

EVALUATING THE CULTURE OF INNOVATION AT LCUP: TOWARDS A FRAMEWORK FOR PROMOTING INNOVATION IN THE UNIVERSITY

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Abstract

This research explores the imperative of fostering a culture of innovation at La Consolacion University Philippines (LCUP) to prepare graduates for the evolving demands of the 21st century. Acknowledging the university's historical commitment to academic excellence, the study identifies the necessity for innovation as a response to global competitive pressures and technological advancements. Utilizing a mixed-methods approach, the research assesses the current state of innovation at LCUP through quantitative surveys and qualitative interviews with key informants. The findings reveal a generally positive perception of the innovation culture, characterized by good attitudes towards innovation and collaboration, yet highlight significant barriers, including risk aversion and resource constraints. The study culminates in the development of an Eidetic Model designed to guide LCUP in cultivating a robust innovation culture, emphasizing the importance of recognition, support, and a willingness to embrace uncertainty. This model serves as a strategic framework for transforming the university's environment into one that nurtures creativity and entrepreneurial thinking, ultimately equipping graduates to become effective change agents in a dynamic world.

Keywords: Higher Education, Innovation Culture, University Transformation, Institutional Change, Framework.

Introduction

For many years, La Consolacion University Philippines (LCUP) has been a cornerstone of academic achievement, producing well-rounded graduates with the Marian-Augustinian attitude of compassion and service (LCUP, n.d.). However, in a world where competition and the unrelenting march of technical improvements have transformed everything, excellence alone is no longer sufficient. As Razi and Zhou (2022) highlighted, educational institutions must actively foster a culture of innovation to equip students with the necessary skills and mindset to thrive in the dynamic 21st century. To respond to the demands of this ever-changing environment, LCUP needs to light a new flame - the flame of innovation.

This research delved into the fertile ground of LCUP, seeking to cultivate a vibrant culture of innovation that permeates every corner of the university. Building upon the work of Khan et al. (2020), who emphasize the importance of innovation for socioeconomic and societal growth, the study explored the current state of innovation at LCUP, identifying both potential obstacles to their development as well as the sparks of creativity that are just waiting to be ignited.

Drawing inspiration from pioneering initiatives like Ateneo de Manila University's design thinking framework (Santos et al., 2023) and the University of the Philippines' innovation hub (UP Diliman

Innovation Hub, n.d.), a multifaceted approach to nurture this culture is proposed by

- 1) breaking away from traditional, risk-averse practices to embrace experimentation and calculated venturing outside the comfort zone as advocated by Lee and Edmondson (2019),
- 2) establishing cross-disciplinary bridges, creating spaces where diverse perspectives collide and ignite new ideas echoing the call by Choi et al. (2022) for open communication and knowledge sharing,
- 3) providing resources, infrastructure, and mentorship to turn budding ideas into tangible innovations aligning with the findings of Huang et al. (2023) on the importance of supportive environments for fostering innovation, and
- 4) recognizing and rewarding innovative endeavors, fostering a sense of pride and inspiring others to follow suit, as evidenced by the positive impact of intrinsic motivation on innovation identified by Amabile & Pratt (2020).

This study went beyond simple theoretical investigation. An Eidetic Model was crafted to promote the culture of innovation at LCUP. This model is expected to serve as a guide or a roadmap in promoting a culture of innovation that will prepare graduates to enter the workforce as skilled workers and change agents, ready to take on new challenges and forge their routes in the always-changing fabric of human progress.

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Theoretical Framework

This research draws from a combination of theoretical frameworks to comprehensively understand innovation and its cultivation within an educational setting. These frameworks will provide foundational principles and guiding concepts that will inform the research questions, data collection, and analysis of this paper:

Developed by Everett Rogers in 1962 and cited in his 6th edition of *Diffusion in Innovations* (2020), this theory explores how new ideas and practices spread within a population. Within LCUP, it can be applied to examine how innovative practices and mindsets permeate through different stakeholder groups (students, faculty, staff) and identify factors influencing their adoption.

Edgar Schein's (1980) and Roger Patterson's (1990) work on organizational culture, as cited by Ashkanasy and Hartel (2020) and Denison et al. (2020), provides insights into the shared values, assumptions, and behaviors that shape an institution's environment. This framework will help assess the current culture at LCUP and identify

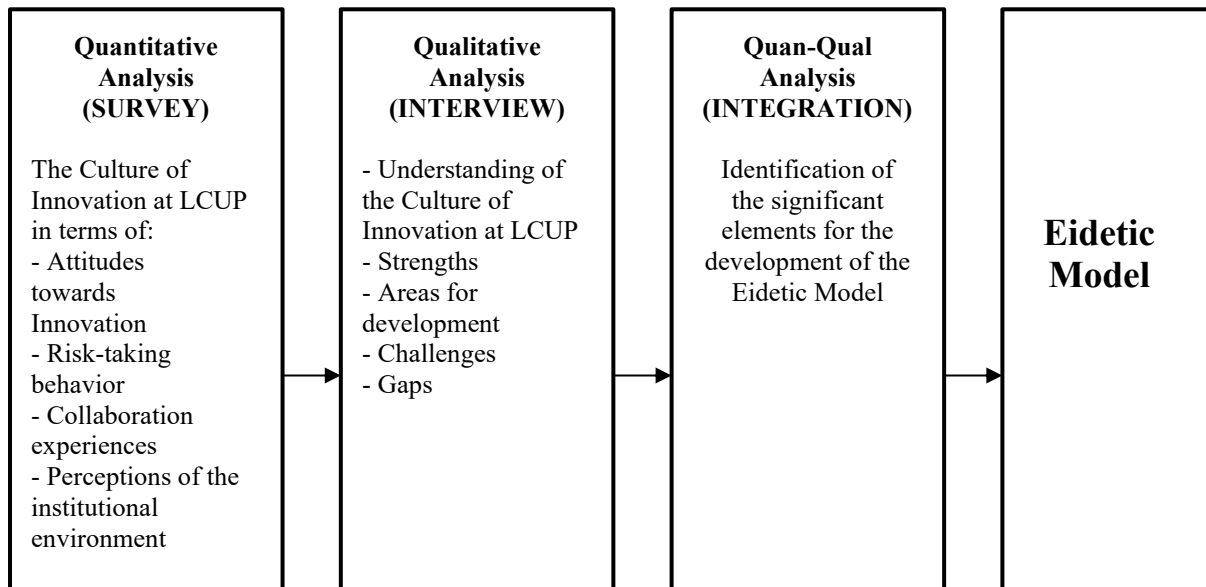
specific elements that will facilitate or hinder the emergence of an innovative culture.

