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METHODS AND MEANS USED IN TEACHING ENTREPRENEURSHIP IN HIGH SCHOOL CAN IMPROVE ENTREPRENEURIAL SKILLS

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ABSTRACT

„Tomorrow's illiterate will not be the one who can not read, but will be the one who has learned how to learn."(Alvin Toffler)

Entrepreneurship is a key determinant of development, research and innovation that can be stimulated by specific teaching methods. When students are engaged in solving problems and experiences, they understand concepts more easily and are able to explain what they have learnet and apply this outside the classroom. Students must be actively engaged in learning. By solving problems, they are able to retain concepts a lot better. Teacher's role is to continuously adapt teaching methods to environmental changes, direct consumer needs, ie students' and community needs. Therefore, we have analyzed the means and teaching methods used by teachers that keep account of learning the preferences and students' proposals. The analysis of means and methods of teaching and learning entrepreneurship, from the analysis of questionnaires used on students and teachers incolved in entrepreneurship education at higt school education, are the pillars of entrepreneurship development. This was started as an approach to propose new methods and tools to cover the gaps identified.

Keywords: Teacher, Entrepreneurship, Teaching Entrepreneureship, Educational Resources, Teaching Methods and Learning.

INTRODUCTION

The ancient Egyptians and Phoenicians thinkers made their works known through public speakers, the Chinese, who invented xylographic discovered printing. China patters were brought to Europe by the Arabs, during their emigration to Spain. A great leap of evolution was done with the

discovery of mobile letters, cast metal by Gutenberg.Today organizations move from spontaneous modes of communication in ways planned to develop reaching communication strategies.

In teaching, each middle school has its place and role. Black and white chalk board have been and remain the most common means of education in Romania; school textbooks, generation II, are also used, especially in matters of general knowledge; audio-visual media are also used frequently. Slowly we are reaching the fifth and sixth generations of educationmeans that increasingly make their presence felt in the classrooms / student.

The *educational objectives* are the main reference points in designing learning orientation and teachinging methods. Transmitting information to the student is through lecture, discussion or conversation, but how they are appreciated by students is important to know.

The *developent of skills* is achieved through exercise, questioning or investigation. To develop attitudes and values we encourage case study or role play. Another criterion is the learning content, ie, the volume of information, the degree of abstraction. Specifics classroom and student characteristics take into account the number of students per class, which is very high compared to the number of hours allocated to the discipline. The lesson is 50 minutes, long on average per student each was allocated about 1.66 minutes/week of „Entrepreneurship Education". The time available also influences the teaching approach, the shorthess of time is the reason for limithing of interactive methods, but should be seen as a landmark in structuring the learning activity. Students are familiar with some methods otherwise teachers assign a long time explaining the method. Teachers, thereforeis is not neglect their previous experience and expectations and adapt teaching style at students learning style. Students appreciate the variety of methods used and respond to different learning styles as it captures their attention more in the didactic process (Bălan, 2013)

REVIEW OF LITERATURE

Educators who *teach entrepreneurship,* introducing a new frontier,where we discuss teaching entrepreneurship as a method.*„Method is a way of thinking and acting, built on a set of assumptions using a portfolio of techniques to create*" (Neck & Greene, 2011). Promoting entrepreneurship is a priority for policymakers. The study „*Measuring Entrepreneurship and Innovation Activities in the EU"* an analysis of the factors that increase entrepreneurship and innovation and policy guidance suggests to increase entrepreneurship and competitiveness (Korres, 2011). *Entrepreneurship* is studied in many disciplines, such as economics, sociology and history of economics (Swedberg, 2000; Busenitz, West, Shepherd, Nelson, &Zacharachis, 2005).Entrepreneurship research is inspired by sociological approaches, psychological and micro, focusing on the identification, estimation and entrepreneurship (Lindgren &Packendorff, 2009). Many scholars share the view that there is progress made in the field of entrepreneurship (Johnson, 2006; Matley, 2006; Kuratko, 2005), but that entrepreneurship should be part of the curriculum, as demonstrated in field studies (Henry, Hill, &Faoite, 2001). The curriculum should be based on experience. If students are taught to be entrepreneurs, the best way is to give them the experience of being entrepreneurs themselves, allowing to run a small business in school so that they will gain practical experience in the art of entrepreneurship, if you later become entrepreneurs and thus entrepreneurship education gives them valuable experience (Cheung & Au, 2010).

