Vocational Education Empowers Micro-entrepreneurial Culture in Pakistan.

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Abstract: This research paper focuses on investigating the impact of Vocational Education on Micro-entrepreneurial Culture in Pakistan. This paper gives theoretical and empirical facts to support the undertaken research topic. It also provides an overview of Vocational Education, Entrepreneurial Culture and trend of entrepreneurial culture in Pakistan. The primary objective of the research is to study the importance of Vocational Education for economic growth of the country which can be opted to enhance entrepreneurial culture in Pakistan. And so for this purpose four hypotheses are proposed in this study. The results of the study by employing Regression Analytical Test suggest that training and career progression plan have an impact on entrepreneurial Culture. But due to the fewer facilities and being forbidden area curricular development had no any impact on developing an entrepreneurial culture. The Correlation analysis projected a strong and significant, at an overall level, and positive relationship between Vocational Education and Micro-entrepreneurial Culture. Overall two variable of Vocational Education has found to be significant and impactful on Entrepreneurial Culture.

Key words: Technical and Vocational Education (TVE), Entrepreneurial Culture (EC), Career Progression Plan (CPP), Curricula Development (CD), Gross Domestic Product (GDP), United Nations Development Project (UNDP), United Nations Educational Social Cultural Organization (UNESCO), Training & Development (T &D) and Vocational Education & Training (VET).

1. Introduction

This portion comprehensively reviews available researches which provide comprehension about the topic and its related research work, Vocational education empowers micro-entrepreneurial culture in Pakistan. The insides of this chapter includes training techniques and skill development framework, Involvement of industry in development of curricula, TVE (Technical and Vocational Education) teachers career progression plan and effect of these practices in empowering micro-entrepreneurial culture in Pakistan. Furthermore, Vocational education develops right aptitude and knowledge about the essence of micro-entrepreneurial business and to impart entrepreneurial way in order to develop cultural ethics of such business techniques in Pakistani society. Currently, an overall structure of economy depicts that it is moving towards jobs shedding rather than creating new employment opportunities. Thus, vocational education is argued to be a prominent driver for creating new business horizons. It would not only entertain young graduates but also beneficial for the economic growth of the country.

1.1. Vocational Education

Vocational education is a kind that enables the person for a specific trade. It enhances the technical skills and expertise to technology, skills, and many other techniques.

Technical and Vocational education is away through which skills of workers are developed, those especially who are working in the industry of any country.

It can be explained and assorted out to be economically applicable education for the individuals. It mentions the post-secondary sequences of education and applied training that enables the person to develop themselves for learning many techniques of supervisory.

Vocational education also mentions the lower levels of education and development of semi-skills of workers in many ways. But unfortunately, it cannot develop the general education.

The Vocational education and training helped the country to create the wealth through providing entrepreneurial skills to the countries working onto get rid of poverty.

Technical education can be provided to all different levels of complexity. It can be learned through the socio-economic and academic background as well.

And enable them to achieve the jobs for their proper living standards. The youngsters, deprived and weak people of society can take full advantage
of this educational program. It should be clearly observed that most of the people are not the members of formal schooling systems and they require the integration of Non-formal learning techniques and many other educating programs. To refresh, update and correspond vacation education for the reason to convert it into convention action for the sake of development of young people and sharing the human assets in Pakistan. Technical education improves the infrastructure, high-tech development, Energy, vacation industry agriculture and Creates better governance besides that it assemble allshareholders to be united and liable for the establishment of new programs of technical education. The continued high-technological establishment is reason even for globalizing the world.

