



ROLE OF EDUCATIONAL INSTITUTIONS IN DEVELOPING ENTREPRENEURIAL SKILLS AMONG UNDERGRADUATE STUDENTS (A CASE STUDY OF MYSORE DISTRICT)

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ABSTRACT Education is of paramount for an individual who wants to bring his idea successfully into the market. An educational institution can help these individuals in nurturing and developing necessary skills and competencies. These Institutions can provide guidance, allow for routines to develop and ultimately reduce the uncertainty of social interaction. The institutions are the most appropriate nursery of shaping and developing graduates for entrepreneurship. who possess integrity and ethical standards, a deep sense of social responsibility, understand protection and sustainability of the environment, and the improvement of the people's quality of life. The educational institutions plays important role in development of entrepreneurial competencies through various courses, training and development programs. Entrepreneurship is the activity driven by need for achievement of an individual and these institutions help the individuals with motivational training. Students are to be encouraged by the course structure and activity based programs by the institutions to identify, develop and sharpen their skills and competencies.

KEYWORDS : Entrepreneurship, entrepreneurial skills, institution

Entrepreneurship is a key driver of our economy as a high majority of jobs are created by and through with what started as a small idea. By integrating entrepreneurship in the education system, young people can build the confidence to see value in their own ideas. In addition, today's world with its burgeoning population offers limited avenues of employment. This makes entrepreneurship all the more necessary. How does one acquire entrepreneurial skills, develop entrepreneurial vision and become an entrepreneur? What is the role played by educational institutions in developing and nurturing the entrepreneurial competencies in the under graduate youth?

Keeping these things in mind, the present study was undertaken.

OBJECTIVES OF THE STUDY

To study how far our educational institutions are motivating, facilitating undergraduates in developing entrepreneurial skills.

HYPOTHESES OF THE STUDY

The role of educational institutions in developing entrepreneurial skills among undergraduates is not satisfactory.

SCOPE OF THE STUDY

The scope of the study extends to the Mysore district. The selection of Mysore district has been done with a conscious effort. The district is having all the potentials for self employment and growth. The district has seven taluks. For the purpose of in depth study only under graduate students are taken as sample. Faculties of commerce, arts, science and management are taken into account.

METHODOLOGY:

The present study is an empirical study. It is based on both primary and secondary data. Primary data is collected from students of undergraduate courses through questionnaire method.

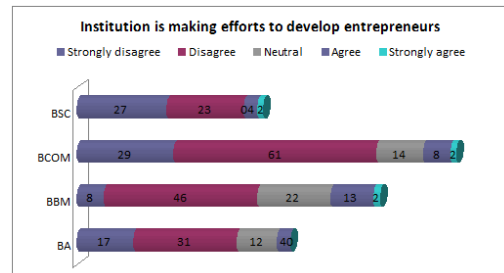
The sources of secondary data of the study are Economic Survey published by Ministry of Finance, Government of India, Economic Survey published by Planning Statistics, Science and Technology Department, Government of Karnataka, District Credit Plans, Gazetteer of India, Karnataka State, Mysore district, Mysore district at a glance published by District Statistical Centre, Mysore. In addition to this, Books, Articles published in Journals, Thesis submitted to the University of Mysore and Institute of Social and Economic Change and other universities are also referred to. Internet has also been extensively made use of, for the purpose of the study.

Statistical tools like, percentages, growth rates, Chi-square test are used to analyze data and test the hypothesis of the study.

Survey analysis

• Institution is making efforts to develop entrepreneurs

Opinion of the sample students regarding the Institution's efforts to develop entrepreneurs is explained below



Out of the 325 respondents, majority of the respondents that is 161 (49.5 per cent) disagreed and 81 (24.9 per cent) respondents strongly disagreed to the point that Institution is making efforts to develop entrepreneurs. 48 (14.9 per cent) respondents had neutral opinion. Only 6 (1.8 per cent) respondents strongly agreed and 29 (8.9 per cent) agreed to this statement. The opinion differences of the various sample students were found to be highly significant (Chi-square value of 223.662 with degree of freedom 4 is significant at 0.000 significance level).

The analysis of the opinions given by sample students of various courses reveals that the majority of the respondents of all the courses are having the opinion that the Institution's efforts to develop entrepreneurs is not satisfactory. There was similarity in the opinions given by respondents of all courses ($\chi^2 = .346$; $p < .362$).

