The Intellectual Capital Capability and the Income Generating Project of a Philippine University

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ABSTRACT
Intellectual capital is a new concept for a new way of doing business. It involves looking at products, processes, and people in order to profit from the intelligence it contains. State universities in the Philippines has to adopt this concept through corporatization due to the impending cut down on government subsidy. Anchored on an integration of intellectual theories and models, this study sought to come up with an analysis of the level of intellectual capital capability in terms of its human capital; structural capital, and; relational capital of the Leyte Normal University. There is an average level of LNU's intellectual capital capability in terms of human, structural and relational. A few people inside the organization are aware that they are equipped with intellectual capital. There were insufficient management strategies, management skills of the people running the income generating projects.

Key words: *Intellectual Capital; human capital; structural capital; relational capital; Income Generating Project*

INTRODUCTION

Education in Philippines is a basic human right, as it is enshrined in the country's Constitution that it must be free in the public elementary and secondary levels. In the tertiary level, the government subsidizes the education of its people through the State Universities and Colleges (SUCs). In recent years, there had been initiatives in the Philippine Congress to cut down on these subsidies and encourage these SUCs to venture into corporatization. This would mean using their intellectual capital to earn income and finance their operations. The Leyte Normal University is one among the state universities in Region VIII that has been threatened to slow down by financial constraints. It's a known fact among SUCs throughout the country that its annual budget has been systematically reduced by the national government. The hurting budget cut has caused SUCs to be facing financial problems that has had an impact on their financial viability in a competitive environment much more that they are also subject to pressures and influences from external social forces of many kinds. One of these comes from the specific requirements for funding sources from the government agencies such as NEDA, DBM, CHED and COA that control the expenditure of funds, the nature and scope of research, and other SUC activities specifically the facilitation of income generating projects.

Stewart (1997) defines intellectual capital or a collective brainpower as intellectual material – knowledge, information, intellectual property and experience – that can be put to use to create wealth; and aims to identify the essential knowledge, core competencies, and core capabilities of an organization that directly or indirectly produce value.

Intellectual capital is a brand-new concept for a brand-new way of doing business. It involves looking at products, processes, and people in order to profit from the intelligence it contains, (Stewart, 1997).

Along this vein, the government has designed programs to respond to SUCs plight towards sustainability. One example is the State Universities and Colleges Small Enterprises and Entrepreneurship Development Program (SUCSEED) developed by the Development Academy of the Philippines (DAP) to assist SUCs in enhancing the operations and performance levels of their IGPs in order to sufficiently fill the financial gap with the withdrawal of government MOOE subsidy effective 2005. It aims to develop and enhance the competency of SUCs in managing and sustaining Income Generating Projects (IGPs). The program will address SUCs enterprise and entrepreneurship development needs through research, training, consultancy and advisory services.

This study sought to come up with an analysis of the level of intellectual capital capability in terms of its human capital; structural capital, and; relational capital of the Leyte Normal University.

This study is anchored on an integration of intellectual theories and models advanced by a handful of influential practitioners; namely: Sveiby (1997), Kaplan and Norton (1996), Roos et al (1997), Edvinson and Malone (1997, Haanes and Iowendahl (1997), Sullivan (1998) and Andriessen and Tissen (2000. The models— "Intangible Assets Monitor" (IAM) (Sveiby, 1997), Balanced Scorecard (Kaplan and Norton (1996), and "Skandia Navigator" (Edvinson and Malone, 1997), are just some of the representatives of the assumptions, principles, and foundations of the intellectual capital standard theory. This IC theory posits that the intellectual capital of an organization requires the articulation of a system of variables that helps to uncover and manage the invincible wealth of an organization.

In his intellectual capital model, Bontis (1996) proves that human capital is the pre-eminent antecedent for the intellectual wealth of an organization. As people codify their knowledge into the systems and processes of an organization, those structural capital assets can then be renewed for the future by investing in research and development. A feedback loop further develops an organization's human capital. Eventually the codified knowledge base of an organization can be marketed within the global and domestic economies. As the human capital continually develops, an organization's ability to market its intellectual wealth will result in a higher financial well-being.

