



AN ANALYSIS ON THE PERCEPTION OF VOCATIONAL HIGHER SECONDARY STUDENTS TOWARDS VOCATIONAL HIGHER SECONDARY EDUCATION (VHSE) IN THIRUVANANTHAPURAM DISTRICT, KERALA STATE

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ABSTRACT

The purpose of education apart from self-development is to diversify and direct the students towards various occupations. The present study is an attempt to examine the perception of Vocational Higher Secondary Students towards Vocational Higher Secondary Education (VHSE) in Thiruvananthapuram District, Kerala State and the various factors influencing them to undergo VHSE education. The study was conducted among the students of final year VHSE schools in Thiruvananthapuram District, Kerala State. A primary survey was conducted among 600 students of VHSE and their responses were collected with the help of a pre-tested structured interview schedule. The results of the study have demonstrated that the students are holding a favorable attitude towards VHSE.

KEYWORDS: Vocational Higher Secondary Education, VHSE students, Perception of VHSE Students, Entrepreneurship.

1.1 INTRODUCTION

Perception may be defined as the capacity of an individual to evaluate something or the ability of getting awareness about something or just the ability to hear something through his/her five senses. In another 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. Here an analysis has made about the perception

of VHSE students who are in the 17 years of age for choosing VHSE course and their attitude towards VHSE.

Vocational Higher Secondary Education in Kerala State was planned, designed and prepared to create a work force which is skilled in the middle level, employing them in one or more group of occupations or jobs after matriculation at Higher Secondary Stage of Education (10 + 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. The reasons for choosing VHSE by the students is for the enhancement of their employment potentials through learning skills in various fields like; agriculture, industry and related occupations. This vocational education should empower the students to become more productive and creative by preparing themselves for competencies in certain trades and to enter into various occupations or self-employment.

One of the objectives of education is to enable the students to learn, write and to enhance their self-development. Other than this, its role has to diversify its objective in enabling the students to get involved in jobs in various industries, clientele, government and other various sectors and also for self-employment.

A vocational course is being opted by the students for their future career at their early age may be the result of a serious decision which is motivating them either to enter the world of work or self-employment. The present study mainly focuses and analyses the perception of VHSE students for choosing the VHSE course by the students.

1.2 STATEMENT OF THE PROBLEM

VHSE is a distinct stream of education intended to prepare the students for certain identified occupations. VHSE students can develop their 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 examine the perception of the VHSE students towards entrepreneurship.

1.3 OBJECTIVE OF THE STUDY

The study was conducted with the following specific objective:

1. To analyse the Perception of Vocational Higher Secondary Students towards Vocational Higher Secondary Education (VHSE) in Thiruvananthapuram District, Kerala State.

1.4 METHODOLOGY AND SAMPLING DESIGN

The type of research is descriptive in nature and the primary data collected for this purpose 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. 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. To give 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 be 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	
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 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 PERCEPTION OF VOCATIONAL HIGHER SECONDARY STUDENTS TO CHOOSE VHSE

An analysis has been made to analyse the perception of vocational higher secondary students to choose VHSE in Thiruvananthapuram District, Kerala State. In order to analyze the perception of the students factor analysis has been used. The Factor analysis helps and 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 KMO measures of the adequacy of sampling and the Bartlett’s test of sphericity determine the correlation matrix based on factorability. The results are presented below in the Table 2.

Table 2 KMO and Bartlett’s Test for Reasons for choosing the 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 the perception of vocational higher secondary students towards Vocational Higher Secondary Education (VHSE) in Thiruvananthapuram District, Kerala State is made through rotated factor matrix which reveals

that there are six major factors influencing the Perception of VHSE students towards entrepreneurship. The results of the rotated factor analysis is presented in Table 3.

Table 3 Rotated Factor Matrix on the Perception of the VHSE Students

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 mycommunication skills, risk taking ability, life skills, soft skillsetc.	.145	.375	.051	.841	.097	.233	.527
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

Table 3 exhibits the rotated factor loading for the seventeen variables about the perception of students towards VHSE. The above seventeen statements have been extracted into the following six factors which is presented in the Table 4.

