyos para sa akin</i> (Sir P) <i>serving your purpose</i> (Sir P) <i>blessing ng pagiging teacher mo</i> (Sir P) <i>itong negosyong ito na binigay sa akin ng Diyos</i> (Sir P) <i>iyong objective na makatulong sa kapwa mo</i> (Sir P) <i>Lord hindi mo hahayang mangyari ito kung wala kang purpose</i> (Sir P) <i>kailangan kong ibangon yung pamilya ko</i> (Sir P) <i>naging sensitive lang ako dun sa gustong mangyari ng Diyos</i> (Sir P) <i>sinasanay ko yung mga anak ko</i> (Sir P) <i>kahit asawa ko, anak ko, nagsusulat narin sila</i> (Sir P) <i>tini-train ko s'ya duon sa kung ano yung nangyari sakin</i> (Sir P) <i>very positive</i> (Sir P) <i>kailangan nang pamilya ko ay maka- survive</i> (Sir P) <i>kailangan makabangon kami</i> (Sir P) <i>kung 'di ko na kaya, hindi ko na 'yun papatusin</i> (Sir P) <i>hindi para makagawa ng napakaraming bagay sa mundo</i> (Sir P) <i>ang idinisenyo ng Diyos sa iyo</i> (Sir P) <i>I was thinking saan kaya ako pupulutin nito</i> (Ms. M) <i>so that in case I retired in Rizal and Arellano University (I have my income)</i> (Ms. M) <i>ang motivation ko talaga</i> (Ms. M) <i>hyper motivation</i> (Ms. M) <i>I have self-motivation</i> (Ms. M) <i>I have to attain it and to sustain it at the same time</i> (Ms. M) <i>I can say that I'm 90% capable...highly and fully capable in doing my business</i> (Ms. M)</p>

	<p><i>I can get many students and bring it to the different school (Ms. M)</i> <i>wala akong negative (Ms. M)</i> <i>kailangan lagi kang positive thinker (Ms. M)</i> <i>intention mo yung mission or vision in life is to share your knowledge to teachers or to the students (Ms. M)</i> <i>si Lord, na laging nakaalalay sa akin (Ms. M)</i> <i>meron akong sariling pamamaraan ko para madiscover ko 'yong sarili ko (Ms. N)</i> <i>Lord sana..i-survive ninyo yung school (Ms. N)</i> <i>tiwala lang na nandy'an naman si God.. hindi ako pababayaan (Ms. N)</i> <i>gusto ko talagang ano.. madagdagan pa taas. (Ms. N)</i> <i>gusto ko pa rin mag-aral (Ms. N)</i> <i>madevelop pa yung aking (kakayahan) (Ms. N)</i> <i>gusto ko pa rin mag-aral (Ms. N)</i> <i>gusto naming bumili talaga ng sarili naming bahay at lupa (Ms. V)</i> <i>ang goal namin every year magtatravel kami sa national at international (Ms. V)</i> <i>mabilis akong mag isip ng yung sa future (Ms. V)</i> <i>long term long term business (Ms. V)</i> <i>dumating yung future na yun alam namin na meron kaming ipapalit (Ms. V)</i> <i>nung makita ko nga tatatlo lang ang computer shop (Ms. V)</i> <i>malapit s'ya sa work ko kumbaga parang pagkatapos ng klase ko, puwede akong tumulong (Ms. V)</i> <i>I cannot please everybody (Ms. V)</i> <i>ako continue more, kase we are looking forward, nung expansion ng business (Ms. V)</i> <i>tini-train ko na yung misis ko at the same time yung pamangkin n'ya to manage the school (Mr. T)</i> <i>si misis gusto ko s'yang paaralin ng Master in Educational Management (Mr. T)</i> <i>pinaghahandaan ko na 'yan (Mr. T)</i> <i>as long as malakas ako kaya kung magtrabaho go lang ako ng go, mag relax naman kami, i-enjoy namin yung buhay (Sir T)</i> <i>yung mga anak namin sila naman yung magpatuloy ng legacy namin (Sir T)</i> <i>mag-expand pa ng additional program (Mr. T)</i> <i>dinidivelo talaga dahil palago palang po kami (Mr. T)</i></p>
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Theme 1: Edupreneurs are hands-on, hard working, and flexible

Sir P's Experience.

