Teacherpreneurship In Management Education

A Momentous Vision for Teachers

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ABSTRACT

Every Teacher in Management Education today has captivated a unique method of educating students. They try to create a culture of creativity that reflects in positive learning in the classroom. They think beyond traditional ways to make their class lessons more meaningful. These are all the qualities which personify a teacher with entrepreneurial skills and in education term it can be known as Teacherpreneur. In course of writing this article we have defined Teacherpreneur "Teacherpreneur is the one who tries to amalgamate the teaching with innovative ideas and entrepreneurial leadership which enables them to acquire a distinct place in the world of Education." We are of the belief that moving forward in Management Education Teacherpreneur is the one to survive with the mounting expectation of students. The faculty accord that Teacherpreneur in Management Education has marked effect on Teaching, Career and Life in general.

INTRODUCTION

People who are currently in the Teaching Profession and are in direct contact with students in the classroom may soon phase out interest. Some may want to join hands with the influential and commanding positions of Administration. They may also want to choose a different career as well since students expectation becomes a challenge. Some give up due to lack of support and encouragement from the higher authorities or reporting heads of the institution.

A new survey shows that 73% of trainee teachers have considered leaving the profession – mostly due to workload. But they join because they want to work with young people.

Own Definition with Framework

Teacherpreneur is the one who tries to amalgamate the teaching with innovative ideas and entrepreneurial leadership which enables them to acquire a distinct place in the world of Education.

Framework of Teacherpreneur

1) **Commitment:** The journey towards Teacherpreneur is hard enough as it needs a teacher having the great value of commitment. It is something where the teachers should not consider teaching as their job. It is a commitment to one self to mold the regular students into better entrepreneurs or the qualitative managers.

2) **Ideas:** Creativity is the heart of forming innovative activities which result into management learning. Ideas generation, screening and converting ideas into activities is a great task which need full dedication. Ideas to have such activities need enormous reading and much experience. It needs hard work and interest to make something new.

3) **Service**: Teacherpreneurship requires service oriented nature not job oriented nature. One should be of the ethical view that everyone has to contribute for the developments of others. Being teachers the first value needed is giving the fullest service to the students to make them better human beings and the best professionals.

4) **Education**: It is said that strong educators build the nation. Thus teachers with ethical education and passionate in building better society can bring revolution. Educated teachers can transform the unskilled students into productive and skillful professionals.

5) **Innovative:** Innovation is the mother of development. Innovative minds can create unbelievable changes. Innovative teachers with research oriented minds can really build perfect professionals. Innovative teachers can well frame the activity based events and make them work systematically.

6) **Consultation:** One can walk on the path neatly but many can run together and reach the goal successfully. Teacherpreneurship needs consultation of same minds of framing better activities to be taken into the class rooms.

CONCEPTUAL BACKGROUND AND LITERATURE REVIEW OF THE STUDY

Marina Kladova has defined Teacherpreneurship as "Teacherpreneurship is a mindset towards a teacher's career based on leadership and relentless search for opportunities to make a difference, share the knowledge and expertise and create something innovative and unique which can be both for profit and non-profit."(Kladova, M. (2017).

"Teacherpreneurs are classroom experts who teach students regularly, but also have time, space, and reward to incubate and execute their own ideas -- just like entrepreneurs." (Berry, 2013*).

"As a Teacherpreneur, I work to create unique experiences for students that supercharge learning and increase engagement." (Vicky Davis*, 2015).

"A Teacherpreneur is a creative classroom teacher who is both an educator and an entrepreneur; works a flexible schedule and supplements his/her income by creating and developing teaching and learning products."(Patrice Palmer, 2017*).

Ways to become better Teacherpreneurs:

1) **Analyze trends and relate unrelated:** The trend in teaching line is changing day by day. Students have the greatest source of knowledge at their tips of fingers. Internet has changed everything. Students get every information they want on internet very easily. Hence it is the greatest challenge for teachers to keep their classes alive and now it is the time of

survival of the fittest. Hence teachers should study the changing trends and make their lectures full of activities, fun and knowledge by evaluating themselves and relate everything to the interest of the students.

