



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

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ABSTRACT

This study has been conducted to analyze the attitude of the Vocational Higher Secondary Education (VHSE) students towards entrepreneurship. This paper gives a glimpse on the various factors that are influencing the attitude of VHSE students towards entrepreneurship. The present analysis of the attitude of VHSE students towards entrepreneurship was done on the basis of the self-evaluation and perception, feelings and beliefs influenced by the personal judgment, social, economic, VHSE course and family factors. Young men have greater roles to play as catalysts in the process of the economic growth and development of all the nations. The stakeholders of the VHSE programme should pay more attention to motivate and inspire the attitude of the VHSE students towards entrepreneurship at this stage of their life so that they may keep the spirit of entrepreneurship in becoming entrepreneurs immediately after their VHSE course. 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: Problems faced by the students, Vocational education, VHSE students, entrepreneurship.

1.1 INTRODUCTION

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 favor or disfavor or likes or dislikes towards something. In this article, an analysis of the attitude of VHSE students

towards entrepreneurship is done based on self-perception and evaluation, beliefs and feelings influenced by individual judgment, societal, economical, VHSE course and family factors. Only if the students are holding a favorable attitude towards entrepreneurship they can be motivated and developed in becoming successful entrepreneurs.

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.

The main objectives of the Vocational Higher Secondary Education are:

- ◆ To fulfill the national goals of developing the opportunities for employment and the removal of unemployment.
- ◆ To impart education relevant to productivity, economic development and individual prosperity.
- ◆ To meet the needs of skilled and middle level workforce in the growing sectors of the economy, both organized and unorganized.
- ◆ To attract and train the youth to vocational courses so as to reduce the demand and rush to the general education.
- ◆ To prepare students for self-reliance and gainful employment.

Vocational courses are opted by the students for their future career at their early age may be because

of their serious decision which may be motivating them either to enter the world of work or self-employment. But the present study reveals that there are problems faced by the VHSE students to enter the field of entrepreneurship.

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 examine the problems faced by the students to enter in to entrepreneurship.

1.3 OBJECTIVE OF THE STUDY

The study was conducted with the following specific objective:

1. To identify the factors influencing the attitude of VHSE students towards entrepreneurship.

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	
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 ATTITUDE TOWARDS ENTREPRENEURSHIP AMONG THE VHSE STUDENTS

This section presents an analysis on 'The attitude of VHSE students towards entrepreneurship'. This chapter analyses the attitude of VHSE students towards entrepreneurship. ANOVA is used for the analysis of the data and the results are presented below.

1.6.1 Perception of VHSE Students towards Entrepreneurship:-

The attitude of VHSE students towards entrepreneurship based on their perception have been analyzed with the help of thirteen variables. The respondents were asked to rate their attitude 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 2.

Table 2 Perception of the VHSE Students towards Entrepreneurship

Sl. No	Perception of the VHSE Students	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*
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 VHSE students which influence their attitude towards entrepreneurship are 'I am confident that I would succeed in my life if I become an entrepreneur' and 'life of several entrepreneurs have influenced and inspired me to become an entrepreneur' since their mean scores are 3.9233 and 3.8900.

Regarding the perception variable among the VHSE students about their attitude towards entrepreneurship significant difference exists in 12 out of 13 variables since their F statistics are significant at 5 per cent level.

1.6.2 Socio-economic Factors Influencing the Attitude of VHSE Students towards Entrepreneurship:-

Socio-economic factors influencing the attitude of VHSE students towards entrepreneurship have been measured with the help of eight variables. The respondents

were asked to rate the remarks about the socio-economic factors which may influence the attitude towards entrepreneurship at a five point scale. The mean score of socio-economic factors which may influence the attitude towards entrepreneurship among the respondents have been computed separately. The results are given in Table 3.

