



**RESEARCH PAPER**

**“Teacher”: A Mechanism for Social Entrepreneurship and Community Development**

**<sup>1</sup>Dr. Shumaila Mahboob, <sup>2</sup>Dr. Shafqat Rasool and <sup>3</sup>Asma Ishtiaq\***

1. Assistant Professor, Department of Education , Government College University Faisalabad, Punjab, Pakistan
2. Assistant Professor, Department of Education ,Government College University Faisalabad, Punjab, Pakistan
3. Lecturer, Department of Education , Government College University Faisalabad, Punjab, Pakistan

**\*Corresponding Author:** ishtiaqrajpoot1122@gmail.com

**ABSTRACT**

The aim of this study was to investigate the role of teacher as change agent for social enterprise and community development. Teachers act as catalysts .They participate in community development and social reforms. They also offer a path for effortless and efficient learning reactions. The sample of the study consisted of 120 male and female students of B.S (Hons) in four departments of Government College University, Faisalabad. Convenient sampling method was utilized for selecting sample. For, achievement of the objectives of this study, the research questions was formulated. After going through the related literature the researcher prepared instrument of data collection consisting of questionnaire. Five experts reviewed the questionnaire and provide feedback. Five point Likert scale was used for this purpose. It was finalized after the response received from experts. Researcher personally collected the data. The collected data was analyzed by using the mean, descriptive statistics and inferential statistics. The findings of this research show significant relationship between teacher’s role as social entrepreneur and community development. Relationship of entrepreneur and community developers being valid and credible with the help of teacher

**KEYWORDS** Community Development, Mechanism, Social Enterprise, Universities, Students

**Introduction**

In line with community development initiatives a number of authors refer to the rapidly growing interest in entrepreneurship education at all levels of the education system (Klein & Bullock, 2016: Rizza & Varum, 2019). The effectiveness and the quality of entrepreneurship education, however, vary throughout the country. For example, in Finland, a country, which is usually consider to be a model to be followed in the field of entrepreneurship education, on one hand, teachers are familiar with entrepreneurship education, but on the other hand, as the results specify that there is a astonishing need of unity in clarity of fundamental impressions and even in plans and results (Ikävalko, Ruskovaara, &Seikkula-Leino, 2019).

According to Stephen (2013), teachers are attributed to entrepreneurs and community developers like meritocracy, pragmatism, and perform their responsibilities towards the wider community. The process of becoming a useful member of society requires awareness, consciousness and respect for rules (Smart, Fülöp, Pergar, &Kuscer, 2016).

Teachers developed entrepreneurial qualities by confronting theory and practice and develop better communities. Social Entrepreneur develops suitable community. According to Lodewijks (2005), there is a lot of suitable ways to fulfilled and create this like

- be functional and similar to theory and practice,
- be integrated , interactive and stimulated,

- pass on to real-life situations
- include representatives and trainers;
- how students can learn, stimulate and take responsibilities
- enable the students to aware their capacities and improve it.

### **Literature Review**

For the development of student's talent, teachers had highly leading role (Sinagatullin, 2019). For better adaption of entrepreneurship and better performance in community teacher plays their role as change agent (Horsley, 2021). The belief of teacher and entrepreneurship approach supported husky facts concerning community and conveyance about practical prospects (Horsley, 2021).

On the other hand, these distinguishing attributes were recognized in terms of teacher's creative views as change agent, identify by Gagné's differentiated model of Giftedness and Talent (Gagné, 2014, 2019). This representation categorize and promotes conversion of unrefined abilities into endowment with the help of catalyst, and who is a encouraging and motivating force for students (Horsley, 2019). Teachers are the supporter of creation of motivation and also bring positive and stimulating setting for entrepreneurship development (Sinagatullin, 2019). According to (Kamarudin, Yaakob & Yusuf, 2021) teachers used their response for personal knowledge and skills to facilitate the social order and their entity. Because when any of country requires students as good performers, teacher acts as a change agent for community development. Teachers work as trend setters to make easy high levels of societal entrepreneurship for accomplishment and success. Characteristics that are necessary for developing the project of entrepreneurship and community development, teachers provide such type of characteristics like motivation, effectiveness and efficiency (Cohen et al., 2019). These type of opportunity makes teachers as creative change agent for social entrepreneurship and community development. Due to the involvement of capitalists in the wide-ranging society and market, community development and entrepreneurship persists to be increasing attraction among academic literature.

Community development and social entrepreneurship are widely reflected economic growth and change. They play their role as innovator, and sometimes as powerful contributor in the restricted society (Baumol, Schramm & Litan, 2017; Schumpeter, 2020). Entrepreneur is paying broaden attention to Community development. It is also generally mentioned that free enterprise performing a major task in trade and industry development, job opportunities, progress and welfare of capitalist nations (Baumol, 2017).

