PRESCHOOL TEACHER’S ATTITUDE TO ENTERPRISE IN PRESCHOOL INSTITUTION

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Abstract
Research on enterprise is known all over the Globe. Enterprise in education can serve as an opportunity for improving quality and effectiveness of education; it can be realized as added value. The Latvian National Development Plan shows that the education system task is to reach an educated man competitive labour market to develop people’s initiative, enterprise and creativity needed for the sustainable development of society. In the education sector is always an issue of how and whether the existing education system prepare new generation needs for adult life, pace of work and the changing environment etc. Question is: do we have preschool teachers who think and work in enterprise manner to already develop children’s enterprise behaviour, skills and values in preschool what is important. The objective of this study is to investigate the way enterprise is understood and implemented by preschool teachers in preschool. The data concerning about enterprise in Riga preschools were identified through a survey using self-report questionnaire. This paper discusses how enterprise is carried out in preschool institutions in Riga while looking at how preschool teachers understands term “enterprise in preschool”, what they think about it, and in what activities, dimensions or issues it is reflects in preschool system.

KEYWORDS: enterprise, preschool institution, preschool teachers.

Introduction

Research on enterprise education is well known in the world. Enterprise is a word that appears often in articles, in the foreign newspapers and even in TV programs and describes the changes of the 21st century in various sectors, including education, where the role of enterprise opens up new opportunities to study the educational practices and research through collaboration. But still there are a lot of questions what does really mean this word – enterprise. A lot of people understand and associate this word only with large firms, economic or rather bureaucratic organization. Entrepreneurship is defined in terms of sets of behaviors, attributes and skills that allow individuals and group to create change and innovation cope with and even enjoy higher levels of uncertainty and complexity (Gibb, 2007). Entrepreneurship must not be understood only as synonymous of being “business-like” in formal sense. In education context very important are directly behaviors associated with entrepreneurship – certain skills and attributes. It means that it is important to understand that entrepreneurship is embodied in sets of values, beliefs relating to ways of doing, seeing, feeling, evaluating and communicating things.

Everyone of us already know that young people now and in the future will more likely see themselves in organizations working closer to the entrepreneurial manner. For example, the UK government already has an initiative to encourage enterprise in schoolchildren. Individual enterprise is almost always seen positively as relating to individual creativity and pursuit of opportunity, innovation and development to success. Many governments see as vital and seek to encourage more enterprise and innovation at all levels in society. And what about Latvia? The Latvian National Development Plan shows that the educational system task is to reach an educated man competitive labor market, to develop people's initiative, enterprise and creativity needed for the sustainable development of society. The pre-school is not far removed from the rest of the education system, so from my point of view it is important to look for the enterprise elements and its opportunities already in this level. Investments that are done for early childhood education and care are an investment in human capital and the state public welfare. Enterprise is a dynamic system in which they are causally related components - human character traits, motivation, cognition, needs, emotions, skills, abilities, learning and behavior - functioned together as a whole, interacting with the environment in order to identify, create and implement options to new values formation.

The profile of preschool and preschool teacher

Preschool in Latvia is a place to educate young children from one and a half to seven years. These preschools prepare young children from basic knowledge, skills, attitudes and different competences. Teachers are required to help children to interact while learning all those components as preparation for next education step – primary school. All preschool teachers in Latvia need to have bachelor degree in
preschool education to work in preschool institution, a quite part of them have even master degree. The
works in preschools are based on preschool guidelines that are approved by the Ministry of Education.
The main goal for a preschool program is to foster learning interest and prepare suitable experience for
future. Preschool teachers have general responsibilities and specific tasks to determine children’s
development. Alongside general responsibilities, preschool teachers need to prepare learning environment
that is fun and enjoyable, teaching various ways for children to interact with other people and helping
children with their basic needs. Teacher planned activities and lessons should include creativity and active
involvement as arts, crafts, music, imagination play, role play, indoor and outdoor plays, to increase
children’s coordination, motor skills etc. A big responsibility of preschool teacher is to seek professional
and parents views in preparing and running their lessons and to determine suitable teaching methods to
enhance each child’s progress.

