IMPACT ANALYSIS OF "FINISHING SCHOOL PROGRAMMES ON VHSE (AGRI.)" BY KERALA AGRICULTURAL UNIVERSITY (KAU)

by
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(2016-11-073)

THESIS
Submitted in partial fulfillment
of the requirement for the degree of

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DEPARTMENT OF AGRICULTURAL EXTENSION
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KERALA, INDIA

2018

DECLARATION

I, hereby declare that this thesis entitled **IMPACT ANALYSIS OF "FINISHING SCHOOL PROGRAMMES ON VHSE (AGRI.)" BY KERALA AGRICULTURAL UNIVERSITY (KAU).**is a bonafide record of research work done by me during the course of research and the thesis has not previously formed the basis for the award to me of any degree, diploma, associateship, fellowship or other similar title, of any other University or Society.

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CERTIFICATE

Certified that this thesis entitled **IMPACT ANALYSIS OF "FINISHING SCHOOL PROGRAMMES ON VHSE (AGRI.)" BY KERALA AGRICULTURAL UNIVERSITY (KAU).** is a record of research work done independently by Mrs. Karishma Zen under my guidance and supervision and that it has not previously formed the basis for the award of any degree, diploma, fellowship or associateship to her.

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LIST OF ABBREVIATIONS

Abbreviations	Full form
VHSE	Vocational Higher Secondary Education
KAU	Kerala Agricultural University
TVET	Technical Vocational Education and Training
VOCED	Vocational Education
NCTVE	National Conference on Technical Vocational Education
VET	Vocational Education and Training
FS	Finishing School Programme
ICDS	Integrated Child Development Services
DHET	Department of Higher Education and Training
MSMDE	Ministry of skill development and entrepreneurship
SDG	Skill Development Goals
SHG	Self Help Group
GEM	Global Entrepreneurship Monitor
KVK	Krishi Vigyan Kendra
PCA	Principal Component Analysis
NGO	Non Governmental Organizations
PSC	Public Service Commission
LDC	Lower Division Clerk

INTRODUCTION

CHAPTER 1

INTRODUCTION

"Education is a passport to future, for tomorrow belongs to those who prepare for it today"- Malcolm X

Kerala, has been underscored the most literate state in the country. This routes way back to the antiquity of education in the state. Education system in Kerala has been through so many hurdles from the past british rule to the freedom era only to strengthen itself out. A plenty of well developed schools and colleges lead Kerala to today's phase. Kerala became the first Indian state to achieve 100 per cent primary education through its literacy programme *Athulyam.* Likewise so many e-projects has been popularized in the state for the first time in the country. But in spite of the high literacy, unemployment is the major crisis faced by the people of Kerala. The major problem in Kerala's education sector is the lack of skill development. The Government realized the significance of vocationalisation and took great effort to launch vocational education at the senior secondary level. Vocational education was intended to educate and develop expertise in technology and scientific skills in order to give their full potential in their area of interest. Vocational education has been put to form on a number of bases such as commerce based, engineering based, health and para medical based, home science based, agriculture based and hospitality and tourism based. These streams provide the necessary essentials in a skill development platform to excel in these.

Vocational education, or essentially be termed as a job oriented education has become a great effort of the central government. It had aided in the individual skill development in vast miscellany of fields of interest at a comparatively younger age. The new education policy clearly spells out that vocationalization should be introduced in schools and colleges all over the country at the higher secondary stage soon after ten years of schooling. Vocation based or job-oriented

course have been introduced not only at the higher secondary stage but also at the degree level. Several colleges in the country are running vocational courses and turning technically trained people in different fields.

In Kerala, Vocational Higher Secondary Education (VHSE) in the agriculture curriculum is formed with a view to motivate and equip the students to the agricultural technology and innovations and to take up various agricultural enterprises. But the vision has not yet been translated into meaningful action by the students not only due to the lack of skill developments but also due to lack of positive attitude, confidence and other personality attributes. These issues of skills and attributes shouldn't be left unheard and unseen because future generation is what we invest in them .To solve this problem finishing school methodology was evolved worldwide in the year 1999. Finishing schools are non-formal educational institutions designed for short-term training and implemented by institutional academia, public and private sector partnerships. It may be a good short and mid-term alternative to bridge the gap between the supply of fresh graduates' skills and the demands of the labour market, thus benefiting both sides of the chain, complementing formal education with a more demand-driven methodology. (Garcia and Barfunda, 2014).

In Kerala, Resource Enhancement Academy for Career Heights [REACH] is a finishing school run by Kerala State Women's Development Corporation, which support the woman population with professional training guiding them towards a bright future. In addition, the Model Finishing School was the combined effort of the IT Department, Institute of Human Resource Development and Government of Kerala to help the youth to grab the best career by providing them with skill development in various aspects.

Kerala Agricultural University (KAU), had the farthest view and thought to design a finishing school methodology and was brought to action in the year 2011.The major objective of the programme was to sharpen and refine the personal competencies of students, to provide specialization in selected

agricultural innovations and to transform the trainees into model frontline agripreneurs. So far seventeen batches had successfully completed their programme from three main centres namely, College of Agriculture, Vellayani, College of Agriculture, Padannakad and Centre for e- learning, Vellanikkara. The programme included sixty days training programme followed by an apprentice programme of six months. In the first two months of training focuses on sculpting the inbuilt and acquired skills, and also to impart more skills to the students. The so called skill training phase is mainly focused on five modules *viz.* soft skill, entrepreneurship development, enterprise attachment, computer skills and project formulation and planning. The six months apprentice programme focus on allotment of candidates to different departments in the university and State Department of Agriculture for which they are awarded a stipend of Rs 6000 per month. The participants are selected by a team of scientists led by the project leader after conducting a preliminary written test. The final selection is based on interview. The details of modules are presented below:

Sl.No	Module	Duration	Purpose
1	Soft skill	15 days	Give exposure to the VHSE certificate holders to improve their efficiency and elevate their self confidence through enhanced communication skill, problem solving skills as well as gain ability in risk management and manage time as a limited resource.
2	Computer skill	10 days	Develop ICT enabled communication cum information processing skill among the participants
3	Entrepreneurship development	15 days	Capacity building of the participants as an entrepreneur in the various dimensions of agri enterprise encompassing planning, project formulation, pilot testing, promotion and marketing, as we as a best team player to achieve common and self goals

			towards success.
4	Enterprise attachment and feedback	10 days	Provide hands on exposure to the participants in various identified agri-enterprises and selecting a group based viable project from among the enterprise in which he had got exposure.
5	Project formulation and report formulation	10 days	Provide hands on exposure to the participants in various identified agri-enterprises and gaining experience in the management of the enterprise and selecting a group based viable project from among the enterprise in which he got exposure.

(Finishing School report , 2015)

The apprentice programme was confined to the following stations namely, Instructional farm, Department of plant biotechnology, Department of olericulture, Department of agronomy, Department of pomology, Department of biocontrol, Department of soil science of College of Agriculture, Vellayani and Padannakad . The performance of the apprentices from each batches from the beginning of finishing school were recorded by the project leader and team. A very good impression was made by the apprentices by making a profitable output for the allotted department. In the year of 2014, a quantitative output of Rs 7,05,230 was made by the apprentices from Kerala Agricultural University which was good experience for the trainees.

1.1 OBJECTIVES OF THE STUDY

The present study is carried out with general objective to estimate the effectiveness of KAU's finishing School Programmes on VHSE (Agri.) certificate holders in terms of their entrepreneurial behaviour and managerial efficiency. The study also aims at identifying the constraints while implementing the programme. The working objectives of the study are as follows:

1. To study the impact in terms of entrepreneurial behaviour and managerial efficiency of the finishing school trainees.

2. To identify present status of the finishing school trainees.

3. To study the personal socio-psychological characteristics of the finishing school trainees.

4. To delineate constraints felt by the finishing school trainees while implementing the programme.

5. To conduct a gap analysis among finishing school trainees.

6. To highlight suggestions for improving the finishing school programme in subsequent years.

1.2 SCOPE AND IMPORTANCE OF THE STUDY

The skills and performances play a key role in an individual's life both for employability and overall personal development. Unfortunately, this becomes composite reason behind the lack of confidence or unemployment among youth either in public, private or entrepreneurial jobs. The fear of loss, the unmanageable portion of risks and lack of determination might have caused this set back. Several finishing schools have proven to change this situation all over the world and in India. While, Kerala Agricultural University has taken a great effort to enhance the employability skills of VHSE (Agri.) certificate holders, it is very important to emphasis on its pace and success so far.

In this context, enhanced employability is crucial for the future development of any industry, as the current and future workforce determines the entry and/or upgrading opportunities in the market (Llisterri *et al.,* 2014; Aedo and Ian, 2012; Gereffi *et al.*, 2011;). Thus, many countries look to improve their human resource development strategy to take advantage of this growing industry that seems to have room for many players, aiming at bridging the gap between formal education and the particular employment requirements. In case of VHSE (Agri.) certificate holders, a good training on several personality, employability and entrepreneurial skills could be an exact curriculum to surpass their fears and

to increase their competitive nature, which they didn't get exposed to in the VHSE Plus two course of instruction. Thus, it becomes crucial to develop a follow up study on impact of the finishing school programme in terms of entrepreneurial behaviour and managerial efficiency of the particular respondents.

The components identified for both entrepreneurial behaviour and managerial efficiency would pave way for a wider platform in formulating the course content of finishing school programme. The constraints identified through the study could be way more fulfilling for the candidates to join the programme. The suggestions put forth by implementing officials can owe to the smooth functioning of programme and to improve its performance in subsequent years.

1.3 LIMITATIONS OF THE STUDY

The study carried to analyze the impact of finishing school programme was restricted to two main centers College of Agriculture, Vellayani and College of Agriculture, Padannakad. Out of the three hundred and twenty three candidates successfully completed the programme only two hundred and twenty eight candidates were able to contact and rest were unable to contact. This persisted the major limitation of the study. Thus the findings from the available candidates have limited generability, even though the candidates showed good results in terms of their entrepreneurial behaviour and managerial efficiency. In spite of limitations, every care was taken to confine to the study objectives as possible.

1.4 ORGANIZATION OF THESIS

The entire Master's thesis is organized to five chapters.

The introductory chapter gives a brief annotation of Kerala's education system, vocationalization, finishing school mechanism and the effort of Kerala Agricultural University for VHSE (Agri.) certificate holders with scope, objectives and limitation of the study. The second chapter deals with the extensive review of the relevant literature involved in the investigation.

The third chapter research methodology presents all the processes and procedures made the study easier to compute and give the exact result out of the study objectives. The chapter embodies the details of the selection of centers, respondents and officials, sampling techniques employed, scale developed to measure entrepreneurial behaviour and managerial efficiency, measurement of variables, data collection tools and statistics employed to analyze data.

The fourth chapter presents the findings and discussions of the study. The summary makes the fifth chapter by encapsulating the report, highlighting the salient findings and implications of the study followed by suggestions for streamlining the project in future years.

Plate 1. The finishing school 2012 batch

Plate 2. The finishing school 2013 batch

Plate 3. The finishing school 2014 batch

Plate 4. The finishing school 2015 batch

Plate 5. Resource persons conducting soft skill training

Plate 6. Personality Development Classes

Plate 7. Apprentice training in Department of olericulture

Plate 8. Apprenticeship training on Compost and potting mixture preparation

Plate 9. Apprenticeship training on Polyhouse cultivation

Plate 10. Apprenticeship training in Department of Biocontrol

REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents the findings of the past research work related to present research problem by viewing the research journals, articles, magazines, published books, theses and records in order to put up to update information under the following sub heads;

2.1 Vocational Higher Secondary Education (VHSE).

2.2 The concept of finishing school.

2.2.1 Skill development training programmes in India.

2.3. Personal Socio psychological attributes of the respondents.

2.4 Entrepreneurial behaviour of respondents.

2.5 Managerial efficiency of respondents.

2.6. Effectiveness study of the programme.

2.7. Gap analysis of the programme.

2.8. Constraints while implementing the programme.

2.9. Suggestions for the programme.

2.1. VOCATIONAL HIGHER SECONDARY EDUCATION (VHSE)

Qureshi (1996) reported that Technical Vocational Education and Training(TVET) is in a period of transition and reorientation towards providing students with certain basic skills and knowledge required and supplying them with the tools needed to update their knowledge through lifelong education.

Muller (2000) reported in his article 'An Evaluation of Public-Sector-Sponsored Continuous Vocational Training Programs in East Germany' that graduates of vocational secondary education attain lower occupational prestige than that attained by graduates of academic tertiary education.

Sluis *et al.* (2005) in his Working paper 'Why are the returns to education higher for entrepreneurs than for employees?' stated that higher levels of vocational education were associated with better entrepreneurial performance.

George (2006) reported that vocational education and training (VOCED) continues to be a favored instrument of social engineering for achieving a series of objectives, such as accelerating economic growth, reducing youth unemployment and benefiting from economic globalization. More than 70% gets less than 40% marks for mathematics and English. In the vocational higher secondary system, the failure rate is around 40 per cent.

Dubey *et al.* (2008) opined that on campus trainees had more knowledge about training programmes of KVK, Allahabad than the off campus trainees.

Vocational education programmes will be restructured with demand driven curriculum and a structured workplace hands on training/exposure. Greater emphasis will be on service sector with soft skills and computer literacy, flexi-time. (National Conference on Technical Vocational Education (NCTVE), 2008).

A Centrally Sponsored Scheme on vocationalisation of secondary education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and an alternative for those pursuing higher education. (Technical and Vocational Education and Training in India (TVET), 2008)

Ryan *et al.* (2010) define apprenticeships as "training programmes that combine vocational education with work-based learning for an intermediate occupational skill (i.e., more than routine job training), and that are subject to externally imposed training standards, particularly for their workplace component"

Swarup (2016) observed the key obstacles in Vocational education include the negative image and low aspirational value and a lack of effort to

integrate Vocational Education and Training (VET) with general education. With the current and expected economic growth, these challenges will increase, since more than 75% of new job opportunities are expected to be 'skill-based'.

2.2 THE CONCEPT OF FINISHING SCHOOL

Andersons (1977) proposes that the support for need for students to receive post-secondary education and training should increase as the technology advances coupled with an increasingly globalized economy.

Ahmad (1998) concludes with discussions on the issue of values education which is being taught in schools and the efforts of the government to mould a united Malaysian nation with Malaysian values through finishing schools, with an overview of the current incentives and future perspectives for greater use of technology in the classroom.

Finishing schools in India were first implemented as a national strategy to address the fact that even though the country had a competitive number of 400,000 graduate engineers per year, the actual number of employable engineers for the information sector only represented 25 per cent, while at the same time, only 10-15 percent of general college graduates were employable in the business sector (NASSCOM, 2012; Majumdar, 2007).

Finishing schools are designed to be a more flexible complementary tool that can tackle those dynamic forces and train employees according to the latest industry requirements, which, consist of practical knowledge regarding the specific field of work, a committed attitude towards continuous learning, soft skills, team work skills and analytical capabilities (University Institute of Technology Rajiv Gandhi Proudyogiki Vishwavidyalaya (UIT RGPV), 2009).

According to client surveys, the skill programmes measuring index tests the capabilities and attractiveness of clients as based on their performance in three

main categories: financial attractiveness, people skills and availability, education and language, and attrition risk (Kearney, 2011).

The supply and demand mismatch found in this era is costly for both employers and employees, as employers have to invest greater amounts in recruitment and training processes, while employees share the training costs receiving lower salaries because of their insufficient skills (Bassi *et al.*, 2012).

Finishing schools are a logical response to that necessity of counting with a scalable and employable labor pool capable of performing the outsourced tasks (Gereffi *et al.*, 2011; Tholons, 2012).

Garcia and Barfunda (2014) reported that finishing school programmes are effective tools to face the challenge of employability and take advantage of this growing industry that seems to have room for many players, aiming at bridging the gap between formal education and industry requirements.

Sreedaya and Anilkumar (2014) reported that the main focus of finishing school programme will be to provide hands on training in the preferred area of participant and help them to enter into their desired enterprise and run it sustainably.

Solga (2015) reported that the main idea of a finishing school programme is to enhance employability of the labour pool through a complementary education and training framework that aims at supplementing, rather than substituting, formal education.

2.2.1 Skill development programmes in India

Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization ([NPE] National Policy on Education, 1986).

The post-2015 Skill Development Goals (SDGs), clearly articulate the need to involve the private sector more into the design and implementation of skills development initiatives, but there is evidence that the sector continues to be largely excluded (Lucci, 2012).

Department of Higher Education and Training (DHET) (2013) proposes that partnerships can help colleges to grow opportunities for work-integrated learning programme placements, as well as increase the avenues for students to find employment after graduation .

Dunbar (2013) emphasizes skills development partnerships between the public and private sector can take place at a number of levels: ranging from global inter-sectoral partnerships, partnership at national levels, to institutional and sector types of skills development partnership.

National Mission on Empowerment of Women, National Rural Livelihood Mission (Aajeevika), National Rural Health Mission, Integrated Child Development Services (ICDS) and several others provide several skill development programs at national level in India. (Ministry of skill development and entrepreneurship (MSMDE), 2016).

2.3 PERSONAL ,SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF RESPONDENTS

2.3.1 Age

Rayudu *et al.* (2003) in his study on effectiveness of training on knowledge level of farmers about vanilla cultivation reported that majority (55.55 %) of trainee farmers were in the middle age (45-55 years) group.

Ajit (2004) in his study on determination of attitude, occupational aspiration and preference for placement of B.Sc. Agriculture students of Gujarat state worked out that there was no significant relationship between age and attitude towards agricultural education.

Suresh (2004) in his study on entrepreneurial behaviour of milk producers in chittoor district of Andhra Pradesh, revealed that 64.58 percent of respondents belong to middle age category while 17.92 per cent belonged to the young age category and 17.50 percent in old age category.

Patel (2005) in his study of attitude and occupational aspiration of B tech. Dairy Science Students concluded that majority (82.40 percent) of the respondents belonged to 19 to 22 years age group followed by 23.64 percent belonging to less than 19 years age.

Banerjee (2011) in his study titled Rural entrepreneurship development in India –an impact assessment found that 66 percent of trainees were in age group 18-30 years.

Aggarwal (2012) revealed in his research, quite a high rate of unemployment (11%) for Vocational Education and training (VET) holders in the age group 15–29 years.

Fathima (2016) reported that vocational education is the need of the hour, offers practical training and skills needed to pursue an occupation straight away at a comparatively lower age

Kuriakose (2016) depicts the International Labour Organization estimates that out of the one billion youth, 201 million are unemployed.

2.3.2 Gender

Chaitanya (2004) reported in her study on Tribal women entrepreneurs in high altitude tribal zone of Andhra Pradesh that majority (57.22%) of the tribal women entrepreneurs had medium leadership ability followed by high (22.22%) and low (20.56 %) respectively.

Stephen (2004) measured the differences between men and women with respect to traits associated with the potential for undertaking entrepreneurial

activities to determine whether gender "gaps" in these traits vary across countries and cultures.

Mohak *et al.* (2005) found out that the gender gap in risk taking propensity was positively correlated with the individualism dimension of culture and negatively correlated with Hofstede's masculinity dimension of culture.

Dhiman *et al.* (2010) noted that the findings presented in their study on the entrepreneurship career among students in Northern India indicated a significant difference of entrepreneurial coerce among male and female students in North India.

Panikar and Washington (2011) in their study on the entrepreneurial skills and level of awareness of college students on entrepreneurship reported that 59.5 per cent of male students and 78.3 per cent of female students have scored high with regard to the dimension "Entrepreneurial skills and characteristics".

Chidi (2014) presented that 57 per cent of the agricultural undergraduate students respondents were males ,while females accounted for the rest of 43 per cent .

2.3.3 Marital status

Kolveried (1996) revealed that the planned behaviour to predict employment status choice was in high level for married women rather than married men. The findings strongly supports that the other demographic characters were also found to influence employment status choice.

Oystein (1997) highlights that graduates with an entrepreneurship major and married were more likely to start new businesses and had stronger entrepreneurial intentions than other graduates.

Improved work□family balance after controlling for paid work hours, unpaid domestic labor hours, gender, and occupational level. Perceived job

flexibility and marital status appears to be beneficial both to individuals and to businesses. (Hill *et al.*, 2001).

Samani (2008) found that 90.33 percent of women were married, 3.66 percent were unmarried five per cent were widowed and one percent of selected women were single.

Singh (2008) reported in her study "An analysis of entrepreneurship development process among women" that majority of women entrepreneurs were married.

2.3.4 Parental occupation

George (1988) reported that 99 per cent of the civil servants children performed excellently in school compared with the 6.1 per cent of children of business parents,3 per cent of the farmers' children, 3 per cent of labourers' children and 1.53 per cent of children from other occupations.

