

## Entrepreneurial Education and Entrepreneurial Intention among Ordinary Level Students in Kelaniya Education Zone in Sri Lanka

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**ABSTRACT:** The purpose of this study is to explore the entrepreneurial intention among the ordinary level students who follow Entrepreneurship Studies as a subject in the Kelaniya Education Zone in Sri Lanka. This research was conducted by considering related theories in entrepreneurial intention and entrepreneurship education. Those theories provided guidance to measure the relationship between entrepreneurial education and the entrepreneurial intention. This study has used a survey method followed by a structured questionnaire to collect primary data. The data were collected from ordinary level students in three schools in Kelaniya education zone in Sri Lanka. The target population of this study was 115 ordinary level school students from the schools that are currently teaching Entrepreneurship Studies as one of the subjects in the school curricula. Out of the population of this research, the authors succeeded in accessing 80 students and collected data from those students. In addition to the structured questionnaire, the author gathered data from the internet sources, web sources, the publications of Ministry of Education and Kelaniya Zonal Education Office as secondary data sources. According to the responses analyzed, author has found that there is a positive relationship between the dimensions of entrepreneurial education such as know-what, Know-why, Know-how, Know-who and the entrepreneurial intention, aligning to findings of several previous research studies.

**KEYWORDS:** Entrepreneurial Education, Entrepreneurial Intention, Ordinary level school students

### I. INTRODUCTION

The subject of Entrepreneurship Studies is a newly introduced subject in to school curriculum of Sri Lankan Education System. This was introduced in to the grade 10 and 11 curriculum in the reforms implemented in 2007 with the purpose of developing entrepreneurial mindset and competencies of students. The Ministry of Education trusts that there is a possibility to effect the drastic attitude changes of students through introducing entrepreneurial education as a part of curriculum. However, the outcome of this initiative is still invisible due to the limitations lie in the traditional educational system of the country. It requires transforming students learning approaches dynamically with the enhancement of capacities of teachers or more realistically trainers, and improving teaching and learning facilities for effective entrepreneurship education in schools. There are effective learning materials including textbooks for students in Entrepreneurship Studies. It provides a good content to students enabling them to understand lessons in exploratory and investigative activities. However, it requires studying the process and context to make learning and teaching more effective in this practical subject, which leads to develop a capable of thinkers and doers in an entrepreneurial way.

Enrolment in studying Entrepreneurship Studies at the school level provides basic knowledge on how to start and run a business. This is aiming at how to develop attitudes and required business skills that allow students to transform ideas into meaningful actions. After introducing the subject in ordinary level curricular in 2007, the group of researchers conducted a survey and collected the feedback for further developments in teaching and learning Entrepreneurship Studies subject. The Ministry of Education has taken several actions as a result and improved Entrepreneurship Studies subject based on these survey outcomes. The curriculum also adjusted several times and system was further improved through producing printed as well as audio and video materials while teachers and teacher instructors were trained continuously. Although a number of development-oriented programs are growingly introduced by Ministry of Education, it revealed that the results of these programs are not yet shown as effective according to the results of the studies carried out by many scholars. Meanwhile, it is evident that many countries have obtained considerable impact on society through the entrepreneurship education in during the recent past.

### II. RESEARCH PROBLEM AND BACKGROUND

The entrepreneurship is an avenue for prospective people who want to win their lives. The importance of entrepreneurship education has become an integral part of life of people whether they intend to start their own business or look for other ways for living such as employment.

Hence, entrepreneurship education plays a significant role in accelerating the economic growth of countries as the engine of the growth while development of entrepreneurial future generation. While traditional view on entrepreneurship associated with inborn talents or unknown reasoning, legendary management guru Peter Drucker (1985) stated Entrepreneurship is not a magic, it's not mysterious and has nothing to do with genes, it's a discipline, and like any discipline. Hence, it can be studied. Primary and secondary educational institutions such as schools have been more interested in entrepreneurship education in recent years. It is becoming clear that entrepreneurship, or some aspects of it, can be taught. Educators and business professionals have drifted away beyond the myth that entrepreneurs are born. Entrepreneurial education has been evolved through several stages over the past two decades in the world while there are initiatives taken place in Sri Lanka. Entrepreneurship is now a well-known discipline, especially among students, who are willing to start their career as entrepreneurs by launching the business of their choice. Research studies has suggested that studying business or management through different techniques and courses have a good impact on the intentions of students to become entrepreneurs.

