

## Entrepreneurial Talents among Teacher Trainees: Determinants of Quality Teacher Education

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### Abstract

### Original Research Article

Quality teacher education plays a key role in nation building and the nation which is incapable of providing, difficult to produce competent and skilled teachers. The drastic change in the curriculum construction, use of information and communication technology, more emphasis on innovative practices are need of the hour. Entrepreneurship talents refer to an individual's ability to turn ideas into action and include creativity, innovation, and risk-taking, goal oriented, flexible, visionary, and able to get along with others, perceptive, resourceful, awareness of ethical values and promote good governance.

**Keywords:** Entrepreneurial Talents, Quality Teacher Education, Government Teachers Training Institutes, Private Teachers Training Institute.

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## INTRODUCTION

Entrepreneurship is bound to play a critical and pivotal role in the growth and development of the economy in the coming years. It has been acknowledged as one of the essential factors determining the growth and development of any country (Boyle, T. J. 2007). Entrepreneurs and enterprises contribute in building a competitive and dynamic knowledge-based economy capable of sustainable economic growth and greater social cohesion (Kaur, 2011). Economic fortunes of different countries around the world have become less predictable as national economies become more meticulously woven together. Companies look for locations with the cheapest operating costs, while capital moves quickly across national borders seeking the highest return. Many population groups find themselves moving to follow employment opportunities or to secure a better quality of life. The old paradigm of the 20<sup>th</sup> century is being replaced with the new paradigm of the entrepreneurial society- a society which rewards creative adaptation, opportunity seeking and the drive to make innovative ideas happen (N. Pimpa, 2019). In fact, most commentators would now agree that a spirit of entrepreneurship is one of the principal factors in whether communities can successfully overcome the difficulties that global changes have generated.

Education helps human beings to acquire values for a qualitative life and face new challenges which necessitate quality teachers, teachers armed with requisite knowledge, skill and abilities to deal with changing circumstances. A teacher is considered to be the backbone of the society, a nation builder who plays an imperative role for the growth of the nation. The progress of the nation depends upon the strengthening of education system. Teaching is a vocation which lays the groundwork for concocting the individuals for the all the other professions. Teacher quality and the strength of educator's leadership are recognized as the greatest determinants of educational success. Liberalization, Privatization and Globalization have impacted upon agencies, school children, young people and adults. The teachers, therefore, need to be professionally equipped with competence, commitment and determination to perform at their best. Today the world needs better and more committed teachers to encounter the challenges of LPG (Liberalization, Privatization and Globalization) along with ICT in educational sector. The teachers have to be multifarious and multidimensional. To meet the challenges of 21<sup>st</sup> century teacher education needs a total change. The curriculum and contents are to be revised. The aims and objectives of teacher education are to be revised. Teaching methods and process of teaching and learning are to be innovative. Teachers should be given reward and promotion to develop the professional competence.

Teacher educator has a crucial role in quality assurance in teacher education. A cursory job-analysis of a teacher educator reveals that he is required to teach theory, to supervise student teaching, to facilitate exposure and adjustment to school situations, to provide individual guidance, to counsel in personal and professional problems. He is the philosopher, friend and guide to the prospective teacher. He is expected to help them understand education in all its parameters, to attain skills of classroom teaching and to build up professional attitudes (Sahoo, P. Yadav, D. & Das, B. 2001).

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators. Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession (NCERT, 2005). It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient. Teacher education requires multidisciplinary inputs and a combination of high-quality content and pedagogy that can only be truly attained if teacher preparation is conducted within composite multidisciplinary institutions. The importance of providing such a holistic and complete education to our teachers, who will then be asked to impart such holistic and complete educations to our school children, is yet another important reason that all higher education institutions must themselves become places for holistic and multidisciplinary learning, so that such holistic and multidisciplinary learning can, in particular, be attained by teachers. Integrated programmes of teacher preparation for all levels of education, and in all areas of the curriculum, must be launched across the higher education sector, while single stream programmes must be phased out. To this end, all large multidisciplinary universities including all public universities as well as all model multidisciplinary colleges must aim to establish, develop, and arouse outstanding education departments which, aside from carrying out cutting-edge research in various aspects of education, will also run B.Ed.

programmes to educate future teachers, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, history and literature, as well as various other specialized subjects such as science and mathematics. In addition, all currently existing genuine teacher education institutions must aim to become multidisciplinary higher educational institutions by 2030. This is the major transformation of teacher education that will bring back high quality to the system in accordance with the true multidisciplinary requirements of modern education.