This study conceptualizes a situational analysis of the university's intellectual capital capability in terms of human capital, structural capital and relational capital in relation to its IGP endeavors.

Human capital examines the extent of knowledge of an individual which includes competence, know-how, education, innovativeness, capabilities and abilities to the overall performance of SUC IGP (Youndt, 1998; Bontis, 1998; Bontis, et al, 2000; Walker, 2001).

The structural capital is the sum of the organizational capabilities and routines in performing business activities, which include organizational structure, operating manual and procedures, databases, documents, information and networking system, and research and development capabilities (Bontis, 1998; Bontis et al., 2000). The relational capital determines the extent of the relationship between LNU and the outside environment which includes alliances, customers, partners, suppliers, investors, distribution networks, government bodies and agencies, image and brand, communities and the public (Bontis, 1998; Bontis, et al., 2000).

Along this view, Leitner (2004) discloses proper management of Intellectual Capital at universities that has significant impact on the performance and efficient use of the invested financial funds, and those universities who would be able to develop both the culture and the capacity to identify, manage and report their Intellectual Capital will be advantageously placed in the Higher Education scenario. It is also added that an IC framework could be useful for institutions of higher learning to deal with the managerial and transparency demands.

Business practitioner Edvinsson (2001) stressed in an interview that industrial value chain processes no longer dominate value creation. He further added that today organizations have to invest into systematic innovation, into their Intellectual Capital, knowledge upgrading and new structures that help them to innovate and to make a difference.

This thought has been supported by Dr. Jose' Maria Viedma Mari (2005) of the Intellectual Capital Management Systems through his several writings. The essence of the books and articles he authored is all about intellectual capital which he considers as the modern foundation strategy that must be an internal orientation- based on the available resources and capabilities.

According to Thomas Stewart, Editor of the Harvard Business Review and a leading authority on IC, "the term 'intellectual capital' seems to have been employed first in 1958 when two financial analysts, describing the stock-market valuations of several small, science-based companies (Hewlett-Packard, its annual sales then $28 million, was one of them), concluded, 'The intellectual capital of such companies is perhaps their single most important element' and noted that their high stock valuation might be termed an 'intellectual premium'."

Edvinsson (2001) classifies three components of intellectual capital as people capital, structural capital and relational capital. He focuses on one that is surrounding people in an organization which he calls structural capital or the non-human storehouses of information (Bontis, 2000). Structural capital or are all those intangibles left behind, when people go home, and in that he also includes internal processes and structures, databases, customer relationships and things like that. According to him, structural capital enables organizations to make their human capital more productive

Moreover, Brinker (2000) identifies three components of Intellectual Capital as: a) human capital (the talent base of the employees), which is the capabilities of the company's employees to provide solutions to customers, to innovate and to renew that also includes the dynamics of an intelligent (learning) organization in a changing competitive environment, its creativity, and innovativeness; b) structural capital which refers to the infrastructure of human systems, company images, databases, organizational concept and documentation including the organizational capabilities to meet market requirements and the quality and reach of information technology; and c) customer capital which is the relationships with people with whom a company does business. Although this usually means clients and customers, it can also mean suppliers. It has also been referred to as relationship capital or the knowledge embedded in business networks

Local studies of this kind are scarce since the value of Intellectual Capital has been taken for granted by some organizations as an important intangible resource. However, there are a lot of related studies authored by international practitioners proving the positive worth of intellectual capital.

This study utilized a mixed-method quantitative-qualitative exploratory-descriptive research design. It utilized survey questionnaire as a source of numeric information and secondary data collection tools such as interviews, observations, document reviews and visual data analysis for triangulation (Creswell, 2003).

This study was conducted in the main campus of the Leyte Normal University located at the heart of Tacloban City.