Sir P answered “Noong sumunod inalam ko na ung pamamaraan, nagparegister nako sa DTI, tapos kumuha na ako ng business permit, inayos ko lahat nung business permit tapos, dinala ko sa National Library kaya na-approve naman ako, para maging publishing house.” (Then next time I

learned the processes, I registered in DTI and I was able to get a business permit, I fix all the business permits then I brought them in the National Library where I was immediately approved to be a publishing house) and “nung simula syempre ang hirap dahil ‘di ba ako ‘yung mag de-deliver, ako ‘yung mag-bubuhay, ako ‘yung collector, ako ‘yung mag pro-promote.” (at first it was difficult because I was the one who was doing the delivery, carrying them, collecting and even promoting)

Ms. V's Experience.

While Ms. V responded with “ako parin ang sa marketing., tapos nag aassist din ako kunyari pag umalis na yung bantay namin ng umaga ng hapon hanggang 4 o'clock, nag iistay ako dun” (I am the one doing the marketing, and I also assist whenever our helper goes home in the morning, I stay there till four o'clock) Here, Ms. V clearly showed her being hands-on in their business, which further explains that she wants things done immediately and that she does not want to rely on others to finish these tasks. Ms. V was also seen in their shop after school hours which explained her being hands-on in their business. Ms. V even recalled “ sinasabayan ko ng pag gawa ng quiz, paggawa ng lesson plan, nag online, kumbaga habang wala pa naman nagpapaprint or nagpapaxerox sinasabayan ko ng gawa ng lesson, or minsan naman pag ano naman hindi siya (asawa ko) busy andun yung anak ko, sinasabayan ko siyang tinuturuan ko ng lesson” (at the same time I do quizzes, lesson plans, and online, it is like while no one is asking for printing or doing xerox I also do my lessons. Sometimes when my husband is not busy and my son is there, I also teach him his lessons) These responses mean that in order to complete the job, edupreneurs multi-task by doing two or more things at the same time. This kind of entrepreneurs does not mind dirtying their hands and jumping into the mud just so they will be able to get things done and be successful.

Sir T's Experience.

In the case of multi-tasking, Sir T responded “so multi-tasking , so ang ginagawa ko naman para ma-meet ko lang yung demand ng bawat isa since na ang teaching load ko ay hindi naman madami, pailan-ilan lang naiisingit ko yung mga iba-ibang mga gawain na 'yan.”(so multi-tasking, what I do so I can meet the demand of each, like I only have few teaching loads, just a few wherein I am able to do other things)

Theme 2: Edupreneurs empower and invest in relationship with people

Sir P's Experience.

The data showed that indeed edupreneurs empower people and invest in their relationship with them. As Sir P recalled how he had writers in his publishing house he said, “naghanap narin ako ng writers. So may mga nakilala naman ako na magagaling na writers at ‘yun sinabi ko lang sa kanila na may order na gantong libro baka gusto ninyong magsulat, tapos ganto yung puwede nating makuha. Ganun lang kaibigan, tapos nag-ano sila, nag-agree sila..may mga kaibigan ako na gusto nilang maging author, gusto rin nilang makapagsulat, makatulong sa professional growth nila, yun, ini-invite ko sila.” (I looked for writers. When I met good writers, I told them I have orders of books and I asked them whether they want to write and this is what they are going to get. They are my friends and they agreed. I have friends who wanted to become authors, they wanted to write and improve their professional growth, that is why I invited them) Sir P's main aim is to help others and make a difference in their lives and thus he continuously teaches, touches, and transforms lives. Moreover, Sir P said “Minsan, ako pa nga yung napapakinabangan nila. Maraming ganu'ng pagkakataon na hindi ako basta-basta nag-aalok at nagbibigay kundi ang mga nagiging customer ko, nagiging customer ko sila kasi naging magkaibigan kami, kasi nakita nila yung genuine na help na gusto kong ibigay sa kanila. Kaya nga hindi sila mawala samin. Hindi sila mawala, sila at sila parin yung mga nagiging customer ko. Lahat ng customer namin ay tinutulungan namin, tinitrain namin