1.2. Vocational Education in Pakistan

Pakistan is one of the countries which is dependent on scattered societies and mixed cultured people. Current scenario of terrorism, dishonesty and increasing poverty makes Pakistani more important all over. The government of Pakistan has taken measures to establish the vocational education programs in Pakistan in order to provide the required and necessary skills to individuals. For that, even international organizations are also been assisting to Pakistan. As UNDP has supported to teach sewing cloth to a woman and made them eligible to even support their families. Pakistan is a country which today depends upon its communities to fund it. In the recent climate of terrorism, corruption and ever-increasing poverty – remittances from overseas Pakistanis are more important than ever before. There is long space to expand the technical education institutes in Pakistan as now minimum 85000 students were enrolled in Punjab. The individuals become. They remain deprived of getting good jobs and finally are enacted toward the crime activities and terrorism and the talent is wasted. It is just because the countries don’t pay proper attention to vocational education. The labor empowerment has been increasing since a past decade which is supposed to a blessing to Pakistan’s economy that has created itself a resource dependent environment in Pakistan. The scenario started in 1970 when European countries spinning the oil from Arab countries.

1.3. Entrepreneurial culture in Pakistan

For developing the entrepreneurial culture in Pakistan the laws and policies should be cut into the pieces. The development of entrepreneurial culture is the universal concept. This can be a wonderful situation for economies that it is enhanced through international aid. Pakistan since 60 years has been caught in poverty.

Entrepreneurship is something that entails the institutes that can reinforce human dealings. The prerequisite for human civilization and for the people who have been following for many years. Indorsing entrepreneurship possesses own value. As per the Global Entrepreneurship monitor 2010 report” Pakistan is one of the countries which delayed the starting more than half rate of early stages of entrepreneurial activities that is a key point to raise economy. The main reason which has left behind the problem that students after university education start their quest for the jobs apart from finding the opportunities in entrepreneurial career. As per the CIPE report even youngsters if they can’t find the suitable job, they find the paid employment and are paid much less in comparison. Pakistan is in its initial stage to develop an entrepreneurial culture in it.

1.4. Research Model

Figure-1

1.5. Significance of the Study

This research study has a great importance in the context of economic growth and raising entrepreneurial culture in Pakistan. It would be a great addition to the further research work also. It provides an insight for filling unemployment gap, GDP growth and living standard of the people as whole.

1.6. Objective of Study

a. To recognize the relationship between vocational training, curricula development, career progression plan of TVE and entrepreneurial culture
b. To analyze the impact of vocational education on youth.
c. To assess the impact of vocational education on entrepreneurial culture in Pakistan.
1.7. Hypothesis of the study

H1. There is an impact of vocational education on micro-entrepreneurial culture.

H2. There is a relation between vocational training and micro-entrepreneurial culture.

H3. There is a relation between Career progression plan and micro-entrepreneurial culture.

H4. There is a relationship of curricula development and micro-entrepreneurial culture.

2. Literature Review

2.1. Vocational Education

Balogh, Thomas (1969, P.262) argues in his book that the elementary education must impart usable technical knowledge. He further elaborated that it is a useful factor for rural socio-economic development and national progress adding more he argued that education must be technical, skillful and vocational. Grubb (1985) determines an evaluation of university degree returns against it credentials, he states that technical knowledge can be an effective tool to contest dropouts. Particularly, it is apprehended an effective response to curtail the rate of unemployment and Urbanization. Lillis and Hogan (1983) in their journal said that Technical and equipped education develops 'entrepreneurial culture' in contrast to assure bookish culture which is significant for white-collar opportunities in order to provide coherence in between hand and minds simultaneously. While doing exploratory research on technical skills. Kazmi, Widiat (2007) said that Technical and work Education and its Training is essentially the ability-expansion of technical force serving within the industry. It is supposed to be viable and money making education for the students. Vocational knowledge is related to the secondary level of education along with handy practical apprehension and training for the purpose of the development of technicians, who work under supervisory staff. On the other hand, technical education deals with the operational level education together with training for the development of skilled and quasi-skilled workers in different fields. However, it is presumed to be failed in raising the standard of students like general education by providing a general and social acknowledgment. But the chief requirement of technical and vocational education throughout the world is to resolve unemployment, and poverty issues of young generation for the purpose of leveling international competition at par with the world. Khawaja, Dr. (2009) submitted his research report to UNESCO. In this report, he said that Vocational education can be apprehended largely as a key for irreversible growth is learning, acknowledging, and acquiring technical attributes. It facilitates to have a successful business through a technical edge. He used exploratory research method while evaluating the technical facts and figures. Masson and Fretwell, (2009), while describing the importance of vocational education, he used biangular research method, which consists of qualitative and quantitative analysis. He mentioned that vocational education has a pivotal role in the development of skills for trained workers productivity, economic effectiveness, work-related interaction, improving income levels and to enhance opportunities for the indigenous employment.

