EFFECTS OF VOCATIONAL EDUCATION AND TRAINING ON ENTREPRENEURSHIP DEVELOPMENT AMONG ENGINEERING STUDENTS IN CHENNAI

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ABSTRACT

This study aimed at exploring the effect of vocational education on entrepreneurship development among engineering students in Chennai. This is because many studies in the area of vocational education have generally focused on entrepreneurship, career and, or on examining the extent to which entrepreneurship education is taught where the effect of vocational education on entrepreneurship development has not been adequately covered. Several literature were studied and analyzed and most of these studies directly or indirectly suggested that through learning and getting new knowledge in entrepreneurship development motivates the students' to engage themselves in entrepreneurship activities. Methods used to collect data included self-administrated questionnaire. Data were analyzed using SPSS 21.0. Findings depict that entrepreneurship education leads to a higher desire for entrepreneurship and affects students perspective on entrepreneurship. The findings also revealed that parents greatly contribute in influencing students' opinions on entrepreneurship. Other factors which influence students' opinions on entrepreneurship include relatives, work colleagues. It was further revealed that self-motivation and characteristics are the most options that were identified by many respondents as that which can assist them to become entrepreneurs.

KEYWORDS: Vocational Education, Vocational Training, Self Employment & Entrepreneurship Etc

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INTRODUCTION

Entrepreneurship is the significant driver for economic growth and for improving people's living standard. The study focuses on the effects of entrepreneurship education on entrepreneurship development. It intends to establish the rationale of entrepreneurship education on people's perception towards further entrepreneurship undertakings which will be of significant impacts to social economic progress.

Entrepreneurship is a worldwide phenomenon with economic growth across the globe positively impacted by the emergence of new and innovative business startups. These new small businesses play a significant role in job creation, influencing government leaders to recognize and support entrepreneurial start-up activity due to its positive contribution to the economy.

There is general agreement that attitudes towards the entrepreneur, entrepreneurial activity, and its social

function is determinant factors for university and college students to decide an entrepreneurial career.

A study considering individuals' entrepreneurial intentions is one of the more recent approaches to understanding the entrepreneurial process as has been adopted by Zhao *et al.*, (2005). An individual's entrepreneurial intention claims to be a moderate predictor of future entrepreneurial behavior (Kim and Hunter, 1993).

Worldwide, the increasing awareness of the importance of entrepreneurship from public authorities has contributed to the continued growth in the numbers of colleges and universities offering entrepreneurship courses. Given that these educational programs are developed to teach and encourage entrepreneurial behavior, understanding their effects of the factors that influence and shape individuals' intentions to choose self-employment as a career are critical.

Vocational education is an essential for business college training (Kolveroid and Moen, 1997) giving a jolt to people settling on profession decisions to view the self as work in this manner expanding new pursuit creation and monetary development. The mind-boggling inquiry of 'how to learn' and 'how to educate' business enterprise (Fayolle and Klandt, 2006) keeps on driving stream of research around there. A few investigations bolster components of a business enterprise can be experimentally procured and educated (Kuratko, 2005). Crafted by Henry *et al.*, (2003) as referred to by Taatila (2010) features the thought that people's entrepreneurial aims can be impacted via preparing.

Some studies and reviews have been assessing the attitude of graduates towards entrepreneurial career, examining the entrepreneurial activity of any business-oriented entrepreneurship students, examining the extent to which entrepreneurship education is taught in business schools, the challenges of integrating entrepreneurship education in the vocational training system, as well as establishing entrepreneurship education in a constrained environment. Less has been done on the effect of entrepreneurship education on entrepreneurship development in India. This Study will ,therefore, aim to fill this gap in entrepreneurship study.

Statement of the Problem

Draycott and Rae (2010) noted that entrepreneurial education offers a distinct, learner-centered journey of exploration and self-discovery. It has also noted that the key attitudes and intentions toward behavior are driven by perception and as such can be influenced (Ajzen, 1991).