ang teachers. Ang ginagawa ko tinatawag ko yung mga writers ko para sila yung mag train. So, ang dami naming nagagawa for the benefit talaga nung mga customers” (Sometimes, they are the ones who take advantage of me. There were many instances like, when I did not offer or give unless they are my customers. They have become my customers because they are my friends, they have seen the genuine help that I want to give them. That is why they never leave us. They have always been our customer. We always help our customers, and we train teachers. What I do is that I call my writers to give training, so there has been a lot of benefits given to my customers)

Ms. N's Experience.

Ms. N narrated how she inspired her teachers, she told them “Kaya sabi ko sa kanila, ‘ito ang training ground ninyo. Habang nandito pa kayo, gawin niyo na yung part ninyo bilang isang mabuting guro, hindi isang magaling na guro, isang mabuting guro.’ ‘Para kapag lumabas kayo sa iba, mag-apply man kayo sa ibang school, ma-ready na kayo, ready kayong, huwag niyong gawing ano (hindi seryoso), ito hindi ito gawing ano-ano lang, yung palipasan lang ng oras,’ hindi, sabi kong ganoon sa kanila. ‘Ito yung magtuturo sa inyo, ito yung mag-gaguide sa inyo, ito yung magdadala sa inyo sa mas magandang ano (kalagayan) niyo ng pagtuturo.’” (That is why I told them, “this is your training ground, while you are here do your part in becoming a good teacher, not an effective teacher but a good teacher so that when you leave or apply in other schools you will be ready.” Do not do this just because you want to kill time” I told them. This will teach, guide, and bring you in a better teaching position) Ms. N’s noble goal to uplift the morale of her teachers was also seen in her narration as she told the researcher that she allowed them to apply in the public school. She further admitted that her teachers come and go after few years of teaching in her school but Ms. N took this and help them gain good experience as they stay in her school.

Sir T's Experience.

The field notes, theoretical memos, and the narrative reflection affirmed these characteristics as Sir T wrote “Ability to lead and hire qualified teachers and employees and student motivator/influencer”, when asked about his capabilities and characteristics as an edupreneur. Furthermore, during the interviews, Sir T said the following lines which indicated that he does his best to have a good relationship with people around him. Sir T mentioned “yung pagiging palakaibigan ko kasi 'pag ka marami kang kaibigan maraming tutulong talaga sa'yo. Minsan nagtatampo na sakin si Misis, sabi nya sakin ‘wala ka nang time samin! pag-ibang tao ang saya-saya mo.’ Kasi nga 'pag may mga seminar kasi na pinupuntahan ako at saka pinapa-attend din ako kasi nga member ako ng NCR Premier, pupunta ako kung kani-kanino, kung saan saan ang venue ng meeting namin, nagtatampo na sakin si Misis minsan. Kaya lang I made sure na at the end of the day magbabati kami. (by being friendly, because when you have many friends, there will be many people who will help you. Sometimes my wife gets jealous she tells me, ‘you do not have time for us! when you are with other people you seem happy’ It is because I usually go to seminars, because I am a member of NCR Premier. I meet different people and go to different venues for the meeting. My wife gets jealous sometimes, but I make sure that at the end of the day we are able to make up) Edupreneurs invest in people, that process was built on relationships and personal communications with them.

Theme 3: Edupreneurs constantly learn and grow

Ms. M's Experience.

Based on the data, participants continually grow and develop themselves by attending graduate school programs and participating in seminars, training, and workshops related to their business. Ms. M verbalized “After that, after a year I enrolled to Master of Arts in Teaching Mathematics at University of the East, I enrolled again in Master in Educational Management of the Open Universi-

ty of PUP Taguig Cit, I (have) to enroll again to Doctor of Education at University of Makati. I took the Ed. D for 7 years, then I was assigned to teach Public Administration at Taguig City University so I have to took (take) my Doctor of Public Ad that is my second doctorate. Then I was assigned to other department to Master in Business and so I have to took (take) my third doctoral degree Ph.D. in Business Management. I was not able to finish my third doctoral degree. the Ph.D. in Business Management because the executive program was canceled” This was confirmed during the observation and recorded in the field notes and theoretical memos of the researcher. Ms. M finished many doctoral degrees including DPA and DEM.

