

# Relationship between Entrepreneurial Talents and Social Motives: A Study of Teacher Trainees

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## ABSTRACT

Educational entrepreneurship seeks to provide teachers with the knowledge, skills and motivation to encourage entrepreneurial success in various settings. Their sense of opportunities, innovativeness and capabilities for accomplishment have become the standard by which free educational enterprise is measured. Social motives are learnt in social groups because of interaction with the family and society. Teacher trainees with their talents create a pool of young people who are able to create jobs by virtue of their hard work and their dexterity of hands and win the hearts of people around the world through their skills.

**Keywords:** Entrepreneurial Talents, Social Motives, Entrepreneurial Motivation, Teacher Trainees

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## INTRODUCTION

Today society is in the hands of the young generation. This generation should be molded in the schools by the teachers as responsible people of society. Teacher education focuses on 3S' (Student-School-Society) and yields fruitful results and should emphasize in such a way that it should become a base for any activity related to school, students and society. Keeping in view the importance of teacher's education, a creative intellectual flame (thoughts) should be put on (action) and allowed it to burn until the fuel is drained from the available resources (knowledge). The students in the teacher education program are trained in large number of skills as well as a theoretical framework. In the entrepreneurship process, we have to be trained in finding out the educational need and utilizing the acquired skill for the requirements of the education and consisting of the following:

- Knowing one's capacities, i.e., introspecting what type of skills have been achieved by the student teacher.
- Surveying the educational needs, i.e., exploring the requirements in the shape of what the stakeholders are looking for improving the capabilities of their wards.
- Designing creative solutions for the stakeholders' problems, helping their wards to come out of the problems of learning and personality development.
- Giving consultancy services to the managers of education system so that they run their institution in an organized manner.
- Developing evaluation systems for objective evaluation of capabilities of the wards of the stakeholders.

Prime Minister Narendra Modi launched the make in India initiative on September 25, 2014, with the primary goal of making India a global manufacturing hub. It also seeks to facilitate job creation, foster innovation, enhance skill development and protect intellectual property. The initiative is built on four pillars which are as follows:

**New Processes:** The government is introducing several reforms to create possibilities for getting Foreign Direct Investment (FDI) and fostering business partnerships. Some initiatives have already been undertaken to alleviate the business environment from outdated policies and regulations. This reform is also aligned with

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the parameters of World Bank's 'Ease of Doing Business' index to improve India's ranking.

**New Infrastructure:** Infrastructure is integral to the growth of any industry. The government intends to develop industrial corridors and build smart cities with state-of-the-art technology and high-speed communication. Innovation and research activities are supported by a fast-paced registration system and improved infrastructure for Intellectual Property Rights (IPR) registrations. Along with the development of infrastructure, the training for the skilled workforce for the sectors is also being addressed.

**New Sectors:** 'Make in India' has identified 25 sectors to promote with detailed information being shared through an interactive web portal. The government has allowed 100% FDI in Railways and removed restrictions in Construction. It has also recently increased the cap of FDI to 100% in Defence and Pharmaceutical.

**New Mind set:** The government in India has always been a regulator, not a facilitator. This initiative intends to change this by bringing a paradigm shift in the way government interacts with various industries. It will focus on acting as a partner in the country's economic development alongside the corporate sector.

On July 15, 2015, Prime Minister Narendra Modi, launched his pet project "Skill India Campaign" in New Delhi on the first ever world youth skills day which included the launch of the National Skill Development Mission and unveiling of the new National Policy for Skill Development and Entrepreneurship 2015. The Prime Minister had further said that while in the 20th century India must focus on scaling up skill training efforts to meet the demands of employers and drive economic growth.

In short it can be said that there is need to shift the focus of quality assessment from the institution to learner. Only indicator of quality will be entrepreneurship, let us adopt it. Let us start charging for every service that trained teachers provide to society. Let us start charging for the ideas so generated in the teaching-learning process.

Entrepreneurship refers to an individual's ability to turn ideas into action. Entrepreneurship applies to all real-life situations and it is not correct to say, it is always business entrepreneurship or profit motive which is important (Axelsson, K. 2017). There are many NGOs which are entrepreneurial in nature. Enhancing entrepreneurship talents among teacher trainees are dire need of the hour that includes creativity, innovation and risk-taking as well as the ability to plan and manage different activities to achieve objectives (Kozlinska, I. 2012). This should include awareness of ethical values and promote good governance, hard work and disciplined dedication. Dimensions of entrepreneurial talents are: self-esteem, vision, versatility, creativity and persuasiveness, adaptability and flexibility, knowledge, and skills.

