



Interactive Teaching Impact on the Promotion of Entrepreneur Spirit among the Albanian Students

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Abstract

Qualitative education is a present demand and is directly linked with the teaching quality at all educational levels. However, in higher education quality becomes more important because at this level of studies the students are potential future leaders, a social capital for a particular country. The students enter higher education institutions in order to gain knowledge, to learn social skills and appropriate approaches so that after graduation, they would become professionally recruited, thus bringing the development of their respective communities and individual development. The development of communities, now in the twenty first century, should be a primary objective of the institutions of Albanian higher education. Promotion of the entrepreneur spirit through interactive teaching appears a challenging task but on the other hand guarantees successful leaders, who bring about significant changes for the community in specific areas in Albania. An empirical and theoretical study will be instrumental for the analysis of interactive teaching impact on the promotion of entrepreneur spirit among the Albanian students, and the difficulties and challenges of integration of this interactive teaching approach, which conceives teaching simultaneously as a focus on oneself, others and society. The study is based on the quantitative methodology, where out of a rough number of 800 surveys with students at the Albanian Universities, the data obtained will be analyzed through SPSS.20 program to examine the relations between variables and to test hypothesis of the present study. Based on the theoretical and empirical analysis, the study will be closed with some further conclusions and recommendations for the academic staffs of universities in Albania.

Keywords: interactive teaching, entrepreneur spirit, student, University.

1. Introduction

Notwithstanding the reforms of the Albanian educational system from the collapse of communism to date, where curricula, programs, teaching methodology and other related approaches were changed, again there is room for changes either in terms of methodology and teaching mentality of the lecturers and academic staff at the Albanian universities. In many cases, the teaching methodology still continues to be “teacher-centered”, where the student remains passive or reproducer of what he/she acquires as basic literature from the lecturer or responsible professor of the subject/module. As a result, after the completion of studies the Albanian students are found unprepared and incapable to face an aggressive and competitive market requiring creativity, flexibility, good communication skills and knowledge on the latest developments, either be technological or theoretical ones.

The purpose of the present study is the assessment of interactive teaching methodology or not, applied with the students of the Faculty of Economics, in order to promote the entrepreneurship spirit among the students, as well as communication and competitive skills, leadership skill and self-confidence.

This study will assess the impact rate of teaching methodologies currently applied at the Faculty of Economics to place in market leaders with an entrepreneurship spirit, communication skills, creativity and high self-confidence. Which are the present forms of teaching at the Faculty of Economics?

Based on the purpose and research questions of this study, the following research study hypotheses were raised: **H₁**- Interactive teaching at Universities promotes the spirit of entrepreneurship. **H₂**- Interactive teaching fosters active participation of the students and enhances their communication skills and self-confidence. **H₃**- Interactive teaching expands the opportunity for a leadership to be capable in the labor market.

2. Literature Review

Teaching is a continuous and dynamic process through which the students acquire basic knowledge, gain skills and self-confidence to be involved in entrepreneurship activities [1], who first of all bring about changes in them and in the community where they live [2]. Nevertheless, this process is



undoubtedly based on various strategies and techniques [3], where through a number of activities, the students should be actively involved to share their knowledge and information they possess [4], for the successful implementation of effective teaching and learning. Effective teaching is an interactive process and gets the students involved in cooperative activities between them [4], providing them useful knowledge on the business and to give them the opportunity to participate in case studies, stimulating specific business cases [5]. Based on the conclusions of a number of researchers, analysis of case studies and different exercises from the real business life, during courses, largely support teaching and learning basic concepts of business during lectures or seminars [6]. The development and analysis of case studies about the real business life, through the students divided in teams, enhances their passion and motivation for independence, as well as the spirit of entrepreneurship, helping them to significantly improve success chances in entrepreneurship [7]. As a result, curricula and programs offered at the University have a key role in the students' behavior [8], and education on entrepreneurship [9]. This conclusion is also drawn by the research of Pittaway & Cope [10], who have demonstrated that education for entrepreneurship may impact the students' awareness and supply them with adequate skills to build up entrepreneurship [11]. We should not underestimate the fact that students of today will be exactly the future generation of entrepreneurs.

Creativity, innovation, technology or conformances of the technology are main factors to successfully cope with the growing competition. Therefore, the market daily demands a larger number of developed industries, creative people and well-qualified labor force [12]. The entrepreneurship is often linked with people's creativity/innovation to offer a new product or service [13]. Yet, notwithstanding some factors such as creativity, initiative, energy and passion, someone's perseverance for the entrepreneurship activity is of major importance [9], as well as self-confidence and taking of risks [14]. Hence, entrepreneurship education at universities aims to develop the student's skills, in order to be a capable entrepreneur to start and maintain a successful business. For this reason, according to Pittaway and Cope [10], universities should design special programs to upgrade the students' skills and to encourage the entrepreneurship spirit. In conclusion, the Albanian lecturers and universities should use contemporary and proactive programs to apply the best methods and practices [15], based on effective principles [16]. Without doubt, in addition to the basic qualifications, the lecturers should have adequate autonomy to process and transfer knowledge to the students [17], and to involve them in their studies in order to introduce them to the local business reality and the responsibilities of active entrepreneurship, creativity, difficulties and challenges of local or foreign businesses.

