

Natasha, Ristovsk; Stankovska, Suzana

## Article

# Enhancing entrepreneurial skills of employees in the education process

UTMS Journal of Economics

## Provided in Cooperation with:

University of Tourism and Management, Skopje

*Suggested Citation:* Natasha, Ristovsk; Stankovska, Suzana (2018) : Enhancing entrepreneurial skills of employees in the education process, UTMS Journal of Economics, ISSN 1857-6982, University of Tourism and Management, Skopje, Vol. 10, Iss. 1, pp. 109-123

This Version is available at:

<https://hdl.handle.net/10419/281853>

### Standard-Nutzungsbedingungen:

Die Dokumente auf EconStor dürfen zu eigenen wissenschaftlichen Zwecken und zum Privatgebrauch gespeichert und kopiert werden.

Sie dürfen die Dokumente nicht für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, öffentlich zugänglich machen, vertreiben oder anderweitig nutzen.

Sofern die Verfasser die Dokumente unter Open-Content-Lizenzen (insbesondere CC-Lizenzen) zur Verfügung gestellt haben sollten, gelten abweichend von diesen Nutzungsbedingungen die in der dort genannten Lizenz gewährten Nutzungsrechte.

### Terms of use:

*Documents in EconStor may be saved and copied for your personal and scholarly purposes.*

*You are not to copy documents for public or commercial purposes, to exhibit the documents publicly, to make them publicly available on the internet, or to distribute or otherwise use the documents in public.*

*If the documents have been made available under an Open Content Licence (especially Creative Commons Licences), you may exercise further usage rights as specified in the indicated licence.*

*Preliminary communication*  
(accepted April 14, 2019)

# ENHANCING ENTREPRENEURIAL SKILLS OF EMPLOYEES IN THE EDUCATION PROCESS

**Natasha Ristovska<sup>1</sup>**  
**Suzana Stankovska**

## **Abstract**

Modern organizations need to have a built-in management system in function of monitoring the employees' potentials and outputs, and mechanisms that will influence their initiative for entrepreneurship. The purpose of this paper is to elaborate entrepreneurship in teaching, focusing on entrepreneurial learning, the characteristics of contemporary teachers, the innovation and creativity in teaching, and the role of management in educational institutions.

The motivation and professional development of the staff in the educational institutions are analyzed as part of the modern management functions. It is highlighted that the creativity and innovation of the modern teacher unequivocally influences and encourages students' entrepreneurship spirit and behaviour.

In this regard, the authors recommend that is necessary to have a national strategy for entrepreneurial learning, as well as institutional policies, measures and programs that enable designing appropriate organizational culture that will encourage, support and develop entrepreneurial skills among employees in the educational institutions in order to provide quality education in accordance with the world trends and standards.

This paper is an action research conducted in order to prove the influence of the entrepreneurial skills of teachers in creating and applying modern methods of teaching for producing competitive labour force in accordance with the market needs.

**Keywords:** entrepreneurial skills, motivation, innovation, quality, education.

*Jel Classification:* M10; M20; I20

## **INTRODUCTION**

The most valuable potential of an organization is the human potential. In order to build human capital, human resource management must develop strategies for finding the right people, motivating them, raising work satisfaction and keeping them as high-

---

<sup>1</sup> **Natasha Ristovska**, PhD, Associate Professor, University of Tourism and Management in Skopje; **Suzana Stankovska**, MSc, SUGS Arseni Jovkov Skopje, North Macedonia.

performance employees, that is, capable staff that contributes to maintaining the effectiveness of the organization.

The sense of initiative and entrepreneurship is one of the key competencies of employees - the ability of the individual to translate the idea into a work that also involves creativity, innovation, risk and project management to achieve the set goals.

Each organization should strive to encourage intrapreneurship, employees' creativity and inventiveness, to monitor their performance and to take care of their upgrading and developing their potential.

Developing an entrepreneurial mindset in society requires teachers to adopt entrepreneurial competences and to become entrepreneurial teachers. The achievements of students depend on the knowledge, abilities, entrepreneurship, creativity and inventiveness of their teachers. The entrepreneurial teacher gives initiatives and works as part of a team, assesses the risk, works on planning and project management, features proactivity, endurance, innovation, independence, responsibility and motivation to achieve goals. The entrepreneurial teacher focuses on student-oriented teaching methods. Researches show that education can have influences on three specific entrepreneurial capabilities—networking skill, proactiveness, and self-confidence (Lee et al. 2018). Entrepreneurial motivation in high school students is more extrinsic due to the vulnerability to the influence of external parties (Şeşen and Pruett 2014).

## 1. ENTREPRENEURIAL SOCIETY

In order to promote entrepreneurship, entrepreneurial learning and entrepreneurial literacy, schools need to become the centre of action, promoting the entrepreneurial spirit in the learning process. The proper programs, teaching and learning strategies are important in order to improve students' entrepreneurial attitude and self-efficacy (Lope Pihie and Bagheri 2010).

When the concept of entrepreneurial learning is presented to parents, a cycle that creates an entrepreneurial environment begins. Students and parents discuss school topics, among others, about the entrepreneurial spirit. Parents support their children, teachers and the school, which enhances entrepreneurial thinking and promotes entrepreneurial thought and entrepreneurial activity.