2) **Communicate with like-minded people:** Not all teachers could be of the same mind set. But the alike minds should come together and exchange the ides and values to take a step towards Teacherpreneurship.

3) **Co-dream/ Co-create:** To become Teacherpreneur, sensitive qualities are required. Dream of making the students the best human beings as well as the best professionals with utmost skills and contributing selflessly to achieve this needs passionate minds. Such teachers should come together, dream together and create a community of having same objectives to step towards Teacherpreneurship

4) **Experiment with different approaches and ideas:** Different approaches and ideas are must to achieve Teacherpreneurship. Positive approach of creating the best out of the worst by contributing to the highest level is required to make the necessary changes in teaching field. New ideas like online learning, learning through video conferencing, learning through games, activity based learning, case study based learning etc must be taken into account and efforts should be made in this regard.

5) **Observe trend-setters and other Teacherpreneurs and shadow them:** Following the right ones always make better paths. There are many teachers who are very passionate towards making the future of the students bright. They take it as their moral and social responsibility to make the careers of the students. Such teachers are rare but are there. They keep on doing something new for the betterment of the students without expecting anything in return. Such trend setters and such Teacherpreneurs are to be recognized and followed to make the whole group of teachers to move towards Teacherpreneurship.

Observing trends in education and looking for opportunities:

1) **Design thinking and project-based learning:** Design Thinking is a mindset and approach to learning, collaboration, and problem solving. In practice, the design process is a

structured framework for identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions. Design thinking is a process for creative problem solving. Design thinking has a human-centered core. It encourages organizations to focus on the people they're creating for, which leads to better products, services, and internal processes.

Project-**based learning** (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. It is a style of active learning and inquiry based learning.

2)   **Student-driven personalized learning:** Personalized learning has four key attributes: learner profiles, personal learning paths, competency-based progression, and flexible learning environments. When applied correctly, personalized learning can move mountains for students. It means that assignments and instruction are tailored to individual students' interests, needs, and skills. It opens up probabilities for strategic groupings to allow students to learn better from one another.

7 Effective Teaching Strategies for the Classroom:

➢   Visualization. Bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real-world.

➢   Cooperative learning.

➢   Inquiry-based instruction.

➢   Differentiation.

➢   Technology in the classroom.

➢   Behaviour management.

➢   Professional development.

3)   **Mobile learning:** M-learning or mobile learning is "learning across multiple contexts, through social and content interactions, using personal electronic devices". A form of

distance education, m-learners use mobile device educational technology at their convenient time.

In mobile learning, students learn across both space and time and move from topic to topic. Like a blended environment, learners move in and out of engagement with technology. A key point in mobile learning theory is that it is the learner that is mobile, not the technology (Shuler, 2009).

Mobile learning offers better learner engagement and higher completion rates. Key benefits of mobile learning are: Learning on the go: Today learners do not want to learn at their office desk. The biggest advantage of mobile learning is its innate capability to offer anytime-anywhere learning on the go.

4) **Flipped education:** A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom.

Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated

Flipping helps students of all abilities to excel

Because all the direct instruction is recorded, students with special needs can watch the videos as many times as they need to learn the material. ... Instead, students can pause their teacher, rewind their teacher, and make sure they actually learn the important concepts.

An effective flipped classroom is one that, the time normally spent lecturing, is used for in-class activities, discussions, problems, and group projects. The most meaningful learning in a flipped classroom occurs as a result of efficient use of the extra class time (Tucker 2012).

5) **Edutainment (education + entertainment):** Edutainment is one of those combo words, like "guesstimate," that combines two regular words into one term that really isn't a word.

As you may have guessed, "edutainment" is a blend of education and entertainment. This term is used to describe various forms of entertainment that also educate.

Educational entertainment is media designed to educate through entertainment and a term used as early as 1954 by Walt Disney. Most often it includes content intended to teach but has incidental entertainment value.

The term edutainment has been credited to Robert Heyman in 1973 who coined the term when he produced multi-media educational materials for the National Geographic Society (Wang, Zuo, & Li, 2007). He names the game type of his education movie as Edutainment.

