



# Women Teacherpreneurship: Development and Dissemination of Entrepreneurship Modules for Teacher Education Programs in Punjab

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## ABSTRACT

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**Objective** – This research is designed to provide knowledge and skills to female teachers to increase their competence to initiate and maintain their own businesses for their economic wellbeing. The study also aims to raise awareness in teachers about the importance of entrepreneurship by utilizing their teaching skills, experiences and motivation to start their own independent teaching programs and projects.

**Methodology/Technique** – The project's outcomes and process were monitored, assessed and evaluated by conducting pre and post-tests throughout the intervention program. The researchers extended their contributions by conducting guidance and counselling sessions for the trained faculty members for further teaching of the modules.

**Findings** – The results show that there are sustainable implications for female teachers' self-employment through their use of teaching programs in Punjab.

**Novelty** – This study is an action research conducted by researchers of a women-only university in Pakistan under the sponsorship of the HEC (Higher Education Commission). The study aims to encourage entrepreneurial skills in female students of pre-service teacher education programs in Punjab by developing curriculums and arranging entrepreneurial workshops and seminars.

**Type of Paper:** Empirical.

**Keywords:** Teacherpreneurship; Entrepreneurship Modules; Teacher Education Programs; Women Entrepreneurs

**JEL Classification:** I25, L26.

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## 1. Introduction

The term 'teacherpreneur' was espoused by Berry et.al. (2011) who viewed teacherpreneurs as "not primarily as marketers but as expert practitioners who are paid to spread their ideas and approaches as virtual mentors, teacher educators, community organizers, and policy as well as action researchers" (p.141). Teacherpreneurship is a term specifically crafted for the teaching community. It refers to the acquisition of

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economic independence through organization, modification and sharing one's instructional ideas, and developing knowledge and skills beyond the classroom setting to start a business. In the light of the SDGs (Sustainable Development Goals, 2015), and the international agenda for the promotion of women empowerment and poverty alleviation, trained teachers often look for conventional employment opportunities; this is typically because teacher education programs do not include entrepreneurial skills or knowledge in their programs. Women empowerment and progression from MDGs (Millennium Development Goals, 2000) to SDGs (Sustainable Development Goals, 2015) need to represent a more practical and comprehensive expansion of the MDGs, and primarily highlight the importance of access, gender equality, quality education and industry innovation and infrastructure as the main themes in all 9 goals.

The current study aims to encourage entrepreneurial skills in female students of pre-service teacher education programs in Punjab through the development of curriculum and arranging entrepreneurial workshops, seminars and training. It aims to equip participants with the practical knowledge and expertise to initiate and enhance their own businesses, to create a better learning environment and to establish contemporary learning fields. The program chosen has a comprehensive three-dimensional approach to increasing sustainability for teacher educational programs, by providing awareness of entrepreneurship in female educators.

## 1.1 Background

The 21<sup>st</sup> century has seen greater diversity in educational demands including creativity, usability and community-oriented aspects of curriculum. Therefore, innovation is critical for the support of modern prosperity (Carden, 2008). For this reason, the female labor force has increased tremendously. In 2008, females represented around 40% of the world global business market (World Bank, 2011). However, even in the current economic environment, where 66% of work is completed by women and 50% of food is grown by women, women only receive 10% of the profit and only own only 2% of property (UNICEF 2009).

In 2014, of the 90 million women in Pakistan, only 25% participated actively in the labor force. This is despite the fact that female literacy increased by up to 75% between 2005 and 2015. Further, female salary and wages decreased by up to 6.6% in this period. Thus, Pakistan is facing serious gender disparity issues, being ranked 143 out of 144 countries according to the Global Gender Gap Report of 2016 regarding female contribution to economic development (Yousaf, 2017).

It is necessary to reduce this disparity and to promote the education of women, in both practical and professional skills, to encourage entrepreneurship and increase opportunities for their active participation in the country's economy. It is hoped that the present research will assist in developing precise modules for encouraging teaching graduates to pursue entrepreneurship.