Constructivist and experiential learning theories, as advocated by Piaget (1920) and Kolb (1980), cited by Baird & Linder-VanBerschot (2019) and Jarvis (2019), emphasize active engagement and reflection in the learning process. This highlights the importance of designing educational experiences at LCUP that encourage experimentation, collaboration, and the development of innovative thinking skills.

This study is anchored on a combination of well-established theories to comprehensively assess and cultivate a culture of innovation at LCUP. By examining how ideas spread, how the current environment is evaluated, and how experiential learning is promoted, this research may provide a strong foundation for both evaluating the current state and proposing a model to nurture a thriving culture of innovation at LCUP.

Conceptual Framework

Figure 1: The Conceptual Paradigm of the Study



This study used a sequential explanatory mixed method. The quantitative data were derived from the survey conducted on students, faculty, and staff. The key informants were interviewed following the survey to verify the results. Integrating the quantitative and qualitative data identified the significant elements, which were used as bases for the development of the Eidetic Model.

Statement of the Problem

La Consolacion University Philippines (LCUP) needs to foster a culture of innovation among its

students, faculty, and staff to remain competitive in the rapidly evolving global landscape and effectively prepare its graduates for the challenges of the 21st century.

This research determined the current state of innovation at LCUP and identified actionable steps to nurture a thriving culture that empowers its community to embrace creative problem-solving, challenge the status quo, and contribute meaningfully to the ever-changing world.

This study sought answers to the following questions:

Quantitative Analysis

1. How may the culture of innovation at LCUP be described in terms of:
 - 1.1. Attitudes towards Innovation
 - 1.2. Risk-taking behavior
 - 1.3. Collaboration experiences
 - 1.4. Perceptions of the institutional environment
2. What are the key priorities in the culture of innovation in the university based on the results of the survey?
3. Is there a significant difference in the respondents' perception of the culture of innovation at LCUP when grouped according to cohort?

Qualitative Analysis

Central Question: How may the key informants describe the culture of innovation at LCUP based on their experiences?

Probing Questions:

1. What are the current barriers and facilitators to developing a culture of innovation at LCUP?
2. How do existing university policies, structures, and resources support or hinder the pursuit of innovative endeavors within LCUP?
3. What could be recommended to promote a culture of innovation at LCUP?

Quan-Qual Integration

What eidetic model may be proposed to cultivate the culture of Innovation at LCUP?

Scope and Delimitation

This study focused on La Consolacion University Philippines (LCUP) and its stakeholders (students, faculty, and staff). It primarily captured the existing state of innovation within LCUP at the time of data collection, with potential glimpses into future aspirations. It also delved into the concept of a "culture of innovation" within an educational setting, exploring its key characteristics, influencing factors, and potential outcomes. A mixed-methods approach was employed, combining quantitative and qualitative data-gathering methods to understand the topic comprehensively. The development of an eidetic model, intended to be used to promote the culture of innovation further, is included in this study.

The study primarily focused on internal factors contributing to LCUP's innovation culture, with limited exploration of external influences like regional or national innovation trends. This

limitation was carefully considered to ensure the feasibility and depth of the study within the given timeframe and resource constraints. Nevertheless, the findings will provide valuable insights and recommendations for fostering a vibrant culture of innovation at LCUP, with the potential for further research to delve deeper into specific aspects.

Methodology

Research Design

This study explored the factors influencing the development of a culture of innovation at La Consolacion University Philippines (LCUP). A sequential explanatory mixed-methods approach utilizing quantitative and qualitative data-gathering methods was used to achieve this. This ensured a comprehensive understanding of the issue by capturing diverse perspectives and experiences.

Quantitative Method

A survey was administered to students, faculty, and staff to gather data on attitudes toward innovation, risk-taking behavior, collaboration experiences, and perceptions of the institutional environment. This provided statistically representative insights and allowed for comparisons across stakeholder groups.

Qualitative Method

Semi-structured interviews were conducted with a purposeful sample of key informants who were considered innovation champions or prime movers of innovation in the institution. This qualitative data provides a rich contextual understanding and helps to validate and interpret quantitative findings.

The mixed-methods research design offers a robust and insightful approach to investigating the factors influencing a culture of innovation at LCUP. By integrating quantitative and qualitative data, the study can provide valuable recommendations for fostering a thriving environment where all stakeholders feel empowered to embrace creativity and drive meaningful change.

Participants/Respondents of the Study

Three groups of respondents represented the key stakeholders involved in creating and experiencing a culture of innovation at LCUP. The students, the faculty, and the staff were chosen randomly and were asked to answer the survey questionnaire. Convenience sampling was used for the survey. The link was sent to the department and unit heads to communicate with their students and staff. Two weeks were given to the target respondents to answer the survey. A total of 482 responded. For the interview, five (5) key informants were identified. They were considered the innovation champions in the university. They are information-rich participants who are prime movers or initiators of innovation in the institution.

Instrument/s of the Study

This study used a researcher-made questionnaire developed based on commonly used measures of the culture of innovation tailored to the context of La Consolacion University Philippines. It covers critical aspects of a culture of innovation, including attitudes, risk-taking behavior, collaboration experiences, and perceptions of the institutional environment. It was subjected to validity testing by three experts in the field. The instrument, after validity, was pilot-tested with a Cronbach alpha of 0.87.

Data Collection and Analysis

Quantitative Method

The perception of the culture of innovation at LCUP was assessed using a survey questionnaire. Mean and standard deviation described/summarized the survey results. ANOVA determined if significant differences exist in the respondents' perception of the innovation culture at LCUP when grouped according to their profile.