Table 4 Perception of VHSE towards VHSE- Factor Wise Analysis

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

Source: Computed Data

It is observed from Table 4 that six factors were extracted out of seventeen variables. These factors account for 67.40 per cent variance. 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 choose the VHSE. They are job opportunity factors and parents/family's influencing factors 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 oriented factors and skills enhancement factors since their eigen values are 1.168 and 0.929 respectively. The last two factors noticed

by the factor analysis are confidence factors and entrepreneurial factors since its eigen values are 0.775 and 0.694 respectively. The per cent of variation explained by the above two factors are 13.001 and 10.925 per cent respectively. The analysis reveals that the narrated six factors explain the 17 variables leading to the perception of the VHSE Students for choosing the VHSE to an extent of 67.400 per cent.

1.7 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 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 5.

Table 5 Job Opportunity Factor

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	I chose VHSE with an expectation that it would give me good practical trainings 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	

The factor loading of the variables in the job opportunities factor varies from 0.529 to 0.860. The communality value is identified as higher in the statement of '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.

1.8 PARENT'S/FAMILY'S INFLUENCING FACTOR AND ITS RELIABILITY

The variables in 'parent's/family's influencing factors' are seen in two statements, namely; 'my friends and parents have influenced me a lot' and 'I chose VHSE with an expectation that immediately after the VHSE course I could take up a job to support my family'. The factor loading of the variables in parents influencing 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.

Table 6 Parent's/family's influencing factor

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	

The factor loading of the variables in this factor varies from 0.884 to 0.956. The higher communality value is noticed in the case of '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 influencing factor explain it to an extent of 72.20 per cent since its Cronbach Alpha is 0.722.

1.9 VARIABLES IN FUTURE CAREER ORIENTED FACTOR AND ITS RELIABILITY

There are two variables noticed in the future career oriented factors since their factor loadings are higher in this factor than in other factors. The Cronbach Alpha is computed to find out the overall reliability. The factor loadings of the variables in adaptability and flexibility factors, its communality and Cronbach alpha are given in Table 7.

Table 7 Future Career Oriented Factor

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	

The Table 7 shows that, the included two variables in future career oriented 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 oriented 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. The higher communality is noticed in the case of the statement; 'I chose VHSE because, my physical health was suited to

the VHSE subject which I had selected', since its value is 0.788. It shows that the above said variables explain the two factors to a higher extent compared to other factors.

1.10 VARIABLES IN SKILLS ENHANCEMENT FACTOR AND ITS RELIABILITY

The factor analysis has identified skills enhancement factor and its internal consistency is tested with the help of Cronbach Alpha. The results are shown in Table 8.

Table 8 Skills Enhancement Factor

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. would be taught in VHSE	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 would be taught in VHSE	0.710	0.593	

The Table 8 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. would be taught in VHSE' 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.

1.11 CONFIDENCE IN LIFE FACTOR AND ITS RELIABILITY

The confidence in life factor consists of three variables namely 'I chose VHSE with an expectation that, it would help me to become self-confident in taking up a job or business, I chose VHSE with an expectation that it would teach me to be tough and rough to face the challenges of life and I chose VHSE with an expectation that it would inculcate confidence, self-control and discipline in my life' since their factor loading with this factor is higher in the factor than in other factors. The overall reliability has been examined with the help of Cronbach Alpha. The results are given in Table 9.

Table 9 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 9 shows that, the highly correlated 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 followed by '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. The 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.

1.12 ENTREPRENEURIAL FACTOR AND ITS RELIABILITY

The entrepreneurial factor includes the variables namely; 'I chose VHSE, to become an entrepreneur which would probably be the best way for me to take advantage of my VHSE course, I chose VHSE with an expectation that, there are many entrepreneurial opportunities in my specific area of study, I chose VHSE to see my business ideas turn into reality by becoming an entrepreneur, since their factor loadings are higher than other factors. The reliability has been tested with the help of Cronbach Alpha. The factor loading of the variables in entrepreneurial factor, its communality and the Cronbach Alpha is given in Table 10.