Community developers are more essential for society, 79 percent of Americans believe it. According to Kauffman Foundation "entrepreneurship is the essential main feature for dynamic economic development. Relationship between entrepreneurship and community development has also materialized as a new leading frame work in entrepreneurship studies. (Alter, Audretsch, & Augustine, Lyons, 2012). Social contact that is extremely dominant on entrepreneurial behavior and different perspective that builds such as cultural, local, social, physical infrastructure and altitude are most important. For the production of culturally maintained relations of sharing information in reality, the social structure of communities is dangerous antecedent for entrepreneurial action. Suitable environment that supports small businesses and entrepreneur efforts. Its collaborating benefit for the community or region, both are most essential (Fortunato & Alter, 2018; Julien, 2017).

To respond for entrepreneur challenges, teachers face complexities in categorizing substances and implications (Seikkula-Leino 2006; 2007, Fiet 2000a; 2000b). For the promotion of entrepreneurial education teachers are motivator of transformational processes. Community development education and in future entrepreneurial activities in the society, teachers have clear vision of overall aims. They are transforming the aims in to teaching activities and learning outcomes for entrepreneurship education. Teachers have strong relationship between community development and entrepreneurship education. In

response of development teachers are in place to estimate the aims, deeds and the outcomes of entrepreneurship education. Teachers always receive the most recent and accurate reply for setting objectives. Shaping the communities into desired direction and learning of previous actions from entrepreneurship education contains the idea of its process. In developing entrepreneurship education and community practices teachers are in a central position. Entrepreneurship education has fundamental focus with reference to the growth of social and economical welfare this phenomenon also guaranteed the community development.

There is also lack of related studies and instrumentation in this context which could improve teachers' development as community developer and entrepreneur. Teachers are the key factors in promotion of both concepts. Community development education and entrepreneurship education generally conducted on adults. Providing support for challenges at stay alive in this way, this important impression untraditionally be developed the status of education for teachers.

According to Sarason, Dean and Dillard (2016) stated that free enterprise is care for as nexus of individuality for new visions but community undertaking must be studied within a context of social development system. The intention showed that entrepreneurship and social systems of development are co-evolving (Sarason et al. 2016).

The present study endeavors to create understanding of teacher's role as entrepreneur and community developer because a teacher is a change agent in any society. He/she knows and understands the mental abilities, capacities and competencies of members of society as general or in specific paradigms. Keeping in view this situation, the researcher was motivated to carry out a study on "Teacher as catalyst for social entrepreneurship and community development".

A teacher has mechanism of positive revolution, opening the doors of chances to all without any difference. It improves the position of peoples, avoiding class systems, gave them chances of progress and development by providing them an effective social ladder.

Teachers, who explain the realities of nature, enlighten the main beliefs of successful living, make clear the facts of life, society, laws and modern living.

The development of the entrepreneurship is a key competence .Social entrepreneurship is about to develop the abilities, attitude and behaviors. It is difficult to teach through traditional methods. Community development is a transversal competence because the implication of change is substantial.

According to Steyart and Hjorth (2016), that research on social entrepreneurship theme and community development was assumed experts as separate concepts that who did not belong to the field.Different concepts about social venture ,social enterprise" and social entrepreneur are defined (Defourny & Nyssens 2018) but the development of this concept is directly related to the category of organizational administration (Austin *et al.* 2013), so different universities and business schools are involved in such types of programmes. And there is an emergent interest for this field (Hulgård, 2020). Nicholls (2016), stressed the term "social entrepreneur" that was introduced in Banks, for social problems and managerial practices.

This research study was significant for the variety of stakeholders. Teachers have a key role in change process. Teacher can instruct them about awareness and social demands, expectations, and successfully meeting about individual developmental needs. These developmental needs make teachers more responsible for community and entrepreneurial demands (George, McEwin, & Jenkins, 2020). Teachers are overall in-charge of development of effective activities for development of both community and entrepreneurial demands. But experiences help them for attain the desired objectives (Ediger & Rao, 2016). So, the study may be helpful in various activities that are useful in daily life troubles and in other disciplines for both.

Teachers provide community developers and social entrepreneur to a society. They are creators and innovators that bringing higher achievement .This research facilitates teachers and experts in effective endorsement. Teachers, task is to develop responsible individuals, whose capacities reflect action that may benefit for tutorial methods relevant to daily life problems. The role of stakeholders is to formulate and implement feasible policies in country. This study was helpful for policy makers in integration process of entrepreneurship’s and development of community. Finally the results may be useful for real life integration activities in community.

