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Evaluation of Vocational Training Programs for Developing Entrepreneurial Skills among Women in the Punjab

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Abstract

The CIPP evaluative model was employed to evaluate vocational training programs for developing entrepreneurial skills among women at Vocational Training Centers (VTCs) established by Government of the Punjab under TEVTA. A VTC center running under this program at Layyah was selected due to the backwardness of the area. Three programs were included; Dress Designing and making, Domestic Tailoring and Beautician in the study. The participants comprised the women, trainers and entrepreneurs of VTCs. Multiple stage sampling technique was used to select the sample. Mixed method approach was used by following CIPP program evaluation model. Data were based on classroom observation, semi-structured interviews and desk review validated through pilot testing, expert opinion, content validity ratio, content validity index and confirmatory factor analysis. Quantitative data were analyzed through central tendency; mean score and standard deviation while interviews and observation through thematic analysis. Findings showed that the level of entrepreneurial skills among women was very low. Majority of women did not attempt the assessment test related to technical skills. Some women got minimum score in business plan template and situational judgment. The entrepreneur's running their own setups had observations like, teacher training was inadequate. However, revision of course contents, provision of better environment at VTCs and effective teaching strategies with special focus on practical work is recommended.

Keywords: Vocational Training Center, Women Entrepreneurs, Entrepreneurial Skills, CIPP Model

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Introduction

In a country, skills and knowledge are considered as the main driving forces of economic growth and social development. The economy becomes more fruitful, ingenious and viable through the presence of more skilled human potential (Aakrog, 2020). Human resources can be categorized as the capital value of an individual experience and competencies. Women are the most vibrant and dynamic segment as well as potentially most cherished human resource (UNESCO, 2018). However, despite exceptional competences, Pakistan is facing the issue of weak knowledge and expertise base, with (*12.3%)* gross enrolment ratio, as compared to developed courtiers with *(54.6%)*, china *(21%)*, and the world average *(23.2%)*. This paper describes the effectiveness of vocational training programs in developing entrepreneurial skills of women (Iqbal, 2017). Women have been determined as the most deprived and deprecated group in society and can be used as a sturdy weapon against indigence and starvation. In this critical situation there is a dire need to become women empowered, for this purpose vocational training centers are the only source that become women empowered in different professions (Qadeer, 2017). VTCs can make a giant difference for women by improving their professional skill that improve their productive capacity, wages, enhancing food security and promoting sustainable environmental development and livelihoods (Kok & Low, 2017).

In developing countries, government and funding agencies established a large number of public and private institutions that were designed to enhance vocational trainings in the development of entrepreneurship and products in market place (Wolf, 2016). In order to expand the range of women wages, competencies and employability, vocational training centers launched some training programs particularly to develop entrepreneurial skills (Martínez-Morales & Marhuenda-Fluixá, 2020). Vocational training programs frequently target low paid and jobless women who were outside the main stream educational system. Vocational training programs generally emphasis on the development of their entrepreneurial skills so that they become entrepreneurs. The objectives of these programs are to develop entrepreneurial skills among women for enhancing their products in market (Santilli, 2019).

Capabilities of women entrepreneurial skills in VTCs through short & long term courses are designed to guide women towards employability, self-confidence, self-independent (Stalderand Luthia, 2020). This has lead Asian countries including Pakistan to recognize that training in VTCs is essential to decrease scarcity through the achievement of entrepreneurial skill. The primary objective of VTCs to get ready the women for employment can be defined as any form of education whose primary purpose is to prepare beneficiaries for lucrative occupation (Rintala & Nokelainen, 2020).

Entrepreneurial skills in Technical and Vocational Training Centers

It is a fact that society demands women and men that are proficient in confirming businesses that would support cushion the harmful effects of enormous joblessness and scarcity which entrepreneurial skills in VTCs affords. The range of business education according to the (Cedefop, 2017) comprises creativeness, novelties, taking risks and the capability to design and manage projects in order to attain objectives. Moreover, it makes at ease for trainers to spend their training hours on the subject matter.

Generally, it must be in consideration to move core curriculum from content material to capabilities. To make teaching and learning process easier to reinforce capabilities of women for entrepreneurship to be comprised in the school programs (Seung, 2018). Women who have successor through vocational training program turn to be more duteous and diligent in their liabilities. In society it becomes a source of reducing unemployment (Haybi-Barak & Shoshana, 2020). In a developing country like Pakistan owing to system failure high level of unemployment is prevailing, linked with inefficacy of government to produce job opportunities for Youngers (Stalder, 2020).Entrepreneurship in VTCs could be engaged to improve entrepreneurial skills in the youngers to make them entrepreneurs after training programs (Hiim, 2020).

The elevation of entrepreneurial studies would produce business opportunities with following revenue intensifier effects for the society (Murgor, 2017). If employment generation and entrepreneurial deeds are cautiously harmonized, then it would be claimed that amplified entrepreneurship would support the most drawbacks in the market (Rintala & Nokelainen, 2020). The situation according to (Billett, 2020) become the worst owing to the variation brought about by novelties in expertise looking for employment in job market , that makes it essential for youth to attain particular skills to enable them to manage with the recent trends in techniques and be beneficial in the job market. When women are an integral part of occupation in job market, then entrepreneurship education VTCs may help as a means for achieving women empowerment (Mobley, 2017).

