

THE STUDENTS' LEVEL OF ENTREPRENEURSHIP AT THE HIGHER SECONDARY LEVEL

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Abstract

India is a heavily populated nation with a vast population. The unfortunate aspect of the Indian population is that 70% of them are rural dwellers. The majority of them lack the necessary education to support themselves. Any person's survival in the modern world depends on their level of knowledge. Only education can give them power. When one views a course, whether in high school or college, they must be based on or have application to real-world situations. Bookish knowledge by itself cannot save the populace. An important factor in a nation's economic progress is entrepreneurship. It is the motivation to engage in risky business endeavours. Both the public and private sectors are able to expand because to it. Strategic innovators seeking profitability are entrepreneurs. Entrepreneurs and entrepreneurship can contribute in a variety of ways to the economic growth of a country. Self-concept is crucial to our general wellbeing. It affects how we express ourselves, how we engage with friends, how we view our bodies, and even how we make decisions. Self-concept relates to self-evaluation or self-perception, and it sums up a person's beliefs about their own characteristics. The key elements that play a significant part in entrepreneurship include education, life skills, communication skills, technology, mental hygiene, and awareness of human rights. All of the aforementioned elements will lead to an improvement in entrepreneurship. Since these aspiring young people would be the future prosperous entrepreneurs who will be constructing this country, the investigator deemed it appropriate in this context to undertake a research on the entrepreneurial behaviour of the students at the higher secondary level.

Keywords: *Entrepreneurs, Students at Higher Secondary Level, Life Skill, Economic Development*

Introduction

India is a country that relies heavily on agriculture. Industry development is essential for our nation. Industries use both people and equipment to transform raw resources into usable goods. Industrialization is a requirement for economic development. The world's wealthy nations are all industrialised nations. Industrialization may support the economy's strength requirements all by itself.

As old as human civilization itself is the interest that man has had in industry. Small weapons like the hoe, sickle, and axe for chopping roots and trees were created by food gatherers and hunters. They also fished and hunted using basic tools like spears, bows, and arrows. Later, machinery was employed in manufacturing operations such as the grinding of wheat and rice. The most advanced machinery, tools, and equipment are today created by

man for large-scale, small-scale, village, and cottage industries. One can see how industrial progress gives a variety of new goods and services, changing even people's lifestyles.

Objectives of the Study

The study's goals include

- Determining the XI grade students' level of entrepreneurship skill.
- To determine the differences in the students' levels of entrepreneurial skill development.

Methodology

Research Questions

The purpose of the inquiry was to discover the answers to the following questions.

- How advanced are the pupils in the XI standard in terms of their entrepreneurial skills?
- Are the recommendations made for raising the level of entrepreneurial skills practical in nature?

Hypotheses

1. There is no discernible difference between students in the XI standard in terms of Type of Institution in terms of their mean scores for entrepreneurial skills.
2. There is no gender-specific difference in the mean scores for entrepreneurial skills among students in the XI grade.
3. There is no appreciable locality effect on the mean scores of entrepreneurial skills among students in the XI Standard.
4. There is no discernible difference between students in the XI Standard in terms of Socio-Economic Status in terms of their mean scores for Entrepreneurship Skills.
5. In terms of parental education, there is no discernible difference between the mean scores for entrepreneurial skills among students in the XI Standard.
6. The mean scores of students in the XI Standard for Entrepreneurship Skills in terms of Community do not significantly differ from one another.

Data Analysis and Interpretation

Hypothesis-1

Research Hypothesis

The mean scores of students in the XI standard for entrepreneurial skills vary significantly depending on the type of institution.

Null Hypothesis

In terms of the type of institution, there is no discernible difference in the mean scores of students in the XI standard for entrepreneurial skills.

Table 1 Difference due to Type of Institution

Type of institution	N	Mean	SD	"t" value	Significance
Government	50	17.20	6.13	1.62	NS
Management	50	19.40	7.21		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected. In terms of the type of institution, there is no discernible difference in the mean scores of students in the XI standard for entrepreneurial skills.

Hypothesis 2

Research Hypothesis

The mean scores of pupils in the XI standard for entrepreneurial skills varied significantly depending on the gender.

Null Hypothesis

There is no discernible gender difference in the mean scores for entrepreneurial skills among students in the XI standard.