### **Entrepreneurial Talents Need of the Hour**

Entrepreneurship refers to an individual's ability to turn ideas into action. Entrepreneurship applies to all real-life situations and it is not correct to say, it is always business entrepreneurship or profit motive which is important. There are many NGOs which are entrepreneurial in nature. Entrepreneurial talents include creativity, innovation and risk-taking as well as the ability to plan and manage different activities to achieve objectives (Joshi, A. 2015). This should include awareness of ethical values and promote good governance, hard work and disciplined dedication.

### **Dimensions of Entrepreneurial Talents**

- Self-Esteem, Knowledge, and Skills
- Vision
- Versatility
- Creativity and Persuasiveness
- Adaptable and Flexible

Entrepreneurship is the symbol of co-operative tenacity and achievement. Educational entrepreneurship seeks to provide teachers with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting and their senses of opportunities, innovativeness and capabilities for accomplishment have become the standard by which free educational enterprise is measured. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation and improves global competitiveness (Boyle, T. J. 2007). Moreover, teaching methods should be in proper manner to enhance their knowledge, creativity, innovation and managing skills of business. Young learners today belong to a generation that is born and raised in technology-rich environments. They will use technologies that haven't been invented so far and enter jobs that don't exist at present. Globalization and the demands of a knowledge economy and a knowledge society call for emphasis on the need for acquisition of new skills by learners on a regular basis, for them to 'learn and how to learn' and become lifelong learners. It is essential that children and youth in the country are

equipped with the knowledge, skills, attitudes and values as well as employable skills that would enable them to contribute to India's social, economic, and political transformation.

But while entrepreneurship is now mostly commonly associated with business creation and much of the world's media has created an image of the modern day entrepreneur as the inspirational figure of our age – building a business empire out of nothing and in doing so, creating wealth and prosperity for him/herself and others – the true meaning of entrepreneurship goes far beyond the act of starting and running a business. Entrepreneurs are essentially ideal people, who see an opportunity to generate value or well-being in society by providing for unmet needs with a new product or service, or by carrying out an existing activity in a novel or more efficient way (Joshi, A. 2015). They look for what is changing, what is needed and what is missing and then undertake the task of achieving their vision, combine resources, demonstrating ingenuity in the face of obstacles and assuming responsibility for any risks along the way.

Entrepreneurship during the most recent decades has increased a tremendous enthusiasm for the scholarly community, legislative issues and practice. It is contended from legislative issues that more entrepreneurs are essential for the monetary improvement. In addition, these days entrepreneurship is likewise seen as an answer for social and cultural difficulties (Chaudhary. R 2017). This drives a requirement for entrepreneurial individuals wherever in the public arena who can adapt to the changeable and dubious universe of today. As an outcome, there are far and wide various educational activities attempting to rouse and fuel on an entrepreneurial outlook. Here, educations of all sort become pertinent settings since they give a chance to influence children, youth's and grown-up's advantage and mentalities towards entrepreneurship, and in that capacity give a likelihood to arrive at countless individuals. Thus, there is still much to be done concerning entrepreneurship education in a school situation, both in practice and research.

The advancement of the entrepreneurship key competence isn't just an issue of information securing (Bolton, B., & Thompson, J. L. 2013). Since entrepreneurship education is tied in with building up the capacity to act in an entrepreneurial way, demeanour and practices are maybe more significant than information about how to maintain a business. To put it plainly, entrepreneurship education implies building up a culture which is through, for and about entrepreneurship. Such capabilities are best gained through human drove enquiry and disclosure that empower students to transform thoughts energetically. They are hard to educate through customary teaching and learning rehearses in which the student will in general be a pretty much aloof beneficiary. They

require dynamic student focused teaching methods and learning exercises that utilization down to earth learning openings from this present reality. Besides, since entrepreneurship education is a transversal skill it ought to be accessible to all students and be instructed as a topic instead of as a different subject at all stages and levels of education.

Education is a deep-rooted procedure, which mirrors a general public to be humanized. Education isn't just an apparatus to give information, yet it is a channel used to instruct a person just as to frame people who are mentally, profoundly, inwardly, and physically adjusted. In this manner, teachers need to outfit themselves with great characteristics that are required so as to inspire the education of our nation to a more elevated level that can in a roundabout way structure more. Teachers should be exceptionally energetic and submitted in doing their obligation as a capable instructor. Inspiration assumes a significant job in deciding one's accomplishment level. In this way, future teachers who are mindful in driving their students should be propelled so they will be solid and steady to confront all the upcoming difficulties in the education field. .