Table 10 Entrepreneurial 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	

Table 10 shows that the higher factor loading is 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 factor loading is 0.744. It shows that the above said variable is having a higher correlation co-efficient with perseverance factor. 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 entrepreneurial factor, explain it to an extent of 63.60 per cent since its Cronbach Alpha is 0.636.

1.13 VHSE STUDENT'S PERCEPTION

The respondent's perception on the factors is computed by the mean score of the variables in each factor. The mean score of the factors 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 11.

Table 11 Respondent's Perception on Factors Leading to Choose the VHSE

Sl. No	Factors	Mean Score among the Respondents			F Statistics
		Rural	Semi-urban	Urban	
1.	Job Opportunities factors	2.7448	2.7837	3.2971	2.462*
2.	Parents/family's influencing factors	3.5810	3.6082	3.9534	2.531*
3.	Future career oriented factors	4.1448	4.1612	4.2790	1.017
4.	Skills enhancement Factors	2.3448	2.3653	2.4643	1.173
5.	Confidence in life factors	2.3747	2.4196	2.4841	1.020
6.	Entrepreneurial factors	2.5986	2.6459	2.7345	1.243

Source: Primary data, *Significant at five per cent level,.

Table 11 shows that the highly viewed factors among the VHSE students in rural area are 'future career oriented factors' and 'parents/family's influencing factors' since their mean scores are 4.1448 and 3.5810 respectively. Among the respondents in semi-urban area, these are 'future career oriented factors' and 'parents/family's influencing 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 oriented factors' and 'parents/family's influencing 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 opportunities factors and parents/family's influencing factors since their respective 'F' statistics are significant at five per cent level.

1.14 IMPACT OF PERCEPTION OF VHSE STUDENTS TO ENTER INTO ENTREPRENEURSHIP

The present study has made an attempt to examine the degree of influence of factors leading to choose the VHSE on the factors encourage the VHSE students to enter into entrepreneurship. The impact has been made with the help of multiple regression analysis. The fitted regression model is:

$$y = a + b_1x_1 + b_2x_2 + \dots + b_nx_n + e$$

Whereas,

y = Factors encourage the VHSE students to enter into entrepreneurship

x₁ = Score on job opportunities factors

x₂ = Score on parents/family's influencing factors



x_3 = Score on future career oriented factors

x_4 = Score on skills enhancement factors

x_5 = Score on confidence in life factors

x_6 = Score on entrepreneurial factors

b_1, b_2, \dots, b_6 = Regression co-efficient of independent variables

a = Intercept and

e = error term

The result of multiple regression analysis is given in Table

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Table 12 Impact of Perception VHSE Students to Enter into Entrepreneurship

Sl. No	Variables	Regression coefficient among the respondents			Pooled Data
		Rural	Semi-urban	Urban	
1.	Job Opportunities factors	0.1560*	0.2648*	0.2410*	0.2321*
2.	Parents/family's influencing factors	0.1872*	0.1980*	0.2912*	0.2256*
3.	Future career oriented 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 analysis reveals that the significantly influencing factors to enter into entrepreneurship among the respondents in rural area are 'job opportunities factors', 'parents/family's influencing factors', 'future career oriented factors', 'skill enhancement factors' and 'entrepreneurial 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 encourage the VHSE students 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 view on factors explains the changes in the factors encourage the VHSE students to enter into entrepreneurship to an extent of 68.78 per cent since its R² is 0.6878.

In the case of the respondents in semi-urban area, a unit increase in the factors, namely job opportunities factors, parents/family's influencing factors, skill enhancement factors, confidence factors and entrepreneurial factors result in an increase in the factors encourage the VHSE students to enter into the entrepreneurship unit 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 changes in the view on factors explain the changes in the factors encourage the VHSE students to enter into entrepreneurship among the respondents in an urban

area to a higher extent (72.08 percent) than among the respondents in semi-urban area (71.59 per cent).

