

Entrepreneurship in the Internet Era: How should Classroom Assessment Support Entrepreneurial Education in Schools

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Abstract

Being a skill based subject the commerce curriculum at higher secondary levels should include some practical work and exercises. This study intends to know how the assessment system assists the students in developing entrepreneurial skills and competencies. The study also aims to measure the level of cultural capital elements among the higher secondary students at commerce stream. A situational test is administered to measure the cultural capital on seminal components of entrepreneurship. An opinionnaire is used to know the opinion of teachers regarding how assessment system assists in the development of entrepreneurial competencies. 500 students and 20 teachers at higher secondary commerce stream were surveyed. The students were selected by using stratified random sampling and teachers were conveniently selected. The result of situational test says the level cultural capital on seminal components of entrepreneurship was not satisfactory. 60% of teachers opined that the present system of assessment is not enough to poster entrepreneurial competencies among students.

Key words: Cultural Capital, Entrepreneurship

Introduction

The economic development of a region primarily depends on the level of entrepreneurial programme being undertaken. People should have a clear cut idea about how to setup ventures, the different aspects to be managed and various requirements such as legal, financial corporate. A well-structured and planned entrepreneurial programme can assist to find and to develop young talented youth as prospective entrepreneurs.

Commerce, being a discipline, is taught from plus two to post graduate level as a part of school and college in Kerala. Contrary to natural and human science commerce and management studies aim to promote and poster competence and ability among its students to deal with immediate issues that arise

from time to time in the field of commerce and management activities. It aims not only to know but to be. Thus in a discipline such as commerce, knowledge is integrated with practice.

Undoubtedly say one of the seminal components required for entrepreneurship is the cultural capital. Thus Cultural capital in this context refers to the human capacity required for the interaction and social life in the modern age of entrepreneurial world. It is measured in terms of decision making capacity at individual level, informed decision, high power distance, individualism and risk taking capacity. Since entrepreneurship is the ability of an individual to analyse the business situations and to do the needful to survive, cultural capital components become crucial in the success of one as an entrepreneur. So it is very essential to identify the factors which motivate and encourage people to start ventures and to inculcate these potentials to the prospective entrepreneurs at the earlier ages. Pupils who enroll in 'plus two' commerce are the prospective entrepreneurs and they must be taught and programmed at these skills and that enable them to have successful ventures in future. Entrepreneurial personalities are characterized by creative thinking, innovations, responsiveness, leadership, team spirit etc. in these circumstances the commerce study at plus two levels is very crucial in the development of budding entrepreneurs. Thus arise a question how far our commerce education at plus two levels meet these requirements of the modern entrepreneurial world.

At the present, commerce subject is taught like other inductive subjects. Most of the students are day scholars in schools whose campus does not meet the standard of academic independence which is necessary for building up entrepreneurial characters. In such a situation curriculum has to chalk out strategies to expose the students to the modern practices of social living and decision making. This is 'e' world, entrepreneurial world in internet era. The young talented prospective entrepreneurs must be acquainting towards the digital entrepreneurial world. They must be taught and developed in the basic skills and capacities of entrepreneurship and they must also be oriented towards the digital world. So, entrepreneurial education must be designed with a purpose of providing living experience to the budding entrepreneurs.

Procedure of the Study

The study intends to know how the assessment system assists the students in entrepreneurial education. The study also aims to measure the level of cultural capital elements for entrepreneurship among higher

secondary school students in Kerala and to critically examine the element of entrepreneurship are present in the commerce curriculum at higher secondary level.

Table 1

participants of the study

Participants	Number
Higher Secondary school students in Commerce stream	509
Higher secondary school teachers in Commerce stream	20

Test on Cultural Capital for Entrepreneurship

A situational test is prepared by the investigator with the help of supervising teacher to find out the cultural capital on seminal components of entrepreneurship. In the test some situations are provided to the students with four options. One option influences any of the dimensions of entrepreneurship and others do not. There are 25 situations included in the initial test.

Based on the Bourdieu's theory, the investigator set six dimensions that have effect on entrepreneurial traits. Each dimension is personal qualities what an entrepreneur requires at every level to perform their entrepreneurial role with expected standard.

These dimensions are set based on the theory of Bourdieu and further studies carried regarding cultural capital and entrepreneurship. The dimensions are

- a) Informed Decision making capacity at individual level
- b) Risk taking
- c) Need for achievement
- d) Networking and team building
- e) Level of confidence
- f) Innovative and power distance

The level of entrepreneurship is measured by administering a situational test on cultural capital for entrepreneurship. The items in situational test are prepared against the components of cultural capital

which has been set on the basis of Bourdieu's theory. Commerce curriculum of higher secondary was analyzed to check the presence of cultural capital required for entrepreneurship. The opinion of higher secondary school teachers in commerce stream is taken to know how assessment system assists in entrepreneurial education at classroom. The data collected from situational test is statistically analyzed. The business studies text book for plus two had been analyzed on the basis of the components of cultural capital developed on the ground of Bourdieu's theories. The opinion of teachers on assessment and its role in entrepreneurial education is thematically analyzed

