

Moulding Professional Students into Entrepreneur through Life Skills

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Abstract

Ideology of sustainable development is based upon education not as an end result but as a beginning by nurturing appropriate life skills which leads to harness both the present and future demands (Nsaminang 2007). Though India is positioned at 60th rank in Global Innovation Index report (2017) unfortunately over 90% of Indian start-ups fail within the first five year since their inception. (Report of IBM NYSE: IBM 2017). This research paper attempts to explain the role of education, family support and societal culture in harnessing life skills which act as mediator variable for the growth of entrepreneurship. The paper uses descriptive research design by administering questionnaire to 200 B. Tech and MBA final year students of Hyderabad between September-November 2017. Respondents opine that education in schools and colleges are not providing requisite skills sets and exposure for entrepreneurship. Life skills grooming through education are still in nascent stage as rote learning passive mode pedagogy is followed. Further family and society significantly influences student's choice to venture into entrepreneurship

Keywords: Education, Life Skills, Societal and Family Support

1. Introduction

Majority of students lack employable skills as per report by aspiring minds on National Employability which categorises only 3.84% students as employable for start-up software engineering jobs (2016). Out of these only 8% students are interested to work for start-up. The picture is not very encouraging as India stands tall as a nation to experience Demographic Dividend by the year 2020 with 63% of the population being of working age (Gupta, et al. August 2015). Education as a protagonist for sustainability becomes important in instilling life skills by formal education to harness developmental adaptive approach in future generations for growth (Davis, 2007).

2. Life Skills and Entrepreneurship

The paper talks about imparting of life skills during growing age of an individual through education, family value

and societal culture for the development of entrepreneurship. The life skills and entrepreneurship are interdependent. The two groups under consideration may not be the same issue but the path of solution to those issues will be derived through life skills only as issues of interpersonal relationship, finance, marketing remains same.

3. Literature Review

The literature review is segmented into three sections: Education, family and society to show the prominence of each one in the development of life skills.

3.1 Education

Education majorly shapes up the entrepreneurial environment. It should instil different set of life skills at different levels of education to foster entrepreneurship (European Commission, 2002; 2004a). Life skills can be indoctrinated by interactive teaching and training as rote learning peda-

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gogy doesn't encourage entrepreneurship. (Davies and Gibb; quoted in Greene and Rice, 2002). Practical based teaching with support of family and society better the chances of life skills development (Bond and Hauf, 2004; Hawkins, Smith, and Catalano, 2004; Nation et al., 2003; Weare and Nind, 2011). Educating with emotional pedagogy nurtures life skills for sustainability (Kaga 2007). Life skills are shaped up by teacher's methodology, curriculum and emotional bonding with students (Robertson, 2007; Sorin, 2005; Woodrow, 1999). The carved images shape up the ideas and develop his behavioural pattern (Bruner and Olson, 1998; Degotardi and Davis, 2008).

Students exposed to practical based training outside the classroom in real situation are likely to have better development of these skills (Cohen, 2006; Nation et al., 2003; Weare and Nind, 2011). Step by step training in different components of life skills by using emotional learning approach proves to have better outcome in development of skills {Durlak and colleagues (2010; 2011)}. The training has to be lifelong and continuous starting from early stage of life (Greenberg et al., 2003; Nation et al., 2003). Therefore, education should provide life skills to develop entrepreneurial competency through change in teaching methodology (Denny and Harmon, 2000).

3.2 Family

Family is the first school for a child where he spends initial years before stepping in the outside world. The environment of the family contours his emotional and behavioural pattern (Sylva and Blatchford, 1994, Ansu, 1984). Family relationships and chores of house cultivate tenets of self-control, decision making ability and sense of responsibility. As per Morphasa (1998) family plays an important part in shaping up entrepreneurial competency through its internal socialisation mechanism. Childhood experiences with family and relationship between parents and siblings are guiding force in developing life skills in child (Pramling Samuelsson and Kaga, 2008). It has been observed that a family of business bends a child more strongly towards entrepreneurial mind-set (Morphasa 1998).

