

Effects Of Entrepreneurship Education In Emerging Innovative Intentions Among The Students

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Abstract

Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises and result in solving unemployment problem in India. Currently, high unemployment levels co-exist with increased difficulties in filling the vacancies. The employability of the youth is threatened by labour market mismatches namely inadequate skills, limited geographic motilities and inadequate wages. Our current education system needs support, if it is going adopt such challenges. The entrepreneurship education is the need of hour as it focuses on soft core skills including problem solving, team building and transversal competencies such as willing to learn social and civic competence, initiative taking and cultural awareness. To create more entrepreneurs in future, it is essential to develop a culture in our schools where entrepreneurial learning is pervasive

According to Fifth Annual Employment and Unemployment Survey (2015-16) Tamil Nadu ranked 22nd place in terms of Unemployment. It is reported on the unemployment rate in Tamil Nadu is 5.9 per cent in May 2017. Even though the level of education in Tamil Nadu is higher, there is growing unemployment especially among the educated youth who look for white collar Jobs. In this environment, the current study aims to create awareness among the students of higher secondary schools students about entrepreneurship and conduct training programmes to develop the entrepreneurial attitude and intension to increase the alertness and risk-taking skills required to pursue entrepreneurial careers among the higher secondary school students. This study helped the students to prepare themselves to start new creative venture/business with innovative skills. In this context, it is anticipated to that the current study on entrepreneurship education among the higher secondary school students in Coimbatore may motivate them in implementing effectively the central government policies namely Start-up-India and Make-in-India in future. The research study is conducted among the higher secondary school students of 204 select Schools.

Key words: Entrepreneurship Education, School students, Training Programme, Entrepreneurship Development, Creativity, and Enterprises

Introduction

Entrepreneurship plays prominent role in solving the unemployment problem. The Entrepreneurship Development programs will motivate the young generation to set up a new innovative business of their own and help in filling the gap of unemployment existing in our nation. The entrepreneurship education is the need of hour as it focuses on soft core skills including problem solving, team building and transversal competencies such as willing to learn social and civic competence, initiative taking and cultural awareness. Entrepreneurship Education and training programmes may facilitate in developing the entrepreneurial intension among the young students. This increase the alertness and risk-taking skills required to pursue entrepreneurial careers among the higher secondary school students. The study of entrepreneurship has relevance today, not only because it helps entrepreneurs to fulfill the personal need, but because of the economic contribution of the new venture.

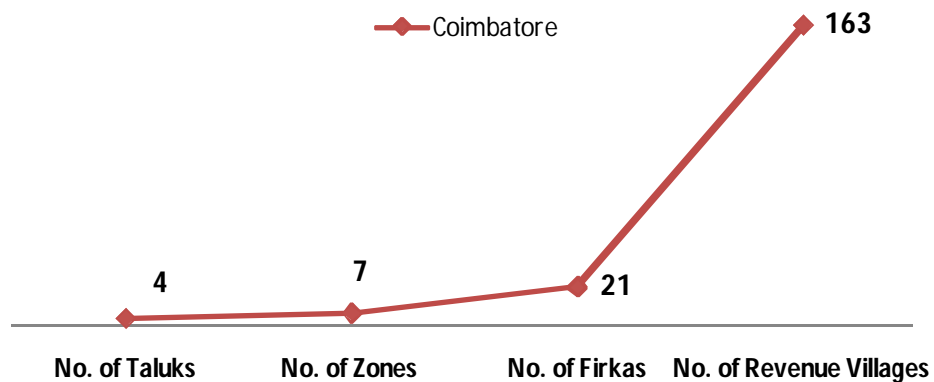
Entrepreneurship Education in India

Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation and improves global competitiveness. Entrepreneurship is a multi-faceted phenomenon. India has a pioneering status among developing countries for its early start on a variety of entrepreneurship education programs.