2.2. Training Techniques and Skill Development Framework

Rodger and Boyer, (2006) worked on different methods and skills used in the process of vocational education and conducted qualitative research in which, he tried to find out expected positive results of different training tactics and methods used as a tool for vocational education. He further elaborated that training techniques and skill development framework consist of an internship, apprenticeship, secondary level school technical training, secondary school technical training, VET specialized institutions and well-defined road map towards vocational pathway. Furthermore, he argued that VET students are comparatively more job oriented, skilled and well equipped for the productivity of the organization and have a good potential to execute for what they have been trained. Tilak, (2007) in his comprehensive work on VET workforce proclaimed the idea that countries like South Korea, China, Taiwan, and Japan are having a centered approach towards VET, which addresses the potential of Vocational education along with its challenges brought about by it in frontline due to the scarcity of labor force. The foundation of VET was led down to the secondary and tertiary education by the Korean government in 1976 in their national education policy as a basic root of curricula, which depicts a commitment towards industrialization and healthy economic concerns. More specifically, they argued to restructure education system as whole on the basis of two point agenda. First, to meet income earnings and to save school leavers by raising their earning. Second, to create some attributes for the development of micro-entrepreneurial opportunities within the students. Furthermore, According to “Apprenticeship Training Ordinance of Pakistan”, 1962 apprenticeship is the best choice for the development of equipped workforce. There are
numerous established organizations which provide the facility of apprenticeship training to the students for their development, which include nationalized organization of Pakistan like Railways, Pakistan Steels, Pakistan Air Force and National Shipyard. Generally, apprenticeship is provided for three years on the requirement of the intermediate certificate. Some other authors like Bardwell and Claydon, (2007) suggest that T & D points out interchangeable relationship ingredients of the external environment. Basically, it requires effective planning, implementation, and evaluation of training, which can only be achieved through efficient T & D.

2.3. Development of Curricula and Involvement of Industry

Young, Michael, (2010) in his journal “A curriculum for 21st Century” in his descriptive research, he found out modern ways and techniques related to the development of curricula. In order to get better results from vocational education, he drove out two basic solutions. First is to increase the level of involvement of prime education, which caters them to understand basic rules of life and second is qualitative work. If these things are taken into account and abide by then vocational education would establish its roadmap towards its development. “National Education Policy”, (2009) concludes that currently TVE sector has no any application with the business sector and have no any demand within the industry. Resultantly hiring companies are complaining about skill deficiency and inadequate training quality of students. Furthermore, when TVE policy is observed, it infers that there is an impelling need to provide adequate privilege required for high-quality technical knowledge. As the time passes, industry observed the highest growth in manufacturing and services sector industry in Pakistan, which naturally demands skill, knowledge and technical people within the currently. Therefore it is said that need requirement of the country has found out new horizons which are directed linked with vocational and technical knowledge. Nyerere, (2009) in his research work opportunities in argued that owing to few opportunities in compensated training, the well-equipped workforce tend to manage its training requirements at their best in order to advance industrialization system within the country.