The teacher can have a positive impact on students and the environment, but as an individual cannot achieve a significant change at society level. Therefore, the school leadership should be able to think entrepreneurially and support and promote entrepreneurial learning in the school and in the local community. In this way, the entrepreneurial school will have a positive impact on students and parents, supporting their entrepreneurial spirit, creating a positive environment for entrepreneurship. As a result, students, teachers, family members and members of the local community will become active in the learning process, contributing to the necessary conditions for the development of an entrepreneurial society.

The starting point of an entrepreneurial society is to have citizens with a positive attitude towards an entrepreneurial mindset. To achieve this goal and to develop an entrepreneurial spirit, an entrepreneurial mindset and an entrepreneurial competence,

there must be a systematic approach, even among the youngest. The sense of initiative and entrepreneurship is one of the key competences – the ability of the individual to translate the idea into a work that also involves creativity, innovation, risk and project management in order to achieve the set goals. This is mandatory at society level and a factor that could lead in creating students' entrepreneurs. According to European Parliament and Council Recommendation from December 2006 which addresses key competences for lifelong learning, the sense of initiative and entrepreneurship is one of the eight key competences (Official Journal of the European Union 2006).

When it comes to entrepreneurial learning, in literature and practice, two basic terminologies are used: entrepreneurial education and entrepreneurial learning. There is a difference between the two concepts. Education is a process of acquiring competencies through teaching, while learning is a process of acquiring competences, through learning but also through the experience and greater self-initiative of a person who wants to learn something new. Therefore, entrepreneurial learning is a much broader term than entrepreneurial education.

The primary goal of entrepreneurial education is not simply to induce all citizens to open their own businesses, but to give young people the ability to think positively, to seek opportunities for realizing ideas, to have the confidence to achieve their own goals and to use their talents to build a better society (both from an economic and from a social point of view). An entrepreneurial approach to education is a mid- to long-term strategy that generates significant positive changes in student behaviour and attitude (Kirkley 2017).

## **2. ENTREPRENEURIAL LEARNING**

It is particularly important for the North Macedonia to invest in the development of entrepreneurship, as well as in the development of entrepreneurial culture among young people. Fostering experiential learning strategies favours the students' understanding of theoretical concepts and leads to the attainment of superior performance (Leal-Rodriguez and Albort-Morant 2018). The European Training Foundation is a European Union Agency (EU) helping transitional and developing countries to exploit the potential of human capital through reforms in education, training and labor market systems in the context of EU external policies. In this direction, the Entrepreneurial Learning Strategy of the North Macedonia has been prepared, which aims to increase the confidence of the entrepreneurial endeavours of all citizens and enable them to have a full and effective role in the future development of the economy and the community.

The main principles of this strategic document are (Entrepreneurial Learning Strategy of the North Macedonia 2014–2020, 4):

- Building strong awareness among all citizens, regardless of their age, religion or nationality, that entrepreneurship can be learned and that entrepreneurs can be formed;
- Support for creating an innovative society with highly creative and knowledgeable individuals;
- Practically oriented programs to facilitate entrepreneurial learning in formal education;

- Successful implementation of this strategy will provide an environment that fosters collaboration between key stakeholders;
- The implementation of best practices for entrepreneurial learning requires a development of an appropriate harmonized tools for monitoring, measuring and receiving feedback;
- Teachers of entrepreneurship courses are the key factor in an effective entrepreneurial learning strategy.

The Entrepreneurial Learning Strategy of the North Macedonia is expected to:

- Create a lifelong entrepreneurial learning system through strong entrepreneurial schools, strong awareness of entrepreneurial learning related to state-of-the-art technology, institutional innovation in schools, curriculum reform at all levels, continuous teacher development and dissemination of best practices among all participants;
- Strengthen the entrepreneurial spirit, the entrepreneurial way of thinking and acting, innovative thinking, creativity, attitudes to risk taking and openness to change – through lifelong learning principles applied in all segments of the education system (formal and informal);
- Enable building a high level of awareness among pupils/students, parents, teachers and all involved parties in the process of entrepreneurial learning in the North Macedonia;
- Enable creating teacher training programs that will reflect the real needs of today's and future markets (Entrepreneurial Learning Strategy of the North Macedonia, 23).

### 3. CONTEMPORARY TEACHING METHODS

Traditional teaching provides students with necessary information, incorporates a formal look of a classroom, with focus on memorized learning, assessment with traditional interrogation, passive learning using one medium. Contrary to traditional, the student-oriented teaching is characterized by: exchange of information, where students are questioning information and solving problems, working in a flexible changing environment, with emphasis on understanding and application of knowledge, using different types of assessment, including project work and active learning based on research. The pedagogy applied to entrepreneurship education should be built on the active role of learners in the learning process, and thus, on non-traditional teaching methods (Gibb 2011).

Innovation is an important feature of modern teaching. It means creating something new or something different from the existing. Innovation is the ability of people to discover or set up something new, to bring it into real life and work, and to benefit from it. Teachers should innovate their teaching methods that could result in the increased use of less frequently applied, more demanding methods. Obviously, teachers should be provided with adequate training in order to promote the implementation of entrepreneurship education in the best possible way (Deakins et al. 2005).