Nirmala (2001) in her study assessment of entrepreneurial skills among women college students in Madurai city found that there was no significant relationship between both parental occupation and the level of entrepreneurial traits.

Sudharani (2002) reported that as far as the main occupation of the head of the household was concerned, 54 percent of them were non agricultural workers,18 per cent were agricultural workers and eight per cent were working the dairy farming and as employees in public private/cooperative sector. The rest 12 percent were self employed.

Ajit (2004) in his study on determination of attitude, occupational aspiration and preference for placement of B.Sc. Agriculture students of Gujarat state revealed that there was no significant correlation between parental occupation and attitude towards self employment.

Paul (2012) carried out a study on employment behaviour of youth and she concluded that 16.8 percent youth admitted that they are highly motivated by their parent's occupation.

Sridevi (2013) in her study on entrepreneurial skills of graduate students revealed that 30 per cent of the respondents' parents were skilled workers and were in to business ,followed by 23.50 per cent were in service,6.50 per cent were unskilled workers, and 5.60 per cent were professionals.

2.3.5 Family income

Chakravarty (1972) studied the family income of small farmers' family in West Bengal. The total farm business income was about Rs 2000 per family per annum.

Ramteke (2000) in her study on role of farm women decision making in the adoption in high yielding varieties of paddy revealed that 66.00 per cent of the respondents were in the family income category of Rs.10,000 to 33,000 and 19.33 per cent of the respondents were with a income of Rs 34,000 and above and only 14.67 per cent of the respondents were with income of Rs 9000 and less.

Shingare (2005) in her study of attitude and occupational aspiration of undergraduate veterinary science and animal husbandry college students of Gujarat reported that there was a non significant association between family income and attitude towards education.

Sreenivasulu and Punna Rao (2005) found that majority (61.25 %) of farm women had low family income followed by 21.25 percent of farm women were in medium and the remaining 17.50 percent were in the high family income category.

Bosma and Harding (2007) in their paper Global Entrepreneurship Monitor-Gem 2006 results found that age, gender, work status, education, income, motivation and perceptions are all significant socio economic factors in a person's decision to start a business.

Vidhate (2007) in her study on participation of farm women in agriculture enterprise reported that 44.38 per cent and 37.50 per cent of the women were grouped into family income of Rs. 21,000 to Rs. 42,000 respectively, while 18.12 per cent of the rural farm women were grouped to Rs 42,000 income category.

2.3.6 Family type

Pistrui *et al.* (2001) in his paper, entrepreneurship in China: characteristics, attributes, and family forces shaping the emerging private sector reveals that the entrepreneurs were found to rely on family members both to establish and develop their enterprises and the joint life style of people owed more to entrepreneurial capability.

Transformations in the type of the family from joint to nuclear have implications for the emergence of new business opportunities, opportunity recognition, business start-up decisions, and the resource mobilization process (Aldrich and Cliff, 2003).

Desai (2004) in his study on role of farm women in decision making process of agricultural operations found that 80.00 percent of the respondents belonged to joint family, while 20 percent of the respondents belonged to the nuclear family.

Kadiri and Reddy (2012) observed a positive significance of nuclear family type in explaining the variation in attitude of the students through a multiple regression analysis.

2.3.7 Academic achievement

Sharma (1979) revealed that self concept on intellectual and school status is conducive to high achievement, where as self concept on physical appearance and attributes has an inverse relationship with their academic achievement.

Ajit (2004)) in his study on determination of attitude ,occupational aspiration and preference for placement of B.Sc. Agriculture students of Gujarat

state observed that more than one third of the students (36.88 per cent) were in the second class category, followed by first class category (18.44percent).

Shingare (2005) while studying the attitude and occupational aspiration of undergraduate veterinary science and animal husbandry college students of Gujarat found that there was no significant relationship between academic achievement and attitude towards education.

Bhanu V.L (2006) while studying on aspirations of rural youth and their attitude towards rural developmental activities revealed that the study was 36.67 per cent of rural youth aspired for an education up to SSLC followed by 25.00 per cent aspiring for business,13.66 per cent aspired for parental occupation.

2.3.8 Mass media exposure

Suradkar (2005) found that the level of utilization and purpose of utilization was positively and significantly related to role performance of the leaders.

Ramu (2005) in his study on knowledge and adoption of turmeric farmers in Kadappa district of Andhra Pradesh found that majority (55.30 %) of the turmeric respondents belonged to medium level followed by low (26%) and high (18.70%)levels of mass media exposure respectively.

Kakhade and Kolar (2013) while studying the media habits among women organic farmers in Karnataka observed that the majority (91.80 %) used mobile phone and they utilized it majorly for entertainment and news updating purposes.

Riar *et al.* (2014) in a study of effect of mass media exposure on dairy farmers regarding animal husbandry practices found that a positive but non significant coefficient of correlation was found between mass media exposure of the farmers and their knowledge gain.

Kumar (2015) in his study on effect of mass media on government and extension officials reported that out of 360 respondents, 87.50 percent were

getting information about entrepreneurial policies from friends/relatives, 40.80 per cent were getting information form newspaper/TV/radio/internet, 0.60 per cent were getting information from government officials and 99.40 per cent were not getting information from government officials.

2.3.9 Organizational relations

Furtado and Dhane (2004) while studying the participation of rural youth in the activities of Adarsha Gaon Yojana reported that, rural youth had relatively low participation in village meetings and with regard to participation in kurhadbandhi (prohibition of cutting forest trees, Charaibandhi (discouraging grazing cattle on public land) and Nashaibandhi (adoption of family measures) was found to be satisfactory. While, participation in Sharmadhan (one day voluntary labour force for every 15 days) was largely confined to their interest.

Jadhav (2004) in the study on role of gram panchayat members in agriculture development showed that there was a positive and significant relationship between organizational relations and role performance of gram panchayat women members.

Chandramouli (2005) stated in his study on entrepreneurial behaviour of rural youth of Raichur district of Karnataka that majority (55.83%) of the respondents had a low level of social participation, followed by medium (26.67%) and high (17.50%) .

Savitha *et al.* (2009) in their study on entrepreneurial behaviour of rural and urban women entrepreneur revealed that sociopolitical participation was in positive correlation and highly significant to entrepreneurial behavioural index of rural and urban women.

2.3.10 Career preferences

Gurol and Atsan (2006) indicated that economic, social and political instability in Srilanka may lead people to prefer salaried jobs in public or private sector instead of running their own businesses.

Prasad (2006) in his article on career choice of agricultural graduate in Bihar observed that agricultural students most preferred career was job in the state department of agriculture, while farming/agribusiness was the least preferred.

Goal *et al.* (2007) revealed that youth of India and China perceived entrepreneurship to be respected, rewarding and a desirable profession for contributing the country's development.

Adekunle *et al.* (2009) in his study on analysis of entrepreneurial risks among rural youth reveals that high risks ,huge investment costs, lack of incentives makes youth in agriculture sector to deter themselves from entrepreneurship.

Arabiun *et al.* (2014) showed that 64.10 per cent and 8.43 per cent of post graduates have high preferences for "recruitment for governmental sectors" and "intention to start an own-business" as intended options to do after post graduation.

Emerole *et al.* (2014) in their study on applicability of centers supporting entrepreneurs in agriculture sector found that the entrepreneurs identified a wide range of options of success they perceived to favour their investment in agricultural entrepreneurship, which is drawing them more towards entrepreneurship.

2.3.11 Attitude towards self employment

Punjabi (1997) in his analytical study on management and peoples participation concluded that majority (76.66 %) of the respondents were distributed in the medium group of attitude score, towards social forestry.

Patel (2005) observed that majority (79.10 %) of the students had a neutral attitude toward dairy science education, where as 10.90 per cent of students had unfavourable attitude and 10.00 per cent had a high attitude towards dairy science education.

Plata and Pritle (2005) concluded that hilsparic female's level of aspiration peeked at ninth grade. This peek in occupational aspiration was the byproduct of perceived prestige.

Patel (2005) reported that majority of the students (72.22 per cent) had favourable attitude towards agri-entrepreneurship, while only 18.33 per cent and 4.44 per cent of students belonged low and moderate attitude respectively.

Dubey *et al.* (2008) revealed in their study of the effect of training programme on knowledge and aspiration in on campus trainees and off campus trainees that the on campus trainees have more favourable attitude than off campus trainees indicating the exposure of on campus trainees to courses and visits.

Florin and Wanderman (2007) stated that the students need to perceive that the application of skill was feasible and that self employment was desirable and the focus should be on developing a positive attitude toward entrepreneurial education.

Patel and Chauhan (2009) in their study on entrepreneurial attitude of youth highlighted a 72.5 percent of the young trainees had a medium followed by high level of entrepreneurial attitude.

Gowda and Kumar (2012) in his study on perception of employability and attitude of B.sc (Ag) students towards agri-business revealed that attitude of agricultural students towards agricultural education and the perceived employment climate. They reported that majority (67.88 %) of students were having positive attitude in every aspect of agri-business and their perceived employment environment.

Mohan and Ramesh (2012) in their study on attitude towards self employment in agriculture revealed that majority (81.11%) of the graduating students of agriculture developed a favourable attitude towards pursuing self employment in agriculture.

2.3.12 Assertiveness

Ennis (1985) defined assertiveness as "reflective and reasonable thinking that is focused on deciding what to believe or do'.

Women reported themselves to be higher in neuroticism, agreeableness, warmth, and openness to feelings, where as men were higher in assertiveness and openness to ideas while studying gender differences in personality traits across cultures (Costa *et al.,* 2001).

Assertive behaviour type is the most desirable type of behaviour in the organization, as it promotes a positive environment in the organization which is suitable for building team culture and a trustful environment.(Ramesh, 2006).

Amanatullah *et al.* (2010) in his study on 'gender differences in assertive negotiating are mediated by women's fear of backlash' proposed that gender differences in negotiations reflect women's contextually contingent impression in management strategies. They argue that the same behaviour, bargaining assertively, is construed as congruent with female gender roles in some contexts yet incongruent in other contexts.

Sundaran (2016) in her study of performance analysis members of women Self Help Groups (SHGs) revealed that the 53.34 per cent of men respondents and 55.56 per cent of women respondents were with medium level of assertiveness.

2.3.13 Leadership ability

Anonymous (2001) assessed the state of entrepreneurship training in higher education plays a huge role in developing leadership quality. Developing student leadership through entrepreneurial clubs and /or associations is also shown to have tremendous impact on clustering entrepreneurs among students.

Taufiq *et al.* (2011) in their research on entrepreneurial characteristics of agripreneurs of Agriclinics & Agri-business centers revealed that about 60 per

cent respondents had a medium level of leadership ability followed by the 25 per cent having a high level of leadership ability.

Career and technical education programs, are less likely to be supervised by persons who have weak experiential backgrounds, which may result in ineffective instructional leadership (Zirkle & Cotton, 2001)

Jayashree and Hemangini (2012) studied on 200 women entrepreneurs of five different enterprises *viz.* masala making, food products, pickle, jam and jelly, embroidery and making handicrafts revealed that an average leadership ability of respondents was rated as low on a scale. It was also found out that leadership ability of the respondents was better in 20 to 25 years of age group.

2.3.14 Decision making ability

Kiran (2000) in his study on participation of farm women in agriculture and allied activities in Chittoor district of Andhra Pradesh, revealed that majority (65.83 %) of the respondents had a medium extent of involvement in decision making by their own, 21.67 per cent had a low level and 12.50 per cent had a high degree of their own freedom for decision making.

Kumar (2001) in his study on Entrepreneurial behaviour of floriculture farmers of Rangareddy district of Andhra Pradesh indicated that majority (46.66 %) of the respondents had a medium level of decision making followed by low (27.50 %) and high (25.84 %) decision making categories.

Premavathi and Seetharaman (2002) in their study on relative effectiveness of Extension Methods in imparting skills to farm women, concluded that eight to thirteen percent of the women had taken their own decision, while thirty to fifty three per cent consulted their spouse or elder to take operational decisions on the activities.

Prasad and Singh (2004) in his thesis, 'Participation and Role of women in Panchayats' found that the majority (62 %) of elected women members were dependent on their husbands, eighteen per cent on political groups , fourteen per

cent on family members and six per cent on neighbors for decision making in panchayat affairs .

Solanki and Soni (2004) in their study on entrepreneurial behaviour of tomato growers reported that decision making ability of majority (65.56 %) of the growers was in the medium category.

Iyer and Banarjee (2016) in their study of measuring and benchmarking managerial efficiency scale , proposed that on the basis of combination of the inputs and managerial efficiency scores, Decision Making Units (DMU) were classified using alternative methods of clustering into a five category benchmarking model: "excellent", "good", "fair", "unsatisfactory" and "poor".

2.3.15 Level of aspiration

Ingle *et al.* (2000) defined occupational aspiration as the vocational choice field by various psychologists and sociologists. It is the choice of person which he considers to be ideal vocation for him.

Parcel and Sykuta (2003) in their study on correlation of aspirations to decision making and personal variables reported that students who have aspirations to own their own enterprises have a personal link to someone who is already an entrepreneur.

Brook *et al.* (2006) stated in their research paper that young to middle aged adults in rural areas with higher educational aspirations usually migrated out of rural areas than the young to middle aged adults with low educational aspirations.

Demi *et al.* (2007) in their adolescent employment educational and occupational goals and the residential aspirations of rural youth observed that the educational, occupational and residential aspirations of rural youth is important to understand the persistent out migration of youth workers from rural areas.

Sachchidananda (2007) stated that nearly half (47.89 %) of elected women representatives aspired to contest for the post of Mukhia, followed by 32.80 per cent for samithi membership and 5 per cent for the post of sarpanch. Only 13.8 per cent of them wanted to contest for their present position as panchayat members.

Jyothi (2011) in her study of attitudes, aspirations and preferences for placement of agricultural school students, told that aspirations imparts almost a sense of hope to everyone, a kind of feeling positive for a meaningful future.

2.4 ENTREPRENEURIAL BEHAVIOUR OF RESPONDENTS

Kumar and Swamy (2000) in their research on entrepreneurial behaviour and socio-economic characteristics of farmers who adopted sustainable agriculture in India explained entrepreneurial behaviour as a combination of seven components viz., innovativeness, decision making ability, achievement motivation, information seeking ability, coordinating ability and also revealed that young farmers had a high entrepreneurial behaviour index compared to middle and old age categories.

Neelima and Swaroop (2000) in their paper 'Training women for Entrepreneurship, have identified the desired entrepreneurial qualities for farm women as achievement motivation, initiative, leadership qualities, willingness to take risk, opportunities seeking, self confidence, concern for quality, positive mental attitude effective trouble shooting, information seeking, adaptive to changes, persuasive ability, persistence, systematic planning and networking.

According to Adams (2001) in the article 'Small Business: Ladies First. Financial Service Marketing' identified that the number of women –owned business doubled between 1987-1999, while the number of people employed by women owned businesses increased by more than fifty per cent. Currently sixty five per cent of all women owned businesses was in operation for more than five years.

Anonymous (2002) in the findings of Global entrepreneurship Monitor (GEM) reported the status of women entrepreneurs worldwide as follows: Thailand (18.5%), India(14.1 %), Argentina (11.5 %),China (11.0%), New Zealand (10.6 %), Mexico (10.3 5), Chile (9.5 %), Korea (8.6%), and the United States (8.1%).

Heron and Robinson (2003) reported that passion, perseverance, resourcefulness, open mindedness and innovativeness are the important entrepreneurial characteristics that someone should possess.

Birdthistle (2007) in his article 'Shaping entrepreneurial citizens: A genealogy of entrepreneurship education in Sweden', identified extroversion, compatibility, consciousness, emotional stability and the respondents' culture as the characteristics associated with entrepreneurial students.

Bheemappa (2003) in studying the entrepreneurship development in agriculture mentioned that the essential entrepreneurial traits required were: high achievement motivation, initiative drive and persistent enthusiasm, readiness for challenge, persistent problem solving and goal seeking.

Solanki *et al.* (2003) in a study conducted in Gujarat, reported that majority (56.67 %) of the respondents were in the medium level of entrepreneurial behaviour, followed by low and high level.

2.4.1 Risk taking ability

Anitha (2003) in her study on empowerment of women entrepreneurs, concluded that 92.50 percent of the women entrepreneurs had a high risk orientation, followed by medium (7.50 %) risk taking ability.

Subrahmanyam (2003) in his study on the impact of agricultural market yard committee level training programmes in Nellore district, revealed that 75.00 per cent of the trained respondents had a medium risk preference, followed by the high (13.34 %) and low (11.6 %) levels of risk preference .

Raksha *et al.* (2012) in their study on effectiveness of entrepreneurial training in behavioural attributes of mushroom growers, revealed that majority (53.00 %) of respondents had high risk taking ability, followed by medium (36%) and low (11%) risk taking ability respectively.

2.4.2 Innovativeness

Suganya (2000) while studying mass media utilization behaviour of extension personnel reported that about 62 per cent of them had high level of innovativeness.

Panda (2002) while studying 'Telelearning and Telelearning centers in India' observed that the entrepreneur's perception of risk namely, the functional risk and business risk, it makes an attempt to learn about the hindrances encountered by the entrepreneur in dealing with the telecommunication systems in India .

Sivanandan (2002) in his study on listening behaviour of the farmers towards selected farm broadcast in Theni district, found that majority (43.00 %) of the respondents had a medium level of innovativeness ,followed by high (36.00 %) and low (21.00 %) levels of innovativeness respectively.

Naik (2006) in his thesis, 'Training needs of groundnut farmers in Anantapur district of Andhra Pradesh', found that 41.34 per cent of the respondents had a medium level of innovativeness followed by low (33.33 %) and high (25.33 %) levels of innovativeness.

Kuruvila and Bastian (2013) in the compiled book on finishing school for enhancement of employability of VHSE Agri certificate holders emphasized on the basics of finding new business opportunities and dealing with idea generation, trend recognition followed by a list extension training institutes and websites useful for identifying new areas of business.

2.4.3 Self confidence

Anitha (2003) in her study on empowerment of women entrepreneurs in Rangareddy district reported that 67 .50 per cent of the women entrepreneurs had high self confidence followed by medium (30.00 %) and low (2.50%) self confidence.

Rao (2004) in his study on entrepreneurial behaviour and its correlates, revealed that there was positive and significant relationship between self confidence and aspiration level.

Parimaladevi *et al.* (2006) in their study on determinants of the effectiveness of agriclinics and agribusiness centers scheme in Kerala, reported that agribusiness training programmes enhanced the self confidence of the trainees, which in turn helped to increase their entrepreneurship behaviour.

Sharma and Varma (2008) stated that there was an increment in self confidence and self reliant trait of rural women due to their involvement in entrepreneurial as well as other activities of SHGs.

Taufiq *et al.* (2011) in their study on entrepreneurial characteristics of agripreneurs of Agriclinics & Agri-business centres revealed that majority of the respondents (69.17 %) had a medium level of self confidence, followed by 23.33 per cent under high level of self confidence and 7.50 per cent had only low self confidence.

2.4.4 Knowledgeability

Jayasree (1996) in her study on 'role performance of women sarpanch in the panchayati Raj system, reported that majority (50.00 %) of women sarpanch had medium knowledge about developmental activities ,while 30 per cent had low knowledge and the rest 20 per cent had high knowledge.

Gogoi *et al.* (2000) in their study on impact of farmers training programme reported that the level of knowledge of the trained youth on recommended courses were significantly higher than non trained farmers.

Iyer (2003) in his study on role of information and technology (IT) literacy in innovative decisions, defined that IT literacy is the skill to utilize either directly or indirectly, information technology equipments and systems with special reference to their role in improvement of quality and addition of value in teaching and learning.

Kumar and Rani (2006) in their study on dalit leadership in Panchayats :a comparative study of four states ,revealed that male respondents ,both dalits and non dalits have a good understanding of the power and functions of the panchayats, but non dalits and to a lesser extent dalit females were not knowledgeable.

2.4.5 Persuasive ability

Cialdini and Trost (1998) in their article ' Social influence: Social norms, conformity and compliance', proposed six persuasive strategies, which are recognized as universal principles of persuasion and are mainly applied in the field of marketing and advertising. They include Reciprocity, Scarcity, Authority, Commitment and Consistency, Liking, and Consensus.

The study of high and low cognitive ability groups for their persuasive abilities revealed that there was a significant difference in the persuasive abilities of the two respondents groups, while studying the influence of cognitive ability on the susceptibility to persuasive strategies . (Abdullahi *et al.*, 2018).

2.4.6 Personal responsibility

Kanungo and Menon (2004) suggested in their study 'Managerial resourcefulness: The construct and its measurement.', that the personal responsibility of a manager is a congregation of three competencies *viz.* affective, intellectual and action oriented, which helps them to handle the non routine and non programmable aspects of managerial role.

