

**A STUDY ON THE ATTITUDE OF THE VOCATIONAL
HIGHER SECONDARY EDUCATION (VHSE)
STUDENTS TOWARDS ENTREPRENEURSHIP
IN TRIVANDRUM DISTRICT OF
KERALA STATE**

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DOCTOR OF PHILOSOPHY IN
BUSINESS ADMINISTRATION - COMMERCE
(INTERDISCIPLINARY)**

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CERTIFICATE

This thesis entitled “**A STUDY ON THE ATTITUDE OF THE VOCATIONAL HIGHER SECONDARY EDUCATION (VHSE) STUDENTS TOWARDS ENTREPRENEURSHIP IN TRIVANDRUM DISTRICT, KERALA STATE**” submitted by **JOSEY PHILIP** for the award of Degree of Doctor of Philosophy in Business Administration - Commerce (Interdisciplinary) of Manonmaniam Sundaranar University is a record of bonafide research work done by him and it has not been submitted for the award of any degree / diploma / associateship/ fellowship of any University / Institution.

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DECLARATION

I hereby declare that the thesis entitled “**A STUDY ON THE ATTITUDE OF THE VOCATIONAL HIGHER SECONDARY EDUCATION (VHSE) STUDENTS TOWARDS ENTREPRENEURSHIP IN TRIVANDRUM DISTRICT, KERALA STATE**” submitted by me for the Degree of Doctor of Philosophy in Business Administration-commerce (Interdisciplinary) is the result of my original and independent research work carried out under the guidance of **Dr. LOURDES POOBALA RAYEN**, Head and Associate Professor in Commerce in St. Xavier's College (Autonomous), Palayamkottai and it has not been submitted for the award of any degree / diploma / associateship / fellowship of any University or Institution.

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LIST OF ABBREVIATIONS

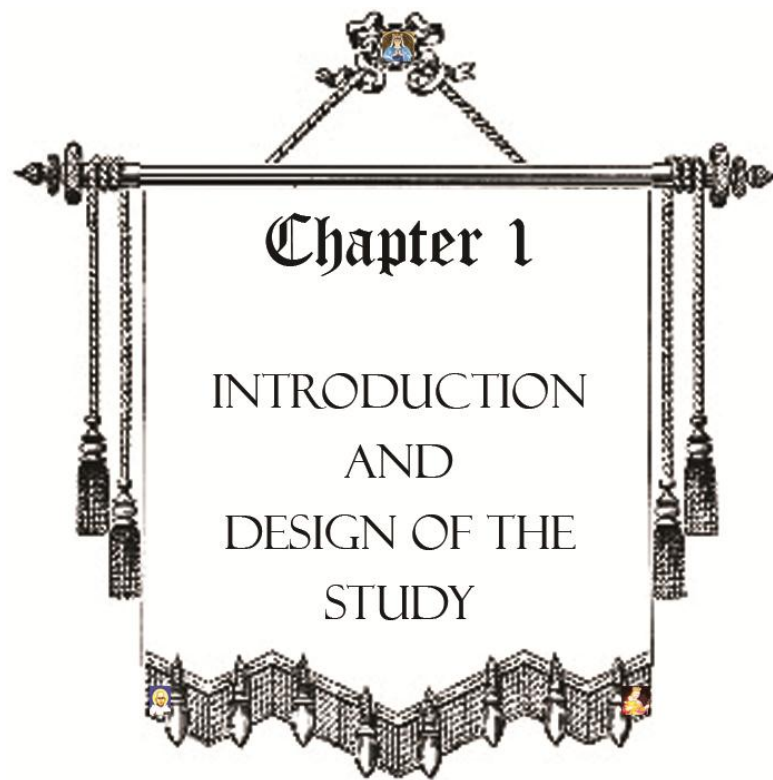
AA	- Accountancy and Auditing.
Agra F&V	- Fruits and Vegetables.
Agri PP	- Plant Protection
Agri Seri	- Sericulture
AMT	- Achievement Motivation Training
AQUA	- Aquaculture
ASAP	- Additional Skills Acquisition Program
BA	- Banking Assistance
BC	- Backward Class
CA	- Computer Application
CABE	- Central Advisory Board of Education
CAT	- College of Architecture
CBPM	- Cosmetology and Beauty Parlour Management
CBSE	- Central Board of Secondary Education
CCM	- Civil Construction and Maintenance,
CCM	- Civil Construction and Maintenance
C-DAC	- Centre for Development of Advanced Computing
C-DIT	- Centre for Development of Imaging Technology
CE	- Clothing and Embroidery
CEO	- Chief Executive Officer
CESS	- Centre for Earth Science Studies
CET	- College of Engineering Thiruvananthapuram
CET	- College of Engineering, Thiruvananthapuram

CPSM	- Crush and Preschool Management
CRM	- Catering and Restaurant Management
CS	- Computer Science
CTCRI	- Central Tuber Crops Research Institute
DMP	- Dairying (milk products)
DN	- Domestic Nursing
DT	- Dental Technology
ECG & AMT	- Electrocardiography and Audio Metric Technician
FC	- Forward Class
FCGT	- Fishing Craft and Gear Technology
FPT	- Fish processing Technology
GECBH	- Government Engineering College, Trivandrum
GI	- General Insurance
HRD	- Human Resources Development
IAY	- Indira AwaazYojana
ICFOSS	- International Centre for Free and Open Source Software
ICSE	- Indian School Certificate Examinations
IDZ	- Industrial Development Zones
IIITM	- The Indian Institute of Information Technology and Management
IISER	- Indian Institute of Science, Education and Research
IIST	- The Indian Institute of Space Science and Technology
ISRO	- Indian Space Research Organization
IT	- Information Technology
JNTBGRI	- The Jawaharlal Nehru Tropical Botanic Garden and Research Institute

KASE	- Kerala Academy for Skill Excellence
KCA	- Kerala Cricket Association
KFC	- Kerala Financial Corporation
KID	- Kerala Industries Department
KINFRA	- Kerala Industrial Infrastructure Development Corporation
KITCO	- Kerala Industrial and Technical Consultancy Organization
KLD & MMB	- Kerala Livestock Development and Milk Marketing Board
KPSC	- Kerala Public Service Commission
KSIDC	- Kerala State Industrial Development Corporation
KSIDC	- Kerala State Industrial Development Corporation
KSITD	- Kerala State Industrial Training Department
KSSDM	- Kerala State Self Entrepreneurship Development Mission
LSM DH	- Livestock Management
LSM P	- Livestock Management
MGU	- Mahatma Gandhi University
MILMA	- Kerala Co-operative Milk Marketing federation
MLT	- Medical Laboratory Technician.
MLT	- Medical Laboratory Technician
MOBME	- Maintenance and Operation of Biomedical Equipments
MOME	- Maintenance and Operation of Marine Engines
MRA	- Maintenance and Repairs of Auto mobiles
MRDA	- Maintenance and Repairs of Domestic Appliance,
MRDA	- Maintenance and Repairs of Domestic Appliance
MRRTV	- Maintenance and Repairs of Radio and TV
MRTTW	- Maintenance and Repairs of Two and Three Wheelers

MS	- Mechanical Servicing
M & S	- Marketing and Salesmanship
MS (Agro)	- Agro Machineries
M-SIPS	- Modified Special Incentive Package Scheme
MSME	- Micro Small or Medium Enterprise
NCERT	- National Council of Educational Research and Training
NIIST	- National Institute for Interdisciplinary Science and Technology
NMOG	- Nursery Management and Ornamental Gardening
NPE	- National Policy on Education
OBC	- Other Backward Class
OJT	- On the – Job- Training
OS	- Office Secretary ship,
OS	- Office Secretary ship
PEdn	- Physical Education
Phty	- Physio Therapy
PMGSY	- Prime Minister's GramaSadakYojana
PSUs	- Public Sector Undertakings
PT	- Printing Technology
PTA	- Parent Teachers' Association
R & AC	- Refrigeration and Air-conditioning
RBKC	- Reception, Book Keeping and Communication
RGCB	- Rajiv Gandhi Centre for Biotechnology
RIDF	- Rural Infrastructure Development Fund
RT	- Rubber Technology
SC/ST	- Scheduled Caste/ Scheduled Tribe,

SCTCE	- Sree Chitira Thirunal College of Engineering
SCTIMST	- Sree ChitiraThirunal Institute for Medical Science and Technology
SDF	- Standard Design Factories
SGRY	- Sampoorna Grameen RozgarYojana
SGSY	- Swarnajayanti Gram Swarozgar Yojana
SPCA	- Society for the Prevention of Cruelty to Animals
SSLC	- Secondary School Leaving Certificate
TD & P	- Textile Dyeing and Printing
TEDP	- Technology Based Entrepreneurship Development Programme
TEDP	- Technology Based Entrepreneurship Development Programme
TERLS	- Thumba Equatorial Rocket Launching Station
THSLC	- Tamil Nadu High School Leaving Certificate
TSS	- Total Sanitation Scheme
TT	- Travel and Tourism
TW	- Textile Weaving
UK	- United Kingdom
UNESCO	- United Nations Educational, Scientific and Cultural Organization
USA	- United States of America
UTs	- Union Territories
VAT	- Value Added Tax
VHSE	- Vocational Higher Secondary Education
VSSC	- Vikram Sarabhai Space Centre
WEDP	- Women Entrepreneurship Development Programme
YES	- Young Entrepreneurs Summit



CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

- 1.1 Introduction**
- 1.2 Profile of the study Area**
- 1.3 Vocationalisation of Education**
- 1.4 Vocational Higher Secondary Education (VHSE) in Kerala State**
- 1.5 Statement of the Problem**
- 1.6 Objectives of the Study**
- 1.7 Chapter Framework**
- 1.8 Choice of the Study Area**
- 1.9 Operational Definitions**
- 1.10 Period of Study**
- 1.11 Population and Sample Design**
- 1.12 Sources of Data**
- 1.13 Pilot Study**
- 1.14 Hypotheses**
- 1.15 Tools for Analysis**
- 1.16 Limitations of the Study**
- 1.17 Chapter Framework**
- 1.18 Summary**

CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

Entrepreneurship has a very dynamic and crucial role to play in the economic growth of a country. The skills, qualities, knowledge, talents and the abilities of entrepreneurs in organizing business ventures in various industries and their dynamic desire for doing something positive and creative are some of the vibrant steps taken by them to make the country economically rich.

The term entrepreneur may be explained as one who conceives an idea or understands a need which leads in to the coordination of human resources, materials and capital required for realizing that idea or need and who can respond to those needs and make them as challenges and opportunities for growth. Entrepreneurship has been considered as the capacity of a person to take risks and challenges with confidence to gain predetermined objectives of the business.

An entrepreneur plays the role of a catalyst for change in the business world or society. Some of the important characteristics and traits which are found in an entrepreneur are; personal initiatives, creative thinking, innovativeness, ability to coordinate resources to start new ventures, managerial skills, desire for autonomy/independence and risk taking.

- Oxford Dictionary defines entrepreneur as “A person who sets up a business or businesses, taking on financial risks in the hope of profit”¹.

¹ Oxford Dictionary, 3 rd Edition, New York, Oxford University Press Inc, pp.476-477, 2005.

- According to International Encyclopaedia an entrepreneur is “An individual who bears the risk of operating a business in the face of uncertainty about the future conditions”.²
- Schumpeter's Defines the entrepreneur is an individual who introduces something new in the economy- a method of production not yet tested by experience in the branch of manufacturing, a product with which consumers are not yet familiar, a new source of raw material or of new markets and the like. He also defines ‘entrepreneur’ as “an innovator who develops untried technologies”³.

The importance of entrepreneurship for the society could be seen through four dimensions;

- New jobs are created through entrepreneurship.
- Economic growth of the countries is assured through the entrepreneurial activities.
- Competitive spirit is achieved among all the firms through entrepreneurial activities which enhance productivity.
- Individual potential will be explored through entrepreneurial activities such as; innovation, independency and personal-realisation.

The important and necessary elements in entrepreneurship are; ‘anenthusiasm and dynamism to take certain risks-in terms of time, capital, energy, the ability to form an efficient team for new venture, the creative skills to allocate and coordinate needed

² Donald F. Kuratko, "Entrepreneurship," International Encyclopedia of Business and Management (London: Routledge Publishers, pp.168-176, 1997.

³ Joseph Schumpeter, "Change and the Entrepreneur," in Essays of I. A. Schumpeter, ed. Richard V. Clemence (Reading, MA: Addison-Wesley, p.255, 1951.

resources, the basic skills to formulate a business plan and the vision and mission to sense the opportunities where all the highlighted definitions above have focused on entrepreneurship, on the basis where one can make a differentiation between a corporate manager and an entrepreneur'⁴.

1.2 PROFILE OF THE STUDY AREA

Since the topic of the study is 'A Study on the Attitude of the Vocational Higher Secondary Education (VHSE) Students towards Entrepreneurship in Trivandrum District of Kerala State', it is necessary to have an understanding of the profile of the District. The headquarters of the district is Trivandrum city and the capital of Kerala State is Trivandrum. The district has an area of 2,193 square kms (847 sq mi) and it has a population of 3,307,284 (as per the 2011 census). Trivandrum is the northern district of Kerala State which is situated between north latitudes 8°17' and 8°54' and east longitudes 76°41' and 77°17'⁵.

1.2.1 A Brief History and an Overview

The history of modern Thiruvananthapuram begins with King Marthanda Varma (1729 –1758) who is regarded and known as the founder of modern Travancore. Sri Padmanabhaswamy temple which dates back to 16th century was built by King Marthanda Varma of Travancore in 1745⁶.

⁴ Chernovskaya, Valentina, 'Indian Entrepreneurship', Delhi, Shipra Publication, p. 1-49, 2005.

⁵ Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

⁶ Archery-Banog, 'The Indian encyclopedia, Volume 2, Genesis Publishing Pvt. Ltd, Delhi, pp.34, 2002.

Figure 1.1

Thiruvananthapuram District Map⁷



The Father of the Nation, Mahatma Gandhi has appreciated about Thiruvananthapuram city as the "evergreen city of India"⁸. The Thiruvananthapuram district is also the centre of Central and State government offices and organizations.⁹

Thiruvananthapuram city is rated as the 'Best City' in Kerala to live in according to the '2012 Times of India survey'. The city has also ranked as the best city in India for transportation and housing according to a survey conducted by India Today¹⁰.

⁷ Information about Thiruvananthapuram, available from, [https://www.google.co.in/search,q=trivandrum+district+map](https://www.google.co.in/search?q=trivandrum+district+map), 2005.

⁸ Information about Thiruvananthapuram, available from <http://ecourts.gov.in/kerala/thiruvananthapuram>, 2005.

⁹ Archery-Banog, 'The Indian encyclopedia: biographical, historical, religious, administrative, ethnological, commercial and scientific., Volume 2', Genesis Publishing Pvt. Ltd, 2005.

¹⁰ Staff Reporter, 'India's Best Cities: Winners and Why they made it', India Today, February 22, 2013.

The Sree Moolam Assembly established in 1904 was the first democratically elected legislative council of India. When the British rule came to an end in 1947, Travancore became part of the Indian union. Thiruvananthapuram was made as the capital of Thiru-Kochi when the first democratic Government of the State of Kerala came into existence in 24th March 1948 headed by Pattom Thanu Pillai.

1.2.2 Geography (Location & Geographical Area)

District boundaries are: **East;** Thirunalveli District, Tamil Nadu. **South;** Kanyakumari District, Tamil Nadu. **West;** The Arabian Sea. **North;** Kollam District. **District Area;** 2192 km². **Taluks;** 6. **Villages;** 116. **Main Towns;** Thiruvananthapuram City, Neyyattinkara, Nedumangad, Attingal and Varkala¹¹.

1.2.3 Administration

The administrative headquarters or the collectorate of the Thiruvananthapuram district is at Vanchiyoore and the District Collector is the head of the administration. There are six Taluks which are administered by the Tahasildars. The six Taluks are: Neyyattinkara, Chirayinkeezhu, Nedumangad, Thiruvananthapuram, Varkala and Kattakkada. Under these six Taluks there are 120 villages. Thiruvananthapuram district has one district Panchayat, 12 Block Panchayats and 78 Grama Panchayats. There are two parliamentary constituencies in the district of Thiruvananthapuram, they are Attingal and Thiruvananthapuram¹².

1.2.4 Demographics

The census of 2011 reveals that, Thiruvananthapuram district has a population of 3,301,427 of which males were 1,569,917 and remaining 1,664,439 were females.

¹¹ MSME-Development Institute, 'Brief Industrial Profile of Thiruvananthapuram District', Department of MSME, Kerala, 2010.

¹² Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

Thiruvananthapuram District recorded an increase of 9.76 per cent to its population compared to 1991. The literacy rate of the district is 92.66%¹³.

1.2.5 Language

Malayalam Language is the spoken language of the people of the district. Malayalam is the mother tongue of the people of Thiruvananthapuram district. In the urban areas especially in the city areas people speak different languages like Malayalam, English, Tamil, Hindi, Tulu. A small number of people also speak Gujarati¹⁴.

1.2.6 Religion

In the district of Thiruvananthapuram the people who belong to Hindu religion is 68.09 per cent. Christians constitute 18.41 per cent and Muslims 12.52 per cent.¹⁵

1.2.7 Culture

During Onam festival the district of Thiruvananthapuram is getting a festive mood. The famous AttukalPongala, VarkalaSivagiri pilgrimage, the Navarathri festival at the Poojamandapam near Sri PadmanabhaSwamy Temple, the Kaalioottu in Sarkara Devi Temple near Chirayinkeezh, the Aaraat of PadmanabhaSwamy Temple, the BeemapallyUroos, VettucaudPerunaal etc. contribute to the religious and cultural enhancement of the life of the people.¹⁶

¹³ Kerala Government, 'Kerala formation Kerala at a glance', Govt of Kerala, 2010.

¹⁴ Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

¹⁵ Government of Kerala, 'A Brief History', District Handbooks of Kerala: Thiruvananthapuram, Government of Kerala, 2015.

¹⁶ Government of Kerala, 'Major Religious Festivals in Thiruvananthapuram', Government of Kerala, 2006.

1.2.8 Education

Thiruvananthapuram district is a major academic hub. The presence of University of Kerala in the city and the number of arts and sciences colleges in the district gives considerable contribution in the educational field. Thiruvananthapuram Medical College which is situated in the heart of the city is one of the prominent institutes in the country. The College of Engineering Thiruvananthapuram (CET) and the Government Engineering College are the two main engineering colleges of Thiruvananthapuram district.

More than 1,129 schools are there in the district which is in the aided, unaided sectors. There are 41 Vocational Higher Secondary Schools in the district¹⁷.

1.2.9 Information Technology

With regard to the information technology, the establishment of Techno Park is considered as one of the sources of income and employment. The organization has 450,000 m² (4,800,000 sq. ft.) of built-up area, which can accommodate more than 200 companies. Technopark is employing more than 30,000 IT professionals. At present, the economy of the District is also geared up with the contributions from the biotechnology and medical fields¹⁸.

1.2.10 Industry

Thiruvananthapuram district has; 2 central government, 14 state government, 1 co-operative, 4 joint and 60 private, medium and large scale industry sectors. There are 28,918 small-scale industrial units, employing 115,597 people in the district. In the agriculture sector there are 4544 people engaged. Around 980 people are working in the

¹⁷ Department of Technical Education, 'Technical Education in Kerala – Department of Technical education', Kerala Government, 2010.

¹⁸ National Informatics Centre, 'District Profile, About Thiruvananthapuram', National Informatics Centre District Centre and Content Management Team, Collectorate Thiruvananthapuram, 2010.

animal husbandry sector and an estimated number of 5057 people are working in the pesticide manufacturing sector¹⁹. The details of the existing MSME's and Artisan Units in the District is shown in the Table: 1.1.

Table 1.1
Details of Existing Micro and Small Enterprises and Artisan Units in the
Thiruvananthapuram District²⁰

NIC Code No.	Type of Industry	Number of Units	Investment (Lakh Rs.)	Employment
20	Agro based	4994	7691	12509
22	Soda water	--	--	--
23	Cotton textile	--	--	--
24.	Woollen, Silk & Artificial Thread based clothes.	--	--	--
25.	Jute & Jute based	--	--	--
26.	Ready-made garments embroidery	2495	8646	11598
27.	Wood/Wooden based furniture	499	309	1434
28.	Paper & Paper products	250	621	711
29.	Leather based	--	--	--
31.	Chemical/Chemical based	--	--	--
30.	Rubber, Plastic & petro based	998	12076	3392
32.	Mineral based	--	--	--
33.	Metal based (Steel Fab.)	--	--	--
35.	Engineering units	2987	8934	13369
36.	Electrical machinery and transport equipment	499	2108	2145
97.	Repairing & servicing	250	1069	935
01.	Others	8991	65029	78617
	Kachori Making	--	--	--
	Total	21963	106483	124710

¹⁹ National Informatics Centre, 'District Profile, About Thiruvananthapuram', National Informatics Centre District Centre and Content Management Team, Collectorate Thiruvananthapuram, 2010.

²⁰ MSME-Development Institute, 'Brief Industrial Profile of Thiruvananthapuram District', MSME-Development Institute Kanjani, Thrissur, 2010.

1.2.11 The Directorate of Industries & Commerce Department of Kerala State

The Directorate of Industries and Commerce Department of Kerala State is directed by the Hon'ble Minister for Industries of Kerala State. This directorate is responsible for registering, promoting/sponsoring, financing and advising all the MSME (Micro Small or Medium Enterprise) industries of the state.

The directorate is also functions as a facilitator for industrial promotion, development, promotion and functioning of MSME and traditional industrial sectors in the state. This Directorate is directing 14 District centres of Industries of the Kerala State²¹.

1.2.12 The Micro, Small and Medium Enterprises (MSME)

MSME accelerates the process of economic development and growth, employment generation and balanced development of the regions and districts of the Kerala State. The potential growth capacity of Information Technology industry in the MSME sector is considered and identified as great in the state of Kerala²².

1.2.13 Entrepreneurship Development Programmes in Thiruvananthapuram.

Entrepreneurship Development Programmes in Thiruvananthapuram district conducts the following programmes for the entrepreneurial development of the youth as well as general public:

- Entrepreneurship Development Programme (General)
- Women Entrepreneurship Development Programme (WEDP)
- Technology Based Entrepreneurship Development Programme (TEDP)
on IT & Electronics

²¹ Information about Thiruvananthapuram, available from, <http://www.dic.kerala.gov.in/web/index.php>, 2009.

²² MSME, 'Report of the Ministry of MSME', MSME Institute, Trivandrum, 2009.

- Technology Based Entrepreneurship Development Programme (TEDP) on Ayurveda Products. It also conducts various visits to the industries to get first-hand ‘knowledge about manufacturing process’²³.

1.2.14 Kerala State Industrial Development Corporation (KSIDC)

KSIDC was started with an objective to promote, enhance, facilitate and finance large and medium scale industries in the State of Kerala. KSIDC offers services in developing and accelerating the business ideas, determining feasible projects, feasibility studies and facilitating financial assistance and guidance in order to realize the projects to be executed²⁴.

1.2.15 Kerala Industries Department (KID)

The establishment of the Kerala Industries Department is to accelerate the State of Kerala into a vibrant and dynamic entrepreneurial state with faster and sustainable economic growth in order to achieve global standards in every sector.

Main Highlights of Kerala Industrial & Commercial Policy beneficial for the Students and Entrepreneurs - 2015

- The act tries to simplify the procedures for starting and operating enterprises, stabilizes and maintains small & medium industries particularly in semi urban and rural areas to achieve employment creation, generation and utilization of local resources and providing job for the local people.

²³ Information about the activities of Kerala Financial Corporation, available from, <http://kfc.org/kssedm-project/index.php>, 2009.

²⁴ Information about the Kerala State Industrial Development Corporation, available from, <http://www.ksidc.org>, 2010.

- Kerala is the first State to start the one percentage of the allocation of the funds in the annual budget of the Government for each department for the entrepreneurship development activities of the students and youth community and declared September 12th as State Entrepreneurship day. It has decided that the universities of Kerala State will give 5% grace marks and 20% attendance to those students who are engaged in start-ups which have at least one woman as a co-founder. Government will consider this as an opportunity to promote entrepreneurial culture among the youth of the Kerala State as a mission to enhance entrepreneurship.
- Constraints for setting up of new enterprises initiated by the new investors or entrepreneurs will be mitigated through an online system for the speedy and time bound processing.
- The skills enhancement programmes will be organised by the government of the State by organizing programs in almost all the industrial sectors through the Kerala Academy for Skill Excellence (KASE). The Higher Education Department will be providing for the students the additional skills through the programme called Additional Skills Acquisition Program (ASAP). Skills specifically needed for special industries will be enhanced. The government will support and encourage women to take up entrepreneurship as a career and the industries or new ventures set up by them will be considered under as the thrust industry category encouraging them to avail 30% investment subsidy.

- Kerala State will encourage and empower the State to connect with the rest of the world to attract investments, tourists, shoppers, professionals and students. This will transform the State into a preferred destination for travel, shopping, health, education and recreation. Awareness programmes will be launched by KSIDC to educate the general public about the positive effects of industrial development of economic growth through entrepreneurship and its relevance in the welfare of the society²⁵.

1.2.16 Kerala State Industrial Training Department (KSITD)

The Industrial Training Department of Kerala functions with the main aim of providing skill development, Vocational and Apprenticeship Training to the students and the youth in Kerala State. The registration of Apprenticeship training across various institutions is done through this agency²⁶.

1.2.17 Forests

Thiruvananthapuram district has a reserve forest of an area of 495.1 km² (191 sq. mi). The forests of the district are spread over in three ranges: the Kulathupuzha forest range in the north, Palode forest range in the middle of the district, and the Paruthipalli forest range in the south²⁷.

1.2.18 Rivers and Lakes

The district has three main rivers; Neyyar, Karamana and Vamanapuram rivers. The Vellayanilake is the main source of water supply for the city. The main lakes in the

²⁵ Information about Kerala Industries, available from, <http://www.keralaindustry.org/> Kerala Industrial and Commercial Policy Amended, 2015.

²⁶ Information on the job skills of Kerala Government, available from, <http://www.skilljobs.kerala.gov.in/about-us.html>, 2009.

²⁷ Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

district are; Kappil, Akathumuri, Kadinamkulam, Anchuthengu, Veli and the Edava-Nadayara²⁸.

1.2.19 Climate

The reserve forests of the district are favourable in affecting the climate of the district and is helpful for rains. Cold weather can be experienced only in the mountain ranges. The maximum temperature is 95 °F (35°C) and the minimum temperature is 69°F (20 °C). The average annual rainfall in the district is about 1,500 mm (59 in)²⁹.

1.2.20 Economy

The economy of Thiruvananthapuram district is basically grounded on tourism, information technology, agriculture and education³⁰.

1.2.21 Agriculture

Agriculture is one of the main occupations of the people in the district. Rice is the main crop. Plantain and coconut are the important crops and the rubber cultivation is mainly concentrated in Nedumangad taluk³¹.

1.2.22 Irrigation

The Neyyar Irrigation Project is one of the main irrigation projects of the Thiruvananthapuram District. It was commissioned in the year 1959. This project irrigates an area of 116.65 km² (45.0 sq mi)³².

²⁸ Government of Kerala, 2015, 'A Brief History', District Handbooks of Kerala: Thiruvananthapuram, Government of Kerala, Trivandrum, 2015.

²⁹ Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

³⁰ Technopark, 'Ancient Trade in Thiruvananthapuram, About Thiruvananthapuram', Technopark Kerala, Archived from the original on 3 October 2006.

³¹ National Informatics Centre, 'District Profile, About Thiruvananthapuram', National Informatics Centre District Centre and Content Management Team, Collectorate Thiruvananthapuram, 2010.

³² *Ibid.*

1.2.23 Animal Husbandry and Dairy

The Thiruvananthapuram district has two main dairy farms at Kudappanakkunnu. They are; Regional Poultry Farm and the District Livestock Farm. There are around 23 veterinary hospitals, 76 veterinary dispensaries, and 144 veterinary sub centers in the district of Thiruvananthapuram³³. There are about 376 dairy co-operative societies in the district. The district has the presence of Kerala Livestock Development and Milk Marketing Board (K.L.D. & M.M.B.) and the Kerala Co-operative Milk Marketing federation (MILMA)³⁴.

1.2.24 Fisheries

Thiruvananthapuram district which is expanded its area to the Arabian Sea with a distance of 78 km offers major opportunities for the development and growth of fisheries as a main source of income. Varkala, Anchuthengu, Marianad, Poonthura, Vizhinjam and Poovar are some of the major centres for fishing of the district. The fishermen of the district come around an approximate number of about 250,000³⁵.

1.2.25 Transport

1.2.25.1 Road transport

The National Highway starting from Kaliyikkavila from south to north Navaikulam near Parippally covers a distance of 80 km within the district. The Main Central Road covers a distance of 55 km. within the district. The Public Works Department of the State maintains an approximate 1,552 km of roads in the district and an estimated 9,500 km of roads are maintained by the local bodies³⁶.

³³ Area Map of Trivandrum city, available from, http://www.thefullwiki.org/Thiruvananthapuram_district, 2009.

³⁴ National Informatics Centre, 'District Profile, About Thiruvananthapuram', National Informatics Centre District Centre and Content Management Team, Collectorate, Thiruvananthapuram, 2010.

³⁵ Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

³⁶ *Ibid.*

1.2.25.2 Railways

The rail transport within the Thiruvananthapuram district is administered by the Southern Railway zone of Indian Railways. There are around 21 small and medium railway stations in the district, including Thiruvananthapuram Central station³⁷.

1.2.25.3 Airways

The International Airport Services of Thiruvananthapuram are being operated at domestic and international airport. There are flights from Thiruvananthapuram International Airport directly to countries like Kuwait, Dubai, Dammam, Singapore, Malé, Colombo, Sharjah, Muscat, Bahrain, Doha, Jeddah and Abu Dhabi³⁸.

1.2.26 Flora and Fauna

The aromatic plants and spices are cultivated on a large scale on the hilly areas of the district. The district has a very rich variety of plants and spices ranging from rare orchids, medicinal plants and tuber crops, plants yielding edible fruits etc. A variety of animals and birds are inhabited in the forests of the district³⁹.

1.2.27 Tourism

Tourism has considerable contribution to the economy of the district. The presence of tourism destinations such as hill stations, back waters, beaches, lagoons, and wildlife sanctuaries are there in the district. More than 50 officially recognized Ayurveda centres are there in and around the city which is also the major attraction of the people from all over the Globe⁴⁰.

³⁷ Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

³⁸ TCRIP, 'Kerala Road Fund Board', The Thiruvananthapuram City Road Improvement Project (TCRIP), Thiruvananthapuram, 2012.

³⁹ Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

⁴⁰ Government of Kerala, 'A Brief History', District Handbooks of Kerala: Thiruvananthapuram, Government of Kerala, Trivandrum, 2015.

1.2.28 Media

Around 30 newspapers are published from the District of Thiruvananthapuram including; Malayala Manorama, Mathrubhoomi, Deepika, Madhyamam, The Hindu, The New Indian Express, The Times of India. Some of the prominent Malayalam TV channels are based in the district. The district has also the presence of major telephone networks and they are; BSNL CellOne, Tata Docomo, Airtel, Vodafone, Idea Cellular and Reliance⁴¹.

1.2.29 Sports

The football and cricket are the most popular games of the Thiruvananthapuram district. The Kerala Cricket Association (KCA) is headquartered in Thiruvananthapuram City. The main football stadium which is known as the Chandrasekharan Nair Stadium is in the city. The district has also the presence of the Central Stadium⁴².

1.2.30 Rural Development

The Thiruvananthapuram district has 12 Development Blocks. The welfare schemes carried out in these blocks are; Swarnajayanti Gram Swarozgar Yojana (SGSY), Sampoorna Grameen Rozgar Yojana (SGRY), Total Sanitation Scheme (TSS), Rural Infrastructure Development Fund (RIDF), Prime Minister's Grama Sadak Yojana (PMGSY), Indira Awaaz Yojana (IAY), etc⁴³.

⁴¹ Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010.

⁴² Municipal Corporation, 'About Thiruvananthapuram', Trivandrum Corporation, Trivandrum, 2010

⁴³ Government of Kerala, 'A Brief History', District Handbooks of Kerala: Thiruvananthapuram, Government of Kerala, Trivandrum, 2015.

1.3 VOCATIONALISATION OF EDUCATION

Vocationalisation of education is aimed at the enhancement of employment potentials of the students through the education of vocational subjects for self-employment in various fields like; agriculture, industry and related occupations. One of the objectives of education is to enable the students to learn and write. Other than this, its role aims towards Vocationalisation with the target of enabling the students to get involved in jobs in various industries, government and other various sectors and also for self-employment.

Kazim Bacchus mentions the term Vocationalisation as the “efforts by the schools to include in their curriculum those practical subjects likely to generate among the students some basic knowledge, science, and tendencies that might educate them to think of becoming skilled workers or bring up other manual occupations”⁴⁴ Educational policy makers believe that, Vocationalisation will enhance the skills and attitudes or competencies of the students which will in turn make the students to enter into the labour force at their early stages of life.

1.4 VOCATIONAL HIGHER SECONDARY EDUCATION (VHSE) IN KERALA STATE

Vocational education was introduced in the State of Kerala with the main objective of equipping the students for various identified occupations. It was introduced as part of the National Policy of Education with the vision of equipping the students with occupational skills in securing jobs along with education. In Kerala State, the Vocational Higher Secondary Education (VHSE) was introduced in 1983–84 in 19 schools. In 1985 – 86 VHSE was introduced in 73 schools offering courses in 27

⁴⁴ Bacchus and Kazim, ‘The Political Context of Vocationalisation of Education in the Developing Countries’, Oxford, Pergamon, 1988.

occupational subjects. In the years 1997 – 98, there was an increase in the number of VHSE schools; 310 Vocational Higher Secondary Schools with a total number of 814 sections in 45 subjects. In the State of Kerala currently there are 389 Vocational Higher Secondary Schools giving vocational training in 42 subjects through 1100 departments. Vocational Higher Secondary Education of Kerala State offers nine VHSE branches namely; Humanities and Business and Commerce, Engineering and Technology, Paramedical, Agriculture, Animal Husbandry, Fisheries, Physical Education, Home Science. Admissions to all these faculties are based on the admission procedures framed by the Vocational Higher Secondary Education Department. On the one hand, it develops students for identifying occupations/jobs, while on the other; it gives opportunities for higher education for those who aspire⁴⁵.

1.5 STATEMENT OF THE PROBLEM

Vocational Higher Secondary Education in Kerala State was planned and designed with a vision to prepare and create a work force which is skilled in the middle level employing them in one or more group of occupations or job after matriculation at Higher Secondary Stage of Education (+2). The main objective of the Vocational Higher Secondary Education is to empower students at higher secondary level and enhance their employability and also to give opportunities for those who are aspiring for higher education. A careful analysis of the VHSE programme shows that it acts as a ground where the students can develop their job skills, entrepreneurial spirit etc.

However the quality of VHSE education is found not to be of required standard for enabling the VHSE students to secure a job or occupation immediately after the VHSE course. Further the reviews relating to the VHSE reveals that students opting for

⁴⁵ Department of Vocational Higher Secondary Education, Kerala, 'Online Admission Profile 2015', Department of Vocational Higher Secondary Education, Trivandrum, 2015.

VHSE courses are not desirous of venturing into entrepreneurship. There are several reason attributed to this situation. The factors including the quality of the VHSE programme offered was identified as one of the important reason. It is an established fact that entrepreneurship requires technical knowledge as well as motivation which is not fully justifiably imparted through VHSE programme. Studies show that, only a minimum percentage of students securing VHSE programme opt for being a job provider rather than a job seeker. Hence the present study is an attempt to examine the attitude of the VHSE students towards entrepreneurship.

1.6 OBJECTIVES OF THE STUDY

1. To study the current scenario of VHSE.
2. To assess the perception of VHSE students towards VHSE.
3. To identify the factors encouraging the students to choose VHSE and the attitude of VHSE students towards Entrepreneurship.
4. To assess the personal and group skills possessed by the VHSE students.
5. To examine the challenges faced by the VHSE students and the measures to strengthen VHSE.

1.7 SCOPE OF THE STUDY

The study was conducted among the students of second year vocational higher secondary schools of Thiruvananthapuram District. An attempt has been taken to assess the socio-economic backgrounds of the VHSE students and their perception towards VHSE. The factors responsible for choosing VHSE, the skills possessed by the VHSE students and their attitude towards entrepreneurship have been included in this study. The study also examines the challenges faced by the VHSE students to enter in to entrepreneurship and the measures to be taken to strengthen VHSE.

1.8 CHOICE OF THE STUDY AREA

The study was conducted in the Vocational Higher Secondary Schools in Thiruvananthapuram District of Kerala State. In Kerala State there are 389 VHSE schools out of which 41 VHSE schools are in Thiruvananthapuram District. Considering the entrepreneurial potentials of the district, the researcher wished to study the attitude of the VHSE students of Thiruvananthapuram District towards entrepreneurship. Also the researcher was familiar with the culture of the state and had the access to the location. The facilities available were helpful for the researcher to develop good relationship with the respondents.

1.9 OPERATIONAL DEFINITIONS

1.9.1 Attitude

An attitude can be a positive or negative self-perception, evaluation, beliefs and feelings of people about/towards the objects, events, activities, and ideas. It can be based on something concrete, abstract or anything in the environment. It is a tendency which can be psychological which is expressed in terms of a positive favour or disfavour or likes or dislikes towards something.

1.9.2 Entrepreneurship

Entrepreneurship is a creative response that integrates innovation, readiness to take risks, looking for various opportunities, high rate of initiative, coordination of potential resources, concern for excellence, persistence in achieving goals, positive outlook in problem solving and constant efforts for growth and excellence.

1.9.3 Attitude towards Entrepreneurship

This is an explanation of an individual's self- perception, evaluation, feelings and beliefs towards entrepreneurship influenced/affected by various factors like; individual judgement, societal, economic, education and family etc.

1.9.4 Higher Secondary

Higher secondary is a stage where the students enter after ten years of general education who are starting to develop their own thinking with an independent mind. The students may choose either academic courses or job oriented vocational courses.

1.9.5 Vocational Higher Secondary Education (VHSE)

Vocational Higher Secondary Education is planned and designed to create a skilled work force of young people/students in one or more group of occupations, trade or employment after 10+2 stage of Education.

1.10 PERIOD OF STUDY

The study was conducted from June 2014 to June 2016. The data which was relevant to the study was collected from the respondents during the period of July 2015 to December 2015.

1.11 POPULATION AND SAMPLE DESIGN

The type of research is descriptive in nature and the primary data was used for the study. For the sampling design the principle of randomness was used. VHSE in Kerala offers 42 different trades in four groups. Vast differences were observed in the number and distribution of schools offering these 42 trades across different geographical areas of Kerala State and practically it was not easy to include all of them in the sample. Sample respondents were chosen from schools offering VHSE course in

Thiruvananthapuram District of Kerala State for this study. In total 3198 students were undergoing final year VHSE course during the period under study of which 1462, 960 and 776 students were studying in schools situated in rural, semi urban and urban areas of Thiruvananthapuram District respectively. The VHSE Schools in Thiruvananthapuram District were stratified in to three categories such as urban, semi-urban and rural on the basis of place where the VHSE Schools are situated. The size of the sample is approximately 19 per cent of the total population from urban, semi urban and rural areas. To give a geographical balance to the sample, 600 final year VHSE students were selected from the schools situated in urban, semi urban and rural areas proportionately. The following Table 1.2. shows the place of VHSE School wise stratification.

Table 1.2

Place of VHSE School wise stratification

S.No	Place of VHSE Schools	Final year VHSE Students	Sample Respondents
1	Urban	776	146
2	Semi-urban	960	180
3	Rural	1, 462	274
	Total	3198	600

1.12 SOURCES OF DATA

Both primary and secondary data were collected for the study. The sources of primary data were the responses of the VHSE students of the selected schools. Primary data was collected using structured interview schedule. Reviews relating to the subject related to the study were collected from the journals on vocational education, research papers on vocational education, records and documents from the VHSE department and

other governmental and non-governmental educational research and statistical agencies. The researcher visited the selected schools and directly administered the interview schedule to the selected batch of students. The students were first briefed about the purpose and importance of the study and the method of filling up the interview schedule.

1.13 PILOT STUDY

The rough draft of the interview schedule was tested by administering the interview schedule to 50 students and responses to each question were examined carefully and based on this examination and evaluation some questions were deleted, restructured and few new ones were added. The various scales used in the interview schedule were tested for validity and reliability and certain modifications were added to them before incorporating them in the final interview schedule. The final form of interview schedule was formed based on the results of the pre-tests and with the suggestions from the experts. The final interview schedule was used for the collection of data from the sample respondents.

1.14 HYPOTHESES

1. As regards the factors influencing the respondents to choose VHSE, there is no significant difference among the respondents.
2. There is no significant impact of factors leading to choose the VHSE on respondents entering into entrepreneurship
3. There is no significant difference among the respondents in their perception to choose VHSE.
4. There is no significant relationship between the perception of respondents to choose VHSE and their profile variables.

5. There is no significant difference among the respondents in respect of the skills possessed by them.
6. There is no significant relationship between the skills of the respondents and their profile variables.
7. There is no significant influence of skills which encourage the respondents to enter into entrepreneurship.
8. There is no significant difference among the respondents regarding the factors which are encourage them to enter in to entrepreneurship.
9. There is no significant relationship between the respondent's profile variables and the factors encouraging the respondents to enter into entrepreneurship.
10. There is no significant relationship between the profile of VHSE students and their attitude towards entrepreneurship.
11. There is no significant impact of factors influencing the respondents on the respondents to enter into Entrepreneurship.
12. There is no significant relationship between skills possessed by respondents and the factors influencing the respondents to enter into entrepreneurship.
13. There is no significant difference among the respondents in respect of their perception towards entrepreneurship.
14. There is no significant difference in the attitude of the respondents towards entrepreneurship.
15. There is no significant relationship between the profile of respondents and their attitude towards entrepreneurship.

16. There is no relationship between skills possessed by respondents and their attitude towards entrepreneurship.
17. There is no association between the respondent's attitude towards entrepreneurship and factors encouraging the respondents to enter into entrepreneurship.
18. There is no significant difference among the respondents as regards the challenges to enter into entrepreneurship.
19. There is no significant impact of the challenges faced by the respondents on their entrepreneurial attitude.
20. There is no significant relationship between the profile of respondents and the challenges faced by the respondents.
21. There is no association between the skills possessed by the respondents and the challenges faced by them.
22. There is no significant relationship between factors encouraging the respondents to enter into entrepreneurship and the challenges faced by them.
23. There is no significant impact of factors leading to strengthen the VHSE on the factors encouraging the respondents to enter into entrepreneurship.
24. There is no significant difference among the respondents regarding the measures to strengthen the VHSE.
25. There is no significant relationship between the profile variables of the respondents and the factors responsible for strengthening the VHSE.

1.15 TOOLS FOR ANALYSIS

The collected data had been processed with the help of appropriate statistical tools. The statistical tools were selected on the basis of the objectives of the study and also the nature of data included for the analysis. The details of statistical tools and its relevance of application are summarized below.

1.15.1 ANOVA (F-Statistics)

ANOVA test is used to find out the significant differences existing among the three or more sample groups in relation to a variable. In the ANOVA test the, total variance in a set of data is divided into variation within groups and variation between groups.

The ANOVA technique is used on the basis of the concept of sum of squared deviations from a mean. Corresponding to the total variance and its two components, we have the total sum of squares (SS), between groups sum of squares (SS_b), within groups of squares (SS_w) is obtained by combining the sum squares i.e., the squared deviations of every raw score from its sample mean. The formula used is:

$$SS_w = \sum_1 d^2 + \sum_2 d^2 + \sum_3 d^2 + \sum_4 d^2 + \sum_5 d^2 + \dots \sum_n d^2$$

Where d = a deviation of every raw score of a category from its sample mean.

Between groups sum of squares (SS_b) is by calculating the difference between each sample mean and the total mean. The squared difference is multiplied by the sample size in the concerned category and these quantities. The formula is:

$$SS_b = \sum [(x - x_1)^2 \times n]$$

Where,

$\bar{X}$ = any sample mean

$\bar{X}_1$ = the total mean

n = the number of scores in any sample

SS_b = the between groups sum of squares

The total sum of squares (SS_1) is equal to a sum of within and between groups sum of squares.

$$SS_1 = SS_b + SS_w$$

Mean Square

The value of the sums of squares tends to become larger as variation increases and also as sample size increases. The mean square (or variance) is obtained by dividing SS_b or SS_w by the appropriate degrees of freedom.

$$MS_b = SS_b/df_b$$

$$MS_w = SS_w/df_w$$

Where,

MS_b = the between- groups mean squares

MS_w = the within – group mean squares

df = the degrees of freedom

df_b = $k-1$

df_w = n_1-k

Where,

k = the number of samples (groups)

n = the total number of scores in all samples combined.

ANOVA or ‘F’ Statistics was applied in order to analyse the respondent’s perceptions to choose VHSE, factors influencing the respondents to enter into VHSE, respondent’s attitude towards entrepreneurship, factors encouraging the VHSE students to enter into entrepreneurship and the challenges faced by the respondents to enter into entrepreneurship.

1.15.2 ‘t’ Test

The ‘t’ test is used to study the significant differences among two groups of samples with respect to a variable. It is also used to test the significance of a correlation co-efficient calculated among two variables. In the study for the latter purpose ‘t’ test is employed. Theoretical work on t-distribution was done by W.S. Gosset in the early 1900.

The “t-statistic” is defined as:

$$t = \frac{\bar{x} - \mu}{S} \times \sqrt{n}$$

Where,

$$S = \frac{\sqrt{\sum(x - \bar{x})^2}}{n - 1}$$

The t-distribution is derived mathematically under the assumption of a normal distribution as:

$$f(t) = C \left(1 + \frac{t^2}{v} \right)^{-(v+1)/2}$$

Where,

$$t = \frac{(\bar{x} - \mu)}{S} \sqrt{n}$$

C = a constant required to make the area under the curve equal to unity.

$v = n-1$, the number of degrees of freedom.

To test the significance of the correlation coefficient the following formula is used:

$$t = \frac{r}{\sqrt{1-r^2}} \times \sqrt{n-2}$$

Where, t is based on $(n-2)$ degrees of freedom.

If the calculated value of ' t ' exceeds $t_{0.05}$ for $(n-2)$, d.f., the value of r is significant at 5% level. If $t < t_{0.05}$ the data are consistent with the hypothesis of an uncorrelated population.

1.15.3 Factor Analysis

Factor analysis is a statistical tool employed in the present study to analyse the factors influencing the respondents to chose VHSE, As the factor analysis will provide a meaningful conclusion, this tool has been applied by the researcher.

The factor analysis model in matrix notation is given by:

$$X = Af + e$$

Where,

$$X = (x_1, x_2, x_3, \dots, x_p)$$

$$F = (f_1, f_2, f_3, \dots, f_m)$$

$$E = (e_1, e_2, e_3, \dots, e_p)$$

$$M = \text{Number of factors}$$

And the relevant matrix is

$$A = \begin{pmatrix} a_{11}, & a_{12}, & \dots, & \dots, & \dots, & a_{1m} \\ a_{21}, & a_{22}, & \dots, & \dots, & \dots, & a_{2m} \\ \dots, & \dots, & \dots, & \dots, & \dots, & \dots, \\ \dots, & \dots, & \dots, & \dots, & \dots, & \dots, \\ a_{p1}, & a_{p2}, & \dots, & \dots, & \dots, & a_{pm} \end{pmatrix}$$

Where a_{ij} is the factor loading which give net correlation between the variables x_i and factor f_j . (where $i=1,2,\dots,p$ and $j=1,2,3,\dots,m$). It is assumed that the error variables (e) are distributed independently of f and p and e as a multi-variate normal distribution.

1.15.4 Eigen value

Eigen values are multipliers. They are numbers that represent how much stretching has taken place. The idea of eigen values can be extended to any operator H . (H might be 'rotate by 360 degrees' or 'stretch in direction of y-axis' or operators in Quantum theory or elsewhere). We write $H(x)$ to mean 'the action of H on x '. (So x might be a particular vector that we are rotating or stretching or it might be a quantum state or some other object). If we can find an object x and a number k so that the following equation is true:

$$H(x) = k * x$$

Then we know that x has been preserved by H apart from a scalar multiplier k . It is k times bigger than what it was before H acted upon it. Therefore we call x an eigenvector of H with eigen value k .

1.15.5 Cronbach's alpha

The reliability of the index is tested through reliability analysis. Cronbach alpha validated the reliability of the unstandardized tools.

Cronbach's alpha is calculated as

$$\alpha = \frac{Kr}{1 + (K - 1)r}$$

Where,

K = number of variables considered

r = Inter-items correlation.

1.15.6 Bartlett's test of sphericity

In statistics, Bartlett's test is used to test if 'k' samples are from populations with equal variances. Equal variances across samples are called homogeneity of variances. Some statistical tests assume that, variances are equal across groups or samples. The Bartlett test can be used to verify that assumption.

Bartlett's test is sensitive to departures from normality. That is, if the samples come from non-normal distributions, then Bartlett's test may simply be testing for non-normality. Levene's test and the Brown-Forsythe test are alternatives to the Bartlett test that are less sensitive to departures from normality.

1.15.7 Kaiser Meyer Olkin measure of sampling adequacy

Interpretive adjectives for the Kaiser-Meyer-Olkin Measure of Sampling Adequacy are: in the 0.90 as marvellous, in the 0.80's as meritorious, in the 0.70's as middling, in the 0.60's as mediocre, in the 0.50's as miserable, and below 0.50 as unacceptable. The value of the KMO Measure of Sampling Adequacy for this set of variables is .746, which would be labelled as 'middling'. Since the KMO Measure of Sampling Adequacy meets the minimum criteria, we do not have a problem that requires us to examine the Anti-Image Correlation Matrix.

Bartlett's test of sphericity tests the hypothesis that the correlation matrix is an identity matrix; i.e. all diagonal elements are 1 and all off-diagonal elements are 0, implying that all of the variables are uncorrelated. If the Sig value for this test is less than our alpha level, we reject the null hypothesis that the population matrix is an identity matrix. The Sig. value for this analysis leads us to reject the null hypothesis and conclude that there are correlations in the data set that are appropriate for factor analysis.

1.15.8 Correlation Analysis

The correlation analysis is a statistical tool with the help of which the intensity of relationship between two or more than two variables could be positive or negative. When two variables move in the same direction, their association is termed as positive correlation. If they move in the opposite direction, their association is termed as negative correlation.

The most common measures of correlation is the Karl Pearson co-efficient of correlation (r). The formula used is:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Where,

- r = the Pearson correlation co-efficient
- N = the total number of pairs of x and y
- X = raw score on the x variable
- Y = raw score on the y variable.

Correlation was applied for finding out the relationship between Factors Encouraging VHSE Students to Enter into Entrepreneurship and Problems.

1.15.9 Chi-Square Test

An effort is made to find out as to what extent gender, age, religion, community influences the problems by using the chi-square test.

The formula used for chi-square test is

$$\sum((O-E)^2)/E$$

Where,

O = Observed frequency

E = Expected frequency, computed by

E = (Row Total $\times$ Column Total)/(Grant Total (N))

The required degree of freedom is calculated by the formula;

$$(r-1) (c-1),$$

Where,

r = number of rows

c = number of columns

It is necessary to frame null hypothesis. It denotes that there is no relationship between the two variables. If the calculated value of chi-square value is less than the table value at a certain level of satisfaction for given degrees of freedom, we conclude that null hypothesis stands which means that the two attributes are independent or not associated. If the calculated value of chi-square value is greater than the table value. Our inference then would be that null hypothesis does not hold good which means the two attributes are associated.

1.15.10 Multiple Regression Analysis

Multiple Regression Analysis helps to locate the undermining relationship among the multiple independent variables with the dependent variable. Further it explains the strength of relationship between the independent variables and dependent variable.

More precisely, multiple regression analysis helps to predict the value of Y for given values of $X_1, X_2, \dots, X_k$.

By multiple regression, we mean models with just one dependent and two or more independent (exploratory) variables. The variable whose value is to be predicted is known as the dependent variable and the ones whose known values are used for prediction are known independent (exploratory) variables.

In general, the multiple regression equation of Y on $X_1, X_2, \dots, X_k$ is given by:

$$Y = b_0 + b_1 X_1 + b_2 X_2 + \dots + b_k X_k$$

Multiple regression analysis was applied to assess the impact of factors leading to choosing the VHSE on the factors encourage the respondents to enter into entrepreneurship and the impact of factors leading to strengthen the VHSE on the factors encouraging the respondents to enter into entrepreneurship.

1.16 LIMITATIONS OF THE STUDY

The following are the limitations of this study.

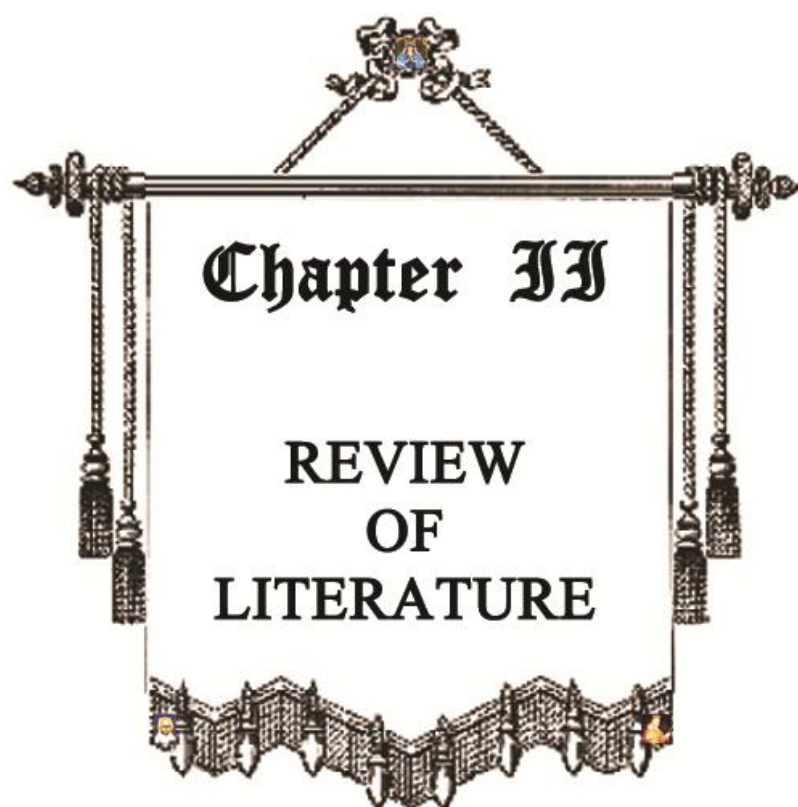
1. The study is restricted to Trivandrum districts of Kerala State.
2. The information collected from the sample respondents from urban, semi urban and rural areas are used in the study.
3. Only the final year students of Vocational Higher Secondary Education students were included in this study.

1.17 CHAPTER FRAMEWORK

Chapter I deals with introduction and the design of the study. Chapter II presents the review of literature. Chapter III gives information relating to Vocational Higher Secondary Education in Kerala. Chapter IV deals with profile of the respondents and their perception towards VHSE. Chapter V presents the factors encouraging the respondents to enter in to entrepreneurship and their attitude towards entrepreneurship. Chapter VI high lights the challenges faced by the respondents to enter in to entrepreneurship and the measures to be taken strengthen the VHSE. The final chapter lists the findings and suggestions based on the analysis and interpretations of the study.

1.18 SUMMARY

This chapter presents the introduction and design of the study wherein the researcher presented the statement of the problem, objectives of the study, scope of the study, hypotheses, plan of analysis, limitations of the study and the chapter scheme. The study will help the researcher to assess the socio-economic status of the VHSE students undergoing various courses offered to the VHSE. The researcher will assess the perception of the VHSE students to choose VHSE as their career. The analysis of the factors encouraging the respondents to enter into entrepreneurship and their attitude towards entrepreneurship will help the researcher to understand the attitude of the VHSE students towards entrepreneurship. The challenges faced by the VHSE students to enter in to entrepreneurship and the measures to be undertaken to strengthen the VHSE will expose the problems. The study will throw lights on the measures to be taken by the State Government and the VHSE board to revamp the VHSE.



CHAPTER II

REVIEW OF LITERATURE

2.1 INTRODUCTION

The review of the related literature makes the ground and context for the research problem, provides a summary of the results of other researches which are closely related to the current study being conducted and as an outline to the research. This stands as a benchmark to compare the results of the study with the findings of other studies. Keeping in mind the above objectives, the review of the related literature was reviewed and reported.

2.2 ATTITUDE TOWARDS ENTREPRENEURSHIP

Sharma K.L¹ (1978) has found that, those individuals who are not coming from the business or industrial background have high degree of motivation towards entrepreneurship or new ventures than those individuals who are coming from the business or industrial back ground. The rich men have succeeded as entrepreneurs because of their education, work experience, access to capital.

Clifford M. Baumbach and Joseph R. Maneuro² (1981) have noticed that, to develop independent entrepreneurs, there should be long term effort from the part of educational institutions, government and other stake holders. Studies should be conducted to understand the entrepreneurial talents/traits of individuals and the psychological and environmental forces that motivate the spirit of entrepreneurship.

¹ Sharma K. L., 'A Multivariate Model for the Analysis of Entrepreneurship in Manufacturing Organization', Sociological Bulletin, Vol.27, No.1, pp.48-65, 1978.

² Clifford Baumbach M and Joseph Mancuso R, 'Entrepreneurship and Venture Management', DB Taraporevala Sons & Co. Pvt. Ltd., Published by Arrangement with Prentice- Hall, INC., 1981.

Patel V.G³ (1985) found in his study that, in India 40 per cent of the entrepreneurs were from the business background, 30 per cent from the service back ground, 10 per cent were fresh degree holders and engineers, 10 per cent were from the area of self-employed and the remaining 10 per cent were from the unemployed farmers, artisans etc. The research reveals that around 60 per cent of the entrepreneurs were emerging from where they do not have any kind of business background.

Akhouri M.M.P and Mishra S.P⁴ (1990) have found that, in most of the developing countries like India imparting education in entrepreneurship has not been given significant priority in the educational institutions. The curriculum of education should include entrepreneurship awareness, values, attitudes, motivation and competencies among the students at the very early stage of their development in order to successfully take up entrepreneurial activities.

Mishra D.N⁵ (1990) observed that, money is one of the important motivating factors to create an attitude towards entrepreneurship. The role of family is very limited in giving shape to the dreams, desires and ambitions of the young entrepreneurs. Different communities with business background to which the students belong should motivate and support the students to become entrepreneurs/encourage them to get into new entrepreneurial activities.

Ganeshan. R⁶ (1992) says that educational standard is one of the important motivating factors to enter into entrepreneurial activities. If the educational

³ Patel V.G, 'Organization Development for Entrepreneurship Programmes', Entrepreneurship Development Institute of India, Ahmedabad, p.56, 1985.

⁴ Akhouri M.M.P and Mishra S.P, 'Entrepreneurship Education: A Conceptual Base, Approach and Methodology', Indian Management, 29 (11-12) November - December 1990, pp.53-65, 1990.

⁵ Mishra D.N, 'Entrepreneur and Entrepreneurship Development and Planning in India', Chug Publications, Allahabad, 1990, pp.224-226, 1990.

⁶ Ganeshan R, 'Growth of Entrepreneurship in Small Scale Industries - A study with reference to Pudukottai District, Tamil Nadu', Unpublished Ph.D., Thesis submitted to Alagappa university, Karaikudi, 1992.

background of an entrepreneur is excellent, then he/she will be highly motivated to enter in to the entrepreneurial activities. Greater emphasis should be given to them by providing good education and inspire them through entrepreneurial development programmes to uplift the society and the status of women. The study reveals that, the family business owners have very poor education and training to run the business.

Gangadhara Rao. M⁷ (1992) stated that, in order to change the social and economic structure of the society and to uplift its disadvantaged sections like women, greater emphasis should be given to entrepreneurial enhancement programmes which are beneficial for the women. Such programmes should be provided to women in the form of economic security, family security, social status and individual dignity.

Gautam Raj Jain and Debmuni Gupta⁸ (1994) have the opinion that, entrepreneurial education is an innovative inclusion in the formal education. The researchers highlight the importance of inclusion of this education at various stages of general education starting from schools to colleges and to the professional colleges. Introduction of a new course in entrepreneurship is very important in all the educational institutions.

Nalinaksha Mutsuddi⁹ (1996) has stated that, women by nature with certain qualities are able to step into entrepreneurial activities. Women are able to motivate others and it is their inborn nature and gift of their personality. They can raise the self-esteem of other people and can make them feel important. Women are good in helping others and they have an appreciating and encouraging nature.

⁷ Gangadhara Rao M, 'Entrepreneurship and Entrepreneurial Development', Kanishka Publishing House, New Delhi, 1992.

⁸ Gautam Raj Jain and Debmuni Gupta, 'New Initiatives in Entrepreneurship Education and Training', Fredrich – Naumann – Stifung, New Delhi, 1994.

⁹ Nalinaksha Mutsuddi, 'You too can Become an Entrepreneur', Wheeler Publishing, New Delhi, 1996.

Suresh K and Dhameja K¹⁰ (1998) have commented in their study that, many of the developing countries are not taking interest for the students who are quitting/passing out from the schools. There should be an expansion of various facilities for technical education and training in vocational courses as part of general education in all the educational institutions and also there should be the introduction of job experience as part of school curriculum.

Martin Patrick¹¹ (1999) has found that lower wage, unemployment and low employment opportunities have forced the young people mainly the poor youth to look for employment opportunities and these problems have positively motivated young people to become self-employed.

Roger Henderson¹² (2000) highlights that; the young people may enter into entrepreneurial activities if they can get good motivation and inspiration from the people who are good role models i.e. real entrepreneurs who are successful. Media is not showcasing the personalities who are successful entrepreneurs. There is lack of enthusiasm, motivation and encouragement from the successful entrepreneurs who can influence the young people in their career choice.

Stevenson and Lundstrom¹³ (2001) have stated that to promote the attitude, motivation and culture of entrepreneurship among the young people, a combination of certain programmes, initiatives and innovations are required. The support and the encouragement of the family and the community to which the youth belong is

¹⁰ Suresh K and Dhameja K, 'Entrepreneurship and Small Business', Rawat Publications, Jaipur and New Delhi, 1998.

¹¹ Martin Patrick, 'Self Employment and Successful Entrepreneurship', Kaniska Publishers and Distributors, New Delhi, 1999.

¹² Roger Henderson, 'Who wants to be an Entrepreneur? Young Adult Attitudes to Entrepreneurship as a Career', Career Development International, Vol. 5, Issue 6, pp. 279-287, 2000.

¹³ Stevenson and Lundstrom, 'Motivation and Culture of Entrepreneurship among young people, available from, www.ilo.org, p.75, 2000.

essential for them to start and remain in business activities rather than the financial support.

Jose Ma Veciana¹⁴ (2005) reveals the factors that empower the youth to become entrepreneurs. They are attitudes towards the entrepreneur, activities of the entrepreneur and the social activities of the entrepreneurs in which he/she is involved. The researcher has compared the attitudes of University students towards self-employment and formation of business/enterprises. The study reveals that there is a positive image among the young people about the entrepreneurship.

Gerry Segal¹⁵ (2005) states that, the ability of the students in certain traits like, tolerance, risk taking, their perceived feasibility and desirability are the factors which help them to understand whether they have the attitude for self – employment. The educational institutions, teachers, government, entrepreneurs and the business men of the locality etc., should consider how their words and actions inspire the young people to become entrepreneurs.

Kamala Balachandran¹⁶ (2005) has commented in his study that for a country like India which is abundant in human resources should be transformed itself in to a developing nation both in terms of wealth and culture by focusing on the concept of ‘job providers’ than ‘job seekers’. The researcher advises to the new generation parents to discard all the old ideas/prejudices about business and motivate and encourage their young children to become successful entrepreneurs in their future career.

¹⁴ Jose Ma Veciana, ‘University Students’ Attitudes Towards Entrepreneurship: A Two Countries Comparison’, *The International Entrepreneurship and Management Journal*, Vol. 1, Issue 2, pp. 165-182, 2005.

¹⁵ Gerry Segal, ‘The Motivation to Become an Entrepreneur’, *International Journal of Entrepreneurial behavior and Research*, Vol. 11, Iss. 1, pp. 42 – 57, 2005.

¹⁶ Kamala Balachandran, ‘Minding One’s Own Business’, *The Hindu*, Madurai, Tamil Nadu, December 25, 2005, p.14, 2005.

Dionco Adetayo¹⁷ (2006) says that the internal factors such as the abilities of young people in becoming entrepreneurs and the external factors which empower the young people to take up the challenges of entrepreneurship are evaluated in this research. The results of the research reveal that, innovation and industriousness are the personality traits of an individual considered to be the most influencing factors in becoming entrepreneurs.