Information technology is increasingly used in everyday life, so its application in the teaching process is inevitable. E-learning is an excellent learning method that enhances the lifelong learning habit.

Project work teaching is another method of learning where students become organizers and implementers of teaching, and the teacher is their mentor. Many researchers have reported positive learning outcomes and teaching experiences in projects carried out in close cooperation with businesses (Frank 2007). Teachers should also consider integrating game-based learning (simulations) into their curricula to facilitate entrepreneurial skills development (Costin, O'Brien, and Slattery 2018).

The teamwork with other teachers and professional associates who work with the same students, as well as cooperation with their parents and other social partners is of a great importance for a better-quality teaching process. There is a wide range of teaching methods for entrepreneurship education, such as role-play, learning diaries, guest speakers, case studies and simulations that can be applied in the classroom (Shepherd 2004). The proactive attitude can be considered as a component of the entrepreneurial mindset and can be learned in the entrepreneurial classroom (Verzat, O'Shea and Jore 2017).

One of the innovative learning methods is the so-called flipped classroom. It is a teaching method in which the video replaces the teachers' lecture and allows him to give more attention to each individual student. Flipped is called because of the fact that in traditional teaching the lesson that is done at school, now students go through at home by watching a video that is previously prepared by the teacher, while the homework, that includes solving a problem, is done at school. The flipped classroom is not a synonym for online video, nor does it replace a teacher with a video clip (Bergmann 2014). The flipped classroom method provides: a combination of guidelines and constructive learning, teaching in which all students are active, greater interaction in the class, students take responsibility for their learning, and absent students do not lag behind the adoption of teaching content. The use of flipped classroom as a teaching method centred around other two different innovation methods (Design Thinking and Productive Thinking) creates an appropriate learning environment. Results showed that students recognized the value of the process, perceived improvements in their communication skills, and were left feeling more prepared for real-world workplace environments (Foster and Yaoyuneyong 2016).

A very interesting and innovative model in teaching is so called integrated teaching. The essence of this model is the linkage of teaching contents from several subjects. The preparation of the lesson is done by two or more teachers/mentors who speak about the same topic, but each one from the position of his subject. The teaching unit should be developed in exact order, to define the goals and to plan the time frame. Given the fact that one school hour is not sufficient to process one teaching unit from multiple perspectives, in practice usually a few days are used days for integrated teaching. The main features of the integrated teaching are: teaching process realized by several teachers, students study different subjects at the same time, teachers use team work combining research and study of the teaching content, students acquire functional knowledge, not only memorizing facts as in traditional teaching.

In addition to innovation, creativity is the main feature of contemporary and entrepreneurial teaching. A simple definition of creativity is that it is the ability to

conceive or invent something new, to generate new ideas by changing, combining or enhancing existing ideas. Creativity is also the attitude to accept change and freshness, the willingness to play with ideas and opportunities, inventiveness, individuality, flexible viewpoint, the habit of searching ways of improvement. Creativity is also a new approach to information. The creative teacher is curious, looking at opportunities in problems, does not give up easily, optimistic, enjoys in challenges, deals with criticism and courtesy, hardworking, and so on. Teachers should effectuate their creativity as curriculum-developers, curriculum-makers and curriculum-transmitters (Shawer 2010).

The primary task of students is to learn effectively and to think critically. The teaching through number of techniques encourages students to review the information received from various aspects and to create their own opinion about the value and reliability of that information. These techniques are of particular importance for encouraging students' creativity, they are part of the contemporary teaching in which the student is an active subject, and the teacher is an instigator and a guide. Techniques of this type are brainstorming, insert technique, stop technique, clusters, petered, venous diagram, cube, reformulation of the problem – the play of words and associations, turning the problem, surrender the idea, and mental maps (schemes).

Proper use of these techniques by a creative and entrepreneurial teacher, results in functional and applicable knowledge of students. The scale that encompasses innovativeness, proactiveness, and risk-taking dimensions representing the daily behavior of high school students can be implemented by educators to identify and develop their entrepreneurial orientation (Kurniawan et. al. 2019).

#### **4. MOTIVATION, PROFESSIONAL DEVELOPMENT AND PERFORMANCE EVALUATION OF TEACHERS**

Motivation is an internal process that directs human behavior towards achieving specific goals and meeting needs, or as an emotional state that encourages a person to respond in a specific way.

Teachers need to form an awareness of the social significance of their work and to motivate them to work on professional development so that they can easily innovate in their educational work in order to modernize their teaching. But we are witnessing that exactly identical treatment have those professionally refined teachers who are creative and innovative, characterized by initiating entrepreneurship in teaching, with those who are passive participants in the teaching process. The teacher evaluation system has the biggest influence for that situation. The teacher and his work are valued only on the basis of the realized program, without taking into account how the learning goals were achieved, and whether changes in students' knowledge were caused. The assessment system for students only takes into account the ability of students to reflect the contents of the program and is predominantly dependent on the free assessment of the teacher (National Strategy for the Development of Education in the North Macedonia 2005–2015, 39).

