

STRENGTHENING THE ENTREPRENEURIAL CULTURE THROUGH THE HUMAN RESOURCES' TRAINING INSIDE AN ORGANIZATION

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Abstract

The training of personnel inside an organisation ensures the appropriation of new knowledge, the development of skills and behaviours indispensable to practicing certain occupations, in a structured environment. The Entrepreneurship's development and promotion are strategical objectives of the European Union and its member states. One of the important measures, in this regard, aims to consolidate an entrepreneurial culture among European citizens, especially among young people. All the students should be provided access to entrepreneurial education, no matter of the educational type or level they are currently at. This can be achieved, firstly, through properly trained teaching staff, which can support the development of competences in this area. The following research presents the most important findings regarding the consolidation of an entrepreneurial culture at an organizational level, which can be achieved through the training of human resources. The obtained data has resulted from applying a survey on a representative sample of teaching staff in Dâmbovița pre-university education system, staff which performs its activity in theoretical, technological and vocational high schools. These have served to create an overview on the role and importance of human resource training, aimed at consolidating an entrepreneurial culture at an organisational level.

Keywords: *entrepreneurial culture, human resource, entrepreneurship, entrepreneurial education, training*

JEL Classification: M530/J24

1. Introduction

The development and promotion of entrepreneurship have been, for a long period of time, strategical objectives of the European Union's policies. Consolidating an entrepreneurial culture and the "entrepreneurial spirit" among the European citizens, especially among the young population, represents an important, long-term measure which impacts economic growth and the creation of new workplaces. Education and training are important development vectors in this regard. All employees, no matter the organization they carry out their activity or their position, should have access to entrepreneurial education, made available to all types and levels of education. There is solid evidence on the impact entrepreneurial education has on human resources, as well as on the society and the economy. Countries or regions with a strong, strategical entrepreneurial education, can show promising results regarding entrepreneurship. The results from one recent study commissioned by the General Office "Undertakings and Industry" from inside the Committee regarding the impact of entrepreneurial programmes on a global level, show the way entrepreneurial education impacts human resources. People taking part in entrepreneurial programmes and activities manifest a lot more skills and entrepreneurial intentions, they integrate far easier on the job market after finishing their studies, they are innovative, not only as intrapreneurs, but also as entrepreneurs that end up founding new companies.

2. Relevance and Importance of Research

The empirical research starts from the following questions: "Why is entrepreneurial culture important inside an organization?", "What role does the training of human resources have on consolidating an entrepreneurial culture at an organisational level?". Entrepreneurial culture refer to thinking, attitude, beliefs and norms that exist inside an organisation. Sometimes these values are known to other players on the market. A firm's entrepreneurial culture takes form with its founding. Its founders are the ones that, in time, create a set of norms and values, a self-standing atmosphere, defining things through which clients and

competitors recognize the way that an organization manifests itself on the market. Through the Action plan

“Entrepreneurship 2020” and the “Rethinking Education” Release, the European Commission has underlined the need to integrate teaching in an entrepreneurial spirit in all educational areas. These documents support the member states in their approach to offer graduates a practical experience in entrepreneurship before graduating the mandatory teaching cycle. Teachers play a central role, with a strong impact on the level of training of future employees. Entrepreneurship, seen as a key competence, does not involve a discipline, but more of a way of teaching that helps the students research and identify correct questions to which they themselves can give the best answers. To stimulate their students and to develop an entrepreneurial attitude, teachers must, in turn, possess competences regarding creativity and entrepreneurship. According to the Country Report of 2018 regarding Romania, the percentage of undertakings in Romania, that have an accelerated rate of growth, is among the lowest in all of the European Union. Entrepreneurs that have formed a society do not have access to business mentorship, and school programmes are not in line with the needs of future entrepreneurs.