6) **Blended learning and MOOCs:** In today's education, it would be challenging to find a teacher who has not heard of Massive Open Online Courses (MOOCs) and equally challenging to find one that has not yet or is not planning to implement a mode of blended learning environment to their classes. Several authors have confirmed that blended learning has a positive impact on teaching and learning (Garrison & Kanuka, 2004; Gilbert & Flores-Zambada, 2011; Morris, 2014; Sharpe, Benfield, Roberts, & Francis, 2006). After mapping trends over 35 years of publications in the journal *Distance Education,* MOOCs have been identified as one of the emerging themes between 2010 and 2014 (Zawacki-Richter & Naidu, 2016). Blended learning models in higher education do not have to be developed around MOOCs. However, there is a growing interest for exploring how MOOCs can enrich traditionally taught courses and act as a complementary resource in achieving teachers' and students' goals. In order to create a model that supports this, series of pedagogical and technical questions need to be addressed, along with exploring students' experience with this mode of learning. Literature has confirmed that blended learning works, but is yet to demonstrate the best way to embed MOOCs to achieve learning outcomes, support various groups of learners, and overcome common students' challenges.

There is a big difference between online education, massive open online courses (MOOCs) and blended learning. For decades, students have been able to earn degrees

online through for-profit institutions, such as the University of Phoenix. MOOCs are a relatively new spin on web-based learning that opens up classes to the masses, though usually not for credit. Blended learning, on the other hand, uses technology to enhance traditional learning environments.

In blended classrooms, also know as flipped classrooms, professors use classroom time to interact with students and use the Internet to deliver lectures, typically as web videos. Here is the definition, courtesy of the Inn sight Institute:

7) **UGC (user-generated content):** Ratings and reviews help drive traffic to the website, increase conversion rates, and provide retailers an inside look at a consumer's actual experience with the product. User-generated content is a way for the customer to share a bit of themselves with the brand they are shopping with.

Ideas for Getting More User-Generated Content

1. Audit existing fan photos. Before you approach your CMO and propose an elaborate UGC strategy, do your homework.
2. Identify consumer trends.
3. Adopt a selfless hashtag strategy.
4. Promote strong CTAs in key locations.
5. Add signage in your stores.
6. Host an event.
7. Tap into influencers.
8. Design a contest.

One of the top benefits of user-generated content is that it serves as excellent social proof. Seeing content from real customers increases your credibility and brings your brand's promises into perspective. Brands make certain promises to their customers or audience.

It helps brands to better understand their target audience and their communities better. It helps to build trust. It increases engagement and time spent on your site or social

media platform. It keeps your stakeholders happy and makes them feel like they're an important part of the conversation.

8) **Adaptive learning tools (e.g. Computer adaptive tests like GMAT):** Adaptive learning is a technology-based or online educational system that analyzes a student's performance in real time and modifies teaching methods based on that data. Think AI meets dedicated math tutor meets personalized engagement.

Adaptive learning tools collect specific information about individual students' behaviors by tracking how they answer questions. The tool then responds to each student by changing the learning experience to better suit that person's needs, based on their unique and specific behaviors and answers.

Adaptive learning is one technique for providing personalized learning, which aims to provide efficient, effective, and customized learning paths to engage each student. Adaptive learning systems use a data-driven approach to adjust the path and pace of learning, enabling the delivery of personalized learning at scale.

Adaptive Leadership is a practical leadership framework that helps individuals and organizations adapt and thrive in challenging environments. It is being able, both individually and collectively, to take on the gradual but meaningful process of change. Adaptive Leadership is purposeful evolution in real time.

9) **Gamification :** It is the process of taking something that already exists – a website, an enterprise application, an online community – and integrating game mechanics into it to motivate participation, engagement, and loyalty.

Gamification is the use of game design and mechanics to enhance non-game contexts by increasing participation, engagement, loyalty and competition.

Gamification is the process of using game-like elements into business and marketing strategies. One of the simplest forms of Gamification is getting a stamp every time you buy a coffee. Collect ten stamps and you get a free drink. It's like completing a level and getting a reward.