The school principal (manager) usually strives to provide remuneration that is fair and in line with employee's contribution, but also to punish when is needed. He seeks to

motivate employees and to ensure their commitment in the education process. It is very important task for the principal to put the right employee in the right job. In education, this means that the teacher is teaching the subject for which he has the greatest affinities. In order to strengthen teachers' motivation, the Ministry of Education and Science in the North Macedonia introduced legislative changes and built a system for career advancement. This system makes it possible to distinguish both the teacher's title (teacher, teacher mentor, teacher advisor) and the amount of salary that the teacher will receive.

With the development of science and technology, modernization of the learning process is needed, and at the same time professional development of teachers is necessary. The teacher should be prepared to adapt the teaching to new theories of students 'motivation and learning, to involve interactive learning, and to accept the challenges imposed by computerization and the Internet. Modern society also requires teachers to properly use new information technology, to be able to cooperate with professional associates and parents, as well as to evaluate their own work. In order to modernize the teaching process and to easily innovate, teachers must continuously work on their professional development. This contributes to easier integration of young people in the modern world and an increase of their achievements. The teacher who is ready to change will also support the process of developing students' skills and attitudes towards lifelong learning.

The professional development of the teacher includes continuous advancement and constant self-assessment.

Professional development of the teacher is a consistent process of developing the knowledge, skills and abilities of the teacher that improve his quality of work. This is an open, dynamic and enduring process, which incorporates following European trends and translating new knowledge from different fields into practice. Students' results will be improved if the professional development deepens the knowledge of teachers to efficiently transfer the teaching content. The most common concern of teachers regarding professional learning and development is that it is too uniform and that it is not tailored to the individual needs of teachers.

Performance evaluation as a process in which the individual contribution of each employee to the achievement of organizational goals is assessed is of particular importance to the employees, the educational institution itself and those who acquire knowledge in that educational institution. In today's conditions, schools and teachers are also valued. Schools as educational institutions are valued through: self-evaluation, integral evaluation, external evaluation, and counselling.

The main participants in the process of self-evaluation are students, teachers, parents, professional associates and the school principal. The evaluation document is submitted to the corresponding institution that has control, advisory and development function. The assessment of teachers' performance is done in several ways: integral evaluation, external testing of students, questionnaires for students and parents, an hour's visit by the principal and the professional team (teacher, psychologist, vice principal), an hour visit by counsellors and inspectors, students' achievement.

The learning data and the achievements of students from different sources (external tests, graduation, students' papers) can be used to assess teacher's performance. Skilled,



experienced teachers, schools' managers or outside school professionals can also give feedback to teachers about their work.

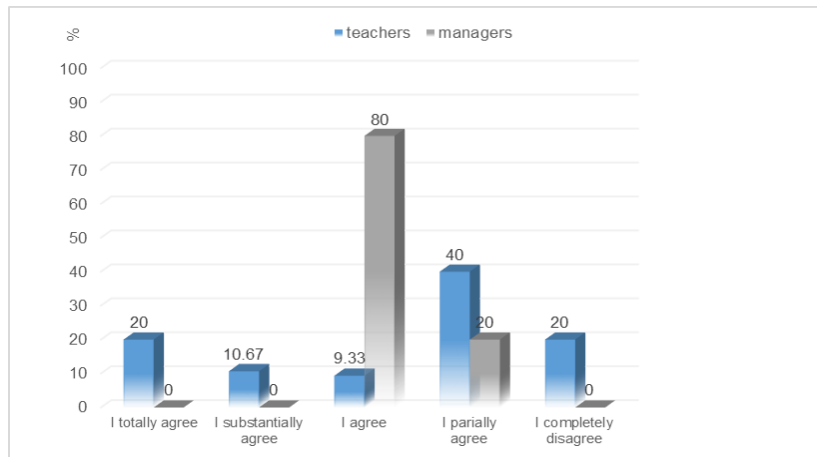
The Principal assesses the performance of the teacher through direct lecture observation, results obtained from the external verification of the realized teaching contents and curricula, and the level of student achievement by grade per course. The teachers' educational, social and technological competency are positively related to their innovative teaching performance (Chang et al. 2013).

With constant observation of teaching process, the unacceptable performance can be identified, and improvement assistance can be immediately offered, which is an effective method of monitoring and control. After performing the assessment of performance, feedback is given to the teacher that will be useful to him in the future, and at the same time it can be used as part of the process of identifying the training needs of the employees and their further development. Improving learning outcomes requires an approach to leadership development, which focuses on 'instructional leadership'. This means attempting to change the mind-set of educational leaders to regard the processes of teaching and learning as central to their role rather than simply leaving such matters to educators (Bush 2007).

