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“Entrepreneurial Orientation- A Key to Unlock Teacher’s Potential in Higher Education” A Case of Finland & Pakistan

Naeem HAYAT
Irfan AMER

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“Entrepreneurial Orientation- A Key to Unlock Teacher’s Potential in Higher Education” A Case of Finland & Pakistan

Naeem HAYAT¹
Irfan AMER²

Abstract

This paper attempt to appropriately measure student perception about the performance their lecturers/teacher in higher education by means of entrepreneurship orientation construct. In this study, efforts are made to evaluate the students perception with three factors of entrepreneurship orientation construct i.e. innovativeness, proactiveness and risk taking. Using the data collected from Finland and Pakistan on the questionnaire developed on the basis of the previous entrepreneurship orientation construct. We find evidence that students’ perception can be explained with use of innovativeness, proactiveness and risk taking attributes of the lecturer/ teacher in Finland and Pakistan. Leadership in higher education can leverage their role by including lecturers/teachers. Inferences are made of the finding along with the recommended prospect studies.

Keyword: *Finland, Pakistan, Teachers, Higher Education, Entrepreneurial Orientation.*

¹ GIFT University, Pakistan, naeem_hayat10@hotmail.com

² PhD Candidate, Turku Business School, Turku University, Finland.

1. Introduction

Lecturer/ teachers are the ideal chisel in minds of their students. In higher education, lecturers/teachers have the responsibility of designing, delivery of the course as well as assessment of the students work (Elliott, Shin, 2002). Higher education is the prominent service sector (Ham, Hayduck, 2003), in which the lecture/teacher is the key role to perform as the service provider (Roediger Voss, Thorsten Gruber, 2006) (Hayat & Tayyeb Riaz, 2011). Hence, the lecturers/teachers have to work as entrepreneur in an attempt to satisfy the divergent requirement of the different people that can be impacted directly or indirectly by their job e.g. students, parents, industry, society and government (Clewes, 2003) (Ham, Hayduck, 2003) (Michaelowa, 2007). The entrepreneurial orientation is quite widespread construct frequently used in the business world to review the performance of the commercial institute (Wiklund, Shepherd, 2003) (Armstrong, Hird, 2009). Higher education is taking its due importance as more knowledge organization are coming into existence in today's knowledge era (Marvel, Lumpin, 2007), education industry regarded as knowledge industry (Abu Hasan, Ilias, 2008) and people working in these educational institutions performing the major task of teaching are regarded as knowledge worker (Ham, Hayduck, 2003; Abu Hasan, Ilias, 2008).

2. Literature Review and Hypothesis Development

Knowledge, a pedal of the new economy (Wiklund, Shepherd, 2003) and a vital source of competitive advantage for nations as well as for the companies (Shahzad, 2008) (Hynes, Costin, Birdthistle, 2011). Higher educational institutions (HEI) are the knowledge organization (Hayat & Tayyeb Riaz, 2011). People responsible for the teachings in these HEI are having an untiring job at their hands, as lecturers/teachers in HEI are responsible to prepare their student for employment market (Clewes, D., 2003) (Abu Hasan, Ilias, 2008). The relationship exists between lecture/teacher and student be conceptualized as the relation of service producer/ deliverer (Teacher) and the service consumer (student) (Abu Hasan, Ilias, 2008) (Hayat & Tayyeb Riaz, 2011). Knowledge is the key assets holds by the service producers/provider (teacher) and they are used to deliver to their service consumer (students). Knowledge worker (teacher) can only perform their duties in a better manner if they are willing to share their knowledge, a conducive work environment, trust building performed by the knowledge organization (Ham, & Hayduck, 2003) (Mumford, 2011).

Entrepreneurial orientation is a high-flying concept considered as the catalyst in success of entrepreneurial ventures around the world (Wiklund, and Shepherd, 2003) (Armstrong and Hird, 2009) (Hayat & Tayyeb Riaz, 2011). The entrepreneurial orientation construct comprised of three elements innovativeness, pro-activeness and risk taking (Rauch, Wiklund, Frese, and Lumpkin, 2006; Armstrong and Hird, 2009). The construct of entrepreneurial orientation has been long associated with the firm performance only. Conversely, people performing their job independently need to be act like entrepreneur to accomplish the job at hand as par to expected level of performance (Wiklund, Shepherd, 2003). Moreover, this is the reason that knowledge worker are given the needed flexibility and autonomy (Marvel, Lumpin, 2007), to accomplished the task at their hand (Krauss, Frese, Friedrich, Unger, 2005).