According to the AGER 2018 Study, Romanians are amongst the braves when it comes to initiating a business. The study measures: the will to initiate one’s own business, self-confidence, the capacity to resist society’s pressure, discouraging to entrepreneurial initiatives. The report comprises 44 countries from Europe, Asia, Latin America and North America and has been carried out through interviews, face to face or via telephone, among 48.998 men and women, with ages between 14 and 99 years old. Talking about Romania, the results are as shown in the table below:

Table no. 1

Romanian AGER Results 2018

Criterion/Result	%
Youth under 35 that wish to start their own business	39
People over 50 that wish to start their own business	12
People that do not give up the dream to open a business	43
People that wish to be entrepreneurs:	
women	21
men	26

Source: made by authors using data from Ager study from 2018

Analysing the presented data, we identify a large enthusiasm among youth under 25, who, with a percentage of 39%, wish to start their own business. On the opposing side, among people over 50, only 12% wish to become entrepreneurs. 43% of all interviewed Romanians have stated that they do not give up their dream to open a business, despite social pressure. Talking about Europe and on a global level, the results from the AGER study are as follows:

Table no. 2

AGER Results 2018

Criterion/Result	Europa	Global
People that wish to start their own business	41%	49%
People confident enough they can take the first step to becoming independent	37%	43%
People resilient to social pressure	48%	50%

Source: made by authors using data from Ager study from 2018

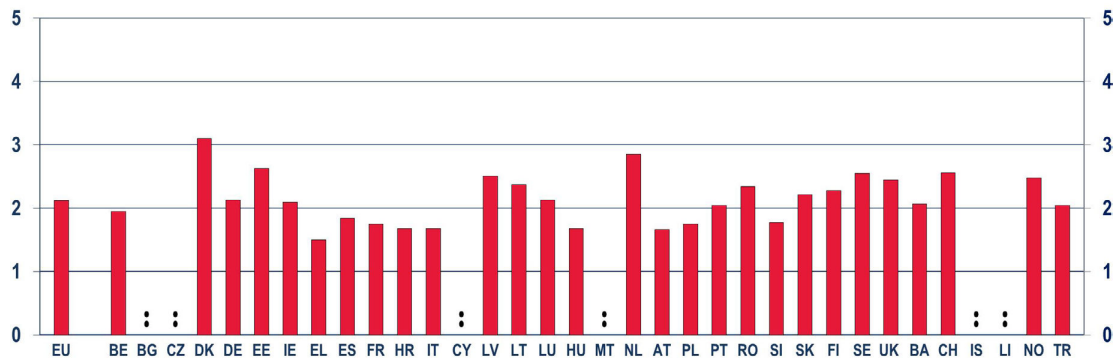
Analysing the data presented above, we can observe that Europe stands below the global percentage, especially among the people who wish to open their own business.

3. Theoretical approaches

Sever entrepreneurs are required in order to record an economic growth and a drop in the unemployment rate, entrepreneurship being a powerful engine that generates economic growth and an increase in the quality of life. The research in entrepreneurship, research carried out to identify the personality traits of entrepreneurs, has started in the 1950s through the works of David C. McClelland, David Atkinson. Through entrepreneurial initiatives, new companies and workplaces are created, new markets emerge, new knowledge is generated, and new competences are formed. Entrepreneurship makes economies more competitive and more innovative. As a growth and socio-economic development engine, entrepreneurship (Hitt, Ireland, Camp and Sexton, 2001) becomes crucial for reaching certain European policies' objectives. Organizational cultures who encourage entrepreneurial thinking take form in time; they do not just simply emerge at once. Approaching entrepreneurship from a cultural context offers a wide understanding of the studied phenomenon, of the course of action in the business environment influenced by cultural ethics and customs (Bayad and Bourguiba, 2006).

The perception of experts regarding the contribution of education to developing of an entrepreneurial culture, according to the most important study in the world regarding entrepreneurship (GME), focuses the two elements: the entrepreneurial behaviour and individual attitudes, in a national context, contouring the impact they have on entrepreneurship.

Figure no.1
The Perception of Specialists Regarding the Incorporation of Entrepreneurial Training through the Educational System at a Primary and Secondary Level



Source: Global Monitoring of Entrepreneurship: The Survey regarding the perception of national experts, 2014

Most of the European Countries have had a low score. Little above the average score of 2.5 points were: Denmark (the only European country with a score greater than 3), Estonia, Latvia and The Netherlands. Romania had a score close to 2.5 points. The report summarizes that if a country wishes to be proactive in developing an entrepreneurial culture, it is important that they implement coherent policies and programmes included in the educational system, in order to ensure entrepreneurial competences as transversal competences for everyone (GME, 2014).