Qualitative Method

An interview was conducted with the key informants. After the conduct of the interview, a transcription was made verbatim. Using the Colaizzi Method, the Meaning Units, Sub-Meaning Units, Subthemes, and Themes were extracted.

Quan-Qual Integration

The results of both the Quantitative and Qualitative methods were integrated to identify the key elements that were used in the eidetic model that was developed.

Ethical Considerations

This research prioritized ethical considerations to foster a positive and safe research environment at LCUP, aligning with the institution's commitment to innovation and well-being. To ensure participant rights and welfare, the study adhered to the following principles: informed consent and autonomy, including transparency, voluntary participation, and anonymity/confidentiality. Tailored informed consent processes were implemented for students and faculty/staff, ensuring clear communication and addressing specific concerns. Research methods and procedures were carefully selected to minimize potential harm, respect participant dignity, and ensure data security. Data collection instruments were designed to be non-intrusive and sensitive to participant comfort. Furthermore, the dissemination of research findings aimed to balance knowledge sharing with participant privacy. Findings will be shared broadly with the LCUP community and beyond, contributing to educational innovation. However, participant anonymity will be strictly protected in all presentations and publications. Participants were

also informed about the potential benefits of the research, such as contributing to the development of LCUP's innovative environment and influencing future policies and practices. The research ensured that participants benefited from their participation and avoided exploiting their time, resources, or knowledge. Ongoing monitoring and evaluation were conducted to maintain ethical standards and address any emerging concerns. By adhering to these ethical principles, the research aimed to foster a culture of trust, respect, and integrity within the LCUP community.

Results and Discussion

Quantitative Analysis

The Culture of Innovation at LCUP

The result of the survey revealed that overall, the culture of innovation at LCUP is "good," as evidenced in Table 1 by the rating of all three groups of respondents. The teachers gave the highest rating of 3.42, followed by the non-teaching staff (3.27), and lastly the students with a rating of 3.12. The study "Organizational Culture, Innovation and Performance: A Study from a Non-Western Context" by Aboramadan et.al. (2020) found the same results. This study examines the links between organizational culture, innovation, and performance in the Palestinian banking sector. The findings show that organizational culture and marketing innovation have a positive impact on banks' performance. The overall rating for the culture of innovation was positive, indicating a good culture of innovation.

Table 1: The Culture of Innovation at LCUP as Perceived by the Students, Teachers and Non-Teaching Staff

Respondent s	Average Rating	SD	Interpretation
Students	3.12	0.82	Good
Teachers	3.42	0.63	Good
Non- Teaching Staff	3.27	0.65	Good
Overall	3.27	0.70	GOOD

In terms of the four major indicators, Attitude Towards Innovation got the highest rating across all cohorts. This is followed by Collaboration Experiences, which is ranked 2nd across all cohorts as well. The pattern is consistent with Perceptions of the Institutional Environment, which is 3rd in rank, and Risk-Taking Behavior, having the lowest rating of the four. This result is supported by the study of Wurthmann (2014), which explored the relationship between business students' attitudes toward innovation and their intentions to start their

businesses. It found a positive association between attitude towards innovation and entrepreneurial intentions, which gives importance to attitude

towards innovation when cultivating a culture of innovation in any organization.

Table 2: The Culture of Innovation at LCUP as Perceived by the Students, Teachers, and Non-Teaching Staff in Terms of the Four Major Indicators

Indicators	Students		Teachers		Non-teaching Staff	
	Ave Rating	Interpretation	Ave Rating	Interpretation	Ave Rating	Interpretation
Attitude Towards Innovation	3.37	Good	3.74	Very Good	3.58	Very Good
Risk-Taking Behavior	2.90	Good	3.06	Good	2.99	Good
Collaboration Experiences	3.16	Good	3.51	Very Good	3.27	Good
Perceptions of the Institutional Environment	3.07	Good	3.35	Good	3.26	Good
Overall	3.12	Good	3.42	Good	3.27	Good

The data in Table 3 indicate a positive perception of the culture of innovation at LCUP in terms of attitude towards innovation across all groups. Students, teachers, and non-teaching staff consistently rated the importance of innovation to be very good, suggesting a shared understanding of its value in today's world. There is a good level of comfort with trying new ideas and viewing failure as a learning opportunity. Additionally, there is a good level of encouragement for innovation from the institution and a positive attitude towards innovation

among peers and colleagues. These findings suggest a strong foundation for fostering a culture of innovation at LCUP. The study titled "Facing the Future: The Urgent Need for Innovation in Higher Education" by Susan Fine and Brian Rosenberg highlights that resistance to change is a significant barrier in higher education. The authors argue that fostering a positive attitude towards innovation is crucial for addressing the financial and educational challenges faced by higher education institutions

Table 3: The Culture of Innovation at LCUP as Perceived by the Students, Teachers, and Non-Teaching Staff in Terms of Attitude Towards Innovation

Indicators	Students		Teachers		Non-teaching Staff	
	Ave Rating	Interpretation	Ave Rating	Interpretation	Ave Rating	Interpretation
Innovation is very important for success in today's world.	3.56	Very Good	3.92	Very Good	3.82	Very Good
I am comfortable trying new and untested ideas at LCUP.	3.28	Good	3.60	Very Good	3.47	Good
Failure is a valuable learning experience in innovation.	3.47	Good	3.85	Very Good	3.71	Very Good
LCUP encourages its students, faculty, and staff to be innovative.	3.28	Good	3.67	Very Good	3.53	Very Good
There is a positive attitude towards innovation among my peers/colleagues at LCUP.	3.28	Good	3.67	Very Good	3.35	Good
Overall	3.37	Good	3.74	Very Good	3.58	Very Good

Table 4 reveals a moderate level of risk-taking behavior among students, teachers, and non-teaching staff at LCUP. While there is a general

willingness to take calculated risks and work on projects with uncertain outcomes, the perception of a supportive environment for risk-taking varies.