### **III. PROBLEM STATEMENT**

Although the interest and commitment on entrepreneurship education is continuously rising, there are doubts among the majority about the process of entrepreneurship education due to several reason. This is relatively young study discipline compared to well-established science and technology, management, and other social sciences related study disciplines. Accordingly, the explorations on entrepreneurship education paying attention to the reaching to expect results is timely required. Hence, this study pay attention on 'what factors determine the success of entrepreneurship education and how those are related with entrepreneurial intention among school students?'. This study is limited to a sample of the ordinary level school students in Kelaniya education zone in Sri Lanka adhering to the resources and time limitations.

### **IV. OBJECTIVES OF THE STUDY**

The main objective of the research is to study whether there is a relationship between the entrepreneurial education and entrepreneurial intention among ordinary level school students in Kelaniya education zone in Sri Lanka.

The main objective is derived through achieving following specific objectives:

1. To study the relationship between critical reasoning of entrepreneurial education (Know-why) and entrepreneurial intention of ordinary level school students in Kelaniya education zone, Sri Lanka.
2. To study the relationship between the knowledge dimension of entrepreneurial education (Know-what) and entrepreneurial intention of ordinary level school students in Kelaniya education zone, Sri Lanka.
3. To study the relationship between the interpersonal dimension of entrepreneurial education (Know-who) and entrepreneurial intention of ordinary level school students in Kelaniya education zone, Sri Lanka.
4. To study the relationship between the practicability dimension of entrepreneurial education (Know-how) and entrepreneurial intention of ordinary level school students in Kelaniya education zone, Sri Lanka.

### **V. SIGNIFICANCE OF THE STUDY**

This research is important for finding the relationship between four dimensions of entrepreneurial education and entrepreneurial intention of the students in the selected education zone. General belief on the positive relationship between entrepreneurship education and entrepreneurial intention is tested statistically in the selected sample of the students aiming at finding out what are the strategies needed to make entrepreneurship education for making effective outcomes. Furthermore, this study provides important information and insights to the policy makers in developing and implementing entrepreneurship education in the school system in Sri Lanka. Consequently, the research findings will support to motivate young learners and teachers in the school system through formulation of effective strategic actions for supporting to create stimulating learning and teaching environment. Finally, young learners will become responsible and competent future entrepreneurs because of improved teaching and learning processes developed through the application of research findings. On this basis, entrepreneurial education can be considered as the process of transmitting knowledge and entrepreneurial skills to relevant students to help them to become effective and respectful entrepreneurs by taking advantages of continuously emerging business opportunities.

### **VI. LITERATURE REVIEW**

This section reviews literature related to entrepreneurship, entrepreneurship education and entrepreneurial intention for the purpose of conceptualization of the study. Shane and Venkataraman(2000) have expressed that entrepreneurship is a process of discovering the market opportunities to produce future goods and services. This

idea is linked with understanding the process of entrepreneurship. Paying the attention on the outcome of the entrepreneurship process, Dollinger (2003) has also stated that entrepreneurship is the creation of an innovative economic organization or a network of organizations with the aim of winning or growing under the conditions of risk and uncertainty. Furthermore, some researchers have defined entrepreneurship as the searching for opportunities beyond the currently controlled resources. Meanwhile, the European Commission has stated that entrepreneurship refers to an individual's ability to turn ideas into actions. This definition based the Schumpeter's (1934) introduction to entrepreneur - an entrepreneur is a person who is willing and able to convert a new idea or innovation into a successful innovation, new products or services and business models at the same time. Therefore, simply entrepreneurship is a process that people are using their skills to discover, evaluate and exploit the business opportunities associated with risk and uncertainty situations. These actions lead to the creation of innovative goods and services through new venturing. This study mainly focus on identifying the relationship between entrepreneurship education and entrepreneurial intention of young learners. Hence, the available literature is reviewed herewith to conceptualize this relationship between entrepreneurship education and entrepreneurial intention.