Life skills development accelerates when school education is complemented by informal education provided by family. It necessitates family especially parents to inculcate entrepreneurial tendency from childhood itself. The continuous lifelong learning by family will facilitate

emergence of budding entrepreneurs (Roe Odegard, 2006).

3.3 Society

A society can flourish if its future generation is groomed in life skills since early years of life in adapting to present circumstances and are ready to face future challenges as learning in child hood has long lasting effect. (Yoshie Kaga and Ingrid Pramling Samuelsson, 2008). Entrepreneurial culture in society will lead educational institutions to mould their curriculum towards entrepreneurial programme. Society is a perfect pedestal for sharpening life skills learnt in classrooms with friends, family, peers (Albright and Weissberg, 2009; Nation et al., 2003; Weare and Nind, 2011). Numerous entrepreneurial scholars have advocated that society is a major factor in influencing a person's decision to start a venture (Bosma and Harding, 2007). Various studies have postulated a strong influence of family, friends and liaison with entrepreneurs builds up self-confidence (Gibb, 1987; Shane, 2003; Bosma. et al. 2008). This is prime facia the reason why we find entrepreneurial activity to be zeroed in few regions as a result of societal culture, presence of entrepreneurs, government policies, organisation policies tilted toward innovation and people ready for experimentation (Forfas, 2007; Bosma. et al. 2008).

4. Research Gap

There is a paucity of studies done in Indian context aligning life skills, education, family and societal support needed for development of entrepreneurship. Studies are there relating education with entrepreneurship, family background and entrepreneur development but there is dearth of studies aligning how life skills imbibed through education, family, society foster entrepreneur development. This research paper attempts to bridge the research gap by examining the role of education, family and societal support in grooming life skills amongst professional students for the growth of entrepreneurship. This study considers life skills as a mediator variable which in turn helps in rise of entrepreneurship. The ten life skills considered in the paper are as defined by World Health Organization (WHO). These are: Self-awareness; Empathy; Critical thinking; Creative thinking; Decision making ability; Problem Solving; Effective communication; Interpersonal relationship; Coping with stress; Coping with emotion.

4.1 Uniqueness of Study

It is pertinent to reach out to the crux of the problem. Dearth of entrepreneurs and failures of entrepreneurial venture should be searched beyond the superficial problems like financial, marketing etc. We fail to acknowledge the humane problem. To be an entrepreneur is not easy as one need to manage his venture along with managing his people. For this one needs to have an emotional maturity to handle business situations. Along with this being a gregarious animal we tend to seek affirmative support from our family and society. Majority of the studies done previously tend to restrict their study on life skills and entrepreneurship. This research paper tries to examine instilling of life skills through education, by family chores and environment; influence of societal acceptance and rejection of entrepreneurial venture. This research paper tends to make an attempt to collaborate all the above factors together in an umbrella which brings the desired outcome of a budding entrepreneur in formation.

4.2 Objectives

This research paper tries to examine the following objectives through a structured questionnaire:

- To identify the presence of life skills among professional students.
- To assess the preparedness of professional students for entrepreneurship based on education pedagogy and course curriculum.
- To assess the influence and support of family in choosing entrepreneurship as a career.
- To analyse the influence of societal culture for entrepreneurial development.
- To find out obstacles in choosing entrepreneurship as a career.

5. Hypothesis

Based on literature reviews and gap analysis four propositions were framed:

- H_{01} : There exists no significant relationship among various variables of life skills.
- H_{02} : Education imparted does not prepare for entrepreneurship.
- H_{03} : There is a significant influence of occupation of family in regards to respect for entrepreneurship.

