

**EFFECT OF TEACHERPRENEURSHIP SKILL ON THE ACADEMIC ACHIEVEMENT OF B.ED. STUDENTS**

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**Abstract**

The study investigates the effect of teacherpreneurship skills on the academic achievement of B.Ed. students, focusing on both married and unmarried groups. Using a one-group pre-test-post-test design, 50 B.Ed. students from Oriental College of Education participated. Data were collected before and after an intervention aimed at enhancing teacherpreneurship skills, specifically in creating effective lesson plans. The results indicated a significant improvement in academic achievement for both groups. The *t*-values and *p*-values confirmed the statistical significance of these improvements. The findings suggest that incorporating entrepreneurial skills into teacher training can positively affect academic performance. The study highlights the effectiveness of the intervention and calls for further research with larger samples to validate these results and explore their broader implications for teacher education.

**Keywords:** *Teacherpreneurship, Academic Achievement, B.Ed. Students, Educational Intervention, Teacher Training, Pre-test-Post-test Design, Educational Effectiveness*

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**Introduction:**

*"The purpose of education is to teach people to think deeply and critically. True education aims to develop both intelligence and character."* — Martin Luther King Jr.

In today's evolving educational landscape, teachers are moving beyond conventional methods. Teacherpreneurship, which merges teaching skills with entrepreneurial thinking, is gaining importance. This approach encourages teachers to use creative strategies to enhance teaching and tackle classroom challenges. This research paper explores how teacherpreneurship skills affect the academic performance of B.Ed. students. By investigating how these skills influence teaching and learning, the study aims to highlight the benefits of incorporating entrepreneurial methods into education. It focuses on B.Ed. students who are preparing to become teachers and examines how their entrepreneurial abilities can affect their academic

achievements.

The objective is to provide insights into how entrepreneurial thinking can improve teaching practices and student outcomes. This research offers valuable information for educators and educational institutions, emphasizing the potential advantages of integrating entrepreneurial skills into teacher training programs.

**Literature Review:**

**Linda Darling-Hammond (2020) had conducted study on "Teacherpreneurship: A New Model for Teacher Leadership"** This study examines teacherpreneurship and its impact on educational leadership. Darling-Hammond explores how teachers who utilize entrepreneurial skills can introduce innovations in teaching, leading to better methods and improved student outcomes. The review provides examples of successful teacherpreneurship and discusses how these practices can be integrated into

teacher training.

**Michael Fullan (2019) had conducted study on "The Role of Entrepreneurial Thinking in Enhancing Educational Outcomes"** The study investigates how entrepreneurial thinking among teachers can improve educational results. The paper reviews various teacherpreneurship models and their effect on student achievement. Evidence is provided showing that teachers who employ entrepreneurial skills, such as developing new learning opportunities and refining classroom management, can significantly boost student performance.

**John Hattie (2021) had conducted a research on the "Innovative Teaching Practices and Student Achievement: The Impact of Teacherpreneurship"** In this study, the researcher analyzes the connection between innovative teaching practices and student success, with a focus on teacherpreneurship. The paper summarizes research indicating that teachers who apply entrepreneurial skills, like problem-solving and creativity, can create more effective teaching strategies and enhance student engagement. Hattie emphasizes the importance of fostering these skills in teacher education to improve academic outcomes.

**Richard DuFour (2018) studied the "The Influence of Teacher Leadership on Student Learning: A Review of Teacherpreneurship Initiatives"** This study explores how teacher leadership programs, including teacherpreneurship, affect student learning. The paper highlights various teacherpreneurship programs and their outcomes, demonstrating that teachers who take on leadership roles with an entrepreneurial mindset can significantly improve student achievement. The review also discusses the challenges and benefits of implementing such programs in educational settings.

#### **Research gap:**

Although teacherpreneurship is gaining attention for its benefits in education, there is a lack of research on how

these skills specifically effect the academic achievement of B.Ed. students. Most studies focus on how entrepreneurial thinking benefits current teachers or schools, rather than those who are still training to become teachers.

