

Creating the entrepreneurial mindset of B.Ed. trainees' teachers: using Directed Approach

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Abstract

The purpose of this paper is to creating the entrepreneurial mindset of trainees' teachers after taking an entrepreneurship education course i.e. entrepreneurial mindset in B.Ed. Course. In the classroom, trainee teachers were taught using a variety of teaching techniques, including educator-centered and learner-centered, to creating entrepreneurial skills and behavior. Both qualitative and quantitative research methods were used to acquire the data. Findings indicated that entrepreneurial directed approach -learner-centered teaching strategies such as business plan, presentation of business projects, discussion, doing real business are the most engaging teaching methods to foster entrepreneurial awareness, skills, understanding, and behavior required for their studies.

Key Words- Entrepreneurial Mindset, Trainee Teachers, Directed Approaches.

Introduction

As Education is important for a nation's growth and development, the economic growth of a nation is boosts by the entrepreneurial thinking skills and activities of its people. They are the engine that drives economic growth. In the past few decades, there has been a lot of excitement about the idea of integrating entrepreneurship into education. Because learners knowledge, abilities, and attitudes are improved when entrepreneurship is integrated into the curriculum. These improvements have an impact on academic performance and foster entrepreneurial competency. It allows learners to operate in a socially responsible manner as well as discover and develop their latent skills. Students gain the ability to think carefully, recognize possible audiences, ask for people's approval, comprehend their needs, and learn how to promote their ideas. They also learn the value of research and comprehend the value of making mistakes and learning from them. Putting this idea into practice NEP 2020 encourages student entrepreneurs by providing them with exposure to vocational education (SDG 4.4). Entrepreneurial mindset (EM) has recently been adapted and integrated into various school/college classes and programs globally. NFTE has also developed a framework for describing fundamental entrepreneurial mindset. Delhi government starts entrepreneurship mindset course in schools from 2019 with collaboration with SCERT. Entrepreneurship Education is defined as "the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight, self-esteem and knowledge to act where others have hesitated"

Entrepreneurship education teaches essential life skills such as an innovative approach to solve a problem, resolve real world problems, collaboration and working with a team, and many more. For Cultivating the Entrepreneurial mindset in Education we need to trained our trainees' teachers on this construct and how it can be implemented within class-based environments. So that they use 'Entrepreneurship as a Method' in their respective pedagogy to develop students' mindsets during school education so that they can take charge of their careers and become productive citizens of the country. For that purpose GGSIPU introduce a new course in their B.Ed programme named "entrepreneurial mindset" from session 2021-23. The main Objectives of this course are-

- To provide a foundation for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
- To acquaint students with the process of creativity and innovation
- To expose students to various aspects of entrepreneurship and business
- To expose students to case studies on successful entrepreneurs

In order to achieve these goals, the researcher blended student-centered and educator-centered teaching strategies to give her students the knowledge and practical experience they needed, as well as to encourage and develop teachers who think outside the box, take calculated risks, and demand accuracy in their work.

Student-centered Learning

Student-centered learning is a method of instruction that places special emphasis on encouraging students to think creatively, to use their higher-order thinking skills, and to engage in hands-on activities. By combining creativity, invention, and risk-taking, as well as the capacity to plan and manage projects in order to achieve goals, students are able to put ideas into practice. Following student centered learning methods were used during course delivered;

a) *Entrepreneurs case Study analysis*

In this teaching strategy, Trainee teachers are exposed to utilize a problem-based learning to analyst the case studies of successful Indian Entrepreneurs both Male and Female from newspaper articles, video clips on you tube and Search Engines. Each of these case studies will illustrate the generation of ideas and ways to transform those ideas into a marketable product. With the help of case study analysis trainee teachers were able to learn by reformulating prior experiences, undertaking situational analysis, analyzing the conditions, and designing actions for the specific situation

b) Business plan

The theoretical knowledge of entrepreneurship and business planning is known as the business plan. With the help of this instructional technique, future teachers will learn how to "create and test business concepts, assess company possibilities, and consult group work and business plan writing" (Arasti, Falavarja & Imanipour, 2012, p.5). This will benefit student teachers by exposing them to the process of producing a business plan using their own business idea and helping them understand the value of creating a business plan.

c) Presentation of business projects

In this type of instruction, student instructors are given the opportunity to present their business projects verbally in front of the class by using PowerPoint slides or posters. By seeing and valuing the works of others that have been presented, this will significantly improve pupils' creative growth.

d) Discussion

During the discussion session, trainee teachers will brainstorm; pin down their ideas and facts of a situation. Through these activities, researchers will give trainee teachers tasks based on their curricula and ask them to acquire materials and information. Later students will come up with their points and present it among themselves. At last conclude all discussion by teacher.

g) Doing real business

Through this teaching method, trainee teachers will choose on the product or service they want to produce or sell, select their team members and assign their role and duties like leader, managers, purchase department head, sales department head, manufacturer, promotion and advertisement department and decide their contribution in business and profit & loss sharing ratio. This requires them to prepare a business plan and finalize the marketing strategy to ensure whether they would like to produce or purchase/order the product design. Once they have decided, the trainee teachers will start to sell their products or service within the college or outside the college surroundings on weekly basis as well as keep track of their accounts, at the last trainee teachers were required to submit analysis report with learning outcomes.