## 2. Literature Review

### 2.1 Entrepreneurship Education

Research on entrepreneurship focuses on the learning experiences and community service ideas of entrepreneurs. Entrepreneurship cannot be defined in a single way (Shane and Venkataraman, 2000). To that end, Gibb (2005) states that "entrepreneurship education is a way of learning entrepreneurship through entrepreneurship about entrepreneurship". Alternative definitions are presented below:

1. Managing uncertainties by creating a balance in supply and demand (Drucker, 1985).
2. Exploring new combinations of innovative productions, methods, selling and organizational structures (Schumpeter, 1934).

3. Hunting for new opportunities (Kirzner, 1973; Shane and Venkataraman, 2000; Pinchot, 1985; Gartner, 1988).
4. Integrating business and community interests (Johannisson and Nilsson, 1989).

Based on the above, it is generally accepted that entrepreneurs seek opportunities for business and industry development for the benefit of society and develop valuable products or services for use by others (Rae, 2004; Shane and Venkataraman, 2000).

Rae (2003) suggests that entrepreneurial education should focus on the identification of opportunities that provide a source of learning. Further, Pittaway and Cope (2007) suggest that experiential learning and reflective practices can foster entrepreneurship skills.

## **2.2 Women Entrepreneurship**

In 2010, there were 104 million women working in 59 different economies, which represents more than 52% of the world's female population and 84% of world GDP. Women make up around 45.5% of the world economy and are responsible for the development of a range of different businesses ranging from the cottage industry to some of the most popular trades in the world. This emphasizes the exemplary role of females in business and entrepreneurship worldwide (Kelley et al., 2011).

## **2.3 Methods of Teaching Entrepreneurs**

A number of working and teaching methods are involved in entrepreneurship education (Fayolle, 2008; Fiet, 2000; Jones and Iredale, 2010; Neck and Greene, 2011; Seikkula-Leino, 2008; Solomon, 2007). However, the concept of teaching entrepreneurship involves problem solving, analytical skills and strong comparative strategies, knowledge of human behaviors and up to date knowledge of market trends.

This study suggests different method of teaching entrepreneurship according to the views of Oyelola (2013), who promotes process-oriented teaching instead of content oriented instructions. Further, Arasti et al. (2012) offers individual and group projects, case studies, the development of new plans, creating scenarios for different businesses, group discussions, training in financial management, role play, official speeches, interviewing business owners, simulations and systematic field visits as the most influential ways of teaching entrepreneurship.

Torben (2010) prefers conducting business camps as the most practical method of teaching entrepreneurship. Potter (2008) and Solomon (2008) however suggest teaching methods involving mock planning, analysis and discussion of real businesses, working on success and failure stories, case studies, networking, business games, mentoring and group work.

In addition, Sharif et al. (2011) introduces entrepreneurship through extracurricular activities and training, defining and completing individual projects, active research, investigations, turning ideas into action plans, implementing designed plans, control over research methods, discussing important action plans and research development.

## **2.4 Theory and Practice**

During the emergent university education trend, various disciplines are becoming more and more practical in nature, field oriented, community related and real-life focused. Solomon (2007) suggests that entrepreneurship education is transforming from traditional instructional strategies. However, Solomon (2007) argues that it is not always possible that entrepreneurship education will occur outside the class so

there must be interactive strategies (Cooper et al., 2004; Frank, 2007; Pittaway and Cope, 2007 and Hynes and Richardson, 2007).

The current project aims to provide opportunities for educators and prospective teachers to grow their ideas through entrepreneurship education, by selecting contemporary businesses that are specifically designed for teaching degree holders. The research intends to build upon the capacity of educators to disseminate entrepreneurship modules to prospective teachers through workshops, seminars and training.

## **2.5 Rationale of the Study**

The study is an action research which aims to solve current issues surrounding lack of entrepreneurial opportunities for prospective female teachers. There are presently no entrepreneur training modules offered in teacher training institutions in Punjab. Therefore, a number of teaching graduates are unemployed. As there are more women than men pursuing the teaching field, increased social and economic engagement with useful activities to promote entrepreneurship is needed.

## **2.6 Proposed Goals/Objectives**

The project aims to satisfy the following objectives:

1. To develop teacherpreneurship training modules relevant to teaching fields, to provide sufficient information and skills.
2. To conduct hands on workshops for female teacher educators in public universities to teach entrepreneurial skills through prepared modules.
3. To conduct seminars whereby entrepreneurs share their experiences, expertise and contributions in teaching businesses.
4. To arrange training of teacher educators for further dissemination of modules to prospective teachers in their respective universities.
5. To measure the effectiveness of the female teacher entrepreneurship training by pre and post workshop, seminar and training intervention tests.

