

ENTREPRENEURSHIP EDUCATION- A PERCEPTUAL STUDY

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Abstract

Entrepreneurship has been adopted globally as a means of boosting the economy of countries. In present scenario, when we are saying that we are the youngest country in terms of age of workforce. For example, 62% population are within working age group of 15 to 59 years and 51% is less 25years, entrepreneurship and entrepreneurship education have become need of time and specially when government has started multiple movements- skill India, make in India, Start Up India and Atam Nirbhar Bharat. According to the wide definition of entrepreneurship, it is about personal development, creativity, self-reliance, initiative taking, action orientation i.e., becoming entrepreneurial. The study is made to know the opinion of commerce teachers under university of Mysore on entrepreneurship education to the pupils. Structured questionnaire has been used to collect the data from the respondents. Sample size was 72 and used google form to collect the data. Statistical tools like descriptive statistics for demographic data analysis and one sample t testis used to test the hypotheses. The results of the study revealed that entrepreneurship education is relevant and essential to make students future entrepreneurs and self-dependent. Finally, itis evident that entrepreneurship education will create job, make self-employed, contributeeconomic development, create wealth, meet business partners, use creativity, find opportunities and rule the world economy.

Keywords: Entrepreneurship Education, Commerce Teachers, University of Mysore.

I. INTRODUCTION

Entrepreneurship is regarded as the ultimate determining factor for the industrial growth of any country or region. India is in the midst of an entrepreneurial wave as it is emerging as one ofthe most exciting entrepreneurial societies in the world. Various government initiatives like Make in India, Startup India, and Skill India are intended to transform the Indian economy into an ‘entrepreneurial’ from the ‘managerial’ one. Though India is witnessing several initiatives in this direction, it requires yet more sustained efforts in the domain of entrepreneurship education. There are a few institutes which offer entrepreneurship education as a discipline, and there are some that offer it as a part of their wider syllabus. But the question remains whether these initiatives are enough to push entrepreneurship to a scale that India desires.

Education strengthens the most important part of an entrepreneurial environment viz. culture or value. A recent study by the Global Entrepreneurship Monitor (GEM) revealed that entrepreneurship education in academic curriculum is an important factor in encouraging effective youth entrepreneurship. According to the report, a culture of experiential learning will provide students an opportunity to learn from the professional world and thereby assist

them in their entrepreneurial journey. Therefore, the report establishes that entrepreneurs are not necessarily born but could be nurtured and developed through training as well. The GEM report, therefore, suggests introduction of entrepreneurship in school education too.

It is a common observation that in countries where entrepreneurship has been flourishing the most; management and professional institutions play a key role in promoting entrepreneurship and reducing employment dependency. Institutions in these countries design structured entrepreneurship programs and courses to ensure that students give a thought to the charms that accrue out of entrepreneurship.

1. Review of Literature and Research Gap

Kuralko (2005) opined that number of colleges and universities that offer courses related to entrepreneurship has grown from a handful in the 1970s to over 1,600 in 2005. The study focused on the trends and challenges in entrepreneurship education for the 21st century. **Pittaway and Cope (2007)** explored different themes within entrepreneurship education via the use of a systematic literature review (SLR). The study found that the entrepreneurship education has had an impact on student propensity and intentionality. It also highlighted that a lack of consensus on what entrepreneurship or enterprise education actually 'is' when implemented in practice. **Motta and Galina (2023)** focused on a systematic literature review on the application and evaluation of experiential learning in entrepreneurship education. The study opined that that experiential learning has been recently used as an approach for entrepreneurial education as it contributes to a positive impact on entrepreneurial intention and to the development of entrepreneurial skills and competences. Different activities result in distinct benefits for the teaching-learning process in entrepreneurship, but also demand challenges to be faced. Implications to practice were thus provided. **Adeel et. al. (2023)** aimed to understand how entrepreneurship education impacts the development of entrepreneurial skills and behaviors in students. The results of this study showed that the behavior associated with promoting new ventures can be predicted by specific individual characteristics. More specifically, individuals with greater prior knowledge, entrepreneurial alertness, opportunity recognition, entrepreneurial motivation, and entrepreneurial intention exhibit greater entrepreneurial behavior. **Winkler (2023)** made an interview study of Eric Liguori and aimed to honour his leadership to the journal as well as to celebrate his recognition as the United States Association for Small Business and Entrepreneurship's 2023 Entrepreneurship Educator of the Year. It was noted the areas of opportunity for the future entrepreneurship education and advice for educators in how they approach the teaching of entrepreneurship.