Methods of teaching entrepreneurship research areas are represented by various authors (Izquierdo, Caicedo, &Chiluiza, 2007; Heinonen&Poikkijoki, 2006 Robertson & Collins, 2003). Envick (2006) believes that undergraduate education „is too divided in rigid disciplines defined", while Borg & Borg (2001) believes that „discipline-based teaching can improve students' analytical skills."„Toolkit of Strategies to Improve Learning" is a book that exposes a number of factors that increase the quality of teaching; clear solutions propose action and highlights the effectiveness of

different learning techniques; examine the cost of implementing them and the value they bring (Learning & Teaching Update, 2011).

The article *„Entrepreneurship education: a review of ITS Objectives, teaching methods and impact indicators"*Mwasalwiba (2010) it has identified 26 ways in 21 articles, the most widely used methods of teaching are lectures, case studies and focus groups. Hindle (2002) notes computer simulations. Alternative teaching methods used are: shooting videos(Verduyn, Wakkee, &Kleijn, 2009), role play involving customers (Hegarty, 2006), compiling business plans and work projects.

Keogh & Galloway (2004) have used games and contests. Active teaching methods which have resulted in actual small business associations, workshops, presentations and study visits are declared most suitable to cultivate entrepreneurial skills (Bennett, 2006), but unfortunately these methods are less used than compared to traditional methods. Cognitive mapping is a method of collecting personally built systems that represent the beliefs, valuesand expertise embedded in the structures of knowledge (Brännback&Carsrud, 2009).

Students gain a lot of knowledge but often they do not receive the education and training needed to develop skills and apply their knowledge in the real world (Chia & Holt, 2008). Most authors classify teaching methods in two groups „traditional" (normal lectures) and „innovative ways" (based on actions). These are also „passive" and „active" methods which involve the teacher as a learning facilitator whoapplys methods that allow students to self-discover, rather than control (Bennett, 2006). Starting from the observation that many teaching models, that concentrate on reflection lead to the formulation of a universal model, often ignoring the issue of the application, focusing rather on explaining and predicting.

In ***Poland***Rosinski&Klinch (2008) show that traditional teaching does not contribution of validates the learners in the learning' process and does not recognize the need to use the emotions ofn the study group, there focuses on the dissemination of specialist knowledge. Applying a traditional model generates successive assimilation-accommodation stage dilemafor the entrepreneurship professor- a dilemma that can be solved by filling the entire model of academic teaching proposed by Kolb (Rosinski&Klinch, 2008). Kolb's learning cycle has four steps: concrete experience (feelings and emotions), reflective observation (observation) or generalized conceptualization (thinking) and active experimentation (drive). Depending on the learning algorithm, learning beging either by making, either by thinking, feeling or noticing(Coffield, 2004).

In ***Estonia***, instead of providing information and teaching the traditional concept of entrepreneurship learning experiencesareproveded through various learning models, such as learning by doing (writing a business plan), project method, active learning, problem solving (solving problems in implementing a business plan) (Venesaar, 2008). Also in ***Lithuania*** practice-based learning is used for the study of entrepreneurship, an example is the KTU Regional Science Park that promotes high-tech entrepreneurship and facilibites the transferof processes between Science and Industry, creating a favorable environment between business and innovation, the application of scientific achievements and technology, the development of competitive enterprises and stimulates the establishment of new businesses and new jobs (Milius&Sarkiene, 2008).

In ***Finland***, the Helsinki School of Economics offers in a first instance the traditional business planning that sreveals practical problems of teaching and learning business plan with potential theoretical contributions: then the critical reflecting of traditional business plans. Kyro&Niemi have innovated a solution and theoretical starting points were developed for modeling challenges, following the integration of innovation and the development phase of the business idea in modeling, that examines how to use conceptual maps to identify phenomena and relationship traditional business plan. Evaluating and developing business idea, through sharing and expanding traditional modeling in three processes: transformation, traditional calculations and feasibility study for startups (Kyro&Niemi, 2008). At HAMK, in Finland Hameelinna region, learning, not teaching, is the basic of entrepreneurship study. By applying the constructivisttheory of learning, the teacher's