Several studies and papers on entrepreneurship have been established which includes Olomi (2006), Nkirina (2009), Sabokwigina (2008) and Kilasi (2010). These explained several theories, strategies and addressed challenges facing the entrepreneurship in across the world.

Nkirina (2009) studied the challenges of integrating entrepreneurship education in the vocational training system an insight from the Vocational Education Training Authority.

Kilasi (2010) explored the role that higher education institution can play to foster entrepreneurship by exploring some models and suggests the model that best suits as it may foster understanding of the wider concept of entrepreneurship education. Having entrepreneurial champions from different departments may create the ownership mindset of entrepreneurial skills tailored to their specific disciplines.

The above studies have been assessed and examining the attitude of graduates towards the entrepreneurial career, the entrepreneurial activity of any business-oriented entrepreneurship students, the extent to which entrepreneurship

education is taught in business schools and challenges of integrating entrepreneurship education. However, the effect of entrepreneurial education on entrepreneurial development is not adequately covered. This is a research gap which this study will investigate by taking the case.

Overall Objective

The main objective is to explore the effects of entrepreneurship education on entrepreneurship development in India and propose strategies towards facilitating the students to become entrepreneurs.

Specific Objectives

Specific research objectives are:

- To explore the student's perception towards entrepreneurship education offered to them.
- To examine how participation in entrepreneurship subject impact students' perceived entrepreneurial self-efficacy and entrepreneurship intentions.
- To explore strategies towards facilitating the students to become entrepreneurs
- To identify the effects on the offering of the entrepreneurship education on entrepreneurship development.

Research Questions

- What perceptions do students' have towards entrepreneurship?
- How does participation in entrepreneurship subject impact students' perceived desirability of entrepreneurship intentions?
- What kind of existing strategies facilitates Engineering colleges for students to become entrepreneurs?
- What are the effects on the offering of the entrepreneurship education on entrepreneurship development?

LITERATURE REVIEW

Definition of Key Concepts

Entrepreneurship

Entrepreneurship is a process through which individuals identify opportunities, allocate resources, and create value. The creation of value is often through the identification of unmet needs or through the identification of opportunities for change. Entrepreneurship is more than simply "starting a business." Entrepreneurship is further regarded as a dynamic process of vision, change, and creation (Kuratko, 2005); it requires to be taught by an expert for the transfer of skills. "Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Basic fixings incorporate the eagerness to go out on a limb as far as time, value, or profession; the capacity to figure a powerful wander group; the imaginative aptitude to marshal required assets; and key expertise of building strong marketable strategy; lastly, the vision to perceive opportunity where others see turmoil, logical inconsistency, and perplexity." (Kuratko and Hodgetts, 2004)

As indicated by the 2009 report of the European Commission experts aggregate on Vocational Training,

Entrepreneurship is alluded to as a person's capacity to transform thoughts energetically. It covers innovativeness, advancement and hazard taking, and the capacity to design and oversee extends keeping in mind the end goal to accomplish destinations. These backings everybody in everyday life at home and in the public eye makes representatives more mindful of the setting of their work and gives an establishment to business people setting up social or business exercises.

Business visionaries consider "issues" to be "opportunities" at that point, making a move to recognize the answers to those issues and the clients who will pay to have those issues clarified. Entrepreneurial achievement is essentially a component of the capacity of a business visionary to see these open doors in the commercial center, start changing and make an incentive through arrangements.

Entrepreneurship Education

Crafted by Colton (as referred to by Solomon, 2010) recommends that the significant goals of big business training are to create ambitious individuals and teach a demeanor of independence utilizing proper learning forms. Enterprise education and preparation programs are gone for empowering business enterprise which might be characterized as a free private company possession or the improvement of chance looking for administrators inside organizations.

