The Entrepreneurial Orientation Can Enhance the Teacher Performance in Higher Education

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Abstract

The high employers demand for seeking the best candidate to perform the job with perfect professional skills make the job market competitive for the job seeking candidates specially the new graduates. The ease of rapid technology transfer and the continuous weak boundaries of the international borders compel the job seekers to continuously upgrade his or her professional skill set.

This also affects the traditional role of the teacher in the class in which teacher had to meet the demands of the educational institution and the demands of his class simultaneously. The added dimension would be that the teacher must have to be fully aware with the changing demands of the job market, where students have to be employed. This complex situation requires from the teacher to create a balance between job market, educational institute and students.

The classic framework of the classroom skills was not enough for the job market for which students were prepared and where public/private organizational demands frequently increased and changed. To meet these divergent demands teacher have to adopt the leadership style and use more entrepreneurial orientation skills like innovation, proactiveness and risk taking to play his role successfully.

This paper tries to investigate that how entrepreneurial orientation skills helps the teacher in higher education to better satisfy their students as well as make them capable to be employed in the job market. Data has been collected within the strength of 200 students. The students are perusing the higher education from business education department of two different universities. The collected data has been

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analyzed through SPSS. The findings will definitely contribute new knowledge in the fields of leadership and entrepreneurship for teaching at higher education level, especially educational leadership.

**Keywords:**
*Job market, Teachers, Higher Education, Entrepreneurial Orientation*

**Introduction**

An effective lecturers/teachers considered as the role model for their students. The students attaining higher education, where their lecturers/teachers have to design, deliver and assess the students in respective course/subject, consider them as the leader of the course/class. The higher education considers as the service sector where the lecture/teacher is playing the role of service provider and students acts as service receiver. Therefore, the lecturers/teachers have to have act like entrepreneur and respond to the requirement of the stake holder like students, parents, industry, society and government. The entrepreneurial orientation is relatively widespread used construct in the business world to access the performance of the business organization. The study was deliberate effort to evaluate the perceived lecturers/teachers performance by the students. The result of the study confirms that the lecturers/teachers perceived performance can be a function of the lecturer/teacher utilization of entrepreneurial orientation of innovativeness, proactiveness and risk taking. Furthermore, risk taking is not adding much to the function of perceived lecturer/teacher performance by students. However, lecturer/teachers innovativeness and proactiveness can enhance the perceived perception of the students about the lecturer/teachers. For future studies, researcher are more interested to bring the lecturer/teacher leadership style while they are teaching by the utilization of their entrepreneurial orientation dimension in their jobs.

**Literature Review and Hypothesis Development**

A lecturers/teachers job in higher education is to prepare the students for job market. The lecturers/teachers have to exhibit certain
diversified skills to be effective, as students have to move into job market after completion of terminal qualifications. Higher education is a service sector where the consumers of this service are mostly unaware of the service quality, unless they complete the education. The discussions on quality of service also concluded that service quality is difficult to measure due to intangibility, heterogeneity, inseparability and perishability. Therefore, one has to rely on expected/perceived quality of education services. The education providing institution provides mainly two kind of services to their consumers i.e. academic and administration. The more important of these two is the academic. The academic part of education services is imparted by the lecturers/teachers. Therefore, the lecturers/teachers should have the perfect skills to deliver the service attributes required by the consumer/students. The stakeholders in the education sector are students, governments, employer, professional bodies and parents. These stakeholders play important role in maintaining the quality of higher education. Students and employers market are the far most important stakeholder and can help the educational institutions to be more quality oriented. Furthermore, the lecturers/teachers are the service provider in the higher education. Therefore, lecturers have to have the understanding of students (consumer of their services) to device the teaching material in a way that can satisfy the students as well the employer market demands.