Unpacking the group of characteristics, we can see that at their heart entrepreneurial teachers should be passionate about what they are doing. They should have a very optimistic attitude and be able to inspire others. They should be confident in their teaching, in effect being leaders in themselves, and not necessarily waiting for leadership from senior staff. In their new role, their task is to lead their students. In the words of one Symposium participant, they are the sort of people who 'just do it', teachers with a 'can do' approach to their profession, who have belief in what they are doing. They want to be energetic, providing a spark both to their students and their fellow teachers. They should also have vision, as well as being both open to new ideas and able to think laterally about subjects and issues. They should be open-minded with respect to the ways in which not just other teachers, but parents, businesses, students and others ought to be involved in entrepreneurship education. Such characteristics will mean they are well equipped for delivering the entrepreneurship education curriculum both within schools and in terms of thinking creatively about how to use resources available within the local community. In this respect, the entrepreneurial teacher ought also to be able to network effectively and make connections to a widespread range of stakeholders. Entrepreneurialism also requires teachers to be flexible and to push the boundaries with respect to established norms within education, without being a maverick. At the same time, they prerequisite to have a balanced approach, be 'down to earth' and, of course, remain professionally responsible.

In India alongside these characteristics, the entrepreneurial teacher needs to be someone who listens

attentively and can pick up and put to use new ideas. They also need to have the capability to sell ideas to others. Above all they should retain the goal of all educators which is to develop young people who have a passion to create, grow and learn.

In India the last three decades have witnessed a decline in teacher education. The journey towards accreditation of teacher education is indeed difficult. However, this needs to be undertaken in order to bring about quality and excellence in education. Accreditation will certainly prove to be a positive and realistic step towards quality teacher education.

- Education is no more viewed as a tool of social development but as an investment for developing human resource and global market. The dominant features of education in the age of globalization may be listed as follows:
  - Trivialization of the goals of education.
  - Fragmentation of knowledge.
  - Alienation of knowledge from social ethos.
  - Determination of the character of knowledge by the market forces.
  - Institutionalization of economic, technological and socio-cultural hegemony of the global forces in the curriculum:
  - Introduction of parallel and hierarchical educational streams for different social segments and marginalization of children through competitive screening.

The Indian teacher education programs have hardly recognized the issues such as disparity, socio-economic stratification and caste hierarchies, patriarchy and gender inequity, conflicts of cultural and ethnic identify unemployment and misemployment regional imbalances, distortions of development policy, attrition of values inherited from the freedom struggle and cynical attack on democratic institutions. The rise of communalism and the consequent attempts to impose mono-cultural hegemony during the past couple of decades has seriously begun to threaten the multi-ethnic, multicultural and multi-lingual character of Indian nationhood. The pedagogic failure of the teacher education programs to reflect such issues and concerns calls for a radical review of the very premises, which formed the epistemological basis of their curriculum. The challenge of building up educational leadership that will be empowered to analyse, question and de-construct the colonial (and now the globalized) paradigm is considered to be of great for dealing with teacher education.

#### Principles of an Entrepreneurial School System

- **Responsive:** In a dynamic, ever changing world, public school systems should be responsive to changes in the needs of students, families and communities. If schools are not permanent, but rather opened and closed based on how well they

are serving market needs, the supply of schools is aligned with demand.

- **No monopolies or oligopolies:** Monopolies and Oligopolies are fundamentally closed, unresponsive systems that aggregate power and maintain it even if results are unsatisfactory. Such inflexible practices should not be tolerated in public education, whether among school districts, teacher preparation programs, or publishers.
- **Customer-oriented:** Public education has many “customers,” including parents, communities that provide funding and businesses that employ schools’ graduates. In order to satisfy their mission, though, public schools must focus first and foremost on the needs of students—not adults or institutions. As such, there must be a diverse supply of schools that address the unique learning needs of students, along with customized instruction within those schools, and mechanisms that support choice and information for parents and communities.
- **Performance-driven:** With improved results for students as the target, public school systems must manage toward not only effectiveness, but also efficiency (less time and money for the same results). There must be clear goals, alignment of resources toward those goals, and constant assessment and adjustment of those goals and resources based on progress.
- **Constant learning:** In a dynamic environment, the work of public education is never “finished.” As soon as one level of performance is achieved, the next target becomes clear, with continuous improvement always a priority. This cycle of on-going learning applies to student instruction as well as the management of schools and school systems.
- **Culture of meritocracy:** When results are the priority, those who find a way to achieve those results are rewarded for their efforts. In other words, the “fastest learner wins” whether an individual or a team and others use that success to inform their own practice.

#### OBJECTIVE OF THE STUDY

- To study the difference in entrepreneurial talents among the teacher trainees with respect to their gender and type of teacher training institutes.

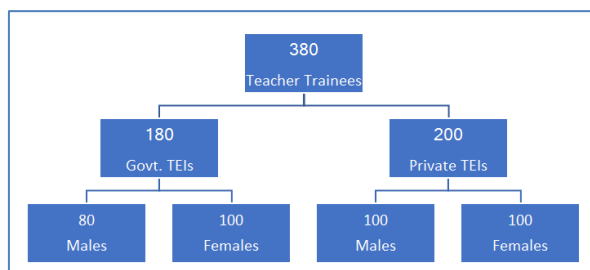
#### HYPOTHESIS OF THE STUDY

- There exists a significance difference in entrepreneurial talents among the male and female teacher trainees studying in government and private teacher training institutes.