**Entrepreneurial Education:** Entrepreneurship has become an important domain of corporate education (Solomon and Fernald, 1991), and interest in entrepreneurial education has grown rapidly since the 1950s. Entrepreneurial education mainly focuses on improving the understanding of the activities, behaviors, skills and attributes of the entrepreneur in different contexts. However, there are different conceptions of entrepreneurial education. According to Hood and Young (2003), entrepreneurship education is explaining the ways of starting the new businesses and the strategies to operate a business efficiently and effectively via earning the high profit contributing to the socio-economic development.

Kourilsky (1995) has mentioned that entrepreneurship education covers the areas of identification of business opportunities, allocation of resources, risk management and creation of new companies. Pointing out the importance of training component, Gottlieb and Ross (1997) explained that the most appropriate mode for entrepreneurial education is entrepreneurial training because of the competencies of creativity and innovations associated with training. Reducing the complexity in the process, Bechard and Tolohous (1998) have proposed that entrepreneurial education is a program or a course that aims to impart business knowledge and the creation of new businesses and through training people. Moreover, Davidsson (2004) has mentioned that entrepreneurial education consists of teaching students how to identify the business opportunities and assessed, pursued those recognized opportunities and this total process is included in to the content of the course or curriculum in the entrepreneurial education. Based on the basic understanding associated with the process of entrepreneurship education this focused on the model presented by Tung (2011) which paid attention on four dimensions of entrepreneurship education. Those four dimensions are namely: 1) Know-Why, 2) Know-What, 3) Know-Who and 4) Know-How. These dimensions are described below while establishing the focus of this study.

**Know-Why:** This dimension of entrepreneurial education is associated with critical reasoning and understanding the discipline of entrepreneurship and entrepreneurship education. 'Know-why' is connected to a series of questions, viz. 1) Why does entrepreneurship exist? 2) Why do entrepreneurs start their businesses? 3) Why should we study entrepreneurship? 4) What are the benefits of entrepreneurship (money, social status, interests, and challenges)? 5) How can knowledge and entrepreneurial skills be useful in career or work performance?. This component is spiritual and reflecting how students identify themselves. In this sense, the development of correct attitudes and the motivation for the beginning is very important for entrepreneurship education. According to Johannisson (1991), this entrepreneurial education need pay attention on motivating learners to engage in business venturing and letting them to believe in his or her ability to create new business. Therefore, with the skills of knowing why they are generally, innate influenced to learn and it helps to create the conducive environment for studying and training entrepreneurship.

Including a skill development components to cover know-why is essential to foster an entrepreneurial attitude among learners indicating positive perspective on their future opportunities and success. Furthermore, it is important to remember that entrepreneurship is not just about starting a business. It is associated with solving problems in life and society with more innovative methods and address the risks and uncertainties inherent in their work in the real world. Further, this identification can be related to personal characteristics and personality development of young learners (Fayolle and Gailly, 2008).

**Know-What:** This refers to the concepts and knowledge component of entrepreneurship education. This dimension is considered as the basic or fundamental part of the entrepreneurship education programs. The main

goal of any entrepreneurship education program should be linked to educate learners to acquire sufficient knowledge to start and operate a venture successfully. Furthermore, students should understand entrepreneurship as an alternative career option (Kent, 1990). Further, it is important for teaching students to acquire the knowledge as well as indicating sources for acquiring knowledge. Entrepreneurial knowledge includes abroad content covering the functional areas of a business – managing operations, managing finance, marketing and sales, managing human resources, generating new ideas and discovering opportunities, planning for the business, managing risks, handling legal issues.

**Know-Who:** The element of ‘Knowing-who’ talks about the social interaction. Lundvall (1998), has mentioned that the fact of ‘know-who’ implies with the social capacity to cooperate and communicate with different types of people and experts. In reality, entrepreneurs must interact with different parties to obtain information, resources and other support to create and manage their new business activities. Knowing important people and accessing to useful information, transferring skills and obtaining support from different people is essential for the success of entrepreneurship. Maintaining good social relationships is considered as the social capital for a business that can be substituted for many resource requirements. A supportive environment that facilitates to develop social interactions and the exchange of knowledge and information will facilitate entrepreneurial initiatives. The researchers stressed that dimension of ‘knowing who’ helps to create effective interactions with important people for start-ups for long-term commercial success (Johannisson, 1991). Therefore, an effective entrepreneurship education program includes opportunities for students to interact and establish connections with relevant parties namely, entrepreneurs, inventors, teachers, trainers, researchers, enterprising professionals, government institutions, financial institutions and venture capitalists. Interaction with these references can offer emotional and practical support to learners in entrepreneurship education process (Histrich et al., 2010).