Abhishek Goel and Neharika Vohra¹⁸ (2007) states that; the support from the society is an important factor in motivating and creating an attitude among the students towards entrepreneurship. The social attitudes towards the entrepreneurs and entrepreneurship have major role in the creation of entrepreneurial activities in the future society. An individual's family back ground and the entrepreneurial growth of a particular region have major roles in inspiring the future entrepreneurs.

Luke Pittway¹⁹ (2007) has given an explanation of various forms of knowledge/information attained from the learning of entrepreneurship by an inquiry-based education which can be implemented in teaching through innovation, invention, creativity and business. The study focuses on the advantages and challenges of entrepreneurial training programmes for the students. The educational institutions should encourage the youth to be more innovative, creative and entrepreneurial.

¹⁷ Dionco-Adetayo, 'Factors Influencing Attitude of Youth Towards Entrepreneurship', International Journal of Adolescence and Youth, Department of Management and Accounting, Faculty of Administration, Obafemi Awolowo University, Academic Publishers, Nigeria, Vol. 13, pp. 127-145, 2006.

¹⁸ Abhishek Goel and Neharika Vohra, 'Attitudes of the Youth towards Entrepreneurs and Entrepreneurship: A Cross-Cultural Comparison of India and China', Indian Institute of Management Ahmedabad, Research and Publications, 2007.

¹⁹ Luke Pittway, 'Learning of Entrepreneurship, available from, <http://www.usfca.edu/sobam/nvc/conf/proceedings.html>, 2007.

Thomas E.C²⁰ (2007) argues that, the young people have the tendency for innovation, creativity, education and wider thinking. Young students who have dreams about their future career life should be encouraged to think creatively and differently. For this; parents, teachers, universities, private business enterprises and the state should develop a programme which is integral in nature to create innovative thinking in the minds of the young people.

Amran Awang Shaiful Annuar Khalid and Mohammad Ismail²¹ (2008) say that, there is strong relationship between personality traits and the factors which are helpful in becoming entrepreneurs. The university students think that, self-esteem, self-efficacy, positive personality traits and great achievement needs are the inspiring and accelerating factors to become entrepreneurs. The study also highlights the role of family support and social support for the young people to become entrepreneurs.

Michael L. Harris and Shanan G. Gibson²² (2008) stated that motivation to become an entrepreneur and the business experiences together exhibit the relationship between attitudes towards entrepreneurship. This study reveals four kinds of attitudes; achievements gained/attained in business, innovation and creativity which is implemented in business, the personal control expected in business and the self-esteem and other personality traits like risk taking and assuming risks which are needed to run a business.

²⁰ Thomas E.C, 'Keeping the Fires of Innovative Spirit Burning', The Hindu, Madurai, Tamil Nadu, July 29, 2007, p.18, 2007.

²¹ Amran Awang, Shaiful Annuar Khalid and Mohammad Ismail, 'Personality and Contextual factors as Determinants of Entrepreneurial Intention among Malaysian Students', International Journal, Malaysia, Vol.3, pp.1-13, 2008.

²² Michael L. Harris and Shanan G. Gibson, "Examining the entrepreneurial attitudes of US business students", Education and Training, Vol. 50 Iss: 7, pp.568 – 581, 2008.

Christine K. Volkmann and Kim Oliver Torkarski²³ (2009) observed the attitude of university students towards entrepreneurship. The researcher reveals that, there are important and very significant differences and contradictions in the entrepreneurial personality traits among the students like; the locus of control expected in business and the self-esteem and other personality traits like risk taking and assuming risks which are needed to run a business.

Erich J Schwarz²⁴ (2009) focuses his study on three factors to become entrepreneurs; the first factor is the general attitude among the young people (attitude towards money, change, and competitiveness), the second factor is the attitude towards their perception of the university environment which can create the intention in becoming an entrepreneur and the third factor is the regional support for business infrastructure and the social attitude towards entrepreneurship. Students' social networks (family and friends) also may be given serious attention towards the entrepreneurial career decision. Innovation and industriousness are the personality traits of an individual considered to be the most influencing factors in becoming entrepreneurs.

Gallaway²⁵ (2010) states that the students who have undergone a university programme in entrepreneurship have deliberately shown good interest in becoming entrepreneurs after the completion of their education. The study reveals that, these students are showing more interest in entrepreneurial activities than those students who have not done any kind of courses or undergone enterprise building.

²³ Christine K. Volkmann, Kim Oliver Torkarski, 'Student Attitude to Entrepreneurship', University of Wuppertal, Germany Bern University of Applied Sciences, Switzerland, Management & Marketing Vol. 4, No.1, pp. 17-38, 2009.

²⁴ Erich J Schwarz, 'The Effects of Attitudes and Perceived Environment Conditions on Students' Entrepreneurial Intent: An Austrian Perspective', Education and Training, Vol. 51, Iss. 4, pp. 272 – 291, 2009.

²⁵ Gallaway, 'Entrepreneurship after the University Studies', available from, <http://www.hi-is/~joner/eaps/deaing2.htm> p.86, 2010.

Botsaris. C and Vamvaka. V²⁶ (2012) examined the intentions of the students towards entrepreneurship who are coming from various entrepreneurial backgrounds. The researchers conclude that; the motivation should be from the educational institutions and the families.

Mumtaz Begam Abdul Kadir and Munirah Salim²⁷ (2012) examine various factors influencing and motivating the attitude of young people towards entrepreneurship. Both general education and entrepreneurial/enterprise education have vital roles in developing/influencing entrepreneurial attitude among the students. Education has major influencing ability or capacity in the creation of entrepreneurial attitude among the young people.

Reaz Uddin and Tarun Kanti Bose²⁸ (2012) have identified that, various factors like risk taking, locus of control, achievement need, need for autonomy, risk taking and attitude towards challenges, job security, environment assessment for starting a business and enterprise education provided by the educational institutions have the influence upon the young people to become entrepreneurs. The personal control expected in business and the self-esteem and other personality traits like risk taking and assuming risks which are needed to run a business to unemployment problems faced by the students who have completed their education from the universities. The study examines the relationship between two factors; the desire to own a business and do a business.

²⁶ Botsaris C and Vamvaka V., 'Models of the determinants of Entrepreneurial Behaviour: A literature Review', *Regional Science Inquiry Journal*, Vol. IV, (3) 2012, Special Issue, pp.155 – 172, 2012.

²⁷ Mumtaz Begam, Abdul Kadir and Munirah Salim, 'Factors Affecting Entrepreneurial Intentions among Professional college students', *Academy of Management Journal*. Vol.23(3), pp.509-520, 2012.

²⁸ Md Reaz Uddin and Tarun Kanti Bose, 'Determinants of Entrepreneurial Intention of Business Students in Bangladesh', *International Journal of Business and Management*; Vol. 7, No. 24, 2012.

Hua Zhang and Ying Zhang²⁹ (2013) have investigated the psychological factors that are motivating the young people in becoming entrepreneurs. The findings reveal that the entrepreneurial traits include five factors: entrepreneurial capacity, belief, consciousness, motivation, and determination.

Manoharan Nair³⁰ (2013) suggests that, the mission of Kerala State is to create and generate wealth and employment opportunities with unlimited and abundance of great human resource potentials of the State by motivating youth to become entrepreneurs. He suggests the creation of the entrepreneurial clubs in all the High Schools, Poly Techniques, Arts and Science Colleges, Engineering Colleges, Departments of Universities and Management Institutes.

Sheila Edward, Elisabet Weedon and Sheila Riddell³¹ (2013) examine the attitudes of the vocational students towards vocational courses. The findings reveal various elements through which the attitude of young people towards vocational training is developed. These factors are; Policy Context, attitudes and inspiration.

Ajit Prabhu V. and Anisha Thomas³² (2014) examine and reveal that, the children of entrepreneurs are greatly motivated, influenced and have developed an attitude towards entrepreneurship than those students whose parents are not engaged in entrepreneurial activities. Role model influences, availability and accessibility of business networks of parents, family culture of the entrepreneurs, educational factors

²⁹ Hua Zhang and Ying Zhang, 'Psychological Characteristics of Entrepreneurship of College Students in China', *Psychology Journal* 2013. Vol.4, No.3, pp.159-164, 2013.

³⁰ Manoharan Nair, 'Kerala Calling, Entrepreneurship Clubs Need Revamping', *Kerala Calling*, 2013, Scottish Government Social Research, pp.45-56, 2013.

³¹ Sheila Edward, Elisabet Weedon and Sheila Riddell, 'Attitudes to Vocational Learning: a literature review', Scottish Government Social Research, University of Edinburgh Centre for Research in Education, Scotland, 2008.

³² Ajit Prabhu V. and Anisha Thomas, 'Influence of Parental Factors on the Entrepreneurial Attitude of B School Students', *International Journal of Research and Development - A Management Review*, Vol.3, Issue-1, pp.5479- 2319, 2014.

of the parents and the standard of living of the families or parents are the other major elements in the creation of attitude towards entrepreneurship among the young people.

Anca Draghici Claudiu, Tiberiu Albuлесcu and Matei Tamasila³³ (2014) examines that the entrepreneurial attitude and perception towards entrepreneurship act stands as an important knowledge asset in the area of entrepreneurial studies. Entrepreneurial attitude and entrepreneurial intention strongly affect the entrepreneurial activity among the young people and both have vital and important role in the creation of entrepreneurial attitude among the young people.

Fumero, De Miguel A, Marrero R.J and Carballeira M³⁴ (2014) done a study on the reliability test which has revealed that; the entrepreneurial potential among the young people was strong in relation to the achievement motivation influenced by the gender. The attitude towards entrepreneurship was higher and greater in the non-educated or non-curricular group. It also revealed that they were prominent in the leadership factor.

2.3 ENTREPRENEURIAL TRAITS

Goel, Abhishek; Vohra, Neharika; Zhang, Liyan; Arora and Bhupinder³⁵ (2009) suggest that, the policy creation on entrepreneurship development and entrepreneurship education should be equal in all the regions of a country. One policy taken in one region should address the entrepreneurial issues of all the other regions of the country. The study mainly focuses on the attitude of the society towards

³³ Anca Draghici, Claudiu Tiberiu Albuлесcu and Matei Tamasila, 'Entrepreneurial Attitude as Knowledge Asset: Its Impact on the Entrepreneurial Activity in Europe', *Procedia - Social and Behavioral Sciences*, Vol.109, 8 January 2014, pp.205–209, 2014.

³⁴ Fumero A., De Miguel A, Marrero R.J and Carballeira M, 'Entrepreneurial potential in adolescent', *Personality and Individual Differences*, Vol. 60, p.55, 2014.

³⁵ Goel, Abhishek; Vohra, Neharika; Zhang, Liyan; Arora and Bhupinder, 'Attitudes of the Youth towards Entrepreneurs and Entrepreneurship: A Cross-Cultural Comparison of India and China', *IIMA Institutional Repository*, Vol.23, pp.56-89, 2008.

entrepreneurship and entrepreneurs. The study concludes that these findings are the main determinants of entrepreneurial activities for the future entrepreneurial intentions.

Schwarz, Erich J., Wdowiak, Malgorzata A. and Almer-Jarz,³⁶ (2009) reveal that the factors that motivate the attitude among the young people towards entrepreneurship are; money, an aggressive desire for change, desire for an environment which has competitiveness and the interest or perception of the educational institutions that are needed for the entrepreneurship development. The parents and the family members also have decisive role in affecting and motivating the attitude of the young people towards entrepreneurial activities.

Babli Dhim and Pooja Sharma³⁷ (2010) examine various challenges, risk taking activities, innovation, organizing capacities and creativity needed to become an entrepreneur. The word ‘coerce’ is used in this study which means the various traits encourage the young people to positively opt for the opportunities and optimistically respond to various risks and challenges towards entrepreneurship. This is related with five strong elements; personal traits/characteristics, internal locus of control, individual environment which affect the individual to enter in to entrepreneurship, personal and business objectives and business idea factors.

Gallant, Monica; Majumdar, Sudipa; Varadarajan and Damodharan³⁸ (2010) propose that, the term entrepreneurship should be considered as an important and

³⁶ Schwarz, Erich J; Wdowiak, Malgorzata A; Almer-Jarz, Daniela A; Breitenacker and Robert J, ‘The effects of attitudes and perceived environment conditions on students' entrepreneurial intent: An Austrian perspective’, Education & Training Vol. 51.4 (2009): pp.272-291, 2009.

³⁷ Babli Dhim and Pooja Sharma, ‘A study on the entrepreneurship coerce among students in Northern India’, Asia Pacific Journal of research in Business Management; Vol. 1 No 1, pp.345-451, 2010.

³⁸ Gallant, Monica; Majumdar, Sudipa; Varadarajan and Damodharan, ‘Outlook of female students towards entrepreneurship: An analysis of a selection of business students in Dubai Education’, Business and Society: Contemporary Middle Eastern Issues 3.3, pp.218-230, 2010.

major accelerating source for economic growth/development of the society. Education has an important and major role in creating the entrepreneurial attitudes and motivations among the young people.

Indarti³⁹ (2010) conducted a survey to understand and analyse the factors that affect the intentions and motivations lead to entrepreneurship among the university students. The influencing factors towards entrepreneurship such as self-efficacy, environmental factors, gender etc. have major impact in creating and developing entrepreneurship intention among the university students.

Arminda⁴⁰ (2011) examines the motivations, inspirations and attitudes among the secondary students towards business enterprise intentions. The main factors motivate them to develop an attitude of entrepreneurship are the examples of successful entrepreneurs. Entrepreneurship education has also a greater role in creating the intention of becoming entrepreneurship among the students.

Davey⁴¹ (2011) tries to understand the relations among the intentions and motivations among the university students of developing and developed countries. The results of this study show that there is a positive attitude among the students of developing countries towards entrepreneurship than that of European Countries.

Franciso⁴² (2011) says that, the economic development of a country is deeply dependent on the enhancement of entrepreneurship spirit among the citizens of that country. The study proposes that, the traits of personality of an individual and the

³⁹ Indarti, Nurul; Rostiani, Rokhima; Nastiti and Tur, 'Underlying Factors of Entrepreneurial Intentions among Asian Students', The South East Asian Journal of Management, Vol. 32, pp.356-378, 2010.

⁴⁰ Arminda Do Paco, 'Entrepreneurial intention among secondary students: Findings from Portugal', International Journal of Entrepreneurship and Small Business, Vo 13, No 1, pp 92 – 106, 2011.

⁴¹ Davey, Todd; Plewa and Carolin, 'Entrepreneurship perceptions and career intentions of international students' Journal of Education & Training, Vol.45, pp.335-352, 2011.

⁴² Francisco Liñán, Juan Carlos Rodríguez-Cohard and José M. Rueda-Cantuche, 'Factors affecting entrepreneurial intention levels: a role for education', International Entrepreneurship and Management Journal, Vol 7, No 2, 2011.

demographic characteristics have prominent roles in shaping the entrepreneurship in an individual. The entrepreneurship education is considered as a key element in enhancing the entrepreneurial spirit among the youth of the countries. The parents and the family members also have a decisive role in affecting and motivating the attitude of the young people towards entrepreneurial activities.

Liñán⁴³ (2011) found that, there is a common and dynamic initiative all over the world to promote entrepreneurship which in turn will stimulate and accelerate the economic development and employment creation. The study states that, the dominant factors which play the most influential role in making and shaping the individual desire to start new business enterprises are not clear and yet to be analysed. Education in entrepreneurship should be given more importance for enhancing the entrepreneurial intentions and attitude among the students.

Mushtaq⁴⁴ (2011) makes an evaluation to know whether the young graduates have the leadership skills which is an important factor that can motivate the youth to become entrepreneurs. The Government and the educational institutions should think and discuss what to teach and how to teach young people to prepare them to be more effective entrepreneurs in their future life.

Sánchez Escobedo⁴⁵ (2011) focuses in his research, the desirability, motivations, viability and intentions of young people towards entrepreneurship to start their own new ventures. The study reveals that, gender plays a key role in the creation of a

⁴³ Liñán, Francisco; Rodríguez-cohard, Juan Carlos; Rueda-cantuche and José M, Factors affecting entrepreneurial intention levels: a role for education', *International Entrepreneurship and Management Journal*, Vol. 8, 195-218, 2011.

⁴⁴ Mushtaq, H Ahmad; Niazi, C S K; Hunjra and Ahmed Imran; Kashif-Ur-Rehman, 'Planned behavior entrepreneurship and intention to create a new venture among young graduates', *Management & Marketing Journal*, Vol. 6.3, pp.437-456, 2011.

⁴⁵ Sánchez-escobedo, 'Perceptions and attitudes towards entrepreneurship. An analysis of gender among university students', *International Entrepreneurship and Management Journal*, pp. 443-463, 2011.

mind-set among the young people towards entrepreneurship. The study also explains how the concept of entrepreneur is perceived by the young people and how the intention to generate new business is formed among the young people.

Dabic⁴⁶ (2012) examines that, there are gender differences created in the perceptions of individuals during the entrepreneurial education, entrepreneurial needs, programmes and activities which are helpful in the creation of a successful career. The female students are less willing to plan, design and start their own new ventures when compared to male students. Even though the female students are getting support and motivation from the family they are slow and low in self-confidence.

Ekore⁴⁷ (2012) suggest that, entrepreneurship as the only solution to overcome unemployment of the youth. The researcher feels from the part of the young people that, if they become entrepreneurs it may result in failure. This influencing psychological fear of entrepreneurship has significantly predicted the fear to enter into new ventures and entrepreneurship.

Himanshu Shekhawat⁴⁸ (2012) found that, the Indian economy can progress through entrepreneurship. Entrepreneur acts as catalyst for the development and growth of the Indian economy and entrepreneurship has major role in taking the nation economically developed. There is great number of professionals formed and moulded by the higher educational institutions in India. These professionals have an important role in the enhancement and empowerment of Indian economy.

⁴⁶ Dabic and Marina, 'Exploring gender differences in attitudes of university students towards entrepreneurship', *International Journal of Gender and Entrepreneurship*, Vol.8, pp. 316-336, 2012.

⁴⁷ Ekore, John O; Okekeocha and Ogochukwu C, 2012, 'Fear of Entrepreneurship among University Graduates: A Psychological Analysis', *International Journal of Management*, Vol.4-5, pp.568-598, 2012.

⁴⁸ Himanshu and Shekhawat, 'Entrepreneurial Intention; Budding Entrepreneurs', *Journal of Entrepreneurship and Management*, Vol 1, No 3, pp 15-23, 2012.

KD Balaji⁴⁹ (2013) analyse various factors that are responsible for the creation of a positive attitude towards entrepreneurship among the engineering students. The demographic variables were size of the family, the trade which the students have undertaken for the study, parent's occupation, parents' income, business interest of the students, future plans of career, the place of residence, the awareness about the concept of entrepreneurship etc. The study also explains how the concept of entrepreneur is perceived by the young people and how the intention to generate new business is formed among the young people.

Rantanen⁵⁰ (2013) found in his research that, the social values of Finnish students, their entrepreneurship attitudes, their intention and motivation towards entrepreneurial activities. This research focuses on, how the social values and the intentions to become entrepreneurs are visible among the Finnish Students. The two factors; social values and the intentions are the base for creating attitude among the students towards entrepreneurship.

Sarasiab Hossein Sadeghi⁵¹ (2013) examines that there is a significant relationship exists which is positive, between entrepreneurial skills, motivation of the students towards entrepreneurship, efficacy, expectations, creativity, approach of the society and the attitude or intention of the students towards entrepreneurship. The study reveals that, there is no a significant relationship between fear which is considered as an external variable and attitudes of the students toward entrepreneurship.

⁴⁹ Balaji KD., and Shengaraman, 'Entrepreneurial Attitude; Entrepreneurial Awareness; Family Size; Engineering Students', Indian Journal of Applied Research, Vol 3, No 5, pp.234-267, 2013.

⁵⁰ Rantanen and Teemu, 'Social values, societal entrepreneurship attitudes and entrepreneurial intention of young people in the Finnish welfare state', The Poznan University of Economics Review1, pp.678-698, 2013.

⁵¹ Sarasiab Hosseinsadeghi and Shakiba Hassan, 'The Relationship between Higher Education Graduates' Attitudes towards Entrepreneurship', Asian Journal of Research in Social Sciences and Humanities, Vol. 3, issue 11, pp. 279-287, 2013.

Scuotto⁵² (2013) analyses the factors that help in the birth of a ‘student entrepreneur’ and examines the time when the attitude grows and matures among young students. The study suggests that, the young entrepreneurs are important and significant factors towards improving economic welfare of a country. The study reveals that the current developments in technology also play a major role in the development of entrepreneurial intention among the young people.

Prabadhan⁵³ (2013) analyses whether the educational courses and development programmes organized by the universities influence the entrepreneurial attitudes among the budding entrepreneurs. The factors such as; achievement motivation, innovation, perceived personal control and perceived self-esteem were analysed in this study. The main finding of the research was that, the educational activities or development programmes had a very positive influence in making entrepreneurial intention among the students who are expected to be the entrepreneurs of the future.

Ajay⁵⁴ (2014) analyses and finds out the effects of various trainings at professional colleges in making familiarize the entrepreneurship as student’s future career. The major findings of this study reveal that, there is a major difference existed between the thinking of female and male students towards entrepreneurship. The education has a major role in influencing the entrepreneurial intention among the young people.

⁵² Scuotto V and Morellato M, ‘Entrepreneurial Knowledge and Digital Competence: Keys for a Success of Student Entrepreneurship’, *Journal of the Knowledge Economy*, Volume 4, Issue 3, pp 293-303, 2013.

⁵³ Prabandhan, ‘The Impact of Developmental Programmes on the Entrepreneurial Attitude of Potential Entrepreneurs in Raipur City’, *Indian Journal of Management*, Vol. 6, pp.456-478. 2013.

⁵⁴ Ajay Singh, Shashi Sing and Kiran Singh, ‘Engineering Education and Entrepreneurial Attitudes among Students: Ascertaining the Efficacy of the Indian Educational System’, *Indian Journal of Management*, Vol. 7, No 6, pp. 23-35, 2014.

Ajith⁵⁵ (2014) conducted a survey among the students of management institutions in Kerala State, India. The study mainly focused on the parental factors which motivate the management students to become entrepreneurs. The important findings of this study are; if the parents are entrepreneurs, there is high degree of motivation and attitude among the young people to become entrepreneurs.

Ali⁵⁶ (2014) highlights eight entrepreneurial traits. These traits are; open mindedness, pragmatism, need for achievement, attitude towards tolerance, entrepreneurial vision, taking challenges, taking risks and internal locus of control. The main aim of the research was to explain and elaborate in detail the relationship between these entrepreneurial traits of the young people and their field of interest and study.

Arunkumar⁵⁷ (2014) views entrepreneurship as a booster for economic development and growth of countries mainly in the case of developing and underdeveloped countries. In a country like India, entrepreneurship plays a vital role for its economic growth and development. Entrepreneurs are considered as the seeds for economic growth and employment opportunities. Entrepreneurship helps in balanced regional development, increases countries per capita income and standard of living.

Egle⁵⁸ (2014) aims the study to understand how the students perceive the entrepreneurial traits/characteristics of personality and the factors which are helpful in becoming successful entrepreneurs. The results of the present study reveal that the

⁵⁵ Ajit Prabhu V., 'Influence of Parental Factors on the Entrepreneurial Attitude of B School Students', Kerala State Council for Science, Technology and Environment, Trivandrum, 2014.

⁵⁶ Ali Akbar Farjadian, 'Entrepreneurial Characteristics: insights from undergraduate students in Iran', International Journal of Entrepreneurship and small business, Vol. 21, No 2, pp. 165 -182, 2014.

⁵⁷ ArunkumarVelusami, 'Students' Attitudes and Intentions toward Entrepreneurship in India', Akshaya International Journal of Management, Vol. 3, No 5, pp.234-245, 2014.

⁵⁸ Egle Kazlauskiene and Rima Zitkeiene, 'Insights of the entrepreneurial personality trait necessity on youth entrepreneurship', KSI Transactions on Knowledge Society, Vol. 7, No 2, pp.23-39, 2014.

young people have positively evaluated the level of their choice of study for their future and also their future employment opportunities.

Azzedine⁵⁹ (2014) examine ‘the competent factor’ as the main theme of entrepreneurship. The role of competence in formulating a business plan is very limited. There is significant relationship which is positive exists between entrepreneurial skills, motivation of the students towards entrepreneurship, efficacy, expectations, creativity, approach of the society and the attitude or intention of the students towards entrepreneurship.

Kosei⁶⁰ (2014) finds that, the young people lack motivation, inspiration and intentions to become entrepreneurs in their immediate future and they do not give much importance in taking up entrepreneurship as their career choice. An entrepreneurial exposure and admiration of a successful entrepreneur will positively influence the motivation to get in to entrepreneurial activities. One of the interesting findings of this research is that; living with the family will always negatively influence the desire to become entrepreneurs.

Mishra⁶¹ (2014) reveals that, the dangerous rate of unemployment situation and decline in job opportunities has influenced the society to think positively towards the entrepreneurship culture. The researcher says that, the financial institutions also need to support and encourage entrepreneurship among the young people to step in to new ventures.

⁵⁹ Assedine Tounes, ‘Perceived Entrepreneurial Competences tested by business plan pedagogies’, International Journal of Entrepreneurship and Small Business, Vol. 21, No 4, PP 541 – 557, 2014.

⁶⁰ Kosei Fukuda, ‘An empirical study on entrepreneurial intentions among Japanese university students’, Journal of Entrepreneurship and Small Business, Vol. 21, No 2, pp. 216 – 230, 2014.

⁶¹ Mishra and Amar Kumar, ‘Entrepreneurial orientation and locus of control: an empirical study of youth’, Prestige International Journal of Management and Research, Vol 23, pp.56-67, 2014.

Narendra⁶² (2014) examines to find out the intentions and the aspirations of the Indian youth after their university/college education whether they want to do their future career by stepping in to self-employed new ventures or they simply wanted to depend on someone else for their living. The interesting finding of this study is that; only few students really wanted to emerge like leaders and lead others by setting up their own new business or new ventures. Yet some others say that everything is dependent on their luck.

Natanya⁶³ (2014) reveals in his research that, the economic growth of a country and the financial independence are closely dependent on the entrepreneurial activities of the citizens of a country. The concept of entrepreneurship becomes the focal point and the base of the country for the economic and overall development. The research suggests that, the earlier introduction of EDP's at the schools will create a culture among the students to think about becoming entrepreneurs. This in turn will solve the unemployment problems of the developing and underdeveloped countries.

Nazri⁶⁴ (2014) examines and reveals that, there is lack of innovation among the young people both in the quality and quantity. The issue of brain drain is considered to be one of the main problems faced by the countries of the world. This study mainly focuses on the attitude, intentions and motivations of the young entrepreneurs in becoming entrepreneurs in future and their level of intention and motivation to learn the skills that they have to acquire in becoming entrepreneurs.

⁶² Narendra C. and Bhandari, 'Intention for Entrepreneurship among Students India', The Journal of Entrepreneurship, Vol. 15, No 2, pp. 214, 2014.

⁶³ Natanya Meyar, 'Creating an Entrepreneurial Culture Among Students Through Entrepreneurship Development Programmes (EDP)', Mediterranean Journal of Social Sciences, Vol. 5. No 13, pp.12-24, 2014.

⁶⁴ Nazri and Mior Nasir Mior, 'The inclination of information and communication Technology students towards entrepreneurship', International Journal of Management and Sustainability, Vol. 3.8, pp. 484-492, 2014.

Reddy⁶⁵ (2014) reveal in his study that, both men and women have equal role in the economic growth of a country. The research mainly focuses on women empowerment which in turn will achieve the economic development of the country. There should be proper education for the girl child from the childhood onwards. Properly educated girls can become creative women in the future. Strong Government support is necessary.

Samuel⁶⁶ (2014) evaluates in his study that, the economic development/growth of a country depends mainly on the entrepreneurial activities of the citizens or the entrepreneurs of that nation. Entrepreneurs are action oriented and motivated people. They take risks in their life to achieve the goals they wish to gain. India is a labour oriented country where the entrepreneurs can use in its maximum, the human resources big in number and which can solve the unemployment problems that the young people face.

Sánchez⁶⁷ (2014) suggests that, the universities and other educational institutions should involve more in the economic and social development of their countries and communities to make sure that the knowledge they generate is useful for the growth and development of their society. The study proposes that, the educational institutions must take up steps towards eradicating the negative thoughts of the entrepreneurial environment which is dominating among the societies and they should work jointly with the young people to nurture a scenario that can be helpful for the development of the society and the entrepreneurial growth.

⁶⁵ Reddy, S Jyothirmaye; Reddy and P Chenchu; Basha, 'Attitude of young generation girls towards entrepreneurship', International Journal of Organizational Behavior & Management Perspectives, Vol.4, pp.231-242, 2014.

⁶⁶ Samuel Thavaraj, 'Entrepreneurship among students – A two Group discriminant Model', Research Journal of Business Management, Vol. 2, No 3, 2014.

⁶⁷ Sanchez - Cañizares, Sandra M; Fuentes-García, Fernando J; Castillo-Canalejo and Ana M, 'Attitudes towards entrepreneurial activity: Differences between business administration students in two universities of the UK and Spain', Journal of Society and Economy, 2014.

Shaik Karimi⁶⁸ (2014) reveals the factors which motivate the attitudes among the students towards entrepreneurship are; the entrepreneur, entrepreneurial activities and its social functions. The results of this study reveal an optimistic picture about the student entrepreneurs and favourable perception of new venture creation.

Zullaina⁶⁹ (2015) reveals that, the entrepreneurial intentions, motivations and actions are influenced by the student's self-efficacy, self-esteem which are related to self-confidence, the level of confidence and ability of the students to make the business world convinced. The students' self-esteem is related with the kind of training that they are getting through their curriculum.

2.4 ENTREPRENEURSHIP EDUCATION

Jarna⁷⁰ (2006) explains the entrepreneurial oriented approach to entrepreneurship education. This approach inspires the entrepreneurial skills enhancement and different teaching techniques/methods on entrepreneurship at different educational institutions. This is formed and meant for the well-established educational institutions for mentoring or teaching programmes which will encourage and motivate the students to explore the possibilities to develop their concept and perspectives and also the skills development and empowerment of the students.

Packham⁷¹ (2010) concentrates on the fact that; how the entrepreneurship education is influencing student's ideas and perceptions and how the education is motivating the students to enter in to entrepreneurship. The study reveals that, the cultures of various

⁶⁸ Shaik Karimi, 'An Empirical Study on the Attitudes of Students Towards Entrepreneurship', Department of MBA, Sri Venkateswara College of Engineering and Technology, Andhra Pradesh, 2014.

⁶⁹ Zullina H Shaari, 'Technical and Business Undergraduates', Self-Efficacy in Entrepreneurship', Journal of Economics, Business and Management, Vol. 3, No 4, pp. 417 – 420, 2014.

⁷⁰ Jana Heinonen and Sari Anne Poikkijoki, 'An Entrepreneurial – directed approach to Entrepreneurship Education: Mission Impossible?', Journal of Management Development, Vol. 25, Issue. 1, pp. 80 – 94, 2014.

⁷¹ Packham, 'Attitudes towards entrepreneurship education: a comparative analysis', Education & Training Vol. 52.8/9, pp. 568-586, 2014.

regions, industrial presence and gender differences are the main elements in the creation and development of intention towards entrepreneurship.

Vishal⁷² (2011) examines how the family business in India and the entrepreneurial spirit play their role in the growth and development of the Indian economy. The study assures that, entrepreneurship will shape the future of Indian economy which will be a decentralized one. The most important role of the Indian Government, policy makers and educational institutions is that, these stakeholders should motivate large number of Indian students from all the corners of India to create an attitude in them towards entrepreneurship.

Marques⁷³ (2012) examines in this research the entrepreneurial attitude and the factors motivating the entrepreneurial intentions among secondary school students and those students who are undergoing general and professional educational programmes. This study tries to establish a ground on which the relationships among psychological, demographic and behavioural characteristics that motivate the students towards entrepreneurship. The results of this study reveal that, the entrepreneurial intentions of secondary school students are mainly motivated by various psychological, demographic and behavioural elements.

Othman⁷⁴ (2012) evaluates and reveals that, the students strongly agree on the fact that they are ready to take up entrepreneurship and exhibit positive attitude towards entrepreneurship. Even though there exists a positive attitude towards

⁷² Vishal Jain, 'Indian Entrepreneurship and the Challenges to India's Growth', Global Business and International Business, 2011.

⁷³ Marques, Carla, Ferreira, João J; Gomes, Daniela N and Ricardo Gouveia Rodrigues, 'Entrepreneurship Education', Education & Training, 2012.

⁷⁴ Othman, Norasmah; Hashim and Norashidah; HariyatyAb Wahid, 'Readiness towards entrepreneurship education', Journal of education & Training, Vol. 54.8/9, 2012.

entrepreneurship education in the universities, from the point of view of these university students the environment is not positive in most of the countries.

Sandhu⁷⁵ (2012) examines the training needs and entrepreneurship education of small family business ventures created or running in the agricultural sectors of the Indian economy. The results of this study reveal that, the family business owners have very poor education and training to run the business. The lack of awareness about various factors of entrepreneurial motivational programmes, lack of seed money etc. are the most important challenges of these family ventures. The results of this study suggest that training should be given to the family entrepreneurs.

Roy⁷⁶ (2013) assesses and evaluates the effectiveness and relevance of the youth development programs especially the programmes oriented towards entrepreneurship in Bangladesh. With regard to the training in technical subjects of the unemployed young people the study gives suggestions that, the relevance and importance of computer training should be used in the curriculum and training programmes especially by including; basic internet, hardware, software programs etc. also the best trainers should be appointed to motivate the young people and to promote youth entrepreneurship in Bangladesh.

Srinivasan⁷⁷ (2013) suggests that, training and orientation to the unemployed youth in selected trades should be given which will have greater potential in providing employment opportunities. The study reveals that, the training and orientation in vocational related programmes also should be given in few trades like tailoring &

⁷⁵ Sandhu, Navjot; Hussain, Javed; Matlay and Harry, 'Entrepreneurship education and training needs of family businesses operating in the agricultural sector of India', *Journal of Education & Training*, Vol. 45. pp.23-45, 2015.

⁷⁶ Roy, Mihir Kumar; Bhattacharjee and Milan K., 'Youth Entrepreneurship Development Through Training: An Evaluation', *Independent Business Review*, 2013.

⁷⁷ Srinivasan, S Senthil and Balachandran, V., 'Financing of entrepreneurial development in puducherry', *International Journal of Applied Financial Management Perspectives*, Vol.2/3, pp.345-356, 2013.

embroidery, beauty parlour, arts & design, computer operations, etc., which can provide greater employment avenues for the young people. They also should be provided with grants and seed money by the Government and various financial institutions to start their own business activities.

Vinisha⁷⁸ (2013) reveals that, the concept of entrepreneurship has become a momentum in India recently. In India different entrepreneurship development programmes have taken place and recognized as effective tools for empowering the youth towards entrepreneurship and there are lot of entrepreneurial development activities conducted by various educational institutions and organizations to implement entrepreneurial training to the students especially to the youth.

Banjo⁷⁹ (2014) examines the direct and indirect influences and after effects of knowledge gained from an entrepreneurship education programme which is formal. The training mainly focuses on the changes in students' entrepreneurial orientation, knowledge, perceptions of desirability of becoming an entrepreneur and self-efficacy. The findings reveal that, more importance should be given to the students to improve their self-confidence and the skills necessary to develop the business skills.

Ilayaraja⁸⁰ (2015) examines that, the Indian education system has undergone various changes. The study suggests that, the concept of entrepreneurship is the ability and willingness to foster, develop, organize and manage new business along with various risks and tasks in order to make the business profitable. Some of the factors that are negative to enter into entrepreneurship are the lack of orientation awareness on

⁷⁸ Vinisha Bose, 'An analysis of women entrepreneurship development programmes in the state of Kerala', *Journal of Entrepreneurship and Management*; Vol. 2, No 3, PP: 41 – 50, 2013.

⁷⁹ Banjo Roxas, 'Effects of entrepreneurial knowledge on entrepreneurial intentions: a longitudinal study of selected South-east Asian business students', *School of Management and Marketing, Deakin University, Melbourne, Australia, Journal of Education and Work*, Vol. 27, No 4, pp. 432 – 453, 2014.

⁸⁰ Ilayaraja, Subbaiah, 'Indian educational system and its impact in entrepreneurship as a career', *International Journal of Entrepreneurship*, Vol.19, pp. 29-39. 2015.

entrepreneurship, lack of technical-know-how, negative family background of the entrepreneurs, lack of seed money etc.

Iro Idoro⁸¹ (2015) examines the vision of the government about entrepreneurship education for the students. By giving entrepreneurship education to the students they can become entrepreneurs in their future career by starting their own business. The article suggests that, the government should introduce compulsory entrepreneurial education at the university and higher education level students which will motivate the students and create a positive attitude towards entrepreneurship.

Zarina⁸² (2015) examines the entrepreneurial development programmes and activities that can create a powerful effect and impact on the development and growth of the country. The enhancement of entrepreneurial skills of the young people may point on how to improve the entrepreneurship motivational training education be improved and also setting up of networking of various groups to create entrepreneurial development process.

2.5 VOCATIONAL EDUCATION

Venn⁸³ (1964) demonstrates the word meaning or etymology of the term ‘vocational’ which means ‘calling’. He explains that, education should always aim to attain a job and a career that is more stable in a profession which should be considered as professional. The study reveals that, various social, religious, political, cultural and economic factors have affected negatively to its permanency and sustainability.

⁸¹ Iro-Idoro, ‘National Transformation Agenda As A Veritable Tool For Challenges Facing Entrepreneurship Education In Federal Polytechnics In Nigeria: Students’ Perspectives’, *International Review of Management and Business Research*, Vol. 4.2, pp. 441-447, Jun. 2015.

⁸² Zarina Abdul Munir, ‘The Effectiveness of Entrepreneurial Motivational Training Programme among University Students’, *International Journal of Social Science and Humanity*, Vol. 5, No. 5, pp. 487-490, 2015.

⁸³ Venn, ‘Man, ‘Education and Work: Postsecondary Vocational and Technical Education’, *The Journal of Human Resources*, Vol. 1, No. 1 (Summer, 1966), pp. 94-96, 1964.

Eugene⁸⁴ (1972) in his study states that, there should be changes in the content of the curriculum and instructions given to the students and it should focus on the entrepreneurial education. Educational programmes in schools should aim and should be relevant to the world of work. The main core concept of this article is the revamping of Vocationalisation of education. Education should concentrate to produce young people for the good performance as producers and organizers who can contribute much to the development and growth of the economy.

Reddy⁸⁵ (1972) makes a study by comparing the vocational needs in relation to the choices of various occupations. After conducting a study among the students of 9th, 10th and 11th grade students to know the vocational needs and their occupational choices the researcher made an observation that the economic and social status of the students are very much related to their needs of various occupations. Occupational preference/choices of the students had significant relationship only with social status.

Parlikar⁸⁶ (1973) reveals that, intelligence and achievement needs of the students are closely associated with vocational maturity of the students. Self-sufficiency, the natures like introversion, extroversion, dominant character, submissive character, neurosis etc. were the factors on which the study was conducted and the students show a kind of inconsistency with vocational maturity. Vocational maturity is competency in terms of choice, attitude choice and consistency in choosing the occupations.

⁸⁴ Eugene Staley, 'Towards a more Work – Oriented Schooling', Economic and Political Weekly, Vol. 7, No 33, pp. 1667 – 1674, 1972.

⁸⁵ Reddy, A. V. R., 'A Study of the Vocational Needs of Secondary School Students (Boys) in Relation to Their Occupational Choices', Ph.D., Psy, SVU, 1972, Third Survey of Research in Education (1978-1983), New Delhi, NCERT, 1987.

⁸⁶ Parlikar, K. R., 'An Investigation to Study Vocational Maturity of High School Students', Ph.D., Psy, MSU., 1973, Third Survey of Research in Education (1978-1983), New Delhi, NCERT, 1987.

Reddy⁸⁷ (1974) discusses the role of socio-economic factors in the development of attitude towards vocational education among the school students. The study reveals that, there is an alignment among the occupational choice and self-concept.

Mathur⁸⁸ (1975) evaluates the vocational education as a preparatory tool and norm to establish interest in the vocational fields of engineering, medicine and teaching. The study has also identified various prospective courses for Vocationalisation such as; sugarcane technology, inland fisheries, farming, agriculture extension, preservation of food, services in veterinary etc. The study suggests that many of these identified courses have potential for creating self-employment.

Bowles and Gintis⁸⁹ (1976) explains the cognitive knowledge and the skills of a person necessary for doing certain jobs that are important in the development of economy and employment occupations. One of the observations made by this study is that, when the societies grow in an advanced way, new and increased technology and flexible labour force are needed for the society to grow faster.

Pendharkar⁹⁰ (1977) reveals in the research that, the family factors have greater importance in the creation of occupational motivations and aspirations among the students. The study was conducted among 300 Hindu undergraduate students from Indore, India. The study finds that, the knowledge and information about various occupations and the religious or community factors play greater role in the vocational aspirations of the students belong to certain religions and communities.

⁸⁷ Reddy, R. K., 'Development of Vocational Sense among Adolescents: Socio economic and Rural-Urban Variations in the Development of Vocational Sense among High School Boys, Ph.D., Psy., Osm. U., 1974, Third Survey of Research in Education (1978-1983), New Delhi, NCERT, 1987.

⁸⁸ Mathur, C. P., 'An Analytical Study of Children's Free-Expression Drawings with a View to Predict Their Vocational Interests, Ph.D., Edu, Pan.U., 1975, Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

⁸⁹ Bowles, S. and Gintis, H., 'Schooling in Capitalist America', Basic Books, New York, 1976.

⁹⁰ Pendharkar, V. Y., 'Occupational Aspirations of Students up to Undergraduate Level (with Special Reference to Hindu students of the City of Indore)', Ph.D., Soc., Indore U., 1977, Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

Bose and Mukherji⁹¹ (1978) suggest in their research that, the technical and vocational education needs the inclusion of various diversified courses and the content of general education. The results of the study were revealed after a survey conducted among the +2 stage of vocational education.

Gupta⁹² (1978) examines the attitudes of teenagers towards work and improved work performance. The study was conducted in Rajsathan, India. The results of the study show that, reinforcement coupled with training will lead to certain improvements positively towards work and improved work performance. However, the effect of the study was more seen in the case of students who complete the works given and the punctuality shown by them.

Sali⁹³ (1978) has noticed that, there was lack of trained teachers, specialized teachers, lack of infrastructure, lack of physical and other infrastructure facilities, problems in marketing the finished goods and drawbacks in the coordination and utilization of local resources and various needs of the students of vocational schools. These are the main problems found in the State of Maharashtra.

Chand⁹⁴ (1979) examines the vocational maturity of 480 male students and female students of urban and rural schools of Chandigarh area, India. The analysed factors are; occupation and the income of the parents, self-awareness, intelligence, education and achievements of the scholars etc. These factors have shown important relationship with the maturity for the vocational occupations of the students.

⁹¹ Bose, P. K. and Mukherjee, S. P., 'An Analytical Study of Children's Free Expression Drawings with a View to Predict Their Vocational Interests', Ph.D., Edu, Pan.U., 1978, Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

⁹² Gupta, S., 'Impact of Vocational Training in Behavior Modification of Adolescents', Ph.D., Psy, Raj.U., 1978, Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

⁹³ Sali, V. Z., 'The Difficulties in Implementing New Curriculum of the Secondary Schools and the Remedies for It – A Critical study', SIE, Poona, 1978, Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

⁹⁴ Chand, H., 'Correlates of Vocational Maturity, Ph.D., Psy, Pan.U., 1979, Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

Gupta⁹⁵ (1979) conducted an analysis about the importance, relevance and status of education in agricultural subjects in the secondary school of Delhi. The facilities for practical sessions, library, labs and other infrastructures of the schools were inadequate and these were the problems faced by the students to develop their skills. If there is interest in the vocational occupations during the educational years of the students then there would be success in their later life and career.

Jain and Kurulkar⁹⁶ (1980) made an assessment of on-going training programmes in relation to the vocational aspirations of female students in Anantpur district of Andhra Pradesh and Kanyakumari district of Tamil Nadu. The study has discovered that, though the needs and aspirations of women were highly diversified, the kind of on-going training programmes in relation to vocational aspirations revolved around tailoring, embroidery and agriculture.

Patel⁹⁷ (1980) critically examines the role of vocational education in Gujarat, India, and suggests that there are certain negative factors in the vocational education and they are the absence of proper guidelines, lack of proper trained teachers and lack of infrastructure. It is also found out that, there is high demand for commerce stream from the students and the choice is done by the students blindly. There is also the absence of diversification of grants and support from the Government.

⁹⁵ Gupta, D.K., 'A Study of the Agricultural Education as a Subject in the Secondary/Senior Secondary Schools of Delhi', Govt. Co-educational Teachers Training Institute, Delhi, 1979, (NCERT Financed), Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

⁹⁶ Jain, S. P. and Kurulkar, L., 'Assessing of Vocational Training Needs of Women in Rural Areas', NIRD, Hyderabad, 1980 (ILO and Ministry of Labour and Employment, New Delhi Financed), Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

⁹⁷ Patel, C. K., 'A Critical Study of the Higher Secondary Organization in Gujarat with Special Reference to Vocational Education', Ph.D., Guj. U., 1980, Third Survey of Research in Education (1978-1983), NCERT, New Delhi, 1987.

Saheb⁹⁸ (1980) focused on the vocational interests and the academic abilities of the vocational students and the students from academic streams. There were considerable differences in these two factors among the two types of students. The students from academic stream showed considerable importance in academic abilities. The study shows that, they were good in leadership, good in writing skills and exhibited considerable interest in physics and biology subjects.

Singh⁹⁹ (1981) conducted a study in Haryana among the plus two students in collaboration with Vocational Education unit of NCERT. The main objective of the study was to suggest guidelines for the vocational education institutions. This was done by taking into consideration of the availability of physical infrastructure, the number of students, trained teachers, the vocational interests, needs of the students and the absorption of trained students by the job market where trained personnel were needed.

Jayapoorani¹⁰⁰ (1982) states that, there is significant relationship which is positive exists between entrepreneurial skills, motivation of the students towards entrepreneurship, efficacy, expectations, creativity, approach of the society and the attitude or intention of the students towards entrepreneurship.

Bhatnagar¹⁰¹ (1983) conducted a study among the secondary students. The study reveals that, the interest in vocational prospects was the main element in fixing the future occupational preference among female students especially teenage students.

⁹⁸ Saheb, S.J., 'A Study of Academic and Non-academic Abilities in Relation to Vocational Interests of the Entrants to the +2 stage of Schools in Tamil Nadu', Ph.D., Edu, MKU, 1980, Third Survey of Research in Education (1978-1983), NCERT, New Delhi 1987.

⁹⁹ Singh, M.H., 'Vocational Survey of +2 stage', 1978-80 (district wise) in collaboration with Vocational Educational Unit of New Delhi, NCERT, SCERT, Haryana, 1981.

¹⁰⁰ Jayapoorani, N., 'Vocational Interests of Higher Secondary School Students', M.Phil., Home Sc. Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, 1982.

¹⁰¹ Bhatnagar, Harmohan, 'A Study of Occupational Choices of Adolescent Girls and Factors Influencing Them', Ph.D., Edu., HPU, 1983.

An interesting fact about the study was that, female students have shown diversified choices for their future vocational choices.

Kakkar¹⁰² (1983) examines the marital status, socio economic conditions and age as variables for the study in relation to vocational education. The main objectives of the study were to analyse the attitudes towards vocational activities, the values of work and also the job satisfaction and the work. The study was conducted among 800 female working women belong to various occupations like; clerical, teaching, mechanical, medical etc. in Bharath Heavy Electricals Limited, India.

Mowji¹⁰³ (1983) conducted a study to know the vocational and educational problems of the plus one and plus two students who had taken arts, science and commerce as their choice for education in Greater Mumbai, India. Lack of proper guidance in the choice of the courses, lack of proper coordination among schools and colleges, lack of trained teachers, overload of work and low pay for the teachers, lack of interesting syllabi and text books, lack of proper guidelines in the admission process, lack of proper infrastructure etc. were the findings of the study.

Tulsi¹⁰⁴ (1983) conducted a study to know the effects and influences of career guidance and the strategies of career guidance programme upon the process of vocational maturity. They were different in combinations of intelligence and achievements. The group which was treated in both occupational information and self-awareness expressed better aspirations and motivations in achieving vocational maturity.

¹⁰² Kakar, Ved, 'A Study of Job Satisfaction in Relation to Age, Job Values and Vocational Interests of Women', Ph.D., Edu., Bhopal U., 1983.

¹⁰³ Mowji, M. N., 'An Investigation into the Educational and Vocational Problems of Higher Secondary Students of Greater Bombay (1975-77) English Medium', Ph.D., Edu., Bombay. U., 1983.

¹⁰⁴ Tulsi, P.K., 'Differential Effect of Career Guidance Strategies on Vocational Maturity Pattern in Relation to Sex, Intelligence and Need Achievement', Ph.D., Edu., Pan. U., 1983.

Deshmukhya¹⁰⁵ (1984) examines a study conducted in Assam to know the needs of Vocationalisation in the secondary school curriculum. The local economic needs were taken as the main elements that were projected and taken in the study. They were; negative attitudes of teachers, parents and students, the inadequacy of infrastructure, the pressure from other school subjects taught, raw materials and inadequate funds.

Gokhale¹⁰⁶ (1984) examines a study conducted on Vocationalisation of plus two classes in Nagpur. The study reveals that, the present vocational education system which was established is useful when it is compared with the general academic streams. But it has failed to prepare the students to take up jobs or self-employment or new ventures, the practical trainings and for the infrastructure, the funds provided by the Government were insufficient. An interesting fact about the study was that, female students have shown diversified choices for their future vocational choices

Reddy¹⁰⁷ (1984) evaluates the syllabus and the instructional methods used in the vocational schools. The study could analyse integrally the available infrastructure provided to the schools by the government which was proposed in vocational education. It was found that, the introduction of Vocationalisation was possible only from 8th class because of the non-congenial environment in the schools.

¹⁰⁵ Deshanukhya, M. I., 'Vocationalisation of Secondary Education in Assam', Ph.D., Edu., Gau. U., 1984, Fourth Survey of Research in Education (1983-1988), NCERT, p.1305, New Delhi, 1991.

¹⁰⁶ Gokhale, H. V., 'A Study of Vocationalisation at +2 stage (Commerce Stream), G.S. College of Commerce and Economics', Nagpur, (SIE Maharashtra Financed), 1984, Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, p.1310, 1991.

¹⁰⁷ Reddy, V. R., et al., "Survey of Existing Vocationalisation of School Education in Andhra Pradesh, 1984, (Govt. of Andhra Pradesh Sponsored), Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, p.1313, 1991.

Soundaravalli¹⁰⁸ (1984) evaluates the instructional materials that were available which was provided by the instruction of the guidelines proposed by the vocational education. The study also assessed the qualification of teachers and their quality who were teaching in vocational schools. The study also aims to identify some of the personality traits of students who opted for vocational education. The main aim of the study was to determine the attitudes of vocational students, teachers and parents towards vocational education.

Advant¹⁰⁹ (1985) analysed the differences and imbalance factors in intra-regional problems in the introduction of vocational courses at plus two stages. The study makes analysis on certain courses like; the secretarial practice, animal and crop sciences, mechanical repairs, small scale industries etc. The study reveals that the shortage of experienced and trained teachers in teaching vocational subjects was one of the main problems faced by the vocational programme.

Dharmankar¹¹⁰ (1985) evaluates the need and demand for vocational courses especially courses in craft training. The study revealed that the students coming out from ITI's agree that the courses were very useful in securing jobs in firms, factories, workshops etc. And many students who have completed the vocational courses have opted for self-employment. An interesting fact about the study was that, female students have shown diversified choices for their future vocational choices.

¹⁰⁸ Soundaravalli, S. A., "A Critical Study of the Functioning of the Vocational Education Stream in Higher Secondary Schools in Tamil Nadu", Ph.D., Edu., Kar. U., 1984, Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, p.1315, 1991.

¹⁰⁹ Advant, S.B., "An Evaluation of Vocational Courses Introduced at the +2 Level in Marathwada - A Case Study", Report Prepared for the Project, 'A Study of Regional Imbalance in Vocational Education and Manpower Planning in Marathwada', Swami Ramanand Teertha Reserch Institute, Aurangabad. 1985, Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, p.1301, 1991.

¹¹⁰ Dhamankar, V.K., "Vocational and Craft Training in Marathwada - A Case Study Report Prepared for the Project, 'A Study of Regional Imbalance in Vocational Education and Manpower Planning in Marthwada', Swami RamanandTeerth Research Institute, Aurangabad, 1985, Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, p.1306, 1991.

Planning Commission¹¹¹ (1985) focused its research on the factors that are helpful in the functioning and organization of vocationalisation of education at higher secondary schools in Gujarat, Karnataka and Maharashtra. The findings of the study reveals that; the common trades that were taught in vocational schools were farm management, agriculture related subjects, electrical and automobile servicing. Another finding was that; almost all the vocational institutions were in urban areas. The vocational education programmes were not provided with adequate infrastructure. Most of the principals had no proper technical experience and qualification to run the vocational education. But the teachers had proper technical education and qualification. But due to the insecurity related to the job and low salary, the qualified and experienced teachers were not attracted to the teaching profession at vocational schools. These were some of the problems found by the study.

Thongplee¹¹² (1985) examines a study conducted in Thailand about the non-formal vocational education programmes. The sample respondents were in 15 to 35 age groups who were doing their studies in vocational educational programmes that were non formal. The findings of this study reveal that, the non-formal vocational courses were relevant to their future career advantages or helpful in developing the current career programmes.

Dabir¹¹³ (1986) evaluates a study to know the relationship of vocational prospects and the motivational factors of 9th, 10th, and 11th grade male and female students in Nagpur district, India. It is found that, there is significant relationship which is

¹¹¹ Planning Commission, "A Study of Vocationalisation of Education at the Higher Secondary Stage", MSU, 1985, (Planning Commission financed), Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, p.1304, 1991.

¹¹² Thongplee, C., "A Study on the Non-formal Vocational Education Programme in the Educational Regions of Thailand", Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, p.1295.

¹¹³ Dabir D., "A Study of Vocational Aspirations as a Function of Aptitude and Motivational Pattern among the Boys and Girls Studying in 9th, 10th and 11th Grades in Nagpur District", Ph.D., Edu., Nagpur University, 1986.

positive exists between vocational skills, motivation of the students towards vocational education, efficacy, expectations and creativity, approach of the society and the attitude or intention of the students towards vocational education.

Mohanty¹¹⁴ (1986) examines the type of training, various activities organized for boosting the vocational education, the effectiveness and the influences of the vocational education, the quality and type of teaching staff etc. The study could highlight that there was a shortage of trained teachers for conducting the vocational education. There was also no placement programmes offered to students. The courses offered and organized were not on the basis of need base.

Cole¹¹⁵ (1987) found out that, the entrepreneurs who have high ‘achievement need’ is the main trait found among the young people. These entrepreneurs are ready to set goals for their future career and they are committed to achieve these goals through their continuous efforts. The study reveals that the youth are highly motivated and they are in need of autonomy, independence and dominance.

Gogate¹¹⁶ (1987) examines a study conducted on vocationalisation of education. The relevance of vocational courses in terms of their relationship with other courses namely; academic courses, the methods of study and teaching of vocational courses, the basic criteria for the selection of vocational courses and the selection of students to vocational courses were the areas of the study. The findings of the study were that, the teachers of vocational courses were disappointed due to extra work load and low salary pay. The study suggests for more diversified courses taking in to consideration

¹¹⁴ Mohanthy, G., “A Survey of Vocational Education in the State of Orissa Since Independence (1974-81)”, Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, 1991, p.1311, 1991.

¹¹⁵ Cole George, ‘Towards More Effective Training of Future Entrepreneurs’, Journal of Small Business Management, Vol. 25, No 4, 1987.

¹¹⁶ Gogate, S.B., “A Study of Vocationalisation of Education at Higher Secondary Stage in Andhra Pradesh, Tamil Nadu and West Bengal”, IIE, Pune, (Planning Commission Sponsored), Fourth Survey of Research in Education (1983-1988), New Delhi, NCERT, p.1307, 1991.

the local needs. The vocational education programmes were not provided with adequate infrastructure.

Arora¹¹⁷ (1988) found that, the gender wise importance of intentions and motivations towards vocational courses were to aspire for higher education. The male students who made choice for vocational courses could make a choice for higher education because of the morals, intellectual values and right attitudes. But the female students were aspiring for new knowledge and desired for a decent social life.

Chin-Aleong¹¹⁸ (1988) examines a study which was conducted in Thailand on vocational higher secondary education. The study found out that, since the economy is booming the students who have specialized in crafts and other vocational subjects could find employment more quickly and they could earn better salary than the students who were undergoing main academic streams.

Makhiza¹¹⁹ (1988) evaluates the risk taking ability of the vocational students, family status, the self-esteem and the vocational interests of the students who were undergoing the vocational education. The vocational interest and family status of the students were related significantly. Risk taking was related significantly and positively with interests in literary field and interest in scientific activities.

Robert¹²⁰ (1988) makes an analysis of the relationship among the economic, social status and vocational choices of vocational students. The study asks the question 'do the vocational choices of higher secondary students depend on socio economic

¹¹⁷ Arora, P.N., "Educational and Vocational Aspirations of Students of Class XII", V - Survey of Research in Education New Delhi, Vol. II, Page 1508, 1988.

¹¹⁸ Chin-Aleong, M., "Vocational Secondary Education in Trinidad and Tobago and Related Evaluation Results, Vocationalising Education An International Perspective", (Eds., Lauglo, Jon and Lillis, Kevin), Oxford, Pergamon Press, 1988.

¹¹⁹ Makhiza, Lata, "A Study of Risk-Taking, Self-Esteem and Family Status in Relation to Vocational Interests", Agra University, 1988.

¹²⁰ Robert "A study of the Socio-Economic Status and Vocational Choices of Students", V-Survey of Research in Education, Vol. II Page 1530, 1988.

conditions. Vocational choices of the students who were doing the higher secondary courses were independent of their social and economic factors and the parents' vocational aspirations.

Saxena¹²¹ (1988) tried to understand the attitude of the Indian students towards the vocational development. The study reveals that, the students were not good in decision making regarding their career choice. The finding of the study by the researcher is that, the people who are more creative are more useful for the humanity and society.

Scott¹²² (1988) has evaluated a study which was conducted in order to find out the factors that are motivating the entrepreneurial attitudes. The findings of this study are; the family background, personality of the students and the perception of vocational aspirations are the basic elements in inspiring the students to create in them an attitude towards vocational education and entrepreneurship. The role models, work experience, hobbies and the family business etc. were also the factors motivating the students towards entrepreneurship.

Sodhi¹²³ (1988) makes an analysis on teenage girl's occupational choices and interests. The researchers found that only a very minimum number of female students were able to make correct occupational choices in relation to their vocational interests. It was also found that occupational choices and vocational aspirations were more related in the case of female students. The backgrounds of the students who are

¹²¹ Saxena and Sneh, "Vocational Development: Relationship between Grade Level and Vocational Maturity", Indian Educational Review, Vol. 23(3), 137-44, 1988.

¹²² Scott Michael G, "The Long – Term Supply of Entrepreneurs: Students' Career Aspirations in Relation to Entrepreneurship", Journal of Small Business Management, Vol. 26, No 4, 1988.

¹²³ Sodhi, T.S., "Vocational Interests and Occupational Choices of Adolescent Girls of Chandigarh", Indian Educational Review, Vol. 61.23 (4), p.110-120, 1988.

from urban areas and the high income family situation have great influences in motivating the female students in creating attitude towards entrepreneurship.

Tilak¹²⁴ (1988) examines that, the low income countries contribute very less to the development of vocational education which in turn negatively and very badly affects the negative economic growth and development of those countries. The study suggests that, there should be high initiative from the part of the Government to nurture and enrich the vocational education.

Gaikwad¹²⁵ (1989) examines to know the factors that affect 10th grade students about their decision making capacities related to their vocational career and the effects of vocational guidance. The students who were above average intelligence level were not clear about their future career choice. Also the students who were getting occupation information, psychological testing and group guidance were able to make firm educational and vocational choices.

Choudhury¹²⁶ (1990) evaluates a study conducted to analyse the occupational choices, academic choices and vocational aspirations of students. This study was done in Pune, India. Majority of the respondents who were the students preferred the science stream for their education and career choice. The study reveals that, there is no relationship with the career choice of the students and the occupation of their parents.

¹²⁴ Tilak, J.B.G., "Vocational Education and Economic Growth", Journal of Educational Planning and Administration, Vol. 2, Nos. 1 and 2, 1988.

¹²⁵ Gaikwad, "A Descriptive and an Experimental Study of Educational and Vocational Choice of the Students after Passing Standard X and of Efficacy of Guidance Services at Different Levels", Phd., Edu., Adarsha Comprehensive College of Education, Pune, 1989.

¹²⁶ Choudhury and Kriti, "A Study of The Vocational Aspirations of Standard IX Students of English Medium Schools in Pune City", M.Phil., Edu., Tilak College of Education, Pune, 1990.

Emmanuel¹²⁷ (1990) evaluates a study conducted in Andhra Pradesh, India, among the students. The results show that, there are lot of problems and inadequacies in the vocational education system. The study reveals that, there is no proper management structure to execute the vocational education programme properly in the state and there are no experienced and trained teachers to train the students. The vocational education programmes were not provided with adequate infrastructure. Most of the principals had no proper technical experience and qualification to run the vocational education.

Gupta¹²⁸ (1990) conducts an investigation on the implementation of vocational education programme in Delhi. The management of the vocational education schools was very weak in implementing the courses and the courses were not run according to the need base. The study also found that, there were no linkages and relationships between the schools and industries.

Javed¹²⁹ (1990) examines to know the vocational aspirations of the students who are interested in arts, commerce and science. It is found out that the students who are coming from rural areas did not show any kind of interest in vocational courses and agriculture. They were mainly interested in science based subjects. The students who were doing courses in arts and commerce exhibited high motivation in choosing executive occupations.

¹²⁷ Emmanuel, Mani and Alias K.J., "Vocationalisation of Education at + 2 stage: A Study of Some Major Problems of Vocationalisation of Education in Andhra Pradesh", Ph.D., Edu, Osmania University, 1990.

¹²⁸ Gupta, V., "A Study of Vocationalisation of Education at +2 Stage in Union Territory of Delhi", Ph.D., Edu. MSU, Baroda, 1990.

¹²⁹ Javed and Abdul Kureshi, "A Critical Study of the Vocational Interests of the Students of Arts, Science and Commerce Studying at Graduation Level in Senior Colleges in the Rural Areas", M.Phil., Edu. Nagpur University, 1990.

Kaur¹³⁰ (1990) revealed that the vocational and educational intentions are mainly influenced by gender, the factors of the locality where they reside etc. Rural students showed different educational and vocational aspirations compared to urban students. The study has shown that the rural students were aspiring to undergo and pursue high academic degree and the urban students in science subjects.

Mehta and Gupta¹³¹ (1990) found that the students lack correct and proper information about the vocational courses, choices, occupations etc., which they aspired to enter. But the study shows that, the female students required more information and encouragement to get into new and various vocational streams in non-traditional courses and career choice based on those courses.

Mohan and Gupta¹³² (1990) evaluate the career behaviour of the vocational students. The study did not find a major difference among the academic and vocational streams on personal characteristics. The female students were satisfied with the existing vocational curricula with that of the students of academic streams, aspiration for high growth in the career than that of boy students and a positive attitude towards the vocational courses than that of male students.

Sacheti and Raizada¹³³ (1990) make an appraisal of the vocational education implemented in the state of Rajasthan, India. Some of the problems noticed are; the principals of these schools were inexperienced in the vocational streams. But most of the teachers were graduates and post graduates in the concerned subjects. The

¹³⁰ Kaur, D., "Educational and Vocational Aspirations of Students Belonging to Different Socio-Economic Locales of Jammu Division", Ph.D., Edu., Univ. of Jammu, 1990.

¹³¹ Mehta, Perin, H. and Gupta, Nirmala, "Vocationally Who is Better Informed?", Indian Educational Review, Vol. 25(2), p.37-47, 1990.

¹³² Mohan, Swadesh and Nirmala, 'Vocational Students' Career Behavior and Their Adjustment in Course at +2 Stage', Independent Study, New Delhi, National Council of Educational Research and Training, 1990.

¹³³ Sacheti, A.K., and Raizada, P., "Quick Appraisal of the Implementation of Centrally Sponsored Scheme of Vocationalisation of Secondary Education in Rajasthan", Independent Study, National Council of Educational Research and Training, New Delhi, 1990.

availability of workshops, libraries and laboratories for the use of vocational courses provided were not sufficient and not upgraded in these schools.