The respondents were all the key officials of Leyte Normal University comprising the top management, division chiefs, and IGP personnel (Board of Management, directors, and project managers), and other university officials.

The main instrument for this study was the survey questionnaire which yielded numeric information. Items in the questionnaire were adopted from the modified works of Youndt (1998) and Bontis (1999).

On the level of intellectual capital capability. It was sub-divided into two sections extracting data in terms of its three components: 1) human capital, 2) structural capital and 3) relational capital. Extracted in the human capital component were the level accumulated value of investments in employee training, competence and future. The structural capital refers to the information systems, customer lists, and operational documentation of the university. While the relational capital solicited data on customer relationships, customer potential and customer satisfaction. The scoring used to determine the respondent's perception on LNU's level of IC capability ranging from 1 to 5 where 1 is "strongly disagree" and 5 as "strongly agree" throughout the questionnaire.

Secondary data comprising written documents were also collected such as faculty profile, annual reports, manuals, BOR resolutions, project proposals, reports on utilization of income, annual budget, and other substantial written documents. The relationships and corroboration amongst items in the survey data were identified. These secondary data were studied and examined according to the following criteria (Saunders et al., 1997; Descombe, 1998) as to: a) authentic and genuine documents, b) it has credibility and accuracy, c) it is sufficiently representative and complete, and d) it has clear meanings and completely unambiguous.

The author personally administered the data collection process that included the fielding of the survey questionnaire, securing permits from LNU President and respondents to conduct the survey. The survey covered the main campus of Leyte Normal University at Tacloban City.

As the final data collection method a structured interview was done. The interview contained items that addressed the prevailing issues and concerns related to the implementation of IGP Intellectual Capital strategy.

The SPSS statistical software was utilized to compute all statistical data of this study in order to come up with a scientific data analysis. Other data that were non-numeric such as qualitative data that was brought out by document analysis and interviews was sorted, coded and analyzed for triangulation.

RESULTS AND DISCUSSION

LNU's human capital refers to the combined knowledge, competence, know-how, education, skill, innovativeness, work-related knowledge, changeability and ability of the university's individual

employees to meet the task at hand. It also includes the company's values, culture and philosophy. The data on this category is presented in Table 1 where thirteen (13) items on the human capital category of the IC capability were responded with an average level. These items were on competent management, employees' adoptability to changes caused by the management, their job expertise, attitude towards working in teams, information systems capability, the school's working environment, management's getting the most out of the employees, sharing of knowledge, employees' coming up with new ideas and their focus on the quality of service provided.

Table 1. Human Capital

Measures	Frequency (Percent)					Weighted Mean
	SD	D	U	A	SA	
1. The school has a highly competent management team.	0	2 (5.4)	3 (8.1)	17 (45.9)	15 (40.5)	4.2
2. My employees can quickly adopt to changes made by the school management without difficulty.	0	3 (8.1)	5 (13.5)	24 (64.9)	5 (13.5)	3.8
3. My employees are experts on their jobs.	0	1 (2.7)	8 (21.6)	17 (45.9)	11 (29.7)	4.0
4. My employees are brilliant, innovative and creative.	1 (2.7)	1 (2.7)	5 (13.5)	19 (51.4)	11 (29.7)	4.0
5. My employees are the most competent in SUC's Region VIII.	1 (2.7)	0	12 (32.4)	15 (40.5)	9 (24.3)	3.8
6. My employees cooperate, have trust and show respect when working in teams.	0	3 (8.1)	5 (13.5)	16 (43.2)	13 (35.1)	4.1
7. My employees have the capabilities to operate the information system required for them to perform their jobs.	0	0	5 (13.5)	19 (51.4)	13 (35.1)	4.2
8. The school provides conducive working environment for me and my employees to share ideas and practice creativity.	0	1 (2.7)	6 (16.2)	21 (56.8)	9 (24.3)	4.0
9. The school management get the most out of the employees.	0	0	5 (13.5)	24 (64.9)	8 (21.6)	4.1
10. The employees are required to share knowledge.	1 (2.7)	0	4 (10.8)	25 (67.6)	7 (18.9)	4.0
11. The employees are experts in their respective areas.	0	2 (5.4)	2 (5.4)	19 (51.4)	14 (37.8)	4.2
12. The employees always come up with new ideas.	1 (2.7)	1 (2.7)	6 (16.2)	23 (62.2)	6 (16.2)	3.9
13. The employees are able to focus on the quality of service provided.	1 (2.7)	0	4 (10.8)	25 (67.6)	7 (18.9)	4.0