Entrepreneurship Development

Business enterprise advancement is a program which is intended to help a man in fortifying and satisfying his entrepreneurial thought process and in gaining abilities and capacities vital for assuming his entrepreneurial part viable. As indicated by the United Nations Development, Program Evaluation report (2002) Entrepreneurship Development alludes to the way toward improving entrepreneurial aptitudes and information through organized preparing and foundation building programs. Business advancement is tied in with extending the base of business visionaries keeping in mind the end goal to rush the pace at which new pursuits are made. Enterprise advancement centers around the person who wishes to begin or grow a business. Moreover, business enterprise advancement focuses more on development potential and advancement.

Self Employment

Independent work is an occupation in which an individual utilizes himself either in creating merchandise or giving administrations. Somebody who is independently employed is the proprietor of a business, a person who gains a living by working for himself/herself and not as a worker of another person. On the off chance that you are ready to go for yourself, or carry on an exchange or business as a sole proprietor or a self-employed entity, you ,for the most part, would see yourself as independently employed.

Dissimilar to wage work where profit is a settled sum for each month, day or week named as compensation, under independent work, income relies upon the capacity of the proprietor to deal with his business. The extent of income is boundless and the idea of the work attempted is adaptable. Independent work exercises may take numerous structures. A portion of the exercises in which individuals might act naturally utilized is , for example, therapeutic store, vegetable distributing, hairdressing, furniture making and brickwork.

Independent work is frequently respected, well than wage-business for Self-work offers open doors for utilizing one's own particular abilities for one's advantage. You can utilize your capacity and time in the most productive way through independent work. Independent work is conceivable even without vast assets by capital and different offices. For

instance, sustenance things a retail shop can be begun with the constrained measure of capital and at independent work, the individual learn numerous things 'at work' since he needs to take every one of the choices in regards to his business exercises for his own particular advantage.

Intentions

An intention is a determination to act in a certain way. According to Ajzen (1991), an intention is generally recognized as the single predictor for an individual to engage in a specific behavior. Other researchers such as Reynold (1995); Simon et al., (1999) and Glas (2001) as cited by Izedonmi and Okafor (2010) explored the relationship between entrepreneurial education and students' entrepreneurial intentions. Their studies revealed that most of the entrepreneurial activities start from attitudinal behavior exhibited by entrepreneurs which is a factor to the predictions of entrepreneurial intentions.

The work of Douglas *et al.*, (2002) found that the intention to be an entrepreneur is stronger for those with more positive attitudes to risk and independence. That is, the higher the individual's tolerance for risk and the more positive their attitude to decision making autonomy, the stronger is their stated intention to be an entrepreneur.

Research in Entrepreneurship Education and Development

The early views of entrepreneurship can be traced back to the seventeenth century when Richard Cantillon a French economist as cited by Parker (2004) regarded an entrepreneur as an arbitrageur or speculator who conducts all exchanges and bears risks as a result of buying at certain prices and selling at uncertain ones. Cantillon's views were regarded as a "risk theory profit" as anyone receiving an uncertain income can essentially be regarded as an entrepreneur. The entrepreneur's role was seen as to bring the two sides of the market together thus bearing the risks involved in the process.

Entrepreneurship studies have been influenced by the psychology, economics, sociology and strategic management literature giving set up hypothetical structures and methodological instruments. This multi-disciplinary approach isn't astounding given the unpredictability of the Marvel business enterprise. Chandler and Lyon (2001) see the multi-disciplinary way to deal with a business enterprise in a positive light recommending this is one of the qualities of the field of business enterprise as it considers and obtains systems and techniques from other true blue sociologies.

One of the main issues hindering progress in the establishment of a general paradigm for the discipline is the lack of consensus regarding the definition of the term 'entrepreneurship'. In reviewing the concept of entrepreneurship, Dabic, *et al.*, (2011) noted that entrepreneurship is a difficult concept to pin down because it draws on various disciplines with a differing perspective. Furthermore, varying levels of analysis have been used by researchers in entrepreneurship and the uniqueness of entrepreneurship as a research discipline can be attributed to the role of individuals combined with opportunity identification in the entrepreneurial process - referred to by Ekhardt and Shane (2003) as 'the individual-opportunity nexus'.