While teachers perceive a very good level of support, students and non-teaching staff view it as good. Additionally, the lack of recognition for innovative risks may be hindering a more pronounced risk-taking culture. The fear of failure, though moderate, is still a factor that may discourage some from taking risks. Overall, while there is a positive attitude towards risk-taking, there is room for improvement in fostering a truly supportive environment that encourages bold and innovative thinking. The study by Samuel (2018) titled "A

Study on Risk-Taking Behavior of College Students" explores similar themes. The study highlighted that risk-taking behavior among college students is influenced by various factors such as gender, type of faculty, and locality. It also emphasizes the importance of a supportive environment for encouraging risk-taking behavior and notes that fear of failure can be a significant deterrent.

Table 4: The Culture of Innovation at LCUP as Perceived by the Students, Teachers, and Non-Teaching Staff in Terms of Risk-Taking Behavior

Indicators	Students		Teachers		Non-teaching Staff	
	Ave Rating	Interpretation	Ave Rating	Interpretation	Ave Rating	Interpretation
I am willing to take calculated risks when pursuing innovative ideas at LCUP.	3.12	Good	3.38	Good	3.41	Good
I am comfortable working on projects with uncertain outcomes.	2.90	Good	3.10	Good	3.18	Good
LCUP provides a safe and supportive environment for taking risks.	3.21	Good	3.58	Very Good	3.35	Good
I have been rewarded or recognized for taking innovative risks at LCUP.	2.53	Good	2.47	Fair	2.41	Fair
The fear of failure hinders my willingness to innovate at LCUP.	2.73	Good	2.75	Good	2.59	Good
Overall	2.90	Good	3.06	Good	2.99	Good

Table 5 provides insights into the collaborative environment at LCUP. While respondents generally perceive positive experiences in collaborating on innovative projects, there are areas for improvement. The institution seems to offer opportunities for collaboration, and the importance of teamwork and communication is recognized. However, there's a moderate perception of resource availability and value placed on individual ideas during collaboration. To further enhance the collaborative culture, LCUP could increase resource allocation, prioritize idea sharing and respect, and invest in communication and teamwork training. By

addressing these areas, the institution can foster a more robust and effective collaborative environment. The study of Concetta La Rocca, Massimo Margottini, and Rosa Capobianco from the University of Roma Tre in 2014 emphasized that collaborative learning and peer tutoring in higher education can positively influence students' motivation and reduce dropout rates. It also emphasizes the importance of resource availability, idea sharing, and respect during collaboration. The authors suggest that enhancing these areas can lead to a more effective collaborative environment.

Table 5: The Culture of Innovation at LCUP as Perceived by the Students, Teachers, and Non-Teaching Staff in Terms of Collaboration Experiences

Indicators	Students		Teachers		Non-teaching Staff	
	Ave Rating	Interpretation	Ave Rating	Interpretation	Ave Rating	Interpretation
I have had positive experiences collaborating with others on innovative projects at LCUP.	3.01	Good	3.37	Good	3.12	Good

LCUP provides opportunities for stakeholders to collaborate on innovative projects and activities.	3.18	Good	3.57	Very Good	3.24	Good
Teamwork and effective communication are essential for successful collaboration at LCUP.	3.39	Good	3.90	Very Good	3.65	Very Good
There are sufficient resources available at LCUP to support collaborative innovation projects.	3.05	Good	3.32	Good	3.18	Good
My ideas are valued and respected during collaborative innovation activities at LCUP.	3.15	Good	3.42	Good	3.18	Good
Overall	3.16	Good	3.51	Very Good	3.27	Good

Table 6 provides insights into the perceived institutional support for innovation at LCUP. While there is a generally positive perception of the institutional environment, there are areas for improvement. Respondents perceive a good level of support in terms of institutional policies, leadership support, communication channels, and feedback mechanisms. However, there's a need to further empower individuals to contribute to shaping the innovative culture. To foster a more robust innovation culture, LCUP could enhance communication channels, provide more targeted feedback and support, and create opportunities for individuals to actively participate in shaping the

institution's innovative direction. The study titled "Best Practices of Higher Education Institutions (HEIs) for the Development of Research Culture in the Philippines" by Quitoras & Abuso (2021) explored the importance of institutional policies, leadership support, communication channels, and feedback mechanisms in fostering a supportive environment for innovation. It also emphasizes the need to empower individuals to contribute to shaping the innovative culture and suggests enhancing communication channels, providing targeted feedback and support, and creating opportunities for active participation.

Table 6: The Culture of Innovation at LCUP as Perceived by the Students, Teachers, and Non-Teaching Staff in Terms of Perceptions of the Institutional Environment

Indicators	Students		Teachers		Non-teaching Staff	
	Ave Rating	Interpretation	Ave Rating	Interpretation	Ave Rating	Interpretation
LCUP's policies and structures encourage innovation and experimentation.	3.12	Good	3.37	Good	3.41	Good
University leadership actively champions and promotes a culture of innovation at LCUP.	3.17	Good	3.50	Very Good	3.47	Good
There are clear communication channels regarding opportunities for innovation and involvement at LCUP.	3.08	Good	3.43	Good	3.35	Good
I receive regular feedback and support from faculty/staff when pursuing innovative ideas at LCUP.	2.93	Good	3.13	Good	2.94	Good
I feel empowered to contribute to shaping the innovative culture at LCUP.	3.05	Good	3.32	Good	3.12	Good
Overall	3.07	Good	3.35	Good	3.26	Good

Key Priorities on the Culture of Innovation at LCUP

Strengths. Table 7 highlights the top 5 indicators of the culture of innovation at LCUP, as perceived by the respondents. The top-rated indicator,