Educator-centered Learning

In this strategy, a facilitator or lecturer who emphasizes more on content-oriented learning directs the learning process. Because of this, the lecturer or facilitator exercises leadership and manages the class activity. Students are given a small amount of responsibility (Garrett, 2008).

a) Lecture

Lecturer or facilitator will conduct classes and brief trainee teachers' on the learning outcomes. Relatedly, this learning type will emphasize on cognitive, skill-based and affective among higher education learners (Harrison & Leitch, 2008). In this learning technique, trainee teachers will be nurtured and assisted to progress and develop their entrepreneurial mindset skills.

b) Reading material

In this method trainee teachers are requested to read material related to entrepreneurship like- case studies, theories, government policies, schemes and projects etc. Through reading, they are exposed to the important of basic knowledge related to enterprise, entrepreneurship and Entrepreneurial mindset.

Objectives of the study

The purpose of the study was to create the entrepreneurial mindset of trainee teachers after completing an Entrepreneurial mindset course which is given in their curriculum. Specifically, the objectives of the study were to:

1. Identify the perception of trainee teachers regarding the importance of teaching techniques in improving their Entrepreneurial awareness and entrepreneurial skills.
2. List the justifications for choosing the most significant instructional methods.
3. Create the entrepreneurial mindset of trainee teachers after completing an entrepreneurial mindset course.

Methodology of Research

Sample size: - 96 Trainee teachers of different pedagogy of semester II B.Ed programme .

Sampling Technique: **Non-probability sampling** - Purposive Technique.

Statistical analysis:-Descriptive statistics such as mean and standard deviation were used to find out the rank of student-centered learning techniques and teacher-centered learning techniques among B.Ed trainee Teachers.

Research Procedure

At the beginning of the semester, the students were given a course orientation to ensure that they understand the content and the requirement of the course and the evaluation to be made in the process of learning entrepreneurship. Since all of them had never learned entrepreneurship before, this was the opportunity for the researcher to utilize the entrepreneurial directed approach in the class. Several teaching techniques were utilized to create entrepreneurial skills and behavior among the students. The course was conducted for a period of 3 months. The teaching techniques that were utilized during the process of teaching and learning were

selected based on the concept of entrepreneurial directed approach which views learning as a process of co-participation among Entrepreneurial individuals (Taylor & Thorpe, 2004).

In terms of delivering knowledge, the more traditional methods (teacher centered) as lectures, using reading materials were conducted. New teaching techniques which focused on students centered teaching such as case analysis, business plan; presentation, discussion and running real business were introduced to match the entrepreneurial directed approach.

Instrumentation:

The study was conducted using both quantitative and qualitative research methods. A self-rated Questionnaire was utilized to collect the data. The questionnaire was divided into four parts. Part one consisted of 7 teaching techniques and Trainee Teachers were asked to rate the importance of the teaching techniques utilized during the implementation of the course in improving their entrepreneurial awareness. Scales of 1 to 5 were used to measure the importance of teaching techniques where 1 indicates “not important” and 5 indicate “most important “and part two consisted of students’ perception on the importance of 7 teaching techniques in improving their entrepreneurial skills. Here two option given yes and no. Part three gathered students’ perception through an open ended question to ascertain the most important teaching techniques and the reasons why the technique is perceived as important. Part four measured students’ entrepreneurial mindset, using an open ended question “*In your opinion, to what extent do you have the ability to be an entrepreneur?*” trainee teachers responded by answering the question on online Google form.