Sundaran (2016) in her study of performance analysis members of women Self Help Groups(SHGs) revealed that 62.24 per cent of men respondents and

77.78 per cent of women respondents belong to medium level of personal responsibility, indicating that female respondents were in a better level of personal responsibility.

2.4.7 Managerial ability

Nuthall (2001) in his psychological studies shows that the psychology of decision making from farm management perspective, outlines what psychology can actually do for changing personal attributes and consider the structures of a research programme aimed at developing methods for improving individual managerial ability.

Chauhan and patel (2003) in their study on entrepreneurial uniqueness of poultry entrepreneurs reported that majority (71.25 %) of the poultry entrepreneurs had medium to high degree of managerial ability.

Trehan (2011) elaborated the structure of managing a new enterprise with importance to human resource management and planning in a new enterprise. This includes training tools for human resource development and deals with the challenges faced by entrepreneurs.

2.4.8 Persistence and hard work

Ames (1992) in his study of goals, structures, and student motivation revealed that persistence in a task, its evaluation and recognition, and authority dimensions are presented to be main structures that build and influence children's orientation towards different achievement goals.

Students drive their own learning through inquiry, as well as working collaboratively to research and create projects that reflect their knowledge, persistence and hard work. (Bell, 2010).

2.4.9 Achievement orientation

Suresh (2004) in his study of dairy entrepreneurs in Andhra Pradesh found that 61.25 per cent of the respondents had a medium achievement orientation followed by low (20.42 %) level and high (18.33 %) level categories.

The study on entrepreneurial behaviour of vegetable seed producing farmers in Haveri district of Karnataka reported 71.70 per cent of respondents were with medium achievement orientation (Nagesha, 2005).

Khalge (2006) in his comparative study of role performance of Gram panchayat members belonging to backward and forward sections asserted that majority (64.17%) of the respondents were with medium achievement orientation followed by high (20.00 %) and low (15.83 %) level categories.

2.5 MANAGERIAL EFFICIENCY OF RESPONDENTS

England *et al.* (1971) in paper 'Union Leaders and Managers: A comparison of value system' claimed that a successful manager is more pragmatic and less idealistic than less successful manager.

Chari and Nandapurkar (1987) in their study to develop scale to measure managerial efficiency of farmers revealed that the main components of managerial efficiency scale were planning, organizing, human relationship; communication, co-ordination and control.

Huger *et al.* (2001) defined managerial efficiency as degree or ability to which individual acquires or adopts effective factors in an enterprise to reach higher levels of performance.

Shilpa (2001) in her thesis , 'managerial role of women in farm activities' reported that the majority (62.00%) of youth were grouped to medium level of managerial efficiency ,followed by high (20.67 %) and low (17.33 %) level of managerial efficiency .

Drucker (2002) held that the scale of measurement of managerial efficiency is the manager's ability to get the right things done. .

Trip *et al.* (2002) while studying the managerial efficiency scale for commercial green house growers, revealed that managerial efficiency in decision making process has been given new attention, boost in theoretical study as well as empirical research explaining the results in farmers.

Chauhan and Chauhan (2012) in their study on managerial ability of the programme coordinators of Krishi Vigyan Kendras of India, found out that majority (68.12 %) of the programme coordinators had medium managerial ability, followed by high (18.75 %) and low (13.13%) level of managerial ability.

2.5.1 Planning ability

Bhagyalakshmi (2002) in a critical study on micro enterprise management by rural women in Rangareddy district, stated that majority (66.67 %) of the women in vegetable production had medium business planning ability followed by low (21.66 %) and high (11.67 %) planning ability categories.

Kishorebabu (2004) in his study of marketing behaviour of vegetable growers in Ranga Reddy district of Andhra Pradesh, indicated that little more than half (51.11 %) of the vegetable growers belonged to medium planning ability followed by high (45.55%) and low (3.34 %) planning ability categories.

2.5.2 Organising ability

Sreedevi (1996) while studying on gender analysis in managerial abilities and farming performance in Krishna Godavari Zone , stated that more than half (53.33%) of the farm women had medium organizing ability followed by high (25.00 %) and low (21.67 %) organizing abilities.

Aung (2005) in his study on managerial capabilities of assistant township managers of agricultural services in Mandalay division of Myanmar country found that an equal proportion (47.50 %) each of the respondents acquired high and medium organizing ability ,while only five percent had low organizing ability .

2.5.3 Supervising ability

Seimer (1973) defined supervision, in general, as "including combination of planning, organizing, directing, measuring, controlling, assembling resources, supervising, coordinating, motivating, commanding and integrating".

Aung (2005) in his study on managerial capabilities of assistant township managers of agricultural services in Mandalay division of Myanmar country found that an equal number 60.50 per cent of the respondents acquired medium supervising ability ,followed by high (25 .00 %) supervising ability categories .

Navsakthi (2005) in her study on managerial abilities and farming performance of coconut cultivators in Andaman district, stated that the majority (62.50%) of the coconut growers had high supervision ability, followed by medium (36.67 %) and low (0.83 %) categories.

2.5.4 Communication ability

Radhakrishna (1997) in study of time management and job performance of country extension directors, observed that nearly half (48.00 %) of the vegetable growers had low followed by medium and high communication abilities (26.00 % each) in his study.

Deshmukh and Chole (2012) in the study of aspirations and managerial ability of youth reported that the majority (63.33 %) of the respondents had medium communication ability, followed by high (21.33 %) and low (15.23 %) categories.

2.5.5 Coordination ability

Paul (1998) in study on entrepreneurial behaviour of vegetable growers in Krishna district of Andhra Pradesh, stated that about fifty six per cent of the

vegetable growers had medium coordination ability followed by low (24.20 %) and high (20.00%) groups.

Dhinkar (2008) in his study of managerial efficiency of agricultural assistants of KSDA in Dharwad district reported that majority (62.50 %) of respondents had high coordination ability followed by low (26.87 %) and high (10.63 %) coordination ability categories.

2.5.6 Controlling ability

Rani (2014) in her study on managerial role of Farm women in Chittor district of Andhra Pradesh, reported that 56.66 per cent of farm women were with medium controlling ability followed by high (36.66 %) levels of controlling ability .

Rua *et al.* (2017) in their study found that in case of self control of students, internal moral identity and ethical behaviour of students are significant contributors.

In the study to assess scale to measure decision making ability were composed of tasks adapted from ones used in experimental studies of decision□making skills and results supported the robustness of these measures and the usefulness of the construct on the basis of significant correlation with controlling ability (Parker and Brain, 2018)

2.6 EFFECTIVENESS OF THE PROGRAMME

Savaliya *et al.* (2003) on the study of training need of mango growers had an opinion that the maximum impact is achieved only if the training is need based.

Kumar *et al.* (2007) worked out the impact of training using experimental design of social research by considering the beneficiaries as the experimental group and the non beneficiaries as the control group.

Michailidis (2007) in his study on the effectiveness of digital teaching in students valued highest effectiveness for timeliness and better information for decision making in a training programme.

Ousman (2007) found out that the agricultural development training programme for tuff and poultry farmers of Alaba Woreda, Southern Ethiopia was not effective because of wide gap between training content and identified training need.

Mersek *et al.* (2010) in their article on improving organizational performance through developing our people, has reported that the exposure to social media had a significant relevancy with the effectiveness of programmes conducted.

According to Kunche *et al.* (2011) training effectiveness was the applicability of knowledge gained by the trainees through their work performance. Key elements which determine training programme effectiveness were training environment, training design and development, training delivery, training implementation and training evaluation.

Singh *et al.* (2011) revealed that the training aims at maintaining and increasing trainee effectiveness for job and developing skill and knowledge for in service activity.

Bhati *et al.* (2012) while analyzing the impact of training on the knowledge and adoption of crop production technology of farmers trained by KVK, Chindwara affirmed that knowledge gained through training was obtained by subtracting pre training knowledge score from after training knowledge score. Farmers had low level of knowledge before training, but after the training majority of respondent gained more knowledge.

Gill and Sharma (2013) evaluated the effectiveness of Vocational Education Training (VET) from trainee's perspective using kirkpatrick's model where supportive organizational environment, trainers competencies, design,

content of the program, opportunity to implement the learning, attitude and motivation of the participants etc. aided for better performance

Yadav and Pareek (2014) analyzed the impact of Krishi Vigyan Kendras (KVK) on campus training on improved animal husbandry and use of farm implements. Trainees were compared as low, medium and high knowledge level on the basis of scores obtained in a knowledge test. On campus trainees had higher level of Knowledge in several farm practices and more for animal husbandry.

2.7 GAP ANALYSIS OF THE PROGRAMME

Narasimhan (1997) in his article 'Improving teaching and learning: the perceptions minus expectations gap analysis approach', revealed that the key factors that aid or hinder learning are situational.

Davis *et al.* (2002) in their gap analysis approach to marketing curriculum assessment revealed that marketing executives were under prepared in skills and over-prepared in designated knowledge areas.

Kovac (2011) in their gap analysis in trends and developments in humanitarian logistics (HL) revealed that gaps existed in HL practice, research, education and between these.

Hoang and Schneide (2012), in their conference paper, 'Opportunities for Computer Support for Systematic Reviewing - A Gap Analysis, identified by interviewing experienced systematic reviewers from diverse fields that the technical problems and challenges faced by the reviewers in conducting a systematic review and their current uses of computer support were the major gap.

Curie (2014) in the gap analysis of public transport needs identified that the accessibility of the lower groups of society to public transport is less and the

use of geographical information systems in public transport system were the major gaps between service and needs.

2.8 CONSTRAINTS WHILE IMPLEMENTING THE PROGRAMME

Squire and Ntshaliki (2001) in their survey of agricultural enterprises owned by women farmers in Botswana, reported that environment factors and lack of credit facilities were the major factors that negatively affect the enterprises.

Shingare (2005) in a study of attitude and occupational aspiration of undergraduate veterinary science and animal husbandry college students of Gujarat, reported major constraint faced by young rural people were, less practical knowledge (20%), less number of visits /tours (12 %).

Atsan (2006) indicated that lack of sufficient incentives toward entrepreneurship and lack of sound entrepreneurship education hamper the development of any entrepreneurial vision of individuals.

Sushma (2007) in an analysis of entrepreneurship development in women through Entrepreneurship Development Programme (EDP) training, projected the constraints faced by the students were less practical knowledge, less number of visits/tour, no campus interview and lack o f library facilities.

Tamilselvi and Kumar (2009) in their study on problems of rural women entrepreneurs in agriculture based enterprises found enterprises found the problems perceived by the women entrepreneurs in mushroom cultivation were lack of a regular market, losses due to perishability, lack of storage facilities, lack of knowledge on value addition, difficult procedure of spawn production and lack of awareness about nutritional value of mushroom.

Akpan (2010) in his study on encouraging youth's involvement in agricultural production and processing, found that the technical constraints, resource constraints, socio economic constraints and organizational constraints were the major factors involved in performance of youth.

Virimai and Wilfred (2011) in their study on rural entrepreneurship in Western cape found that rural entrepreneurs still face challenges such as lack of technical and business skills, shortage, inaccessible and unreliable communication and transport services.

Jain and Jain (2014) for the article on Human Resource Management found that all entrepreneurs face certain challenges, but women often have additional challenges and bottlenecks because of their gender.

2.9 SUGGESTIONS FOR THE PROGRAMME.

Mukund and Budhiraja (1997) states that the use of local language may create some strong bonds among the instructor and trainees.

Singh *et al.* (2000) reported that the systematic training demands effort. There must be data on the participants, their source of learning, interests, preferences and reaction about past training experiences. For a training to be effective it must suit to the convenience of the trainees and stimulate learning in them.

Biswa *et al.* (2005) made it clear that training institute should develop a course content and methodology in such a way that trainer should possess an in-depth knowledge.

Pathak *et al.* (2005) remarked that the training need assessment is the core of any training programme. Before starting the training, one must have a clear understanding about the objective of the training. Trainers should arrange lively sessions especially after lunch time.

Omeregbee and Omais (2009) suggested that regular training need analysis was needed for newly recruited extension staff to determine their areas of job deficiency. This study identified strong training need in communication skills, planning, demonstration, evaluation trials and farmers training.

Babu and Joji, (2010) ruled out that better communication skills, utilization of audio visual aids and participatory training methods increased the job performance to some extent only, while when personality development interventions were used, the job performance improved.

METHODOLOGY

CHAPTER 3

METHODOLOGY

This chapter consists of all the steps of research process that helped me to rule out the research problem. It describes and clarifies methods used for measuring dependent and independent variables as well as procedures followed to collect and analyze the data. In brief, research methodology is a detailed action plan of investigation which is presented under following titles:

The chapter includes

3.1. Research design

3.2. Sampling procedure

3.3. Profile characteristics of the respondents

3.4. Operationalisation and measurement of entrepreneurial behaviour and managerial efficiency

3.4.1. Entrepreneurial behaviour of the respondents

3.4.2. Managerial efficiency of the respondents

3.5. Gap analysis conducted among the respondents.

3.6. Identification of the constraints experienced while implementing Finishing school programme.

3.7. Suggestions for improving the performance of Finishing school programme in subsequent years

3.8. Methods of data collection

3.9. Statistical tools used for the study

3.1. RESEARCH DESIGN

The study was presented as *'ex post facto'* research design. In 1976, Kerlinger defined ex post facto design as the research where all the independent variable or variables have already been occurred when the researcher starts his /her investigation of dependent variable or variables. This research design was used for the study because there was no scope of manipulation of any variables under the study.

3.2. SAMPLING PROCEDURE

3.2.1 Selection of centers

Finishing school programme was started in 2012 at three main centers of Kerala Agricultural University out of which College of Agriculture, Vellayani comprises most of the batches followed by College of Agriculture, Padannakad and centre for e-learning, Vellanikkara. Vellayani and Padannakad were the major centers selected for the study.

3.2.2 Selection of respondents

3.2.2.1 Respondents exposed to FS

A questionnaire (Appendix III) was sent to all the 323 candidates for response. Out of the 323 candidates who had successfully completed the programme, 228 candidates responded through post and/or email. From the list of candidates responded, subsequently a total of ninety respondents were selected from various categories like self employed, employed and pursuing education with more weightage to employed and self employed categories. From the ninety VHSE (Agri) certificate holders selection was made such that sixty respondents were from College of Agriculture, Vellayani and thirty respondents were from College of Agriculture, Padannakkad.

3.2.2.2 Respondents who were not exposed to FS

Another forty respondents who were not exposed to Finishing school programme were also selected randomly from the presently enrolled batch of finishing school before the start of programme to compare their entrepreneurial behaviour and managerial efficiency with the finishing school trainees.

3.2.3 Selection of officials

Thirty extension personnel were selected randomly from Kerala Agricultural University and the State department of Agriculture. Suggestions for the improvement of the finishing school programme were extracted from officials through questionnaire (Appendix V).

3.3. PROFILE CHARACTERISTICS OF THE RESPONDENTS

The selections of independent variables were made after an extensive review of available literature on the subject considering the relevant previous researches undertaken, consultation with officials and discussions with advisory committee members. A total of fifty variables were selected and were sent to judges' rating (Appendix I), out of which final fifteen variables were selected based on mean relevancy score, obtained by summing up the weightages obtained and dividing it by number of judges responded. Those variables that scored more than the mean score were selected for the study (Appendix II) which are listed below:

Sl.No	INDEPENDENT VARIABLES
1	Age
2	Gender
3	Marital status
4	Family income
5	Family type
6	Parental occupation
7	Academic achievement

8	Mass media utilization
9	Organizational relations
10	Career preferences
11	Assertiveness
12	Leadership ability
13	Decision making ability
14	Attitude towards self employment
15	Level of aspiration

3.3.1. Age

Age was reckoned as the chronological age of respondents at the time of investigation. It was measured by directly asking the respondents the number of years surpassed at the time of investigation. The age wise distribution of respondents is given below.

Sl. No	Category
1	<25 years
2	25-35 years
3	>35 years

3.3.2 Gender

Gender was operationalised as whether the respondent was male or female.

Sl. No	Category
1	Male
2	Female

3.3.3 Marital status

It was operationalised as whether the respondent is married /unmarried /widowed. It was measured directly by asking the respondents for their marital status.

Sl. No	Category
1	Married
2	Unmarried
3	Widowed

3.3.4. Family income

It was operationalised as the total annual income received by respondent and other family members from their respective occupations or from other sources for the period of study. In the present study, it was directly measured by asking the respondent.

3.3.5. Family type

It was operationalised as whether respondents belonged to joint /nuclear family. The respondents were directly asked about their family type.

3.3.6. Parental occupation

It was operationalised as the occupation in which the parents of respondents was engaged at the time of investigation. A scale developed by Pareek and Trivedi (1965) was followed to measure this variable. The following are the various categories of occupation respondents' parents were engaged in:

Category	Score
Government job	1
Private	2
Business	3
Labourer/coolie	4
Farming occupation	5
Caste job	6

3.3.7. Academic achievement

It was operationalised as the percentage of marks attained by the respondent in the qualifying examination last attended during the course of his/her academic education. The procedure followed by Chandrakant (2016) was followed. It was measured by directly asking the respondents their percentage of marks in plus two or higher level of studies. The academic achievement was identified and classified as follows;

Category	Academic performance (%)
First class with distinction	75 and above
First class	60 to 74.99
Second class	50 to 59.99
Third class	35 to 49.99

3.3.8. Mass media utilization

It was operationalised as the exposure and level of utilization of respondent to different media programmes such as agricultural programmes, rural programmes, news or entertainment programmes. It was measured by a scale developed by Kikon (2010) followed by Gangadharan (2015).The scores were assigned to the respondents on the basis of the programme they watch regularly.

Category	Score
Agricultural programmes	1
Rural programmes	2
News	3
Entertainment programmes	4

3.3.9. Organizational relations

It was operationalised as the degree of relationship of respondent in various entrepreneurial organizations such as SHGs, NGOs and Kudumbashree either as a member or as an office bearer. It was measured through a scale followed by Ramjiyane (2013).The scores were assigned to respondents based on their status of membership.

Category	Score
No membership	1
Membership in one organization	2
Membership in more than one organization	3
Office bearer	4

3.3.10 .Career preferences

It was operationalised as the choice or preferences of respondent towards a profession. It is measured by scale followed by Pankaj (2016). The scores were assigned to the respondents on the basis of the profession they prefer the most.

Categories	Score
Government job	1
Private job	2
Entrepreneur	3

3.3.11. Assertiveness

It was operationalised as the ability of the respondent to communicate one's own thoughts and opinions in a direct and non-aggressive way. It was measured using an appropriate scale developed by Sundaran (2016),with seven statements measured in a five point continuum which was 'Always,' 'Frequently', 'Sometimes' ,'Rarely' and 'Never' with scores 5,4,3,2 and 1 respectively and was reversed for negative statements.

The score obtained by respondent for each statement was summed up to arrive at the total assertiveness score of respondent. The possible score ranges from 7 to 35.

3.3.12. Leadership ability

It was operationalised as the degree of responsibility of respondent to lead a team in efficient manner. Scale followed by Shivacharan (2014) was followed to measure leadership ability which consists of five statements and score given for each was 3, 2 and 1 for Always, Sometimes and Never.

The score obtained by respondents for each statement was summed up to arrive at the total leadership ability score of respondent. The possible score range was from 5 to15.

3.3.13. Decision making ability

It was operationalised as the cognitive ability of respondent to arrive at a logical choice from available options by themselves. It was measured by scale followed by Donald (2014) with responses from Self decided, consulted and unable to take decision with scores 3, 2, and 1 respectively.

The score obtained by respondent for each statement was summed up to arrive at the total decision making ability score of respondent. The possible score ranges from 5 to 15.

3.3.14. Attitude towards self employment

It was operationalised as the degree of positive or negative feeling of respondent towards self employment. It was measured by a scale developed by Edward (1971) and followed by Shivacharan (2016) consisting of eight statements in a five point continuum from strongly agree, agree, undecided, disagree to strongly disagree with scores ranging from 5,4,3,2 and 1 respectively and was reversed in case of negative statements.

The score obtained by respondent for each statement was summed up to arrive at the total attitude towards self employment score of respondent. The possible score ranges from 8 to 40.

3.3.15. Level of aspiration

It was operationalised as the strongest desires the respondent had to aim for ultimate status attainment. It was measured by following a scale developed by Rahim (2010) with three statements, each rated in a total score of ten. The score obtained by respondent for each statement was summed up to arrive at the total

score of level of aspiration of the respondent. The possible score range was from 3 to 30.