- H_{04} : Family and Societal Culture influences risk taking ability

6. Conceptual Framework Model

- The model illustrated in figure 1 proposes education as independent variable as life skills are essential learning outcomes of quality education. (UNICEF, 2010).
- Family has profound influence in shaping up behaviour and development of life skills (Pramling Samuelsson and Kaga, 2008). As an independent variable in the model family support and interactions among members enhance life skills.
- Society acts independently in grooming life skills and influences career choices. The model takes society as independent variable.
- The model postulates development of an entrepreneur through groomed life skills which is moderated by extraneous variables. The presence of entrepreneurial propensity, risk taking ability and intrinsic motive to be an entrepreneur influences the choice of plunging into entrepreneurship. These variables are influenced by education system, society culture, family environment and presence of life skills in a person. If extraneous variables are affirmative they guide in entrepreneurial venture.

7. Research Methodology

7.1 Research Design

This research aims at determining the role of Independent Variables (Education, Family Support and Society) on Dependent variable (Entrepreneurship Preparedness). Thus, to identify pivot mediator variables of Life Skills under study and describe their relationship with Entrepreneurial development. Descriptive research design was used in this study.

7.2 Sampling Design

Sampling Population: Population of study consists of all those students of Hyderabad who are in the final year of B Tech and MBA Course.

Sampling Method: Since the purpose of study was to select those samples who know and respond the prerequisites of Life Skills and entrepreneurship skills hence Judgemental Sampling was used in the study to eliminate irrelevant responses from data collection.

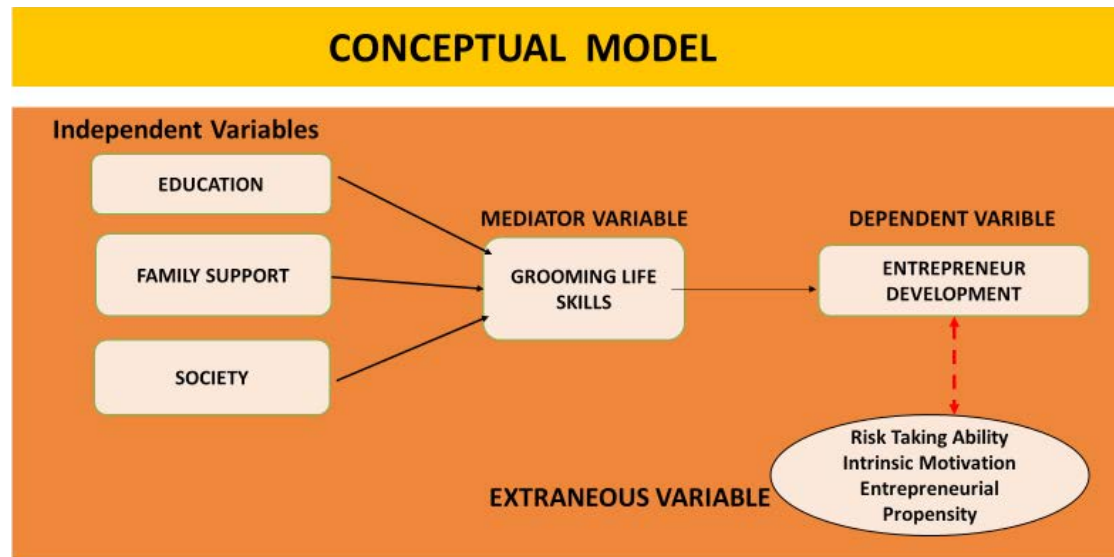


Figure 1. Conceptual framework.

Sample Size: The structured questionnaire was administered to 200 such students who qualify the criteria of sampling out of which only 104 responses were collected. In this way Size of Sample used for research is 104 professional students.

Source of Data: Primary data was collected through structured questionnaire. Secondary data was taken from journals, books, newspaper and research papers from internet of last ten years.

Research Tools and Techniques: To test sample adequacy Exploratory Factor Analysis and Kaiser-Meyer-Olkin (KMO) test was administered. Bartlett's Test of Sphericity was used to test correlation between variables. One-Sample T Test to test life skills was used. Oneway ANNOVA has been used to measure the societal and family support.

Reliability: Cronbach's Alpha was used to test the reliability. The reliability test of Cronbach's Alpha was measured to be of value $\alpha = .735$ which is acceptable value.