Ms. N's Experience.

Ms. N as an elementary teacher explained “matanda na ako ilang taon na ako sa inyo (sa school) pero nagle-learn pa rin ng ano natututo pa rin ako sa mga bata sa mga araw-araw kong ano (pagtuturo). Kasi meron iyang biglang ‘opps, ano nga pala iyon,’ ganoon na, ‘ay oo nga pala hindi pala maganda,’ so babaguhin mo yung strategy mo, so ikaw ang makakadiscovers sa bawat araw na pagtuturo mo, madidiscovers mo yung bago, madidiscovers mo yung hindi na dapat gagawin, makikita mo yun sa output mo sa bata, kung natuto ba yung bata, ikaw makakadiscovers noon”. (I am already old, I have been in (school) but I still learn, I continuously learn from the students and in my everyday teaching. Because sometimes there is this “Opps, what is that again? Yes, this is not good” so I have to change my strategy. So you will discover those as you teach every day, you will discover something new, discover things that should not be done because you have seen your outputs from your students, or whether they have learned, you will discover)

Sir T's Experience.

Sir T told the researcher “nag-aaral ako that time kumukuha ako ng Entrepreneurial Management.” (I was taking up Entrepreneurial Management) as he narrated this during the time he was working as a security guard. “so nag-aral ako ng Entrepreneurial Management by the help of Open University System which is every Saturday, and then natapos ko yung Entrepreneurial Management ko ng six year dahil nga sa hectic din sa trabaho saka may personal obligation din ako, so nag-aral ulit ako ng Master in Educational Management sa tulong din ng (school) Open University System, pagkatapos kong magaral noon, naka-graduate ako.” (so I was studying Entrepreneurial Management by the help of Open University System which is every Saturday. I am able to finish Entrepreneurial Management for six years because of my hectic work and personal obligation. I studied again Master in Educational Management with the help of (school) Open University System, wherein after studying I was able to graduate) He remembered during the time that they already have their school he decided to study again, he said “that time nagpatuloy ako ng pag aaral ng DEM, Doctor in Educational Management so nakakuha ako ng 9 units” (that time I continue my studies in DEM, Doctor in Educational Management where I am able to finish 9 units)

Theme 4: Edupreneurs are creative, innovative, resourceful, and problem solvers

Ms. V's Experience.

In the case of the participants, it revealed that all of them are characterized as creative, innovative, resourceful, and problem solvers. These more dynamic characteristics are reflected in how they handle people, resources, and situations as noted in the field notes and theoretical memos provided. In the interviews done, Ms. V mentioned “kailangan nating mag isip ng ibang business na wala sa lahat so we decided s'yempre nakaipon narin kami kahit paano bumili kami ng tarpaulin machine, so kaya sa Teresa kami lang ang may tarpauline machine, so yun yung nadagdag na, tapos yun nga nagdagdag din kami ng book binding, although yung book binding ay by group kaya hindi ko s'ya puwedeng iclassify na sa akin lang. Nagdagdag kami ng photocopying or copier para maix-

erox, kumbaga yun yung dalawa and certificate holder, nagdagdag narin kami ng glass plaque, sabi ko ano ba yung mga common at saka yung mugs.” (we needed to think of other business that is different so we have decided.. of course, we have already savings, we bought a tarpaulin machine, that is why in Teresa we are the only one with a tarpauline machine. We also added bookbinding, although the bookbinding is by group that is why we do not classify it as our own, we also added photocopying or copier for the xerox, certificate holder, and glass plaque.. I was asking what is not common and we also added mugs” when she was narrating what they did during the time they had a lot of competitors in their business.

Sir T's Experience.

