

Effect of Experiential Teaching Methodology on Personality and Entrepreneurial Intentions: A Proposed Framework

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Abstract

Personality has been found to be a primary antecedent to gauge entrepreneurial intentions of an individual. A holistic view of personality is better at understanding this relationship, and may be of more benefit to the individual and assessor. Among students of higher education institutions, entrepreneurial intentions are declining. Individuals with higher entrepreneurial intentions respond better to experiential teaching methodology. In this was higher education institutions may be able to increase the entrepreneurial intentions of the students by using experiential teaching methodologies. This study proposes the use of experiential teaching methodology as a moderator to better understand the relationship between; entrepreneurial proactivity, entrepreneurial creativity, entrepreneurial opportunism and entrepreneurial vision with entrepreneurial intentions. This study also elaborates on the use of entrepreneurial event model as the underpinning theory and human capital theory as the supporting theory to build the proposed research framework.

Keywords: Personality, Experiential Teaching, Teaching Methodology, Entrepreneurship, Entrepreneurial Intentions

1 Introduction

Entrepreneurship is the key to success for any economy, especially developing countries (Sautet, 2013). To develop entrepreneurship, entrepreneurial intention among the populace is a key ingredient (Bae, Qian, Miao, & Fiet, 2014). It has been noted that entrepreneurship can flourish if the educational institutions succeed in developing entrepreneurial intention among the students (Qureshi & Mian, 2012; Cornell University; INSEAD; WIPO, 2015; World Bank, 2016). Given the importance of entrepreneurship it is reasonable to propose that entrepreneurial intentions play a pivotal role in fostering individual, national and global economic growth (Planning Commission, Government of Pakistan, 2011).

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