Table 3 Socio-economic Factors Influencing the Attitude of VHSE Students Towards Entrepreneurship

Sl. No	Socio-economic Factors	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 NS: Not Significant

The highly viewed socio- economic variable among the VHSE students which influence their attitude towards entrepreneurship are 'I want to get a 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 perception variable among the VHSE students about their attitude towards entrepreneurship significant difference exists in all the 8 variables since their F statistics are significant at 5 per cent level.

1.6.3 VHSE Course Influencing the Attitude of VHSE Students towards Entrepreneurship:-

VHSE course which may influence the attitude of VHSE students towards entrepreneurship have been measured with the help of seven variables. The respondents were asked to rate the opinion about the VHSE course which may influence the attitude of VHSE students towards entrepreneurship at a five point scale. The mean score of VHSE course which may influence the attitude of VHSE students towards entrepreneurship among the respondents have been computed separately. The results are given in Table 4.

Table 4 VHSE Course Influencing the Attitude of VHSE Students 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 NS: Not Significant

The highly viewed VHSE course variable among the VHSE students which influence their attitude towards entrepreneurship are '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 among the VHSE students about their attitude towards entrepreneurship significant difference exists in all the 7 variables since their F statistics are significant at 5 per cent level.

1.7 RELIABILITY AND VALIDITY OF EACH VARIABLE WHICH INFLUENCE THE ATTITUDE OF VHSE STUDENTS TOWARDS ENTREPRENEURSHIP

The attitude of VHSE students towards entrepreneurship are measured with the help of three components. The variables included in each attitude are varying from 13 to 7. 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.

Table 5 Reliability and Validity of Variables in the Factors which influence the Attitude of VHSE Students towards Entrepreneurship

Sl. No	Skills	No. of variables	Range of standardized factor loading	Range of 't' statistics	Cronbach Alpha	Composite Reliability	Average variance extracted
1.	Perception of VHSE Students towards Entrepreneurship	13	0.8215-0.6145	3.3524*-2.3450*	0.7573	0.7468	55.54
2.	Socio-economic Factors Influencing the Attitude of VHSE Students	8	0.8424-0.6325	3.4265*-2.4335*	0.7651	0.7489	57.47
3.	VHSE Course Influencing the Attitude of VHSE Students 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

The Table 5 shows that the standardized factor loading of the variables in each factor 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 factors is greater than the standard minimum of 0.60. All these results indicate the reliability and validity of variables in each attitude.

1.8 AN ANALYSIS OF THE ATTITUDE OF VHSE STUDENTS TOWARDS ENTREPRENEURSHIP

In order to find out the significant difference among VHSE students in respect of their attitude towards entrepreneurship, the null hypothesis is framed as, "there is no significant difference among VHSE students in respect of their attitude towards entrepreneurship". The result is given in the Table 6.

Table 6 Attitude towards Entrepreneurship among the VHSE Students

Sl. No	Attitude towards Entrepreneurship	Mean Score among the Respondents				F Statistics
		Rural	Semi-Urban	Urban	Overall	
1.	Perception of VHSE Students	3.3999	3.6362	3.8436	3.6409	14.967*
2.	Socio-economic Factors	2.8553	3.4083	3.7424	3.3740	22.371*
3.	VHSE Course	2.7857	3.3113	3.4952	3.2388	21.747*

Source: Primary data *Significant at five per cent level

From the above Table 6 it is observed that the highly influenced variable which influences the attitude of VHSE students towards entrepreneurship among the respondents in rural, semi-urban and urban areas is the 'Perception of VHSE Students' since its mean score is 3.3999, 3.6362 and 3.8436 respectively. Regarding the attitude of VHSE students towards entrepreneurship, significant difference among the respondents in three groups of respondents have been noticed in the case of all the three factors since their respective 'F' statistics are significant at five per cent level.