VTCs contribute in social and economic development of individuals in general and society in particular, this is possible in the light of evaluation of these centers by their programs. Thus, elevation of entrepreneurial skills in TVET may form a lay out for developing programs and policies in technical and vocational centers. Government and authorities working for technical education have made many efforts for the promotion of entrepreneurship including: policy development, courses orientations and starting training programs to encourage entrepreneurship among women of VTC. Even then, the number of women who choose entrepreneurship as a career is not very high in numbers. The causes recognized behind this low interest in choosing entrepreneurship as a profession could be lack of finance and training (Asunsung, 2013). Government tried to deal with the

financial aspect by providing soft loans, however, there is certain hindrance about lack of suitable training on skills required to run a business. This necessitates evaluation of these training programs to identify gaps that are serving as hindrances in the attainment of entrepreneurial skills (Bilal & Malik, 2018). These gaps in training programs could be identified through four components introduced by Stufflebeam CIPP (Context, Input, Process, Product) evaluation model (Zhang, Zeller, Griffith, Metcalf & Williams, 2011). Stufflebeam model is the most adopted evaluation for programs, institutions, and curriculum. All these steps will help to achieve the intended aim of the study. The frame work of evaluation of vocational training program is given below:

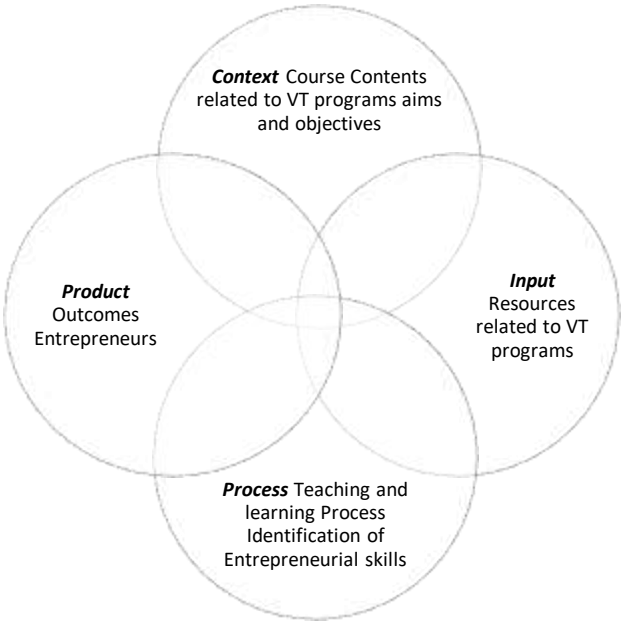


Figure 1. *Evaluation of VTC for Developing Entrepreneurial Skills among Women*

Objective

The main objective was to evaluate vocational training programs for developing Entrepreneurial skills among women at VTCs.

Research Questions

Research questions of the study were:

1. To what extent context of vocational training program is relevant to develop entrepreneurial skills among women at VTCs?
2. What type of resources (Input) used by VTCs to inculcate entrepreneurial skills among women?

3. How the process is relevant to develop entrepreneurial skills among women at VTCs?
4. How will women trainees (Product) practically implement what they have learnt?

Methodology

This paper is based on training session carried out by sixty five women trainees of three vocational training programs "Dress Designing and making, Domestic Tailoring and Beautician" at a vocational training center .The women who participated in these training programs had already enrolled during morning session (2018-2019). The objectives of courses to provide them ample and suitability of entrepreneurial skills, in content of courses that were taught, the skill of efficacious planning and implementation of lessons and practices of becoming successful entrepreneurs. These training programs along with their discrete experiences support them in envisage themselves as business women of their own choice.

Design of the Study

This evaluative study that encompasses various aspects related to Context, Input resources, teaching and learning Process and Product of a training program. Mix method technique provides specific directions for procedures in a research design (Denzin & Lincoln, 2011). Within this approach, an explanatory sequential mix method was employed to conduct this research. The design is considered sequential because the initial quantitative phase is followed by the qualitative phase (Creswell, 2014; Tashakkori & Teddlie, 2010). For quantitative data, a questionnaire was constructed with the help of literature to find out trainers' opinion about the vocational training program during their performance in presentations. This quantitative exploration was followed by semi-structured interviews of trainers to probe further and develop an in-depth understanding of the issues initially highlighted through the analysis of quantitative data (Creswell, 2014).

Nature of Participants

Population of the study was women trainees of three vocational training programs "Domestic Tailoring, *Dress Designing and Making and Beautician*" studying in VTCs located in the Punjab Province was the population of the study. Women were belonged to above mention three programs and enrolled during session 2019-2020 in VTC in district Layyah. Layyah is considered backward in south Punjab. Women need employment here and this is only possible through skills. Women from different remote areas of Layyah preceded these centers for the sake of technical education. The selection of programs was made on the basis of high enrollment. The women selection was not made independently but programs were selected in which maximum women were enrolled. Moreover, due to

time and resource constraints only VTC Layyah took as sample. Program evaluation can be done at one place as a cluster. This research study involved sixty women, twenty from each programs and five trainers who taught them in three different programs. The women belonged to same program and almost of same age level. Cluster sampling technique was used to select the respondents from selected district.