3.4. OPERATIONALISATION AND MEASUREMENT OF ENTREPRENEURIAL BEHAVIOUR AND MANAGERIAL EFFICIENCY

Due care was taken to select dependent variables for the study, which is most relevant to analyze the impact of the programme in an effective way

3.4.1 Entrepreneurial behaviour of the respondents

It was operationalised as the cumulative effect of nine human traits or attributes which reflected in the success of a venture. The nine human traits were risk taking ability, innovativeness, knowledgeability, self confidence, persuasive ability, personal responsibility, managerial ability, persistence and hard work and achievement orientation. It is measured by self assessment scale developed by Technonet Asia (1981) with slight modification followed by Kumar (2017).The scale consisted of 36 statements comprising of the nine dimensions mentioned above. The response of each statement was rated on a five point continuum which is ranging from strongly agree (5) to strongly disagree (1).The scoring was reversed in case of negative statements. The scores obtained by respondents who were exposed to Finishing school (FS) and unexposed to FS were analyzed and were then categorized to low, medium and high categories of entrepreneurial behaviour based on quartile deviation by computing Quartile 1(Q1) and Quartile 3(Q3).The possible score range of entrepreneurial behaviour was from 36 to 180.

3.4.2 Managerial efficiency of the respondents

Managerial efficiency was operationalised as ability to perform a task by optimal utilization of resources and it combines effective planning, organizing, supervising, communicating, coordinating and controlling abilities, without any gaps. It was measured by scale developed by Shilpa (2001) followed by Rani (2014).The scale consisted of 28 statements in six dimensions *viz.,* Planning ability, organizing ability, supervising ability, communication ability,

coordination ability, and controlling ability .The scoring was done in a five point continuum which is ranging from Always (5) to Never(1) and the scoring was reversed in case of negative statements. The scores obtained by respondents who were exposed to FS and unexposed to FS were analyzed and were then categorized to low, medium and high categories of managerial efficiency based on quartile deviation by computing Quartile 1(Q1) and Quartile 3(Q3). The possible score range of entrepreneurial behaviour was from 28 to 140.

3.5. GAP ANALYSIS CONDUCTED AMONG THE RESPONDENTS

A Gap analysis was executed among the respondents to identify if there was any gaps in the proper functioning of Finishing school programme. It was conducted by preparing a questionnaire (Appendix IV) out of general and functional objectives of the programme. The questionnaire consisted of 10 statements which were strictly based on kind of training and services imparted to the respondents. Each statement was provided with a two point continuum scale rated Yes and No with scores 1 and 0 respectively. The statement with the least per cent of score 1 was considered the major gap.

3.6. IDENTIFICATION OF THE CONSTRAINTS EXPERIENCED WHILE IMPLEMENTING FINISHING SCHOOL PROGRAMME

One of the specific objectives of the study was to identify the constraints felt while implementing the finishing school programme. After discussions with respondents and implementing officials and review of relevant literature 5 problems /constraints faced by the two categories *viz.* respondents and implementing authority were identified and listed out. The respondents as well as the officials were asked to mark their most felt problem amongst respective constraints enlisted .By making an overall comparison of the five statements through percentage analysis, ranks were assigned according to severity of the problem faced by each category. The responses by the two categories were analyzed and listed out in descending order of severity per cent. The constraint with highest per cent was considered the most severe one.

3.7 .SUGGESTIONS FOR IMPROVING THE PERFORMANCE OF FINISHING SCHOOL PROGRAMME IN SUBSEQUENT YEARS

Discussions with officials yielded suggestions through a well scheduled questionnaire (Appendix V) which were worthwhile for improvement of finishing school in future. Many of the suggestions were reviewed and discussed with professionals and resource persons of the programme. The suggestions marked high in responses were ranked one and so on and so forth.

3.8. METHODS USED FOR DATA COLLECTION

A well structured pretested interview schedule (Appendix II) was developed to measure all the dependent and independent variables selected for the present study. Moreover, an open ended gap analysis questionnaire (Appendix III) was also prepared to document the major gap while implementing the programme.

3.9. STATISTICAL TOOLS USED FOR THE STUDY

1. Frequency

Calculates how often values occur within a range of values, and then results in a vertical array of numbers.

2. Percentage

Percentage was used in descriptive analysis of data for making simple comparison.

3. Quartile deviation

The procedure used for assessment of entrepreneurial behavior and managerial efficiency of the respondents on the basis of their responses. The first quartile (Q1) is defined as the middle number between the smallest number and the median of the data set which is less than 25 percentage. The second quartile (Q2) is the median of the data which ranges from 25 to 50 percentage. The third

quartile (Q3) is the middle value between the median and the highest value of the data set which is above 75 per cent.

4. Principal Component Analysis (PCA)

The Principal Component Analysis (PCA) technique was developed by Pearson in 1901and it was further developed by Hotelling in 1933 .It is most utilized among the various multivariate analyzing techniques. Principal components are linear combinations of random or statistical variable which have special properties in terms of variances. It is an efficient tool to assess the most contributing factor /component towards a variance.

In the present study, Principal Component Analysis was used to identify the dimensions or linear combinations of dimensions of entrepreneurial behaviour and managerial efficiency which was mainly responsible for the variation in the entrepreneurial behaviour and managerial efficiency. The total variability present in the data was divided into different components such that each component is a linear combination of the different dimensions. The procedure of finding these linear combinations called principal components is by applying orthogonal transformations to the original set of variables, thereby reducing a multidimensional data set to a space of lower dimensions.

5. Pearson's product moment correlation

Pearson's product moment correlation is a effective measure of linear association between two contiguous variables. The values of the correlation coefficient (r) range from -1 to +1.The direction of relationship is assessed through the sign of correlation coefficient, while the absolute value indicated the strength. In the present study, coefficient of correlation was used to study the nature and extent of relationship between the dependent variable and the independent variables.

6 .Student's t- test

A t-test was employed in order to find out the significance difference, if any, between the mean scores of the two samples.

RESULTS AND DISCUSSIONS

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter includes the results and the discussions based on the study which is dealt under the following heads;

4.1. Present status.

4.2. Entrepreneurial behaviour and managerial efficiency of the respondents.

4.3. Effectiveness study of Finishing school programme (FS) in terms of entrepreneurial behaviour and managerial efficiency.

4.3.1. Difference in entrepreneurial behaviour and managerial efficiency of respondents who were exposed to FS and those who were not exposed to FS.

4.3.2. Identification of the major contributing factors towards entrepreneurial behaviour.

4.3.3. Identification of the major contributing factors towards managerial efficiency.

4.4. Independent variables/personal socio-psychological characters.

4.5. Relationship between socio-psychological characters and entrepreneurial behaviour of the respondents.

4.6. Relationship between socio-psychological characters and managerial efficiency of the respondents.

4.7. Gap analysis conducted among the respondents.

4.8. Constraints felt while implementing the programme.

4.9. Suggestions for improving the finishing school programme in subsequent years.

4.1. PRESENT STATUS

4.1.1 Distribution of candidates based on their present status

The impact of any training programme lies in the utility of knowledge gained by trainees through training. The major success of finishing school programme relies on the present status of respondents.

Out of the 323 candidates who have successfully completed the programme, 228 candidates have responded through post and/or email. Out of this 228 candidates who responded to the researcher, 34.21 per cent were pursuing higher education, 22.80 per cent were employed, 15.78 per cent were going for PSC coaching and unemployed each . It was also revealed that 11.40 per cent of the candidates were self employed [Table 1].

Table 1. Distribution of candidates based on their present status

Sl.No	Categories	F	%
1	Self employed	26	11.40
2	Employed[Private/Government]	52	22.80
3	Pursuing Higher education	78	34.21
4	PSC coaching	36	15.78
5	Unemployed	36	15.78
	Total	**N=228**	**100**

F-Frequency, %-Percentage

The perusal of table 1. gives an idea that the highest per cent of candidates were pursuing higher education, which is a basic trend in Kerala. Also, in Kerala a positive attitude towards self employment is upcoming only. This might be the reason for lowest per cent of candidates in self employed category. Considerable number of trainees were employed or were seeking for government jobs.

4.1.2 Distribution of respondents based on their present status

Respondents were selected on the basis of their present status and more weightage was given for the self employed and employed category followed by pursuing higher education during the selection in order to study their entrepreneurial behaviour and managerial efficiency. Thus out of 228 candidates, 90 were selected as respondents.

Here, from the perusal of Table 2, it is clear that 57.77 per cent of respondents were in the employed category, 28.88 per cent of the respondents in self employed category followed by 13.33 per cent of respondents were pursuing higher education.

Table 2. Distribution of respondents based on their present status

Sl.No	Category	F	%
1	Self employed	26	28.88
2	Employed	52	57.77
3	Pursuing Higher education	12	13.33
	Total	**N=90**	**100**

F-Frequency, %-Percentage

4.1.2.1 Distribution of respondents in self employed category

The study revealed that the self employed respondents were engaged in various enterprises. The perusal of table 3 revealed that majority (38.46 %) of self employed respondents were engaged in farming/livestock/fish culture start ups, 23.07 per cent of respondents were operating mechanic shop, bakery or stationery shop in rented building followed by 19.23 per cent who were tailors, food caterers and drivers who have own vehicle.

This trend might be due to agricultural background of southern Kerala, influencing them to take up occupation retained by their fore fathers/ancestors. The training in soft skills during the course of finishing school programme might

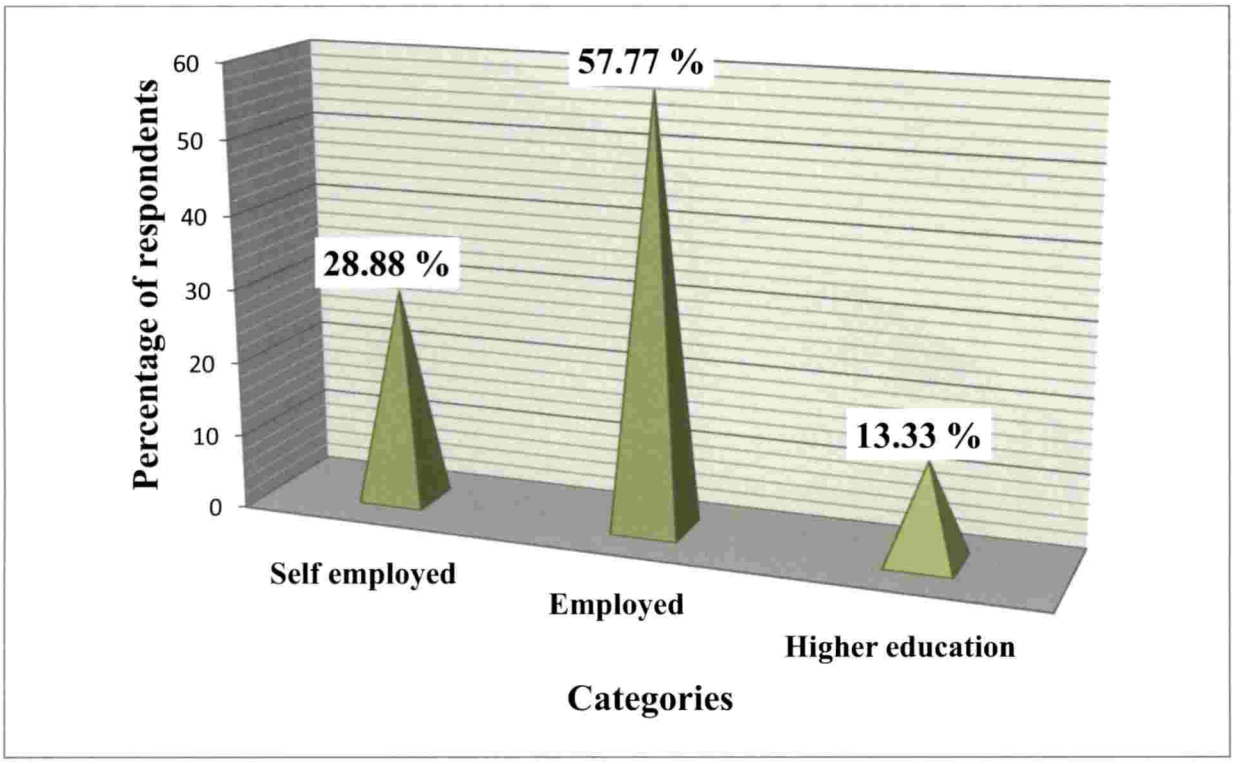

Figure 1. Distribution of the respondents based on their present status

have given them good exposure to plan, coordinate and control actions in business and also equipped them to identify the areas and start enterprises that fetch them good profit. The apprentice programme during the course could have familiarized them with several departments of KAU and State department of Agriculture. The exposure received during the finishing school programme from Department of Post harvest technology and Agricultural engineering might have helped them to start ventures in those areas.

Table 3. Distribution of respondents in self employed category

Sl.No	Categories	F	%
1	Farming/livestock/fish culture	10	38.46
2	Rented shops-Mechanic shop, bakery, stationery	06	23.07
3	Tailors/designers	05	19.23
4	Food catering/drivers who own vehicle	05	19.23
	Total	**N=26**	**100**

F-Frequency, %-Percentage

4.1.2.2 Distribution of respondents in employed category

It is clear from the Table 4 that majority of the respondents (30.76%) were daily wage employees in KAU and other related institutions followed by 17.30 per cent of respondents working as lab technicians , 15.38 per cent as farm assistants, 13.46 per cent as Lower Division Clerks (LDC), 11.53 per cent as car showroom attendees, 7.69 per cent as Life Insurance Agents and 3.84 per cent were working abroad.

The study revealed that the major portion of the respondent category (30.76 %) were working as daily wage employees in KAU. It might be because of the interest of candidates to work in an academic /research organization rather than seeking a private job.

Table 4. Distribution of respondents in employed category

Sl.No	Categories	F	%
1	Daily wage employees in KAU and other institutions	16	30.76
2	Lab technicians	09	17.30
3	Farm assistants	08	15.38
4	LDC clerks	07	13.46
5	Car showroom attendees	06	11.53
6	Life insurance agents	04	7.69
7	Working abroad	02	3.84
	Total	**N=52**	**100**

F-Frequency, %-Percentage

Many of the respondents were working as car showroom attendees and Life Insurance Agents and this might be because of the systematic training given to them in presentation, communication and organizing modules of finishing school program. Many of the respondents were Lower Division clerks (LDC), which might be because of the basic trend of preference towards government sector jobs amongst the younger population in Kerala. Only a less per cent of respondents were working abroad. It might be because of the less propensity of individuals from southern Kerala desiring to work abroad rather than Northern Kerala as most of the respondents belonged to south Kerala.

4.1.2.3 Distribution of respondents pursuing higher education

It is clear from the Table 5 that majority of the respondents (66.66 %) pursuing higher education were studying for Bachelor of Arts Degree / Masters Degree / Bachelor of Science where as 33.33 per cent of respondents were pursuing diploma courses. The finding is in compliance with the basic protocol of desiring for higher education in Kerala than mastering specific skills in depth.

Table 5. Distribution of respondents pursuing higher education category

Sl.No	Categories	F	%
1	Pursuing B.A/M.A degrees/B sc. Degrees	08	66.66
2	Diploma	04	33.33
	Total	**N=12**	**100**

F-Frequency, %-Percentage

4.2 ENTREPRENEURIAL BEHAVIOUR AND MANAGERIAL EFFICIENCY OF THE RESPONDENTS

4.2.1. Entrepreneurial behaviour

The major entrepreneurial behavioural attributes such as risk taking ability, innovativeness, self confidence, knowledgeability, persuasive ability, personal responsibility, managerial ability, persistence and hard work and achievement orientation aspects of the respondents were carefully measured to arrive at the following results:

4.2.1.1Risk taking ability

From Table 6, it is clear that the risk taking ability of majority (47.5 %) of respondents who were unexposed to Finishing school programme (FS) were low and that of 44.44 per cent of respondents who were exposed to FS were medium, followed by 38.89 per cent of respondents with high and 16.67 per cent of respondents with low levels of risk taking ability.

The respondents who were exposed to FS were having a higher risk taking ability than the respondents who were not exposed to FS .This might be because of the exposure of trainees to interact with eminent entrepreneurs in agriculture and allied sectors which made them combat their fear of risks in taking up a venture. These results are in line with the findings of Subhramanyam (2003).

Table 6. Distribution of the respondents based on risk taking ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<11	19	47.5	15	16.67
2	Medium	11-18	15	37.5	40	44.44
3	High	>18	06	15	35	38.89
Q1=11,Q3=18,Expected score range = 4-20, Data score range = 6-19						

F- Frequency, %- Percentage, FS- Finishing school

4.2.1.2 Innovativeness

From Table 7, it is evident that, the innovativeness of majority (40 %) of respondents who were unexposed to FS were low and 56.67 per cent of those respondents who were exposed to FS were medium, followed by 23.33 per cent of respondents were with high and 20 per cent of respondents were with low levels of innovativeness.

Table 7. Distribution of the respondents based on innovativeness

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<8	16	40	18	20
2	Medium	8-19	10	25	51	56.67
3	High	>19	14	35	21	23.33
Q1=8, Q3=19 Expected score range = 4-20, Data score range = 5-19						

F- Frequency, %- Percentage, FS- Finishing school

It was surprising to note the difference in innovative behaviour of respondents who were exposed to FS and respondents who were not exposed to FS. This might be because of the fact the FS respondents had a good exposure

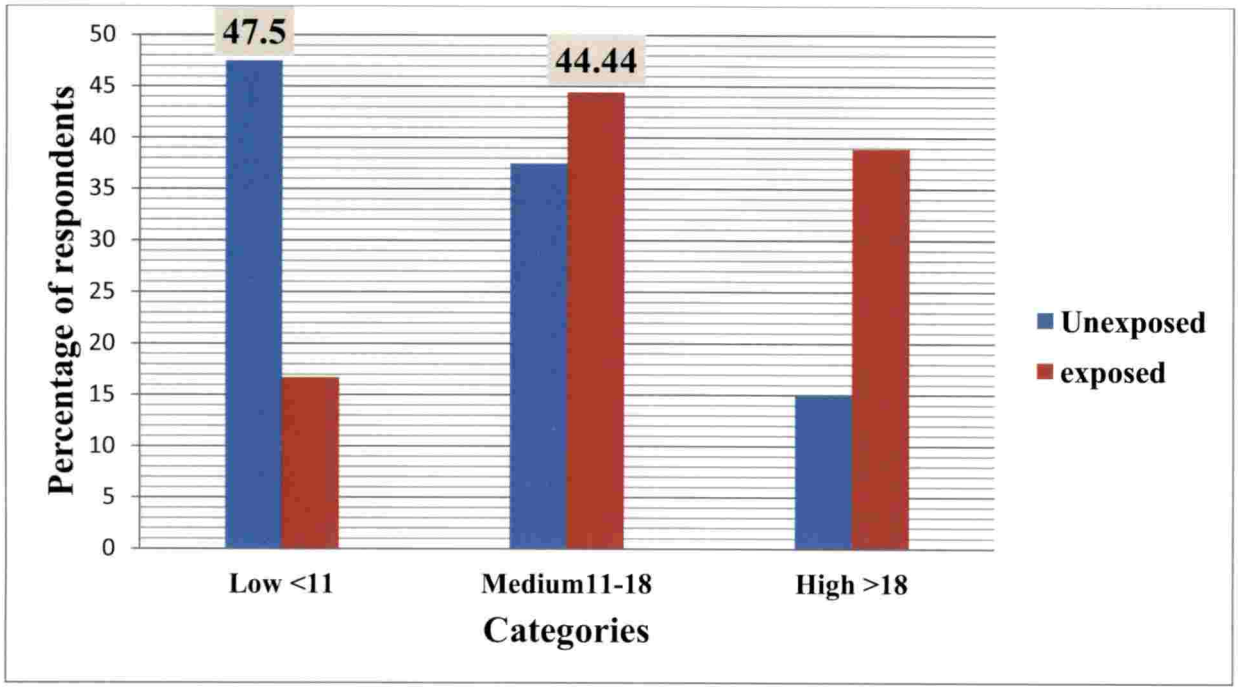

Figure 2. Distribution of respondents based on their risk taking ability

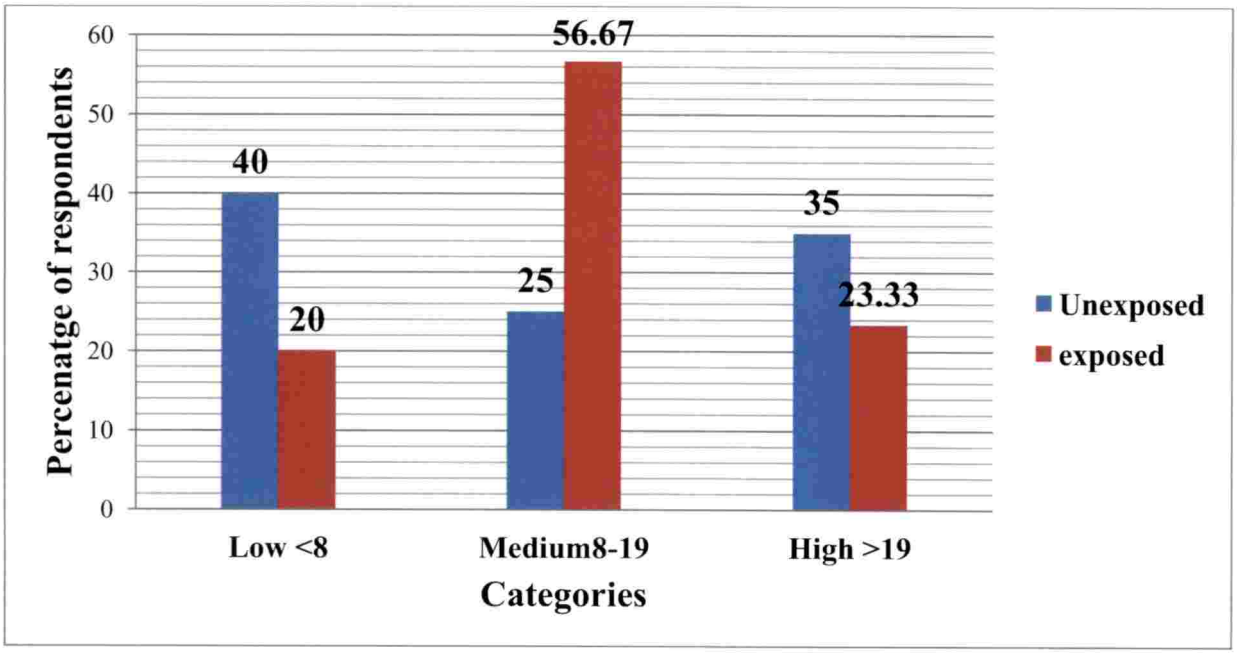

Figure 3. Distribution of respondents based on their innovativeness

towards novel ideas in agribusiness and allied ventures through field visits. During the finishing school training programme the participants were exposed to high tech enterprises of KAU and several NGOs and SHGs. These findings are in line with results of Sivanandan (2002).