"Teamwork and effective communication are essential for successful collaboration at LCUP," underscores the importance of collaborative efforts in driving innovation. This suggests that a strong emphasis on teamwork and communication can

significantly contribute to the overall innovation culture. The second and third-ranked indicators, "Innovation is very important for success in today's world" and "LCUP provides a safe and supportive environment for taking risks," respectively, demonstrate a shared understanding of the value of innovation and a perceived sense of psychological safety for experimentation. These findings indicate a positive attitude towards innovation and a willingness to take risks. The fourth and fifth-ranked indicators, "University leadership actively champions and promotes a culture of innovation at LCUP" and "LCUP provides opportunities for stakeholders to collaborate on innovative projects and activities," highlight the role of leadership and collaborative opportunities in fostering innovation. These findings suggest that strong leadership support and the availability of collaborative platforms are essential for driving innovation. Overall, Table 7 provides a positive outlook on the

culture of innovation at LCUP. The strong emphasis on teamwork, communication, risk-taking, and leadership support indicates a solid foundation for fostering a thriving innovation culture. The study titled "Determinants of Innovation Culture amongst Higher Education Students" by Roffeei, Yusop, & Kamarulzaman (2017) explored that teamwork, effective communication, and a supportive environment are key determinants of fostering an innovation culture among higher education students. It also emphasizes the importance of leadership support and collaborative opportunities in promoting innovative behaviors. While the strengths are not the priorities since these are areas where the culture of innovation is thriving, it is important to note that these indicators must be celebrated and maintained to ensure the continuous cultivation of the culture.

Table 7: The Top 5 Rated Indicators of the Culture of Innovation at LCUP

Indicator	Average Rating	Interpretation	Rank
Teamwork and effective communication are essential for successful collaboration at LCUP.	3.65	Very Good	1
Innovation is very important for success in today's world.	3.56	Very Good	2
LCUP provides a safe and supportive environment for taking risks.	3.38	Good	3.5
University leadership actively champions and promotes a culture of innovation at LCUP.	3.38	Good	3.5
LCUP provides opportunities for stakeholders to collaborate on innovative projects and activities.	3.33	Good	5

Areas for Development. Table 8 presents the least-rated indicators of the culture of innovation at LCUP, revealing areas where the institution may need to focus its efforts to enhance its innovative environment further. The lowest-rated indicator, "I have been rewarded or recognized for taking innovative risks at LCUP," suggests a lack of recognition for risk-taking behavior. This could discourage individuals from taking risks and hinder innovation. While not the lowest-rated, the fear of failure is still a significant concern. This indicates that a greater emphasis on celebrating failures as learning opportunities and fostering a culture of psychological safety is necessary. The remaining indicators, "I am comfortable trying new and untested ideas at LCUP," "I receive regular feedback and support from faculty/staff when pursuing innovative ideas at LCUP," and "I am comfortable working on projects with uncertain outcomes," while rated as "good," still have room for improvement. Encouraging experimentation,

providing consistent feedback and support, and fostering a tolerance for uncertainty can further strengthen the innovative culture. By addressing these areas, LCUP can create a more supportive and rewarding environment for innovation, encouraging risk-taking, and fostering a culture where failure is seen as a stepping stone to success. The study by Leron & Baconguis (2021) titled "Exploring the Dimensions of Innovation Culture in the Public Higher Education Institutions: Towards Improved Organizational Performance in Research and Development" revealed that recognition of risk-taking behavior, fostering a culture of psychological safety, and encouraging experimentation are crucial for enhancing the innovation culture in higher education institutions. It also emphasizes the importance of consistent feedback, support, and tolerance for uncertainty in promoting innovative behaviors. These least-rated indicators represent the key priorities based on the results of the quantitative analysis.

Table 8: The Least 5 Rated Indicators of the Culture of Innovation at LCUP

Indicator	Average Rating	Interpretation	Rank
I have been rewarded or recognized for taking innovative risks at LCUP.	2.47	Fair	20
The fear of failure hinders my willingness to innovate at LCUP.	2.69	Good	19
I am comfortable trying new and untested ideas at LCUP.	2.98	Good	18
I receive regular feedback and support from faculty/staff when pursuing innovative ideas at LCUP.	3.00	Good	17
I am comfortable working on projects with uncertain outcomes.	3.06	Good	16

Based on the results presented in Table 8, the following significant elements were derived:

1. recognition and reward
2. fear of failure
3. comfort with risk
4. support and feedback
5. tolerance for uncertainty

Difference in the Respondents' Perception of the Culture of Innovation at LCUP

There are three cohorts in the study: the students, the teachers, and the non-teaching staff. The data of their perception were subjected to ANOVA to determine whether significant differences exist between groups. Table 9 shows that there is a significant difference in the perception of the three cohorts on the culture of innovation at LCUP. This means that the perception of the cohorts in general varies. A significant difference in perception among teachers, students, and non-teaching staff on the

culture of innovation at LCUP means that these groups view and experience the culture of innovation differently. Ciesora et al. (2021) in their study "Differences in the Perception of Organizational Culture in Non-Public Universities in Poland," examined how academic and administrative staff perceive the current and desired organizational culture in non-public universities in Poland. The findings show significant differences in perceptions between the two groups, similar to the differences that were observed among students, teachers, and non-teaching staff at LCUP. This variation in perception can provide valuable insights into how the culture of innovation is being communicated and implemented across the university, and it can help identify areas for improvement to ensure a more cohesive and inclusive innovation culture.

Table 9: The ANOVA Table

Source	Sum of Squares	Mean Square	F Stat	p-value
Groups (between groups)	4.5575	2.2788	6.7892	0.001237
Error (within groups)	160.7758	0.3356		
Total	165.3333	0.3437		

Qualitative Analysis

The Current State of the Culture of Innovation at LCUP

LCUP is cultivating a promising innovation culture. The university has a historical foundation of creativity, problem-solving, and continuous improvement, which serves as a strong base for innovation. Its collaborative environment, where new ideas are valued, fosters a sense of community and shared purpose. By actively seeking to stay

ahead of global trends, LCUP demonstrates a forward-thinking approach to innovation. While the institution faces challenges in elevating innovation to new heights, it remains resilient. Despite resource constraints, LCUP has cultivated a culture that inspires creativity and problem-solving. As the university continues to foster an emerging innovation consciousness, it is well-positioned to overcome challenges and drive significant advancements in the future.