In today's preschool teacher should be erudite professional with a high level of scientific training, he
need to well understand the legality of a child's development and personality, knowledge of information
technology, carry out research work, implement the principle of continuity and succession in everyday
work, etc. Teachers authority in preschool is often even over parental authority, it means teacher is a new
generation model which is able to work to help children see the possibility of their life and even
enterprise what needs to be developed in preschool stage, among other competencies, so clearly the
preschool is an appropriate place for it. The entrepreneurial preschool teacher is not usual, standard
preschool teacher, but teacher who looks to all process in preschool through another prism. The lead role
of pre-school teacher enterprise in preschool is to encourages learning process by doing, by exchange, by
learning from the experience, by experimentation, by risk taking and ‘positive’ mistake making, by
creative problem solving, by feedback through social interaction, by dramatisation and role playing, by
close exposure to role models and, in particular, by interaction with the outside/adult world. Bolton and
Thomson (2003) discusses that factors that distinguish people as well as teachers “entrepreneurs” refer to
their creativity and innovation, their determination in the face of adversity, their networking abilities, and
their ability to manage risk. In the same time Meredith, Nelson and Neck (1982) suggest that
entrepreneurs exhibit five core traits: self-confidence, risk-taking activity, flexibility, need for
achievement, strong desire to be independent. Entrepreneurial preschool teachers don’t go to work just to
work or do what they has sad to do – they do a lot more, and with all your beliefs they want to help a new
generation to new opportunities and achieve personal growth for today and future. For entrepreneurial
preschool teacher it is vital to ground education on values and accept responsibility, to face challenge to
accept a duty of forming sense of children’s identity, to enable a child to discover an authentic way of
self-realization, to create image of a free creative person and a motherland with democratic future, to
strengthen children’s IT skills, fundament of digital and technological thinking, to educate and develop
children according to their top potential, to increase child’s resistance to negative social influence and to
buffer effects of negative social impact, to be oriented to child’s needs, to be oriented to empirical
learning, to correspond to child’s learning style, to prompt development of child’s competencies. A. Gibb
confirmed that the primary school objectives are more likely to concentrate upon personal enterprise
development, cross curricular activity and socialization with adults. (Gibb, 2007). From this point of view
the same can and need to be reflected in preschool. Children in their childhood, a large amount of time
spend in pre-school, so the children's enterprise and flexible world view creation takes place also in
cooperation with pre-school teachers and adults. I think it’s fundamental that the educator must live, work
and be sure about this way of thinking, perception model, the significance of its role in the sustainable
development of society and advancement. That’s one of the most effective way to avoid damage, to give
children the very best and develop their abilities, knowledge and skills in a qualitative manner without
urgency or compulsion. Pre-school is a suitable habitat to begun the development of children's
entrepreneurship skill, attitude and behaviour. Society simply need to admit and realize the true potencial
of preschool education not only to prepare all children for a successful school entry but even for
successful life- future.