## 7. REASERCH

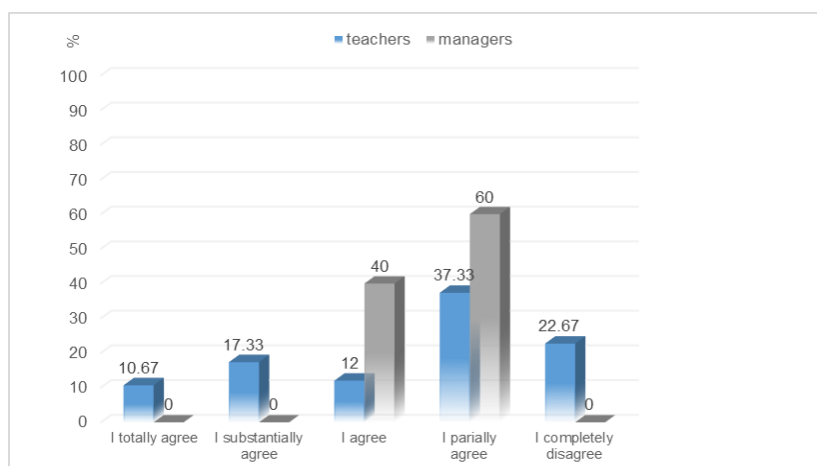
The survey was conducted on a representative number of 80 respondents, employed in the high school SUGS Arseni Jovkov Skopje, of whom 5 members of the management and professional team and 75 teachers who teach general, economic and legal subjects. The poll was anonymous, and the questionnaire contained 29 closed-type claims for measuring opinions on the same basis. The analysis of the questionnaires produced the following results:

On the claim: *In your organization, every initiative, creativity and desire to be involved is valued*, out of 75 teachers, with 1 (completely disagree) replied 10 respondents, with 2 (partially agree) 30 respondents answered, with 3 (agree) replied 20 respondents, with 4 (substantially agree) answered 10 respondents and with 5 (totally agree) answered 5 respondents. In the questionnaire for managers and expert associates on the same statement from 5 respondents, with 1 (completely disagree) answered 0 respondents, with 2 (partially agree) 3 respondents answered, with 3 (agree) 2 respondents answered, with 4 (substantially agree) 0 respondents answered, and with 5 (totally agree) 0 respondents answered. The percentage of these answers is presented in Figure 1.



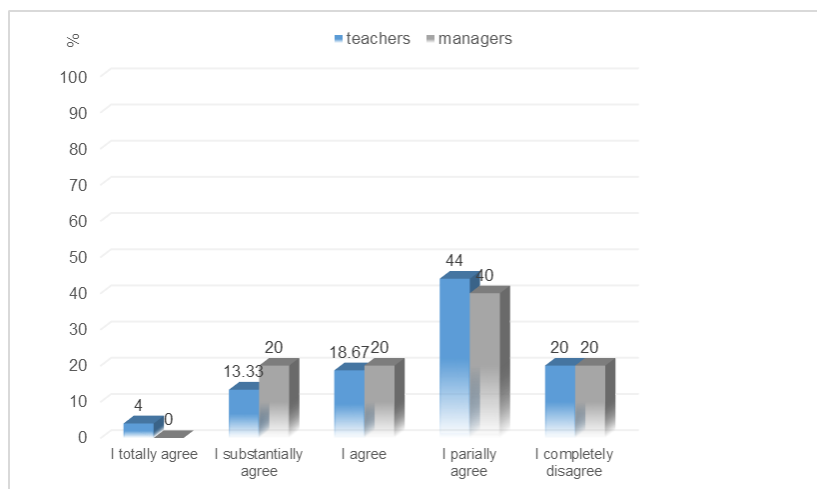
**Figure 1.** Answers to question no. 2

On the claim: *You are motivated for greater innovation, because it is valued in your organization*, out of 75 teachers, with 1 (completely disagree) replied 17 respondents, with 2 (partially agree) 28 respondents answered, with 3 (agree) replied 9 respondents, with 4 (substantially agree) answered 13 respondents and with 5 (totally agree) answered 8 respondents. In the questionnaire for managers and expert associates on the same statement from 5 respondents, with 1 (completely disagree) answered 0 respondents, with 2 (partially agree) 3 respondents answered, with 3 (agree) 2 respondents answered, with 4 (substantially agree) 0 respondents answered, and with 5 (totally agree) 0 respondents answered. The percentage of these answers is presented in Figure 2.



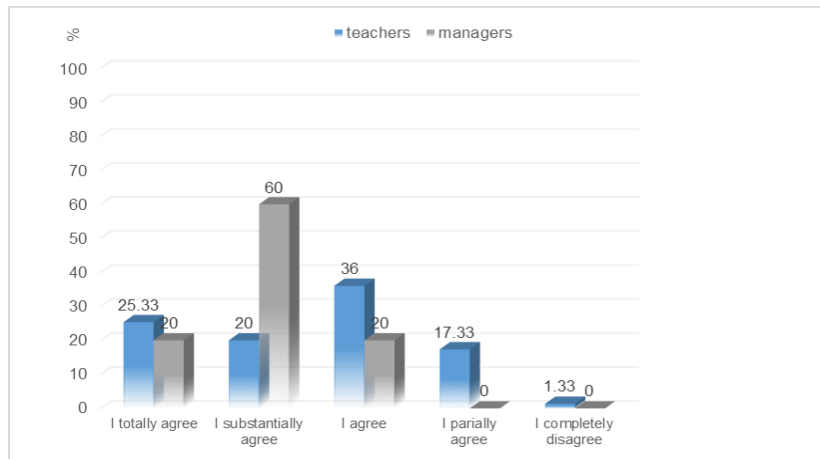
**Figure 2.** Answers to question no. 7

On the claim: *In your organization, after the performance evaluation, the development needs of each employee are detected*, out of 75 teachers, with 1 (completely disagree) replied 15 respondents, with 2 (partially agree) 33 respondents answered, with 3 (agree) replied 14 respondents, with 4 (substantially agree) answered 10 respondents and with 5 (totally agree) answered 3 respondents. In the questionnaire for managers and expert associates on the same statement from 5 respondents, with 1 (completely disagree) answered 1 respondent, with 2 (partially agree) 2 respondents answered, with 3 (agree) 2 respondents answered, with 4 (substantially agree) 1 respondent answered, and with 5 (totally agree) 1 respondent answered. The percentage of these answers is presented in Figure 3.