Coimbatore District Schools – A Brief Profile

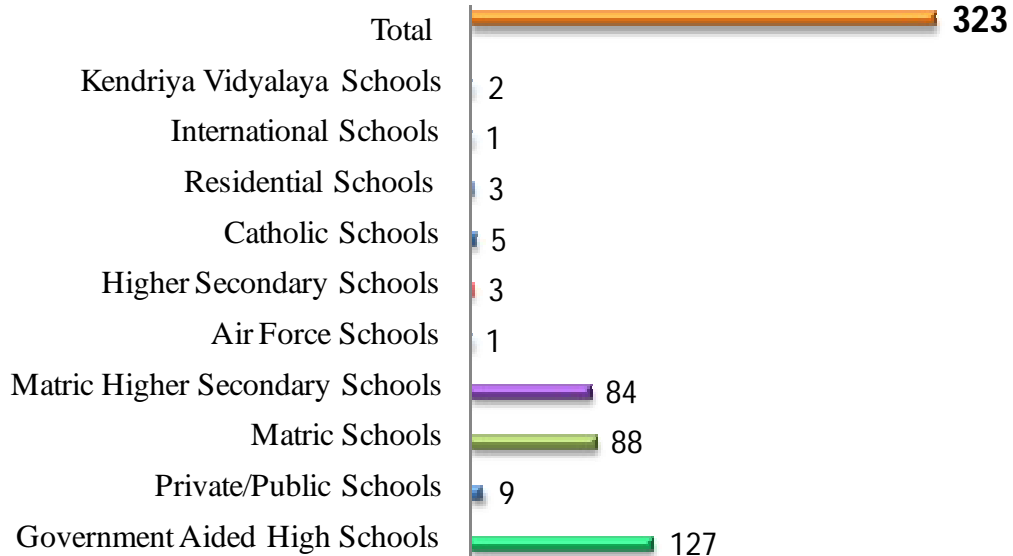
Coimbatore is known as the *Manchester of South India* and is one of the industrialized towns of Tamil Nadu. Coimbatore is an educational hub of South India. As of 2010, the Coimbatore district is home to 7 Universities, 78 engineering Colleges, 3 Medical Colleges, 35 Polytechnics Colleges and more than 150 Arts and Science Colleges and large number of Schools.

Graph - I : Details of Revenue Divisions, Taluks, Firkas and Revenue Villages



Sources: www.coimbatore.tn.nic.in

Graph - 2: Types of Schools in Coimbatore



Source: <http://www.bestindiaedu.com/tamilnadu/schools-in-coimbatore.html>

Table – 3: List of Government and Self Finance Higher Secondary Schools

Type of Schools in Coimbatore	No. of Schools	Grand Total
Government Higher Secondary Schools	55	74
Corporation Higher Secondary Schools	16	
Municipality Higher Secondary Schools	01	
Welfare Higher Secondary Schools	02	39
Aided Higher Secondary Schools	36	
Self-Finance Higher Secondary Schools	03	62
Government High Schools	46	
Corporation High Schools	11	
Welfare High Schools	05	27
Aided High Schools	20	
Self-Finance High Schools	07	02
Government Middle Schools	01	
Corporation Middle Schools	01	
Total	204	204

Sources: <http://www.kovaischools.net/schools.php>

1. Review of Literature

The literature in the area of entrepreneurship education in higher education institutions are presented below:

(a) International Studies –

ParimalaRengiah, (2013) *Effectiveness of Entrepreneurship Education in Developing Entrepreneurial Intentions among Malaysian University students* examines the entrepreneurship education in developing entrepreneurial intentions among the Malaysian university students. EkundaYo et.al, (2014) in their work *The Impact of Entrepreneurship Education on Entrepreneurial Intentions among Nigerian Undergraduates* analysed that how entrepreneurship education influences students' intentions of becoming self-employed. RylyneMandeNchu (2015), *The Effectiveness of Entrepreneurship Education in Selected High Schools in the Cape Town Metropolitan* studied the teaching of entrepreneurship education in high schools, all stake holders, business owners as well as parents must be involved. SharmilaSandirasegaran et. al, (2016) in their research work *Context-Driven Entrepreneurial Education in Vocational Schools* discussed the benefits, disadvantages, and exemplars of various types of vocational and entrepreneurial programs.

