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## **THE ENTREPRENEURSHIP AS AN INSTRUMENTAL VALUE OF THE CIVIL – LIBERAL SOCIETY AND SOME INSTITUTIONAL DETERMINANTS OF ITS DEVELOPMENT**

### **Abstract**

One of the challenges of the current transitional time is finding the correct and shortest way to overcome the brakes that hold our steps towards the new.

The historical period in which we live is a challenge for the professional profiles from different domains of the human activity. The new technologies, the different legal regulations, the establishment of modern economic directions, the disclosure of the old ideological assumptions, the establishment of new political views, routes, criteria, defining the different objectives in the education – all these are fields of interest and work of our contemporaries.

We are going through a process, not an event that will pass and then we will continue as before. The measure of our rejection of the negative baggage from the past, is a measure of approximation to the new - it takes time, but is filled with thought steps that will lead us in the desired direction. One of those steps certainly is the thought and planned socialization of the new generations through activities and programs that will “breathe” with the new time. Affirmation of the need for incentives and entrepreneurship development, understood as a value of the new era, should be universal commitment and primary task of all agents of the socialization. Certainly, primarily are the families and educational institutions that educate and enable the new generations.

This paper represents a summary of the approach, structure, working principles, as well as the results from the evaluation of the internal project and an attempt for designed and institutionalized approach in direction of encouraging and developing the entrepreneurial awareness and culture among children of 9-14 years age, entitled “Creative - entrepreneurial workshops”, experimentally applied and tested in the primary school Slavko Lumbarkovski - Novaci within a period of six school years.

*Key words: values, creativity, entrepreneurship, development.*

### **1. INTRODUCTION**

*“Lets receive the time as it asks  
us.”*

*W. Shakespeare*

Innovation and entrepreneurship are some of the key concepts, determinants of the development of any society. They can be comprehended if presented as interrelated elements specific to those individuals who make changes. The entrepreneurs are basically creators, innovators, and the innovation and creation are the core of the entrepreneurship. Hence, the

determination of the basic concepts that make its essence, as well as the attempt for their research and systematic change seems to be desirable, possible and justified. That, even more in transiting societies that are focused on new ideological and value matrices, in which the subject notions of this paper themselves are raised at the level of instrumental values of the new time.

The paper aims to answer the question about the possibility of systematic impact over the entrepreneurial resource in those who, through the educational process, institutionally train, build up, socialize themselves thought thought treatment of their inventive - creative and safety dimension, but as well through action on a range of other personal traits that in large extent represent, but not exhauste the entrepreneurial personality: attitude towards change, motive for achievement, persistence, flexibility etc.

The interest of this research is primarily driven by the professional paper of V. Vuic "The liberal values and the education" (V.Vuic, Liberalne vrline i odgoj), which appeared in 1991 and which indicated to the necessity, means and the opportunity for institutional action towards socialization and change of the young generations. But, as well, as a result of the accelerated procedural changes of the educational practice in the Republic of Macedonia which through new and innovative project cycles - in the 1994/ 95, has changed even more in this direction. However, the direct reason for initiating this internal project, realized in the primary school Slavko Lumbarkovski – Novaci, was the participation in the project of the "Association of Open Communications" – a civil service organization from Bitola, entitled as: "Promoting the need for encouraging and developing of the entrepreneurial awareness and culture as a basis for development of small and medium business" supported by the Phare cross – border cooperation programme - 2001/2002.

Although in the research are used measurements of several personal variables, for the purposes of this report, only the results of the initial and final measurements with the tests for determining the divergent abilities will be presented.

## **2. THE ENTREPRENEURSHIP, CREATION AND THE DEVELOPMENT**

The creation of new values (from various types and kinds), its nature, is particularly interesting target for research. The survival and progress of any nation depends primarily and mostly on the creative potential of its members. The originality in the approach, the creative imagination, sensitivity to problems, the ability of dealing with new situations, the sense for building something different - new, the flexibility of mind, strength of will, the high level of the achievemnt motive etc. are some of the most important characteristics of individuals who can be called creators, as well as entrepreneurs. Not randomly one of the determination of the entrepreneurship is that which says: "*It is just the market valorized creativity*".

On the other hand, it is well known that the educational system is stifling the creative potential and on well-known way, and for what reason. Also are known the attempts to change that and all of them points to activities related with the questions: how to set ourselves to defend the creativity, and not to jeopardize the centuries and systematized knowledge? How to successfully overcome the inevitable fixation arising from the systematized knowledge? How to conquer new knowledge, and not to be its slave? What is important to learn – the facts or the way how to reach them?

