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## **Attitude of Pupil Teachers Towards Entrepreneuship Education**

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### **Abstract**

Entrepreneurship education has become a growing concept in the field of education. The skills of entrepreneurship like management, leadership etc. may play an important role in education and can help the pupil teachers to train themselves as an entrepreneur in the field of education. So, the purpose of the study is to find out the attitude of the pupil teachers towards entrepreneurship education (AEE). Sample of 111 pupil teachers of Birla campus and colleges affiliated to HNBGU has been taken for the study. A random sampling technique was applied to collect the data. The result of the study shows a significant difference in attitude of pupil teachers on the basis of gender and type of institutional area. The study concluded as 'the Entrepreneurship Education is the demand of the time and teachers also should be prepared with the knowledge and skills of entrepreneurship among them'.

**Key words-** Entrepreneurship education, Attitude, PupilTeacher's, Curriculum and AEE.

### **Introduction**

Today's technically advanced culture has made people more conscious of their surroundings. With the help of technology, humanity is now able to access possibilities and ideas from around the world. In order to satisfy the always changing social demands, the challenge for the younger generation is to gain the skills and knowledge that will enable them to attain employment, a means of

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subsistence and general well-being. In the modern world, the use of antiquated techniques and obsolete abilities is unlikely to provide young people with the chances they seek. In terms of social advancement and employability, the problem is significantly greater for individuals who live in rural parts and struggling metropolitan districts.

The goal of entrepreneurship education is to improve skills, knowledge and awareness of the students. The youthful generation can monitor their surroundings and develop or discover business opportunities with the help of these abilities and attitudes. Early on, entrepreneurial education fosters the development of new skills and knowledge as well as the entrepreneurial spirit. Students learn about common business concepts that have altered the market and are motivated by the triumphs of great business people. “On the other hand, is usually conceived more broadly, seeking to foster self-esteem and confidence by drawing on the individuals’ talents and creativity, while building the relevant skill and values that will assist students in expanding their perspectives on schooling and opportunities beyond. Methodologies are based on the use of personal, behavioural, motivational, attitudinal and career planning activities (UNESCO).” Entrepreneurship Education should train every student those who desire to launch and manage a business. Over the recent decades, there has been a lot of discussion about the notion of incorporating entrepreneurship throughout education. This is thought to have a variety of consequences, including enhanced equity, higher educational engagement, self-improvement, positive effects on the economy, the generation of employment and social resilience. It is crucial for people to understand the importance of entrepreneurial education and to get experience in doing so before they enter the teaching profession. However, it is considered crucial to look at how pre-service teachers who have done this course feel about entrepreneurship education and entrepreneurial abilities. Due to the advantages, the teacher candidates could see entrepreneurship favourably in both their professional and personal life. The

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entrepreneurship education programme is seen as a programme that covers broader areas of student development, including the development of creative and innovative approach, the development of self-esteem, confidence and positive attitude and behaviours to ensure economic growth of the country.

Bill Gates, Steve Jobs, and Mark Zuckerberg are just a few examples of entrepreneurs. A survey predicts that by December 2020, there is 41,061 start-ups in India that have received formal recognition from the government. 39,000 start-ups have reported 470,000 employments from this category. In the modern era, India is home to the third-largest start-up ecosystem in the world. It also creates jobs and offers a variety of possibilities because it is self-sustaining. As a result, more money comes in, more wealth and employment is created.

By using exploratory factor analyses the study has been done to compare the competences and learning process of men and women. It was found in the study that when applying the business plan technique, women reported inferior learning results than males. Another important conclusion was that time-management and entrepreneurial abilities, in particular, had a significant favourable impact on learning process outcomes and no significant variations in the influence of competences on learning process outcomes between men and women has been discovered (Garcia et al., 2020). In a study of a first-year elective entrepreneurship graduate course in which students worked in groups for eight weeks to build initiatives that would benefit the university's worldwide community, the findings revealed four primary themes, unfamiliarity with the constructivist learning method, group work and group dynamics, the linking of taught knowledge to practical tasks, and the reflective process (Bell, 2019) in order to determine if "the EE helps in building a favourable EA among young people toward entrepreneurship." It was discovered that EE had a significant impact on the young community EA toward

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entrepreneurship. The regression model's coefficients are all positive, indicating that all EE components (consciousness, enterprise knowledge, and practical skills) have a positive influence on EA (affective, cognitive and behavioural) (Dixit *et al.*, 2020). The research was conducted over a 12-month period related to the utilisation of business cases helps to increase graduate demand in the labour market show a strong link between the approach under research and entrepreneurial success as manifested in starting one's own firm. The utilisation of case studies in Russian economic universities has shown to be a total success in terms of graduate career development in an entrepreneurial setting (Zotovet *al.*,2021).

