

## **Effects Of Entrepreneurship Education In Emerging Innovative Intentions Among The Students**

**Dr. V. Vimala**

Assistant Professor (SS), Department of Commerce,  
Avinashilingam Institute for Home Science and  
Higher Education for Women, Coimbatore – 641 043.

### **Abstract**

Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises and result in solving unemployment problem in India. Currently, high unemployment levels co-exist with increased difficulties in filling the vacancies. The employability of the youth is threatened by labour market mismatches namely inadequate skills, limited geographic motilities and inadequate wages. Our current education system needs support, if it is going adopt such challenges. The entrepreneurship education is the need of hour as it focuses on soft core skills including problem solving, team building and transversal competencies such as willing to learn social and civic competence, initiative taking and cultural awareness. To create more entrepreneurs in future, it is essential to develop a culture in our schools where entrepreneurial learning is pervasive

According to Fifth Annual Employment and Unemployment Survey (2015-16) Tamil Nadu ranked 22<sup>nd</sup> place in terms of Unemployment. It is reported on the unemployment rate in Tamil Nadu is 5.9 per cent in May 2017. Even though the level of education in Tamil Nadu is higher, there is growing unemployment especially among the educated youth who look for white collar Jobs. In this environment, the current study aims to create awareness among the students of higher secondary schools students about entrepreneurship and conduct training programmes to develop the entrepreneurial attitude and intension to increase the alertness and risk-taking skills required to pursue entrepreneurial careers among the higher secondary school students. This study helped the students to prepare themselves to start new creative venture/business with innovative skills. In this context, it is anticipated to that the current study on entrepreneurship education among the higher secondary school students in Coimbatore may motivate them in implementing effectively the central government policies namely Start-up-India and Make-in-India in future. The research study is conducted among the higher secondary school students of 204 select Schools.

**Key words:** Entrepreneurship Education, School students, Training Programme, Entrepreneurship Development, Creativity, and Enterprises

**Introduction**

Entrepreneurship plays prominent role in solving the unemployment problem. The Entrepreneurship Development programs will motivate the young generation to set up a new innovative business of their own and help in filling the gap of unemployment existing in our nation. The entrepreneurship education is the need of hour as it focuses on soft core skills including problem solving, team building and transversal competencies such as willing to learn social and civic competence, initiative taking and cultural awareness. Entrepreneurship Education and training programmes may facilitate in developing the entrepreneurial intension among the young students. This increase the alertness and risk-taking skills required to pursue entrepreneurial careers among the higher secondary school students. The study of entrepreneurship has relevance today, not only because it helps entrepreneurs to fulfill the personal need, but because of the economic contribution of the new venture.

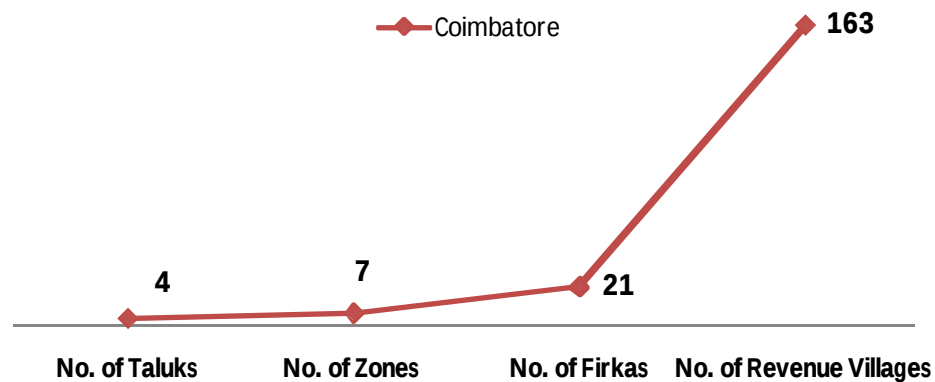
**Entrepreneurship Education in India**

Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation and improves global competitiveness. Entrepreneurship is a multi-faceted phenomenon. India has a pioneering status among developing countries for its early start on a variety of entrepreneurship education programs.