Knowledge is the lever of new age economy. Knowledge organizations are considered as the paramount of 21st century and Higher educational institutions are regarded as knowledge organization. As these educational institutes helps to share, create knowledge. The lecturers/teachers are regarded as knowledge workers. As the higher education is a service and lecturers/teachers are service provider. Therefore, the perceived quality in higher education can be enhanced when the service provider in higher education (lecturer/teacher) are competent, vigilant and willing to increase the perceived quality of their service to consumers (students). Knowledge workers have certain attitude which can be managed by giving importance e.g. their willingness to share knowledge, compensation, organizational working environment, trust and future knowledge building activities undertaken by the organization.
The entrepreneurial orientation concept has been considered important and as a force for the success of entrepreneurs. The construct of entrepreneurial orientation consists of innovativeness, proactiveness and risk taking. The entrepreneurial orientation concept has been considered only helpful in description of entrepreneurs or firm performance. However, now a day, the knowledge workers are also doing jobs where they have sole responsibility to produce the results in their jobs. Furthermore, the knowledge workers are mostly given autonomy to perform their jobs as they are doing novel or non repeated task in their jobs.

The concept of innovativeness deals with the creativity, new ideas or establishing new ways to perform old or new job. The lecturer/teacher in higher education can be innovative in a way as they have to deals with the students those who are unable to understand the concept with the help of traditional methods of teaching and they have to use new or novel ways to deliver the concept to the students. Lecturers/teachers should welcome the new ideas for research as in higher education lecturers/teachers are trying to establish new meaning or new dimensions of old concepts. As we know that in higher education that the students are being prepared for future roles, therefore the course delivered has to be current as well as delivered through modern mediums like ICT (Internet computer technology). The usage of new available medium can enhance the effective delivery as well as can enhance the technology skills needed by the market. Furthermore, the lecturers/teachers can be innovative by providing new current material as well as providing the students with the applicability of the knowledge delivered or discussed in the lecturers. The lecturers/teachers have to have kept a relationship with respect and dignity with students, where learning can be enhanced. Moreover, lecturers/teachers have to make the students understand that what the course requirement, procedure and grading criteria’s.

The second dimension of the entrepreneurial orientation construct is proactiveness. The entrepreneurs’ are termed as action orientated people as well as they pre-empt the situation and take action before any problem evolves. Proactiveness means that lecturer/teacher has to act considering the needs of the students. The proactiveness can be a part of lecturer/teacher jobs while they have to design the course
and the course instructions. As well as they are proactive in setting the course objective and how these objectives have to be achieved by the delivery of the instruction. Furthermore, the assessment methods being used by the lecturer/teacher to assess students’ effectiveness learning from course. It is the responsibility of the lecturer/teacher to maintain the pace to deliver the course with effective communication that can add value to the learning environment in the class. Some time lecturers/teachers have to take appropriate actions to create the conducive learning environment if students are not taking part in classes effectively or if some student’s tries to create problems lecturer/teacher have to anticipate these things and handle them accordingly. The students’ perception of teacher effectiveness can be increased if lecturer/teacher come to their class in time and leave at time and shows knowledge about the subject they undertake.

The third dimension of the entrepreneurial orientation is risk taking. The risk taking attribute of the entrepreneurs is taken as hallmark of entrepreneurs contour. The lecturer/teacher has been taking risk in their role in different ways. Mostly it is seen that lecturer/teacher are sole responsible for the design, delivery and assessment of the course. Therefore, it can be concluded that they are taking risk at the time a course is in design phase. The lecturer/teacher has to assess the perceived quality students are intended to learn from the course. The lecturer/teacher has the sole responsibility to deliver the course as well. It means again lecturer/teacher are taking risk by adopting which method can be used to deliver the course as well as they have to mix other delivery methods to enhance the retention by the students, at the same time meeting the expectation of the students. Furthermore, the assessments of students are in the hands of the lecturer/teacher. Assessments are vital part of education systems. The assessments are considered as the tools to measure the students’ performance according to the objective of the course. Here, we have to be clear that the lecturers/teachers are given out course outlines as well as the assessment methods at the start of the course with the course objective to be achieved. We conclude that lecturer/teacher has to take risk in their jobs. If they are not taking all the risk involved in their jobs it can be categorized the expected stake holder objectives may not be achieved.
The lecturer/teacher performance is an important factor. The students are the prime evaluator of the teacher performance. Students in the higher education are looking to be more marketable in the job market and they weigh high if the course delivered is modern. The students are looking that the course must be market driven and incorporate the practical aspects of the course. Moreover, students rated lecturer/teacher performance high if they perceive that the lecturer/teacher are treating all their students fairly and shows least biasness. Furthermore, students can considered the lecturers/teachers are performing well if teachers are giving the returned the graded scripts of students in reasonable time and shows a fairness in the marking of the scripts.