3. Research Methodology

The approach of the present study is quantitative one. A number of 763 students of the University of Tirana, Faculty of Economics, participated from different branches and profiles of study at this Faculty, and from the first cycle of Bachelor higher studies and the second cycle of professional and scientific master studies. With a view of a fair division and representation of students of the two study cycles and of every branch, based on the number of population it was chosen the procedure of layer quota sampling.

The students participating in the study were addressed a questionnaire which was standardized and contained structured questions. 36 questions of the questionnaire included questions related to the collection of demographic records to be proceeded with questions testing the type of teaching, students' involvement and their assessment for skills they would acquire from the current teaching methodology. Data analysis was further realized through SPSS.20 program, where a series of analysis were applied such as frequency, mean, standard deviation, correlation between the variables and linear regression, the results of which are summarized as follows.

4. Data Analysis

According to data obtained through the measuring instrument, it followed that 763 students participated in the study, of whom 609 females and 154 males. The number of participating students as per the study cycles was respectively 495 bachelor, 146 professional master and 122 scientific master students.

We analyze the correlational relationships between the dependent and independent variables by means of Pearson correlation coefficient. Accordingly, in all cases interactive teaching has a positive relationship with the entrepreneurship spirit, competitive skills, self-confidence and leadership skills. As noted in table 1, there is a stable statistical link with the positive value, where validity in all cases is lower than 5%, and by 95% of credibility across the intervals introduced in the table. The coefficients assume a positive value such as for instance, around 35% in the case of relationship between the



independent variable of "interactive teaching" and the dependent variable of "entrepreneurship spirit " (Refer to table 1).

Asterisk symbols show that the relevant variable is statistically available (the larger is the number of asterisks, the more applicable is to the model, for instance three asterisks means that the respective variable is available at any kind of level, even at 1%). We focus on the last column where Pr(>|t|) or the observed alpha is introduced. We observe that all variables are statistically available (below the level of 5%). The adjusted r-square is 68 % (Refer to table 2).

Table 1. Pearson correlation coefficient

data: MI and SHSP	data: MI and AK	data: MI and AL	data: MI and Vtb
t = 6.5649, df = 24, p-value = 2.19e-10 confidence interval: 0.2479476 - 0.4432126 sample estimates: cor 0.3493676	t = 0.5875, df = 24, p-value = 0.0055 confidence interval: 0.14385379- 0.07797968 sample estimates: cor 0.03334777	t = 8.8783, df = 24, p-value < 2.2e-16 confidence interval: 0.5345637- 0.3570634 sample estimates: cor 0.4502507	t = 3.2868, df = 24, p-value = 0.00113 confidence interval: 0.07397674- 0.28866477 sample estimates: cor 0.183508

Table 2. Linear Regression Model - OLS

> ols <- lm (MI~shs+k+vtb+ldsh,data=y) > summary(ols)				
Residuals:				
Min	1Q	Median	3Q	Max
-1.38733	-0.12746	0.01362	0.11390	0.98519
(Intercept)	Estimate	Std. Error	t value	Pr(> t)
Spirit of entrepreneurship	0.57771	0.05743	10.060	< 2e-16 ***
Competitive ability	0.04955	0.01307	3.792	0.000181 ***
Self-confidence	0.40360	0.06735	5.992	5.93e-09 ***
Leadership ability	0.32535	0.11180	2.910	0.003882 **
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				
Residual standard error: 0.2787 on 300 degrees of freedom				
Multiple R-squared: 0.6891, Adjusted R-squared: 0.6777				
F-statistic: 60.44 on 11 and 300 DF, p-value: < 2.2e-16				

As a result, the variability of the dependent variable is accounted at the rate of 68% from the model built, an adequate value demonstrating that interactive teaching has a major impact on the promotion of entrepreneurship spirit, competitive and leadership skills, as well as the self-confidence of every student involved in active participation during higher education studies (Refer to table 2).

5. Conclusions

This study and its results clearly demonstrated that Universities may play a key role for the support and development of entrepreneurship spirit, establishment of competitive and leadership skills, thus increasing the self-confidence for entrepreneurship in both new and existing business, transforming this power into a social national capital. Students of the Faculty of Economics clearly admitted that interactive teaching is for them a positive drive towards the responsibilities and skills currently demanded by the market. Further, it was clear that teaching was not interactive in all subjects/modules. There still existed teacher-centered teaching methodologies. As above, it is necessary that academic staff of the Faculty of Economics attaches higher importance and focus to the interactive teaching methodology, in order to get the students involved and make them attend rooms of lectures and seminars, involve them in studies both within and out of the University, promote participation in professional practices/internships at different small or big local businesses and



companies, and get them involved in learning programs in many concrete cases of leadership success or failure in the circumstances of a challenging and competitive climate within the country.

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