2.4. Career Progression Plan

According to “National Education Policy”, (2009), there is an impelling need to improve all sectors of industry like agriculture, services, and commerce. Special for the service sector the base of TVE structural framework provided to the country is in deficit. The smaller number of quality teachers are available along with the obsolete curriculum. If it is compared with other parts of the world we are far behind in structuring our TVE curriculum. In order to be on par with the world, it would be a prime duty of the state to provide basic necessities and job guarantee to the TVE teachers along with well-defined career progression plan. “A Forum For Teachers Views On Issues Related To Teaching And Learning”, (2010) in their report which provided information on teaching staff of TVE: educating and learning in general; the continuous changing work role and identification of the education profession; the techniques mandatory for teachers in current labor force and the challenges in frontline that call for to be satisfied owing to mounting commercialization and contest for local competitors. On another hand, the economy expressed itself knowledge-based. Even if teachers were normally giving positive scripts about schooling and energetic and bendable sketch which encourages group work and enables instructors to construct noteworthy contributions to education. Criticism is also there which list the teachers in three factors that had an unconstructive impact on the worth of education and learning which are:

a. Partial access to facilities, assets, equipment, raw materials and technologically specialized equipment.

b. Declining education standards with the inception of the training packages and ability base training along with fee-paying pupils, and ever-increasing dependence on seasonal faculty staff.

c. The mounting scale of non-teaching faculty duties associated with supervision, management, budgeting, and financing through applications for grants, promotional activities, decrease in student financial services, decrease in required faculty experience and qualifications and professional loss in repute with respect to faculty in different sectors.

d. Reduced salaries and undefined career progression plan are also the reason behind the weak progress in this sector.

2.5. Entrepreneurial Development

Luke Pittaway and Jason Cope, (2007) studied the different themes of entrepreneurship education. The Entrepreneurial Education affects the pupil’s tendency and intentionality, the only issue is to identify the extent to which the Entrepreneurial education can impact the students who are graduation and are supposed to start the new ventures soon. There is a huge difference between Entrepreneurial education theory and Practice. The study was conducted through SLR method. Bridge,
Hegarty and Poeter, (2010) explained that Entrepreneurship education includes new creativities, innovations self-Employment and many other different elements like growth of self traits and skills, sense of taking a up a start, Bearing Risk and Self Confidence, Leadership, team management, Different projects and working with them, knowledge about new careers paths and ideas about managing and starting a new venture. It cannot be included in business and Economic activities only entrepreneurship education performs three basic roles.

a. Conceptual knowledge about entrepreneurial education as it can be practically implemented.
b. Skills required to be entrepreneur
c. Information about such skills which help to start a new venture and manage it.

Uschi, Backes, and Petra in their article “impact of Vocational training on entrepreneurship” studied the Jack of all trades approach. According to them Willingness, Social capital, and Human capital are some factors that may cause some to be entrepreneurs. He studied the 2000 German pupils and concluded that only skills and social contacts are not the cause to be entrepreneurs but there should be a balanced portfolio of diversified work experiences and skills can be better to choice entrepreneurs whereas Specialized or Master in One can be worse off for this field.

Lazear, (2005) explained the jack of all trades model and claimed that for a business to be successful one must have complete command and Knowledge in many of the business areas, whereas if a person is just good in one department or specialized may not be capable of being entrepreneur, this would cause his weakest factors in generating the income and he can be capable of working as employee somewhere. In 2012 Emmanuel I. Akpan, Sunday A Effiong and Augustine A. Ele conducted the research in Nigeria “ the impact of entrepreneurship education on economic Development of Nigeria” The supplemented entrepreneurial education can Increase the talent, skills, attainment and ability, it can boost up the entrepreneurship and economic growth. There should practical exposure of Entrepreneurial education as compare to theoretical approach in the available institutions in Nigeria. He analyzed the essential role of government in who make take initiative to stable more entrepreneurial institutes equipped with good faculty to provide training to new entrepreneurs. And also fund them at the end of the session as they may be able to start their own venture soon after the learning programs End in the schools and Colleges.

In 2012 in a Report presented at Brussels by European Commission in its research “Impact and effects of entrepreneurship programs on higher education” identified the four dimensions in which higher educational institutions offers entrepreneurship program that are:

a. Effects of the free enterprise significant capability.
b. Effects of targets for being Entrepreneur.
c. Effect on the person’s Job position.
d. Effect on culture and economy.

