Original Article

Psychology of learning entrepreneurship skills: Nurturing learning styles of students

Nasir Shahen, Nasir Ahmad, Nargis Munir, Sajjad Hussain

Centre for commerce and management sciences, Centre for Education and Staff TrainingUniversity of swat and Department of Psychiatry and Behavioral Sciences, Rawal Institute ofHealth Sciences, Islamabad

Objective: To investigate entrepreneurial skills of business students and their learning styles and to measure the relationship of entrepreneurial skills with students' learning styles.

Methodology: Though co-relational survey and cluster random sampling techniques, 527 business schools students were selected from Khyber Pakhtunkhwa public sector universities. Entrepreneurial Skills Questionnaire (ESQ) and Neil Flaming VARK Learning Style Model (FSLSM) were used for data collection.

Results: The students did not develope entrepreneurial skills and majority of the students learned through auditory learning style. Positive relationship between entrepreneurial skills and tactile learning style was found (r = .239, .218, .206, .225 for which the p <.05).

Conclusion: Tactile learning style is prominent among business school students for which the schools did not provide ample opportunities. (Rawal Med J 202;45:188-191).

Keywords: Business schools, learning styles, resilience, creativity, risk management.

INTRODUCTION

Rae defines entrepreneurial learning as "to recognize and act on opportunities through initiating, organizing, and managing ventures in social and behavioral ways".[1] Further entreprene-urial skills include creativity, innovation, business planning, risk taking, networking, resilience and persistence. As an enduring process, it requires knowledge, skills and attitude that can be developed through providing ample opportunities of hands-on practices with close coordination of local business forums. The traditional instructional approaches, outdated curriculum, un-congenial learning environment and students' preferred learning styles are responsible for ill prepared business school graduates.

Students learn through their learning styles which are visual, auditory and tactile. It refers to an individual keenness that leads to definite learning approaches and most of the times these are followed unconsciously. Empirical evidences showed that the use of appropriate learning style enhances student learning. They learn by seeing, hearing, logical reasoning, visualizing, memorizing, drawing inferences and building models.[5] Visual learners easily learn by seeing such as reading, pictures, charts, graphs, movies and graphics. While, tactile learners, absorb knowledge when they practically experience it. The difference in learning styles of students shows how they acquire knowledge.

Students' learning styles have been studied by different researchers in relation to students' academic achievements, self-concept, online education, critical thinking and aptitude. It is important to state that beforehand, no research in the field of entrepreneurship education was conducted to find the relationship of learning entrepreneurial skills and learning styles of students. In this study, entrepreneurial skills were limited to resilience, creative, business planning and risk taking skills.

METHODOLOGY

A quantitative co-relational design was used to measure the relationship between business schools students' entrepreneurial skills and their learning styles through survey method. All the 8th semester undergraduate business schools students of Public sector universities of Khyber Pukhtunkhwa and through cluster random sampling techniques, 527 students were included in the study.

There was no standardized tool for the investigation of entrepreneurial skill, therefore Entrepreneurial Skills Questionnaire (ESQ). ESQ was initially developed. A standardized inventory for measuring students' learning style Neil Flaming VARK

Learning Style Model (FSLSM) was adopted. ESQ and FSLSM were pilot tested on 100 respondents to measure the reliability co-efficient, which was .79 and .83 before data collection process. Furthermore the content validity of these instruments was estimated through expert opinions.

ESQ comprised of 4 sub scales- resilience skills (6 items), creative skills (6 items), business planning skills (6 items) and risk taking skills (6 items) while, FSLSM inventory comprised of 30 items covering three learning styles Auditory, Visual and Tactile.

RESULTS

The means score for resilience, creative, business planning and risk management skills were 13.42, 12.66, 11.57 and 09.19 respectively. The mean scores suggest that the entrepreneurial skill were not developed among the students (Table 1).

Table 1. Entrepreneurial skills of business studies students.

Entrepreneurial skills	Mean	Standard Deviation
Resilience Skills	13.42	5.91
Creative Skills	12.66	4.38
Business planning Skills	11.57	3.14
Risk Management Skills	09.19	3.75

Table 2. Learning Styles of Business studies students.

Students' Learning Styles	Mean	Standard Deviation
Visual	12.50	2.57
Auditory	17.60	2.47
Tactile	14.67	2.80

Table 3. Correlation between Learning styles and learning entrepreneurial skills.

Learning styles	Entrepreneurial skills	r values	Sig values
Visual	Resilience skills	.052	.611
Auditory		.042	.622
Tactile		.239	.004*
Visual	Creative skills	-.157	.063
Auditory		.043	.614
Tactile		.218	.010*
Visual	Planning skills	-.154	.070
Auditory		.026	.765
Tactile		.206	.015*
Visual	Risk management skills	-.047	.517
Auditory		.105	.217
Tactile		.225	.008*

The means score for visual, auditory and tactile learning styles was 13.50, 15.60 and 14.67, respectively. The mean scores suggest that the preferred learning style of majority of students was auditory learning style (Table 2). Resilience skills, creativity skills, planning skill and risk management skills had positive and significant correlation with tactile as shown by the r = .239, .218, .206 and .225 ($p<0.05$), while these skills have no significant relationship with the auditory and visual learning style (Table 3).

DISCUSSION

The study found that students did not develop entrepreneurial skills and majority of the students learned through auditory learning style. Instructors use lecture-based methods as these are relatively easy to carry out, and require less investment.[5] It was also found that business students are proficient in non technical skills, but deficient in managerial skills. A study by Nganu reported that commonly used method even in trainings of entrepreneurs is lecture method.