### **Objectives**

1. To study the attitude of pupil teachers towards entrepreneurship education on the basis of gender (male and female).
2. To study the attitude of pupil teachers towards entrepreneurship education on the basis of types of institution (Govt. and Private) in which they are studying.
3. To study the attitude of pupil teachers towards entrepreneurship education on the basis of their residing area (Hill and Plain).

### **Hypotheses**

1. There is no significant difference between the attitude of male and female pupil teachers towards entrepreneurship education.
2. There is no significant different between the attitude of pupil teachers studying in Govt. and private institutions towards entrepreneurship education.
3. There is no significant different between the attitude of pupil teachers of hill and plain areas towards entrepreneurship education.

### **Methodology**

In this study, descriptive approach was adopted which include quantitative methods. Both online and offline self-made tool were used to collect the data. Normative survey technique has

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been used in this study to know the attitude of teacher trainees towards entrepreneurship education. 111 teacher trainees of Birla campus and other colleges affiliated to HNB Garhwal University Srinagar Garhwal comprised the sample of the present study. These students were selected by random sampling technique. Sampling was done through the representation of data into various strata like, gender, institutional types and areas of the pupil teachers. To find the attitude of pupil teachers towards entrepreneurship education, a self-made tool was used to collect the data. This tool was designed by adopting five-point rating scale having 49 statements related to attitude towards entrepreneurship education (AEE) based on knowledge, skills and awareness of entrepreneurship education. t-test has been used to compare the means.

## Results and Discussion

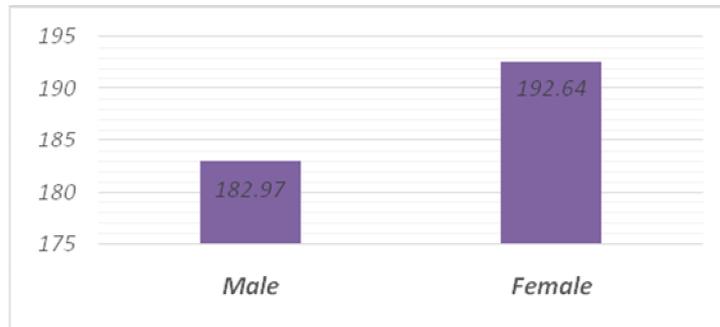
**Table No.- 1: Description of the Sample**

| Teacher Trainees | Total | Gender |        | Institution type |         | Institutional Area |       |
|------------------|-------|--------|--------|------------------|---------|--------------------|-------|
|                  |       | Male   | Female | Govt.            | Private | Hill               | Plain |
| No.              | 111   | 36     | 75     | 51               | 60      | 69                 | 42    |
| Percent          | 100   | 32.4%  | 67.6%  | 45.9%            | 54.1%   | 62.2%              | 37.8% |

Table no.- 1 shows that out of 111 pupil teachers, 36(32.4%) were males and 75 (67.6%) were females. 51(45.9%) were from Government institutions and 60 (54.1%) were from private institutions affiliated to HNB Garhwal University. 69 (62.2%) pupil teachers were from hill area and 42 (37.8%) pupil teachers were from plain area.

**Table no.2: Attitude of Male and Female Pupil Teachers towards Entrepreneurship Education**

| Gender | No. | Mean   | Std. Deviation | t-value | Sig. (2-tailed) |
|--------|-----|--------|----------------|---------|-----------------|
| Male   | 36  | 182.97 | 25.916         | 2.270   | 0.05            |
| Female | 75  | 192.64 | 18.233         |         |                 |



**Fig.-1: Attitude towards Entrepreneurship Education**

The analysis of the table 2 depicts that the mean value of male pupil teachers was 182.97 and S.D was 25.916, and that of female Teacher trainees was 192.64 and 18.233. The calculated t- value was found to be 2.270 which is greater than the corresponding table value at 0.05 level of significance. It shows that there is significant difference between the attitude of male and female teacher trainees towards entrepreneurship education.