Analysis and Discussions

Content Analysis of Business Studies Text Book in Plus Two Levels

The content of business studies was analyzed based on the Cultural capital components which has been set on the basis of Bourdieu's theory. The investigator found that all 12 chapters included in business education are not capable to develop the various components of cultural capital required for entrepreneurship. Commerce studies are different from that of natural and human science. Commerce education should promote and foster competence among students to deal with business problems and to develop capabilities to start an enterprise as their own. So the commerce curriculum should be designed in such a manner to provide practical knowledge and skills among learners rather than giving theoretical base. The business studies text book practiced at plus two levels does not include case studies and practical experience. The book prepared in a traditional way of giving some theoretical aspects of business and its concept. The themes are traditionally arranged in chapters rather than providing first-hand experience to the learner since it should be a skill oriented programme.

Analysis of the Cultural Capital Required for Entrepreneurship

A situational test is used for collecting data regarding cultural capital. The total score of the test is 22 and the expected level of cultural capital for entrepreneurship is considered as 11.

Table 2

Analysis of the cultural capital required for entrepreneurship for the total sample

Statistical indices	Total sample	Gender wise		Management wise		Locality wise	
		Boys	Girls	Government	Aided	Rural	Urban
Mean	9.87	9.77	10.02	10.18	9.55	9.98	9.77
Standard deviation	3.51	3.65	3.39	3.42	3.64	3.6	3.36

From the table mean and SD for total sample are found to be 9.87 and 3.51 respectively. The total score for the test was 22. So it can be concluded that the cultural capital for entrepreneurship of higher secondary commerce students are not satisfactory since the average score below the expected level of cultural capital which is 11. The SD of the score of cultural capital for the total sample is 3.51. The students have same level of entrepreneurial trait irrespective of gender, management of school and locality wise.

Table 3

Comparison of the Cultural Capital for Entrepreneurship for the Subsample Based on Gender

Gender	Sample size	Mean	SD	t value	Level of Significance 5%
Boys	252	10.02	3.39	1.49	NS
Girls	248	9.77	3.65		

From the table 3 mean and standard deviation of cultural capital for entrepreneurship of higher secondary school boys and girls students from commerce stream were found to be 10.02 and 3.39 and 9.77 and 3.65 respectively. The girls score is more deviated from the mean score. The analysis of 't' value shows that there exist no significant difference for the variable cultural capital between boys and girls. Boys and girls have no significant difference regarding entrepreneurial potential. The risk taking capacity and initiative capacity is not up to the desired level.

Table 4

Comparison of the cultural capital for entrepreneurship for the subsample based on locale

Local	Sample size	Mean	SD	t value	Level of significance 5%
Urban	216	9.77	3.36	1.25	NS
Rural	284	9.88	3.6		

From the table 4 it can be observed that the mean and standard Deviation of cultural capital for entrepreneurship of higher secondary school students of urban area is 9.77 and 3.36 respectively. For rural it was 9.98 and 3.6 respectively. Since the two mean are almost same, it can be concluded that the elements of cultural capital in urban students and in rural students are almost same.

Table 5

Comparison of the Cultural Capital for Entrepreneurship for the Subsample Based on Type of Management of Schools

Types of Management	Sample size	Mean	SD	t value	Level of Significance 5%
Aided	225	9.55	3.64	3.72	Significant
Government	275	10.18	3.42		

From the table 5 mean and standard deviation of the cultural capital for entrepreneurship of subsample aided and government were found to be 9.55 and 3.64 and 10.18 and 3.42 respectively. It can be concluded that the cultural capital for entrepreneurship of government school students is comparatively high than the students from aided sector. The score of aided students are more deviated from those of government school students.

The analysis of 't' value shows that there exist significance difference at 0.05 level for the variable cultural capital between the government and aided school students. Government school students and aided school students have significant difference in entrepreneurial potential regarding risk taking, networking, and confidence and initiative.

The analysis of 't' value shows that there exist no significant difference between for the variable cultural capital between urban and rural schools students. Potential for entrepreneurship is not changed due to locality. The analysis indicates rural and urban have no significant difference regarding entrepreneurial potentials. The entrepreneurial potentials of both sector doesn't come up to the desired level since the average score is 11. In case of rural students the score is much deviate from the mean that of urban students. It shows large percentage of rural school students have less attitude towards entrepreneurship and small percentage has higher entrepreneurial potential.

From the analysis it can be concluded that the entrepreneurial potential of plus two commerce students is not satisfactory and not come to the desired level. Irrespective of gender, management of school and local students has same level of entrepreneurial potential. The present curriculum is not enough to produce entrepreneurial qualities and build desired output. So the curriculum makers should think about the revision of syllabus. The curriculum should be able to generate positive attitude towards entrepreneurship by providing more practical experience.

Most often commerce students like to be secured by practicing a government job. So the analysis reveals that the student's attitude is negative towards risk taking. They are carried conventionally and like to have secured incomes in life.