Theme 1: A Thriving, Yet Evolving Innovation Ecosystem

Meaning Units	Condensed Meaning Units	Sub-Themes	Theme
"As of this moment, it's too young, but at least... people's mind started to open about it"	Emerging Innovation	Emerging Innovation	A Thriving, Yet Evolving

	Consciousness	Culture	Innovation Ecosystem
<i>“the underlying concept of creativity, problem-solving, and improvement has likely been a part of its culture for many years”</i>	Collaborative Forward-Thinking Culture		
<i>“The university promotes a collaborative environment where new ideas are valued and actively seeks to stay ahead of global trends”</i>	Historical Innovation Foundation	Collaborative and Forward-Thinking Environment	
<i>“LCUP faces challenges in elevating innovation efforts to a higher level”</i>	Innovation Elevation Challenges	Challenges and Opportunities	
<i>“While the university may face challenges in terms of infrastructure and financial resources, it has cultivated a culture of innovation that is both inspiring and resilient.”</i>	Resilient Innovation Amidst Challenges		

Barriers and Facilitators to Developing a Culture of Innovation at LCUP

Barriers. The analysis reveals a complex interplay of factors that hinder innovation within the organization. Cultural barriers, such as a fear-based and bureaucratic culture, as well as resistance to change, can stifle creativity and discourage experimentation. Additionally, resource constraints, including insufficient funding, personnel, and infrastructure, can limit the scope and impact of innovative initiatives. Furthermore, a lack of awareness about what constitutes innovation can hinder the identification and implementation of innovative ideas. To foster a more innovative

environment, it is crucial to address these inhibiting factors by promoting a culture of risk-taking, providing adequate resources, and establishing clear guidelines for innovation. Pourkiani, Shojae Farahabadi, & Dahmardeh Komak (2013) conducted a study titled "Organizational Innovation, Barriers and Factors," which revealed that cultural barriers, resource constraints, and lack of awareness about innovation are significant factors that hinder innovation within organizations. It also emphasizes the need to promote a culture of risk-taking, provide adequate resources, and establish clear guidelines for innovation to foster a more innovative environment.

Theme 2: Inhibiting Factors to Innovation

Theme 2: Inhibiting Factors to Innovation			
Meaning Units	Condensed Meaning Units	Sub-Themes	Theme
<i>“fear of failure culture, and bureaucratic red tape”</i>	Fear-Based and Bureaucratic Culture	Cultural and Organizational Barriers	Inhibiting Factors to Innovation
<i>“Resistance to change among staff and faculty...”</i>	Resistance to Change		
<i>“Insufficient funding, personnel, or infrastructure can hinder innovative initiatives”</i>	Resource Constraints	Resource and Structural Limitations	
<i>"there's a need for a systematic approach; establishing clear guidelines for innovation"</i>	Need for Systematic Structure		
<i>“lack of awareness about what constitutes innovation. Many individuals may engage in innovative practices without recognizing their significance”</i>	Innovation Awareness Gap	Knowledge and Awareness	

Facilitators. Promoting innovation requires a strategic approach that encompasses various factors. Motivating employees through reward systems and recognition programs can encourage creative thinking and risk-taking. Organizational support, including adequate resource allocation and efficient administrative processes, is essential for providing the necessary infrastructure and enabling smooth workflow. Strong leadership, characterized by open-mindedness and a willingness to embrace new ideas, can significantly influence the organization's culture

and foster a climate of innovation. By aligning organizational goals, providing adequate resources, and fostering a culture of creativity, organizations can unlock their full innovation potential. Palazzeschi, Bucci, & Di Fabio (2018) in their study titled "Re-thinking Innovation in Organizations in the Industry 4.0 Scenario," deduced that motivating employees through reward systems and recognition programs, organizational support with adequate resource allocation, and strong leadership are crucial factors in fostering a culture of innovation.

Theme 3: Promoting Innovation through Strategic Support

Meaning Units	Condensed Meaning Units	Sub-Themes	Theme
<i>“reward systems that recognize and incentivize innovation can facilitate a more innovative environment”</i>	Incentivizing Innovation	Motivational Factors	Promoting Innovation through Strategic Support
<i>adequate resources and incentives to promote initiatives that can contribute meaningfully to society</i>	Resource Allocation	Organizational Support	
<i>Strong administrative support. The open-mindedness and innovative spirit of leadership truly facilitate innovation.</i>	Administrative Support		
<i>“Support from leadership in pursuing new ideas and technologies”</i>	Leadership Support	Leadership and Culture	
<i>Strong leadership can always motivate and guide staff efforts to promote a culture of innovation</i>	Leadership Motivation and Guidance		

University Policies, Structures, and Resources that Support or Hinder Innovation

The interview revealed a complex interplay between factors that both promote and hinder innovation within the institution. While tenure policies provide faculty with the stability necessary for long-term research, and a commitment to quality and excellence drives innovation, there are significant structural and procedural challenges that can impede progress. Resource limitations, such as financial

constraints, can restrict the scope and impact of innovative projects. Furthermore, complex administrative processes and a lack of streamlined funding mechanisms can slow down the implementation of new ideas. To foster a more innovative environment, it is crucial to address these constraints by streamlining processes, allocating adequate resources, and creating a supportive culture that values creativity and risk-taking.

Theme 4: Balancing Innovation and Institutional Constraints

Meaning Units	Condensed Meaning Units	Sub-Themes	Theme
<i>"Tenure policies provide faculty with the stability to engage in long-term research projects,"</i>	Faculty Stability	Motivational Factors	Balancing Innovation and Institutional Constraints
<i>"Our commitment to quality and excellence... consistently challenges us to innovate,"</i>	Quality and Excellence		
<i>"financial constraints in relation to the university's priority can limit the resources available for innovation."</i>	Resource Constraints	Resource Limitation	

<i>"lack of streamlined processes for funding and implementing innovative projects."</i>	Funding and Implementation Challenges	Structural and Procedural Barriers	
<i>"complex administrative processes can slow down innovation."</i>	Administrative Hurdles		

Recommendations to Promote a Culture of Innovation at LCUP

Cultivating a culture of innovation involves a multifaceted approach that encompasses various strategies. Involving students in innovative projects can inspire the next generation of innovators and provide valuable hands-on experience. Engaging in external partnerships with industry, NGOs, and other academic institutions can bring fresh perspectives, knowledge, and resources. Encouraging a growth mindset, where challenges

are seen as opportunities for learning and growth, can foster a positive and resilient culture. Additionally, promoting a risk-taking mentality can lead to breakthrough innovations. Finally, developing clear and systematic guidelines for innovation can provide a structured framework for identifying, evaluating, and implementing innovative ideas. By combining these strategies, LCUP can create an environment that nurtures creativity, fosters collaboration, and drives innovation.