Sen Gupta and Dhote¹³⁴ (1990) evaluate a study conducted in Himachal Pradesh on vocational education. There was no proper release of funds in time from the concerned authorities, no links between the schools and industries. Absence of instructional materials, text books, trained teachers were found in these vocational schools. It was also found that, the practice in providing ‘On the Job’ training to the students and teachers was nil.

Sharma and Dhundup¹³⁵ (1990) evaluate the educational and vocational aspirations among the students based on gender in Thailand. The study found that there is no gender difference in educational and vocational aspirations among the students. The study could find that the Tibetan male students had greater range of vocational choices and they were more creative, enthusiastic and ambitious than that of female students. The main finding of this study is that the male students had shown the characteristics of challenging, risk taking, well paid, prestigious and creative vocational choices.

Vaid and Sen Gupta¹³⁶ (1990) reveals that, 60 per cent of the Principals of the higher secondary schools suggest that the practical trainings given to the students are inadequate. 74 per cent of students and teachers reported that there was inadequate equipment and instructional materials and 76 per cent of teachers have not received

¹³⁴ Sen Gupta, Manjit and Ashok Kumar, “Quick Appraisal of the Implementation of the Centrally Sponsored Scheme on Vocationalisation of Secondary Education in the State of Himachal Pradesh”, Independent Study, National Council of Educational Research and Training, New Delhi, 1990.

¹³⁵ Sharma, Keshav and Dhundup, Tsering, “Tibetan Students of Tibetan Children’s Village School: Sex Differences in Their Educational and Vocational Aspirations”, Indian Educational Review, Independent Study, Technical Teachers’ Training Institute, Madras, Vol. 25(2), 82, 1990.

¹³⁶ Vaid, D.K. and Manjit, “Quick Appraisal of the Implementation of Centrally Sponsored Scheme of Vocationalisation of Secondary Education—Goa”, Independent study, National Council of Educational Research and Training, New Delhi, 1990.

any kind of specialization in vocational education. There is inadequate vocational career guidance given to the students.

Verma¹³⁷ (1990) made an appraisal about the vocational education in Delhi which found that; only part time teachers were employed to teach the students. There is no proper evaluation system implemented in the system to assess the effectiveness of vocational education and the absence of career guidance given to the students.

Akhilesh¹³⁸ (1991) aims in identifying the vocational aspirations of the students who are teenagers coming from urban areas. This study is considered as a useful guide for the school teachers and counsellors and vocational guidance experts and experts who are working in the field of career guidance. The age, socio economic status of the students and the gender differences were taken in to consideration in this study as the factors influencing the vocational aspirations of the students. The vocational education programmes were not provided with adequate infrastructure.

Bhargava¹³⁹ (1991) tries to understand deeply the interests of the vocational students who have taken vocational subjects in Rajasthan, India. The study focuses the difficulties faced by the students of vocational courses in Rajasthan. The study revealed that, the majority of the vocational students were interested vocational subjects mainly because of its various opportunities for employment and its advantages in preparing the students for future vocational choices.

¹³⁷ Verma, Bimla, "Quick Appraisal of the Implementation of the Centrally Sponsored Scheme of Vocationalisation of Secondary Education—Delhi", Independent Study, National Council of Educational Research and Training, New Delhi, 1990.

¹³⁸ Akhilesh, K.B., "Vocational Choice Patterns of Urban Adolescents: A Case Study", The Indian Journal of Social Work, Vol. 211(2), p.266-274, 1994.

¹³⁹ Bhargava, R., "A Study on the Interests of the Students Studying in the Vocational Education Stream in Rajasthan", Independent Study, State Institute of Educational Research and Training, Udaipur, 1991.

Bhatnager¹⁴⁰ (1991) investigates the role of various industrial organizations in the promotion and popularization of vocational education among the female students who are from rural areas in Haryana, India. An interesting element found in this study was that, the female students have shown great interest in learning modern vocational trades and courses.

Sen Gupta¹⁴¹ (1991) suggest the introduction of a separate directorate for vocational education and setting up of a separate council for vocational education. Some of the weak points highlighted in this study were that; the employment agencies have not made adequate efforts in getting approval for the courses, inadequate self-employment support and there is no proper awareness about the vocational courses in several areas of Karnataka.

Sungoh¹⁴² (1991) evaluates a study conducted by the researcher on vocational education conducted in East Khasi. The researcher has not found any significant difference in the attitude of the male and female students towards vocationalisation of education among commerce, science, rural and urban vocational students. But generally it was found that the students have positive attitude towards vocational education.

Biswal¹⁴³ (1992) examines a study conducted in Himachal Pradesh, India, on vocational education. The vocational education has found various problems in terms

¹⁴⁰ Bhatnagar, K.M., "Role of Industries in Promotion of Vocational Education among Rural Women: A Feasibility Study in the State of Haryana", Independent Study, The Institute of Peace Research and Action, New Delhi, 1991.

¹⁴¹ Sen, Gupta, Manjit. and Raizada, P., "An On-The-Spot Study of the Implementation of Vocationalisation of Education Programme in the State of Karnataka", V-Survey of Research in Education, Vol. II, p. 1534, 1991.

¹⁴² Sungoh and Sherwin M., "A Survey of Educational and Vocational Aspirations of Doordarshan Viewing Pre-University Students in Shillong", M. Phil., Edu., North-Eastern Hill U., Fifth Survey of Research in Education (1988-1992), New Delhi, NCERT, 1997, p.476, 1992.

¹⁴³ Biswal, Premananda, "Vocationalisation of Education at The +2 Stage in Himachal Pradesh: An Evaluative Study", Ph.D., Edu. Himachal Pradesh U., 1992, Fifth Survey of Research in Education (1988-1992), NCERT, New Delhi, p.474, 1992.

of infrastructural facilities, trained teaching staff, lack of non-teaching staff, lack of finance, lack of efficient management system, lack of publicity, lack of linkage between schools and industries. The investigator also highlights that there is lack of knowledge and the awareness about the vocational streams at various levels of administration personnel of vocational education.

Joshi¹⁴⁴ (1992) evaluates the status of vocational students who have completed the vocational education in Rajasthan, India. He found that out of 72 students who have passed out from higher secondary, only 12.8 per cent students were self-employed. 12.8 per cent of students opted for wage employment, another 7.2 per cent were in vocations other than those they had done their studies. 15.4 per cent students were unemployed. No student was able to get financial aid or loans to start self-employment. The theory part of the vocational courses were very difficult for the students to understand was another findings of the survey. The practical training implemented for the students lack proper tools, equipments and study materials.

Sacheti¹⁴⁵ (1992) conducted a study in Kerala on vocational education. One of the major negative findings of this study is that, the major number of teachers who were teaching vocational subjects were fresh degree holders with no practical experience. It was also found that the design of the courses were not adequate. Practical training to the teachers, appointment of experienced and qualified teachers etc. are the suggestion given by the researcher. Lack of on the job training, lack of opportunities for employment, lack of apprenticeship training, guidance and counselling, no monitoring mechanism were also found as serious problems. The researcher suggests that the

¹⁴⁴ Joshi, L.N., "Vocational Achievements and Problems Faced by Students Who Had Passed the +2 Vocational Education Examination", Independent study, Udaipur, State Institute of Educational Research and Training, 1992.

¹⁴⁵ Sacheti, Raisada and VermaHazarika, J.R., "Vocational Education and Training in Assam: Status and Imperatives for Implementation", Vocational Education and Training: Challenges and Strategies, (Eds. Sacheti A.K.) Central Institute of Vocational Education, Bhopal, p.62, 1997.

revision of the curriculum should be done at least once in five years by giving adequate weightage to the modernization of labour and workshop infrastructure.

Saraswati¹⁴⁶ (1992) found that, there is significant relationship which is positive exists between vocational skills, motivation of the students towards vocational life, efficacy, expectations etc. It is found that these dimensions are not related. It is reported that the personality dimensions and the interests in vocational aspirations of standard X students and the academic motivation are not related.

Guru¹⁴⁷ (1994) suggests the introduction of various additional vocational courses in schools in the areas of diagnostics, therapeutic programmes, biomedical and community related programmes. The study also suggests that, the schools and hospitals should have a strong contact with various industries for the successful implementation of the vocational educational programmes.

Choudhary¹⁴⁸ (1995) conducted a research on vocational intention and academic choices of the students and their relationship with the back ground of their parents. The study also looked in to make a comparison between the education and various occupations of the parents. The finding of the study reveals that, around forty per cent of students wanted to be either doctors or engineers. Most of the students have selected science stream for their future career occupation.

¹⁴⁶ Saraswati, L., "Relationship Between Personality Dimensions and Vocational Interests of Pupils of Standard X", Madurai Kamaraj University, Madurai, 1992.

¹⁴⁷ Guru, G., "Status and Prospects of Health and Paramedical Vocational Education Programme", Independent Study, Bhopal, 1994.

¹⁴⁸ Choudhary, Kirti., "A Study of Vocational Aspiration and Academic Choice and Their Relationship with Parental Background", V-Survey of Research in Education, Vol.II,1995.

Tabbron and Yang¹⁴⁹ (1997) evaluates the new trends in vocational education in developed countries and reveals the following findings; there was gap between the vocational education and academic education and understood that the gap is becoming reduced. This gap occurred because of the introduction of general subjects. It is also found that, the courses along with the vocational subjects and the proper vocational trainings were imparted to the students of general education.

Vaid¹⁵⁰ (1997) strongly suggests in his study, the creation of close link between schools and the industries for the benefit of students to get more practical learning experiences and opportunities. Introduction and implementation of business and commerce based courses at the degree level should be introduced. The local needs and the interest of students should be focused and implemented through the introduction of relevant programmes. The teachers of the vocational education should be trained according to the needs of the curriculum was yet another suggestion of the study.

Conroy¹⁵¹ (1998) studied the relationship between the gender of the students and the courses to which the enrolment of the students were made who were also teenagers. The teenage students have shown a great optimism for professional jobs and many teenage students have shown an aspiration for professional degrees. The study shows that, the gender and the course are very much related.

¹⁴⁹ Tabbron, G. and Yang, Jin, "The Interaction between Technical and Vocational Education and Training and Economic Development in Advanced Countries", International Journal of Educational Development, Vol. 17 (3), p.323-334, 1997.

¹⁵⁰ Vaid, D.K., "National Meeting on Status and Prospects of Vocational Education Programme in the Area of Business and Commerce", Independent Study, Bhopal, 1997.

¹⁵¹ Conroy, "Influence of Gender and Programme of Enrollment on Adolescents, Occupational and Educational Aspirations", Cornell University, Journal of Vocational and Technical Education, Volume 14, No. 2.1998.

Singh¹⁵² (1998) highlights that, many higher secondary schools have based their educational programmes on vocational education which include certain factors like; apprenticeships in nature, on the job training, dual training vocational programmes, etc. The factors like social goals, diversified and varieties in nature of financing, support in the development of infrastructure, financial and other incentives and high standard in training to the students are affecting and influencing the vocational education.

Elaine¹⁵³ (1999) reveals that vocational teachers who are not prepared for the classes and who are not competent in their teaching profession encounter stress. The vocational teachers who are continuously ask others for a job- related issue also experience stress in their profession. Those who are not able to adjust quickly to the changes in the work environment show high degree of stress. But, the teachers who have high self-esteem are found to be confident in their teaching profession.

Moodie¹⁵⁴ (2002) makes an evaluation of the existing definitions of vocational education into four categories; epistemological, teleological, hierarchical and pragmatic. In all four levels a definition was needed to explain and the researcher defines it as; ‘one may consider vocational education and training as the development and application of knowledge and skills for middle-level occupations needed by society from time to time’.

¹⁵² Singh and Madhu, ‘School Enterprises, Combining Vocational Learning with Production, Berlin’, UNESCO , p.63, 1998.

¹⁵³ Elaine, Adams, “Vocational Teacher Stress and Internal Characteristic”, The University of Georgia, E Journal, Electronic Thesis and Dissertation, University of Georgia Archives, Volume 16, No. 1. 1999.

¹⁵⁴ Moodie, G., “Identifying Vocational Education and Training”, Journal of Vocational Education and Training, Vol. 54/2, pp.249-266. 2002.

David¹⁵⁵ (2005) finds that; living less time with the parents than often living with parents and without residing with parents, without parents, economically disadvantaged are the reasons for opting a career education by the young people.

Joseph¹⁵⁶ (2005) investigates in his study the parental ideas and perceptions of vocational education. The result of the study highlights that the perceptions and ideas of parents towards vocational education is positive. The parents believe that, the vocational education as a viable alternative to prepare the students for further employment/education.

Gunderson¹⁵⁷ (2005) makes a comparative study among the vocational students and non-vocational students. The focus was to conduct an evaluation regarding; if the business or vocational education has any influence on students' ultimate academic achievement. All the students who responded to the survey strongly agreed that vocational/ business educational programme has positive impact on their academic success.

2.6 YOUTH ENTREPRENEURSHIP

Khanka S.S¹⁵⁸ (1990) holds the view that, various factors have both positive and negative influences in the creation of the attitude among the youth towards entrepreneurship. The positive influencing factors will be facilitating and creating a conducive environment for the emergence of entrepreneurship whereas the negative influences will block the emergence of entrepreneurship.

¹⁵⁵ David, P. and Gaunt, "High School Seniors' Perceptions of Career and Technical Education and Factors Influencing their Decision to Attend an Area Career Technical Center", Dissertation Abstracts International, Volume 66, No 7, January, P. 2555 A. 2005.

¹⁵⁶ Joseph and Dedeanx. Glenn., "Parental Perceptions of Vocational Education: A Comparative study between and Urban School District and a Rural School District in South Mississippi", Dissertation Abstracts International, Volume 67, No.3, September, p.913 A. 2005.

¹⁵⁷ Gunderson and Margaret, M., "A Study of the Influence Vocational Education has on students' Ultimate Academic Success", Dissertation Abstracts International, Volume 66, No 1, Page 158 A. 2005.

¹⁵⁸ Khanka S.S, "Entrepreneurship in Small Scale Industries", Educational Publishers, New Delhi, 1990.

Thomas¹⁵⁹ (1994) observes that; too much importance is set apart on information and knowledge which is given to the youth on entrepreneurship and not on the competence and practice of entrepreneurship. The research also says that, there is not enough importance given on learning methods which are small, such as project teams, peer exchange, seminars, workshops and counselling for the youth etc. The paper suggests that activities in this line are not taking place in giving practical learning experiences to the youth on entrepreneurship. The teachers of the vocational education should be trained according to the needs of the curriculum. .

Baldev Singh¹⁶⁰ (1996) says that, the main and big burden of India's unemployment especially of the educated unemployed men, lay largely on the lack of entrepreneurial initiative. He explained and demonstrated the concept of the Self-Employment Scheme for the youth who are well educated and unemployed.

Shanmugakani. C¹⁶¹ (1996) made an analysis of the impact of the growth of educational amenities on the acceleration and development of entrepreneurial abilities in Sivakasi region, Tamil Nadu. The researcher has noticed the absence of illiteracy among the entrepreneurs who are doing the entrepreneurial activities in Sivakasi. It is noticed that, many of the entrepreneurs have felt that school level education was adequate and enough to start any kind of industries in Sivakasi.

Sharma D.D¹⁶² (1999) found that, the polytechnic diploma students and engineering students who have completed their courses had also been affected by unemployment

¹⁵⁹ Thomas N Garawan, "Entrepreneurship Education and Training Program", Journal of European Industrial Training, Vol. 18, Issue 8, pp 3- 12, 1994.

¹⁶⁰ Baldev Singh, "Self-Employment through Entrepreneurship Development", MD Publications Pvt. Ltd., New Delhi, 1996.

¹⁶¹ Shanmugakani C, "Growth of Educational Facilities and Development of Entrepreneurial Abilities in Sivakasi", Unpublished M.Phil Dissertation, submitted to Madurai Kamaraj University, Madurai, 1996.

¹⁶² Sharma D.D, Dhameja S.K and Gujar B.R, "Entrepreneurship, Strategic Management and Globalization", Rawat Publications, Jaipur and New Delhi, 1999.

in these years. The wide promotion of the concept and promotion of entrepreneurship in the technical education stream was thus the need of the times. The researcher has suggested a programme for future promotion of entrepreneurship among the technical and professional students.

Kets De Vries¹⁶³ (2001) made an analysis of the concept of entrepreneurship and entrepreneurial behavioural symptoms of the youth. In addition, the researcher studies and explores the social, economic and psychological forces influencing the concept of entrepreneurship among the youth. The organizational impact and influence of these entrepreneurial behavioural symptoms among the youth on job environment and succession management were also discussed.

Bhagmar and Verma B.L¹⁶⁴ (2006) stated that, a nation's ability to generate a steady business opportunity can only come from when its citizens undertake and enter in to entrepreneurial activities. Entrepreneurs are essentially the basic elements or factors for the growth of a nation. He or she need not possess a strong business and financial background also.

Mathivanan.R and Kumar. D¹⁶⁵ (2006) have stated in their study that, in India what is lacking is not the spirit of entrepreneurship, but it is the problem in utilizing the skills of an entrepreneur and the utilization of that spirit for various enterprises. They have stressed the need for the development and growth of rural entrepreneurship in India. It will help in the labour accumulation in the field of agriculture, industrial and

¹⁶³ Kets De Vries M.F.R, "The Entrepreneurial Personality: A Person at the Crossroads", The Journal of Management Study, pp.34-56, 2001.

¹⁶⁴ Bhagmar M and Verma B.L, "Spirit of Entrepreneurship: The Only Way to Success", Southern Economist, Vol.44, No.18, pp.18-21, 2006.

¹⁶⁵ Mathivanan R and Kumar D, "Strength and Weakness of Rural Entrepreneurship", Kissan World, Vol.22, No.11, pp.24-29, 2006.

service sectors which have the capacity to absorb immediately in developing rural labour force.

Nair K.R.G and Anu Pandey¹⁶⁶ (2006) noticed that, the business oriented spirit that is in the families is not favourable for entrepreneurship. Nor is there evidence that religion has an impact on entrepreneurship. The economic status of the family, age, technical education/training and the work experience in similar or related field are noticed to be favourable for entrepreneurship.

Anuradha¹⁶⁷ (2011) makes an evaluation that, the only solution to solve unemployment problems and to achieve economic growth of the country is through the enrichment of entrepreneurship. The researcher finds that, the important role of education plays in all levels, in enhancing entrepreneurial competencies and skills in making innovation capacities.

Panicker¹⁶⁸ (2011) says that, entrepreneurship is considered as a country's backbone which empowers the country for its integral development and growth. The concept of entrepreneurship has to get global popularity and importance. It is considered as high time for the government and educational institutions in India to foster entrepreneurial development and promotional activities.

Rahul¹⁶⁹ (2012) examines the programme on entrepreneurship that the government of Kerala State has introduced for its students in universities, colleges and polytechniques. The government of Kerala is planning to make the entrepreneurship

¹⁶⁶ Nair K.R.G and Anu Pandey, "Characteristics of Entrepreneurs: An Empirical Analysis", The Journal of Entrepreneurship, Vol. 15 (1), pp. 46-61, 2006.

¹⁶⁷ Anuradha Tiwari, "Nurturing Entrepreneurship Competencies through Education: Reflection from Entrepreneurs and Teachers", Asia Pacific Journal of Research in Business Management, Vol. 2, No 10, 2011.

¹⁶⁸ Panickar, P., "A Study on the Entrepreneurial Skills and Level of Awareness of College Students on Entrepreneurship", Asia Pacific Journal of Research in Business Management, Vol. 2, No 12, 2011.

¹⁶⁹ Rahul Ramesh, "Big Deal : Kerala Government's student entrepreneurship policy is out", available from, www.google.com/student entrepreneurship, 2012.

programme at three stages; idea stage, teaming stage where company formation is done and the starting of business stage. Expert committees of colleges and schools will assess the performance of the companies.

Franchise¹⁷⁰ (2013) speaks about the new initiative of Kerala government to motivate the student entrepreneurship in schools. This is an initiative of the Kerala government's 'start up' programmes in schools known as 'start up village' concept. 10,000 motivated bright students from various schools in Kerala State from classes VIII to XII chosen and provided with computers and other learning materials to enhance their technological skills.

Preeti¹⁷¹ (2013) says that the market in India is not certain. Unemployment is increasing day by day in India. The central and state governments have to jointly make plans to solve this crucial problem. The only way to find solution to this problem is encouraging entrepreneurship among the youth of India. The solution to this problem can be achieved by creating a positive attitude among the youth.

Staff Reporter¹⁷² (2014) explains the programme called "Start-up Village" which was introduced in the State of Kerala to motivate young entrepreneurs and which is also supporting 600 small start up firms. The programme has already supported 20 per cent of the target goal they have set. A total of 15 acres of land has already been set apart to create a 'mini silicon valley' in Kochi, Kerala.

¹⁷⁰ Franchise, "Kerala govt rolls out entrepreneurship policy for school students", available from, <http://www.franchiseindia.com>, August 19, 2013.

¹⁷¹ Preeti Khatri and Monica Sawhney, "Entrepreneurship in Indian Scenario", Indian Streams Research Journal, Vol. 3, No 3, 2013.

¹⁷² Staff Reporter, "The Kerala IT policy envisages creating 3,000 startups by 2020", available from, <http://www.business-standard.com>, 2014.

Chandrasekar¹⁷³ (2014) reveals that, unless the entrepreneurial awareness is created among the youth of India, there won't be economic growth in the country. In this regard the government of Kerala and the University of Kerala has jointly started certain new initiatives like Entrepreneurial Development Centre, Akshaya and Kudumbasree projects. This paper also highlights the need for entrepreneurial curriculum to be introduced in the schools of Kerala State.

Staff Reporter Post¹⁷⁴ (2014) says that, as a step to encourage young entrepreneurs of the Kerala State, the government has decided to set apart one per cent of its annual income in the budget. The amount will cumulate to Rs. 500 crore. The decision was taken by the government after an interaction with five students who were sent to Silicon Valley as young entrepreneurs from the State of Kerala.

Staff Reporter¹⁷⁵ (2014) examines that, the Mahatma Gandhi University, Kerala State has become the very first State University to make it a reality to implement the Student Entrepreneurship Programme, and this is an initiative from the part of Kerala Government. The MG University has already started 'start up boot camps' to motivate students to become entrepreneurs. The students will be rated as entrepreneurs in three categories; idea generation, teaming and formation of the company.

John¹⁷⁶ (2014) evaluates the concept of entrepreneurship in providing guidelines to the growth and the development of the Indian economy and the satisfaction of the entrepreneurs. The number of people engaged in entrepreneurial activities is very low. This difference between entrepreneurial attitudes, motivations and action lowers the

¹⁷³ Chandrasekar KS, "Entrepreneurship issues and challenges in Kerala and the role of University of Kerala in fostering an Entrepreneurial culture and the need for entrepreneurship education", www.Google.com, 2014.

¹⁷⁴ Staff Reporter, "Kerala allocates Rs 500 Cr. for Student Entrepreneurship Programme", available from, <http://www.firstpost.com>, Jan 23, 2014.

¹⁷⁵ Staff Reporter, "University implements Student Entrepreneurship Programme", *The Hindu*, March 17, 2014.

¹⁷⁶ John Goldhof, "Fostering Youth Entrepreneurship: Preliminary Findings from the Young Entrepreneurs Study", *Journal of Research on Adolescence*, Vol. 24, No 3, pp. 431- 446, 2014.

need for programme that enhances the development of entrepreneurship among the youth.

Kapoor¹⁷⁷ (2014) reveals that, big corporations are resizing the economy, reducing various levels of management, restructuring the organizations and job opportunities. But the fact is that, home based ventures are also blooming. These home based business activities have the capacity and ability to give the needs of big business activities and the big business can outsource various needs that they want.

Merle Kuttim¹⁷⁸ (2014) has identified the content of university programme on entrepreneurship education and its impact on students' entrepreneurial motivations and intentions. The study was consisted of students who are from two country groups: efficiency-driven and innovation-driven economies. The findings say that the university content of entrepreneurship programme is very low in giving entrepreneurship motivation to the students.

Urve¹⁷⁹ (2014) examines that, globally there is a serious move towards the encouragement of entrepreneurship. The study highlights that, many students are taking up small and medium size business before the completion of their studies. But the number of students who are coming to take up these ventures are comparatively very small. The influences for the students who are starting new ventures are the surrounding industry environment, the organization they start and the new venture programme.

¹⁷⁷ Kapoor, Abhaya; Pandey and Vivekanand, "Development of Entrepreneurial Strategies for Small Scale sectors", International Journal of Trade & Global Business Perspectives Vol.2.4, pp.629-633, 2003.

¹⁷⁸ Merle Kuttim, Marianne Kallaste, Urve Venesaar and Aino Kiis, "Entrepreneurship Education at University Level and Students' Entrepreneurial Intentions", Procedia - Social and Behavioral Sciences, Vol. 110, pp. 658-668, 2014.

¹⁷⁹ Urve Venesaar, Marianne Kallaste and Merle Kuttim, 'Factors Influencing students' Venture Creation process', Journal of Social and Behavioral Sciences, Vol. 110, pp. 678 – 688, 2014.

Hareesh¹⁸⁰ (2015) observes that, the student entrepreneurship is gaining a momentum in the State of Kerala. There is a dynamic spirit of entrepreneurship instilled in the State of Kerala through various activities like, start-up programme cell, policies for student entrepreneurship, education in entrepreneurship, etc. The study says that many youth have taken steps and started their own entrepreneurial ventures.

YES¹⁸¹ (2015) Young Entrepreneurs Summit (YES) is an initiative taken by the government of Kerala in creating the spirit of entrepreneurship in the minds of students and youth of Kerala State. YES is the initiative of agencies like KSIDC, Kerala Financial Corporation (KFC), Start-up Mission, Techno park, Info park, and KINFRA in developing an environment for creating young entrepreneurs.

2.7 RESEARCH GAP

The review of the related literature has highlighted the studies and findings of different researchers in various areas of entrepreneurship and vocational education. The literature on ‘Attitude towards Entrepreneurship, Entrepreneurial Traits, Entrepreneurship Education, Vocational Education, Youth Entrepreneurship were reviewed. After a close observation made on these various researches the researcher was able to focus the areas where researches have been done and the areas where studies or researches have not been touched upon. Though few studies are available regarding the VHSE in Kerala State, an in-depth study on the attitude of VHSE students towards entrepreneurship is not available. This was evident from the reviews collected for this study. Moreover, the entrepreneurial attitude of VHSE Students towards entrepreneurship of the rural, semi-urban and urban VHSE students vary.

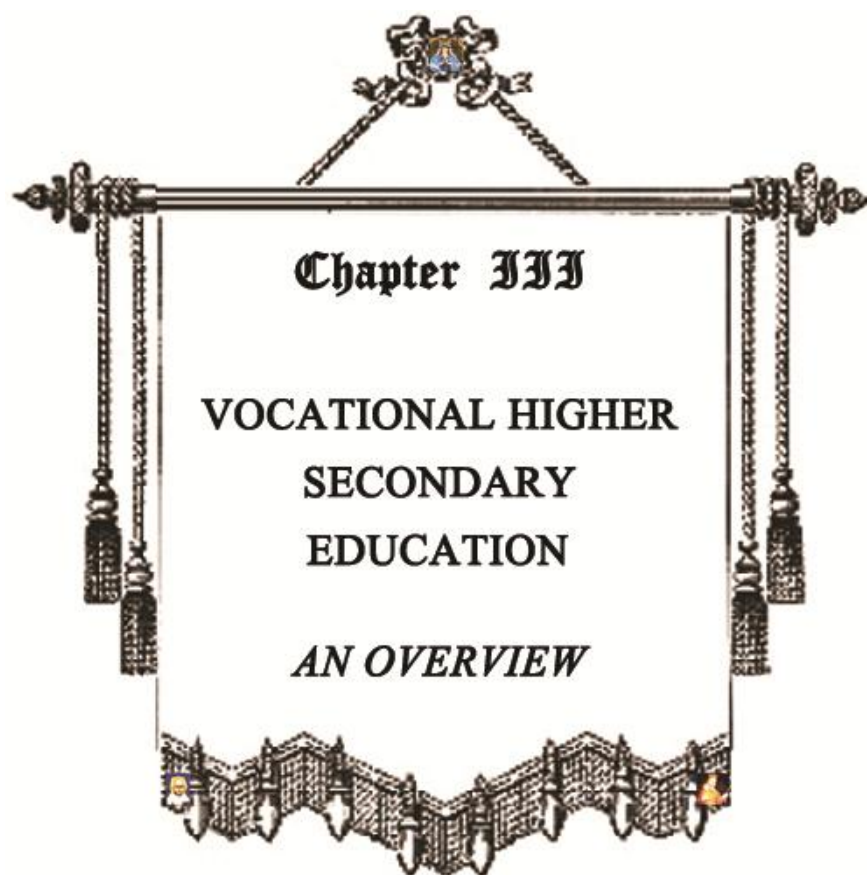
¹⁸⁰ Hareesh Ramnathan, ‘Student entrepreneurship in Kerala-an interview report’, International Journal in Management and Social Science, Vol.03 Issue-05, 2015.

¹⁸¹ Young Entrepreneurs Summit, 2015, ‘A Government of Kerala initiative to foster entrepreneurship in young minds’, Conference at Crown Plaza, Kochi, on 12th September, 2015.

Also from the review of related literature it was found that no studies have been done on the ‘Attitude of VHSE Students towards Entrepreneurship in Trivandrum District, Kerala’. The reasons for choosing vocational education by the VHSE students, the skills of the VHSE students, the factors which are encouraging VHSE students to enter into entrepreneurship, the attitude of VHSE students to towards entrepreneurship, challenges faced by the VHSE students and the strengthening of VHSE in the creation of an attitude towards entrepreneurship etc. have not been done by any researchers with special reference to Thiruvananthapuram District of Kerala State. Hence the researcher felt the research gap and the need for a study on the ‘Attitude of VHSE students towards entrepreneurship with special reference to Thiruvananthapuram District Kerala State, to be undertaken.

2.8 CONCLUSION

This chapter has done the reviews of literature relating to Attitude of youth towards Entrepreneurship, Entrepreneurial Traits of the youth, Entrepreneurship Education, Vocational Education and the Youth Entrepreneurship. After the review it is understood that no studies on the ‘Attitude of Vocational Higher Secondary Students towards Entrepreneurship in Thiruvananthapuram District of Kerala’ has been undertaken. The review of literature has made the ground and context for the research problem and has provided a summary of the results of other researches which are closely related to the current study being conducted and an outline to the present research.



CHAPTER III

VOCATIONAL HIGHER SECONDARY EDUCATION

AN OVERVIEW

3.1 Vocational Education

3.2 Vocational Education

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3.9 Conclusion

CHAPTER III

VOCATIONAL HIGHER SECONDARY EDUCATION

3.1 VOCATIONAL EDUCATION

Education should be a medium not just for enhancing efficiency in reading and writing, but it should widen, expand and enhance the active participation of students in democracy, thereby to develop and promote the overall quality of personal and societal life of the nation. Higher Secondary Education is one of the important stages of a student's personal growth and education since it is during these years that a student decides what he/she is determining to bring up for his/her future training and career life. When the students enter the stage of higher secondary education, they are given an exposure to various occupational awareness through pre-vocational programmes. Here the students have an option of either choosing an academic education stream or a vocational education stream that prepare them to enter the world of employment. The main objective of the academic education stream is to prepare a student for a professional career, whereas the main aim of the vocational educational stream is to prepare the student to introduce himself into an occupation or employment just after the completion of the course.

The thrust area of vocational education is to train the students in trade related skill development, which is a much sought after system of educating the students in to various occupations of the world of employment opportunities. The importance of such a system or scheme of educational system in a developing country, especially in a country like India, which has a great source of human resources, assumes various dimensions. Some of the important arguments that can be highlighted in favor of vocational education are expressed in the following paragraphs.

Mahathma Gandhiji emphasized long back that “Millions of India’s peasants starve for want of a supplementary job. Over 80 per cent of her population has more than a quarter of their time lying idle. The country had steadily grown poorer because of this enforced idleness. The problem is how to utilize these billions of hours of the nation...”¹

The International Commission on Education for the 21st century under the Chairmanship of Jacques Delors (UNESCO, 1996) has pointed out that education throughout an individual’s life is grounded on four pillars - ‘learning to know’, ‘learning to do’, ‘learning to live together’ and ‘learning to be’. Here ‘Learning to do’, is basically and essentially related to vocational education system.²

3.2 VOCATIONAL EDUCATION

The programme of Vocational Education was started in India in 1976-77 under the stream of education which can be termed as Vocationalisation of Higher Secondary Education in the schools/institutions of general education. An outline of vocational courses which is of two-year duration in the areas of Business and Commerce, Agriculture, Engineering and Technology, Home Science, Paramedical and Humanities are included in the vocational higher secondary programme.

The aim of the Vocational education programme mainly focuses on to provide skills for the production and service oriented courses. The vocational education also helps in enhancing and developing an entrepreneurial career, empowers the skills and competencies required to initiate, organize and run a business or new venture. The following are the main objectives of the Vocational Higher Secondary Education:

¹ Gandhi, Mahatma, ‘The wheel of fortune’, Khadar, Ganesh Madras Publications, Madra, 1922.

² UNESCO, “The Revised Recommendation Concerning Technical and Vocational Education”, Draft Paper, General Conference, Eighteenth Session, Paris, 1974

3.2.1 Objectives of the Vocational Higher Secondary Education

- To fulfill the national goals of development and the removal of unemployment and destitution.
- To impart education relevant to productivity, economic development and individual prosperity.
- To meet the needs of skilled and middle level manpower in the growing sectors of the economy, both organized and unorganized.
- To attract a sizeable segment of the population to varying vocational courses so as to reduce the rush to general education.
- To prepare students for self-reliance and gainful employment.³

3.3 A BRIEF OVERVIEW OF VOCATIONAL EDUCATION IN INDIA

The Education Commission, which was formed in the year 1964 by the Central Government (Kothari Commission-1964-66, 1968) suggested a revised structure of education (10+2+3) and proposed creative or distinct streams of general and vocational training at the higher secondary level. The Education Commission had strong proposal that, the new stream of education should be able to divert 50 percent of students to the vocational streams than the students opt for the regular streams of secondary education. The Indian Parliamentary Resolution on National Policy on Education (NPE, 1968) agreed the recommendation of the Education Commission-1964-66 and gave more emphasis on the 'effectively terminal nature of the vocational stream of studies'.⁴

³ MHRD, Objectives of Vocational Education, PSSCIVE, GOI, available at <http://www.psscive.nic.in/> accessed on 25-6-2007.

⁴ Mahrothra, V.S., "Delivery of Vocational Education and Training: Enhancing Relevance and Quality", Vocational Education and Training: Challenges and Strategies, Bhopal, PSS Central Institute of Vocational Education, 2005, p.90

In 1967, the Government of India constituted a Working Group headed by Dr. Kulandaswamy, the Vice-Chancellor of Anna University, Tamil Nadu, as the chairman to frame, build and construct the concept of Vocationalisation of education at various levels of education. The working group also had to frame the nature of courses to be introduced, linkages with other streams that are required and needed and to formulate an Action Plan for the promotion and implementation of Vocationalisation of education in India.⁵

The Kulandaswamy Working Group suggested that the Government of India should be responsible for:

- Policy guidelines of vocational education
- Curriculum development
- Consultancy services
- Inspection and evaluation of the program,
- Liberal financial assistance from the central Government to the States for the implementation of Vocational education.

The Action plan prepared by the Working group was again discussed in the meeting of the Ministers of Education of Indian States. This meeting gave a great dynamism to begin the way for the introduction of Vocationalisation of secondary education as a centrally sponsored stream in several states of India.⁶

In 1975 the Central Advisory Board of Education (CABE) put forward a resolution and decided to set up 10+2+3 scheme of education and strongly proposed that the +2 stage of education should be a period of preparing a large number of

⁵ MHRD, 'Revised Centrally Sponsored Scheme of Vocational Education', GOI, available at mhrd.gov.in/sites/upload_files/mhrd/files/revised_2007.

⁶ Planning Commission of India, 'Faster, Sustainable and More Inclusive Growth An Approach to Twelfth Five Year Plan', GOI, 2011, p.96-100, available at <http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>

students who are discontinuing the school education, which are increasing at an alarming rate, and diverting them to different careers in life and for others as a college preparatory course. Later the Central advisory Board of Education entrusted the National Council of Educational Research and Training (NCERT) for the preparation of the syllabi and the curriculum to guide and support the State Governments of India in implementing the Vocational education.⁷

Taking in to consideration of the annual report of the Ministry of HRD (Human Resources Development, 1996-97), the stream of Vocationalisation of education at the +2 stages was started implementing in all the States of India. Thus, all the states and UTs (Union Territories) except Lakshadweep have cooperated with the implementation of the Vocational Education stream. Up to the end of 1995 - 96, almost 18,780 vocational sections were approved in 6,476 schools, which created a capacity for teaching around 9.35 lakh students to the vocational stream at the +2 stage of education.

3.4 DIMENSIONS OF VOCATIONAL EDUCATION PROGRAMME

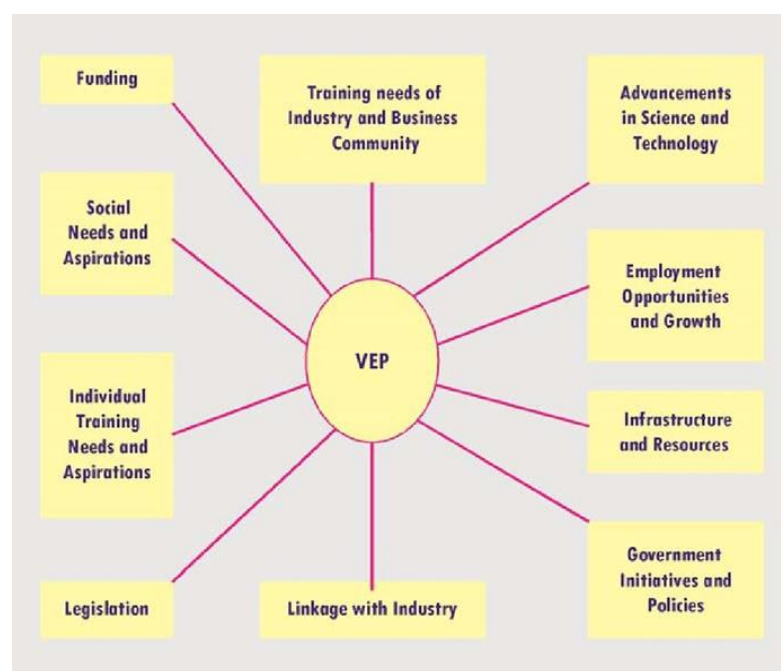
The Vocational education stream has various dimensions and these dimensions have strong impact on the conceptual level, its implementation strategies, and the delivery of the programme, its management, promotional activities and success of the programme. The stake holders of this Vocational programme are the students, management, teachers, parents and specially the industry and the business community. The various policies of the Government, rules and regulations put forward by the government and proper funding from the Government are essential for the successful establishment and implementation of the VHSE programme.

⁷ MHRD, 'Revised Centrally Sponsored Scheme of Vocational Education', GOI, available at mhrd.gov.in/sites/upload_files/mhrd/files/revised_2007.

The various dimensions of the Vocational Education are shown in the following figure 3.1.

Figure 3.1

Dimensions of Vocational Education



Source: V.S. Malhotra, Vocational Education, and Training: Challenges and Strategies, PSSCIVE, Bhopal, 2005.

The Vocational Education in India has faced and passed through various reforms, growth and developments as part of its efforts to promote and popularize the Vocational Education and to make the vocational education more beneficial to the students. In India at present, there are around 9583 schools offering about 150 vocational courses of two years duration at +2 stages, in the areas of farming, commercial enterprise and commerce, engineering and applied science, health and paramedical, home science and science and engineering, to more than 10 lakh students.⁸

⁸ MHRD, 'Report of the Working Group on Vocationalisation of Education', New Delhi, Government of India, 1977.

3.5 VOCATIONAL HIGHER SECONDARY EDUCATION IN KERALA

The program of Vocational Higher Secondary was established in Kerala State in the year 1983-84, with its vision “to make available skilled, disciplined and competent workforce in middle level blue collar job market, which will excite the economic system and contribute to increased productivity and faster development in all fields of the country”⁹.

The Vocational Education stream of education at the Higher Secondary stage which was introduced in India in 1970 was a dynamic/historic event in this way. But in the early years, only a handful of States and Union Territories came forward to take initiative in establishing the Vocational Education.

The vocational education stream was started in the State of Kerala only in 1983-84. The VHSE was introduced in Kerala aspart of the National Policy of Education with the idea of ensuring a job to the students along with training/education. The greatness, relevance and the importance of vocational training/education are very important in this scenario of youth unemployment. The vocational education stream, which ensures a job along with education, stands aloof from other streams of education. Vocational training in various vocational subjects gives the lifetime skills required by the youth to step into various employment opportunities and the responsibilities of their career life.

In the State of Kerala, the problem of unemployment among the youth who are professionally qualified is at an alarming stage. This problem can be focused towards the disproportionate number of youth/professionals coming out of various professional/technical institutions from all over Kerala and other states, to the

⁹ Department of Vocational Higher Secondary Education, Kerala, online admission profile, 2015

vacancies of jobs available at the various levels of employments in the State. On the other hand, actually there is a severe shortage of skilled group of workforce in the middle and upper levels of employments. This really blocks the entire growth of our nation. The Vocational Education was introduced in Kerala State, in order to find out a solution to this problem. This stream of Vocational Education stream was established primarily for the students who have passed SSLC or equivalent academic streams.

The Vocational Education in Kerala aims to attain employment opportunities at self/wage/direct, which is helpful to develop a skilled workforce in middle level. The course aims to accomplish and enhance employment opportunities and also to create chances for those students who aspire take up higher education.¹⁰

3.5.1 The Vision of VHSE

‘To make available skilled, educated and competent work force in middle level blue collar job which will excite the economic system and contribute to increased productivity and quicker growth.’¹¹

3.5.2 The Mission of VHSE

‘To meet the manpower demand for national development and for social security for the citizen through employment.’¹²

3.5.3 The Objectives of VHSE

- To introduce attractive courses and schools relevant to the present scenario.
- To modify curriculum to cope up with the changing trends.

¹⁰ Department of Vocational Higher Secondary Education, Kerala, online admission profile, 2015

¹¹ *Ibid*

¹² *Ibid*

- To convert schools into Production / Service cum training centers.
- To create avenues for on the Job Training confidence building of students.
- To initiate action for the modification of recruitment rules of other departments so as to incorporate VHS qualifications.
- To explore the possibility of apprenticeship training to all the pass outs.
- To make available the expertise of the specialized teachers and students for the benefit of the local community.
- To conduct awareness campaign for VHS scheme in the feeding schools.
- To conduct seminars by incorporating PTA and students about recent technical advancements.
- To provide diversified of educational opportunities so as to enhance individual employability.
- To thin out the mismatch between demand and provision of skilled workforce.
- To furnish an option for those pursuing higher education. It was offered as a terminal course and the curriculum was planned in such a fashion that the pass outs are employable.¹³

3.6 VOCATIONAL HIGHER SECONDARY EDUCATION (VHSE) AND THE PROGRESS OF VHSE IN KERALA

Recognizing the suggestions and proposals of the Central Advisory Board of Education, Government of Kerala took up the initiative of introducing the Vocational Education in 19 Government High Schools in 1983.

¹³ Department of Vocational Higher Secondary Education, Kerala, online admission profile, 2015

The VHSE courses were designed and implemented as vocationally oriented courses with various chances for self-employment and also helpful for wage employment. It was started basically as a terminal course and later on, various non-vocational subjects such as Physics, Chemistry, Mathematics, Biology, History, Economics, Geography, Business Studies, and Accountancy& Management were also added in the Vocational curriculum stream in order to give opportunities for the students who aspire for Higher Education.¹⁴

From its establishment 1983 till 1988, Government of Kerala didn't receive any financial assistance from the central government for running the VHSE courses. The financial assistance of the central Government was received only in the year 1988-89. As a result, Kerala could enhance and accelerate the VHSE programme in the right direction for starting new VHSE schools in the aided sector also. In the private sector, the vocational education was effectively planned and carried out during the year 1991-92.

In the State of Kerala, at present there are 261 schools in the Government sector and 128 schools in the Private Aided Sector, (total 389 schools) with 1100 batches have an intake of more than 25,000 students. The distribution of VHSE schools in the Government and Private sector and batches on VHSE is presented in the following table 3.1.

¹⁴ Planning Board of Kerala (2002), "Study on the Vocational Higher Secondary Education in Kerala", Government of Kerala, Thiruvananthapuram, 2002

Table 3.1**Distributions of Schools and Batches Based on Sector**

Sector	Frequency (Schools)	Per cent (Schools)	Frequency (Batches)	Per cent (Batches)
Private	128	32.9	394	35.80%
Government	261	67.1	706	64.20%
Total	389	100	1100	100

Source: www.vhse.kerala.gov.in

According to the VHSE programme each VHSE school is offering a minimum of 2 Vocational courses with 27 students in a batch. In 1988-89 there were 100 VHSE school in Kerala State, with a total figure of 200 batches (sections). The following Table 3.2 shows the District Wise Distribution of VHSE Schools;

Table 3.2**District Wise Distribution of Schools**

District	Number	Frequency	Percent
Thiruvananthapuram	41	10.5	10.5
Kollam	52	13.5	23.9
Alppuzha	21	5.4	29.3
Pathanamthitta	27	6.9	36.2
Kottayam	31	8	44.2
Ernakulam	34	8.7	53
Idukki	16	4.1	57.1
Thrissur	36	9.3	66.3
Palakkad	25	6.4	72.8
Malppuram	27	6.9	79.7
Kozhikode	28	7.2	86.9
Wayanad	0	2.6	89.5
Kannur	19	4.9	94.3
Kasargode	22	5.7	100
Total	389	100	

Source: www.vhse.kerala.gov.in

The plan of expanding the VHSE programme continued every year till 1995-96, and the number of VHSE schools rose up to 310 with a total of 814 sections offering 42 different various VHSE courses. The very next expansion and growth was identified in 2000-01 when the number of schools gone up to 375 with a total of 1000 sections. Now at present, with the latest expansion of VHSE programme in 2009 - 2010, there are 389 schools with 1100 batches in Kerala State implementing the VHSE programme in 42 courses.

Every year, the number of students who are opting to these 389 VHS schools is only nearly 27500 which is less than 10% of the number of students opting admissions to Higher Secondary Educational Streams (Plus-Two). So there is an urgent need to start more VHSE schools and motivation and awareness from the part of Government of Kerala, VHSE Board etc., to attain the target of at least 50% of the students who are completing the SSLC or equivalent courses to VHSE as visioned by the Education Commission (Kothari Commission-1964-66, 1968). The following Table 3.3 shows the growth of Vocational Higher Secondary Schools and Batches in the State of Kerala;

Table 3.3**Vocational Higher Secondary Schools and Batches in Kerala up to 2016**

Year	School Sanctioned	Cumulative Number of schools	No of Batches	Cumulative Number of Batches
up to 1988-89	100	100	200	200
1989-90	50	150	150	3560
1990-91	25	175	50	400
1991-92	35	210	100	500
1992-93	15	225	30	530
1993-94	10	235	34	564
1994-95	50	285	200	764
1995-96	25	310	50	814
1996-97	0	310	0	814
1997-98	0	310	0	814
1998-99	0	310	0	814
1999-00	0	310	0	814
2000-01	65	375	186	1000
2001-02	0	375	0	1000
2002-03	0	375	0	1000
2003-04	0	375	0	1000
2004-05	0	375	0	1000
2005-06	0	375	0	1000
2006-07	14	389	100	1100
2007-08	0	389	0	1100
2008-09	0	389	0	1100
2009-10	0	389	0	1100
Total	389		1100	

Source: Planning Board of Kerala (2002), “*Study on the Vocational Higher Secondary Education in Kerala*”, Government of Kerala, Thiruvananthapuram, 2002.

The Kerala State VHSE Board conducts 35 restructured courses with modernized curriculum which have broad scope of disciplines viz., Engineering Technology, Agriculture, Animal Husbandry, Fisheries, Paramedical, Physical

Education, Home science & Business and Commerce.¹⁵ The accompanying Table 3.4 presents Design of the VHSE course in Kerala:

Table 3.4
Design of the VHSE Course Curriculum

Sl.No.	The name of the course	Short form of the course
	Group A	
	<i>Branch 1: Engineering Technology</i>	
1	Mechanical Servicing (Agro Machineries)	MS (Agro)
2	Computer Application	CA
3	Civil construction and maintenance	CCM
4	Computer Science	CS
5	Maintenance and repairs of auto mobiles	MRA
6	Maintenance and repairs of domestic appliance	MRDA
7	Maintenance and repairs of radio and TV	MRRTV
8	Maintenance and repairs of Two and Three wheelers	MR2W 3W
9	Printing technology	PT
10	Refrigeration and air-conditioning	R & AC
11	Rubber Technology	RT
12	Textile dyeing and printing	TD & P
13	Textile weaving	TW
	Group B	
	<i>Branch 2 Agriculture</i>	
14	Fruits and Vegetables	Agri (F&V)
15	Nursery management and ornamental gardening	Agri (NMOG)
16	Plant Protection	Agri (PP)
17	Sericulture	Agri (Seri)
	<i>Branch 3 Animal Husbandry</i>	
18	Dairying (milk products)	DMP
19	Livestock management (dairy)	LSM (DH)
20	Live stock management (Poultry)	LSM (PH)
	<i>Branch 4 Fisheries</i>	

¹⁵ Department of Vocational Higher Secondary Education, Kerala, online admission profile, 2015

Sl.No.	The name of the course	Short form of the course
21	Aquaculture	AQUA
22	Fishing craft and gear technology	FCGT
23	Fish processing technology	FPT
24	Maintenance and operation of marine engines	MOME
	<i>Branch 5: Paramedical</i>	
25	Domestic Nursing	DN
26	Dental Technology	DT
27	ECG and audio metric technician	ECG & AMT
28	Medical laboratory technician	MLT
29	Maintenance and operation of biomedical equipments	MOBME
30	Physio therapy	Phty
	<i>Branch 6: Physical Education</i>	
31	Physical education	PEdn
	<i>Branch 7: Home science</i>	
32	Cosmetology and Beauty parlor management	CBPM
33	Clothing and Embroidery	CE
34	Crush and pre school management	CPSM
	Group C	
	<i>Branch 8: Humanities</i>	
35	Travel and Tourism	TT
	<i>Branch 9 : Business and Commerce</i>	
36	Accountancy and auditing	AA
37	Banking assistance	BA
38	General Insurance	GI
39	Marketing and salesmanship	MS
40	Office secretary ship	OS
41	Reception, Book keeping and communication	RBKC
42	Catering and restaurant management	CRM

Source: Department of Vocational Higher Secondary Education, Kerala, online admission profile, 2015

The following Table 3.5 presents the faculty wise distribution of the batches and the intake of students;

Table 3.5

Faculty wise Distribution of the Batches and intake of Students

Faculty	Number of Batches	Number of Students	Percentage
Engineering	363	1400	33
Agriculture	156	3900	14.2
Animal Husbandry	56	1400	5.09
Fisheries	34	850	3.09
Paramedical	214	5350	19.5
Physical Education	4	100	0.36
Home Science	28	700	2.55
Travel and Tourism	127	675	2.45
Business and Commerce	218	5450	19.8
Total	1100	27500	100

Source: www.vhse.kerala.gov.in

3.7 THE STRUCTURE OF THE VHSE COURSE

The duration of the curriculum of all the VHSE Courses is 2 years. During these two years, the VHSE students have to strictly go through the theory and practical sessions conducted by the VHSE schools. The VHSE programme offers On the Job Training programmes and apprenticeship training programmes designed for the students. After the completion of certain courses, practical sessions are arranged for the students to get the practical knowledge about the subjects they are undergoing.

The VHSE curriculum is split into three parts. In these three parts, Part I and II are compulsory subjects for all the students and part III is optional for the VHSE students. The accompanying Table 3.6 presents the structure of the VHSE courses.¹⁶

Table 3.6

The Structure of the VHSE Courses

Part I	English, General foundation course	Compulsory
part II	Vocational Subjects (theory and practical)	Compulsory
Part III	Group a: Physics, chemistry, mathematics	Optional
	Group b: Physics, chemistry, biology	Optional
	Group c: History, geography, economics	Optional
	Group d: Business studies, accountancy, management	Optional

3.8 HIGHLIGHTS OF THE VHSE PROGRAMME

3.8.1 Discipline of the VHSE Programme

The founding vision of Vocational Education has three major components:

1. Education and basic skill training in schools
2. Specialized skill training in collaborating institutions
3. On-the-job training in actual job situations.

After completing the VHSE course, the vocational students have the option to go for the apprenticeship/practical training in Industries/Organizations/ Agricultural Farms etc. The VHSE departments give great emphasis on mental and physical discipline and motivate the students to strictly abide by the rules and regulations framed by each individual school as well as those set up by the Board of Vocational Higher Secondary Education.

¹⁶ Department of Vocational Higher Secondary Education, Kerala, online admission profile, 2015

3.8.2 Approval of the VHSE Courses by the Kerala Public Service Commission (KPSC).

The VHSE programme of Kerala State offers 42 courses and out of 42 courses only 12 courses are approved by the Kerala Public Service Commission (KPSC) till the year 2007. But 23 new courses were also approved by the KPSC in 2007 adding a total of 35 courses. Twelve courses from the Engineering Technology faculty, four courses each from Agriculture, Fisheries, Paramedical and Business and Commerce faculties, three courses from Animal Husbandry the faculty, two courses from the Home Science and 1 each course from Physical Education and Home Science faculties. The following Table 3.7 presents the courses approved by the Kerala PSC.

Table 3.7

VHSE Courses Approved by the Kerala PSC

Sl. No	Name of Course
1	(Engineering Technology) Civil Construction and Maintenance
2	(Engineering Technology) Maintenance and Repairs of Two Wheelers and Three Wheelers
3	(Engineering Technology) Maintenance and Repairs of Automobiles
4	(Engineering Technology) Maintenance and Repairs of Radio and Television
5	(Engineering Technology) Maintenance and Repairs of Domestic Appliance
6	(Engineering Technology) Mechanical Servicing/Agro Machinery
7	(Engineering Technology) Refrigeration and Air Conditioning
8	(Engineering Technology) Printing Technology
9	(Engineering Technology) Rubber Technology
10	(Engineering Technology) Textile Dyeing and Printing
11	(Engineering Technology) Textile Weaving

Sl. No	Name of Course
12	(Engineering Technology)Computer Science/Computer Application
13	(Agriculture)Plant protection
14	(Agriculture)Fruits and Vegetables
15	(Agriculture)Nursery, Management and ornamental Gardening
16	(Agriculture)Sericulture
17	(Animal Husbandry)Live Stock Management-Dairy Husbandry
18	(Animal Husbandry)Live Stock Management-Poultry Husbandry
19	(Animal Husbandry)Dairying-Milk Products
20	(Fisheries)Fish Processing Technology
21	(Fisheries)Maintenance and Operation of Marine Engines
22	(Fisheries)Aquaculture
23	(Fisheries)Fishing craft and Gear Technology
24	(Paramedical)ECG and Audiometric Technician
25	(Paramedical)Medical laboratory Technician
26	(Paramedical)Physiotherapy
27	(Paramedical)Dental Technology
28	(Physical Education)Physical Education
29	(Home Science)Clothing and embroidery
30	(Home Science)crèche and Pre-school Management
31	(Humanities)Travel and Tourism
32	(Business and Commerce)Office Secretary Ship
33	(Business and Commerce)Catering and Restaurant Manager
34	(Business and Commerce)Reception, Book-keeping and communication
35	(Business and Commerce)Accountancy and Auditing

Source: www.vhse.kerala.gov.in/

3.8.3 Scope for Higher Studies: Reservations Available for VHSE Students

It is observed that, the scope for higher studies is limited for some of the VHSE courses. The lack of reservations of certain VHSE courses makes various difficulties for those students who have completed their VHSE courses. One of the main problems faced by the students of VHSE course is the lack of lateral entry system for VHSE pass out students to engineering courses or to Polytechnics in Kerala. The reservation for the VHSE courses is given in the following Table 3.8.

Table 3.8

The Reservation for the VHSE Courses in Kerala

No	Name of the Body	Percent of seats Reserved	Course	Eligibility
1	Polytechnics in Kerala	2%	All 3 year diploma courses of engineering	Pass outs of groups 'A' VHSE course
2	Polytechnics in Kerala	2%	Diploma in commercial Practice	Pass outs of Group 'D' VHSE Course
3	MG University Kerala	5%	BSc (MLT)	Pass outs of VHSE MLT courses

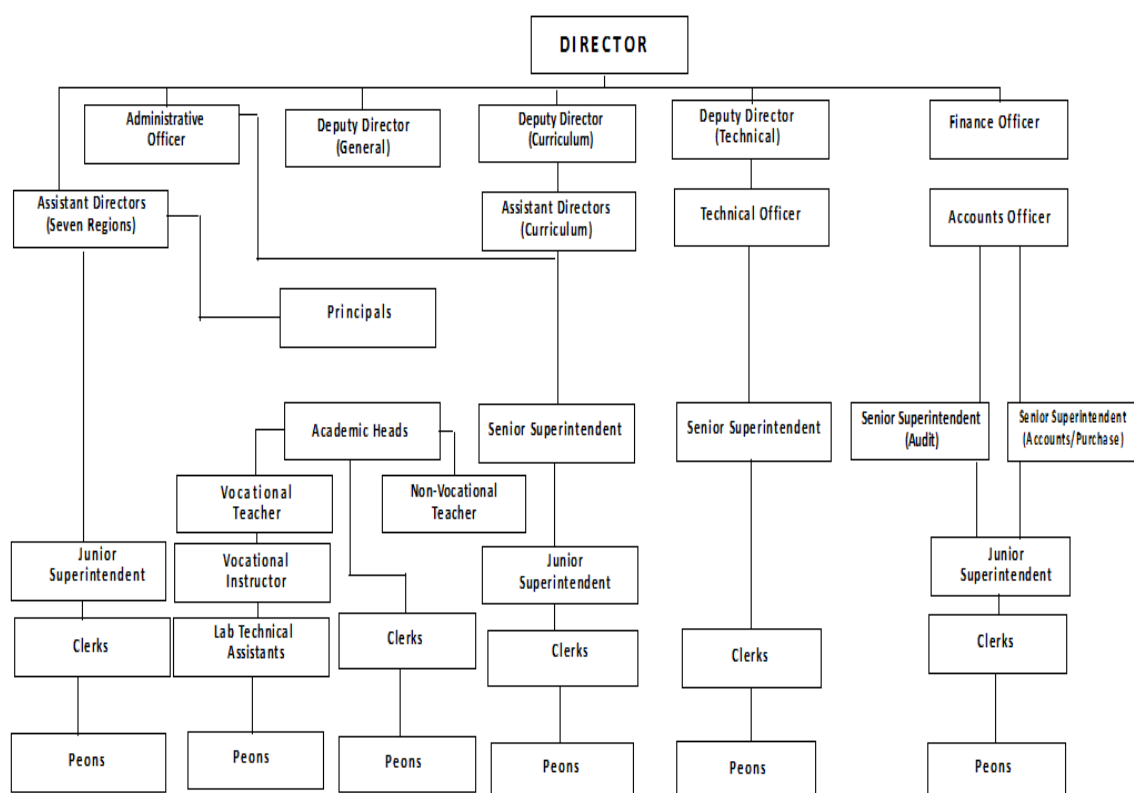
Source: www.vhse.kerala.gov.in

3.8.4 Organizational Structure

VHSE Director is at the top of the VHSE Directorate at the headquarters in Thiruvananthapuram. Directly under the VHSE director the directorate has the Deputy Director who is in charge of General functions of the VHSE, Deputy Director who is in charge of the Curriculum, and Deputy Director who is in responsibility with Technical. The Deputy Director who is charge with the Technical has the responsibility of the conduct of examinations.

Figure 3.2

Organizational Structure of Vocational Higher Secondary Education in Kerala



Source: <http://www.vhse.kerala.gov.in/vhse/knowdept.php>

The Deputy Director in charge with Curriculum has also the responsibility of the curriculum related activities. There are seven assistant directors under the Director of VHSE for the seven regions of the VHSE programme in Kerala State they are; Kollam, Chengannur, Ernakulam, Thrissur, Kuttippuram, Vadakara, and Payyannur. The head masters of the High school are known as the principal and there are academic heads and there are vocational teachers and non-vocational teachers in each school.

3.8.5 Various Highlights of the VHSE

- a. Those students who complete the Part I, Part II with D+ grade in theory and C+ grade in practical will be awarded the trade certificate of Vocational Higher Secondary. And those who get a D+ grade in Part III will be eligible for higher education.
- b. Those who opt for the Vocational subjects in Group B i.e., the optional subjects which are physics, chemistry and biology can also study mathematics as an additional subject of study may be eligible to write the entrance tests of medical/engineering.
- c. The medium of learning is English and the students can write their examination either in Malayalam, Tamil or Kannada.
- d. Those scholars who have passed SSLC, CBSE, ICSE, THSLC and those who pass the A level test conducted by the Kerala State Literacy Mission or those who have made out an equivalent examination from other provinces or other states can may get admitted to the VHSE course.
- e. Those scholars who have passed or failed in the VHSE examination can take other combination of courses based on certain measures, either in their own school or any other school. They can again link up for the VHSE course and write the exam after two years. The students need not write the examinations of those subjects if the new combinations include the subjects they have earlier done.
- f. Those students who have completed the SSLC should get a grade of D+ and will be eligible for higher education. The students who have completed other

equivalent examinations should follow with the eligibility criteria of the concerned board of studies for their higher education.

- g. Those scholars who have appeared for more than three times to pass the minimum qualification are not eligible to get admission to VHSE course.
- h. The minimum age limit to apply for VHSE course is 15 years. Only for those students who have completed the SSLC have no age limit. But those who are more than 20 years of age are not eligible to get admission to VHSE.
- i. In VHSE programme the single window system is applicable
- j. Only 25 students are accepted to each Vocational Higher Secondary classes.
- k. On the Job Training programs are set up for the VHSE students to create a confident attitude towards the trade which they are undergoing and also to get familiarize with the circumstances of the firms.
- l. Production Cum Training Centers are made available in all the schools to feed the students more practical oriented training programs. Besides it facilitates them to make an entrepreneurial attitude among the students.
- m. To make VHSE public, Vocational Expos' are organized every year. This helps the products and services developed by the pupils of the VHSE schools and VHSE courses more popularize.
- n. National Service Schemes are introduced in every VHSE school for the enhancement of personality development of the VHSE students.
- o. Career counseling centers are set up in all the VHSE schools in order to give more awareness to job opportunities, higher studies and also solve the personal problems faced by the students.

- p. All the VHSE schools are operating under the VHSE Director which is set up in Trivandrum. The Regional VHSE centers give proper guidance to the schools for the governance of the regional schools.

3.8.6 Employment Potential of VHSE Courses.

The following Table 3.9 shows the potential of employment opportunities of the existing courses of VHSE education. The following table shows that some of the courses are obsolete with zero employment potential. This analysis shows the importance of restructuring the existing courses and introduction of new courses with high good employment potential. The survey was conducted by the Kerala Industrial and Technical Consultancy Organization (KITCO).¹⁷

Table 3.9
Employment Potential of Existing Courses

Sl.No.	Courses	Employment potential
1	Civil Construction and Maintenance	4.65
2	Maintenance and Repairs of Two Wheelers and Three Wheelers	0
3	Maintenance and Repairs of Automobiles	1.66
4	Maintenance and Repairs of Radio and Television	1.99
5	Maintenance and Repairs of Domestic Appliances	2.99
6	Mechanical Servicing (Agro-machinery)	3.32
7	Refrigeration and Air-conditioning.	3.65
8	Printing Technology	2.33
9	Rubber Technology	0.66
10	Textile Dyeing and Printing	0.66
11	Textile Weaving	0
12	Computer Science	1.99
13	Computer Application	1.00

¹⁷ www.google.com/site/vlevakumar/vhse-keralaataglance

Sl.No.	Courses	Employment potential
14	Plant Protection	2.66
15	Fruits and Vegetables	1.99
16	Nursery Management and Ornamental Gardening	3.32
17	Sericulture	2.33
18	Livestock Management (Dairy Husbandry)	4.32
19	Livestock Management (Poultry Husbandry)	1.00
20	Dairying (Milk Products)	0.33
21	Aquaculture	1.99
22	Fishing Craft and Gear Technology	1.66
23	Maintenance and Operation of Marine Engines	0.66
24	Fish Processing Technology	4.65
25	Medical Laboratory Technician	10.96
26	Maintenance and Operation of Bio Medical Equipments	1.99
27	ECG and Audiometric Technician	2.33
28	Domestic Nursing	2.33
29	Dental Technology	1.66
30	Physiotherapy	0.00
31	Physical Education	1.99
32	Clothing and Embroidery	1.66
33	Cosmetology and Beauty Parlour Management	4.32
34	Crèche and Pre-School Management	1.00
35	Travel and Tourism	1.00
36	Office Secretary ship	5.32
37	Accountancy and Auditing	7.97
38	General Insurance	1.99
39	Marketing and Salesmanship	3.32
40	Reception, Book-Keeping and Communication	0.00
41	Catering and Restaurant Management	1.99
42	Banking Assistance	0.33

Source: www.google.com/site/vlevakumar/vhse-keralaataglance

There are several vocational courses with high demand in various parts of the State. Some of the courses identified by the KITCO for introduction in VHSE schools with high demand are given below.