**Know-How:** The dimension of entrepreneurial education ‘Know-how’ is describing practicability of the entrepreneurial actions, It refers to two questions – ‘How to take entrepreneurial actions?’ and ‘How to deal with a different situations?’. This means that the dimension of know-how emphasizes the skills, abilities and techniques essential for entrepreneurial success. It requires developing competencies in recognizing opportunities, introducing different forms of innovation, allocation of resources appropriately, identifying and mitigating risks associated with decision-making, balancing entrepreneurial actions and personal profiles, working as a group, managing linkages and other similar matters related to entrepreneurial process. This dimension of entrepreneurship education covers a broad range of skills namely, creativity, planning, decision-making, marketing, management, leadership, communication, team building, organization, risk-taking, logical and analytical reasoning, goal setting, executing a business plan. In addition to the requisite competencies for entrepreneurial actions, learners also need to learn for accepting failures and being self-motivated. Confidence developed through this learning is highly associated with entrepreneurial success. Hence, entrepreneurship education needs to pay attention on how to deal with challenges, difficulties and building up confidence of the learners (Rabbior, 1990).

**Entrepreneurial Intention:** The depended variable of this study is entrepreneurial intention of the ordinary level school students in Kelaniya education Zone in Sri Lanka. Katz and Gartner (1988) have defined entrepreneurial intention in terms of searching for information about person’s future actions in the field of entrepreneurship. Intention plays a key role in explaining human behavior in general (Tubbs and Ekeberg, 1991). Many social behaviors such as the creation of a new business are voluntarily controlled. Researchers have discovered that these behaviors are better predicted by intentions (Ajzen, 1991, 2005, Bagozzi et al., 1989). Characteristics of entrepreneurship, entrepreneurial spirit and various understandings of business intention have been studied by many authors. Bird (1988) has mentioned that intention is a state of mind, which emphasizes personal attention and experience to achieve the creation of a new society. Focusing on cognitive representation, Tubbs and Ekeberg (1991) have stated that entrepreneurial intention is a representation of planned actions to conduct business. Meanwhile, Reynolds and Miller (1992) have understood that the entrepreneurial intention as the personal commitment of the potential entrepreneur. Krueger (1993) and Krueger et al. (1995) also argued that the commercial intention is the commitment to conduct business behavior. Based on the definitions above, entrepreneurial intention is understood as a concept of cognitive representation and understanding of the phenomenon of entrepreneurship. In this study, the entrepreneurial intention is explained as a cognitive representation of actions to take advantage of a business opportunity through the application of entrepreneurial learning.