The term 'Gamification' was coined back in 2002 by Nick Pelling, a British-born computer programmer and inventor, and hit the mainstream thanks to Foursquare in 2009. By 2011, it officially became a buzzword when Gartner added it to its 'Hype Cycle' list. Now, in 2015, Gamification is hotter than ever.

The Gamification of learning is an educational approach to motivate students to learn by using video game design and game elements in learning environments. The goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning.

Common Gamification elements include points, timers, badges, and leader boards. Games are collaborative or competitive activities played according to a set of rules. Games usually have an end-goal or win-state.

10) Intelligent tutoring system (ITS) and teaching robots:

An intelligent tutoring system (ITS) is a computer system that aims to provide immediate and customized instruction or feedback to learners,[1] usually without requiring intervention from a human teacher. ITSs have the common goal of enabling learning in a meaningful and effective manner by using a variety of computing technologies. There are many examples of ITSs being used in both formal education and professional settings in which they have demonstrated their capabilities and limitations. There is a close relationship between intelligent tutoring, cognitive learning theories and design; and there is ongoing research to improve the effectiveness of ITS. An ITS typically aims to replicate the demonstrated benefits of one-to-one, personalized tutoring, in contexts where students would otherwise have access to one-to-many instruction from a single teacher (e.g., classroom lectures), or no teacher at all (e.g., online homework).[2] ITSs are often designed with the goal of providing access to high quality education to each and every student.

Robots can be created and programmed to give off all indications of human life, including breath and heartbeat. Their use can also be seen in such procedures as injections, surgeries and even delivering children.

11) **Machine translation:** Machine translation, sometimes referred to by the abbreviation MT (not to be confused with computer-aided translation, machine-aided human translation (MAHT) or interactive translation) is a sub-field of computational linguistics that investigates the use of software to translate text or speech from one language to another.

On a basic level, MT performs simple substitution of words in one language for words in another, but that alone usually cannot produce a good translation of a text because recognition of whole phrases and their closest counterparts in the target language is needed. Solving this problem with corpus statistical, and neural techniques is a rapidly growing field that is leading to better translations, handling differences in linguistic typology, translation of idioms, and the isolation of anomalies.

Current machine translation software often allows for customization by domain or profession (such as weather reports), improving output by limiting the scope of allowable substitutions. This technique is particularly effective in domains where formal or formulaic language is used. It follows that machine translation of government and legal documents more readily produces usable output than conversation or less standardized text. Improved output quality can also be achieved by human intervention: for example, some systems are able to translate more accurately if the user has unambiguously identified which words in the text are proper names. With the assistance of these techniques, MT has proven useful as a tool to assist human translators and, in a very limited number of cases, can even produce output that can be used as is (e.g., weather reports).

12) **Self-paced individual education:** Self-paced instruction is any kind of instruction that proceeds based on learner response. The content itself can be curriculum, corporate training, technical tutorials, or any other subject that does not require the immediate response of an instructor.

A skill in which the timing and form are determined by factors outside the control of the performer; for example, a sailor adjusts the sails according to the wind direction and speed. Compare self-paced task. From: externally paced skill in The Oxford Dictionary of Sports Science & Medicine

Some obstacles to Teacherpreneurship

1) Limited mindset of management of not supporting teacherpreneurship.

2) Lack of self-motivation amongst teachers.

3) Lack of financial stability and passive income

4) Lack of self-confidence

5) Lack of ideas

6) Lack of free time to work strategically on how to become a Teacherpreneur

OBJECTIVES OF THE STUDY:

1) To understand the concept of Teacherpreneurship

2) To study emerging trends of teaching and learning

3) To explore the aspiration of teachers to become Teacherpreneurs

METHODOLOGY

The researcher has chosen the new concept of Teacherpreneurship and particularly studied the aspiration of the teachers to become Teacherpreneurs.

Primary Data

Researcher has chosen questionnaire method to collect data related with Teacherpreneurship.

Set of 6 basic questions and 20 questions of 7 pointer scale has been effectively drafted.

Sample Unit: Management Teachers

Sample Size: 100

Sampling Method: Random Sampling Method in Probability Sampling Method

Secondary Data

Researcher has referred many articles and research papers on the subject Teacherpreneurship which have been mentioned in review of literature and references.

