



## A Study of Secondary School Teachers Entrepreneurial Motivation in relation to their Entrepreneurial Potential.

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**KEYWORDS**

**INTRODUCTION**

Teacher will need a broad array of entrepreneurial potential to succeed in today education market. They must possess basic motivation and potential necessary to enable them function effectively and there by increases the employability level of their school products. Teacher needs some essential entrepreneurial competency and potential that will increase their efficiency and effectiveness in knowledge delivery and management of resources in the school environment these include: instructional leadership, management, communication, vision development evaluation, analysis competency.

Potential equip you with the knowledge of how to do ('know-how') of entrepreneurial behavior and motivation provides answers to why to do ('know-why') of entrepreneurial behavior. Entrepreneurship, successful performance of the venture itself becomes a reward for the entrepreneur.

This is because they would have become competent enough to visualize and recognize employment opportunity. These traits are the qualities a teacher should encourage in higher education students for them to be able to start up enterprise. For active citizenship, employment, and social cohesion. These build one's future on professional and personal level, and high quality education is essential for this purpose. The reliability of work depends upon its potential and competency depends upon consistency of that work and motivation.

Teachers have a central role, as they have a strong impact on the attainment of learners.

Reflective teachers keep their practice under constant review and adjust it in the light of desired learning outcomes and of the individual needs of students. As a key potential, entrepreneurship does not necessarily involve a specific school subject. Rather, it requires a way of teaching in which experiential learning and project work have a main role. Teachers do not provide students with the answers, but help them to research and identify the right questions and find the best answers. To inspire their pupils and students, and to help them develop an enterprising attitude, teachers need a wide range of potential related to creativity and entrepreneurship; they require a school environment where creativity and risk-taking are encouraged, and mistakes are valued as a learning opportunity. Developing the competences of school leaders and teaching staff — including aspiring new teachers. so the entrepreneurial motivation work has essential role on entrepreneurial potential.

**OPERATIONAL DEFINITIONS OF THE TERMS**

The definition of the terms used by the researcher is as follows:

**1) Entrepreneurial Motivation:** Entrepreneurs are concerned mainly with influencing the environment, individuals and institutions to achieve their goals. It also included entrepreneurial core, work core, social core, individual core and economic core.

**2) Entrepreneurial Potential** – it is ability and skill required to

become entrepreneur. It includes risk-taking, leadership quality, decision making, organizing.

**3) Secondary School Teachers:** Teacher having graduated or postgraduate degree with B.Ed has a professional qualification and are teaching 9th to 10th standard of SSC, ICSE and CBSE boards.

**OBJECTIVE OF THE STUDY**

To ascertain relationship of entrepreneurial motivation of secondary school teachers with entrepreneurial potential.

**HYPOTHESIS**

**1)** There is no significant differences between of secondary school teachers entrepreneurial potential (EP) on the basis of experience.

**SAMPLING**

The data were collected from the 9th and 10th Standard English medium school situated in Navi Mumbai. The researcher employed stratified random sampling.

**TOOLS OF THE RESEARCH**

In order to achieve the objective of the study, the investigator would use the following tools:

- 1) Entrepreneurial Motivation Scale-(V.Vijaya and T.J. Kamalanabham,2009)
- 2) Entrepreneurial Potential Scale (Vandana Gupta ,Dr.Sunita Magre 2013.)

**METHODOLOGY OF RESEARCH**

In order to achieve the objective of the present investigation, Descriptive, Comparative and Correlation method would be adopted.

**TECHNIQUES OF DATA ANALYSIS**

For the purpose of the present study, the researcher will carry out the descriptive and inferential analysis in order to process data.

**TESTING HYPOTHESIS-1.1**

The null hypothesis states that there is no significant difference between of secondary school teachers entrepreneurial motivation (EM) on the basis of experience .The technique used to 't' test

Table 1.1 gives numerical data and level of significance for 't'.

**TABLE 1.1** Difference in scores on Entrepreneurial Motivation of secondary school teachers on the basis of Experience

| Variable   | Group    | Sample size | Df  | Mean   | SD    | Table value 't' |      | 't' ratio | Sig. level |
|------------|----------|-------------|-----|--------|-------|-----------------|------|-----------|------------|
|            |          |             |     |        |       | 0.05            | 0.01 |           |            |
| Experience | Below 10 | 232         | 311 | 74.86  | 13.24 | 1.65            | 2.34 | 17.04     | 0.01       |
|            | Above 10 | 81          |     | 100.23 | 3.33  |                 |      |           |            |

**INFERENCE-**

From the table 1.1 it can be seen that t ratio at 0.05 and 0.01 level of significance is 1.65 and 2.34 respectively. The obtained t-ratio is 17.04 which is exceed than the tabulated value at 0.01 level of significance and hence the null hypothesis is rejected.

**Conclusion:**

There is significant difference in the teachers entrepreneurial motivation on the basis of experience.

**Interpretation**

The finding revealed that teachers above and below 10 years experiences differ in their entrepreneurial motivation. .They differs in entrepreneurial motivation such as entrepreneurial core, work core, social core, individual core and economic core. Hence it can be concluded that there is significant differences in entrepreneurial motivation of secondary school teachers on the basis of experience.