role is that of supporting learners; the teacher is a tutor, a mentor or advisor who ensures that students acquire good and motivating learning experiences. Examples of constructivist learning methods such as practical learning, method projects, problem solving and entrepreneurial learning. There are other methods of teaching and learning, and after graduating one of the most effective methods is incubating ideas (Hannula&Pajar-Stylman, 2008.The learning process can be described as a combination of theoretical and practical knowledge and self-knowledge, and the results show that 5% of graduates open their own business in the firstfive years, andapraximately ten business start-up will be found annually in incubators (Malinen&Pantanen , 2008). Learners develop a type of portfolioby designinga business plan to start their own company. All business plans are tailored to the needs of students and the teaching is done by the method of mentoring students. The teaching method used is the "Problem Based Learning" (PBL).

The ***Russian*** business education developed over the last decade. Historical changes in the Russian society have affected all aspects of business education, including its organizational structures, different application fields and „the way" of teaching. In a short time, the Russian business education market hac adapted to the new market and has transformed into on of the most influential Russian academic community. However, there are still many problems inherited from the planning mentality of the Soviet period, which affect the application of theory to practical problems. (Mechitov&Moshkovich, 2006)

Sherman, Seborra & Digman (2008) states that „*some have compared teaching entrepreneurship without the experience of teaching processes asawater free swimming pool*". It can teach the fundamentals, but the individual will not really know how to swim in the pool until the person does not start to swim. Similarly, for many students their career starts with the fundamentals that were taught „on land". In recent years, a large number of units have began to add programs based on experiments. Although not all of these programs involve the actual creation of a new society, many involve experimental activities such as networking, business plan creation and dialogue with other entrepreneurs. Small Business Development Center (SBDC) can be a classroom resource for entrepreneurship courses. This paper describes three projects that provide learning opportunities for students, experiences related to the idea of feasibility, business planning and small business operations. For students, it provides an experience of consultancy projects, advice on their business plan and first-hand knowledge of entrepreneurial activities with no risk. For SBDC, projects may increase exposure and value among students, new and existing customers and the community (Knotts, 2011).

THE SIGNIFICANCE OF THE STUDY

The present study encapsulates the views of researchers on the tools and methods used to tackle the increase in international entrepreneurship and make an inventory of the best resources and teaching methods from the perspective of teachers and students in Romania. Entrepreneurship education in Romania in recent years has made remarkable progress, a claim confirmed by the study "Entrepreneurship in the EU and beyond"(European Commission, 2012, page 117). A percentage of 73% of students were surveyed in Romania, in June 2012, 12% more than in 2009, considering that education helps / helped them develop a sense of initiative and entrepreneurial attitude, compared to the European average of 50%.; 69% of the Romanian respondents believe that the role of entrepreneurs in society is understood better in school, compared to 49% the European average.

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OBJECTIVES OF THE STUDY

Identifyinge The Objectives of the study are as follows:

1. Identifyung teaching methods used in teaching entrepreneurship
2. Campliling an inventory of the most useful methods of teaching
3. Identify means and teaching methods that are not efficient from a perspective students

HYPOTHESES

The are as followshypotheses for the study:

H1. Using social networks is beneficial for students or for teachers and Internet use can have a positive impact on teaching and learning.

H2. To study the impact shows that teaching means used by the teacher and if preferred and students.

H3. Teaching Methodologies can be adapted the needs of students in order to develop entrepreneurial skills.

METHODOLOGY

Based on the gaps identified I have concluded that there is a multitude of teaching methods for teaching entrepreneurship. As a result I have developed two questionnaires that were distributed to students and teachers at secondary level, mainly from the Central region of Romania The aims was the directions of increasing the effectiveness of the teaching-learning business related disciplines. A number of 395 students were selected from six Romanian counties: Alba, Braşov, Harghita, Mehedinţi, Mureş, Sibiu this, 35 teachers from high schools in Romania that teach subjects in this curriculum area(entrepreneurship education, economics/applied economics), and technology service profile that applies modern teaching methods „training firm".

Analysis

The interviewed teachers indicated 32 teaching aids used in teaching and educational resources and the students indicate 45. In the first study a graded system was required in relation to teaching resources used in the teaching approach, with grades from 1 to 5: 1 - used very rarely, 5 - very often., The the students indicated they preferred teaching methods by grading from 1 to 5: 1 - less preferred, 5 - very appreciated.