4. Materials and Methods

The investigative approach regarding the training of human resources in consolidating an entrepreneurial culture at an organisational level has used a complex research strategy, which combines, not only quantitative methods, but also qualitative investigative methods. In

the following paragraphs the set of methods and techniques used to collect information will be described, as well as their purpose.

4.1. The objectives of the research are:

The empirical research has had as main objective the analysis of the purpose of human resource training in order to consolidate the entrepreneurial culture at an organisational level.

Objective 1: Identifying the perception of the interviewees on the way that the human resource training contributes to consolidating the entrepreneurial culture inside an organization;

Objective 2: Correlating lifelong training programmes with the realities of the business environment, in order to consolidate the entrepreneurial culture no matter the field of activity;

Objective 3: Improving the availability of teachers regarding the development of entrepreneurial competences and applying these skills during class hours.

4.2. The qualitative research regarding the challenge to which a school as a learning organization is subjected is based on the following **hypotheses**:

H1 – The educational model and professional training, from the point of view of developing entrepreneurial competences, has its basis on forming skills and attitudes along the Initial Training – Continuous Professional Training course;

H2 – Experiential teaching through specialists from the business environment ensures relevance to the developing of entrepreneurial competences among teaching staff;

H3 – Teachers are willing to invest in their own training to develop entrepreneurial skills and passing these on during class hours, no matter their initial basic training.

4.3. Documentary Analysis

Reports, policies and studies regarding the European entrepreneurial culture, country reports aimed at entrepreneurship, recommendations of the European Parliament, of the European Council, National Research Development and Innovation Strategies have been consulted. The analysis regarding the needs of education and professional teaching in Romania and guides on the entrepreneurial education in European countries have also been consulted.

4.4. Selecting the Sample

The sample of teachers from the pre-university education, high school, from Dâmbovița County, involved in the quantitative research, is made of 303 persons of 1,403 in total. The distribution of the questionnaires applied on the teaching staff from the high schools in Dâmbovița County is:

Table no. 3

Distribution of questionnaire by types of high schools

Total	No of questionnaires	Academic high schools	Technology high schools	National high schools	Vocational high schools
1,403	303	62	131	87	23

Source: authors' contribution

The questionnaires according to types of high schools were distributed by keeping the proportions of the teachers who teach in these organisations.

The analysis of the research sample shows a majority of **female** teachers (75.91%), compared to **male** teachers (24.09%).

The distribution of the sample in line with the **age** criterion, seniority in education and years served within the organisation for the teachers interviewed is presented: below 30 (7.92%), between 31-40 (40.92%), between 41 – 50 (33.33%), between 51 – 50 (14.85%), over 60 (2.97%).

The analysis of the socio-demographic characteristics of the teachers interviewed indicates respondents between 31 and 40 (40.92% of total); by contrast, the teachers below 30 (2.97%) are represented to the lowest extent; this tendency is the same for all types of high schools under analysis.

Table no. 4

Sample distribution by seniority in education

	Years	Percent
1	below 5	8.58%
2	6-10	13.53%
3	11-20	46.20%
4	over 20	31.68%

Source: authors contribution

In terms of seniority in education, the analysis of the sample researched indicates teaching staff with a seniority ranging from 11 to 20 years, to the detriment of the teaching staff with seniority below 5 years (8.58%).

With regard to the seniority within the organisation where teachers conduct their main activities, one may see that the seniority of most respondents (30.36%) is below 5, compared to the teachers whose seniority within the organisation exceeds 20 years. We may identify the fluctuation of the teaching staff towards organisations which should ensure their personal and professional growth.

A higher weight is represented by the teachers in the urban areas (75.25%), who carry out their activity compared with the teacher's in the rural areas (24.75%).

Most teachers interviewed have reached a high degree of didactic maturity (first level of qualification – 53.14%, second level of qualification – 21.45%, PhD – 2.97%).

In addition, the selection of the teaching staff took account of the teachers' curricular area, as indicated in the Table below:

Table no. 5

Distribution of teachers by curricular area

	Curricular area	Percent
1	Language and Communication	25.74%
2	Mathematics and Sciences	25.74%
3	Human an society	19.80%
4	Arts and sports	8.91%
5	Technologies	19.80%

Source: authors contribution

The respondents' analysis in terms of their curricular area proves that the Mathematics and Sciences teachers (25.74%) as well as the Language and Communication teachers (25.74%) are best represented, to the detriment of the arts and sports teachers (8.91%). This is easy to understand if one takes into consideration the high school curriculum, the number of hours allocated by types of high schools, lines of study, qualifications, year of studies.