Validity: The questionnaire was validated with the help of various Evaluating Officers who are working for PMRY/CMRY/NIESBUD/NIMSME/ and other yojana Schemes.

Variables: Education, Family support and societal culture are independent variables. Life skills and Entrepreneurship are dependent variable. Extraneous variables are intrinsic motivation, entrepreneur mind-set and entrepreneur

propensity to be existent in the individual. The conceptual assumes that entrepreneurship will unleash resources and preserve sources for sustainability.

Questionnaire: The questionnaire consisted of demographic questions along with total 34 questions. The questionnaire had near about equal respondents comprising of both the genders - 48.6% female and 52.4% male. The questionnaire was analysed on modified Likert's Scale using 4 dimensions: Strongly Disagree, Disagree, Agree and Strongly Disagree. The researchers modified the Likerts scale to avoid the respondents from choosing the neutral stand. The modified scale forced the sample to choose from four plausible options on the extreme ends of agreement or disagreement to a question provided to them.

Life skills dimensions had 23 questions. Education and Training dimension had 4 questions adopted from *Questionnaire about education and training* by Thomas Walter, 2004, 26-32. Societal culture and family support had 6 questions.

8. Findings and Analysis

8.1 Life Skills

- H_{01} : There exists no significant relationship among various variables of life skills.

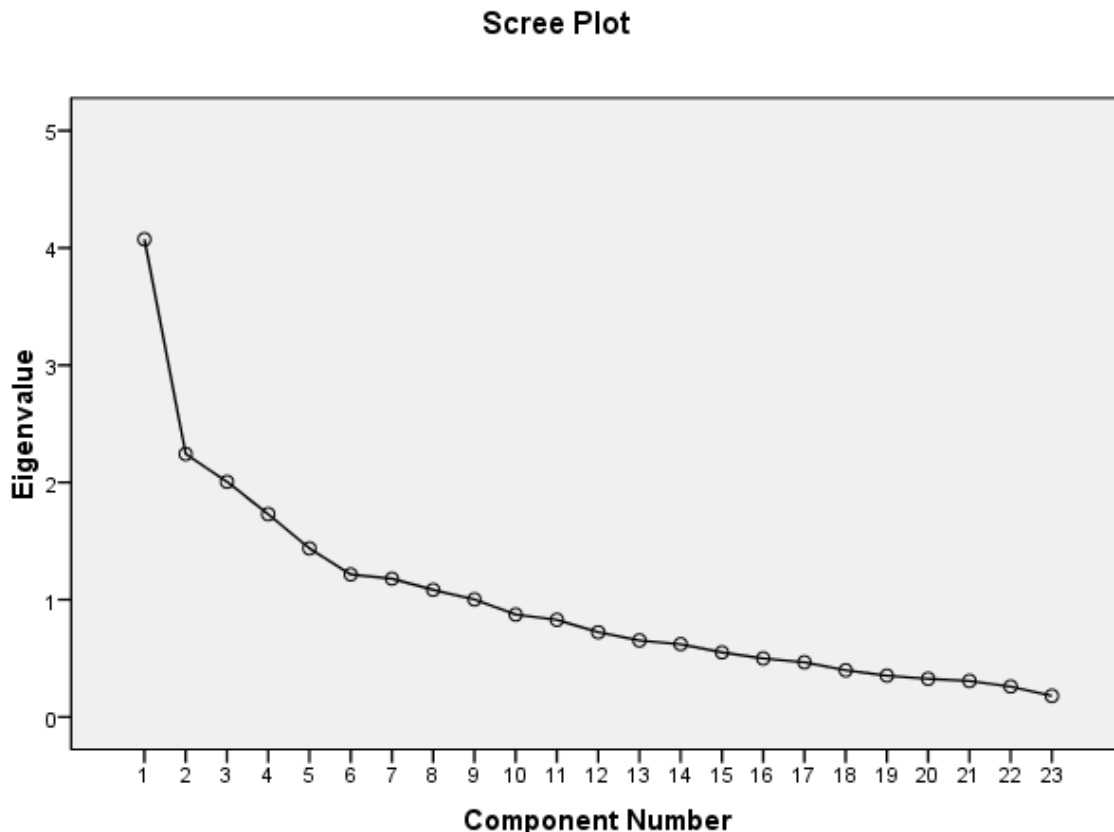


Figure 2. Source: Scree plot of life skills factor analysis.