Table 1: Compilation of the best means of education to teachers and students

Average grade	Teaching aidsusedby the teacher	% Teacher	Teaching tools preferred by tudent	% pupils
5 Very often	Worksheets Internet Methodologicalsheets/documentation Miscellaneousdocuments portfolio Case Studies; Workbooks	60% 31% 14% 9% 6% 3%	Computer/Laptop Board/chalk Internet Tours/Excursionsstaff Film/videoscreenings, variousmaterials, exchangeof roles Documentsvarious	41% 21% 13% 4% 2% 1%
4.5	Manual Board/chalk	57% 34%	Post-it; Banks/furnitureadaptedactivity	1%;
4 Des	Computer/ laptop Projector PPT presentation; Magazines/ newspapersspecialized Film/videoscreenings; Reference Books Various materials; Dictionary ofEconomics Scorecards; Observationsheets; Calculation tools: Questionnaires/batteriesof tests	54% 29% 20% 14% 9% 3%	Projector Worksheets practical Applications PrezentarePPT Boards / panels projects Workbook Programs / Applications PC portfolio; Documentation sheets Case Studies Course support Contests; Music / soundtrack Questionnaires / batteries of tests Mobile phone, TV, Tools for calculating,	38% 33% 20% 17% 15% 12% 10% 8% 6% 4% 3% 2% 1%
3,5	Legislation	11%		
3	Flipchart Markers, pens Smartbord / interactive whiteboard Software; Pinwall; Post-it; Leaflets	29% 20% 9% 3%	Textbooks Reference Books Magazines/ newspapersspecialized legislation Business Plan Markers,pens; writing instruments Collections, e-Content Observationsheets, Leaflets	43% 19% 13% 7% 4% 3% 1%
2,5	Workbooks	6%	Smartbord / interactive whiteboard / tablets	4%
2 Rarely	Plants / panels posters advertising	23% 3%	Flipchart Economic dictionary	22% 3%
1-0 Very rarely			Offices / laboratories	1%

Table 1 shows that teachersprefer teaching means that may remain as evidence of teaching, due to the fact that teacher evaluation is evidence bassed, students, howener, prefer varning means that are visual and practical, and have no preference as regarda the stimili used. The study grows that both prefer textbook.Based on this study the recomandation is to use digital textbooks and to adopt textbooks to ensure they include vizual means and preactical exercices. It is too much theory and definitions teaching, but the students do not like mechanical learning.

Table.2: Top most used methods by teachers in teaching entrepreneurship

Curent Number	Teaching methods used by teachers	Average grades	Teachers%
1	Case Study	5	71%
2	Brainstorming	4	59%
3	Heuristic conversation	4	53%
4	Interactive game / Role Play	5	53%
5	Exposure	3	47%
6	Project	4	41%
7	Problem-solving	4,5	41%
8	Cluster	3	35%
9	Debate	4	35%
10	Teaching Exercise	4	32%
11	Mosaic	3	26%
12	Simulation	5	26%
13	Cube method	2,5	24%
14	Explanation	4	24%
15	Individual portfolio	5	24%
16	Demonstration	2	21%
17	I know, Iwant know, I learned	3	21%
18	Learning by	4	18%
19	Thinking Hats	3	15%

Table 2 reflects the most used methods of tteaching entrepreneurship the ***63 listed*** next on the list of teaching entrepreneurship methods in are: traditional lecture, „RAI", „tree ideas", „Vern diagram", „Lotus", teamwork, „training firms", dialogue, „SINELG", teaching films, „Think pair", method „Philips", „map ideas", „line values", „frogs thinking", „Caffé", „problem solving", systemic observation, power point Presentation, working Paper theme, description, work practice, investigation, visits, „snowball", exhibition, „mirror", structured essay; quintet; „Essay for 5 minutes"; „Dual log entry"; „poster"; Graphic organizers; „Fishbone"; Individual work; The portfolio of the group; „Serperntina cunoștințelor"; e-learning; „Analysis"; „Tour of the gallery"; „Synthesis."