**Table -3: Attitude of Pupil Teachers from Govt. and Private Institutions**

| Institution type | No. | Mean   | Std. Deviation | t-value | Sig.(2-tailed) |
|------------------|-----|--------|----------------|---------|----------------|
| Govt.            | 51  | 193.51 | 20.755         | 1.926   | NS             |
| Private          | 60  | 185.32 | 23.582         |         |                |

Table 3 presents the mean and SD of attitude of pupil teachers studying in government and private institutions towards entrepreneurship education. The mean and SD of pupil teachers of Govt. institution was 193.51 and 20.755 respectively, whereas those of private institution were 185.32 and 23.582. The t-value was found 1.926 which is less than the corresponding table value at 0.05 level of significance. It reveals that there exists no significant difference between the attitude of pupil teachers studying in Govt. and Private institution towards entrepreneurship education.

**Table no.4: Attitude of Pupil Teachers of Hill and Plain Areas**

| Institutional area | Total | No. | Mean   | Std. Deviation | t-value | Sig. (2-tailed) |
|--------------------|-------|-----|--------|----------------|---------|-----------------|
| Hill               | 111   | 69  | 192.94 | 20.136         | 2.207   | 0.05            |
| Plain              |       | 42  | 183.86 | 22.445         |         |                 |

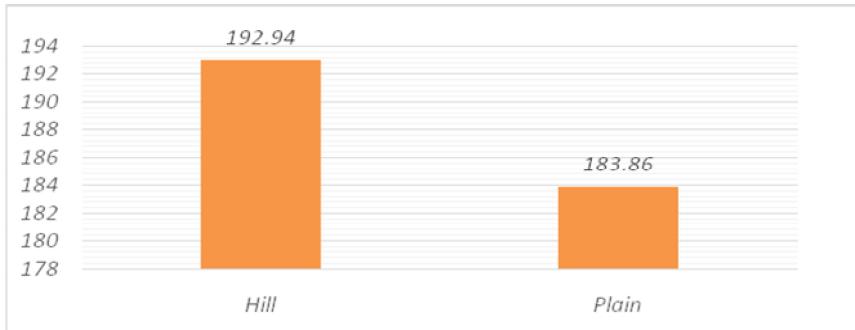
**Fig.-2: Attitude Pupil Teachers from Hill and Plain Areas**

Table no.4 Shows that the Pupil Teachers of hill and plain areas was 192.94 and 183.86 respectively. Standard deviation of the Pupil Teachers of hill and plain areas was found as 20.136, 22.445 and degree of freedom was 109. t-value for the Pupil Teachers of hill and plain areas was calculated as 2.207, which is grater than the table value. Based on this, the null hypothesis previously formulated was rejected and a significant difference in attitude of the Pupil Teachers of hill and plain areas was found.

### Conclusion

The study reveals that entrepreneurship is the demand of time and it has to be a part of our education system, so that the pupil teachers can also train themselves as an entrepreneur and the skills of entrepreneurship can help them to create a new career opportunity for them within the field of education. Entrepreneurship education will also help the pupil teachers to build self-confidence

to do something different with the skills, knowledge and awareness of entrepreneurship. With the help of this, pupil teachers will learn how to deal with their financial problems, how to collaborate with others, how to face and tackle a tough situation and how to create a new opportunity for them and their learners as well. The entrepreneurship education can also teach pupils the value of networking, taking calculated risks and problem-solving skill. With all these fundamental skills of entrepreneurship, pupil teachers definitely polish their skills of teaching and can create a dynamic environment for their learners in the future. They can also prepare their learners to struggle in their difficult time. The entrepreneurship education can also prepare and enhance the potential of the pupil teachers to generate new start-ups as it can develop the crucial abilities such as self-assurance, inventiveness, problem-solving and communication in the field of education. So it becomes necessary that our pupil teachers should be aware and prepared with the skills of entrepreneurship. The entrepreneurship education must be the part of the curriculum of teacher education. This can lead a dynamic transformation of new ideas into several innovations and creativity among the pupil teachers. Although the pupil teachers are the part of higher education but the base of their higher education is their school education so, the concept of learning one's own skills can be started before entering to the field of education, so it is advised that entrepreneurship education may be the part of school curriculum.

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