I. AGRICULTURE RELATED COURSES

1. Agri Economics and farm Management
2. Plantation Crops and Management
3. Poultry Farming
4. Forestry
5. Horticulture
6. Agro- based Industries
7. Rural Construction Technology and Soil Conservation
8. Organic farming and Agri Chemicals
9. Floriculture and Medicinal Plants
10. Food Processing Technology
11. Coffee Blending
12. Tea Blending
13. Spices Processing
14. Coir Technology
15. Medicinal Plant Cultivation & Processing
16. Environmental Science
17. Tissue Culture

II. TECHNOLOGY / PRODUCTION – ORIENTED COURSES

18. Leather Goods Production
19. Maintenance and Servicing of Textile Machinery
20. Foundry Technology

21. Knitting and Weaving Technology
22. Electrical Wiring/Motor Rewinding
23. Computer Servicing
24. Horology
25. Computer and Mobile Based Land Survey
26. Textile Designing
27. Audio-Visual Technician
28. Machinist
29. Fire and Safety Control
30. Hygiene and Waste Control
31. Water Conservation
32. Maintenance and Operation of Hygiene Equipment
33. Electronic media Support
34. Fashion Designing
35. IT – Hardware System Management
36. Networking System Technician
37. Electronic Computer & Electronic gadgets maintenance
38. Energy Conservation and preservation
39. Food Safety
40. Auto Electrician
41. Repair of Electronic Equipments (Xerox machine, Fax machine)
42. Diesel and Compression Mechanic
43. Marine Radio Engineering
44. Animation

45. Bio-Medical Equipment Repairs
46. Chemical Plant Operation
47. Laboratory Assistant (Chemical Plant)
48. Mechanic (Chemical Plant)
49. Mechanic cum Operator – Electronic Communication System
50. Pattern Maker
51. Sheet Metal Worker
52. Turner
53. Welder (Gas & Electric)
54. Wireman
55. Forging & Heat Treatment Technician
56. Foundry technician
57. Tool and Die Maker (Dies & Moulds)
58. Tool and Die maker (Press Tools, Jigs and Fixtures)
59. Industrial Painting
60. Plumber
61. Upholster
62. Litho-Offset Printer
63. Plate Maker-cum-Impositer
64. Shoe/Vanity Bag Making
65. Pottery
66. Metal Carving
67. Steward
68. Gemology
69. Jewellery Designing
70. Gerontology
71. Photo Type Setter and Desk Top Publishing Operator

III.COMMERCE AND BUSINESS RELATED COURSES

72. Library and Information Science
73. Accountancy and Costing
74. Accountancy and Taxation
75. Store/Stock Keeping
76. Book Keeping
77. E-Business
78. Hospitality and Tourism
79. Office Maintenance
80. Retail sales management
81. Advertising
82. Stenography
83. Co-operative Assistant
84. Banking Assistance
85. Events/Exhibition-Management
86. Enterprise Management
87. Tourism-Guide and Assistance
88. Video Editing & Photography

IV. PARAMEDICAL COURSES

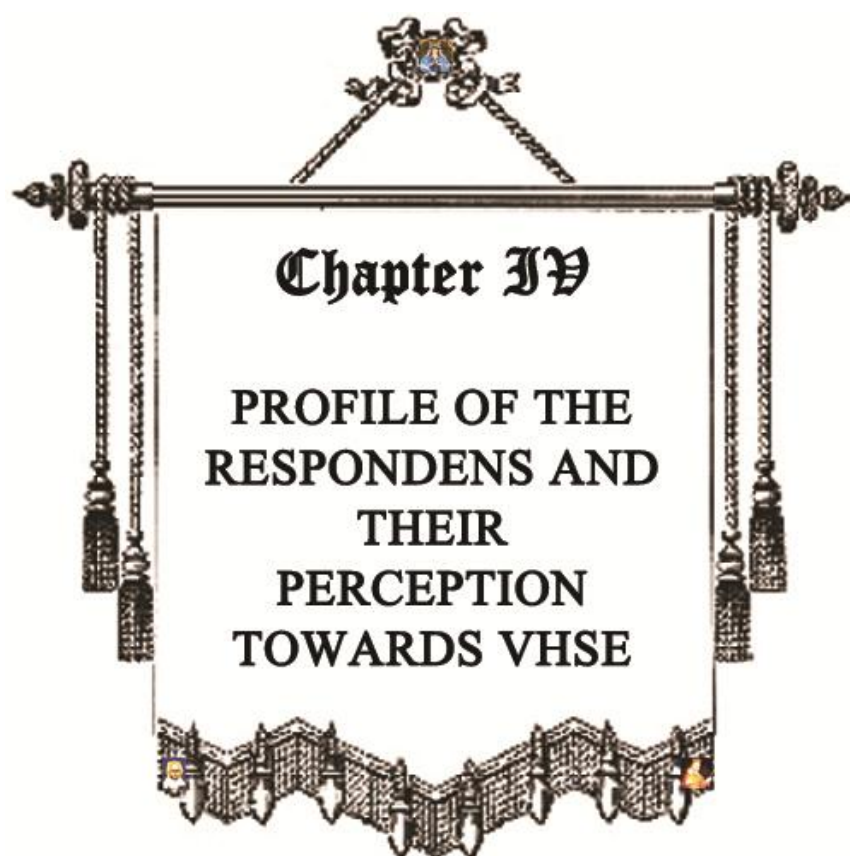
87. Physiotherapy Assistant
88. Medical Assistant-Sports
89. Panchkarma-Ayurveda
90. Dental Assistant
91. Nursing Assistant
92. X-ray Technician
93. Ultra Sound Technician
94. Ayurveda Plant Assistant
95. Ayurveda Drug Manufacturing
96. Hospital Theater Attender
97. Hospital Records Manage.¹⁸

¹⁸ www.google.com/site/vlevakumar/vhse-keralaatagance

3.9 SUMMARY

Integrating/linking the work with learning process is a noble concept which is deeply rooted in the Indian Philosophy. Vocationalisation of education should be one of the important thrust areas in education and a universal element of school education. The State of Kerala has attained great achievements in the education sector. One of the great achievements is literacy which is of bigenvy for other States. But at the same time Kerala State is facing serious problems of unemployment. It is observed that one in every five individuals is unemployed. The number of unemployed people in the employment exchanges of the State shows that around 80 per cent of people are looking for jobs are without any job skills. The people who are looking for jobs who have completed 10th class of education and above classes constitute 75 per cent and it seems that they have no professional skills/education.

It will be a herculean task for the State Government to provide job for all the educated and non-educated manpower. To find a solution for this serious unemployment problem, the youth can depend on or find self-employment. The skill enhancement is more important in the present scenario mainly because the employers demand employees with good exposure/experience to current skills and able to handle recent technologies. Kerala needs vocational education and training to enhance skilled manpower to generate employment opportunities which will lead to economic development of the State. Vocational education is an important and necessary tool to develop the human resources of the country.



CHAPTER IV

PROFILE OF THE RESPONDENTS AND THEIR PERCEPTION TOWARDS VHSE

4.1 Introduction

4.2 Profile of the Respondents

- 4.2.1 Age-wise Classification of Respondents
- 4.2.2 Gender-wise Classification of Sample Respondents
- 4.2.3 Religion-wise Classification of VHSE Sample Respondents
- 4.2.4 Community-wise Classification of Sample Respondents
- 4.2.5 Location of School-wise Classification of Sample Respondents
- 4.2.6 Classification of Sample Respondents according to their area of Residence
- 4.2.7 Family Size of the Respondents
- 4.2.8 Educational Status of the Respondent's Father
- 4.2.9 Occupational Status of the Respondent's Fathers
- 4.2.10 Educational Status of the Respondent's Mothers
- 4.2.11 Occupational Status of the Respondent's Mothers
- 4.2.12 Average Monthly Income of the Families of the VHSE Respondents
- 4.2.13 Average Monthly Expenditure of the Families of the Respondents
- 4.2.14 Average Monthly Savings of the Families of the Respondents
- 4.2.15 Possession of Land among the Respondent's Families
- 4.2.16 Nature of Land Holding of Respondent's Families
- 4.2.17 Sources of Drinking Water in the Respondent's House
- 4.2.18 Nature of Ownership of the Respondents' House
- 4.2.19 Type of House used by the Respondents
- 4.2.20 Vehicles Owned by the Respondent's Families

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- 4.3.5 Confidence in Life Factor and its Reliability
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- 4.3.9 Perception of the Respondents towards Choosing
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- 4.4.2 Communication Skills among the Respondents
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- 4.4.8 Relationship between Skills of the Respondents and their Profile Variables
- 4.4.9 Possession of Skills among the Respondents
- 4.4.10 Influence of Respondent's Skills on the Encouragement to Enter into Entrepreneurship
- 4.4.11 Conclusion

CHAPTER IV

PROFILE OF THE RESPONDENTS AND THEIR PERCEPTION TOWARDS VHSE

4.1 INTRODUCTION

This chapter presents the profile of the respondents and their perception towards VHSE. As the Vocational Higher Secondary Education is a special course aimed at imparting vocational education to the students, this chapter attempts to examine the skills possessed by the VHSE students. Appropriate statistical tools were used to analyse the profile of the respondents and their perception towards VHSE and the skills possessed by them.

4.2 PROFILE OF THE RESPONDENTS

As the location of the VHSE schools will have an influence on the perception of the respondents, they are grouped according to the area where the VHSE schools are located. In this section an attempt has been made to analyse the profile of the respondents such as age, gender, religion, community, location of school, location of home, total number of family members, education of father, occupation of father, education of mother and occupation of mother.

4.2.1 Age-wise Classification of Respondents

The respondents are grouped according to their age. In this study while collecting the data the researcher found that two age groups of students are undergoing this course namely students with 17 and 18 years of age. Both the age groups are included for the analysis in this study. The following Table 4.1 shows the age-wise classification of sample respondents.

Table 4.1**Age-wise Classification of Respondents**

Sl. No	Age	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	17 years	214 (78.1)	108 (60)	104 (71.2)	426 (71)
2.	18 years	60 (21.9)	72 (40)	42 (28.8)	174 (29)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

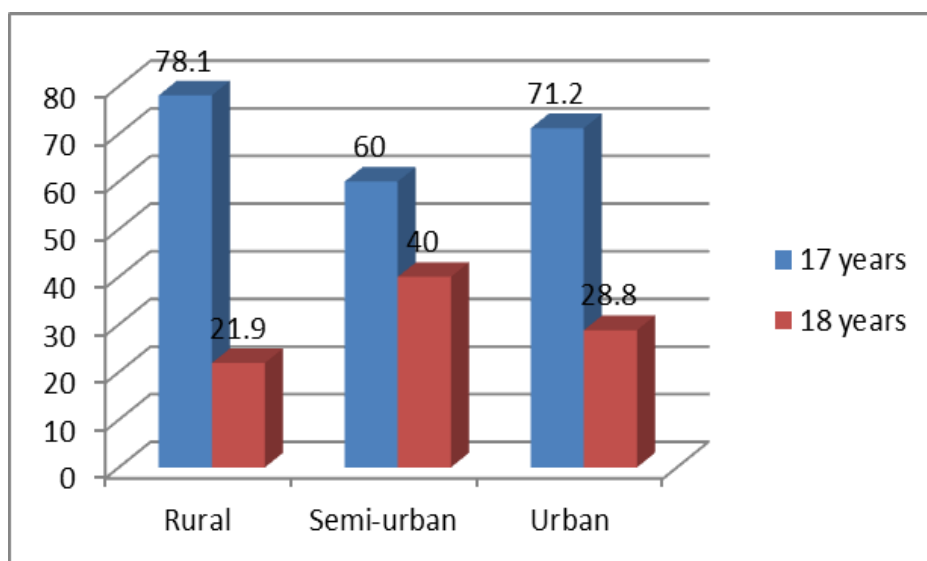
Figures in parenthesis shows the percentage

Table 4.1 shows that, 71 per cent of the respondents are in the age group of 17 years and the respondents with 18 years constitute 29 per cent. The prescribed age for the second year VHSE course by the VHSE board of Kerala State is 17 years. It is observed that due to the failure of the students in their previous classes or late admission to the school are the reasons for the 29 per cent of the respondents fall in the age group of 18 years. The analysis also reveals that majority (50.23 per cent) of the students who are having 17 years of age are undergoing their VHSE course in the schools situated in the rural areas.

The age wise classification of sample respondents is shown in the following figure 4.1.

Figure 4.1

Age-wise Classification of Sample Respondents



4.2.2 Gender-wise Classification of Sample Respondents

Both male and female students are undergoing VHSE course in the VHSE schools. As the perception of the respondents may differ according to the gender, it is included in the study for the analysis. The gender-wise classification of respondents is presented in Table 4.2.

Table 4.2

Gender-wise Classification of Sample Respondents

Sl. No	Gender	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Male	162 (59.1)	105 (58.3)	96 (65.8)	363 (60.5)
2.	Female	112 (48.9)	75 (41.7)	50 (34.2)	237 (39.5)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

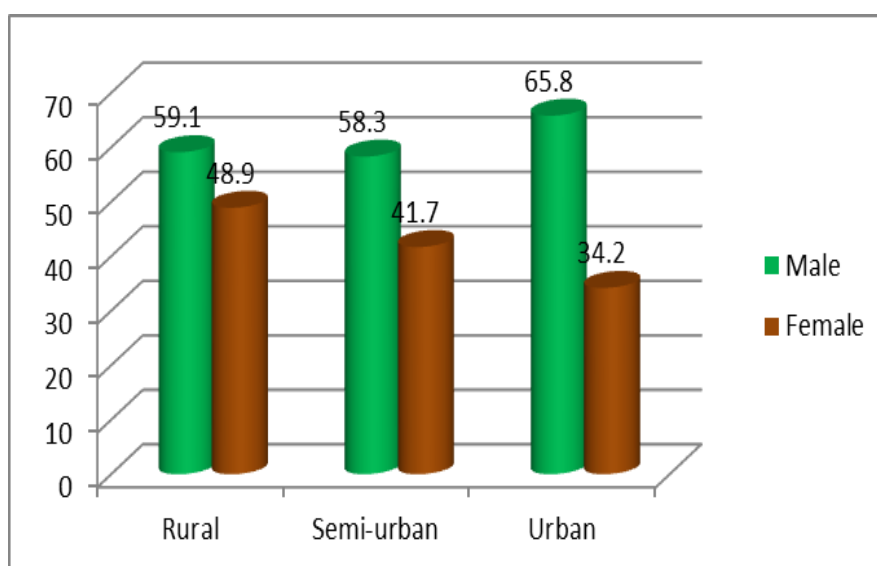
Source: Primary data

Figures in parenthesis shows the percentage

Table 4.2 shows that, 60.5 per cent of the respondents are male and 39.5 per cent of the respondents are female. In the case of male respondents majority (44.63 per cent) of them are studying in the VHSE schools situated in the rural areas. Among the female respondents 47.26 per cent of them are studying in the in the VHSE schools situated in the rural areas. Irrespective of the area whether rural, semi-urban and urban area the composition of the male respondents are higher. It constitutes 59.1 per cent, 58.3 per cent and 65.8 per cent to the total respectively. The distribution of respondents based on the gender is presented in the following Figure 4.2.

Figure 4.2

Gender-wise Classification of Sample Respondents



4.2.3 Religion-wise Classification of VHSE Sample Respondents

The religion of the respondents may influence their perception towards VHSE. The religions prevailing in the study area namely Christian, Hindu and Muslim are included in the study for the analysis. The distribution of respondents according to their religion is presented in the following Table 4.3.

Table 4.3**Religion-wise Classification of Sample Respondents**

Sl. No	Religion	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Christian	75 (27.4)	42 (23.3)	45 (30.8)	162 (27.0)
2.	Hindu	143 (52.2)	105 (58.3)	75 (51.4)	323 (53.8)
3.	Muslim	56 (20.4)	33 (18.4)	26 (17.8)	115 (19.2)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

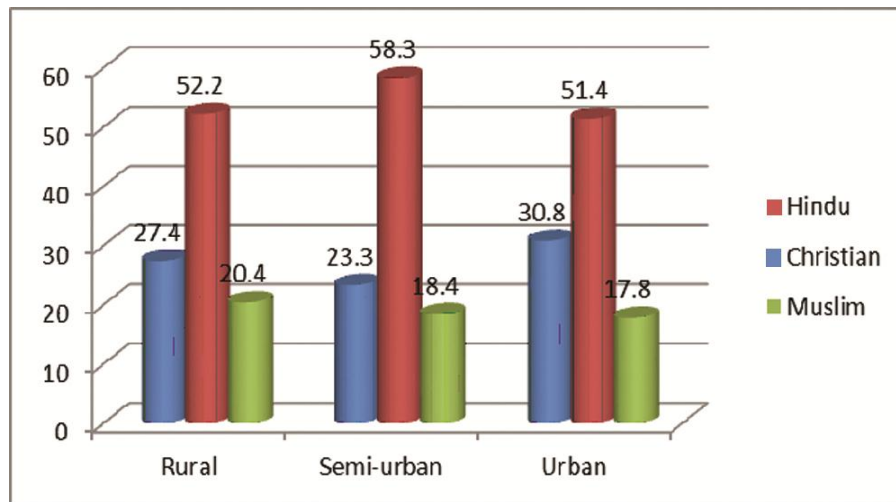
Figures in parenthesis shows the percentage

The above Table 4.3 shows the religious composition of respondents which reveals that, 53.8 per cent of the respondents are Hindus, 27 per cent respondents are Christians and 19.2 per cent are Muslims.

The most dominant religion among the respondents in rural, semi-urban and urban areas is Hindu religion which constitutes 52.2 per cent, 58.3 per cent and 51.4 per cent respondents to its total respectively. The following Figure 4.3 shows the religion wise classification of sample respondents.

Figure 4.3

Religion-wise Classification of Sample Respondents



4.2.4 Community-wise Classification of Sample Respondents

The community of the respondent may influence the perception of the respondents towards VHSE. Hence the community wise classification of respondents is included in this study. The communities included for the study are SC/ST (Scheduled Caste/ Scheduled Tribe), OBC (Other Backward Class) and FC (Forward Class). The community wise classification is presented in Table 4.4.

Table 4.4

Community-wise Classification of Sample Respondents

Sl. No	Community	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	SC/ST	14 (5.1)	-	1 (0.7)	15 (2.5)
2.	OBC	258 (94.2)	177 (98.3)	144 (98.6)	579 (96.5)
3.	FC	2 (0.7)	3 (1.7)	1 (0.7)	6 (1.0)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

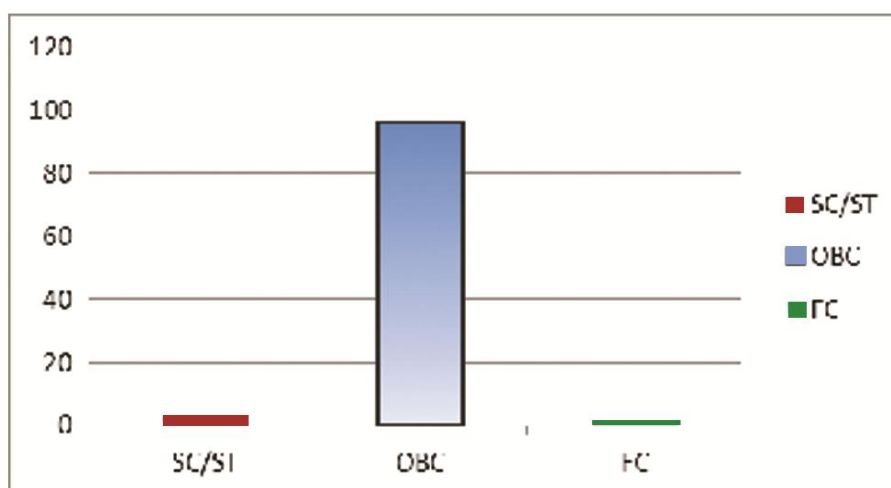
Source: Primary data

Figures in parenthesis shows the percentage

Table 4.4 indicates that, 96.5 per cent of respondents belong to OBC category, 2.5 per cent of the respondents belong to SC/ST category and only 1 per cent of the respondents belong to FC category. The dominant community to which the respondents belong to rural, semi-urban and urban areas is OBC which constitutes 94.2 per cent, 98.3 per cent and 98.6 per cent to its total respectively. The following Figure 4.4 shows the religion wise classification of respondents.

Figure 4.4

Community-wise Classification of the VHSE Sample Respondents



4.2.5 Location of School-wise Classification of Sample Respondents

VHSE students are studying in schools located in rural, semi urban and urban areas. As the location of the schools can also influence the perception of the respondents towards VHSE, it is included in this study for the analysis. The distribution of the respondents according to the location of the school is presented in Table 4.5.

Table 4.5

Location of School-wise Classification of Sample Respondents

Sl. No	Location of School	No. of Respondents	Percentage
1.	Rural	274	45.7
2.	Semi Urban	180	30.0
3.	Urban	146	24.3
	Total	600	100.0

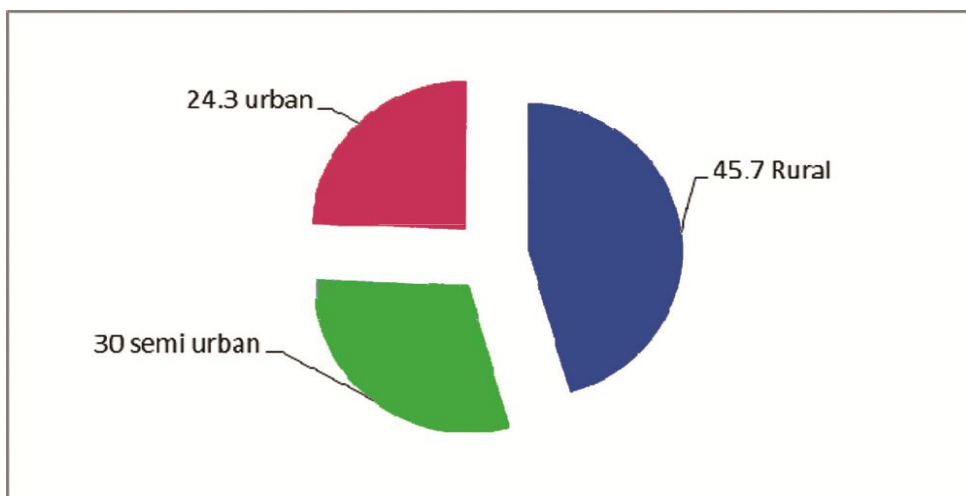
Source: Primary data

The Table 4.5 shows that, 45.7 per cent of the respondents are studying in VHSE schools situated in the rural areas, 30 per cent of the respondents are studying in VHSE schools situated in the semi urban schools and 24.3 per cent respondents are studying in VHSE schools situated in the urban schools.

The following Figure 4.5 shows the location of school wise classification of sample respondents.

Figure 4.5

Location of School Wise Classification of the Sample Respondents



4.2.6 Classification of Sample Respondents according to their area of Residence

VHSE students are coming to the schools from their residence situated in rural, semi urban and urban areas. As the residential area of the respondents can also influence their perception towards VHSE, it is included in this study for the analysis. The distribution of the respondents according to their residential area is presented in Table 4.6

Table 4.6

Classification of Sample Respondents according to their area of Residence

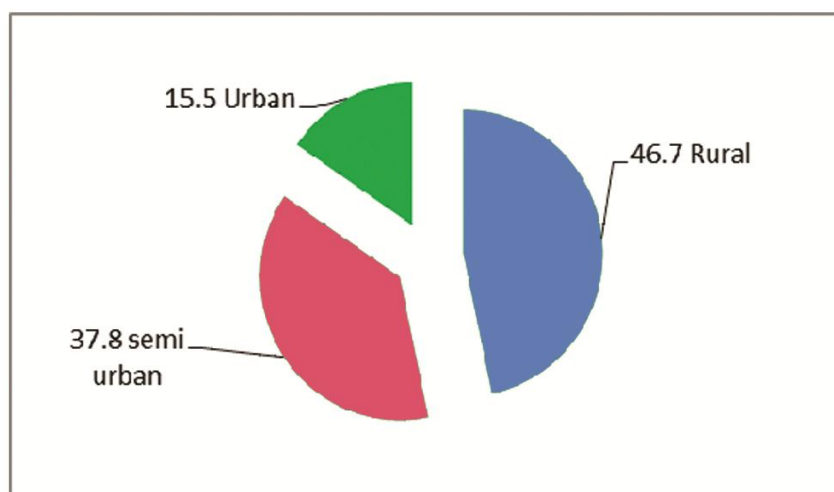
Sl. No.	Area of Residence	No. of Respondents	Percentage
1.	Rural	280	46.7
2.	Semi urban	227	37.8
3.	Urban	93	15.5
	Total	600	100.0

Source: Primary data

The Table 4.6 shows that 46.7 per cent of the respondents are residing in rural areas, 37.8 per cent of the respondents are residing in semi urban areas and 15.5 per cent of the respondents are residing in urban areas. It is evident that, majority (46.7 per cent) of the respondents are coming to the VHSE schools from the rural areas. The classification of sample respondents according to their area of residence is presented in the following Figure 4.6.

Figure 4.6

Classification of Sample Respondents according to their area of Residence



4.2.7 Family Size of the Respondents

The size of the family means the number of family members in a family. As the number of members in the family can also influence the perception of the respondents it is included in the study for the analysis. The family size of the respondents is presented in Table 4.7.

Table 4.7

Family Size of the Respondents

Sl. No	Number of family members	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Up to 3	23 (8.4)	16 (8.9)	10 (6.8)	49 (8.2)
2.	4-5	236 (86.1)	164 (91.1)	128 (87.7)	528 (88.0)
3.	6-7	13 (4.7)	-	6 (4.1)	19 (3.2)
4.	Above 7	2 (0.8)	-	2 (1.4)	4 (0.6)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis show the percentage

Table 4.7 shows that, 88 per cent of the respondents are having 4-5 members in their family, 8.2 per cent of the respondents are having up to 3 members in their family. The dominant size of the family among the respondents is 4-5 members in rural, semi-urban and urban areas which constitutes 86.1 per cent, 91.1 per cent and 87.7 per cent respectively. The analysis reveals that majority (88 per cent) of the respondents are having 4 to 5 members in their family.

4.2.8 Educational Status of the Respondent's Father

Father's educational status of the respondents can also influence the perception towards the VHSE. Hence the researcher has included the educational status of the respondent's fathers for the analysis. The educational status of the respondent's fathers is presented in the Table 4.8.

Table 4.8

Educational Status of the Respondent's Fathers

Sl. No	Educational status of the respondent's Father	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Illiterate	1 (0.6)	-	-	1 (0.2)
2.	Primary	32 (11.7)	11 (6.1)	9 (6.2)	52 (8.7)
3.	High School	146 (53.2)	70 (38.9)	83 (56.8)	299 (49.8)
4.	Higher Secondary	78 (28.5)	71 (39.4)	44 (30.1)	193 (32.2)
5.	Degree	10 (3.6)	17 (9.4)	6 (4.1)	33 (5.5)
6.	Diploma	5 (1.8)	6 (3.3)	2 (1.4)	13 (2.2)
7.	Post-Graduation	2 (0.6)	5 (2.8)	2 (1.4)	9 (1.4)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

Table 4.8 shows that, 49.8 per cent of the respondent's fathers have high school education, 32.2 per cent of the respondent's fathers have completed higher secondary education and 8.7 per cent of the respondent's fathers have primary school education. The analysis reveals that majority of the respondent's fathers are having high school education in the rural, semi-urban and urban areas it constitutes 53.2 per cent, 39.4 per cent and 56.8 per cent respectively.

4.2.9 Occupational Status of the Respondent's Fathers

Occupational status of the respondent's fathers may be a vital factor for the study of respondent's perception towards VHSE. Hence the researcher has attempted to analyse the occupational status of the respondent's fathers. The occupational status of the respondent's fathers is presented in Table 4.9.

Table 4.9

Occupational Status of the Respondent's Fathers

Sl. No	Father's Occupation	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Self employed	29 (16.7)	20 (11.1)	6 (4.1)	55 (9.2)
2.	Govt. Employee	25 (9.1)	26 (14.4)	17 (11.6)	68 (11.3)
3.	Private Firm	129 (47.1)	113 (62.8)	94 (64.4)	336 (56.0)
4.	Daily Wage	56 (20.4)	3 (1.7)	25 (17.1)	84 (14.0)
5.	Agriculture	27 (9.9)	18 (10)	4 (2.7)	49 (8.2)
6.	Retired	7 (2.5)	-	-	7 (1.2)
7.	Unemployed	1 (0.4)	-	-	1 (0.2)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

Table 4.9 shows that, 56 per cent of the respondent's fathers are working in private firms. 14 per cent of the respondent's fathers are daily wage earners and 11.3 per cent of the respondent's fathers are government employees. The analysis of occupational status of the respondent's fathers according to the rural, semi-urban and urban areas reveals that majority of the respondent's fathers are working in the private firms. It constitutes 47.1 per cent, 62.8 per cent and 64.4 per cent respectively.

4.2.10 Educational Status of the Respondent's Mothers

Educational status of the respondent's mothers may influence the perception of the respondents towards VHSE. Hence the researcher has attempted to know the educational status of the respondent's mothers. The educational status of the respondent's mothers is presented in the Table 4.10.

Table 4.10

Educational Status of the Respondent's Mothers

Sl. No	Educational status of Mothers	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Primary	69 (25.2)	40 (22.2)	10 (6.8)	119 (19.8)
2.	High School	153 (55.8)	104 (57.8)	106 (72.6)	363 (60.5)
3.	Higher Secondary	47 (17.1)	24 (13.3)	28 (19.2)	99 (16.5)
4.	Degree	4 (1.5)	11 (6.1)	-	15 (2.5)
5.	Diploma	1 (0.4)	1 (0.6)	2 (1.4)	4 (0.7)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

Table 4.10 shows that, 60.5 per cent of respondent's mothers have high school education and 19.8 per cent of the respondent's mothers have completed primary

school education. 16.5 per cent of the respondent's mothers have higher secondary education. The analysis of educational status of the respondent's mothers according to the rural, semi-urban and urban areas reveals that majority of the respondent's mothers have high school education which constitutes 55.8 per cent, 57.8 per cent and 72.6 per cent respectively.

4.2.11 Occupational Status of the Respondent's Mothers

Occupational status of the respondent's mothers may be a vital factor for the study of respondent's perception towards VHSE. Hence the researcher has attempted to analyse the occupational status of the respondent's mothers. The occupational status of the respondent's mothers is presented in Table 4.11.

Table 4.11

Occupational Status of the Respondent's Mothers

Sl. No	Occupation of Mother	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Self employed	27 (9.9)	16 (8.9)	6 (4.1)	49 (8.2)
2.	Govt. Employee	20 (7.3)	8 (4.4)	15 (10.3)	43 (7.2)
3.	Private Firm	136 (49.6)	101 (56.1)	87 (59.6)	324 (54.0)
4.	Daily Wage	36 (13.1)	5 (2.8)	17 (11.6)	58 (9.7)
5.	Agriculturists	35 (12.8)	19 (10.6)	6 (4.1)	60 (10.0)
6.	Retired	4 (1.4)	-	-	4 (0.7)
7.	Unemployed	16 (5.8)	31 (17.2)	15 (10.3)	62 (10.3)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

Table 4.11 shows that, 54 per cent of the respondent's mothers are working in private firms. 10.3 per cent of the respondent's mothers are unemployed and 10 per cent of the respondent's mothers are agriculturists. The analysis of occupational status of the respondent's mothers according to the rural, semi-urban and urban areas reveals that majority of the respondent's mothers are working in the private firms which constitute 49.6 per cent, 56.1 per cent and 59.6 per cent respectively.

4.2.12 Average Monthly Income of the Families of the VHSE Respondents

An analysis has been made to know about the average monthly income of the families of the respondents. As the income of the family has a vital role in the perception of the respondents towards VHSE, it is included in the study for further analysis. The following Table 4.12 shows the average monthly income of the families of the respondents.

Table 4.12

Average Monthly Income of the Families of the Respondents

Sl. No	Average monthly income of the family	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Up to ₹5000	1 (0.4)	4 (2.2)	2 (1.4)	7 (1.2)
2.	₹5001-10000	37 (13.5)	12 (6.7)	21 (14.3)	70 (11.7)
3.	₹10001-15000	185 (67.5)	100 (55.6)	75 (51.4)	360 (60.0)
4.	₹15001-20000	50 (18.2)	60 (33.3)	45 (30.8)	155 (25.8)
5.	Above ₹20000	1 (0.4)	4 (2.2)	3 (2.1)	8 (1.3)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The Table 4.12 shows the average monthly income of the families of the respondents. The analysis shows that, 60 per cent of the respondent's families are having an average monthly income of ₹10001-15000, 25.8 per cent of the respondent's families are having an average monthly income of ₹15001-20000 and 11.7 per cent of the respondent's families are having an average monthly income of ₹5001-10000. The average income of the majority of the families among the respondents of rural, semi-urban and urban areas is ₹10001-15000 which constitutes 67.5 per cent, 55.6 per cent and 51.4 per cent respectively.

4.2.13 Average Monthly Expenditure of the Families of the Respondents

The average monthly expenditure of the respondent's families is included as one of the profile variable in this study. The following Table 4.13 shows the average monthly expenditure of the families of the respondents.

Table 4.13

Average Monthly Expenditure of the Respondent's Families

Sl. No	Average monthly expenditure of the family	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Up to ₹5000	2 (0.8)	-	-	2 (0.3)
2.	₹5001-10000	159 (58)	148 (82.2)	79 (54.1)	386 (64.3)
3.	₹10001-15000	88 (32.1)	12 (6.7)	58 (39.7)	158 (26.3)
4.	₹15001-20000	25 (9.1)	7 (3.9)	7 (4.8)	39 (6.5)
5.	Above ₹20000	-	13 (7.2)	2 (1.4)	15 (2.5)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The Table 4.13 reveals that, 64.3 per cent of the respondent's families have an average monthly expenditure of ₹5001-10000, 26.3 per cent of the respondent's families have an average monthly expenditure of ₹10001-15000 and 6.5 per cent of the respondent's families have an average monthly expenditure of ₹ 15001-20000. The highest monthly expenditure of the families among the respondents of rural, semi-urban and urban areas is ₹5001-10000 which constitutes 58 per cent, 82.2 per cent and 54.1 per cent respectively.

4.2.14 Average Monthly Savings of the Families of the Respondents

Monthly savings of the respondent's families are included as one of the profile variables in this study. The following Table 4.14 shows the average monthly savings of the families of the respondents.

Table 4.14

Average Monthly Savings of the Respondent's Families

Sl. No	Average monthly savings of the family	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Up to ₹1000	8 (2.9)	9 (5)	1 (0.7)	18 (3.0)
2.	₹1001-2000	86 (31.4)	30 (16.7)	39 (26.7)	155 (25.8)
3.	₹2001-3000	96 (35)	12 (6.7)	47 (32.2)	155 (25.8)
4.	₹3001-4000	53 (19.3)	38 (21.1)	25 (17.1)	116 (19.3)
5.	₹4001-5000	29 (10.6)	74 (41.1)	34 (23.3)	137 (22.8)
6.	Above ₹5000	2 (0.8)	17 (9.4)	-	19 (3.2)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The above Table 4.14 shows the average monthly savings of the families of the respondents. 25.8 per cent of the respondent's families have an average monthly savings of ₹1001-2000. Another 25.8 per cent respondent's families have an average monthly savings of ₹2001-3000 and 22.8 per cent of the respondent's families have an average monthly savings of ₹4001-5000. The highest amount of the monthly savings of the respondent's families among the rural area and urban area is ₹ 2001-3000 which constitutes 35 per cent and 32.2 per cent respectively. Among the respondents of semi-urban area it is ₹4001-5000 which constitutes 41.1 per cent.

4.2.15 Possession of Land among the Respondent's Families

Possession of land among the respondent's families is included as one of the profile variables in this study. The following Table 4.15 shows the possession of land of families of the respondents.

Table 4.15

Possession of Land among the Respondent's Families

Sl. No	Possession of Land	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Less than 5 cents	19 (6.9)	6 (3.3)	11 (7.5)	36 (6.0)
2.	5-10 cents	56 (20.4)	21 (11.7)	24 (16.4)	101 (16.8)
3.	11-15 cents	72 (26.3)	39 (21.7)	46 (31.5)	157 (26.2)
4.	16-20 cents	44 (16.1)	13 (7.2)	15 (10.3)	72 (12.0)
5.	21-25 cents	32 (11.7)	34 (18.9)	22 (15.1)	88 (14.7)
6.	Above 25 cents	51 (18.6)	67 (37.2)	28 (19.2)	146 (24.3)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

Table 4.15 shows that, 26.2 per cent of the respondent's families are possessing 11 to 15 cents of land, 24.3 per cent of the respondent's families possess above 25 cents of land and 16.8 per cent of the respondent's families have 5 to 10 cents of land.

The highest possession of the land among the respondent's families of rural area and urban area is 11-15 cents which constitutes 26.3 per cent and 31.5 per cent respectively and among the respondent's families of semi-urban areas it is above 25 cents which constitute 37.2 per cent.

4.2.16 Nature of Land Holding of Respondent's Families

Nature of land holdings gives information about the ownership right over the property. The following Table 4.16 shows the nature of land holding of the respondent's families.

Table 4.16

Nature of Land Holding of the Respondents' Families

Sl. No	Nature of land holding	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Owned	270 (98.4)	179 (99.4)	145 (99.3)	594 (99.0)
2.	Leased	2 (0.8)	1 (0.6)	1 (0.7)	4 (0.7)
3.	Rented	2 (0.8)	-	-	2 (0.3)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

Table 4.16 clearly indicates that, 99 per cent of the respondent's families are having owned land and only 0.7 per cent of the respondent's families have leased land. Among the respondent's families of rural, semi-urban and urban areas majority of them

are having owned land which constitutes 98.4 per cent, 99.4 per cent and 99.3 per cent respectively.

4.2.17 Sources of Drinking Water in the Respondent's House

The sources of drinking water in the respondent's house gives information about the type of water connection available in the house. The following Table 4.17 shows the type of water connection that the families of the respondents are having for drinking water.

Table 4.17

Type of Water Connection in the Respondent's House

Sl. No	Type of water connection	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Owned	265 (96.7)	170 (94.4)	146 (100)	581 (96.8)
2.	Public	9 (3.3)	10 (5.6)	-	19 (3.2)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

Table 4.17 shows that, 96.8 per cent of the respondent's houses are having their own water connection and only 3.2 per cent of the respondents are depending on the public water taps for getting drinking water.

In the urban areas all the respondents are having their own water connection whereas in the rural and semi urban areas only very few respondents are depending on the public water connection for their drinking water.

4.2.18 Nature of Ownership of the Respondents' House

The nature of the ownership of the house of the respondents gives information about their economic status. So it is included for the analysis in the study. Table 4.18 shows the ownership of the respondent's house.

Table 4.18

Nature of Ownership of the Respondent's House

Sl. No	Ownership of house	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Owned	268 (97.8)	179 (99.4)	145 (99.3)	592 (98.7)
2.	Rented	3 (1.1)	-	1 (0.7)	4 (0.7)
3.	Leased	3 (1.1)	1 (0.6)	-	4 (0.7)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data,

Figures in parenthesis shows the percentage

Table 4.18 clearly indicates that, 98.7 per cent of the respondent's families are residing in owned houses and only 0.7 per cent of respondent's families are residing in rented houses.

Among the respondent's families of rural, semi-urban and urban areas majority of them are having their own house which constitutes 97.8 per cent, 99.4 per cent and 99.3 per cent respectively.

4.2.19 Type of House used by the Respondents

Type of house refers to the nature of house in which the respondents live. The nature of house reveals the quality of life. The following Table 4.19 gives a clear picture about the type of house used by the respondent's families.

Table 4.19

Type of the House used by the Respondent's Families

Sl. No	Type of house	Number of Respondents			Percentage
		Rural	Semi-Urban	Urban	
1.	Concrete	53 (19.3)	62 (34.4)	53 (36.3)	168 (28.0)
2.	Tile Roofed	219 (79.9)	118 (65.6)	90 (61.6)	427 (71.2)
3.	Thatched	2 (0.8)	-	3 (2.1)	5 (0.8)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis show the percentage

Table 4.19 shows that, 71.2 per cent of the respondent's families are residing in tile roofed houses, 28 per cent of respondent's families are residing in concrete houses and only 0.8 per cent of the respondent's families are residing in thatched houses.

The type of houses among the respondents of rural, semi-urban and urban areas is tile roofed which constitutes 79.9 per cent, 65.6 per cent and 61.6 per cent respectively.

4.2.20 Vehicles Owned by the Respondent's Families

The vehicles used by the respondent's families reveal their economic and social status. The vehicles namely car, motor cycle, jeep, auto rickshaw and other type of vehicles are included in the study for further analysis. Table 4.20 shows the type of vehicles owned by the families of respondents.

Table 4.20

Vehicles Owned by the Respondent's Families

Sl. No	Type of vehicles	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Car	6 (2.2)	2 (1.1)	2 (1.4)	10 (1.7)
2.	Motorcycle	107 (39.1)	84 (46.7)	71 (48.7)	262 (43.7)
3.	Jeep	43 (15.7)	33 (18.3)	13 (8.9)	89 (14.8)
4.	Auto rickshaw	24 (8.8)	33 (18.3)	16 (10.9)	73 (12.2)
5.	Other	94 (34.2)	28 (15.6)	44 (30.1)	166 (27.7)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis show the percentage

Table 4.20 clearly shows that, 43.7 per cent of the respondent's families own motor cycle, 27.7 per cent of respondent's families owned various types of vehicles, 14.8 per cent of the respondent's families have Jeep and 12.2 per cent of respondent's families have auto rickshaw.

Most of the respondent's families of rural, semi-urban and urban areas are using motor cycle which constitutes 39.1 per cent, 46.7 per cent and 48.7 per cent to its total respectively.

4.3 PERCEPTION OF THE RESPONDENTS TOWARDS VHSE

Perception may be defined as the capacity of an individual to evaluate something or the ability in getting awareness about something or just the ability to hear something through his/her five senses. In other words it can be the comprehension or understanding about something, knowledge or acknowledgement about something or even awareness or consciousness about something which is abstract or concrete. It is also an opinion or belief held by an individual based on how things are seen.

An attempt has been made to analyse the perception of respondents towards VHSE. Factor analysis is used in order to analyze the perception of the respondents towards VHSE. The Factor analysis attempts to minimize large number of variables which have inter-correlation within themselves. It can be applied only on the basic assumption of the correlation matrix.

The two tools i.e., KMO measures of the adequacy of sampling and the Bartlett's test of sphericity determine the correlation matrix based on factorability. The results of the calculation are presented below in the Table 4.21.

Table 4.21

KMO and Bartlett's Test for Perception of the Respondents towards VHSE

Kaiser-Meyer-Olkin measure of Sampling Adequacy		0.633
Bartlett's Test of Sphericity	Chi-Square	2215.406
	Degrees of freedom	136
	Significance	0.000

Source: Computed Data

An analysis of respondent's perception towards VHSE was made through rotated factor matrix which reveals that, there are six major factors in the perception of

respondents towards VHSE. The findings of the rotated factor analysis are presented in Table 4.22.

Table 4.22
Rotated Factor Matrix on the Perception of the Respondents towards
VHSE VHSE

Sl. No	Factors	F1	F2	F3	F4	F5	F6	h ²
1.	I chose VHSE with an expectation that, it would give me good practical training relevant to the subject I had chosen and also to be creative and innovative.	.860	.136	.057	.156	.041	.018	.565
2.	I chose VHSE with an expectation that, VHSE course has enough Job and business Potential	.704	.385	.077	.100	.109	.145	.584
3.	I chose VHSE with an expectation that, VHSE course would motivate me to be self-employable	.686	.085	.134	.065	.131	.072	.523
4.	I chose VHSE with an expectation that, business techniques, dignity of labour etc. would be taught in VHSE	.557	.217	.101	.238	.074	.051	.936
5.	I chose VHSE with an expectation that, VHSE course would give me enough information about job opportunities and business opportunities.	.529	.084	.072	.013	.261	.130	.946
6.	I chose VHSE because of the influence of my friends and parents	.084	.956	.036	.136	.039	.051	.652
7.	I chose VHSE with an expectation that, immediately after the VHSE course I could take up a job to support my family	.155	.884	.015	.086	.095	.041	.692
8.	I chose VHSE, because my physical health was suited to the VHSE subject which I had selected	.044	.049	.808	.103	.324	.165	.788
9.	I chose VHSE with an expectation that, VHSE would help me to choose an adaptable and flexible career in the future, interpersonal relationships, team work etc.	.228	.009	.786	.095	.006	.276	.523
10.	I chose VHSE with an expectation that, it would help me to improve my communication skills, risk taking ability, life skills, soft skills etc.	.145	.375	.051	.841	.097	.233	.527

Sl. No	Factors	F1	F2	F3	F4	F5	F6	h ²
11.	I chose VHSE with an expectation that, it would help me to improve my leadership skills, organizing skills and decision making skills etc.	.069	.126	.013	.710	.114	.164	.593
12.	I chose VHSE with an expectation that, it would help me to become self-confident in taking up a job or business.	.046	.026	.104	.263	.895	.252	.595
13.	I chose VHSE with an expectation that, it would teach me to be tough and rough to face the challenges of life.	.225	.105	.075	.101	.817	.072	.755
14.	I chose VHSE with an expectation that, it would inculcate confidence, self-control and discipline in my life	.058	.026	.192	.120	.626	.216	.800
15.	I chose VHSE, to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course	.092	.017	.139	.023	.115	.744	.751
16.	I chose VHSE with an expectation that, there are many entrepreneurial opportunities in my specific area of study	.111	.042	.291	.149	.237	.554	.485
17.	I chose VHSE to see my business ideas turn into reality by becoming an entrepreneur	.145	.212	.249	.121	.097	.539	.345

Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization

Source: Primary Data

The above Table 4.22 exhibits the rotated factor loading for the seventeen statements (variables) about the respondent's perception towards VHSE. Six factors have been extracted from the seventeen variables which are presented in the Table 4.23.

Table 4.23**Factors influencing the Perception of Respondents towards VHSE**

Sl. No	Factors	Eigen Value	Percentage of Variance	Cumulative Percentage of Variance
1.	Job Opportunity	2.491	12.818	12.818
2.	Parent's/family's influence	1.676	15.101	27.920
3.	Future career orientation	1.168	13.001	40.921
4.	Skills enhancement	0.929	10.925	51.846
5.	Confidence in life	0.775	7.588	59.434
6.	Entrepreneurship motivation	0.694	7.967	67.400

Source: Computed Data

It is observed from Table 4.23 that, the extracted factors account for 67.400 per cent variance in the data. Eigen value for the first factor is 2.491 which indicate that, the factor contains very high information than other factors.

The first two factors are the major perceptions for the students to choosing the VHSE. They are 'job opportunity factors and parents/family's influencing factor' since its eigen values are 2.491 and 1.676 respectively. The per cent of variation explained by these two factors are 12.818 and 15.101 per cent respectively. The next two factors are 'future career orientation factors and skills enhancement factor' since their eigen values are 1.168 and 0.929 respectively.

The last two factors noticed by the factor analysis are 'confidence in life' factor and 'entrepreneurship motivation factor' since its eigen values are 0.775 and 0.694 respectively. The analysis reveals that, the narrated six factors explain the 17 variables leading to the perception of the respondents towards VHSE to an extent of 67.400 per cent.

4.3.1 Variables in Job Opportunity Factor and its Reliability

The ‘job opportunity’ factor consists of five variables since their factor loading in this factor are higher than other factors. The overall reliability of the variables in this factor has been estimated with the help of cronbach alpha. The results are given in Table 4.24.

Table 4.24

Job Opportunity Factor and its Reliability

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	I chose VHSE with an expectation that, it would give me good practical training relevant to the subject I had chosen and also to be creative and innovative.	.860	.565	0.738
2.	I chose VHSE with an expectation that, VHSE course has enough job and business Potential	.704	.584	
3.	I chose VHSE with an expectation that, VHSE course would motivate me to be self-employable.	.686	.523	
4.	I chose VHSE with an expectation that, business techniques, dignity of labour etc. would be taught in VHSE	.557	.936	
5.	I chose VHSE with an expectation that, VHSE course would give me enough information about job opportunities and business opportunities.	.529	.946	

Source: Computed Data

The above Table 4.24 shows that, the factor loading of the variables in the ‘job opportunity factor’ varies from 0.529 to 0.860. The communality value is identified as higher in the statement ‘I chose VHSE with an expectation that, VHSE course would

give me enough information about job opportunities and business opportunities' since its communality value is 0.946.

The included five variables in job opportunities factor explain it to an extent of 73.80 per cent since its Cronbach Alpha is 0.738.

4.3.2 Parent's/family's Influence Factor and its Reliability

The variables in 'parent's/family's influence factors' are shown in the following Table 4.25. The overall reliability has been tested with the help of Cronbach Alpha. The results are given in Table 4.25.

Table 4.25

Parent's/family's Influence Factor and its Reliability

Sl. No.	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	I chose VHSE because of the influence of my friends and parents.	.956	0.652	0.722
2.	I chose VHSE with an expectation that, immediately after the VHSE course I could take up a job to support my family	.884	0.692	

Source: Computed Data

The Table 4.25 shows the factor loading of the variables in the 'parents' influence factor' which varies from 0.884 to 0.956. The higher communality value is noticed in the case of the variable 'I chose VHSE with an expectation that immediately after the VHSE course I could take up a job to support my family' since its value is 0.692. The included variables in parents influence factor explain it to an extent of 72.20 per cent since its Cronbach Alpha is 0.722.

4.3.3 Variables in Future Career Orientation Factor and its Reliability

There are two variables analyzed in the ‘future career orientation factors’ since their factor loadings are higher in this factor than in other factors. The factor loadings of the variables in future career orientation factors, its communality and Cronbach alpha are given in Table 4.26.

Table 4.26

Future Career Orientation Factor and its Reliability

Sl. No.	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	I chose VHSE because, my physical health was suited to the VHSE subject which I had selected	0.808	0.788	0.662
2.	I chose VHSE with an expectation that, VHSE would help me to choose an adaptable and flexible career in the future.	0.786	0.523	

Source: Computed Data

The Table 4.26 shows that, the included two variables in future career orientation factors explain it to an extent of 66.20 per cent since its Cronbach Alpha is 0.662. The factor loading of the variables vary from 0.523 to 0.788. It reveals that, the highly correlated variable in the future career orientation factor is the statement; ‘I chose VHSE because, my physical health was suited to the VHSE subject which I had selected’ since its factor loading is 0.808.

4.3.4 Variables in Skills Enhancement Factor and its Reliability

The factor analysis has identified the skills enhancement factor and its internal consistency tested with the help of Cronbach Alpha. The results are shown in Table 4.27.

Table 4.27**Skills Enhancement Factor and its Reliability**

Sl. No.	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	I chose VHSE with an expectation that, it would help me to learn communication skills, risk taking ability, life skills, soft skills etc.	0.841	0.527	0.657
2.	I chose VHSE with an expectation that it would help me to learn leadership skills, organizing skills and decision making skills.	0.710	0.593	

The Table 4.27 shows that, the factor loading of the variables in skills enhancement factor varies from 0.710 to 0.841. It reveals that, the highly correlated variable in the skills factor is ‘I chose VHSE with an expectation that, it would help me to learn communication skills, risk taking ability, life skills, soft skills etc.’ since its factor loading is 0.841. The higher communality is seen in the case of ‘I chose VHSE with an expectation that it would help me to learn leadership skills, organizing skills and decision making skills would be taught in VHSE’ since its communality value is 0.593. The included two variables in skills factor explain it to an extent of 65.70 per cent since its Cronbach Alpha is 0.657.

4.3.5 Confidence in Life Factor and its Reliability

The confidence in life factor consists of three variables. The overall reliability has been examined with the help of Cronbach Alpha. The results are given in Table 4.28.

Table 4.28**Confidence in Life Factor and its Reliability**

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	I chose VHSE with an expectation that, it would help me to become self-confident in taking up a job or business	0.895	0.595	0.661
2.	I chose VHSE with an expectation that, it would teach me to be tough and rough to face the challenges of life.	0.817	0.755	
3.	I chose VHSE with an expectation that, it would inculcate confidence, self-control and discipline in my life	0.626	0.800	

The Table 4.28 shows that, the highly correlated variable in ‘confidence in life’ factor is the statement; ‘I chose VHSE with an expectation that, it would help me to become self-confident in taking up a job or business with confidence’ since its factor loading is 0.895. It is followed by the statement ‘I chose VHSE with an expectation that, it would teach me to be tough and rough to face the challenges of life.’ since its factor loading is 0.817. High communality value is seen in the case of ‘I chose VHSE with an expectation that, it would inculcate confidence, self-control and discipline in my life’ since its value is 0.800. The included three variables in confidence factor explain it to an extent of 66.10 per cent since its Cronbach Alpha is 0.661.

4.3.6 Entrepreneurship Motivation Factor and its Reliability

The entrepreneurship factor includes three variables. The reliability has been tested with the help of Cronbach Alpha. The factor loading of the variables with regard to the entrepreneurship factor, its communality and the Cronbach Alpha is given in Table 4.29.

Table 4.29

Entrepreneurship Factor and its Reliability

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	I chose VHSE to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course	0.744	0.751	0.636
2.	I chose VHSE with an expectation that, there are many entrepreneurial opportunities in my specific area of study	0.554	0.485	
3.	I chose VHSE to see my business ideas turn into reality by becoming an entrepreneur	0.539	0.345	

The Table 4.29 shows that, the higher factor loading is noticed in the case of the statement 'I chose VHSE to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course' since its factor loading is 0.744. The higher communality has been noticed in the case of 'I chose VHSE to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course' since its communality value is 0.751. The included three variables in entrepreneurship factor explain it to an extent of 63.60 per cent since its Cronbach Alpha is 0.636.

4.3.7 Factors Influencing the Respondents to Choose VHSE

The factors influencing the respondents to choose VHSE is computed by the mean score of the variables in each factor. The mean score of the factors among the respondents in rural, semi-urban and urban areas have been computed separately. The significant difference among the three regions of respondents has been examined with the help of one way analysis of variance. The results are given in Table 4.30.

Table 4.30

Factors Influencing the Respondents to Choose VHSE

Sl. No.	Factors	Mean Score among the Respondents			F Statistics
		Rural	Semi-Urban	Urban	
1.	Job Opportunity	2.7448	2.7837	3.2971	2.462*
2.	Parents'/family's influence	3.5810	3.6082	3.9534	2.531*
3.	Future career orientation	4.1448	4.1612	4.2790	1.017
4.	Skills enhancement	2.3448	2.3653	2.4643	1.173
5.	Confidence in life	2.3747	2.4196	2.4841	1.020
6.	Entrepreneurship	2.5986	2.6459	2.7345	1.243

Source: Primary data

*Significant at five per cent level

The Table 4.30 shows that, the highly viewed factors among the respondents in rural area are 'future career orientation' factors and 'parents/family's influence' factors since their mean scores are 4.1448 and 3.5810 respectively. Among the respondents in semi-urban area, these are 'future career orientation' factors and 'parents'/family's influence' factors since their mean scores are 4.1612 and 3.6082 respectively. Among the respondents in urban area, the highly viewed factors are 'future career orientation' factors and 'parents'/family's influence' factors since their mean scores are 4.2790 and

3.9534 respectively. Regarding the respondent's views on the factors leading to choose the VHSE, significant difference among the three groups of respondents have been noticed in the case of 'job opportunity' factors and 'parents'/family's influence' factors since their respective 'F' statistics are significant at five per cent level.

4.3.8 Impact of Factors Leading to Choose VHSE on Respondents Entering into Entrepreneurship

The present study has made an attempt to examine the degree of influence of factors leading to choose the VHSE on respondents entering into entrepreneurship. The impact has been made with the help of multiple regression analysis. The fitted regression model is:

$$y = a + b_1x_1 + b_2x_2 + \dots + b_6x_6 + e$$

Whereas,

y = Factors encouraging the respondents to enter into entrepreneurship

x₁ = Score on job opportunity factors

x₂ = Score on parents/family's influence factors

x₃ = Score on future career orientation factors

x₄ = Score on skills enhancement factors

x₅ = Score on confidence in life factors

x₆ = Score on entrepreneurship factors

b₁, b₂, ..., b₆ = Regression co-efficient of independent variables

a = Intercept and

e = Error term

The result of multiple regression analysis is given in Table 4.31.

Table 4.31

**Impact of Factors Leading to Choose VHSE on Respondents Entering into
Entrepreneurship**

Sl. No.	Variables	Regression coefficient among the respondents			Pooled Data
		Rural	Semi-Urban	Urban	
1.	Job Opportunity factors	0.1560*	0.2648*	0.2410*	0.2321*
2.	Parents/family's influence factors	0.1872*	0.1980*	0.2912*	0.2256*
3.	Future career orientation factors	0.1296*	-0.1522	-0.1381	0.0986
4.	Skills enhancement Factors	0.2222*	0.3172*	0.1757*	0.2458*
5.	Confidence factors	0.0224	0.2328*	0.1475*	0.1845*
6.	Entrepreneurial factors	0.2325*	0.2406*	0.2592*	0.2438*
	Constant	0.7102	0.6975	0.6245	0.7453
	R ²	0.6878	0.7159	0.7208	0.8123
	F Statistics	7.8870*	7.5474*	7.2136*	8.1152*

Source: Primary data

*Significant at five per cent level

The above Table 4.31 reveals that, the significantly influencing factors to choose VHSE on the respondents to enter into entrepreneurship among the respondents in rural area are 'job opportunity' factors, parents'/family's influence' factors, 'future career orientation' factors, 'skill enhancement' factors and 'entrepreneurship' factors since their respective regression co-efficient are significant at the five per cent level.

A unit increase in the above said factors result in an increase in the factors which encourage the respondents to enter into entrepreneurship among the respondents in rural area by 0.1560, 0.1872, 0.1296, 0.2222 and 0.2325 units respectively. The change in the perception of the respondents towards VHSE explains the changes in the

factors encouraging the respondents to enter into entrepreneurship to an extent of 68.78 per cent since its R^2 is 0.6878.

In the case of the respondents in semi-urban area, a unit increase in the factors, namely ‘job opportunity’ factors, ‘parents’/ family’s influence’ factors, ‘skill enhancement’ factors, confidence in life’ factors and ‘entrepreneurship’ factors result in an increase in the factors encouraging the respondents to enter into entrepreneurship by 0.2648, 0.1980, 0.3172, 0.2328 and 0.2406 units respectively.

In the case of the respondents in urban area, it is increased by 0.2410, 0.2912, 0.1757, 0.1475 and 0.2592 units respectively. The change in the perception of the respondents towards VHSE explains the changes in the factors encouraging the respondents to enter into entrepreneurship among the respondents in an urban area to a higher extent (72.08 per cent) than among the respondents in semi-urban area (71.59 per cent).

4.3.9 Perception of the Respondents towards Choosing VHSE

In order to find out the relationship between the perceptions of respondents towards VHSE, a null hypothesis is framed as, “there is no significant difference among the respondents to choose VHSE”. The result is given in the Table 4.32.

Table 4.32**Perception of the Respondents towards Choosing VHSE**

Sl. No.	Perception towards VHSE	Mean Score among the Respondents			F Statistics
		Rural	Semi-urban	Urban	
1.	I chose VHSE with an expectation that it would give me good practical trainings relevant to the subject I had chosen, to be creative and innovative.	2.518	2.1167	2.2055	1.779 NS
2.	I chose VHSE with an expectation that, VHSE course has enough job and business potential	1.9772	1.9556	1.9932	1.236 NS
3.	I chose VHSE with an expectation that, VHSE course would motivate me to be self-employable	4.9088	4.8889	4.8973	1.096 NS
4.	I chose VHSE with an expectation that, business techniques, dignity of labour etc. would be taught in VHSE	2.7409	2.4444	2.4863	3.900*
5.	I chose VHSE with an expectation that, VHSE course would give me enough information about job opportunities and business opportunities.	2.3139	2.2556	2.0822	2.253*
6.	I chose VHSE because of the influence of my friends and parents	2.6131	2.5000	2.4521	2.300*
7.	I chose VHSE with an expectation that immediately after the VHSE course I could take up a job to support my family	2.5474	2.5222	2.4658	1.538 NS
8.	I chose VHSE, because my physical health was suited to the VHSE subject which I had selected	2.8089	2.7333	2.7123	1.773 NS
9.	I chose VHSE with an expectation that VHSE would help me to choose an adaptable and flexible career in the future	2.9891	3.0000	3.0205	1.094 NS
10.	I chose VHSE with an expectation that, it would help me to learn communication skills, risk taking ability, life skills, soft skills etc.	3.0584	3.0333	3.0137	1.201 NS
11.	I chose VHSE with an expectation that it would help me to learn leadership skills, organizing skills and decision making skills.	2.4088	2.4000	2.4247	1.047 NS

Sl. No.	Perception towards VHSE	Mean Score among the Respondents			F Statistics
		Rural	Semi-urban	Urban	
12.	I chose VHSE with an expectation that it would help me to become self-confident in taking up a job or business with confidence	2.4964	2.5167	2.4863	1.076 NS
13.	I chose VHSE with an expectation that it would teach me to be tough and rough to face the challenges of life.	2.7628	2.7611	2.7534	1.005 NS
14.	I chose VHSE with an expectation that it would inculcate confidence, self-control and discipline in my life	2.7737	2.8056	2.7603	1.101 NS
15.	I chose VHSE, to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course	2.7744	2.7055	2.7600	1.365 NS
16.	I chose VHSE with an expectation that, there are many entrepreneurial opportunities in my specific area of study	2.6387	2.6058	2.6781	1.183 NS
17.	I chose VHSE to see my business ideas turn into reality by becoming an entrepreneur	2.6679	2.6778	2.7055	1.117 NS

Source: Primary data

*Significant at five per cent level

NS: Not Significant

The Table 4.32 shows that, the highly viewed variable with regard to the perception in choosing VHSE among the respondents in rural, semi-urban and urban areas is ‘I chose VHSE with an expectation that VHSE course would motivate me to be self-employable’ since its mean score is 4.9088, 4.8889 and 4.8973 respectively. Regarding the respondent’s perception towards VHSE, significant difference among the respondents have been noticed in the case ‘I chose VHSE with an expectation that, business techniques, dignity of labour etc. would be taught in VHSE, I chose VHSE with an expectation that, VHSE course would give me enough information about job opportunities and business opportunities’ and ‘I chose VHSE because of the influence of my friends and parents’ since their respective ‘F’ statistics are significant at the five per cent level.

4.3.10 Relationship between the Respondent's Perception towards Choosing VHSE and the Respondent's Profile Variables

In order to find out the relationship between the perception of respondents towards VHSE and their profile variables, a null hypothesis is framed as, “there is no significant relationship between the perception of respondents towards VHSE and their profile variables”. The result is given in the Table. 4.33.