**Coimbatore District Schools – A Brief Profile**

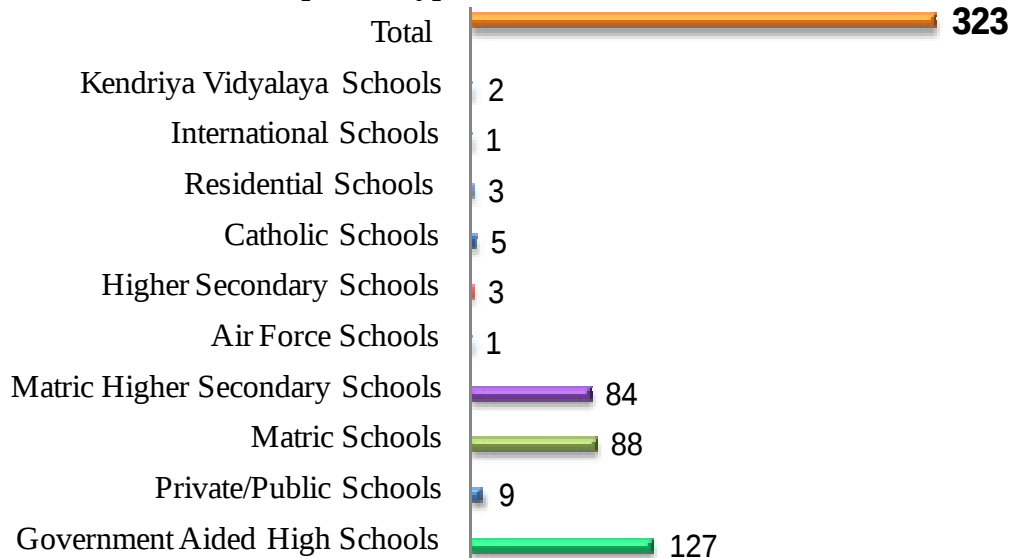
Coimbatore is known as the *Manchester of South India* and is one of the industrialized towns of Tamil Nadu. Coimbatore is an educational hub of South India. As of 2010, the Coimbatore district is home to 7 Universities, 78 engineering Colleges, 3 Medical Colleges, 35 Polytechnics Colleges and more than 150 Arts and Science Colleges and large number of Schools.

**Graph - I : Details of Revenue Divisions, Taluks, Firkas and Revenue Villages**



Sources: [www.coimbatore.tn.nic.in](http://www.coimbatore.tn.nic.in)

**Graph - 2: Types of Schools in Coimbatore**



Source: <http://www.bestindiaedu.com/tamilnadu/schools-in-coimbatore.html>

**Table – 3: List of Government and Self Finance Higher Secondary Schools**

| Type of Schools in Coimbatore         | No. of. Schools | Grand Total |
|---------------------------------------|-----------------|-------------|
| Government Higher Secondary Schools   | 55              | 74          |
| Corporation Higher Secondary Schools  | 16              |             |
| Municipality Higher Secondary Schools | 01              |             |
| Welfare Higher Secondary Schools      | 02              |             |
| Aided Higher Secondary Schools        | 36              | 39          |
| Self-Finance Higher Secondary Schools | 03              |             |
| Government High Schools               | 46              | 62          |
| Corporation High Schools              | 11              |             |
| Welfare High Schools                  | 05              |             |
| Aided High Schools                    | 20              | 27          |
| Self-Finance High Schools             | 07              |             |
| Government Middle Schools             | 01              | 02          |
| Corporation Middle Schools            | 01              |             |
| <b>Total</b>                          | <b>204</b>      | <b>204</b>  |

Sources: <http://www.kovaischools.net/schools.php>

**1. Review of Literature**

The literature in the area of entrepreneurship education in higher education institutions are presented below:

**(a) International Studies –**

ParimalaRengiah, (2013) *Effectiveness of Entrepreneurship Education in Developing Entrepreneurial Intentions among Malaysian University* students examines the entrepreneurship education in developing entrepreneurial intentions among the Malaysian university students. EkundaYo et.al, (2014) in their work *The Impact of Entrepreneurship Education on Entrepreneurial Intentions among Nigerian Undergraduates* analysed that how entrepreneurship education influences students' intentions of becoming self-employed. RylneMandeNchu (2015), *The Effectiveness of Entrepreneurship Education in Selected High Schools in the Cape Town Metropolitan* studied the teaching of entrepreneurship education in high schools, all stake holders, business owners as well as parents must be involved. SharmilaSandirasegaraneet. al, (2016) in their research work *Context-Driven Entrepreneurial Education in Vocational Schools* discussed the benefits, disadvantages, and exemplars of various types of vocational and entrepreneurial programs.

