

# Attitude of Higher Secondary Students towards Inclusion of Entrepreneurship Education In School Curriculum With Special Reference To Kannur Districts Of Kerala State.

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## Abstract

*Entrepreneurship is a creative process in which resources are organised and used in a venture that satisfies both personal needs or wants and the needs and wants of others. Youth of a country is regarded as the most vibrant and talented source of human resource. A transition is therefore inevitable during that age which determines their career. The introduction of entrepreneurship in universities and colleges and also higher secondary schools are much needed in our country than ever before. In Kerala, entrepreneurship education is already included in the syllabus of graduate students. This further contributed to more young entrepreneurs. As an extension Government of Kerala is about to set forth the inclusion of entrepreneurship education in school curriculum. The state Government had offered a number of incentives to college students wanting to set up business enterprises. From the study it is revealed that students are very eager towards inclusion of entrepreneurship education in school curriculum as they think this will be a better way for rethinking about traditional career options. The study titled "A study on attitude of higher secondary students towards inclusion of entrepreneurship education in curriculum", identifies the attitudes of students who are in a dilemma regarding their career.*

**Key words: Entrepreneurship, Entrepreneur, Student Entrepreneurship.**

## 1. INTRODUCTION

Entrepreneurship refers to the process of creating a new enterprise and bearing any of its risks, with the view of making profit. The term entrepreneurship is derived from the French word 'Entreprendre' which means 'to undertake', 'to pursue opportunities' or 'to fulfil needs and wants through innovation and starting business'. The word first appeared in French dictionary in 1723. So entrepreneurship is as old as human history. According to Robert.D.Hisrich and Michael P.Peter "entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence."

In this context we focus mainly on imparting entrepreneurship education to school students. So entrepreneurship education focuses on development of skills or attributes that enable the realization of opportunity where management education is focused on the best way to operate existing hierarchies. Imparting entrepreneurship education is an important element for promoting student entrepreneurship. Most of the schools are public organizations are oriented towards reshaping students as social being. Most of the students do not think beyond the usually opted careers such as medicine, engineering, etc...It is at this point where entrepreneurship education gains momentum. So in this scenario we need a dynamic change in school curriculum. School curriculum should be the one which is reflects societal change and changes in learner's desires. In many countries Entrepreneurship education is included in school curriculum from primary level itself. Entrepreneurship education makes students creative, self-thinking and motivates them to seek extracurricular activities. For imparting entrepreneurship education there are different approaches. In this study the researcher attempt to identify the attitude of higher secondary students towards inclusion of entrepreneurship in school curriculum.

## **2. STATEMENT OF THE PROBLEM**

Entrepreneurship education in India has gained lot of attention recently, especially in this high tech world. Today students are thinking extraordinarily and are vibrant to seek out career which can give them self-actualization rather than monthly salary. So the entrepreneurial capabilities should be encouraged from school level itself. In India we have a large pool of human resources. All of us have ideas and potentialities but what we lack is skills and competencies. Along with imparting theoretical aspects of entrepreneurship the idea should be conceptualized.

## **3. OBJECTIVES OF THE STUDY**

- I. To understand the attitude of higher secondary students towards inclusion of entrepreneurship in school curriculum.
- II. To identify the students interest in the field of entrepreneurship.
- III. To identify the importance of taking such an initiative.
- IV. To understand the methods of implementing it.

## **4. METHODOLOGY**

The study is designed as an empirical one based on the survey method. The samples under the study are taken from the higher secondary students in Kannur district of Kerala state. The study conducted during the month of january 2020. 50 respondents are selected as sample size. The study is primarily based on the primary data collected from the respondents. To gather primary data convenient sampling technique is used. The questionnaire was prepared to collect information regarding awareness and attitude of higher secondary students towards inclusion of entrepreneurship in school curriculum in Kannur district of Kerala. The secondary data has been collected from various publications, journals, periodical and articles related with the study. Percentage method and Chi square

method has been used as a tool for analysis and interpretation of collected data. The collected data statistically analyzed and presented here.

## 5. LIMITATIONS OF THE STUDY

- Time was a constraint for the study.
- The conservative attitude of students may be affected.
- The sample size was limited.

## 6. FINDINGS OF THE STUDY

**Table no: 1**

### ACQUAINTANCE WITH ENTREPRENEURSHIP ORIENTATION SESSIONS

Opinion	No of students	Percentage
Yes	37	74
No	13	26

Source: Primary data

From the table it is evident that most of the students have come across entrepreneurship education sessions, that is 74%. A very few (26%) had never attended such sessions.