Table 4.33**Perception in Choosing VHSE and the Profile Variables of VHSE Students**

Sl. No.	Reasons	Profile Variables					
		Age	Sex	Religion	Community	Location of school	Location of house
1	I chose VHSE with an expectation that it would give me good practical trainings relevant to the subject I had chosen, to be creative and innovative.	2.286*	1.249	1.160	1.560	1.779	1.541
2	I chose VHSE with an expectation that, VHSE course has enough Job and business Potential	1.812	1.136	1.229	2.213	1.236	1.292
3	I chose VHSE with an expectation that, VHSE course would motivate me to be self-employable	1.282	1.144	1.027	1.386	1.096	1.303
4	I chose VHSE with an expectation that, business techniques, dignity of labour etc.	1.634	3.386*	1.009	1.740	3.900*	1.245
5	I chose VHSE with an expectation that, VHSE course would give me enough information about job opportunities and business opportunities.	1.850	1.658	1.825	1.385	2.053*	1.107
6	I chose VHSE because of the influence of my friends and parents	1.267	2.224*	1.157	1.023	2.300*	2.535*
7	I chose VHSE with an expectation that immediately after the VHSE course I could take up a job to support my family	1.310	1.764	1.572	1.332	1.538	1.498
8	I chose VHSE, because my physical health was suited to the VHSE subject which I had selected	1.143	2.220*	1.958	1.026	1.773	1.533

Sl. No.	Reasons	Profile Variables					
		Age	Sex	Religion	Community	Location of school	Location of house
9	I chose VHSE with an expectation that VHSE would help me to choose an adaptable and flexible career in the future	1.668	1.112	1.814	1.345	1.094	1.270
10	I chose VHSE with an expectation that, it would help me to learn communication skills, risk taking ability, life skills, soft skills etc.	1.007	1.539	1.037	1.435	1.201	1.668
11	I chose VHSE with an expectation that it would help me to learn leadership skills, organizing skills and decision making skills.	1.573	1.401	1.724	1.476	1.047	1.559
12	I chose VHSE with an expectation that it would help me to become self-confident in taking up a job or business with confidence	1.837	1.081	1.802	2.227*	1.076	1.581
13	I chose VHSE with an expectation that it would teach me to be tough and rough to face the challenges of life.	1.382	1.909	1.576	1.597	1.005	2.844*
14	I chose VHSE with an expectation that it would inculcate confidence, self-control and discipline in my life	1.445	1.459	1.090	1.547	1.101	1.083
15	I chose VHSE, to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course	1.496	1.593	6.062*	2.451*	1.365	2.527*
16	I chose VHSE with an expectation that, there are many entrepreneurial opportunities in my specific area of study	1.870	1.713	1.43	1.459	1.183	1.188
17	I chose VHSE to see my business ideas turn into reality by becoming an entrepreneur	1.325	1.357	1.461	1.836	1.117	1.535

Source: Primary data

From the Table 4.33 it is understood that, there is significant relationship between the perception variable ‘I chose VHSE with an expectation that it would give me good practical trainings relevant to the subject I had chosen, to be creative and innovative’(Job opportunity factor) and the respondent’s profile variable namely age of the respondents.

Further it shows that, there is significant relationship between the perception variable ‘I chose VHSE with an expectation that, business techniques, dignity of labour etc. would be taught in VHSE’ (Job opportunity factor) and the respondent’s profile variables namely ‘gender and the ‘location of school’.

It is found that, there is significant relationship between the perception variable ‘I chose VHSE with an expectation that, VHSE course would give me enough information about job opportunities and business opportunities’ (Job opportunity factor) and the respondent’s profile variable namely ‘location of school’. It is identified that, there is significant relationship between the perception variable ‘I chose VHSE because of the influence of my friends and parents’ (parents/family influence factor) and the respondents profile variables namely gender, ‘location of school’ and ‘location of house’.

It is clear that, there is significant relationship between the perception variable ‘I chose VHSE with an expectation that, it would help me to learn communication skills, risk taking ability, life skills, soft skills etc’ (skill enhancement factor) and the respondent’s profile variable namely ‘gender’.

It is observed that, there is significant relationship between the perception variable ‘I chose VHSE with an expectation that it would help me to become self-confident in taking up a job or business with confidence’ (confidence in life factor) and

the respondent's profile variable namely 'community'. It is identified that, there is significant relationship between the perception variable 'I chose VHSE with an expectation that it would teach me to be tough and rough to face the challenges of life' (confidence in life factor) and the profile variable namely 'location of the house'. It is further identified that, there is significant relationship between the perception variable 'I chose VHSE to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course'(entrepreneurship factor) and the respondent's profile variables namely 'religion', 'community' and 'location' of the house.

4.4 RESPONDENT'S SKILLS

This section analyses various skills of the students in order to understand whether the VHSE students have the skills to take up entrepreneurship as their future career. The skills taken up for the analysis are individual skills, communication skills, technical skills, business management skills, entrepreneurial skills and group skills.

4.4.1 Individual Skills of the Respondents

The individual skills among the VHSE students have been measured with the help of six variables. The respondents were asked to rate their remarks of their individual skills at a five point scale according to the order of existence among them. The mean score of the individual skills among the respondents have been computed separately. The results are given in Table 4.34.

Table 4.34**Individual Skills of the VHSE Respondents**

Sl. No	Variables in Individual Skills	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	I believe that, I have self-control, confidence and discipline	3.5912	3.6000	3.5753	3.5900	1.047
2.	I can persevere when adversity happens	3.5036	3.4833	3.5137	3.5000	1.076
3.	I am always adaptable and flexible	3.2372	3.2389	3.2466	3.2400	1.005
4.	I have good physical health	3.1825	3.1278	3.1575	3.1600	1.174
5.	I can be tough when necessary	3.2226	3.2222	3.2945	3.2400	1.365
6.	I do not find difficulty in convincing people around me to trust my capability to succeed	3.3613	3.1200	3.3219	3.3400	1.183
7.	I do not allow failures to discourage me	3.3321	3.3222	3.2945	3.3200	1.117

Source: Primary data

Table 4.34 shows that, the highly viewed variable in individual skills among the respondents of rural, semi-urban and urban area is ‘I believe that I have self-control, confidence and discipline’ since its mean score are 3.5912, 3.6000 and 3.5753 respectively. Regarding the level of existence of individual skills, no significant difference exist among the respondents have been noticed since their respective ‘F’ statistics are not significant at five per cent level.

4.4.2 Communication Skills among the Respondents

The communication skills among the respondents have been measured with the help of six variables. The mean score of the variables in communication skills among the respondents have been computed separately. The results are given in Table 4.35.

Table 4.35**Communication Skills of the VHSE Respondents**

Sl. No	Variables in Communication Skills	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	I can communicate with illustrations	2.9796	3.0476	3.0897	3.0300	1.522 NS
2.	I have good writing and oral skills	2.5020	2.5524	2.6690	2.5600	1.948 NS
3.	I listen others actively and pay more attention to others	3.3429	3.3448	3.3937	3.3800	1.168 NS
4.	I have the ability to put my intelligence in to words	3.3061	3.3420	3.3517	3.3300	1.195 NS
5.	I can provide feedback to others	3.3379	3.3476	3.3837	3.3600	1.159 NS
6.	I try to maintain open communication channels with everyone	3.1724	3.2381	3.2571	3.2300	1.444 NS

Source: Primary data

NS: Not Significant

The Table 4.35 shows that, the highly viewed variable in communication skills among the respondents in rural area is ‘listen others actively and pay more attention to others’ since its mean score is 3.3429 whereas among the respondents in semi-urban areas, it is ‘provide feedback to others’ since its mean score is 3.3476.

Among the respondents in urban areas the highly viewed variable in communication skills is ‘listen others actively and pay more attention to others’ since its mean score is 3.3937.

Regarding the existence of communication skill, no significant difference exists among the respondents have been noticed since their respective ‘F’ statistics are not significant at five per cent level.

4.4.3 Technical Skills among the Respondents

The technical skills among the respondents have been measured with the help of four variables. The mean score of the variables in technical skills among the respondents have been computed separately. The results are given in Table 4.36.

Table 4.36

Technical Skills of the Respondents

Sl. No	Variables in Technical Skills	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	I think I can organize events	3.4905	3.4939	3.5241	3.5000	1.102 NS
2.	I think I have good negotiation skills	3.3095	3.3103	3.3592	3.3300	1.274 NS
3.	I can easily sense what is happening in the market/business world	3.6621	3.6816	3.6905	3.6800	1.047 NS
4.	I believe that I have good creativity and originality	3.4276	3.4429	3.4449	3.4400	1.025 NS

Source: Primary data

NS: Not Significant

Table 4.36 shows that, the highly viewed variable in technical skills among the respondents in rural, semi-urban and urban areas is ‘I can easily sense what is happening in the market/business world’ since its mean score are 3.6621, 3.6816 and 3.6905 respectively. Regarding the existence of technical skills, no significant difference exists among the respondents since their respective ‘F’ statistics are not significant at five per cent level.

4.4.4 Business Management Skills among the Respondents

The business management skills among the respondents have been measured with the help of four variables. The mean score of the variables in business management skills among the respondents has been computed separately. The results are given in Table 4.37.

Table 4.37

Business Management Skills of the Respondents

Sl. No.	Variables in Business Management Skills	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	My decision making skills are good	3.2082	3.2619	3.6621	3.3741	2.336*
2.	I think I have good marketing skills, accounting skills and finance skills	1.8966	1.9905	2.0204	1.9800	1.155 NS
3.	I have planning and goal setting ability	3.4048	3.4163	3.7483	3.5231	2.264*
4.	I have a passion for learning new techniques in marketing, finance accounting, management etc.	3.5469	3.5762	3.7000	3.6100	1.221 NS

Source: Primary data *Significant at five per cent level, NS: Not Significant

Table 4.37 reveals that, the highly viewed variable in business management skills among the respondents in rural and semi-urban is ‘passion for learning new techniques in marketing, finance accounting, management etc.’ since its mean score is 3.5469 and 3.5762 respectively.

Among the respondents in urban area, it is ‘planning and goal setting ability’ since its mean score is 3.7483. Regarding the existence of business management skills, significant difference among the respondents have been noticed in the case of the

variables ‘my decision making skills are good and I have planning and goal setting ability’ since their respective ‘F’ statistics are significant at five per cent level.

4.4.5 Entrepreneurial Skills among the Respondents

The entrepreneurial skills among the respondents have been measured with the help of seven variables. The mean score of the variables in entrepreneurial skills among the respondents have been computed separately. The results are given in Table 4.38.

Table 4.38

Entrepreneurial Skills of the Respondents

Sl. No	Variables in Entrepreneurial Skills	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	I have the risk taking and persistence ability	3.4571	3.4714	3.8897	3.6061	2.172*
2.	I think about the possibilities of success as well as the consequences of failure	3.3878	3.4048	3.4138	3.4000	1.052 NS
3.	Always I dream big and Talking big and Thinking big	3.5862	3.6048	3.6286	3.6100	1.090 NS
4.	I always make it a point to complete what I start	3.4552	3.4762	3.4980	3.4800	1.127 NS
5.	I think that I have the ability to work in unstructured situation	3.1918	3.1862	3.2190	3.2000	1.083 NS
6.	I am not interested in following ideas conceived and successfully implemented by others	3.3897	3.4095	3.7469	3.5154	2.357*
7.	When faced with a sudden change in plan of action. I am able to think about alternatives and decide on a new situation	3.3306	3.3429	3.3517	3.3400	1.030 NS

Source: Primary data

*Significant at five per cent level

NS: Not Significant

The Table 4.38 shows that, the highly viewed variable in entrepreneurial skills among the respondents in rural and semi-urban area is ‘always I dream big and talking big and thinking big’ since its mean score is 3.5862 and 3.6048 respectively. Among

the respondents in urban area, it is ‘the risk taking and persistence ability’ since its mean score is 3.8897.

Regarding the level of existence of entrepreneurial skills, significant difference among the respondents in three groups of regions have been noticed in the case of variables ‘I have the risk taking and persistence ability’ and ‘I am not interested in following ideas conceived and successfully implemented by others’ since their respective ‘F’ statistics are significant at five per cent level.

4.4.6 Group Skills among the Respondents

The group skills among the respondents have been measured with the help of five variables. The mean score of the variables in group skills among the respondents have been computed separately. The results are given in Table 4.39.

Table 4.39

Group Skills of the Respondents

Sl. No	Variables in Groups Skills	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	I am able to manage men and material	3.3241	3.3762	3.5163	3.4055	1.575NS
2.	I can motivate others	3.3476	3.3633	3.5310	3.4139	1.070 NS
3.	I can interact easily with: self-awareness, empathy, proficiency, clarity	3.5034	3.5102	3.7143	3.5759	1.109 NS
4.	I can easily establish rapport with others	3.4048	3.4327	3.5793	3.4723	1.208 NS
5.	I am prepared to correct myself when parents, friends, teachers etc. tell me you are wrong	3.3905	3.4000	3.7724	3.5209	2.149*

Source: Primary data

*Significant at five per cent level

NS: Not Significant

From the Table 4.39 it is understood that, the highly viewed variable in group skills among the respondents in rural and semi-urban area is ‘interact easily with self-awareness, empathy, proficiency, clarity’ since its mean scores are 3.5034 and 3.5102 respectively.

Among the respondents in urban area the highly viewed variable is ‘preparedness to correct myself when parents, friends, teachers etc. tell me you are wrong’ since its mean score is 3.7724. Regarding the existence of groups skills, significant difference among the respondents have been noticed in the case of variable ‘I am prepared to correct myself when parents, friends, teachers etc. tell me you are wrong’ since their respective ‘F’ statistics are significant at five per cent level.

4.4.7 Reliability and Validity of Variables in each Skill among the Respondents

The skills possessed by the respondents are measured with the help of six components. The variables included in each skill are varying from 4 to 7. Before summarizing the scores of the variables in each skill, it is essential to examine its reliability and validity. The overall reliability is tested with the help of Cronbach Alpha. The results are given in Table 4.40.

Table 4.40 shows that, the standardized factor loading of the variables in each skill are greater than 0.60 which reveals the content validity. The significance of ‘t’ statistics of the standardized factor loading of the variables in each skill shows the convergent validity. It is also confirmed by the composite reliability and average variance extracted since these are greater than its minimum threshold of 0.50 and 50.00 per cent respectively. The Cronbach Alpha of all skills is greater than the standard minimum of 0.60. All these results indicate the reliability and validity of variables in each skill.

Table 4.40**Reliability and Validity of Variables in each Skill among the Respondents**

Sl. No.	Skills	No. of remarks in	Range of standardized factor loading	Range of 't' statistics	Cronbach Alpha	Composite Reliability	Average variance extracted
1.	Communication skills	6	0.8872-0.6221	3.1450*-2.5600*	0.7753	0.7536	52.65
2.	Technical skills	4	0.8388-0.6059	3.4875*-2.4180*	0.7458	0.7145	58.74
3.	Business management skills	4	0.8987-0.6445	3.8700*-2.0525*	0.7754	0.7498	52.94
4.	Entrepreneurial skills	7	0.8817-0.6611	3.7200*-2.2000*	0.7909	0.7689	59.42
5.	Group skills	5	0.8516-0.6991	3.8100*-2.4080*	0.7352	0.7124	57.37
6.	Individual skills	7	0.8734-0.6597	3.6920*-2.1928*	0.7879	0.7619	58.98
	Overall	33	0.8948-0.6128	3.8418*-2.3546*	0.7856	0.7539	58.48

* Significant at five per cent level

4.4.8 Relationship between Skills of the Respondents and their Profile Variables

In order to assess the relationship between the skills of the respondents and their profile variables a null hypothesis is framed as “there is no significant relationship between the skills of the respondents and their profile variables”. The result is given in the Table 4.41.

Table 4.41

Relationship between Skills of the Respondents and their Profile Variables

Sl. No.	Profile Variables	F Statistics					
		Communication Skills	Technical Skills	Business Management Skills	Entrepreneurial Skills	Group Skills	Individual Skills
1.	Age	1.193	1.646	2.745*	1.336	1.889	1.174
2.	Sex	4.276*	2.293*	1.565	3.458*	2.280*	2.423*
3.	Religion	1.560	1.120	1.370	1.576	1.499	1.202
4.	Community	1.343	1.554	2.010	3.067*	1.717	1.190
5.	Location of school	1.210	1.491	1.222	1.479	1.519	1.083
6.	Location of house	1.988	1.250	1.031	1.019	1.585	1.784
7.	Total number of family members	1.988	1.107	1.614	2.187*	1.645	2.145*
8.	Education of father	1.266	1.850	1.211	1.545	1.082	1.062
9.	Occupation of father	1.676	1.655	1.113	1.647	1.163	1.151
10.	Education of mother	1.647	1.889	1.005	1.581	1.967	1.222
11.	Occupation of mother	1.094	1.528	1.261	1.780	2.920*	1.034

Source: Primary data

*Significant at five per cent level

It is understood from the Table 4.41 that, there is a significant relationship between communication skills and the respondent's profile variable namely 'gender'. Further it shows that, there is a significant relationship between technical skills and the respondent's profile variable namely 'gender'. It is found that, there is significant relationship between business management skills and the respondent's profile variable namely 'age'. It is identified that, there is a significant relationship between entrepreneurial skills and the respondent's profile variables namely 'gender', 'community' and 'total number of members in the family'. It is clear that, there is significant relationship between group skills and respondent's profile variables namely 'gender' and 'occupation of mother'. It is clear that, there is a significant relationship between individual skills and respondent's profile variables namely 'gender' and 'total number of family members' as the F statistics is significant at 5 per cent level.

4.4.9 Possession of Skills among the Respondents

In order to find out the relationship between possession of personal and group skills and the VHSE students belongs to different regions, a null hypothesis is framed "There is no significant difference among VHSE students regarding their possession of personal and group skills". The results are given in Table 4.42.

Table 4.42**Possession of Skills among the Respondents**

Sl. No	Personal and Group Skills	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	Communication skills	3.1381	3.1380	3.1667	3.1450	1.210 NS
2.	Technical skills	3.4726	3.4875	3.4929	3.4875	1.491 NS
3.	Business management skills	3.0438	3.0694	3.0479	3.0525	1.222 NS
4.	Entrepreneurial skills	3.4426	3.4913	3.4540	3.4600	1.479 NS
5.	Individual skills	3.3472	3.3310	3.3434	3.3414	1.083NS
6.	Group skills	3.3993	3.4422	3.3822	3.4080	1.519 NS

Source: Primary data

NS: Not Significant

The above Table 4.42 shows the highly viewed skills among the respondents in rural area is ‘technical skills’ since its mean score is 3.4726. Among the semi-urban respondents the highly viewed skill is ‘entrepreneurial skills’ since its mean score is 3.4913. Among the urban respondents the highly viewed skill is ‘technical skills’.

Regarding the possession of skills among the respondents there is no significant difference among the respondents have been noticed since their respective ‘F’ statistics are not significant at five per cent level.

4.4.10 Influence of Respondent's Skills on the Encouragement to Enter into Entrepreneurship

The present study has made an attempt to examine the influence of skills which encourage the respondents to enter into entrepreneurship. Multiple regression analysis has been used for this purpose. The fitted regression model is:

$$y = a + b_1x_1 + b_2x_2 + \dots + b_6x_6 + e$$

Whereas,

y	=	Encouragement to enter in to entrepreneurship
x ₁	=	Score on communication skills
x ₂	=	Score on technical skills
x ₃	=	Score on business management skills
x ₄	=	Score on entrepreneurial skills
x ₅	=	Score on group skills
x ₆	=	Score on individual skills
b ₁ , b ₂ ,..., b ₆	=	Regression co-efficient of independent variables
a	=	Intercept and
e	=	Error term

The result of multiple regression analysis is given in Table 4.43.

Table 4.43

**Influence of Respondent's Skills on the Encouragement to Enter into
Entrepreneurship**

Sl. No	Skills Variables	Regression Coefficient among the respondents			Pooled Data
		Rural	Semi-urban	Urban	
1.	Communication skills	0.1890*	0.2284*	0.2652*	0.2119*
2.	Technical skills	0.1245*	0.1870*	0.2143*	0.1758*
3.	Business management skills	-0.1124	-0.1022	0.1147*	0.0486
4.	Entrepreneurial skills	0.1217*	0.1742*	0.1576*	0.1454*
5.	Group skills	0.0844	0.0820	0.1834*	0.1045*
6.	Individual skills	0.1848*	0.1902*	0.1930*	0.1894*
	Constant	0.7278	0.7152	0.6948	0.7147
	R ²	0.7290	0.7218	0.7384	0.7321
	F Statistics	7.9824*	7.8426*	7.8138*	7.8582*

Source: Primary data

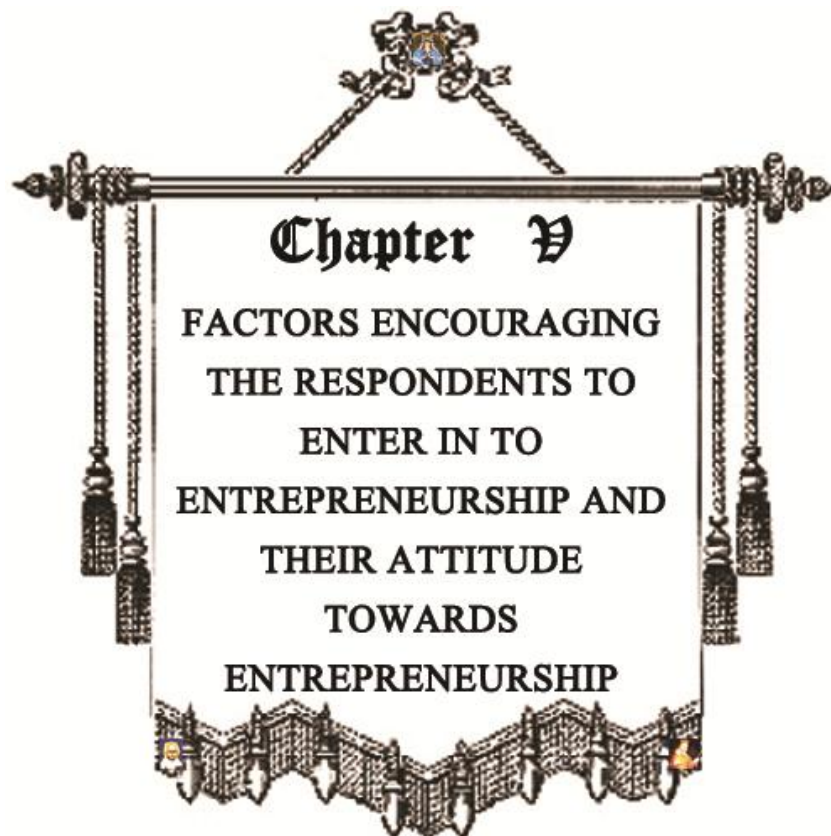
*Significant at five per cent level

Table 4.43 reveals the influence of respondent's skills on the encouragement to enter into entrepreneurship. The respondent's skills considered for the analysis are communication skills, technical skills, entrepreneurial skills and individual skills since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said skills result in an increase in the encouragement to enter into entrepreneurship among the respondents in rural area by 0.1890, 0.1245, 0.1217 and 0.1848 units respectively. The change in the view on skills explains the changes in encouraging the VHSE students to enter into entrepreneurship to an extent of 72.90 per cent since its R² is 0.7290.

In the case of the respondents in the semi-urban areas, a unit increase in the skills namely communication skills, technical skills, entrepreneurial skills and individual skills result in an increase in the encouragement to enter into entrepreneurship unit by 0.2284, 0.1870, 0.1742 and 0.1902 units respectively. In the case of the respondents in urban area, a unit increase in the skills namely communication skills, technical skills, business management skills, entrepreneurial skills, group skills and individual skills result in an increase in the encouragement to enter into entrepreneurship unit by 0.2652, 0.2143, 0.1147, 0.1576, 0.1834 and 0.1930 units respectively. The changes in the respondent's skills explain the changes in the encouragement to enter into entrepreneurship among the respondents in urban area to a higher extent (73.84 per cent) than among the respondents in semi-urban area (72.18 per cent).

4.4.11 Conclusion

This chapter analyses the profile of VHSE students, the perception of the VHSE students in choosing VHSE and the skills of the VHSE students with the help of the statistical tools ANOVA and 't' test. The respondents irrespective of the area say that they have chosen VHSE with the expectations that VHSE course would motivate them to become self-employable.



CHAPTER V

FACTORS ENCOURAGING THE RESPONDENTS TO ENTER IN TO ENTREPRENEURSHIP AND THEIR ATTITUDE TOWARDS ENTREPRENEURSHIP

5.1 Introduction

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5.3 Attitude of Respondents towards Entrepreneurship

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5.3.7 Reasons for Choosing VHSE and their Attitude towards VHSE

5.3.8 Association between the Skills Possessed by the Respondents and their Attitude of towards Entrepreneurship

5.3.9 Influence of Respondent's Attitude towards Entrepreneurship

5.3.10 Association between the Respondent's Attitude towards Entrepreneurship and Factors Encouraging the Respondents to Enter into Entrepreneurship

5.3.11 Conclusion

CHAPTER V

FACTORS ENCOURAGING THE RESPONDENTS TO ENTER IN TO ENTREPRENEURSHIP AND THEIR ATTITUDE TOWARDS ENTREPRENEURSHIP

5.1 INTRODUCTION

The present study examines the factors encouraging the respondents to enter into entrepreneurship. In this study the researcher analyzed various factors which are encouraging the respondents to enter into entrepreneurship.

5.2 FACTORS ENCOURAGING THE RESPONDENTS TO ENTER INTO ENTREPRENEURSHIP

In order to analyze the factors which are encouraging the respondents to enter in to entrepreneurship, the researcher has identified seven factors namely self motivating factors, economic factors, technical factors, social factors, family background factors, legal factors and media factors with the help of earlier studies. ANOVA test has been applied to assess the significant differences among the rural, semi-urban and urban respondents as regards the factors encouraging the respondents to enter into entrepreneurship.

5.2.1 Self-motivating Factors Encouraging Respondents

The self-motivating factors which are encouraging the VHSE students to enter into entrepreneurship have been measured with the help of nine variables. The respondents were asked to rate their remarks about their self-motivating factors at a five point scale according to the order of existence among them.

The mean score of the variables in self-motivating factors among the respondents have been computed separately. The results are given in Table 5.1.

Table 5.1**Self-Motivating Factors Encouraging the Respondents**

Sl. No.	Self-motivating factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I think that, there would be less boundaries to my career than if I work for someone else	3.1774	3.2444	3.2055	3.2500	1.362 NS
2.	Entrepreneurship would give me a career that would challenge me	3.3223	3.3611	3.3856	3.3600	1.098 NS
3.	Entrepreneurship will enable me to make the best use of my personal skills and competencies	3.5220	3.5778	3.5942	3.5600	1.141 NS
4.	I want to become a role model by becoming an entrepreneur	3.3088	3.3222	3.6962	3.4424	2.486*
5.	I want to show my identity by becoming an entrepreneur and it suits to my character	3.5460	3.6056	3.7301	3.6300	1.114 NS
6.	Thoughts about unexpected setbacks will not prevent me from starting a business	3.4547	3.5444	3.6479	3.5500	1.012 NS
7.	I believe that, every challenge has an opportunity hidden in it	3.5153	3.6667	3.7712	3.6510	1.315 NS
8.	I have many ideas for new business ventures	3.3672	3.4833	3.5500	3.4668	1.096 NS
9.	There are many entrepreneurial opportunities in my specific area of study	3.4070	3.4200	3.4821	3.4400	1.078 NS

Source: Primary data *Significant at five per cent level NS: Not Significant

The Table 5.1 shows that, the highly viewed variable relating to self-motivating factors among the respondents in rural area is ‘I want to showcase my identity by becoming an entrepreneur and it suits to my character’ since its mean score is 3.5460. Among the respondents in semi-urban and urban areas the highly viewed variable relating to self-motivating factor is ‘I believe that every challenge has an opportunity hidden in it’ since it’s mean scores are 3.6667 and 3.7712 respectively.

Regarding the self-motivating factors, significant difference among the respondents has been noticed in the case of ‘I want to become a role model by becoming an entrepreneur’ since it’s ‘F’ statistic is significant at five per cent level.

5.2.2 Economic Factors Encouraging the Respondents

There are certain economic factors which are encouraging the VHSE students to enter into entrepreneurship. The results are given in Table 5.2.

Table 5.2
Economic Factors Encouraging the Respondents

Sl. No.	Economic factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I want economic independency	3.7168	3.8389	4.1616	3.9058	2.968*
2.	I want to become rich by becoming an entrepreneur	4.1387	4.0722	4.1727	4.1300	1.647 NS
3.	I want to secure self-employment/ independent living	3.7416	3.8222	4.0767	3.8800	2.307*
4.	The poor economic condition of my family motivates me to become an entrepreneur	3.9204	4.0208	4.1438	4.0283	1.091 NS
5.	I have the availability of land and building for doing business	1.8912	1.9444	2.0795	1.9717	1.864 NS
6.	I want to find solution for unemployment by becoming an entrepreneur	3.8029	3.8056	3.8288	3.8100	1.064 NS

Source: Primary data *Significant at five per cent level NS: Not Significant

The Table 5.2 shows that, the highly viewed economic factors variable among the respondents in rural, semi-urban and urban area is ‘I want to become rich by becoming an entrepreneur’ since its mean scores are 4.1387, 4.0722 and 4.1727

respectively. Regarding the economic factors, significant difference among the respondents has been noticed in the case of ‘economic independency’ and ‘securing self-employment/independent living’ since their respective ‘F’ statistics are significant at five per cent level.

5.2.3 Technical Factors Encouraging the Respondents

The technical factors encouraging the respondents to enter entrepreneurship have been measured with the help of six variables. The results are given in Table 5.3.

Table 5.3
Technical Factors Encouraging the Respondents

Sl. No.	Technical factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I have the technical know-how from my school to start a business	3.5182	3.5722	3.5411	3.5400	1.310NS
2.	Business knowledge motivates me to become an entrepreneur	3.4745	3.4956	3.7178	3.5626	2.601*
3.	Based on the trade learned from the school, I want to develop a new idea	3.1423	3.1833	3.2233	3.1800	1.176NS
4.	I have learned some business skills from my family business	1.9518	1.9889	2.0986	2.0131	1.259NS
5.	New technologies motivate me to start a business	3.6533	3.6611	3.8301	3.7148	1.088NS
6.	New products in the market motivates me to become an entrepreneur	3.3964	3.4662	3.5247	3.4500	1.464NS

Source: Primary data *Significant at five per cent level NS: Not Significant

With regard to the technical factors among the respondents, the highly viewed variable is ‘the new technologies motivate me to start a business’ since its mean scores are 3.6533, 3.6611 and 3.8301 respectively.

Regarding the technical factors, significant difference among the respondents has been noticed in the case of ‘business knowledge motivate me to become an entrepreneur’ since its respective ‘F’ statistics is significant at five per cent level.

5.2.4 Social factors Encouraging the Respondents

The social factors which are encouraging the respondents to enter into entrepreneurship have been measured with the help of four variables. The results are given in Table 5.4.

Table 5.4

Social Factors Encouraging the Respondents

Sl. No.	Social factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I want to gain status in the society by becoming an entrepreneur	3.3124	3.4333	3.5178	3.4195	1.046NS
2.	I want to indulge in social work by becoming an entrepreneur	3.3497	3.4056	3.4584	3.4200	1.058NS
3.	I want to change the negative attitude of the society	3.3159	3.3611	3.4710	3.3800	1.106NS
4.	I want to be different by becoming an entrepreneur	3.1168	3.0944	3.5219	3.2443	2.918*

Source: Primary data *Significant at five per cent level NS: Not Significant

The Table 5.4 reveals that, the highly viewed social factors variable among the rural area is ‘to indulge in social work by becoming entrepreneurs’ since its mean score is 3.3497. Among the respondents in semi-urban area the highly viewed social factors variable is ‘students wanted to gain status in the society by becoming entrepreneurs’ since its mean score is 3.4333. Among the respondents in urban area the highly viewed social factors variable is ‘the students think that they wanted to be different by becoming entrepreneurs’ since its mean score is 3.5219.

Regarding the social factors, significant difference among the respondents have been noticed in the case of ‘students think that they wanted to be different by becoming entrepreneurs’ since its respective ‘F’ statistics is significant at five per cent level.

5.2.5 Family Background Factors Encouraging the Respondents

There are various family background factors which are encouraging the respondents to enter into entrepreneurship and they have been measured with the help of four variables.

The mean score of the variables in family background factors among the respondents have been computed separately. The results are given in Table 5.5.

Table 5.5

Family Background Factors Encouraging the Respondents

Sl. No.	Family Background factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	My family motivates me to start my own business	1.9518	1.9833	2.0466	1.9939	1.129NS
2.	I want to continue my family business with innovative ideas	1.8255	1.8533	1.9342	1.8710	1.102NS
3.	By becoming an entrepreneur I want to fulfill my/parents’ desire	2.3197	2.3556	2.5918	2.4223	2.454*
4.	I want to make my family financially rich and overcome poverty.	4.0934	4.1556	4.3671	4.2054	2.636*

Source: Primary data *Significant at five per cent level NS: Not Significant

The Table 5.5 shows the highly viewed variable in relation to family background factors among the respondents is ‘I want to make my family financially rich and overcome poverty’ since its mean scores are 4.0934, 4.1556 and 4.3671 respectively.

Regarding the family background factors, significant difference among the respondents have been noticed in the case of ‘by becoming an entrepreneur I want to fulfill my desire and of my parents’ and ‘the desire to make their families financially rich and overcome from poverty’ since their respective ‘F’ statistics are significant at five per cent level.

5.2.6 Legal Factors Encouraging the Respondents

The legal factors which are encouraging the respondents to enter into entrepreneurship have been measured with the help of six variables. The results are given in Table 5.6.

Table 5.6
Legal Factors Encouraging the Respondents

Sl. No.	Legal factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I am aware about the availability of government assistance	3.8356	3.8796	3.8933	3.8800	1.277NS
2.	I know that government policies are positive towards entrepreneurs	3.7671	3.7977	3.8175	3.7900	1.047NS
3.	I am aware about the support given by the Kerala Govt. to student entrepreneurs	3.4329	3.5667	3.8139	3.6045	2.435*
4.	My VHSE school gives me information about the supports from the govt.	3.0328	3.0722	3.0959	3.0600	0.752NS
5.	My VHSE school is giving me chances for visiting govt. trade shows	2.6611	2.6825	2.7397	2.6900	0.837NS
6.	Political parties of my state are positive towards business ventures	1.8526	1.9521	1.9811	1.9286	0.919NS

Source: Primary data *Significant at five per cent level NS: Not Significant

The highly viewed variable in relation to legal factors among the respondents in rural, semi-urban and urban area is ‘student’s awareness about the availability of government assistance’ since its mean scores are 3.8356, 3.8796 and 3.8933 respectively. Regarding the legal factors, significant difference among the respondents have been noticed in the case of ‘aware about the support given by the Kerala Govt. to student entrepreneurs’ since its ‘F’ statistics is significant at five per cent level.

5.2.7 Media Factors Encouraging the Respondents

The media factors have a greater role in encouraging the VHSE students to enter into entrepreneurship and they have been measured with the help of six variables. The results are given in Table 5.7.

Table 5.7

Media Factors Encouraging the Respondents

Sl. No.	Media factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	Career advisors have influenced me to start a business of my own	2.3111	2.3942	2.4973	2.4009	1.414NS
2.	I am motivated by the success stories of entrepreneurs	3.1507	3.1722	3.2788	3.2000	1.049NS
3.	I am reading some entrepreneurial magazines and get inspiration for becoming an entrepreneur	2.7260	2.7556	2.8248	2.7800	1.254NS
4.	Certain TV programmes motivate me to become an entrepreneur	2.5890	2.5944	2.6314	2.6100	0.243NS
5.	My VHSE school organizes various programmes to motivate me to know more about entrepreneurship	2.6096	2.6222	2.6460	2.6300	0.189NS
6.	My VHSE school organizes programmes to have interactive sessions with successful entrepreneurs	2.7603	2.8000	2.8212	2.8000	0.419NS

Source: Primary data

*Significant at five per cent level

NS: Not Significant

The Table 5.7 shows that, the highly rated variable in the media factors among the respondents in rural, semi-urban and urban area is ‘I am motivated by the success stories of entrepreneurs’ since its mean score is 3.1507, 3.1722 and 3.2788 respectively. Regarding the media factors, no significant difference among the respondents have been noticed since their respective ‘F’ statistics are not significant at five per cent level.

5.2.8 Relationship between the Factors Encouraging the Respondents to Enter into Entrepreneurship and Profile Variables of the Respondents

In order to find out the relationship between the factors which are encouraging the respondents to enter into entrepreneurship and their profile variables, a null hypothesis is framed as, “There is no significant relationship between the respondent’s profile variables and factors encouraging the respondents to enter into entrepreneurship”. The result is given in the Table 5.8.

Table 5.8

**Relationship between the Factors Encouraging the Respondents to Enter into
Entrepreneurship and Profile Variables of the Respondents**

Sl. No.	Profile Variables	F Statistics						
		Self-motivating factors	Economic factors	Technical factors	Social factors	Family background factors	Legal factors	Media factors
1.	Age	1.154	1.184	1.950	1.196	3.222*	1.074	2.956*
2.	Gender	1.605	1.067	2.843*	2.809*	1.209	1.113	1.416
3.	Religion	1.555	1.207	1.563	1.125	1.660	2.867*	1.201
4.	Community	1.787	1.737	1.431	2.867*	1.401	1.553	1.099
5.	Location of school	1.194	1.354	1.570	1.760	1.685	1.041	1.676
6.	Location of house	2.381*	1.034	1.286	1.203	1.779	1.467	1.307
7.	Total number of family members	1.981	1.055	2.159*	1.199	1.450	1.370	1.164
8.	Education of father	2.736*	1.281	1.756	1.615	1.747	1.167	1.407
9.	Occupation of father	1.167	2.442*	3.476*	1.095	1.512	1.286	1.389
10.	Education of mother	2.641*	1.688	1.906	1.805	2.652*	1.905	1.429
11.	Occupation of mother	1.619	2.537*	1.269	1.783	1.738	1.261	1.554

Source: Primary data

*Significant at five per cent level

It is understood from Table 5.8 that, there is a significant relationship between self-motivating factors and the profile variables of the respondents namely 'location of house', 'education of the father' and 'education of mother'. The analysis further reveals that, there is a significant relationship between economic factors and the profile variables of the respondents namely 'occupation of father' and 'occupation of mother'. It is also evident that, there is a significant relationship between technical factors and

the profile variables namely ‘gender’, ‘total number of family members’ and ‘occupation of father’. It is identified from the analysis that there is a significant relationship between the social factors and the profile variables of the respondents namely ‘gender’ and ‘community’. The analysis reveals that there is a significant relationship between the family background factors and the profile variables of the respondents namely ‘age’ and ‘education of mother’. It is observed that, there is a significant relationship between the legal factors and the profile variable of the respondents namely ‘religion’. It is also evident that there is a significant relationship between the media factors and the profile variable of the respondents ‘age’.

5.2.9 Factor Index among the Respondents

An analysis of the Factor index is done on the factors encouraging the respondents to enter in to entrepreneurship.

5.2.9.1 Self-motivating Factors Index

The level of self-motivating factors which encourage the respondents to enter into entrepreneurship is measured with the help of an index called as Self-Motivating Factors Index (SMFI). It is computed by;

$$SMFI = \frac{\sum_{i=1}^n SSMFV_i}{\sum_{i=1}^n MSSMFV_i} \times 100$$

Whereas,

SMFI = Self-Motivating Factors Index

SSMFV = Score on Self-Motivating Factors Variable

MSSMFV = Maximum Score on Self-Motivating Factors Variable

$i = 1 \dots n$ = Number of variables included in Self-Motivating Factors.

The computed self-motivating factors index of the respondents is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76 to 100 per cent. The distribution of respondents on the basis of their Self-Motivating Factors Index is illustrated in Table 5.9.

Table 5.9

Self-Motivating Factors Index

Sl. No.	Self-Motivating Factors Index (SMFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	2 (0.7)	2 (1.1)	2 (1.4)	6 (1)
3.	51 – 75	206 (75.2)	137 (76.1)	112 (76.7)	455 (75.8)
4.	76 – 100	66 (24.1)	41 (22.8)	32 (21.9)	137 (22.8)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage.

The significant Self-Motivating Factors Index among the respondents is 51 to 75 per cent which constitutes 75.8 per cent to the total. The most important Self-Motivating Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 75.2 percent, 76.1 percent and 76.7 percent to its total respectively. The analysis reveals that, the level of self-motivating factors among the majority (75.8 per cent) respondents is above the average level (51-75).

5.2.9.2 Economic Factors Index

The level of economic factors which encourage the respondents to enter into entrepreneurship is measured with the help of Economic Factors Index (EFI). It is computed by;

$$EFI = \frac{\sum_{i=1}^n SEFV_2}{\sum_{i=1}^n MSEFV_2} \times 100$$

Whereas,

- EFI = Economic Factors Index
- SEFV = Score on Economic Factors Variable
- MSEFV = Maximum Score on Economic Factors Variable
- i = 1....n = Number of variables included in Economic Factors.

The computed economic factors index of the respondents is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76-100 per cent. The distribution of respondents on the basis of their Economic Factors Index is illustrated in Table 5.10.

Table 5.10

Economic Factors Index

Sl. No	Economic Factors Index (EFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	8 (2.9)	6 (4.1)	4 (2.7)	18 (3)
3.	51 – 75	159 (58)	107 (59.4)	88 (60.4)	354 (59)
4.	76 – 100	107 (39.1)	67 (37.2)	54 (36.9)	228 (38)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant Economic Factors Index among the respondents is 51 to 75 per cent which constitutes 59 per cent to the total. The most important Economic Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 58 per cent, 59.4 per cent and 60.4 per cent to its total respectively. The analysis reveals that, the level of economic factors among the majority (59 per cent) of the respondents is above the average level (51-75).

5.2.9.3 Technical Factor Index

The level of technical factors which encourage the respondents to enter into entrepreneurship is measured with the help of Technical Factors Index (TFI). It is computed by;

$$TFI = \frac{\sum_{i=1}^n STFV_i}{\sum_{i=1}^n MSTFV_i} \times 100$$

Whereas,

TFI = Technical Factors Index

STFV = Score on Technical Factors Variable

MSTFV = Maximum Score on Technical Factors Variable

$i = 1 \dots n$ = Number of variables included in Technical Factors.

The computed technical factors index of the respondents is confined to less than 25 per cent, 25 to 50; 51 to 75 and 76-100 per cent. The distribution of respondents on the basis of their Technical Factors Index is illustrated in Table 5.11.

Table 5.11**Technical Factors Index**

Sl. No	Technical Factors Index (TFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	20 (7.3)	14 (7.8)	14 (9.6)	48 (8)
3.	51 – 75	245 (89.4)	160 (88.9)	129 (88.3)	534 (89)
4.	76 – 100	9 (3.3)	6 (3.3)	3 (2.1)	18 (3)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage.

The significant Technical Factors Index among the respondents is 51 to 75 per cent which constitutes 89 per cent to the total. The most important Technical Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 89.4 per cent, 88.9 per cent and 88.3 per cent to its total respectively. The analysis reveals that the level of technical factors among the majority (89 per cent) respondents is above the average level (51-75).

5.2.9.4 Social Factors Index

The level of social factors which encourage the respondents to enter into entrepreneurship is measured with the help of an index called as Social Factors Index (SFI). It is computed by;

$$SFI = \frac{\sum_{i=1}^n SSFV_i}{\sum_{i=1}^n MSSFV_i} \times 100$$

Whereas,

SFI = Social Factors Index

SSFV = Score on Social Factors Variable

MSSFV = Maximum Score on Social Factors Variable

$i = 1 \dots n$ = Number of variables included in Social Factors.

The computed social factors index of the respondents is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76-100 per cent. The distribution of respondents on the basis of their Social Factors Index is illustrated in Table 5.12.

Table 5.12

Social Factors Index

Sl. No	Social Factors Index (SFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	43 (15.7)	24 (13.3)	17 (11.6)	84 (14)
3.	51 – 75	167 (60.9)	120 (66.7)	91 (62.3)	378 (63)
4.	76 – 100	64 (23.4)	36 (20)	38 (26.1)	138 (23)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant Social Factors Index among the respondents is 51 to 75 per cent which constitutes 63 per cent to the total. The most important Social Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 60.9 per cent, 66.7 per cent and 62.3 percent to its total respectively. The analysis reveals that, the level of social factors among the majority (63 per cent) respondents is above the average level (51-75).

5.2.9.5 Family Background Factors Index

The level of family background factors which encourage the respondents to enter into entrepreneurship is measured with the help of an index called as Family Background Factors Index (FBFI). It is computed by;

$$FBFI = \frac{\sum_{i=1}^n SFBFV_i}{\sum_{i=1}^n MSFBFV_i} \times 100$$

Whereas,

FBFI = Family Background Factors Index

SFBFV = Score on Family Background Factors Variable

MSFBFV = Maximum Score on Family Background Factors Variable

i = 1....n = Number of variables included in Family Background Factors.

The computed family background factors index of the respondents is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76-100 per cent. The distribution of respondents on the basis of their Family Background Factors Index is illustrated in Table 5.13.

Table 5.13

Family Background Factor Index

Sl. No.	Family Background Factors Index (FBFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	4 (1.5)	1 (0.5)	1 (0.7)	6 (1)
3.	51 – 75	211 (77)	138 (76.7)	119 (81.5)	468 (78)
4.	76 – 100	59 (21.5)	41 (22.8)	26 (17.8)	126 (21)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage.

The significant Family Background Factors Index among the respondents is 51 to 75 per cent which constitutes 78 per cent to the total. The most important family background factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 77 per cent, 76.7 per cent and 81.5 per cent to its total respectively.

The analysis reveals that the level of family background factors among the majority (78 per cent) respondents is above the average level (51-75).

5.2.9.6 Legal Factors Index

The level of legal factors encourage the VHSE students to enter into entrepreneurship is measured with the help of an index called as Legal Factors Index (LFI). It is computed by;

$$LFI = \frac{\sum_{i=1}^n SLFV_i}{\sum_{i=1}^n MSLFV_i} \times 100$$

Whereas,

LFI = Legal Factors Index

SLFV = Score on Legal Factor Variable

MSLFV = Maximum Score on Legal Factors Variable

$i = 1 \dots n$ = Number of variables included in Legal Factors.

The computed legal factors index of the respondents is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76-100 per cent. The distribution of respondents on the basis of their Legal Factors Index is illustrated in Table 5.14

Table 5.14**Legal Factors Index of the VHSE Respondents**

Sl. No	Legal Factors Index (GNGPFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	13 (4.7)	10 (5.6)	7 (4.8)	30 (5)
3.	51 – 75	256 (93.5)	166 (92.2)	136 (93.1)	558 (93)
4.	76 – 100	5 (1.8)	4 (2.2)	3 (2.1)	12 (2)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage.

The significant Legal Factors Index among the respondents is 51 to 75 per cent which constitutes 93 per cent to the total. The most important legal factors index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 93.5 per cent, 92.2 per cent and 93.1 per cent to its total respectively. The analysis reveals that the level of Legal factors among the majority (93 per cent) respondents is above the average level (51-75).

5.2.9.7 Media Factors Index

The level of media factors which encourage the respondents to enter into entrepreneurship is measured with the help of an index called as Media Factors Index (MFI). It is computed by;

$$MFI = \frac{\sum_{i=1}^n SMFV_i}{\sum_{i=1}^n MSFV_i} \times 100$$

Whereas,

MFI = Media Factors Index

SMFV = Score on Media Factors Variable

MSMFV = Maximum Score on Media Factors Variable

$i = 1 \dots n$ = Number of variables included in Media Factors.

The computed media factors index of the respondents is confined to less than 25 per cent, 25 to 50, 51 to 75 and above 76-100 per cent. The distribution of respondents on the basis of their Media Factors Index is illustrated in Table 5.15.

Table 5.15

Media Factor Index

Sl. No	Media Factors Index (MFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	106 (38.7)	76 (42.2)	64 (43.8)	246 (41)
3.	51 – 75	161 (58.8)	101 (56.1)	80 (54.8)	342 (57)
4.	76 – 100	7 (2.5)	3 (1.7)	2 (1.4)	12 (2)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant Media Factors Index among the respondents is 51 to 75 per cent which constitutes 57 per cent to the total. The most important media factors index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 58.8 per cent, 56.1 per cent and 54.8 per cent to its total respectively. The analysis reveals that the level of media factors among the majority (57 per cent) respondents is above the average level (51-75).

5.2.10 Reliability and Validity of Variables in each Factor

The factors encourage the VHSE students are measured with the help of seven components. The variables included in each factor are varying from 9 to 4. Before summarizing the scores of the variables in each factor, it is essential to examine its reliability and validity. The overall reliability is tested with the help of Cronbach Alpha. The results are given in Table 5.16.

The following Table 5.16 shows that, the standardized factor loading of the variables in each factor are greater than 0.60 which reveals the content validity. The significance of 't' statistics of the standardized factor loading of the variables in each factor shows the convergent validity. It is also confirmed by the composite reliability and average variance extracted since these are greater than its minimum threshold of 0.50 and 50.00 per cent respectively. The Cronbach Alpha of all factors is greater than the standard minimum of 0.60. All these results indicate the reliability and validity of variables in each factor.

Table 5.16**Reliability and Validity of Variables in each Factor among the Respondents**

Sl. No.	Skills	No. of remarks in	Range of standardized factor loading	Range of 't' statistics	Cronbach Alpha	Composite Reliability	Average variance extracted
1.	Self-motivation factors	9	0.7744-0.6071	3.6900*-2.2500*	0.7886	0.7634	56.88
2.	Economic factors	6	0.8316-0.6825	4.1200*-2.6033*	0.7357	0.7124	59.75
3.	Technical factors	6	0.8013-0.6989	3.6500*-2.6667*	0.7809	0.7598	55.94
4.	Social factors	4	0.8958-0.6922	3.7200*-2.5750*	0.7224	0.7045	56.15
5.	Family background factors	4	0.8286-0.6470	4.2300*-3.2000*	0.7777	0.7522	59.53
6.	Legal factors	6	0.8124-0.6303	4.5350-2.6378*	0.7859	0.7621	57.15
7.	Media factors	6	0.7938-0.6373	4.3700*-2.7267	0.7211	0.7018	60.10
	Overall	42	0.8258-0.6784	4.1789*-2.8697*	0.7894	0.7596	59.87

*Significant at five per cent level

5.2.11 Impact of Factors Influencing the Respondents on the Attitude of the Respondents to Enter into Entrepreneurship

The present study has made an attempt to examine the impact of the factors influencing the respondents on the attitude of the respondents to enter into entrepreneurship. The multiple regression analysis has been administered to measure the impact of factors influencing the respondents to enter into entrepreneurship. The fitted regression model is;

$$y = a + b_1x_1 + b_2x_2 + \dots + b_6x_6 + e$$

Whereas,

y	=	Respondent's Attitude to enter into Entrepreneurship
x ₁	=	Score on Self-Motivating Factors
x ₂	=	Score on Economic Factors
x ₃	=	Score on Technical Factors
x ₄	=	Score on Social Factors
x ₅	=	Score on Family Background Factors
x ₆	=	Score on Legal Factors
x ₇	=	Score on Media Factors
b ₁ , b ₂ ,..., b ₇	=	Regression co-efficient of independent variables
a	=	Intercept and
e	=	Error term

The result of multiple regression analysis is given in Table 5.17.

Table 5.17

**Impact of Factors Influencing the Respondents on the Attitude of the Respondents
to Enter into Entrepreneurship**

Sl. No.	Variables	Regression coefficient among the respondents			
		Rural	Semi-urban	Urban	Pooled Data
1.	Self-motivating factors	0.2897*	0.2963*	0.3547*	0.3214*
2.	Economic factors	0.1547*	0.1739*	0.2147*	0.1842*
3.	Technical factors	0.1786*	0.1857*	0.1638*	0.7998*
4.	Social factors	0.0562	0.0623	0.0587	0.0590
5.	Family background factors	0.0487	0.0317	0.0493	0.0422
6.	Government and Non- Government Policies factors	0.0324	0.0289	0.0312	0.0318
7.	Media factors	0.1632*	0.1537*	0.1780*	0.1659
	Constant	0.2145	0.2094	0.2354	0.2234
	R ²	0.7763	0.7188	0.7669	0.7458
	F Statistics	8.5786*	8.1275*	8.6987*	8.4672*

Source: Primary data

*Significant at five per cent level

The above Table 5.17 reveals that the significantly influencing factors which encourage the respondents to enter into entrepreneurship among the respondents in rural area are ‘self-motivating factors’, ‘economic factors’ ‘technical factors’ and ‘media factors’ since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said factors result in an increase in the encouragement to enter into entrepreneurship among the respondents in rural area by 0.2897, 0.1547, 0.1786 and 0.1632 units respectively. The changes in the factors explain the changes in the encouragement to enter into entrepreneurship to an extent of 77.63 per cent since its R² is 0.7763.

In the case of the respondents of semi-urban areas, a unit increase in the factors namely ‘self-motivating factors’, ‘economic factors’, ‘technical factors’ and ‘media factors’ result in an increase in the encouragement to enter into entrepreneurship by 0.2963, 0.1739, 0.1857 and 0.1537 units respectively.

In the case of the respondents of urban areas, the encouragement to enter into entrepreneurship is increased by 0.3547, 0.2147, 0.1638 and 0.1780 units respectively. The changes in the view on factors explain the changes in the encouragement to enter into entrepreneurship to a higher extent (76.69 per cent) than among the respondents in semi-urban area (71.88 per cent).

5.2.12 Association between the Skills Possessed by the Respondents and the Factors Influencing the Respondents to Enter into Entrepreneurship

In order to find out the association between skills possessed by respondents and factors influencing the respondents to enter into entrepreneurship, the following null hypothesis is formulated, “There is no association between skills possessed by respondents and factors influencing the respondents to enter into entrepreneurship”. To test the above hypothesis, chi-square test is applied. The computed results of chi-square test are presented in Table 5.18.

Table 5.18

Skills Possessed by the Respondents and the Factors Influencing the Respondents to Enter into Entrepreneurship

Skills	Chi-square Value	p Value	Inference
Communication skills	78.982	0.000	Significant
Technical skills	77.017	0.000	Significant
Business Management skills	74.801	0.000	Significant
Entrepreneurial skills	89.08	0.000	Significant
Group skills	62.99	0.000	Significant
Individual skills	76.54	0.000	Significant

Source: Calculated Primary Data

It is observed from Table 5.18, that the 'p' value for communication skills, technical skills, business management skills, entrepreneurial skills and group skills is less than 0.05, the null hypothesis is rejected. Hence, it is concluded that there is a significant relationship between communication skills, technical skills, business management skills, entrepreneurial skills and group skills and factors influencing the respondents to enter into entrepreneurship.

5.3 ATTITUDE OF RESPONDENTS TOWARDS ENTREPRENEURSHIP

An attitude can be explained as a positive or negative perception of people about certain objects, events, activities and ideas. It is based on the personal perception, evaluation, feelings and beliefs. It can be concrete, abstract or anything in the environment. It is a tendency which can be psychological which is expressed in terms of a positive favour or disfavour or likes or dislikes towards something. In this study, an analysis on the attitude of respondents towards entrepreneurship is done based on perception, socio- economic, VHSE course components. This section presents an

analysis on the attitude of respondents towards entrepreneurship. ANOVA is used for this analysis.

5.3.1 Perception of the Respondents towards Entrepreneurship

The perception of the respondents towards entrepreneurship has been analyzed with the help of thirteen variables. The respondents were asked to rate their perception towards entrepreneurship at a five point scale according to the order of existence among them. The mean score of the variables among the rural, semi urban and urban respondents have been computed separately. The results are given in Table 5.19.

Table 5.19
Perception of the Respondents towards Entrepreneurship

Sl. No.	Attitude of the Respondents	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I think that, entrepreneurship is for those people who have courage and ideas	3.0205	3.5949	4.4278	3.7050	6.719*
2.	I am confident that, I would succeed in my life if I become an entrepreneur'	3.7007	3.9444	4.3151	3.9233	10.228*
3.	It will be exciting to see my business ideas turn into reality by becoming an entrepreneur	3.4315	3.5222	3.7190	3.5900	2.391
4.	I believe that, I have the skills and capabilities required to become a successful entrepreneur	2.8904	3.5833	3.6606	3.4500	10.588*
5.	I believe that, entrepreneurs can use their skills, abilities, talents and competencies more effectively in their own businesses than in any other salaried jobs	2.8562	3.6350	3.6389	3.4467	10.266*
6.	Life of several entrepreneurs have influenced and inspired me to become an entrepreneur	3.1781	3.6898	3.8889	3.6250	10.009*
7.	I don't like someone to dominate me and I want to do something in my own way and style by creative and innovative	3.6056	3.8650	4.2877	3.8900	14.062*

Sl. No.	Attitude of the Respondents	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
8.	Entrepreneurship will give me lot of challenges and risks which I would like to undertake	3.3219	3.4222	3.7591	3.5517	9.441*
9.	I want to show others that I am special and I have abilities, skills and strengths to become an entrepreneur	3.1986	3.7007	4.3333	3.7683	5.070*
10.	I can dream, think and talk about doing greater things	2.8157	3.4489	4.2722	3.5417	13.707*
11.	I believe that, I have the ability to work in structured and unstructured situation	2.9667	3.1496	4.3767	3.3933	9.681*
12.	I don't want to follow the ideas conceived and successfully implemented by other entrepreneurs because I have my own ideas	3.3836	3.6314	4.3444	3.7850	15.291*
13.	I believe that, there would be less boundaries to my career than if I work for someone else	3.1233	3.7153	4.0167	3.6617	7.485*

Source: Primary data *Significant at five per cent level NS: Not Significant

The highly viewed perception variable among the respondents which influence their attitude towards entrepreneurship are 'I am confident that, I would succeed in my life if I become an entrepreneur' and 'I don't like someone to dominate me and I want to do something in my own way and style by creative and innovative' since their mean scores are 3.9233 and 3.8900. Regarding the perception of the respondents towards entrepreneurship significant difference exists in 12 out of 13 variables since their F statistics are significant at 5 per cent level.

5.3.2 Socio-economic Component Influencing the Attitude of the Respondents towards Entrepreneurship

Socio-economic component influencing the attitude of the respondents towards entrepreneurship have been measured with the help of eight variables. The results are given in Table 5.20.

From the following table it is understood that the highly viewed socio-economic variables among the respondents which influence their attitude towards entrepreneurship are ‘I want to get social status by becoming an entrepreneur’ and ‘If I become an entrepreneur, family, friends and society would consider entrepreneurship as a good choice for career life’ since their mean scores are 3.7033 and 3.6100. Regarding the socio-economic variable among the respondents towards their attitude towards entrepreneurship significant difference exists in all the 8 variables since their F statistics are significant at 5 per cent level.

Table 5.20

**Socio-economic Component Influencing the Attitude of the Respondents
towards Entrepreneurship**

Sl. No.	Socio-economic Component	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	If I become an entrepreneur, family, friends and society would consider entrepreneurship as a good choice for career life	3.2877	3.6934	3.7444	3.6100	10.313*
2.	Entrepreneurship is an honorable profession in the society	2.6918	3.3942	3.5444	3.2683	4.687*
3.	I want to get a social status by becoming an entrepreneur	3.2534	3.5219	4.3444	3.7033	10.089*
4.	I want to become a role model to the youth by becoming an entrepreneur	2.6986	3.3321	3.5111	3.2317	12.426*
5.	Entrepreneurs are largely responsible for new innovations, technologies and products	2.4110	3.2226	3.3833	3.0733	12.419*
6.	I want financial freedom and become rich	2.8493	3.4234	3.9944	3.4550	6.630*
7.	I can give employment to many people and I can be their boss	2.8151	3.2774	3.8444	3.3350	11.126*
8.	I can be part of the economic growth of the nation by becoming an entrepreneur	2.8256	3.4015	3.5722	3.3150	7.046*

Source: Primary data

*Significant at five per cent level

5.3.3 VHSE Course which Influence the Attitude of Respondents towards Entrepreneurship

VHSE course which may influence the attitude of respondents towards entrepreneurship have been measured with the help of seven variables. The results are given in Table 5.21.

Table 5.21

VHSE Course which Influence the Attitude of Respondents towards Entrepreneurship

Sl. No.	Variables relating to VHSE Course	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I expected that, to become an entrepreneur would probably be the best way for me to take advantage of my VHSE course	2.7808	3.4453	3.7333	3.3700	4.823*
2.	I expected that, my VHSE course would influence and motivate me to become an entrepreneur	2.6712	3.0547	3.2389	3.1150	4.442*
3.	There are many entrepreneurial opportunities in my specific area of study	2.9733	3.2226	3.3833	3.1733	12.419*
4.	My parents put me in the VHSE course to become an entrepreneur	2.6988	3.3321	3.5111	3.2317	8.426*
5.	VHSE course gives me ample exposure towards entrepreneurship	3.1861	3.2000	3.6110	3.3667	10.269*
6.	VHSE course gives flexible career opportunity	3.1233	3.7153	4.0167	3.6617	7.485*
7.	I think that, entrepreneurship is a highly desirable career alternative for people who have VHSE education	3.2226	3.3833	3.4100	3.2733	7.419*

Source: Primary data

*Significant at five per cent level

The highly viewed VHSE course variable among the respondents which influence their attitude towards entrepreneurship is 'VHSE course gives flexible career

opportunity’ and ‘I expected that, to become an entrepreneur would probably be the best way for me to take advantage of my VHSE course’ since their mean scores are 3.6617 and 3.3700. Regarding the VHSE course variable significant difference exists in all the 7 variables since their F statistics are significant at 5 per cent level.

5.3.4 Reliability and Validity of the Components which influence the Attitude of the Respondents towards Entrepreneurship

The attitude of respondents towards entrepreneurship is measured with the help of three components. The variables included in each component vary from 7 to 13. Before summarizing the scores of the variables in each component, it is essential to examine its reliability and validity. The overall reliability is tested with the help of Cronbach Alpha.

The results are given in Table 5.22. It shows that the standardized factor loading of the variables in each component is greater than 0.60 which reveals the content validity. The significance of ‘t’ statistics of the standardized factor loading of the variables in each factor shows the convergent validity. It is also confirmed by the composite reliability and average variance extracted since these are greater than its minimum threshold of 0.50 and 50.00 per cent respectively. The Cronbach Alpha of all the components is greater than the standard minimum of 0.60. All these results indicate the reliability and validity of variables included in each components.

Table 5.22

Reliability and Validity of Variables which influence the Attitude of Respondents towards Entrepreneurship

Sl. No.	Variables	No. of variables	Range of standardized factor loading	Range of 't' statistics	Cronbach Alpha	Composite Reliability	Average variance extracted
1.	Perception of respondents towards Entrepreneurship	13	0.8215-0.6145	3.3524*-2.3450*	0.7573	0.7468	55.54
2.	Socio-economic component Influencing the Attitude of the respondents	8	0.8424-0.6325	3.4265*-2.4335*	0.7651	0.7489	57.47
3.	VHSE Course Influencing the Attitude of the respondents towards Entrepreneurship	7	0.8672-0.6566	3.6751*-2.5534*	0.7734	0.7587	58.40
	Overall	28	0.8847-0.6684	3.7481*-2.6561*	0.7662	0.7432	59.82

*Significant at five per cent level

5.3.5 Attitude of Respondents towards Entrepreneurship

In order to find out the significant difference among the respondents in respect of their attitude towards entrepreneurship, the null hypothesis is framed as, “there is no significant difference among the respondents in respect of their attitude towards entrepreneurship”. The results are given in the Table 5.23.

Table 5.23

Attitude of Respondents towards Entrepreneurship

Sl. No.	Attitude towards Entrepreneurship	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	Perception of respondents	3.3999	3.6362	3.8436	3.6409	14.967*
2.	Socio-economic components	2.8553	3.4083	3.7424	3.3740	22.371*
3.	VHSE Course components	2.7857	3.3113	3.4952	3.2388	21.747*

Source: Primary data

*Significant at five per cent level

From the above Table 5.23 it is observed that, the highly influenced variable which influences the attitude of the respondents towards entrepreneurship is ‘Perception of VHSE Students’ since its mean score is 3.3999, 3.6362 and 3.8436 respectively. Regarding the attitude of respondents towards entrepreneurship, significant difference among the respondents have been noticed in the case of all the three components since their respective ‘F’ statistics are significant at five per cent level.

5.3.6 Attitude of Respondents towards Entrepreneurship and their Profile Variables

In order to find out the relationship between the respondent's attitude towards entrepreneurship and their profile variables, a null hypothesis is framed as, "There is no significant relationship between the profile of respondents and their attitude towards entrepreneurship". The result is given in the Table 5.24.