## **3. Significance of the Study**

Thirteen entrepreneurship modules were developed and disseminated during the study for teachers to expand and utilize their ideas for attaining better economic status. It was recommended that these modules be introduced in all teacher education programs in Punjab. This study helps to reduce unemployment and job dependency on public and private sectors so that trained educators, being qualified teaching entrepreneurs, may provide the community with professional services.

## **3. Research Methodology**

### **3.1 Study Design**

This project is an action research catering to the entrepreneurial needs of prospective female teachers aimed at reducing unemployment in this group of people. Action research is a systematic inquiry for the solution of social and practical issues (Bogden and Bilken, 1992). It is a dynamic methodology which

involves a cyclic process of planning, observing, reflecting and improving (Lewin, 1938). With the objectives of the research in mind, the following steps were taken in this action research:

### 3.1.1 Step 1: Designing the Entrepreneurial Modules

The research team designed the following 13 entrepreneurship modules with 3 extensive workshops with project partners, led by the principal and co-principal investigators. All modules contained 3 main sections; the introduction of the business, its need, nature and scope, the practice section with SWOT analysis using several hands-on activities, and the marketing and advertising section providing the details for expanding the business.

The entrepreneurial modules are as follows:

1. Key principles of entrepreneurship;
2. Starting a You Tube educational channel;
3. Designing educational games and toolkits;
4. Need based teacher training workshops;
5. School interior decoration;
6. Establishing home tutor service;
7. Children technology workshop;
8. Child's health and nutrition courses for mothers;
9. Academic, psychological and career counseling centers for children and adults;
10. Arts and crafts instruction (publishing material and hand-made projects);
11. School catering services;
12. Online tutoring business;
13. Creating and selling educational materials (lesson plans, audios, videos, work sheets, rubrics etc.).



### 3.1.2 Step 2: Selection of the Participants

All teacher educators from teacher education departments at Lahore College for Women University were used as the population in the study. The teacher educators (all female) were selected from each department nominated by the administrators, who were interested in learning and disseminating the content. Twenty participants were selected from across 4 departments: Research and Evaluation Department, Department of Professional Studies, Department of Educational Planning and Development and Department of Educational Leadership and Administration.

### 3.1.3 Step 3: Arranging the Workshop

A 5 day workshop was arranged by the researchers. The final day was reserved for discussion and a seminar with a resource person who shared her experiences with participants.

### 3.1.4 Step 4: Recording the Reflections of the Participants

In addition to the pre and post-tests conducted on a Likert scale, the participants were asked for a reflective narrative about their opinions, experiences and attitude toward the entrepreneur modules and the awareness they obtained from the training sessions. The reflection was weaved around the 3 basic questions: 1. What happened in the workshop? (concepts, sequence, activities etc.); 2. Why did it happen? (theoretical background, reason, logic); and 3. What have you learnt from this workshop? (ideas, skills, practices and

predictions). This reflective practice helped the participants to concentrate upon each activity, its purpose and the intended learning outcome.

### **3.1.5 Ethical, Social and Environmental Considerations**

The researchers observed and propagated the human rights of women to be respectable and useful citizens of the country by their capacity in establishing their independent businesses and utilizing their potential and qualifications.

## **4. Analysis**

The statistical analysis of the pre-test and post-test was conducted to identify the differences in the opinions of the participants after the training and seminars were conducted. A thematic analysis was made of the interviews of participants to highlight their experiences and attitude toward teacher entrepreneurship.

### **4.1. Graphical Representation of Quantitative Results**

The graph below shows the difference in teacher educators' attitude toward entrepreneurship before and after the training sessions. It shows that the educators were more aware of teacherpreneurship after completion of the training sessions. They also substantially agreed that teachers should start their own business if they remain unemployed, they had a better understanding that self-employment is more profitable than working for an organization, they believed that starting a business individually is possible whilst starting a business collaboratively may yield more results.