• Institution is providing practical exposure to entrepreneurship

Opinion of the sample students regarding Institution is providing practical exposure to entrepreneurship Out of the 325 respondents, majority of the respondents that is 145 (44.6 per cent) sample students disagreed and 89 (27.4 per cent) respondents strongly disagreed to the point that Institution is providing practical exposure to entrepreneurship. 69 (21.2 per cent) respondents had neutral opinion. Only 22 (6.8 per cent) respondents agreed to this statement. The opinion differences of the various sample students were found to be highly significant (Chi-square value of 95.812 with degree of freedom 3 is significant at 0.000 significance level).

The analysis of the opinions given by sample students of various courses reveals that the majority of the respondents of all courses are having the similar opinion that Institution is not providing practical exposure to entrepreneurship There was similarity in the opinions given by BA, BBM, BCOM and BSC respondents ($\chi^2 = .172$; $p < .362$).

• Institution is motivating the students to become job givers

Opinion of the sample students regarding the Institution's role in motivating the students to become job givers is explained as follows. Out of the 325 respondents, majority of the respondents that is 142 (43.7 per cent) disagreed and 111 (34.2 per cent) respondents strongly

disagreed to the point that Institution is motivating them to become job givers. 49 (15.1 per cent) respondents had neutral opinion. Only 18 (5.5 per cent) respondents agreed and 5 (1.5 per cent) strongly agreed to this statement. The opinion differences of the various sample students were found to be highly significant (Chi-square value of 217.077 with degree of freedom 4 is significant at 0.000 significance level).

The analysis of the opinions given by sample students of various courses reveals that the majority of the respondents of all the courses are having the opinion that the Institution is not at all motivating students to become job givers There was similarity in the opinions given by respondents of all courses ($\chi^2 = .313$; $p < .000$).

• **Faculties discourage students becoming job seekers**

The opinion given by sample students regarding Faculties discourage students becoming job seekers, out of the 325 respondents, majority of the respondents that is 142 (43.7 per cent) sample students disagreed and 66 (20.3 per cent) respondents strongly disagreed to the point that Faculties discourage students becoming job seekers. 79 (24.3 per cent) respondents had neutral opinion. Only 34 (10.5per cent) and 4 (1.2 per cent) respondents agreed and strongly agreed to this statement. The opinion differences of the various sample students were found to be highly significant (Chi-square value of 166.277 with degree of freedom 4 is significant at 0.000 significance level).

The analysis of the opinions given by sample students of various courses reveals that the majority of the respondents of all courses are having the similar opinion that Faculties are not discouraging students becoming job seekers. There was similarity in the opinions given by BA, BBM, BCOM and BSC respondents ($\chi^2 = .322$; $p < .000$).

• **Institution provides suitable guidance regarding student's future plan to start their own business**

Opinion of the sample students regarding the Institution provides suitable guidance regarding student's future plan to start their own business shows that out of the 325 respondents, majority of the respondents that is 142 (43.7 per cent) disagreed and 60 (18.5 per cent) respondents strongly disagreed to the point that Institution provides suitable guidance regarding student's future plan to start their own business. 88 (27.1 per cent) respondents had neutral opinion. Only 2 (0.6 per cent) respondents strongly agreed and 33 (10.2 per cent) agreed to this statement. The opinion differences of the various sample students were found to be highly significant (Chi-square value of 176.554 with degree of freedom 4 is significant at 0.000 significance level).

The analysis of the opinions given by sample students of various courses reveals that the majority of the respondents of all the courses are having the opinion that the Institution is not providing any guidance regarding student's future plan to start their own business. There was similarity in the opinions given by respondents of all courses ($\chi^2 = .321$; $p < .000$).

• **Institution organizes industrial visits regularly**

Opinion of the sample students regarding Institution organizes industrial visits regularly, out of the 325 respondents, 87 (26.8 per cent) sample students disagreed and 46 (14.2 per cent) respondents strongly disagreed to the point that Institution organizes industrial visits regularly. 87 (26.8 per cent) respondents had neutral opinion. 93 (28.6 per cent) and 12 (3.7 per cent) respondents agreed and strongly agreed respectively to this statement. The opinion differences of the various sample students were found to be highly significant (Chi-square value of 75.723 with degree of freedom 4 is significant at 0.000 significance level).

The analysis of the opinions given by sample students of various courses reveals that the majority of the respondents of all courses are having the similar opinion that Institution is not organizing industrial visits regularly. There was similarity in the opinions given by BA, BBM, BCOM and BSC respondents ($\chi^2 = .225$; $p < .000$).

• **Institution organizes special lectures related to entrepreneurship regularly**

Opinion of the sample students regarding the Institution organizes special lectures related to entrepreneurship regularly reveals that out of the 325 respondents, majority of the respondents that is 143 (44.0 per

cent) disagreed and 81 (24.9 per cent) respondents strongly disagreed to the point that Institution organizes special lectures related to entrepreneurship regularly. 74 (22.8 per cent) respondents had neutral opinion. Only 4 (1.2 per cent) respondents strongly agreed and 23 (7.1 per cent) agreed to this statement. The opinion differences of the various sample students were found to be highly significant (Chi-square value of 183.169 with degree of freedom 4 is significant at 0.000 significance level).