In relation to the status of the teachers interviewed, tenure teachers have the precedence (83.50%) over the unskilled substitute teachers (0.66%).

5. Discussions:

The empirical research carried out during December 2018 – March 2019, by applying a survey on the sample presented previously, has had as a main purpose, how much the Educational and Professional Training Model, in the context of developing entrepreneurial

competences, is based on forming skills and attitudes along the Initial Training – Continuous Professional Training course. The interviewees have had the following response:

Table no. 6

The Respondents' Answer Distribution, according to the High School Type, for the approval of an Entrepreneurial Educational Model Developed during the Initial Training

	Technological highschool	Theoretical highschool	Vocational highschool	College
Total Disagreement	1,5%	1,6%	4,3%	3,4%
Disagreement	1,5%	3,2%	0,0%	2,3%
Partial Agreement	30,5%	14,5%	17,4%	12,6%
Agreement	42,0%	38,7%	65,2%	47,1%
Total Agreement	24,4%	41,9%	13,0%	34,5%

Source: authors contribution

According to the data above, 42% of the total respondents coming from technological high schools agree to this statement, whereas respondents from theoretical high schools have a larger weight of the response for the “fully agree” option. In line with technological high schools are also the vocational ones or the Colleges (65.2%, and 47,1% accordingly). Overall, 70% of all respondents agree or fully agree that the initial training based on a coherent entrepreneurial educational model is important, or very important, accordingly, along the Initial Training course, regardless of specialisation.

A synthesis of the intent to participate manifested by the interviewed teaching staff in future programmes aimed at developing professional competences in the Continuous Professional Training Programmes in the following 5 years is represented in the table below:

Table no. 7

Competences of Future Training Programmes

Developing communication and relationship skills	0,81
Competences in applying a curriculum	0,77
Ability to adapt to a specific group of students	0,86
Relating with Special Educational Requirements students	0,76
Methodological	0,73
Assessment	0,86
Psychosocial	0,67
Technical and technological	0,40
Career Management	0,60
Leadership and Coordination	0,33
Using informational technologies	0,81
Resource management	0,58
Institutional development	0,40
Self-management	0,56
Entrepreneurial	0,44

Source: authors' contribution

As it can be seen, the respondents consider developing Relational skills with Special Educational Requirements students highly important, as well as communication and class

relationship ones. Along these, also considered important are competences regarding adapting to a specific group of students, assessment ones, but also those referring to the use of informational technologies. This is expected, the generations of students are in a continuous shift, from a psychological, emotional and skill point of view. But still, the reduced score displayed during the Continuous Training Programmes, as far as entrepreneurial competences option is concerned shows the reluctance to offer an entrepreneurial education in a school environment, with disregard to the teacher's field of activity. By not having a basis regarding entrepreneurship, teachers are sceptical to train, at this point in time, in order to instil basic entrepreneurial competences in their students. This partially validates the first hypothesis (H1). Basically, teachers wish to develop entrepreneurial competences during the Initial Training Programme, but, at this point in time, they display no intention of developing entrepreneurial competences during Continuous Training Programmes.

Experiential teaching, through entrepreneurial specialists, to the interviewed teaching staff, for a better relevance in developing entrepreneurial competences and anchoring into the real business environment, is displayed in the table below:

Table no. 8

The Perception of the Respondents regarding experiential teaching through people specialised in the business environment

Experiential teaching through people specialised in the respective field					Total
	Extremely Important	Important	Not very Important	Not at all important	
High schools/Values					
Technological High School	38 29.0%	36 26.7%	47 35.9%	10 7.6%	131 100.0%
Theoretical High School	19 31.1%	28 45.9%	14 23.0%	0 0.0%	61 100.0%
Vocational High School	5 21.7%	11 47.8%	4 17.4%	3 13.0%	23 100.0%
College	19 21.8%	35 39.1%	26 29.9%	7 8.0%	87 100.0%
Total	81 26.8%	110 36.8%	91 30.1%	20 6.6%	302 100.0%