Instrument of the Study

Keeping in view, range and targets of the study different tools were used to collect data from respondents. This data was assembled from different respondents involved in teaching & learning process, trainees in training sessions, entrepreneurs and women who are employed in public or private sectors. The data assembled from them comprises training session's observation questionnaire, and categorical scale. This was enough evidence to know about their teaching and learning and physical facilities provided by VTCs. The data was assisted with other sources of information to reinforce and validate the output produced through this study. The most germane participants to know about training sessions activities of probable trainers were their women trainees directly participated in the teaching and learning process in the training sessions. Therefore, interviews of trainers and entrepreneurs served a source to identify their expectations regarding programs in VTCs. Instruments used in assembling is given below in the table 1.

Table 1

Comprehensive Framework of the Study

Sr. No	Domain of Study	Measured Variable	Tools	Respondents
1.	Context	Content related to VTCs objectives	(Framework of content analysis)	Trainers taught in VTCs & researcher herself
2.	Input	Content, Resources (physical, Human, Financial)	Questionnaire Researcher made by self	Trainees of three Courses, Trainers Entrepreneurs
3.	Process	Teaching and learning process, Activities in VTCs	Classroom observation Questionnaire	Trainers Trainees
4.	Product	Trainees & trainers performance during teaching and learning process	Semi-Structured Interviews Final results	Trainers/ Entrepreneurs/ Employee women Trainees Annual Result

Pilot Testing of the Questionnaire

The instruments were pilot tested to ensure the reliability and relevance of the statements with the factors and overall accuracy (Creswell, 2012; Frenkel & Wallen, 2009). The questionnaire was distributed to 65 women trainees who were enrolled during session 2019-2020 in three vocational training programs "Domestic Tailoring, Dress Designing and Making and Beautician". They were asked to fill the questionnaire and point out any statement that is ambiguous and unclear. The questionnaires were filled and returned by with no indication of any ambiguity. The trainers concurred that the questionnaire was clear, understandable and contain all salient challenges faced by them during vocational training program for developing entrepreneurial skills in VTC. The reliability coefficient was calculated to be 0.87 that falls within the acceptable range for use (Gay, Mills & Airasian, 2009).

Table 2

Detail of Program Evaluation Components, Scope, Number of Items with Example and Reliability Coefficient

Sr. No	Component	Scope	NI	Example Statement	Reliability
1.	Context	Objectives, contents of programs	3	Course contents are relevant to objectives of VTC	0.87
2.	Input	Physical Facilities	3-14	Furniture , writing boards, fans, labs are available at VTC	0.84
3.	Process	Teaching learning Process	20	Trainers used different teaching methodologies during training session	0.81
4.	Product	Final results out put	4	Formative summative evaluation	0.83

Data Collection and Analysis

The questionnaire, business plan template, situational judgment test , physical facilities scale were distributed among women trainees enrolled in three different programs "Domestic Tailoring, Dress Designing and Making and Beautician "during session 2019-2020 at VTC. The researcher approached women trainees in their training classrooms and stayed with them until they completed and returned the questionnaires. The researcher visited three training session under three different programs to collect data. The total number of completed and returned questionnaires was 65.Quantitative data were entered into SPSS, cleaned and organized for analysis. The scale was analyzed and presented descriptive by following criteria: mean for low score from 1.00 to 2.34, medium from 2.35 to 3.67, and high from 3.68 to 5.00 (Al-Nouh, Kareem &Taqi, 2015). Only five

trainers were selected from vocational training center district Layyah for interview in the second phase of data collection. They were selected on the basis of their competency of above mentioned three programs. They were asked different questions in order to explore the vocational training program evaluation for developing entrepreneurial skills among women. Semi structured interviews were conducted by the researcher herself on one to one basis. Each interview lasted for about 7-10 minutes. Data collected through women trainees' questionnaire, interviews were transcribed and analyzed. Thematic analysis was conducted on the qualitative data that allowed the researcher to move from specific chunks of data to shared meanings and interpretations through iterative and inductive cycles of data analysis (Smith, 2004).

Results

The results of the study were manifested in tables, diagrams, and represented as per nature of analysis and claim of the research questions. The researcher observed achievements on numerous factors of trainer's readiness and women trainee's reflections. The results about prospective of CIPP evaluation model are given below.

Table 3

Contexts related to Textbooks of Vocational Training Program for Developing Entrepreneurial Skills among Women at VTCs

Sr.No	Statement	N	Mean	SD
1.	Content of the program is relevant to course objectives	65	2.27	1.375
2.	Content of program is according to the cognitive level of women	65	2.69	1.223
3.	Course contents are activity oriented	65	2.76	1.042
4.	Information given in material of the courses has helped me to develop entrepreneurial skills	65	3.13	1.321
5.	Identification of opportunities present in the market	65	3.26	1.383