The above reviewed literatures found how the concept of entrepreneurship education has been evolved over a period of time and found its relevance in the current era. Today, Education has more relevance if entrepreneurship skills are embedded in the academic curricula. The present study is also focused on entrepreneurship education and particularly perception of commerce teachers under University of Mysore which has not been undertaken by any researcher as of now.

2. Research Questions

Following are relevant research questions of the study.

1. What is the perception of commerce teachers on entrepreneurship education?
2. Do Commerce Teachers have positive opinion on entrepreneurship education?

3. Objectives of the Study:

Following are the important objectives of the study.

1. To know the demographic profile of commerce teachers under University of Mysore
2. To analyze the perception of commerce teachers on entrepreneurship education

4. Research Hypotheses:

Following are the null and alternative research hypotheses framed to test.

H₀ “There is no significant opinion on entrepreneurship education amongst commerce teachers under University of Mysore”.

H₁ “There is a significant opinion on entrepreneurship education amongst commerce teachers under University of Mysore”.

5. Research Methodology:

The study is empirical in nature. It collected the data to study the entrepreneurship education to the commerce students in the opinion of commerce teachers under University of Mysore. The gathered data have been used to test the hypotheses and to know the real phenomenon.

Population:

Commerce teachers working in all affiliated colleges under University of Mysore have been included in the study. Affiliated colleges include government, aided and private colleges in the jurisdiction of University of Mysore. Population was difficult to mention as statistics are not available.

Sampling Design:

Judgement Sampling under Non-Probability Method has been adopted to distribute and collect the data from the target respondents. The researcher felt it is convenient to contact the respondents and collect the data in a short span of time. Questionnaire has been sent for 100 respondents. But only 72 respondents have filled and submitted the google form successfully. Response rate was 72%.

Collection of Data:

The data have been collected through a structured questionnaire. Google form has been aided to circulate the questionnaire and collect the data. Collected data was stored in the google drive and downloaded in micro soft excel format and used for analysis.

Techniques of data analysis:

Collected data has been used for analysis with the help of SPSS recent version. Data have been decoded in Microsoft Excel. Further, have been analyzed in SPSS. Tools like descriptive statistics, table, simple percentage and graphs are used. Reliability statistics is employed to check the reliability of collected data. One Sample t Test is used to test the hypotheses.

II. DATA ANALYSIS AND RESULTS DISCUSSION

Collected primary data are analyzed in a broad classification of demographic data and testing of hypothesis.

1. Demographic Data Analysis:

Demographic profiles are also important variables which directly or indirectly influence the opinion on entrepreneurship education. Important demographic data like age, qualification, designation and income are collected along with research data. The demographic profiles of respondents are disclosed in the following table.

Table 1: Showing Demographic Profile of Respondents

Demographic Variables		Frequency	Percent	Cumulative Percent
1. Gender	Male	50	69.44	69.44
	Female	22	30.56	100.00
	Total	72	100.0	
2. Age	20-30	18	25.0	25.0
	31-40	36	50.0	75.0
	41-50	18	25.0	100.0
	Total	72	100.0	
3. Qualification	PG	18	25.0	25.0
	PG with NET/KSET	54	75.0	100.0
	Total	72	100.0	
4. Designation	Lecturer/GuestLecturer	18	25.0	25.0
	Assistant Professor	36	50.0	75.0
	AssociateProfessor	18	25.0	100.0
	Total	72	100.0	
5. Income	20,001 to 30,000	18	25.0	25.0
	40,001 and above	54	75.0	100.0
	Total	72	100.0	

(Source: Primary Data)

The above table-1 shows the demographic profiles of respondents. Mainstream of the respondents are Male group (69.44%) and rest are female group (30.56%). It is noted that male commerce teachers have shown more interest in responding to the questionnaire. Majority of the respondents are falling in the age group of 31-40 age group and covering 50% of the overall respondents. Rests are falling in the age group of 20-30 (25%) and 41-50 (25%). It shows that the main stream of the respondents are considerably experienced commerce teachers. More respondents (75%) are PG with NET/KSET qualified and least number of respondents

have only PG qualification. It shows more part of the respondents are qualified teachers to the profession. Mainstream of the respondents (50%) are designated as Assistant Professors. And rest 50% are Lecturers or Guest Lecturers (25%) and Associate Professors (25%). It shows that more respondents (75%) are in secured job in government or private institutions. Majority (75%) of the respondents are having a monthly income above Rs.40,001 and remaining 25% of the respondents are drawing a monthly income in the slab of 20,001 to 30,000. It shows that majority of the respondents have good source of income.

