



# ATTITUDE OF STUDENT TEACHERS TOWARDS ENTREPRENEURSHIP EDUCATION IN KERALA

**Dr. Sojia John**

Assistant Professor

Mount Tabor Training College

Pathanapuram, Kollam, Kerala

## ABSTRACT

Anybody interested in starting a business can learn organised lessons from the collection of lessons known as entrepreneurship education. Students from diverse socioeconomic situations can develop unique abilities and skills and think beyond the box with the help of entrepreneurship education. By providing the abilities, information, and skills required for a successful entrepreneurial journey across the educational system at all levels, the goal is to educate students for a career in entrepreneurship. There aren't many well-known entrepreneurial success stories from Kerala. This is a result of the lack of recognition of entrepreneurship as a desirable career choice. Early entrepreneurship education is essential since it has the power to influence young people's attitudes, abilities, and culture.. Additionally, teachers should receive specialised training to enable them to impart this information and abilities through hands-on learning experiences. It is the duty of student teachers to introduce the next generation to entrepreneurial culture, and it is in this context that the study was conducted to ascertain the attitude of the would be teachers regarding entrepreneurship education. The sample for study comprises 250 student teachers of Trivandrum and Kollam District. The major tool used was an attitude scale . According to the study's findings, the majority of student teachers are still unfamiliar with entrepreneurship education. As a result, it is critical to provide aspiring teachers with guidance on how to foster an entrepreneurial culture, skill set, and attitude in order to facilitate more fruitful learning.

## Keywords

Entrepreneurship education , Entrepreneurial attitudes, Entrepreneurship, Student teacher

## Introduction

The modern world's future lies in entrepreneurship .Being an entrepreneur is a social phenomenon that arises from interpersonal interactions rather than being innate in a person. It takes practice as a manager, a variety of abilities, and an understanding of business to be a successful entrepreneur. Entrepreneurship reflects a ray of hope for the unemployed to earn a living and maintain a dignified life and also for the economic development of the country. These days, entrepreneurship is thought of as the "Pioneer ship" of business. Any nation's history of early industrial growth, trade, and innovation is mostly the history of its entrepreneurs. Being an entrepreneur is a constant process of creativity, transformation, and vision. It involves putting forth a lot of effort and passion in order to develop and put into practice original concepts and inventive solutions. Important components include the ability to form a venture team that is effective, the willingness to take calculated risks with time, money, or career, the ability to creatively organise resources, the fundamental skill of creating a strong business plan, and, most importantly, the vision to see opportunity where others see chaos, contradiction, and confusion. The



impact of entrepreneurship on economic progress is well acknowledged. Entrepreneurs are born, not bred, according to some early studies. Colleges and business institutions are ill-equipped to instruct people in becoming more innovative. Because they view entrepreneurship as being extremely unpredictable and risky, people generally hesitate to pursue it. Recent research, however, indicates that entrepreneurship education and training can help to foster entrepreneurship.

### **Entrepreneurship in India: The milieu**

India hopes to reach 5 trillion in GDP by 2025 and 10 trillion in GDP by 2030 as it commemorates 75 years of independence with the 75-week Azadi Ka Amrit Mahotsav, which is led by the Atma Nirbhar Bharat. In addition to a slowing global economy, we are acting in the context of accelerating technical, geopolitical, social, and environmental changes as we commemorate this Amrit Kaal of creating India 2.0. The capacities of our people, particularly those in the working age range (15–64 years old), will be a major determinant of our nation's prosperity and our capacity to accomplish these objectives. Out of 1.41 billion people, this represents more than 65%. India is in a unique position to benefit from the demographic dividend that this working-age population brings, provided that they work effectively and increase the GDP of the country. According to a 2020 study findings, India would need to produce at least 90 million new non-farm employment by 2030 in order to accommodate the 30 million workers who may shift from farm work to more productive non-farm industries and the 60 million new workers who, given present demographic trends, will enter the workforce. SMEs are responsible for the creation of two out of every three jobs globally. In numerous emerging nations, businesses employing fewer than 100 people account for over 50% of all new jobs created in the private sector. Accounting for more than 90% of all businesses, SMEs also comprise the great majority of economic entities. Small and medium-sized enterprises (SMEs) play a crucial role in the economy and society by creating jobs, lowering poverty, and reducing inequality. The Union and State governments in the nation have made the development of start-ups and SME's a

