

MCT'S COLLEGE OF EDUCATION AND RESEARCH

SECTOR 4, AIROLI. NAVI MUMBAI- 400708

A Study of Curiosity Dimension of Entrepreneur Skill Enhancement in Secondary School Students

ACTION RESEARCH

2017-2019

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DECLARATION

I hereby declare that the project bearing the title “A STUDY OF CURIOSITY DIMENSION OF ENTREPRENEUR SKILL ENHANCEMENT IN SECONDARY SCHOOL STUDENTS” is completed by me under the guidance of Asst. Prof. Bhavna Panchal lecturer of MCT’s college of education and research.

This is my original work.

Investigator:

Ms. Varsha Tiwari

Roll No. 24

CERTIFICATE

This is to certify that **Miss Varsha Omprakash Tiwari** has successfully completed the project report titled “**A STUDY OF CURIOSITY DIMENSION OF ENTREPRENEUR SKILL ENHANCEMENT IN SECONDARY SCHOOL STUDENTS**” during the academic year of **B.Ed 2017-2019** under the guidance of **Asst. Prof. Bhavna Panchal**. She has put the sincere efforts in collecting the data.

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ACKNOWLEDGEMENT

Any accomplishments require the efforts of many Students and this work is also done with the co-operation of many Secondary section Students.

I wish to express my hearty thanks to **Asst. Prof. Bhavna Panchal** my research guide for her valuable guidance, without which the project work will not have been completed.

I wish to express my hearty thanks to **Dr. Savita Sable**, Principal of MCT's College of Education and Research Airoli, Navi Mumbai for giving me an opportunity to undertake the project with all academic freedom.

Investigator:

Miss Varsha Omprakash Tiwari

Roll No. – 24

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Chapter 1

INTRODUCTION

- 1.1 *Introduction of the study*
- 1.2 *Importance of the study*
- 1.3 *Background of the study*
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1.1 INTRODUCTION

A study of Curiosity dimension of Entrepreneur Skill Enhancement in Secondary School student in vocational education and training is frequently associated with changes in educational design, teaching practices, continuous professional training for teachers, and the ways how schools are organized and connected to their surrounding world. Changes always cause a sense of uncertainty and disturbance among those concerned by the changes and the change agents. This is a natural reaction. Appropriation to any change, whether imposed or volunteered, creates issues – in other words change enablers and barriers – which need to be identified and dealt with timely and effectively.

Curiosity dimension of Entrepreneur Skill Enhancement in Secondary education students education programmes in secondary school change their career aspirations, ambitions for jobs and interest in taking up further education. In the study ‘The effects of education and training in entrepreneurship’ in Sweden, a higher percentage of students taking part in an entrepreneurship programmes started university level programmes compared to the control group. – Curiosity dimension of Entrepreneur Skill Enhancement in Secondary education students interviewed for the Evaluation of Enterprise Education strengthened their confidence and acted as a trigger to subsequently build up their capabilities and develop higher aspirations for life.

1.2 IMPORTANCE OF THE STUDY

The study of curiosity dimension of entrepreneur skill enhancement in secondary school student help to develop self – efficiency, risk – taking and locus of control.

The study help positive impact on young student to improved their ability to achieve objectives, cope with problems, deal with change, do business planning, start up a company, build business relationship and network innovate, spot opportunities and evaluate ideas.

The study help to develop competencies among the student such as the capacity to exploit an opportunity and to develop business ideas, persuasiveness or leadership, team work, persistence, self-organization, delegation of tasks, meeting deadline, and how to deal with problems and find solutions.

1.2 BACKGROUND OF THE STUDY

We all want to be happy; according to the Dalai Lama, it is “the very purpose of our life. “Yet despite the incredible advancement of modern-day technology and society, few of us are happy. Students happiness index is low as many research suggest, Perhaps this is because the majority of Students time is spent in unsatisfying work, repetitive daily routines, and a burden to perform better. But one don’t have to settle for unhappy lives. We’re all capable of achieving happiness and more meaning in life if we adopt the right attitudes and behaviors. Perhaps the most important attitude is curiosity. Curiosity — a state of active interest or genuinely wanting to know more about something — allows you to embrace unfamiliar circumstances, giving you a greater opportunity to experience discovery and joy. Indeed, studies show that life is better when you’re curious.

1.4 STATEMENT OF AIM

“A Study on the Curiosity dimension of Entrepreneur Skill Enhancement in Secondary School Students”

1.5 CONCEPTUAL DEFINATION

Entrepreneurship:

An entrepreneurship skill is a willingness to take risks that other people are not.

Curiosity:

Is a quality related to inquisitive thinking such as exploration, investigation and learning.

Secondary School Students:

Secondary school is defined as a school intermediate between elementary school and college and usually offering general, technical, vocational, or of college-preparatory courses.

OPERATIONAL DEFINITION**Curiosity:-**

For the purpose of present study, the term Curiosity is defined to denote the behavior or emotion of being curious, in regard to the desire to gain knowledge or information. Curiosity as a behavior and emotion is attributed over millennia as the driving force behind not only human development, but developments in science, language, and industry.

Entrepreneurship:-

Entrepreneur creates business plans and then is known to have the ability to combine land, labour and capital into a venture that will ultimately make an economic profit.

Secondary school students :-

Secondary School is the next step from Primary School. For the purpose of the study the term secondary school is operationally defined as student from 5thstd to 10thstd.

1.7 OBJECTIVES OF THE STUDY

- To study Curiosity dimension of Entrepreneur skill among secondary school student.
- To recognize emerging challenges for secondary school students to strengthen their capabilities through Curiosity dimension of Entrepreneur skill.
- To study the attitude of secondary school student towards Curiosity skill.
- To prepare a suggestive plan to strengthen student's attitude through Curiosity dimension of Entrepreneur skill.

1.8 DELIMITATION OF STUDY

- The study is delimited to the students of secondary school only and does not consider teachers of primary, pre-primary and secondary levels.
- The study is delimited only in English Medium Higher secondary schools and does not include Hindi, Marathi and the other medium schools.
- The study is delimited to the secondary schools in Navi Mumbai schools outside the limits of out of Navi Mumbai are not included.
- The study does not include aided or municipal schools.

Chapter 2**RESEARCH DESIGN*****2.1 Introduction of research design******2.2 Methodology of the study******2.3 Sampling procedure******2.4 Data Gathering Tool******2.5 Preparation the tool******2.6 Conclusion******2.1 INTRODUCTION OF RESEARCH DESIGN***

Research design is planning stages of research which is usually made logically visualizing its practicability. Selection of Research Designing includes four components:

- Research Methods
- Sample Design Technique
- Research Tools
- Construction To Kiplinger asserts that “Research Design has two basic purposes”:
- To provide answer to research questions.
- To control the variance.

Definition:

Research Design is the “Blue Print” of the study. The design of a study defines the study type and sub-type research question, hypotheses, independent and dependent variables and if applicable, data collection methods and statistical analysis plan.

2.2 METHODOLOGY OF THE STUDY

For collecting data there are many methodologies used. Methodology refers to technique adopted by the researcher in order to achieve the goal. These methodologies are historical method, experimental method, survey method, etc. To carry out any research data must be gathered with the help of which hypothesis can be drawn. For the research topic, A Study on the Curiosity dimension of Entrepreneur Skill enhancement in secondary school students, the methodology used is Survey Method.

Survey Method

Survey method is used to describe and explain the behavior of relatively large amount of people by a questionnaire.

It is defined as a procedure in which data is systematically collected from a sample of population through some form of direct solicitation such as face to face interview. Survey method is the only method where data is collected more easily, less costly as compared to other methods.

There are four stages in this method:

- Selecting the topic to be studied.
- Choosing the sample.
- Tools that are used for collecting.
- Analysis of collected data.

The method used for this topic is also survey method as it helps in collecting data from large group on their opinion about a topic in less time and at less cost.

2.3 SAMPLING PROCEDURE

Sampling is a procedure in which relatively small number of individuals or measures of individuals of object prevents are selected and analyzed in order to find out something about the entire population from which it was selected. Hence, the process of sampling makes it possible to draw valid inference on the basis of careful observation within relatively small portion of the population.

Sampling may be of following types namely:

- Simple random sampling
- Systematic sampling
- Stratified sampling
- Cluster sampling

Simple Random Sampling:

All the samples are provided with questionnaire, which is the basis of data analysis. Researcher has used opinion of sample where the secondary students of State Board are free to answer their opinion by putting a tick mark on any of the options available to them – Strongly agree, Agree, Strongly disagree, Disagree.

Selection of Sample:

Lindquist (EF) (1970) defines sample as, “Any number of population that has been selected to represent the population”. 60 samples of boys and girls were collected from secondary school students. The questionnaire is attached to the appendix.

Sr.no	Name of the school	Sample Size
1	Smt Sushiladevi Deshmukh Vidyalaya.	60

2.4 DATA-GATHERING TOOL

The tool used in the research study is questionnaire.

Questionnaire:

Questionnaire is a printed form, which has set of questions provided with space filling for responses. It is formed, prepared and distributed to secure responses. It is that form of enquiry, which contains systematically compiled and organized series of questions that are to be sent to sample. Keeping in mind the dimension of Resilience skill, the questionnaire was set. There were total 25 questions and out of that 3 questions were negative and remaining 22 were positive. The samples were asked to tick on either, Strongly agree, Agree, Strongly disagree, Disagree, as per each question.

2.5 PREPARATION OF THE TOOL

The questionnaire was prepared on the curiosity dimension of Entrepreneur Skill enhancement in secondary school students.

2.6 CONCLUSION

The collection of data was done by the students of smt sushiladevi deshmukh vidyalaya. The students answered the questions by ticking on the answer of their opinion. The result was analyzed through frequency method for each question and then the difference of opinion was presented with a pie diagram and interpretation was done for each question.