There is not enough evidence on how teacherpreneurship directly affects the academic achievement. Research often misses the context of B.Ed. programs, where students are both learning to teach and developing their professional skills.

This study aims to address this gap by exploring how teacherpreneurship skills influence the academic achievement of B.Ed. students. Understanding this relationship can help improve teacher training programs and enhance future educators' effectiveness.

#### **Research Problem:**

Despite the growing interest in teacherpreneurship, there is limited research on how these skills affect the academic achievement of B.Ed. students. While teacherpreneurship is known to drive innovation and enhance teaching methods, its specific effects on the academic success of students in teacher training programs are not well understood. This gap in research means that the potential benefits of including teacherpreneurship skills in teacher education are not fully recognized. Therefore, there is a need to examine how these skills influence the academic achievement of B.Ed. students to improve teacher training strategies and overall educational outcomes.

#### **Objectives of the study:**

- To study the Academic Achievement of B.Ed. students.
- To find out the difference between the pre-test and post-test scores of Academic Achievement of Married B.Ed. Students.
- To find out the difference between the pre-test and post-test scores of Academic Achievement of Unmarried B.Ed. Students.

### Hypothesis of the study

- There is no significant difference between the pre-test and post-test scores of Academic Achievement of Married B.Ed. students.
- There is no significant difference between the pre-test and post-test scores of Academic Achievement of Unmarried B.Ed. Students.

### Methodology:

#### Sample of the Study:

- The study involved 50 B.Ed. students from Oriental College of Education, Andheri were selected through convenient sampling.

#### Research Design:

- Researcher adapted one group pre test - post test design for the study purpose. In this study, 50 B.Ed. students were chosen through convenient sampling. Before their Semester III internship, they received training to improve their teacherpreneurship skills, including how to create effective lesson plans. During the Semester III internship, the students

implemented the learnt skill of preparing the lesson plans and executed the same during their internship these lesson plans to teach, and their lessons were scored by the supervising teacher. The study then compared these scores with their Semester II internship scores, where they hadn't received any special training, to see the impact of the intervention.

#### Data Collection:

- Data were collected at two points: the scores of the Semester II internship i.e before the Intervention and the scores of the Semester III internship i.e. after the Intervention

#### Data Analysis:

- **Descriptive Statistics:** Descriptive statistics summarize data through numerical measures, including central tendency and variability, which help to understand the overall distribution and key features of the dataset. These statistics simplify the interpretation and analysis of the data.

**Table no. 1**

**Descriptive data analysis of the difference between the pre-test and post-test scores of Academic Achievement of Married B.Ed. students.**

Academic Achievement	Sample Size (N)	Mean	Median	Mode	Standard Deviation	Kurtosis	Skewness
Pre-test	7	26.571	25	25	2.992	0.4397	1.155
Post-test	7	37.143	37	36	2.968	0.562	-0.515

### Interpretation:

The analysis of pre-test and post-test scores for married B.Ed. students indicates a clear improvement in academic achievement. The average score rose from 26.571 in the pre-test to 37.143 in the post-test. The shifts in median and mode further confirm this increase in performance. Both tests showed similar standard deviations, suggesting consistent score variability. The

data distributions are slightly peaked, with moderate asymmetry in both directions.

### Findings:

The data shows a notable rise in the average academic achievement of married B.Ed. students between the pre-test and post-test. The mean score improved by about 10.572 points, supported by higher median and mode values. The standard deviations remained stable,

indicating that score variability did not change much. The initial positive skewness of the pre-test scores shifted to negative skewness in the post-test, reflecting a movement towards higher scores.

### Inferential Analysis:

**Inferential Statistics:** Inferential statistics allow us to make predictions or generalizations about a population based on a sample of data. Unlike descriptive statistics, which simply summarize the data at hand, inferential

statistics use probability theory to draw conclusions and make inferences about a larger group. This includes estimating population parameters, testing hypotheses, and determining relationships between variables.