Sir T on the other hand, was telling “Ang schedule ko dun Ma'am bale, pag wala akong turo (sa school), 'andun talaga ako buong araw (sa sarili kong school), lahat na kasi nga nagtitipid kami ako na yung minsan nagiging janitor, ako na yung nagbabantay sa canteen, all-around ako” (My schedule there Ma'am, is when I do not have class in (school) I just stay in my own school for the rest of the day, because we have to save, sometimes I am also the janitor, the one who manages the canteen, I am all around) He recalled this during the interview which showed how he thinks differently even to the point of doing things by himself just in order for them to save money. This was supported by his narrative reflection saying that he has the following: “The ability to manage the money and resources of our business properly and the ability to manage files, documents, payments, permits on time. Furthermore, Sir T in his narrative reflection asked the following questions which showed how his way of thinking shows mindset shift, the questions asked were the following: “1. How to process the necessary permit to operate our Pre School business and who are the people to help us in processing the permit; 2. How much is the budget needed and who are the teachers to hire and how much is their monthly salary?; 3. How many our first enrollees and how much is their starting tuition fee?. Do our enrollees sufficient to pay the salary of our teachers? This act is a strategy made by Sir T in order to make more profit and be successful in the field that he had chosen.

Ms. N's Experience.

Also, Ms. N, when she was having problems with some of the government requirements said “ Yun nga yung permit dati, oo ngayon nagkakaproblema naman kami sa permit , inayos ko naman kasi hinihingian kami ng tax declaration, since eto walang ano, walang title” (We had a problem with the permit, I fixed it and we were asked for a tax declaration since this does not have a title) which implied that more than being creative and innovative because she was able to put up her own school as compared to the usual public school teachers, Ms. N was also able to anticipate and solve problems as they occur in her business.

Theme 5: Edupreneurs are positive and visionaries who know themselves and their capabilities

Ms. V's Experience.

Participants of the study through the interviews, observation narrated in the field notes, theoretical memos, and the narrative reflection all exemplify being visionaries which further translate into knowing who they are and what they can do for their students and their co-teachers and employees. Ms. V related “ ..sabihin na nating, na mabilis akong mag isip ng yung sa future, parang businessman ano ba ang mangyayari after three years, after four years nagfofor-see kasi ako ng long term business, anong maitutulong sa amin, anong hindi, na kapag dumating yung future na yun alam namin na meron kaming ipapalit kaagad i-suswap namin dun sa business namin.” (let us say, that I immediately, think about the future, like a businessman and what will happen after three years, after four years. I foresee the long-term business, and how will this help us or if it will not help. So that

when the future is already here, we will know what we are going to change or replace in our business)

While Ms. V added “ ..since parang business woman naman ako since sabi nga nila since birth daw, kasi nga nung ako'y bata nagtitinda-tinda na rin ako sa bahay, yung mga samalamig, yung candies mga ganun” (it seems that I am a business woman and people even tell me that I am like that since birth because when I was young I used to sell in our house some drinks and candies) as she characterized herself when she was a child, which just explained that ever since she was into business. Ms. V recognized the opportunity during the time they were starting saying “ number one malapit s'ya sa school, number two, tatlo lang ang computer shop sa Teresa noon, so ibig sabihin walang competitors number three, malapit s'ya sa work ko kumbaga parang pagkatapos ng klase ko, puwede akong tumulong, magstay, parang yun yung naging ano ko, parang survey market, ano bang uso ngayon, ang uso ngayon ay printing, rental so tiningnan ko d'yan ako mismo ang nag rounds, tumingin sa (location) nung nag aano nako 2006 na in sa (school) part timer pagdating ko ng 2007...nakakita ako ng puwesto sa (Manila), tapos nung makita ko nga tatatlo lang ang computer shop, so parang ano yun, parang blockbuster yun sa'min and dun nagsimula after year..” (number one it is near my school, number two there were only three computer shops in Teresa, this means there were no competitors, number three it is near my work and so after my class I can help and stay in the shop. This becomes my survey market and what is the trend in printing. With regards with rental, I was the one who checked on the location. When I was hired in 2006 in (school), I was part-timer, in 2007 I have seen a place and when I saw that there were only three computer shops, it was like a blockbuster and we started after a year)

Sir T's Experience.