Table 2 Difference due to Gender

Gender	N	Mean	SD	"t" value	Significance
Boys	50	19.40	7.21	1.56	NS
Girls	50	17.20	6.93		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information. The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected.

There is no discernible gender difference in the mean scores for entrepreneurial skills among students in the XI standard.

Hypothesis 3

Research Hypothesis

The mean scores of pupils in the XI standard for entrepreneurial skills vary significantly depending on location.

Null Hypothesis

The mean scores of pupils in the XI grade for entrepreneurial skills show no appreciable regional variation.

Table 3 Difference due to Locality

Locality	N	Mean	SD	"t" value	Significance
Urban	40	23.75	8.06	3.71	S
Rural	60	17.67	7.07		

df=98 $t_{(0.05)} = 1.96$ $t_{(0.01)} = 2.58$

The table shows the following information.

The estimated "t" value exceeds the table value and is statistically significant at the 0.01 level. As a result, the null hypothesis is rejected and the research hypothesis is accepted.

The mean scores of pupils in the XI standard for entrepreneurial skills vary significantly depending on location.

Hypothesis - 4

Research Hypothesis

The socio-economic status of pupils in the XI standard has a considerable impact on the mean scores for entrepreneurial skills.

Null Hypothesis

In terms of Socio-Economic Status, there is no discernible difference between the mean scores of students in the XI standard for Entrepreneurship Skills.

Table 4 Difference due to Socio-Economic Status

SES	N	Mean	SD	"t" value	Significance
Low	67	19.27	6.35	1.97	S
High	33	16.33	8.35		

df=98 $t_{(0.05)} = 1.96$ $t_{(0.01)} = 2.58$

The table shows the following information.

The calculated "t" value is equal to or greater than the table value, and it is significant at the level of 0.05. As a result, the null hypothesis is rejected and the research hypothesis is accepted.

The socio-economic status of pupils in the XI standard has a considerable impact on the mean scores for entrepreneurial skills.

Hypothesis 5

Research Hypothesis

The mean scores of students in the XI standard for entrepreneurial skills varied significantly in terms of parental education.

Null Hypothesis

In terms of parental education, there is no discernible difference between the mean scores of pupils in the XI standard for entrepreneurial skills.

Table 5 Difference due to Parental Education

Parental Education	N	Mean	SD	"t" value	Significance
Low	75	17.47	6.11	1.46	NS
High	25	20.40	9.38		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information. The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected.

In terms of parental education, there is no discernible difference between the mean scores of pupils in the XI standard for entrepreneurial skills.

Hypothesis 6

Research Hypothesis

The mean scores of pupils in the XI standard for entrepreneurial skills vary significantly in terms of community.

Null Hypothesis

The mean scores of students in the XI standard for Entrepreneurship Skills in terms of Community do not significantly differ from one another.

Table 6 Difference due to Community

Community	N	Mean	SD	"t" value	Significance
SC	16	17.38	7.91	0.52	NS
NSC	84	18.48	6.9		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected.

The mean scores of students in the XI standard for Entrepreneurship Skills in terms of Community do not significantly differ from one another.

Hypothesis 7

Research Hypothesis

The mean scores for pupils in the XII standard differ significantly depending on the medium of instruction.

Null Hypothesis

In terms of the medium of instruction, there is no discernible difference in the mean scores of students in the XII standard for Women Empowerment.

Table 7 Difference due to Medium

Medium	N	Mean	SD	"t" value	Significance
Tamil	60	15.75	6.71	0.72	NS
English	30	16.67	5.16		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected.

In terms of the medium of instruction, there is no discernible difference in the mean scores of students in the XII standard for Women Empowerment.

Conclusion

The actual entrepreneur is someone who possesses above-average abilities for the duty of organising and coordinating the production-related aspects. Today, all small company owners, dealers, and industrialists are referred to as "entrepreneurs." Development cannot occur in the absence of an entrepreneur. Only the emergence of entrepreneurs will spur economic expansion. The abundance of resources will remain idle in the absence of entrepreneurs. All unemployed people will be provided employment possibilities. For the shifting needs of contemporary society, new items are created. All other manufacturing parameters and production procedures should swivel around the entrepreneur. Entrepreneurs have an impact on raising the living standards of society's underprivileged groups.

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