**Material and Methods**

**Population and Sample**

The population of the study was the students of B.S honors of social sciences at Government College University, Faisalabad. 120 students from four departments (30 each department) was selected through convenient sampling technique.

**Instrument**

This research was descriptive in nature. Questionnaire was developed and administered on students for data collection. The questionnaire was developed on five point Likert scale. A questionnaire was developed by the researcher and validated by the team of experts. A team of five experts of education was requested. The developed instrument was sending them for review. Experts reviewed the questionnaire and provide feedback. The questionnaire was finalized in the light of feedback. Reliability of the tool was measured by Chronbach Alpha. The results of Correlation were conducted in relevant groups to determine whether there is a significant difference.

**Results and Discussion**

**Table 1**  
**Correlation of change agent for social entrepreneurship, and community development with Reliability Aspect**

<b>Indicators</b>	<b>Change agent</b>	<b>Social Entrepreneurship.</b>	<b>Community Development</b>	<b>overall</b>
Change agent	1	.726**	.782**	.956**
		.000	.000	.000
Social Enter	.726**	1	.807**	.876**
	.000		.000	.000
Community dev	.782**	.807**	1	.905**
	.000	.000		.000
Overall	.956**	.876**	.905**	1
	.000	.000	.000	

\*\*P<0.01

Correlation test was deployed to see the relationship of Social Entrepreneurship and Community development with aspect of Change agent among them. It showed from the table 1 that there was a significant relationship of Change agent with Social Entrepreneurship (.726\*\*) community development (.782) and overall (.956) with reliability aspect of change agent. So the null hypothesis about the correlation between change agent, community development and overall with reliability aspect was rejected. It was concluded that when the aspects like Social Entrepreneurship, community development and overall increase, the reliability aspect of change agent also increases. The result of “Pearson r (.726, .782, and .956, P<0.01 & 0.05 levels)” showed the moderate positive relationships of Social Entrepreneurship, community development and overall with reliability aspects of change agent of students.

There is some harmony in the descriptions of what teachers must do and be responsible for and teachers could or can be agents of change, but this discussion has somehow vanished from the concerns of policy and policy making process. There is a

question that what is necessary for teachers in terms of social entrepreneurship and community development, if someone looks at the contrast in accordance of their levels of accountability, and that are their demand then there is a big gap.

The literature does not include sufficient resources for classroom entrepreneurial activities. These activities may guide educators, teachers, and instructors. Now, there are attempts to investigate what kinds of activities teachers carry out and find out the reasons that why teachers cannot implement entrepreneurial activities in classrooms properly. As can be seen, these researchers are interested in what kinds of in-class activities teachers carry out within the scope of entrepreneurship education. Studies of this sort may continue to be conducted until entrepreneurship education activities are standardized. It is also important to search the ideal content of entrepreneurship education as well as the manner in which it should be handled. In this regard, theoretical and compilation studies are important to ensure a better understanding of entrepreneurship education. As a matter of fact, the literature contains studies aiming to inform teachers about entrepreneurship education (Adeyemo, 2009; Borase, 2014;

The following list of deeds that teachers feel they must do or that are required of them by the educational systems to which they belong.

- Societies would be conducted under the processes of educational teaching, social, cultural, moral and ethical expectations of institutions.
- For community development process, planning, teaching, monitoring, innovating in order to achieve the results established by the education system under the supervision teachers.
- Relationship of entrepreneur and community developers being valid and credible with the help of teacher. Because their participation in conflict resolution, facilitating socialization of experiences, orienting parents are all establish a climate ruled by the desire to livings.

### **Conclusion**

Teachers perform as sphere of change agent but their individual competence cannot attend its entirety. In the directions envisioned it is reality, that there is a gap among views teachers as community developer and change agents. Unexpected success of a student, things that work in particular environment and remembrance motivated students, and these characteristics become sustainable identities through occasional satisfactions for teachers. These characteristics make teachers innovators, despite of those difficulties or responses which creates innovative proposals with enthusiasm. There is also a prerequisite policy making structures is necessary that provide scope for innovation, and incentive for defining goals of change. The broader responsibility of teacher is to preparing good and responsible nationals. And also collaborate in achieving goals with the help of teacher and system of education.