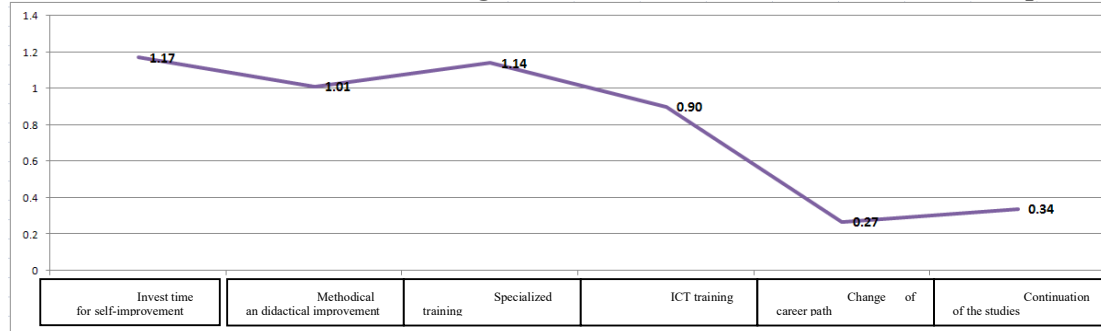
Source: authors contribution

63.6% of the interviewees consider that experiential teaching through specialists in a particular field is a relevant stage in developing entrepreneurial competences and in anchoring these competences in the reality of the business environment. 30, 1% of the teachers regard this as not very important, with no impact on the classroom activity. This fact validates the second hypothesis (H2).

The development of an employee is a long – term process which spans across his entire career. This assumes acquiring new skills and knowledge, not only in the qualification he already possesses, but also when talking about multiple qualifications or a requalification. The annual professional training plan is made up based not only on the suggestions made by compartments in the organisational structure of the teaching unit, but also on the analysis of the Required Professional Training Need. The teacher must be at all times ready to face new professional development challenges. Tied to the third hypothesis, our research started from the question: “What are you willing to do to develop professionally, methodically and scientifically?”. We have analysed the results as an investment in the teaching staff's own professional development and we show the findings in the figure below:

Figure no. 2

The Score Evolution for the Teaching Staff's Investment in Professional Development



Source: authors' contribution

What is gratifying is that the interviewees wish to develop professionally, methodically and scientifically, although, as we all know, the costs are incurred by each individual. They admit the necessity of specialty training, the investment towards self – perfecting and the continuing of studies, all of which validate the third hypothesis (H3).

6. Conclusion:

Analysing the studies at an European Union level, we can observe that, as far as the entrepreneurship culture is concerned, there is a general positive attitude, especially among the youth.

One problem that Romania is dealing with at this particular moment in time is tied to the quality of the entrepreneurial education, to the lack of basic knowledge in this field, or competences which could be developed ever since the first steps in the educational system. There is a visible rift between school and private environment, good entrepreneurial practices are little known and inadequately promoted. There are barriers yet to be solved: education does not offer basic competences regarding a career as an entrepreneur, access to loans and to markets is difficult, the transfer of undergoings is complicated, there are fears regarding sanctions if one should fail and the administrative procedures are quite laborious. For youth, all of these lead to placing the entrepreneurship career rather low in the list of attracting professions and discourages those who would want to become entrepreneurs. Today, being an employee is much more comfortable, especially in the public sector.

Inside current educational systems, entrepreneurship tends to play an “accessory” role in the school curriculum. The appropriation of entrepreneurial competences starts in secondary inferior education, inside an optional curriculum, made available supplementary, as part of a distinct field of study. Along with secondary superior education we recommend integrating the development of entrepreneurial competences, no matter the field of study, in order to better apply and create derivative connexions from the real business environment. In Europe, there is a series of practices in entrepreneurship, during which several measures are developed in a bottom up manner. These are faced with a lack of a systematic approach in the school curriculum. Teachers and school are key factors. Developing a good entrepreneurial education through the educational system has so far been dependent on the enthusiasm of the teaching staff and on their capacity to ensure the necessary resources.

Information collected belong completely to the respondents, personal opinions can, at times, be biased, emotional states and personal experiences during the training programmes could have influenced the given responses. The empirical research as a limited horizon, relative only to Dâmbovița county. The carried-out research has a static character, relative to the time of the teaching staff's training in order to correct the entrepreneurial culture along the Initial Training – Continuous Professional Training Course.

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