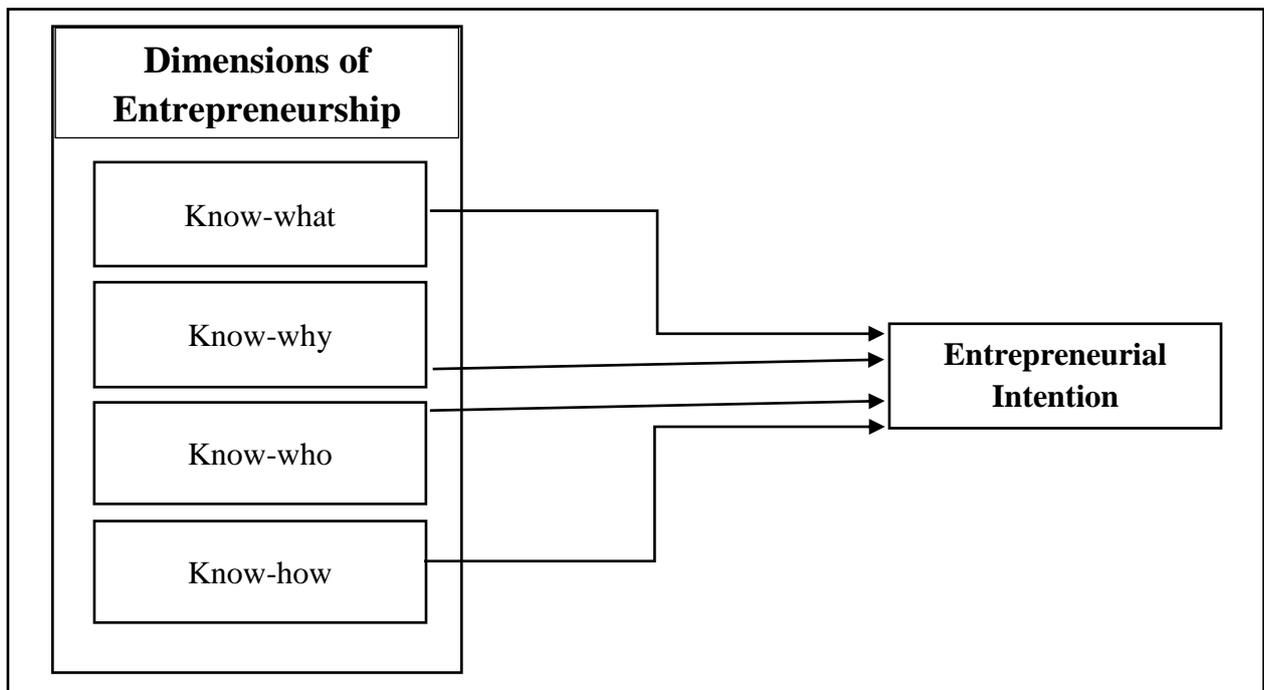
In recent years, intention models (Ajzen, 1991) capture the link between individuals and their behavior to explain the phenomenon of entrepreneurship. Psychologists have stated that intentions are effective in predicting

subsequent behavior (Ajzen, 1991). Intentions towards behavior reflect a person's motivation and enthusiasm for performing a particular behavior. As Ajzen (1991) pointed out, the stronger the intentions, the greater the likelihood of the desired behavior occurring. In the entrepreneurial process, the business intention will transform business concepts or ideas into a course of entrepreneurial actions. The corporate behavior is considered as the product of entrepreneurial intention (Krueger and Brazeal, 1994).

**Relationship between Entrepreneurial Education and Entrepreneurial Intention :** Entrepreneurial education has been described as an academic field that helps to understand how opportunities are discovered, created and exploited to create future goods and services, by whom and with what consequences (Pulka, Rikwentishe and Ibrahim, 2014). Corporate training is the process of imparting knowledge and teaching skills to potential entrepreneurs on how to manage companies. Implementing entrepreneurship education as part of the school program would have an impact on developing the ability of students to become self-sufficient. The main objective of the entrepreneurship education course is to raise awareness on entrepreneurship and provide the essential knowledge and skills necessary for entrepreneurship. However, several courses and programs aim to educate students in the area of entrepreneurship and as such, prepare students to establish their activities. There are several studies conducted to identify the factors influencing on entrepreneurial intention of the individuals. However, the author found a few studies have focused on entrepreneurship education and entrepreneurial intention. Positive relationships between two variables has been found in Galloway and Brown, (2002), Gorman et al. (1997) and Henderson and Robertson (2000). However, it is necessary to investigate further that how entrepreneurial education helps to improve an individual's entrepreneurial intention to make the idea more generalized.

## VII. METHODOLOGY

This study focuses on investigating whether there is a significant relationship between entrepreneurship education and entrepreneurial intention of ordinary level school students in the Kelaniya education zone. Figure 1 presents the conceptual framework of this study, which was derived from the literature review discussed above.



**Figure 1: The Conceptual Framework of the Research**

Source: Adopted from Tung (2011)

This framework elaborates the four dimensions of entrepreneurship education in terms of Know-what, Know-why, Know-who and Know-how as the independent variables while the dependent variable of this study is selected as entrepreneurial intention of the students. Based on the conceptual model in Figure 1, four hypothesis has been developed to test with empirical data collected in this study.