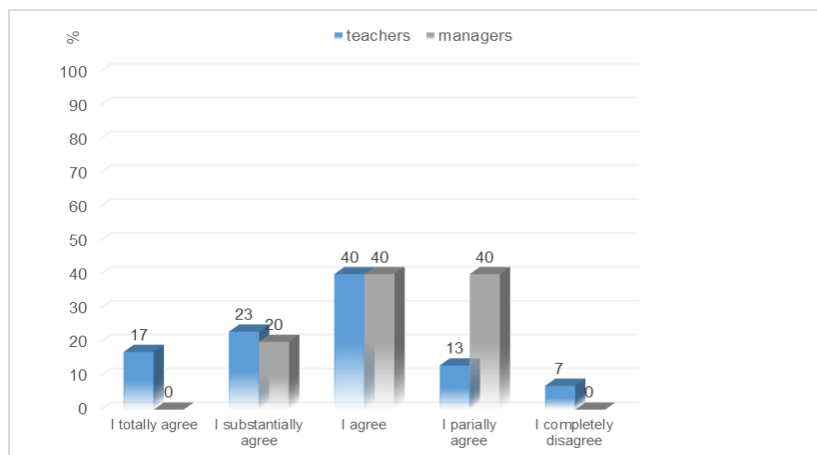
**Figure 3.** Answers to question no. 8

On the claim: *The trainings you attend affect positively on your creativity and entrepreneurial skills*, out of 75 teachers, with 1 (completely disagree) replied 1 respondents, with 2 (partially agree) 13 respondents answered, with 3 (agree) replied 27 respondents, with 4 (substantially agree) answered 15 respondents and with 5 (totally agree) answered 19 respondents. In the questionnaire for managers and expert associates on the same statement from 5 respondents, with 1 (completely disagree) answered 0 respondents, with 2 (partially agree) 0 respondents answered, with 3 (agree) 1 respondent answered, with 4 (substantially agree) 3 respondents answered, and with 5 (totally agree) 1 respondent answered. The percentage of these answers is presented in Figure 4.



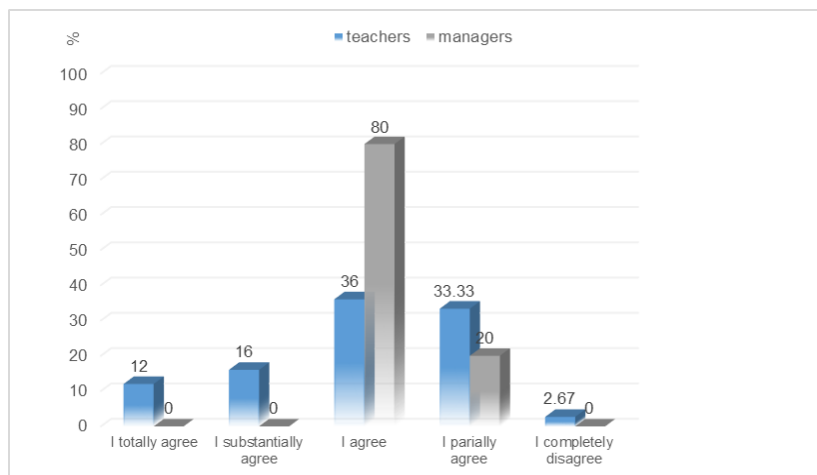
**Figure 4.** Answers to question no. 12

On the claim: *The opportunity for professional development increases the competitive spirit among the employees*, out of 75 teachers, with 1 (completely disagree) replied 5 respondents, with 2 (partially agree) 10 respondents answered, with 3 (agree) replied 30 respondents, with 4 (substantially agree) answered 17 respondents and with 5 (totally agree) answered 13 respondents. In the questionnaire for managers and expert associates on the same statement from 5 respondents, with 1 (completely disagree) answered 0 respondents, with 2 (partially agree) 2 respondents answered, with 3 (agree) 2 respondents answered, with 4 (substantially agree) 1 respondent answered, and with 5 (totally agree) 0 respondents answered. The percentage of these answers is presented in Figure 5.



**Figure 5.** Answers to question no. 20

On the claim: *In your organization, the employees are creative in achieving the learning outcomes*, out of 75 teachers, with 1 (completely disagree) replied 2 respondents, with 2 (partially agree) 25 respondents answered, with 3 (agree) replied 27 respondents, with 4 (substantially agree) answered 12 respondents and with 5 (totally agree) answered 9 respondents. In the questionnaire for managers and expert associates on the same statement from 5 respondents, with 1 (completely disagree) answered 0 respondents, with 2 (partially agree) 1 respondent answered, with 3 (agree) 4 respondents answered, with 4 (substantially agree) 0 respondents answered, and with 5 (totally agree) 0 respondents answered. The percentage of these answers is presented in Figure 6.