Theme 5: Cultivating a Culture of Innovation

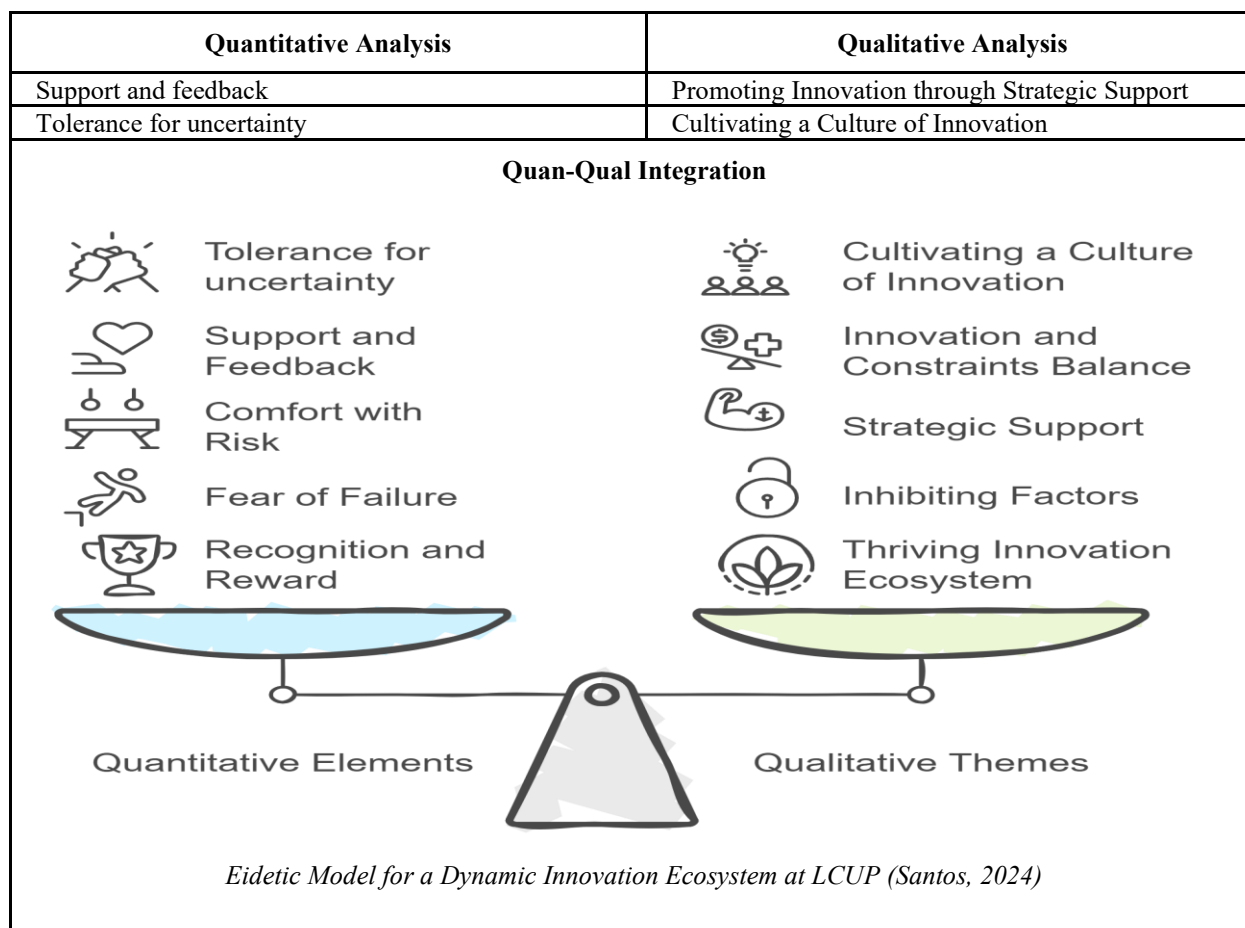
Meaning Units	Condensed Meaning Units	Sub-Themes	Theme
<i>“Involving students in innovative projects can inspire the next generation of innovators.”</i>	Student Involvement	Strategic Partnerships and Collaboration	Cultivating a Culture of Innovation
<i>“Engage in external partnerships with industry, NGOs, and other academic institutions to bring in fresh ideas,”</i>	External Partnerships		
<i>“Encouraging a mindset of experimentation and failure can lead to breakthrough innovations,”</i>	Risk-Taking	Fostering a Culture of Innovation	
<i>“Encourage a mindset where challenges are seen as opportunities for learning and growth,”</i>	Growth Mindset		
<i>“Developing clear and systematic guidelines for innovation... aligned with our Mission and Core values”</i>	Systematic Approach	Establishing a Framework for Innovation	

Quan-Qual Integration

The quantitative analysis revealed 5 significant elements that were derived from the least-rated indicators. These are: 1) recognition and reward, 2) fear of failure, 3) comfort with risk, 4) support and feedback, and 5) tolerance for uncertainty. The qualitative analysis, on the other hand, derived 5 themes. These are: 1) A Thriving, Yet Evolving Innovation Ecosystem, 2) Inhibiting Factors to Innovation, 3) Promoting Innovation through Strategic Support, 4) Balancing Innovation and Institutional Constraints, and 5) Cultivating a

Culture of Innovation. Integrating the significant elements and the extracted themes, a complex picture of the innovation landscape at LCUP emerges. While there is a clear commitment to innovation, as evidenced by the recognition and reward of risk-taking, several factors influence the extent to which innovation can thrive. With this, an eidetic model was crafted that will guide LCUP in its quest to embed innovation into its culture. The themes that were derived are categorized as either positive indicators or challenges and opportunities, while the elements are the recommendations.