Table 5.24

Attitude of Respondents towards Entrepreneurship and their Profile Variables

Sl. No.	Profile Variables	F Statistics			
		Perception of the Respondents	Socio Economic Factors	VHSE Course	Overall Attitude
	Rural Respondents				
1.	Age	2.899*	1.454	1.794	2.057
2.	Gender	0.335	1.586	1.040	0.897
3.	Religion	0.846	0.553	0.568	0.680
4.	Community	1.198	1.159	0.830	1.114
5.	Location of school	6.223*	7.661*	7.770*	7.352*
6.	Location of house	3.685*	4.395*	4.219*	4.201*
7.	Total number of family members	0.702	1.579	1.081	1.068
8.	Education of father	1.875	1.504	1.322	1.587
9.	Occupation of father	4.540*	4.658*	3.909*	4.544*
10.	Education of mother	2.898*	3.286*	2.642*	2.864*
11.	Occupation of mother	2.846*	3.431*	3.260*	3.231*
	Semi-urban Respondents				
1.	Age	6.138*	0.143	0.600	1.949
2.	Gender	1.799	2.530	2.129	2.389
3.	Religion	1.855	2.239	2.761	2.468
4.	Community	1.148	0.405	0.397	0.673
5.	Location of school	2.034	2.579	4.927*	3.039*
6.	Location of house	4.335*	6.435*	7.046*	6.363*

Sl. No.	Profile Variables	F Statistics			
		Perception of the Respondents	Socio Economic Factors	VHSE Course	Overall Attitude
7.	Total number of family members	12.330*	12.787*	9.911*	13.519*
8.	Education of father	6.693*	6.536*	7.273*	7.753*
9.	Occupation of father	2.746*	2.646*	3.897*	3.284*
10.	Education of mother	9.289*	12.644*	11.612*	12.507*
11.	Occupation of mother	2.649*	1.925	2.716*	2.580*
	Urban Respondents				
1.	Age	0.427	1.036	1.434	0.998
2.	Gender	4.007*	3.360*	4.370*	4.135*
3.	Religion	2.081	1.370	1.933	1.865
4.	Community	3.324*	1.171	1.433	1.873
5.	Location of school	7.511*	7.796*	9.197*	12.463*
6.	Location of house	15.663*	8.961*	9.739*	11.670*
7.	Total number of family members	2.441*	2.033	2.252	2.373*
8.	Education of father	1.994	1.885	2.525*	2.221*
9.	Occupation of father	3.828*	2.218	2.449*	2.892*
10.	Education of mother	7.205*	4.630*	5.260*	5.922*
11.	Occupation of mother	1.177	0.841	1.014	1.037

Source: Primary data

*Significant at five per cent level

From the Table 5.24 it is understood that, among the rural respondents, there is significant relationship between the perception of the respondents and the profile variables namely age, location of school, location of house, occupation of father, education of mother and occupation of mother. As regards socio-economic component, significant relationship exists with the respondent's profile variables namely location of school, location of house, occupation of father, education of mother and occupation of mother. In respect of VHSE course component, significant relationship is noticed in the

respondent's profile variables namely location of school, location of house, occupation of father and education of mother and occupation of mother.

Among the semi-urban respondents, there is significant relationship between the perception of the respondents and their profile variables namely gender, community, location of house, total number of family members, education of father, occupation of father, education of mother and occupation of mother. In respect of socio-economic component there exists a significant relationship in the respondent's profile variables namely location of house, total number of family members, education of father, occupation of father and education of mother. As regards VHSE course component there is a significant relationship in the respondents profile variables namely location of house, total number of family members, education of father, occupation of father, education of mother and occupation of mother.

Among the urban respondents, there is significant relationship between the perception component and the respondent's profile variables namely age, location of school, location of house, total number of family members, and occupation of father and education of mother. In respect of socio-economic component there is a significant relationship with the profile variables namely gender, location of school, location of house, and education of mother. As regards the VHSE course component, there is a significant relationship in the profile variables of the respondents namely gender, location of school, location of house, education of father and education of mother.

5.3.7 Reasons for Choosing VHSE and their Attitude towards VHSE

In order to find out the relationship between the reasons for choosing VHSE and their attitude towards VHSE, the following null hypothesis was formulated, "There is

no significant relationship between the reasons for choosing VHSE and their attitude towards VHSE”.

In order to examine the above hypothesis, chi-square test is applied. The computed results of chi-square test are presented in Table 5.25.

Table 5.25
Reasons for Choosing VHSE and their Attitude towards VHSE

Particulars	Results
Chi-square Value	857.448
p Value	0.434
Inference	Not Significant

Source: Calculated Primary Data

It is observed from Table 5.25 that, the ‘p’ value for attitude towards VHSE is higher than 0.05, the null hypothesis is accepted. Hence, it is concluded that there is no significant relationship between reasons for choosing VHSE and their attitude towards VHSE.

5.3.8 Association between the Skills Possessed by the Respondents and their Attitude of towards Entrepreneurship

In order to find out the association between the skills possessed by the respondents and their attitude towards entrepreneurship the following null hypothesis is formulated, “There is no association between skills possessed by respondents and their attitude towards entrepreneurship”. To test the above hypothesis, chi-square test is applied. The computed results of chi-square test are presented in Table 5.26.

Table 5.26**Skills Possessed by Respondents and their Attitude of towards Entrepreneurship**

Skills	Chi-square Value	p Value	Inference
Communication skills	121.458	0.261	Not Significant
Technical skills	60.323	0.010	Significant
Business Management skills	197.764	0.982	Not Significant
Entrepreneurial skills	152.841	0.723	Not Significant
Group skills	120.315	0.306	Not Significant
Individual skills	76.54	0.012	Significant

It is observed from the Table 5.26 that, the ‘p’ value for ‘technical skills’ and ‘individual skills’ is less than 0.05, so the null hypothesis is rejected. Hence, it is concluded that there is an association between technical skills and individual skills and the attitude of respondents towards entrepreneurship.

5.3.9 Influence of Respondent’s Attitude towards Entrepreneurship

The respondent’s attitude may have its own influence towards entrepreneurship. The present study has made an attempt to examine the relative importance of the respondent’s attitude towards entrepreneurship. The multiple regression analysis has been administered to measure the influence of the respondent’s attitude towards entrepreneurship. The fitted regression model is;

$$y = a + b_1x_1 + b_2x_2 + \dots + b_3x_3 + e$$

Whereas,

y = Attitude towards Entrepreneurship

x₁ = Score on the Perception factor

x₂ = Score on Socio-economic factor

- x_3 = Score on VHSE course
 $b_1, b_2, \dots, b_3$ = Regression co-efficient of independent variables
 a = Intercept and
 e = Error term

The result of multiple regression analysis is given in Table 5.27.

Table 5.27

Influence of Respondent's Attitude towards Entrepreneurship

Sl. No.	Variables	Regression coefficient among the respondents			
		Rural	Semi-urban	Urban	Pooled Data
1.	Perception of the Respondents	0.4572*	0.4938*	0.5573*	0.5122*
2.	Socio-economic factors	0.2432*	0.2798*	0.3147*	0.2870*
3.	VHSE Course	0.1823*	0.1972*	0.2389*	0.2012*
	Constant	0.2145	0.2094	0.2354	0.2234
	R^2	0.7839	0.8018	0.8245	0.8057
	F Statistics	7.8635*	7.9785*	8.0947*	8.0522*

Source: Primary data

*Significant at five per cent level

The above Table 5.27 reveals that the significantly influencing respondent's attitude towards entrepreneurship among the respondents in rural area are 'socio-economic factors and VHSE course' since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said respondent's attitude result in an increase in the attitude towards entrepreneurship by 0.4572, 0.2432 and 0.1823 units respectively. The change in the respondent's attitude explains the changes in the attitude towards entrepreneurship to an extent of 78.39 per cent since its R^2 is 0.7839.

In the case of the respondents in semi-urban area, a unit increase in the respondent's attitude namely 'socio-economic factors and VHSE course' result in an increase in the attitude towards entrepreneurship by 0.4938, 0.2798 and 0.1972 units respectively. In the case of the respondents in urban area, it is increased by 0.5573, 0.3147 and 0.2389 units respectively.

The changes in the respondent's attitude explain the changes in the attitude towards entrepreneurship among the respondents in urban area to a higher extent (80.57 per cent) than among the respondents in semi-urban area (80.18 per cent).

5.3.10 Association between the Respondent's Attitude towards Entrepreneurship and Factors Encouraging the Respondents to Enter into Entrepreneurship

In order to find out the association between the respondent's attitude towards entrepreneurship and the factors encouraging the respondents to enter into entrepreneurship, the following null hypothesis is formulated, "There is no association between the respondent's attitude towards entrepreneurship and factors encouraging the respondents to enter into entrepreneurship".

To test the above hypothesis, chi-square test is applied. The computed results of chi-square test are presented in Table 5.28.

Table 5.28

**Association between the Respondent's Attitude towards Entrepreneurship and
Factors Encouraging the Respondents to Enter into Entrepreneurship**

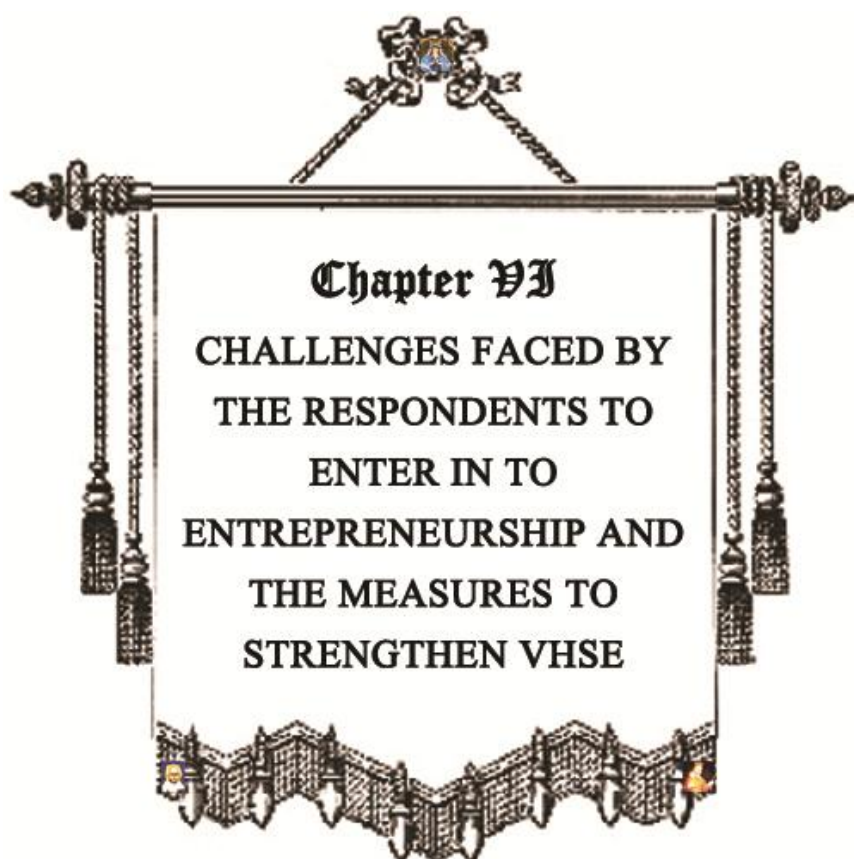
Factors Encouraging the respondents to Enter into Entrepreneurship	Chi square value	p value	Inference
Self-motivating factors	1106.375	0.783	Not Significant
Economic factors	1112.858	0.324	Not Significant
Technical factors	832.500	0.986	Not Significant
Social factors	993.983	0.617	Not Significant
Family background factors	832.823	0.000	Significant
Legal factors	789.557	0.999	Not Significant
Media factors	918.419	0.546	Not Significant

Source: Calculated Primary Data

It is observed from Table 5.28 that the 'p' value for family background factors is less than 0.05, the null hypothesis is rejected. Hence, it is concluded that there is a significant association between the respondent's attitude towards entrepreneurship and 'family background factors'. Table 5.29 further shows that, the 'p' value for self-motivating factors, economic factors, technical factors, social factors, legal factors and media factors is higher than 0.05, the null hypothesis is accepted. Hence, it is concluded that there is no significant association between the respondent's attitude towards entrepreneurship and self-motivating factors, economic factors, technical factors, social factors, government and non-government policies factors and media factors.

5.3.11 Conclusion

This section has analyzed in detail the factors encouraging respondents to enter in to entrepreneurship and their attitude towards entrepreneurship. This section has also made an attempt to compare the attitude of respondents towards entrepreneurship and the respondent's profile, perception of the respondents for choosing VHSE, skills possessed by the respondents, factors motivating respondents. The analysis revealed that the respondents have responded positively towards the factors which are encouraging them to enter in to entrepreneurship and it reveals the respondent's positive attitude towards entrepreneurship.



CHAPTER VI

CHALLENGES FACED BY THE RESPONDENTS TO ENTER IN TO ENTREPRENEURSHIP AND THE MEASURES TO STRENGTHEN VHSE

6.1 Introduction

6.2 Challenges Faced by the Respondents

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6.4 Conclusion

CHAPTER VI

CHALLENGES FACED BY THE RESPONDENTS TO ENTER IN TO ENTREPRENEURSHIP AND THE MEASURES TO STRENGTHEN VHSE

6.1 INTRODUCTION

This chapter analyses the challenges faced by the respondents to enter into entrepreneurship and the measures to strengthen the VHSE.

6.2 CHALLENGES FACED BY THE RESPONDENTS

The challenges encountered by the respondents are discussed under various dimensions namely content of the VHSE course curriculum, delivery of the VHSE course curriculum, entrepreneurial motivation by the VHSE School and the development of entrepreneurial traits by the VHSE School. As the challenges need to be addressed in order to encourage the VHSE students to enter into entrepreneurship, it is included in this study.

6.2.1 Challenges faced by the Respondents with respect to the Content of the VHSE Course Curriculum

The challenges faced by the respondents with regard to the content of the VHSE course curriculum are measured with the help of four variables. The mean score in these variables among the respondents in rural, semi-urban and urban areas have been computed separately. The one way analysis of variance have been executed to find out the significant difference among the three groups of respondents regarding their views on these challenges. The results are shown in Table 6.1.

Table 6.1

**Challenges faced by the Respondents with respect to the Content of the
VHSE Course Curriculum**

Sl. No.	Challenges faced as regards Content of the VHSE Course Curriculum	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	The content of the VHSE course curriculum you have chosen gives you an in depth knowledge both in theory and practical.	-2.3613	-2.2500	-2.2466	-2.3000	0.173 NS
2.	The content of the VHSE course curriculum you have chosen is sufficient to develop your skills in order to get a job or enter in to self-employment	-1.9854	-1.8556	-1.8356	-1.9100	0.234 NS
3.	Enough practical sessions are included in the content of the VHSE course curriculum you have chosen	-1.5547	-1.3611	-1.6507	-1.5200	0.511 NS
4.	The latest developments are included in the content of the VHSE course curriculum you have chosen.	-1.7847	-1.5667	-1.5411	-1.6600	0.546 NS

Source: Primary data

*Significant at five per cent level

NS: Not Significant

Table 6.1 presents the challenges faced by the respondents as regards the content of the VHSE course curriculum. It is found that, the highly viewed variable which was negatively rated among the respondents of rural, semi-urban and urban area is ‘The content of the VHSE course curriculum you have chosen gives you an in depth knowledge both in theory and practical’ since its mean score is -2.3613, -2.2500 and -2.2466 respectively. Regarding the content of the VHSE course curriculum, all the statements were rated negatively by the respondents and there is no significant difference among the respondents since their respective ‘F’ statistics are not significant at five per cent level.

6.2.2 Challenges Faced by the Respondents in the Delivery of the VHSE Course Content

The challenges related to the delivery of the VHSE course curriculum encountered by the respondents are measured with the help of eight variables. The results are shown in Table 6.2.

Table 6.2
Challenges Faced by the Respondents in the Delivery of the
VHSE Course Content

Sl. No.	Delivery of VHSE Course Content	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	VHSE OJT is for 16 days during the VHSE course and this duration is sufficient for you to get enough practical knowledge about the subject	-1.2883	-1.3722	-1.3151	-1.3200	0.656 NS
2.	You are getting the text books in time and the content is taught within the stipulated time	-1.6825	-1.8167	-1.5068	-1.6800	0.548 NS
3.	You are getting enough practical oriented assignments and project works and your school is organizing apprenticeship training	-2.7737	-2.6500	-2.3767	-2.6400	1.661 NS
4.	You are getting the manual and the guidelines to do your practical sessions	-1.4343	-1.4500	-1.4200	-1.4100	1.523 NS
5.	You have sufficient lab facilities to do the practical	-2.2555	-2.0722	-1.7192	-2.0700	2.302 NS
6.	Your school has a good library to refer the books related to your VHSE course and other interested topics	-1.9526	-2.0542	-1.7425	-2.0456	0.713 NS
7.	Your school has a training cum production Centre to improve your trade related skills and also your school is organizing Vocation Expo programmes.	-1.9025	-1.9667	-1.6781	-1.8900	1.173 NS
8.	You are getting sufficient class notes to improve your subject knowledge	-2.2482	-2.2389	-1.8973	-2.1600	1.660 NS

Source: Primary data

*Significant at five per cent level

NS: Not Significant

In the above Table 6.2, all the statements were negatively rated by the respondents even though the questions were asked with positive statements. The highly viewed variable which was negatively rated is; ‘You are getting enough practical oriented assignments and project works and your school is organizing apprenticeship training’ since its mean score is -2.7737, -2.6500 and -2.3767 respectively. Regarding the delivery of the course content all the statements were rated negatively and no significant difference among the respondents have been noticed, since their respective ‘F’ statistics are not significant at five per cent level.

6.2.3 Challenges Faced by the Respondents with regard to the Enhancement of Entrepreneurial Motivation by the VHSE School

With regard to the enhancement of entrepreneurial motivation by the VHSE School to become entrepreneurs were measured with the help of three variables. The mean score of the variables in the enhancement of entrepreneurial motivation among the respondents belong to rural, semi-urban and urban areas have been computed separately. The results are shown in the following Table 6.3.

Table 6.3

**Challenges Faced by the Respondents with regard to the Enhancement of
Entrepreneurial Motivation by the VHSE School**

Sl. No.	Enhancement of Entrepreneurial Motivation	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	Your VHSE school is providing opportunities to showcase your skills, talents and abilities related to your VHSE trade through various competitions, science/trade exhibitions etc.	-2.9964	-2.8222	-2.6507	-2.8600	0.516 NS
2.	Your school is giving adequate orientation/information on job/self-employment opportunities related to your area of study	-2.9088	-2.8444	-3.1164	-2.9400	0.219 NS
3.	Various industrial visits are organized by your school in order to enhance the practical knowledge and interest in the trade you have chosen	-1.3869	-1.3833	-1.2397	-1.3500	1.505 NS

Source: Primary data *Significant at five per cent level NS: Not Significant

From the above Table 6.3 it is found that, the respondents have negatively rated all the questions which were given with positive statements. The highly viewed variable which was rated negatively with regard to the enhancement of entrepreneurial motivation among the respondents of rural area is ‘Your VHSE school is providing opportunities to showcase your skills, talents and abilities related to your VHSE trade through various competitions, science/trade exhibitions etc.’ since its mean score is -2.9964. The highly viewed variable which was rated negatively among the respondents of semi-urban and urban areas is ‘Your school is giving adequate orientation/information on job/self-employment opportunities related to your area of study’ since its mean score is -2.8444 and -3.1164 respectively. As regards the challenges faced by

the respondents with regard to the enhancement of entrepreneurial motivation no significant difference among the respondents have been noticed, since their respective 'F' statistics are not significant at five per cent level.

6.2.4 Challenges Faced by the Respondents in the Development of Entrepreneurial Traits by the VHSE School

The efforts made by the VHSE schools in developing the entrepreneurial traits are measured with the help of ten variables. The respondents were asked to rate these variables at a five point scale according the order of existence. The results are shown in Table 6.4.

Table 6.4

Development of Entrepreneurial Traits by the VHSE School

Sl. No.	Development of Entrepreneurial Traits	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
1.	My VHSE school gives me adequate opportunities to be creative and innovative during the training cum production sessions	-1.6058	-1.4056	-1.2123	-1.4500	0.826NS
2.	My school gives me orientation on the dignity of labour and the advantages of becoming self-employable	-2.2518	-2.1333	-1.9384	-2.1400	0.609 NS
3.	My school develops my decision making capacity, flexibility and adaptability by giving me certain responsibilities in the school	-2.7628	-2.6556	-2.5548	-2.6800	1.551 NS
4.	My school tries to improve the life skills and soft skills through various orientation programmes	-2.9167	-2.7667	-2.5411	-2.7800	0.370 NS
5.	My school develops my leadership and organizing skills by providing chances to organize various activities in the school	-2.9854	-2.9500	-2.8425	-2.9400	1.616 NS

Sl. No.	Development of Entrepreneurial Traits	Mean Score among the Respondents				F Statistics
		Rural	Semi-urban	Urban	Overall	
6.	My school gives importance to personal grooming and time management	-2.6715	-2.5500	-2.2397	-2.5300	1.555 NS
7.	My school tries to develop my communication skills by organizing special sessions/classes in the school	-2.8358	-2.8833	-2.5068	-2.7700	0.846 NS
8.	My school has implemented strict discipline, rules and regulations in the academics and overall behavior which helps me to be tough and my risk taking abilities	-2.8212	-2.9056	-2.6301	-2.8000	1.446 NS
9.	My school develops my skills of interpersonal relationships and team work through various club activities in the school and in the class	-2.9416	-2.7889	-2.5890	-2.8100	0.581 NS
10.	Through various sports and games and physical training my school tries to develop my physical fitness.	-2.6533	-2.8778	-2.6918	-2.7300	0.304 NS

Source: Primary data

*Significant at five per cent level

NS: Not Significant

From the Table 6.4 it is noticed that, all the ten statements were rated negatively by the respondents. It is understood from the analysis that, the highly viewed variable which was rated negatively among the respondents in rural, semi-urban and urban areas is; ‘My school develops my leadership and organizing skills by providing chances to organize various activities in the school’ since its mean score is -2.9854, -2.9500 and -2.8425 respectively. As regards the challenges faced by the respondents in respect of development of entrepreneurial traits by the VHSE School, no significant difference among the respondents have been noticed, since their respective ‘F’ statistics are not significant at five per cent level.

6.2.5 Reliability and Validity of Variables in respect of Challenges Faced by the Respondents

The challenges encountered by the respondents to enter into entrepreneurship are measured with the help of four components. The variables included in each challenge are varying from 10 to 3. Before summarizing the scores of the variables in each challenge, it is essential to examine its reliability and validity. The overall reliability is tested with the help of Cronbach Alpha. The results are given in following Table 6.5.

The standardized factor loading of the variables in each challenge are greater than 0.60 which reveals the content validity. The significance of 't' statistics of the standardized factor loading of the variables in each challenge shows the convergent validity. It is also confirmed by the composite reliability and average variance extracted since these are greater than its minimum threshold of 0.50 and 50.00 per cent respectively. The Cronbach Alpha of all challenges is greater than the standard minimum of 0.60. All these results indicate the reliability and validity of variables in each problem.

Table 6.5**Reliability and Validity of Variables in respect of Challenges Faced by the Respondents**

Sl. No	Problems	No. of remarks in	Range of standardized factor loading	Range of 't' statistics	Cronbach Alpha	Composite Reliability	Average variance extracted
1.	Content of the VHSE course Curriculum	4	0.7962-0.6465	0.4506*-0.2968*	0.7717	0.7542	58.26
2.	Delivery of the VHSE course Content	8	0.8444-0.6067	0.4587*-0.2962*	0.7368	0.7132	58.42
3.	Entrepreneurial Motivation by the VHSE schools to become entrepreneurs	3	0.8382-0.6285	0.4610*-0.2426*	0.7274	0.7024	54.12
4.	Development of Entrepreneurial traits by the VHSE school	10	0.8272-0.6520	0.4107*-0.2515*	0.7723	0.7468	52.54
	Overall	25	0.8421-0.6345	0.4457*-0.2872*	0.7656	0.7479	57.68

*Significant at five per cent level

6.2.6 Content of the VHSE Course Curriculum Index

The level of challenges with regard to the content of the VHSE course curriculum is measured with the help of an index called content of the VHSE course curriculum index (CVCCI). It is computed by;

$$CVCCI = \frac{\sum_{i=1}^n SCVCCV_i}{\sum_{i=1}^n MSCVCCV_i} \times 100$$

Whereas,

CVCCI - Content of the VHSE course curriculum index

SCVCCV - Score on content of the VHSE course curriculum variable

MSCVCCV - Maximum score on the content of the VHSE course curriculum variable

$i = 1, \dots, n$ - Number of variables included in the content of the VHSE course curriculum.

The computed content of the VHSE course curriculum index is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76-100 per cent. The index is illustrated in Table 6.6.

Table 6.6**Content of the VHSE Course Curriculum Index**

Sl. No.	Content of the VHSE course curriculum index (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	35 (12.8)	19 (10.5)	13 (8.9)	67 (11.1)
3.	51 – 75	148 (54)	108 (60.0)	87 (59.6)	343 (57.2)
4.	76 – 100	91 (33.2)	53 (29.5)	46 (31.5)	190 (31.7)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The Table 6.6 reveals that, the 57.2 per cent of the respondents are having VHSE course curriculum challenges index of 51 to 75 per cent. The VHSE course curriculum index in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 54 per cent, 60 per cent and 59.6 per cent to its total respectively. The analysis reveals that, the rating on the content of the VHSE course curriculum among the majority (57.2 per cent) respondents is above the average level (51-75).

6.2.7 Delivery of the VHSE Course Curriculum Index

The level of delivery of the VHSE course curriculum is measured with the help of an index called as delivery of the VHSE course curriculum Index (DVCCI). It is computed by;

$$DVCCI = \frac{\sum_{i=1}^n SDVCCV_i}{\sum_{i=1}^n MSDVCCV_i} \times 100$$

Whereas,

- DVCCI - Delivery of the VHSE course curriculum index
- SDVCCV - Score on delivery of the VHSE course curriculum variable
- MSDVCCV - Maximum score on delivery of the VHSE course curriculum variable
- $i = 1, \dots, n$ - Number of variables included in delivery of the VHSE course curriculum.

The computed delivery of the VHSE course curriculum index is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76-100 per cent. The Index is illustrated in Table 6.7.

Table 6.7

Delivery of the VHSE Course Curriculum Index

Sl. No.	Delivery of the VHSE Course Curriculum Index (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	12 (4.4)	11 (6.1)	08 (5.5)	31 (5.2)
3.	51 – 75	159 (58)	102 (56.7)	74 (50.7)	335 (55.8)
4.	76 – 100	103 (37.6)	67 (37.2)	64 (43.8)	234 (39)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant delivery of the VHSE course curriculum Index is 51 to 75 per cent which constitutes 55.8 per cent to the total. The delivery of the VHSE course curriculum index in rural, semi-urban and urban areas is 51 to 75 per cent which

constitutes 58 per cent, 56.7 per cent and 50.7 per cent to its total respectively. The analysis reveals that, the rating on the delivery of the VHSE course curriculum among the majority (55.8 per cent) respondents is above the average level (51-75).

6.2.8 Motivating Factors to become Entrepreneur Index

The level of the motivating factors to become entrepreneurs among the respondents is measured with the help of an index called as the motivating factors to become entrepreneurs index (MFEI). It is computed by;

$$MFEI = \frac{\sum_{i=1}^n SMFEV_i}{\sum_{i=1}^n MSMFEV_i} \times 100$$

Whereas,

- MFEI - Motivating factors to become entrepreneurs index.
- SMFEV - Score on motivating factors to become entrepreneurs variable.
- MSMFEV - Maximum score motivating factors to become entrepreneurs variable.
- $i = 1 \dots n$ - Number of variables included in motivating factors to become entrepreneurs.

The computed motivating factors to become entrepreneurs index of the respondents is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76-100 per cent. The index is illustrated in Table 6.8.

Table 6.8**Motivating Factors to become Entrepreneur Index**

Sl. No	Index of Motivating Factors (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	24 (8.8)	16 (8.9)	12 (8.2)	52 (8.6)
3.	51 – 75	130 (47.4)	94 (52.2)	80 (54.8)	304 (50.7)
4.	76 – 100	120 (43.8)	70 (38.9)	54 (37)	244 (40.7)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant motivating factors to become entrepreneurs index among the respondents is 51 to 75 per cent which constitutes 50.7 per cent to the total. The most important motivating factors to become entrepreneurs index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 47.4 per cent, 52.2 per cent and 54.8 per cent to its total respectively. The analysis reveals that the rating on the motivating factors to become entrepreneurs among the majority (50.7 per cent) respondents is 51-75.

6.2.9 Development of the Entrepreneurial Traits by the VHSE School Index

The level of development of the entrepreneurial traits by the VHSE School is measured with the help of an index called as development of the entrepreneurial traits by the VHSE school index (DETVSI). It is computed by;

$$\text{DETVSI} = \frac{\sum_{i=1}^n \text{SDETVSV}_i}{\sum_{i=1}^n \text{MSDETVSV}_i} \times 100$$

Whereas,

- DETVSI - Development of the entrepreneurial traits by the VHSE school index
- SDETVSV - Score on development of the entrepreneurial traits by the VHSE school variable
- MSDETVSV - Maximum Score on development of the entrepreneurial traits by the VHSE school variable
- $i = 1, \dots, n$ - Number of variables included in the development of entrepreneurial traits by the VHSE school.

The computed 'development of entrepreneurial traits by the VHSE school index' of the respondents is confined to less than 25 per cent, 25 to 50, 51 to 75 and 76-100 per cent. The distribution of respondents on the basis of their development of the entrepreneurial traits by the VHSE school index is illustrated in Table 6.9.

Table 6.9

Development of Entrepreneurial Traits by the VHSE School Index

Sl. No.	Index of the Development of the Entrepreneurial Traits by the VHSE School (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	24 (8.8)	19 (10.6)	12 (8.2)	55 (9.2)
3.	51 – 75	184 (67.1)	118 (65.6)	96 (65.7)	398 (66.3)
4.	76 – 100	66 (24.1)	43 (23.8)	38 (26.1)	147 (24.5)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant development of the entrepreneurial traits by the VHSE School index among the respondents is 51 to 75 per cent which constitutes 66.3 per cent to the total. The most important development of the entrepreneurial traits by the VHSE school index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 67.1 per cent, 65.6 per cent and 65.7 per cent to its total respectively. The analysis reveals that, the development of the entrepreneurial traits by the VHSE School among the majority (66.3 per cent) respondents is above the average level (51-75).

6.2.10 Impact of Challenges faced by the Respondents on the Entrepreneurial Attitude

The challenges faced by the VHSE students may have its own influence on the entrepreneurial attitude. The present study has made an attempt to examine the impact of challenges faced by the VHSE students on the entrepreneurial attitude. The multiple regression analysis has been administered to measure the impact. The fitted regression model is:

$$y = a + b_1x_1 + b_2x_2 + \dots + b_6x_6 + e$$

Whereas,

y	=	Entrepreneurial attitude
x ₁	=	Score on the content of the VHSE course curriculum index
x ₂	=	Score on delivery of the VHSE course curriculum index
x ₃	=	Score on motivating factors to become entrepreneurs index
x ₄	=	Score development of the entrepreneurial traits by the VHSE school index
b ₁ , b ₂ ,..., b ₄	=	Regression co-efficient of independent variables

a = Intercept and

e = Error term

The result of multiple regression analysis is given in Table 6.10.

Table 6.10

Impact of Challenges faced by the Respondents on the Entrepreneurial Attitude

Sl. No.	Challenges faced Variables	Regression Coefficient among the Respondents			
		Rural	Semi-urban	Urban	Pooled Data
1.	Content of the VHSE Course Curriculum	-0.2654*	-0.2789*	-0.2874*	-0.2787*
2.	Delivery of the VHSE Course Curriculum	-0.1652*	-0.2264*	-0.1836*	-0.1872*
3.	Enhancement of Entrepreneurial motivation Factors.	-0.0547	-0.0457	-0.0645	-0.0543
4.	Development of the Entrepreneurial Traits by the VHSE School.	-0.2245*	-0.0987	-0.0862	-0.1122*
	Constant	-0.4753	-0.3434	-0.3214	-0.3866
	R ²	0.7422	0.7955	0.7846	0.7983
	F Statistics	8.2170*	8.0424*	8.0114*	8.1140*

Source: Primary data

*Significant at five per cent level

The above Table 6.10 reveals that, the significantly influencing challenges on the entrepreneurial attitude among the respondents in rural areas are the challenges faced in the content of the VHSE course curriculum, delivery of the VHSE course curriculum since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said challenges result in the change of the entrepreneurial attitude among the respondents in rural area by -0.2654, -0.1652 and -

0.2245 units respectively. The change in the challenges explains the changes in the entrepreneurial attitude to an extent of 74.22 per cent since its R^2 is 0.7422.

In the case of the respondents in semi-urban area, a unit increase in the challenges faced by the respondents in the case of the content of the VHSE course curriculum and the delivery of VHSE course curriculum will result in a change in the entrepreneurial attitude by -0.2789 and -0.2264 units respectively. In the case of the respondents in urban area, it will result in a change in the entrepreneurial attitude by -0.2874 and -0.1836 units respectively. The changes in the challenges explain the changes in the entrepreneurial attitude among the respondents in urban area to a higher extent (78.46 per cent) than among the respondents in semi-urban area (79.55 per cent).

6.2.11 Relationship between the Challenges Faced by Respondents and their Profile Variables

In order to find out the relationship between the challenges faced by the respondents and their profile variables, the null hypothesis is framed as, “There is no significant relationship between the profile of respondents and the challenges faced by the respondents”. The result is given in the following Table 6.11.

The Table 6.11 reveals that, among the rural respondents, there is a significant relationship between the challenges faced in the ‘development of the entrepreneurial traits by the VHSE School’ and the respondent’s profile variable namely ‘gender’. There is a significant relationship between the challenges faced in the ‘content of the VHSE course curriculum’ and respondent’s profile variable namely ‘religion’.

Among the semi-urban respondents, there is a significant relationship between the challenges faced in the ‘delivery of the VHSE course curriculum’ and respondent’s profile variable namely ‘age’. There is a significant relationship between challenges

faced in the ‘development of the entrepreneurial traits by the VHSE School’ and respondent’s profile variables namely ‘location of school’ and ‘education of mother’.

Table 6.11

Challenges faced by Respondents and their Profile Variables

Sl. No	Profile Variables of Respondents	F Statistics			
		Content of the VHSE Course Curriculum	Delivery of the VHSE Course Curriculum	Motivating Factors to become Entrepreneurs	Development of the Entrepreneurial Traits by the VHSE School.
	Rural - VHSE Students				
1.	Age	1.273	1.021	1.737	1.127
2.	Gender	1.110	2.146	1.501	2.390*
3.	Religion	3.420*	1.233	1.130	1.076
4.	Community	1.660	1.869	1.865	1.650
5.	Location of school	1.118	1.127	1.026	1.563
6.	Location of house	1.603	1.256	1.632	1.234
7.	Total number of family members	1.360	1.286	1.135	1.332
8.	Education of father	1.739	1.958	1.488	1.063
9.	Occupation of father	1.375	1.487	1.986	1.608
10.	Education of mother	1.511	2.384	1.725	1.290
11.	Occupation of mother	1.961	1.535	1.010	1.674
	Semi-urban–VHSE Students				
1.	Age	1.093	5.768*	3.146	1.168
2.	Gender	1.265	1.035	3.249	1.935
3.	Religion	1.545	1.816	1.752	1.387
4.	Community	1.107	1.454	3.194	1.264
5.	Location of school	1.027	1.504	1.062	2.558*
6.	Location of house	1.560	1.466	1.251	1.655
7.	Total number of family members	1.283	1.044	1.672	1.990
8.	Education of father	1.449	1.889	1.127	1.473

Sl. No	Profile Variables of Respondents	F Statistics			
		Content of the VHSE Course Curriculum	Delivery of the VHSE Course Curriculum	Motivating Factors to become Entrepreneurs	Development of the Entrepreneurial Traits by the VHSE School.
9.	Occupation of father	1.207	1.394	1.455	1.122
10.	Education of mother	1.015	1.415	2.047	2.685*
11.	Occupation of mother	1.099	1.483	1.871	1.671
	Urban - VHSE Students				
1.	Age	1.774	2.293	1.306	1.825
2.	Gender	1.721	3.229*	1.369	1.419
3.	Religion	1.343	1.011	1.060	1.058
4.	Community	1.758	1.876	1.140	1.341
5.	Location of school	1.806	1.003	1.108	1.042
6.	Location of house	1.952	1.226	1.830	1.742
7.	Total number of family members	1.359	1.818	1.717	1.526
8.	Education of father	1.719	1.294	1.727	1.625
9.	Occupation of father	1.039	1.931	1.741	1.973
10.	Education of mother	2.689*	1.911	1.663	1.171
11.	Occupation of mother	1.064	1.706	1.408	1.408

Source: Primary data

*Significant at five per cent level

Among the urban respondents, there is significant relationship between the challenges faced in the ‘delivery of the VHSE course curriculum’ and respondent’s profile variable namely ‘gender’. In respect of the challenges faced in the ‘content of the VHSE course curriculum’ there is a significant relationship in the respondent’s profile variable namely ‘education of mother’.

6.2.12 Association between the Skills Possessed by Respondents and the Challenges faced by them

The study analyses the association between the skills possessed by the respondents and the challenges faced by them. Chi-Square test is attempted and the results are presented below. In order to find out the relationship between the skills possessed by the respondents and the challenges faced by them, the following null hypothesis is formulated; “There is no association between the skills possessed by the respondents and the challenges faced by them”. To test the above hypothesis, chi-square test is applied. The computed results of chi-square test are presented in the Table 6.12.

Table 6.12
Association between the Skills Possessed by Respondents and the Challenges faced by them

Skills	Chi square value	p value	Inference
Communication skills	219.715	0.000	Significant
Technical skills	288.387	0.000	Significant
Business Management skills	220.097	0.000	Significant
Entrepreneurial skills	332.256	0.000	Significant
Group skills	276.510	0.000	Significant
Individual skills	274.988	0.000	Significant

Source: Calculated Primary Data

It is observed from Table 6.12, that the ‘p’ value for communication skills, technical skills, business management skills, entrepreneurial skills and group skills is less than 0.05, the null hypothesis is rejected. Hence, it is concluded that there is a significant association between communication skills, technical skills, business

management skills, entrepreneurial skills, group skills and individual skills and the challenges faced by them.

6.2.13 Factors Encouraging the Respondents to Enter into Entrepreneurship and the Challenges faced by them

In order to find out the relationship between the factors encouraging the respondents to enter into entrepreneurship namely self-motivating factors, economic factors, technical factors, social factors, family background factors, legal factors and media factors and the challenges faced by them, correlation analysis is attempted with the hypothesis as, ‘There is no significant relationship between factors encouraging the respondents to enter into entrepreneurship and the challenges faced by them’. The results are presented below in the Table 6.13.

Table 6.13

Factors Encouraging the Respondents to Enter into Entrepreneurship and the Challenges faced by them

Factors	Challenges			
	Content of the VHSE Course Curriculum	Delivery of the VHSE Course Curriculum	Motivating Factors to become Entrepreneurs	Development of the Entrepreneurial Traits by the VHSE School
Self-Motivating factors	-0.120**	-0.003	-0.020	-0.038
Economic factors	-0.147**	-0.201**	-0.153**	-0.185**
Technical factors	0.062	-0.146**	-0.024	-0.161**
Social factors	-0.043	-0.150**	-0.025	-0.073
Family background factors	-0.165**	-0.212**	-0.051	-0.199**
Legal factors	-0.010	-0.021	-0.191**	-0.037
Media factors	-0.228**	-0.030	-0.277**	-0.121**

Source: Primary Data **Correlation is significant at the 0.01 per cent level (2-tailed)

*Correlation is significant at the 0.05 per cent level (2-tailed)

Table 6.13 shows that, there is a significant relationship between self-motivating factors and the challenges faced by the respondents with regard to the content of the VHSE course curriculum. There is a significant relationship between economic factors and the challenges faced by the respondents with regard to the content of the VHSE course curriculum, delivery of the VHSE course curriculum, motivating factors to become entrepreneurs and the development of the entrepreneurial traits by the VHSE School.

It is observed that, there is a significant relationship between technical factors and the challenges faced by the respondents namely delivery of the VHSE course curriculum and the development of the entrepreneurial traits by the VHSE School. Significant relationship has been noticed between social factors and the challenges faced by the respondents namely in the delivery of the VHSE course curriculum. Significant relationship exists between family background factors and the challenges faced by the respondents namely in the content of the VHSE course curriculum, delivery of the VHSE course curriculum and the development of the entrepreneurial traits by the VHSE School.

The analysis further reveals that, there is significant relationship between legal factors and the challenges faced by the respondents namely in the motivating factors to become entrepreneurs. There is a significant relationship between media factors and the challenges faced by the respondents namely in the content of the VHSE course curriculum, delivery of the VHSE course curriculum and the development of the entrepreneurial traits by the VHSE School.

6.3 MEASURES TO STRENGTHEN THE VHSE

As the challenges faced by the respondents in respect of VHSE are significant the researcher made an attempt to study the measures to be taken to strengthen the VHSE. For this purpose the researcher identified the variables relating to strengthening the VHSE with the help of the earlier studies and the reviews relating to the study. Factor analysis tool is used to reduce the number of variables to manageable list of factors. This analysis is made through the rotated factor matrix which reveals that, there are four major factors which are extracted from twenty three variables which are suggested as the ways and means to strengthen VHSE. The result of the rotated factor analysis is presented in Table 6.14.

Table 6.14

Measures to Strengthen the VHSE

Factors	F1	F2	F3	F4	h²
The content of the Vocational subjects should give the students an in depth knowledge both in theory and practical.	.942	.213	.010	.008	.714
The content of the Vocational subjects should be sufficient enough to develop the skills related to the trade the students are undergoing.	.927	.245	.001	.006	.800
The vocational subjects should encourage the students to enter in to self employment activities.	.914	.303	.003	.003	.847
Irrelevant courses or outdated courses or low profile job oriented courses should be abandoned and new and relevant courses should be added.	.909	.313	.022	.007	.867
Periodic updation in the content of the syllabus should be made which can enhance the knowledge and technology about the recent developments.	.902	.264	.001	.008	.893
The text books supplied to the students should be revised at the regular interval taking in to account the recent development.	.894	.167	.005	.017	.871

Factors	F1	F2	F3	F4	h ²
Students should be provided with practical oriented assignments and projects. Sufficient practical sessions should be included in the content of the VHSE course.	.891	.295	.004	.011	.816
VHSE curriculum must allow the schools to evaluate the students on the basis of the skills acquired by them.	.878	.150	.004	.014	.836
The VHSE students should be given entrepreneurial competencies	.268	.885	.024	.022	.886
An Entrepreneurial Culture and spirit can be imparted in VHSE schools apart from the teaching of entrepreneurship or the vocational subjects if the VHSE schools can start production centers.	.229	.880	.031	.036	.861
VHSE schools should given practical training by involving the students in the production of goods or services in their respective trade during their study.	.215	.877	.041	.036	.936
The students may be given training to market the products or service in which they are involved. This will help them to gain knowledge in marketing of goods or services.	.239	.874	.034	.038	.907
The students may be taken to the business establishments of the successful entrepreneurs to experience the realities of the business.	.294	.871	.037	.002	.847
The students may be asked to conduct a survey in their areas of their study to know the present situation in the market	.274	.860	.039	.011	.930
The students should be given information about the government assistance for the entrepreneurs and the procedure for starting the business	.243	.851	.014	.015	.906
The schools should have good library to refer the books related to VHSE subjects and other interested topics. VHSE Schools should provide sufficient and modern lab facilities to do the practical.	.221	.259	.803	.009	.807

Factors	F1	F2	F3	F4	h²
Also the VHSE Schools should provide better language labs to improve the communication skills of the students. Entrepreneurial Development Cells should be created to motivate the students about entrepreneurship.	.447	.006	.753	.275	.662
Students should be given mentoring sessions by the teachers and experts to provide guidance to the students on entrepreneurship, subjects they have chosen and self-employability.	.401	.054	.665	.114	.447
The VHSE schools may create the production or service centres to give hands on training and to involve the students in their respective trades.	.011	.014	.663	.322	.154
VHSE Schools should have experienced and permanent teachers, lab assistants and instructors who are experts in handling the vocational subjects and practical	.000	.018	.060	.852	.796
The teachers who are handling vocational subjects should be given refresher training to update their knowledge and experience.	.005	.026	.104	.787	.477
The teachers who are involved in production or service training should have the latest knowledge in the respective trade	.001	.009	.119	.890	.185
The teachers should have sufficient knowledge in entrepreneurial education and training, business plan writing, marketing, finance, Human resources and production.	.020	.021	.015	.522	.458

Extraction Method : Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization

Source : Primary Data

The above Table 6.14, exhibits the rotated factor loading for the twenty three statements (variables) for the strengthening of VHSE. It is noticed from the following Table 6.15 that all the statements have been extracted into four factors.

Table 6.15**Factors Helpful to Strengthen VHSE**

Sl. No.	Factors	Eigen Value	Percentage of Variance	Cumulative Percentage of Variance
1.	Up gradation of Vocational subjects	16.705	34.342	34.342
2.	Promotion of entrepreneurial training and experience	15.286	31.424	65.766
3.	Infrastructure and supporting facilities	2.846	5.852	71.618
4.	Empowerment of teaching staff	2.004	4.120	75.738

Source: Computed Data

The Table 6.15 shows the extracted factors which could strengthen the VHSE. The extracted factors are ‘Up gradation of vocational subjects, Promotion of entrepreneurial training and experience, infrastructure and supporting facilities and Empowerment of teaching staff’. The first two factors are ‘up gradation of vocational subjects and the promotion of entrepreneurial training and experience’ since its eigen values are 16.705 and 15.286 respectively. The per cent of variation explained by these two factors are 34.342 and 31.424 per cent respectively. The next two factors are ‘infrastructure and supporting facilities and the empowerment of teaching staff, since their eigen values are 2.846 and 2.004 respectively.

6.3.1 Reliability and Validity of Variables in respect of Upgradation of Vocational Subjects

The upgradation of vocational subject’s factor consists of eight variables since their factor loadings in this factor are higher than the other factors. The overall reliability of the variables in this factor has been estimated with the help of cronbach alpha. The results are given in Table 6.16.

Table 6.16
Reliability and Validity of Variables in respect of up gradation of
Vocational Subjects

Sl. No.	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	The content of the Vocational subjects should give the students an in depth knowledge both in theory and practical.	.942	.714	0.759
2.	The content of the Vocational subjects should be sufficient enough to develop the skills related to the trade the students are undergoing.	.927	.800	
3.	The vocational subjects should encourage the students to enter in to self employment activities	.914	.847	
4.	Irrelevant courses or outdated courses or low profile job oriented courses should be abandoned and new and relevant courses should be added.	.909	.867	
5.	Periodic updation in the content of the syllabus should be made which can enhance the knowledge and technology about the recent developments.	.902	.893	
6.	The text books supplied to the students should be revised at the regular interval taking in to account the recent development.	.894	.871	
7.	Students should be provided with practical oriented assignments and projects. Sufficient practical sessions should be included in the content of the VHSE course.	.891	.816	
8.	VHSE curriculum must allow the schools to evaluate the students on the basis of the skills acquired by them.	.878	.836	

The Table 6.16 shows that, the factor loading of the variables in the ‘up gradation of vocational subjects’ factor varies from 0.878 to 0.942. The communality value is identified as higher in the case of ‘Periodic up gradation in the content of the syllabus should be made which can enhance the knowledge and technology about the recent developments.’ since its communality value is 0.893. The included eight variables in the factor explain it to an extent of 75.90 per cent since its Cronbach Alpha is 0.759.

6.3.2 Reliability and Validity of Variables in respect of Promotion of Entrepreneurial Training and Experience

The variables in the ‘promotion of entrepreneurial training and experience’ factor consist of seven variables. The factor loading of the variables in this factor and its communality values are drawn from the factor analysis. The overall reliability has been tested with the help of Cronbach Alpha. The results are given in Table 6.17.

Table 6.17

Reliability and Validity of Variables in respect of Promotion of Entrepreneurial Training and Experience

Sl. No.	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	The VHSE students should be given entrepreneurial competencies	.885	.886	0.736
2.	An Entrepreneurial Culture and spirit can be imparted in VHSE schools apart from the teaching of entrepreneurship or the vocational subjects if the VHSE schools can start production centers.	.880	.861	
3.	VHSE schools should give practical training by involving the students in the production of goods or services in their respective trade during their study.	.877	.936	
4.	The students may be given training to market the products or service in which they are involved. This will help them to gain knowledge in marketing of goods or services.	.874	.907	
5.	The students may be taken to the business establishments of the successful entrepreneurs to experience the realities of the business.	.871	.847	
6.	The students may be asked to conduct a survey in their areas of their study to know the present situation in the market	.860	.930	
7.	The students should be given information about the government assistance for the entrepreneurs and the procedure for starting the business	.851	.906	

Table 6.17 shows that, the factor loading of the variables in the ‘promotion of entrepreneurial training and experience’ factor varies from 0.851 to 0.885. The higher

communality value is noticed in the case of the statement ‘VHSE schools should give practical training by involving the students in the production of goods or services in their respective trade during their study’, since its value is 0.936. The included variables in this factor explain it to an extent of 73.60 per cent since its Cronbach Alpha is 0.736.

6.3.3 Reliability and Validity of Variables in respect of Advancement of Supporting Facilities

There are four variables noticed in the ‘advancement of supporting facilities’ factor. The Cronbach Alpha is computed to find out the overall reliability. The factor loading of the variables in this factor, its communality and Cronbach alpha is given in Table 6.18.

Table 6.18

Reliability and Validity of Variables in respect of Advancement of Supporting Facilities

Sl. No.	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	The schools should have good library to refer the books related to VHSE subjects and other interested topics. VHSE Schools should provide sufficient and modern lab facilities to do the practical.	.803	.807	0.727
2.	Also the VHSE Schools should provide better language labs to improve the communication skills of the students. Entrepreneurial Development Cells should be created to motivate the students about entrepreneurship.	.753	.662	
3.	Students should be given mentoring sessions by the teachers and experts to provide guidance to the students on entrepreneurship, subjects they have chosen and self-employability.	.665	.447	
4.	The VHSE schools may create the production or service centres to give hands on training and to involve the students in their respective trades.	.663	.154	

Table 6.18 shows that, the included four variables in the advancement of supporting facilities factor explain it to an extent of 72.70 per cent since its Cronbach Alpha is 0.727. The factor loading of the variables vary from 0.663 to 0.803. The higher communality is noticed in the case of; ‘The schools should have good library to refer the books related to VHSE subjects and other interested topics. VHSE Schools should provide sufficient and modern lab facilities to do the practical’, since its value is 0.807.

6.3.4 Reliability and Validity of Variables in respect of Empowerment of Teaching Staff

There are four variables in this factor. The internal consistency of the factor is tested with the help of Cronbach Alpha. The results are shown in Table 6.19.

Table 6.19
Reliability and Validity of Variables in respect of Empowerment of Teaching Staff

Sl. No.	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	VHSE Schools should have experienced and permanent teachers, lab assistants and instructors who are experts in handling the vocational subjects and practical	.852	.796	0.715
2.	The teachers who are handling vocational subjects should be given refresher training to update their knowledge and experience.	.787	.477	
3.	The teachers who are involved in production or service training should have the latest knowledge in the respective trade	.890	.185	
4.	The teachers should have sufficient knowledge in entrepreneurial education and training, business plan writing, marketing, finance, Human resources and production.	.522	.458	

Table 6.19 reveals that, the factor loading of the variables in the ‘empowerment of teaching staff’ factor varies from 0.522 to 0.890. It reveals that, the highly correlated variable is the statement; ‘The teachers who are involved in production or service training should have the latest knowledge in the respective trade’ since its factor loading is 0.890. The higher communality is seen in the case of the statement; ‘VHSE Schools should have experienced and permanent teachers, lab assistants and instructors who are experts in handling the vocational subjects and practical, since its communality value is 0.796. The included four variables explain it to an extent of 71.50 per cent since its Cronbach Alpha is 0.715.

6.3.5 Impact of Factors Leading to Strengthen the VHSE on the Factors Encouraging the Respondents to Enter into Entrepreneurship

The present study has made an attempt to examine the degree of influence of factors leading to strengthen the VHSE on the factors encouraging the respondents to enter into entrepreneurship. The analysis of impact has been made with the help of multiple regression analysis. The fitted regression model is:

$$y = a + b_1x_1 + b_2x_2 + \dots + b_6x_6 + e$$

Whereas,

y	=	Factors encouraging the respondents to enter into entrepreneurship
x ₁	=	Score on Up gradation of Vocational subjects
x ₂	=	Score on Promotion of entrepreneurial training and experience
x ₃	=	Score on Advancement of supporting facilities
x ₄	=	Score on Empowerment of teaching staff

b1, b2,..., b5 = Regression co-efficient of independent variables

a = Intercept and

e = Error term

The result of multiple regression analysis is given in Table 6.20

Table 6.20

Impact of Factors Leading to Strengthen the VHSE on the Factors Encouraging the Respondents to Enter into Entrepreneurship

Sl. No.	Factors Leading to Strengthen the VHSE	Regression coefficient among the respondents			Pooled Data
		Rural	Semi-urban	Urban	
1.	Up gradation of Vocational subjects	0.1612*	0.2785*	0.2895*	0.2670*
2.	Promotion of entrepreneurial training and experience	0.1824*	0.2340*	0.2533*	0.2286*
3.	Advancement of supporting facilities	0.1180*	0.2275*	0.2415*	0.1943*
4.	Empowerment of teaching staff	0.2535*	0.1851*	0.1923*	0.1989*
	Constant	0.7458	0.7529	0.7685	0.7583
	R ²	0.7681	0.7841	0.7978	0.7895
	F Statistics	8.8565*	8.9897*	9.5561*	9.4172*

Source: Primary data

*Significant at five per cent level

The above Table 6.20 reveals that, the significantly influencing factors which could strengthen VHSE on the factors encouraging the respondents of rural area to enter into entrepreneurship are ‘up gradation of vocational subjects, promotion of entrepreneurial training and experience, advancement of supporting facilities and the empowerment of teaching staff’ factors since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said factors result in an

increase in the encouragement of the respondents to enter into entrepreneurship by 0.1612, 0.1824, 0.1180 and 0.2535 units respectively. The changes in the factors responsible for strengthening the VHSE explains the changes in the factors which encourage the respondents to enter into entrepreneurship to an extent of 76.81 per cent since its R^2 is 0.7681.

In the case of the respondents in semi-urban area, a unit increase in the factors namely the ‘Up gradation of Vocational subjects, Promotion of entrepreneurial training and experience, Advancement of supporting facilities, Empowerment of teaching staff, Enhancement of Entrepreneurial skills’ will result in an increase in the factors which encourage the respondents to enter into entrepreneurship by 0.2785, 0.2340, 0.2275 and 0.1851 units respectively.

In the case of the respondents in urban area, it is increased by 0.2895, 0.2533, 0.2415 and 0.1923 units respectively. The changes in the factors which could strengthen the VHSE explain the changes in the factors which encourage the respondents to enter into entrepreneurship among the respondents in urban area to a higher extent (79.78 per cent) than among the respondents in semi-urban area (78.41 per cent).

6.3.6 Respondents Views on Strengthening of VHSE

The factors leading to strengthen the VHSE in order to encourage the respondents to enter into entrepreneurship in the present study is confined to five factors namely; Up gradation of Vocational subjects, Promotion of entrepreneurial training and experience, Advancement of supporting facilities, Empowerment of teaching staff and Enhancement of Entrepreneurial skills.

The respondent's views on the factors leading to strengthen the VHSE to encourage the respondents to enter into entrepreneurship are computed by the mean score of the variables in each factor. The mean scores have been computed separately. The significant difference among the respondents has been examined with the help of one way analysis of variance. The results are given in Table 6.21.

Table 6.21
Respondents Views on Strengthening of VHSE

Sl. No	Factors	Mean Score among the Respondents			F Statistics
		Rural	Semi-urban	Urban	
1.	Upgradation of Vocational subjects	2.5350	3.9194	4.1110	15.621*
2.	Promotion of entrepreneurial training and experience	2.4252	3.5967	3.7386	13.464*
3.	Advancement of supporting facilities	3.2728	3.7868	3.7948	2.223NS
4.	Empowerment of teaching staff	3.3833	3.3938	3.4286	1.325NS

Source: Primary data *Significant at five per cent level NS: Not Significant

Table 6.21 shows that, the highly viewed factor responsible for strengthening of VHSE among the rural respondents is 'Empowerment of teaching staff' and the 'Enhancement of Entrepreneurial skills' since their mean scores are 3.3833 and 3.2826 respectively. Among the respondents in the semi-urban areas, these are 'Up gradation of Vocational subjects' and the 'Advancement of supporting facilities' since their mean scores are 3.9194 and 3.7868 respectively. Among the respondents in urban area, the highly viewed factors are 'up gradation of vocational subjects' and the 'advancement of supporting facilities' since their mean scores are 4.1110 and 3.7948 respectively. Regarding the respondent's view on the factors leading to strengthen the VHSE, significant difference among the respondents have been noticed in the case of 'up

gradation of vocational subjects' factor since its respective 'F' statistics are significant at five per cent level.

6.3.7 Relationship between the Factors Responsible for Strengthening VHSE and the Respondent's Profile Variables

In order to find out the relationship between factors responsible for strengthening the VHSE and the respondent's profile, the null hypothesis is framed as, "There is no significant relationship between the profile variables of the respondents and the factors responsible for strengthening the VHSE". The result is given in the Table 6.22.

Table 6.22

Relationship between the Factors Responsible for Strengthening VHSE and the Respondent's Profile Variables

Sl. No.	Profile Variables	Up gradation of Vocational subjects	Promotion of entrepreneurial training and experience	Advance ment of supporting facilities	Empowerment of teaching staff
1.	Age	1.809	1.166	1.066	1.234
2.	Sex	2.141	2.079	1.098	1.218
3.	Religion	1.661	1.430	3.368*	1.231
4.	Community	2.470	1.216	1.194	1.716
5.	Location of school	10.514*	6.650*	4.802*	1.433
6.	Location of house	4.251*	6.049*	1.818	1.119
7.	Total number of family members	5.270*	3.150*	1.362	1.573
8.	Education of father	1.742	8.613*	6.534*	1.615
9.	Occupation of father	2.918*	2.077	2.737	1.750
10	Education of mother	3.061*	8.053*	8.930*	1.187
11	Occupation of mother	7.521*	3.676*	2.065	1.185

Source: Primary data

*Significant at five per cent level

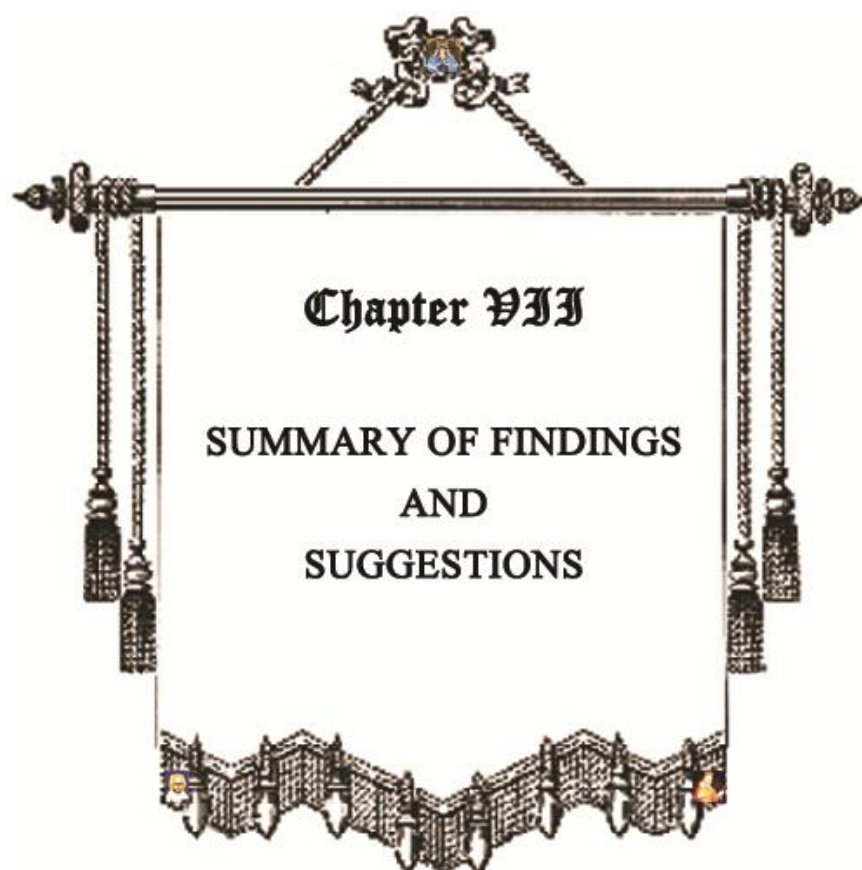
It is understood from Table 6.22 that, there is significant relationship between the ‘up gradation of vocational subjects’ factors and profile variables namely location of school, location of house, total number of family members, occupation of father, education of mother and occupation of mother.

There is a significant relationship between ‘promotion of entrepreneurial training and experience’ factors and profile variables namely location of school, location of house, total number of family members, education of mother and occupation of mother.

The analysis further reveals that, there is a significant relationship between ‘advancement of supporting facilities’ and the profile variables namely religion, location of school, education of father, education of mother and occupation of mother.

6.4 CONCLUSION

This Chapter has analyzed in detail the challenges faced by the respondents and the strengthening of VHSE. If the challenges faced by the respondents can be rectified by the concerned VHSE board and the VHSE schools, the Kerala State can produce large number of young entrepreneurs who can become the catalysts for the economic development of the State. The factors responsible for strengthening the VHSE will enhance the VHSE programme more dynamic and relevant.



CHAPTER VII

SUMMARY OF FINDINGS AND SUGGESTIONS

7.1 Introduction

7.2 Summary of Findings

7.2.1 Findings Related to the Socio Economic Profiles of the VHSE Students.

7.2.2 Findings Related to the Perception of the Respondents towards VHSE

7.2.3 Findings Related to the Skills of the VHSE Students

7.2.4 Findings Related to the Factors Encouraging VHSE Students to Enter in
to Entrepreneurship

7.2.5 Findings Related to the Attitude of VHSE Students towards
Entrepreneurship

7.2.6 Findings Related to the Challenges Faced by the Students

7.2.7 Findings Related to the Measures to Strengthen the VHSE

7.3 Suggestions

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CHAPTER VII

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

7.1 INTRODUCTION

This chapter summarises the findings of the study, suggestions proposed by the researcher conclusion and scope for future studies. Summary of findings are based on the analysis of the study. The suggestions and recommendations are based on the findings of the study conducted by the researcher. The findings will give a clear picture about the ‘The Attitude of the Vocational Higher Secondary Students (VHSE) towards entrepreneurship in Trivandrum District, Kerala’. The suggestions and proposals will be useful in enhancing the VHSE programme in moulding future entrepreneurs for the economic development of the state. Moreover the findings and suggestions will help the Government of Kerala State VHSE Board, VHSE Schools, and other stake holders of VHSE programme.

7.2 SUMMARY OF FINDINGS

The findings of the study are based on the analysis of the data collected for the study. The findings are classified and grouped according to the objectives of the study and presented below.

7.2.1 Findings Related to the Socio Economic Profiles of the VHSE Students.

- ❖ 71 per cent of the respondents are in the age group of 17 years and the respondents with 18 years constitute 29 per cent. The prescribed age for the second year VHSE course by the VHSE board of Kerala State is 17 years. The analysis also reveals that majority (50.23 per cent) of the students who are having 17 years of age are undergoing their VHSE course in the schools situated in the rural areas.

- ❖ 60.5 per cent of the respondents are male and 39.5 per cent of the respondents are female. In the case of male respondents majority (44.63 per cent) of them are studying in the VHSE schools situated in the rural areas. Among the female respondents 47.26 per cent of them are studying in the VHSE schools situated in the rural areas. Irrespective of the area whether rural, semi-urban and urban area the composition of the male respondents are higher.
- ❖ The religious composition of the respondents reveals that 53.8 per cent of the respondents are Hindus, 27 per cent respondents are Christians and 19.2 per cent are Muslims. The most dominant religion among the respondents irrespective of the area is Hindu religion.
- ❖ 96.5 per cent of respondents belong to OBC category, 2.5 per cent of the respondents belong to SC/ST category and only 1 per cent of the respondents belong to FC category. OBC is the dominant community irrespective of the area.
- ❖ 45.7 per cent of the respondents are studying in VHSE schools situated in the rural areas, 30 per cent are studying in the semi urban areas and 24.3 per cent are studying in the urban areas.
- ❖ 46.7 per cent of the respondents are residing in rural areas, 37.8 per cent are residing in semi urban areas and 15.5 per cent are residing in urban areas.
- ❖ 88 per cent of the respondents are having 4-5 members in their family, 8.2 per cent are having up to 3 members. The dominant size of the family among the respondents is 4-5 members in rural, semi-urban and urban areas which constitutes 86.1 per cent, 91.1 per cent and 87.7 per cent respectively.

- ❖ 49.8 per cent of the respondents' fathers have high school education, 32.2 per cent of the respondents' fathers have completed higher secondary education and 8.7 per cent of the respondents' fathers have primary school education.
- ❖ 56 per cent of the respondents' fathers are working in private firms, 14 per cent of the respondents' fathers are daily wage earners and 11.3 per cent of the respondents' fathers are government employees. The analysis of occupational status of the respondents' fathers according to the rural, semi-urban and urban areas reveals that majority of the respondents' fathers are working in the private firms. It constitutes 47.1 per cent, 62.8 per cent and 64.4 per cent respectively.
- ❖ 60.5 per cent of respondents' mothers have high school education and 19.8 per cent of the respondents' mothers have completed primary school education. 16.5 per cent of the respondents' mothers have higher secondary education. The analysis of educational status of the respondents' mothers according to the rural, semi-urban and urban areas reveals that majority of the respondents' mothers have high school education which constitutes 55.8 per cent, 57.8 per cent and 72.6 per cent respectively.
- ❖ 54 per cent of the respondents' mothers are working in private firms, 10.3 per cent of the respondents' mothers are unemployed and 10 per cent of the respondents' mothers are agriculturists. The analysis of occupational status of the respondents' mothers according to the rural, semi-urban and urban areas reveals that majority of the respondents' mothers are working in the private firms which constitute 49.6 per cent, 56.1 per cent and 59.6 per cent respectively.