Table 3 shows that vocational training centers are evaluated through their context including course content of programs, content accuracy. Content of the program is according to the cognitive level of women. Contents are activity oriented and finally contents play a dynamic role in developing entrepreneurial competencies among women with identification of new opportunities present in market. In this table 3 lower numbers of means shows higher degree of conformity. Identification of opportunities in markets had high conformity number *(M=3.26, N=65, SD=1.38*) rather than course material which helped women in developing entrepreneurial skills among women. Contents were activity oriented (*M=2.76, N=65, SD=1.04*) better than relevant to course objectives (*M=2.27, N=65, SD=1.37).*

Table 4

Input (Physical Resources) of Vocational Training Program for Developing Entrepreneurial Skills among Women at VTCs

Sr.No.	Statement	N	Mean	SD
1.	Writing boards are available in all classrooms	65	2.98	0.503
2.	Audio visual aids are available to run classroom activities	65	2.87	0.503
3.	Labs/ workshop rooms are available for practical work	65	2.69	0.532
4.	Computer labs are equipped with the facilities required your program	65	3.75	0.502
5.	Internet facility is available in the library	65	1.84	0.503
6.	The library contained all relevant books	65	2.94	0.500
7.	The library is accessible to all women.	65	1.87	0.503
8.	Furniture is sufficient in all classrooms	65	2.82	0.500
9.	Conducive environment(hygienic, light, fans, cleanliness etc.) is available during teaching	65	2.76	0.493
10.	Adequate Sewing machines & scissors are available to all women at VTCs	65	2.75	0.500
11.	Machines provided to the women are easy to use	65	2.98	0.495
12.	Beauty products /Box (Make up kit) related to program are available at VTCs	65	2.85	0.491
13.	There are rooms according to women enrollment	65	2.83	0.500
14.	Rooms are spacious	65	2.81	0.500

Table 4 presents descriptive results statement wise in the following paragraphs. The results regarding first statement "writing boards are available in VTCs" shows medium level scores in regard to "availability of audio video aids" in VTCs. This table shows fifty percent responses in affirmative in regard to physical facilities in VTCs. Women felt confusion in many responses like statement 6 and 7. In VTCs library existed and fully equipped but not operational, that's why their access is not possible. They felt confusion in availability of physical resources, writing boards are available at VTCs (*M=2.98*) audio visual aids are in use while conducting activities (*M=2.87)*. Workshops and practical labs are available (M=2.69). Computer labs are better equipped with accessories *(M=3.75)*. Internet facility is available in library *(M=1.84*). Furniture is sufficient in all class rooms (*M=2.82)*. Conducive environment in VTCs (*M=2.76)*. Sewing machines are available in VTCs *(M=2.75)*. Machines are easy to use in "Domestic Tailoring and Dress Designing and Making Program" *(M=2.98)*. Beauty kits are available in beauty labs *(M=2.85)* .There are enough number of rooms for enrolled women (*M=2.83)*. Rooms are spacious (*M=2.81)*. The results show that women faced problems of medium level in the use of physical facilities during their training sessions in VTCs.

Table 5

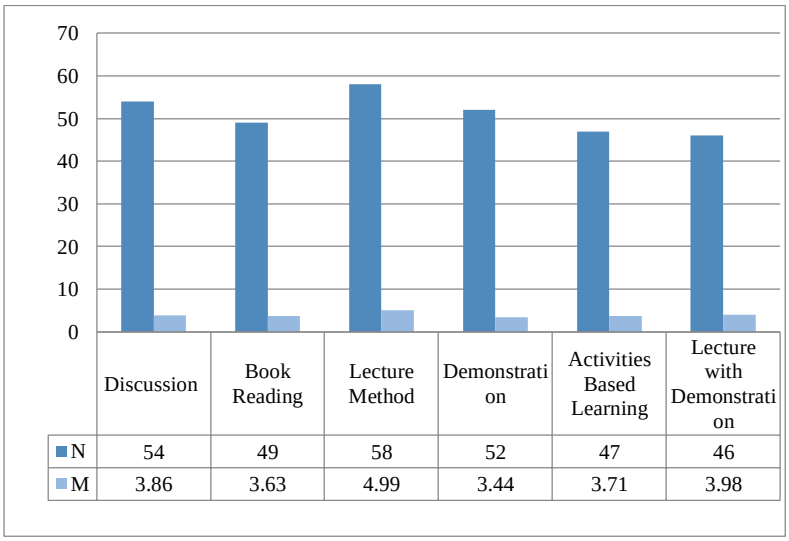
Teaching Methods Used by Trainers during their Training Session in Different Programs for Developing Entrepreneurial Skills among Women at VTCs

Sr.No.	Statement	N	Mean	SD
1.	Discussion	65	3.86	1.379
2.	Book Reading	65	3.63	1.596
3.	Lecture Method	65	4.99	1.570
4.	Demonstration	65	3.44	1.275
5.	Activity Based Teaching	65	3.71	1.345
6.	Lecture method with combination of demonstration	64	3.98	1.350

Table 5 presents the teaching and learning process of vocational training program for developing entrepreneurial skills among women trainees at VTCs. Total three training session of three different programs "Domestic Tailoring, Dress Designing and Making and Beautician" were observed. The results of table 4 presented that lecture method stands high in rank used by VTCs trainers. However lecture method with combination of demonstration is also progressively joining lecture method as upcoming methods of teaching. Discussion is the second best used method in training sessions with discussion. It is slightly encouraging to see, number of trainees increased day by day from one session to another. In fact, at this stage discussion method is taking place of lecturing by acquiring some percentage of time. It shows grappling mind of trainers and women trainees engagement through discussion. But in "Beautician" training session it adequately reduced which owes to persuade restrictive components in the practical labs. In "Beautician" training session trainers are facing various issues to use this teaching method but they have propensity towards women trainees centered didactics and spending equitable percentage of time of the session to this technique. This training session demands practical (Demonstration) rather than lecture.