4.2.1.3 Self confidence

From the Table 8 , it could be found that the self confidence of 44.44 per cent respondents who were exposed to FS were in medium level, followed by 35.55 per cent of respondents with high and 20 per cent of respondents with low levels of self confidence. In contrast, majority (45.00 %) of the respondents who were unexposed to FS were with low level of self confidence. The results revealed that self confidence level of respondents exposed to FS was higher than the unexposed category.

Table 8. Distribution of respondents based on self confidence

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<8	18	45	18	20
2	Medium	8-17	17	42.5	40	44.44
3	High	>17	05	12.5	32	35.55
Q1=8,Q3=17, Expected score range = 4-20, Data score range = 6-18						

F- Frequency, %- Percentage, FS- Finishing school

This might be because of the classes held in different modules, namely the soft skill module which included confidence building, goals setting, stress management and so forth. The general idea of business comes from self confidence and a feeling of certainty about its success. The low level of self confidence of the respondents unexposed to FS might be because of the fear of risks due to lack of exposure of candidates to different practical aspects of agribusiness and allied areas. The findings are in line with Taufiq *et al.*, (2010).

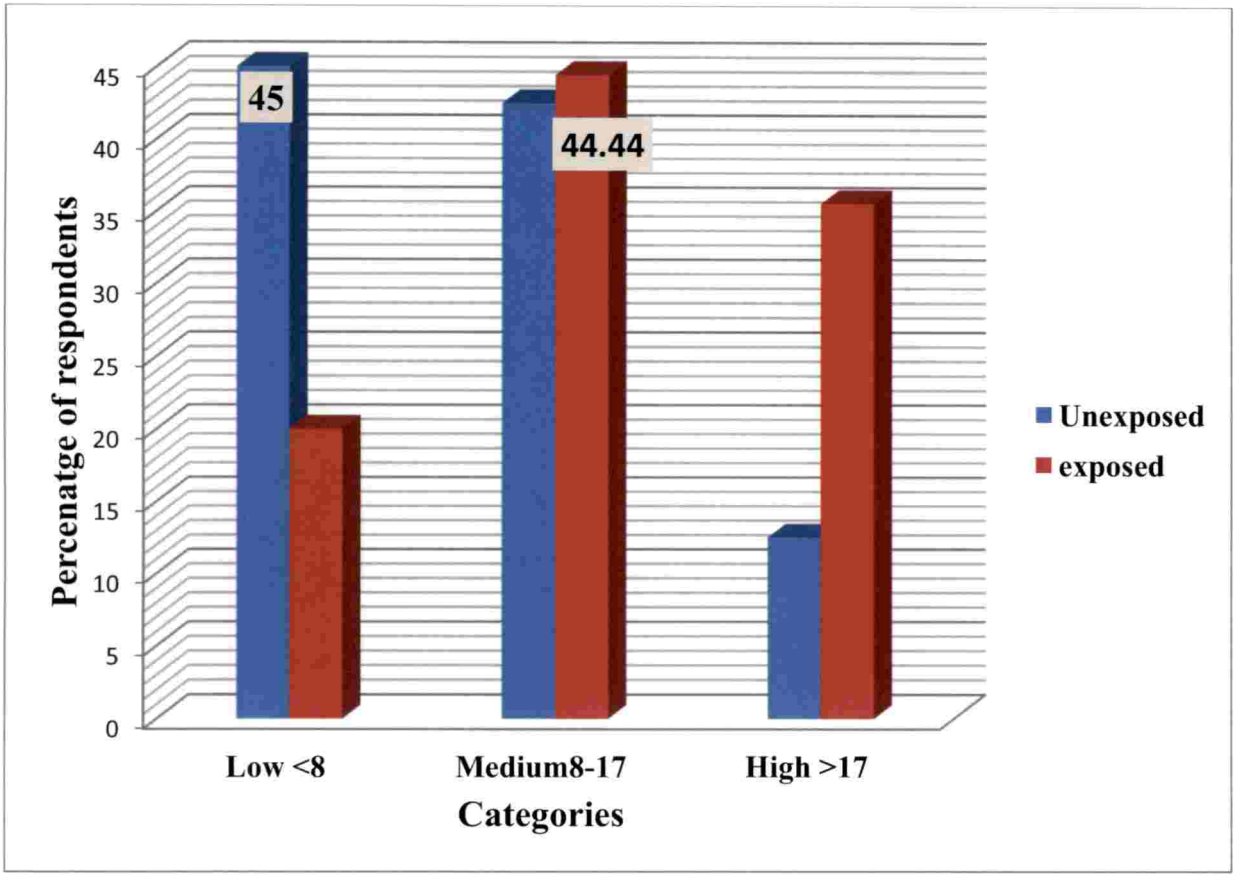

Figure 4. Distribution of respondents based on their self confidence

4.2.1.4 Knowledgeability

From Table 9, it is clear that the knowledgeability of 51.11 per cent of respondents who were exposed to FS and majority (45.00 %) of those who were unexposed to FS were medium.

Table 9. Distribution of respondents based on Knowledgeability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<10	16	40	12	13.33
2	Medium	10-17	18	45	46	51.11
3	High	>17	06	15	32	35.56
Q1=10,Q3=17, Expected score range = 4-20, Data score range = 5-17						

F- Frequency, %- Percentage, FS- Finishing school

This might be because of the modular teaching and experiential learning designed for the trainees, from where they got enough practical and theoretical knowledge to take up a venture .The common curriculum of vocational education at higher secondary level emphasizes on theoretical aspects rather than the practical aspects. Learning by doing makes a lot of difference in the knowledgeability of candidates, which could be the reason of higher knowledgeability of respondents exposed to FS. The finding is in line with Sundaran (2016).

4.2.1.5 Persuasive ability

From Table 10. it is evident that the persuasive ability of majority (72.5 %) respondents who were unexposed to FS were low where as 53.33 per cent respondents who were exposed to FS were medium followed by 41.11 per cent having high level and 5.56 per cent having low level of persuasive ability.

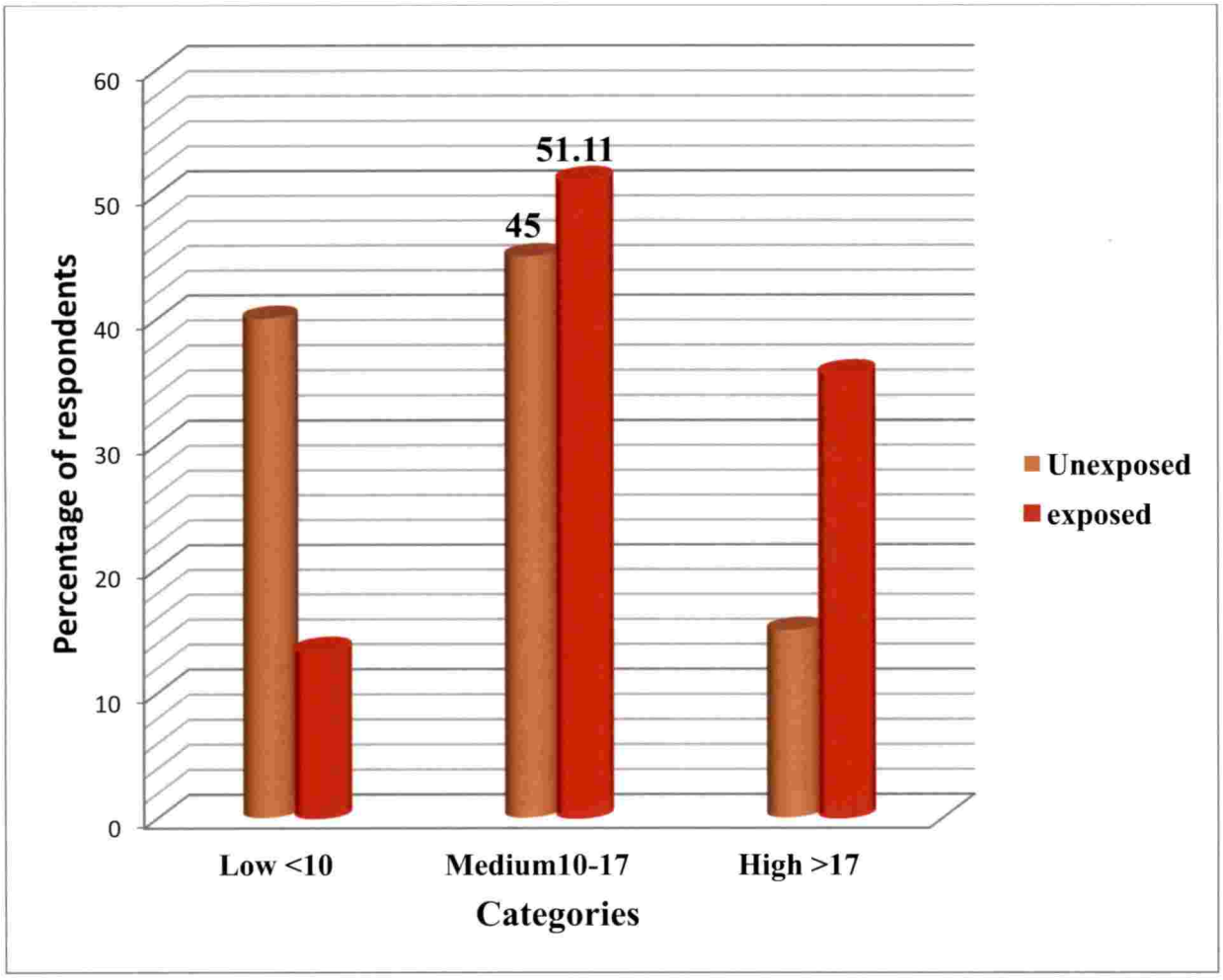

Figure 5. Distribution of respondents based on their Knowledgeability

The perusal of table highlights that the respondents who were exposed to FS were having medium followed by high levels of persuasive ability. This may be because of the fact that the respondents who were exposed to FS acquired confidence to influence others from different modules. The potential of influencing might have been innate and it got polished through FS training sessions. The finding is in line with Abdullahi *et al.* (2018).

Table 10 .Distribution of respondents based on Persuasive ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<8	29	72.5	05	5.56
2	Medium	8-16	10	25	48	53.33
3	High	>16	01	2.5	37	41.11
Q1=8,Q3=16, Expected score range = 4-20, Data score range = 6-17						

F- Frequency, %- Percentage, FS- Finishing school

4.2.1.6 Personal responsibility

From the Table 11 it is clear that, the personal responsibility of majority (47.5 %) of respondents who were unexposed to FS and 54.44 per cent of the respondents who were exposed to FS were medium, followed by 26.67 per cent were with high levels and 18.89 per cent were with low level of personal responsibility.

The ability to respond appropriately to varying situations depends largely on the personality of entrepreneurs. The variety of circumstances familiarized to candidates through exposure visits to successful entrepreneurs and interactions with them had contributed largely towards the high personal responsibility of the respondents exposed to FS .Since the highest per cent of respondents from unexposed category were also in medium level, a thrust to hike interactions with

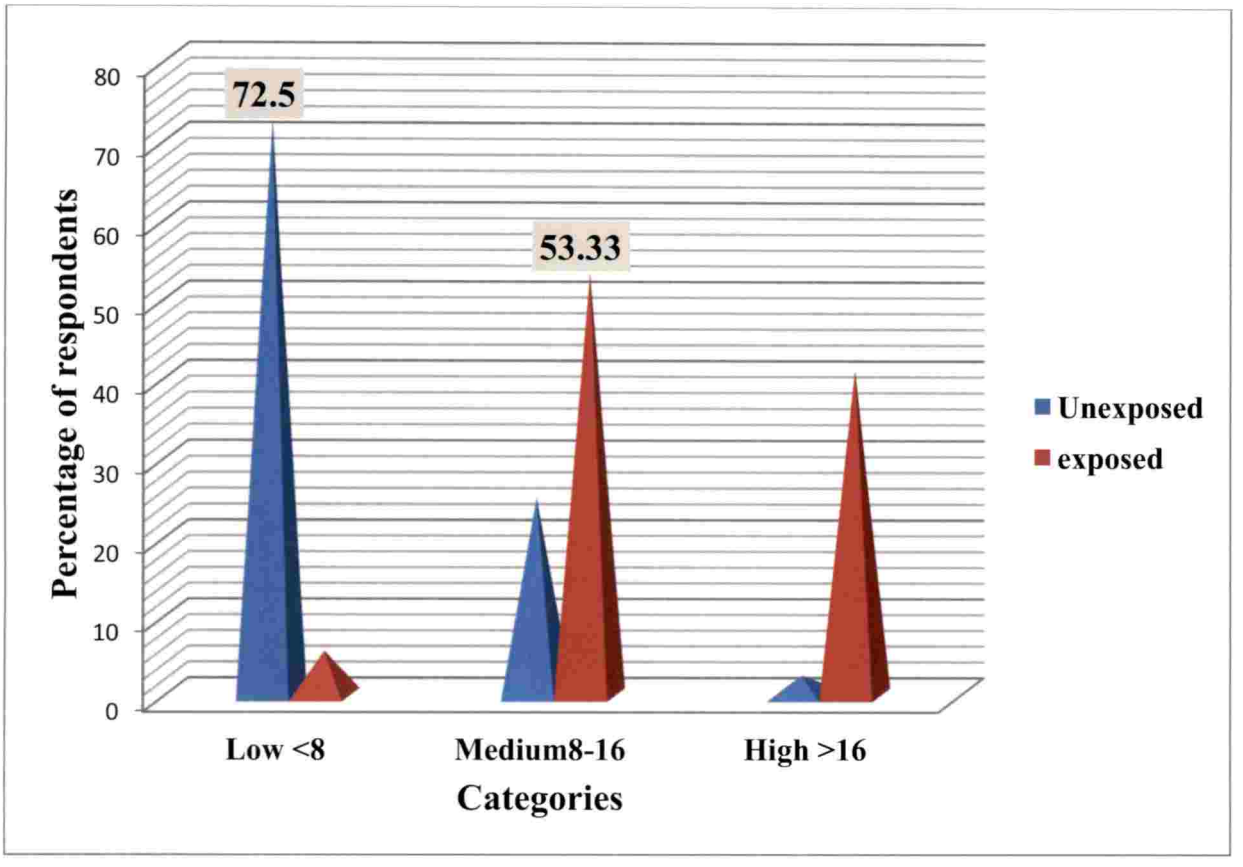

Figure 6. Distribution of respondents based on their persuasive ability

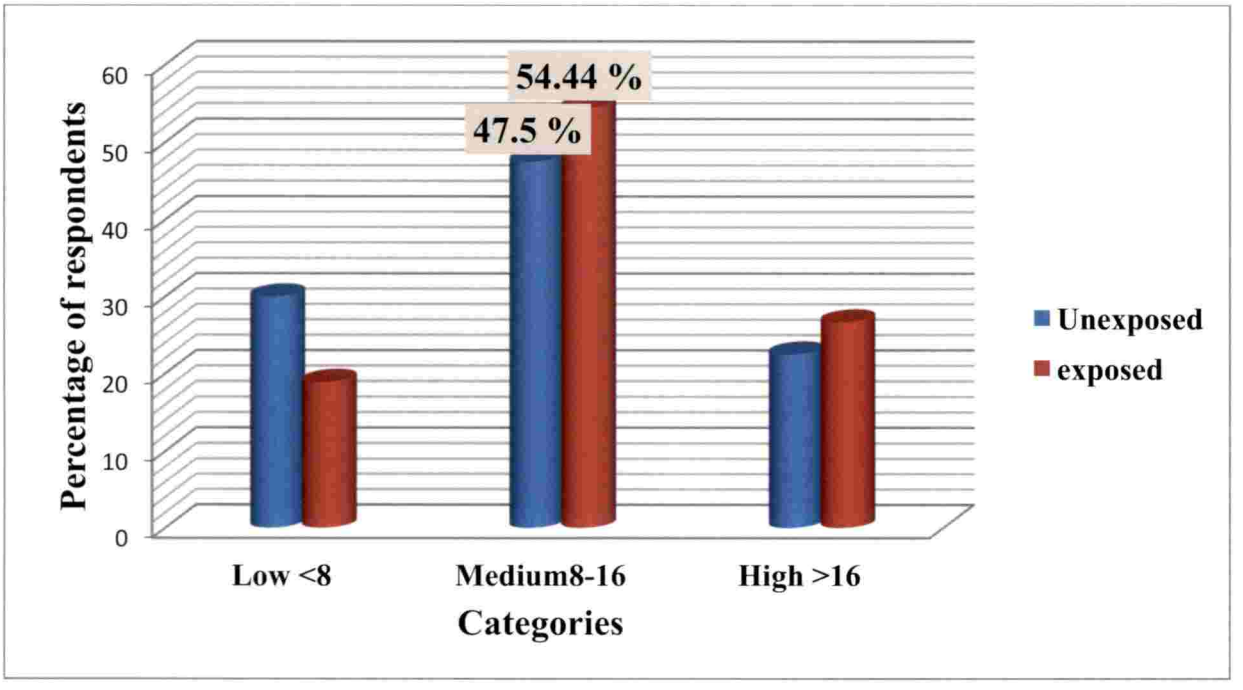

Figure 7. Distribution of respondents based on their Personal responsibility

successful entrepreneurs is the only need while designing future curriculum of finishing school. The findings are in line with Sundaran (2016).

Table 11. Distribution of respondents based on Personal responsibility

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<8	12	30	17	18.89
2	Medium	8-16	19	47.5	49	54.44
3	High	>16	09	22.5	24	26.67
Q1=8,Q3=16, Expected score range = 4-20, Data score range = 6-17						

F- Frequency, %- Percentage, FS- Finishing school

4.2.1.7 Managerial ability

From the Table 12 .it is found that the managerial ability of 51.11 per cent of respondents who were exposed to FS were medium, followed by 41.11 per cent of respondents were with high and 7.78 per cent of respondents were with low levels of managerial ability where as majority (45.00 %) of respondents who were unexposed to FS were with low managerial ability.

