

## **A COMPARATIVE STUDY ON THE TEACHING METHODS OF ENTREPRENEUR AND NON-ENTREPRENEUR HIGH-SCHOOL TEACHERS AT QODS EDUCATION DEPARTMENT, IRAN**

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### **ABSTRACT**

This is a descriptive study comparatively evaluating the teaching methods adopted by entrepreneur and non-entrepreneur teachers at high-schools in Qods, Tehran. It is an applied research in terms of objective. Moreover, it can be regarded a causal-comparative in terms of methodology, dealing with quantitative data. The statistical population comprises a total of 56 principals and 88 deputies at high-schools in Qods, Tehran. The sample size was measured to be 112 individuals based on the H.S. Bula table. There were 66 education deputies (33 male, 33 female) and 48 principals (24 male, 24 female), who responded to two questionnaires including Entrepreneurship by Ahmadpur Dariani (1999) containing 30 items and an additional 26-item self-structured questionnaire concerning active teaching methods. The formal validity of the questionnaire was confirmed by expert opinions and several university professors. The validity of both questionnaires was already calculated in previous research through the Cronbach's alpha, where the active teaching methods questionnaire scored 0.95, while the Entrepreneurship questionnaire scored 0.84. In addition to the descriptive measures, this research employed the t-test for the two independent groups and Pearson's correlation for answering the research questions. The results indicated that entrepreneur teachers tend to use teaching methods more often. Furthermore, female teachers are more entrepreneurial as compared to male teachers, more often adopting the active teaching methods.

### **KEYWORDS:**

### **INTRODUCTION**

The world today is undergoing developments. This trend has led to a situation where the industrial community is gradually being replaced by another community based on knowledge well known as information community. Undeniably, this is a transition from labor of arms to labor of brain. Since it is a young nation rich in spiritual and material reserves, Iran ought to keep pace with such changes so as to catch up with the knowledge industry. It requires powerful leadership and entrepreneurial thinking effective in spearheading the intellectual, material and spiritual efforts, paving the ladder of progress. This will be facilitated by creating suitable ground to support entrepreneurs and entrepreneurship.

Administrators and educational leaders can play a key role in fostering entrepreneurial skills. They can increase the knowledge and awareness about the characteristics of an entrepreneur, thereby to leave an impact on higher economic productivity and reduction in unemployment, as well as taking positive steps to foster entrepreneurship. School principals should be capable as educational administrators with great characteristics of an entrepreneur. The rapid development of science and technology in recent decades has affected the elements of social systems, giving rise to several challenges. Today's organizations strive to survival in the ever-changing and competitive environment through making profound changes in their ideals, objectives, policies, beliefs and ideas.

Dynamic organizations enjoy creative and innovative forces, well aware of threats and limitations, think through opportunities and resources so as to make the most appropriate utilization. They outline the desired future and adapt with the environment aimed at long-term survival. They assess the circumstances realistically and think optimally about promoting the living standards. Entrepreneurship is a process, rather than a goal. It is not just about business but a way of life reflecting in all aspects of individual, family, social, economic, political and cultural dimensions. In the mid-twentieth century, psychologists shifted their focus on the analysis of individual characterization so as to figure out what personal traits belong to an entrepreneur distinguishing them from the non-entrepreneurs. This research effort is known as approach to personality traits, but such efforts have nevertheless failed to identify a credible model for recognize the successful entrepreneurs. However, the most important features revealed by researchers are as follows:

Self-confidence, independence, optimism, need for achievement, perseverance, hard work, pioneering, risk-taking, passion for great things, guiding behavior, people-oriented-ness, openness to criticism, innovation, flexibility, wisdom and prudence, resiliency, foresight and understanding.

As a new phenomenon in the economy, entrepreneurship plays an important role in the economic development of countries. If you are striving to attain a successful and dynamic economy, you need to prepare the essential mechanism with respect to the relative advantages and environmental restrictions, so as to crystallize the underlying grounds for entrepreneurs to further flourish. Because of the special role of entrepreneurs throughout development and economic growth, many governments are striving to encourage more individuals in the society through maximum resources and utilization of studies to train entrepreneurship characteristics, since they are the driving force for economic progress. In a competitive environment and under unstable conditions, they can move a society forward.