Further, the participants all agreed that teacherpreneurship training can enable teachers to start their own businesses and can provide them with knowledge on how to advertise their business among other things. Several participants thought of establishing their own businesses immediately to implement their ideas. All of the participants further agreed that a teacher requires sufficient information and networks to start a business.

Participants equally disagreed with the statement that, "business is not suitable for teachers" and cumulatively felt more confident, skilled and motivated to start their own businesses.

Graph No.1: Educators’ attitude towards teacherpreneurship before and after the training sessions

### 4.2. Qualitative Results

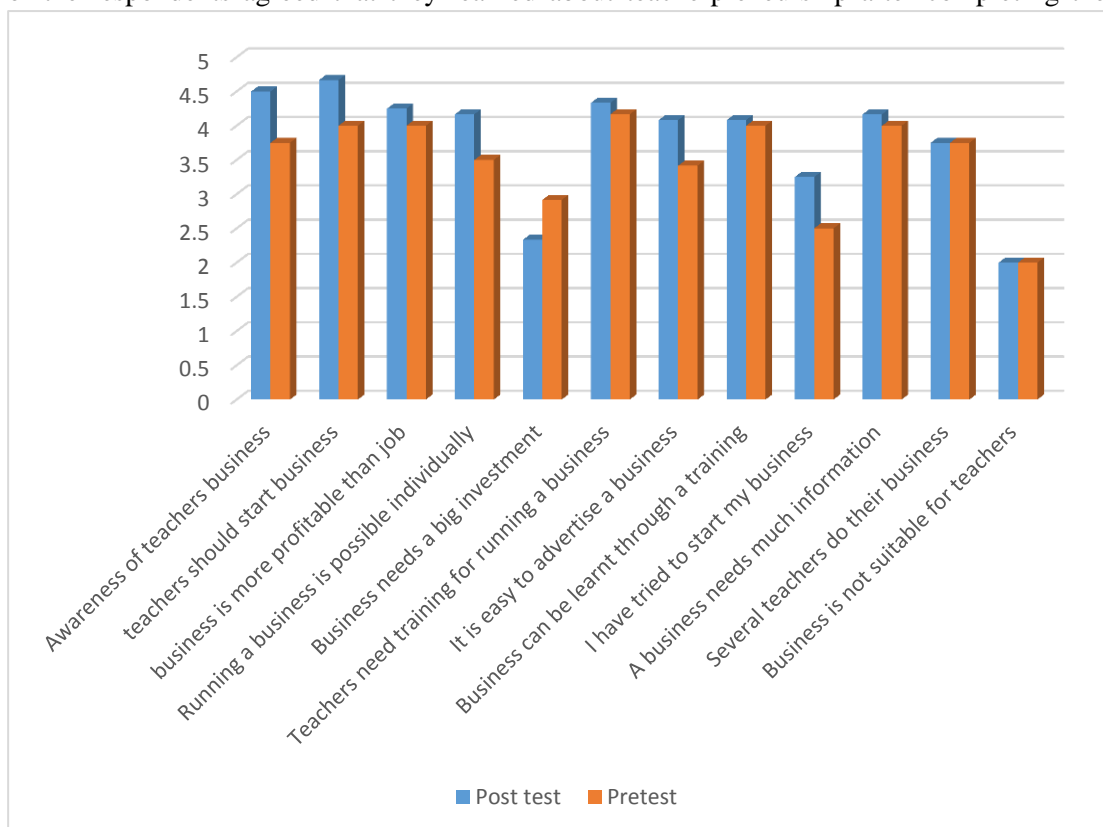
After completion of the training sessions, the respondents were interviewed to determine their experiences and opinions of the concept of teacher entrepreneurship. They were very enthusiastic to share their ideas. Their responses have been provided under each question below:

Question No. 1. What is your perception about purpose of this workshop?

The participants unanimously stated that the purpose of conducting the workshop was to train and motivate the participants about teacherpreneurship. This workshop had provoked them to start their own educational businesses on a small scale. One of the participants said that, “I found this workshop very useful. I learned how can I start my own business... I feel that I can start my own business with a small amount of money”. The respondents all agreed that entrepreneurship can be learnt through training sessions and this workshop was a great source of learning for everyone. One of the participants shared her views that, “it (workshop) has provided a platform for us to have knowledge and proper direction. Many useful and thought provoking ideas came to our minds. It means that we can do anything what we want to do and fulfill our dreams by implementing on such ideas”. They agreed that such workshops should be conducted on a regular basis so that more updated knowledge and innovative ideas could be shared and imparted to young students and participants to build their future careers.