Despite past controversy over the definition, the field is maturing and it is widely accepted that there are three underlying approaches in the entrepreneurship literature which are; entrepreneurship as a function of the market, entrepreneurship as a process, and the entrepreneur as an individual (Landstrom, 2005).

RESEARCH METHODOLOGY

Research type adopted in this study is a descriptive research as the study involved fact-finding in order to determine the potential of students towards entrepreneurship. Data gathered enables the researcher to respond to the research questions formulated in this study which aims at meeting the objectives identified in this study.

Sampling Technique Adopted

In this study, the sampling procedure was purposive sampling based on one stage, where respondents were chosen through a random sampling technique. The study was conducted at Selective Private Engineering colleges in Chennai, Tamilnadu. The colleges were selected because these colleges were the first among the many centers in the country to offer entrepreneurship education and due to the time limitation in conducting this study. A target population is a researcher's population of interests to which she or he would like the results of the research to be generalized. In particular, the target population for this study comprised of the students in the study area. Their choice was based on the fact that this is a group of students who are pursuing vocational studies and hence depending on the nature of their studies they tend to undertake entrepreneurship activities as there are fewer jobs available for them.

Questionnaire

A questionnaire consisting of both open and closed-ended questions were prepared by the researcher and administered by the students themselves at the center.

Reliability and Validity of Data

Pattern (1998) depicts validity as a system that guarantees that the procedure actualized to gather information has gathered the proposed information effectively. Validity alludes to a degree to which an experimental measure sufficiently mirrors the genuine significance of the subject under study. To guarantee the information gained was valid in this examination, the accompanying advances were taken. Self-administrated questionnaires were given to respondents who got guaranteed of their secrecy and privacy. The information accumulation strategy was submitted to the chief who proposed some change in accordance with being finished.

An extensive literature review, interview, and self-administered questionnaire surveys were conducted. The above steps ensured that the multiple sources of data collection such as literature, interviews and questionnaire were conducted under conditions and in an environment acceptable to the respondents and therefore ensured that the process and findings were truly worthy and valid.

RESULTS AND DISCUSSIONS

Students Perception Before Joining the College

Responding to the question, "Before joining the college did you consider yourself to be self-employed?" Almost 85% of the respondents responded "Yes" to this question and the remaining 15% of the respondents said "No", the same has been illustrated in the table below.

Table 1: Students Perception Towards Entrepreneurial Career Before Joining

Before Joining the College did you Consider Yourself to be Self Employed?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	255	85	85	85
	No	45	15	15	100.0
	Total	300	100.0	100.0	

With the frequencies of 255 and 45 respectively this means that the intentions for self-employment and entrepreneurship are at large percent 85% determined by issues outside the academic institution as what is revealed by the study, but a substantial percentage of 15 cannot be taken for granted, it plays a significant role towards determining students perceptions and intentions for self-employment through entrepreneurship.

A Situation of Students After Being Exposed to Entrepreneurship Education

Entrepreneurship education seems from the findings to be crucial for entrepreneurship development in the sense of many people intending to engage themselves in self-employment. In the study it was found that 85.9% of all students who got exposed to entrepreneurship development skills wished to become self-employed through entrepreneurship, and not securing a paid job, only 14% said they intended to secure a paid job.

Table 2: Students Intentions

After Being Exposed to Entrepreneurship Development Skills Course What Do you Intend to do Your Studies?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Want to become self employed	264	88	88	85.9
	Want a secure a paid job	36	12	12	100.0
	Total	300	100.0	100.0	

This uncovers if joblessness is to be limited then business enterprise training is extremely huge to that undertaking as the outcomes appear.