### Testing of Hypothesis No. 1

- There is no significant difference between the pre-test and post-test scores of Academic Achievement of Married B.Ed. Students.

**Table no. 2**

**Difference in the mean scores of Pre-test and Post-test of Academic Achievement of Married B.Ed. Students.**

Variable	Marital Status	N	Df (N-2)	Test	Mean	t-value	p-value	Significance	Result
Academic Achievement	Married B.Ed. Students	7	5	Pre-test	26.571	6.64	< 0.01	Significant	Rejected
				Post-test	37.143				

### Interpretation:

The comparison of mean scores between the pre-test and post-test for married B.Ed. students reveals a notable improvement in academic achievement. The average score increased from 26.571 on the pre-test to 37.143 on the post-test. With a t-value of 6.64 and a p-value below 0.01, this change is statistically significant, indicating that the improvement in scores is likely due to the intervention or instructional approach used.

### Findings:

The data shows a clear and significant rise in the average scores of married B.Ed. students from the pre-test to the post-test. The t-value of 6.64 and the p-value of less than 0.01 confirm that this improvement is statistically significant and not due to chance. This suggests that the strategies employed had a meaningful effect on student achievement.

**Table no. 3**

**Descriptive data analysis of the difference between the pre-test and post-test scores of Academic Achievement of Unmarried B.Ed. Students.**

Academic Achievement	Sample Size (N)	Mean	Median	Mode	Standard Deviation	Kurtosis	Skewness
Pre-test	43	27.488	28	30	3.035	0.356	0.253
Post-test	43	36	36	37	2.752	0.749	-0.194

### Interpretation:

The analysis shows a significant increase in academic

achievement for unmarried B.Ed. students, with mean scores rising from 27.488 in the pre-test to 36 in the

post-test. The decrease in standard deviation and the change in skewness indicate more consistent and improved scores.

#### Findings:

The mean score improved by 8.512 points from pre-test to post-test, with both median and mode also increasing. The decrease in standard deviation and the

shift in skewness from positive to negative suggest that most students performed better in the post-test.

#### Testing of Hypothesis No. 2

- There is no significant difference between the pre-test and post-test scores of Academic Achievement of Unmarried B.Ed. Students.

**Table no. 4**

**Difference in the mean scores of pre-test and post-test of Academic Achievement of Unmarried B.Ed. Students.**

Variable	Marital status	N	Df (N-2)	Test	Mean	t-value	p-value	Significance	Result
Academic Achievement	Unmarried B.Ed. Students	43	41	Pre-test	27.488	13.65	< 0.01	Significant	Rejected
				Post-test	36				

#### Interpretation:

The difference in mean scores for unmarried B.Ed. students shows a significant increase in academic achievement, with the mean rising from 27.488 in the pre-test to 36 in the post-test. The t-value of 13.65 and a p-value less than 0.01 indicate that this change is