(b) National Studies

Ramakrishna and Hulugappa (2013), *Entrepreneurship Education in India: Emerging Trends and Concerns* studied the need of entrepreneurial based education and implementation of such skills in India. AnisurRehman and Dr. Yasie Arafat Elahi (2012), *Entrepreneurship Education in India – Scope, Challenges and Role of B-Schools in Promoting Entrepreneurship Education* discussed the future of entrepreneurs in India. Ilayaraja.S, Dr.S.K.G.Ganesh (2016), *Entrepreneurship Education in India and Motivation for Students to Become Entrepreneurs* examined the new teaching methods of entrepreneurship education to aspiring the students to become entrepreneurs.

2. Objectives of the Study

The objectives of the present study are outlined below -

01. To measure the level of awareness among the higher secondary school students about entrepreneurship;

02. To educate the higher secondary students about entrepreneurship through training programmes;
03. To study the impact of the awareness level and training programme on their entrepreneurial intension; and
04. To get the opinion of school authorities about introducing entrepreneurship education.

3. Hypothesis of the Study

01. Family and behavioural factors of school students influence the level of awareness of students about entrepreneurship; and
02. Entrepreneurship education will have significant influence in developing skills set of the students

4. Research Methodology

The study aimed at assessing only few select schools in Coimbatore to development the sound entrepreneurship education to build potential entrepreneurs by providing the effective entrepreneurial educational inputs. The data needed will be collected from both primary and secondary source. Primary data from schools students will be collected through interview structured questionnaire will be used to get the opinion of the school authorities.

Sample Design and Framework

The population includes of 204 higher secondary schools in Coimbatore. Multi-stage stratified sampling will be adopted for selection of respondents for the study. In the first stage the Coimbatore was divided in to two sectors namely Northern and Southern region of Coimbatore districts of the Tamil Nadu State. In the second stages higher secondary will be divided in Government and Private Schools. In the third stage high school students selected as random sample will form as the final sample. Higher secondary school students of select schools students selected using simple multi stage random sampling. The total number of students (respondents) for the investigation is about 234 students including boys and girls selected randomly among the 204 schools in the chosen area of the study

5. Analysis and Interpretations

The analysis of the study is presented below -

Table – 1: Gender-wise school students

Higher Secondary Schools	Students		
	Girls (G)	Boys (B)	Both (B = G+B)
Government Higher Secondary Schools	9 (7.5%)	8 (7.2%)	17 (7.3%)
Corporation Higher Secondary Schools	9 (7.5%)	8 (7.2%)	17 (7.3%)
Municipality Higher Secondary Schools	8 (6.7%)	9 (7.9%)	17 (7.3%)
Welfare Higher Secondary Schools	10 (8.3%)	13 (11.4%)	23 (9.8%)
Aided Higher Secondary Schools	7 (5.8%)	6 (5.3%)	13 (5.6%)
Self-Finance Higher Secondary Schools	12 (10.0%)	14 (12.3%)	26 (11.1%)
Government High Schools	12 (10.0%)	5 (4.4%)	17 (7.3%)
Corporation High Schools	8 (6.7%)	6 (5.3%)	14 (5.9%)
Welfare High Schools	10 (8.3%)	9 (7.9%)	19 (8.2%)
Aided High Schools	11 (9.2%)	10 (8.8%)	21 (8.9%)
Self-Finance High Schools	9 (7.5%)	10 (8.8%)	19 (8.2%)
Government Middle Schools	8 (6.7%)	7 (6.1%)	15 (6.4%)
Corporation Middle Schools	7 (5.8%)	9 (7.9%)	16 (6.8%)
Total	120 (100%)	114 (100%)	234 (100%)

Source: Survey Data, 2019

Note: Note: The Percentages are shown in column wise.