Measures	Frequency (Percent)					Weighted Mean
	SD	D	U	A	SA	
14. Most of the employees are holders of doctoral degree.	3 (8.1)	15 (40.5)	8 (21.6)	10 (27.0)	1 (2.7)	2.8
15. Most of the employees are sent abroad for trainings in their field of specialization.	7 (18.9)	14 (37.8)	11 (29.7)	5 (13.5)	0	2.4
Overall Weighted Mean						**3.84**

LNU's average level of competent management has been substantiated by two sets of structured interview conducted with top management and IGP Director and Project Managers. Seventy-Five percent (75%) of the eight (8) top management comprising the President, Vice President for Academic Affairs, Auxiliary Director, Budget Officer, Human Resource Management Officer and Accountant alleged that the top management has an outstanding leadership qualities, skills and capabilities. Along this allegation, 94% of the six (6) informants who were IGP Director and Project Managers also backed up that the university is manned by a competent management.

When asked how employees react to changes introduced by the management, 75% of the IGP Director and Project Managers asserted that the people in their respective department are highly versatile, always open for innovation and change, can embrace and adapt easily to change, and it is LNU community's culture to abide if change is for all's good.

LNU has a higher level of information systems capability since majority of the interviewees claimed that most of the employees are information and computer literates and experts with programs and software implementation as evidenced by the existing well-managed Local Area Network of the University. This included 66% of all respondents who reported that they had programs or systems in place that tried to capture knowledge, skills, and best practices.

As to working environment provided by the management, 100% of the concerned informants agreed that LNU's working environment is a competitive one, very convenient, and that it has the most conducive and beautiful offices/buildings in the region.

One hundred percent (100%) of the interviewees also declared that in bringing out the best of their respective employees, they motivate them though example, incentives and rewards, orient them regarding their tasks, challenging jobs and business expectations, exposure and trainings, acknowledging efforts made and giving positive feedback evaluation, promotion and management support.

Nonetheless, majority of the respondents disagreed that most of the LNU's employees are holders of doctoral degree as indicated by a mean of 40.5. This claim has been supported by a secondary data on LNU's Faculty Profile for Academic Year 2008-2009 revealing that out of 138 regular faculties, only 22 or 16% are doctoral degree holders. In item number 15, the respondents disagreed that most of the employees are sent abroad for trainings in their field of specialization as indicated by a mean of 37.8. As disclosed in LNU's 2005, 2006 and 2007 Annual Report, the university's staff development includes mentoring

programs, institutional enhancement seminars, and local and international study tours. For the last three years, only one of it's administrative staff has been sent to Singapore and Malaysia to attend a training seminar, and two sets of faculty and personnel have been sent to Hongkong and Kuala Lumpur for an organized study tour in October, 2007.

Structural capital. LNU's structural capital refers to the organizational capabilities and routines in performing its functions which include organizational structures, operating manual and procedures, databases, documents, hardware and software, networking and information systems, research and development capabilities, hardware, software, databases, organizational structure, patents, copyright and trademarks and everything else of organizational capability that supports those employees' productivity.

As gleaned from Table 2, LNU has an average level of structural capital capability. In items 1 and 2, majority agreed that policies and procedures and work instructions are contained in manuals and databases, and that knowledge and information in each department are embedded in their respective structure, systems and procedures so that when key people left one department, vital knowledge and information has always remained with the organization.