Also are known the views of a number of authors who justified suggest that the ways for acquisition of the abilities, skills, habits are different from the ways for acquisition of the cognitive skills, highlighting the three levels: from the cognitive, through the emotional, to the behavioral knowledge in order, in this context, to get to the position of the professor LJ. Madzhar who does not believe in the possibility of systematic development of the

entrepreneurship through certain forms of formal education and says: *"Unlike the leadership and other forms of management in the business and other organizations, the entrepreneurship is not a factor that would be deliberately increased by learning and educational activities, and the least through some formal education, where the subjects from the area of entrepreneurship would have a central place."*<sup>1</sup> It would not be wrong if previously understood it only as limiting the possibilities of the educational process - narrowly understood only as acquisition of new knowledge. But, when it comes to the same process understood in its wider dimension of education, development and socialization, the things totally change. On the other hand, not only when it comes to the concepts and theories of education and socialization, a confirmation of the possibility of systematic institutional action - when it comes to the ability for creating, the motive for achievement, the emotional intelligence, and many other personal traits that form the basis of an average entrepreneur's person, can be got the knowledge obtained from various research directly related to the aforementioned variables.<sup>2</sup>

Thus, we believe that the direct work with students is a convenience that should not be neglected. It provides an opportunity for organizing and conducting longer meaningful activities and useful researches directed in a certain direction. It only remains to become familiar with the methods of work, to have the exercise sheets, the working materials to get started. And the theories and the foreign experiences can be always reorganized and combined in an approach accordingly to the intentions.

Finally, the way from the societies of inferiority, conformity, poverty - in creative sense, to the societies of winners, creators, entrepreneurs, originality, nonconformity etc., leads through change of the point of view and the awareness of individuals, as well. *"The creative imagining of new contents depends not only on the general mental capacity, but also on its structure and manner of functioning, as well as on the structure of the person and the influence of many non-cognitive factors, including the impact of the environment... It occurs primarily in societies where there is a need for discoveries, inventions and other new creations. The society should have a sense for the new... hence, it does not matter the individual who is a carrier of the creative potential. It is about the society and the conditions, opportunities, needs, requirements that are set before him."* (Kvashchev, 1981: 208).

The studies made in order to substantiate the assumptions that the environment has an influence and it is the one that hinders or fosters the creation of new qualities, goods, ideas, values, show that: the family, values, lifestyle, traditions, way of education are not without influence over the creative potential and the willingness to create.<sup>3</sup>

On the other hand, the historical fact of recognizing of a special feature and characteristic of a separate time periods, traditions, cultures, nations, cities, is also in the direction of the aforesaid.<sup>4</sup>

### **3. THE ENTREPRENEURSHIP AS AN INSTRUMENTAL VALUE**

In this paper will deliberately be omitted the well-known theoretical considerations and definitions of the key terms of the paper, given by authors such as Kantillon, Schumpeter, Drucker, Haj, Shapiro, Kirchner, Madzhar, Pejovich, Gilford, Torans, Kvashchev

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<sup>1</sup> Izvori preduzetnistva u preobrazenoj Srbiji, Republika, [www.yurope.com](http://www.yurope.com), pg.4.

<sup>2</sup> Researches on the achievement motive by McClelland, Havelka and Lazarevich, T. Nikolovski, N. Donevska etc.

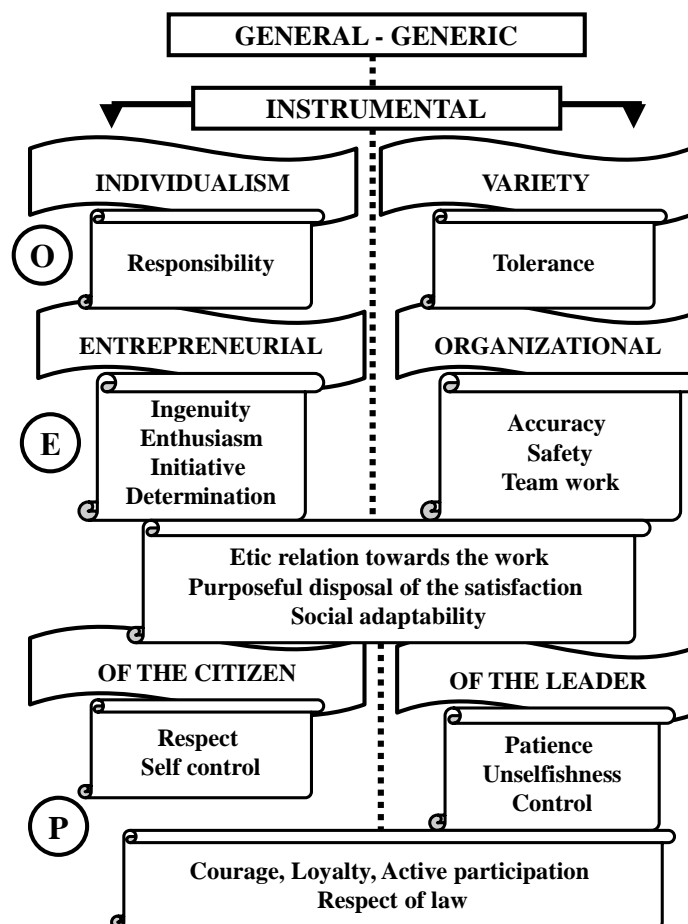
<sup>3</sup> Anthropologic researches of Margaret Mid; researches of Trivunac and others

