

Practice, Observation, and Gender Effects on Students' Entrepreneurial Skills Development When Teaching through Entrepreneurship Is Adopted: Case of University of Tunis El Manar

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Abstract : This paper analyzes the effects of gender, affiliation, prior work experience, social work, and vicarious learning through family role models on entrepreneurial skills development by students when they have learned through the entrepreneurship method in Tunisia. Authors suggest that these variables enhance the development of students' entrepreneurial skills when combined with teaching through entrepreneurship. The article assesses the impact of these combinations by comparing their effects on the development of thirteen students' entrepreneurial competencies, namely entrepreneurial mindset, core self-evaluation, entrepreneurial attitude, entrepreneurial knowledge, creativity, financial literacy, managing ambiguity, marshaling of resources, planning, teaching methods, entrepreneurial teachers, innovative employee, and Entrepreneurial intention. Authors use a two-sample independent t-test to make the comparison, and the results indicate that, when combined with teaching through the entrepreneurship method, students with prior work experience developed better six entrepreneurial skills; students with social work developed better three entrepreneurial skills, men developed better four entrepreneurial skills than women. However, all students developed their entrepreneurial skills through this practical method regardless of their affiliation and their vicarious learning through family role models.

Keywords : affiliation, entrepreneurial skills, gender, role models, social work, teaching through entrepreneurship, vicarious learning, work experience

Conference Title : ICSEI 2023 : International Conference on Social Entrepreneurship and Innovation

Conference Location : Cairo, Egypt

Conference Dates : December 18-19, 2023