Chapter 3

ANALYSIS OF THE DATA

3.1 Introduction of the analysis

3.2 Data analysis and Interpretation for each item

3.3 Overall data table

3.1 INTRODUCTION OF THE ANALYSIS

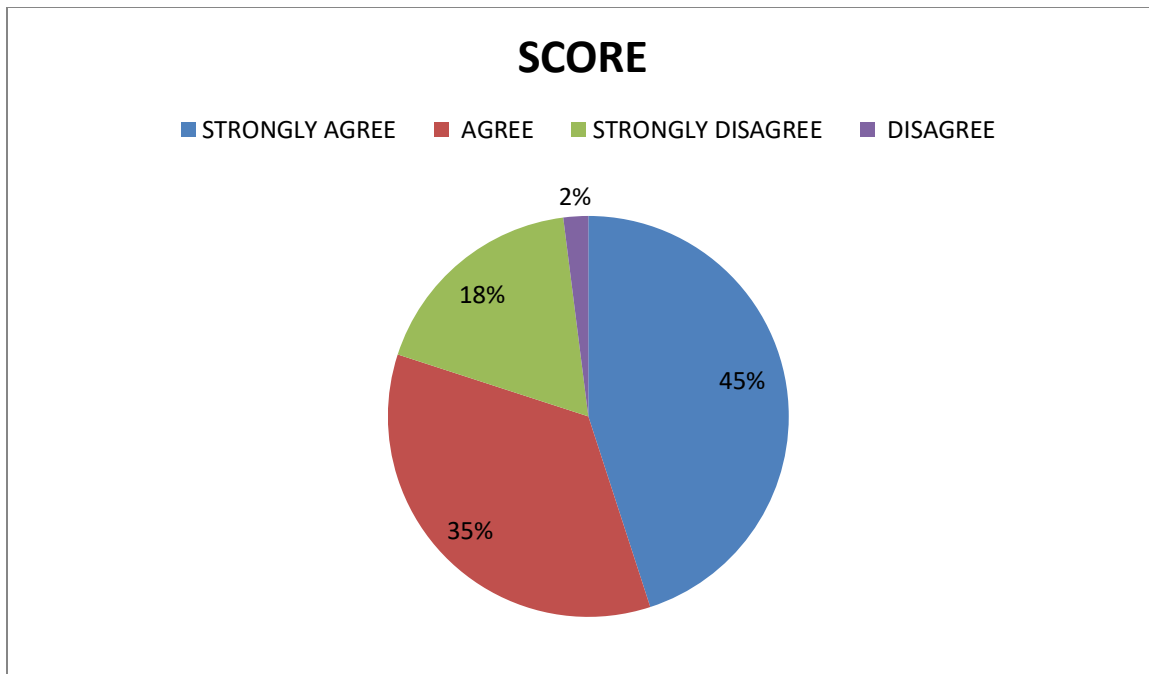
Data was obtained through the scales applied to the secondary school students in term of 2018-19 academic year. The obtained data was analyzed in three processes. Comprehensive explanations regarding these processes were given below:

- A. First process: Data collection tools were graded according to the four point scale prior to the statistical analysis.
- B. Second process: Analysis of the data collected was done by finding out the frequency per question for all students.
- C. Third process: Percentage was calculated as per the frequency found for each question.

3.2 DATA ANALYSIS AND INTERPRETATION FOR EACH ITEM

1. I am a person who is ready to take responsibility

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	27	21	11	1
PERCENTAGE	45	35	18	2



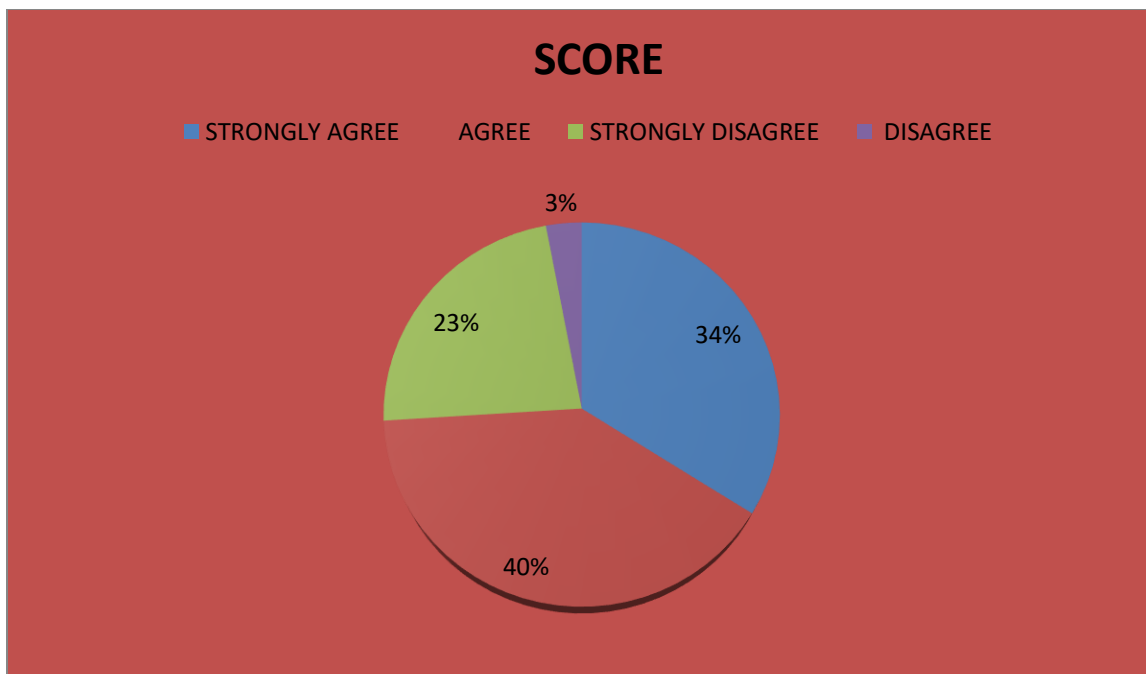
Analysis: From the above pie chart, we can see total 27 students (45%) selected Strongly agree, 21 students (35%) selected Agree, 11 students (18%) select Strongly disagree and 1 student (2%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the students are ready to take responsibility where 2% are not.

Conclusion: From the above, we can conclude that most of the students are always ready for responsibility.

2. I don't start something without a clear vision and plan of life.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	20	24	14	2
PERCENTAGE	34	40	23	3



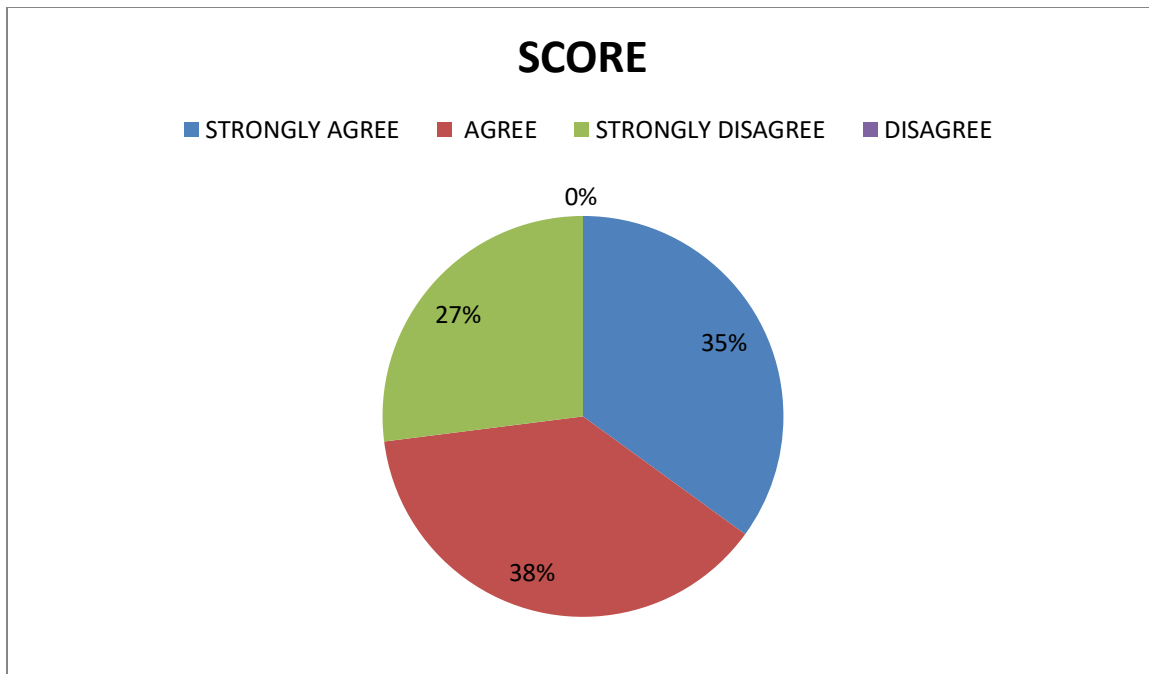
Analysis: From the above pie chart, we can see total 20 students (34%) selected Strongly agree, 24 students (40%) selected Agree, 14 students (23%) select Strongly disagree and 2 students (3%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of them do not stout start anything without clear vision & plan of life. and very few of them not.

Conclusion: From the above, we can conclude that most of the students want to clear vision & of life.

3. I believe that ‘failure’ is just a learning opportunity

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	21	23	16	0
PERCENTAGE	35	38	27	0



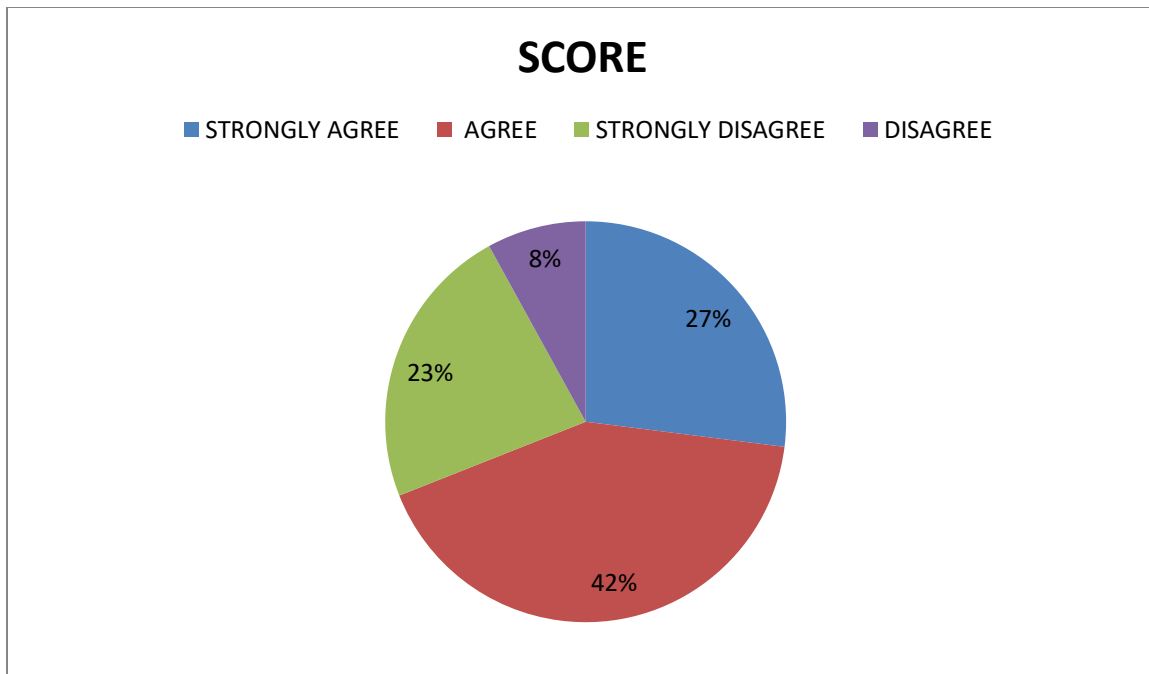
Analysis: : From the above pie chart, we can see total 21 students (35%) selected Strongly agree, 23 students (38%) selected Agree, 16 students (27%) select Strongly disagree and 0 student (0%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the student believe that failure is just learning opportunity.

Conclusion: From the above, we can conclude that most of the students know that failure is just a learning opportunity.