Findings and Discussion

After following both types of teaching methods in classroom researcher were given a questionnaire (online mode) form to complete in order to rate each of these 7 teaching strategies. Teacher trainees were specifically requested to identify the best teaching techniques in this context in order to provide outstanding learning results and to stir their interest in entrepreneurship. The findings on students perception regarding the most important teaching techniques to improve awareness is illustrated in Table 1

Table 1. Importance of teaching technique to improve entrepreneurial awareness

| Teaching Techniques | Mean | S.D | Rank |
|---------------------|-------------|--------------|------|
| Lectures | 4.27027027 | 1.071049554 | 6 |
| Discussion | 4.378378378 | 0.8283635592 | 4 |
| Reading materials | 4.351351351 | 0.7533708035 | 5 |
| Case analysis | 4.486486486 | 0.8035207811 | 3 |
| Presentation | 4.378378378 | 0.7583370458 | 4 |
| Business plan | 4.540540541 | 0.7300911128 | 2 |
| Run a real business | 4.594594595 | 0.685543558 | 1 |

Table 1 result shows that entrepreneurial directed approaches- run a real business and business plan were improving learners awareness regarding entrepreneurship in comparison to teacher centered approach.

The findings on students’ perception regarding the most important teaching techniques to improve entrepreneurial skills are illustrated in Table 2.

Table 2. Importance of teaching techniques to improve entrepreneurial skills

| Teaching Techniques | % of yes | Rank |
|---------------------|----------|------|
| Lectures | 59 | 7 |
| Discussion | 66.4 | 5 |
| Reading materials | 62.6 | 6 |
| Case analysis | 94.6 | 2 |
| Presentation | 73 | 4 |
| Business plan | 94 | 3 |
| Run a real business | 97.3 | 1 |

Table 2 result shows that student-centered approaches % shows high level in mastery skill to develop entrepreneurial skill compared to reading material and lecture method.

A qualitative study was also conducted on most important techniques chosen by students from above 7. The reasons why this techniques is important as perceived by students are as follows:

- a) Running a real business: - They gain practical business experience, develop a sense of responsibility, and comprehend the risks and benefits of starting a venture. They acquire practical expertise in fund-raising, scheduling every aspect of business administration, including production, marketing, finance, and actual business operations. Students can simultaneously develop their soft skills in areas like communication, motivation, teamwork, networking, and customer service. Examples of students’ perceptions are:

“Run a real business and making the business plan, it helped me to understand the working and the efforts too make a business run in real life. Business plan gave the shape to our thinking, helped us in planning our business strategies, and see our business growth.”

“Entrepreneurship-Run a real Business teaches students crucial life skills that will help them navigate this uncertain future. These skills include problem-solving, teamwork, empathy, as well as learning to accept failure as a part of the growth process.”

“According to me, run a real business is the most important teaching technique in learning entrepreneur mindset as it includes collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation.”

“Run a real business as it involves the active participation of all.”

Students feel more confident and have a more positive mentality about starting enterprises after participating in learning activities such as operating their own business, drafting a business plan, giving a presentation, and having a discussion; which enhance learning by "doing". In response to the inquiry, "How much do you think you have the potential to be an entrepreneur?" Approximately 87% of the students said they have the confidence and ability to launch their own firm. This demonstrates how an entrepreneurially oriented strategy can help students develop their entrepreneurial mentality and skills.

Examples of students' responses are:

“I am 100% sure that i can be an entrepreneur.”

“I have the potential to do the business when given an opportunity to become my best version and having innovative mindset.”

“As we have done the stall activity, I have gained confidence, leadership qualities and risk management factor and I can be an Entrepreneur if I have an idea.”

“If I rate myself out of ten I think it will be 7. I can come up with a creative idea, do innovative in it, I am hard working and self-motivated person, I have the quality of leadership, to run a business.”

“I believe that with my knowledge and confidence, I have the full potential to be a great entrepreneur.”

“Since i join this subject i am motivating to become an entrepreneur”

“I believe I've few abilities and few I can build gradually to be an entrepreneur”

“Not 100% but i learnt a lot from the course as it help me to analyses a new field as previously i didn't have any background about the field but now i can work in this field in some extent”

“I am a risk taker which is important skill for an entrepreneur and i also habits of analyzing my work and market environment”

“I believe with the help of this course i gradually developed the ability to be an entrepreneur.”

Conclusion and Implication:

Student centered techniques known as entrepreneurial directed approach enable students to have a positive entrepreneurial mindset. Students were also able to identify the most important teaching techniques after following an entrepreneurship education course. The techniques running a real business were considered as the most important in improving their entrepreneurial awareness and skills. Students were also able to improve their enterprising behavior because of their prior exposure to entrepreneurship through other “hands on” teaching techniques such as developing business plan, case analysis, class presentation and discussion. Entrepreneurship education in teacher education program should consider teaching techniques that require learners' to have “hands on” enterprise experience as well as to practice entrepreneurial directed approach in improving trainee teacher's entrepreneurial mindset. In nut Shell, Student's perceptions on the teaching techniques were measured and the findings suggested that the entrepreneurial directed approach had broadened student's entrepreneurial understanding, and they are able to develop the entrepreneurial skills and attitudes.

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