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An Article titled 'TEACHERS AS ENTREPRENEURIAL ROLE MODELS: THE IMPACT OF A TEACHERS ENTREPRENEURIAL EXPERIENCE AND STUDENT LEARNING STYLES' has been published by Ms. Keerthi MS, Assistant Professor, Section B. Com CA, YIMS and Mr. Cinto Vinson in the UGC Care List Journal of Management & Entrepreneurship.

JOURNAL OF MANAGEMENT AND ENTREPRENEURSHIP

ISSN : 2229-5348

UGC CARE Group 1 Journal

TEACHERS AS ENTREPRENEURIAL ROLE MODELS: THE IMPACT OF A TEACHERS ENTREPRENEURIAL EXPERIENCE AND STUDENT LEARNING STYLES

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Abstract

This article uses Social Learning Theory and the Role Model Theory to address the issue of the impact teachers have as role models regarding the development of the entrepreneurial intentions of their students. We also tested whether this impact varies based on the students' learning styles. We have selected some Institutions in Kerala for the sample. Students with converging learning styles have a significantly higher increase in entrepreneurial intentions when teachers with entrepreneurial experience taught the course. For the other students, the teachers' entrepreneurial experience does not influence the formation of entrepreneurial intentions. To the best of the knowledge of the authors, this is the first time that empirical research considers the effect of both a teacher's entrepreneurial experience and the students' learning style when evaluating the impact of entrepreneurship education programs.

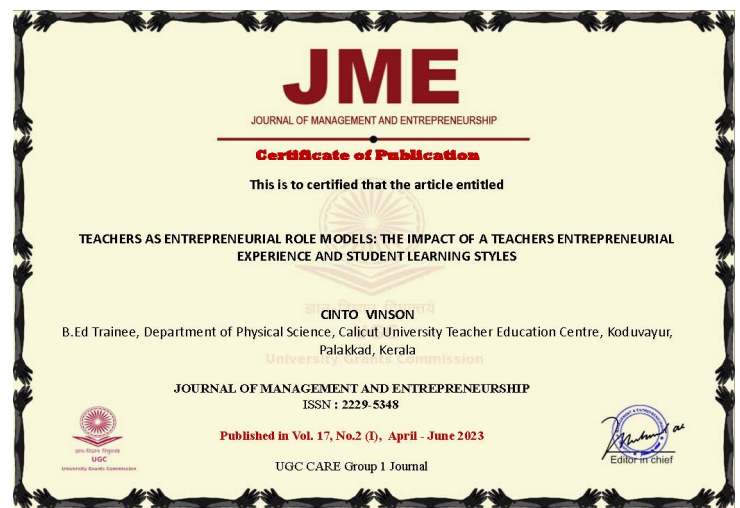
Keywords: Entrepreneurship Education, Entrepreneurial Intention, Teacher, Role Model, Learning Style.

Introduction

Entrepreneurship Education Programs (EEP) have seen an exponential increase in popularity over past number of years (Katz, 2003; Kuratko, 2005; Solomon, 2007) and the discussion surrounding their impact is of great interest (Duval-Couetil, 2013; Rideout & Gray, 2013; Martin et al., 2013; Bae et al., 2014). These programs usually use an experiential approach to the teaching-learning process (Sherman et al., 2008) and may focus on helping participants to develop their own enterprise or entrepreneurial skills (Kirby, 2007). In this sense, EEP are expected to increase students' entrepreneurial intentions (Bae et al., 2014), although their effectiveness is still questioned (Rideout & Gray, 2013). An educational program is fundamentally driven by the teachers' orientation and perspective (Fiet, 2001); nevertheless, entrepreneurship teachers remain an under-researched group (Bae et al., 2014). For example, there is an open debate as to whether teachers need to have experienced the entrepreneurial process themselves in order to be able to teach it (Hindle, 2007). Professors with entrepreneurial experience are valued in EEP, despite the absence of theoretical or empirical evidence. They bring "real-life" examples to the classroom. We will argue that these teachers became role models and that it could play an important role in the learning process (Lashley & Barron, 2006). However, the impact of EEP should not be examined without taking students into account. Moreover, students cannot be considered a homogenous group (Westhead & Solesvik, 2016) and the impact of EEP may be different based on their motivation and team behaviour (Hytti et al., 2010) or their gender (Packham et al., 2010), among other variables. Although learning styles have been widely researched in educational contexts (Kolb & Kolb, 2005), only relatively few studies take this variable into account when addressing entrepreneurial students (Corbett, 2005). We believe that Social Learning Theory and Role Models Theory provide the arguments to propose and test hypotheses that contribute to this discussion. As such, the objective of this paper is to study the impact of teachers' entrepreneurial experience in increasing the entrepreneurial intentions of undergraduate students.

Vol. 17, No.2 (I), April - June 2023

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ENGLISH WORKSHOP - SPEAK & THINK



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Institute of Management Studies (YIMS)
Ezhakkad, Mundur, Palakkad - 678631, Kerala.
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Department of Hotel Management And in Association with IQAC
SPEAK & THINK: ENGLISH WORKSHOP

TIME- 11:30 A.M.
DATE- 21-04-2023
VENUE- DAKSHAYANI, BALASRAMAM

Organizing Committee
Rev.Dr.Mathew George Vazhayil
(Director)
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RESOURCE PERSON
MS.ASHA KRISHNAN
(ASST. PROFESSOR, HM DEPT, YIMS)

The poster features a central graphic of two white silhouettes of heads facing each other, with a blue speech bubble containing three dots above them. To the left, there is a small illustration of two people sitting at a table, one speaking into a microphone. The background of the poster is a light grey with a faint image of a hand holding a pen. The text is arranged in a clean, professional layout with orange and blue accents.

Ms. Asha Krishnan, Assistant Professor, Department of Hotel Management, YIMS was the resource person for the English Workshop programme 'Speak & Think' organised by Department of Hotel Management in association with IQAC to the students of Ambedkar Colony, Karimpuzha on 21/04/2023.