4. I am able to adopt new circumstances and work according to it.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	16	25	14	5
PERCENTAGE	27	42	23	8



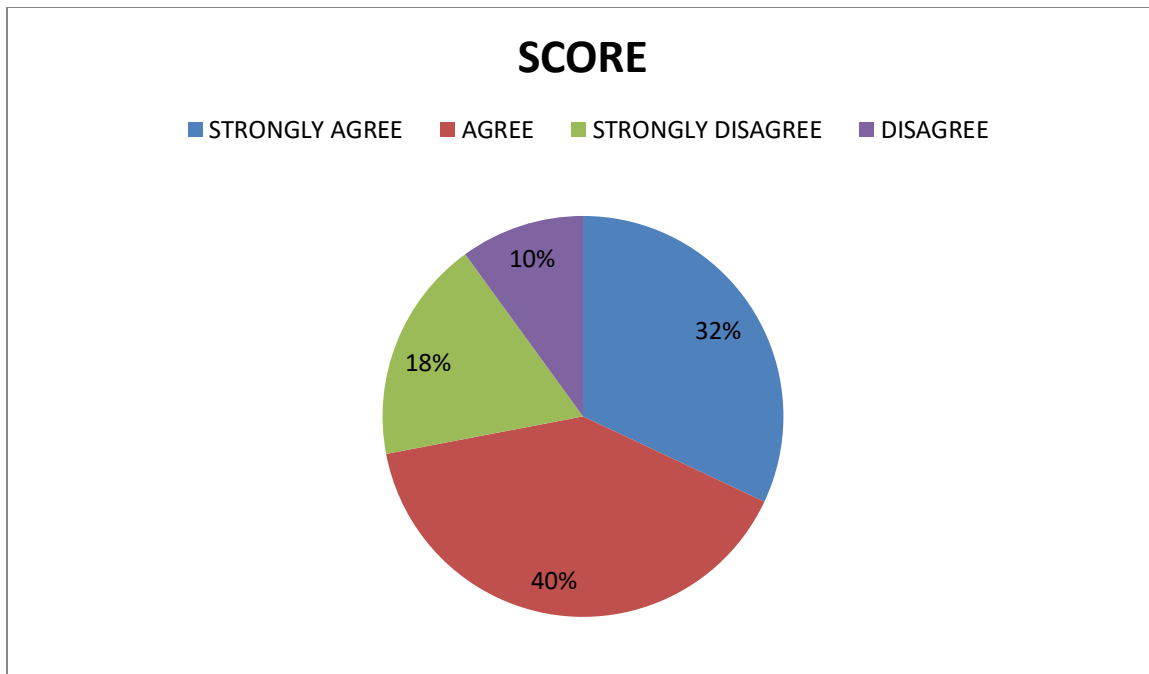
Analysis: : From the above pie chart, we can see total 16 students (27%) selected Strongly agree, 25students (42%) selected Agree, 14 students (23%) select Strongly disagree and 5 student (8%) select Disagree to this statement.

Interpretation: From the above we can analyze that majority of the students believe in adopt new circumstances and work according to it. whereas some of them not.

Conclusion: From the above, we can conclude that most of the students are able to adopt new circumstances and work according to it.

5. I am the kind of person to see the glass as half empty instead of half full.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	19	24	11	6
PERCENTAGE	32	40	18	10



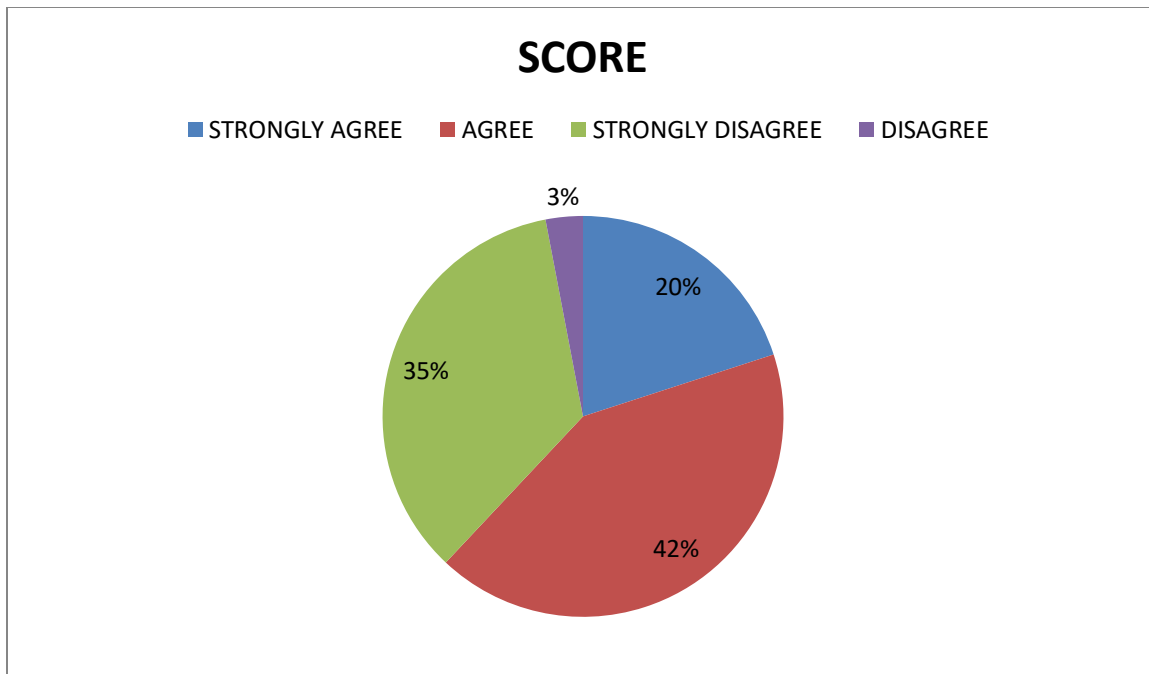
Analysis: : From the above pie chart, we can see total 19 students (32%) selected Strongly agree, 24 students (40%) selected Agree, 11 students (18%) select Strongly disagree and 6 student (10%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the students see the glass as half empty instead of half full but some of them are not.

Conclusion: From the above, we can conclude that most of the students see the things in their own perspectives.

6. I would like to take risk in business.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	12	25	21	2
PERCENTAGE	20	42	35	3



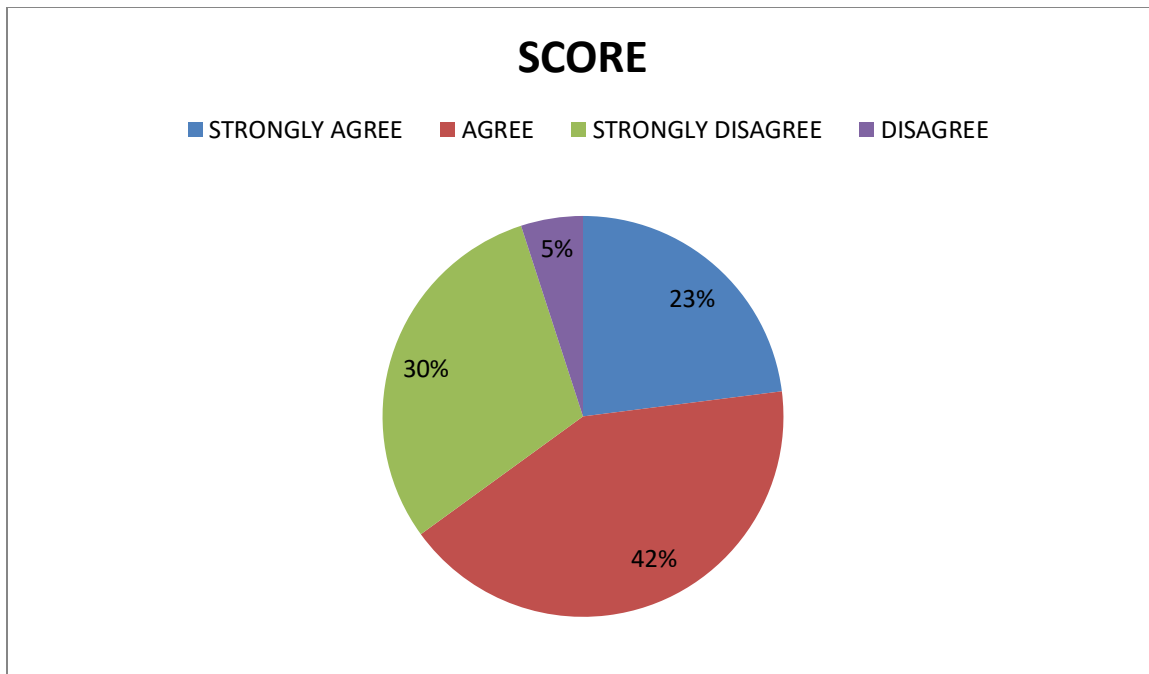
Analysis: : From the above pie chart, we can see total 12 students (20%) selected Strongly agree, 25 students (42%) selected Agree, 21 students (35%) select Strongly disagree and 2 student (3%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the students like to take risk in business but some of them not.

Conclusion: From the above, we can conclude that most of the students like to take risk in business problems and try to succeed.

7. I don't give up even in the face of difficulty.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	14	25	18	3
PERCENTAGE	23	42	30	5



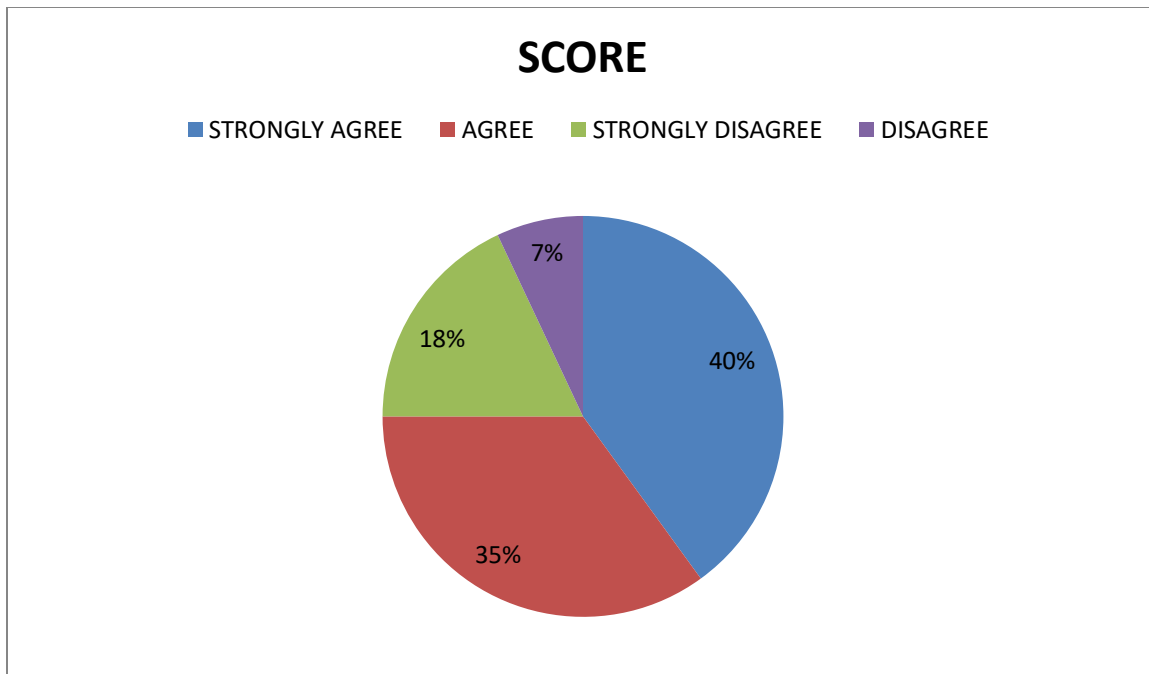
Analysis: From the above pie chart, we can see total 14 students (23%) selected Strongly agree, 25 students (42%) selected Agree, 18 students (30%) select Strongly disagree and 3 student (5%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the student do not give up in the face of difficulty some of them not.