## References

- Austin, J., Stevenson, H., & Wei-Skillern, J. (2012). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice*, 30(1), 1-22
- Baumol, W. J., R. E. Litan, and C. J. Schramm, (2017). *Good Capitalism, Bad Capitalism, and the Economics of Growth and Prosperity*, New Haven: Yale University Press.
- Cohen, L., Manion, L., Morrison, K. & Wyse, D. (2019). *A Guide to Teaching Practice*. New York: Routledge.
- Defourny, J & Nysens, M. (2018). *Conceptions of Social Enterprise in Europe and the United States: Convergences and Divergences*. paper and lecture at the EMES Intern Summer School, University of Corsica, Corte.
- Fiet, J.O. (2000a). "The Theoretical Side of Teaching Entrepreneurship." *Journal of Business Venturing* 16 (1), 1-24.
- Fiet, J.O. (2000b). "The Pedagogical Side of Entrepreneurship Theory." *Journal of Business Venturing* 16, 101-117.
- Fortunato, M. W. P., & Alter, T. R. (2011). The individual-institutional-opportunity nexus: An integrated framework for analyzing entrepreneurship development. *Entrepreneurship Research Journal*, 1 (1), 1-34
- Gagné (2019). My Convictions About the Nature of Abilities, Gifts, and Talents in *Journal for the Education of the Gifted*, 39 (7), 10-21.
- Gagné, François (2014). My Convictions About the Nature of Abilities, Gifts, and Talents in *Journal for the Education of the Gifted*, 22(2), 109-136.
- George, A.S., McEwin, K., & Jenkins, J.M. (2020). *The exemplary high school*. New York: Harcourt.
- Horsley, J. (2021). Teacher catalysts: Characteristics of teachers who facilitate high academic success [online]. *Australasian Journal of Gifted Education*, 21(1), 23-31.
- Hulgård, L. (2020). Discourses of social entrepreneurship – variations of the same theme?
- Ikävalko, M., Ruskovaara, E., Seikkula-Leino, L. (2009) Rediscovering teacher's role in entrepreneurship education. *Entrepreneurship Conference*, European Foundation for Management Development, Barcelona. 2009. 26th--27th February.
- Ikävalko, M., Ruskovaara, E., Seikkula-Leino, L. (2009) Rediscovering teacher's role in entrepreneurship education. *Entrepreneurship Conference*, European Foundation for Management Development, Barcelona. 2009. 26th--27th February.
- Julien, P. A. (2007), *A theory of local entrepreneurship in the knowledge economy*. Cheltenham: Edward Elgar.10.4337/9781847208750)
- Klein, P.G., Bullock, J.B. (2006) Can Entrepreneurship Be Taught? *Journal of Agricultural and Applied Economics*, 38, 2, 429-439.
- Lodewijks, G. (1995), "Rolling Resistance of Conveyor Belts", *Bulk Solids Handling*
- Lyons, Thomas S.; Alter, Theodore R.; Audretsch, David; and Augustine, Darline (2012) "Entrepreneurship and Community: The Next Frontier of Entrepreneurship Inquiry," *Entrepreneurship Research* 2 (1), 1-21.
- M. Ediger, Marlow Ediger Digumarti Bhaskara Rao (2006) *Discovery Publishing House*, New York.
- Nicholls, A. (Ed.). (2016). *Social Entrepreneurship: New Models of Sustainable Social Change*. USA: Oxford University Press.
- Rizza, C., Varum, C.A. (2011). Directions in entrepreneurship education in Europe. XX *Jornadas Economía de la Educación*, Malaga.

- Seikkula-Leino, J. (2006). Perusopetuksen opetussuunnitelmaudistus 2004-2006 ja yrittäjyyskasvatuksen kehittäminen (in Finnish). Opetusministeriön julkaisuja (2006) Yliopistopaino, Helsinki.
- Sinagatullin, I.M. (2019). *Teaching Is More Than Pedagogical Practice: Thirty-Three Strategies for Dealing With Contemporary Students*, R&L Education
- Smart, S., Fülöp, M., PergarKuscer, M. (2006). Teachers' discourse of competition, in Ross, A., Fülöp, M., PergarKuscer, M. (eds) *Teachers' and Pupils' Constructions of Competition and Cooperation. A three-country study of Slovenia, Hungary and England*. Ljubljana: Faculty of Education. pp. 125-158.
- Stephens, W. (2003). *Morality and Citizenship: England Compared with Underdeveloped Countries*. Haverford: Infinity Publishing.
- Steyart, C. & Hjorth, D. (2016). (eds.) *Entrepreneurship as Social Change*, Cheltenham: Edward Elgar
- Yusuf, N.N.A.N., Kamarudin, S.K. & Yaakob, Z. (2021). Overview on the production of biodiesel from *Jatropha curcus* L. by using heterogenous catalysts. *Biofuels, Bioproducts & Biorefining*, 6 (3), 319-334.