1.9 FINDINGS

- ✧ It is evident from the study that, 71 per cent of the respondents are 17 years old. Respondents with 18 years constitute 29 per cent. The study also reveals that 60.5 per cent of the respondents are male and 39.5 per cent of the respondents are female.
- ✧ It is observed that 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 study also reveals that 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 the analysis 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.
- ✧ The highly viewed perception variable among the VHSE students which influence their attitude towards entrepreneurship are 'I am confident that I would succeed in my life if I become an

- entrepreneur' and 'life of several entrepreneurs have influenced and inspired me to become an entrepreneur' since their mean scores are 3.9233 and 3.8900.
- ✧ The highly viewed socio- economic variable among the VHSE students which influence their attitude towards entrepreneurship are 'I want to get a 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.
 - ✧ The highly viewed VHSE course variable among the VHSE students which influence their attitude towards entrepreneurship are '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.
 - ✧ From the above Table 6 it is observed that the highly influenced variable which influences the attitude of VHSE students towards entrepreneurship among the respondents in rural, semi-urban and urban areas is the 'Perception of VHSE Students 'since its mean score is 3.3999, 3.6362 and 3.8436 respectively.

1.10 SUGGESTIONS

1. It is advised to the VHSE students that, they may set greater goals and aspirations for their future life during their VHSE course focusing mainly in becoming entrepreneurs and make use of all the advantages and opportunities to get trained in becoming employable and also to engage in entrepreneurial activities.
2. It is highly recommended to the VHSE students that, they may try to know the recent developments in the field of business through newspaper, periodicals and other media.
3. It is proposed to the VHSE students that, they themselves may take initiatives to develop the necessary skills, competencies and attitudes to face the challenges of 'the world of work' by actively taking part in various activities, clubs, intra and inter competitions of the school.
4. It is suggested to the VHSE students that they may learn from the successful entrepreneurs of the Kerala State and consider them as role models to get inspired to become future entrepreneurs.
5. It is advised to the VHSE Board and VHSE Schools that, the vision and the objectives with which the VHSE course was implemented can be achieved only if they consider VHSE as a ground where the budding entrepreneurs can be developed and the job skills of the VHSE students may be developed. The Government of Kerala State, VHSE Board and the VHSE schools should give adequate importance to the development of the entire environment which can develop budding entrepreneurs through VHSE schools.
6. It is recommended to the VHSE board to revise the content of the VHSE course curriculum by in-depth theory and practical to make the students employable. It should be sufficient enough to develop the skills of the students to get a job or become self-employable immediately after the VHSE course. It is suggested that the curriculum planning of the VHSE may be done in such a way that it gives adequate emphasis on the latest teaching methods and more importance to the practical sessions.
7. Only if the students are exposed to more practical sessions they may be able to get a deep understanding of the trade that the students have selected. So it is highly recommended to give more practical trainings related to their choice of subjects to the VHSE students.
8. It is highly recommended that the recent developments should be added to the existing VHSE syllabus. It is observed that the content of the VHSE course curriculum has not been revised and the students are learning and following the course content which was prepared long back.
9. It is recommended to the VHSE schools to provide sufficient practical oriented assignments and projects to the students to expand their knowledge about the trade they have chosen.
10. It is highly suggested to the VHSE Board and the schools that they may provide better lab facilities, training cum production centers, library facilities etc., to the VHSE students. Since the VHSE is a platform to develop entrepreneurs, serious consideration may be given to provide all the facilities to develop the employable skills of the VHSE students.
11. It is proposed to the VHSE schools that, they may start 'entrepreneurship clubs, science exhibitions, competitions etc. to showcase the talents, abilities and skills of the VHSE students.

