



Research paper

Exploring the relationship between entrepreneurial behavior and teachers' job satisfaction

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HIGHLIGHTS

- We propose a novel study on competency-based entrepreneurship and its link to educational job satisfaction.
- We found a moderate correlation between entrepreneurial behavior and teachers' job satisfaction.
- Teachers' gender and highest degree achieved display important effects on their entrepreneurial behavior.
- We discuss both theoretical and practical implications of the study.

ARTICLE INFO

Article history:
 Received 22 August 2016
 Received in revised form
 17 December 2016
 Accepted 2 January 2017

Keywords:

Competency-based
 Entrepreneurship
 Demographic characteristics
 Teachers' job satisfaction

ABSTRACT

This exploratory study has two goals: exploring the relationship between entrepreneurial behavior and job satisfaction among teachers, and identifying the demographic characteristics associated with both variables. Using a snowball technique, a sample of 385 K-12 Brazilian teachers from public and private schools responded to the survey. Statistical analysis revealed a moderate correlation between entrepreneurial behavior and job satisfaction. Results also show that gender and educational level are associated with entrepreneurial behavior. The discussion includes theoretical and practical implications.

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1. Introduction

The value of entrepreneurs and entrepreneurial thinking is evident in most countries, where innovative, enterprising individuals are highly respected and often perceived as key engines for regional economic growth and development (Fritsch & Wyrwich, 2016). Consider Henry Ford and Steve Jobs, who have defined the entrepreneur as someone starting a new business or taking advantage of cutting-edge technology to make financial gains (Maranto, 2015). The term “entrepreneur” has been in use since the 1700s to describe “a rational decision maker who assumes the risk and provides management for the firm” (Carland, Hoy, & Carland, 1988, p. 33).

Despite the term's longevity, alternate definitions abound in current literature. Entrepreneurs, according to Tülüce and Yurtkur (2015), take advantage of opportunities and use innovation and technology to achieve advancement in the marketplace. For Borasi and Finnigan (2010), entrepreneurship converts knowledge into endeavors that provide value, whether financial, scholastic, or communal in nature. Petersen (2014) defines the entrepreneur as an individual with the vision to start a new organization or business in response to opportunities that make a difference in people's lives. These definitions may hold true for business entrepreneurship; however, the educational field needs a more attentive look.

Entrepreneurship in education has received increased attention in recent years, from both scholars and practitioners (Chand, 2014; Omer Attali & Yemini, 2016). Van Dam, Schipper, and Runhaar (2010) define entrepreneurship as a behavior “that involves recognizing opportunities and marshaling the resources to take advantage of, and acting upon these opportunities” (p. 966). Within the

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