Erratum to: Does context matter in academic entrepreneurship? The role of barriers and drivers in the regional and national context

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Resulting from a colleague's review of the article, the authors wish to amend the following:

Two hypotheses were reframed

Hypothesis 3 That the regional context significantly influences the perception of the UBC drivers and barriers facing academics in their entrepreneurial endeavours.

Altered to

Hypothesis 3 That the perception of the UBC drivers and barriers facing academics in their entrepreneurial endeavours differs between regions.

Hypothesis 4 The variable 'country' significantly explains the extent of academic entrepreneurship

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Table 4 Regression on academic entrepreneurship

Extent of academic entrepreneurship ⁺ (mean)		All	UK (N)	Spain (S)	Poland (E)	Germany (W)
		3.32	3.36	3.25	2.33	3.08
Control variables						
Country						
France	0.061	0.011				
Germany						
Hungary	0.022	0.013				
Italy	-0.009	-0.063				
The Netherlands	0.056	0.029				
Poland	-0.015	0.000				
Portugal	0.039	-0.008				
Romania	0.047	-0.011				
Spain	0.088*	0.039				
Sweden	0.263**	0.173**				
UK	0.172**	0.156**				
Finland	0.045	0.020				
Gender	-0.054	-0.036	-0.077	-0.208*	-0.120	-0.017
Age	0.076*	0.087**	0.221**	-0.033	0.013	0.020
Type of university						
Traditional universities						
Universities of applied sciences	-0.037	-0.064	-0.097	-0.054	-0.047	-0.076
Technical universities	-0.013	0.002	-0.267**	0.136	-0.175	-0.080
Other universities	0.005	0.003	-0.283**	-0.207**	0.107	-0.052
Area of knowledge						
Biomedical sciences	-0.262**	-0.213**	-0.589**	-0.176	-0.145	-0.203**
Technology and engineering	-0.056	-0.069*	0.304**	-0.020	0.032	-0.173*
						-0.128*

Table 4 continued

Extent of academic entrepreneurship ⁺ (mean)	UK (N)		Spain (S)		Poland (E)		Germany (W)	
	All	3.36	3.25	2.33	3.08			
Social sciences								
Humanities	-0.089*	-0.020	-0.354**	-0.069	0.045	-0.177	-0.152	0.085
Independent variables								
Awareness barriers		-0.014		-0.054	-0.128	-0.119		-0.035
Funding barriers		-0.070		0.364**	-0.083	0.211		0.100
Cultural barriers		0.105*		-0.043	0.216	0.164		0.120
Usability of results barriers		0.040		0.003	-0.097	-0.323		-0.023
Relationship drivers		0.007		-0.113	0.031	0.042		-0.016
Access drivers		0.133**		0.475**	0.219	-0.243		0.033
Research driver		0.228**		0.252	0.293**	0.239		0.221**
University mission driver		0.162**		-0.189	0.043	0.039		0.421**
R ²	0.133	0.308		0.723	0.320	0.212	0.341	0.385
Adj. R ²	0.114	0.287		0.681	0.194	0.035	-0.039	0.350

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

+ Dependent variable means scale: 1 = 'not at all', 10 = 'high'

Altered to:

Hypothesis 4 The effects of barriers and drivers on the extent of academic entrepreneurship vary per country.

Effect on paper's results: none, the changes align the hypotheses with the aim of the article and more accurately describe the hypotheses driving the analyses.

Corrected means scale below Table 3

Means scale: Dependent variable means scale: 1 = 'not at all', 10 = 'very high'.

Effect on paper's results: none.

Addition of dummy variables for the regression analysis published as Table 4

In the regression analysis, no dummy variables were created to analyse categorical variables. Resultantly we have recreated our analysis with these variables and present a new regression in Table 4.

Effect on paper's results: Whilst some changes in values in the table can be observed, the conclusions of the article that can be drawn from the (new) analyses remain the same as the original analysis, as follows:

1. The explained variance R^2 for each of the countries analysed increased, in particular for the UK from 0.571 to 0.723 (Adjusted $R^2 = 0.681$) and Poland from 0.212 to 0.341 (Adjusted $R^2 = -0.039$). Contributing to this R^2 increase in the UK is an increase in the significance (t values) of *Access Drivers* (0.325* to 0.475**) as well as *Funding Barriers* in the UK (0.313* to 0.364**).
2. UK: *Usability of Results Barriers* and *Research Drivers* no longer has a significant effect on the extent of entrepreneurship, although this bears no consequence on the article's conclusions. For UK academics, drivers play a significant role in influencing them to be entrepreneurial. Access to opportunities including resources, funding, data and work and interest in getting their research into use are strong influencing factors for them to take entrepreneurial activity as is the ability of the entrepreneurial activity to contribute to their research objectives.
3. Germany: *Relationship Drivers* and *Access Drivers* are no longer significant. However, for German academics, 'research driver' and 'university mission driver' remain significant and help explain the entrepreneurial behaviour of academics.

Adjusted summary of hypothesis results published in Table 5

The reframed hypotheses have replaced now.

Table 5 Summary of hypothesis results

Mechanism and benefit	Indep. variable	Dep. variable	Result of hypothesis
H1: That the perception of UBC barriers has a significant effect on the extent of academic entrepreneurship in Europe	Awareness, funding, cultural and usability of results barriers	Extent of academic entrepreneurship (ALL)	<i>Supported</i> for cultural barriers <i>Rejected</i> for barriers relating to awareness, funding and usability of results
H2: That the perception of UBC drivers has a significant effect on the extent of academic entrepreneurship in Europe	Relationship, access, research and university mission drivers	Extent of academic entrepreneurship (ALL)	<i>Supported</i> for access, research and university mission drivers <i>Rejected</i> for relationship drivers
H3: That the perception of the UBC drivers and barriers facing academics in their entrepreneurial endeavours differs between regions	N/A	N/A	<i>Supported</i> for all barriers and drivers (supported by table 3)
H4: The effects of barriers and drivers on the extent of academic entrepreneurship vary per country	Barriers and drivers in each country	Extent of entrepreneurship	<i>Supported</i>