top focus in recent years. National initiatives like the Atal Invention Mission, MUDRA Banks, Start-up India, Made in India, and Atma Nirbhar Bharat App Innovation Challenge have made funding, mentorship, and invention easier. The nation has also witnessed an increase in private and corporate sector programmes aimed at enhancing innovation, early-stage start-up incubation, and acceleration. Furthermore, the country's well-established ecosystem driven by technology has created a favourable environment for the growth of new business endeavours. The country's entrepreneurial ecosystem has grown rapidly thanks to these initiatives, which have also made doing business easier and attracted better angel, venture capital, and private equity investments. The idea that having an entrepreneurial endeavour is safer, less secure, and less socially acceptable than having a steady employment is no longer widely held. Taking centre stage in the micro-economies, even in rural India, it is acknowledged as a key solution to alleviate unemployment and the demand for dignified lives. Entrepreneurship has the ability to stimulate local markets and economies by allowing communities to investigate novel prospects, concepts, and inventions. It is a very powerful tool for economic expansion. Although there is a growing trend towards entrepreneurship, there is still a lack of educational support for this emerging field. In order to foster this entrepreneurial spirit on a systemic level, India must increase its investments in human capital development and provide its citizens with the training and tools they need to become successful entrepreneurs

### **Entrepreneurship Education: a pressing need**

People no longer believe that a solid career is preferable to an entrepreneurial endeavour because they see the latter as riskier, unstable, and less socially acceptable. In the micro-economies, even in rural India, it is acknowledged as a key means of addressing unemployment and the demand for respectable livelihoods. One of the key factors that moulds a person's mindset and ambitions to realise their professional goals is entrepreneurship education. Entrepreneurship has the ability to stimulate local markets and economies by allowing communities to investigate



novel prospects, concepts, and inventions. It is a very powerful tool for economic expansion. The tendency towards entrepreneurship is growing, but there is still a long way to go before there is adequate educational support for it. India has to invest more in the development of its human capital and provide them with the required training and skills in entrepreneurship in order to provide systemic enablement to this adventurous spirit. Studies indicate that formal education and entrepreneurship are positively correlated, despite the claim that entrepreneurship cannot be taught in a classroom. One of the key factors that moulds someone's mindset and makes them want to achieve their career goals is entrepreneurship education. With programmes intended to increase students' knowledge and experience in entrepreneurship, Higher Educational Institutions play a crucial role in addressing this supply-side of the entrepreneurial ecosystem. A benchmarking analysis reveals a significant global trend towards enhancing entrepreneurial competencies in higher education across the globe. The moment has come for Indian HEIs to shift from producing graduates who are job-hunting to producing prosperous entrepreneurs who boost the nation's economy. But higher education institutions need to understand that entrepreneurship education is more than just teaching standard management courses like marketing, finance, and strategy in a classroom. Children often have a maker inclination to construct, test, and operate things, especially in STEM education programmes. They require hands-on learning opportunities like maker spaces, mentorship groups, and innovation laboratories in addition to entrepreneurship education. These materials aid in the instillation of abilities including design thinking, idea generation, experiential learning, interdisciplinary approach, peer cooperation, resource sharing, prototyping, and testing. More significantly, students learn how to question the current quo and detect and seize possibilities. By providing internal incubators and accelerators, which have the ability to turn students' ideas into viable businesses that can be financially exploited, these abilities might be further directed by enabling students to bring their ideas to reality.

Establishing connections with the local sector will also allow HEIs to proactively investigate, develop, and nurture industry-relevant goods, services, and solutions that can both expedite time to market and satisfy industry demands. When a student discovers a proven business idea, educators who teach entrepreneurship have the power to change things. Students still gain from having an entrepreneurial mentality, even if the bulk of their design concepts are untested and never put to market. It will continue to be a useful set of skills that they can use in their practice and vocation. These abilities help them become entrepreneurs leading their teams and organisations even after they join an established business. They also promote their agility and reactivity.

Anybody interested in starting a business can learn organised lessons from the collection of lessons known as entrepreneurship education. Students from diverse socioeconomic situations can develop unique abilities and skills and think beyond the box with the help of entrepreneurship education. Opportunities are created, social fairness is upheld, confidence is ingrained, and the economy is stimulated. Beginning in elementary school and continuing through all educational levels, including adult education, entrepreneurship education is a lifelong process.

### **Need and Significance of the study**

Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation. Teachers who teach entrepreneurship have the ability to influence students who come up with a successful business idea. Students gain from having an entrepreneurial perspective even if the majority of their design ideas are not approved and do not reach the market. It will always be a useful skill set that they can use in their practice and career. These abilities enable them to remain flexible and adaptable even after joining an established business, transforming them into entrepreneurs who manage teams and organisations. The environment that fosters innovation and the quality of education are key factors in producing