An attempt has been made to explore factors that best explain the overall variables included in the statements of life skills for entrepreneurship behaviour. From Table 1 and figure 2 of Scree plot it is observed that out of 23 statements only 9 have Eigen value greater than 1.

8.1.1 Total Variance Explained

This implies that 9 factors are extracted out to reduce data complexity in the sample. Thus it is proved that there exist 9 significant factors of Life Skill that come up through 23 various variables which contains nearly 70% of the information of Life Skills. So H_{01} is rejected and alternate hypothesis is accepted.

8.2 Education

- H_{02} : Education imparted does not give adequate training for entrepreneurial skills.

One-Sample T-Test was used to test hypothesis regarding education developing entrepreneurial skills. The results tabulated are shown in Table 2.

One sample T test as measured in Table 2 indicates significance value (p value) of two tailed test is 0.000 which is less than 0.05 (α value) at 5% level of significance so null hypothesis is accepted. This implies that education imparted does not give adequate training in entrepreneurial skills.

8.3 Influence of Family and Societal Occupational Background in Supporting Entrepreneurship

- H_{03} : There is a significant influence of occupation of family in regards to respect for entrepreneurship.

ANOVA test was conducted to test H_{03} which is tabulated in Table 3. The family background of respondents is depicted in figure 3. It shows significance value (p value) of ANOVA test is greater than 0.05 (α value) at 5% level of significance for statements that entrepreneurship is respected in society (.243), entrepreneurs have good family life (.145) and society needs entrepreneurs (.939).

Table 1. Factor analysis measuring relationship among various variables of life skills

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.074	17.712	17.712	4.074	17.712	17.712
2	2.243	9.751	27.463	2.243	9.751	27.463
3	2.006	8.721	36.184	2.006	8.721	36.184
4	1.730	7.520	43.704	1.730	7.520	43.704
5	1.438	6.251	49.955	1.438	6.251	49.955
6	1.215	5.282	55.238	1.215	5.282	55.238
7	1.179	5.125	60.363	1.179	5.125	60.363
8	1.084	4.712	65.074	1.084	4.712	65.074
9	1.002	4.356	69.430	1.002	4.356	69.430
10	.873	3.794	73.224			
11	.828	3.600	76.824			
12	.723	3.142	79.966			
13	.652	2.836	82.802			
14	.620	2.698	85.499			
15	.550	2.392	87.892			
16	.499	2.169	90.061			
17	.466	2.027	92.088			
18	.398	1.731	93.818			
19	.352	1.529	95.347			
20	.325	1.413	96.760			
21	.307	1.334	98.094			
22	.259	1.125	99.219			
23	.180	.781	100.000			

Extraction Method: Principal Component Analysis.

Table 2. One-sample T-test measuring education and training imparting entrepreneurial skills

Education and Training imparts through teaching	Test Value = 3					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q24- Creativity Q25-Info about market Q26-Entrepreneurial courses Q27-Self employment	-32.905	391	.000	-1.22449	-1.2977	-1.1513
	-22.184	391	.000	-.76531	-.8331	-.6975
	-14.477	391	.000	-.58163	-.6606	-.5026
	-33.699	391	.000	-1.10204	-1.1663	-1.0377