Table 12. Distribution of respondents based on managerial ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<7	18	45	07	7.78
2	Medium	7-16	16	40	46	51.11
3	High	>16	06	15	37	41.11
Q1=7,Q3=16, Expected score range = 4-20, Data score range = 7-18						

F- Frequency, %- Percentage, FS- Finishing school

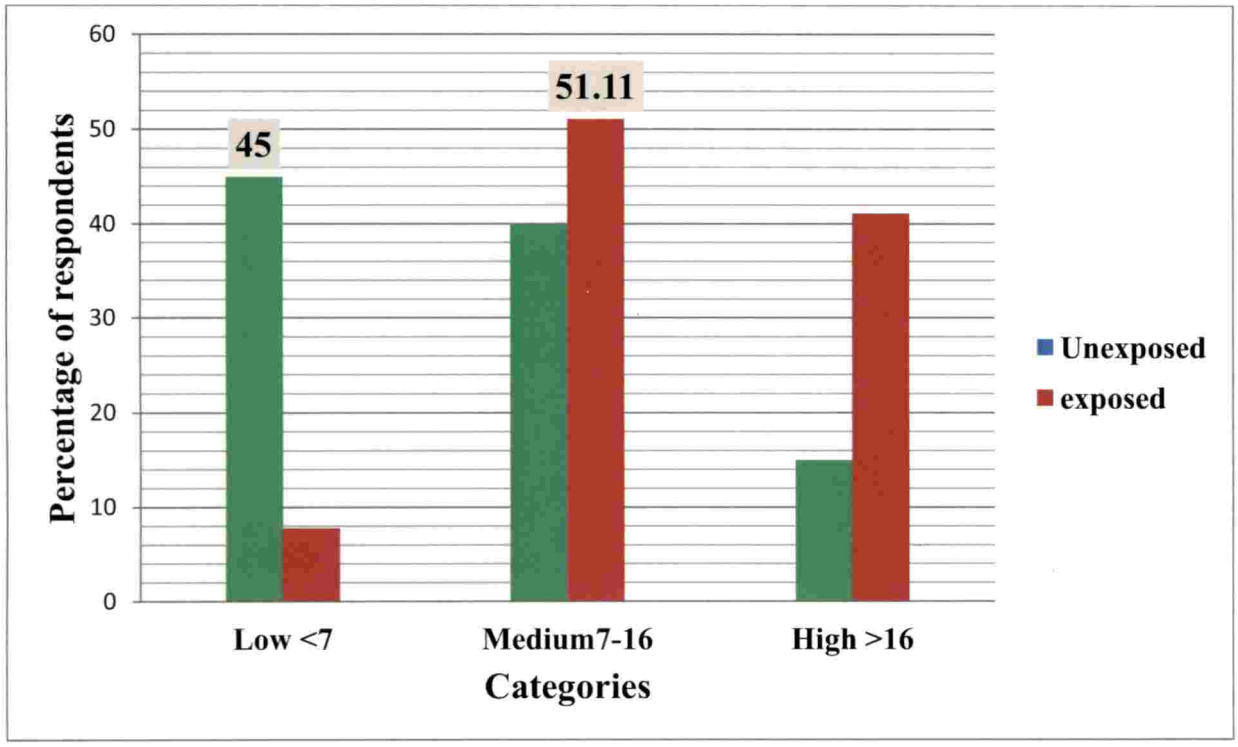

Figure 8. Distribution of respondents based on their managerial ability

The overall figures at a glance shows that the managerial ability of respondents who were exposed to FS were higher than the unexposed category. The degree of capability to control and maintain the pace of an enterprise is highly correlated with its success. It was interesting to note that the managerial ability of the respondents, which might have highly influenced through various exposures to different managerial aspects dealt in FS such as time management, stress management, problem solving ability and enterprise management might have influenced the respondents exposed to FS resulting in high managerial ability. Also the trainees got many opportunities to visit various enterprises and NGO s from where they might have assimilated all the managerial aspects of agribusiness. The finding is in line with Chauhan and Patel (2003).

4.2.1.8 Persistence and hard work

From the Table 13, it is clear that 54.44 per cent of respondents who were exposed to FS were having a medium level of persistence and hard work, followed by 34.11 per cent of respondents were with high and 11.11 per cent of respondents were with low level of persistence and hard work. It was interesting to note that an equal proportion (45.00 %) of respondents who were unexposed to FS were having medium and high levels of persistence and hard work respectively.

Table 13.Distribution of respondents based on Persistence and hard work

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<8	08	20	10	11.11
2	Medium	8-16	18	45	49	54.44
3	High	>16	18	45	31	34.44
Q1=8,Q3=16, Expected score range = 4-20, Data score range = 5-17						

F- Frequency, %- Percentage, FS- Finishing school

This study also emphasizes that the modules of FS should have more programs which motivate the trainees for better hard work and perseverance. The finding is in line with the result of Ajit (2004).

4.2.1.9 Achievement orientation

Table 14. Distribution of respondents based on Achievement orientation

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<7	19	47.5	20	22.22
2	Medium	7-18	18	45	45	50
3	High	>18	03	7.5	25	27.78
Q1=7,Q3=18, Expected score range = 4-20, Data score range = 6-19						

F- Frequency, %- Percentage, FS- Finishing school

From Table 14, it is evident that the achievement orientation of half (50 .00%) of respondents who were exposed to FS were medium, followed by 27.78 per cent were with high and 22.22 per cent of respondents were with low levels of achievement orientation. In contrast, 47.5 per cent of respondents who were unexposed to FS were with low achievement orientation.

The perusal of table highlighted the respondents' internal urge to succeed in any venture and dream to attain the desired goals. A critical examination of the study revealed the achievement orientation of respondents who were exposed to FS were higher than the unexposed category. This might be because of the influence or impact of the personality developing soft skill training given to the respondents who were exposed to FS at a very young age according to the study, which increased their zest and motivation to achieve. The finding is in line with Suresh (2004) and Nagesha (2005).

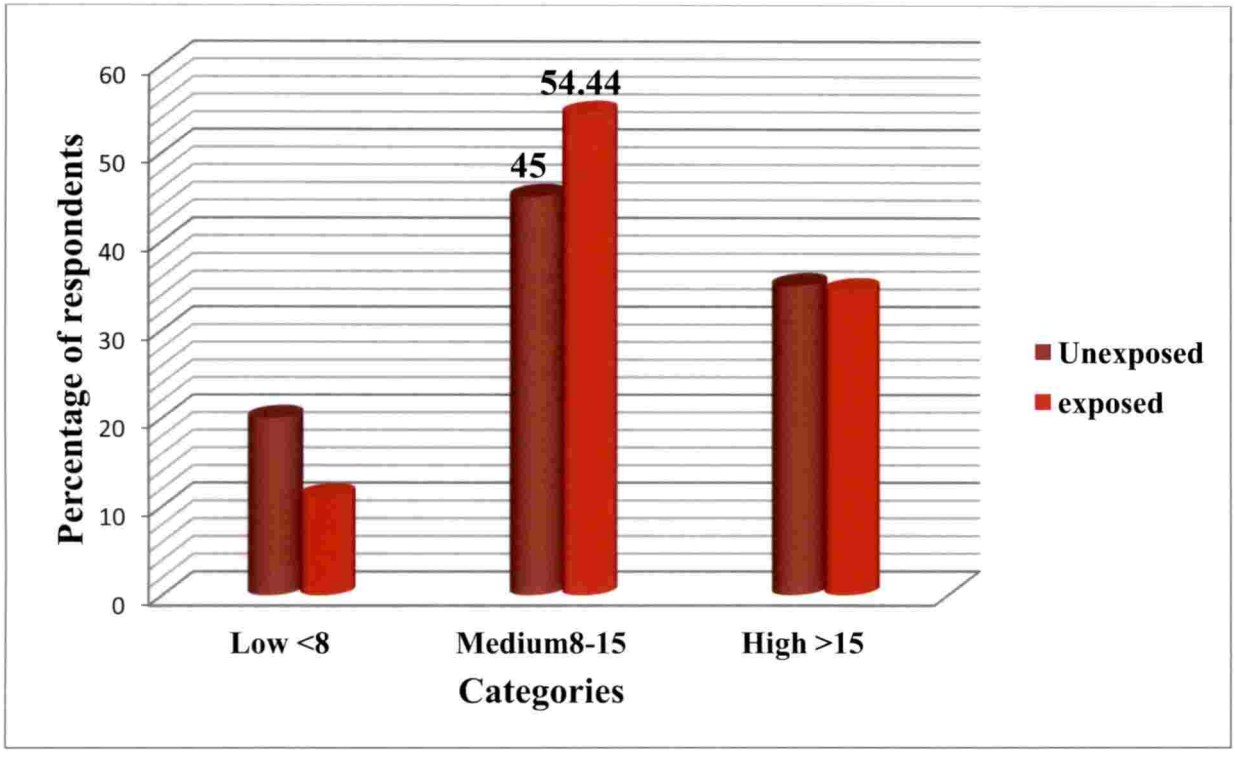

Figure 9. Distribution of respondents based on their persistence and hard work

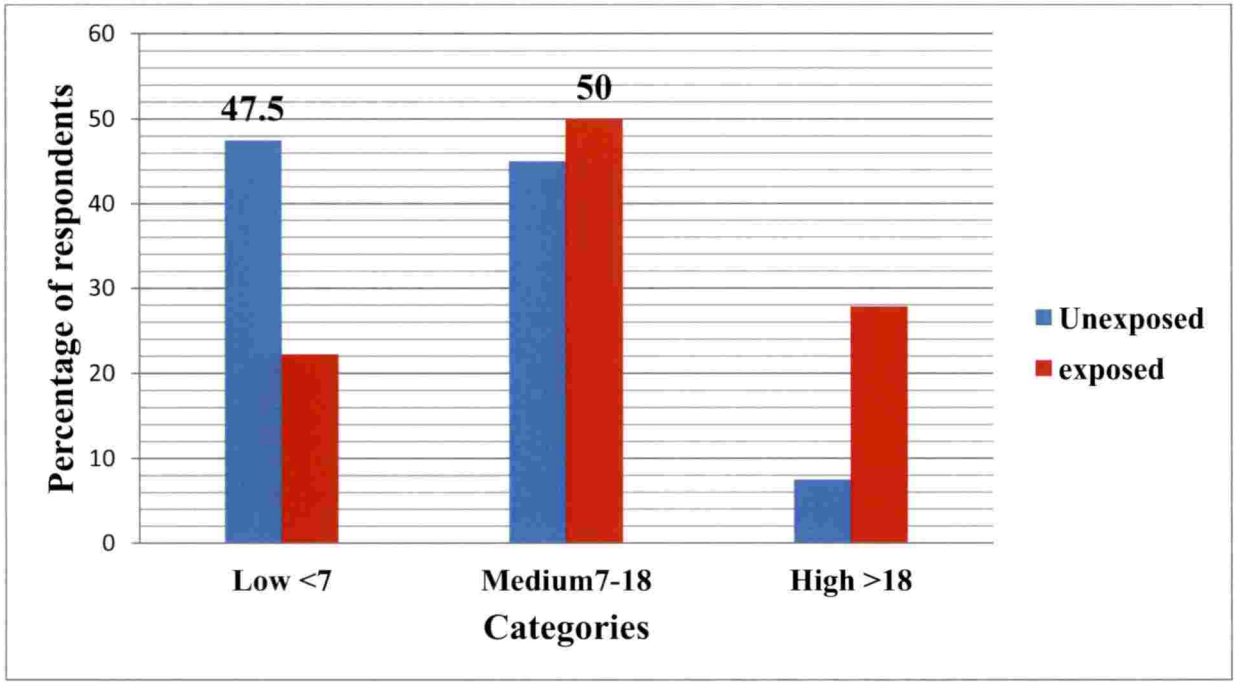

Figure 10. Distribution of respondents based on their achievement orientation

4.2.1.10 Distribution of respondents based on Entrepreneurial behaviour

Table 15. Distribution of respondents based on Entrepreneurial behaviour

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<115	26	65.00	04	4.44
2	Medium	115-136	12	30.00	51	56.66
3	High	>136	02	5.00	35	38.88
Q1=115,Q3=136, Expected score range: 36 -180, Data Score range: 40-159						

F- Frequency, %- Percentage, FS- Finishing school

From the Table 15, it is clear that the entrepreneurial behaviour of 56.66 per cent of respondents who were exposed to FS were medium, followed by 38.88 per cent of respondents with high and 4.44 per cent of respondents with low levels of entrepreneurial behaviour. It was important to note that majority (65.00 %) of respondents who were unexposed to FS were having low entrepreneurial behaviour.

This might be because of the exposure of the trainees in several aspects of agri-business. The self confidence would have risen to a considerable level through practical knowledge that they gained from FS. The twenty five days long training given to the candidates in the aspect of entrepreneurship development and enterprise attachment module might have helped them to attain a high level of entrepreneurship behaviour. Similar findings were found out in the study of Kumar (2017) and Gelen (2007).

4.2.2. Managerial efficiency

Planning, organizing, supervising, communicating, coordinating and controlling abilities of respondents were measured and the overall scores were utilized to arrive at the managerial efficiency scores of respondents.

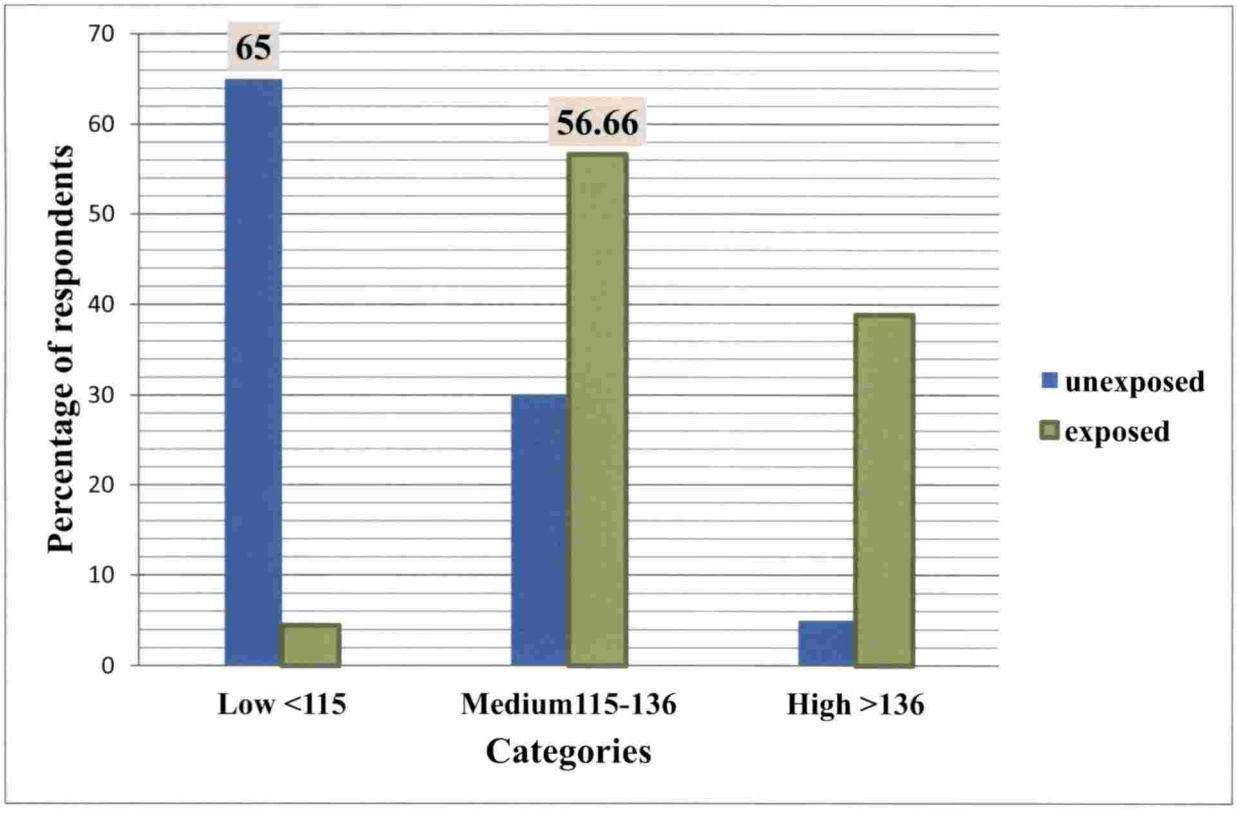

Figure 11. Distribution of respondents based on their Entrepreneurial behaviour

4.2.2.1 Planning ability

From Table 16, it is evident that the planning ability of majority (64.44 %) of the respondents who were exposed to FS were medium, followed by 22.22 per cent of respondents with high and 13.33 per cent of respondents with low levels of planning ability. Interestingly, half (50.00 %) of the respondents who were unexposed to FS were with low planning ability.

Table 16.Distribution of respondents based on planning ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<8	20	50	12	13.33
2	Medium	8-17	19	47.5	58	64.44
3	High	>17	01	2.5	20	22.22
Q1=8,Q3=17, Expected score range = 5-25, Data score range = 8-22						

F- Frequency, %- Percentage, FS- Finishing school

This might be because of the fifteen days long training given in project planning and report formulation to the respondents during FS from which they had attained their ability to plan efficiently for success in a venture. Similar findings were recorded by Rani (2014), Bhagyalakshmi (2002) and Kishorebabu (2004).

4.2.2.2 Organizing ability

From Table 17, it is evident that 46.67 per cent of respondents who were exposed to FS were having higher organizing ability, followed by 40 per cent of respondents with medium and 13.33 per cent with low level of organizing ability. It was clear that nearly half (47.5 %) of respondents who were unexposed to FS were having low organizing ability. It might be because of the modular coaching in soft skills and managing skills which included various aspects of organizing

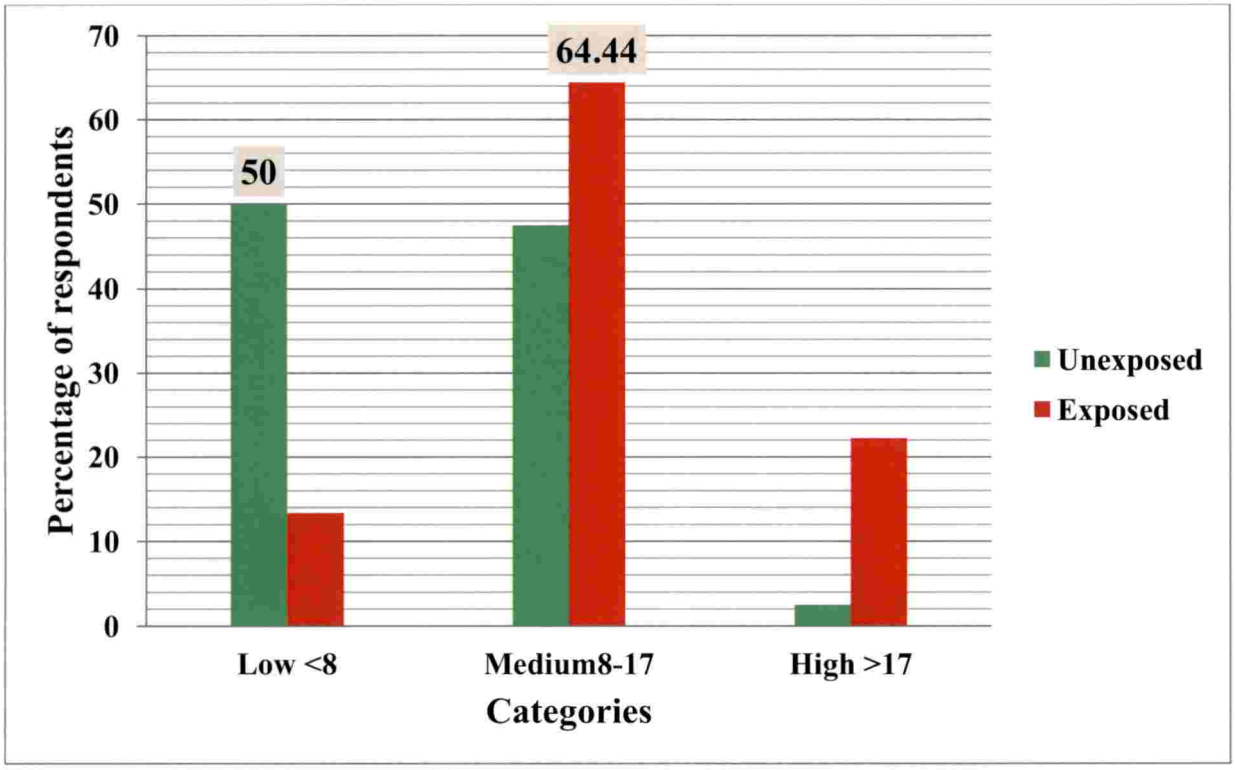

Figure 12. Distribution of respondents based on their planning ability

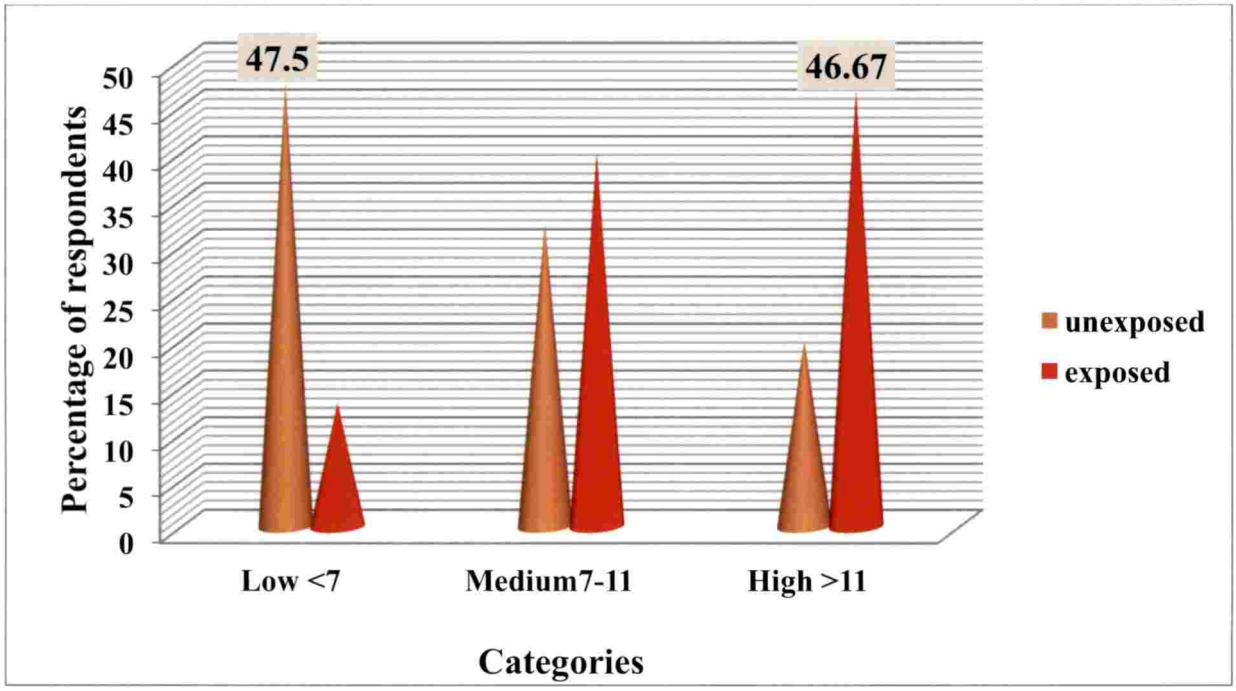

Figure 13. Distribution of respondents based on their organizing ability

and management of agri-business venture in the FS curriculum. Similar findings are reported by Aung (2005).