The third method observed by the researcher is activity based teaching. Trainers frequently use this method in practical labs. It appeared that activity oriented teaching practice is less demanding for trainers. Course contents are activity oriented and small activities are planned before lesson planning. Trainers disbursed equitable percentage of class time to perform activities in the training sessions. The persuade execution level of activities in the training session verifies that trainers have only listening repository of various pedagogical approaches. If trainers are given particular skills and training sessions of trainees centered teaching methodologies then such innovative pedagogies can be used by the trainers during trianing. It showed that trainers have keen desire to use women trainees centered techniques but they have not specific skills to use them in session. Book Reading is the fourth teaching method mainly used in theory session. The occurrence level of this method is originally high but slowly falls to the end of teaching activities. The formative evaluation during training discourse is vital to get opinion of

women trainees 'learning which enrich training session activities through numerous pedagogies which out range progress of training session. But it is also appreciable that there are various factors which subsidize to decide the usage of diverse pedagogies in the training session to make it meaningful. Around the clock, one method is not practicable. The nature of content determines lesson plan and the best method to deliver this content to the women trainees.



	Discussion	Book Reading	Lecture Method	Demonstration	Activities Based Learning	Lecture with Demonstration
N	54	49	58	52	47	46
M	3.86	3.63	4.99	3.44	3.71	3.98

Figure 2. *Teaching Methodologies Practiced at VTCs*

Despite all these causes continuously decrease of this technique is presenting that trainers are losing their tendency by utilizing women trainees centered methodologies. The last two training methods are "demonstration & activity based learning" which are least used respectively. Trainers have not sufficient competencies to utilize these challenging pedagogies. Only book-reading or learn through lecturing used in vocational training centers is wrong assumption that the trainer is equipped to use these pedagogies. Theories are totally dissimilar than practices particularly in teaching profession. The culture and environment of VTCs is not encouraging even reluctant to utilize such pedagogies. Because trainers ponder that reading textbooks is the best method in theory sessions and ask women trainees to memories it for exams purpose. Women trainees remember text, transcribe it in exams paper and secured good grades. Proficiency in women trainee's skills is not prime concern of the VTCs trainers. The present educational policy laid great emphasize on this locus but just theoretically. There is an entire need to encompass VTCs trainers and build their trust because they are real person who can play key role in training sessions to adapt such methodologies to develop cognizance of women trainees.

Observation of Trainers during Classroom Teaching

Trainers used "activity-oriented" teaching methods in practical lab works with an expectation that trainers used above mentioned different methodologies in their training classes. Three training sessions (one from each program) were observed. Trainers used different combination of teaching methods in different times. The results showed that lecture still ranks high in teaching methodologies used by trainers but encouragingly discussion. Discussion, demonstration and Activity-oriented methods are replacing lecture method as probable pedagogy of training.

Table 6

Activities that VTCs Conducted for Developing Entrepreneurial Skills among Women

Sr.No.	Statement	N	Mean	SD
1.	VTCs encourage students who want to start their own business	64	2.90	1.477
2.	Participation in business fairs gave me confidence that I can start my own business	63	3.07	1.383
3.	Education in VCTs has motivated me to start my own business	65	3.67	3.791
4.	VTCs arrange seminars/ workshops aiming to develop entrepreneurial skills among students	65	6.64	1.178
5.	Meeting with business men are arranged for women	65	3.52	1.276

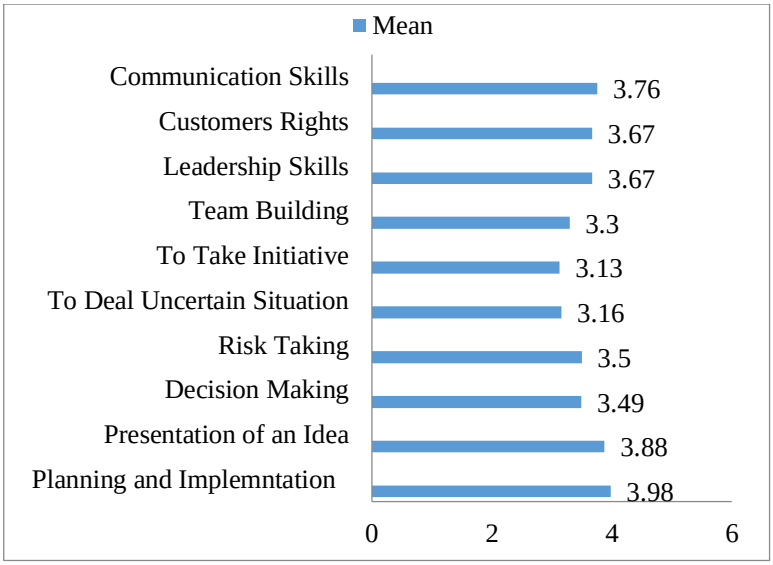
Table 6 shows activities that were conducted different training sessions during the observation which rarely matched with demanding of the concerned training program. The women trainees' active involvement in VTCs activities is vital for startup a new business venture. The spaces provided by the trainers at VTCs to participate in VTCs activities, open opportunities for women trainees to get involve and initiate their thinking process to start up a new business. On the other hand, passiveness of women trainees in meeting with business men shows medium level of mean *(M=3.52).* The emphasize on developing higher order entrepreneurial skills among women is repeatedly highlighted in different VTCs vision and mission statements but unfortunately it lacks and we have little evidence up to so far. The reason behind can be assumed evaluation system which derives our classroom practices. The VTCs conducted activities and interaction is mostly based on formalities in such a way that women trainees' might be in a position to get some idea regarding entrepreneurship. In this table mean scores used to assess women trainees' responses which based on activities that VTCs conducted for the development of entrepreneurial skills instead of factual knowledge which demands women trainees' active participation in these activities. VTCs encourage women to start up a new business with low mean level *(M=2.90)* while seminars and workshops have high mean value (*M=6.64).*