Hypothesis Setting

For regular verbal questions

Null Hypothesis (Ho): There is no relation between the management students' satisfaction and the teaching methods.

Alternative Hypothesis (Ha): Modern teaching methods increase the satisfaction of the management students.

For Likert's seven pointer scale questions

Null Hypothesis (Ho): There exists no relationship between Teacherpreneurship and quality of management education.

Alternative Hypothesis (Ha): Teacherpreneurship positively affects the quality of management education.

DATA ANALYSIS AND INTERPRETATION:

For regular verbal questions

Null Hypothesis (Ho): There is no relation between the management students' satisfaction and the teaching methods.

Alternative Hypothesis (Ha): Modern teaching methods increase the satisfaction of the management students

Table 1

Observation table			
S. No.	**Particulars**	**Yes**	**No**
1	Feeling happy with Traditional Teaching methods	10	90
2	Employability Offerings	8	92
3	Extraordinary activities	80	20
4	Getting support from institutes for innovative methods	40	60
Expected Frequency table			
1	Feeling happy with Traditional Teaching methods	34.5	65.5
2	Employability Offerings	34.5	65.5

| 3 | Extraordinary activities | 34.5 | 65.5 |
| 4 | Getting support from institutes for innovative methods | 34.5 | 65.5 |

Table No. 2

S. No.	Alternative Hypothesis	Level of significance	Degree of freedom	Test value	P Value	Decision
1.	Modern teaching methods increase the satisfaction of the management students	5%	3	1.9637	7.8147	**Accepted the Alternative Hypothesis**

Interpretation

From the above table and calculations it is clear that the management students satisfaction increases with the use of various modern teaching methodology. Gone are the days when traditional teaching methods were enough for the students to gain knowledge and increase the skills. Today the competition is so high that the management students have to develop extra skills to prove themselves in their career. The students have to improve in all perspective that they can be employable after completion of their management degree. Hence the faculty also needs to pull up the socks and change the ways of teaching methodology and adopt the latest trends of teaching to mold the management students at their best. Thus it needs the teachers to change into teacherprenures. Hence the null hypothesis is rejected and alternative hypothesis is accepted.

For Likert's seven pointer scale questions

Null Hypothesis (Ho): There exists no relationship between Teacherpreneurship and quality of management education.

Alternative Hypothesis (Ha): Teacherpreneurship positively affects the quality of management education.