**Figure 6.** Answers to question no. 22

On the claim: *Employees in your organization have an entrepreneurial mindset*, out of 75 teachers, with 1 (completely disagree) replied 10 respondents, with 2 (partially agree) 21 respondents answered, with 3 (agree) replied 33 respondents, with 4 (substantially agree) answered 5 respondents and with 5 (totally agree) answered 6 respondents. In the questionnaire for managers and expert associates on the same statement from 5 respondents, with 1 (completely disagree) answered 0 respondents, with 2 (partially agree) 4 respondents answered, with 3 (agree) 1 respondent answered, with 4 (substantially agree) 0 respondents answered, and with 5 (totally agree) 0 respondents answered. The percentage of these answers is presented in Figure 7.

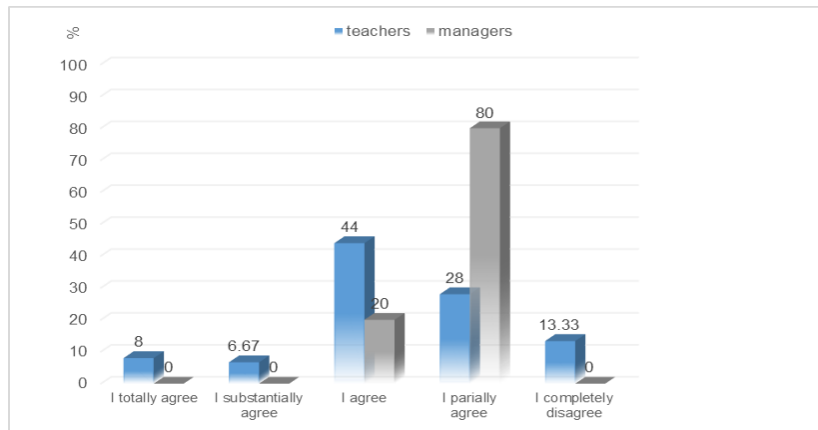


Figure 7. Answers to question no. 25

On the claim: *The application of modern teaching techniques and methods in your organization is a result of employee's innovation and creativity*, out of 75 teachers, with 1 (completely disagree) replied 3 respondents, with 2 (partially agree) 17 respondents answered, with 3 (agree) replied 32 respondents, with 4 (substantially agree) answered 12 respondents and with 5 (totally agree) answered 11 respondents. In the questionnaire for managers and expert associates on the same statement from 5 respondents, with 1 (completely disagree) answered 0 respondents, with 2 (partially agree) 1 respondent answered, with 3 (agree) 2 respondents answered, with 4 (substantially agree) 0 respondents answered, and with 5 (totally agree) 2 respondents answered. The percentage of these answers is presented in Figure 8.

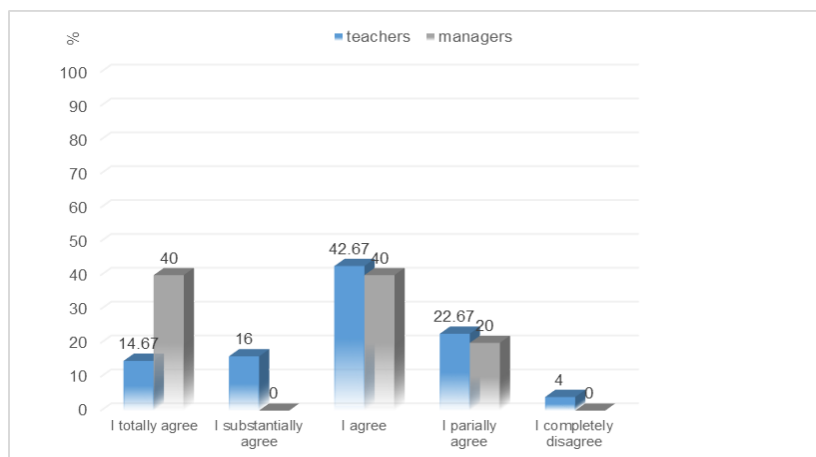


Figure 8. Answers to question no. 2

## CONCLUSION

The organization in which the research is conducted does not permanently monitor the affinities of the employees; there is no responsible person, team or department that continuously monitors their potentials and performances, and thus does not detect the needs for their future development and the levels of utilization of their potentials. The employees perform their tasks more efficiently when they are assigned with duties for which they have highest affinity. In this organization, the initiative and the creativity are insufficiently valued, the employees are not encouraged for greater innovation in their work. In the current situation, employees do not have an entrepreneurial mindset, and do not apply new teaching methods and techniques as a result of their innovativeness. However, employees think that teacher's creativity affects the achievement of the learning outcomes.

The survey showed that teachers and managers as well as the professional team generally have the same opinions due to the fact that there are no big differences in their answers.

Recommendations that come out from the survey highlight that a management style that supports entrepreneurship should be applied in educational institutions because only then will employees be encouraged to initiate new ideas and to apply new teaching methods and techniques. Also, in these institutions there should be a team, department or a built-in human resources management system that will continuously monitor the potentials of employees and their performances and will evaluate their initiative, creativity, and will take appropriate steps for the development of each employee in the direction of increasing the initiative for entrepreneurship.