Table 7

Development of Entrepreneurial Skills during Classroom Activities at VTCs

Sr.No.	Statement	N	Mean	SD
1.	Planning and implementation of a project	65	3.98	1.613
2.	Written communication with concerned organization	65	3.88	1.501
3.	Presentation of idea	65	3.49	1.459
4.	Leadership skills	65	3.50	1.251
5.	Team building	65	3.16	1.387
6.	Risk taking	65	3.13	1.638
7.	Decision making	65	3.30	1.530
8.	To deal with uncertain situation	65	3.67	1.523
9.	To take initiative	65	3.67	1.251
10.	Customers rights	65	3.76	1.476

Table 6 illustrates the quantitative results are very encouraging that women trainees entrepreneurial skills significantly increased after the conduct of classrooms activities at VTCs in different training sessions. There is a need to explore classroom interaction and identify those activities which are supportive to develop entrepreneurial skills among women trainees. The classroom interaction, when and where these activities were identified and discussed. The activities were identified from table 7 in which significant difference in mean score was found. The identified extracts from the relevant sessions of class room activities were picked up and analyzed with the help of Mean score. Table 6 presents different activities details of the text where significant difference was found. It is worth mentioning that the mean scores showed on the y-axis while variation in different activities showed on the x- axis. To see the different activities degree of variation, trend lines against mean scores of these activities are drawn. Mean score of planning and implementation of a project is higher in all activities except risk taking. Written communication with concerned organization has better mean score in presentation of an idea and decision making as compared to take initiative but equal with to deal with uncertain situation.



It is evident from the figure 2 that communication skills (*M=3.76)* is higher as compare to customer rights *(M=3.67).*It can be indicated that women trainees of VTCs have more specified mean score of leadership skills (*M=3.67)* as compare to team building *(M-3.30*). It can be further stated that women trainees have clear unified concept about risk taking (*M=3.50*) and decision making *(M=3.49)* which develop entrepreneurial skill. The women trainees of VTCs have more overlapping in to take initiative (*M=3.13)* and to deal with uncertain situation *(M=3.16)*. It is slight higher in women trainees of VTCs in presentation of idea (*M=3.88*) it increases towards planning and implementation (*M=3.98).* It means that planning and implementation is comparatively more intended among women trainees of VTCs.

Business Skills

Business skills with sub-skills were divided into six major categories i.e. business ideas, functions of business, networking and seeking opportunities. In order to accomplish minimum capability level, the score of women trainees are as follows;

Table 8

Entrepreneurial Skills Taught at VTCs

Sr.No	Statement	N	Mean	SD
1.	Idea of Business	64	2.96	0.503
2.	Functions of Business	63	2.88	0.498
3.	Seeking Opportunities	65	2.84	0.502
4.	Environmental Scanning	64	2.63	0.503
5.	Networking	65	2.98	0.504
6.	SWOT Analysis	63	2.38	0.503

The results of table 8 regarding business entrepreneurial skills taught at VTCs show medium level scores in regard to develop entrepreneurial skills among women trainees. Women trainees felt worry before idea of business *(M=2.96*) functions of business (*M=2.88)* and seeking opportunities (*M= 2.84).* Even they get worried if well prepared about networking (M=2.89). Mostly women trainees take in mind that their peers are better in idea of business and it functions. Women trainees negative experience regarding SWOT (Strengths Weakness Opportunities and Threats) also make them confuse and effect their performance (*M=2.38).* Fear of having low grades in environment scanning (*M= 2.63)* is also a source of challenge for women trainees during presentation of business skills in class rooms.