Individuals Who Influenced Student's Opinions on Entrepreneurs

The examination went assist into researching the general population who has impacted the student's suppositions on business visionaries, where the investigation uncovered that parents assume an extraordinary part as 39% of the respondents were observed to be affected by their parents. The examination demonstrated that the second biggest influence is other relations. This could be uncles, close relatives, neighbors, etc. Once more, co-students (Peer Group) impact respondent's feelings on business visionaries by 12%, this is being a third affecting variable. Other individual classes with their impact in rates incorporate, friends and acquaintances (10%), known entrepreneurs (10%), college tutor or supervisor (5%), School teachers (3%) and Media (4%).

Table 3: Entrepreneurial Influences

Who or What has Substantially Influenced your Opinions on Entrepreneurs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	parents	117	39	39.0	39.0
	other relations	51	17.0	17.0	56.0
	Peer Group	36	12	12.0	68.0
	friends and acquaintances	30	10	10.0	78.0
	Entrepreneurs know	30	10	10	88.0
	College tutor/Supervisor	15	5	5	93.0
	school teachers	9	3	3.0	97.0
	Media	12	4	4.0	100.0
	Total	300	100.0	100.0	

What is observed in these findings is that students' opinions are affected most by those people they are very close to, as can be seen for parents, other relations and work colleagues. Again, school teachers have also a substantial contribution in influencing student's opinions.

Multiple Regression Analysis

Regression is the determination of the statistical relationship between two or more variables. In simple regression two variables are used. One variable (independent) is the cause of the behavior of another one (dependent). When there are more than two independent variables the analysis concerning relationship is known as multiple correlations and the equation describing such relationship is called as the multiple regression equations.

Regression analysis is concerned with the derivation of an appropriate mathematical expression is derived for finding values of a dependent variable on the basis of an independent variable. It is thus designed to examine the relationship of a variable Y to a set of other variables X₁, X₂, X₃ ... X_n. the most commonly used linear equation in Y=b₁X₁ + b₂X₂ +.....+ b_nX_n + b₀

Here Y is the dependent variable, which is to be found. X₁, X₂,... and X_n is the known variables with which predictions are to be made and b₁, b₂,....b_n are coefficient of the variables.

In this study, the dependent variable is the Entrepreneurship intention, Independent variables are Availability of capital and Market, Vocation education and trainings, Family and friends and other Influence, Self Motivation and characteristics/features, Good business Environment and Technology, Political stability with peace and security are discussed as follows:

Dependent variable : Entrepreneurship intention (Y)

Independent variables :

- Availability of capital and Market (X₁)
- Vocation education and trainings (X₂)

- Family and friends and other Influence (X3)
- Self Motivation and characteristics/features (X4)
- Good business Environment and Technology (X5)
- Political stability with peace and security (X6)

Multiple R-value: 0.795

R Square value: 0.632

F value: 104.898

P value: <0.001**

Table 4: Variables in the Multiple Regression Analysis

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	2.139	.985		2.170	0.030
Availability of capital and Market (X ₁)	0.704	.274	.076	2.571	0.010
Vocation education and trainings (X ₂)	0.631	.245	.056	2.577	0.010
Family and friends and other Influence (X ₃)	0.568	.223	.058	2.547	0.011
Self Motivation and characteristics/features (X ₄)	0.549	.190	.080	2.894	0.004
Good business Environment and Technology (X ₅)	0.302	.166	.051	1.819	0.069
Political stability with peace and security (X ₆)	0.229	.037	.252	6.141	<0.001**

Note: 1. ** Denotes 1% level of significance

2. * Denotes 5% level of significance

The table above reveals that the multiple correlation coefficient is 0.795 measures the degree of relationship between the actual values and the predicted values of the Employee Turnover Intention. Because the predicted values are obtained as a linear combination of Availability of capital and Market (X₁), Vocation education and trainings (X₂), Family and friends and other Influence (X₃), Self Motivation and characteristics/features (X₄), Good business Environment and Technology (X₅) and Political stability with peace and security (X₆) coefficient value of 0.795 indicates that the relationship between adjustment and the six independent variables is positive.