a critical mass of growth-oriented, creative entrepreneurs. An entrepreneurial culture generates wealth and pushes ideas even farther, while education lays the groundwork for creativity and establishes a value system. Kerala is largely a wage economy. Because government employment has a certain social standing, young people want to work for it. These habits won't change unless their educational system finds a solution. Young people with entrepreneurial talents often move to faraway regions or choose other job alternatives because of the low degree of legitimacy. For the economy to shift from a traditional to a knowledge economy, this scenario needs to alter. By providing the abilities, information, and skills required for a successful entrepreneurial journey across the educational system at all levels, the goal is to educate students for a career in entrepreneurship. Extensive research on entrepreneurship and related fields has highlighted the importance of education in fostering an entrepreneurial mindset, culture, and skill set. Additionally, teachers should receive specialised training to enable them to impart this information and abilities through hands-on learning experiences. It is the duty of student teachers to introduce the next generation to entrepreneurial culture, and it is in this context that the study was conducted to ascertain the attitude of the 'would be' teachers regarding entrepreneurship education. In the light of this background and the need for the study, the investigator's opening queries are

- 1) What is the level of attitude of student teachers towards Entrepreneurship education?
- 2) Does gender has any effect on the attitude of student teachers towards Entrepreneurship education?
- 3) Does locale makes any significant differences in the attitude of student teachers towards Entrepreneurship education?
- 4) Does the stream of study generate differences in attitude of student teachers towards Entrepreneurship education?

In order to arrive at the solution of the above research questions, the investigator selected and

designed the present study.

### **Objectives of the study**

- 1) To find out the level of attitude of student teachers towards entrepreneurship education.
- 2) To compare the attitude of the subsamples based on gender, locale and stream of study.

### **Methodology**

The study intends to find out the attitude of student teachers towards Entrepreneurship education. Hence Survey method was conducted on a random sample of 250 student teachers from Kollam & Thiruvananthapuram Districts, Kerala. The tool used were an Attitude scale to collect the data required. Three aspects of Entrepreneurship attitudes—cognitive, affective, and behavioral—were measured by the Likert-type attitude scale that was created specifically for this purpose. The ideas, perceptions, and information students have about Entrepreneurship and Entrepreneurship education that influence their attitudes and behaviours are referred to as the cognitive component. The emotional component is with how someone feels about Entrepreneurship and Entrepreneurship education; in other words, it's about how they perceive something's relevance or attractiveness and, ultimately, whether they end up like it or not. The behavioural component deals with deeds, outward reactions, and readiness to react or accept something. Content validity was used to assess the validity of the Attitude scale. The assessment of many subject matter experts and test specialists is the basis of content validity. The Attitude scale of student teachers towards Entrepreneurship Education consists of 25 items. The items are designed with student teachers entrepreneurial attitudes in mind. The student teachers' entrepreneurial attitude is evaluated on a five-point rating scale that goes from 1 for "strongly disagree" to 5 for "strongly agree" for positive responses, and from 1 for "strongly agree" to 5 for "strongly disagree" for negative responses.

### **Analysis and Interpretation of the Data**

In this part of the analysis, an attempt is made to study the attitude of the student teachers under



study towards Entrepreneurship education. The data collected by using the attitude scale were subjected to statistical treatment and the details of the analysis are presented under the following sub-headings:

**Level of Attitude of Student Teachers towards Entrepreneurship education**

The total Sample (N=250) was classified into three groups i.e. High, Medium and Low groups using the arithmetic mean and standard deviation calculated. The student teachers who scores were above ( $M + \sigma$ ) were classified as 'High attitude group'. The students whose scores lie below ( $M - \sigma$ ) were classified as 'Low attitude group'. The students whose scores lie between ( $M + \sigma$ ) and ( $M - \sigma$ ) were classified as medium or average attitude. The details in this regard are presented in the table

**Table1: Level of attitude of student teachers towards Entrepreneurship education**

Level	Number	Percentage
High Attitude Group		
Above ( $M + \sigma$ )	29	11.6
Medium Attitude Group Between ( $M + \sigma$ ) & ( $M - \sigma$ )	71	28.2
Low Attitude Group Below ( $M - \sigma$ )	150	60.2
Total	250	100

It is clear from the table that majority of the student teachers under study (60.2%) possess 'Low attitude' towards Entrepreneurship education and 28.2 percent of the student teachers belong to the "medium" or average attitude group. Only a small

proportion fall in the 'High Attitude' group' (11.6). This observation indicates that student teachers with the exception of a few possess a low attitude towards Entrepreneurship education which needs to be nurtured.

**Table2: Level of attitude of student teachers towards Entrepreneurship education with respect to Subsamples**

Sub samples	Category	N	Response		
			High	Average	Low
Gender	Male	93	9	37	54
	Female	157	6	21	73
Locale	Rural	130	10	42	48
	Urban	120	5	16	79
Stream of Study	Arts	115	4	18	78
	Science	135	11	40	49

The data reveals that majority of student teachers have low attitude regarding Entrepreneurship and Entrepreneurship education. Scores are better for male, rural and science stream students when compared with their counter parts.