Table 17. Distribution of respondents based on organizing ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	<7	19	47.5	12	13.33
2	Medium	7-11	13	32.5	36	40
3	High	>11	08	20	42	46.67
Q1=7,Q3=11, Expected score range = 3-15, Data score range = 3-13						

F- Frequency, %- Percentage, FS- Finishing school

4.2.2.3 Supervising ability

From the Table 18, it is clear that the supervising ability of majority (66.67 %) of respondents who were exposed to FS were medium, followed by 20 per cent of respondents with high and 13.33 per cent of respondents were low level of supervising ability .It was found that majority (45.00%) of the respondents who were unexposed to FS were with low supervising ability.

Table 18. Distribution of respondents based on supervising ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	Low <16	18	45	12	13.33
2	Medium	Medium16-26	14	35	60	66.67
3	High	High >26	08	20	18	20
Q1=16,Q3=26, Expected score range = 7-35, Data score range = 8-32						

F- Frequency, %- Percentage, FS- Finishing school

It might be because of the self confidence built by them through various exposure to managing and planning skills training. The finding is in line with Aung (2005).

4.2.2.4 Communication ability

From the Table 19, it can be found that the communication ability of 56.67 per cent of respondents who were exposed to FS were in medium level and 47.5 per cent of respondents who were unexposed to FS were having low communication ability.

It might be because of the training given to them in communication. The modules in the skill training phase of FS gives main focus on enhancing the communication and presentation abilities of trainees. Preparation of projects and presenting their own PowerPoint presentations before the entire team gave them great confidence for communicating efficiently. This finding is in line with Deshmukh and Chole (2012).

Table 19.Distribution of respondents based on communication ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	Low <10	19	47.5	07	7.7
2	Medium	Medium10-21	15	37.5	51	56.67
3	High	High >21	06	16	32	35.56
Q1=10,Q3=21, Expected score range = 5-25, Data score range = 7-23						

F- Frequency, %- Percentage, FS- Finishing school

4.2.2.5 Coordination ability

From the Table 20, it is evident that majority (75.00 %) of respondents who were unexposed to FS were having low coordination ability. It was interesting to note that 52.22 per cent of the respondents who were exposed to FS

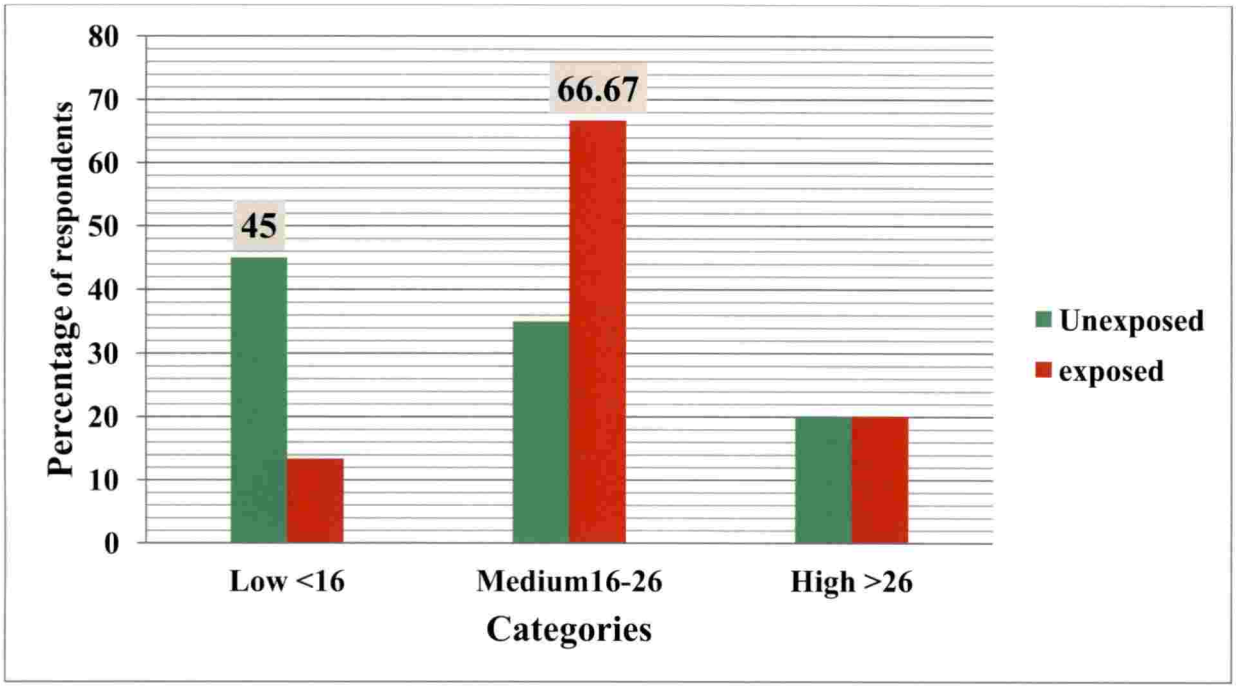

Figure 14. Distribution of respondents based on their supervising ability

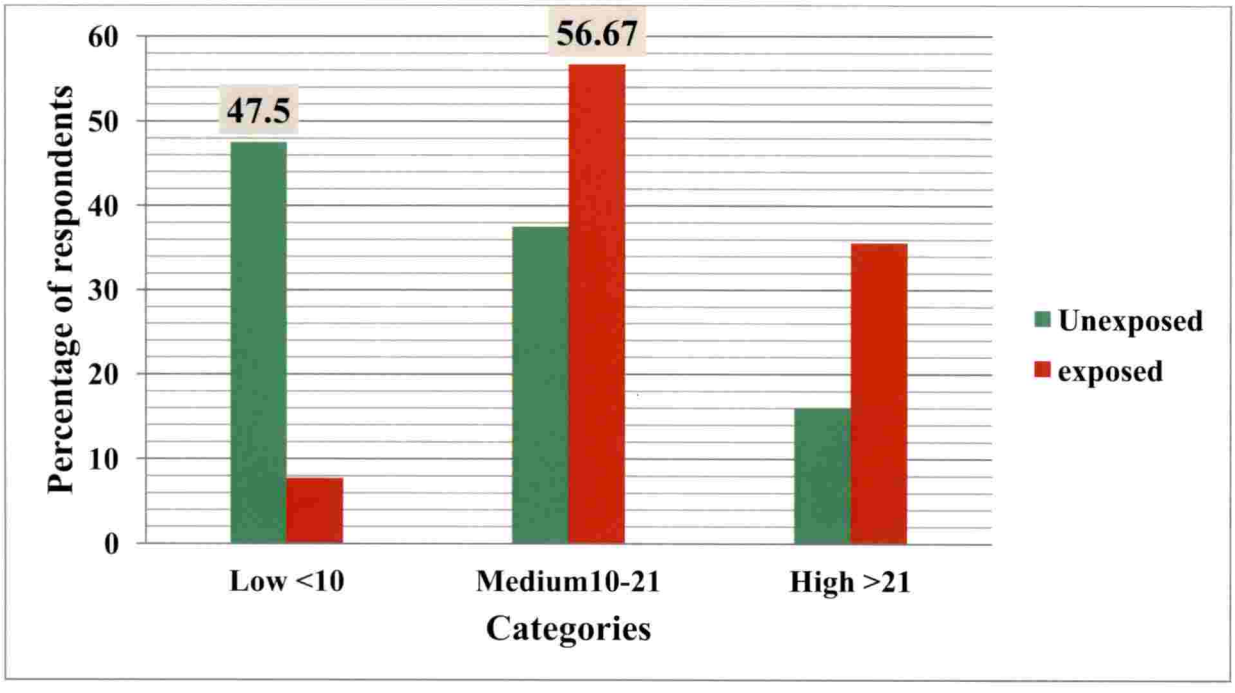

Figure 15. Distribution of respondents based on their communication ability

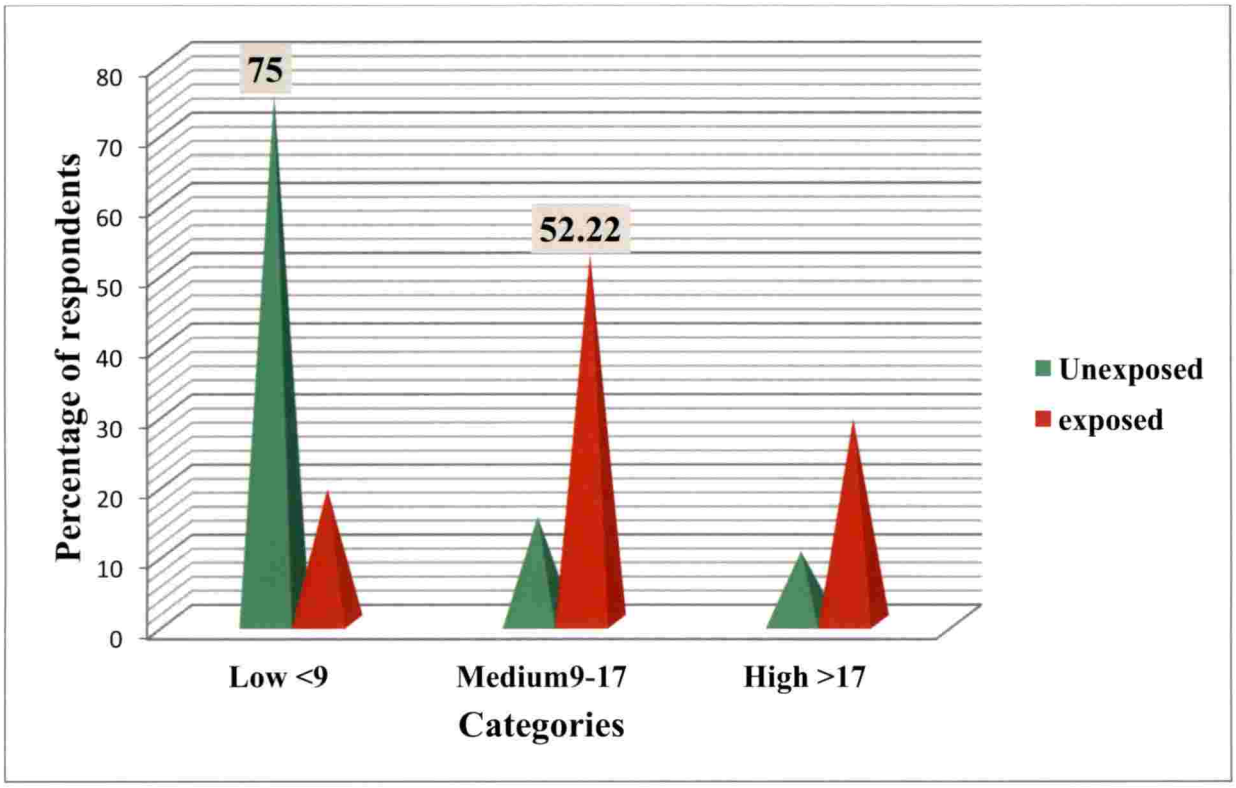

Figure 16. Distribution of respondents based on their coordination ability

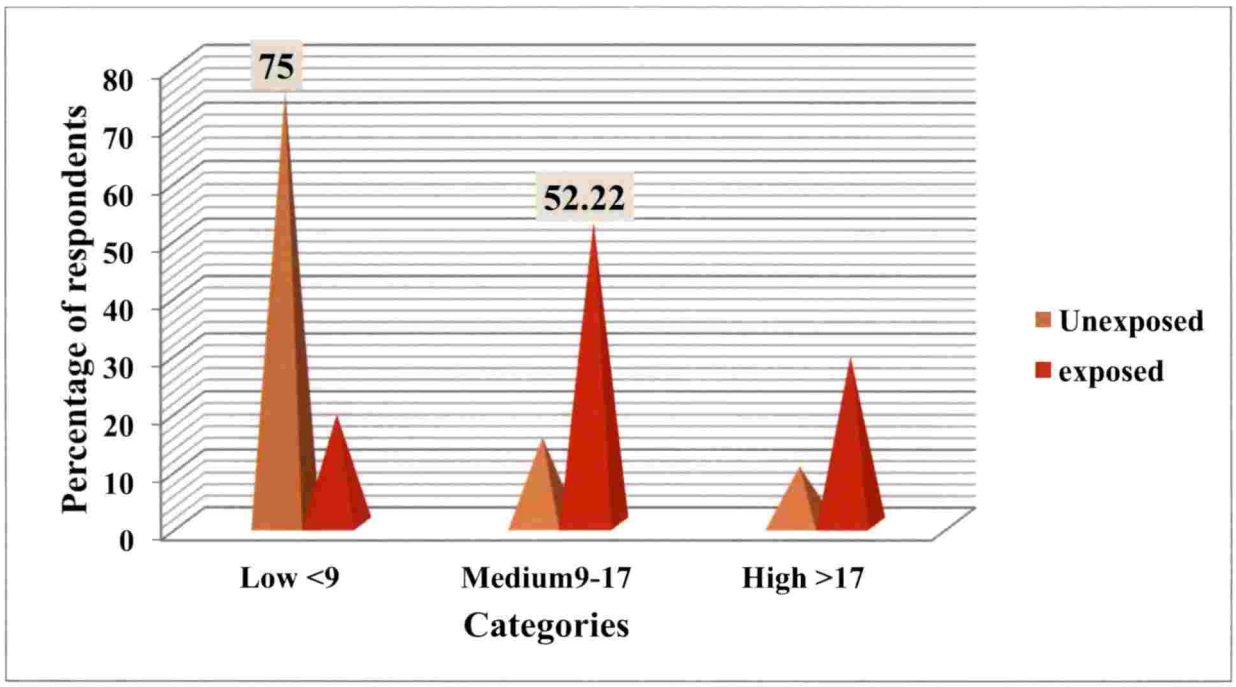

Figure 17. Distribution of respondents based on their controlling ability

were having medium coordination ability, followed by 28.89 per cent of respondents were having high and 18.89 per cent of respondents were having low coordination ability.

Table 20.Distribution of respondents based on coordination ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	Low <9	30	75	17	18.89
2	Medium	Medium9-17	06	15	47	52.22
3	High	High >17	04	10	26	28.89
Q1=9,Q3=17, Expected score range = 4-20, Data score range = 8-18						

F- Frequency, %- Percentage, FS- Finishing school

It might be because of the several exposures received to respondent towards team building and stress management through various presentation workshops included in the FS curriculum. The finding is in line with Paul (1998).

4.2.2.6 Controlling ability

From Table 21, it is evident that the controlling ability of majority (80.00 %) of the respondents who were unexposed to FS were low. It was found that the controlling ability of 51.11 per cent of respondents who were exposed to FS were medium, followed by 42.22 per cent of respondents with high and 15 per cent of respondents with low controlling ability.

It might be because of the fact that the persuasive and leadership qualities of respondents was reinforced through skill training and practical sessions of FS. The finding is in line with Rani (2014).

Table 21. Distribution of respondents based on controlling ability

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	Low <9	32	80	06	15
2	Medium	Medium9-17	06	15	46	51.11
3	High	High >17	02	05	38	42.22
Q1=9,Q3=17, Expected score range = 4-20, Data score range = 7-18						

F- Frequency, %- Percentage, FS- Finishing school

4.2.2.7 Distribution of respondents based on Managerial efficiency

It is clear from the Table 22, that 55.55 per cent of the respondents who were exposed to FS exhibited medium level of managerial efficiency, followed by 33.33 per cent of respondents with high and 11.11 per cent of respondents with low managerial efficiency. It was found that half (50.00 %) of respondents who were unexposed to FS showed a low level of managerial efficiency.

Table 22. Distribution of respondents based on Managerial efficiency

Sl.No	Category	Score range	Unexposed to FS (n=40)		Exposed to FS (n=90)	
			F	%	F	%
1	Low	Low <89	20	50.00	10	11.11
2	Medium	Medium 89-110	16	40.00	50	55.55
3	High	High >110	04	10.00	30	33.33
Q1= 89,Q3=110, Expected score range =28-140, Data score range = 76-126						

F- Frequency, %- Percentage, FS- Finishing school

The study result highlighted that the majority of the respondents who were exposed to FS were having medium managerial efficiency while majority of

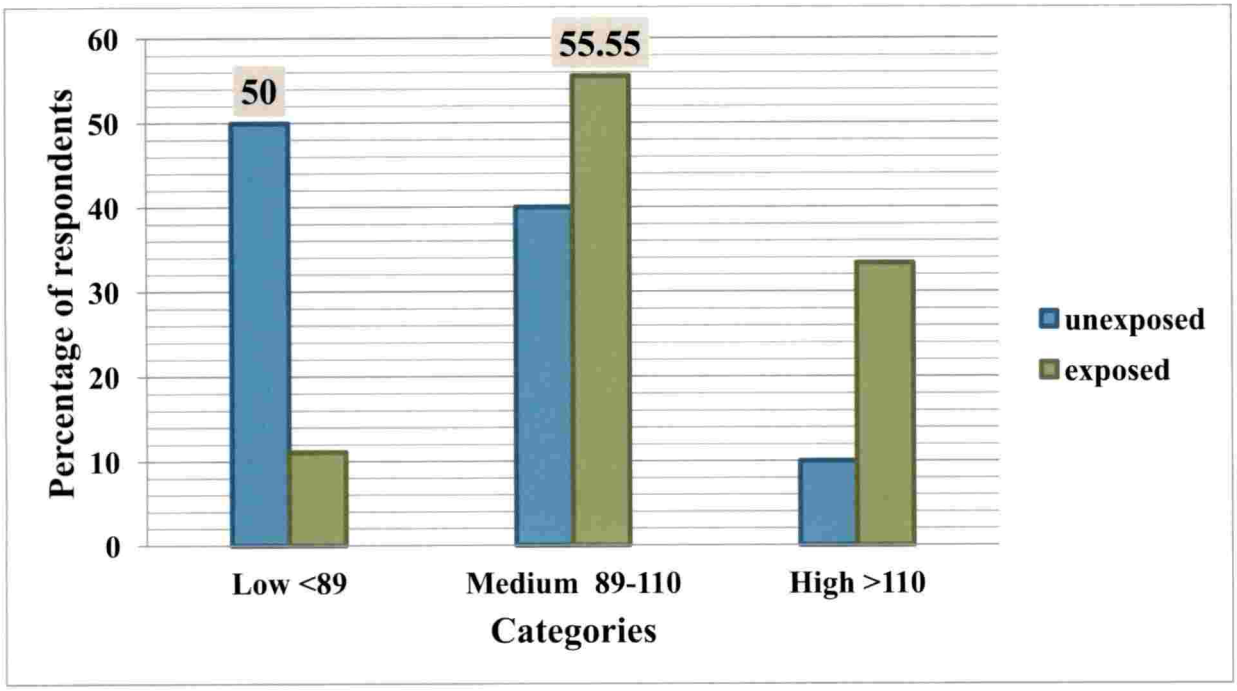

Figure 18. Distribution of respondents based on their managerial ability

respondents who were not exposed to FS were having low managerial efficiency. It might be because of the fact that majority of respondents were young males .In fact, the training session dealt with time management , stress management and resources utilization might have helped them to deal with risks and its management in various aspects of agri-business .Similar findings were reported by Shilpa (2001), Rani (2014), and Chauhan and Chauhan (2012).