He conducted the survey from the alumni students of higher educational institutions of Europe and categorized them into two groups. One who had attended the entrepreneurship program that was offered by the institute and others had not attended that program. He conducted the survey through questionnaires from both groups and observed that entrepreneurship program has a positive impact on students Mindset in all four contexts. The research concluded that those students who had attended the programs were more capable with skills, attitudes, and knowledge as compare to those who had not. This trait identified their dimension of Key Competence. He identified that alumina who attended the entrepreneurship programs had a strong desire for the transition towards entrepreneurship than those who didn’t. Those alumni students who had attended programs were able to get paid employment whereas they were more interested in voluntary works and Non-commercial, they mainly affect the economy of the country as they are more involved in taking new initiatives to start their own Business as compare to control group. Joern H Block, Lennart Hoogerheide, and Roy Thurik, (2011) argued the entrepreneurial education as an essential driver for starting the new venture. In his research “education and entrepreneurial choice: An instrumental variable analysis” he conducted the study through their instrumental variable approach and analyzed more than 10000 individuals from Europe countries and USA. The respondents were restricted up to the individuals who were either self-employed or paid employed and excluded those who were unemployed or job searchers or retired people, he observed that education creates will for the people too for the self-employment. He found the positive relation between both variables. Arogunadade, Babatops, (2011) justified their research “Entrepreneurial Education an Imperative for sustainable Development in Nigeria” that entrepreneurial Education prepares the youth with new stuff that would make them self-reliant. There should be are structuring of this type of education. He found that Nigerian are not in a position to prepare themselves to face the advance global changes that may increase their sustainable growth.
which is completely based upon the Entrepreneurial Education. According to Him nations should provide entrepreneurial studies can be the sole reason to produce entrepreneurial Qualities and skills at each stage of schooling to youth which are extremely needed by them. The Government plays very important role. If it does pay attention to such type of activity then it can be responsible for certain more economic growth, an environment that motivates youngsters to initiate their own new businesses. HesselOsterbeek,Mirjam van Praag and Auke Ijssel stein, (2010) in their Study “and Impact of entrepreneurial education on entrepreneurial skills and Motivation” analyzed the effect of developing entrepreneurial education on entrepreneurial skills and motivational Skills of College going pupils. The research was conducted between two group’s f different locations at same schools with the instrumental approach of Difference in different. He observed that there are negative effects of Entrepreneurial programs on student’sentrepreneurialskills and motivation as students disliked the activity of being entrepreneurs, this may be able to be due to the more realistic approach as there may not be any need to start the new Venture. Allan O Conner and Jose M Ramos, (2006) studied the relationship of education and development knowledge of foresight innovation and enterprise with the empowerment of young individuals in terms of opening up a new Business. According to him, there are three factors which may generate the empowerment THROUGH FORSIGHT INNOVATION AND EDUCATION (FI and E) are entry, Process and Agency factors. According to him, Empowerment Can be taken as a paradigm including mono and the basic mean of initiation. It should be considered as the self-motivated process and worth which can be focused to the growth of man capabilities and attributes. It is a sensation or Man’s potential or a characteristic. It can be more than a skill. One of the important approaches in empowerment is Enabling that means giving the ability to perform a given task. Furthermore boosting the authorities approach and raising the self-confidence are also significant.

Uzoma Aja and Onele, (2013) studied the problems and prospects of Entrepreneurship education Nigerian universities in their research “Achieving youth empowerment through repositioning entrepreneurial education.” According to them Technical education should be I implemented in all levels of education for the fulfillment of decided objectives and making people self-dependent. The technical education should be given primary importance. However, the entrepreneurial education empowering youth is footstep to the nations to arm them certain kinds of skills which help them to endure in the current and unpredictable environment. Ultimately, youth empowerment through entrepreneurial education is the door to equipping the nation's active population with the necessary skills to survive in today's uncertain environment.