Conclusion: From the above, we can conclude that most of the students believe in optimist and never give up.

8. I do not upset when I receive negative feedback

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	24	21	11	4
PERCENTAGE	40	35	18	7



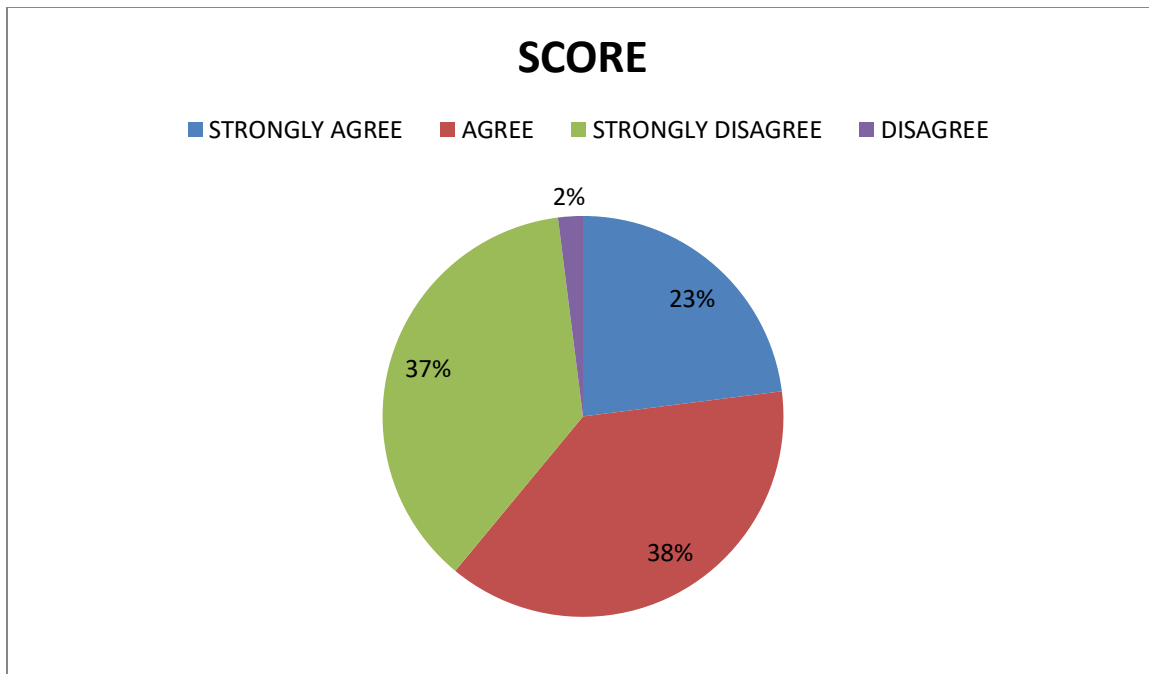
Analysis: : From the above pie chart, we can see total 24 students (40%) selected Strongly agree, 21 students (35%) selected Agree, 11 students (18%) select Strongly disagree and 4 student (7%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the students do not upset when they receive negative feedback where some of them upset get negative feedback.

Conclusion: From the above, we can conclude that most of the students stay in positive in every situation.

9. Mistakes and failures make me so depressed that I cannot learn from them.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	14	23	22	1
PERCENTAGE	23	38	37	2



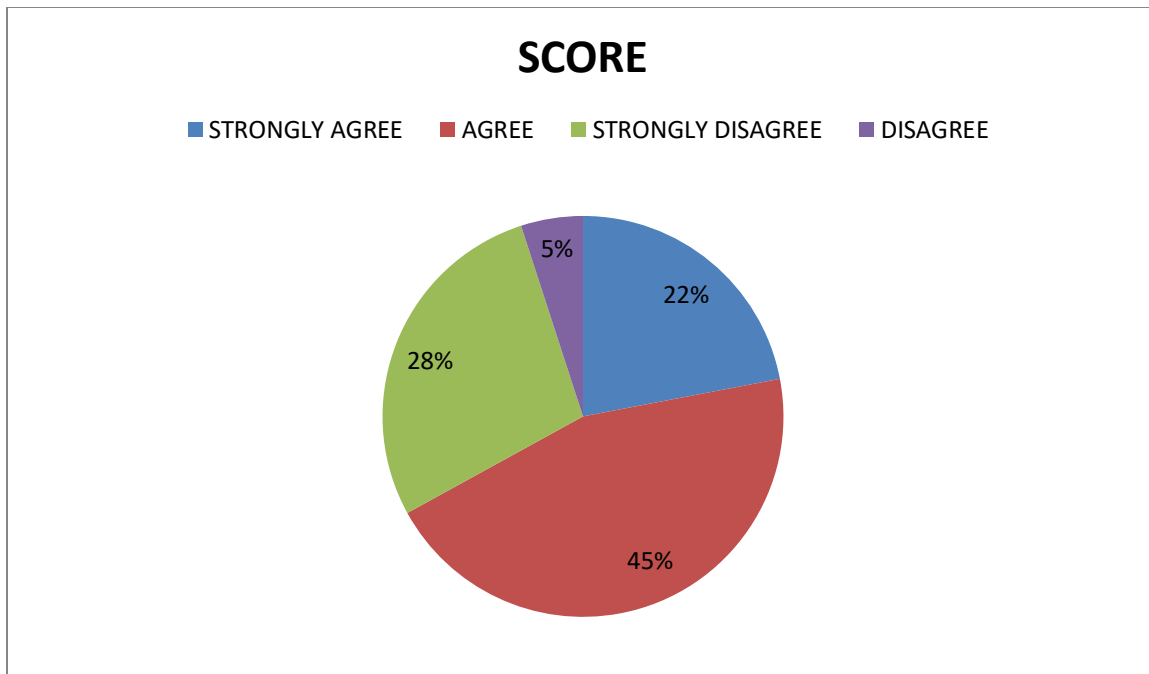
Analysis: From the above pie chart, we can see total 14 students (23%) selected Strongly agree, 23 students (38%) selected agree, 22 students (37%) select strongly disagree and 1 student (2%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority them believe that mistakes and failure make them depressed and they can not learn from them and some of them do not believe in.

Conclusion: From the above, we can conclude that most of the students do not learn from their mistakes.

10. I encourage the original ideas of people around me.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	13	27	17	3
PERCENTAGE	22	45	28	5



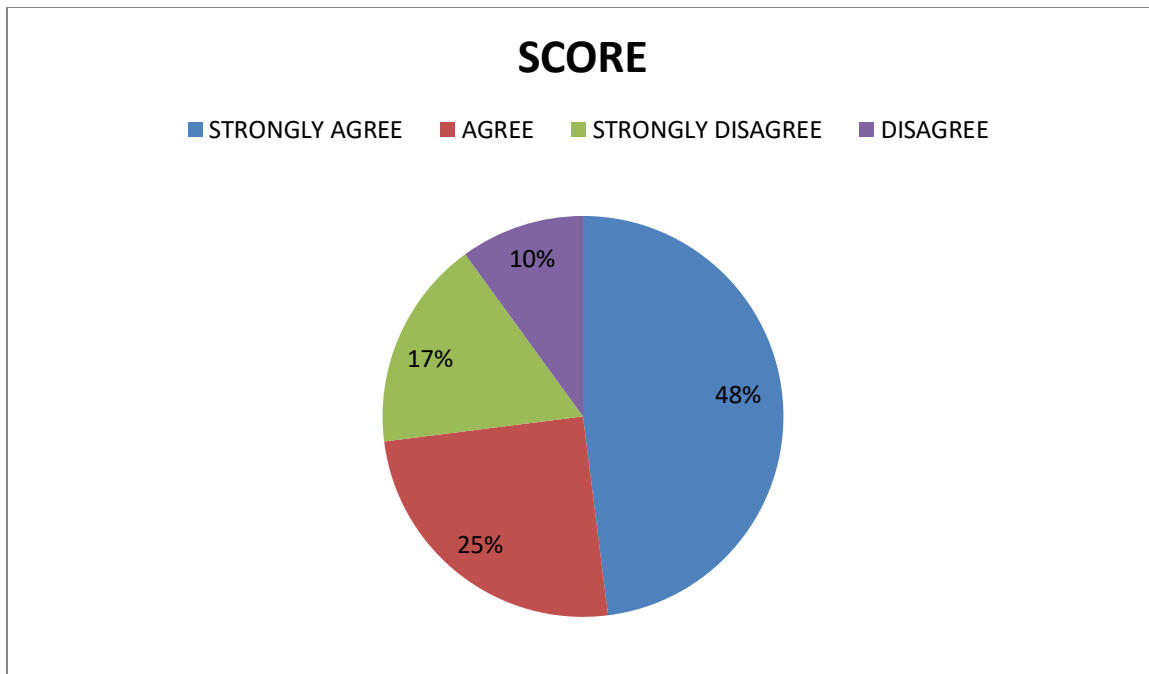
Analysis: : From the above pie chart, we can see total 13 students (22%) selected strongly agree, 27 students (45%) selected agree, 17 students (28%) select strongly disagree and 3 student (5%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the students encourage the ideas of people around them where some of them are not.

Conclusion: From the above, we can conclude that most of the students like to respect each others ideas and thoughts.

11. I like to discuss the alternate critical solution to problem.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	29	15	10	6
PERCENTAGE	48	25	17	10



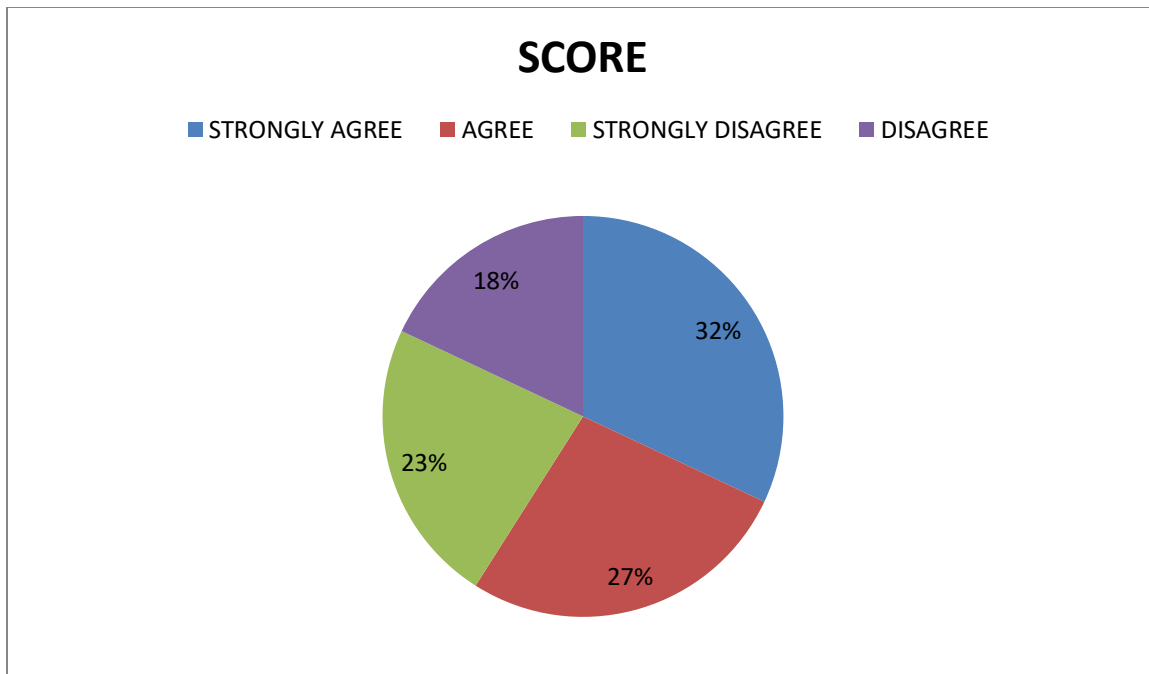
Analysis: : From the above pie chart, we can see total 29 students (48%) selected strongly agree, 15 students (25%) selected agree, 10 students (17%) select strongly disagree and 6 student (10%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of them like to discuss the alternate critical solution to problems and some of are not.