Table 2. Structural Capital

Measures	Frequency (Percent)					Weighted Mean
	SD	D	U	A	SA	
1. Policies, procedures and work instructions in my department are contained in manuals and databases.	1 (2.7)	3 (8.1)	10 (27.0)	20 (54.1)	3 (8.1)	3.6
2. Knowledge and information in my department are embedded in our structure, systems and procedures.	1 (2.7)	2 (5.4)	6 (16.2)	25 (67.6)	3 (8.1)	3.7
3. Although key people left my department, vital knowledge and information has always remained with the organization.	0	2 (5.4)	7 (18.9)	23 (62.2)	5 (13.5)	3.8
4. My employees have accessibility to information system required for them to do their job.	0	0	6 (16.2)	24 (64.9)	7 (18.9)	4.0
5. Our information system is integrated with vendor system.	0	3 (8.1)	17 (45.9)	15 (40.5)	2 (5.4)	3.4
6. We use extensive and advanced integrated management systems in our business operations to better serve our costumers.	1 2.7	5 13.5	11 29.7	16 43.2	4 10.8	3.5
7. My division synergies our strength and information with their divisions to deliver the best to costumers.	0	2 (5.4)	9 (24.3)	23 (62.2)	3 (8.1)	3.7

Measures	Frequency (Percent)					Weighted Mean
	SD	D	U	A	SA	
8. Process improvement and innovation of its products, services and systems are done actively to improve my department's performance as well as to reduce cost.	0	1 (2.7)	9 (24.3)	23 (62.2)	4 (10.8)	3.8
9. Our system allows easy information access.	1 (2.7)	1 (2.7)	4 (10.8)	23 (62.2)	8 (21.6)	4.0
10. Our procedure support innovation.	1 (2.7)	2 (5.4)	7 (18.9)	21 (56.8)	6 (16.2)	3.8
11. Our system requires knowledge sharing.	1 (2.7)	1 (2.7)	5 (13.5)	21 (67.6)	5 (13.5)	3.9
12. Our school has a high investment in innovation.	2 (5.4)	2 (5.4)	11 (29.7)	13 (35.1)	9 (24.3)	3.7
13. The management keeps track and makes full use of intellectual assets.	0	4 (10.8)	11 (29.7)	20 (54.1)	2 (5.4)	3.5
14. The school has a high annual information technology allocation.	0	2 (5.4)	12 (32.4)	17 (45.9)	6 (16.2)	3.7
15. The school has documents knowledge in manuals, handbooks, databases, etc	0	3 (8.1)	7 (18.9)	18 (48.6)	9 (24.3)	3.9
16. The school protects vital knowledge and information.	0	1 (2.7)	4 (10.8)	24 (64.9)	8 (21.6)	4.1
17. Our IGP is headed and manned by creative, innovative and competent people.	1 (2.7)	0	9 (24.3)	19 (51.4)	8 (21.6)	3.9
18. Our IT system has always a control mechanism.	0	0	10 (27.0)	20 (54.1)	7 (18.9)	3.9
19. All departments whose functions are different are linked by computers.	1 (2.7)	2 (5.4)	5 (13.5)	17 (45.9)	12 (32.4)	4.0
20. Our school earns and saved money because of innovation.	2 (5.4)	3 (8.1)	7 (18.9)	18 (48.6)	7 (18.9)	3.7
Overall Weighted Mean						**3.78**

Items 4 to 14 spell out LNU's level of IT capability which majority of the respondents agreed to be average. Aside from the internet, which the employees can access, LNU has an existing integrated information systems that connect some of the offices whose functions are different such as the Office of the College Registrar, Cashier's Office, Accounting Office and MIS through the Local Area Network which allows concerned systems users to easy information access and knowledge sharing.

However, in item number 5, the respondents are undecided whether their system is integrated with vendor system. This was so because the information systems installed at different concerned offices was bought from a vendor and was handled exclusively by the people manning it.