- H<sub>1</sub>: There is a significant relationship between critical reasoning of entrepreneurial education (Know-why) and entrepreneurial intention of ordinary level school students in Kelaniya education zone, Sri Lanka.
- H<sub>2</sub>: There is a significant relationship between the knowledge dimension of entrepreneurial education (Know-what) and entrepreneurial intention of ordinary level school students in Kelaniya education zone, Sri Lanka.
- H<sub>3</sub>: There is a significant relationship between the interpersonal dimension of entrepreneurial education (Know-who) and entrepreneurial intention of ordinary level school students in Kelaniya education zone, Sri Lanka.
- H<sub>4</sub>: There is a significant relationship between the dimension of entrepreneurial education (Know-how) and entrepreneurial intention of ordinary level school students in Kelaniya education zone, Sri Lanka.

The population of this study was nearly 115 students who are following the Entrepreneurship Studies as a subject in Kelaniya education zone, Sri Lanka. The target of the researchers was to cover all the population to collect the data. Due to different practical issues faced, the author succeeded in accessing 80 number of students from the targeted population as a sample to collect data. A structured questionnaire developed referring to the literatures and instrument developed based on the Likert scale. After checking with the face validity and pilot study conducted to refine the survey instrument, it was used to collect the primary data.

This is a survey type research and the author used statistical methods for analyzing data with the support of Statistical Package for Social Sciences (SPSS) software version 23.0. After checking the reliability and validity of the data and the instrument used, the correlation analysis is conducted to identify the relationship between independent variables and the dependent variable of this research.

**Data presentation and analysis:** The first part of the analysis focused on analysis the reliability and validity of the instrument and the data. The Cronbach's Alpha values were calculated as a reliability test to ensure the internal constancy of the data collected. According to this study finding, the Cronbach's Alpha values of all the variables remain between 0.862 and 0.741 as presented in Table 1. It represents that internal consistency of all the variables of this study is acceptable because the threshold level of Cronbach's Alpha value is generally considered at 0.700.

**Table 1: Cronbach's Alpha Values of Reliability Test**

| Variables                 | Cronbach's Alpha |
|---------------------------|------------------|
| Entrepreneurial Intention | 0.862            |
| Know-what                 | 0.852            |
| Know-why                  | 0.822            |
| Know-who                  | 0.741            |
| Know-how                  | 0.783            |

**Validity Test:** Validity of the instrument and constructs were tested using the confirmatory factor analysis. It revealed that the construct and instrument of this study is valid for testing relationships among variables. Furthermore, author tested the Kaiser Meyer Olkin and Bartlett's (KMO) test to measure the sampling adequacy of the study. In here, author discovered that all the KMO values were above 0.500, and all the variables of this research are at a significant level. Table 2 shows the results of the Kaiser-Meyer-Olkin Measure test.

**Table 2: KMO and Bartlett's Test**

|  |                    | Intention | Know-What | Know-Why | Know-Who | Know-How |
|--|--------------------|-----------|-----------|----------|----------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .804      | .835      | .827     | .693     | .746     |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 243.627   | 174.892   | 130.322  | 110.749  | 115.264  |
|  | Df                 | 15        | 10        | 10       | 15       | 10       |
|  | Sig.               | .000      | .000      | .000     | .000     | .000     |

**Result of the Study:** After testing internal consistency and validity of the data collected and study construct, relationship between independent and dependent variables were tested using Pearson multi correlation

coefficients. All calculated coefficient were statistically significant at the 99% level of confidence. Accordingly, hypothesis of the study was tested as summarized in the Table 3.

**Table 3: Pearson Multi Correlation between Independent and Dependent Variables**

| <b>Independent Variable and Dependent Variable</b> | <b>Pearson Correlation Value</b> | <b>Significantly Positive / Negative</b> | <b>Strong/ Moderate/ Weak Relationship</b> |
|--|----------------------------------|--|--|
| Know - What and Entrepreneurial Intention          | 0.238                            | Significant positive correlation         | Weak Relationship                          |
| Know - Why and Entrepreneurial Intention           | 0.332                            | Significant positive correlation         | Weak Relationship                          |
| Know - Who and Entrepreneurial Intention           | 0.503                            | Significant positive correlation         | Moderate Relationship                      |
| Know - How and Entrepreneurial Intention           | 0.401                            | Significant positive correlation         | Moderate Relationship                      |

Therefore, all the tested four alternative hypotheses were supported with the positive and significant Pearson correlation values between the independent and dependent variable. This result denotes that four dimensions of entrepreneurial education considered in this study maintain positive and significant relationships with entrepreneurial intention among school students who study entrepreneurship as a subject in Kelaniya education zone, Sri Lanka.