Table – 2: The factors influencing the Entrepreneurship Education in Developing the Entrepreneurial Intentions among the higher secondary school Students

Description	Level of Impacts/Influences				
	1	2	3	4	5
Family and behavioural factors of school students					
Poverty – Economic Stability affect the school children readiness in many ways	71 (30.4%)	54 (23.8%)	36 (15.4%)	32 (13.7%)	41 (17.5%)
Parental attitudes towards higher education	69 (29.5%)	59 (25.2%)	35 (14.9%)	36 (15.4%)	35 (14.95%)
Child abuses in schools and emotional abuse at home	46 (19.6%)	32 (13.7%)	56 (23.9%)	49 (20.9%)	51 (21.8%)
Parenting and disciplinary practices, home affective environment, expectation and beliefs.	89 (38.1%)	42 (17.9%)	42 (17.9%)	21 (8.9%)	40 (17.1%)
Family dynamics and disruptive behaviour	49 (20.9%)	34 (14.5%)	55 (23.5%)	32 (13.7%)	64 (27.4%)

Entrepreneurship education and developing skills set of the students					
Entrepreneurship awareness and principles	46 (19.7%)	32 (13.7%)	56 (23.9%)	49 (20.9%)	51 (21.8%)
Innovation-led or opportunistic potential entrepreneurs	89 (38.0%)	42 (17.9%)	42 (17.9%)	21 (8.9%)	40 (17.1%)
Informal or micro and small enterprise owners	64 (27.3%)	32 (13.7%)	55 (23.5%)	34 (14.6%)	49 (20.9%)
High growth potential enterprises	72 (30.8%)	55 (23.5%)	32 (13.7%)	30 (12.8%)	45 (19.2%)
Entrepreneurship Training – Potential Entrepreneurs (ETPo)	66 (28.2%)	62 (26.5%)	28 (11.9%)	39 (16.7%)	39 (16.7%)
Overall entrepreneurial intentions among the higher secondary school students					
Strategic planning to development entrepreneurial intentions and enterprises	89 (38.0%)	51 (21.8%)	28 (11.9%)	35 (14.9%)	31 (13.2%)
Change the mind set on entrepreneurship among the school students	70 (29.9%)	56 (23.9%)	33 (14.1%)	31 (13.2%)	44 (18.8%)
Improve the capabilities and to increase the status of performance on entrepreneurial intentions	48 (20.5%)	52 (22.2%)	42 (17.9%)	52 (22.2%)	40 (17.1%)
Develop the students education system, experience, interest and intention behavior on the entrepreneurship and innovative business enterprises	52 (22.2%)	34 (14.5%)	54 (23.1%)	42 (17.9%)	52 (22.2%)

Source: Survey Data, 2019.

[Level of Influence or Impact: 1 – Not at all Influence, 2 – Slightly Influence, 3 – Somewhat Influence, 4 – Very Influence and 5 - Extremely Influence]

Note: The numbers mentioned in the parenthesis () represents the percentages.

Testing of Hypothesis

H_{1a}: Family and behavioural factors of school students influence the level of awareness of students about entrepreneurship; and

H_{2a}: Entrepreneurship education will have significant influence in developing skills set of the students

The factors influencing the entrepreneurship education system in developing the entrepreneurial intentions among the higher secondary school students are studied in three dimensions. The major dimension is to assess and to know the association between the entrepreneurship development skills and educational intentions among the higher secondary school students is by using Confirmative Factor Analysis (CFA) and that are grouped into various items, which are presented in table below. Based on the underlying meaning of each item, the first component (comprising of three items) is termed as Family and behavioural factors of school students (FBSS), the second

factor (comprising of four items) as Entrepreneurship education and developing skills set of the students (EEDS) and the third factor are overall ofentrepreneurial intensions among the higher secondary school students (OEISS) . The measurement model is depicted in Figure – 1