In the third millennium, the process of continuous rapid evolution is one of the main currents and the most important feature of the human life, where entrepreneurship and creativity constitute the foundation for transformation. In this regard, it can play a fundamental and crucial role. Individuals, organizations and communities failing to keep pace with such rapid developments will face a stationary status, not making an active presence in the future, and eventually vanish away. In this respect, there are certain individuals riding on the turbulent sea waves of successive revolutions. During all the chaos and the clutter, they are seeking an opportunity to offer a new product or service to the community so as to establish the balance, organize the situation, and leave behind a value. Experts have always been making an effort to set the ground for organizations to better provide the dominance of technology, creativity and innovation. As an outcome, the organizations will better utilize the events and evolutions, even generate them. Moreover, many scholars sought to distinguish this economic-propelling group called entrepreneurs from other people in the society. And this led to the creation of entrepreneurial approach in which behavioral and personality characteristics of entrepreneurs were evaluated from the perspective of economics, psychology and sociology.

#### **Literature review:**

- In a study titled "Specialty of high-school teachers in 19 districts of Tehran with education courses", Bornayee (2008) found out that one of the main reasons for dropping students and academic failure in high schools is the shortage of specialist teachers, i.e. there is a significant relationship between teacher's expertise and students' academic failure.
- In a research titled "Scholarly community of all the high-school teachers based in Kerman working for five consecutive years", Musapur (2009) figured out that teachers tend to teach through direct approaches, where there is a significant relationship between appropriate teaching methods and creativity of the students.
- In a study on "relationship between organizational climate and managerial entrepreneurial at Iranian sports federations", Hosseini (2010) concluded that favorable climate has a significant relationship with entrepreneurship.
- In their study titled "relationship between organizational climate and high school students' interest in entrepreneurship based in Isfahan", Samadi and Shirzadi (2010) concluded there is a significant relationship between climate factors and trends in entrepreneurship.
- In their study on "Evaluating the role of climate in the entrepreneurial spirit of high school students in Ahwaz", Bahramzadeh et al. (2011) concluded there is a significant relationship between entrepreneurship climate and spirit.
- In a descriptive study on "creative atmosphere in the executive agencies in Yazd and its relationship with organizational entrepreneurship", Hassanzadeh (2013) came to the conclusion that there is a significant relationship between creative atmosphere and organizational entrepreneurship.
- In a study on "relationship between organizational culture and organizational entrepreneurship among employees at Islamic Azad University, Islamshahr Branch", Sarkhosh (2013) concluded there is a significantly direct relationship between organizational culture and organizational entrepreneurship.
- In a research revolving around the relationship between organizational entrepreneurship climate and entrepreneurship among teachers at Vocational Schools based in Qods (Tehran), Asadi (2013) figured out there is significant relationship between organizational entrepreneurship climate and entrepreneurship among teachers at Vocational Schools, where the female teachers tend to be more entrepreneurial than male teachers.
- In a study titled "Benchmarking the favorable environmental factors contributing to development of entrepreneurship", Abutaher (2010) showed there is a significantly positive relationship between favorable environment and development of entrepreneurship.

- At the thirty-first International Conference on Entrepreneurship in a research into "the role of organizational; entrepreneurship in enhancing the share of results from environmental information", Alpeza (2011) concluded that there is a significantly positive relationship between the employee environmental information and organizational entrepreneurship.
- In another study on "the relationship between general satisfaction of employees, corporate entrepreneurship and growth of enterprises based in Slovenia", Antoncic and Antoncic (2012) concluded that there is a positive relationship between general satisfaction of employees, corporate entrepreneurship and growth of enterprises.

**MATERIALS AND METHODS**

This is an applied research in terms of objective. Moreover, it can be regarded a causal-comparative in terms of methodology, dealing with quantitative data. The statistical population comprises a total of 56 principals and 88 deputies at high-schools in Qods, Tehran. The sample size was measured to be 112 individuals based on the H.S. Bula table (quoted by Abili, 2004). There were 66 education deputies (33 male, 33 female) and 48 principals (24 male, 24 female), who responded to two questionnaires including Entrepreneurship by Ahmadpour Dariani (1998) containing 30 items and an additional 26-item self-structured questionnaire concerning active teaching methods.

The formal validity of the questionnaire was confirmed by expert opinions and several university professors. The validity of both questionnaires was already calculated in previous research through the Cronbach's alpha, where the active teaching methods questionnaire scored 0.95, while the Entrepreneurship questionnaire scored 0.84.

**RESULTS**

In addition to the descriptive measures, this research employed the t-test for two independent groups and Pearson's correlation for answering the research questions.

**A) Descriptive statistics**

In order to provide a clearer picture of the findings, the descriptive findings concerning the demographic data on the sample have been presented in Tables 1 to 6.

