

Work Education and Entrepreneurial Intention among the Students of Higher Secondary Schools in Imphal West District, Manipur

KHUNDRAKPAM DEVANANDA SINGH*

Introduction

India is facing a number of challenges that can be met if the country has innovative, well-educated and entrepreneurial citizens who have the spirit and inquisitiveness to think in new ways. The courage to meet and adapt to the upcoming challenges is to be developed while selecting a career during higher secondary school education of a student.

The North Eastern Region (NER) of India lags behind the other parts of the country in terms of development. The region is facing the problems of unemployment, social unrest, law and order situations, lack of infrastructure, uncertainty, poor industrial establishments etc. If entrepreneurship is considered to be accelerator of growth and development, the educated youths can change their mindset from being 'job seekers' to 'job providers'.

The main goal of education is to develop the efficient self-thinking process to the learner. In this regard, the need to operationalise the concept of entrepreneurship in school cannot be undermined. The entrepreneurship education at the secondary level will enable the students to learn about life skill activities. The introduction of 'entrepreneurship education' at this level is a constructive step to inculcate the spirit of entrepreneurship among the young students, changing the mind-set of the students in their future career. This

* Assistant Professor, Department of Management, North-Eastern Hill University (NEHU), Tura Campus, Meghalaya, 794002, (email: devananda.singh@yahoo.com)

process may lead to individual growth and development and also socio-economic development and prosperity.

Rationale of the Study

This research investigated the factors that affect entrepreneurial intention among the higher secondary students of three different streams. A picture on the relationship between the curricula of streams and entrepreneurial intention among these streams in Higher Secondary Schools was also drawn. The findings of the study provide a policy message to the appropriate authorities to implement these policies effectively and efficiently for creating more employment opportunities.

Objectives

1. To study the factors that affect entrepreneurial intention.
2. To examine the impact of independent variables on entrepreneurial intention.
3. To compare the entrepreneurial intentions among Science, Arts and Commerce students.
4. To find out the correlation between the curricula of streams and entrepreneurial intentions among Science, arts and Commerce students of Higher Secondary Schools in Imphal West District, Manipur.

Method

Sample

The focus of the study was on entrepreneurial intention among higher secondary students of Imphal West District, Imphal, Manipur. In the district there were 9623 (8088, 1420 and 115 Science, Arts and Commerce students, respectively) students admitted in Class XII as on 31st December, 2017. For the purpose of studying the response of students from different streams, all the Commerce students (N=115) were included in the study. Also, samples from Science (N=115) and Arts (N=115) streams were drawn. This means that the total sample size was 345.

Tools

The study is exploratory in the nature. The primary data for the study were collected from the sampled students through a well designed questionnaire. Along with personal interviews, focus

group discussion with the respective teachers and students were also used to collect more information from the respondents.

Results

It was found that five factors, namely—attitude towards the behaviour, subjective norms, perceived behavioural control, entrepreneurship education and personality traits affected entrepreneurial intention of the students of science, arts and commerce streams. Perceived behaviour control was ranked first, followed by attitude towards the behaviour, entrepreneurship education, personality traits and subjective norm securing second, third, fourth and fifth ranks, respectively.

The study found that all the independent variables, namely—attitude towards behaviour, subjective norm, perceived behavioural control, entrepreneurship education and personality traits were positively correlated with entrepreneurial intention. It also found that personality trait is the predictor variable that contributes the highest to the variation of entrepreneurial intention. It is followed by entrepreneurship education, perceived behavioural control, subjective norms and attitude towards behaviour respectively.

It was also found that all the students of the three streams, namely science, arts and commerce showed entrepreneurial intentions. Among the three streams, the students of commerce stream showed more entrepreneurial intention, which was followed by the students of arts and science streams respectively. There was, however, no significant correlation between the curricula of all streams (science, arts and commerce) and entrepreneurial intentions among the higher secondary students in the study area.

Conclusion

In the present scenario of advanced technology all over the world, the higher secondary schools in India have a lesser amount of curricula related to entrepreneurship in commerce stream. It is absolutely meager or even nil in the science and arts streams. Therefore, the students after their study are unable to utilise their skills for entrepreneurship related activities. Entrepreneurship education is the driving force behind the country's economy, directly or indirectly. But the passed out students are lacking the entrepreneurial skills and innovative thinking to work through the present day requirement. To mitigate this issue, adding more

entrepreneurship related curricula in all the streams of study is highly recommended. This will enable learners to develop and increase the entrepreneurial intention among them. This particular intention is not only useful for starting business activities, but will also help create jobs for self and others, leading to the economic up-liftment of the country. Therefore, inclusion of entrepreneurship education in the curriculum of all the streams in higher secondary schools, need to be of an immediate concern for the policy makers.