As disclosed by the university key officials in an interview, LNU's technological sophistication is average considering that it is not yet fully automated as of this writing. As reported in 2005 Annual Report, the university's ICT has been named MIS which has placed under the Management Information Systems (MIS) office for easier synchronization of functions. Moreover, in same academic year, the university has an average annual information technology allocation for IT equipment and software in the amount of three hundred thousand pesos (P300, 000.00) as reflected in 2005 Internal Operating Budget.

Relational capital. LNU's relational capital refers to the external structure consists of relationships with customers and suppliers, brand names, trademarks and reputation, or "image". This report is illustrated in Table 4.

Of the 17 relational capital indicators, 9 items were answered undecided. Included were items number 3, 4, 5, 6, 7, 8, 9, 16 and 17. This result may be justified because LNU's IGP has not been properly organized and institutionalized yet, although there are already existing ones operating in the past few years. Thus, some of its IGP products and services could not have been made well known among SUCs in Region VIII and the whole country.

Since the function of the IGP Center has not yet been fully defined, the respondents were undecided whether it has been performing excellently to serve clienteles/clienteles and really uses feedback and recommendations from vendors/suppliers to produce better products and services to customers. Same response was given as to the support given by government agencies such as NEDA, CHED, Civil Service Commission, DOST, etc.

Table 3. Relational Capital

Measures	Frequency (Percent)					Weighted Mean
	SD	D	U	A	SA	
1. Our vendors/suppliers have performed extremely well in supporting our school to achieve our targets.	0	3 (8.1)	13 (35.1)	17 (45.9)	4 (10.8)	3.6
2. Our IGP Center uses costumer feedbacks effectively in our effort to provide quality services to our clienteles and costumers.	1 (2.7)	0	14 (37.8)	21 (56.8)	1 (2.7)	3.6
3. Our IGP Center uses feedback and recommendations from vendors/suppliers to produce better products and services to our costumers/clienteles.	0	0	20 (54.1)	16 (43.2)	1 (2.7)	3.5

Measures	Frequency (Percent)					Weighted Mean
	SD	D	U	A	SA	
4. Government agencies such as NEDA, CHED, Civil Service Commission, DOST, etc. provide good support to us particularly our IGP in our effort to serve the people better.	0	1 (2.7)	19 (51.4)	15 (40.5)	2 (5.4)	3.5
5. Our IGP's have been performing excellently to serve costumers/clienteles.	0	2 (5.4)	18 (48.6)	11 (29.7)	6 (16.2)	3.6
6. Our IGP products and services are well known in SUC's Region VIII and other regions.	0	3 (8.1)	26 (70.3)	8 (21.6)	0	3.1
7. Our IGP's business collaboration with other SUC IGP's in the country enhances our IGP competitive edge and performance.	1 (2.7)	3 (8.1)	21 (56.8)	1027. 0	2 (5.4)	3.2
8. Our IGP Center can serve our important costumers excellently because we have a "costumers profile" including their requirements and level of services expectation.	1 (2.7)	5 (13.5)	16 (43.2)	13 (35.1)	2 (5.4)	3.3
9. Our IGP customers are loyal to us.	0	2 (5.4)	23 (62.2)	9 (24.3)	3 (8.1)	3.4
10. Our school's IGP is market-oriented.	0	4 (10.8)	15 (40.5)	18 (48.6)	0	3.4
11. Our school's IGP understands targeted market.	0	1 (2.7)	15 (40.5)	19 (51.4)	2 (5.4)	3.6
12. Our school's IGP has a feedback with customers.	1 (2.7)	1 (2.7)	14 (37.8)	19 (51.4)	2 (5.4)	3.5
13. Our school's IGP cares what customers want.	1 (2.7)	0	13 (35.1)	18 (48.6)	5 (13.5)	3.7
14. The school has a good relationship with its suppliers.	0	0	15 (40.5)	18 (48.6)	4 (10.8)	3.7
15. The school devotes considerable time to select suppliers.	0	0	15 (40.5)	17 (45.9)	5 (13.5)	3.7
16. The school maintains long-standing relationships with suppliers.	0	0	20 (54.1)	12 (32.4)	5 (13.5)	3.6
17. Our school's IGP is efficient.	1 (2.7)	0	23 (62.2)	12 (32.4)	1 (2.7)	3.3
Overall Weighted Mean						**3.49**