**Table 1 - Distribution and percentage of gender among the high-school principals in Qods**

Statistical indicator		Sample size	Percentage
Gender	Male	24	50%
	Female	24	50%
	Total	48	100%

**Table 2 - Distribution and percentage of education among the high-school principals in Qods**

Statistical indicator		Frequency	Percentage
Education level	Associate degree	4	8.3%
	Bachelor's	30	62.5%
	Master's degree and higher	14	29%
	Total	100	100%

**Table 3 - Distribution and percentage of work experience among the high-school principals in Qods**

Statistical indicator		Frequency	Percentage
Work experience	One to two years	9	18.8%
	Three to five years	15	31.3%
	Six to ten years	10	20.8%
	Over ten years	14	29.2%
	Total	100	100%

**Table 4 - Distribution and percentage of gender among the high-school deputies in Qods**

Statistical indicator		Sample size	Percentage
Gender	Male	33	50%
	Female	33	50%
	Total	66	100%

**Table 5 - Distribution and percentage of education among the high-school principals in Qods**

Statistical indicator		Frequency	Percentage
Education level	Associate degree	7	10.6%
	Bachelor's	47	71.2%
	Master's degree and higher	12	18.2%
	Total	100	100%

**Table 6 - Distribution and percentage of work experience among the high-school principals in Qods**

Statistical indicator		Frequency	Percentage
Work experience	One to two years	15	22.7%
	Three to five years	22	33.3%
	Six to ten years	16	24.2%
	Over ten years	66	18.2%
	Total	100	100%

Tables 7 to 11 illustrate the descriptive findings on the active teaching method in two groups of managers and deputies sorted by gender. Skewness of the distribution for active teaching was -0.21, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for active teaching was -0.22, which indicates that kurtosis was shorter than normal distribution. Skewness of the distribution for entrepreneurship was -0.062, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for entrepreneurship was -0.612, which indicates that kurtosis was shorter than normal distribution.

Skewness of the distribution for active teaching was -1.375, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for active teaching was -3.61, which indicates that kurtosis was longer than normal distribution (Table 8). Skewness of the distribution for entrepreneurship was -1.33, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for entrepreneurship was 2.28, which indicates that kurtosis was shorter than normal distribution.

Skewness of the distribution for active teaching was -0.75, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for active teaching was 11.1, which indicates that kurtosis was longer than normal distribution (Table 9). Skewness of the distribution for entrepreneurship was -15.1, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for entrepreneurship was 2.15, which indicates that kurtosis was shorter than normal distribution.

Skewness of the distribution for active teaching was -1.12, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for active teaching was 188.1, which indicates that kurtosis was longer than normal distribution (Table 10). Skewness of the distribution for entrepreneurship was -1.08, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for entrepreneurship was 5.66, which indicates that kurtosis was longer than normal distribution.

Skewness of the distribution for active teaching was -0.525, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for active teaching was 0.201, which indicates that

kurtosis was longer than normal distribution (Table 11). Skewness of the distribution for entrepreneurship was -0.885, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for entrepreneurship was 0.733, which indicates that kurtosis was shorter than normal distribution. Skewness of the distribution for active teaching was -1.24, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for active teaching was 44.1, which indicates that kurtosis was longer than normal distribution (Table 12). Skewness of the distribution for entrepreneurship was -1.76, which indicates that the distribution skewness tends to right from normal distribution, which the distribution kurtosis for entrepreneurship was 71.3, which indicates that kurtosis was longer than normal distribution.

**Table 7. Descriptive indicators for active teaching method and entrepreneurship of male managers**

Variable	Range	Mean	Standard deviation	Skewness	Elongation
Active teaching	53-119	90.12	16.91	-0.21	-0.22
Entrepreneurship	53-121	93.20	15.72	-0.062	-0.612

**Table 8. Descriptive indicators for active teaching method and entrepreneurship of female managers**

Variable	Range	Mean	Standard deviation	Skewness	Elongation
Active teaching	44-130	103.91	21.03	-1.375	3.61
Entrepreneurship	43-138	108.57	03.21	-1.33	2.28

**Table 9. Descriptive indicators for active teaching method and entrepreneurship of male deputies**

Variable	Range	Mean	Standard deviation	Skewness	Elongation
Active teaching	53-117	94.63	14.87	-0.75	1.11
Entrepreneurship	56-121	97.61	14.87	-1.15	2.15

**Table 10. Descriptive indicators for active teaching method and entrepreneurship of female deputies**

Variable	Range	Mean	Standard deviation	Skewness	Elongation
Active teaching	45-139	99.44	21.95	-1.12	1.188
Entrepreneurship	44-139	104.32	22.53	-1.08	0.566