Management Skills

Management skills with sub-skills were further divided into four major categories including managerial, monetary, lawful and advertising skills with their indicators. Women trainees mean scores are as follows;

Table 9

Management Skills Taught at VTCs

Sr.No	Statement	N	Mean	SD
1	Planning	65	2.53	0.481
2	Organizing	64	2.82	2.485
3	Staffing	64	2.91	0.495
4	Coordination	64	2.77	0.497
5	Budgeting	65	2.93	0.500
6	Record Keeping	63	2.67	0.489
7	Decision Making	63	2.52	0.503
8	Registration of Business	62	2.89	0.477
9	Legal Issues	61	2.32	0.500
10	Customers Rights	64	2.78	0.495
11	Marketing Strategies	63	2.76	0.503
12	Knowledge about Business	64	2.78	0.467

Table 9 shows management skills taught at VTCs to develop entrepreneurial skills among women. The mean score results related to management skills are also showing moderate level scores against different indicators of this skill. The results reveal that women trainees of the study faced problems of medium rank while planning of an idea *(M= 2.53).* They found it moderately difficult to complete the idea in the given time period of organizing business (*M= 2.82).* The staff of a business is more concern of the opening of a new business which they are going to present in the market (*M=2.91)* especially issue of coordination among staff members *(M=2.77).* Budgeting have main focus of a business (*M=2.93).*The clarity of record keeping scores (*M=2.67*) related to

knowledge about business (M=2.78) are also showing moderate level scores against different statements of this skills. Women faced many problems while registration of business (*M=2.89).* They found it moderately difficult to complete the process of legal issues (*M=2.32).* Business is more concerned with customer's rights (M=2.78). The clarity of marketing strategies is also a source of problem with moderate mean score (*M=2.76).*

Technical Skills

The technical skills were further divided into four sub skills i.e. operational, production, supplies and information technology.

Table 10
Technical Skills

Sr.No	Statement	N	Mean	SD
1.	Operational Production	62	2.84	0.501
2.	Production	62	2.91	0.499
3.	Equipment's	64	2.76	0.501
4.	Use of Technology	65	2.75	0.505

Table 10 shows cumulative descriptive results against technical skills. Women trainees faced some problems in the study are of medium rank related to technical skills, operational production (*M= 2.84)* and production (*M = 2.91).* The major challenge of equipment's in production (*M=2.76)* comparatively with little mean difference of use of technology (*M=2.75).* Whereas mean values of all technical skills are evidently supporting to cause difficulties for the women trainees during presentations of technical skills in front of their peers considering them better in technical skills.

Personal skills

Personal skills were further divided into six major sub-skills i.e. self-confidence, perseverance, taking risks, tendency, making decisions, creativity and soft skills.

Table 11
Personal Skills

Sr.No	Statement	N	Mean	SD
1.	Diligence	64	2.25	0.506
2.	Decision	65	2.27	0.542
3.	Self –Efficacy	64	2.18	0.571
4.	Risk Taking	64	2.07	0.482
5.	Emotional Stability	65	2.31	0.534
6.	Communication	64	2.29	0.581
7.	Problem Solving	63	2.30	0.492
8.	Creativity	65	2.41	0.458

Table 11 represents different mean score in the opinions of women trainees' regarding personal skills. It shows that women trainees mean score on overall scale of entrepreneurial skills challenges is less as compare to other entrepreneurial skills. The sub skills wise mean scores of personal skills of women trainees are diligence (*M= 2.25*) decision making (*M=2.27*) self-efficacy (*M=2.18),* risk taking (*M=2.07)* emotional stability (M= 2.31), communication skills (M= 2.29) problem solving (M=2.30) and creativity (*M=2.41*) respectively. But there is no significant difference against sub skills of diligence, decision making, communication skills and problem solving. Likewise, mean scores of women trainees in all personal skills and personal traits are low as compared to other three entrepreneurial skills.

Qualitative Results

The major results that emerged from quantitative analysis of data were further explored through semi-structured interviews with five trainers. The trainers were asked questions about the challenges that may occur due issues related to vocational training program for developing entrepreneurial skills among women at VTC. The main patterns that emerged from the analysis of qualitative data are presented in table 12.

Table 12

Frequency of Responses of Trainers about Role of Vocational Training in Developing Entrepreneurial Skills among Women Trainees at VTC

Statement	Components of Program	F	Suggestions Statements
Suggested changes in VT Program	Context	80%	We should provide at least one book on Entrepreneurial Skills.
	Input	84%	Physical facilities in practice labs are not sufficient according to the need of training programs.
	Process	68%	Class room activities should be changed according to the need of the program.
	Product	81%	Evaluation process should be revised on new patterns. Practical should be given preference over theory.

Table 12 shows frequency of responses about need for improvement in vocational training program for developing entrepreneurial skills among women at VTC. Five trainers participated in interview process. At first all stated that there is an entire need to revise course contents and at least one book on Entrepreneurial skills should include in training programs. Secondly majority of them stated that physical facilities are available in VTC but in training programs practical labs are not fully equipped according to the needs of programs. Existing facilities are not sufficient for trainees. Thirdly *68%* of them suggested that teaching methodologies and teaching learning process should be revised.

They also emphasized on changing environment of class rooms. Lastly they recommended some improvements regarding product of VTC. Examples of recommendations are; practical should increase instead of theory so that trainees establish their own business incubators with the help of seminars, business fares and meeting with business men.