Innovativeness; a characteristic of the knowledge economy. Innovativeness is a critical success factor of the entrepreneurs attached to their capacity to the generation of new ideas, new ways of doing the old or new task, structuring the task that resulted into efficiency (Dess, 1996; Wiklund, Shepherd, 2003; Mumford, 2011). Lecturer/teacher as knowledge worker has to show the attribute of innovativeness. Lecturer/teachers have to create new ways to design and deliver the teaching instruction as well as to assess the students during the course and at end of the course (Abu Hasan and Ilias, 2008; Hayat & Tayyeb Riaz, 2011).

Pro-activeness, is a skill of the entrepreneur to deal with the unforeseen, deal with the expected difficulty or about decision of their future action (Dess, 1996; Hayat & Tayyeb Riaz, 2011). Attribute of pro-activeness can be achieved by the lecturer/ teacher by establishing the course purpose and how these objectives would be achieved. The objective setting activity of the course was done at the start of the course. Furthermore, most of the times the individual student profile are not available and the activity performed in approximation.

Risk taking, is a vital characteristic entrepreneur exhibit while running their ventures. Risk taking is the attribute only associated with the entrepreneur as most of the entrepreneurial venture demand huge risk taking on the part of the entrepreneurs (Hynes, Costin and Birdthistle, 2011). Lecturer/ teacher are taking many kinds of risk in performance of their duties. It would be related to cognitive style of the teachers that they tend to be more adaptive or may be interested to work beyond the existing paradigm (Armstrong and Hird, 2009), it may be related to the personality of the

teachers that do they are interested to use the innovative idea generated by them?

Student Perception of lecturer/teacher performance is of paramount importance to comprehend the performance of the teacher. In higher education framework, students are in good position to estimate the performance of the lecturer/teacher (Abu Hasan and Ilias, 2008; Hayat & Tayyeb Riaz, 2011). As in the higher education students are consumer of the service generated and delivered by the lecturer/teachers (Clewes, 2003) (Ham, & Hayduck, 2003). Furthermore, students overall satisfaction with the education at higher education is mostly impacted by the responsiveness, empathy and assurance (Abu Hasan and Ilias, 2008).

The major objectives of this study are as under:

H1: lecturer/teacher perception in the mind of the student is having a positive relationship with use of innovativeness used by the lecturer/teacher in Pakistan and Finland.

H2: lecturer/teacher perception in the mind of the student is having a positive relationship with use of pro-activeness used by the lecturer/teacher in Pakistan and Finland.

H3: lecturer/teacher perception in the mind of the student is having a positive relationship with use of risk taking used by the lecturer/teacher in Pakistan and Finland.

3. Methodology

3.1 Research design

This study is empirical one. The prime objective of study is to inspect the association between the student's perceived satisfaction and the teaching qualities of lecturer in higher education in Finland and Pakistan. Higher education is a vibrant emergent industry in Pakistan and in its age of evolving (Hayat & Tayyeb Riaz, 2011). The respondent from Pakistan was selected from the students of Gujranwala city studying in higher education are contacted and 1083 completed survey forms were collected. For Finland the students from Turku city studying in higher education were contacted and 1008 completed survey forms were collected. The sample was selected by the usage purpose sampling. The survey was administered separately in Finland and Pakistan.

3.2 Instruments Development

The survey questionnaire was constructed by inclusion of the factors identified by Naeem Hayat and Tayyab (2011) as acknowledged in the literature review. In the questionnaire 6 objects were used as questions to estimate the lecturer/teacher innovativeness, 6 questions item were used to made an educated guess about the construct of proactiveness, 6 question items were included 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 total question items were rated with five likert scale points. The entrepreneurial orientation construct was based on the earlier studies of the Wiklund J. and Shepherd, (2003) and Shane S. and Venkataraman (2000) to reasonably assess the entrepreneurial orientation dimensions’ by way of innovativeness, proactiveness and risk taking.