Conclusion: From the above, we can conclude that most of the students believe in problem solving.

12. While reading something new, I am more likely to remember the main ideas.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	11	19	16	14
PERCENTAGE	32	27	23	18



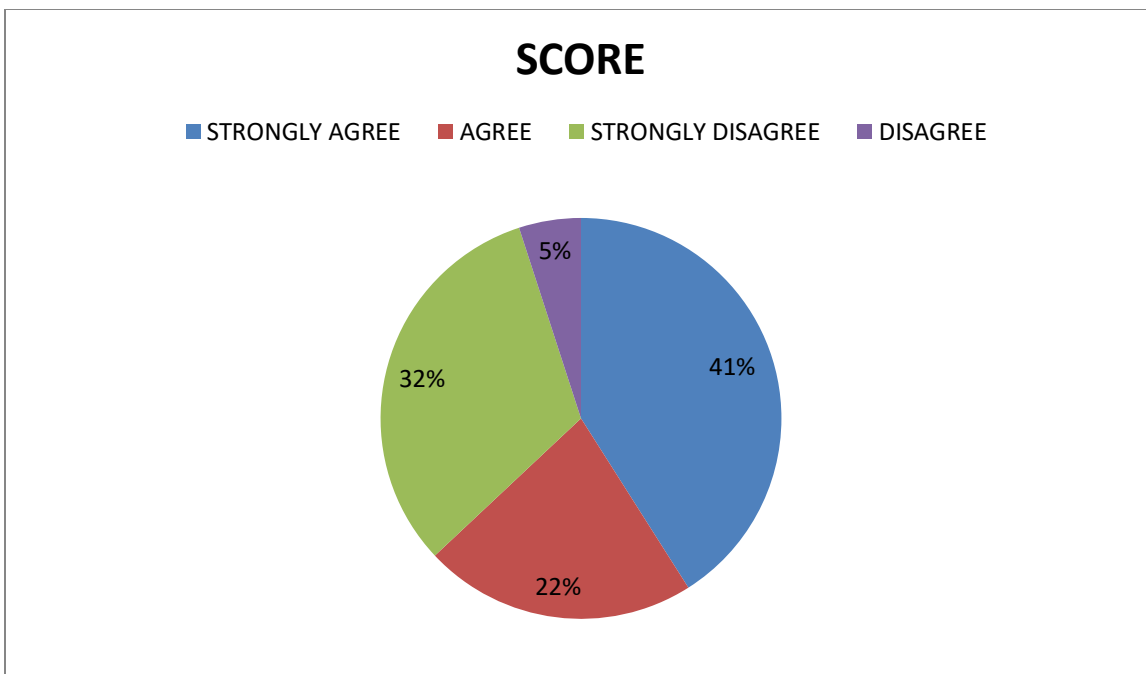
Analysis: : From the above pie chart, we can see total 11 students (18%) selected strongly agree, 19 students (32%) selected agree, 16 students (27%) select strongly disagree and 14 student (23%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that there is a mixed respond on reading something new , they more likely to remember the main ideas.

Conclusion: From the above, we can conclude that most of the students like to remember new ideas form while they read something new.

13. While making plans for the future actions, I prefer to use paper-pencil..

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	3	25	13	19
PERCENTAGE	41	22	32	5



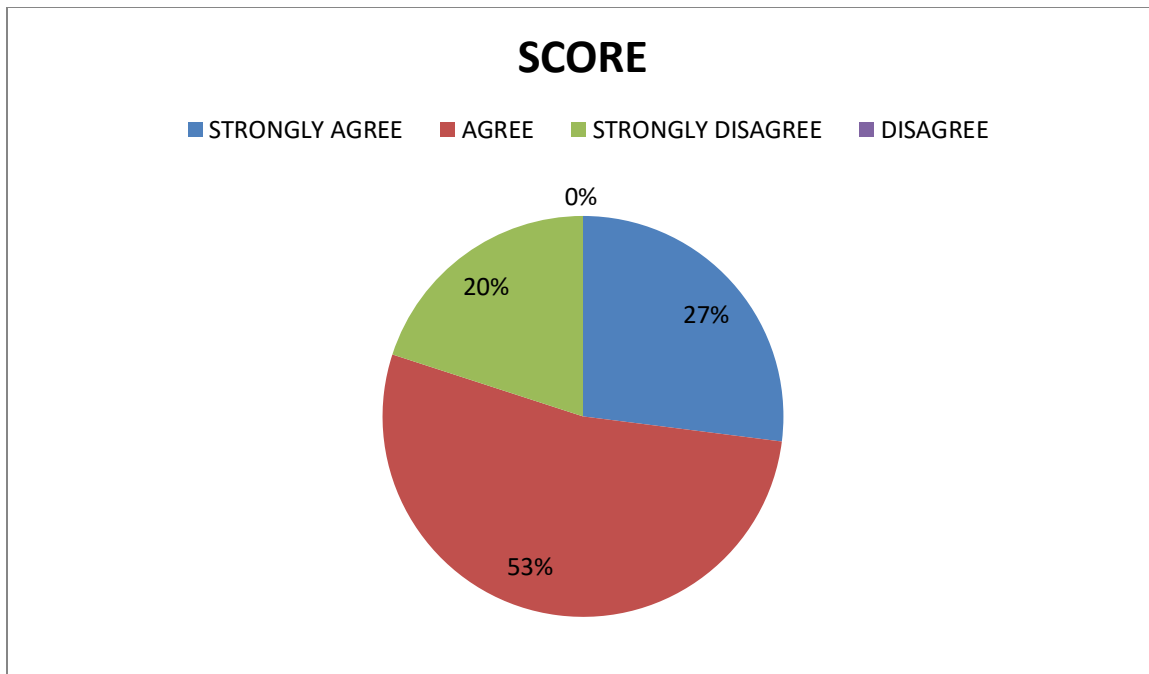
Analysis: : From the above pie chart, we can see total 3 students (5%) selected strongly agree, 25 students (41%) selected agree, 13 students (22%) select strongly disagree and 19 student (32%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of them use paper – pencil while making plan for future action and some of them are not.

Conclusion: From the above, we can conclude that most of the students use paper – pencil while making plan for future action .

14. I enjoy learning about subjects that are unfamiliar to me.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	16	32	12	0
PERCENTAGE	27	53	20	0



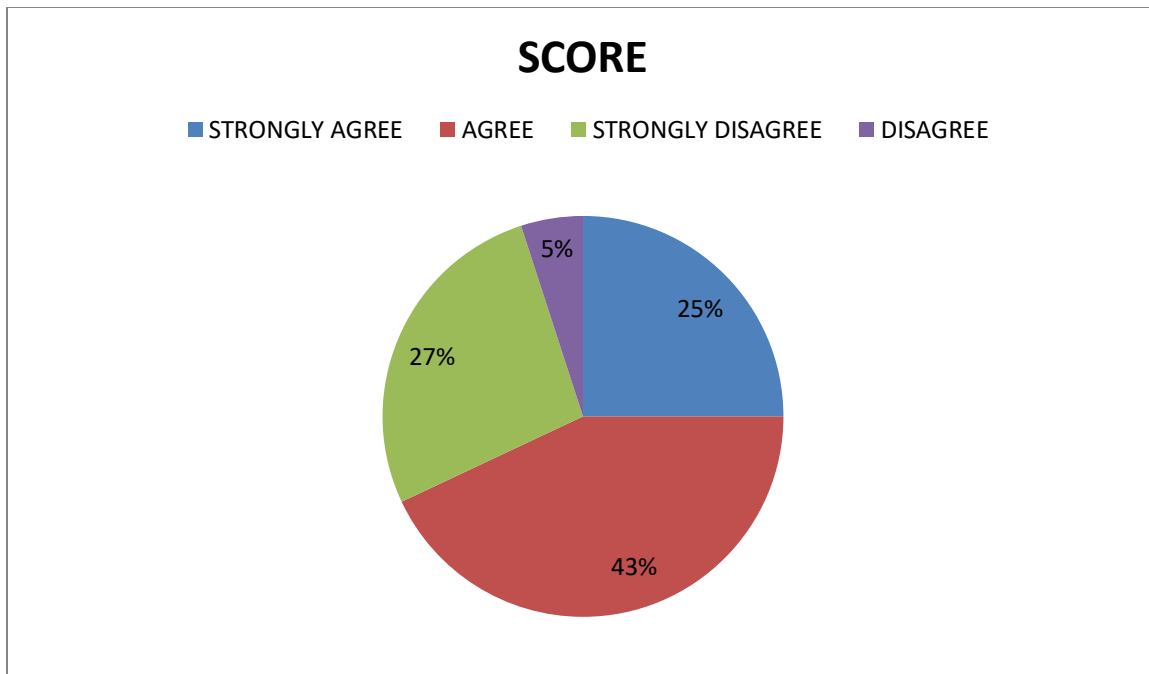
Analysis: : From the above pie chart, we can see total 16 students (27%) selected strongly agree, 32 students (53%) selected agree, 12 students (20%) select strongly disagree and 0 student (0%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that most of them enjoy learning about subject that are unfamiliar to them.

Conclusion: From the above, we can conclude that most of the students interested in learning new things that not related to their subject.