While Sir T said “pinaghahandaan ko na 'yan, so, part-timer ako (school) nilalagay ko naman do'n sa assets and, doon sa SALN nilalagay ko, always kapag nagfi-fill up ako ng SALN nilalagay ko talaga na may negosyo ako”, (I am preparing for that, so I am a part-timer in (school) and I put in my assets, in the SALN , I always put my business in my SALN whenever I fill it up) when asked what was his safety net for both roles that he has, and what is he going to do in case people will think that there is a conflict of interest in his business. Moreover, Sir T said “si misis gusto ko s'yang paaralin ng Master in Educational Management to be able to qualify her na maging administrator principal” and “tini-train ko na yung misis ko at the time yung pamangkin n'ya to manage the school” (My wife, I wanted her to study Master in Educational Management to be able to qualify her in being an administrator principal) and (I also train my wife and my nephew to manage the school) which imply that the future is very important and thus he needs to do everything now to prepare for it.

Ms. M's Experience.

Ms. M on the other side of the story verbalized “I was thinking saan kaya ako pupulutin nito, so I decided to have my own tutorial center so that in case I retire in Rizal and Arellano University,” (I was thinking where will I be, so I decided to have my own tutorial center so that in case I retire in Rizal and Arellano University) on how she started to think about having a business after retirement which she is passionate about. This is why she continuously envisions becoming better in many aspects of her career as a teacher because this is going to help her prosper in the field that she chose.

Sir P's Experience.

Sir P on the other hand reported, “Pero napaka-sensitive ko noon (nagkaroon ako ng problema sa pamilya). Sabi ko, ‘Lord hindi mo hahayang mangyari ito kung wala kang purpose, kung wala kang layunin. Ano po bang gusto mong mangyari?’ So, dun pumasok sa kin ‘yun na kailangan kong

ibangon yung pamilya ko. Paano? ‘Di ba nakita ko ngayon yung opportunity na oo nga yung libro puwede ko yung ibenta? Pwede ko nga gawin yun, pwede ko nga ibenta yun. Tapos, sarili ko pa. Naging sensitive lang ako dun sa gustong mangyari ng Diyos. Kaya Siya yung nagpakita sakin ng mga dapat na gawin. Katulad noon, nung tapos na nga, wala ng ano, wala ng college. Sabi ko, ‘Lord walang nang college. Wala na kaming negosyo.’ Pinakita ng Diyos sa akin na ito meron pa. Sinong gagawa ng mga libro sa senior high school? So, naging sensitive kami doon sa ano, sa tinig ng Diyos. ‘Kagaya ngayon, yung mga school na nakausap ko, yung mga may-ari tinitignan ko kung ano yung need nila, kasi ‘di ako basta basta nag-ooffer ng book’ (I used to be very sensitive (when we had family problems), I told the Lord “Lord, you are not going to allow this to happen if you do not have a purpose, what do you want to happen?” So with that, I thought of rebuilding my family. How? So I have seen the opportunity of selling my books. Yes, I can do that! I can sell it, I became sensitive with what God wants me to do. He led me on what to do. Like what happened when we do not have college anymore. I said “ Lord, there is no more college we do not have a business” God showed me that there is still. Who will make the books for the senior high school? So we became sensitive on God’s voice. Right now, the schools which I have talked to and the owners, I look into their needs and not just offer them books) Furthermore, he added “..sensitibo ako dun sa kung ano yung gusto nila (ng mga clients)” (I am sensitive on what my clients needs) He also mentioned “Kailangan talaga, kaya ang ginagawa ko ngayon sinasanay ko yung mga anak ko. Sinasama ko sila magdeliver, sinasama ko silang maningil, sinasama ko sila sa pagsusulat. Actually, kahit asawa ko, anak ko, nagsusulat narin sila. ‘Di ba? Teacher narin kasi yung anak ko, nagsusulat narin sya. So, tini-train ko s’ya duon sa kung ano yung nangyari sakin. So, ngayon nalalaman na nila. naiintindihan na nila kasi darating ang panahon pwedeng sila naman yung magtuloy, sila naman yung mag-ano. Para hindi yung aasa lang sila sa akin kung anong meron sila”. (It is needed, that is why what I am doing is that I train my children. I bring them whenever I have deliveries, when I collect payments and I also in writing. Actually, even my wife and daughter they also write. My daughter is also a teacher and she also writes. I also train her similar with what happened to me. So that they would know and understand that time will come and that they will be the one to continue this, so that they are not going to rely on me for the things that they have) Sir P narrated how he recognized opportunities “Nanghinayang ako doon sa laki ng potensyal kasi nga dati nagsusulat lang ako, tapos binibigyan ako”. (I might regret the big potential, because I just used to write and be paid for that) Sensitivity goes hand in hand with being visionary, as one needs to be sensitive first and recognize opportunities so that he will be able to see what others cannot see.