The confidence level of students can be developed only by giving them practical work. The students should get opportunity to engage social issues and some practical experience from the society and school. Students are not aware about the needs of relevant information in decision making. The student's activities and relations are programmed from the family and in relations. They are not in depended in making relations.

The curriculum and other things are not communicating the students about the need for achievements in life. Students should be capable to set goal in life and they should be experienced in that matter. The present curriculum and formal schooling system is not enough to build these capacities in students

Opinions of Teachers on How Classroom Assessment Assist the Development of Entrepreneurship among Students

Since the nature of commerce subject is not pure inductive in nature what is important is that to provide an opportunity to the learner to develop the required skills and competencies within the educational settings.

The skills and competencies can only be developed when the classroom activities become practical and work oriented in nature. If the classroom want to be work oriented and practical in nature it should be clearly specified in the curriculum that what all things is to be assessed in the classroom. The commerce curriculum practiced at higher secondary commerce stream is nothing but purely traditional in model and do not provide any space for the teachers to orient the students towards digital dynamic business world. Commerce education is merely inculcating some theories and facts in classroom since the orientation of curriculum in that direction. 60% of the participant teachers opined that the commerce curriculum does not provide any opportunity to orient the students towards the business world. They opined the students need to memorize certain facts and the same is to be recalled while they are in the exam hall. The grade of the students in exam primarily depends on how well one memorizes the facts and the ability to recall it letter.

The assessment in classroom is primarily depends on the classroom activities. Since all classroom activities oriented in the above mentioned manner assessment plays no significant role in the development of entrepreneurship among students. From their opinion the investigator found that many teachers are not even aware about the need of a well-designed assessment system. Many teachers believed that the only purpose of assessment is to grade the students after exams. One of the participant opined that a well-defined assessment system can do something positive in the development of skills especially in entrepreneurial skills since the nature of subject is practical.

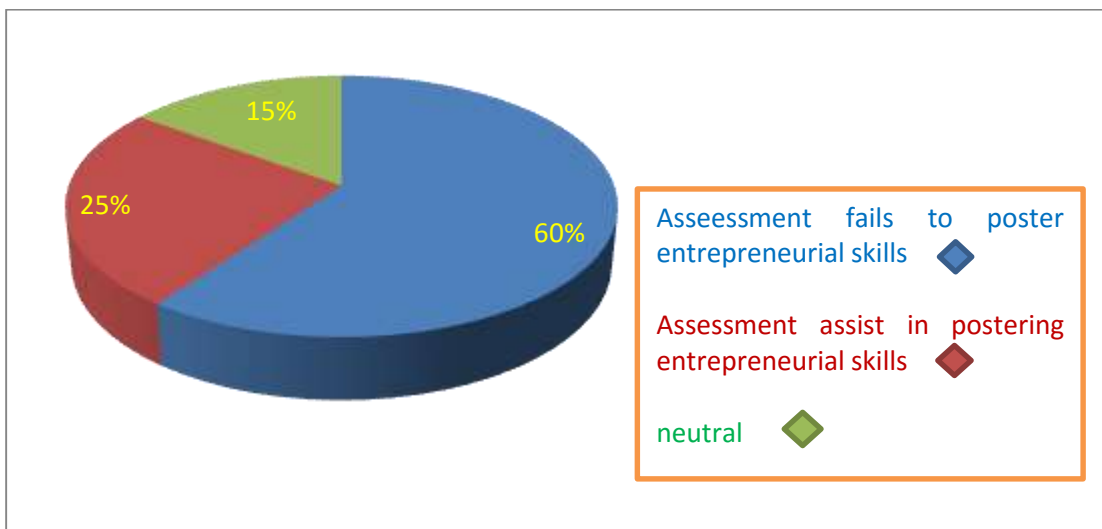


Figure 1. Opinion of teachers regarding the classroom assessment and how it assists in the entrepreneurial development of learners of commerce steam at plus two levels

Conclusion

The result of the study shows the present curriculum at plus two commerce levels are not enough to foster entrepreneurial skills. Being a skill based subject the commerce curriculum should include some practical work regarding management and business. At present the study habits of commerce students is theory oriented. The students will memories some theories and recall the same at exam hall. This doesn't indicate that the students are capable to undertake business and to do the needful to survive in the market place. There is no significance difference based on gender, local and management of schools regarding entrepreneurial potentials. The present evaluation system practiced is not demanding the students to apply their mind and intellect.

The students are traditionally taught and programmed regarding business and its various aspects. The exposure to entrepreneurship environment has implication to the development of the attitude and intention. The favorable environments facilitate acceptance and support of intention to become entrepreneur. The knowledge and skills derived from such environment leads students to International Journal of Research in Management, Economics and Commerce pursue an entrepreneurial career after schooling and graduation.

The curriculum and assessment are not communicating the students about the need for achievements in life. Students should be capable to set goal in life and they should be experienced in that matter. The present curriculum and assessment system system is not enough to build these capacities in students.

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