In 2013 Olajire Adeola & Adegun in their study “Entrepreneurship education and youth empowerment in contemporary Nigeria” studied the reasons of youth in Nigeria who after graduating apart from being self-employed, look for seeking the different jobs. According to him, the entrepreneurial process should be implemented in schools from elementary to post-secondary level, and all should be provided training and facilities as when they go out of their school they can be capable of having their own employment source. Seminars, workshops should be done as well to make youth enable to adopt the culture of entrepreneurship, and this can be done with the huge support of the government.

In 2014 Vegard Johansen and Tuva Schanke in their study “Entrepreneurship projects and pupils’ academic performance” analyzed that Entrepreneurial projects are perfect teaching method for students to improve their academic performance. The academic performance completely depended upon the way the entrepreneurial programs are conducted. The level of students does not impact. But the nature and method of programs play an important role. More creative methods can create more learning. Levels do not make any difference for entrepreneurial programs. They sampled the secondary schools of Norway and conducted the survey from two levels of students that are Low secondary level and higher secondary level. This was based on Company program that was taught in different schools of Europe. The GPA indicator was used to analyses. GPA of those who participated in Company program was higher as compare with on-participants, even there was less difference of GPA in HSS and LSS, this resulted in the nature of CPP programs and methods of teaching those enterprise programs in schools. The result explained the differed GPAs of HSS and LSS. Nelson and Scott, (1997) explained in their article “Entrepreneurship education as a strategic approach to economic growth in Kenya” explained that the technical education and training are the main cause of economic development of developing countries. Entrepreneurial Programs Develop human capital. A curriculum introduced in educational levels consisting of entrepreneurial Knowledge skills is away to promote this. The entrepreneurial culture is the root cause to for educational change which yields to the creation of different enterprises in the
country. Technical education and its implementation can kick out the negative issues of the country like Unemployment, lack of industrialization, Lack of capital formation and improper way of labor utilization.

3. Research Methodology

3.1. Research Design

The study conductive is quantitative and descriptive in nature. This research was carried out through questionnaire survey method with the usage of independent and dependent variables. The personal survey method was used for the data collection.

3.2. Target Population

The population for the research is taken is teachers and students from vocational institutes as well as small and large organizations from Larkana and Karachi. Total respondents were 100 and convenient sampling method was used.

3.3. Variables Used In the Study

Dependent Variable

- Micro-entrepreneurial Culture:

Independent variables:

- Training
- Curriculum development
- Career progression plan

3.4. Research Software

The software used for the research are SPSS 17 and MS Office as tool for analysis, finding reliability, correlations, frequencies, and regression.

3.5. Measurement Instrument Selection

The questionnaire used in the research was borrowed as well as some editions were done on the educational level of people and scope of entrepreneurship in Pakistan. The instrument contained independent and dependent variables.

3.6. Sample Size

The sample size for this research consists of teachers, students of vocational institutes of Karachi and Larkana and also some entrepreneurial large and small organizations.

The total number of respondents for the sample of research were taken are about 100 where 50 respondents were from entrepreneurial institutes including teachers as well as students and 50 were employees of entrepreneurial organizations in Karachi and Larkana. The survey was filled with personal concentration way.

4. Results

4.1. Reliability Analysis

Table 1: Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.841</td>
<td>20</td>
</tr>
</tbody>
</table>

Interpretation: Total Number of items used in the questionnaire was 20. As the standard ratio of reliability should be more than 0.60, from that it can be estimated the Cronbach's Alpha of this scale in research is reliable because 0.84 is greater than the standard Ratio.

4.2. Regression Analysis

Table 2: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.811</td>
<td>.658</td>
<td>.647</td>
<td>.29940</td>
</tr>
</tbody>
</table>

a. Predictors: Constants, CPP, Training, CD

Interpretation: The Modal summary of the topic vocational education empowers micro-entrepreneurial culture indicated the significant impact of independent variable on dependent variable. As the standard ratio of Adjusted R square must be equal or more than 0.6 where the model result is 0.647 and R is 0.811 which is quite good that suggests the model is a good fit and significant.

