

## **EMPOWERING FUTURE ENTREPRENEURS: EXPLORING TEACHERS' PERCEPTIONS AND PRACTICES IN ENTREPRENEURSHIP EDUCATION**

**Hakim Ali Zardari<sup>1\*</sup> and Syed Junaid Ali<sup>2</sup>**

### **ABSTRACT**

*This study aims to discover teachers' role in translating entrepreneurship into a viable business under the leadership of higher education institutions. This study is conducted through a qualitative approach in which interviews are conducted with the faculty members of the higher education institutions. The findings show that teachers play a significant role in imparting knowledge about entrepreneurship under the leadership of higher education institutions. However, more practical approaches are adopted through business incubation systems where innovative ideas are promoted and translated into viable businesses.*

**Keywords:** *Higher Education; Teachers; Entrepreneurship; Growth.*

### **INTRODUCTION**

There is reformation going on in the academic activities, and curriculum of the academic institutions for the better learning and knowledge transfer about the entrepreneurship (Philip & Aguilar, 2022). There is lot of debate about the educational degree programs, courses, course outlines offered in the different classes, courses, institutions to encourage young generation to start their own business (Zapata-Cantu et al., 2022). It is because entrepreneurial skills are mandatory for the young generation to manage and become reliant in the future (Ahmed, Umrani, Qureshi, & Samad, 2018). Such changes are already adopted in the developed countries, and it has been practiced in most of the institutions which are supported by the different international and national institutions (Cueto, et al., 2022). There is a dire need to extend such trends to the developing countries and need to diffuse the knowledge of

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<sup>1</sup> Segi University, Kota Damansara, Malaysia; Government College University, Hyderabad, Pakistan.  
Email: [hakimzardari@gmail.com](mailto:hakimzardari@gmail.com)

<sup>2</sup> Lincoln University College, Malaysia.

\*Corresponding Author

entrepreneurship in the academic institutions to shape the future of the young generations (Pocol et al., 2022).

Latent studies on the entrepreneurship education and academic entrepreneurship show that there are two streams of the entrepreneurship education which are a broad and a narrow. The narrow indicates the specific courses for the purpose of the training of the young generation and influence them to start new business. However, wider stream shows the focus on the skills of the students which prepare them for the practical life (Garcez et al., 2022). In this case, the role of the teachers and their leadership is particularly important in academic institutions to impart knowledge and skills to the students for the general life and secure future (Ahmed, Umrani, Qureshi, & Samad, 2018). However, it is reported that teachers face challenges in transforming curricular contents into practice which may have consequences for the quality of teaching and learning (Banha et al., 2022). Therefore, it is much important to create and promote knowledge about how the leadership of the teachers transform rather than new curriculum content into teaching practice (Breznitz & Zhang, 2022).

At broader level, recent research across various academic contexts as well as geographical context which shows that different teaching approaches from the cooperative learning project work and pedagogy to practice enterprises and enterprise visits on location (Wong & Chan, 2022). Thus, the level and kind of education shows to influence the types of teaching methods adopted in the classrooms. It is interesting to know that vocational teachers use a wider range of teaching methods in the different education programs because vocational teachers teach based on the projects which deal with the entrepreneurship (Liu et al., 2022).

Thus, this study focuses on the leadership and teaching qualities of the teachers while using different teaching methods in the classroom while addressing different courses in academic institutions. In this paper, we aim to contribute to the existing literature about entrepreneurship education.

## **LITERATURE REVIEW**

It is a role of the education policy to prepare, introduce and promote the trends of quality in the preparing students and keep them active in all situations. This can be done through launching contemporary trends of the curriculum in the different degree programs and developing a culture which can reflect the course contents of the entrepreneurship (Hägg et al., 2022). Theory of entrepreneurship can be effective practically of the course contents are truly relevant, specific, and creative with respect to entrepreneurial learnings (Setiawan et al., 2022). Most

important aspect of this context is to minimize the difference between vocational and academic education because educational pathways that recruited candidates from the various social classes (Liao et al., 2022). It is easy to implement the reforms at the higher education level or university education level by broadening vocational routes of the education. Thus, the vocational education contains such settings which prefer educational content of the vocation specific nature (de Waal & Maritz, 2022). By the way, recently there is found a rapid change of the priorities of promoting the goals such as competition and employability because there is motive of the academic institutions to produce self-reliant candidates which can start their business and can further create employment opportunities for the others (Fischer et al., 2022).

Vocational programs with respect to the entrepreneurship need to design related to the higher education which can be grouped into the organizational structure and curriculum format. It provides value addition to transform the contents of different subjects and academic programs (Kim et al., 2022). Thus, the reforms in the curriculum are organized and tied to the labour market and market demand, it provides more classic academic discourse in the higher education (Iqbal et al., 2022). Such changes demonstrate the market relevance in the developing countries but mostly in the developed countries (Hechavarría et al., 2022). Recent studies indicated vocational education for the low skilled people so that they can grow work-based learning about the entrepreneurship which enhance their competence and increases the employability. Concisely, knowledge relevant to the particular disciplines and occupations tend to prepare students for the changing market demands. Thus, integration and promotion of the entrepreneurship education must be on the top priority (Di Pietro et al., 2022). Entrepreneurship education is not only concern of any single country or any single continent, but it is a global demand and need of every country to achieve economic growth through entrepreneurial approach. Role of the teacher's leadership to translate the curriculum into the practices of the entrepreneurship (El Bouk et al., 2022).