The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample Regression Plane (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Therefore the R-square value is 0.632, which means about 64% of the variation in adjustment is explained by the estimated Sample Regression Plane (SRP) that uses the Independent Variables such as Availability of capital and Market (X₁), Vocation education and training (X₂), Family and friends and other Influence (X₃), Self Motivation and characteristics/features (X₄), Good business Environment and Technology (X₅) and Political stability with peace and security (X₆). The R-squared value is significant at 1 % level.

The Multiple Regression Equation is:

$$Y = 2.139 + 0.704X_1 + 0.631 X_2 + 0.568 X_3 + 0.549 X_4 + 0.302 X_5 + 0.229 X_6$$

Here the coefficient of X_1 0.704 represents the partial effect of Availability of capital and Market on Entrepreneurship intention holding the other variables as constant. The estimated positive sign implies that such effect is positive that Entrepreneurship intention would increase by 0.704 for every unit of increase in Availability of capital and Market and this coefficient value is not significant at 5% level. The coefficient of X_2 is 0.631, which represents the partial effect of Vocation education and training on Entrepreneurship intention by holding other variables as constant. The estimated positive sign implies that such effect is positive that Entrepreneurship intention would increase by 0.631 for every unit of increase in Vocation education and trainings and this coefficient value is significant at 5% level. The coefficient of X_3 is 0.568, which represents the partial effect of Family and friends and other Influence on Entrepreneurship intention by holding the other variables as constant. The estimated positive sign implies that such effect is positive that Entrepreneurship intention would increase by 0.568 for every unit of increase in Family and friends and other Influence and this coefficient value is significant at 1% level.

Here the coefficient of X_4 0.549 represents the partial effect of Self Motivation and characteristics/features on Entrepreneurship intention holding the other variables as constant. The estimated positive sign implies that such effect is positive that Entrepreneurship intention would increase by 0.549 for every unit of increase in Self Motivation and characteristics/features and this coefficient value is not significant at 5% level. The coefficient of X_5 is 0.302, which represents the partial effect of Good business Environment and Technology on Entrepreneurship intention by holding other variables as constant. The estimated positive sign implies that such effect is positive that Entrepreneurship intention would increase by 0.631 for every unit of increase in Good business Environment and Technology and this coefficient value is significant at 5% level. The coefficient of X_6 is 0.229, which represents the partial effect of Political stability with peace and security on Entrepreneurship intention by holding the other variables as constant. The estimated positive sign implies that such effect is positive that Entrepreneurship intention would increase by 0.229 for every unit of increase in Political stability with peace and security and this coefficient value is significant at 1% level.

Table 5: Effects of Gender, Vocational Education and Training, Gender and Vocational Education and Training Together in Entrepreneurship Intention

Source	DF	Mean Square	F	Sig.
Gender	1	71.095	15.018	0.000
Vocational education and Training	3	32.947	6.959	0.000
gender & vocational education and training	2	27.867	5.886	0.003

The table above depicts the result of the ANCOVA test between Entrepreneurship intention and Gender, Vocational education and training, Gender & Vocational education and training together. Entrepreneurship intention being the dependent variable, Gender, Vocational education, and training together, Gender & Vocational education and training together are being an independent variable.

The figures arrived at the above table shows that there is significance in Entrepreneurship intention with regard to Gender, Vocational education, and training, Gender & Vocational education, and training together at 1% level.

CONCLUSIONS

The study involved two parts. The first one was the library study/ research which involved investigating facts about entrepreneurship development from different sources of past written documents, journals and books. The second part involved a field research which involved collecting pieces of information from the field (first-hand information)

From what has been gathered by the study it is hereby concluded that entrepreneurship education has affected student's expectations, desires, and intentions to become entrepreneurs upon completion of their studies. It was further identified that their desire can be made true by the availability of other opportunities such as capital and good government regulations.

The study also revealed that students kept recognizing entrepreneurship education as one of the key factors which determine one's success in entrepreneurship. This ,in turn, expands the number of entrepreneurs and adds more benefits to entrepreneurship development prospects.

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