<sup>4</sup> The entrepreneurial spirit of Venice, Genova, Dubrovnik, the Jewish tradition, the Greek tradition etc, as examples of the determination of the phenomena that are talked about.

etc., in order to keep the aspect of the entrepreneurship understood as instrumental value of the civil - liberal ideology, towards which the Republic of Macedonia as a country has been transiting for a long time.

As already mentioned, this idea in our region has firstly been brought by the author Vuic in his professional article from 1991, where he gives a detailed explanation of the theoretical concept of values of Nj.A.Galston, who differentiates intrinsic and instrumental values. The first that refer to and emphasize the individual value or excellence, and the second that are the instrument – a mean for achieving and keeping of the ideology of liberalism with its institutions.

**Figure 1. Some of the values of the liberalism**



Source: Gruevski, D. (2003). About the values. *Educational crossroads*. pg. 24 – according to V. Vuic, 1991: 133-135

From the scheme above can be notices some of the notions that are present in our contemporary, which are listed here as values that should be forced and delibartely build in order to lead and sustain us in the new social life. By this probably become clearer the efforts and the organized activities aimed at strengthening the competencies in the field of team work, guidance and commitment to patience, tolerance and the present efforts for boosting the development of entrepreneurship - determined by the inventiveness, imagination, wit, enthusiasm, initiative, determination, etc. Thus, the liberal values are not inherited (as all of the other values - virtues). Yhey cannot be reached neither randomly nor spontaneously through the life itself and maturation in a liberal society, but through a process of systematic education through the institutions of the system, starting from the family and through the

educational institutions. However, as referred to in the above mentioned paper: "*The most important thing in this process of systematic education is having the ability for value assessment and the freedom of choice on the basis of valuation*" (V.Vuic, 1991:142), which of course is related with the essence of the liberalism where individuality and autonomy of citizens is vital for promotion of the democracy and pluralism.

#### **4. DESCRIPTION OF THE EXPERIMENTAL PROGRAMME**

When it comes to researches related to the question: "Can it be systematically influenced the stimulation and development of the divergent capability for production of ideas, thoughts and other skills that are basis of the creativity?", many of them can be listed: realized in our country, which are of recent date, as well as those related to the activities of the classics in this field, who set their own theories, built approaches, instruments, methodology, schools.<sup>5</sup>

Most of these studies are conceived and realized as classical (ex - post facto) experiments with introducing of the experimental factor "*exercise with the techniques with the production of divergent production of thoughts*" in the experimental group, after which statistical conclusions were made. The results of these studies are published and used in this work. Of course, when it comes to this research, there are certain differences in the approach, methodology of work, working materials and the very duration of the research.

Core of the program. What it means an idea – core of the program can be understood having in mind its main feature "the determination". That would mean that the program starts from the assumption that success in life is determined by more predictable, rather than by unpredictable factors i.e. each individual during his own life is responsible about what he understands by success and happiness.

The concept of determination indicates the acceptance and awareness of the familiar "wheel of life" and our walk towards the goals we have set. Constantly beating the barriers with the power of our will, knowledge and skills - knowing ourselves enough and possessing sufficient personal self-control.

Methodology of work. When drafting the program in all its parts we rely on the knowledge from different areas, deliberately and consciously choosing such contents for which we were confident that are the base over which could be upgraded in terms of the goals set. When it comes to the implementation of the program, a so called workshops form was selected, which recently gets its relevance, especially in our region. Namely, it is a specific type of seminar where the participants develop ideas, discuss on previously agreed and set topics, demonstrate practical activities and results etc. This type of work aims at creating an atmosphere where it comes to change, improvement and overall personal development of the participants.

