

A Study on Successful People without Formal Education

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Abstract

This study looks at people who have achieved personal, professional, and financial success without going through formal education. In today's world, many believe that formal education is a must for success. However, many individuals have shown that success can come from skills, experience, self-learning, and determination. The study explores important factors that influence success without formal education, such as informal learning, personal motivation, skill development, adaptability, and support systems. It also points out the challenges these individuals face, including a lack of certification, social pressure, limited opportunities, and credibility issues. Researchers gathered primary data through a structured questionnaire to understand how respondents view informal education and success. The findings show that ongoing learning, a strong work ethic, the ability to take risks, and self-discipline are crucial for achieving success without formal education. The study concludes that while formal education has its merits, informal education can also play a significant role in personal growth and societal progress.

Keywords: *Financial Success, Informal Learning, Skill Development.*

INTRODUCTION AND DESIGN OF THE STUDY

In today's competitive world, many see formal education as a key requirement for success. However, many individuals have shown that success is possible without formal education by relying on informal learning, practical experience, creativity, and strong self-motivation. These individuals often thrive in fields like business, entrepreneurship, arts, sports, and skilled professions. Instead of focusing on formal qualifications, they work on developing their skills through self-learning, work experience, and continuous improvement. Despite their successes, people without formal education often face challenges like a lack of certification, limited job opportunities, social pressure, and reduced recognition. Many overcome these obstacles through self-discipline, mentorship, family support, and adaptability. This study aims to explore the factors that lead to success without formal education and to highlight the importance of informal education in shaping successful individuals.

OBJECTIVES OF THE STUDY

- To evaluate how informal learning methods.
- To compare the career categorical successful individuals with and without formal education

SCOPE OF THE STUDY

The study looks at the factors that contribute to the success of people without formal education. It focuses on informal learning methods, self-learning techniques, work experience, personal qualities, and motivation that play a role in achieving success. The research also explores the areas where these individuals have found success, including business, entrepreneurship, professional skills, and arts. Additionally, it considers public awareness and perceptions about succeeding without formal education. The study addresses the challenges faced by these individuals, such as social pressure, lack of credentials, and limited opportunities.

STATEMENT OF THE PROBLEM

In today's world, many people see formal education as the main way to achieve success. However, numerous individuals without formal education have found great personal and professional success. Even with their accomplishments, these individuals often encounter issues like lack of social acceptance, fewer job opportunities, low recognition, and decreased credibility because they lack formal qualifications. Many people are not aware of other ways to succeed, such as informal education and skill-based learning.

RESEARCH METHODOLOGY

Primary Data: Collected directly from people using a structured questionnaire.

Secondary Data: Collected from books, journals, articles, websites, and published reports related to informal education, entrepreneurship, self-learning, and success stories of people without formal education.

SAMPLE SIZE AND SAMPLING TECHNIQUE:

The study uses the Simple Random Sampling. A total of 101 respondents were selected for the study.

TOOLS USED FOR ANALYSIS:

- Chi-Square
- ANOVA

LIMITATIONS OF THE STUDY

The study is limited to a geographical area and a sample size of 101 respondents. The study could not cover a wider population due to time constraints. The study is based on self-reported data collected through questionnaires, which may be prone to personal bias and individual perceptions. The findings of the study cannot be generalized to all populations.

REVIEW OF LITERATURE

Lau et al. (2025), in their study on “*Informal education in physics based on the findings of the 2024 JNIPER Summit, highlighted that a large portion of learning takes place outside formal classroom settings*”. The authors emphasized that informal education plays an important role in improving public understanding of science,

building trust, and encouraging active engagement with scientific knowledge. The study pointed out that activities such as community-based learning, science outreach programs, and experiential learning help learners develop practical skills, curiosity, and critical thinking. It was concluded that learning and success are not dependent solely on formal education systems, and informal education significantly contributes to creating an effective and inclusive learning environment.

AN OVERVIEW OF SUCCESS WITHOUT FORMAL EDUCATION:

Success without formal education has become more apparent in today's world, where skills, experience, creativity, and continuous self-learning are important. Many people without formal education have succeeded in fields such as entrepreneurship, skilled trades, arts, sports, online platforms, and self-employment. Informal learning strategies such as on-the-job training, mentorship, online tools, and personal experience enable people to gain practical knowledge and skills. People without formal education lack degrees, but they possess excellent qualities such as discipline, risk-taking capabilities, adaptability, problem-solving skills, and perseverance.

This paper explores the major factors that affect success without formal education and how awareness, motivation, skill development, support systems, and learning attitude affect personal development. Awareness of these factors will enable the world to understand alternative success routes and provide equal opportunities for people pursuing non-traditional educational paths.