The research showed that the employees' potentials are not sufficiently used, that continuous monitoring is necessary as well as proper identification of the employees' potentials that require training and upgrading, which would lead to an increasing entrepreneurial skill of teachers, and thus to a more quality education.

## REFERENCES

- Bush, Tony. 2007. Educational leadership and management: theory, policy, and practice. *South African Journal of Education* 27 (3): 391–406.
- Caroline Verzat, Noreen O'Shea and Maxime Jore. 2017. Teaching proactivity in the entrepreneurial classroom. *Entrepreneurship and Regional Development* 29 (9–10): 975–1013. doi: 10.1080/08985626.2017.1376515
- Chang, Zhu, Di Wang, Yonghong Cai, and Nadine Engels. 2013. What core competencies are related to teachers' innovative teaching? *Asia-Pacific Journal of Teacher Education* 41 (1): 9–27. doi: 10.1080/1359866X.2012.753984
- Costin, Yvonne, Michael P. O'Brien, and Darina M. Slattery. 2018. Using Simulation to Develop Entrepreneurial Skills and Mind-Set: An Exploratory Case Study. *International Journal of Teaching and Learning in Higher Education* 30 (1): 136–145.
- Deakins, David, Keith Glancey, Ian Menter, and Janette Wyper. 2005. Enterprise education: the role of the head teacher. *International Entrepreneurship and Management Journal* 1 (2): 241–63.
- Entrepreneurial Learning Strategy of the Macedonia 2014–2020. Skopje: European Training Foundation, 2014.
- Foster, Jamye, and Gallayane Yaoyuneyong. 2016. Teaching innovation: equipping students to overcome real-world challenges. *Higher Education Pedagogies* 1 (1): 42–56. doi: 10.1080/23752696.2015.1134195

- Frank, I. Andrea. 2007. Entrepreneurship and enterprise skills: A missing element of planning education. *Planning, Practice & Research* 22 (4): 635–48.
- Gibb, Allan. 2011. Concepts into practice: meeting the challenge of development of entrepreneurship educators around an innovative paradigm. *International Journal of Entrepreneurial Behaviour & Research* 17 (2): 146–65. <http://www.mon.gov.mk/images/Artic-zDOC/Macedonian%20EL%20Strategy%202014-2020%20ENG%202.12.2014.pdf> (accessed October 17, 2018).
- Kirkley, William W. 2017. Cultivating entrepreneurial behaviour: entrepreneurship education in secondary schools. *Asia Pacific Journal of Innovation and Entrepreneurship* 11 (1): 17–37. <https://doi.org/10.1108/APJIE-04-2017-018>
- Kurniawan, Jimmy Ellya, Jenny Lukito Setiawan, Ersan Lanang Sanjaya, Fransisca Putri Intan Wardhani, Stefani Virilia, Kuncoro Dewi, and Azilah Kasim. 2019. Developing a measurement instrument for high school students' entrepreneurial orientation. *Cogent Education* 6 (1): 1–12. doi:10.1080/2331186X.2018.1564423
- Leal-Rodriguez, L. Antonio, and Gema Albort-Morant. 2018. Promoting innovative experiential learning practices to improve academic performance: Empirical evidence from a Spanish Business School. *Journal of Innovation & Knowledge*. <https://doi.org/10.1016/j.jik.2017.12.001>
- Lee, Younggeun, Patrick M. Kreiser, Alex H. Wrede, and Sanvisna Kogelen. 2018. University-Based Education and the Formation of Entrepreneurial Capabilities. *Entrepreneurship Education and Pedagogy* 1 (4): 304–329.
- Lope Pihie, Zaidatol Akmaliah, and Afsaneh Bagheri. 2010. Entrepreneurial attitude and entrepreneurial efficacy of technical secondary school students. *Journal of Vocational Education and Training* 62 (3): 351–366. doi: 10.1080/13636820.2010.509806
- National Strategy for the Development of Education in the Macedonia 2005–2015. Skopje: Ministry of education and science of the Macedonia, 2004. <http://pso.mon.gov.mk/wp-content/uploads/2017/01/National-Strategy-for-the-Development-of-Education-2005-2015-2004-EN.pdf> (accessed November 7, 2018).
- Recommendation of the European Parliament and of the Council on key competences for lifelong learning, Official Journal of the European Union, L 394, 2006, 10–18. <http://data.europa.eu/eli/reco/2006/962/oj> 394/10 (accessed October 17, 2018).
- Sesen, Harun, and Mark Pruett. 2014. The impact of education, economy and culture on entrepreneurial motives, barriers and intentions: A comparative study of the United States and Turkey. *Journal of Entrepreneurship* 23 (2): 231–261. doi:10.1177/0971355714535309
- Shawer, Saad. 2010. Classroom-level curriculum development: EFL teachers as curriculum-developers, curriculum-makers and curriculum-transmitters. *Teaching and Teacher Education* 26 (2): 173–184.
- Shepherd, A. Dean. 2004. Educating entrepreneurship students about emotion and learning from failure. *Academy of Management Learning and Education* 3 (3): 274–87.