By the acceptance of the scientific knowledge and facts that the experience precedes the learning, nowadays it is advocated combining of the teaching methods and forced use of the so called "empirical - experiential learning". Therefore, the planned contents and activities are structured and designed separately in the form of exercises, sessions, called by certain names that contain their essence, with marked goals and activities, and all ranked in accordance with one of the key principles of operation per cycles "three times three."

The mere exercise of workshops requires adherence to certain rules of behavior of the participants, sometimes known as rules of teamwork (listen, do not interup each other, respect everyone's opinion, etc.).

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<sup>5</sup> Arnaudova & Achkovska; Petrov & Mihajlovski; Jankulovska; Gilford; Hefel; Torans; Kvashchev.

Given that, mainly were presented "familiar things", we have repeatedly pointed out the opportunity and the availability for hiring associates who worked on its amendment, enriching both in terms of contents, basic information, as well as in terms of the methodological approach. However, knowing the fact that the success of any program in large extent depends on the adequacy of approach, the skill, the character and the knowledge of its implementers, contribute to increased confidence to necessary input of content (information and facts) that addressed the key concepts which through the exercises converged, or directly were processed and in respect of which it has been insisted on consistency in understanding and working on them: entrepreneurship, creativity, divergent production of ideas, innovation, ingenuity, talent, level of aspiration, self-assessment, self-realization, plan, goal, initiative, decision, will, motivation, motivation to achieve, value orientation, determination, choice, confidence, self-confidence, insecurity, self-image, development, biases, affiliation, reality, image, style, risk, etc.

At the end starting from the previous and towards subsequent exposure to the program, we emphasize its three specific thematic areas: Creative workshop, Eco workshop, Entrepreneurial workshop (for the three years of work), structured through macro and micro plans with previously thought exercises and prepared working materials.

Principles of development. The principles are related to the posture and functioning of the workshop:

- Democracy: a) while electing the members of the workshop consisting in the opportunity given to all students from 9 - 14 years to engage in work, b) while the work in the workshop referring to the necessity of creating a relaxed, psychologically safe (without public assessment, evaluation, ranking) working atmosphere.

- Voluntarism: As a principle is a supplement to the previous and consists in providing a formal act of a signed statement from the parent while signing in for the workshop.

- Cycle - rotation: Refers to the status of the workshop members and their title as master, apprentice. It changes annually, and the entire cycle ends after three years.

- Generational embracement: This principle stems from some known facts supported by research, related to the most appropriate age for encouraging and development of the "research spirit" among the people of innovation, constructivity, and creation in general, and that age coincides with the age of the children from fifth to eighth grade - 10-13 years old.

- Relative independence: As a principle it is necessary in the work of such workshops, and refers to own rules, conditions, timings of work independent from the usual ones present in schools.

Goals and tasks of the workshop. The work in the workshop has as its main goal to stimulate the development of specific skills that are the basis of creativity. In addition, the students were enabled for teamwork, problem solving, critical and creative individual work, which positively affected their confidence. The specific objective was the systematic effect against rigidity, conventionality, non - originality by constantly forcing their fluency and originality. That is, encouraging divergent production of ideas, thoughts, which in general meant a stimulus of the critic, research, creative spirit among students.

For each of the stages are set a number of individual - group tasks oriented towards meeting the set goals.

Selection and evaluation of the program. The workshop members were not random. In accordance with the principles of work and development of the workshop and through testing, a choice of 151 students was made, after which ranking and forming of two groups (experimental, control) of 24 students was made.

At different stages of the research, known and already used tests for determining different parameters: **level of creativity** (Minnesota, Gilford, Torans battery of tests; TCT-DP

of the authors K.Urban and H.Jelen), **attitudes toward creativity** (TTS of E.Rodsep), **confidence** SS / 1, **attitude towards risk taking** RR / 1, **intelligence** (Raven's progressive matrices; Gudinaev test), **emotions** (PIE) and several original tests of knowledge.

For the purposes of this report only the results of the given tests to determine the level of creativity of the initial and control phase of the study are presented, together with the calculated values of the t – test, from which clearly can be noticed the level of change in terms of creativity among the students from the experimental group – with level of 0.01 of statistical significance ( $t = 4.93 > 2.71$ ) – Appendix 1.

## 5. CONCLUSIONS

The transition from the egalitarian ideology and society to the liberal ideology and society is long lasting and painful process of changing the old contract - socialist paradigm towards the new entrepreneurial - plural paradigm. The radicality of this process is reflected in the fact of inadequacy and failure of many values - virtues of the old time (collectivism, uniformity, phobia of the private, averaging, redistributive ethics, introversion, rigidity, etc.), that are unrealistically desired by individuals, but with the generally present awareness of existence of the "value vacuum" and its overcoming.