Table 3: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>16.533</td>
<td>3</td>
<td>5.511</td>
<td>61.47</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>8.606</td>
<td>96</td>
<td>.090</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25.138</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), CPP, Training, CD
b. Dependent Variable: EC

Interpretation: here the ANOVA test indicates the significant level .000 that is not more than the benchmark of 0.5. Therefore it's clear that variables are an insignificant relationship of dependence.
Table 4: Coefficients a

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficient</th>
<th>Standardized Coefficient</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.06</td>
<td>.215</td>
<td>4.923</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.362</td>
<td>.048</td>
<td>.525</td>
<td>7.522</td>
</tr>
<tr>
<td>CDD</td>
<td>.049</td>
<td>.047</td>
<td>.080</td>
<td>1.056</td>
</tr>
<tr>
<td>CRP</td>
<td>.335</td>
<td>.054</td>
<td>.417</td>
<td>6.167</td>
</tr>
</tbody>
</table>

a. Dependent Variable: EC

**Interpretation:** The table explains the coefficient result of this model is significant in context to Training and CPP. As the beta result for Training is 0.525 and “t” is 7.522 which is more than the standard value that is 2.

The Beta of CPP is 0.417 and “t” is 6.167 again indicates the significance of coefficient that is more than 2 which is a standard value, whereas the coefficient of one variable CD is 0.080 and “t” is 1.056 which is less than 2 shows non-significance results.

The significance value of entrepreneurial culture is 0.000 which is less than 0.5 that shows the significant relationship of this to other variables.

The significance value of training is 0.000 that is again less than 0.5 which is again less the 0.5 and shows the significant relationship with other variables

The significant value of CPP is 0.000 which is again less than 0.5 that tells the significant relationship with other variables.

Whereas the significant value of CD is 0.294 which is less than 0.5 hence it indicates the less significant relationship between CD and entrepreneurial culture

The result concludes that training and CPP impacts the entrepreneurial culture more as compare to training and curriculum Development

5. Conclusion, Recommendations and Future Research

5.1. Conclusion

This study is about the vocational education and its impact on empowerment of entrepreneurial culture in Pakistan. This study covers the different variables like training, curriculum development and CPP and entrepreneurial culture. As Pakistan is developing countries and yet it takes in entrepreneurship culture that can not only develop by increasing number of vocational institutes but provide the best facilities to the institutes and learners like training, curriculum, and CPP and many other sources as they have practical exposure to things. This would yield a kind of skills in youth as they can have their own individual business that would lead to a low rate of the unemployment rate and good economic environment and less poverty. The study has shown the highest impact of training and CPP on entrepreneurial culture that clearly reflects that if good training and CPP is provided by Vocational institutions, the faculty with perfect resources may enhance the skills of youth and make them able to have their own business, this would increase the entrepreneurial culture in Pakistan which is one of the main cause for any country for its development, economic growth.

5.2. Recommendation

As Pakistan has been lacking in vocational education workforce with complete core of knowledge in order to meet the challenges of mobilizing inclusive economy. No doubt the perfect inclusive economic development is based on entrepreneurship and that education is led by vocational institutions, here in Pakistan most of the population is of the young age, who really requires to be skill full and to own self business. Hence the government of Pakistan should provide more opportunities to people to seek vocational training by providing them well-qualified faculty, sources, and platforms as they can grow their career in order to be self-employed, training and CPP are still supposed to be at good level in such vocational institutes but curriculum which is base for any education, knowledge of learning is not well developed so that should be focused more. This would lead to the good economic environment while being connected to granted entrepreneurship.

5.3. Future Research

There could be many other variables on basis of which the empowerment of entrepreneurial culture could be observed in order to analyses the impact of the vocational institution on entrepreneurial culture such as poverty scale, its impact on GDP, per capita income etc. Besides that, the sample that I have taken is based on convenience method, but it can be still increased to know the further results. Curriculum development in Pakistan has ye not been given that much priority as due to the lake of education or awareness, so further research can be conducted on this as well.

6. References


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