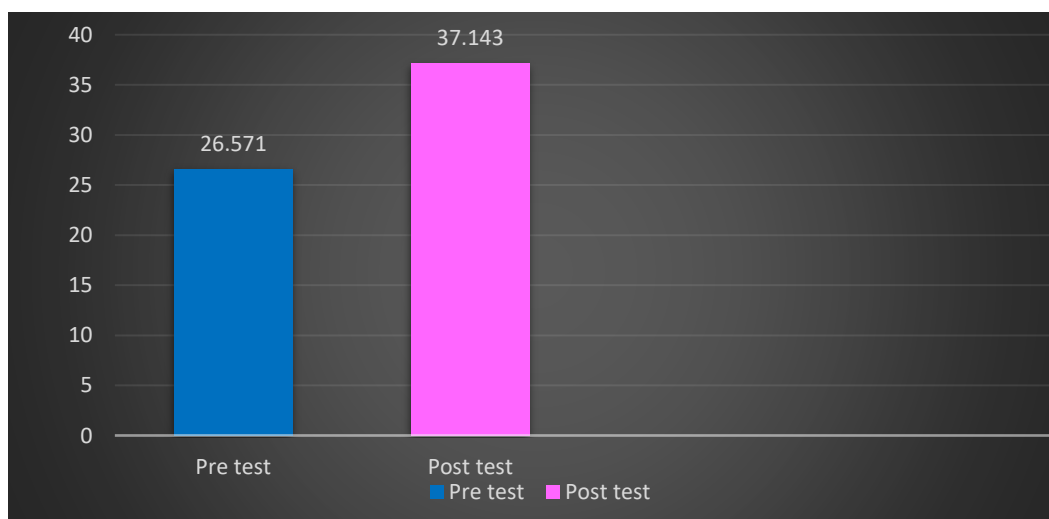
statistically significant.

#### Findings:

The mean score increased by from pre-test to post-test, with a high t-value of 13.65 confirming the significance of the improvement. The p-value below 0.01 supports that this result is statistically reliable.

**Figure 1**

**Graphical Representation of Descriptive data analysis of the difference between the pre-test and post-test scores of Academic Achievement of Married B.Ed. students.**



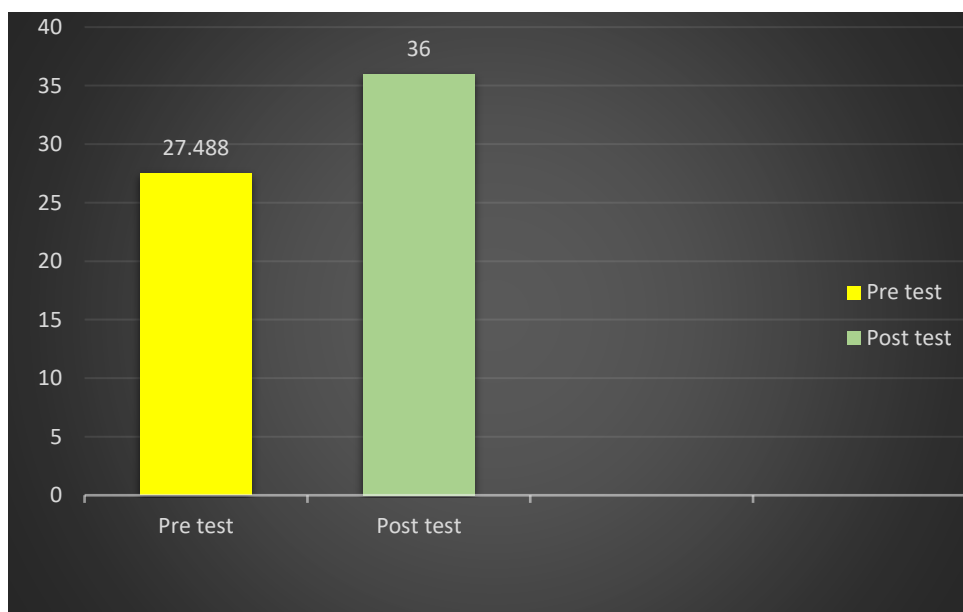
### Interpretation of the graph:

The graphical representation illustrates the descriptive data analysis comparing the pre-test and post-test scores of academic achievement for married B.Ed. students. The mean score increased notably from 26.571 in the pre-test to 37.143 in the post-test. This upward shift indicates a significant improvement in academic achievement following the intervention.

The graph clearly shows that the average academic achievement of married B.Ed. students improved considerably after the implementation of the teacherpreneurship skills training. The increase in the mean score reflects the effectiveness of the intervention in enhancing students' academic achievement. This substantial improvement suggests that the strategies employed in the training had a positive effect on the students' academic achievement.