FINDINGS

1. It is observed from the analysis that, six factors were extracted out of seventeen variables. These factors accounts for 67.400 per cent variance in the data. Eigenvalue for the first factor is 2.491 which indicate that the factor contains very high information than other factors.
2. It is found that the first two factors are the major perceptions for the students to choose the VHSE. They are; job opportunity factors and parents influencing factors 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.
3. It is noticed that the future career oriented factors also play as an important perception for choosing VHSE by the VHSE students, since their eigen values are 1.168 and 0.929 respectively.
4. The last two factors for choosing the VHSE course noticed by the factor analysis are confidence factors and entrepreneurial factors since its eigen values are 0.775 and 0.694 respectively. The per cent of variation explained by the above two factors are 13.001 and 10.925 per cent respectively.



5. It is observed that, the factor loading of the variables in the job opportunities factor varies from 0.529 to 0.860. The communality value is identified as higher in the statement of '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.
6. It is also identified that, the factor loading of the variables in the parents/family's influencing factor varies from 0.884 to 0.956. The higher communality value is noticed in the case of '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 influencing factor explain it to an extent of 72.20 per cent since its Cronbach Alpha is 0.722.
7. It is noticed from the study that, the included two variables in future career oriented 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 oriented 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.
8. It is identified 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. would be taught in VHSE' 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.
9. It is seen that, the highly correlated variable in confidence factor is 'I chose VHSE with an expectation that it would help me to become self-confident in taking up a job or business' since its factor loading is 0.895. It is followed by the statement that, '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. The communality value is seen in the case of the statement that; '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.
10. The study shows that, with regard to the entrepreneurial factor the higher factor loading is 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 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 entrepreneurial factor, explain it to an extent of 63.60 per cent since its Cronbach Alpha is 0.636.
11. It is noticed that, the highly viewed factors among the VHSE students in rural area are future career oriented factors and parents influencing factors since their mean scores are 4.1448 and 3.5810 respectively. Among the respondents in semi-urban area, these are future career oriented factors and parents' influencing factors since their mean scores are 4.1612 and 3.6082 respectively.
12. Among the respondents in urban area, the highly viewed factors are future career oriented factors and parents' influencing factors since their mean scores are 4.2790 and 3.9534 respectively. Regarding the respondents' 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 opportunities factors and parents influencing factors since their respective 'F' statistics are significant at five per cent level.
13. It is clear from the study that, there is a significant relationship between confidence factors and profile variables of VHSE students namely in the case of the religion. It is observed from the study that, there is a significant

relationship between entrepreneurial factors and profile variables of VHSE students namely age of the VHSE students.

14. The analysis reveals that the significant influencing factors in the factors encourage the VHSE students to enter into entrepreneurship among the respondents in rural area are job opportunities factors, parents influencing factors, future career oriented factors, skill factors and entrepreneurial factors since their respective regression co-efficient are significant at the five per cent level. It is observed that, a unit increase in the above said factors will result in an increase in the factors encourage the VHSE students 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 view on factors explains the changes in the factors encourage the VHSE students to enter into entrepreneurship to an extent of 68.78 per cent since its R^2 is 0.6878.
15. It is understood that, in the case of the respondents in semi-urban area, a unit increase in the factors, namely job opportunities factors, parents' influencing factors, skills enhancement factors, confidence factors and entrepreneurial factors result in an increase in the factors encourage the VHSE students to enter into the entrepreneurship unit 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 changes in the view on factors explain the changes in the factors encourage the VHSE students to enter into entrepreneurship among the respondents in an urban area to a higher extent (72.08 percent) than among the respondents in semi-urban area (71.59 per cent).

SUGGESTIONS

- ✓ It is recommended to the State Government of Kerala that, it may give more importance to the awareness program in infusing the students of Kerala State to understand and appreciate the purpose and need of vocational education, its philosophy and relevance in the context of Kerala State.
- ✓ Adequate awareness programmes may be taken up by the Government of Kerala and the VHSE board to make VHSE programme recognized and

appreciated by the general public as an employment generating programme. Awareness of the job potential and the job opportunities of the VHSE programme may be given to the students and general public with due importance.