Comparison of the attitude of the subsamples based on gender, locale and stream of study. Comparison of the attitude scores of the subsamples based on gender, locale and stream of study was done to find out if there is any significant difference between the groups compared with respect to their attitude towards entrepreneurship and entrepreneurship education. The comparison was done by applying the two-tailed test of significance of difference between means. The details of comparison with regard to the various groups are presented in the Table: 3

**Table: 3 Comparison of the attitude of the subsamples based on gender, locale and stream of study**

Sub samples Compared	Categories	N	Mean	S.D	t-value	Level of Significance (0.05)
Gender	Male	93	54.90	1.11	15.55	Significant
	Female	157	57.96	1.37		
Locale	Rural	130	53.12	1.113	11.95	Significant
	Urban	120	54.81	1.120		
Stream of Study	Arts	115	55.03	1.35	11.67	Significant
	Science	135	57.12	1.48		



The results indicate that there is significant difference between the groups compared with respect to their attitude towards Entrepreneurship and Entrepreneurship education. The table:3 indicates that 't' value(15.55)is significant at 0.01 level. Therefore there is significant difference in the attitude of male and female student teachers towards entrepreneurship and entrepreneurship education and the difference is in favour of male student teachers. The 't' value 11.95 with respect locale indicates a significant difference between the attitude of rural and urban student teachers and is in favour urban student teachers. The 't' value 11.67 with respect to discipline of study indicates that there is significant difference between the attitude of arts and science stream students and is in favour of science stream students.

### **Discussion of results and Conclusion**

In order to predict the future prosperity of a nation, entrepreneurs play a critical role. An entrepreneur is a person who advances multiple factors that collectively boost economic growth, such as promoting cutting-edge technology, providing chances for youth, reducing poverty, and improving society. Even though entrepreneurship is primarily a private sector phenomenon, government support of an entrepreneurial ecosystem that fosters

growth is vital. This calls for the creation of an entrepreneurial culture through raising awareness of the sector's importance in generating new jobs, igniting innovations, and decreasing poverty; mainstreaming entrepreneurship in higher education; offering specialized training support; investigating credit guarantees and banking support; and offering professional assistance. All of these steps should be taken to promote entrepreneurship as a career option starting in elementary school. The educational system opens people's eyes to different employment options and broadens their perspectives. It also gives them cognitive tools that help them recognise and seize possibilities for entrepreneurship. A key instrument in fostering an entrepreneurial culture in a community is entrepreneurship education. In conclusion, entrepreneurship education has the potential to enhance the perception of entrepreneurs and emphasize their social responsibility, in addition to fostering an entrepreneurial mindset and preference. To this purpose, the curriculum itself needs to include facilities for entrepreneurship and for expanding knowledge and skills for the good of society. At the higher education level, an interdisciplinary and trans disciplinary approach can be more advantageous, and teachers should receive more training to achieve this goal.

### **References**

- Drucker P. F. (2006). Innovation and Entrepreneurship. New York : HarperCollins.
- Hisrich, R. D., Peters, M.P. and Shepherd, D. A. (2005) Entrepreneurship. (6th ed.), New York: McGraw-Hill Irwin.
- Martin, R. L. and Osberg, S. (2007). Social Entrepreneurship: The Case for Definition.
- Retrieved 22-06-2019 from [https://ssir.org/articles/entry/social\\_entrepreneurship\\_the\\_case\\_for\\_definition](https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition)
- Schumpeter, J. A. (1949). Change and the entrepreneur: Postulates and patterns for entrepreneurial history. Harvard University Press.
- Segumpan, R. G., Soraya, J. and Zahari, A. B. (2012). Attitude Towards Entrepreneurship Among Omani College Students Trained in Business. International Journal of Business and Behavioral Sciences, 2(4), 61-72.
- Ekpoh, U.I. & Edet, A.O. (2011). Entrepreneurship Education and Career Intentions of Tertiary Education Students in Akwa Ibom and Cross River States, Nigeria. [www.ccsenet.org/ies](http://www.ccsenet.org/ies). International Education Studies, 4 (16): 127-139



- Pulka, B.M., Rikwentishe, R. &Ibrhain, B. (2014). Evaluation of Students' Attitude towards entrepreneurship education in some selected universities in North East Nigeria. *Global Journal of Management and Business Research*, 14 (8): 1-8.
- Teshome, T, (2014). Attitudes of private higher education students towards entrepreneurship: A case of distance learners in WolaitaSodo and Hossana Towns. *Middle-East Journal of Scientific Research*, 19(2): 277-285.
- Zain, Z.M., Akram, A.M.& Ghani, E.K. (2010). Entrepreneurship intentions among Malaysian Business students. *Canadian Social Science*, 6(3): 34-44.