There is a need to provide experience of entrepreneurial actions to students in classrooms. The methods of teaching along other factors of learning entrepreneurship in business schools are in conflict with learning styles of students. Kolb found that reflective observation which is based on abstract conceptualization and active experimentation, guide towards concrete personal experience. Active participation of students is required to gain "concrete experience".

The study found that learning of entrepreneurial skills had a positive relationship with tactile learning style whereas it has no relationship with visual and auditory learning styles. Tactile based instruction is effective because of the learners' strongest perceptual modalities are in these areas. The learning of inherited entrepreneurs who learn entrepreneurship from their family members is based on their experiential learning. Hamilton is of the view that learning of entrepreneurs is rooted in practices. It is becoming clear that entrepreneurship or certain faces of it can be taught and business

educators and professionals have evolved beyond myth that entrepreneurs are born not made.

The nature of entrepreneurship is rooted in a number of domains such as individualism, collectivism, cultural and economic. Davies and Gibbs were critical towards traditional learning strategies that were based on theory only, which is "inappropriate" for the learning of entrepreneurship. Further, they focuses on making students' skilled in theory based competencies. To achieve this, he describes "student-approved system for class meetings" which will require practicing skills by students and their consent.

Therefore, in view of the findings of the study it can be concluded that only activity based method for entrepreneurial skill development is not sufficient. The right method may be to make the entrepreneurship students tactile learners. Further-more the future researchers are recommended to investigate the relationship between learning entrepreneurial skills of students and teachers instructional approaches in business schools of KP universities.

CONCLUSION

Students have different learning styles and these differences need to be taken into consideration while teaching to business school students at university level. Tactile learning style was identified in learning of entrepreneurial skills, as there was a positive and significant correlation between tactile learning style of students and entrepreneurial skills development among them. Furthermore, visual and auditory learning styles of students were not significant in relation to the learning of entrepreneurial skills.

Author contributions:
Conception and design: Nasir Shaheen
Collection and assembly of data: Nasir Ahmad, Nargis Munir
Analysis and interpretation of the data: Sajjad Hussain
Drafting of the article: Nasir Shaheen, Nasir Ahmad
Critical revision of the article for important intellectual content: Nasir Shaheen, Nasir Ahmad
Statistical expertise: Sajjad Hussain
Final approval and guarantor of the article: Nasir Shaheen, Nargis Munir
Corresponding author email: Nasir Ahmad: nasir_cupid@uswat.edu.pk
Conflict of Interest: None declared
Rec. Date: May 9, 2019 Revision Rec. Date: Oct 3, 2019 Accept Date: Nov 20, 2019

REFERENCES

1. Rae D. Entrepreneurial learning: A conceptual framework for technology-based enterprise. Technol Analysis Strategic Management 2006;18:39-56.
2. Henry C, Hill F, Leitch C. Entrepreneurship education and training: can entrepreneurship be taught? Part I. Educ Training 2005;47:98-111.
3. Solomon G. An examination of entrepreneurship education in the United States. J Small Business Enterprise Development 2007;14:168-82.
4. Smith WL, Schallenkamp K, Eichholz DE. Entrepreneurial skills assessment: an exploratory study. Int J Management Enterprise Development 2006;4:179-201.
5. Felder RM, Silverman LK. Learning and teaching styles in engineering education. Engineering Educ 1988;78:674-81.
6. Burgoon JK, Guerrero LK, Floyd K. Nonverbal communication. Routledge; 2016 Jan 8.
7. Demetriou A, Makris N, Kazi S, Spanoudis G, Shayer M. The developmental trinity of mind: Cognizance, executive control, and reasoning. Cognitive Sci 2018;9(4):e1461.
8. Fyrenius A, Wirell S, Silén C. Student approaches to achieving understanding—approaches to learning revisited. Studies Higher Educ 2007;32:149-65.
9. Munir N, Ahmad N, Hussain S, Ghani U. Relationship of learning styles and academic performance of secondary school students. Rawal Med J 2018;43:421-4.
10. Kuiper NA, Derry PA, MacDonald MR. Self-reference and person perception in depression: A social cognition perspective. Integr Clinical Social Psychol 1982;12:79-103.
11. Heidrich L, Barbosa JL, Cambruzzi W, Rigo SJ, Martins MG, dos Santos RB. Diagnosis of learner dropout based on learning styles for online distance learning. Telematics Informatics 2018;35:1593-1606.
12. Kostovich CT, Poradzisz M, Wood K, O'Brien KL. Learning style preference and student aptitude for concept maps. J Nurs Educ 2007;46:32-41.
13. Nganu M. Entrepreneurship Training And Performance Of Small And Micro Enterprises In Information Communication Technology Sector In Nairobi City County, Kenya (Doctoral dissertation, Kenyatta University).
14. Heinonen J, Poikkijoki SA. An entrepreneurial-directed approach to entrepreneurship education: mission impossible?. J Management Development 2006;25:80-94.
15. Kolb DA. Experience as the source of learning and development. Upper Sadle River: Prentice Hall. 1984.
16. Honigsfeld A, Dunn R. Learning-style responsive

approaches for teaching typically performing and at-risk adolescents. J Educ Strategies Issues Ideas. 2009;82:220-4.
17. Shaheen N, Junaid M. Learning Entrepreneurship: A comparative study of inherited and business school graduates. J Managerial Sci 2018:12:193-206.
18. Hamilton E. Entrepreneurial learning in family business: A situated learning perspective. J Small Business Enterprise Development 2011;18:8-26.
19. Kuratko DF. The emergence of entrepreneurship education: Development, trends, and challenges. Entrepreneurship Theory Pract 2005;29:577-97.
20. Davies LG, Gibb AA, editors. Recent research in entrepreneurship. Aldershot: Avebury; 1991