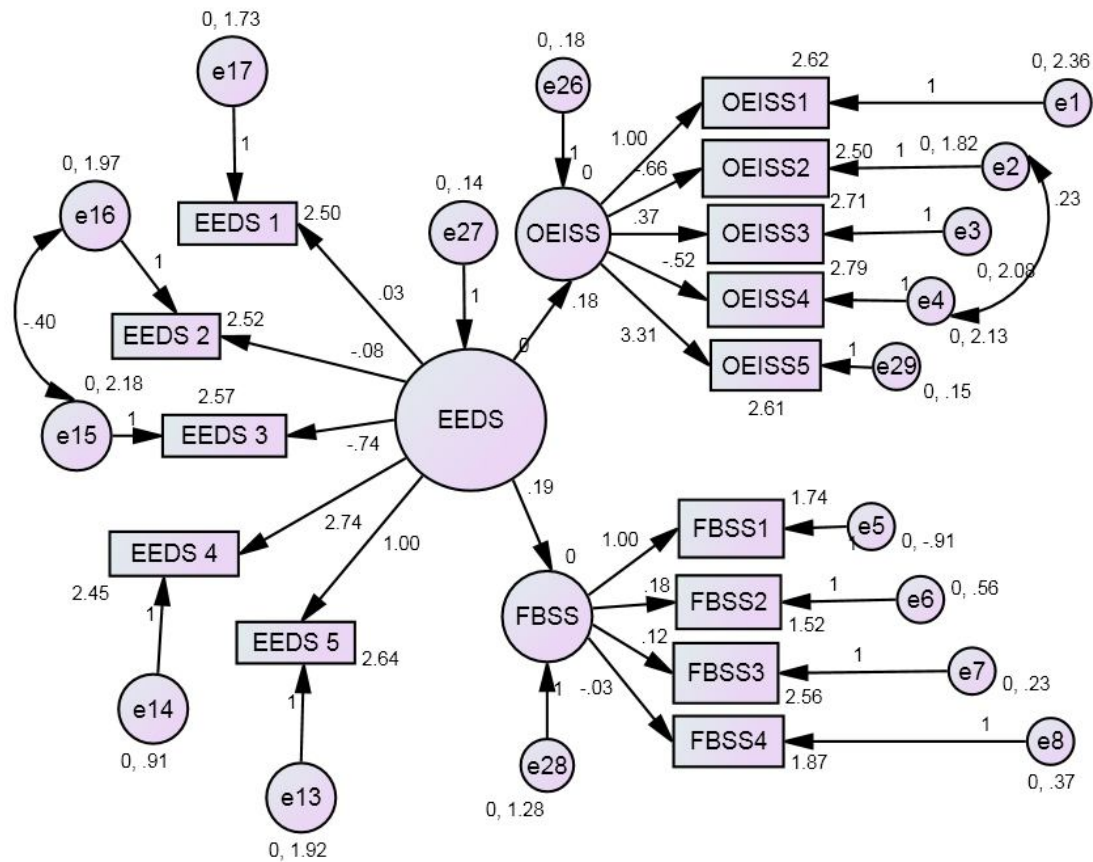
Table – 3: Measurement of Instruments of Entrepreneurial Intentions among the higher secondary school Students in different aspects