**(b) National Studies**

Ramakrishna and Hulugappa (2013), *Entrepreneurship Education in India: Emerging Trends and Concerns* studied the need of entrepreneurial based education and implementation of such skills in India. AnisurRehman and Dr. Yasie Arafat Elahi (2012), *Entrepreneurship Education in India – Scope, Challenges and Role of B-Schools in Promoting Entrepreneurship Education* discussed the future of entrepreneurs in India. Ilayaraja.S, Dr.S.K.G.Ganesh (2016), *Entrepreneurship Education in India and Motivation for Students to Become Entrepreneurs* examined the new teaching methods of entrepreneurship education to aspiring the students to become entrepreneurs.

**2. Objectives of the Study**

The objectives of the present study are outlined below -

01. To measure the level of awareness among the higher secondary school students about entrepreneurship;

02. To educate the higher secondary students about entrepreneurship through training programmes;
03. To study the impact of the awareness level and training programme on their entrepreneurial intension; and
04. To get the opinion of school authorities about introducing entrepreneurship education.

### **3. Hypothesis of the Study**

01. Family and behavioural factors of school students influence the level of awareness of students about entrepreneurship; and
02. Entrepreneurship education will have significant influence in developing skills set of the students

### **4. Research Methodology**

The study aimed at assessing only few select schools in Coimbatore to development the sound entrepreneurship education to build potential entrepreneurs by providing the effective entrepreneurial educational inputs. The data needed will be collected from both primary and secondary source. Primary data from schools students will be collected through interview structured questionnaire will be used to get the opinion of the school authorities.

#### **Sample Design and Framework**

The population includes of 204 higher secondary schools in Coimbatore. Multi-stage stratified sampling will be adopted for selection of respondents for the study. In the first stage the Coimbatore was divided in to two sectors namely Northern and Southern region of Coimbatore districts of the Tamil Nadu State. In the second stages higher secondary will be divided in Government and Private Schools. In the third stage high school students selected as random sample will form as the final sample. Higher secondary school students of select schools students selected using simple multi stage random sampling. The total number of students (respondents) for the investigation is about 234 students including boys and girls selected randomly among the 204 schools in the chosen area of the study

## 5. Analysis and Interpretations

The analysis of the study is presented below -

**Table – 1: Gender-wise school students**

| Higher Secondary Schools              | Students              |                       |                       |
|---------------------------------------|-----------------------|-----------------------|-----------------------|
|                                       | Girls (G)             | Boys (B)              | Both (B = G+B)        |
| Government Higher Secondary Schools   | 9<br>(7.5%)           | 8<br>(7.2%)           | 17<br>(7.3%)          |
| Corporation Higher Secondary Schools  | 9<br>(7.5%)           | 8<br>(7.2%)           | 17<br>(7.3%)          |
| Municipality Higher Secondary Schools | 8<br>(6.7%)           | 9<br>(7.9%)           | 17<br>(7.3%)          |
| Welfare Higher Secondary Schools      | 10<br>(8.3%)          | 13<br>(11.4%)         | 23<br>(9.8%)          |
| Aided Higher Secondary Schools        | 7<br>(5.8%)           | 6<br>(5.3%)           | 13<br>(5.6%)          |
| Self-Finance Higher Secondary Schools | 12<br>(10.0%)         | 14<br>(12.3%)         | 26<br>(11.1%)         |
| Government High Schools               | 12<br>(10.0%)         | 5<br>(4.4%)           | 17<br>(7.3%)          |
| Corporation High Schools              | 8<br>(6.7%)           | 6<br>(5.3%)           | 14<br>(5.9%)          |
| Welfare High Schools                  | 10<br>(8.3%)          | 9<br>(7.9%)           | 19<br>(8.2%)          |
| Aided High Schools                    | 11<br>(9.2%)          | 10<br>(8.8%)          | 21<br>(8.9%)          |
| Self-Finance High Schools             | 9<br>(7.5%)           | 10<br>(8.8%)          | 19<br>(8.2%)          |
| Government Middle Schools             | 8<br>(6.7%)           | 7<br>(6.1%)           | 15<br>(6.4%)          |
| Corporation Middle Schools            | 7<br>(5.8%)           | 9<br>(7.9%)           | 16<br>(6.8%)          |
| <b>Total</b>                          | <b>120<br/>(100%)</b> | <b>114<br/>(100%)</b> | <b>234<br/>(100%)</b> |

Source: Survey Data, 2019

Note: Note: The Percentages are shown in column wise.