- ✓ It is proposed to the Government of Kerala State that, it may recognize the VHSE programme as a base for developing entrepreneurs. The government of Kerala State may take steps to provide all the support facilities to the VHSE students who are aspiring to become self-employable by providing the seed money, subsidies, financial loans with lower interest rates and easy procedures to set up new ventures etc. This will generate enthusiasm and motivation among the VHSE students to create the entrepreneurial spirit.
- ✓ It is suggested to the VHSE schools that, sufficient practical trainings in the concerned vocational subjects may be given to the VHSE students. Training in communication skills, risk taking ability, training in life skills and soft skills may be given to the students.
- ✓ It is proposed to the VHSE Board that, other than the apprenticeship training, frequent visits and projects related to the vocational subjects may be given to the students at large/small scale industries which will create a positive attitude among the students towards VHSE and entrepreneurship. Along with this, the enhancement of leadership skills and organizing skills and decision making skills of the VHSE students also may be given due importance.
- ✓ It is advised to the VHSE Board of the Kerala State that, the syllabus of all the courses may be updated once in every three years by including the latest trends and developments in the various fields of industry and also to compete with the job challenges of the present time. It is found that the VHSE courses often show its weaknesses and low standard to create strong foundation for self-employment or future career.
- ✓ It is also recommended 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 proposed that, the VHSE schools may maintain continuous interaction with large/small

- scale industries and industrial training institutes which can provide large amount of information about the job opportunities to the VHSE students.
- ✓ It is suggested that, the VHSE schools maintain close contact with the industries and media, in order to get sufficient and latest information about various opportunities in the world of employment.
 - ✓ It is intimated to the Government of Kerala that, the VHSE courses which have lot of job potential should be identified to help the VHSE students as well as the parents. It can be done through conducting a survey by the State Government and the list should be published for the benefit of the general public and VHSE students.
 - ✓ It is recommended to the VHSE Board that, the Vocational curriculum may be designed in such a way that it create a positive change in the attitudes and behavior of students to the extent that the students perceive employment creation as a necessary component. This can be achieved by having interactive session with the successful entrepreneurs, constant industrial visits and trade fairs.
 - ✓ It is advised to the VHSE Board and VHSE Schools that they may design the VHSE curriculum including training programmes which are more rigorous, tough and rough with which the VHSE students will be able to withstand, flexible and adapt themselves in any kind of adversities that are waiting in their future life.
 - ✓ It is also intimated to the VHSE Board and Schools that they offer good physical training and 'yoga and meditation' programmes at VHSE Schools for the holistic development of the VHSE students.
 - ✓ It is advised to the VHSE Schools that, the Soft skills development training programmes may be arranged in schools in order to enhance the entrepreneurial traits of the students like; risk taking, confidence, perseverance, adaptability, flexibility etc. which are considered as the basic and necessary ingredients of the entrepreneurs.
 - ✓ It is also proposed to the VHSE schools to take initiatives to begin Counseling, Career Guidance and Placement Cells which are beneficial to the students.
 - ✓ It is suggested to the VHSE schools that the role of entrepreneurs in the economic development of the Nation and the society should be taught to

the students giving serious importance through series of classes or awareness programmes.

- ✓ The stories of various successful entrepreneurs including the entrepreneurs of the Kerala State and entrepreneurs of other states may be taught to the VHSE students and it should be made available for the students as a study material and may be added with the curriculum.
- ✓ It is suggested to the VHSE schools that; 'role plays, management games etc. may be included as part of the curriculum. Other than these, challenging projects in industries, introduction of personality development programs, Soft skills development programs etc. may be given to the VHSE Students. It is also suggested to the VHSE schools that, personal grooming of the students may be given adequate importance.

CONCLUSION

The results of the study show that the students are holding a strong and favorable attitude towards Vocational Higher Secondary Education. This calls for the attention of the Government and the Directorate of VHSE and the VHSE schools to provide quality education to the students. This would lead to the development of a favorable attitude among the students towards VHSE to become entrepreneurs. The VHSE students among whom the study was conducted are the potential entrepreneurs. They need to be motivated further. It is also call for the academic community to concentrate more on vocational education which will enhance entrepreneurial development in the Kerala State.

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