Therefore, at the end of this discussion we were able to hypothesize following statements:

- H1 There is a positive relationship between Pakistani lecturer orientations to innovation with perceived quality by the student with lecturer performance.
- H2 There is a positive relationship between Pakistani lecturer risks taking orientation with perceived quality by the student with lecturer performance.
- H3 There is a positive relationship between Pakistani lecturer proactive orientations with perceived quality by the student with lecturer performance.

Methodology

Research design

This study was quantitative in nature. The purpose of the study was to examine the relationship between the students perceived performance of the lecturer/teacher in higher education with the lecturer/teachers use of the entrepreneurial orientation attributes (Innovativeness, proactive and risk taking) in Pakistan. The higher education is a dynamic growing industry in Pakistan and in its age of emergent. The students of the two of the universities of the Faisalabad (Pakistan) are contacted and 200 completed survey forms were collected. The sample was selected by the usage convenience sampling. For this
particular study the students in higher education are the real evaluator of the lecturer/teacher performance.

Instruments

The survey questionnaire was designed by incorporating the previous studies as well as the factors indentified in the literature review. In the questionnaire 9 items were used to estimate the lecturer/teacher innovativeness, 9 items were used to make an educated guess for proactiveness, 8 items were used to calculate the lecturer/teacher use of risk taking in their course work as well as 6 items were introduced to approximate the lecture/teacher performance perceived by the students of the respective teacher. The entire items were rated with five scale points. The entrepreneurial orientation items are based on the earlier studies of the Wiklund J. and Shepherd, (2003) and Shane S. and Venkataraman (2000) to measure the entrepreneurial orientation dimensions’ of innovativeness, proactiveness and risk taking.

Data Analysis

We used the statistical package of SPSS 17 computer program to conduct the statistical analysis for this study. The first test performed was cronbach’s alpha coefficients for entrepreneurial orientation dimensions. The cronbach’s coefficient for innovativeness, proactiveness, risk taking and teacher performance were 0.83, 0.71, 0.78 and 0.72 respectively. All the coefficients were satisfactorily exceeds the recommend level of 0.70 . The inter item correlation showed high level of reliability.

The Pearson’s correlation coefficient was utilized to examine the relationship between the students perceived performance of lecturer/teacher with lecturer/teacher entrepreneurial orientation. Table 1 shows the intercorrelations between the perceived lecturer/teachers performance by the students to the students perception of lecturer/teachers entrepreneurs orientation dimensions. Lecturer/teachers orientation towards innovation was highly positively correlated with the perceived performed of the lecturer/teachers by the students (r=0.606, p<0.01). There was high positive correlation between
lecturer/teachers proactiveness with the perceived performance of the lecturer/teacher by the students ($r=0.536, p<0.01$). Furthermore, there was also a high positive correlation between lecturer/teacher’s risks taking while teaching a class with the perception of teacher performance by the students ($r=0.500, p<0.01$). There was also high positive correlation between total entrepreneurial orientations of lecturer/teacher with the perceived performance of the lecturer/ teacher by the students.

A standard multiple regression analysis was performed by the enter method. There the dependent variable was the perceived lecturer/teacher performance by the students and the independent variables were the three dimensions of entrepreneurial orientation.

**TABLE 1** Inter-correlation between Entrepreneurs Orientation and perceived teacher performance by students

<table>
<thead>
<tr>
<th>Measure</th>
<th>Lecturer/teacher Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer/teacher Orientation</td>
<td>0.606**</td>
</tr>
<tr>
<td>Innovation</td>
<td></td>
</tr>
<tr>
<td>Lecturer/teacher Orientation</td>
<td>0.536**</td>
</tr>
<tr>
<td>proactiveness</td>
<td></td>
</tr>
<tr>
<td>Lecturer/teacher Orientation</td>
<td>0.500**</td>
</tr>
<tr>
<td>risk taking</td>
<td></td>
</tr>
<tr>
<td>Lecturer/teacher total</td>
<td>0.594**</td>
</tr>
<tr>
<td>entrepreneurial orientation</td>
<td></td>
</tr>
</tbody>
</table>