**Table – 2: The factors influencing the Entrepreneurship Education in Developing the Entrepreneurial Intentions among the higher secondary school Students**

| Description                                                                                | Level of Impacts/Influences |               |               |               |                |
|--------------------------------------------------------------------------------------------|-----------------------------|---------------|---------------|---------------|----------------|
|                                                                                            | 1                           | 2             | 3             | 4             | 5              |
| <b>Family and behavioural factors of school students</b>                                   |                             |               |               |               |                |
| Poverty – Economic Stability affect the school children readiness in many ways             | 71<br>(30.4%)               | 54<br>(23.8%) | 36<br>(15.4%) | 32<br>(13.7%) | 41<br>(17.5%)  |
| Parental attitudes towards higher education                                                | 69<br>(29.5%)               | 59<br>(25.2%) | 35<br>(14.9%) | 36<br>(15.4%) | 35<br>(14.95%) |
| Child abuses in schools and emotional abuse at home                                        | 46<br>(19.6%)               | 32<br>(13.7%) | 56<br>(23.9%) | 49<br>(20.9%) | 51<br>(21.8%)  |
| Parenting and disciplinary practices, home affective environment, expectation and beliefs. | 89<br>(38.1%)               | 42<br>(17.9%) | 42<br>(17.9%) | 21<br>(8.9%)  | 40<br>(17.1%)  |
| Family dynamics and disruptive behaviour                                                   | 49<br>(20.9%)               | 34<br>(14.5%) | 55<br>(23.5%) | 32<br>(13.7%) | 64<br>(27.4%)  |

| <b>Entrepreneurship education and developing skills set of the students</b>                                                                    |               |               |               |               |               |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Entrepreneurship awareness and principles                                                                                                      | 46<br>(19.7%) | 32<br>(13.7%) | 56<br>(23.9%) | 49<br>(20.9%) | 51<br>(21.8%) |
| Innovation-led or opportunistic potential entrepreneurs                                                                                        | 89<br>(38.0%) | 42<br>(17.9%) | 42<br>(17.9%) | 21<br>(8.9%)  | 40<br>(17.1%) |
| Informal or micro and small enterprise owners                                                                                                  | 64<br>(27.3%) | 32<br>(13.7%) | 55<br>(23.5%) | 34<br>(14.6%) | 49<br>(20.9%) |
| High growth potential enterprises                                                                                                              | 72<br>(30.8%) | 55<br>(23.5%) | 32<br>(13.7%) | 30<br>(12.8%) | 45<br>(19.2%) |
| Entrepreneurship Training – Potential Entrepreneurs (ETPo)                                                                                     | 66<br>(28.2%) | 62<br>(26.5%) | 28<br>(11.9%) | 39<br>(16.7%) | 39<br>(16.7%) |
| <b>Overall ofentreprenurial intensions among the higher secondary school students</b>                                                          |               |               |               |               |               |
| Strategic planning to development entrepreneurial intensions and enterprises                                                                   | 89<br>(38.0%) | 51<br>(21.8%) | 28<br>(11.9%) | 35<br>(14.9%) | 31<br>(13.2%) |
| Change the mind set on entrepreneurship among the school students                                                                              | 70<br>(29.9%) | 56<br>(23.9%) | 33<br>(14.1%) | 31<br>(13.2%) | 44<br>(18.8%) |
| Improve the capabilities and to increase the status of performance on entrepreneurial intensions                                               | 48<br>(20.5%) | 52<br>(22.2%) | 42<br>(17.9%) | 52<br>(22.2%) | 40<br>(17.1%) |
| Develop the students education system, experience, interest and intension behavior on the entrepreneurship and innovative business enterprises | 52<br>(22.2%) | 34<br>(14.5%) | 54<br>(23.1%) | 42<br>(17.9%) | 52<br>(22.2%) |

Source: Survey Data, 2019.