4. Data Analysis

We utilized the statistical package of SPSS 19 computer program to conduct the statistical analysis for this work. The first statistical analysis utilized was cronbach’s alpha coefficients for entrepreneurial orientation dimensions. The cronbach’s coefficient for innovativeness, proactiveness, risk taking and teacher performance were 0.97, 0.96, 0.97 and 0.96 respectively in Pakistan. Moreover, the results of cronbach’s coefficient for innovativeness, proactiveness, risk taking and teacher performance were 0.96, 0.73, 0.85 and 0.90 respectively for the Finland. All the cronbachs’ coefficients were satisfactorily exceeds the suggested level of 0.70 (Yang, Chung-Wen, 2008). Therefore we fairly estimate the reliability of measures utilized.

Table 1. Reliability Coefficient Values

	Cronbach’s Alphas Coefficient for Finland	Cronbach’s Alphas Coefficient for Pakistan
Innovativeness	0.96	0.97
Proactiveness	0.73	0.96
Risk Taking	0.85	0.97
Perceived teacher performance	0.90	0.96

The Pearson’s correlation coefficient utilized to estimate the relationship between the students perceived performance of lecturer/teacher

with lecturer/teacher entrepreneurial orientation in Finland and Pakistan. Table 2 shows the inter-correlations among the perceived lecturer/teachers performance by the students to the lecturer/teachers entrepreneurs' orientation dimensions employ in Finland and Pakistan. Lecturer/teachers orientation towards innovation is exceedingly positive associated with the perceived performed of the lecturer/teachers by the students ($r=0.846$, $P<0.001$) ($r=0.766$, $p<0.001$) respectively in Finland and Pakistan. There was also high positive correlation between lecturer/teachers proactiveness with the perceived performance of the lecturer/teacher by the students in Finland ($r=0.690$, $p<0.001$) and in Pakistan ($r=0.736$, $p<0.001$). Moreover, a high positive correlation found between lecturer/teacher's risks taking while teaching a class with the perception of teacher performance by the students ($r=0.863$, $p<0.001$) in Finland and in Pakistan is ($r=0.750$, $p<0.001$).

A Hierarchical regression analysis was undertaken to evaluate the overall perception of the students with the lecturer/teacher worked with entrepreneurship orientation construct of innovativeness, risk taking and proactiveness. For this research study the reliant variable was the perceived lecturer/teacher performance by the students in Finland and Pakistan, the independent variables were the three dimensions of entrepreneurial orientation i.e. innovativeness, proactiveness and risk taking in HEI in both countries.

Table 2. Correlation Among Study Variables

Measure	Lecturer/teacher performance in Finland	Lecturer/teacher Performance in Pakistan
Lecturer/teacher Orientation Innovation	0.846***	0.766***
Lecturer/teacher Orientation proactiveness	0.690***	0.736***
Lecturer/teacher Orientation risk taking	0.863***	0.750***

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

The creation of normality and linearity was achieved by the analysis of the evaluation of assumption was performed that also reduce the outlier. The residual analysis conducted to confirm the assumptions. Table 3 shows the un-standardized regression coefficient (B), un-standardized error of regression coefficient (SEB) and the standardized regression coefficient (β).

The regression model was significantly different from zero and results were quite reliable.

Table 3. Regression Analyses

Measure	Finland		Pakistan	
	β	t	β	t
Innovativeness	0.80	7.86***	0.08	2.27**
Proactiveness	0.57	5.50***	0.40	12.47***
Risk taking	0.39	4.98***	0.49	15.46***
R2	.85		.94	
F	60.41***		83.25***	
N	1000		1083	

Note: β is standardized regression coefficient; * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The three explanatory variables vitally contribute in the explanation of the explained variable of perceived performance of lecturers/ teachers by the students by innovation ($\beta=0.80$), proactiveness ($\beta=0.57$) and risk taking ($\beta=0.39$) in Finland. However in case of Pakistan the explained variable have different relation with explanatory variable i.e. innovativeness ($\beta=0.08$), proactiveness ($\beta=0.40$) and risk taking (0.49). In case of Finland, all the explanatory variables significantly contribute the explained variable. However, the case of Pakistan is bit different where explanatory variable innovativeness is somewhat less prominent than the other variable i.e. proactiveness and risk taking. The explanatory variable can explained the perception of students towards the lecturers/teacher use of entrepreneurs’ orientation by 85% and 94% in Finland and Pakistan respectively.