**Table no: 2**

### INCLUSION OF ENTREPRENEURSHIP IN SCHOOL CURRICULUM

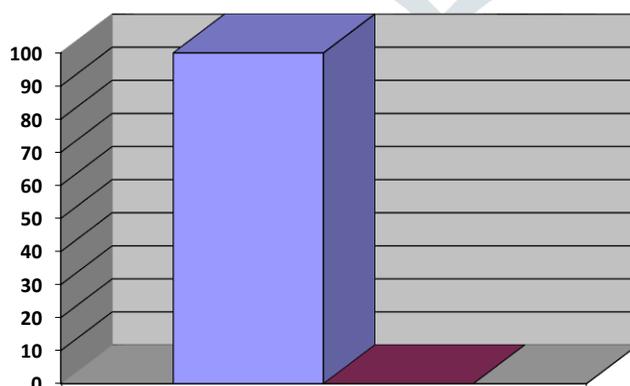
Opinion	No of students	Percentage
Yes	45	90
No	5	10

Source: Primary data

The table depict that 90% students prefer inclusion of entrepreneurship education in school curriculum.

**Figure no: 1**

### Inclusion Of Entrepreneurship In School Curriculum

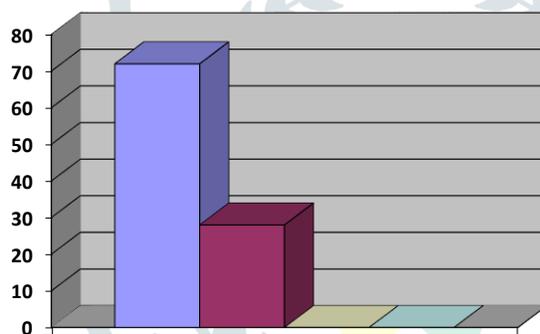


**Table no: 3****CONTRIBUTION OF ENTREPRENEURSHIP EDUCATION TOWARDS SETTING UP OF AN ENTERPRISE**

Opinion	No: of students	Percentage of students
Highly agree	36	72
Agree	14	28
Disagree	0	0
Highly disagree	0	0

Source: Primary data

The table shows that majority of the students are of the opinion that inclusion of entrepreneurship in school curriculum will help the pass out students to start a new enterprise. A few of them disagree.

**Figure no: 2****Contribution Of Entrepreneurship Education Towards Setting Up Of An Enterprise****Table no: 4****METHODS TO BE ADOPTED BY THE SCHOOL TO IMPART ENTREPRENEURSHIP EDUCATION IN SCHOOLS**

Methods	No of students	Percentage of students
Textbook teaching	8	16
Orientation programs	20	40
Workshops	18	36
Vocational training	4	8
Others	0	0

Source: Primary data

It is evident that most of the students prefer practical methods of teaching over traditional methods. That is 36% of students prefers workshops and 40% of students prefer orientation programs.

Figure No: 3

**METHODS TO BE ADOPTED BY THE SCHOOL TO IMPART ENTREPRENEURSHIP EDUCATION IN SCHOOLS**

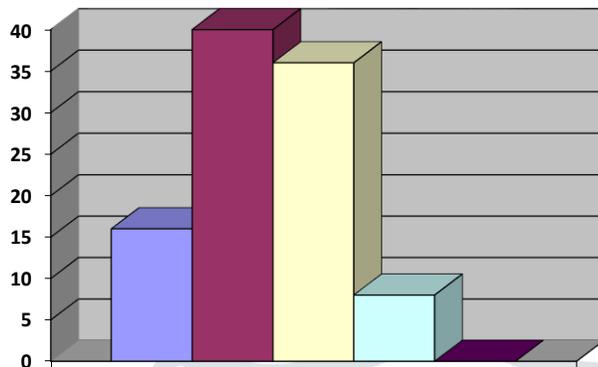


Table no: 5

**AWARENESS OF VARIOUS PROGRAMS PROVIDING ENTREPRENEURSHIP EDUCATION**

Opinion	No of students	Percentage of students
Yes	50	100
No	0	0

Source: Primary data

From the table it is conclude that all the students are aware of the various programs providing entrepreneurship education.