Motivation is a contingent perception that links a person's internal conditions to external behavior; it cannot be observed directly, but we can infer its presence based on its behavioral effects (Sad Phal, U. 2017). Social motives are learned in social groups because of interaction with the family and society and specific only to human beings (Amreen Ahmad Ali, Kohli, N. (2013). It might create from physiological needs and drives or complex wants, such as the longing to help other people, to acquire endorsement, or to win a high income (Bullinger, A., Zimmermann, F., Kaminski, J., Tomasello, M. 2011). Social motives include:

- Achievement Motivation:
- Power Motive:
- Affiliation Motive:
- Approval Motives:
- Aggressive Motive:
- Curiosity Motive:
- Acquisitive Motive:

### Objective of the Study

To study the relationship between entrepreneurial talents and social motives of the teacher trainees with respect to their gender and type of teacher training institutes.

### Research Question

Are there any relationship between entrepreneurial talents and various dimensions of social motives that facilitate entrepreneurial motivation among male and female teacher trainees studying in government and private teacher training institutes?

### Design of the Study

The present study is descriptive in nature and the investigator used the survey method. "Descriptive research describes what involved-description, recording, analysis is, and interpretation of condition that now exist. It involves some type of comparison or relationship that exists between existing non- manipulative variables. Sample is a representative portion of population which is selected for the purpose of study or investigation. A good sample is homogenous, unbiased, representative and adequate in size. All teacher trainees studying in different government and private teacher training institutes affiliated to Maharishi Dayanand University, Rohtak in the state of Haryana, constitutes the population for the present study. The investigator has selected 380 teacher trainees (180 from

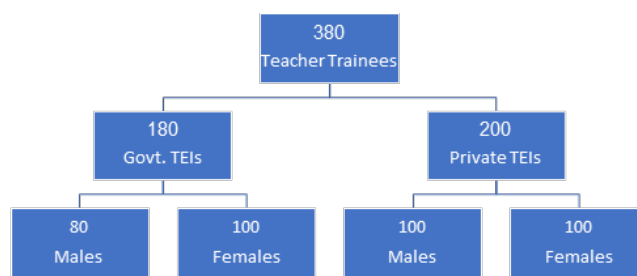


Figure 1: Classification of teacher trainees as sample for present investigation

government teacher training institutions and 200 from private teacher training institutions) as sample by using a simple random sampling technique (lottery method). The classification of teacher trainees as sample for the present investigation (Figure 1)

### Tools Used for Data Collection

**Entrepreneurial Talent Scale** standardized by S. Aggarwal and Ira Das. Entrepreneurial Talent Scale contains 103 items and measures entrepreneurial talents/dispositions through seven subtests:

- Risk-taking/ ability to face challenges of new ventures/ stress tolerance
- Achievement Motivation
- Leadership traits
- Self-concept
- Capability for Persuasion
- Attitude towards Entrepreneurs
- Problem Solving Ability

**Social Motive Scale** standardized by R. N. Singh and Mahesh Bhargava. The scale consists of 36 items and measures three important social motives achievement, power and social contact motive by positive and negative tendencies of the individual. This scale also contains 36 pair of statements and it is a highly reliable and valid scale and separate norms are available for positive and negative poles (Table 1).

### Statistical Techniques Used

Pearson's Product Moment Coefficient of Correlation was used to find out the relationship in different dimensions of entrepreneurial talent and social motive (Figure 2). The correlation is a statistical measure of the strength of the relationship between the relative movements of two variables. The values range between -1.0 and 1.0. A calculated number greater than, 1.0 or less than -1.0 means that there was an error in the correlation measurement. A correlation of -1.0 shows a perfect negative correlation, while a correlation of 1.0 shows a perfect positive correlation. A correlation of 0.0 shows no linear relationship between the movements of the two variables.