- So that the VHSE students may be motivated to expose their skills and talents to experiment new ideas.
12. Even though there are career guidance desks in the VHSE schools, frequent information may be given to the students about the job opportunities with regard to the course that they have chosen.
 13. It is advised to the VHSE schools that, the role of the entrepreneurs in the economic growth and the development of the Nation may be taught to the VHSE students through various awareness programs.
 14. It is proposed that, the VHSE schools and teachers may maintain continuous interaction with the large/small scale industries and industrial training institutes which can provide large amount of information about 'the world of work' to the VHSE students.
 15. It is advised to the VHSE Schools that, the schools may design the VHSE curriculum and the training programmes in such a way that they are more rigorous, tough and rough in nature. This may help the VHSE students to withstand, be flexible and adapt themselves to face any kind of adversities that are awaited in their future life.
 16. It is advised to the VHSE Schools that, the skills development training programmes may be arranged in schools in order to enhance the entrepreneurial traits of the students like; risk taking, confidence building, perseverance, adaptability, flexibility etc. which are considered as the basic and necessary ingredients of entrepreneurship.
 17. It is recommended to the VHSE Schools that, the creation of self-control, confidence building and disciplined life are the core traits which are needed to become an entrepreneur. Training in developing these traits along with an optimistic attitude towards life may be infused among the VHSE students through various training programmes. Stress management programmes may be introduced and developed in schools to focus on anger management and self-discovery of the VHSE students.
 18. It is suggested to the VHSE Schools to consider in setting up good language labs and train the VHSE students in improving their communications skills. Since the importance of the English language has a vital role in the oral and written communications of the business world, due importance may be given in developing the English language skills.
 19. It is recommended that, the VHSE schools may start 'business update sessions' every day in each class by allocating extra time for the analysis of the 'news/business update'. The students may prepare the business related news in advance and present it in the class. This will enhance the information about the latest business trends among the students and may also improve the communication skills, presentation skills and confidence.
 20. One of the basic requirements to get a job in government/private firms is professionalism and soft skills. Importance also may be given to the presentation skills, group discussion skills etc. The schools also may take initiatives to teach and give practical trainings to the students to enhance their group skills. The students should learn to behave and function effectively in various groups.
 21. It is suggested to the VHSE Schools that, the schools may take up creative steps in improving the 'organizing and coordinating skills' of the VHSE students by giving opportunities to the students in organizing various events in the school. The campus of the VHSE schools may become 'Student Initiated Campuses'.
 22. VHSE schools may make use of all the leading industries, Industrial development corporations, Management Institutes, Industrial Development units, Small Scale Industrial development centres, leading Engineering Colleges in Thiruvananthapuram and various industrial organizations and other training institutes which can be essential sources of information about the current trends in the business world.
 23. It is intimated to the VHSE schools that, the students may be exposed to the trade fairs and various exhibitions conducted by different organisations and industries.
 24. It is proposed to the VHSE Board that, the VHSE courses which have lot of job potential may be identified to help the VHSE students as well as the parents. It can be done through conducting a survey by the help of the State Government and the list may be published for the benefit of the general public and VHSE students.
 25. 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 may be introduced.

26. The Kerala State Government may consider it as an urgent need to upgrade the VHSE courses 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.
27. Since the Government of Kerala is promoting and providing assistance to the new 'start-ups' in the State, it is highly suggested that, these support programmes and support assistances may be extended to the VHSE Schools also. This will attract more students to VHSE courses and can enhance the entrepreneurial attitude among the students.
28. It is suggested to the Government of Kerala to take serious steps in providing sufficient infrastructure and provide practical labs and modernizing the labs and workshops.

1.11 CONCLUSION

This article analyzes the attitude of VHSE students towards entrepreneurship. If the VHSE board, VHSE schools and the State Government can take a keen

interest in developing the VHSE programme and make it as a ground and base for making future entrepreneurs, the VHSE programme for which it was introduced may be realized. 'Catch them young' should be the motto and aim of the Kerala State Government and other stake holders to accelerate the spirit of entrepreneurship among the VHSE students. The objectives with which the VHSE programme was introduced in the State can be achieved only through an empowerment of the VHSE programme by the the initiatives of the State Government and VHSE schools and VHSE Board.

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