

## EFFECTIVENESS OF ONLINE BASIC ENTREPRENEURSHIP AWARENESS PROGRAM USING LEARNING MANAGEMENT SYSTEM ON B.ED. STUDENTS

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### Abstract

*The objectives of the study were to check awareness about basic conceptual knowledge of entrepreneurship, entrepreneur and teacherpreneurship among B.Ed. students, develop online basic entrepreneurship awareness program (BEAP) using Learning Management System (LMS), check its effectiveness and collect opinion of B.Ed. students about the same. In this study mixed method was employed. To check entrepreneurship awareness Descriptive method, for program development Product development method, to check effectiveness of online BEAP using LMS and to collect opinion about BEAP experimental method with Quasi Experimental One -group Pre-test – Post-test design and descriptive method were used respectively. 119 B.Ed. students from 3 B.Ed. Colleges of Thane city for basic entrepreneurship awareness survey, 33 B.Ed. students from 1 B.Ed. College as subjects for experiment and to collect opinion about BEAP and LMS were selected by purposeful and convenience sampling respectively. A close-ended questionnaire, Teacher made pretest and posttest and online discussion forum of Eliademy were data collection tools and data was analyzed using Percentage; Mean, S.D., Paired t-test, Effect size and qualitative analysis. The findings and result of study showed that majority of B.Ed. students are very less aware about basic conceptual knowledge about entrepreneurship, entrepreneur and teacherpreneur, online BEAP using LMS was effective in increasing basic conceptual knowledge about entrepreneurship, entrepreneur and teacherpreneur of B.Ed. students and they also had positive opinion about online BEAP using LMS. Thus it can be concluded that online BEAP using LMS can be effectively used to increase entrepreneurship awareness among B.Ed. students.*

**Keywords:** *Learning Management System, Entrepreneurship awareness, B.Ed. students, Basic Entrepreneurship awareness Program.*



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## INTRODUCTION

The word entrepreneurship is generally used in the context of individuals who start their new business ventures by fighting against the established enterprises and finding a forte for themselves in the market. But the word also indicates characteristics like taking initiative, leadership, risk-taking, a strong sense of ownership and accountability of achievements and failures alike, persistence, and an unconquerable spirit to fight against the odds. Can education

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aid to create entrepreneurs with such qualities? The present mainstream educational system makes students conform to the standard whereas entrepreneurship demands thinking out of box. Saraswathy, 2008 studied cognitive process of entrepreneurs and found that entrepreneur are effectual thinkers and not casual thinkers. Teaching entrepreneurship therefore should include creative thinking, taking initiative, risk taking abilities and ownership and equipping the students with managerial tools and techniques to set up their own ventures. Gautam, 2015 summarizes that entrepreneurship education is some kind of educational (or training) process which is aimed at influencing individuals' attitudes, behaviors, values or intentions towards entrepreneurship either as a possible career or to enhance among them an appreciation of its role in the community and also the process of professional application of knowledge, attitude, skills and competencies. Entrepreneurship can be merged with the traditional, mainstream curriculum at all the levels of learning by focusing on enhancing creativity, initiative, responsibility, ownership, etc. At secondary and higher secondary education, dedicated subjects related to entrepreneurship should be offered as electives, supplementing the core subjects. This initiative should be taken at national level policy planning by collective efforts of ministries of human resource development of Union government involving state governments. To develop above entrepreneurial competencies in students, the role of teachers has to change (European commission, 2004). Teachers need to be trained in new concepts pertaining to entrepreneurship education as they are the bridge to transact entrepreneurship education to students. (Srivastava, 2018). Teacher Educators has to be envisaged in light of hopes from teachers in achieving goals of entrepreneurship education. Field of Teacher Education has the real challenge and it has to be tackled by teacher educators and meet the challenge of developing teachers to perform the above mentioned new roles in the classrooms and school. Jaana et al. (2010)

Since not all, but many Indian Universities have not included Entrepreneurship Education in their B.Ed. syllabus; it is not taught in classroom. In order to overcome this obstacle Learning Management System can help B.Ed. students to learn Entrepreneurship Education as value added course at their free will by overcoming geographical and time limitations.