### Result Analysis

To find out the relationship between entrepreneurial talents and social motives among the teacher trainees, the coefficient of correlation was calculated, and the result is presented in Table 1

The coefficient of correlation between entrepreneurial talents and positive achievement motive of trainees of teacher training institutes is 0.264, which is significant at 0.01 level. It means there is a significant positive relationship between entrepreneurial talents and positive achievement motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative achievement motive of trainees of teacher training

Relationship between Entrepreneurial Talents and Social Motives

**Table 1:** Coefficient of correlation between entrepreneurial talents and social motives

Dimensions of Social Motives	Entrepreneurial Talents		
	Pearson Correlation	Sig.	N
Achievement Motive Positive	0.264	0.000	380
Achievement Motive Negative	-0.308	0.000	380
Power Motive Positive	0.321	0.000	380
Power Motive Negative	-0.346	0.000	380
Social Motive Positive	0.301	0.000	380
Social Motive Negative	-0.293	0.000	380



**Figure 2:** Coefficient of correlation between entrepreneurial talents and social motives

institutes is -0.308, which is significant at 0.01 level. It means there is a significant negative relationship between entrepreneurial talents and the negative achievement motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of trainees of teacher training institutes is 0.321, which is significant at 0.01 level. It means there is a significant positive relationship between entrepreneurial talents and positive power motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of trainees of teacher training institutes is -0.346, which is significant at 0.01 level. It means there is a significant negative relationship between entrepreneurial talents and negative power motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive social motive of trainees of teacher training institutes is 0.310, which is significant at 0.01 level. It means there is a significant positive relationship between entrepreneurial talents and positive social motive of trainees of teacher training institutes.

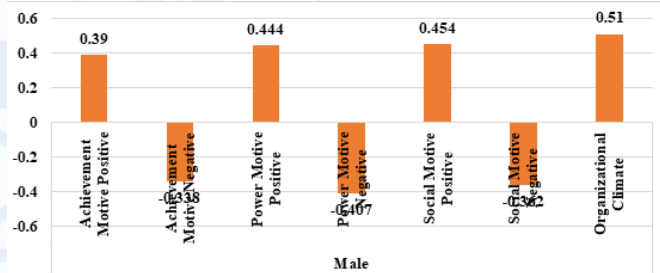
The coefficient of correlation between entrepreneurial talents and negative social motive of trainees of teacher training institutes is -0.293, which is significant at 0.01 level. It means there is a significant negative relationship between entrepreneurial talents and negative social motive of trainees of teacher training institutes.

To find out the relationship between entrepreneurial talents and social motive among the male and female teacher trainees, coefficient of correlation was calculated, and the result is presented in Table 2.

The coefficient of correlation between entrepreneurial talents and positive achievement motive of male trainees of teacher training institutes is 0.390. It means there is significant positive relationship between entrepreneurial talents and positive achievement motive of male trainees of teacher training institutes.

**Table 2:** Coefficient of correlation between entrepreneurial talents and social motive of male and female teacher trainees

Gender	Pearson Correlation	Entrepreneurial Talents		
		Sig.	N	
Male	Achievement Motive Positive	0.390	0.000	180
	Achievement Motive Negative	-0.338	0.000	180
	Power Motive Positive	0.444	0.000	180
	Power Motive Negative	-0.407	0.000	180
	Social Motive Positive	0.454	0.000	180
	Social Motive Negative	-0.362	0.000	180
Female	Achievement Motive Positive	0.046	0.520	200
	Achievement Motive Negative	-0.171	0.016	200
	Power Motive Positive	0.128	0.070	200
	Power Motive Negative	-0.196	0.005	200
	Social Motive Positive	0.034	0.636	200
	Social Motive Negative	-0.143	0.043	200



**Figure 3:** Coefficient of correlation between entrepreneurial talents and social motive of male teacher trainees of government teacher training institutes

The coefficient of correlation between entrepreneurial talents and negative achievement motive of male trainees of teacher training institutes is -0.338. It means there is significant negative relationship between entrepreneurial talents and negative achievement motive of male trainees of teacher training institutes (Figure 3).

The coefficient of correlation between entrepreneurial talents and positive power motive of male trainees of teacher training institutes is 0.444. It means there is a significant positive relationship between entrepreneurial talents and positive power motive of male trainees of teacher training institutes.