**TESTING HYPOTHESIS-1.2**

The null hypothesis states that there is no significant difference between of secondary school teachers entrepreneurial potential (EC) on the basis of experience .The technique used to 't' test

Table 1.2 gives numerical data and level of significance for 't' .

**TABLE 1.2**

Difference in scores on Entrepreneurial Potential of secondary school teachers on the basis of Experience

| Variable   | Group    | Sample size | Df  | Mean   | SD   | Table value 't' |      | 't' ratio | Sig. level |
|------------|----------|-------------|-----|--------|------|-----------------|------|-----------|------------|
|            |          |             |     |        |      | 0.05            | 0.01 |           |            |
| Experience | Below 10 | 232         | 311 | 271.86 | 2.38 | 1.65            | 2.34 | 3.7       | 0.01       |
|            | Above 10 | 81          |     | 288.14 | 2.94 |                 |      |           |            |

**INFERENCE-**

From the table 1.2 it can be seen that t ratio at 0.05 and 0.01 level of significance is 1.65 and 2.34 respectively. The obtained t-ratio is 3.7 which is exceed than the tabulated value at 0.01 level of significance and hence the null hypothesis is rejected.

**Conclusion:**

There are significant differences in the teachers entrepreneurial potential on the basis of experiences.

**Interpretation**

The finding revealed that both below and above 10 years teachers experiences differ in their entrepreneurial potential .They differ in entrepreneurial potential such as Creative and innovation, Risk-taking, Initiative -taking, Leadership qualities, Self- Confidence, Decision Making, Organizing, Autonomy. Hence it can be concluded that there is significant differences in entrepreneurial potential of secondary school teachers on the basis of experiences.

**Finding of The Study**

The null hypothesis have been tested using appropriate parameter and non parameter statistical techniques.

The major finding of the study are as follows.

1.1The null hypothesis 1.1 was tested 't' was found to 17.04 which is significant at 0.01 level. hence the null hypothesis is rejected. it was found that there is significant positive and high relationship between the entrepreneurial motivation and entrepreneurial potential of than the below 10 years experience teachers.

1.2 The null hypothesis 1.2 was tested using the 't'test was found to be found 3.7 which is significant at 0.01 level. hence the null hypothesis is rejected. it was found that there is significant difference of entrepreneurial potential of than above 10 years

experiences teachers.

**Discussion**

- 1) Explorative value creation.
- 2) "New ways of working" Innovation,
- 3) New offerings, continuous learning, method development.
- 4) The personal responsibility is assigned for goal achievement.
- 5) Total freedom be given to them to set their goals. For the results of the efforts, proper and without any prejudice, information feedback is provided to them.
- 6) Work should be assigned to do in a moderate risk conditions.
- 7) Proper recognition and appropriate returns be given according to the work done successfully.
- 8) The experiences include qualities such as the habit of learning, curiosity, creativity, initiative, teamwork and personal responsibility"
- 9) The major source of motivation for above 10 years could need to achieve, desire to be independent.
- 10) Need for job satisfaction. Economic necessity, desire to make use of one's talent, skill, and the desire to be one's own boss.
- 11) below 10 years experiences are often motivated by desire to have flexibility in their work.
- 12) The motivational pattern of above and below 10 years entrepreneurs it may be said that typically a above 10 years motivation arises learning by doing, encouraging participants to find and explore wider concepts relating to a problem from a multi-disciplinary viewpoint;
- 13) helping students to develop more independence from external sources of information and expert advice, and to think for themselves - thus giving ownership of learning;
- 14) encouraging use of feelings, attitudes and values outside of information; this, in general, will place greater emphasis on experience-based learning;
- 15) providing greater opportunity for building up of networks and contracts in the outside world linked with their learning focus;
- 16) helping students to develop emotional responses when dealing with conflict situations, and encouraging them to make choices and commitments to actions in conditions of stress and uncertainty.

**SIGNIFICANCE OF THE STUDY**

The team work process is poorly managed due to resource constraints and lack of experience in value creation processes. Someone else walks away with the value created due to lack of contractual agreement. Damages learner motivation and leads to a feeling of being exploited.

Since teachers play a major role in the development of students. The finding will be very useful for both prospective and practicing teacher. Mechanism for actualizing an opportunity often initially exists mainly in the entrepreneurs mind, making the entrepreneurs idea for how to exploit the opportunity a personal interpretation of the opportunity. This idea is basically what we would call vision. Such judgment may be mistaken: experience teacher sometimes believe that they have identified valuable opportunities. A teacher tends to be innovative with different approaches to achieve the goals. Teachers always prepared to try out alternatives. For them, the method of choice is the method which will work best. So, if the common sense approach fails, they will invent new ones. They are ingenious at adapting and modifying whatever is at hand to solve the problems or achieve the objective. It will be helpful to identify the secondary school teachers' competency in the subject as well as teaching techniques. This study also helpful to find out secondary school teachers potential that has a great impact on students character building. This study can be helpful for principle to accept responsibility for ones actions. Accept full responsibility for success or failure. Motivated teachers, students to achievement and recognize opportunity.

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