A learning management system (LMS) is a set of e-learning software tools for delivering, tracking and managing online training and education. Key features LMS include student self-service, self-registration, instructor-led training, skill groups management, user notifications and deadlines, manager hierarchies, wait-list management and serving training material.( Nair

& Patil, 2012) Also common in an LMS is an automated testing facility which records answers, grades tests, and keeps all data for later reporting and analysis. Optional LMS features may include a built-in authoring tool, chat boards, and discussion boards. (LMS Definition, n.d.) A learning management system (LMS) is a software application or Web-based technology used to plan, implement, and assess a specific learning process. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. A learning management system may also provide students with the ability to use interactive features such as threaded discussions, video conferencing, and discussion forums. (LMS Definition, 2002)

### **OBJECTIVES**

1. To check awareness about basic conceptual knowledge of entrepreneurship, entrepreneur and teacherpreneurship among B.Ed., students.
2. To develop basic entrepreneurship awareness program (BEAP) using Learning Management System (LMS) for B.Ed. students.
3. To find out effectiveness of the basic BEAP using LMS.
4. To collect opinion about online BEAP using LMS.

### **RESEARCH QUESTION**

1. How much B.Ed. students are aware about basic conceptual knowledge of entrepreneurship, entrepreneur and teacherpreneurship?
2. What is the opinion of B.Ed. students about online BEAP using LMS?

### **HYPOTHESIS**

**Null hypothesis** - There is no significant difference in between mean scores of basic entrepreneurship awareness pretest and posttest of B.Ed. students.

**Alternative hypothesis** - There is significant difference in between mean scores of basic entrepreneurship awareness pretest and posttest of B.Ed. students.

### **METHODOLOGY**

#### **Research method and design**

In this study mixed method was applied. To check basic entrepreneurship awareness among B.Ed. students - descriptive method with survey design, for program development - Product development method, to check effectiveness of Basic Entrepreneurship Awareness Program using LMS - Experimental method with ‘ Quasi Experimental One -group Pre-test – Post-test design’ and collect opinion about online BEAP using LMS- descriptive method.

### **Population, sample and sampling method**

Population - B.Ed. students and B.Ed. Colleges affiliated to University of Mumbai of Thane city.

119 B.Ed. students from 3 B.Ed. Colleges of Thane city were selected for basic entrepreneurship awareness survey by purposeful sampling and 33 B.Ed. students of Dnyan Ganga Education Trust College of Education as subjects for experiment and to collect opinion about BEAP and LMS by convenience sampling.

### **Description of tool**

A close-ended questionnaire categorized under 3 sub-dimensions namely Entrepreneurship, Entrepreneur and Teacherpreneur with yes/no type responses was developed by investigators for basic entrepreneurship awareness survey. Teacher made pretest and posttest was administered pre-post implementation of BEAP and online discussion forum of Eliademy as tool to collect opinion about online BEAP using LMS.

### **Data analysis tools**

Percentage for analysis of data obtained from questionnaire ; Mean, S.D., Paired t-test was used for testing significance of the difference between pretest and posttest scores, Effect size to check the impact of treatment and qualitative analysis of online discussion forum data by thematic coding.

### **Development of online BEAP using LMS (Objective 1).**

The developed program BEAP was a planned structure to increase awareness about basic conceptual knowledge of entrepreneurship, entrepreneur and teacherpreneur among B.Ed. student through online Learning Management System (LMS) platform Eliademy employing strategies like self-learning material, audio visual aids, social stories and discussion forum for ten days duration. BEAP using LMS is based on the hybridization between four learning theories, namely the traditional pedagogy, the behaviorism, the cognitivist, and the social constructivism (Ouadoud, 2018). The program was validated by experts, followed by pilot study, later modified as per expert suggestions and pilot study results, then finalized and implemented.