Discussion

Theme 1: Edupreneurs are hands-on, hard working, and flexible

An edupreneur wears many hats, not only inside the classroom but also being an entrepreneur who produces products or gives services for the betterment of the education system. Many edupreneurs assume that multitasking and flexibility is the best way to increase their productivity. Moreover, they are innately proactive and recognize that if something has to get done, they would execute it by themselves. They are more of ‘doers’, and not just thinkers, nevertheless they also have very exacting standards. Though it is also true to a normal kind of entrepreneur, the difference is that edupreneurs have more roles and responsibilities and a more noble social advocacy for students and teachers.

The interview exposed how the participants are characterized as being hands-on, hard working, and flexible in both teaching and in doing their businesses, while in the observation through the

field notes, theoretical memos, and narrative reflection, it was noted that Ms. M while having the interview was multi-tasking, by preparing her advisee for the defense and doing the interview with the researcher.

As Lavaroni and Leisey (2000) emphasized that edupreneur is an individual in a school organization who is personally involved and is responsible to create, develop and market a product, service, program, or technology for the improvement of education. In the article *Why Teachers Make Some of the Best Entrepreneurs*, Shulman (2017) wrote that according to *TeachThought*, an average teacher does over 1,500 decisions which pertains to teaching and learning and educational matters as a whole, in one school day. Teachers are completely involved in support systems for their students, parents, and their colleagues. Teachers accomplish everything in the classroom. These range from the physical learning setting to teaching students with varying levels, capacities, strengths, limitations, and learning needs. For many children, teachers are also considered nurses, cooks, and guidance counselors, and a lot more. Rather than in a corporate setting, this kind of management by the teacher could be equivalent to assisting around 20-30 newly hired personnel. Similar to regular entrepreneurs, teachers can fit in multiple tasks and priorities, and they completely know and accept that this is part of their job as a teacher. Effective people take responsibility for their own success, this explains and affirms the capabilities of edupreneurs as being hands-on, hardworking, and flexible.

Theme 2: Edupreneurs empower and invest in relationship with people

Effective people take action to get things done, they do not just wait and complain but rather take initiative by finding solutions and by taking risks. And these things they cannot do alone but with the help of others. Edupreneurs know that by giving the right people the right opportunities, people will flourish. For edupreneurs, empowering people can make good business sense that is why they take good care of the relationship that they have already established with them.

According Kumar (N.D) as cited by Malar and Mathew (2013) affirmed the prior statements on edupreneur wherein they characterize them as being capable of attracting the right talent and retaining them to scale up the organization's efforts. They are also capable of getting the right people on board, able to create reforms by changing the attitude of people involved in the system, and are able to create financially viable models which clarify the concept of edupreneurs empowering and investing in people.

Theme 3: Edupreneurs constantly learn and grow

The most successful entrepreneurs never stop learning new ways to be successful, the same thing with the edupreneurs since they are teachers, they view education and learning as building blocks of the future. According to O'Neill (2018), fueling the brain with the continuous learning of fresh information does not only improves the cognitive ability of a person, it also expanded problem-solving and memory abilities, moreover, it also aids the business fully as it: assists adaptation of the different aspects of the business (people, skills, resources) through constant learning; avoids shortsightedness; enables skills sharing and creates internal career progression opportunities.