[Level of Influence or Impact: 1 – Not at all Influence, 2 – Slightly Influence, 3 – Somewhat Influence, 4 – Very Influence and 5 - Extremely Influence]

Note: The numbers mentioned in the parenthesis ( ) represents the percentages.

### **Testing of Hypothesis**

H<sub>1a</sub>: Family and behavioural factors of school students influence the level of awareness of students about entrepreneurship; and

H<sub>2a</sub>: Entrepreneurship education will have significant influence in developing skills set of the students

The factors influencing the entrepreneurship education system in developing the entrepreneurial intentions among the higher secondary school students are studies in three dimensions. The major dimensions is to assess and to know the association between the entrepreneurship development skills and educational intentions among the higher secondary school students is by using Confirmative Factor Analysis (CFA) and that are grouped into various items, which are presented in table below. Based on the underlying meaning of each item, the first component (comprising of three items) is termed as Family and behavioural factors of school students (FBSS), the second

factor (comprising of four items) as Entrepreneurship education and developing skills set of the students (EEDS) and the third factor are overall ofentrepreneurial intensions among the higher secondary school students (OEISS) . The measurement model is depicted in Figure – 1

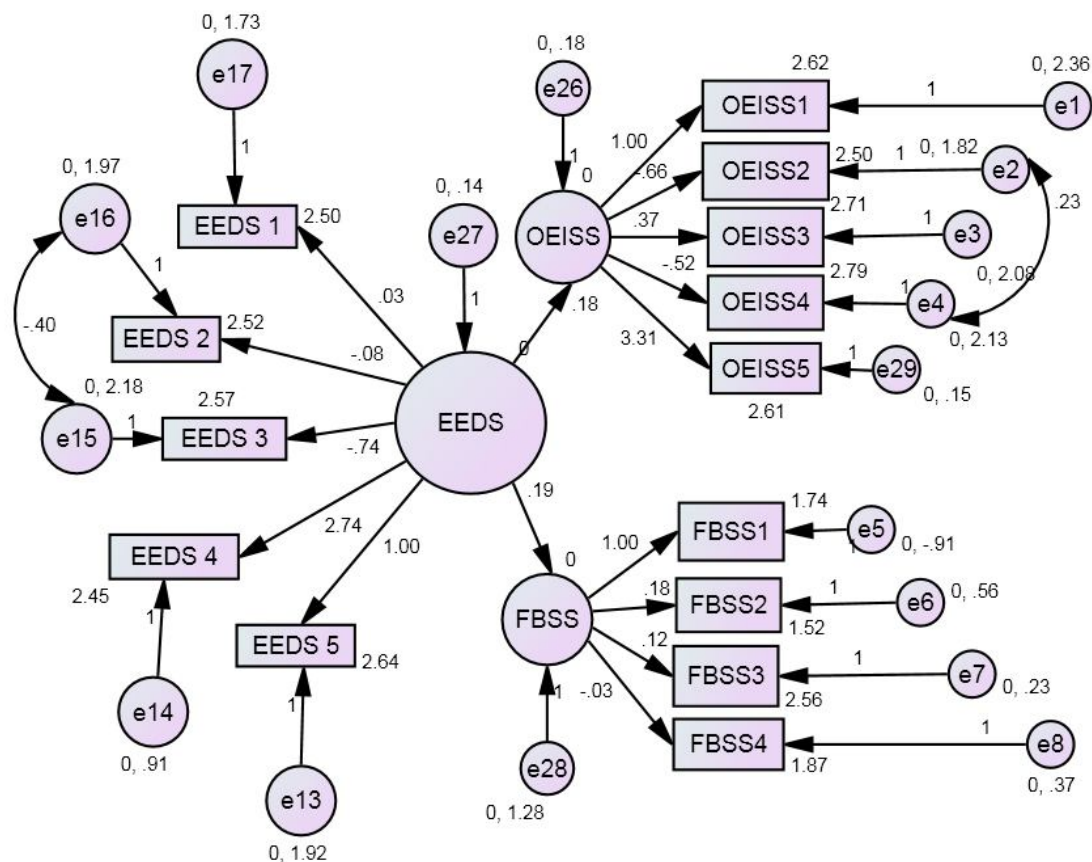
**Table – 3: Measurement of Instruments of Entrepreneurial Intentions among the higher secondary school Students in different aspects**