The entrepreneurship as a role, virtue, value, occupies the central place in the level of instrumental values of the liberal economy. The entrepreneurial virtue comprises the inventiveness - creativity, imagination, enthusiasm, fantasy, as its distinctive features, and its development is an essential factor for acceleration of the economy and rapid development of each country. Hence, it is imperative for each country with various measures to encourage, support and develop, through various policy measures - establishment of a free market, deregulation of the economy, combating monopolies and enabling competition, etc., as well as through encouragement and development of the innovative awareness, climate, culture, tradition.

The attempts for indoctrination and re-socialization of those who educate are inadequate strategy in terms of civic liberal, pluralistic concept. But, the support of the trained professional who through thought activities acts institutionally spontaneously pulling towards change and development, represents a positive model for change and socialization in the desired direction.

This report is exactly in order to share a positive practice which gave satisfactory results from which can be unequivocally concluded that:

- The organization of creative - entrepreneurial workshop is specific form of individualization of teaching in one of its segments. Whereas, by using of available theoretical knowledge, strive to create a slightly different approach in the treatment of some desirable concepts and variables (skills, habits, knowledge, values).
- It is possible to successfully organize an institutional "exercise" of the inventive - creative potential and encouraging and development of other personal characteristics belonging in the structure of the entrepreneurial personality (attitudes, habits, values).
- The introduced principles of development (reflected values of the liberalism), although with initial remarks and fears (privilege, elitism, indiscipline, anarchy, etc.), proved to be useful when trying to establish a different interpersonal relations within the group and necessary for building a free and psychologically safe working atmosphere - essential when working with subject variables.
- Linking the relevant theoretical knowledge with its application is not quite simple task. Although there is material for which exists home and world practice, still the

work in a workshop requires an additional effort, proper motivation, knowledge and adequate personal traits of the leader who is supervisor and mentor of the group.

- The entire project has no pretense to be embedded in the flow of the system and should be taken only as an attempt to "play" with the knowledge. However we sincerely believe it can present an adequate incentive.

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## APPENDIX

**Table 1. Obtained scores and calculated statistical parameters of the experimental and the control group while the initial and the control measurements**

EXPERIMENTAL					CONTROL				
Student	Initial		Control		Student	Initial		Control	
N = 24	X1	X1*	X1	X1*	N = 24	X2	X2*	X2	X2*
M.M	11	121	61	3721	K.M	11	121	34	1156
N.P	11	121	54	2916	T.M	11	121	26	676
K.R	11	121	50	2500	D.J	11	121	29	841
N.P	11	121	53	2809	A.Z	10	100	25	625
A.D	9	81	51	2601	E.M	9	81	38	1444
N.R	9	81	46	2116	S.T	9	81	18	324
B.H	9	81	65	4225	M.S	9	81	25	625
V.T	9	81	43	1849	Zh.B	9	81	44	1936
P.N	9	81	32	1024	N.P	8	64	28	784
S.T	8	64	62	3844	D.N	7	49	30	900
S.S	6	36	56	3136	E.A	5	25	33	1089
N.P	5	25	43	1849	I.B	5	25	34	1156
Z.Gj	10	100	31	961	D.S	10	100	24	576
P.S	12	144	61	3721	K.V	10	100	33	1089
M.H	13	169	32	1024	N.N	9	81	28	784
M.J	6	36	58	3364	D.Dzh	7	49	34	576
G.T	6	36	52	2704	I.T	5	25	38	1444
D.D	8	64	28	784	D.G	8	64	30	900
S.T	8	64	71	5041	N.T	7	49	50	2500
R.M	5	25	29	841	A.M	5	25	19	361
I.S	13	169	88	7744	S.L	13	169	46	2116
A.K	25	625	102	10404	N.A	23	529	50	2500
R.T	12	144	61	3721	B.P	11	121	46	2116

K.M	11	121	68	4624	J.K	11	121	45	2025
Total	236	2690	1297	77523	Total	223	2383	797	28543
Statistical parameters - initial					Statistical parameters - control				
M1 = 9.84		M2 = 9.29			M1 = 54.04		M2 = 33.21		
DM = 0.55					DM = 20.83				
<b>t = 0.47</b>					<b>t = 4.93</b>				
s.s = 46		*0.05 (2.02) **0.01 (2.71)			s.s = 46		*0.05 (2.02) **0.01 (2.71)		