15. I like to learn about the habits of others.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	15	26	16	3
PERCENTAGE	25	43	27	5



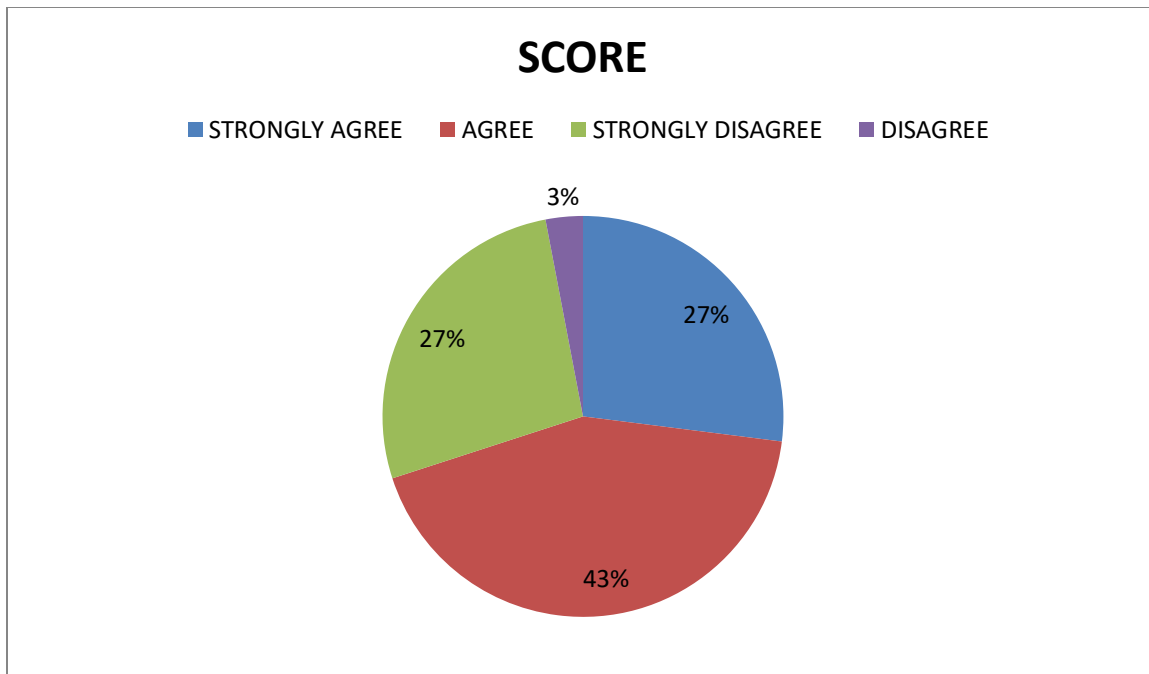
Analysis: : From the above pie chart, we can see total 15 students (25%) selected Strongly agree, 26 students (43%) selected Agree, 16 students (27%) select Strongly disagree and 3 student (5%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of them like to learn habits of others where some of them are not.

Conclusion: From the above, we can conclude that most of them like to learn habits of others.

16. I am curious to learn new aspects.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	16	26	16	2
PERCENTAGE	27	43	27	3



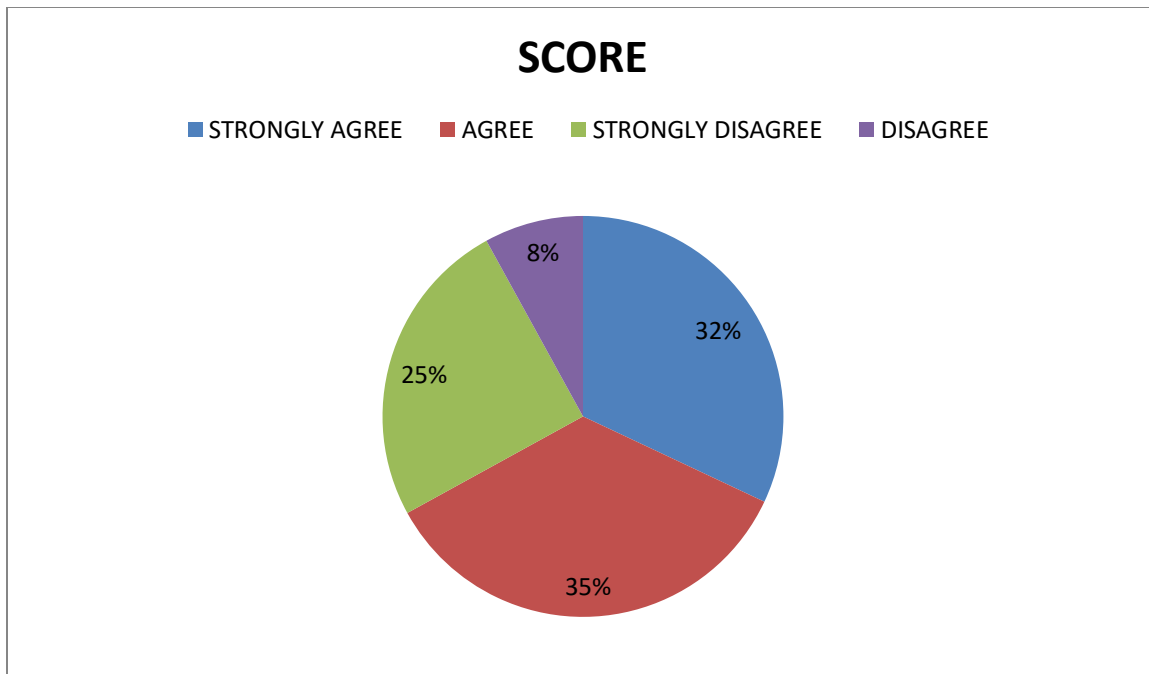
Analysis: : From the above pie chart, we can see total 16 students (27%) selected Strongly agree, 26 students (43%) selected agree, 16 students (27%) select strongly disagree and 2 student (3%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that most of them curious to learn new aspects where some of them are not.

Conclusion: From the above, we can conclude that most of the students like to learn new aspect.

17. When other people are having a conversation, I like to find out what it is about.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	19	21	15	5
PERCENTAGE	32	35	25	8



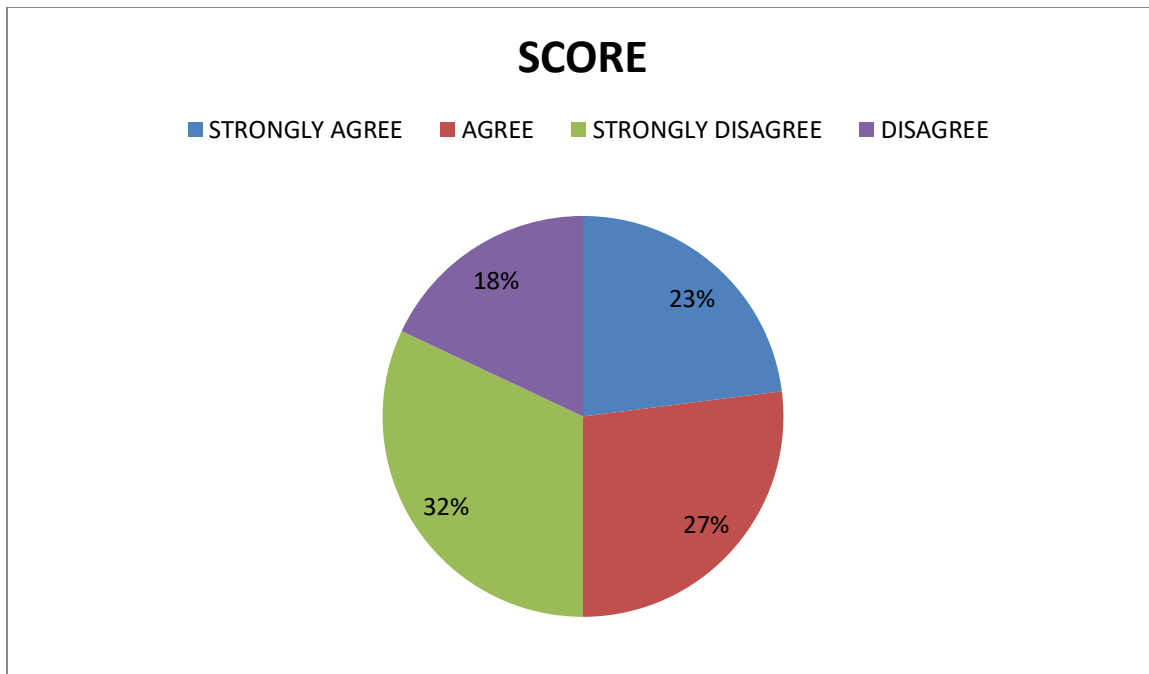
Analysis: : From the above pie chart, we can see total 19 students (32%) selected Strongly agree, 21 students (35%) selected Agree, 15 students (25%) select Strongly disagree and 5 student (8%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that most of the students like to find out the reason about the conversation.

Conclusion: From the above, we can conclude that most of the students like to find out the reason about the conversation.

18. I explore new things.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	14	16	19	11
PERCENTAGE	23	27	32	18



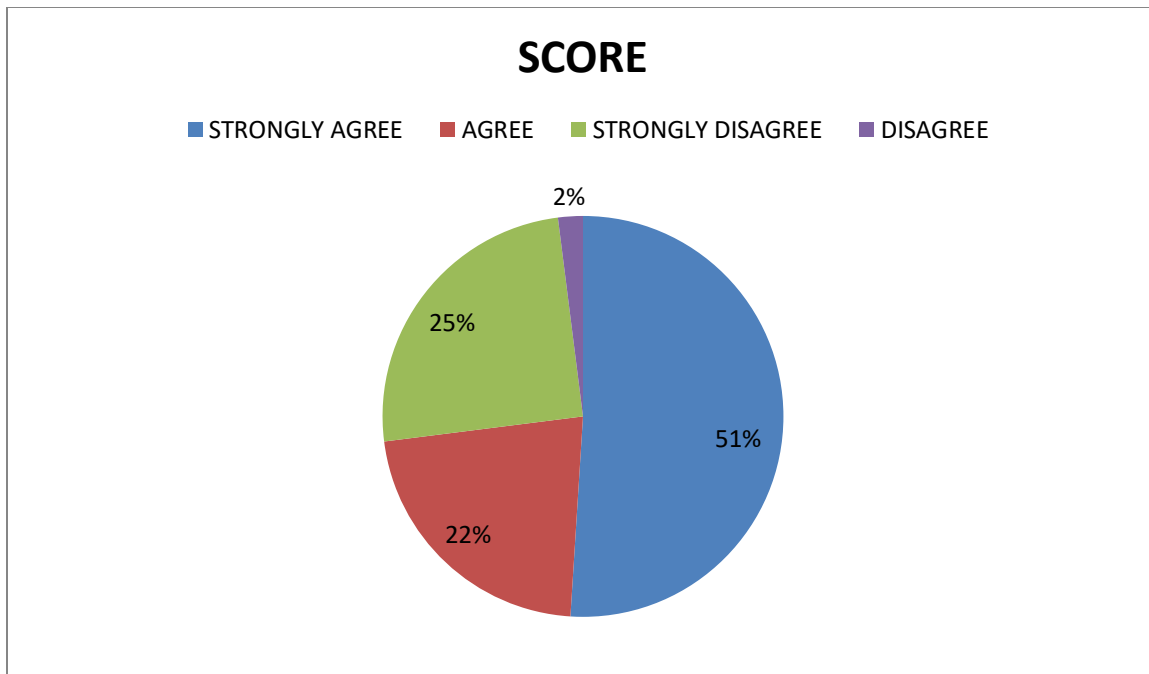
Analysis: : From the above pie chart, we can see total 14 students (23%) selected Strongly agree, 16 students (27%) selected Agree, 19 students (32%) select Strongly disagree and 11 student (18%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that equal response of the students on exploring new things.

Conclusion: From the above, we can conclude that the student like and dislike on exploring new things.