|                                                                                                |                                                                                                                                                |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Family and behavioural factors of school students (FBSS)</b>                                |                                                                                                                                                |
| <b>FBSS 1 :</b>                                                                                | Poverty – Economic Stability affect the school children readiness in many ways                                                                 |
| <b>FBSS 2 :</b>                                                                                | Parental attitudes towards higher education                                                                                                    |
| <b>FBSS 3 :</b>                                                                                | Child abuses in schools and emotional abuse at home                                                                                            |
| <b>FBSS 4 :</b>                                                                                | Parenting and disciplinary practices, home affective environment, expectation and beliefs.                                                     |
| <b>FBSS 5:</b>                                                                                 | Family dynamics and disruptive behaviour                                                                                                       |
| <b>Entrepreneurship education and developing skills set of the students (EEDS)</b>             |                                                                                                                                                |
| <b>EEDS 1 :</b>                                                                                | Entrepreneurship awareness and principles                                                                                                      |
| <b>EEDS 2 :</b>                                                                                | Innovation-led or opportunistic potential entrepreneurs                                                                                        |
| <b>EEDS 3 :</b>                                                                                | Informal or micro and small enterprise owners                                                                                                  |
| <b>EEDS 4 :</b>                                                                                | High growth potential enterprises                                                                                                              |
| <b>EEDS 5 :</b>                                                                                | Entrepreneurship Training – Potential Entrepreneurs (ETPo)                                                                                     |
| <b>Overall ofentrepreneurial intensions among the higher secondary school students (OEISS)</b> |                                                                                                                                                |
| <b>OEISS 1:</b>                                                                                | Strategic planning to development entrepreneurial intensions and enterprises                                                                   |
| <b>OEISS 2:</b>                                                                                | Change the mind set on entrepreneurship among the school students                                                                              |
| <b>OEISS 3:</b>                                                                                | Improve the capabilities and to increase the status of performance on entrepreneurial intensions                                               |
| <b>OEISS 4:</b>                                                                                | Develop the students education system, experience, interest and intension behavior on the entrepreneurship and innovative business enterprises |

**Table – 4: Reliability and Item Loadings Constructs**

| Measured Variables                                                                        | Items   | Standardized Loadings | Composite Reliability | Average Variance Extracted |
|-------------------------------------------------------------------------------------------|---------|-----------------------|-----------------------|----------------------------|
| (H <sub>1a</sub> ) - Family and behavioural factors of school students                    | FBSS 1  | 0.567                 | 0.789                 | 0.563                      |
|                                                                                           | FBSS 2  | 0.954                 |                       |                            |
|                                                                                           | FBSS 3  | 0.655                 |                       |                            |
| (H <sub>2a</sub> ) - Entrepreneurship education and developing skills set of the students | EEDS 1  | 0.172                 | 0.762                 | 0.466                      |
|                                                                                           | EEDS 2  | 0.491                 |                       |                            |
|                                                                                           | EEDS 3  | 1.183                 |                       |                            |
|                                                                                           | EEDS 4  | 0.184                 |                       |                            |
| Overall ofentrepreneurial intensions among the higher secondary school students           | OEISS 1 | 0.473                 | 0.753                 | 0.229                      |
|                                                                                           | OEISS 2 | 0.318                 |                       |                            |
|                                                                                           | OEISS 3 | 0.532                 |                       |                            |
|                                                                                           | OEISS 4 | 0.499                 |                       |                            |

**Model – 1**  
**The Factors influencing the Entrepreneurial Intentions among the higher secondary school Students**



**The Structural Model**

The test of the structural model was performed using SEM in order to examine the hypothesized conceptual framework by performing a simultaneous test. Table – 10(a), depicts that the goodness-of-fit for the model was met: Chi - Square/df = 4.132, CFI = 0.992, GFI = 0.898, AGFI = 0.823, NFI = 0.941 and RMSEA = 0.023. The overall values provided evidence of a good model fit.