## **DATA ANALYSIS AND INTERPRETATION**

**Objective 1 - To check awareness about basic conceptual knowledge of entrepreneurship, entrepreneur and teacherpreneurship among B.Ed. students.**

Data was obtained from questionnaire to check awareness about basic conceptual knowledge about entrepreneurship, entrepreneur and teacherpreneur is as follows,

Q. No.	Question	Response	
		YES	NO
1	Do you have any idea about entrepreneurship?	9%	91%
2	Do you know what the process of entrepreneurship is?	3%	97%

**Interpretation** – Few (9%) students have idea about entrepreneurship and majority (91%) students do not have idea about entrepreneurship, very few (3%) students know about process of entrepreneurship and majority (97%) students do not know about process of entrepreneurship. Overall majority students are not aware about concept entrepreneurship.

**Finding** – Majority of B.Ed. students were very less aware about basic conceptual knowledge about entrepreneurship.

Q. No.	Question	Response	
		YES	NO
3	Are you aware of the concept entrepreneur?	9%	91%
4	Do you know characteristics of entrepreneur?	3%	97%
5	Do you know different types of entrepreneurs?	9%	91%

**Interpretation** – Few (9%) students are aware about concept of entrepreneur and majority (91%) students are not aware about concept of entrepreneur. Very few (3%) students know characteristics of entrepreneur and majority (97%) students do not know characteristics of entrepreneur. Few (9%) students know different types of entrepreneurs and majority (91%) students do not know different types of entrepreneurs. Overall majority students are not aware about concept entrepreneur.

**Finding** – Majority of B.Ed. students were very less aware about basic conceptual knowledge about, entrepreneur.

Q. No.	Question	Response	
		YES	NO
6	Have you ever heard the term teacherpreneur?	12%	88%
7	Do you have any business idea for own self apart from private or home tuitions?	21%	79%
8	Do you know any well-known teacherpreneur?	3%	97%

**Interpretation** - Less (12%) students have heard the term teacherpreneur and majority 88% students have not heard the term teacherpreneur. Less (21%) students have any business idea for own self apart from private or home tuitions and majority (79%) students do not have any business idea for own self apart from private or home tuitions. Very few (3%) students know well-known teacherpreneur and majority (97%) students do not know well-known teacherpreneur. Overall majority students are not aware about concept teacherpreneur.

**Finding** - Majority of B.Ed. students were very less aware about basic conceptual knowledge about teacherpreneur.

**Objective 3 - To find out effectiveness of the basic BEAP using Learning Management System.**

The data was analyzed using t-test of significance to know mean difference between scores on Pre and Post-test of selected sample participated in the experiment.

**Null hypothesis**

There is no significant difference between basic entrepreneurship awareness scores of pretest and posttest of B.Ed. students.

Test	N	Mean	Std. Deviation	Obtained t value	Table t value	Degree of freedom	Level of significance
Pretest	33	2.4848485	1.73424.	21.146127	2.037	32	0.05
Posttest	33	9	1.1726				

**Interpretation:** Since the obtained t value 21.146127 is greater than table value 2.037 at significance level of 0.05, thus null hypothesis is rejected, therefore there is a significant difference between basic entrepreneurship awareness mean scores of pretest and posttest of B.Ed. students.

**Finding** -This difference between basic entrepreneurship awareness mean scores of pretest and posttest is attributed to the effect of online BEAP using LMS-Eliademy.

Test	N	Mean	Std. Deviation	Cohen's d
Pretest	33	2.4848485	1.73424.	3.756891.
Posttest	33	9	1.1726	

**Interpretation:** The observed Cohen's d is 3.756891, therefore the magnitude of difference between pretest and posttest mean scores is large.