Figure no: 4

**Awareness Of Various Programs Providing Entrepreneurship Education**

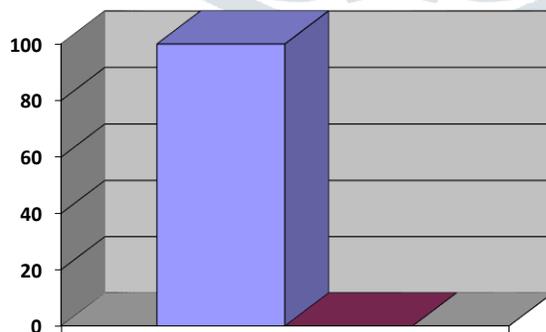


Table no: 6

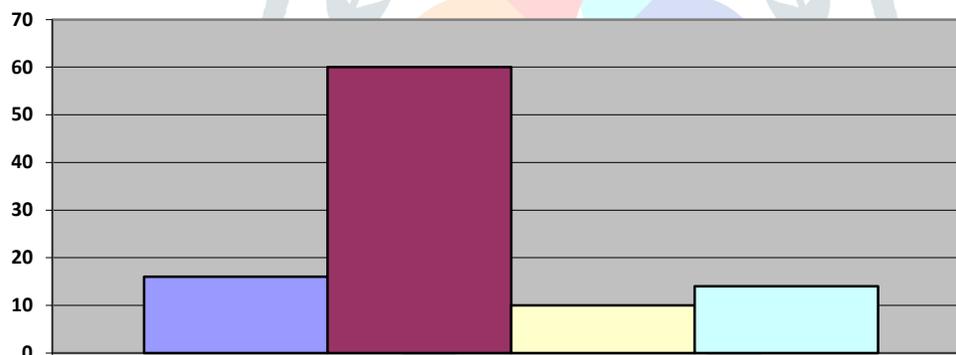
**PROGRAMS INTRODUCED TO IMPART ENTREPRENEURSHIP EDUCATION**

Programmes	No of students	Percentage of students
Innovation and Entrepreneurship Development Cell (IEDC)	8	16
Additional Skill Acquisition Program (ASAP)	30	60
Kerala Startup Mission	5	10
Entrepreneurship Development Club (EDC)	7	14

Source: Primary data

It is evident that students are aware of almost all the programs mentioned above. 60% of the students are aware of the most popular one ASAP. 16% are aware of IEDC. 10% are aware of KSUM. 14% are aware of the EDP.

Figure no: 5

**Programs Introduced To Impart Entrepreneurship Education****CHI SQUARE TEST**

Ho: Gender of the students and entrepreneurial interest are independent.

H1: There is association between Gender of the students and entrepreneurial interest.

Table no: 7

## INTEREST IN ENTREPRENEURSHIP

Interest in Entrepreneurship	Gender		Total
	Male	Female	
Yes	23	22	45
No	2	3	5
Total	25	25	50

Source: Primary data

$$x^2 = \sum((O - E) - \frac{1}{2})^2/E$$

Level of significance: 0.05

Critical region:  $x^2 > x^2_{\infty 0.05}$

$$x^2 > 3.841$$

Degree of freedom = (r-1) (c-1)

$$= (2-1) (2-1)$$

$$= 1$$

Test statistics  $x^2 = \sum((O - E) - \frac{1}{2})^2/E$

$E = (\text{Column total} * \text{Row total}) / \text{Number of observation}$

Computed value = 0.222

Comparison:  $x^2 < x^2_{\infty 0.05}$

$$0.222 < 3.841$$

Conclusion: The computed value of  $x^2$  is less than the table value. So, we accept the null hypothesis. There is no association between Gender of the students and entrepreneurial interest.

## 7. SUGGESTIONS

- Government should include courses related to entrepreneurship in higher secondary syllabus.
- Government must undertake more and more promotional activities to promote entrepreneurship among students.
- Student entrepreneurs should analyze their strength, weakness, opportunities and threats and should try to convert weakness into strength and threats into opportunities.

- Government should always ready to meet the financial requirements of student entrepreneurs i.e special schemes and subsidies must be offered to student entrepreneurs.
- Students with entrepreneurial talents must be identified and properly trained to give birth to excellent student entrepreneurs.
- Conduct entrepreneurial programmes in association with IEDC , ASAP and EDC.
- There should be continues monitoring, improvement of training and development programmes to ensure overall development of student entrepreneurs.

## 8. CONCLUSION

Entrepreneurship is a dynamic process for molding youth to perceive their self-actualization goals. Since school children are an important human resource for any country, it is necessary to guide them in a right way. Therefore there is a need including entrepreneurship in school curriculum which not only help to choose a different career, but also build confidence, creativity and thinking ability among them. Thus the Government should take necessary steps for implementing this breakthrough.

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