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THE STUDENTS NEED TO BECOME AN ENTREPRENEUR THROUGH ENTREPRENEURIAL SKILLS

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Abstract: Entrepreneur Development (ED) skills are an art of developing individuality among students. This study explores the development of Entrepreneur Development skills among students through the encouragements given by various sources. The future India is in the hands of younger generations and how they can be molded in such a way to become an entrepreneurs and able to give employment opportunities to the younger generations. It also explains how the student community is applying ―Earn while learn‖ concept to develop entrepreneurial skills.

Key words: students, entrepreneur skill, development, future etc.

Introduction:

An entrepreneur is a person who starts business on their own. Their object of being an entrepreneur isto earn profit. Every person must cultivate an entrepreneurial education. This education will make entrepreneursto take risks by themselves. In current scenario our country is developing into Digital India which initiates everyindividual to become a sole proprietor. Therefore, entrepreneurial skill development is necessary through the various entrepreneurial programs.

The root cause will begin from the young students. Students in every institution must learn onentrepreneurial education. Through this entrepreneurial skills will be initiated to all students. Apart from basic curriculum, talents of every students must be brought so that, entrepreneurial education will not be ignored. Thisbrings out quality education. Through this, students will be aware on their own preferred area. As per Michael Camp, Director of Research, Kauffman Center for Entrepreneurial Leadership "Entrepreneurship has become one of the most sought-after areas of study among collegiate business students. Graduates of these programs are not only increasing in number, they are reshaping our understanding of market, technology and management leadership. Bent on realizing their own perceived opportunities, they continue to define the standard for business innovation – and, by doing so, will forever alter the competitive landscape for future enterprise."

The education system based on entrepreneurship increases self- sufficient entrepreneurs in our country. The entrepreneurship education can produce successful business people, leaders, and champions of innovations.

Review Of Literature:

Personal characteristics, interpersonal skills, critical and creative thinking skills and practicalskills are required to become a good entrepreneur.

Dr. WaleedHmedat, Dr. Mubarak Ali, and Dr. BalamuruganMuthuraman (2017): Future of any nation depends on innovation and enterprise. Entrepreneurship education will motivate and equip students to adopt available environmental opportunities for starting their own business. This educationis intended to activate the capabilities, skills and mindset of the students to make them succeed as entrepreneurs. This would, in turn, stimulate national economic and industrial development and employment generation.

The study concludes that most of the students want to start their own business and succeed and, therefore, recommends that the educational programmes may include the following:

- Opportunities for self – evaluation
- Direct contact with live entrepreneurs to have first-hand assessment of the problems to be faced and
- Introduction of creativity tests to identify levels of potentiality and innovative skills.

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Nelson NantelezaNdala (2018): An investigation on effectiveness of Entrepreneurial Education (EE) on developing Entrepreneurial Implementation (EI) among students was conducted in Higher Education Systems. Aim of EE is to focus on self – employment of the carrier option. It has a definite effect on enhancing EI with a view to developing students as capable of making their own decisions. The study on the impact of EE was made by administering among students, a questionnaire and getting responses. The questions dealt with the student's feelings and attitudes towards the EE program. The stress of EE was to instill the skills for enhancing in competency, effective communication tappingand utilizing all available possibilities, taking risk and responsibilities and improving ability to realize the objective. The responses to questionnaire indicated that most of the students agreed with the program for education, its usefulness, in importing the need for self-employment and the development of EI and also the program, instilled a sense of confidence for starting and effectively controlling newbusiness.

Dr.JRengamani , Dr. S. Ramachandran (2015) - The article identifies the reasons for choosing entrepreneurship as a career and influence of various factors on student preference towards entrepreneurship. It also explains that to fill existing knowledge gap in the study and perception ofindividual spirit among entrepreneurs. Descriptive and analytical type of methodology is used on the research design. Interest in entrepreneurial career and helps to develop their skill and traits through training programmes.

FardinVakili, DelaramTahmasebi (2016): The hypothesis is based on relationship between education and entrepreneurial development. Descriptive type of methodology is used on the research design. Entrepreneurs needs be determined by educational process. It deals between entrepreneurship education and entrepreneurship development process.

Research Objectives:

- To know students view to become an entrepreneur.
- To know about the educational system that is helping the students with reference to Entrepreneur DevelopmentTo know about the requirements needed to become an entrepreneur.

Scope & Need of the study:

- Developing self employment opportunities among students
- Increasing entrepreneurship skills among students
- Escalating confidence level towards their career.