Table 3: Preferred method in learning entrepreneurship for students

Curent Number	Learning methods indicated	Number of students	% students
1	Case Study	146	37%
2	Interactive game / Role Play	140	35%
3	Project	**112**	**28%**
4	Debate	111	28%
5	Teamwork	105	27%
6	Individual portfolio	91	23%
7	Exposure	77	19%
8	Teaching classical	55	14%
9	Brainstorming	49	12%
10	Thematic essay	49	12%
11	Dialogue	48	12%
12	Training Firm	47	12%
13	Teaching exercise	43	11%
14	Demonstration	41	10%
15	Systematic observation	39	10%
16	Problem-solving	38	10%
17	PPT presentation	37	9%
18	Explanation	36	9%
19	Simulation	36	9%
20	Think Pair	31	8%

Table 3 shows the most preferred methods of the *85 students* listed as favorites. Students have indicated some methods mentioned by teachers such as: „Café", „5-minute essay", structured essay, „ Method Philips", „ mirror"; „The portfolio of the group"; Tour the gallery; „Memory / learning by rote".

Only one student from each group surveyed recalled methods such as „Frogs thinking"; „Snowball"; „Vern diagram"; „exhibition"; „Map of ideas"; „Lotus"; „Fishbone"; „poster"; „Serperntina knowledge"; „synectics"; „Homework", „ algorithmic" or „Change pair."

PRACTICAL IMPLICATIONS AND CONCLUSIONS

C1 Social media/ social networks can become a danger, but before we think of the danger, we must consider that we live in the XXI century, a century in which communication tokes a large scale. Social channels provide different information, and are updated regularly. Social networks provide opportunity to goin on appreciation of students as a whole person. Howener teachers must have a certain decency, when using these channels, . They should publish and discuss with students only topics related to teacher-student professional relationships, within

closed groups. Within these groups, can become students passionate about a subject. Using the Internet as information resource, is an important teaching approach. The internet gives us the ability to find materials in any field in just a few seconds .We believe that the Internet is a tool that if used correctly can be beneficial to many teachers today. Teachers disseminate the information and the role of the teacher is being a „master of the word", and so always concerned about the teaching process.

C2 The most widely used teaching aids are worksheets in the proportion 60%, 57% textbook, 54% computer/ laptop, 34% of teachers use blackboard and chalk, and 31% use the internet. Students indicate that textbook as often used 43%, followed by computer or laptop 41%, worksheets are indicated by 33% of students, followed by flipchart (22%). Least favoriteswere smartboard/ whiteboard material / documents from various dictionaries of economics, portfolio collections, case studies, workbooks, software, pinwall, post-it, folding sheets evaluation, observation sheets, calculation tools, quizzes / tests batteries and advertising posters.

C3 In the *teaching-learning of entrepreneurship* traditional lecture, dictation and textbook workare not recommended. The „ideas tree method" is used often. Students do not prefer this method in particular but are not against it (0) a though teachers farour it (2.5), teachers' demonstation is one of the methods approved by the teachers (2) but less by students (4) cube method (2.5)is however highly favored by students (4).

C4 Cluster exposure and are often preferred by teachers, while students prefer individual portfolio and classical teaching. The methods „I know, Iwant to know, I learned"is popular both among teachers and among students (3).It is particularly *recommended* the use ofthe following methods: case studies, simulations, interactive / role projects brainstorming, heuristic conversation, practice teaching, problem-solving, debating, discovery learning, thinking, working in pairs, teamwork method" training firm".

C5 The generations have changed and the correct attitude of the teacher is to adapt to new requirements. The Quality education can only increase byf changing some mindsets through continuous learning for all those involved in the teaching approach, whether we are talking about students, teachers, parents and educational organisations. There are times when teachers do not know how to tackle students, because there are some extraordinary students.Do not forget that there has been a technological explosion in recent years, which inevitably leads to change. Generations are increasingly hungry for knowledge, always seeking to find out what will happen in the future. The teacher may find some methods more effective due their experience through prolonged use, but shod not be limited by these, they need to improve and propose new teaching methods agreed by the students, is always important.

SCOPE FOR FURTHER RESEARCH

This study is limited to improving the means and methods of teaching, the next stage of the researchwill tackle teaching methods less developed in high school students. Such as negotiation skills corresponding traits, flexibility and adaptability to new conditions. Students shoud develop as good analyst, positive thinking / ideas develop good persuasion; the ability to influence people/persuasion, originality , and most importantly risk taking ability.

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