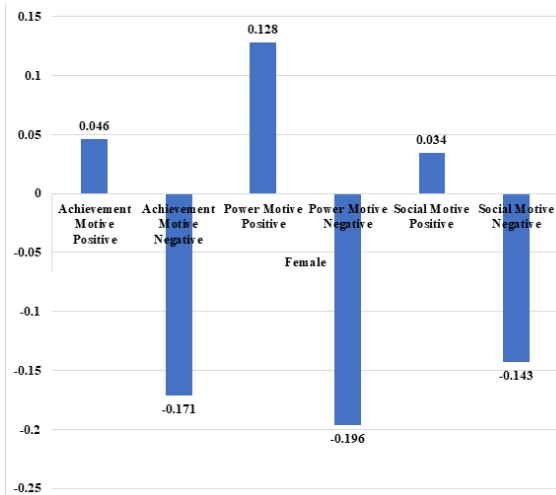
The coefficient of correlation between entrepreneurial talents and negative power motive of male trainees of teacher training institutes is -0.407. It means there is significant negative relationship between entrepreneurial talents and negative power motive of male trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive social motive of male trainees of teacher training institutes is 0.454. It means there is significant positive relationship between entrepreneurial talents and positive social motive of male trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative social motive of male trainees of teacher training institutes is -0.362. It means there is a significant negative



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**Figure 4:** Coefficient of correlation between entrepreneurial talents and social motive of female teacher trainees of Govt. teacher training institutes

relationship between entrepreneurial talents and negative social motive of male trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive achievement motive of female trainees of teacher training institutes is 0.046. It means there is no significant relationship between entrepreneurial talents and positive achievement motive of female trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative achievement motive of female trainees of teacher training institutes is -0.171, It means there is a significant negative relationship between Entrepreneurial Talents and negative achievement motive of female trainees of teacher training institutes (Figure 4).

The coefficient of correlation between entrepreneurial talents and positive power motive of female trainees of teacher training institutes is 0.128. It means there is no significant relationship between entrepreneurial talents and positive power motive of female trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of female trainees of teacher training institutes is -0.196. It means there is significant negative relationship between entrepreneurial talents and negative power motive of female trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of female trainees of teacher training institutes is 0.034. It means there is no significant relationship between entrepreneurial talents and positive power motive of female trainees of teacher training institutes.

The coefficient of correlation between Entrepreneurial Talents and negative power motive of female trainees of teacher training institutes is -0.143. It means there is significant negative relationship between Entrepreneurial Talents and negative power motive of female trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive achievement motive of trainees of government teacher training institutes is 0.287, which is significant at 0.01 level. It means there is a significant positive relationship between entrepreneurial talents and positive achievement motive of trainees of government teacher training institutes.

The coefficient of correlation between Entrepreneurial Talents and negative achievement motive of trainees of government

**Table 3:** Coefficient of correlation between entrepreneurial talents and social motives of Government and Private Institutions

Type of Teacher Training Institutes	Entrepreneurial Talents			
	Pearson Correlation	Sig.	N	
Government	Achievement Motive Positive	0.287	0.000	180
	Achievement Motive Negative	-0.255	0.001	180
	Power Motive Positive	0.310	0.000	180
	Power Motive Negative	-0.273	0.000	180
	Social Motive Positive	0.320	0.000	180
	Social Motive Negative	-0.181	0.015	180
Private	Achievement Motive Positive	0.192	0.006	200
	Achievement Motive Negative	-0.262	0.000	200
	Power Motive Positive	0.247	0.000	200
	Power Motive Negative	-0.301	0.000	200
	Social Motive Positive	0.188	0.008	200
	Social Motive Negative	-0.250	0.000	200

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

teacher training institutes is -0.255, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative achievement motive of trainees of government teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of trainees of government teacher training institutes is 0.310, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive power motive of trainees of government teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of trainees of government teacher training institutes is -0.273, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative power motive of trainees of government teacher training institutes.

The coefficient of correlation between Entrepreneurial Talents and positive social motive of trainees of government teacher training institutes is 0.320, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive social motive of trainees of government teacher training institutes.

The coefficient of correlation between Entrepreneurial Talents and negative social motive of trainees of government teacher training institutes is -0.181, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative social motive of trainees of government teacher training institutes.

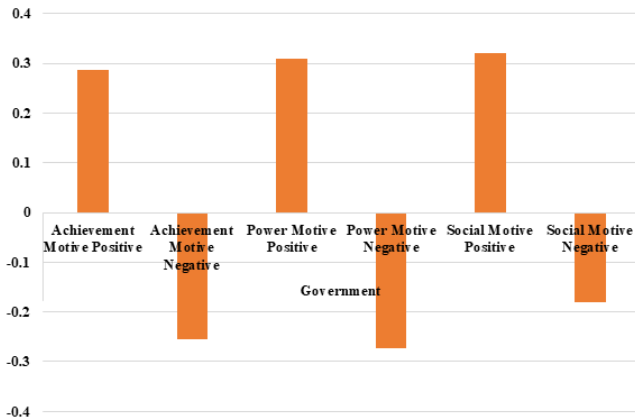


Figure 5: Coefficient of correlation between entrepreneurial talents and social motives of government teacher training institutes

The coefficient of correlation between entrepreneurial talents and positive achievement motive of trainees of private teacher training institutes is 0.192, which is significant at 0.01 level. It means there is significant positive relationship between Entrepreneurial Talents and positive achievement motive of trainees of private teacher training institutes (Table 3).