2. Research Data Analysis:

Research data consists of data collected on research variables through questionnaire. It was the opinion of the respondents which might influenced them while giving opinion on entrepreneurship education. The analysis begins with reliability test of the variables used in the data collection.

Table 2: Shows Reliability Statistics

Cronbach's Alpha	N of Items
.750	9

(Source: Primary Data)

The above table-2 shows Cronbach's alpha reliability statistics of 9 variables used in the study. A standard rule says reliability statistics more than .700 is reliable. The above table shows .750 where the variables used in the study are reliable.

Testing of Hypothesis:

The following testing of null and alternative hypotheses are framed.

H₀ "There is no significant opinion on entrepreneurship education amongst commerce teachers under University of Mysore".

H₁ "There is a significant opinion on entrepreneurship education amongst commerce teachers under University of Mysore".

The above hypotheses are tested using one sample t test. The analysis and results are under.

Table 3: Shows One-Sample Test

Variables	Test Value = 0						
	N	t	Mean	Std. Deviation	Sig. (2-tailed)	95% Confidence Interval of the Difference	
						Lower	Upper
VAR00001	72	82.702	4.2500	.43605	.000	4.1475	4.3525
VAR00002	72	75.835	4.5000	.50351	.000	4.3817	4.6183
VAR00003	72	92.432	4.7500	.43605	.000	4.6475	4.8525
VAR00004	72	92.432	4.7500	.43605	.000	4.6475	4.8525
VAR00005	72	92.432	4.7500	.43605	.000	4.6475	4.8525
VAR00006	72	92.432	5.0000	.00000 ^a	.000	4.6475	4.8525
VAR00007	72	92.432	5.0000	.43605	.000	4.6475	4.8525
VAR00008	72	92.432	4.7500	.43605	.000	4.6475	4.8525
VAR00009	72	75.835	4.7500	.50351	.000	4.3817	4.6183

(Source: Primary Data)

The above table-3 shows one sample t test results of all variables used in the study. Sample size of the questions (variables) was 72. From the above analysis, it is noticed that the lowest mean value is 4.25 for variable 1 and highest mean value is 5.00 for variable 6 and found that the majority of the respondents have agreed that entrepreneurship education helps the students to gain knowledge and create their own employment. In turn, it helps the development of nation. Calculated standard deviation is interpreted that there is less deviation in the opinion of the respondents (all below .50), it is clear that since calculated p-value for all the above variables found less than 0.05 at 5% level of significance. It can be interpreted that null hypothesis stating “There is no significant opinion on entrepreneurship education amongst commerce teachers under University of Mysore” is rejected and alternative hypothesis stating “There is a significant opinion on entrepreneurship education amongst commerce teachers under University of Mysore” is accepted.

III. FINDINGS OF THE STUDY

Following are important findings of the study.

- a) It is understood that majority of the respondents are male group.
- b) It showed that mainstream of the respondents is having sufficient number of experiences in teaching profession.
- c) It is found that the respondents are qualified and learned persons.
- d) It was found that more respondents (75%) are in secured job in government or private institutions
- e) It showed that majority of the respondents have good source of income.
- f) Cronbach’s alpha reliability statistics of 9 variables is .750 and its reliable.
- g) It is found that since calculated p-value for all the above variables found less than 0.05 at 5% level of significance. It can be interpreted that null hypothesis stating “There is no significant opinion on entrepreneurship education amongst commerce teachers under University of Mysore” is rejected and alternative hypothesis stating “There is a significant opinion on entrepreneurship education amongst commerce teachers under University of Mysore” is accepted.

IV. CONCLUSION

The study tested the different variables that determinants the importance of entrepreneurship education in the opinion of commerce teachers under University of Mysore. The collected data helped to analyze and confirm whether the opinion of the respondents accept entrepreneurship education or not. The results of the study revealed that entrepreneurship education is relevant and essential to make students future entrepreneurs and self-dependent. Finally, it is evident that entrepreneurship education will create job, make self-employed, contribute economic development, create wealth, meet business partners, use creativity, find opportunities and rule the world economy.

V. LIMITATIONS OF THE STUDY

The following are important restrictions of study.

- a) The study is confined to the commerce teachers under University of Mysore with a valid response of 72.
- b) The responses from the respondents are based on mind set prevailing in the month of January, 2023.
- c) The responses are subject to individual bias of respondents.

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