19. I am interested in other entrepreneur’s interest.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	31	13	15	1
PERCENTAGE	51	22	25	2



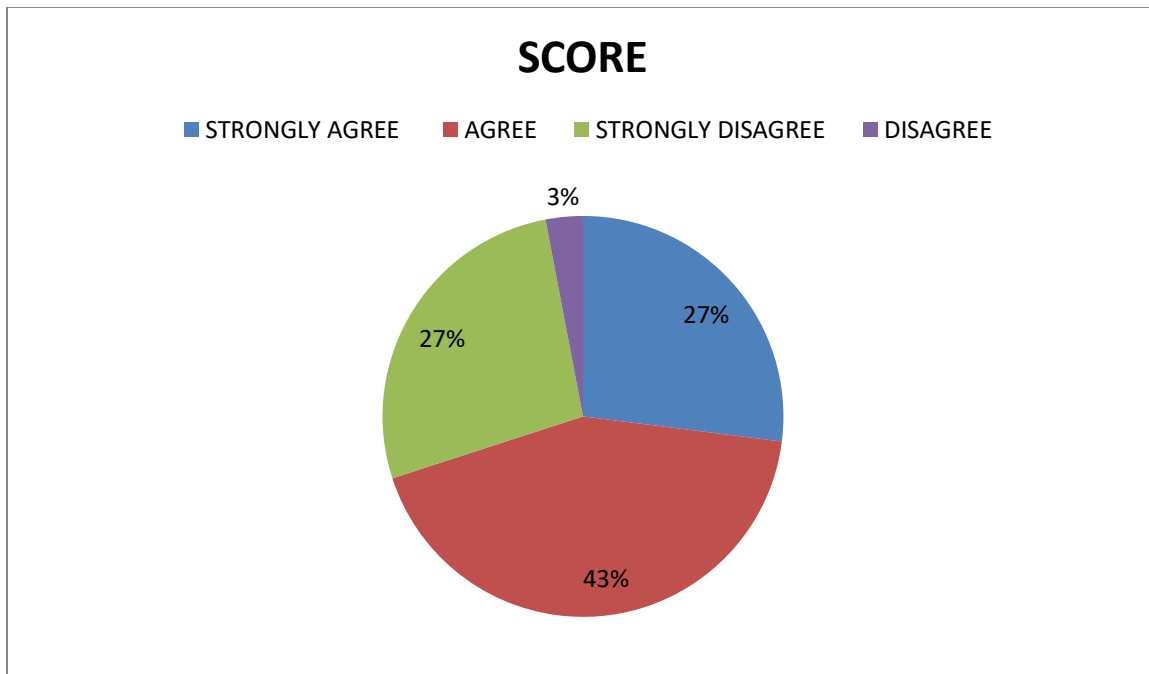
Analysis: From the above pie chart, we can see total 31 students (51%) selected Strongly agree, 13 students (22%) selected agree, 15 students (25%) select Strongly disagree and 1 student (2%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that most of the students are interested in other entrepreneur's interest.

Conclusion: From the above, we can conclude that most of the students interested in other entrepreneurs interest.

20. I must have information about marketing.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	16	26	16	2
PERCENTAGE	27	43	27	3



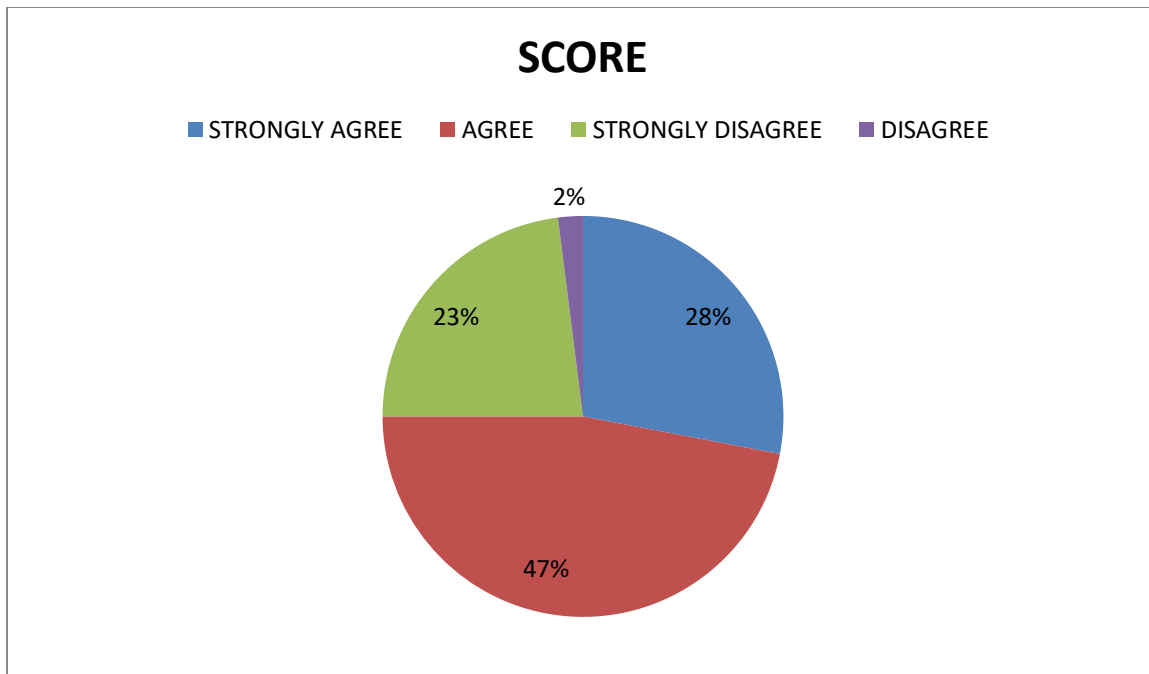
Analysis: From the above pie chart, we can see total 16 students (27%) selected Strongly agree, 26 students (43%) selected agree, 16 students (27%) select Strongly disagree and 2 student (3%) select disagree to this statement.

Interpretation: From the above pie chart, we can analyze that most of the students believe that they must have information about marketing.

Conclusion: From the above, we can conclude that most of the student believe that they must have information about marketing.

21. I spent most of my time thinking about company improvement.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	17	28	14	1
PERCENTAGE	28	47	23	2



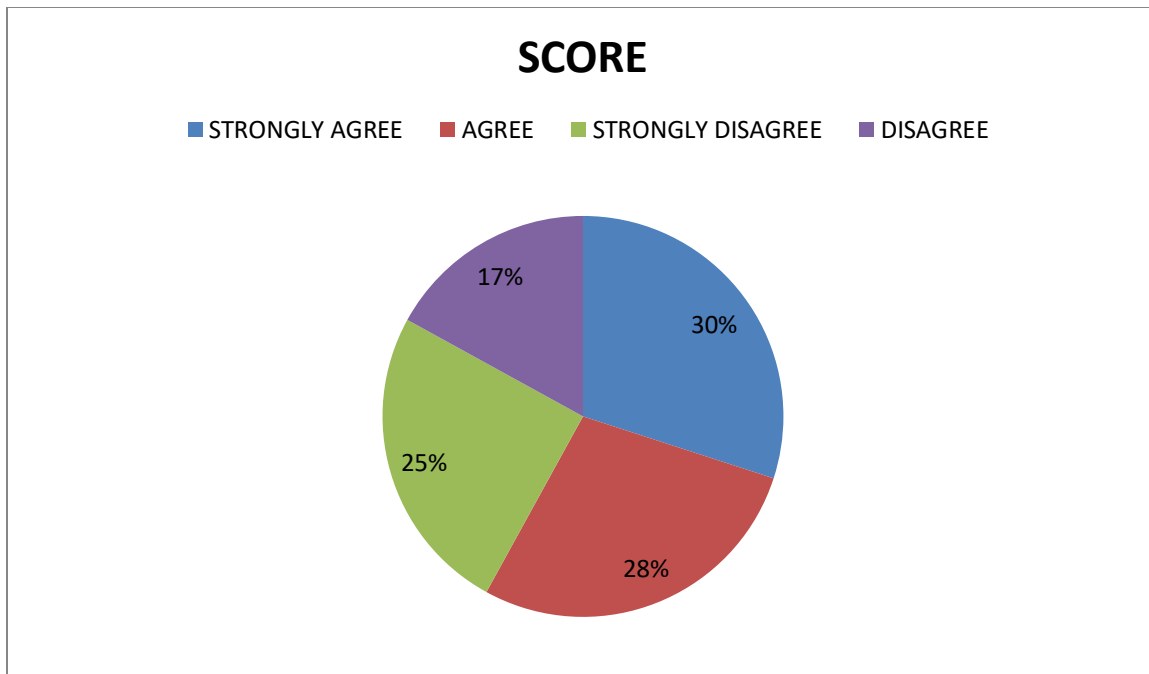
Analysis: From the above pie chart, we can see total 17 students (28%) selected Strongly agree, 28 students (47%) selected agree, 14 students (23%) select Strongly disagree and 1 student (2%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that most of the students spent most of the time thinking about company improvement.

Conclusion: From the above, we can conclude that most of the students spent most of the time thinking about company improvement.

22. I encourage me to look for solutions.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	10	18	17	15
PERCENTAGE	30	28	25	17



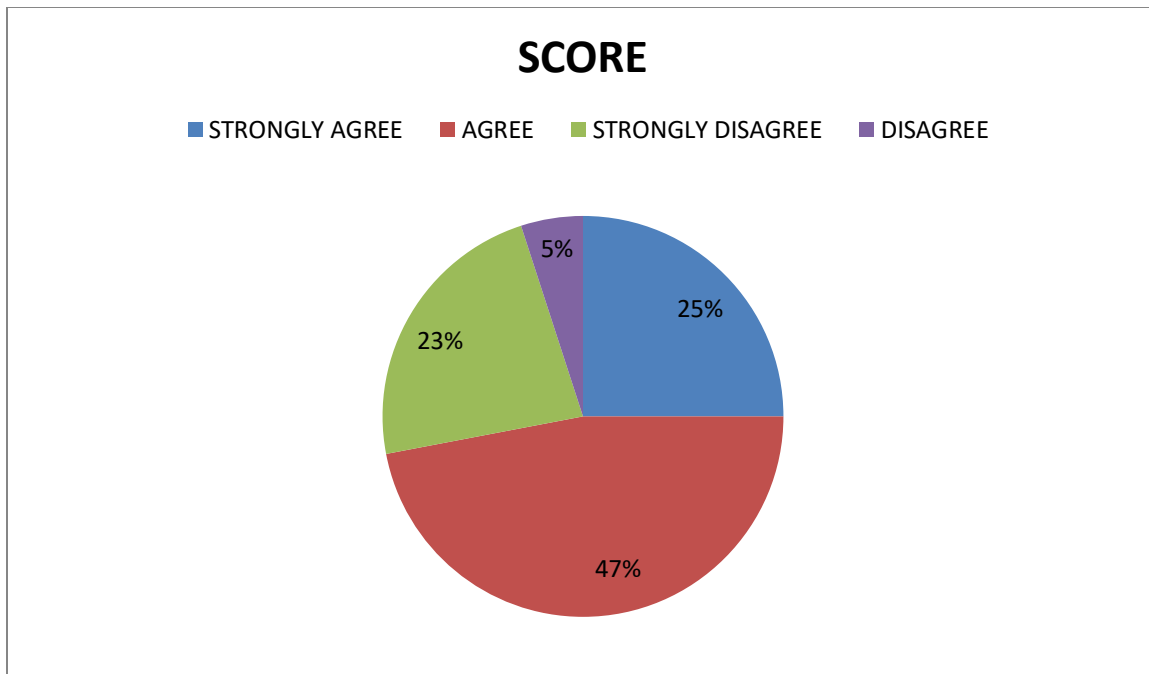
Analysis: : From the above pie chart, we can see total 10 students (17%) selected Strongly agree, 18 students (30%) selected Agree, 17 students (28%) select Strongly disagree and 15 student (25%) select Disagree to this statement.