5. Discussion & Conclusion

The previous studies have only attempted to discussion EO as a concept linked with the success of business ventures or the personality of the entrepreneurs (Rauch A., J. Wiklund, M. Frese, and G.I. Lumpkin, 2006). This study undertaken to made an educated guess that how students perceived perception of teacher performance can be function of teacher use of EO dimensions. The study uncovered two finding that the students’ perception towards the lecturers/teachers performance is influenced by the lecturer/teacher undertaking the entrepreneurial orientation dimensions in Finland and Pakistan. The comparison of these three explanatory attributes shows that innovativeness ($\beta = 0.87$ ***) significantly contribute to the

students perception in Finland that in Pakistan ($\beta = 0.08^{**}$). The large difference can be regarded as a reason of the meaning of the innovativeness in these two different countries. Moreover, the cultural can be a reason of this divergence. Proactiveness and risk taking significantly explained the perception of the students in Finland and in Pakistan about the lecturer/teacher performance. However, the risk taking ($\beta = 0.39^{***}$) attribute of the lecturer/teacher usage of EO in Finland and risk taking ($\beta = 0.49^{***}$) attribute of lecturer/teacher usage of EO. This can be attributed that the meaning of the risk taking are different in Finland than in Pakistan. The basis that the lecturer/teacher risk taking was adding much to the students' perception of the lecturer/teacher performance in Pakistan that the students are only familiar with one way of teaching i.e. lecture delivery (Khurram Shahzad, 2008). On the other hand in Finland, like many other developed countries, many other teaching methods are utilized by the lecturer/teachers i.e. problem based teaching, meaning centered teaching, case based teaching and even competency based teaching (Clewes, D., 2003). As lecturer/teacher adopts other teaching method than lecture delivery in Pakistan may be regarded a risk taken by teacher not a case in Finland. The students want that their courses to be more structure in Pakistan. Furthermore, the risk taking is considered positive by lots of students in Pakistan than in Finland.

The lecturer/ teacher's has to behave entrepreneurially as that can improve the students' perception of the lecturer/teacher's performance by the lecturer/teacher proactiveness and risk taking, as these two are contributory more to the perception of students about the lecturers/teachers performance in Pakistan. The outcome of this study reveals that in higher education students are cordial the innovation more in Finland than in Pakistan. It may be ascribed that higher education in Pakistan is not much structured than the Finland higher education systems. The students are bit reluctant to get used to new technology add of the education system in Pakistan. However, the students in Finland are open to new technology used by the lecturer/teachers. The finding can greatly impact the management of higher education in both countries. The leadership in higher education has to learn from this study that the teachers are the prime mover and shaker in the higher education. The leadership have to give the due respect and role to the teachers in the management of the educational institutions.

Additionally, in future research can be carried out on the bases of the cultural differences exist in Finland and Pakistan. This study also helps to

pave path for the future research to use the EO contract in other paradigm than in entrepreneurship. In addition, the fact that study was conducted in two universities one in Finland and other in Pakistan that have some impact on the findings of this study. The same framework of the study can be used with larger context.

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Biodata



Mr. Naeem HAYAT

He is working as Assistant professor at GIFT University, Pakistan.

He done his MBA from Islamia University, Pakistan and Msc HRM from Napier University U.K. He have more than fifteen years of professional experience in banking and business advice. He is teaching in higher

education for last five years and doing research in areas like leadership, HRM, entrepreneurship and psychological contract.



Mr. Irfan AMER

Mr. Irfan, Currently pursuing his P.h.D. from Turku University.

He Completed his MBA from Islamia University, Bahawalpur, Pakistan.

He had more than ten years of professional experience. His current research interests are corporate social responsibility, Corporate strategy, Marketing Strategy etc.