Family and behavioural factors of school students (FBSS)	
FBSS 1 :	Poverty – Economic Stability affect the school children readiness in many ways
FBSS 2 :	Parental attitudes towards higher education
FBSS 3 :	Child abuses in schools and emotional abuse at home
FBSS 4 :	Parenting and disciplinary practices, home affective environment, expectation and beliefs.
FBSS 5:	Family dynamics and disruptive behaviour
Entrepreneurship education and developing skills set of the students (EEDS)	
EEDS 1 :	Entrepreneurship awareness and principles
EEDS 2 :	Innovation-led or opportunistic potential entrepreneurs
EEDS 3 :	Informal or micro and small enterprise owners
EEDS 4 :	High growth potential enterprises
EEDS 5 :	Entrepreneurship Training – Potential Entrepreneurs (ETPo)
Overall ofentrepreneurial intensions among the higher secondary school students (OEISS)	
OEISS 1:	Strategic planning to development entrepreneurial intensions and enterprises
OEISS 2:	Change the mind set on entrepreneurship among the school students
OEISS 3:	Improve the capabilities and to increase the status of performance on entrepreneurial intensions
OEISS 4:	Develop the students education system, experience, interest and intension behavior on the entrepreneurship and innovative business enterprises

Table – 4: Reliability and Item Loadings Constructs

Measured Variables	Items	Standardized Loadings	Composite Reliability	Average Variance Extracted
(H _{1a}) - Family and behavioural factors of school students	FBSS 1	0.567	0.789	0.563
	FBSS 2	0.954		
	FBSS 3	0.655		
(H _{2a}) - Entrepreneurship education and developing skills set of the students	EEDS 1	0.172	0.762	0.466
	EEDS 2	0.491		
	EEDS 3	1.183		
	EEDS 4	0.184		
Overall ofentrepreneurial intensions among the higher secondary school students	OEISS 1	0.473	0.753	0.229
	OEISS 2	0.318		
	OEISS 3	0.532		
	OEISS 4	0.499		

Model – 1
The Factors influencing the Entrepreneurial Intentions among the higher secondary school Students



The Structural Model

The test of the structural model was performed using SEM in order to examine the hypothesized conceptual framework by performing a simultaneous test. Table – 10(a), depicts that the goodness-of-fit for the model was met: Chi - Square/df = 4.132, CFI = 0.992, GFI = 0.898, AGFI = 0.823, NFI = 0.941 and RMSEA = 0.023. The overall values provided evidence of a good model fit.

Table – 10 (a): Goodness – of – fit Indices for Structural Model

Absolute Fit Measures [Fit Indices]				
χ^2 (Chi-square)	df (Degrees of Freedom)	Chi-square/df (χ^2/df)	GFI (Goodness of Fit Index)	RMSEA (Root Mean Square Error of Approximation)
1042.192	153	4.132	0.898	0.023

Table – 5: Goodness – of – fit Indices for Structural Model

Incremental Fit Measures [Fit Indices]					Parsimony Fit Measures	
AGFI (Adjusted Goodness of Fit Index)	NFI (Normed Fit Index)	CFI (Comparative Fit Index)	IFI (Incremental Fit Index)	RFI (Relative Fit Index)	PCFI (Parsimony Comparative of Fit Index)	PNFI (Parsimony Normed Fit Index)
0.823	0.941	0.992	0.861	0.857	0.612	0.796

Properties of the causal paths for the structural model (standardized path coefficients (β), standard error, and hypotheses result) are signified in Table – 10 (a)

and (b) respectively. The square multiple correlations for the structural equations index connotes that the predictors family and behavioural factors of school students (FBSS), entrepreneurship education and developing skills set of the students (EEDS) and overall ofentrepreneurial intensions among the higher secondary school students (OEISS)have together explained only 14.6% of the variance on overall impact.

Table – 6: Correlation between the Factors

Measured Variables	(1) FBSS	(2) EEDS	(3) OEISS
(H _{1a}) - Family and behavioural factors of school students	1.000		
(H _{2a}) - Entrepreneurship education and developing skills set of the students[0.427*	1.000	
Overall ofentrepreneurial intensions among the higher secondary school students	0.098	0.211*	1.000

* Significant at 5 % level.