The analysis of the opinions given by sample students of various courses reveals that the majority of the respondents of all the courses are having the opinion that the Institution is not organizing special lectures related to entrepreneurship regularly. There was similarity in the opinions given by respondents of all courses ($\chi^2 = .376$; $p < .000$).

• **Institution provides special training for students to become entrepreneurs**

Opinion of the sample students regarding Institution provides special training for students to become entrepreneurs. Out of the 325 respondents, majority of the respondents that is 198 (60.9 per cent) sample students strongly disagreed and 109 (33.5 per cent) respondents disagreed to the point that Institution provides special training for students to become entrepreneurs. 14 (4.3 per cent) respondents had neutral opinion. Only 4 (1.2 per cent) respondents agreed to this statement. The opinion differences of the various sample students were found to be highly significant (Chi-square value of 306.348 with degree of freedom 3 is significant at 0.000 significance level).

The analysis of the opinions given by sample students of various courses reveals that the majority of the respondents of all courses are having the similar opinion that Institution is not providing special training for students to become entrepreneurs Skill development activity is beneficial for students to become entrepreneurs. There was similarity in the opinions given by BA, BBM, BCOM and BSC respondents ($\chi^2 = 313.348$; $p < .000$).

Analysis of factors like Institution is making efforts to develop entrepreneurs, Institution is providing practical exposure to entrepreneurship, Institution is motivating the students to become job givers, Institution provides suitable guidance regarding student's future plan to start their own business, Institution organizes industrial visits regularly, Institution organizes special lectures related to entrepreneurship regularly and Institution provides special training for students to become entrepreneurs reveals that the institutional effort in developing entrepreneurial skills among undergraduates is not satisfactory. Therefore the hypothesis the role of educational institutions in developing entrepreneurial skills among undergraduates is not satisfactory is proved hence accepted.

SUMMARY OF THE FINDINGS

Analysis of factors like Institutional efforts to develop entrepreneurs, Institutional efforts in providing practical exposure to entrepreneurship, Institutional as well as faculties role in motivating the students to become job givers, providing guidance regarding student's future plan to start their own business, organizing industrial visits, special lectures regularly reveals that that the institutions are not promoting entrepreneurship education.

SUGGESTIONS

- Entrepreneurship-oriented courses, skill development activities are to be incorporated in the syllabus; that would help the educated to become entrepreneurs.
- For reinforcing the entrepreneurial spirit, educational institutions should organize training programmes, seminars, workshops, conferences, industrial visits, talks by entrepreneurs frequently so that students would be exposed to various entrepreneurial opportunities by interaction with industrialists, leaders, bankers, administrators and enterprising personalities from society.
- Faculties have an important role to play with regard to the future of their students. They need to encourage students to become job givers and not job seekers.
- Institutions should encourage 'Entrepreneurship Club' in the campus. The Club should organize various activities like arranging interactions with successful industrialists, presentations about success stories of entrepreneurs, awareness regarding

various government schemes etc.

- In order to provide 'hands on experience' educational institutions should encourage students to run various enterprising activities like canteens, stationery shops, mobile recharge etc.

Conclusion

Self-employment is a multi-dimensional subject. It is a tool for solving the problem of unemployment and under employment. Self-employment is a step towards entrepreneurship development, which is the call of the day. The present study has analyzed the role of curriculum, educational institutions in developing entrepreneurship among undergraduates concentrating only BA, BBM, BCOM and BSC courses.

In view of the necessities to combat the unemployment problem especially among the educated youth, it is extremely important to correct the bottlenecks – both structural as well as operational to achieve better results and then to improve the quality of life. In this regard, the various recommendations, which are based on the field experience, may be considered for further policy actions.

It is often felt that in the developing countries, educated people do not seek entrepreneurial options but prefer government or private jobs. Thus, entrepreneurship gets a lower priority in the career plans of the educated youth. Though not everyone is expected to become an entrepreneur, nor can everyone be an entrepreneur, yet experiences of the last few decades both in India and abroad clearly show that it is possible to develop entrepreneurs through planned efforts.

In conclusion there is a need to change the mentality of the students. They should be motivated towards entrepreneurship development. It is the duty of the Government, educational institution, faculties, parents and the society to motivate the present generation towards entrepreneurship development so that they can become the job givers and help the country in solving the problem of unemployment and under employment so that one day our country can find place in the list of fully developed countries.

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