- ❖ 60 per cent of the respondents' families are having an average monthly income of ₹10001-15000, 25.8 per cent of the respondents' families are having an average monthly income of ₹15001-20000. The average income of the majority of the families among the respondents of rural, semi-urban and urban areas is ₹10001-15000 which constitutes 67.5 per cent, 55.6 per cent and 51.4 per cent respectively.
- ❖ 64.3 per cent of the respondents' families have an average monthly expenditure of ₹5001-10000, 26.3 per cent of the respondents' families have an average monthly expenditure of ₹10001-15000. The highest monthly expenditure of the families among the respondents of rural, semi-urban and urban areas is ₹5001-10000 which constitutes 58 per cent, 82.2 per cent and 54.1 per cent respectively.
- ❖ 25.8 per cent of the respondents' families have an average monthly savings of ₹1001-2000 and 25.8 per cent respondent's families have an average monthly savings of ₹2001-3000. The highest amount of the monthly savings of the respondents' families among the rural area and urban area is ₹2001-3000 which constitutes 35 per cent and 32.2 per cent respectively. Among the respondents of semi-urban area it is ₹4001-5000 which constitutes 41.1 per cent.
- ❖ 99 per cent of the respondents' families are having owned land and only 0.7 per cent of the respondents' families have leased land. Among the respondents' families of rural, semi-urban and urban areas majority of them are having owned land which constitutes 98.4 per cent, 99.4 per cent and 99.3 per cent respectively.
- ❖ 96.8 per cent of the respondents' houses are having their own water connection and only 3.2 per cent of the respondents are depending on the public water taps for getting drinking water. In the urban areas all the respondents are having their own

water connection whereas in the rural and semi urban areas only very few respondents are depending on the public water connection for their drinking water.

- ❖ 98.7 per cent of the respondents' families are residing in owned houses and only 0.7 per cent of respondents' families are residing in rented houses. Among the respondents' families of rural, semi-urban and urban areas majority of them are having their own house which constitutes 97.8 per cent, 99.4 per cent and 99.3 per cent respectively.
- ❖ 71.2 per cent of the respondents' families are residing in tile roofed houses, 28 per cent of respondents' families are residing in concrete houses and only 0.8 per cent of the respondents' families are residing in thatched houses. The type of houses among the respondents of rural, semi-urban and urban areas is tile roofed which constitutes 79.9 per cent, 65.6 per cent and 61.6 per cent respectively.

7.2.2 Findings related to the Perception of the Respondents towards VHSE

- ❖ 'Job opportunity factors' and 'parents/family's influencing factors' are the major factors which influence the perceptions of the students to choose the VHSE, since its eigen values are 2.491 and 1.676 respectively.
- ❖ The next two factors are 'future career orientation factors and skills enhancement factor' since their eigen values are 1.168 and 0.929 respectively.
- ❖ 'Confidence in life' factor and 'entrepreneurship motivation factor' constitute eigen values at 0.775 and 0.694 respectively. The analysis reveals that, the narrated six factors explain the 17 variables leading to the perception of the respondents towards VHSE to an extent of 67.400 per cent.

- ❖ The factor loading of the variables in the 'job opportunity factor' varies from 0.529 to 0.860. The communality value is identified as higher in the statement 'I chose VHSE with an expectation that VHSE course would give me enough information about job opportunities and business opportunities' since its communality value is 0.946. The included five variables in job opportunities factor explain it to an extent of 73.80 per cent since its Cronbach Alpha is 0.738.
- ❖ The factor loading of the variables in the 'parents' influence factor' varies from 0.884 to 0.956. The higher communality value is noticed in the case of the variable 'I chose VHSE with an expectation that immediately after the VHSE course I could take up a job to support my family' since its value is 0.692. The included variables in parents influence factor explain it to an extent of 72.20 per cent since its Cronbach Alpha is 0.722.
- ❖ The highly viewed variable in the 'future career orientation' factor is 'I chose VHSE because, my physical health was suited to the VHSE subject which I had selected' since its factor loading is 0.808.
- ❖ The factor loading of the variables in 'skills enhancement' factor varies from 0.710 to 0.841. The highly correlated variable in the skills factor is 'I chose VHSE with an expectation that, it would help me to learn communication skills, risk taking ability, life skills, soft skills etc.' since its factor loading is 0.841. The higher communality is seen in the variable 'I chose VHSE with an expectation that it would help me to learn leadership skills, organizing skills and decision making skills and would be taught in VHSE' since its communality value is 0.593.
- ❖ The highly viewed variable in 'confidence in life' factor is 'I chose VHSE with an expectation that, it would help me to become self-confident in taking up a job or

business with confidence' since its factor loading is 0.895. It is also observed that the, high communality value is seen in the case of 'I chose VHSE with an expectation that, it would inculcate confidence, self-control and discipline in my life' since its value is 0.800. The included three variables in confidence factor explain it to an extent of 66.10 per cent since its Cronbach Alpha is 0.661.

- ❖ The higher factor loading is noticed in the case of the variable 'I chose VHSE to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course' since its factor loading is 0.744. The included three variables in entrepreneurship factor explain it to an extent of 63.60 per cent since its Cronbach Alpha is 0.636.
- ❖ The highly viewed factors among the respondents in rural area are 'future career orientation' factors and 'parents/family's influence' factors since their mean scores are 4.1448 and 3.5810 respectively. Among the respondents in semi-urban area, these are 'future career orientation' factors and 'parents'/family's influence' factors since their mean scores are 4.1612 and 3.6082 respectively. Among the respondents in urban area, the highly viewed factors are 'future career orientation' factors and 'parents'/family's influence' factors since their mean scores are 4.2790 and 3.9534 respectively. Regarding the respondent's views on the factors leading to choose the VHSE, significant difference among the three groups of respondents have been noticed in the case of 'job opportunity' factors and 'parents'/family's influence' factors since their respective 'F' statistics are significant at five per cent level.
- ❖ The significantly influencing factors to choose VHSE on the respondents to enter into entrepreneurship among the respondents in rural area are 'job opportunity'

factors, parents'/family's influence' factors, 'future career orientation' factors, 'skill enhancement' factors and 'entrepreneurship' factors since their respective regression co-efficient are significant at the five per cent level. The change in the perception of the respondents towards VHSE explains the changes in the factors encouraging the respondents to enter into entrepreneurship to an extent of 68.78 per cent since its R^2 is 0.6878.

- ❖ In the case of the respondents in semi-urban area, a unit increase in the factors, namely 'job opportunity' factors, 'parents'/family's influence' factors, 'skill enhancement' factors, confidence in life' factors and 'entrepreneurship' factors result in an increase in the factors encouraging the respondents to enter into entrepreneurship by 0.2648, 0.1980, 0.3172, 0.2328 and 0.2406 units respectively.
- ❖ In the case of the respondents in urban area, it is increased by 0.2410, 0.2912, 0.1757, 0.1475 and 0.2592 units respectively. The change in the perception of the respondents towards VHSE explains the changes in the factors encouraging the respondents to enter into entrepreneurship among the respondents in an urban area to a higher extent (72.08 per cent) than among the respondents in semi-urban area (71.59 per cent).
- ❖ The highly viewed variable with regard to the perception in choosing VHSE among the respondents in rural, semi-urban and urban areas is; 'I chose VHSE with an expectation that VHSE course would motivate me to be self-employable' since its mean score is 4.9088, 4.8889 and 4.8973 respectively. Regarding the respondent's perception towards VHSE, significant difference among the respondents have been noticed in the case of the variable 'I chose VHSE with an expectation that, business techniques, dignity of labour etc. would be taught in

VHSE, I chose VHSE with an expectation that, VHSE course would give me enough information about job opportunities and business opportunities' and 'I chose VHSE because of the influence of my friends and parents' since their respective 'F' statistics are significant at the five per cent level.

- ❖ There is significant relationship between 'Job opportunity' factor and the respondents' profile variable namely age of the respondents. Further it shows that, there is significant relationship between Job opportunity factor and the respondent's profile variables namely 'gender and the 'location of school'.
- ❖ There is significant relationship between the 'Job opportunity' factor and the respondent's profile variable namely 'location of school'. It is identified that, there is significant relationship between parents/family influence factor and the respondents profile variables namely 'gender', 'location of school' and 'location of house'.
- ❖ There is significant relationship between the 'skill enhancement' factor and the respondent's profile variable namely 'gender'. There is significant relationship between the confidence in life factor and the respondents' profile variable namely 'community'. There is significant relationship between confidence in life factor and the profile variable namely 'location of the house'. There is significant relationship between the entrepreneurship factor and the respondent's profile variables namely 'religion', 'community' and 'location' of the house.

7.2.3 Respondent's Skills

- ❖ The highly viewed variable in 'individual skills' among the respondents of rural, semi-urban and urban area is 'I believe that I have self-control, confidence and discipline' since its mean score are 3.5912, 3.6000 and 3.5753 respectively. Regarding the level of existence of individual skills, no significant difference exist among the respondents have been noticed since their respective 'F' statistics are not significant at five per cent level.
- ❖ The highly viewed variable in communication skills among the respondents in rural area is 'listen others actively and pay more attention to others' since its mean score is 3.3429 whereas among the respondents in semi-urban areas, it is 'provide feedback to others' since its mean score is 3.3476. Among the respondents in urban areas the highly viewed variable in communication skills is 'listen others actively and pay more attention to others' since its mean score is 3.3937. Regarding the existence of communication skill, no significant difference exists among the respondents have been noticed since their respective 'F' statistics are not significant at five per cent level.
- ❖ The highly viewed variable in technical skills among the respondents in rural, semi-urban and urban areas is; 'I can easily sense what is happening in the market/business world' since its mean score are 3.6621, 3.6816 and 3.6905 respectively. Regarding the existence of technical skills, no significant difference exists among the respondents since their respective 'F' statistics are not significant at five per cent level.

- ❖ The highly viewed variable in business management skills among the respondents in rural and semi-urban is; ‘passion for learning new techniques in marketing, finance accounting, management etc.’ since its mean score is 3.5469 and 3.5762 respectively. Among the respondents in urban area, it is ‘planning and goal setting ability’ since its mean score is 3.7483. Regarding the existence of business management skills, significant difference among the respondents have been noticed in the case of the variables; ‘my decision making skills are good and I have planning and goal setting ability’ since their respective ‘F’ statistics are significant at five per cent level.
- ❖ The highly viewed variable in entrepreneurial skills among the respondents in rural and semi-urban area is; ‘always I dream big and talking big and thinking big’ since its mean score is 3.5862 and 3.6048 respectively. Among the respondents in urban area, it is ‘the risk taking and persistence ability’ since its mean score is 3.8897. Regarding the level of existence of entrepreneurial skills, significant difference among the respondents in three groups of regions have been noticed in the case of variables; ‘I have the risk taking and persistence ability’ and ‘I am not interested in following ideas conceived and successfully implemented by others’ since their respective ‘F’ statistics are significant at five per cent level.
- ❖ It is revealed that; the highly viewed variable in group skills among the respondents in rural and semi-urban area is; ‘interact easily with self-awareness, empathy, proficiency, clarity’ since its mean scores are 3.5034 and 3.5102 respectively.

- ❖ Among the respondents in the urban area the highly viewed variable is 'preparedness to correct myself when parents, friends, teachers etc. tell me you are wrong' since its mean score is 3.7724. Regarding the existence of groups skills, significant difference among the respondents have been noticed in the case of variable; 'I am prepared to correct myself when parents, friends, teachers etc. tell me you are wrong' since their respective 'F' statistics are significant at five per cent level.
- ❖ There is a significant relationship between communication skills and the respondent's profile variable namely 'gender'. There is a significant relationship between technical skills and the respondent's profile variable namely 'gender'. There is significant relationship between business management skills and the respondent's profile variable namely 'age'. There is a significant relationship between entrepreneurial skills and the respondent's profile variables namely 'gender', 'community' and 'total number of members in the family'. There is significant relationship between group skills and respondent's profile variables namely 'gender' and 'occupation of mother'. There is a significant relationship between individual skills and respondent's profile variables namely 'gender' and 'total number of family members' as the F statistics is significant at 5 per cent level.
- ❖ The highly viewed skills among the respondents in rural area is 'technical skills' since its mean score is 3.4726. Among the semi-urban respondents the highly viewed skill is 'entrepreneurial skills' since its mean score is 3.4913. Among the urban respondents the highly viewed skill is 'technical skills'. Regarding the possession of skills among the respondents there is no significant difference

among the respondents have been noticed since their respective 'F' statistics are not significant at five per cent level.

- ❖ The influence of respondent's skills on the encouragement to enter into entrepreneurship. The respondent's skills considered for the analysis are communication skills, technical skills, entrepreneurial skills and individual skills since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said skills result in an increase in the encouragement to enter into entrepreneurship among the respondents in rural area by 0.1890, 0.1245, 0.1217 and 0.1848 units respectively.
- ❖ In the case of the respondents in the semi-urban areas, a unit increase in the skills namely communication skills, technical skills, entrepreneurial skills and individual skills result in an increase in the encouragement to enter into entrepreneurship unit by 0.2284, 0.1870, 0.1742 and 0.1902 units respectively. In the case of the respondents in urban area, a unit increase in the skills namely communication skills, technical skills, business management skills, entrepreneurial skills, group skills and individual skills result in an increase in the encouragement to enter into entrepreneurship unit by 0.2652, 0.2143, 0.1147, 0.1576, 0.1834 and 0.1930 units respectively..

7.2.4 Findings Related to the Factors Encouraging VHSE Students to Enter into Entrepreneurship

- ❖ The analysis shows that the highly viewed variable relating to self-motivating factors among the respondents in rural area is 'I want to showcase my identity by becoming an entrepreneur and it suits to my character' since its mean score is 3.5460. Among the respondents in semi-urban and urban areas the highly viewed

variable relating to self-motivating factor is; ‘I believe that every challenge has an opportunity hidden in it’ since it’s mean scores are 3.6667 and 3.7712 respectively. Regarding the self-motivating factors, significant difference among the respondents has been noticed in the case of the variable ‘I want to become a role model by becoming an entrepreneur’ since it’s ‘F’ statistic is significant at five per cent level.

- ❖ The highly viewed economic factors variable among the respondents in rural, semi-urban and urban area is ‘I want to become rich by becoming an entrepreneur’ since its mean scores are 4.1387, 4.0722 and 4.1727 respectively. Regarding the economic factors, significant difference among the respondents has been noticed in the case of; ‘economic independency’ and ‘securing self-employment/independent living’ since their respective ‘F’ statistics are significant at five per cent level.
- ❖ With regard to the technical factors among the respondents, the highly viewed variable is; ‘the new technologies motivate me to start a business’ since its mean scores are 3.6533, 3.6611 and 3.8301 respectively. Regarding the technical factors, significant difference among the respondents has been noticed in the case of ‘business knowledge motivate me to become an entrepreneur’ since its respective ‘F’ statistics is significant at five per cent level.
- ❖ The highly viewed social factors variable among the rural area is; ‘to indulge in social work by becoming entrepreneurs’ since its mean score is 3.3497. Among the respondents in semi-urban area, the highly viewed social factors variable is ‘students wanted to gain status in the society by becoming entrepreneurs’ since its mean score is 3.4333. Among the respondents in urban area the highly viewed social factors variable is; ‘the students think that they wanted to be different by

becoming entrepreneurs' since its mean score is 3.5219. Regarding the social factors, significant difference among the respondents have been noticed in the case of 'students think that they wanted to be different by becoming entrepreneurs' since its respective 'F' statistics is significant at five per cent level.

- ❖ The highly viewed variable in relation to family background factors among the respondents is 'I want to make my family financially rich and overcome poverty' since its mean scores are 4.0934, 4.1556 and 4.3671 respectively. Regarding the family background factors, significant difference among the respondents have been noticed in the case of the variable 'by becoming an entrepreneur I want to fulfill my desire and of my parents' and 'the desire to make their families financially rich and overcome from poverty' since their respective 'F' statistics are significant at five per cent level.
- ❖ The highly viewed variable in relation to legal factors among the respondents in rural, semi-urban and urban area is 'student's awareness about the availability of government assistance' since its mean scores are 3.8356, 3.8796 and 3.8933 respectively. Regarding the legal factors, significant difference among the respondents have been noticed in the case of 'aware about the support given by the Kerala Govt. to student entrepreneurs' since its 'F' statistics is significant at five per cent level.
- ❖ The highly rated variable in the media factors among the respondents in rural, semi-urban and urban area is 'I am motivated by the success stories of entrepreneurs' since its mean score is 3.1507, 3.1722 and 3.2788 respectively. Regarding the media factors, no significant difference among the respondents have

been noticed since their respective 'F' statistics are not significant at five per cent level.

- ❖ There is a significant relationship between self-motivating factors and the profile variables of the respondents namely 'location of house', 'education of the father' and 'education of mother'. There is a significant relationship between economic factors and the profile variables of the respondents namely 'occupation of father' and 'occupation of mother'. It is also evident that, there is a significant relationship between technical factors and the profile variables namely 'gender', 'total number of family members' and 'occupation of father'. There is a significant relationship between the social factors and the profile variables of the respondents namely 'gender' and 'community'. There is a significant relationship between the family background factors and the profile variables of the respondents namely 'age' and 'education of mother'. It is observed that, there is a significant relationship between the legal factors and the profile variable of the respondents namely 'religion'. It is also evident that there is a significant relationship between the media factors and the profile variable of the respondents 'age'.
- ❖ The significantly influencing factors which encourage the respondents to enter into entrepreneurship among the respondents in rural area are 'self-motivating factors', 'economic factors' 'technical factors' and 'media factors' since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said factors result in an increase in the encouragement to enter into entrepreneurship among the respondents in rural area by 0.2897, 0.1547, 0.1786 and 0.1632 units respectively. The changes in the factors explain the changes in the encouragement to enter into entrepreneurship to an extent of 77.63 per cent since its R^2 is 0.7763. In the case of the respondents of semi-urban areas, a unit

increase in the factors namely 'self-motivating factors', 'economic factors', 'technical factors' and 'media factors' result in an increase in the encouragement to enter into entrepreneurship by 0.2963, 0.1739, 0.1857 and 0.1537 units respectively.

- ❖ In the case of the respondents of urban areas, the encouragement to enter into entrepreneurship is increased by 0.3547, 0.2147, 0.1638 and 0.1780 units respectively. The changes in the view on factors explain the changes in the encouragement to enter into entrepreneurship to a higher extent (76.69 per cent) than among the respondents in semi-urban area (71.88 per cent).
- ❖ It is observed from the study that, the 'p' value for communication skills, technical skills, business management skills, entrepreneurial skills and group skills is less than 0.05, so the null hypothesis is rejected. Hence, it is concluded that there is a significant relationship between communication skills, technical skills, business management skills, entrepreneurial skills and group skills and factors influencing the respondents to enter into entrepreneurship.

7.2.5 Findings related to the Attitude of Respondents towards Entrepreneurship

- ❖ The highly viewed perception variable among the respondents which influence their attitude towards entrepreneurship are 'I am confident that, I would succeed in my life if I become an entrepreneur' and 'I don't like someone to dominate me and I want to do something in my own way and style by creative and innovative' since their mean scores are 3.9233 and 3.8900. Regarding the perception of the respondents towards entrepreneurship significant difference exists in 12 out of 13 variables since their F statistics are significant at 5 per cent level.

- ❖ The highly viewed socio- economic variables among the respondents which influence their attitude towards entrepreneurship are ‘I want to get social status by becoming an entrepreneur’ and ‘If I become an entrepreneur, family, friends and society would consider entrepreneurship as a good choice for career life’ since their mean scores are 3.7033 and 3.6100. Regarding the socio-economic variable among the respondents towards their attitude towards entrepreneurship significant difference exists in all the 8 variables since their ‘F’ statistics are significant at 5 per cent level.
- ❖ The highly viewed VHSE course variable among the respondents which influence their attitude towards entrepreneurship is; ‘VHSE course gives flexible career opportunity’ and ‘I expected that, to become an entrepreneur would probably be the best way for me to take advantage of my VHSE course’ since their mean scores are 3.6617 and 3.3700. Regarding the VHSE course variable significant difference exists in all the 7 variables since their F statistics are significant at 5 per cent level.
- ❖ The highly influenced variable which influences the attitude of the respondents towards entrepreneurship is ‘Perception of VHSE Students’ since its mean score is 3.3999, 3.6362 and 3.8436 respectively. Regarding the attitude of respondents towards entrepreneurship, significant difference among the respondents have been noticed in the case of all the three components since their respective ‘F’ statistics are significant at five per cent level.
- ❖ Among the rural respondents, there is significant relationship between the perception of the respondents and the profile variables namely age, location of school, location of house, occupation of father, education of mother and

occupation of mother. As regards socio-economic component, significant relationship exists with the respondent's profile variables namely location of school, location of house, occupation of father, education of mother and occupation of mother. In respect of VHSE course component, significant relationship is noticed in the respondent's profile variables namely location of school, location of house, occupation of father and education of mother and occupation of mother.

- ❖ Among the semi-urban respondents, there is a significant relationship between the perception of the respondents and their profile variables namely 'gender, community, location of house, total number of family members, education of father, occupation of father, education of mother and occupation of mother'. In respect of socio-economic component there exists a significant relationship in the respondent's profile variables namely 'location of house, total number of family members, education of father, occupation of father and education of mother'. As regards VHSE course component there is a significant relationship in the respondents profile variables namely 'location of house, total number of family members, education of father, occupation of father, education of mother and occupation of mother'.
- ❖ Among the urban respondents, there is a significant relationship between the perception component and the respondent's profile variables namely 'age, location of school, location of house, total number of family members, and occupation of father and education of mother'. In respect of socio-economic component there is a significant relationship with the profile variables namely 'gender, location of school, location of house, and education of mother'. As regards the VHSE course component, there is a significant relationship in the profile variables of the

respondents namely 'gender, location of school, location of house, education of father and education of mother'.

- ❖ The 'p' value for attitude towards VHSE is higher than 0.05, the null hypothesis is accepted. Hence, it is concluded that there is no significant relationship between reasons for choosing VHSE and their attitude towards VHSE.
- ❖ The 'p' value for 'technical skills' and 'individual skills' is less than 0.05, so the null hypothesis is rejected. Hence, it is concluded that there is an association between technical skills and individual skills and the attitude of respondents towards entrepreneurship.
- ❖ The significantly influencing respondent's attitude towards entrepreneurship among the respondents in rural area are 'socio-economic factors and VHSE course' since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said respondent's attitude result in an increase in the attitude towards entrepreneurship by 0.4572, 0.2432 and 0.1823 units respectively. The change in the respondent's attitude explains the changes in the attitude towards entrepreneurship to an extent of 78.39 per cent since its R^2 is 0.7839.
- ❖ In the case of the respondents in semi-urban area, a unit increase in the respondent's attitude namely 'socio-economic factors and VHSE course' result in an increase in the attitude towards entrepreneurship by 0.4938, 0.2798 and 0.1972 units respectively. In the case of the respondents in urban area, it is increased by 0.5573, 0.3147 and 0.2389 units respectively.

- ❖ The changes in the respondent's attitude explain the changes in the attitude towards entrepreneurship among the respondents in urban area to a higher extent (80.57 per cent) than among the respondents in semi-urban area (80.18 per cent).
- ❖ As the 'p' value for family background factors is less than 0.05, the null hypothesis is rejected. Hence, it is concluded that there is a significant association between the respondent's attitude towards entrepreneurship and 'family background factors'. The 'p' value for self-motivating factors, economic factors, technical factors, social factors, legal factors and media factors is higher than 0.05, the null hypothesis is accepted. Hence, it is concluded that there is no significant association between the respondent's attitude towards entrepreneurship and self-motivating factors, economic factors, technical factors, social factors, government and non-government policies factors and media factors.

7.2.6 Findings Related to the Challenges Faced by the Respondents

- ❖ The highly viewed variable which was negatively rated among the respondents of rural, semi-urban and urban area is 'The content of the VHSE course curriculum you have chosen gives you an in depth knowledge both in theory and practical' since its mean score is -2.3613, -2.2500 and -2.2466 respectively. Regarding the content of the VHSE course curriculum, all the statements were rated negatively by the respondents and there is no significant difference among the respondents since their respective 'F' statistics are not significant at five per cent level.
- ❖ Regarding the delivery of the course content the highly viewed variable which was negatively rated is 'You are getting enough practical oriented assignments and project works and your school is organizing apprenticeship training' since its mean score is -2.7737, -2.6500 and -2.3767 respectively. Regarding the delivery of the

course content all the statements were rated negatively and no significant difference among the respondents have been noticed, since their respective 'F' statistics are not significant at five per cent level.

- ❖ The respondents have negatively rated all the questions on the enhancement of entrepreneurial motivation which were given with positive statements. The highly viewed variable which was rated negatively with regard to the enhancement of entrepreneurial motivation among the respondents of rural area is 'Your VHSE school is providing opportunities to showcase your skills, talents and abilities related to your VHSE trade through various competitions, science/trade exhibitions etc.' since its mean score is -2.9964. The highly viewed variable which was rated negatively among the respondents of semi-urban and urban areas is 'Your school is giving adequate orientation/information on job/self-employment opportunities related to your area of study' since its mean score is -2.8444 and -3.1164 respectively. As regards the challenges faced by the respondents with regard to the enhancement of entrepreneurial motivation no significant difference among the respondents have been noticed, since their respective 'F' statistics are not significant at five per cent level.
- ❖ It is understood from the analysis that, the highly viewed variable which was rated negatively with regard to the challenges faced by the respondents in respect of development of entrepreneurial traits by the VHSE school among the respondents in rural, semi-urban and urban areas is 'My school develops my leadership and organizing skills by providing chances to organize various activities in the school' since its mean score is -2.9854, -2.9500 and -2.8425 respectively. As regards the challenges faced by the respondents in respect of development of entrepreneurial traits by the VHSE School no significant difference among the respondents have

been noticed, since their respective 'F' statistics are not significant at five per cent level.

- ❖ The significantly influencing challenges on the entrepreneurial attitude among the respondents in rural areas are the challenges faced in the content of the VHSE course curriculum, delivery of the VHSE course curriculum since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said challenges result in the change of the entrepreneurial attitude among the respondents in rural area by -0.2654, -0.1652 and -0.2245 units respectively. The change in the challenges explains the changes in the entrepreneurial attitude to an extent of 74.22 per cent since its R² is 0.7422.
- ❖ In the case of the respondents in semi-urban area, a unit increase in the challenges faced by the respondents in the case of the content of the VHSE course curriculum and the delivery of VHSE course curriculum will result in a change in the entrepreneurial attitude by -0.2789 and -0.2264 units respectively. In the case of the respondents in urban area, it will result in a change in the entrepreneurial attitude by -0.2874 and -0.1836 units respectively. The changes in the challenges explain the changes in the entrepreneurial attitude among the respondents in urban area to a higher extent (78.46 per cent) than among the respondents in semi-urban area (79.55 per cent).
- ❖ Among the rural respondents, there is a significant relationship between the challenges faced in the 'development of the entrepreneurial traits by the VHSE School' and the respondent's profile variable namely 'gender'. There is a significant relationship between the challenges faced in the 'content of the VHSE course curriculum' and respondent's profile variable namely 'religion'.

- ❖ Among the semi-urban respondents, there is a significant relationship between the challenges faced in the 'delivery of the VHSE course curriculum' and respondent's profile variable namely 'age'. There is a significant relationship between challenges faced in the 'development of the entrepreneurial traits by the VHSE School' and respondent's profile variables namely 'location of school' and 'education of mother'.
- ❖ Among the urban respondents, there is significant relationship between the challenges faced in the 'delivery of the VHSE course curriculum' and respondent's profile variable namely 'gender'. In respect of the challenges faced in the 'content of the VHSE course curriculum' there is a significant relationship in the respondent's profile variable namely 'education of mother'.
- ❖ As the 'p' value for communication skills, technical skills, business management skills, entrepreneurial skills and group skills is less than 0.05, the null hypothesis is rejected. Hence, it is concluded that there is a significant association between communication skills, technical skills, business management skills, entrepreneurial skills, group skills and individual skills and the challenges faced by them.
- ❖ There is a significant relationship between self-motivating factors and the challenges faced by the respondents with regard to the content of the VHSE course curriculum. There is a significant relationship between economic factors and the challenges faced by the respondents with regard to the content of the VHSE course curriculum, delivery of the VHSE course curriculum, motivating factors to become entrepreneurs and the development of the entrepreneurial traits by the VHSE School.

- ❖ There is a significant relationship between technical factors and the challenges faced by the respondents namely delivery of the VHSE course curriculum and the development of the entrepreneurial traits by the VHSE School. Significant relationship has been noticed between social factors and the challenges faced by the respondents in the delivery of the VHSE course curriculum. Significant relationship exists between family background factors and the challenges faced by the respondents namely in the content of the VHSE course curriculum, delivery of the VHSE course curriculum and the development of the entrepreneurial traits by the VHSE School. There is significant relationship between legal factors and the challenges faced by the respondents namely in the motivating factors to become entrepreneurs. There is a significant relationship between media factors and the challenges faced by the respondents namely in the content of the VHSE course curriculum, delivery of the VHSE course curriculum and the development of the entrepreneurial traits by the VHSE School.

7.2.7 Findings Related to the Measures to Strengthen the VHSE

- ❖ It is noticed from the analysis that all the statements have been extracted into four factors. The study shows that the extracted factors are ‘Up gradation of vocational subjects, Promotion of entrepreneurial training and experience, infrastructure and supporting facilities and Empowerment of teaching staff’.
- ❖ The factor loading of the variables in the ‘up gradation of vocational subjects’ factor varies from 0.878 to 0.942. The communality value is identified as higher in the case of ‘Periodic up gradation in the content of the syllabus should be made which can enhance the knowledge and technology about the recent developments.’

since its communality value is 0.893. The included eight variables in the factor explain it to an extent of 75.90 per cent since its Cronbach Alpha is 0.759.

- ❖ The factor loading of the variables in the ‘promotion of entrepreneurial training and experience’ factor varies from 0.851 to 0.885. The higher communality value is noticed in the case of ‘VHSE schools should give practical training by involving the students in the production of goods or services in their respective trade during their study’, since its value is 0.936. The included variables in this factor explain it to an extent of 73.60 per cent since its Cronbach Alpha is 0.736.
- ❖ The higher communality is noticed in the case of ‘The schools should have good library to refer the books related to VHSE subjects and other interested topics. VHSE Schools should provide sufficient and modern lab facilities to do the practical’, since its value is 0.807.
- ❖ The factor loading of the variables in the ‘empowerment of teaching staff’ factor varies from 0.522 to 0.890. It reveals that, the highly viewed variable is ‘The teachers who are involved in production or service training should have the latest knowledge in the respective trade’ since its factor loading is 0.890. The higher communality is seen in the case of the statement; ‘VHSE Schools should have experienced and permanent teachers, lab assistants and instructors who are experts in handling the vocational subjects and practical, since its communality value is 0.796.
- ❖ The significantly influencing factors which could strengthen VHSE on the factors encouraging the respondents of rural area to enter into entrepreneurship are ‘up gradation of vocational subjects, promotion of entrepreneurial training and experience, advancement of supporting facilities and the empowerment of teaching

staff’ factors since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said factors result in an increase in the encouragement of the respondents to enter into entrepreneurship by 0.1612, 0.1824, 0.1180 and 0.2535 units respectively.

- ❖ In the case of the respondents in semi-urban area, a unit increase in the factors namely the ‘Up gradation of Vocational subjects, Promotion of entrepreneurial training and experience, Advancement of supporting facilities, Empowerment of teaching staff, Enhancement of Entrepreneurial skills’ will result in an increase in the factors which encourage the respondents to enter into entrepreneurship by 0.2785, 0.2340, 0.2275 and 0.1851 units respectively.
- ❖ In the case of the respondents in urban area, it is increased by 0.2895, 0.2533, 0.2415 and 0.1923 units respectively. The changes in the factors which could strengthen the VHSE explain the changes in the factors which encourage the respondents to enter into entrepreneurship among the respondents in urban area to a higher extent (79.78 per cent) than among the respondents in semi-urban area (78.41 per cent).
- ❖ The highly viewed factors responsible for strengthening of VHSE among the rural respondents are ‘Empowerment of teaching staff’ and the ‘Enhancement of Entrepreneurial skills’ since their mean scores are 3.3833 and 3.2826 respectively. Among the respondents in the semi-urban areas, these are ‘Up gradation of Vocational subjects’ and the ‘Advancement of supporting facilities’ since their mean scores are 3.9194 and 3.7868 respectively. Among the respondents in urban area, the highly viewed factors are ‘up gradation of vocational subjects’ and the ‘advancement of supporting facilities’ since their mean scores are 4.1110 and

3.7948 respectively. Regarding the respondent's view on the factors leading to strengthen the VHSE, significant difference among the respondents have been noticed in the case of 'up gradation of vocational subjects' factor since its respective 'F' statistics are significant at five per cent level.

- ❖ There is significant relationship between the 'up gradation of vocational subjects' factors and profile variables namely location of school, location of house, total number of family members, occupation of father, education of mother and occupation of mother. There is a significant relationship between 'promotion of entrepreneurial training and experience' factors and profile variables namely location of school, location of house, total number of family members, education of mother and occupation of mother. The analysis further reveals that, there is a significant relationship between 'advancement of supporting facilities' and the profile variables namely religion, location of school, education of father, education of mother and occupation of mother.

7.3 SUGGESTIONS

7.3.1 Suggestions to the Students of Vocational Higher Secondary Education.

- ✓ The VHSE students must set greater goals and aspirations for their future life during their VHSE course focusing mainly in becoming entrepreneurs and they may consider, understand, realize and accept VHSE course as a programme which has enough job potential and as a ground for developing skills for their future career.
- ✓ In addition to the practical offered during the VHSE course, the students themselves should seek opportunities to get practical knowledge and skills from small and large scale industrial firms to face the challenges of 'the world of work'.

- ✓ The VHSE students should know the recent developments in their field of study through newspaper, periodicals and other media.
- ✓ VHSE students must visit the trade fairs and exhibition cum sale organized by the SHGs and micro entrepreneurs. This will help the students to identify the business opportunities.
- ✓ The VHSE students must watch the TV programmes relating to successful entrepreneurs for getting inspiration from their experience sharing.

7.3.2 Suggestions to the VHSE Schools

- ✓ Being the vocational course the VHSE Schools must concentrate on the hands on training and practical. This will help the students to apply the theoretical knowledge in to practice.
- ✓ The schools must give small practical work connected to their studies at the regular interval instead of giving the theory based assignments.
- ✓ The students may be given micro level project during their long holidays. This will help the students to gain practical knowledge and inspiration to apply their theoretical knowledge.
- ✓ Students may be exposed to skill development to make them employable after completing their studies. This will help them to get a job or enter in to self-employment.
- ✓ The VHSE schools must start the Career Guidance Cells to give guidance to the students. This will expose the students about the opportunities which are available to them.

- ✓ The students may be taken to the nearby industrial estates to see the small and micro enterprises and to ask the students to interact with the entrepreneurs in the industrial units. This will help the students to gain confidence in the self employment.
- ✓ The students may be exposed to the project profiles which are available in the MSME websites and they may be asked to develop the project profiles by themselves for their dream products.
- ✓ The students may be involved in preparing the local resources map. Once they know the local resources and the business opportunities involved in it, they will conceive the business ideas.
- ✓ The VHSE schools must create ‘Innovation Centre’ to encourage the students to register their new and innovative ideas. This will help the students to think creatively and to nourish their innovations into reality. For this purpose the teachers who are teaching the students must encourage those students to go develop their ideas into new product/process.
- ✓ The schools must organize science or trade related exhibitions to expose the student’s theoretical and practical knowledge at the regular intervals at the school level and inter-school level competition may be conducted to create a competitive spirit among the students.
- ✓ Industry-Student-Interaction may be given priority to expose the students to the industrial reality during their study.

- ✓ At the regular interval the successful entrepreneurs and leading experts from the field of study may be invited to motivate the students about the opportunities open to the students.
- ✓ The VHSE schools may create production/service centre depending upon the trade or subject. This will help the students to gain experience during their study and to gain confidence.
- ✓ The VHSE schools may introduce 'Earn While Learn' to the students linking learning process with practical production/ service centre.
- ✓ The VHSE Schools may start 'Entrepreneurial Development Cell' from where students can get latest information about the business opportunities, model project profiles, for organizing field visits and to organize interaction with successful entrepreneurs etc.
- ✓ The VHSE schools must provide sufficient and modern lab facilities to do the practical. The schools should have good library to refer the books related to VHSE subjects and other interested topics. Also the VHSE Schools should provide better language labs to improve the communication skills of the students.
- ✓ VHSE Students should have creative and effective mentoring sessions by the teachers and experts to provide guidance to the students on entrepreneurship, subjects they have chosen and self-employability.
- ✓ The subjects like Marketing, Human Resources, Financial Management, Accountancy and Business Plan writing etc. may be included in the VHSE curriculum as 'add on courses'.

- ✓ The VHSE School may give ‘On the Job Training’/ ‘Internship Training’ for their students to gain practical knowledge during their holidays.
- ✓ The VHSE schools may create a ‘Memorandum of Understanding’ (MoU) to organise industrial visit, ‘On the Job Training’/ ‘Internship Training’ etc.
- ✓ The VHSE schools may implement the concept of ‘self-sustainability’ by creating the production/service centre to provide an opportunity for the students to involve in the production/service oriented activities which will give confidence to the students to empower themselves

7.3.3 Suggestions to the Vocational Higher Secondary Board of Kerala State.

- ✓ The VHSE Board of the Kerala State should revise the curriculum of all the courses offered to the VHSE students at the regular interval. While revising the curriculum an expert committee may be formed to study the existing curriculum and to suggest the modification need to be done in the curriculum.
- ✓ The VHSE curriculum committee must consist of the experts in the respective field of study, the senior VHSE teachers, the successful entrepreneurs from the state and the VHSE students who have become the successful entrepreneurs.
- ✓ The latest trends and developments in the industry should be taken into account while revising the curriculum.
- ✓ While revising the curriculum for VHSE the board may give higher consideration to components like practical and skill development.

- ✓ 'On the Job Training' or Internship Training' may be made compulsory for the VHSE students during their holidays and marks may be given to the students on the basis of their performance.
- ✓ The VHSE board may give orientation to the newly recruited teachers and refresher course to the existing teachers at the regular intervals. This will help the teachers to equip with the latest development in their respective field of study and they can be equipped with the latest methodology of teaching.
- ✓ The VHSE board may organise 'career guidance' for the VHSE students in the second year of their study. This will help the students to know the future career options to take a right decision when they complete the course.
- ✓ The VHSE board may introduce a degree/ course for the continuation of their course in order to enhance their skills and knowledge.
- ✓ The VHSE board may insist the schools to create 'Entrepreneurship Development Cell' to expose the students about entrepreneurship and to provide necessary information about starting the micro enterprises.

7.3.4 Suggestions to the Government of Kerala State

- ✓ The Kerala State Government may request the VHSE board to upgrade the VHSE courses in order to create a strong foundation to the VHSE students to go for self-employment.
- ✓ The Government of Kerala may extend seed money capital for the students who are interested to start the micro enterprises.

- ✓ The Government may provide trade related training to the students after completing the VHSE course before the students enter in to enterprise.
- ✓ The Government must extend soft loans with low rate of interest for the VHSE students when they start the enterprise.
- ✓ Special subsidies may be extended to for the successful entrepreneurs. This will generate enthusiasm and motivation among the VHSE students to go for entrepreneurship.
- ✓ The assistance provided for the new 'start-ups' in the State may be extended to the VHSE students. This can attract more students to VHSE courses and can enhance the entrepreneurial attitude among the students.
- ✓ It is noticed that adequate infrastructure facilities and practical labs as one of the constraints for the effective implementation of Vocational Higher Secondary Education in Kerala. Government may ensure modernization of labs/workshop facilities in the schools.

7.4 CONCLUSION

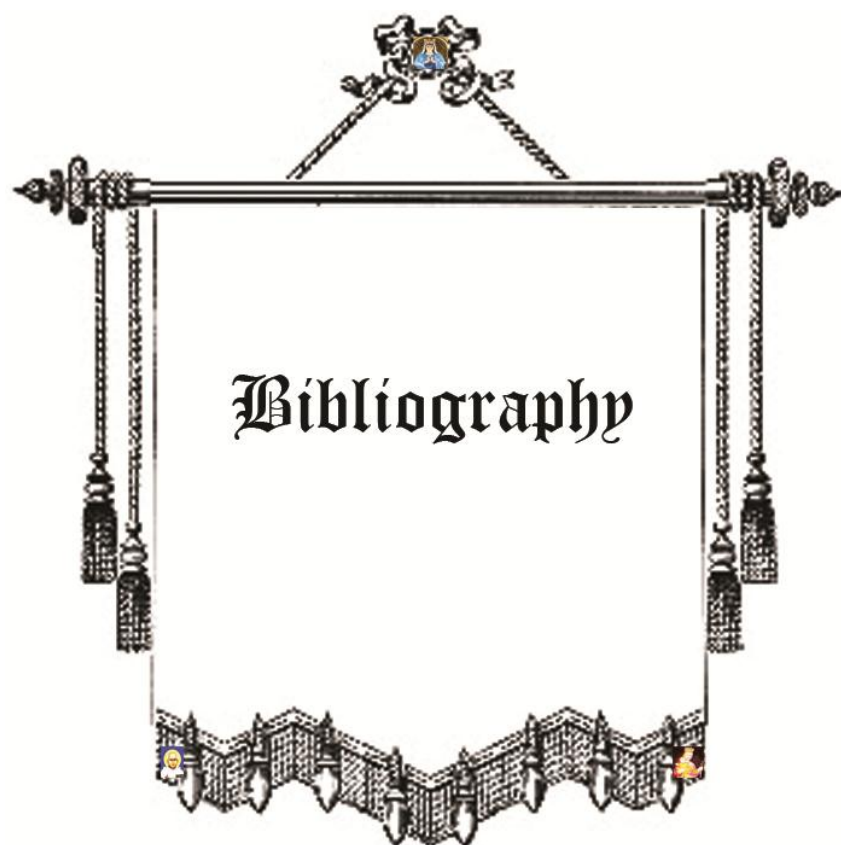
The research work helped the researcher to study the existing situation of the VHSE in the study area, the perception of the VHSE students for choosing the VHSE course, the skills possessed by the VHSE students, the factors encouraging the VHSE, attitude of the VHSE students towards entrepreneurship. In addition to this the challenges faced by the VHSE students are also examined in this study. The study reveals that the VHSE should be considered as a ground and base for developing future entrepreneurs. The content of the VHSE course curriculum should give an in depth knowledge both in theory and practical and the VHSE course curriculum should be

sufficient enough to develop the skills of the students in order to get a job or enter in to self-employment. The irrelevant VHSE subjects should be abandoned and new and relevant courses may be added to the VHSE course curriculum which can compete with the job challenges of the present time. This will increase the learning enthusiasm among the students, provide a base to train them and will be a source of finance for the VHSE School. The rejuvenation of VHSE will increase the employment opportunities among the youth who are undergoing VHSE and will equip the students with the skills to get into entrepreneurship and empower them to be employable or prosper after graduation.

The study reveals that the VHSE students are having a strong passion to become entrepreneurs. The VHSE schools, the VHSE Board and the Government should take up some dynamic and creative steps in empowering the students undergoing VHSE education of the State of Kerala to make it more vibrant and dynamic.

SCOPE FOR FURTHER STUDIES SCOPE FOR FURTHER STUDIES

- The present study may be further extended by including the pass out VHSE students, teachers of VHSE, parents, employers of various industries in order to study the effectiveness of present VHSE programme in the creation of young entrepreneurs.
- A detailed study on self-sustainability of VHSE schools may be conducted based on the trades of each VHSE schools and courses.
- It is suggested for the future researchers to conduct a comparative study on the entrepreneurial attitude among the VHSE Students and the regular Higher Secondary Students.
- A study on the effectiveness of vocational training in developing the entrepreneurial spirit among VHSE students.



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**A STUDY ON THE ATTITUDE OF THE VOCATIONAL HIGHER SECONDARY
EDUCATION (VHSE) STUDENTS TOWARDS ENTREPRENEURSHIP IN
TRIVANDRUM DISTRICT OF KERALA**

INTERVIEW SCHEDULE

1. Your Name (optional).....
2. Your age:
3. Sex :
Male ☐ Female ☐
4. Religion:
Christian ☐ Hindu ☐
Muslim ☐ Any other.....
5. Community:
SC/ST ☐ OBC ☐ FC ☐
6. Location of my school :
Rural ☐ Semi Urban ☐ Urban ☐
7. Location of my house :
Rural ☐ Semi Urban ☐ Urban ☐
8. The trade/branch you have chosen for your VHSE.....
9. Total number of your family members
0 – 3, ☐ 4 – 5, ☐ 6 – 7, ☐
7 and above ☐
10. **Education of your Father**
Illiterate ☐ Primary ☐ High School ☐
Higher Secondary ☐ Degree course ☐ Diploma ☐
Post Graduation ☐
Professional qualification with technical degrees or
diplomas eg. Doctor, Eng, CA. ☐

11. Occupation of your father

Self-employed	☐	Govt. Employed	☐	Private Firm	☐
Daily wage	☐	Agriculture	☐	Retired	☐
Unemployed	☐	Other Please specify			☐

12. Education of your Mother

Illiterate	☐	Primary	☐	High School	☐
Higher Secondary	☐	Degree course	☐	Diploma	☐
Post-graduation	☐				
Professional qualification with technical degrees or diplomas eg. Doctor, Eng, CA.			☐		

13. Which of the following best describes about your Mother's employment ?

Self-employed	☐	Govt. employed	☐	Private firm	☐
Daily wage	☐	Agriculture	☐	Retired	☐
Unemployed	☐	Other (Please specify)			

14. Average monthly income of your family from all sources

0 – 5000,	☐	5001 – 10000,	☐	10001 to 15000	☐
15001 to 20000,	☐	20001 to 25000	☐	Above 25,000	☐

15. Average family expenditure per month

Less than 5000	☐	5001 – 10000	☐	10001- 15000	☐
15001- 20000	☐	Above 20000	☐		

16. Savings of your family per month

Less than 1000	☐	Between 1001 – 2000	☐
Between 2001-3000	☐	Between 3001 - 4000	☐

17. Does your family own land

Less than 5 cents	☐	Between 5 cents and 10 cents	☐
Between 11 to 15cents	☐	Between 16 to 20 cents	☐
More than 50cents	☐		

18. Nature of land holding

Owned ☐ Leased ☐ Rental ☐
Government provided ☐

19. Do you have a water connection

Owned ☐ Public ☐
Dependent on others ☐

20. Your house has electricity connection

Yes ☐ No ☐

21. Your house has a toilet attached

Yes ☐ No ☐

22. Status of the ownership of your house

Owned ☐ Rented ☐ Leased ☐

23. Type of your house

Concrete ☐ Tiled roof ☐ Thatched ☐
Any other

24. Your parents own a vehicle

Car ☐ Motor cycle ☐ Jeep ☐
Autorikshaw ☐ Any other...

Your Perception in Choosing the VHSE and your attitudes towards VHSE

Please give your ratings on a five point scale

SA- Strongly Agree, A. - Agree, CS -can't say,
DA -disagree, SDA - strongly disagree.

I. Joined VHSE Course because:

Sl. No.	Particulars	SA	A	CS	DA	SDA
25	I chose VHSE with an expectation that it would give me good practical training relevant to the subject I had chosen and also to be creative and innovative.					
26	I chose VHSE with an expectation that, VHSE course has enough Job and business Potential					
27	I chose VHSE with an expectation that , VHSE course would motivate me to be self-employable					
28	I chose VHSE with an expectation that, business techniques, dignity of labour etc. would be taught in VHSE					
29	I chose VHSE with an expectation that, VHSE course would give me enough information about job opportunities and business opportunities.					
30	I chose VHSE because of the influence of my friends and parents					
31	I chose VHSE with an expectation that immediately after the VHSE course I could take up a job to support my family					
32	I chose VHSE, because my physical health was suited to the VHSE subject which I had selected					
33	I chose VHSE with an expectation that VHSE would help me to choose an adaptable and flexible career in the future, interpersonal relationships, team work etc.					
34	I chose VHSE with an expectation that, it would help me to improve my communication skills, risk taking ability, life skills, soft skills etc.					

Sl. No.	Particulars	SA	A	CS	DA	SDA
35	I chose VHSE with an expectation that, it would help me to improve my leadership skills, organizing skills and decision making skills etc.					
36	I chose VHSE with an expectation that it would help me to become self-confident in taking up a job or business.					
37	I chose VHSE with an expectation that it would teach me to be tough and rough to face the challenges of life.					
38	I chose VHSE with an expectation that it would inculcate confidence, self-control and discipline in my life					
39	I chose VHSE, to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course					
40	I chose VHSE with an expectation that, there are many entrepreneurial opportunities in my specific area of study					
41	I chose VHSE to see my business ideas turn into reality by becoming an entrepreneur					

Skills of the VHSE Students

Communication Skills

Sl. No.	Particulars	SA	A	CS	DA	SDA
42	I can communicate with illustrations					
43	I have good writing and oral skills					
44	I listen others actively and pay more attention to others					
45	I have the ability to put my intelligence in to words					
46	I can provide feed back to others					
47	I try to maintain open communication channels with everyone.					

Technical Skills

Sl. No.	Particulars	SA	A	CS	DA	SDA
48	I think I can organize events					
49	I think I have good negotiation skills					
50	I can easily sense what is happening in the market/business world					
51	I believe that I have good creativity and originality					

Business management skills

Sl. No.	Particulars	SA	A	CS	DA	SDA
52	My decision making skills are good					
53	I think I have good marketing skills, accounting skills and finance skills					
54	I have planning and goal setting ability					
55	I have a passion for learning new techniques in marketing, finance accounting, management etc.					

Entrepreneurial Skills

Sl. No.	Particulars	SA	A	CS	DA	SDA
56	I have the risk taking and persistence ability					
57	I think about the possibilities of success as well as the consequences of failure					
58	Always I dream BIG and Talking BIG and Thinking BIG					
59	I always make it a point to complete what I start					
60	I think that I have the ability to work in unstructured situation					
61	I am not interested in following ideas conceived and successfully implemented by others					
62	When faced with a sudden change in plan of action. I am able to think about alternatives and decide on a new situation					

Groups Skills

Sl. No.	Particulars	SA	A	CS	DA	SDA
63	I am able to manage men and material					
64	I can motivate others					
65	I can interact easily with: self awareness, empathy, proficiency, clarity					
66	I can easily establish rapport with others					
67	I am prepared to correct myself when parents, friends, teachers etc. tell me you are wrong					

Individual Skills

Sl. No.	Particulars	SA	A	CS	DA	SDA
68	I believe that I have self-control, confidence and discipline					
69	I can persevere when adversity happens					
70	I am always adaptable and flexible					
71	I have good physical health					
72	I can be tough when necessary					
73	I do not find difficulty in convincing people around me to trust my capability to succeed					
74	I do not allow failures to discourage me					

Factors encourage the VHSE students to enter into entrepreneurship

Self-motivating factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
75	You think that there would be less boundaries to your career than if you work for someone else					
76	Entrepreneurship would give you a career that would challenge you					
77	Entrepreneurship will enable you to make the best use of your personal skills and competencies					

Sl. No.	Particulars	SA	A	CS	DA	SDA
78	You want to become a role model by becoming an entrepreneur					
79	You want to show your self-identity by becoming an entrepreneur and it suits your character					
80	Thoughts about unexpected setbacks will not prevent me from starting a business.					
81	I believe that every challenge has an opportunity hidden in that.					
82	I have many ideas for business ventures					
83	There are many entrepreneurial opportunities in my specific area of study					

Economic factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
84	You want economic independency					
85	You want to become rich by becoming an entrepreneur					
86	You want to secure self-employment/independent living					
87	The poor economic condition of your family motivates you to become an entrepreneur					
88	You have availability of land and building					
89	You want to find solution for unemployment by becoming an entrepreneur					

Technical factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
90	You have the technical know how from your school to start a business					
91	Some of your business knowledge motivates you to become an entrepreneur					
92	Based on your trade learned from the school, you want to develop a new idea					

Sl. No.	Particulars	SA	A	CS	DA	SDA
93	You have learned some business skills from your family business					
94	New technologies motivate you to start a new business					
95	New products in the market motivates you to become an entrepreneur					

Social Factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
96	You want to gain status in the society by becoming an entrepreneur					
97	You want to indulge in social work by becoming an entrepreneur					
98	You want to change the negative attitude of the society					
99	Do you think that you want to be different by becoming an entrepreneur					

Family Background Factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
100	Your family motivates you to start your own business					
101	You want to continue your family business with innovative ideas					
102	By becoming an entrepreneur you want to fulfill the desire of your self/parents					
103	You want to make family financially rich and overcome from poverty					

Legal Factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
104	You are aware about the availability of governmental and non-governmental assistance					
105	You know that government policies are positive towards entrepreneurs					
106	You are aware about the support given by the Kerala Govt. to student entrepreneurs					
107	Your VHSE school gives you information about the supports from the govt and non-governmental aids					
108	Your VHSE school is giving you chances for visiting govt and non-government trade shows					
109	Political parties of my state are positive towards business ventures					

Media Factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
110	Career advisors have influenced you to start a business of your own					
111	You are motivated by the success stories of entrepreneurs					
112	You are reading some entrepreneurial magazines and get inspiration for becoming an entrepreneur					
113	Certain TV programmes motivates you to become entrepreneurs					
114	Your VHSE school organizes motivates you to know more about entrepreneurship					
115	Your VHSE organizes programmes to have interactive sessions with successful entrepreneurs					

Attitude of VHSE Student towards Entrepreneurship

Individual Perception Factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
116	I think that entrepreneurship is for those people who have courage and ideas					
117	I am confident that I would succeed in my life if I become an entrepreneur'					
118	It will be exciting to see my business ideas turn into reality by becoming an entrepreneur					
119	I believe that I have the skills and capabilities required to become a successful entrepreneur					
120	I believe that entrepreneurs can use their skills, abilities, talents and competencies more effectively in their own businesses than in any other salaried jobs					
121	Life of several entrepreneurs have influenced and inspired me to become an entrepreneur					
122	I don't like someone to dominate me and I want to do something in my own way and style by creative and innovative					
123	Entrepreneurship will give me lot of challenges and risks which I would like to undertake					
124	I want to show others that I am special and I have abilities, skills and strengths to become an entrepreneur					
125	I can dream, think and talk about doing greater things					
126	I believe that I have the ability to work in structured and unstructured situation					
127	I don't want to follow the ideas conceived and successfully implemented by other entrepreneurs because I have my own ideas					
128	I believe that there would be less boundaries to my career than if I work for someone else					

Social factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
129	If I become an entrepreneur, family, friends and society would consider entrepreneurship as a good choice for career life					
130	Entrepreneurship is an honourable profession in the society					
131	I want to get a social status by becoming an entrepreneur					
132	I want to become a role model to the youth by becoming an entrepreneur					
133	Entrepreneurs are largely responsible for new innovations, technologies and products					
134	I want financial freedom and become rich					
135	I can give employment to many people and I can be their boss					
136	I can be part of the economic growth of the nation by becoming an entrepreneur					

VHSE Course Factors

Sl. No.	Particulars	SA	A	CS	DA	SDA
137	I expected that, to become an entrepreneur would probably be the best way for me to take advantage of my VHSE course					
138	I expected that my VHSE course would influence and motivate me to become an entrepreneur					
139	There are many entrepreneurial opportunities in my specific area of study					
140	My parents put me in the VHSE course to become an entrepreneur					
141	VHSE course gives me ample exposure towards entrepreneurship					
142	VHSE course gives flexible career opportunity					
143	I think that entrepreneurship is a highly desirable career alternative for people who have VHSE education					

Challenges faced by the VHSE Students

Challenges faced in the Content of the VHSE Course Curriculum

Sl. No.	Particulars	SA	A	CS	DA	SDA
144	The content of the VHSE course curriculum you have chosen gives you an in depth knowledge both in theory and practical.					
145	The content of the VHSE course curriculum you have chosen is sufficient to develop your skills in order to get a job or enter in to self-employment					
146	Enough practical sessions are included in the content of the VHSE course curriculum you have chosen					
147	The latest developments are included in the content of the VHSE course curriculum you have chosen.					

Challenges faced in the Delivery of the VHSE Course Content

Sl. No.	Particulars	SA	A	CS	DA	SDA
148	VHSE OJT is for 16 days during the VHSE course and this duration is sufficient for you to get enough practical knowledge about the subject					
149	You are getting the text books in time and the content is taught within the stipulated time					
150	You are getting enough practical oriented assignments and project works and your school is organizing apprenticeship training					
151	You are getting the manual and the guidelines to do your practical sessions					
152	You have sufficient lab facilities to do the practical					
153	Your school has a good library to refer the books related to your VHSE course and other interested topics					
154	Your school has training cum production Centre to improve your trade related skills and also your school is organizing Vocation Expo programmes.					
155	You are getting sufficient class notes to improve your subject knowledge					

Challenges faced with regard to the Motivating Factors to become Entrepreneurs by the VHSE Schools

Sl. No.	Particulars	SA	A	CS	D A	SDA
156	Your VHSE school is providing opportunities to showcase your skills, talents and abilities related to your VHSE trade through various competitions, science/trade exhibitions etc.					
157	Your school is giving adequate orientation/information on job/self-employment opportunities related to your area of study					
158	Various industrial visits are organized by your school in order to enhance the practical knowledge and interest in the trade you have chosen					

Challenges faced in the Development of Entrepreneurial Traits by the VHSE School

Sl. No.	Particulars	SA	A	CS	DA	SDA
159	My VHSE school gives me adequate opportunities to be creative and innovative during the training cum production sessions					
160	My school gives me orientation on the dignity of labour and the advantages of becoming self-employable					
161	My school develops my decision making capacity, flexibility and adaptability by giving me certain responsibilities in the school					
162	My school tries to improve the life skills and soft skills through various orientation programmes					
163	My school develops my leadership and organizing skills by providing chances to organize various activities in the school					
164	My school gives importance to personal grooming and time management					
165	My school tries to develop my communication skills by organizing special sessions/classes in the school					

Sl. No.	Particulars	SA	A	CS	DA	SDA
166	My school has implemented strict discipline, rules and regulations in the academics and overall behaviour which helps me to be tough and my risk taking abilities					
167	My school develops my skills of interpersonal relationships and team work through various club activities in the school and in the class					
168	Through various sports and games and physical training my school tries to develop my physical fitness.					

Strengthening of VHSE

Sl. No.	Particulars	SA	A	CS	DA	SDA
169	The content of the Vocational subjects should give the students an in depth knowledge both in theory and practical.					
170	The content of the Vocational subjects should be sufficient enough to develop the skills related to the trade the students are undergoing.					
171	The vocational subjects should encourage the students to enter in to self employment activities.					
172	Irrelevant courses or outdated courses or low profile job oriented courses should be abandoned and new and relevant courses should be added.					
173	Periodic updation in the content of the syllabus should be made which can enhance the knowledge and technology about the recent developments.					
174	The text books supplied to the students should be revised at the regular interval taking in to account the recent development.					
175	Students should be provided with practical oriented assignments and projects. Sufficient practical sessions should be included in the content of the VHSE course.					
176	VHSE curriculum must allow the schools to evaluate the students on the basis of the skills acquired by them.					

Sl. No.	Particulars	SA	A	CS	DA	SDA
177	The VHSE students should be given entrepreneurial competencies					
178	An Entrepreneurial Culture and spirit can be imparted in VHSE schools apart from the teaching of entrepreneurship or the vocational subjects if the VHSE schools can start production centers.					
179	VHSE schools should given practical training by involving the students in the production of goods or services in their respective trade during their study.					
180	The students may be given training to market the products or service in which they are involved. This will help them to gain knowledge in marketing of goods or services.					
181	The students may be taken to the business establishments of the successful entrepreneurs to experience the realities of the business.					
182	The students may be asked to conduct a survey in their areas of their study to know the present situation in the market					
183	The students should be given information about the government assistance for the entrepreneurs and the procedure for starting the business					
184	The schools should have good library to refer the books related to VHSE subjects and other interested topics. VHSE Schools should provide sufficient and modern lab facilities to do the practical.					
185	Also the VHSE Schools should provide better language labs to improve the communication skills of the students. Entrepreneurial Development Cells should be created to motivate the students about entrepreneurship.					
186	Students should be given mentoring sessions by the teachers and experts to provide guidance to the students on entrepreneurship, subjects they have chosen and self-employability.					
187	The VHSE schools may create the production or service centres to give hands on training and to involve the students in their respective trades.					

Sl. No.	Particulars	SA	A	CS	DA	SDA
188	VHSE Schools should have experienced and permanent teachers, lab assistants and instructors who are experts in handling the vocational subjects and practical					
189	The teachers who are handling vocational subjects should be given refresher training to update their knowledge and experience.					
190	The teachers who are involved in production or service training should have the latest knowledge in the respective trade					
191	The teachers should have sufficient knowledge in entrepreneurial education and training, business plan writing, marketing, finance, Human resources and production.					



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STRENGTHENING VOCATIONAL HIGHER SECONDARY EDUCATION (VHSE) WITH SPECIAL REFERENCE TO TRIVANDRUM DISTRICT OF KERALA STATE

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ABSTRACT

This study has been conducted to find out ways and means to strengthen Vocational Higher Secondary Education (VHSE). Vocationalisation of education is targeted at the enhancement of employment potentials of the VHSE students. This vocational education should help the VHSE schools and students to be more productive and creative. VHSE should prepare the students for competencies in different trades and empower them to enter into various occupations or self-employment. The stakeholders of the VHSE programme should pay more attention to motivate and inspire the VHSE students towards entrepreneurship so that they may keep the spirit of entrepreneurship in becoming entrepreneurs immediately after their VHSE course. The VHSE schools while teaching the students can have production centers and give the students practical experience while they are undergoing VHSE. By doing so the students can be given confidence in a specific trade and the schools conducting the VHSE can become self-supported by producing various products and services related to the VHSE courses the school has opted for. This will help the VHSE students to go out of the schools with confidence that they can become prospective entrepreneurs. For the present study 600 final year VHSE students were selected as the sample size from rural, semi urban and urban schools of Trivandrum District of Kerala State.

KEYWORDS: Vocationalisation, enhancement of employment, competencies, self employment, stakeholders, Self-supported VHSE Schools.

1.1 VOCATIONAL EDUCATION

The Vocational Education was started in India in 1976-77 under the stream 'Vocationalisation of Higher Secondary Education' in schools/institutions of general education. Vocational education was introduced in the State of Kerala with the main objective of equipping the students for various identified occupations. It was introduced as part of the National Policy of Education with the vision of empowering the students with occupational skills in securing jobs along with education.

In Kerala State, the Vocational Higher Secondary Education (VHSE) was introduced in 1983-84 in 19 schools. In 1985-86 VHSE was introduced in 73 schools offering courses in 27 occupational subjects. In the years 1997-98, there was an increase in the number of VHSE schools; 310 Vocational Higher Secondary Schools with a total number of 814 sections in 45 subjects. In the State of Kerala currently there are 389 Vocational Higher Secondary Schools giving vocational training in 42 subjects through 1100



departments. At present Vocational Higher Secondary Education of Kerala State offers nine VHSE branches namely; Humanities and Business and Commerce, Engineering and Technology, Paramedical, Agriculture, Animal Husbandry, Fisheries, Physical Education, Home Science. Admissions to all these faculties are based on the admission procedures framed by the Vocational Higher Secondary Education Department.

The VHSE aims mainly in imparting the necessary skills in the students which are essential for the production and service oriented occupations. The vocational education also has the objective of enhancing and developing the entrepreneurial skills and competencies among the students required in initiating, organizing and running a business. 'Self-Sustainable VHSE Schools' which is a creative and innovative concept, integrates entrepreneurship and vocational education. This will increase the learning enthusiasm among the students, provide a base to train them and will be a source of finance for the VHSE School. Implementation of this concept will enhance employment opportunities among the youth who are undergoing VHSE and will equip the students with the skills to venture into entrepreneurship or empowering them to be employable or prosper after graduation.