**Purpose and goal of the research**

The aim of this study is to investigate preschool teacher’s view on preschool teacher’s enterprise, the
way enterprise is understood and implemented by preschool teachers in preschool. The data concerning
about enterprise in Riga preschools were identified through a survey using self-report questionnaire. A
questionnaire for preschool teachers was used as the instrument for research. The study was conducted
with 30 preschool teachers from ten preschool institutions in Riga. In order to have a wider view of the real situation open-type questions were asked to preschool teachers with different length of work experience in preschool institution – 7 of them works in preschool less than 5 years, 12 teachers works from 5 till 10 years in preschool, 6 of them works in preschool from 10 till 15 years, but 5 preschool teachers works in preschool already more than 15 years. When asked whether a teacher has entrepreneurial skills the answers were different - 60% teachers answered yes, of course, 30% said that no more than yes and 10% for this characteristic has not thought, so they said that there is no point of view about it. The same understanding of what it means to be enterprising preschool teacher took a different view. 3/4 of the surveyed teacher’s entrepreneurship described with words - responsibility, initiative, creativity, risk-taking, punch, daring, motivation to realize their ideas, courage etc. 1/4 of the respondents described the entrepreneurship just as business people quality needed to lead the company, to operate the business. It means preschool teachers has no clear understanding or they haven’t’s thought about entrepreneurship opportunities in preschool work. In only 5 questionneirs was evidence of substantial features. The questionnaire contained an extensive description of the entrepreneurship role in preschool teacher work - activities for the promotion of creativity and enterprise of all kind in children's practical plays, games, experiments, activities, that allows educators to improve and develop new skills for themselves, do not allow to fall into the routine work.

Teachers answered that their entrepreneur abilities and spirit is influenced by several factors. More negative impact: social experience, public unhealthy attitude towards pre-school teachers as lower class teachers than school teachers, this fact not encourage work with 110% return, lack of knowledge of the latest technologies and capabilities (particularly important for older teachers), the institution's management style of work, alienation collective labor, low wages. Positively influence: personal motives, motivation to achieve more in life, opportunity to make everyday work as a vivid and memorable adventure, communication with like-minded colleagues, continuing education course visits, international experience, IT implementation and use in pre-school, institution culture and managment style - if it allows to participate, organize events, improving all institution work to promote cooperation with parents, to improve the well-being of institution, involvement in projects. It also explained why each teacher has a different view of the entrepreneurship and the presence of enterprise options in pre-school. Also at the moment at the national level nobody speaks about the role of entrepreneurship and of pre-school children enterprise development, there is no single principle of doing so, and a lack of research as entrepreneurship elements could improve early childhood education.

Such responses create a reflection of the fact of preschools equality reign, although all were state established institutions. Teachers’ responses are based not only on personal experience, the educator qualities and vision of teachers work, but at the same time is like a mirror of the institution's environment in which they work and institutions management style, public position about future.

Conclusions

The findings from this study which was conducted to investigate preschool teachers enterprise and it’s reflection in preschools shows a lot of questions and differences in respondents answers. As this study is based on self-report questionnaire and are quantitative in nature, further studies using the qualitative methods such as interviews and preschool observations will make possible to attain useful and meaningful information about preschool teacher enterprise and institution development possibilities working in entrepreneur way. Now it’s clear that in preschool institutions there is no equal term explanation that would be represented as preschool teacher’s enterprise. There is no clear explanation what it means in preschool, but enterprise and entrepreneurship term is important and includes even in Latvian National Development Plan year 2014.-2020., so we need to think about it and integrate entrepreneurship skills already in this step of education. Institution culture is important factor of preschools welfare and future development. Preschool employees – preschool teachers are the main support, so it is crucial to have appropriate employees to 21.century, that can adapt to changing conditions and to work according to the needs of national development settings. Better quality of education is a prerequisite for an independent and responsible educational institution with strong leadership and entrepreneurial team of professionals. In partnership with the local community they are able to develop and implement the vision of institutions to attract, motivate and support the incredible shots – teachers and provides an opportunity for the young generation to gain life lessons, skills that will be useful throughout their remaining life. It is clear that entrepreneurship can find a stable place in the
pre-school, to successfully promote children's - teacher’s cooperation and enhance children's knowledge, abilities and skills in accordance with the characteristics and century changes, contributing to an educated, capable and charismatic new generation of culture. It is important that the state written plans do not remain only on paper, but they are actually realized and implemented in different sectors. Education reforms is an integral part of the development of the evidence because nothing is static, you must use the opportunities offered by the world, to be able to analyze and evaluate the potential and contribute to the development of practical and forward-looking prospects for implementation.

References