**Table – 10 (a): Goodness – of – fit Indices for Structural Model**

| Absolute Fit Measures[Fit Indices] |                        |                               |                             |                                                 |
|------------------------------------|------------------------|-------------------------------|-----------------------------|-------------------------------------------------|
| $\chi^2$ (Chi-square)              | df(Degrees of Freedom) | Chi-square/df ( $\chi^2$ /df) | GFI (Goodness of Fit Index) | RMSEA (Root Mean Square Error of Approximation) |
| 1042.192                           | 153                    | 4.132                         | 0.898                       | 0.023                                           |

**Table – 5: Goodness – of – fit Indices for Structural Model**

| Incremental Fit Measures [Fit Indices] |                        |                             |                             |                          | Parsimony Fit Measures                    |                                   |
|----------------------------------------|------------------------|-----------------------------|-----------------------------|--------------------------|-------------------------------------------|-----------------------------------|
| AGFI (Adjusted Goodness of Fit Index)  | NFI (Normed Fit Index) | CFI (Comparative Fit Index) | IFI (Incremental Fit Index) | RFI (Relative Fit Index) | PCFI (Parsimony Comparative of Fit Index) | PNFI (Parsimony Normed Fit Index) |
| 0.823                                  | 0.941                  | 0.992                       | 0.861                       | 0.857                    | 0.612                                     | 0.796                             |

Properties of the causal paths for the structural model (standardized path coefficients ( $\beta$ ), standard error, and hypotheses result) are signified in Table – 10 (a)

and (b) respectively. The square multiple correlations for the structural equations index connotes that the predictors family and behavioural factors of school students (FBSS), entrepreneurship education and developing skills set of the students (EEDS) and overall ofentrepreneurial intensions among the higher secondary school students (OEISS)have together explained only 14.6% of the variance on overall impact.

**Table – 6: Correlation between the Factors**

| Measured Variables                                                                         | (1)<br>FBSS | (2)<br>EEDS | (3)<br>OEISS |
|--------------------------------------------------------------------------------------------|-------------|-------------|--------------|
| (H <sub>1a</sub> ) - Family and behavioural factors of school students                     | 1.000       |             |              |
| (H <sub>2a</sub> ) - Entrepreneurship education and developing skills set of the students[ | 0.427*      | 1.000       |              |
| Overall ofentrepreneurial intensions among the higher secondary school students            | 0.098       | 0.211*      | 1.000        |

\* Significant at 5 % level.

**Table – 7: Summary of Hypotheses Testing Results**

| Path                                                                                      |     |       | Estimate (β) | S.E.  | C.R.   | p      | Results       |
|-------------------------------------------------------------------------------------------|-----|-------|--------------|-------|--------|--------|---------------|
| (H <sub>1a</sub> ) - Family and behavioural factors of school students                    | <-- | FBSS  | -0.008       | 0.089 | -1.242 | 0.333  | Not Supported |
| (H <sub>2b</sub> ) - Entrepreneurship education and developing skills set of the students | <-- | EEDS  | 0.149        | 0.212 | 1.988  | 0.046* | Supported     |
| Overall ofentrepreneurial intensions among the higher secondary school students           | <-- | OEISS | 0.885        | 0.195 | 3.721  | 0.000* | Supported     |

Note: β = standardised beta coefficients; S.E. = standard error; C.R. = critical ratio; \*p < 0.05

The sub hypothesis 1, 2 and 3 postulated the impact of entrepreneurship education in developing the entrepreneurial intentions among the higher secondary school students in Coimbatore. The present study made an effort to find out the associations between the factors such as Family and behavioural factors of school students (FBSS), Entrepreneurship education and developing skills set of the students (EEDS) and Overall ofentrepreneurial intensions among the higher secondary school students (OEISS). As evident in Table – 7, FBSS impact is not significantly ( $p > 0.05$ ) influenced by any of the predictors of entrepreneurial intentions among the higher secondary school students except for one predictor namely EEDSand ( $\beta_2 = 0.149$ )

which had significant entrepreneurial intentions among the higher secondary school students at 5% level of significance.