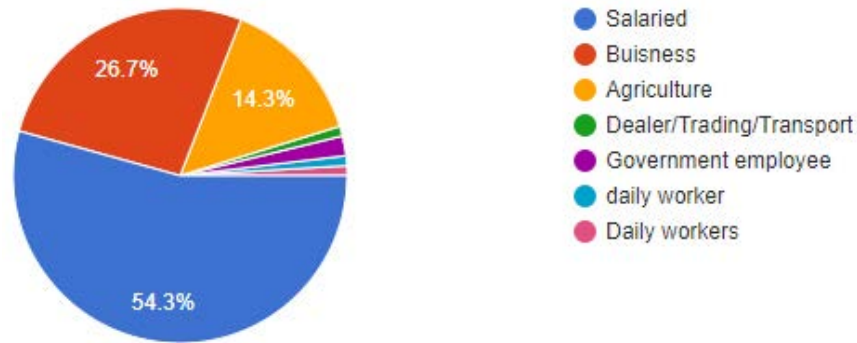


Figure 3. Family background of respondents.

Thus, for these 3 statements:

- *Entrepreneurship is respected in my society.*
- *Entrepreneurs have good family life.*
- *My friend and I need to become entrepreneur to make India prosperous.*

Only 3 statements out of total 6 measured statement are acceptable for H_{03} . It can be inferred that family and society respect entrepreneurship, perceive entrepreneurs to have good family life and believe that entrepreneurs bring progress in society.

Therefore, null hypothesis H_{03} is rejected and alternate hypothesis is accepted.

8.4 Family and Societal Support towards Risk Taking

- H_{04} : Family support and Societal Culture influences risk taking ability and accept entrepreneurs for marriage proposals.

In Table 3 the significance value (p value) of ANOVA test is less than 0.05 (α value) at 5% level of significance for

Table 3. Oneway ANOVA measuring societal culture and family support

Societal Culture and Family Support			Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurship is respected in Society	Q28	Between Groups	1.632	3	.544	1.415	.243
		Within Groups	36.134	94	.384		
		Total	37.765	97			
Societal Culture encourages creativity and innovativeness	Q29	Between Groups	1.025	3	.342	.809	.037
		Within Groups	39.720	94	.423		
		Total	40.745	97			
Entrepreneurs have good life	Q30	Between Groups	2.773	3	.924	1.841	.145
		Within Groups	47.186	94	.502		
		Total	49.959	97			
Marriage with entrepreneur	Q31	Between Groups	3.463	3	1.154	2.870	.041
		Within Groups	37.812	94	.402		
		Total	41.276	97			
Becoming entrepreneur	Q32	Between Groups	.226	3	.075	.136	.939
		Within Groups	52.274	94	.556		
		Total	52.500	97			
Society encourages risk taking in individuals	Q33	Between Groups	22.095	3	7.365	3.972	.008
		Within Groups	704.705	380	1.854		
		Total	726.800	383			

statements: Societal culture encourages creativity and innovativeness (.037), marriage proposals to an entrepreneur (.041) and society encourages risk taking in individuals (.008). This means there is a significant impact of profession of the family in influencing the variables related to Societal Culture and family support required for entrepreneurship such as:

- *My societal culture encourages creativity and innovativeness.*
- *I will prefer for a life partner for my sister/cousin who is an entrepreneur rather than job.*
- *The societal culture encourages risk taking in individual.*

Society is risk aversion and favours stability. Society still looks for stability in job for marriage proposals. Thus, we can conclude that for above three statements the null hypothesis H_{04} is accepted.

9. Discussion

Human being is a social animal hence he seeks family and societal support for his family. While doing this simultaneously an individual has to earn his livelihood either by working for someone or being self-employed. They have to face ups and downs, failures, rejections and resistance. At times the inability to comprehend and digest success creates problems for the individual. All these aspects will be taken care of if the individual has at least some introduction of life skills. As we all are aware that these skills are nothing but a method to deal with success as well as failures successfully to achieve positive results. This paper is focused only on B. Tech and MBA students as foremost the research is limited and secondly these people are professionally qualified and will be leading a group of people while performing their task. They are responsible for contributing towards the constitution of larger group (organization). Now if the incumbent fails to deal and digest his success or failure then it will be having direct bearing on his own group. Ultimately this will affect the larger group which may lead to failure to achieve the set objectives or may create hindrances in achieving the set objectives of larger groups. If these professionals are having some kind of association through family and are having societal support then they will be in better position to handle their failures and success in turn reducing the risk of non-

achievement of target due to failure of leaders. If these life skills are instilled by education system, family, society it will be learning by fun and they won't feel the pain of learning something new.