Based on the Pearson correlation values, the author has found that there is weak positive relationship between the dimension of dimension of entrepreneurial education, Know-what and the entrepreneurial intention among the school students in Kelaniya education zone. Hence, this indicates that the existence and delivering of theoretical and conceptual contents in entrepreneurship education currently in the school curriculum has not created considerable impact on entrepreneurial intention of the school students in the selected sample. The students expressed that they were lacking with the understanding the areas such as the concepts of entrepreneurship, roles and activities of the entrepreneurs, outcomes and advantages of entrepreneurship, reasons behind the entrepreneurial acts and the motives and values of entrepreneurs. Therefore, the students participated in this study did not have a clearer picture in entrepreneurship education in Sri Lanka.

Furthermore, author of this research discover that there is a weak positive relationship relating to the relationship between the dimension of entrepreneurial education, Know-why and entrepreneurial intention of the students in the selected sample. This proves that rationality of the learning in this field has not been properly established in the mods of students through present teaching and learning process in the entrepreneurship education. The study findings indicate the requirement of creating awareness in terms of improving their understanding on the activities that they need to perform to become a successful Entrepreneur together with the awareness on benefits that they can obtain through it. However, it is required to mention that students have tendency to learn through observing others rather than the direct experience according to the findings of the study.

According to the findings, two other dimensions of entrepreneurship education, know-who and know-how, there are positive considerable relationships with entrepreneurial intention. The people who engage in this process as teachers and trainers have created significant contribution in establishing the idea that people involves in the process is a significant determinant to creates entrepreneurial intention among young learners in this selected sample. Further, the methodologies they applied (Know-how) has also maintained a considerable positive relationship with entrepreneurial intention. Hence, the process used in identifying entrepreneurial opportunities, recognizing business ideas, evaluation the ideas and execution of the ideas has created positive influence on creating entrepreneurship intention. Furthermore, students in this sample have shown reasonable knowledge on starting businesses. They have positively responded to the inquiries included in the survey instruments in the areas of their presentation skills, leadership skills, management skills, logical thinking, analytical skills, decision-making skills, goal-setting skills, and abilities to prepare and present a business plan and other skills required to enable students to be more capable to perform entrepreneurial activities.

Moreover, with these skills and abilities, in future, the students will perceive a higher level of control over their own entrepreneurial activities (Bechard and Toulous, 1998). However, not all those dimensions tested in this study have not shown strong positive relationships with entrepreneurial intention of the school students in the

selected sample. Hence, it needs to attract the attention of the education policy makers to decide future education strategies in entrepreneurship education paying attention on all four dimensions discussed in this study. When further analyzing the collected data in a descriptive way, the author revealed what are the main reasons for choosing the Entrepreneurship Studies as a subject by school students. Referring to Figure 2, interest towards the field of entrepreneurship (46% of the respondents) and easiness to follow as a subject in ordinary level general examinations (22%) are the most popular two reasons that are encouraging students to select Entrepreneurship Studies in this sample in Kalaniya education zone. It is worthy to note that, explored interest towards the field of entrepreneurship education is a positive sign for establishing an entrepreneurial culture in the future within Sri Lanka through strengthening entrepreneurship education.