Discussion

In Pakistan, Vocational Training Centers in (Punjab) were found efficacious in developing skills among women trainees. It was responsible to manage industry needs. VTC meets the expectations of women trainees (Iqbal, 2017). Women have sufficient skills to become an entrepreneur. To some extent content material VTCs was found relevant but knowledge about entrepreneurial skills and business education liaison needs to be upgraded (Hiim, 2020). Vocational training centers arranged in-service training for trainers for better results. Trainers need innovative teaching pedagogies. A large number of trainers, who took part in training, were able to develop their teaching pedagogies by using various teaching methodologies (Kok& Low, 2017). The observation exposed that there was sufficient of furniture but rooms were not spacious, labs equipment were sufficient, library was there but not operational. Laboratory and workshops should be renovated with latest technologies & appliances. There is a dire need to increase in budget allocation for expendable material, maintenance and renovation. Due to limited resources women trainees confronted the problems of housing and finance for better achievements in entrepreneurship education (Wolf, 2016). These problems should be tackled by trainer's professional development. Government should allocate sufficient funds for development of entrepreneurship education. It was also shown by the results that women's participation in entrepreneurship education increases their intentions to become an entrepreneur (Qadeer, 2017). It is needed that VTCs should show more serious concern towards the entrepreneurship education by including it into regular course contents, teaching learning process, evaluation system and as a part of the scheme of studies. In VTCs content for entrepreneurship is more focused rather than business education. VTCs include most of the content on business issues like; financial resources, placement of business, employees, marketing strategies and legal awareness. Existing contents at VTCs contain managerial skills and also deals about some aspects of financial resources, but these skills were not sufficient for the development of ES among women. All over the world, course contents and pedagogies are considered as pivotal component in the development of entrepreneurship education (Volkman, 2014). Results of current the study might be contradictory for many reasons; one might be overview of entrepreneurship education taught at VTCs, might not focus in the development of ES among women that are crucial for entrepreneurs women. Even in the scheme of study of TEVTA institutes objectives related to the development of entrepreneurial skills was not

found. The main cause of the failure of these course contents is also supported the current study presenting that women have the lowest level of ES at VTCs. Vocational training program should be consisted of business opportunities with their evaluation (Aakrog, 2020). Drucker (1985) has identified the important components of entrepreneurship like; resources (human, financial and material) allocation, management and taking risks. Vocational training programs and their contents should emphasis on using the combination of theory and practice (Timmons, 2013). For the evaluation of entrepreneurial skills, BPT and SJT are also playing a vital role. The result presented by Seung (2018) development of BPT is an important part for entrepreneurship courses. Similar results have been reported by other researches (Persson-Fischier,2019).Templates and its implementation may help the evaluation of entrepreneurial skills and this study aimed to evaluate vocational training programs for developing entrepreneurial skills among women enrolled at VTCs. Results were not encouraging, a large number of women having lower level of entrepreneurial skills. Similarly responses of women on templates show that managerial skills are much better rather than other three skills. Results were not supportive about the scope of achieving the objectives of the study. Women at VTCs were very weak in business skills that why they were failure to become entrepreneurs. Results of women might be different if VTCs include business education as a part of their scheme of study. Women emphasis on getting entrepreneurial skills that they are capable to perform whose demand is high in society (Bandura, 2013; Boyd, &Vozikis1994). VTCs education system also favors these results, according to them if entrepreneurial skills included in course contents and process of teaching and learning be improved; women can attain the certain level of skills (Iqbal, 2017). Effectiveness of any programs can be carried out with their programs output (product) by evaluating the skills of women. These skills would be a blend of four skills; business, technical, personal and managerial skills. These skills may enable women to start up their new business. Current study tried to evaluate overall system which involved developing entrepreneurial skills at VTCs. It is evident from responses that context, input process and product of VTCs are underdeveloped and women attain certain lower level of skills at VTCs. There is an assumption that there is still a gap between content to process (its delivery) that is needed to cope it. Different studies favor this notion that by altering pedagogies, improving skills and competencies it can be possible (Hiim, 2020).

Conclusions

VTCs barring short comings and consequently vocational training programs at VTCs failed to develop entrepreneurial skills among women to the extent women trainees can initiate their business as an entrepreneur. The situation was more dismal, although there were courses which claimed that after completing these programs women will be able to establish and run their own business however even a single book was given in any manual

regarding entrepreneurial skills. Course contents were theoretical in nature that is merely based on information sharing instead of developing entrepreneurial skills among women allocation and utilization of resources were not sufficient for updating the training at VTCs. Teaching and learning process also have some weaknesses in using a variety of instructional strategies to develop entrepreneurial skills. Poor evaluation system based on only theoretical knowledge do not accumulate any kind of practical activity in exams to assess essential entrepreneurial skills among women. These results lead towards supposition that it is essential to assess entrepreneurship program in terms entrepreneurial skills along with intentions of women trainees to become entrepreneurs.

Recommendations

Some recommendations are made on the basis of empirical evidence of this study:

- TVET curricula should be reviewed and revised periodically in accordance with rapid technological advancements to meet the requirements of the labor market.
- The objectives of programs offered for entrepreneurship ought to be altered and this may not merely focus on the knowledge of entrepreneurial skills but need to focus on practical skills.
- For better functioning of vocational training centers need to introduce new courses on business education and entrepreneurship.

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