### **Major Findings of the Study**

The evidences of the current research are presented below -

01. It is evidenced from the present research that awareness and education about the entrepreneurship intention in the school levels are made to 120 girls and 114 boys from the select higher secondary school students;
02. The report pointed out that about 30.4 per cent of students are influenced by the family behavior particularly poverty – economic stability which affected the readiness of the students irrespective of gender;
03. Parental attitudes towards higher education accounts to 29.5 per cent, which indicate that entrepreneurial intention is disturbed by their attitude and affects the higher education and slowdown the interest towards the entrepreneurship and its business among the students;
04. It is noticed and proved from the pilot research study, that about 23.9 of school students or Child abuses in schools and emotional abuse at home are increase at present;
05. Parenting and disciplinary practices, home affective environment, expectation and beliefs which accounted to 38.1 per cent and 23.5 per cent on Family dynamics and disruptive behavior;
06. It is indicated that 27.39 per cent are educated about the informal small enterprises among the students to develop their skills about the entrepreneurship;
07. With respect to innovation and opportunistic potential entrepreneurs, about 23.9 per cent are strongly influences the students
08. It is clearly stated that 30.8 per cent gave importance to the growth of entrepreneurship training potential entrepreneurs (ETPo)
09. In the study, 38 per cent involved in strategic planning to develop entrepreneurial intentions among the students;
10. It is evidence that 29.9 per cent of the students mind set are changed due creating awareness on the entrepreneurship development;
11. 22.2 per cent are increased the capabilities and performance on entrepreneurial intentions and developed the interest and behaviors on the innovative business enterprises; and
12. Overall, the factors influencing the higher secondary school student's interest, capabilities and status about the entrepreneurship intentions on education system and it is proved by the study with 14.6 per cent of variance, which indicates that confirmative factors affect the select school students.

### **Conclusion**

To sum up, it is observed that there is a drastic change in entrepreneurship education in developing entrepreneurial intentions by use of new teaching methods of entrepreneurship education among the higher secondary students. Entrepreneurship is

now regarded as a vehicle of economic development and prosperity of a nation. Serious efforts are being made at higher educational institutions about the entrepreneurship education in developing entrepreneurial intentions among the students. Unfortunately the awareness and proper training relating to entrepreneurship education is either lacking or absent among the high school students. Hence the present research aims to investigate and make an attempt to create awareness and conduct training programmes with the involvement of trade bodies and entrepreneurs of Coimbatore District. This research provides a guide to the current structure of entrepreneurship education and highlights the importance of developing the entrepreneurial intentions among the high school students. The study aimed to provide proper guidance to the higher second school children to develop their entrepreneurial skills. It tries to understand the influential factors of entrepreneurship education in the developing the entrepreneurial skills among them. The study helped in offering a curriculum based as students needs and aspirations.

### **Reference and Notes**

01. Parimala Rengiah, (2013) Effectiveness of entrepreneurship education in developing entrepreneurial intentions among Malaysian university students, *Ph.D Thesis*, Graduate College of Management, Southern Cross University, Australia,
02. Ekundayo B. Babatunde and Babatunde E. Durowaiye, (2014), The Impact Of Entrepreneurship Education On Entrepreneurial Intentions Among Nigerian Undergraduates, *Impact: International Journal Of Research In Humanities, Arts And Literature* (Impact: IJRHAL), ISSN(E): 2321-8878; ISSN(P): 2347-4564, vol. 2, Issue 11, Nov 2014, 15-26
03. Rylne Mande Nchu (2015), The Effectiveness Of Entrepreneurship Education In Selected High Schools In The Cape Town Metropolitan, Cape Peninsula University of Technology, Department of Entrepreneurship and Business Management, Faculty of Business and Management Sciences. Cape Peninsula University of Technology
04. Sharmila Sandirasegarane Staci Sutermaister, Alyssa Gill, Jennifer, Volz, and Khanjan Mehta (2016) Context-Driven Entrepreneurial Education in Vocational Schools, *International Journal for Research in Vocational Education and Training (IJRVET)*, Vol. 3, Issue 2, August 2016, 106-126. DOI: 10.13152/IJRVET.3.2.3
05. Anisur Rehman and Dr. Yasie Arafat Elahi (2012), Entrepreneurship Education in India – Scope, Challenges and Role of B-Schools in Promoting Entrepreneurship Education, *International Journal of Engineering and Management Research*, Vol. 2, Issue – 5, October – 2012, PP No. 05 – 14
06. H. Ramakrishna H Hulugappa (2013), Entrepreneurship Education in India: Emerging Trends and Concerns, *Journal of entrepreneurship and Management*, Colume 2, Issue I, February 2013

07. Ilayaraja.S, Dr.S.K.G.Ganesh (2016) , Entrepreneurship Education In India And Motivation For Students to Become Entrepreneurs, *International Conference on "Innovative Management Practices"* Organize by SVCET, Virudhunagar, Vol – 1, Issue 1, Page No.372 – 376
08. <https://timreview.ca/article/817>