**Table 11. Descriptive indicators for active teaching method and entrepreneurship of male managers and deputies**

Variable	Range	Mean	Standard deviation	Skewness	Elongation
Active teaching	53-119	92.74	15.77	-0.525	0.201
Entrepreneurship	53-121	95.75	14.97	-0.885	0.733

**Table 12. Descriptive indicators for active teaching method and entrepreneurship of female managers and deputies**

Variable	Range	Mean	Standard deviation	Skewness	Elongation
Active teaching	44-139	103.57	21.93	-1.24	1.44
Entrepreneurship	43-138	108.21	19.19	-1.76	3.71

B) Inferential statistics

The main hypothesis and the sub-hypotheses were tested through the Pearson's correlation and T-test, the results of which have been given in the following table.

**Main hypothesis: Entrepreneur teachers tend to use the active teaching method more often**

The correlation coefficient between entrepreneurship and active teaching method was 0.725, significant at  $P = 0.01$ . In other words, there is a direct and positive relationship between entrepreneurship and active teaching method. As entrepreneurship grows, there will be higher application of active teaching method. Therefore, the main hypothesis is proved.

**Table 13: Correlation between teaching method and entrepreneurship**

Item	Active teaching method
Entrepreneurship	** 0.725

\*\* Significance level of 0.01

**Sub-hypothesis one: Female teachers tend to be more entrepreneur than male teachers.**

**Sub-hypothesis two: Female teachers tend to use the active teaching method more often than male teachers.**

The above hypotheses were evaluated through in the independent T-test, the results of which have been given in Table 12.

Results of sub-hypothesis one showed there is a significant difference between men and women in terms of entrepreneurship scores ( $P < 0.0001$ ). This finding suggests that women are more entrepreneurial than men. Therefore, the first sub-hypothesis is proved. Results of sub-hypothesis one showed there is a significant difference between men and women in terms of active teaching method scores ( $P < 0.012$ ). This finding suggests that women tend to use the active teaching method more often than men. Therefore, the second sub-hypothesis is proved.

**Table 14: T-test for comparison of entrepreneurship in male and female teachers**

Indicators	T	Degree of freedom	Mean difference	Standard error	Significance level
Entrepreneurship	3.61	112	11.66	3.14	0.0001
Active teaching method	2.45	112	9.36	3.51	0.012

**CONCLUSIONS**

The main hypothesis and the sub-hypotheses were tested through the Pearson's correlation and T-test, the results of which have been given in the following table.

**Main hypothesis: Entrepreneur teachers tend to use the active teaching method more often**

The correlation coefficient between entrepreneurship and active teaching method was 0.725, significant at  $P = 0.01$ . In other words, entrepreneurship and teaching methods enable direct relationship between the two variables is positive. As entrepreneurship grows, there will be higher application of active teaching method. Therefore, the main hypothesis is proved.

**Sub-hypothesis one: Female teachers tend to be more entrepreneur than male teachers.**

Results of sub-hypothesis one showed there is a significant difference between men and women in terms of entrepreneurship scores ( $P < 0.0001$ ). This finding suggests that women are more entrepreneurial than men. Therefore, the first sub-hypothesis is proved.

**Sub-hypothesis two: Female teachers tend to use the active teaching method more often than male teachers.**

Results of sub-hypothesis one showed there is a significant difference between men and women in terms of active teaching method scores ( $P < 0.012$ ). This finding suggests that women tend to use the active teaching method more often than men. Therefore, the second sub-hypothesis is proved.

The results of this study are linked with those obtained by Bornayee (2008), Musapur (2009) and Asadi (2013).

## Recommendations

- 1- Since the role of active teaching method in achieving educational goals was revealed in this study, it is suggested that all the experts and scholars in the field make greater effort on how to find success in using this method of teaching in various subject matters.
- 2- Teachers ought to address the comprehensive growth of students through new ways of entrepreneurship, so as to provide profound learning in social and communication contexts.
- 3- The counseling and learning centers can be beneficial in this regard.
- 4- An entrepreneur teacher provide the students with good learning environment such as light, sound, order, classroom colors, decoration and educational facilities such as video projectors, computers, laboratories, etc. so as to facilitate the acquisition.
- 5- It can be helpful to hold regional seminars, courses, workshops, in-service practical training in entrepreneurship.
- 6- The human resources training centers are recommended, if possible, implement all the in-service courses by teachers trained in entrepreneurial active method.
- 7- The Iranian Education Department should be more cooperative in educational research.

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