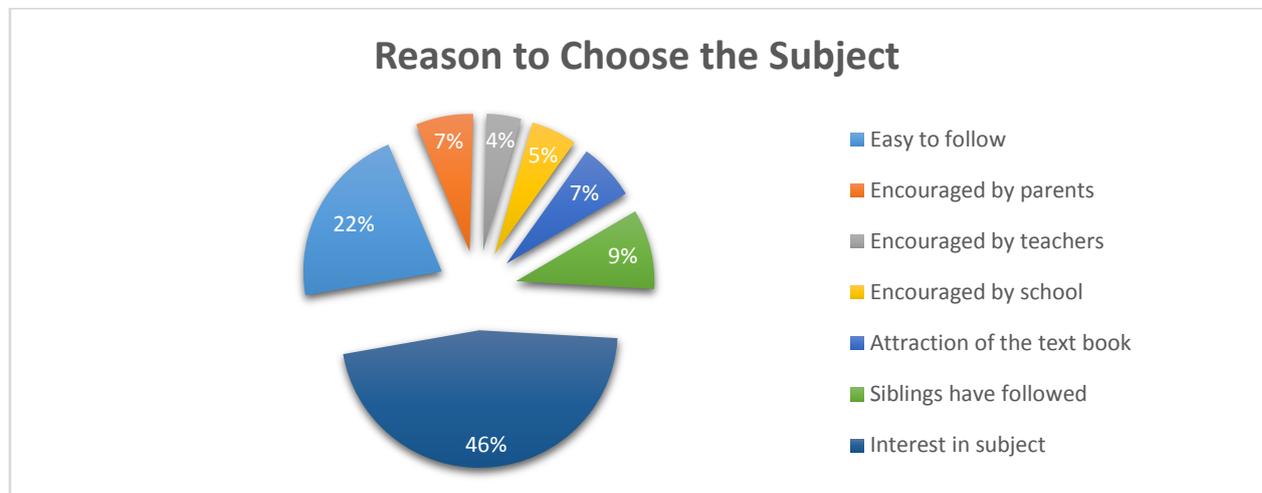


Figure 2: Reason to Choose the Subject

### VIII. RECOMMENDATIONS AND CONCLUSION

The responsible parties to promote entrepreneurial education need to pay their attention on popularizing this subject among the students in Sri Lanka. It is a timely requirement developing the entrepreneurial intention among young learners and the school education is the best place to set minds of the young learners. For that, those responsible and authorized officers and institutes should conduct the awareness programs focusing on school students to educate and communicate the importance of entrepreneurship education while emphasizing benefits to individuals and the country that can be gained through entrepreneurship. In addition, there is a need of using active and new learning and teaching methods to attract more students to this subject in the school system instead of traditional teaching and exam-oriented learning approaches. The teachers of the Kelaniya educational zone need to be trained enabling them to create the mindset of the students to start the business and to increase the level of entrepreneurial intention among ordinary level students in Sri Lanka. Further, the Ministry of Education should intervene in this regard and they should implement proper, practical and updated study courses for teachers on how to teach the subject using modern techniques and methodologies. Study findings supported the idea that interest in the subject and effectiveness of learning and teaching method is one of the decisive factors in selecting this subject.

In concluding, the subject of entrepreneurship studies is a new subject introduced for grade ten and eleven in the school curriculum in 2007. This has created an avenue for entrepreneurial skills of young learners while following the subject of Entrepreneurship Studies. Furthermore, it proves that the different components in entrepreneurship education have a positive association with the entrepreneurial intention of school students. Thus, the objective of introducing Entrepreneurship Studies has created a change in the traditional education system allowing students to expose to a dynamic teaching-learning approach. This study has found that the textbook of Entrepreneurship Studies for grade ten and eleven has included lessons on exploratory and investigative activities for the students. Through these lessons, the mindset of the students is touched and it is helpful for them to develop their thinking pattern towards being an entrepreneur in the future.

This study established the relationship between entrepreneurship education and entrepreneurial intention among ordinary level students in the Kelaniya educational zone. According to the results of this study, the author concludes that there is a positive relationship between entrepreneurial education and entrepreneurial intention.

among the students in Kelaniya education zone. The author deems that this study is useful for the policy makers in the field of entrepreneurial education. They need to consider findings of the study in developing relevant course curriculum and learning methods paying their attention on critical reasoning of entrepreneurial education (Know-why), knowledge dimension of entrepreneurial education (Know-what), interpersonal dimension of entrepreneurial education (Know-who) and practicability dimension of entrepreneurial education (Know-how) which effect on entrepreneurial intention of young learners.

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