DATA ANALYSIS AND INTERPRETATIONS:

Table No – 1: Chi-square values showing the relationship between educational background and success without formal education.

H_0 (Null Hypothesis):

There is no significant relationship between educational background and becoming successful without formal education.

H_1 (Alternative Hypothesis):

There is a significant relationship between educational background and becoming successful without formal education.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.880 ^a	6	0.693
Likelihood Ratio	4.244	6	0.644
Linear-by-Linear Association	0.142	1	0.706
N of Valid Cases	101		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .06.

SOURCE: Primary data

INTERPRETATION:

The result of significant regarding the relationship between the variable. From the result, the Pearson Chi-Square value is 3.880 with 6 degrees of freedom, and the significance value is 0.693. Since the significance value of 0.693 is greater than the accepted significance level of 0.05, the result is not statistically significant. Thus, the null hypothesis is accepted, and it states that there is no significant relationship between the chosen variables. Thus, it can be concluded that the variables chosen in this study are independent of each other and do not affect each other.

ONEWAY ANOVA

Table No – 2: ANOVA showing differences in opinions related to success without formal education

H_0 (Null Hypothesis):

There is no significant difference among groups regarding factors related to success without formal education.

H_1 (Alternative Hypothesis):

There is a significant difference among groups regarding factors related to success without formal education.

ANOVA

Variable	Source	Sum of Squares	df	Mean Square	F	Sig.
Success possible without college degree	Between Groups	4.36	3	1.453	1.96	0.125
	Within Groups	71.937	97	0.742		
	Total	76.297	100			
Main factor contributing to success	Between Groups	1.99	3	0.663	0.838	0.476
	Within Groups	76.762	97	0.791		
	Total	78.752	100			
Method of professional skill development	Between Groups	4.327	3	1.442	1.878	0.138
	Within Groups	74.485	97	0.768		
	Total	78.812	100			

Habit contributing to success	Between Groups	0.448	3	0.149	0.191		0.902
	Within Groups	75.849	97	0.782			
	Total	76.297	100				
Type of informal education followed	Between Groups	0.01	3	0.003	0.084		0.969
	Within Groups	3.95	97	0.041			
	Total	3.96	100				
Primary motivation for success	Between Groups	1.02	3	0.34	1.403		0.247
	Within Groups	23.515	97	0.242			
	Total	24.535	100				
Effectiveness of informal learning	Between Groups	0.008	3	0.003	0.002		1
	Within Groups	118.765	97	1.224			
	Total	118.772	100				

SOURCE: Primary data

- The significance values for all the selected factors are greater than the 5% level. The p-value for the opinion that success is possible without a college degree is 0.125, indicating no significant difference among age groups. Similarly, the p-values for the main factor contributing to success (0.476), method of professional skill development (0.138), habits contributing to success (0.902), and type of informal education followed (0.969) are also above the significance level, showing no meaningful variation across age groups.
- At the 1% level of significance, the results further confirm that factors such as success without a college degree, main factors of success, methods of professional skill development, habits leading to success, types of informal education, primary motivation for success, and effectiveness of informal

learning do not vary significantly among different age groups.

- Overall, the analysis indicates that age group does not have a significant influence on perceptions or factors related to success without formal education.

FINDINGS:

- There is no significant relationship between educational background and becoming successful without formal education.
- Indicates that age group does not have a significant influence on perceptions or factors related to success without formal education.

SUGGESTION:

Encourage Skill-Based Learning:

People without formal education should focus on developing skills through practical experience, self-learning, and vocational training. Skills are essential for achieving success.

Provide Access to Informal Learning Resources:

We should promote easy access to online learning platforms, workshops, mentorship programs, and community-based training. This will support continuous learning for those without formal education.

Improve Awareness about Alternative Career Paths:

Awareness programs can help educate people about different career opportunities and non-traditional paths to success, especially for those who cannot pursue formal education.

Strengthen Motivation and Self-Discipline:

Individuals should learn to develop self-motivation, discipline, and goal-setting habits. These qualities are vital for success, regardless of age or educational background.

Support Through Guidance and Mentorship:

Experienced professionals and successful individuals without formal education can serve as mentors. They can share practical knowledge, experiences, and career insights to guide others.

CONCLUSION

The study concludes that success does not only depend on formal education. Practical skills, informal learning, motivation, and personal

qualities are important for achieving success. The findings show that attitudes toward success without formal education are similar across age groups. This highlights the value of alternative learning paths in personal and professional growth.

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