Table – 7: Summary of Hypotheses Testing Results

Path	Estimate (β)	S.E.	C.R.	p	Results
(H _{1a}) - Family and behavioural factors of school students <-- FBSS	-0.008	0.089	-1.242	0.333	Not Supported
(H _{2b}) - Entrepreneurship education and developing skills set of the students <-- EEDS	0.149	0.212	1.988	0.046*	Supported
Overall ofentrepreneurial intensions among the higher secondary school students <-- OEISS	0.885	0.195	3.721	0.000*	Supported

Note: β = standardised beta coefficients; S.E. = standard error; C.R. = critical ratio; *p < 0.05

The sub hypothesis 1, 2 and 3 postulated the impact of entrepreneurship education in developing the entrepreneurial intentions among the higher secondary school students in Coimbatore. The present study made an effort to find out the associations between the factors such as Family and behavioural factors of school students (FBSS), Entrepreneurship education and developing skills set of the students (EEDS) and Overall ofentrepreneurial intensions among the higher secondary school students (OEISS). As evident in Table – 7, FBSS impact is not significantly ($p > 0.05$) influenced by any of the predictors of entrepreneurial intentions among the higher secondary school students except for one predictor namely EEDSand ($\beta_2 = 0.149$)

which had significant entrepreneurial intentions among the higher secondary school students at 5% level of significance.

Major Findings of the Study

The evidences of the current research are presented below -

01. It is evidenced from the present research that awareness and education about the entrepreneurship intention in the school levels are made to 120 girls and 114 boys from the select higher secondary school students;
02. The report pointed out that about 30.4 per cent of students are influenced by the family behavior particularly poverty – economic stability which affected the readiness of the students irrespective of gender;
03. Parental attitudes towards higher education accounts to 29.5 per cent, which indicate that entrepreneurial intention is disturbed by their attitude and affects the higher education and slowdown the interest towards the entrepreneurship and its business among the students;
04. It is noticed and proved from the pilot research study, that about 23.9 of school students or Child abuses in schools and emotional abuse at home are increase at present;
05. Parenting and disciplinary practices, home affective environment, expectation and beliefs which accounted to 38.1 per cent and 23.5 per cent on Family dynamics and disruptive behavior;
06. It is indicated that 27.39 per cent are educated about the informal small enterprises among the students to develop their skills about the entrepreneurship;
07. With respect to innovation and opportunistic potential entrepreneurs, about 23.9 per cent are strongly influences the students
08. It is clearly stated that 30.8 per cent gave importance to the growth of entrepreneurship training potential entrepreneurs (ETPo)
09. In the study, 38 per cent involved in strategic planning to develop entrepreneurial intentions among the students;
10. It is evidence that 29.9 per cent of the students mind set are changed due creating awareness on the entrepreneurship development;
11. 22.2 per cent are increased the capabilities and performance on entrepreneurial intentions and developed the interest and behaviors on the innovative business enterprises; and
12. Overall, the factors influencing the higher secondary school student's interest, capabilities and status about the entrepreneurship intentions on education system and it is proved by the study with 14.6 per cent of variance, which indicates that confirmative factors affect the select school students.

Conclusion

To sum up, it is observed that there is a drastic change in entrepreneurship education in developing entrepreneurial intentions by use of new teaching methods of entrepreneurship education among the higher secondary students. Entrepreneurship is

now regarded as a vehicle of economic development and prosperity of a nation. Serious efforts are being made at higher educational institutions about the entrepreneurship education in developing entrepreneurial intentions among the students. Unfortunately the awareness and proper training relating to entrepreneurship education is either lacking or absent among the high school students. Hence the present research aims to investigate and make an attempt to create awareness and conduct training programmes with the involvement of trade bodies and entrepreneurs of Coimbatore District. This research provides a guide to the current structure of entrepreneurship education and highlights the important of developing the entrepreneurial intentions among the high school students. The study aimed to provide proper guidance to the higher second school children to develop their entrepreneurial skills. It tries to understand the influential factors of entrepreneurship education in the developing the entrepreneurial skills among them. The study helped in offering a curriculum based as students needs and aspirations.

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