Note: *p<0.05,**p<0.01, ***p<0.001

The analysis of the evaluation of assumption was performed to reduce the outliner as well as to enhance the normality and linearity. The residual analysis was conducted to verify the assumptions. Table 2 shows the un-standardized regression coefficient ($B$), un-standardized error of regression coefficient (SEB) and the standardized regression coefficient ($\beta$). The regression model was significantly different from zero and results were reliable.

**TABLE 2** Regression analyses between Entrepreneurs Orientation and perceived teacher performance by students

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SEB</th>
<th>$\beta$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
<td>0.515</td>
<td>0.16</td>
<td>0.467**</td>
</tr>
<tr>
<td>Proactiveness</td>
<td>0.135</td>
<td>0.15</td>
<td>0.123</td>
</tr>
</tbody>
</table>
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| Risk taking | 0.050 | 0.12 | 0.054 |

Note: R2=0.376, adjusted R2=0.356, (N=200),*p<0.05,**p<0.01, ***p<0.001

The two independent variables contributed significantly into the predication of perceived lecturers/teachers performance by the students, innovation ($r^2=0.28$) and proactiveness ($r^2=0.08$). Moreover, risk taking was not playing important role in determination of the lecturers/teachers perceived performance by the students. The overall model can predict the perceived performance of the lecture/teacher $R^2=0.376$ and adjusted $R^2=0.356$, with the help of entrepreneurial orientation dimension of innovativeness, proactiveness and risk taking.

Conclusion:

The three dimensions of the entrepreneurial orientation shows that the mean and standard deviation for innovation ($M=4.36$, Std. Deviation=0.51) was higher than proactiveness ($M=4.45$, Std. Deviation=0.51) and risk taking ($M=4.31$, Std. Deviation=0.60). The study confirms that the students’ perceptions of the lecturers/teachers performance can be a function of the lecturer/teacher undertaking the entrepreneurial orientation dimensions. The comparison of these three attributes shows that innovativeness ($\beta=0.46^{**}$) and proactiveness ($\beta=0.12$) of the lecturer/teacher are contributing significantly to the students’ perception of the lecturer/teacher performance. However, the risk taking ($\beta=0.054$) attribute of the lecturer/teacher usage of entrepreneurial orientation was not adding much to the students’ perceptions of the lecturer/teacher performance. The main reason that the lecturer/teacher risk taking was not adding much to the students’ perception of the lecturer/teacher performance as the students want that their courses to be more structure, the class environment should be conducive but not go into stages where they thinks that the lecturer/teacher make the class hostage. Furthermore, the risk taking was not considered positive by many students. Certainly, lecturers/teachers have to do risk taking as in higher education they try to impart the skills which may be new to the students or do the things in which they have to take risk. However, we can say they the have to control the risk taking and don’t take the risk bluntly.

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The lecturer/teacher's utilization of his entrepreneurial orientation can enhance the students' perception of the lecturer/teacher's performance by the lecturer/teacher innovation and proactiveness, as these two are contributing more to the perception of students about the lecturers/teachers performance. The results of the research confirms the idea that in higher education students are welcoming the innovation it may be in terms of the technology used or the updating the course according to the feedback of the students or according to the job market. Furthermore, in the higher education students are more likely to be attracted by the application of the knowledge delivered to them. As they have to move to the industry and students have to have the skills to apply their knowledge to be more employable as well as to be successful in their future jobs. Students are more likely to be attracted to the lecturers/teachers; those are proactive in their jobs. The students considered their lecturer/teacher positively if the teachers come prepared to their classes. The lecturer/teacher exhibits knowledge in the respective subject. They comply with the time specification employ to them. As well as the lecturer/teachers utilization of communication style would be vivid and understandable by the students. For future studies, the researcher may be more interested that the proactiveness can be a good predictor of the perceived performance of the lecturers/teachers than the lecturer/teacher innovativeness. Therefore, for future this will be interesting to look the things in this new way.

References


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