## **RESEARCH METHODOLOGY**

The study lies in the realm of social science which follows the explanatory research design. It has been conducted with the help of qualitative data collection methods.

### ***Sample and Procedure***

Data for this study were collected from professional researchers i.e., professors, associate professors, assistant professor, researchers, practitioners, those academics who are involved in different projects either with the collaboration of industry or without the collaboration of

industry. The units of analyses for this research are public sector universities of Sindh. Interviews were conducted using semi-structured interview method from teachers at various public sector institutes to gather the data and content analysis was conducted to identify the themes and to infer useful meanings from the data.

**Table 1.** Respondents Profile

Designation	Isra University	SZABSIST	University of Modern Sciences	NUML
Professor	2	1	1	1
Associate Professor	3	3	1	1
Assistant Professor	7	12	4	15

## RESULTS AND FINDINGS

The qualitative study aimed to explore teachers' perceptions and practices in entrepreneurship education in Sindh, Pakistan. Content analysis was conducted on data collected from semi-structured interviews with 20 teachers. The analysis yielded several key themes and findings that shed light on teachers' perspectives and instructional practices in entrepreneurship education.

### *Theme 1: Importance of Entrepreneurship Education*

Teachers unanimously recognized the significance of entrepreneurship education in preparing students for the future. They emphasized that it equipped students with vital skills such as creativity, critical thinking, problem-solving, and risk-taking. This theme highlighted the consensus among teachers regarding the value of entrepreneurship education.

### *Theme 2: Challenges in Implementation*

The analysis revealed several challenges hindering effective implementation of entrepreneurship education. One prevalent challenge was the lack of formal training and professional development opportunities for teachers in this domain. Teachers expressed a desire for specialized training to enhance their pedagogical skills and deepen their knowledge of entrepreneurship education. Additionally, limited resources such as textbooks, teaching materials, and technological support emerged as significant barriers to effective instruction.

### *Theme 3: Cultural and Societal Attitudes*

Teachers identified cultural and societal attitudes as influential factors in entrepreneurship education. They noted that prevailing cultural norms often discouraged risk-taking and entrepreneurial initiatives, impacting students' motivation and engagement. This theme

highlighted the need to address cultural barriers and promote a supportive environment for entrepreneurship education.

***Theme 4: Promising Instructional Practices***

Despite the challenges, teachers showcased promising instructional practices in entrepreneurship education. These practices included incorporating real-world examples, inviting successful entrepreneurs as guest speakers, facilitating hands-on activities, and promoting collaborative learning experiences. Teachers emphasized the importance of cultivating an entrepreneurial culture within schools and fostering students' autonomy and self-directed learning.

The findings of this study indicated a strong consensus among teachers regarding the importance of entrepreneurship education. However, challenges in implementation, including lack of training and resources, along with cultural barriers, need to be addressed. The identified promising instructional practices provide valuable insights for designing effective entrepreneurship education programs. By addressing the challenges and adopting successful practices, teachers can play a crucial role in empowering future entrepreneurs and contributing to the region's economic growth.

## **DISCUSSION AND CONCLUSIONS**

This research study entails the changes in the syllabus of entrepreneurship course and provides relevant implications. Such implications aim to promote entrepreneurial knowledge and education under the strategic planning of the international policy trends which are depending upon the market familiarity (Gigauri et al., 2022). Moreover, as new additions of syllabus like entrepreneurship have minimum knowledge base (Corvello et al., 2022). As it lacks the strong connection with other disciplines and record of the different relevant events and activities of the subject area (Wu et al., 2022).

This demonstrates the legitimacy regarding entrepreneurship as a weak because concerned teachers have many concerns on the syllabus of the entrepreneurship and its execution in the classroom. Thus, the concept of legitimacy of entrepreneurship entails connection with the categorization and outlining of entrepreneurship. Thus, teachers are found weak in case of the legitimacy of entrepreneurship, it happens when teachers find the rules vague regarding the skills, and knowledge. In this case, entrepreneurship shows competence modality of knowledge in both professional and disciplinary areas (Afshan et al., 2021).

The assumptions trigger a question regarding legitimacy that course contents and teachers' interest be aligned to the market needs and market demands so that opportunities can be captured smoothly (Hardie et al., 2022). Prior studies demonstrate and emphasize the same concern that syllabus could be change in different academic contexts. Students do not get enough time for the preparation in the vocational academic programs as education and training is essential for the students in the higher education who want to succeed (Liu et al., 2022).

Such process entails the risk regarding contents of the courses offered time by time because entrepreneurial study develops entrepreneurial skills for the social life, working life, work life balance and higher studies (Haneberg et al., 2022). Furthermore, entrepreneurial learning and entrepreneurial learning about the handicraft programs are valuable in the social and working life of the students which may connect them with the business context. It can develop relevancy with respect to the market and market needs (Cascavilla et al., 2022).

However, there is major concern regarding the entrepreneurship education that how it introduces and connects through problem solving, creativity, responsibility, and novel initiative. Such abilities differentiate in the form of the activities such as starting new start up to become a self-reliant (Iizuka et al., 2022).

Furthermore, it is argued that curriculum of entrepreneurship can bring change in different discourses and at different times. Such change shows shift from problem solving to learning to responsibility in order to learn for the society and social development (Zhou et al., 2022).

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