Question No. 2. What have you learned from the workshop?

All of the respondents agreed that they learned about teacherpreneurship after completing the training



sessions. One of them shared that, “this workshop has provided me with the proper platform for doing something good. I’m motivated by this workshop to think seriously about earning. In activities, I like the SWOT analysis activity very much. We made a strategic plan for our production or services and to introduce this to other people”.

Question No. 3. How was the environment in the workshop?

The participants talked enthusiastically about the environment of the workshop. They appreciated the team work and collaboration. Everyone felt free to share ideas and concepts. One of the participants said that, “I would like to appreciate the team on their effort. I really liked the way they (organizers) engaged us. It was like a women organization planning for their business”.

Question No. 4. What were the advantages of the workshop?

The findings show that the workshop was edifying and motivating for the participants as it created enthusiasm and new hope among young participants. They agreed that teacherpreneurship was a fresh idea for them and all participants were excited about this new activity. They agreed that sharing knowledge of this concept will lead to more informed citizens. One participant stated: “I learned very useful and effective information and gained excitement about new careers for teachers. We may start them as a side business or as a full-time career”.

Question No. 5. What was the most effective activity during the workshop?

The findings reveal that the key learning during the workshop was the SWOT analysis. This stands for Strengths, Weaknesses, Opportunities and Threats, and is the lead analysis method for all businesses. One of the participants stated that, “a teacher should have self-awareness to know what are the weaknesses, competencies and strengths of a teacher and how she can improve. We learned to keep in mind all aspects of our business from resources to marketing and to foresee the challenges we may face in order to plan alternative strategies”.

Question No. 6. What are your suggestions to improve the workshop?

The respondents suggested more and frequent workshops to raise awareness among teachers and students and to make all courses career-oriented to provide the participants with real life skills.

## **5. Discussion**

This action research aims to develop entrepreneurial skills in pre-service teacher educators by developing curriculum and arranging entrepreneurial workshops, seminars and training. The notion of women empowerment is still facing critical consequences in Pakistan, however the fact is that female entrepreneurs are an essential part of Pakistan’s backbone for economic development. Therefore, there is a need to raise awareness of entrepreneurship among females in Pakistan. The research uses different methods suggested by different authors as experiential learning and reflective practices to promote entrepreneurship skills (Pittaway and Cope, 2007), process oriented teaching instead of content oriented instructions (Oyelola, 2013), individual and group projects, case studies and the development of new plans (Arasti et al., 2012) for



teaching entrepreneurship skills. The research is intended to encourage the capacity of teacher educators to disseminate entrepreneurship modules. The findings reveal that the workshops and training sessions is one of the best ways to impart information on teacherpreneurship. The researchers developed 13 training modules for the workshop to facilitate and motivate prospective teachers to establish their own business or join relevant organizations independently. The study aims to make a substantial contribution to the reduction of disparity between male and female entrepreneurial engagement in Pakistan, as indicated by Yousaf (2017).

## 6. Conclusion

The current project aims to develop teacherpreneurship skills in females with university degrees but who remain unemployed. The rapidly growing rate of the female entrepreneurs in Pakistan has gained the attention of both the developing and academic sectors and has helped Pakistan build a positive image. The 13 business training modules used in this study were designed by the researchers to teach pre-service and in-service female teachers about entrepreneurship skills. These modules are intended to be disseminated in all teacher education programs in Punjab, to equip pre-service female teachers with the ideas and skills to establish businesses of their own. Pre and post observation findings reveal that the teacherpreneurship workshops were successful; they encouraged trainees to start their own businesses. It is therefore recommended by both the researchers and the respondents that this type of informative workshop should be offered to provide entrepreneurial skills to teacher educators in the future. It is also recommended by the researchers that entrepreneurship content be integrated into other university courses, to enable students to consider employment options that are independent of government and corporate sector jobs.

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