Interpretation: From the above pie chart we can analyze that most of the students believe in encourage themselves for the solution.

Conclusion: From the above, we can conclude that most of the students believe in encourage themselves for the solution.

23. When I have some free time, I spent it researching new business.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	15	28	14	3
PERCENTAGE	25	47	23	5



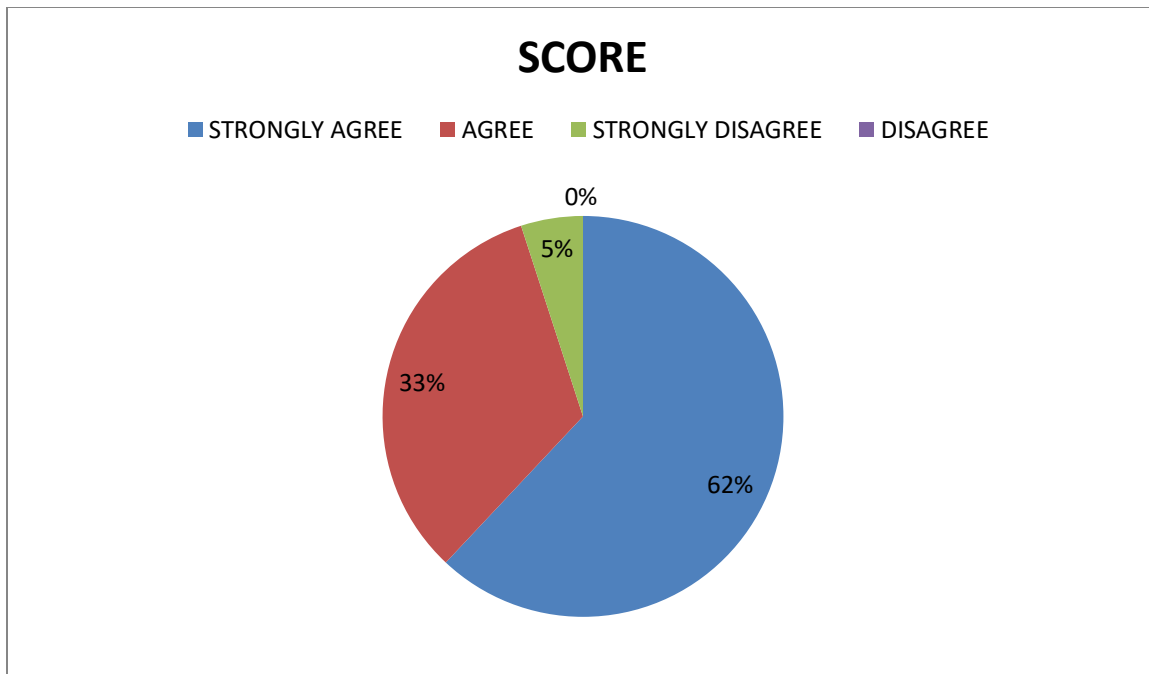
Analysis: From the above pie chart, we can see total 15 students (25%) selected Strongly agree, 28 students (47%) selected Agree, 14 students (23%) select Strongly disagree and 3 student (5%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the students like to utilize their free time in researching new business.

Conclusion: From the above, we can conclude that most of the students more interested in utilize their free time in researching new business.

24. I spend most of time to search potential for business.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	37	20	3	0
PERCENTAGE	62	33	5	0



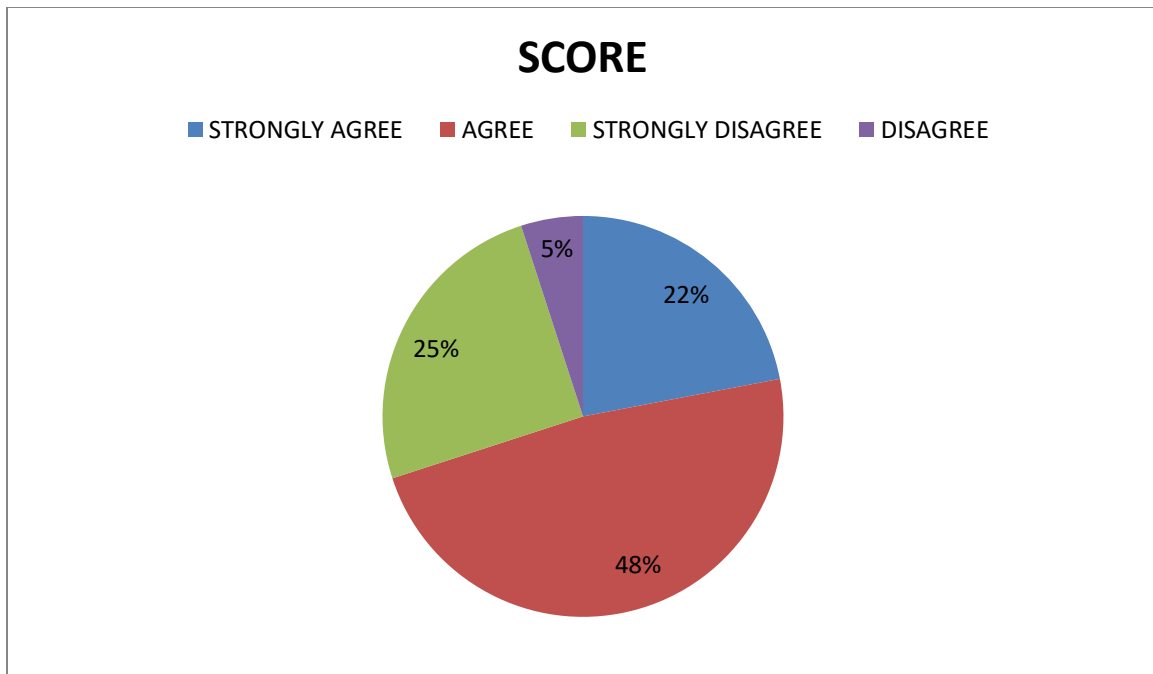
Analysis: : From the above pie chart, we can see total 37 students (62%) selected Strongly agree, 20 students (33%) selected Agree, 3 students (5%) select Strongly disagree and 0 student (0%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that most of the students like to spend most of time to search potential for business.

Conclusion: From the above, we can conclude that most of the students like to spend most of time to search potential for business.

25. I am able to create added value from my observations of the environment.

OPTION	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
SCORE	13	29	15	3
PERCENTAGE	22	48	25	5



Analysis: From the above pie chart, we can see total 13 students (22%) selected Strongly agree, 29 students (48%) selected Agree, 15 students (25%) select Strongly disagree and 3 student (5%) select Disagree to this statement.

Interpretation: From the above pie chart, we can analyze that majority of the students able to create added value from their observations of the environment .

Conclusion: From the above, we can conclude that most of the students able to create added value from their observations of the environment .

3.3 FINAL OVERALL DATA TABLE

Question	AGREE	AGREE(%)	STRONGLY AGREE	STRONGLY AGREE(%)	DISAGREE	DISAGREE (%)	STRONGLY DISAGREE	STRONGLY DISAGREE(%)
1	27	45%	21	35%	11	18%	1	2%
2	20	34%	24	40%	14	23%	2	3%
3	21	35%	23	38%	16	27%	0	0%
4	16	27%	25	42%	14	23%	5	8%
5	19	32%	24	40%	11	18%	6	10%
6	12	20%	25	42%	21	35%	2	3%
7	14	23%	25	42%	18	30%	3	5%
8	24	40%	21	35%	11	18%	4	7%
9	14	23%	23	38%	22	37%	1	2%
10	13	22%	27	45%	17	28%	3	5%
11	29	48%	15	25%	10	17%	6	10%
12	11	32%	19	27%	16	23%	14	18%
13	3	41%	25	22%	13	32%	19	5%
14	16	27%	32	53%	12	20%	0	0%
15	15	25%	26	43%	16	27%	3	5%
16	16	27%	26	43%	16	27%	2	3%
17	19	32%	21	35%	15	25%	5	8%
18	14	23%	16	27%	19	32%	11	18%
19	31	51%	13	22%	15	25%	1	2%
20	16	27%	26	43%	16	27%	2	3%
21	17	28%	28	47%	14	23%	1	2%
22	10	30%	18	28%	17	25%	15	17%
23	15	25%	28	47%	14	23%	3	5%
24	37	62%	20	33%	3	5%	0	0%
25	13	22%	29	48%	15	25%	3	5%

Chapter 4**CONCLUSIONS AND SUGGESTIONS*****4.1 Introduction******4.2 Findings******4.3 Suggestion******4.4 Conclusion******4.5 Appendix******4.6 Bibliography******4.1 INTRODUCTION***

The study documented the available information and after analyzing the data the following results were obtained.

- Maximum students want to ask a lot of question
- Most of the students try to study object that are puzzling and unusual.
- Most of the students ensure that their schools reputation is not spoiled by their behavior or activity.
- Maximum students able to recover from losses and setback.
- Many students are willing to study things that are easy.
- Most of the students consider it important to attend classes regularly.
- Many students want to know how things work
- Most of the students do not see themselves as judgmental.
- Almost all the students have a good curiosity.

4.2 FINDINGS OF THE STUDY

- From the study we can conclude that most of the students are curious about the future..
- They avoid complex situation in life
- They participate in all the activities which benefit the reputation of school.
- They try to solve problems.
- They can express themselves freely asking a lot question

4.3 SUGGESTIONS

For Teachers:

- Teacher must talk about everything in class
- Children should be encouraged to do their daily assignments and check if their work is up to date.
- Students should be encouraged to participate in maximum school activities.
- Teacher should instruct the students to follow all the rules and regulations.
- Teacher should be cooperative with the students and see to it that work is done on time.
- Teacher can help to develop a curiosity.
- Teacher must show trust in the students.

For Students:

- A child should clear all his doubt in classroom..
- Students should not get irritated when their peer or classmates approach them for help.
- Students should take responsibility of their learning

CONCLUSION

Curiosity is an important trait of a genius. I don't think you can find an intellectual giant who is not a curious person. Thomas Edison, Leonardo da Vinci, Albert Einstein, Richard Feynman, they are all curious characters. Richard Feynman was especially known for his adventures which came from his curiosity.

From the above findings of 60 students of State board, students have in them the spirit to follow the instinct and remain dedicated toward their work for the benefit of school. They would do their best to take useful action that are important for the success of school and make their school proud and this possible through curious nature of the child.

APPENDIX

❖ *Questionnaire*

QUESTIONNAIRE FOR HIGHER SECONDARY STUDENTS

The Curiosity dimension of Entrepreneur Skill enhancement in secondary school students

REFERENCES

❖ *Internet Resources:*

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