**Finding -** Online BEAP using LMS was found to be effective with large magnitude.

**Objective 4 - To collect opinion about online BEAP using LMS.**

**Observation-** Qualitative Analysis by thematic coding of discussion forum revealed two major themes - **Online BEAP course and LMS –Eliademy.**

<b>Theme 1- Online BEAP course (no. of responses in %)</b>
<b>Sub theme 1.1 – Concept learning</b>
Learnt about concepts of teacherpreneur, entrepreneurship and entrepreneur in detail (88%), learnt about teacherpreneur for very first time (37%)
<b>Sub theme 1.2 – Study material</b>
Informative (52%), well-designed (40%), simple and easy language (37%), interesting and interactive (27%), objectives of the course covered (15%), optimum length of text material (33%), short videos helped comprehend the concept in short time. (21%)
<b>Sub theme 1.3– Online quiz</b>
User friendly (27), questions were very objective (30%), logical and intellectual. (24%)
<b>Sub theme 1.4 – Experience</b>
Great experience (76%), provided useful and practical ideas (45%), can help to start new venture (15%), gain new knowledge (82%), help in future career (3%), satisfaction of completing the course (27%), motivation to enroll new online course(42%)
<b>Theme 2- LMS –Eliademy ( no. of responses in %)</b>
User-friendly e-learning platform (82%) , choose course as per interest (45%), free access (94%), free certification (91%), online generation of certificate within short time (49%), access from any place and at any time (52%), international platform (12%), first time user (70%), interesting and innovative (15%),shall use LMS-Eliademy as teaching-learning platform after being teacher (6%).

**Finding-** Overall B.Ed. students opinioned about Online BEAP that it helped them to learn new concepts related entrepreneurship entrepreneur and teacherpreneur ; study material was informative, well-designed, with simple and easy language, interesting and interactive , objectives of the course were covered , length of text material was optimum, short videos helped comprehend the concept in short time; quiz was user friendly, questions were very objective, logical and intellectual; their experience of online BEAP was great which provided them useful and practical ideas which can help to start new venture, they gain new knowledge

which will help in future career and there was satisfaction of completing the course and motivated to enroll new online course.

They found LMS-Eliademy user friendly, interesting, innovative, can be used anytime and anywhere as per interest, free access and certification from international platform and they shall use after being teacher.

### **RESULTS (objective wise) –**

**Objective 1**– Majority of B.Ed. students are very less aware about basic conceptual knowledge about entrepreneurship, entrepreneur and teacherpreneur.

**Objective 2** – The developed program BEAP was a planned structure to increase awareness about basic conceptual knowledge of entrepreneurship, entrepreneur and teacherpreneur among B.Ed. student through online Learning Management System (LMS) platform Eliademy employing strategies like self-learning material, audio visual aids, social stories and discussion forum for ten days duration.

**Objective 3** – Online BEAP using LMS was found to be effective to increase basic conceptual knowledge about entrepreneurship, entrepreneur and teacherpreneur.

**Objective 4** - Majority of B.Ed. students had positive opinion about online BEAP using LMS.

**DISCUSSION ON RESULTS** – Results show that majority of B.Ed. students are less aware about basic conceptual knowledge related to entrepreneurship, similar result was mentioned by Mililiama et.al, 2018 in their study. Online BEAP using LMS was found to be effective to increase basic conceptual knowledge about entrepreneurship, entrepreneur and teacherpreneur, alike study was done by Qureshi et.al, 2018 and Deveci & Cepni such as awareness program and Entrepreneurship modules which showed positive effect on preservice teachers. Overall B.Ed. students had positive opinion about Online BEAP using LMS which is in same line on research done by Nair & Patil, 2012 and Craig & Harindranath, 2015.

### **CONCLUSION**

Majority of B.Ed. students were not aware about basic conceptual knowledge about entrepreneurship, entrepreneur and teacherpreneur. The results of the experiment revealed that the online BEAP using LMS increased basic conceptual knowledge about entrepreneurship, entrepreneur and teacherpreneur of B.Ed. students and they also had positive opinion about online BEAP using LMS. Since the sample is not large, the findings of the study may be treated as explorative rather than conclusive.



## IMPICATION OF STUDY

Indian Universities and NCTE should include Entrepreneurship Education in Teacher Education in regular curriculum for pre service teachers and through LMS for in service teacher. LMS can also be used by Teacher Education Colleges whose university does not have Entrepreneurship Education currently in their curriculum.

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