Research Methodology:

Research Design	Empirical research
Sample Design	Purposive Sampling Method
Sample Size	83 Respondents
Period of Study	August – September 2020
Area of Study	Hyderabad
Primary Data Secondary Data	Structured Questionnaire, Newspaper Articles, Journals and Web sites

Analytical Tool Used:

- Percentage analysis
- Chi-square analysis
- Correlation
- Factor analysis
- Freidman test(ranking)

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Findings and Analysis:

Square Analysis:

Between Genders With The Entrepreneurial Education For The Dvelopment OfEntrepreneurial Mind-Set.
H_0: There is no association between gender and entrepreneurial mind-set. H_a: There is association between gender and entrepreneurial mind-set.

Interpretation: Since, the p value (symmetric value 0.240) is greater than significance value (0.05) null hypothesis is accepted. Hence, there is no association between gender and entrepreneurial mind-set.

Association Between Age With The Entrepreneurial Education For The Dvelopment Of EntrepreneurialMind-Set.
H_0: There is no association between age and entrepreneurial mind-set. H_a: There is association between age and entrepreneurial mind-set.

Interpretation: Since, the p value (symmetric value 0.710) is greater than significance value (0.05) null hypothesis is accepted. Hence, there is no association between age and entrepreneurial mind-set.

Correlation:
Educational qualifications and entrepreneur skill – Develops business skills among students.

Interpretation: Since, the Pearson's co-efficient correlation is **positive** (0.248). Hence, there is relationship between educationalqualification and entrepreneur skill that develop business skills among students.

Factor Analysis 1:
Factors influencing present educational system to develop the quality of the students.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.821
Bartlett's Test of Sphericity	Approx. Chi-Square	437.876
	df	45
	Sig.	0

Interpretation:

KMO measure of sampling adequacy is **0.821** and Chi square value is **437.876** for 45 degrees of freedom. Thesestatistical values are highly significant at 5% level. This forces us to conclude that the Factor Analysis applied on the 10 variables of nature for 83 respondents is perfectly justified. The 10 variables reduced to two factors namely,
1. **Success Factor,**
2. Achievement Factor.

SUCCESS FACTOR	Time management	.831
	Need for achievement	.796
	Self confidence	.770
	Individuality	.739

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	Strong will power	.722
	Hard working	.690
	Adaptability	.619
	High self esteem	.600
ACHIEVEMENT FACTOR	Adaptability	.896
	Individuality	.826

Factor Analysis 2:
Factors influencing to develop new entrepreneur after college level
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.826
Bartlett's Test of Sphericity	Approx. Chi-Square	133.032
	df	21
	Sig.	0

Interpretation:

KMO measure of sampling adequacy is **0.826** and Chi square value is **133.032** for 21 degrees of freedom. These statistical values are highly significant at 5% level. This forces us to conclude that the Factor Analysis applied on the 7 variables of nature for 84 respondents is perfectly justified and reduced to two factors namely **1. Innovative Factor 2. Supporting Factor**

INNOVATIVE FACTOR	Financial support to be provided if they choose their career as entrepreneur	0.822
	Motivation to be given to the students to participate in entrepreneur development program	0.787
	It should be the part of curriculum	0.771
	Educational institute should have concentrated development of entrepreneur development skills	0.771
	Entrepreneur development cell to be active by making the students to join at maximum level	0.725
SUPPORTING FACTOR	Educational program is to be changed	0.949

Friedman-Ranking:
Friedman test has been applied to find out the teaching method for the development of entrepreneurial skills.

FRIEDMAN-RANKING

	Mean Rank
Assignment project with reference to entrepreneurial development	2.05
Case study of successful entrepreneurs	2.36
Psychological counseling	2.53
Structured syllabus	3.06

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Interpretation:
By using Friedman test it has be concluded that, the most suggested teaching method for the development of entrepreneurial skills is Structured Syllabus.

General Findings:
By applying percentage analysis, the following findings have been drawn:

- **79.5%** of the respondents belong to the age group between **20-30**
- **89.2%** of the respondents are **female**
- **53%** of the respondents are **post graduates**
- **80.7%** of the respondents are **unmarried**
- **66.3%** of the respondents belong to **urban area**

Specific Findings:

- By applying Chi square analysis, the following findings have been drawn:
- There is no association between age and entrepreneurial mind-set
- There is no association between gender and entrepreneurial mind-set By applying Correlation analysis, it is concluded,
- There is relationship between educational qualification and entrepreneur skill that develop business skillsamong students.
- By applying Factor analysis, the following findings have been drawn:
- 10 variables of which resulted into 2 factors.
- 7 variables of which resulted into 2 factors.
- By applying Friedman test (ranking), it is concluded,
- Structured syllabus acts as a significant teaching method for the development of entrepreneurial skills.

Suggestions:
Based on the data collected following suggestions are being given:

- In current scenario students focus is on being self-employed as it motivates them to become a successful entrepreneur for that they need the proper guidance and support.
- As everything is being digitalized, the education system should be in such a way to face the situation.
- Innovation, creativity, motivation, finance, etc are few requirements that are needed to become a successful entrepreneur.

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