Table No. 3

Sr.No.	Alternative Statements (H1)	SD 1	MD 2	JD 3	N 4	JA 5	MA 6	SA 7	Weighted Total	Weighted Avarage	Weighted S.D.	Coeff.variation	Rank	Z Test	Significance Level
1	I choose to design the activities myself instead of being pushed by the institute.	6	6	4	24	15	20	25	496	17.7143	8.9947	50.7766	11	0.8434	5%
2	I try to make the class interesting on daily basis.	7	5	6	22	10	25	25	498	17.7857	9.2685	52.1119	13	0.8411	5%
3	I feel students learn more in activity based teaching than the traditional teaching methods	5	7	6	18	14	27	23	502	17.9286	8.7505	48.8076	8	0.8646	5%
4.	My well-designed activities based teaching increases my confidence	3	9	7	17	12	29	23	505	18.0357	9.2505	51.2898	10	0.8583	5%
5.	Case study based teaching methods add value to my teaching profession	2	2	3	27	14	30	22	527	18.8214	12.2299	64.9788	21	0.8368	5%
6.	I feel comfortable with two way lectures with more contributions from students side	2	4	3	22	17	25	27	531	18.9643	11.0108	58.0608	18	0.8695	5%
7.	I prefer to use audio and video aids to make class interesting	3	7	2	18	17	28	25	523	18.6786	10.4517	55.9556	17	0.8669	5%
8.	Activities based curriculum keep students engaged professionally and qualitatively	4	9	4	17	18	24	28	532	19.0000	9.4944	49.9703	9	0.8758	5%
9.	I feel eternal happiness when students start participating in the activities of management	6	6	4	24	15	20	25	496	17.7143	8.9947	50.7766	12	0.8434	5%
10.	I well plan to arrange role plays, group discussions and debates in my lectures	9	7	8	28	6	21	21	462	16.5000	8.8264	53.4931	14	0.7466	5%
11.	I make students prepare for the interviews through arranging mock interviews regularly	12	14	12	22	10	18	12	406	14.5000	4.2314	29.1821	3	0.5533	5%
12.	I encourage students to learn through practical mini projects	2	2	6	18	30	20	22	520	18.5714	10.9805	59.1258	20	0.8491	5%
13.	I plan small courses to increase the entrepreneurship skills in to the students	12	16	10	20	18	10	14	402	14.3571	3.9036	27.1893	2	0.5193	5%
14	I also arrange workshops for the students to improve their soft skills as well as technical skills	6	6	12	28	20	15	13	447	15.9643	7.8042	48.8851	7	0.7153	5%
15	I arrange management events competition often on my own interest	10	16	14	20	12	16	12	404	14.4286	3.3523	23.2339	1	0.5449	5%
16	I also motivate my colleagues to have activities based classes to move towards teacherentraprenure	8	8	8	20	24	21	11	451	16.1071	7.0879	44.0046	5	0.7517	5%
17	I feel Innovative activities based learning increases the interest as well as skills of the students	6	7	11	22	22	11	21	464	16.5714	7.1581	43.1953	4	0.8009	5%
18	I regularly arrange seminars of the students on latest topics and evaluate the students properly and guide them for further improvements	2	2	2	2	12	35	45	605	21.6071	18.1725	84.1039	22	0.8568	5%
19	With innovative teaching methods I try to make my students employable	6	4	4	18	28	20	20	498	17.7857	9.5519	53.7053	16	0.8338	5%
20	I am self-motivated to have these efforts of activities based teaching	6	6	14	26	18	17	13	447	15.9643	7.0407	44.1028	6	0.7359	5%

Interpretation

From the above statistical analysis it is clear that Teacherprenureship positively affects the quality of management education. The scenario of management education has totally changed now. The traditional methods are nowhere useful today to create managers through management education. The expectations of Industries are very high today because of fast technological development and high competition. After competition of management education getting a good job and surviving into the job both have become very challenging. Management postgraduates have to show some extraordinary skill sets to either get a better job or to become a good entrepreneur.

To make the management students employable the teachers of management education have to change their mind sets to move towards Teacherprenureship and adopt all the new methods of teaching irrespective of the support of the institutions. It is also the question of the survival of the faculty into the management education. Hence to satisfy the management students and to give them the best possible management education faculty has to move towards the next era of teaching methodology.

The various methods like case study learning, projects based learning, online learning, mobile learning, role plays setting, interactive learning and fun in learning have to be well planned to keep the class live and make the lectures effective. Hence the null hypothesis is rejected and alternative hypothesis is accepted.

FINDINGS

1) Many management teachers design activities on their own without waiting for the institutes' support.

2) Most of the teachers take efforts to make their lectures interesting on daily basis

3) Students learn more through activities based teaching than the traditional methods of teaching.

4) Well-designed lectures increase the confidence of teachers as well as the students. It also gives eternal happiness to the teachers.

5) Use of audios and videos in teaching not only make the lectures effective but also interactive and hence the lectures become more interesting.

6) Case study based teaching add values to teaching profession and add weightage to qualitative learning.

7) Better learning take place through role plays, group discussions, mini projects and debates which also add to the improvement of soft skills as well as technical skills.

8) Students' participation into workshops, seminars and conferences increase their confidence.

9) Teacherprenures can make the students employable.

10) It is the need of the teachers to adopt teacherprenureship foe the students as well as for self-development.

CONCLUSION

This paper focuses on the need of Teacherprenures. After the study it can be concluded that particularly in management education, taking into account the challenges in the market, management students have to learn all the modern skill sets to either become successful entrepreneurs or to become better managers. Hence according to the changed demand from the perspective of management education Teachers have to become the teacherprenures today. The study also concludes that already most of the teachers of management education today have understood the importance of activities based teaching learning methodology and are heading towards to become successful teacherprenures.

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