1.2 STATEMENT OF THE PROBLEM

VHSE is a distinct stream of Education intended to prepare the students for certain identified occupations. A careful analysis of the VHSE programme reveals that, it acts as a ground where the students can develop their job skills, entrepreneurial skills and motivation to become entrepreneurs. However the question arises, why then the VHSE students are not entering into income generating activities or involve in those occupations by which they can utilize their skills and the resources of the state for economic growth and development. Although entrepreneurship has very seriously been recognized as vital to the country's economic stability and growth where youth can play a very crucial role, studies show that very few of them venture in to this area. Hence the present study is an

attempt to identify and examine the ways and means to strengthen the VHSE so that the students undergoing the VHSE would be encouraged to enter in to entrepreneurship.

1.3 OBJECTIVE OF THE STUDY

*The study was conducted with the specific objective to identify and examine the ways and means to strengthen Vocational Higher Secondary Education (VHSE) so that the students undergoing the VHSE would be encouraged to enter in to entrepreneurship with special reference to Thiruvananthapuram District.

1.4 METHODOLOGY AND SAMPLING DESIGN

The type of research methodology adopted in this study is descriptive in nature and the primary data was used for the study. The principle of randomness was used for the sampling design. VHSE in Kerala offers 42 different trades which are grouped into four streams. It is found that, vast differences were identified in the number and distribution of schools offering these 42 trades throughout Kerala State and practically it was not easy to include all of them in the sample. So the sample respondents were chosen from those schools offering VHSE courses in Trivandrum District of Kerala State for this study. In total 3198 students were undergoing final year VHSE course during the period under study. In this 1462, 960 and 776 students were studying in schools situated in rural, semi urban and urban areas respectively. To give a geographical balance to the sample, 600 final year VHSE students were selected from the schools situated in urban, semi urban and rural areas proportionately. The size of the sample is approximately 19 per cent of the total population.

1.5 PROFILE OF THE SAMPLE RESPONDENTS

The personal profiles of the respondents are presented in Table 1. The analysis of the personal profile will reveal the socio cultural status of the respondents. The socio cultural status will also used for the analysis of the entrepreneurial skills of the respondents.

Table 1 Profile of the Sample Respondents

Profile	Particulars	No. of Respondents	Percentage	Total
Age	17 years	426	71.0	600
	18 years	174	29.0	
Gender	Male	363	60.5	600
	Female	237	39.5	
Religion	Christian	162	27.0	600
	Hindu	323	53.8	
	Muslim	115	19.2	
Community	SC/ST	15	2.5	600
	OBC	579	96.5	
	FC	6	1.0	
Location of School	Rural	274	45.7	600
	Semi Urban	180	30.0	
	Urban	146	24.3	
Location of Home	Rural	280	46.7	600
	Semi urban	227	37.8	
	Urban	93	15.5	

Source: Primary data

Table 1 reveals the profile of the respondents. It is evident that 71 per cent of the respondents are 17 years old. Respondents with 18 years constitute 29 per cent. The prescribed age for the second year VHSE course by the VHSE board of Kerala State is 17 years. It was observed that due to the failure of the students in their previous classes or late admission to the school 29 per cent of the students are having 18 years. The study also reveals that 60.5 per cent of the respondents are male and 39.5 per cent of the respondents are female.

The distribution of sample respondents in respect of religion shows that 53.8 per cent of the respondents are Hindus, 27 per cent constitutes Christians and 19.2 per cent are Muslims. The analysis of the community to which the respondents belong reveals that 96.5 per cent of the respondents belong to OBCs and 2.5 per cent belongs to Scheduled Caste/ Scheduled Tribe category and forward class community constitute 1 per cent.

The analysis of the respondents as regards the location of the schools where the students are studying reveals that 45.7 per cent of the students are studying in rural schools, 30 per cent of the students are studying in the semi urban schools and 24.3 per cent students are studying in the urban schools. It is also evident from Table 1 that 46.7 per cent of the respondents are residing in rural area, 37.8 per cent of the respondents are residing in semi urban areas and 15.5 per cent of the respondents are residing in urban areas.

1.6 STRENGTHENING OF VHSE

Factor analysis tool is used to analyse the ways and means to strengthen the VHSE. This analysis is made through the rotated factor matrix which reveals that, there are four major factors which are extracted from twenty three variables which are suggested as the ways and means to strengthen VHSE. The findings of the rotated factor analysis are presented in Table 2.

Table 2 Strengthening of VHSE

Factors	F1	F2	F3	F4	h ²
The content of the Vocational subjects should give the students an in depth knowledge both in theory and practical.	.942	.213	.010	.008	.714
The content of the Vocational subjects should be sufficient enough to develop the skills related to the trade the students are undergoing.	.927	.245	.001	.006	.800
The vocational subjects should encourage the students to enter in to self employment activities.	.914	.303	.003	.003	.847
Irrelevant courses or outdated courses or low profile job oriented courses should be abandoned and new and relevant courses should be added.	.909	.313	.022	.007	.867
Periodic updation in the content of the syllabus should be made which can enhance the knowledge and technology about the recent developments.	.902	.264	.001	.008	.893
The text books supplied to the students should be revised at the regular interval taking in to account the recent development.	.894	.167	.005	.017	.871
Students should be provided with practical oriented assignments and projects. Sufficient practical sessions should be included in the content of the VHSE course.	.891	.295	.004	.011	.816
VHSE curriculum must allow the schools to evaluate the students on the basis of the skills acquired by them.	.878	.150	.004	.014	.836
The VHSE students should be given entrepreneurial competencies	.268	.885	.024	.022	.886
An Entrepreneurial Culture and spirit can be imparted in VHSE schools apart from the teaching of entrepreneurship or the vocational subjects if the VHSE schools can start production centers.	.229	.880	.031	.036	.861
VHSE schools should be given practical training by involving the students in the production of goods or services in their respective trade during their study.	.215	.877	.041	.036	.936
The students may be given training to market the products or service in which they are involved. This will help them to gain knowledge in marketing of goods or services.	.239	.874	.034	.038	.907
The students may be taken to the business establishments of the successful entrepreneurs to experience the realities of the business.	.294	.871	.037	.002	.847
The students may be asked to conduct a survey in their areas of their study to know the present situation in the market	.274	.860	.039	.011	.930
The students should be given information about the government assistance for the entrepreneurs and the procedure for starting the business	.243	.851	.014	.015	.906
The schools should have good library to refer the books related to VHSE subjects and other interested topics. VHSE Schools should provide sufficient and modern lab facilities to do the practical.	.221	.259	.803	.009	.807
Also the VHSE Schools should provide better language labs to improve the communication skills of the students. Entrepreneurial Development Cells should be created to motivate the students about entrepreneurship.	.447	.006	.753	.275	.662
Students should be given mentoring sessions by the teachers and experts to provide guidance to the students on entrepreneurship, subjects they have chosen and self-employability.	.401	.054	.665	.114	.447
The VHSE schools may create the production or service centres to give hands on training and to involve the students in their respective trades.	.011	.014	.663	.322	.154
VHSE Schools should have experienced and permanent teachers, lab assistants and instructors who are experts in handling the vocational subjects and practical	.000	.018	.060	.852	.796
The teachers who are handling vocational subjects should be given refresher training to update their knowledge and experience.	.005	.026	.104	.787	.477
The teachers who are involved in production or service training should have the latest knowledge in the respective trade	.001	.009	.119	.890	.185
The teachers should have sufficient knowledge in entrepreneurial education and training, business plan writing, marketing, finance, Human resources and production.	.020	.021	.015	.522	.458

Extraction Method : Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization

Source : Primary Data

The above Table 2, exhibits the rotated factor loading for the twenty three statements (variables) for strengthening of VHSE. It is noticed from the following

Table 3 that all the twenty three statements have been extracted into four factors.

Table 3 Factors to be considered for Strengthening of VHSE

Sl. No	Factors	Eigen Value	Percentage of Variance	Cumulative Percentage of Variance
1.	Up gradation of Vocational subjects	16.705	34.342	34.342
2.	Promotion of entrepreneurial training and experience	15.286	31.424	65.766
3.	Infrastructure and supporting facilities	2.846	5.852	71.618
4.	Empowerment of teaching staff	2.004	4.120	75.738

Source: Computed Data

The Table 3 shows the executed factor analysis results in four important factors namely; 'Up gradation of vocational subjects, Promotion of entrepreneurial training and experience, infrastructure and supporting facilities and Empowerment of teaching staff'.

The first two factors are 'Up gradation of Vocational subjects and the promotion of entrepreneurial training and experience' since its eigen values are 16.705 and 15.286 respectively. The per cent of variation explained by these two factors are 34.342 and 31.424 per cent respectively.

The next two factors are 'infrastructure and supporting facilities and the empowerment of teaching staff, since their eigen values are 2.846 and 2.004 respectively.

1.7 VARIABLES IN THE UP GRADATION OF VOCATIONAL SUBJECTS FACTOR AND ITS RELIABILITY

The up gradation of vocational subjects factor consists of eight variables since their factor loading in this factor are higher than the other factors. The overall reliability of the variables in this factor has been estimated with the help of cronbach alpha. The results are given in Table 4.

Table 4 Up gradation of the Vocational Subjects

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	The content of the Vocational subjects should give the students an in depth knowledge both in theory and practical.	.942	.714	0.759
2.	The content of the Vocational subjects should be sufficient enough to develop the skills related to the trade the students are undergoing.	.927	.800	
3.	The vocational subjects should encourage the students to enter in to self employment activities	.914	.847	
4.	Irrelevant courses or outdated courses or low profile job oriented courses should be abandoned and new and relevant courses should be added.	.909	.867	
5.	Periodic updation in the content of the syllabus should be made which can enhance the knowledge and technology about the recent developments.	.902	.893	
6.	The text books supplied to the students should be revised at the regular interval taking in to account the recent development.	.894	.871	
7.	Students should be provided with practical oriented assignments and projects. Sufficient practical sessions should be included in the content of the VHSE course.	.891	.816	
8.	VHSE curriculum must allow the schools to evaluate the students on the basis of the skills acquired by them.	.878	.836	

The Table 4 shows that, the factor loading of the variables in the 'up gradation of vocational subjects' factor varies from 0.878 to 0.942. The communality value is identified as higher in the case of the statement; 'Periodic up gradation in the content of the syllabus should be made which can enhance the knowledge and technology about the recent developments.' since its communality value is 0.893. The included eight variables in the factor explain it to an extent of 75.90 per cent since its Cronbach Alpha is 0.759.

1.8 VARIABLES IN THE PROMOTION OF ENTREPRENEURIAL TRAINING AND EXPERIENCE FACTOR AND ITS RELIABILITY

The variables in the 'promotion of entrepreneurial training and experience' factor consist of seven variables. The factor loading of the variables in this factor and its communality values are drawn from the factor analysis. The overall reliability has been tested with the help of Cronbach Alpha. The results are given in Table 5.

Table 5 The Promotion of Entrepreneurial Training and Experience Factor and its Reliability

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	The VHSE students should be given entrepreneurial competencies	.885	.886	
2.	An Entrepreneurial Culture and spirit can be imparted in VHSE schools apart from the teaching of entrepreneurship or the vocational subjects if the VHSE schools can start production centers.	.880	.861	
3.	VHSE schools should give practical training by involving the students in the production of goods or services in their respective trade during their study.	.877	.936	0.736
4.	The students may be given training to market the products or service in which they are involved. This will help them to gain knowledge in marketing of goods or services.	.874	.907	
5.	The students may be taken to the business establishments of the successful entrepreneurs to experience the realities of the business.	.871	.847	
6.	The students may be asked to conduct a survey in their areas of their study to know the present situation in the market	.860	.930	
7.	The students should be given information about the government assistance for the entrepreneurs and the procedure for starting the business	.851	.906	

Table 5 shows that, the factor loading of the variables in the 'promotion of entrepreneurial training and experience' factor varies from 0.851 to 0.885. The higher communality value is noticed in the case of the statement 'VHSE schools should give practical training by involving the students in the production of goods or services in their respective trade during their study.', since its value is 0.936. The included variables in this factor explain it to an extent of 73.60 per cent since its Cronbach Alpha is 0.736.

1.9 VARIABLES IN THE INFRASTRUCTURE AND SUPPORTING FACILITIES FACTOR AND ITS RELIABILITY

There are four variables noticed in the 'advancement of supporting facilities' factor. The Cronbach Alpha is computed to find out the overall reliability. The factor loading of the variables in this factor, its communality and Cronbach alpha is given in Table 6.

Table 6 Variables in the Infrastructure and Supporting Facilities Factor and its Reliability

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	The schools should have good library to refer the books related to VHSE subjects and other interested topics. VHSE Schools should provide sufficient and modern lab facilities to do the practical.	.803	.807	0.727
2.	Also the VHSE Schools should provide better language labs to improve the communication skills of the students. Entrepreneurial Development Cells should be created to motivate the students about entrepreneurship.	.753	.662	
3.	Students should be given mentoring sessions by the teachers and experts to provide guidance to the students on entrepreneurship, subjects they have chosen and self-employability.	.665	.447	
4.	The VHSE schools may create the production or service centres to give hands on training and to involve the students in their respective trades.	.663	.154	

Table 6 shows that, the included four variables in the advancement of supporting facilities factor explain it to an extent of 72.70 per cent since its Cronbach Alpha is 0.727. The factor loading of the variables vary from 0.663 to 0.803. The higher communality is noticed in the case of 'The schools should have good library to refer the books related to VHSE subjects and other interested topics. VHSE Schools should provide sufficient and modern lab facilities to do the practical', since its value is 0.807.

1.10 VARIABLES IN THE EMPOWERMENT OF TEACHING STAFF FACTOR AND ITS RELIABILITY

There are four variables in this factor. The internal consistency of the factor is tested with the help of Cronbach Alpha. The results are shown in Table 7

Table 7 Empowerment of Teaching Staff Factor and its Reliability

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	VHSE Schools should have experienced and permanent teachers, lab assistants and instructors who are experts in handling the vocational subjects and practical	.852	.796	0.715
2.	The teachers who are handling vocational subjects should be given refresher training to update their knowledge and experience.	.787	.477	
3.	The teachers who are involved in production or service training should have the latest knowledge in the respective trade	.890	.185	
4.	The teachers should have sufficient knowledge in entrepreneurial education and training, business plan writing, marketing, finance, Human resources and production.	.522	.458	

Table 7 reveals that, the factor loading of the variables in the 'empowerment of teaching staff' factor varies from 0.522 to 0.890. It reveals that, the highly correlated variable is the statement; 'The teachers who are involved in production or service training should have the latest knowledge in the respective trade' since its factor loading is 0.890. The higher communality is seen in the case of the statement; 'VHSE Schools should have experienced and permanent teachers, lab assistants and instructors who are experts in handling the vocational subjects and practical, since its communality value is 0.796. The included four variables explain it to an extent of 71.50 per cent since its Cronbach Alpha is 0.715.

1.11 IMPACT OF FACTORS LEADING TO STRENGTHEN VHSE TOWARDS ENTREPRENEURSHIP

The present study has made an attempt to examine the degree of influence of factors leading to strengthen VHSE towards entrepreneurship. The impact

has been made with the help of multiple regression analysis. The fitted regression model is:

$$y = a + b_1x_1 + b_2x_2 + \dots + b_6x_6 + e$$

Whereas,

y = Factors encourage the VHSE students to enter into entrepreneurship

x_1 = Score on Up gradation of Vocational subjects

x_2 = Score on Promotion of entrepreneurial training and experience

x_3 = Score on Infrastructure and supporting facilities

x_4 = Score on Empowerment of teaching staff

$b_1, b_2, \dots, b_5$ = Regression co-efficient of independent variables

a = Intercept and

e = error term

The result of multiple regression analysis is given in Table 8

Table 8 Impact of Factors Leading to Strengthening VHSE towards Entrepreneurship

Sl. No	Variables	Regression coefficient among the respondents			Pooled Data
		Rural	Semi-urban	Urban	
1.	Up gradation of Vocational subjects	0.1612*	0.2785*	0.2895*	0.2670*
2.	Promotion of entrepreneurial training and experience	0.1824*	0.2340*	0.2533*	0.2286*
3.	Infrastructure and supporting facilities	0.1180*	0.2275*	0.2415*	0.1943*
4.	Empowerment of teaching staff	0.2535*	0.1851*	0.1923*	0.1989*
	Constant	0.7458	0.7529	0.7685	0.7583
	R ²	0.7681	0.7841	0.7978	0.7895
	F Statistics	8.8565*	8.9897*	9.5561*	9.4172*

Source: Primary data

*Significant at five per cent level

Table 8 reveals that the significantly influencing factors which would strengthen VHSE towards entrepreneurship in rural area are 'Up gradation of Vocational subjects, Promotion of entrepreneurial training and experience, infrastructure and supporting facilities and the Empowerment of teaching staff' factors since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said factors result in an increase in the factors which may encourage the VHSE students to enter into entrepreneurship in rural areas by 0.1612, 0.1824, 0.1180 and 0.2535 units respectively. The change in the factors explains the degree of influence on the VHSE students to enter into entrepreneurship to an extent of 76.81 per cent since its R² is 0.7681.

In the case of the respondents in semi-urban area, a unit increase in the factors namely the 'Up gradation of Vocational subjects, Promotion of entrepreneurial training and experience, infrastructure and supporting facilities, Empowerment of teaching staff, Enhancement of Entrepreneurial skills' factors result in an increase in the factors encourage the VHSE students to enter into entrepreneurship unit by 0.2785, 0.2340, 0.2275 and 0.1851 units respectively. In the case of the respondents in urban area, it is increased by 0.2895, 0.2533, 0.2415 and 0.1923 units respectively. The changes in the factors explain the degree of influence on the VHSE students to enter into entrepreneurship in the urban area to a higher extent (79.78 per cent) than among the respondents in the semi-urban area (78.41 per cent).

1.12 FINDINGS

- ◆ As regards the highly significantly influencing factors which would strengthen VHSE towards entrepreneurship in rural area are 'Empowerment of teaching staff'' and 'Promotion of entrepreneurial training and experience' since their regression coefficients are 0.2535 and 0.1824.
- ◆ Among the semi-urban respondents the highly significantly influencing factors which would strengthen VHSE towards entrepreneurship are 'upgradation of vocational subjects and 'promotion of entrepreneurial training and experience since their regression coefficients are 0.2785 and 0.2340.
- ◆ The highly significantly influencing factors which would strengthen VHSE towards entrepreneurship among the urban respondents are 'upgradation of vocational subjects' and 'promotion of entrepreneurial training and experience since their regression coefficients are 0.2895 and 0.2533.
- ◆ On the whole the 'upgradation of vocational subjects' and 'promotion of entrepreneurial training and experience' are the two highly significantly influencing factors to be considered for strengthening the VHSE towards entrepreneurship.

1.13 SUGGESTIONS

- ✍ As the respondents from the urban and semi-urban areas are of the opinion that the VHSE subjects needs to be upgraded, the VHSE board should make necessary changes in the subject taking in to account the current development.
- ✍ The syllabus needs to be strengthened as regards the trade related skills to be imparted to the VHSE students.
- ✍ The students undergoing the VHSE should be encouraged to enter in to self employment.
- ✍ The text books given to the VHSE students should be revised at the regular intervals.
- ✍ Practical assignments and projects should be given to the students to understand the subject and to acquire skills in the specific trade.
- ✍ The VHSE students should be given entrepreneurial culture and the entrepreneurial competencies may be imparted.

- ✍ VHSE schools should be given practical training by involving the students in the production of goods or services in their respective trade.
- ✍ Successful entrepreneurs may be invited to share their success stories in order to motivate the students to enter in to entrepreneurship.
- ✍ VHSE students may be asked to conduct a survey in their areas of their study to identify the business opportunities and the local resources available to start a business unit.
- ✍ The VHSE schools can start production centers and become self-supported. Moreover, 'earn while learn' scheme may be introduced and the students who are involved in this may be given a portion of the profit for their involvement. This will motivate the students to become entrepreneurs once they complete their studies.
- ✍ VHSE Schools should have Entrepreneurial Development Cells to motivate the students to enter in to entrepreneurship. The Entrepreneurial Development Cells should organize awareness camp and it should assist the students to start the income generating venture/ 'Start-up' programmes.
- ✍ The VHSE Schools can also organize Vocational Expo programmes to provide opportunities to showcase their skills, talents and abilities.
- ✍ The VHSE schools should start /strengthen counselling and career guidance centers to direct the VHSE students through the right path in their career and personal life.

1.14 CONCLUSION

The study reveals the need for strengthening VHSE to motivate the VHSE students to enter in to entrepreneurship. The stake holders of VHSE must realize the need for strengthening the VHSE taking in to account the objective for which it was created. It is also understood from the study that, the Self-Supported VHSE Schools' which is a creative and innovative concept, integrates entrepreneurship and vocational education. This will highlight the concept of 'learn, do and earn' and will increase the learning enthusiasm among the students. Implementation of this concept will enhance employment opportunities among the youth who are undergoing VHSE.

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**FACTORS MOTIVATING VOCATIONAL HIGHER SECONDARY EDUCATION STUDENTS
TOWARDS ENTREPRENEURSHIP IN TRIVANDRUM DISTRICT OF KERALA STATE**

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Abstract:

Entrepreneurship is an essential catalyst in the process of economic growth of both underdeveloped and developing countries. In general there is reluctance among the youth towards entrepreneurship. The present study was undertaken to examine the factors motivating the VHSE students to enter into entrepreneurship. The study also has tried to analyze the demographic characteristics of VHSE students in Trivandrum District of Kerala State. The sample size of the study was 600 final year VHSE students who were selected from rural, semi urban and urban schools. In this study the researcher analysed various factors which influences the VHSE students to enter into entrepreneurship.

Keywords: *Entrepreneurship, demographic characteristics, VHSE students, factors influencing entrepreneurship.*

1.1 Introduction

Entrepreneurship is an essential ingredient to initiate the process of economic growth of both underdeveloped and developing countries. It is also instrumental in maintaining the process of economic development. An entrepreneur is an important agent of our society, who can be a catalyst of social and economic changes. As a career option, it can offer unlimited opportunities for development and diversity of choices. It is the only profession which has absolutely no barriers of any sort, be it age, gender, education or any other.

Although the need of entrepreneurship has seriously been recognized as vital to the growth and development of a country and the important role of students towards it, the effective turnout of students is practically below the expected level in many countries including India. Kerala State being the most literate state in India has no exception to this problem. Vocational Higher Secondary Education in the State of Kerala was planned and designed to prepare and create a work force which is skilled in the middle level, employing them in one or more groups of occupations or jobs after matriculation at Higher Secondary Stage of Education (+2). The main objective of the Vocational Higher Secondary Education is to enhance individual employability and also to give opportunities for those who are aspiring for higher education. It is a distinct stream of education intended to prepare the students for certain identified occupations. A careful analysis of the VHSE programme shows that it acts as a ground where the students can develop their job skills, entrepreneurial spirit etc.

However the question arises, why the VHSE students are not entering into income generation activities or involve in those occupations where they can utilize their skills and the resources of the state for economic growth and development. Although entrepreneurship has very seriously been recognized as vital to the country's economic stability and growth where youth can play a very crucial role, studies have shown that very few of them venture in to this area. Hence the present study is an attempt to examine the factors encouraging the Vocational Higher Secondary School students to enter in to entrepreneurship.

1.2 Objective of the Study

The study has the following objective:

- (i) To study the demographic characteristics and the factors motivating the VHSE students to enter in to entrepreneurship.

1.3 Methodology and sampling Design

The type of research is descriptive in nature and primary data was used for the study. For the sampling design the principle of randomness was used. VHSE in Kerala offers 42 different trades divided into four groups. Vast differences are observed in the number and distribution of schools offering these 42 trades across different geographical areas of Kerala State and practically it was not easy to include all of them in the sample. Sample respondents were chosen from schools offering VHSE course in Trivandrum District of Kerala State for this study. In total 3198 students are undergoing final year VHSE course during the period under study. In this 1462, 960 and 776 students are studying in schools situated in rural, semi urban and urban areas respectively. To give a geographical balance to the sample, 600 final year VHSE students were selected from the schools situated in urban, semi urban and rural areas proportionately. The size of the sample is approximately 19 per cent of the total population.

1.4 Demographic Profile of the Sample Respondents.

This study mainly focuses on the various reasons motivating the students to choose VHSE as their career and their perception towards VHSE. Before getting into the details of the reasons for choosing VHSE an analysis of the profile of the sample respondents is presented in Table 1.

Table 1
Profile of the Sample Respondents

Profile	Particulars	No. of Respondents	Percentage	Total
Age	17 years	426	71.0	600
	18 years	174	29.0	
Sex	Male	363	60.5	600
	Female	237	39.5	
Religion	Christian	162	27.0	600
	Hindu	323	53.8	
	Muslim	115	19.2	
Community	SC/ST	15	2.5	600
	OBC	579	96.5	
	FC	6	1.0	
Location of School	Rural	274	45.7	600
	Semi Urban	180	30.0	
	Urban	146	24.3	
Location of Home	Rural	280	46.7	600
	Semi urban	227	37.8	
	Urban	93	15.5	

Source: Primary data

Table 1 discloses the profile of the respondents. Majority (71 per cent) of the respondents are having 17 years of age. Only 29 per cent of the respondents are having 18 years. The prescribed age for the second year VHSE course by the VHSE board of Kerala State is 17 years. It was observed that due to the failure of the students in their previous classes or late admission to the school 29 per cent of the students are having 18 years. The study also reveals that 60.5 per cent of the respondents are male and 39.5 per cent of the respondents are female.

The religion-wise composition of sample respondents shows that 53.8 per cent of the respondents are Hindus, 27 per cent students are Christians and 19.2 per cent are Muslims. As regards the community to which the respondents belong, it reveals that 96.5 per cent of the respondents belong to OBCs and 2.5 per cent respondents belongs to SC/ST (Scheduled Caste/ Scheduled Tribe) category and only 1 per cent of the respondents belongs to FC (Forward Class) class.

As regards the distribution of respondents in respect of the location of the schools where the students are studying, 45.7 per cent of the students are studying in rural schools, 30 per cent are doing their studies in the semi urban schools and 24.3 per cent students are doing their studies in the urban schools.

Table 1 gives information about the location of homes of VHSE students. 46.7 per cent of the respondents are residing in rural area, 37.8 per cent of the respondents are residing in semi urban and 15.5 per cent of the respondents are residing in urban areas. It is evident that a majority (46.7 per cent) of the sample respondents are residing in rural areas.

1.5 Factors Encouraging the VHSE Students to Enter into Entrepreneurship.

In order to analyze the factors encouraging the VHSE students to enter in to entrepreneurship the researcher has identified the factors like; *Self motivating factors, Economic Factors, Technical Factors, Social Factors, Family Background Factors, legal factors and Media Factors.*

1.5.1 Self-motivating Factors among the VHSE Respondents

The self-motivating factors which are encouraging the VHSE students to enter into entrepreneurship have been measured with the help of nine variables. The respondents were asked to rate their remarks about their self-motivating factors at a five point scale according to the order of existence among them. The mean score of the variables in self-motivating factors among the respondents have been computed separately. The results are given in Table 2.

Table 2
Self-Motivating Factors among the VHSE Respondents

Sl. No	Self-motivating factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I think that there would be less boundaries to my career than if I work for someone else	3.1774	3.2444	3.2055	3.2500	1.362 NS
2.	Entrepreneurship would give me a career that would challenge me	3.3223	3.3611	3.3856	3.3600	1.098 NS
3.	Entrepreneurship will enable me to make the best use of my personal skills and competencies	3.5220	3.5778	3.5942	3.5600	1.141 NS
4.	I want to become a role model by becoming an entrepreneur	3.3088	3.3222	3.6962	3.4424	2.486*
5.	I want to show my identity by becoming an entrepreneur and it suits to my character	3.5460	3.6056	3.7301	3.6300	1.114 NS
6.	Thoughts about unexpected setbacks will not prevent me from starting a business	3.4547	3.5444	3.6479	3.5500	1.012 NS
7.	I believe that every challenge has an opportunity hidden in it	3.5153	3.6667	3.7712	3.6510	1.315 NS

8.	I have many ideas for new business ventures	3.3672	3.4833	3.5500	3.4668	1.096 NS
9.	There are many entrepreneurial opportunities in my specific area of study	3.4070	3.4200	3.4821	3.4400	1.078 NS

Source: Primary data *Significant at five per cent level NS: Not Significant

The Table 2, shows that the highly viewed variables relating to self-motivating factor among the respondents in rural area is the students' 'desire to showcase their identity by becoming entrepreneurs and that they feel that it suits to their character' since its mean score is 3.5460. Among the respondents in semi-urban and urban areas the highly viewed variable relating to self-motivating factor is 'I believe that every challenge has an opportunity hidden in it' since its mean scores are 3.6667 and 3.7712 respectively. Regarding the self-motivating factors, significant difference among the respondents in three group of regions i.e., rural, semi urban and urban, have been noticed in the case of the statement that the 'students wanted to become role models by becoming entrepreneurs' since its 'F' statistic is significant at five per cent level.

1.5.2 Economic Factors among the VHSE Respondents

There are certain economic factors which are encouraging the VHSE students to enter into entrepreneurship. Six variables have been identified relating to economic factor. ANOVA has been applied to assess the significant differences among the rural, semi-urban and urban respondents. The mean score of the variables in economic factors among the respondents have been computed separately. The results are given in Table 3.

Table 3
Economic Factors among the VHSE Respondents

Sl. No	Economic factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I want economic independency	3.7168	3.8389	4.1616	3.9058	2.968*
2.	I want to become rich by becoming an entrepreneur	4.1387	4.0722	4.1727	4.1300	1.647 NS
3.	I want to secure self-employment/independent living	3.7416	3.8222	4.0767	3.8800	2.307*
4.	The poor economic condition of my family motivates me to become an entrepreneur	3.9204	4.0208	4.1438	4.0283	1.091 NS
5.	I have the availability of land and building for doing business	1.8912	1.9444	2.0795	1.9717	1.864 NS
6.	I want to find solution for unemployment by becoming an entrepreneur	3.8029	3.8056	3.8288	3.8100	1.064 NS

Source: Primary data *Significant at five per cent level NS: Not Significant

The Table 3 shows that the highly viewed variable among the economic factors among the respondents in rural, semi-urban and urban area is that 'the students wanted to become rich by becoming entrepreneurs' since its mean scores are 4.1387, 4.0722 and 4.1727 respectively. Regarding the economic factors, significant difference among the respondents in three group of regions have been noticed in the case of 'economic independency' and 'securing self-employment/independent living' since their respective 'F' statistics are significant at five per cent level.

1.5.3 Technical Factors among the VHSE Respondents

The technical factors encouraging the VHSE students to enter entrepreneurship have been measured with the help of six variables. The mean score of the variables in technical factors among the respondents in three regions; rural, semi urban and urban have been computed separately. The results are given in Table 1.4.

Table 1.4
Technical Factors among the VHSE Respondents

Sl. No	Technical factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I have the technical know-how from my school to start a business	3.5182	3.5722	3.5411	3.5400	1.310NS
2.	Business knowledge motivates me to become an entrepreneur	3.4745	3.4956	3.7178	3.5626	2.601*
3.	Based on the trade learned from the school, I want to develop a new idea	3.1423	3.1833	3.2233	3.1800	1.176NS
4.	I have learned some business skills from my family business	1.9518	1.9889	2.0986	2.0131	1.259NS
5.	New technologies motivate me to start a business	3.6533	3.6611	3.8301	3.7148	1.088NS
6.	New products in the market motivates me to become an entrepreneur	3.3964	3.4662	3.5247	3.4500	1.464NS

Source: Primary data

*Significant at five per cent level

NS: Not Significant

With regard to the technical factors among the respondents in rural, semi-urban and urban areas, the highly measured variable is that; 'the new technologies motivate them to start a business' since its mean scores are 3.6533, 3.6611 and 3.8301 respectively. Regarding the technical factors, significant difference among the respondents in three groups have been noticed in the case of the statement; 'business knowledge motivates them to become entrepreneurs' since its respective 'F' statistics is significant at five per cent level.

1.5.4 Social factors among the VHSE Respondents

Among the social factors which are encouraging the VHSE students to enter into entrepreneurship have been measured with the help of four variables. The mean score of the variables in social factors among the respondents in three regions have been computed separately. The results are given in Table 1.5.

Table 1.5
Social Factors among the VHSE Respondents

Sl. No	Social factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I want to gain status in the society by becoming an entrepreneur	3.3124	3.4333	3.5178	3.4195	1.046NS
2.	I want to indulge in social work by becoming an entrepreneur	3.3497	3.4056	3.4584	3.4200	1.058NS
3.	I want to change the negative attitude of the society	3.3159	3.3611	3.4710	3.3800	1.106NS
4.	I want to be different by becoming an entrepreneur	3.1168	3.0944	3.5219	3.2443	2.918*

Source: Primary data *Significant at five per cent level NS: Not Significant

The strongly viewed variable among the social factors in rural area is that the students wanted 'to indulge in social work by becoming entrepreneurs' since its mean score is 3.3497. Among the respondents in semi-urban area, it is found that the 'students wanted to gain status in the society by becoming entrepreneurs' since its mean score is 3.4333. Among the respondents in urban area, it is seen that 'the students think that they wanted to be different by becoming entrepreneurs' since its mean score is 3.5219. Regarding the social factors, significant difference among the respondents in three group of regions have been noticed in the case of 'students think that they wanted to be different by becoming entrepreneurs' since its respective 'F' statistics is significant at five per cent level.

1.5.5 Family Background Factors among the VHSE Respondents

There are various family background factors which are encouraging the VHSE students to enter into entrepreneurship and they have been measured with the help of four variables. The mean score of the variables in family background factors among the respondents have been computed separately. The results are given in Table 5.6.

Table 1.6
Family Background Factors among the VHSE Respondents

Sl. No	Family Background factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	My family motivates me to start my own business	1.9518	1.9833	2.0466	1.9939	1.129NS
2.	I want to continue my family business with innovative ideas	1.8255	1.8533	1.9342	1.8710	1.102NS
3.	By becoming an entrepreneur I want to	2.3197	2.3556	2.5918	2.4223	2.454*

	fulfill my/parents' desire					
4.	I want to make my family financially rich and overcome poverty	4.0934	4.1556	4.3671	4.2054	2.636*

Source: Primary data

*Significant at five per cent level

NS: Not Significant

The Table 1.6 shows that the highly viewed variable in the family background factors among the respondents in rural, semi-urban and urban area is that 'the students wanted to make their family financially rich and overcome poverty' since its mean scores are 4.0934, 4.1556 and 4.3671 respectively. Regarding the family background factors, significant difference among the respondents in three groups have been noticed in the case of the statements 'by becoming an entrepreneur they wanted to fulfill my desire and of my parents' and 'the desire to make their families financially rich and overcome from poverty' since their respective 'F' statistics are significant at five per cent level.

1.5.7 Legal Factors among the VHSE Respondents

The legal factors which are encouraging the VHSE students to enter into entrepreneurship have been measured with the help of six variables. The mean score of the variables in the legal factors among the respondents have been computed separately. The results are given in Table 1.7.

Table 1.7
Legal factors among the VHSE Respondents

Sl. No	Legal factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	I am aware about the availability of government assistance	3.8356	3.8796	3.8933	3.8800	1.277NS
2.	I know that government policies are positive towards entrepreneurs	3.7671	3.7977	3.8175	3.7900	1.047NS
3.	I am aware about the support given by the Kerala Govt. to student entrepreneurs	3.4329	3.5667	3.8139	3.6045	2.435*
4.	My VHSE school gives me information about the supports from the govt.	3.0328	3.0722	3.0959	3.0600	0.752NS
5.	My VHSE school is giving me chances for visiting govt. trade shows	2.6611	2.6825	2.7397	2.6900	0.837NS
6.	Political parties of my state are positive towards business ventures	1.8526	1.9521	1.9811	1.9286	0.919NS

Source: Primary data

*Significant at five per cent level

NS: Not Significant

The highly viewed variable in legal factors among the respondents in rural, semi-urban and urban area is that the 'students' awareness about the availability of government assistance' since its

mean scores are 3.8356, 3.8796 and 3.8933 respectively. It is shown in the Table 1.7. Regarding the legal factors, significant difference among the respondents have been noticed in the case of students are 'aware about the support given by the Kerala Govt. to student entrepreneurs' since its 'F' statistics is significant at five per cent level.

1.5.8 Media Factors which Encourage the VHSE Students to Enter in to Entrepreneurship.

The media factors have a great role in encouraging the VHSE students to enter into entrepreneurship and they have been measured with the help of six variables. The mean score of the variables in media factors among the respondents have been computed separately. The results are given in Table 1.8.

Table 1.8
Media factors among the VHSE Respondents

Sl. No	Media factors	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	Career advisors have influenced me to start a business of my own	2.3111	2.3942	2.4973	2.4009	1.414NS
2.	I am motivated by the success stories of entrepreneurs	3.1507	3.1722	3.2788	3.2000	1.049NS
3.	I am reading some entrepreneurial magazines and get inspiration for becoming an entrepreneur	2.7260	2.7556	2.8248	2.7800	1.254NS
4.	Certain TV programmes motivate me to become an entrepreneur	2.5890	2.5944	2.6314	2.6100	0.243NS
5.	My VHSE school organizes various programmes to motivate me to know more about entrepreneurship	2.6096	2.6222	2.6460	2.6300	0.189NS
6.	My VHSE school organizes programmes to have interactive sessions with successful entrepreneurs	2.7603	2.8000	2.8212	2.8000	0.419NS

Source: Primary data *Significant at five per cent level NS: Not Significant

The Table 1.8, shows that the highly encouraged variable in media factors among the respondents in rural, semi-urban and urban area is that 'the students are motivated by the success stories of entrepreneurs' since its mean score is 3.1507, 3.1722 and 3.2788 respectively. Regarding the media factors, no significant difference among the respondents in three groups have been noticed in the case of all the variables relating to media factors since their respective 'F' statistics are not significant at five per cent level.

1.5.9 Factors Encourage the VHSE Students to Enter into Entrepreneurship and Profile Variables of the VHSE Students

In order to find out the relationship between the factors which encourage the VHSE students to enter into entrepreneurship namely self-motivating factors, economic factors, technical factors, social factors, family background factors, legal factors and media factors and profile of the VHSE

students, the null hypothesis is framed as, "There is no significant relationship between the profile variables of VHSE students and factors encourage the VHSE students to enter into entrepreneurship". The result is given in the Table 1.9.

Table 1.9

Factors encourage the VHSE students to enter into entrepreneurship and Profile Variables of the VHSE Students

Sl. No	Profile Variables	F Statistics						
		Self-motivating factors	Economic factors	Technical factors	Social factors	Family background factors	Legal factors	Media factors
1.	Age	1.154	1.184	1.950	1.196	3.222*	1.074	2.956*
2.	Sex	1.605	1.067	2.843*	2.809*	1.209	1.113	1.416
3.	Religion	1.555	1.207	1.563	1.125	1.660	2.867*	1.201
4.	Community	1.787	1.737	1.431	2.867*	1.401	1.553	1.099
5.	Location of school	1.194	1.354	1.570	1.760	1.685	1.041	1.676
6.	Location of house	2.381*	1.034	1.286	1.203	1.779	1.467	1.307
7.	Total number of family members	1.981	1.055	2.159*	1.199	1.450	1.370	1.164
8.	Education of father	2.736*	1.281	1.756	1.615	1.747	1.167	1.407
9.	Occupation of father	1.167	2.442*	3.476*	1.095	1.512	1.286	1.389
10.	Education of mother	2.641*	1.688	1.906	1.805	2.652*	1.905	1.429
11.	Occupation of mother	1.619	2.537*	1.269	1.783	1.738	1.261	1.554

Source: Primary data

*Significant at five per cent level

It is understood from the Table 1.9, that there is a significant relationship between self-motivating factors and profile variables of VHSE students namely location of house, education of the father and education of mother. The analysis further reveals that there is a significant relationship between economic factors and profile variables of VHSE students namely occupation of father and occupation of mother. It is evident that there is a significant relationship between technical factors and profile variables namely gender, total number of family members and occupation of father. It is identified from the analysis that there is a significant relationship between social factors and profile variables namely gender and community. The analysis reveals that there is a significant relationship between family background factors and profile variables namely age and education of mother. It is observed that there is a significant relationship between legal factors and profile variable namely 'religion'. It is also evident that there is a significant relationship between media factors and profile variable 'age'.

1.6 Factor Index among the VHSE Respondents

1.6.1 Self-motivating Factors Index among the VHSE Respondents

The level of self-motivating factors which encourage the VHSE students to enter into entrepreneurship is measured with the help of an index called as Self-Motivating Factors Index (SMFI). It is computed by;

$$SMFI = \frac{\sum_{i=1}^n SSMFV_i}{\sum_{i=1}^n MSSMFV_i} \times 100$$

Whereas,

SMFI - Self-Motivating Factors Index

SSMFV - Score on Self-Motivating Factors Variable

MSSMFV - Maximum Score on Self-Motivating Factors Variable

i = 1....n - Number of variables included in Self-Motivating Factors

The computed self-motivating factors index of the respondents is confined to less than 25 per cent, 25 to 50; 51 to 75 and above 75 per cent. The distribution of respondents on the basis of their Self-Motivating Factors Index is illustrated in Table 1.10.

Table 1.10
Self-Motivating Factors Index of the VHSE Respondents

Sl. No	Self-Motivating Factors Index (SMFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	2 (0.7)	2 (1.1)	2 (1.4)	6 (1)
3.	51 – 75	206 (75.2)	137 (76.1)	112 (76.7)	455 (75.8)
4.	76 – 100	66 (24.1)	41 (22.8)	32 (21.9)	137 (22.8)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage.

The significant Self-Motivating Factors Index among the respondents is 51 to 75 per cent which constitutes 75.8 per cent to the total. The most important Self-Motivating Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 75.2 percent, 76.1 percent and 76.7 percent to its total respectively. The analysis reveals that the level of self-motivating factors among the majority (75.8 per cent) respondents is above the average level (51-75).

1.6.2 Economic Factors Index among the VHSE Respondents

The level of economic factors which encourage the VHSE students to enter into entrepreneurship is measured with the help of Economic Factors Index (EFI). It is computed by;

$$EFI = \frac{\sum_{i=1}^n SEFV_i}{\sum_{i=1}^n MSSMFV_i} \times 100$$

Whereas,

EFI - Economic Factors Index

SEFV - Score on Economic Factors Variable

MSEFV - Maximum Score on Economic Factors Variable

i = 1....n - Number of variables included in Economic Factors.

The computed economic factors index of the respondents is confined to less than 25 per cent, 25 to 50; 51 to 75 and above 75 per cent. The distribution of respondents on the basis of their Economic Factors Index is illustrated in Table 1.11.

Table 1.11
Economic Factors Index of the VHSE Respondents

Sl. No	Economic Factors Index (EFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	8 (2.9)	6 (4.1)	4 (2.7)	18 (3)
3.	51 – 75	159 (58)	107 (59.4)	88 (60.4)	354 (59)
4.	76 – 100	107 (39.1)	67 (37.2)	54 (36.9)	228 (38)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant Economic Factors Index among the respondents is 51 to 75 per cent which constitutes 59 per cent to the total. The most important Economic Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 58 percent, 59.4 percent and 60.4 percent to its total respectively. The analysis reveals that the level of economic factors among the majority (59 per cent) respondents is above the average level (51-75).

1.6.3 Technical Factors Index among the VHSE Respondents

The level of technical factors encourage the VHSE students to enter into entrepreneurship is measured with the help of Technical Factors Index (TFI). It is computed by;

$$TFI = \frac{\sum_{i=1}^n STFV_i}{\sum_{i=1}^n MSTFV_i} \times 100$$

Whereas,

TFI - Technical Factors Index

STFV - Score on Technical Factors Variable

MSTFV - Maximum Score on Technical Factors Variable

i = 1....n - Number of variables included in Technical Factors.

The computed technical factors index of the respondents is confined to less than 25 per cent, 25 to 50; 51 to 75 and above 75 per cent. The distribution of respondents on the basis of their Technical Factors Index is illustrated in Table 1.12.

Table 1.12
Technical Factors Index of the VHSE Respondents

Sl. No	Technical Factors Index (TFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 - 50	20 (7.3)	14 (7.8)	14 (9.6)	48 (8)
3.	51 - 75	245 (89.4)	160 (88.9)	129 (88.3)	534 (89)
4.	76 - 100	9 (3.3)	6 (3.3)	3 (2.1)	18 (3)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage.

The significant Technical Factors Index among the respondents is 51 to 75 per cent which constitutes 89 per cent to the total. The most important Economic Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 89.4 per cent, 88.9 per cent and 88.3 per cent to its total respectively. The analysis reveals that the level of technical factors among the majority (89 per cent) respondents is above the average level (51-75).

1.6.4 Social Factors Index among the VHSE Respondents

The level of social factors encourage the VHSE students to enter into entrepreneurship is measured with the help of an index called as Social Factors Index (SFI). It is computed by

$$SFI = \frac{\sum_{i=1}^n SSFV_i}{\sum_{i=1}^n MSSFV_i} \times 100$$

Whereas,

SFI - Social Factors Index

SSFV - Score on Social Factors Variable

MSSFV - Maximum Score on Social Factors Variable

i = 1....n - Number of variables included in Social Factors

The computed social factors index of the respondents is confined to less than 25 per cent, 25 to 50; 51 to 75 and above 75 per cent. The distribution of respondents on the basis of their Social Factors Index is illustrated in Table 1.13.

Table 1.13
Social Factors Index of the VHSE Respondents

Sl. No	Social Factors Index (SFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 - 50	43 (15.7)	24 (13.3)	17 (11.6)	84 (14)
3.	51 - 75	167 (60.9)	120 (66.7)	91 (62.3)	378 (63)
4.	76 - 100	64 (23.4)	36 (20)	38 (26.1)	138 (23)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant Social Factors Index among the respondents is 51 to 75 per cent which constitutes 63 per cent to the total. The most important Social Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 60.9 per cent, 66.7 per cent and 62.3 percent to its total respectively. The analysis reveals that the level of social factors among the majority (63 per cent) respondents is above the average level (51-75).

1.6.5 Family Background Factors Index among the VHSE Respondents

The level of family background factors encourage the VHSE students to enter into entrepreneurship is measured with the help of an index called as Family Background Factors Index (FBFI). It is computed by;

$$FBFI = \frac{\sum_{i=1}^n SFBFV_i}{\sum_{i=1}^n MSFBFV_i} \times 100$$

Whereas,

FBFI - Family Background Factors Index

SFBFV - Score on Family Background Factors Variable

MSFBFV - Maximum Score on Family Background Factors Variable

i = 1....n - Number of variables included in Family Background Factors.

The computed family background factors index of the respondents is confined to less than 25 per cent, 25 to 50; 51 to 75 and above 75 per cent. The distribution of respondents on the basis of their Family Background Factors Index is illustrated in Table 1.14.

Table 1.14

Family Background Factors Index of the VHSE Respondents

Sl. No	Family Background Factors Index (FBFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 - 50	4 (1.5)	1 (0.5)	1 (0.7)	6 (1)
3.	51 - 75	211 (77)	138 (76.7)	119 (81.5)	468 (78)
4.	76 - 100	59 (21.5)	41 (22.8)	26 (17.8)	126 (21)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage.

The significant Family Background Factors Index among the respondents is 51 to 75 per cent which constitutes 78 per cent to the total. The most important Family Background Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 77 percent, 76.7 per cent and 81.5 per cent to its total respectively. The analysis reveals that the level of family background factors among the majority (78 per cent) respondents is above the average level (51-75).

1.6.6 Legal Factors Index among the VHSE Respondents

The level of legal factors encourage the VHSE students to enter into entrepreneurship is measured with the help of an index called as Legal Factors Index (LFI). It is computed by;

$$LFI = \frac{\sum_{i=1}^n SGNGPFV_i}{\sum_{i=1}^n MSGNGPFV_i} \times 100$$

Whereas,

LFI - Legal Factors Index

SLFV - Score on Legal Factor Variable

MSLFV - Maximum Score on Legal Factors Variable

i = 1....n - Number of variables included in Legal Factors

The computed legal factors index of the respondents is confined to less than 25 per cent, 25 to 50; 51 to 75 and above 75 per cent. The distribution of respondents on the basis of their Legal Factors Index is illustrated in Table 1.15.

Table 1.15
Legal Factors Index of the VHSE Respondents

Sl. No	Legal Factors Index (GNGPFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 – 50	13 (4.7)	10 (5.6)	7 (4.8)	30 (5)
3.	51 – 75	256 (93.5)	166 (92.2)	136 (93.1)	558 (93)
4.	76 – 100	5 (1.8)	4 (2.2)	3 (2.1)	12 (2)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage.

The significant Legal Factors Index among the respondents is 51 to 75 per cent which constitutes 93 per cent to the total. The most important Legal Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 93.5 percent, 92.2 percent and 93.1 percent to its total respectively. The analysis reveals that the level of Legal factors among the majority (93 per cent) respondents is above the average level (51-75).

1.6.7 Media factors Index among the VHSE Respondents

The level of media factors encourage the VHSE students to enter into entrepreneurship is measured with the help of an index called as Media Factors Index (MFI). It is computed by;

$$MFI = \frac{\sum_{i=1}^n SMFV_i}{\sum_{i=1}^n MSMFV_i} \times 100$$

Whereas,

MFI - Media Factors Index

SMFV - Score on Media Factors Variable

MSMFV - Maximum Score on Media Factors Variable

i = 1....n - Number of variables included in Media Factors

The computed media factors index of the respondents is confined to less than 25 per cent, 25 to 50; 51 to 75 and above 75 per cent. The distribution of respondents on the basis of their Media Factors Index is illustrated in Table 1.16.

Table 1.16
Media Factors Index of the VHSE Respondents

Sl. No	Media Factors Index (MFI) (in Percentage)	Number of Respondents			Total
		Rural	Semi-Urban	Urban	
1.	Less than 25	-	-	-	-
2.	25 - 50	106 (38.7)	76 (42.2)	64 (43.8)	246 (41)
3.	51 - 75	161 (58.8)	101 (56.1)	80 (54.8)	342 (57)
4.	76 - 100	7 (2.5)	3 (1.7)	2 (1.4)	12 (2)
	Total	274 (100)	180 (100)	146 (100)	600 (100)

Source: Primary data

Figures in parenthesis shows the percentage

The significant Media Factors Index among the respondents is 51 to 75 per cent which constitutes 57 per cent to the total. The most important Media Factors Index among the respondents in rural, semi-urban and urban areas is 51 to 75 per cent which constitutes 58.8 percent, 56.1 percent and 54.8 percent to its total respectively. The analysis reveals that the level of media factors among the majority (57 per cent) respondents is above the average level (51-75).

1.6.8 Reliability and Validity of Variables in each Factor

The factors encourage the VHSE students are measured with the help of seven components. The variables included in each factor are varying from 9 to 4. Before summarizing the scores of the variables in each factor, it is essential to examine its reliability and validity. The overall reliability is tested with the help of Cronbach Alpha. The results are given in Table 1.17.

(Table 1.17)

Table 1.17
Reliability and Validity of Variables in each factor among the Respondents

Sl. No	Skills	No. of remarks in	Range of standardized factor loading	Range of 't' statistics	Cronbach Alpha	Composite Reliability	Average variance extracted
1.	Self-motivation factors	9	0.7744-0.6071	3.6900*-2.2500*	0.7886	0.7634	56.88
2.	Economic factors	6	0.8316-0.6825	4.1200*-2.6033*	0.7357	0.7124	59.75
3.	Technical factors	6	0.8013-0.6989	3.6500*-2.6667*	0.7809	0.7598	55.94
4.	Social factors	4	0.8958-0.6922	3.7200*-2.5750*	0.7224	0.7045	56.15
5.	Family background factors	4	0.8286-0.6470	4.2300*-3.2000*	0.7777	0.7522	59.53
6.	Government and non-government policies factors	6	0.8124-0.6303	4.5350-2.6378*	0.7859	0.7621	57.15
7.	Media factors	6	0.7938-0.6373	4.3700*-2.7267	0.7211	0.7018	60.10
	Overall	42	0.8258-0.6784	4.1789*-2.8697*	0.7894	0.7596	59.87

*Significant at five per cent level

The standardized factor loading of the variables in each factor are greater than 0.60 which reveals the content validity. The significance of 't' statistics of the standardized factor loading of the variables in each factor shows the convergent validity. It is also confirmed by the composite reliability and average variance extracted since these are greater than its minimum threshold of 0.50 and 50.00 per cent respectively. The Cronbach Alpha of all factors is greater than the standard minimum of 0.60. All these results indicate the reliability and validity of variables in each factor.

1.7 Impact Factor Index on the Entrepreneurial Skills

The factors encouraging the VHSE students to enter into entrepreneurship may have its own influence on the entrepreneurial skills. The present study has made an attempt to examine the relative importance of factors encouraging VHSE students to enter into entrepreneurship on the entrepreneurial skills. The multiple regression analysis has been administered to measure impact. The fitted regression model is

$$y = a + b_1x_1 + b_2x_2 + \dots + b_6x_6 + e$$

Whereas,

- y = Entrepreneurial Skills
- x_1 = Score on Self-Motivating Factors index
- x_2 = Score on Economic Factors index
- x_3 = Score on Technical Factors index
- x_4 = Score on Social Factors index
- x_5 = Score on Family Background Factors index
- x_6 = Score on Legal Factors index
- x_7 = Score on Media Factors index
- $b_1, b_2, \dots, b_7$ = Regression co-efficient of independent variables
- a = Intercept and
- e = error term

The result of multiple regression analysis is given in Table 1.18.

Table 1.18
Impact of Factors on the Entrepreneurial Skills among the VHSE Students

Sl. No	Variables	Regression coefficient among the respondents			
		Rural	Semi-urban	Urban	Pooled Data
1.	Self-motivating factors	0.2897*	0.2963*	0.3547*	0.3214*
2.	Economic factors	0.1547*	0.1739*	0.2147*	0.1842*
3.	Technical factors	0.1786*	0.1857*	0.1638*	0.7998*
4.	Social factors	0.0562	0.0623	0.0587	0.0590
5.	Family background factors	0.0487	0.0317	0.0493	0.0422
6.	Legal factors	0.0324	0.0289	0.0312	0.0318
7.	Media factors	0.1632*	0.1537*	0.1780*	0.1659
	Constant	0.2145	0.2094	0.2354	0.2234
	R ²	0.7763	0.7188	0.7669	0.7458
	F Statistics	8.5786*	8.1275*	8.6987*	8.4672*

*Significant at five per cent level

The analysis reveals that the significantly influencing factors in the entrepreneurial skills among the respondents in rural area are self-motivating factors, economic factors; technical factors and media factors since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said factors result in an increase in the entrepreneurial skills among the

respondents in rural area by 0.2897, 0.1547, 0.1786 and 0.1632 units respectively. The change in the view on factors explains the changes in the entrepreneurial skills to an extent of 77.63 per cent since its R^2 is 0.7763.

In the case of the respondents in semi-urban area, a unit increase in the factors namely self-motivating factors, economic factors, technical factors and media factors result in an increase in the entrepreneurial skills unit by 0.2963, 0.1739, 0.1857 and 0.1537 units respectively. In the case of the respondents in urban area, it is increased by 0.3547, 0.2147, 0.1638 and 0.1780 units respectively. The changes in the view on factors explain the changes in the entrepreneurial skills among the respondents in urban area to a higher extent (76.69 per cent) than among the respondents in semi-urban area (71.88 per cent).

1.8 Findings

1. It is found that, there is a significant relationship between self-motivating factors and profile variables of VHSE students namely location of house, education of father and education of mother. Also there is a significant relationship between the economic factors and profile variables of VHSE students namely occupation of father and the occupation of mother.
2. It is understood from the analysis that there is a significant relationship between technical factors and profile variables of VHSE students namely gender, total number of family members and occupation of father. It is revealed from the analysis that there is a significant relationship between social factors and profile variables of VHSE students namely gender and community. A significant relationship between family background factors and profile variables of VHSE students was seen namely in the case of age and education of mother and there is a significant relationship between government and non-government policies factors and profile variables of VHSE students namely in the case of the religion.
3. It is identified that the highly viewed variables among the self-motivating factors among the respondents in rural area are students' desire to showcase their identity by becoming an entrepreneur and that they feel that entrepreneurship suits to their character'. Among the respondents in semi-urban and urban areas the statement that 'they believe every challenge has an opportunity hidden'. It is noticed that regarding the self-motivating factors, significant difference among the respondents in three group of regions i.e., rural, semi urban and urban, have been noticed in the case of the statement that the 'students wanted to become role models by becoming entrepreneurs' since their respective 'F' statistics are significant at five percent level.
4. The analysis of the economic factors among the respondents in rural, semi-urban and urban area reveals that 'the students wanted to become rich by becoming entrepreneurs'. Regarding the economic factors, significant difference among the respondents in the three groups of regions have been noticed in the case of 'students want economic independency and they want to secure self-employment/independent living' since their respective 'F' statistics are significant at five per cent level.
5. The study shows that, the technical factors which motivate the respondents among the rural, semi-urban and urban area is that; 'the new technologies motivate them to start a business'. Regarding the technical factors, significant difference among the respondents in three group of regions; rural, semi urban and urban, have been noticed in the case of the statement; 'business knowledge motivates them to become entrepreneurs' since their respective 'F' statistics is significant at five per cent level.
6. When an analysis was made with regard to the social factors in rural area, it is found that the students wanted 'to indulge in social work by becoming entrepreneurs' is one of the highly viewed variable. Among the respondents in semi-urban area, it is found that the 'students wanted to gain status in the society by becoming entrepreneurs'. Among the respondents in urban area, it is seen that 'the students think that they wanted to be different by becoming entrepreneurs'. Regarding the social factors, significant difference among the respondents in three group of regions have been

noticed in the case of 'students think that they wanted to be different by becoming entrepreneurs' since their respective 'F' statistics is significant at five per cent level.

7. The study shows that the highly viewed variable in the family background factors among the respondents in rural, semi-urban and urban area is that 'the students wanted to make their family financially rich and overcome poverty'. Regarding the family background factors, significant difference among the respondents in the three regions i.e., rural, semi urban and urban, have been noticed in the case of the statements like; 'by becoming an entrepreneur they wanted to fulfill their desire and of their parents' and their 'desire to make their families financially rich and overcome from poverty' since their respective 'F' statistics are significant at five per cent level.

8. It is found from the study that with regard to the legal factors which motivate the students to get into entrepreneurship among the respondents in rural, semi-urban and urban area is that the students' 'awareness about the availability of governmental assistance'. There is a significant difference among the respondents in the three regions i.e., rural, semi urban and urban, have been noticed in the case of students are 'aware about the support given by the Kerala Government to student entrepreneurs' since their respective 'F' statistics are significant at five per cent level.

9. It is revealed that one of the highly encouraged variables in the media factors among the respondents in rural, semi-urban and urban area is that 'the students are motivated by the success stories of entrepreneurs'. Regarding the media factors, no significant difference among the respondents in three group of regions, i.e., rural, semi urban and urban, have been noticed in the case of 'career advisors have influenced the students to start business of their own, they are motivated by the success stories of entrepreneurs, they often read some entrepreneurial magazines and get inspiration to become entrepreneurs, certain TV programme motivate them to become entrepreneurs, VHSE school motivates them to know more about entrepreneurship' and 'VHSE school organizes programmes to have interactive sessions with successful entrepreneurs' since their respective 'F' statistics are not significant at five per cent level.

10. The analysis reveals that the significantly influencing factor in motivating the students to enter in to entrepreneurship among the respondents in rural area are self-motivating factors, economic factors, technical factors and media factors since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said factors result in an increase in the entrepreneurial skills among the respondents in rural area by 0.2897, 0.1547, 0.1786 and 0.1632 units respectively. The change in the view on factors explains the changes in the entrepreneurial skills to an extent of 77.63 per cent since its R² is 0.7763.

11. It is also found that; in the case of the respondents in semi-urban area, a unit increase in the factors namely self-motivating factors, economic factors, technical factors and media factors result in an increase in the entrepreneurial skills unit by 0.2963, 0.1739, 0.1857 and 0.1537 units respectively. In the case of the respondents in urban area, it is increased by 0.3547, 0.2147, 0.1638 and 0.1780 units respectively. The changes in the view on factors explain the changes in the entrepreneurial skills among the respondents in urban area to a higher extent (76.69 per cent) than among the respondents in semi-urban area (71.88 per cent).

1.9 Suggestions

1. It is proposed to the VHSE schools that the role of the entrepreneur in the economic development of the nation and the society should be taught to the VHSE students giving very serious importance. 'The desire to showcase the identity of the students by becoming entrepreneurs, every challenge has an opportunity hidden and the desire to become role models by becoming entrepreneurs are the self-motivating factors to become entrepreneurs among the students of VHSE'. It is suggested to the VHSE Board and the VHSE Schools of Kerala State to give more importance to the awareness program in infusing the students, parents and teachers to understand and appreciate the purpose and need of vocational education and entrepreneurship and the relevance in the context of Kerala State.
2. The analysis of the economic factors among the VHSE students in rural, semi-urban and urban area reveals that 'the students wanted to become rich by becoming entrepreneurs' and they wish

to have economic independency and want to secure self-employment/independent living'. It is suggested that the VHSE schools should take up steps to impart and foster among the students the desire to achieve high productive skills and competencies that the students should attain in the business field along with lessons of self – reliance and self-confidence. It is proposed to the VHSE Board and the VHSE schools, that the 'Earn while You Learn' programmes may be introduced at the VHSE schools.

3. The study shows that, the technical factors which motivate the VHSE students in the rural, semi-urban and urban areas are; 'the new technologies motivate them to start a business' and 'the business knowledge motivates them to become entrepreneurs'. It is also proposed to the VHSE board that the irrelevant courses of VHSE programme may be dropped and new courses which are relevant and useful in the creation of employment opportunities should be introduced. It is also suggested to the VHSE Board that other than the apprenticeship training, frequent visits and projects related to the course of the students may be introduced which will create among the students an attitude towards entrepreneurship.
4. It is suggested to the Government of Kerala State, VHSE Board and the VHSE Schools, that the VHSE students should be seen as active participants in solving the economic and social problems of the State of Kerala. Since their attitude towards entrepreneurship is positive, their role and participation in the development of the State should be considered as important. When an analysis was made with regard to the social factors, it was found that the VHSE students like 'to indulge in social work by becoming entrepreneurs, they wish to gain good status in the society and they like to be different by becoming entrepreneurs'
5. It was found that the family background factors are encouraging the VHSE students to become entrepreneurs i.e., they wanted to make their family financially rich and overcome poverty and they wanted to fulfill their desire and of their parents'. It is suggested to the VHSE Directorate that all the VHSE students should have a concrete entrepreneurial experience before leaving the VHSE School. VHSE Board should take concrete steps in focusing more in the entrepreneurship development of the students through the vocational courses.
6. With regard to the legal factors which are motivating the VHSE students to enter entrepreneurship is that the students are aware about the availability of governmental assistance and the awareness about the support given by the Kerala Govt. to student entrepreneurs. It is proposed to the VHSE schools to take initiative to begin Counseling, Career Guidance and Placement Cells which will be beneficial to the students. The Government of the State should recognize the VHSE programme as a ground for developing entrepreneurs and support facilities should be extended to the students especially seed money, subsidies, financial loans with lower interest rates, formulation of easy procedures to set up new ventures etc. This will generate enthusiasm and motivation among the VHSE students to create the entrepreneurial spirit.
7. It is revealed that, one of the highly encouraged variables in the media factors among VHSE students is that 'the students are motivated by the success stories of entrepreneurs', VHSE school motivates them to know more about entrepreneurship' and 'VHSE school organizes programmes to have interactive sessions with successful entrepreneurs'. VHSE schools should make use of all the leading industries, Industrial development corporations, Management Institutes, Industrial Development units, Small Scale Industrial Development centers, leading Engineering Colleges in Thiruvananthapuram District and various industrial organizations and other training institutes who can be essential sources of information to the VHSE students with regard to the information about various industries and industrial training programmes. It is also suggested that the VHSE schools should start business update session every day in the school setting apart sometime in the respective classes. The students should prepare the business related news and present in front of the class. This will enhance the knowledge about the latest business knowledge of the students. Another suggestion was made is that; the VHSE schools may start the 'Entrepreneurial Development Centers which can give training programmes, seminars and classes on entrepreneurship, industry visit, to maintain industry linkages etc. It is also proposed to the VHSE

schools to have more interaction with successful entrepreneurs, frequent visits to the industries, make available various periodicals and entrepreneurship magazines to the students.

Conclusion

The findings of this study calls for the creation of certain effective policy measures in the VHSE education of the State of Kerala. 'An intention to become self employed' should serve as a starting point for academicians, State Government, VHSE Directorate, VHSE schools etc. to rebuild and re-launch vocational and entrepreneurship education with greater importance. Greater importance should be given in enhancing the support activities and teaching contents of the VHSE curriculum which can awaken the entrepreneurial interest both for male and female students. An entrepreneurial mindset can be developed in the students at these early years of their age if the Vocational Higher Secondary Education system can pay more attention to the fact that the concept of 'catch them young' will infuse among them a strong attitude to become budding entrepreneurs.

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