**Figure 2**

**Graphical Representation of Descriptive data analysis of the difference between the pre-test and post-test scores of Academic Achievement of Unmarried B.Ed. students.**



### Interpretation of the graph:

The mean of the pre-test and post-test scores of Service Learning and Teacherpreneurship Skill increased from 27.488 to 36, showing significant academic achievement among Unmarried B.Ed. Students. The graphical representation displays the descriptive data analysis comparing the pre-test and post-test scores of academic achievement for unmarried B.Ed. students. The mean score rose from 27.488 in the pre-test to 36 in the post-test. This increase demonstrates a significant enhancement in academic achievement following the teacherpreneurship skills training. The graph indicates that the average academic

achievement of unmarried B.Ed. students improved notably after the intervention. The substantial rise in the mean score suggests that the strategies and skills taught during the training had a positive effect on their academic performance. This improvement highlights the effectiveness of the intervention in enhancing the academic achievement of unmarried B.Ed. students.

### Conclusion:

The findings indicate a substantial improvement in academic achievement for married B.Ed. students, with an average score increase from pre-test to post-test. This suggests that the educational methods or interventions were effective. Nonetheless, the small



sample size means these results should be interpreted with caution. Further research with larger groups is needed to validate these results and explore the factors behind the improvements.

The results indicate a significant improvement in the academic achievement of married B.Ed. students, with a clear increase in mean scores from pre-test to post-test. The statistical significance of these findings, as shown by the t-value and p-value, suggests that the educational methods or interventions were effective. However, due to the small sample size, further research with larger samples is needed to confirm these results and assess their broader relevance.

There was a clear improvement in academic achievement for unmarried B.Ed. students, with significant increases in mean, median, and mode scores. The findings support the effectiveness of the interventions, though further research is needed to confirm these results broadly.

The analysis confirms a significant improvement in academic achievement among unmarried B.Ed. students, with the mean score increasing notably from pre-test to post-test. The results validate the effectiveness of the interventions, although further studies could explore these findings in broader contexts.

#### **Discussion:**

The significant increase in average scores suggests that the strategies or interventions implemented between the pre-test and post-test were beneficial for married B.Ed. students. The change in skewness from positive to negative demonstrates that the overall performance improved. However, since the sample size is small (N=7), these results may not be broadly applicable.

The substantial increase in mean scores suggests that the instructional strategies or interventions applied were successful in improving the academic achievement of married B.Ed. students. The high t-value and low p-value support the validity of these

results, indicating that the observed improvements are significant. However, the small sample size (N=7) means that these findings may not be widely applicable.

The results indicate that the interventions were effective, leading to improved academic achievement and more consistent scores among unmarried B.Ed. students. The shift in skewness shows a positive overall impact on performance.

The substantial rise in mean scores suggests that the interventions or strategies used were highly effective in enhancing academic achievement for unmarried B.Ed. students. The significant t-value and p-value confirm that the observed improvement is robust and not due to chance.

#### **Implications of the Study:**

##### **Enhancing Teacher Training:**

The study shows that specific teaching methods led to better academic results for unmarried B.Ed. students. This suggests that similar methods could be used in teacher training programs to help future teachers develop effective teaching techniques.

##### **Improving Teaching Methods:**

The positive results indicate that the teaching strategies used were effective. By understanding and applying these successful strategies, educators can improve their own teaching methods to boost student performance.

##### **Importance of Ongoing Evaluation:**

It's important to regularly assess and update teaching practices. While the study's methods worked well for unmarried B.Ed. students, teachers should continually review and adjust their approaches to meet the needs of all students.

**Adapting to Different Contexts:** Future research should look at how these methods can be adapted for different educational settings and student groups. This will help ensure that effective teaching strategies can be applied broadly and meet diverse needs.

**Impact on Educational Policy:**

The success of the study's methods could influence educational policies and practices. Incorporating these strategies into teacher training standards could improve teaching quality and student outcomes overall.

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