Quantitative Analysis	Qualitative Analysis
Recognition and reward	A Thriving, Yet Evolving Innovation Ecosystem
Fear of failure	Inhibiting Factors to Innovation
Comfort with risk	Balancing Innovation and Institutional Constraints



The eidetic model presented employs a balance scale metaphor to visually represent the interplay between positive and negative factors influencing innovation at LCUP. The left side of the scale represents the quantitative elements, which are specific factors that can be measured and quantified, such as the level of support and feedback or the extent of risk-taking. The right side of the scale represents the qualitative themes, which are broader, more contextual factors that shape the innovation landscape, such as the overall culture of innovation or the institutional constraints.

The balance scale metaphor highlights the need for equilibrium. To foster a thriving innovation ecosystem, LCUP must strive to balance the quantitative and qualitative factors. By addressing the challenges associated with fear of failure and bureaucratic constraints, and by promoting a culture of innovation, LCUP can tip the scales in favor of innovation.

In essence, the model underscores the importance of creating a supportive environment, streamlining processes, and providing adequate resources to encourage innovation. By doing so, LCUP can harness the potential of its community and drive significant advancements.

Conclusion

Based on the findings of the study, the following conclusions were derived:

1. LCUP has a good overall culture of innovation across all major indicators across all groups of respondents. This means that, according to the survey, LCUP in general is being perceived to have a positive culture of innovation at present.
2. The key priorities for Innovation are represented by both the strengths and areas for development. The strengths need to be celebrated and sustained, while the areas for development should be dealt with utmost consideration to ensure that they are addressed to allow innovation to be embraced by all stakeholders and for the culture of innovation to be embedded into the entire system of the university.
3. The significant difference in the perception of the three groups of respondents on the existing culture of innovation in the university, though similar in the overall rating, only proved that they experience innovation differently, and they differ in their specific perception as they encounter innovation in their day-to-day life in the university.

4. While LCUP has a strong foundation of creativity, problem-solving, and a collaborative environment, it is still in the early stages of cultivating a mature innovation culture. The university faces challenges in elevating innovation efforts to new heights, likely due to factors such as resource constraints and institutional inertia. However, its resilience and commitment to continuous improvement position it well to overcome these challenges.
5. Several key barriers to innovation were identified, including cultural factors like fear of failure and resistance to change, as well as resource constraints and a lack of awareness. Additionally, strong leadership, employee motivation, and effective organizational support are crucial facilitators for unlocking the full potential of innovation within the organization.
6. While the institution has a strong foundation for innovation, as evidenced by the commitment to quality and excellence and the stability provided by tenure policies, there are significant structural and procedural barriers that hinder the full potential of innovation.
7. A multifaceted approach is required to cultivate a culture of innovation at LCUP. This comprehensive approach will contribute to the development of the next generation of innovators and drive significant advancements within the institution.
8. The proposed eidetic model provides a comprehensive framework for understanding and enhancing the innovation ecosystem at LCUP. By addressing the identified challenges and capitalizing on the strengths, LCUP can cultivate a dynamic innovation culture that drives progress and societal impact.

Recommendations

Based on the conclusions, the following are hereby recommended:

1. Although the overall impression of the three cohorts on the culture of innovation at LCUP is good, the university must not be complacent but should remain vigilant to make sure that it will be able to sustain that level, if not better.
2. To sustain and enhance the culture of innovation, it's crucial to recognize and celebrate the existing strengths, such as the collaborative spirit and positive attitude towards new ideas. These strengths provide a solid foundation for further growth. However, addressing the areas for

improvement, such as the fear of failure and lack of recognition for innovation, is equally important. By implementing strategies to mitigate these challenges, LCUP can create a more conducive environment for innovation, where individuals feel empowered to take risks, experiment, and contribute to the university's overall success.

3. To bridge the gap in perception among different groups at LCUP, targeted communication strategies should be implemented to address the specific needs and perspectives of students, faculty, and staff. Inclusive innovation initiatives should be promoted to encourage collaboration and knowledge sharing across all groups. Additionally, tailored support and resources should be provided to address the unique needs of each group. By taking these steps, LCUP can foster a more cohesive and inclusive innovation culture, ensuring that everyone feels empowered to contribute to the university's innovative journey.
4. To overcome challenges such as resource constraints and institutional inertia, the university should focus on building upon its existing strengths, including its collaborative culture and commitment to continuous improvement.
5. To address the identified barriers to innovation, fostering a culture of risk-taking is crucial. This can be achieved by celebrating failures as learning opportunities, encouraging experimentation, and providing a supportive environment where individuals feel safe to share ideas. Addressing resource constraints is also essential. This involves allocating adequate funding, personnel, and infrastructure to support innovation initiatives. Clear guidelines and processes for innovation must also be established to streamline the process and reduce bureaucratic hurdles. Having strong leadership, employee motivation, and effective organizational support are key drivers of innovation.
6. To foster a more innovative environment, it is crucial to address structural and procedural barriers by streamlining processes, allocating adequate resources, and creating a supportive culture that encourages creativity and risk-taking.
7. By involving students, engaging in external partnerships, fostering a growth mindset, promoting risk-taking, and establishing clear guidelines, LCUP can create an environment that encourages creativity,

collaboration, and the implementation of innovative ideas.

8. To effectively leverage the proposed eidetic model, LCUP should integrate it into its strategic planning and decision-making processes. Regular evaluation and updates are essential to ensure its continued relevance. Clear communication of the model to all stakeholders will foster a shared understanding of innovation goals.

Conflicts of Interest

The author declares that there is no conflict of interest in this manuscript. Results have been deduced objectively; nothing influenced this result by any individual, monetary, or institutional interests. In effect, utmost endeavors were in order to conduct a bias-free operation of gathering and analyzing the data into interpretation and producing a study based on merit, away from research inconsistencies.

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