The coefficient of correlation between entrepreneurial talents and negative achievement motive of trainees of private teacher training institutes is -0.262, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative achievement motive of trainees of private teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of trainees of private teacher training institutes is 0.247, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive power motive of trainees of private teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of trainees of private teacher training institutes is -0.210, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative power motive of trainees of private teacher training institutes (Figure 5).

The coefficient of correlation between entrepreneurial talents and positive social motive of trainees of private teacher training institutes is 0.188, which is significant at 0.01 level. It means there is significant positive relationship between Entrepreneurial Talents and positive social motive of trainees of private teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative social motive of trainees of private teacher training institutes is -0.255, which is significant at 0.01 level. It means there is significant negative relationship between Entrepreneurial Talents and negative social motive of trainees of private teacher training institutes.

### Main Findings

- There is significant positive relationship between entrepreneurial talents and positive achievement motive, entrepreneurial talents and positive power motive, entrepreneurial talents and positive social motive of trainees studying in different teacher training institutes (Bolton, B., & Thompson, J. L. 2013).
- There is significant negative relationship between



Figure 6: Coefficient of correlation between entrepreneurial talents and social motives of Private teacher training institutes

entrepreneurial talents and negative achievement motive, entrepreneurial talents and negative power motive, entrepreneurial talents and negative social motive of trainees studying in different teacher training institutes (Kaur, M. 2011).

- There is significant positive relationship between entrepreneurial talents and positive achievement motive, entrepreneurial talents and positive power motive, entrepreneurial talents and positive social motive of male trainees studying in different teacher training institutes (Echtner, C.M. 1995) (Figure 6).
- There is significant negative relationship between entrepreneurial talents and negative achievement motive, entrepreneurial talents and negative power motive, entrepreneurial talents and negative social motive of male trainees studying in different teacher training institutes.
- There is no significant relationship between entrepreneurial talents and positive achievement motive, entrepreneurial talents and negative achievement motive, entrepreneurial talents and positive power motive, entrepreneurial talents and negative power motive, entrepreneurial talents and negative power motive of female trainees studying in different teacher training institutes.
- There is significant positive relationship between entrepreneurial talents and positive achievement motive, entrepreneurial talents and positive social motive of trainees studying in different government teacher training institutes (Ernest, K., Matthew, Somiah K.; Samuel, A K. 2015).
- There is significant negative relationship between entrepreneurial talents and negative achievement motive, entrepreneurial talents and negative power motive, entrepreneurial talents and negative social motive of trainees studying in government teacher training institutes ( Ryan, R., & Deci, E. 2000).
- There is significant positive relationship between Entrepreneurial Talents and positive achievement motive, entrepreneurial talents and positive power motive, Entrepreneurial Talents and positive social motive, entrepreneurial talents and negative social motive of trainees studying in different private teacher training institutes (Pandit, D., Joshi, M. P., & Tiwari, S. R. 2018).
- There is significant negative relationship between entrepreneurial talents and negative achievement motive, entrepreneurial talents and negative power motive of trainees studying in different private teacher training institutes.



### Suggestions for the further researches

The following suggestions for further research that could be undertaken by perspective of researchers are:

- The sample size can be increased to obtain results.
- A similar study can be conducted in different areas of the Haryana states and other states of India.
- A similar study can be carried out in senior secondary school students and students studying in higher teacher training institutes.
- Comparative studies can be made. Taking into account other variables and in different areas.
- Some more teacher training institutes should be taken to obtain concrete result.
- The tools should be modified in local language so that teacher trainees will give responses easily.

### RECOMMENDATIONS

This study has outlined the following recommendations:

- Institutes should introduce vocational courses as a part of the main curriculum.
- More focus on practical education and value education.
- Create more platforms for knowledge sharing for the teacher trainees (on both technical and soft skills).
- The government should focus on the policies and interventions to improve the quality of education
- Teacher Educational institutes should also focus on the quality of personnel and professional development programs for both students and faculty. School administrators should set a good example or role modelling for faculty members and students.

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