O'Neill (2018) in her article titled *Continuous Learning: A Guide for your Business*, explained and defined continuous learning, and is also called constant learning, as an idea of regularly increasing one's knowledge to acquire new skills and capabilities. In the case of the edupreneurs, Kumar as cited by Mercia and Bindhu (2013) said that edupreneur is also, "a person who leverages his experience as an educator to create and develop programs, products, services, and/or technology resources for the enhancement of learning for all students regardless of student background, stu-

dent ability, or student family means of achieving personal educational goals.” Furthermore, he added that edupreneurs encourage experimentation and constant learning.

Theme 4: Edupreneurs are creative, innovative, resourceful, and problem solvers

Creativity, innovativeness, resourcefulness matter most for successful entrepreneurs. These characteristics put together are necessary in order to solve problems that may arise along the way as they embark on their edupreneurial journey. The new generation of entrepreneurs called edupreneurs go well beyond just that of innovation but rather they embrace a different kind of mindset shift that develops more dynamic behaviors and impact their organization while leading school improvement.

All these data support Teske and Williamson (2006) who found that edupreneurs are individuals who are willing to disturb, change, or radically transform how education is delivered and offered. Edupreneurs are the “*innovative thinkers*” who help schools revolutionize into high achieving and results-driven kinds of organizations. Edupreneurs collaborate with schools and connect their work with the system in public school. They participate in initiative thinking for the organization, creatively resourcing, and potentially accepting of failure that might arise during the process (Hirisch, Peters & Shephard, 2012). Edupreneurs are dynamic in their capabilities to respond and react (Wansavatkul, 2013). They are experts who are able to apply their wisdom in doing entrepreneurship to make a decision and workable action for the benefit of the public sector (Audretsch et al., 2015). Borasi and Finnigan (2010) mentioned several substitute meanings of entrepreneurship that may be appropriate for the educational model, including altering concepts into intellectual value, pursuing innovation, recognizing opportunities, sidestepping the usual funding, handling limited resources, and evaluating and reducing risk.

Theme 5: Edupreneurs are positive and visionaries who know themselves and their capabilities

In the business, every step towards development and growth is inspired by the great vision and ambition of the entrepreneur. A vision is the capacity to perceive what others cannot perceive. It is having a picture in one’s mind of precisely the outcome he aims to produce. An entrepreneur who is visionary can see precisely what the business is going to be in every aspect when it is done. Edupreneur, since their concern is much more than the profit that they can get from their business are able to see what others are not able to see like the opportunities around them and the need of the education system which they hope to solve.

Smith and Peterson described an educational entrepreneur as, “*a rare breed of an individual whose characteristics and activities may lead to the transformation-not merely slight improvement-of the public education system*” (Smith & Peterson, 2006). This definition had similarities to Hess but was more focused on an innovation that created change on a larger scale. Smith and Peterson found that entrepreneurs were people who were visionary thinkers, started new organizations, and thought they could change the way things were done. An entrepreneur in the educational sector was also a social entrepreneur because they have the ability to impact a larger system. They have the specific potential for changing the public education system. The vision of the edupreneur is not simply to build something new in search of fame or fortune, but to do so in the pursuit of making the world better (Smith & Peterson, 2006).

Conclusions

Based on the experiences of the participants, they exemplify and are characterized as being hands-on which means doing everything and understanding what is going on in their businesses. Being hardworking or putting much effort and keep trying to succeed both in the area of teaching and

business. The edupreneurs also exhibited flexibility or the ability to adapt to changes may it be in their teaching career or their business and on how and when things and jobs have to be done. They are empowering as they invest in relationship with people, trusting, valuing, supporting, and communicating with them. Empowering others will lead to people wanting to work and help in achieving the goals of the business. In addition, the participants constantly learn and grow as evinced on their additional studies, training, and from their learned experiences and lessons in life. Being creative, innovative, resourceful, problem solvers, positive, and visionaries and who know themselves and their capabilities were also common characteristics of the participant-edupreneurs who thrive and beat the odds of their two roles and go after fulfilling their dreams. These capabilities are the formula for success in the field of edupreneurship.

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