The survey results where marriage for self and family member still looms more around job stability breaks the common perception of positive notions towards entrepreneur even after when so many government policies and incubation cells are surfacing for nurturing entrepreneur. Access to finance and gender discrimination emerged to be major obstacles for being an entrepreneur which again is startling as government has facilitated finance to start-ups. In spite of women empowerment measures the results are far behind expectations.

10. Research Implications

New practical based courses on entrepreneurship with incentives on innovations will go hand in glove for entrepreneurial growth with fostering a societal culture of accepting failure as part of life.

10.1 Individual Need

As a mentor to the large group of proteges the teacher should have empathic value system of teaching. The symbiotic relationship of mutual trust between two will show him the path of being a humble budding entrepreneur.

10.2 Family

Family should encourage entrepreneurial mind-set by engaging in house hold chores which develops creative mind of doing a chore and instils sense of responsibility. Small independent decisions, quick actions help in building the framework for future entrepreneurship.

10.3 Education

New practical based courses on entrepreneurship are the need for the hour. Students should be provided opportunity to find out the problem in day today events and analyse the opportunities to harness within the periphery of education system. The curriculum should focus on having active role of the student. The evaluation system should not restrict itself to grading but should assess on strengths and weakness and then mould the weakness into positives.

10.4 Society

Indian culture is still regressive for failures. Failures are taboo where the personality of not only individual but of his family is also curbed down. Accepting the negatives with same vigour as positives will flood the gates for more entrepreneurs.

11. Limitations and Future Research

- The study was restricted to professional students of Hyderabad only.
- The study does not study which set of life skills are more important for entrepreneurship.
- The paper can be used as base to further investigate entrepreneurial mind set of students of B tier cities.
- The study did not cater to specific course content for professional students for entrepreneurship.

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ANNEXURE I -QUESTIONNAIRE

Demographic questions:

1. Age of respondent.
2. Gender of respondent.
3. Qualification.
4. Family background of respondent.
5. Experience in job.

Questions:

Life Skills

1. I am aware about my rights and responsibilities.
2. I am aware about my strengths and weakness and know myself.
3. I don't discriminate and biased towards people who are different from me.
4. I appreciate difference qualities of people.
5. I show caring for people with disability.
6. I have good relations with friends.
7. I am having good relations with family.
8. I am easy to make new relationships and able to handle loss of friendship.

9. I seek support and advice from others in times of need.
10. I have good knowledge about verbal and non-verbal communication skills.
11. I am able to give my opinion without fear.
12. I am able to analyse information and form my own opinion.
13. My opinions and choice to take risk are influenced by thinking pattern of my peers .
14. I was encouraged to try out the new innovative way of doing a thing or finding solution in creative way in school and college.
15. I can easily adapt to a new social situation or change.
16. I list out options before taking a decision.
17. I am able to take important decisions for myself.
18. I get easily disturbed by problems.
19. I can handle conflict and able to solve it.
20. I am aware about the sources of stress in life.
21. I am aware about the various ways to reduce stress level in our life.
22. My present mood guides my behaviour.
23. I am able to handle my anger, frustration.

About Education and training

24. Teaching in school and college encourages creativity, self-sufficiency and personal initiative.
25. Schools and colleges provide adequate information about market principles.
26. Colleges and universities have enough course and programs on entrepreneurship.
27. Business and management education prepares us to provide for self-employment.

Societal Culture and family support

28. Entrepreneurship is respected in my society.
29. My societal culture encourages creativity and innovativeness.
30. Entrepreneurs have good family life.
31. I will prefer for a life partner for my sister/cousin who is an entrepreneur rather than job.
32. My friend and I need to become entrepreneur to make India prosperous.
33. The societal culture encourages risk taking in individual.
34. Open ended question ----Major obstacle in becoming an entrepreneur is.