#### RESEARCH METHOD

Present study is descriptive in nature and survey method was used. All teacher trainees studying in government and private teacher training institutions affiliated to Maharishi Dayanand University, Rohtak in

the state of Haryana constitutes the population for the present study. The investigator has selected 380 teacher trainees (180 from government teacher training institutions and 200 from private teacher training institutions) as sample by using simple random sampling technique (lottery method). The classification of teacher trainees as sample for present investigation is given below:



**Fig-1: Classification of teacher trainees as sample for the present investigation**

**Table-1: Result pertaining to difference in entrepreneurial talents among male and female teacher trainees studying in government and private teacher training institutes**

Type of Teacher Training Institutes	Gender	N	Mean	SD	SEd	t-ratio
Government Teacher Training Institutes	Male	80	138.54	17.372	2.256	5.239
	Female	100	126.72	12.873		
Private Teacher Training Institutes	Male	100	130.18	14.997	2.151	5.765
	Female	100	117.78	15.418		

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

The t-value for difference in entrepreneurial talents among male and female teacher trainees studying in government teacher training institutes is 5.23 which are significant at 0.01 levels. It can be interpreted that there is significant difference in entrepreneurial talents among male and female teacher trainees studying in government teacher training institutes. Therefore, the propose hypothesis is accepted. Further, the mean scores of male teacher trainees are higher than female trainees it means male trainees in government teacher training institutes have significantly higher entrepreneurial talents than female trainee.

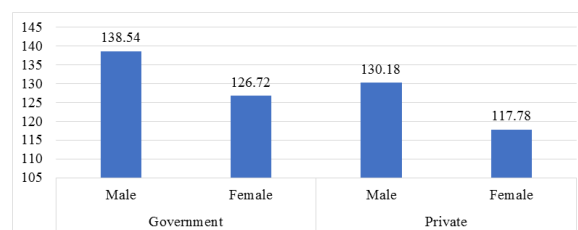
The obtain t-value for difference in entrepreneurial talents among male and female teacher trainees studying in private teacher training institutes is 5.76, which is significant at 0.01 level. Hence, the propose hypothesis is accepted. It means that there is significant difference in entrepreneurial talents among male and female teacher trainees studying in private teacher training institutes. Further, mean score of male teacher trainees is higher than female trainees. It means male trainees in private teacher training institutes have significantly higher entrepreneurial talents than female trainee. The obtained score has been graphically presented below.

## TOOL USED FOR DATA COLLECTION

For collection of data Entrepreneurial Talent Scale standardized by S. Aggarwal and Ira Das in 2015 was used. The scale contains 103 items and measures entrepreneurial talents/dispositions through seven subtests:

- Risk taking/ability to face challenges of new ventures/ stress tolerance
- Achievement Motivation
- Leadership traits
- Self-concept
- Capability for Persuasion
- Attitude towards Entrepreneurs
- Problem Solving Ability

## RESULT AND DISCUSSION



**Fig-2: Showing difference in mean scores of entrepreneurial talents on the basis of male and female teacher trainees studying in government and private teacher training institutes**

## MAIN FINDINGS

1. There exists a significant difference in entrepreneurial talents among male and female teacher trainees studying in government teacher training institutes. Therefore, the propose hypothesis which states that there exists a significance difference in entrepreneurial talents of the male and female teacher trainees studying in government teacher training institutes is accepted (Jain, R. K. 2011, Omeriyang, M. & Ewelum, J. 2020).
2. There exists a significant difference in entrepreneurial talents among male and female teacher trainees studying in private teacher training institutes. Further, mean score of male teacher trainees is higher than female trainees. Hence, the propose hypothesis which states that there exists a

significance difference in entrepreneurial talents of the male and female teacher trainees studying in private teacher training institutes is accepted (Kaur, M. 2011).

### Suggestions for Further Research

- The sample size can be increased to obtain results.
- A similar study can be conducted in different areas of the Haryana states and other states of India.
- A similar study can be carried out in senior secondary school students and students studying in higher teacher training institutes.
- Comparative studies can be made taking into account other variables and in different areas.
- Institutes should introduce vocational courses as a part of the main curriculum.
- More focus on practical and value education.
- Create more platforms for knowledge sharing for the teacher trainees (on both technical and soft skills).
- The government should focus on the policies and interventions to improve the quality of education
- Teacher educational institutes should also focus on the quality of personnel and professional development programs for both students and faculty. School administrators should set a good example or role modelling to faculty members and students as a whole.

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