The undecided answers illustrated that the university's IGP has not been fully operationalized and reached its efficiency level so that it has not maintained long-standing relationships with suppliers, much more loyalty of customers.

On the other hand, the respondents agreed on indicators 1 and 2 that LNU's vendors/suppliers have performed extremely well in supporting its goals, and the IGP Center uses customer feedback effectively in its effort to provide quality services to its customers and clienteles. Likewise, indicators 10 to 15 yielded agreed responses that the university's IGP is market-oriented, it understands targeted market, devised feedback mechanism for customers, selects good suppliers and has a positive relationship towards suppliers.

Furthermore, the solicited answers from the structured interview for top management and IGP Director and Project Managers generated similar trend. It was capitulated by the respondents that they have a little consistent capability regarding the incubation, development, production and marketing of innovative designs, processes and systems. It was also revealed that they are not much recognized regarding exhibiting entrepreneurial instinct, passion, zeal, drive and success. Not much response was also relented when asked about brand encompassing you-in have visibility, presence, and positive mindshare in the marketplace.

On the contrary, majority of the respondents would like to be considered as having deep, dense for reaching network connections and influence within those networks. They also fairly believe that others trust and respect their unique constellation of values and the ethos reflected in their mindset way of thinking, spirit, learning desire, imagination and creativity. The respondents also unanimously agreed that they are recognized to be an active involvement contributor, participant and representative of all that is good within the community. In fact, per 2006 Annual Report, LNU was able to sourced out donations from various stakeholders to be used for improved services.

A not much response was given up by the respondents when asked about control of valuable intellectual property assets and a possible rating that independent outsider would possibly give regarding the university's technological sophistication and process. In addition, they consistently responded with a fair enough comment on how others would assess the extent to which they have internalized socially responsible, sustainable and green values in their current practice.

CONCLUSIONS AND RECOMMENDATIONS

1. In human capital, it is apparent that the people manning the university is its most important and vital resource. Majority agreed that the school is being led with a competent management team who get the most out of its people through faculty mentoring, staff development, and deploying them to local, national and international trainings, seminars, workshops, conferences and educational tours as reported in their annual reports and strategic plans. The university has a team of knowledge workers working in each department who possess all the qualifications required of their respective job as evidenced by their profiles filed at the HRMO Office.
2. As far as structural capital is concerned, the university has some resources in the elements of intellectual capital. Aside from existing physical resources and deliverables developed by the school, its structural capital is also manifested by its thriving Local Area Network that connects concerned offices whose functions are different.

3. For relational capital, LNU is rich with linkages and connections. The LNU's IGP is not yet well-institutionalized, defined and taking cognizance by the administration. LNU is gradually attempting to reorganizing and putting its IGP into place.
4. There is an average level of LNU's intellectual capital capability in terms of human, structural and relational. Its strongest link has been the structural capital as manifested by the budget support for ICT equipment and the existing LAN of the university. Human capital followed next as exhibited by its list of competent and qualified members of the instructional and facilitative staff.
5. Less number of people inside the organization are aware that they are equipped with intellectual capital components and could even hardly identify, measure and manage their intangible assets. Moreover, there were insufficient management strategies, management skills of the people running the income generating projects.

After coming up with an in-depth analysis of the findings and conclusions of this study, it recommended that this paper will sketch a broad roadmap for theoretical development and systematic research of intellectual capital strategy for IGP operation among SUCs. LNU must generate future researches in order to advance the understanding and applications of intellectual capital strategy among SUCs.

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