4.3 EFFECTIVENESS IN TERMS OF ENTREPRENEURIAL BEHAVIOUR AND MANAGERIAL EFFICIENCY

4.3.1 Difference in entrepreneurial behaviour and managerial efficiency of respondents who were exposed to FS and those who were not exposed to FS.

A student's t –test was performed to find out a significant difference in entrepreneurial behaviour as well as managerial efficiency of respondents who were exposed to and unexposed to Finishing school programme.

Table 23. Difference in entrepreneurial behaviour and managerial efficiency of respondents who were exposed to FS and those who were not exposed to FS.

Sl.No	Dependent variables	Mean score		t stat value	t critical value	Inference
		Unexposed to FS	Exposed to FS			
1	Entrepreneurial behaviour	114.67	132.611	9.01	1.99	S*
2	Managerial efficiency	85.425	103.122	6.800	2.00	S*

S*-significance level alpha =0.05

The Table 23. reveals that the mean score for entrepreneurial behaviour of respondents who were unexposed to FS was 114.67 and of those who were exposed to FS was 132.61.The t value (9.01) was found to be greater than t critical value(1.99), making a significant difference in entrepreneurial behaviour of the two categories of respondents.

In case of managerial efficiency, the mean score of respondents who were unexposed to FS was 85.42 and of those who were exposed to FS was 103.12.The t value (6.800) was found to be greater than t critical value (2.00), making a significant difference in managerial efficiency. Therefore, it can be concluded that the finishing school programme had a positive effect on respondents.

Regarding the entrepreneurial behaviour there was a significant difference in the two categories of respondents. The training given to the trainees in entrepreneurship development which had given them much exposure at practical knowledge which gave confidence to take up risks.The significant difference in managerial efficiency of the two categories of respondents might be because of the various planning, organizing and project management sessions dealt through different modules of FS.

4.3.2 Identification of the major contributing factors towards entrepreneurial behaviour.

The results of Principal Component based on nine dimensions of entrepreneurial behaviour are shown in Table 24.and Table 25. For these nine dimensions there are nine vectors denoted as VAR1, VAR2, VAR3, VAR4, VAR5, VAR6, VAR7, VAR8, and VAR9.

In Table24. the first linear combination showed largest variation (0.824) which was contributed by the sub component viz. Knowledgeability (VAR 4), followed by innovativeness (VAR 2) (0.773) and risk taking ability (VAR 1) (0.755).

The results highlighted that the first linear combination of Principal component contributed 41.378 per cent to the total variation, the second linear combination contributed 14.269 per cent and third linear combination of principal component contributed 12.169 per cent to the total variation. Thus it is clear that the first principal component accounts for largest percentage variance (41.38 %) in the entrepreneurial behaviour score of respondents and the first three principal

components accounts for a cumulative variance of more than 67 per cent. (Table 25)

Table 24. Eigen values for each dimensions of entrepreneurial behaviour

Variables/Dimensions	Principal Components		
	1	2	3
VAR 1	0.755	0.079	0.096
VAR 2	0.773	-0.274	0.294
VAR 3	0.720	-0.129	0.225
VAR 4	0.824	0.001	0.090
VAR 5	0.751	-0.094	-0.378
VAR 6	0.160	0.830	-0.274
VAR 7	-0.142	0.432	0.840
VAR 8	0.620	-0.128	-0.011
VAR 9	0.605	0.535	-0.132

VAR 1: Risk taking ability VAR 4: Knowledgeability VAR 7: Managerial ability

VAR 2: Innovativeness and hard work VAR 5: persuasive ability VAR 8: Persistence

VAR 3: Self confidence Achievement orientation VAR 6: Personal responsibility VAR 9:

Table 25. Contribution of the principal components to the variance in entrepreneurial behaviour

Principal components	Initial Eigen values	% of variance	Cumulative %
1	3.724	41.378	41.378
2	1.284	14.269	55.648
3	1.095	12.169	67.816
4	0.831	9.229	77.045
5	0.532	5.917	82.962
6	0.473	5.255	88.21
7	0.396	4.399	92.615
8	0.353	3.921	96.537
9	0.312	3.463	100.00

From the findings, it may be affirmed that it is the knowledgeability of respondents in the enterprise development and management determining their status of employment today. The entrepreneurial behaviour of respondents were highly influenced by their innovativeness and risk taking ability in every step to self employment ,while the other six sub dimensions were not found to contribute significantly to the variance in entrepreneurial behaviour of respondents.

This trend in the findings might be because of the exposure level of trainees in several modules namely soft skill module where stress management, risk management, time management, goal setting and problem solving abilities were enhanced. The innate qualities of the respondents also played an important role in their entrepreneurial behaviour *viz.* aspiration levels, leadership quality, managerial ability and decision making ability, which becomes the pillar of entrepreneurship (Kumar and Swamy, 2000).

4.3.3 Identification of the major contributing factors towards managerial efficiency.

Table 26.Eigen values for each dimensions of Managerial efficiency

Variables/Dimensions	Principal Component	
	1	2
VAR 1	0.749	-0.325
VAR 2	0.795	0.194
VAR 3	0.668	-0.327
VAR 4	0.661	-0.175
VAR 5	0.663	0.259
VAR 6	0.295	0.855

VAR 1-Planning ability VAR 3-Supervising ability VAR 5-Coordination ability

VAR 2-Organizing ability VAR 4-Communication ability VAR 6-Controlling ability

In table 26. the first linear combination showed the largest variation (0.795) which was contributed by the sub component organizing ability(VAR 4), followed by planning ability (VAR 1) (0.749) and supervising ability (VAR 3)(0.668).

The results highlighted that the first linear combination of Principal component contributed 43.405 per cent to the total variation, the second linear combination contributed 17.973 per cent. Thus it is clear that the first principal component accounts for largest percentage of variance (43.40 %) in the

managerial efficiency score of respondents and the first two principal components accounts for a cumulative variance of more than 60 per cent. (Table 27)

Table 27. Contribution of the principal components to the variance in managerial efficiency

Principal component	Initial Eigen values	% of variance	Cumulative %
1	2.604	43.405	43.405
2	1.078	17.973	61.379
3	0.806	13.435	74.813
4	0.596	9.939	84.753
5	0.508	8.468	93.221
6	0.407	6.779	100.00

From the findings, it might be affirmed that the organizing ability of respondents in the setting up an enterprise and its management had contributed to their managerial efficiency. Also the managerial efficiency was influenced by planning and supervising abilities of respondent while the other three sub dimensions were not found to contribute significantly to the variance in managerial efficiency of respondents.

This trend in the findings might be because of the modules namely the entrepreneurship development and enterprise attachment modules which had familiarized the respondents with risk management and critical thinking abilities in setting up an enterprise and managing it. The field visits to several successful entrepreneurs might have also taught them the practicality of organizing .The findings is in line with Shilpa (2001).

4.4 INDEPENDENT VARIABLES/PROFILE CHARACTERISTICS OF THE RESPONDENTS

For the present study fifteen profile characteristics were selected through judges' rating .The following are the fifteen profile characteristics of the respondents:

4.4.1 Distribution of respondents based on profile characteristics.

4.4.1.1 Distribution of respondents based on their age

It is clear from Table 28, that 82.22 per cent of the respondents belonged to age group of 25 -35 years. On an average the trainees at the time of enrollment in the Finishing school (FS) programme were at the age group of 18-21 years and every batches from 2012, were taken in to consideration while selecting respondents.

Table 28. Distribution of respondents based on their age

Age	Total N=90	
	F	%
< 25 years	10	11.11
25-35 years	74	82.22
>35 years	06	6.66

F-Frequency, %-Percentage

The young to middle age of the respondents should have attracted them towards the benefits of being an entrepreneur and independence with their externalities. The students passing out from VHSE plus two would be in a very young age group and the agricultural stream might have thrilled them with the opportunities lying latent. It is clear that the enthusiasm to learn new knowledge and skills sprouted at a young age in the respondents. The findings are in line with Banerjee (2011)

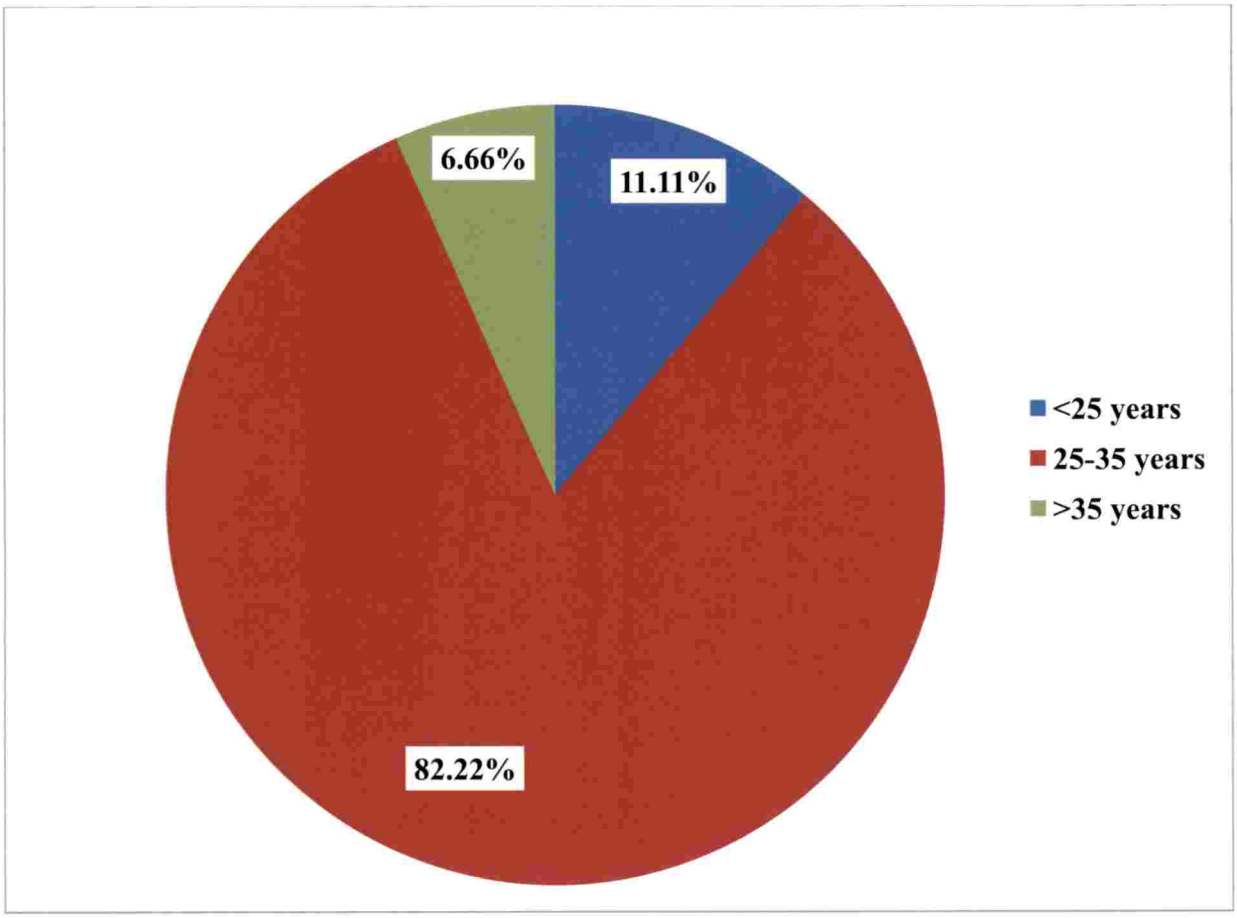

Figure 19. Distribution of respondents based on their age

4.4.1.2 Distribution of respondents based on their gender

The overall figures from the Table 29, reveals that 58.89 per cent of the respondents were males and 41.11 per cent of those were females.

The common trend of males opting for employment is found here. This might be because of the fact that less confidence of females towards entrepreneurship or other employment than males and the existing fears in females about the loss and risks in entrepreneurship. The findings are in line with Chidi (2014).

Table 29. Distribution of respondents based on their gender

Categories	Total N=90	
	F	%
Male	53	58.89
Female	37	41.11

F-Frequency, %-Percentage

4.4.1.3 Distribution of respondents based on their marital status

It is clear from the Table 30 that majority (60.00%) of the respondents were unmarried followed by 40 per cent of the respondents were married and none of the respondents were widowed.

The most of the respondents were males and according to survey only few were married and almost all the females were married. Most of respondents were young while enrolling to the programme. The researcher could find out that most of the male respondents were unmarried whereas females were married .Usually in the Indian tradition, females get married at an earlier age than male.

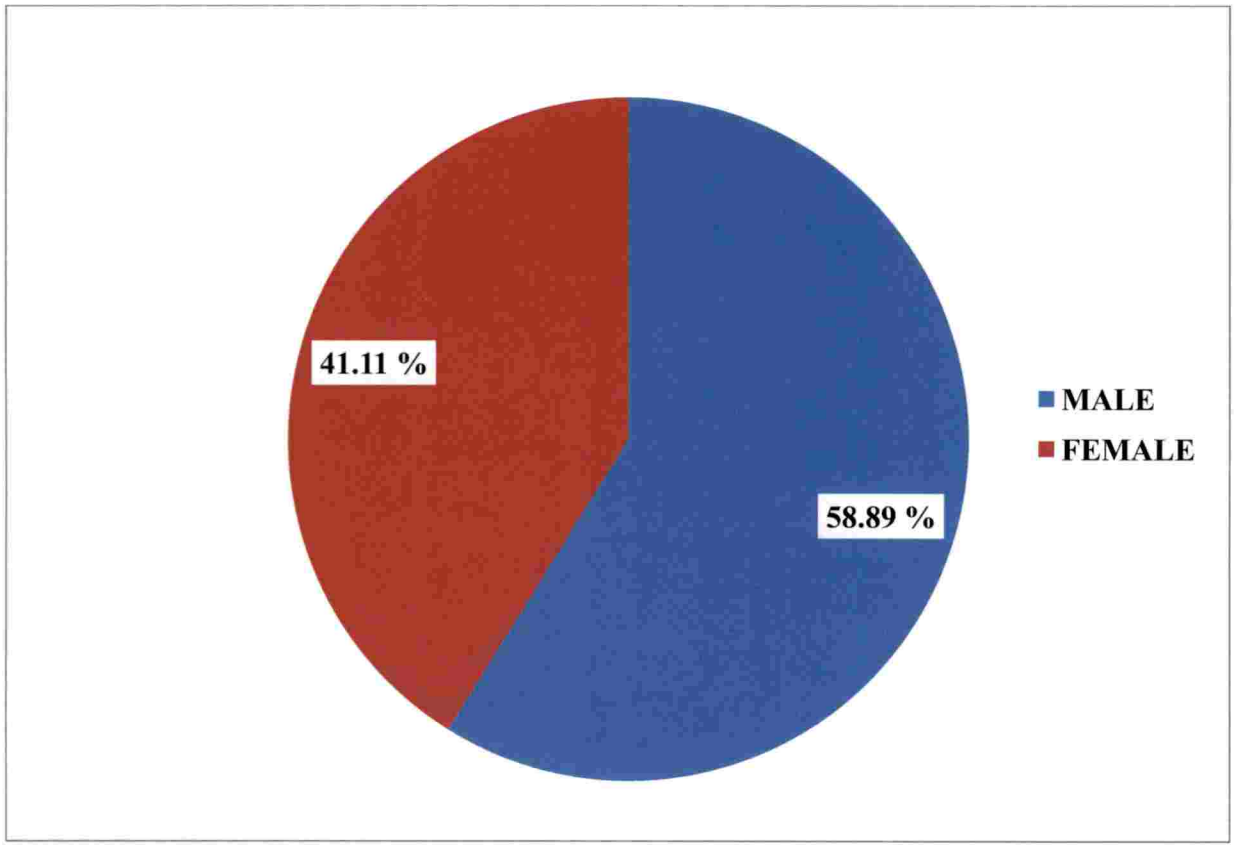

Figure 20. Distribution of respondents based on their gender

Table 30. Distribution of respondents based on their marital status

Categories	Total N=90	
	F	%
Married	36	40
Unmarried	54	60

F-Frequency, %-Percentage

4.4.1.4 Distribution of respondents based on their parental occupation

Parental occupation is operationalised as the occupation of parent of the respondent was engaged in for a period of one year of the study.

Table 31. Distribution of respondents based on their parental occupation

Categories	Total N=90	
	F	%
Government jobs	17	18.89
Private jobs	13	14.44
Business	13	14.44
Labourer/coolie	23	25.56
Farming occupation	18	20
Caste job	06	6.66

F-Frequency, %-Percentage

It is clear from the Table 31, that parental occupation of 25.56 per cent of respondents were coolie/labourers and 20 per cent of respondent parents' were engaged in farming occupation, 18.89 per cent were in to government job,14.44 per cent were in to private jobs and business and 6.66 per cent were engaged in caste jobs.

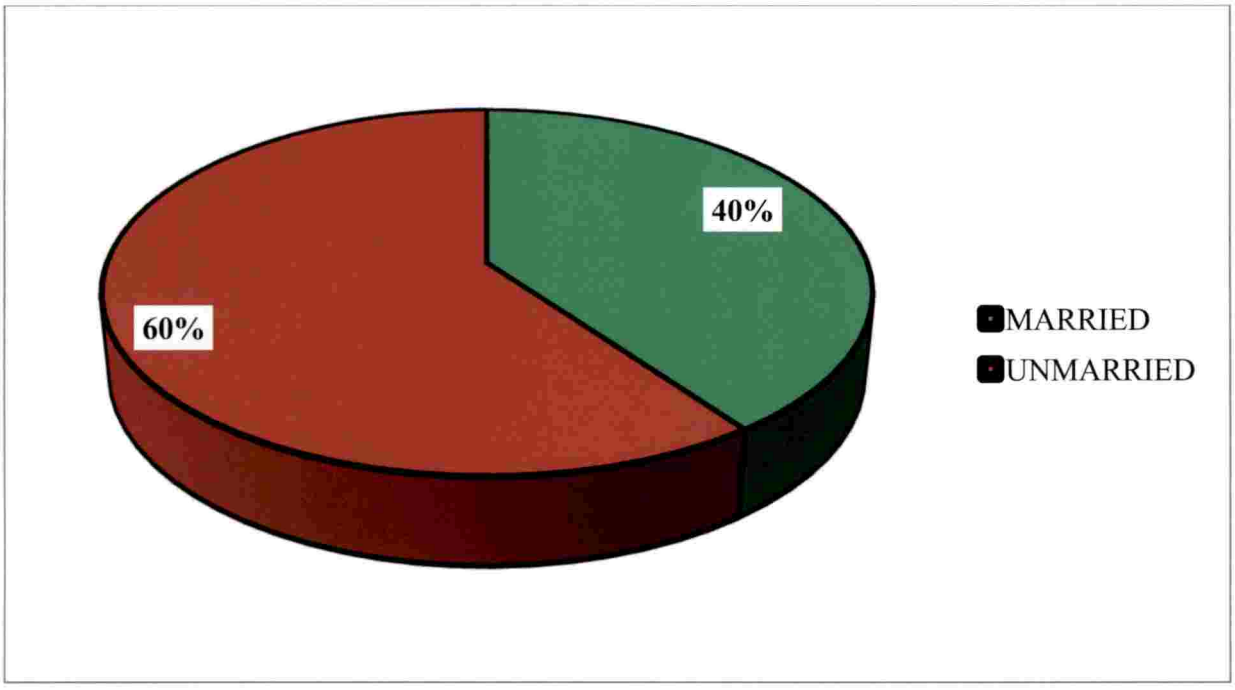

Figure 21. Distribution of respondents based on their marital status

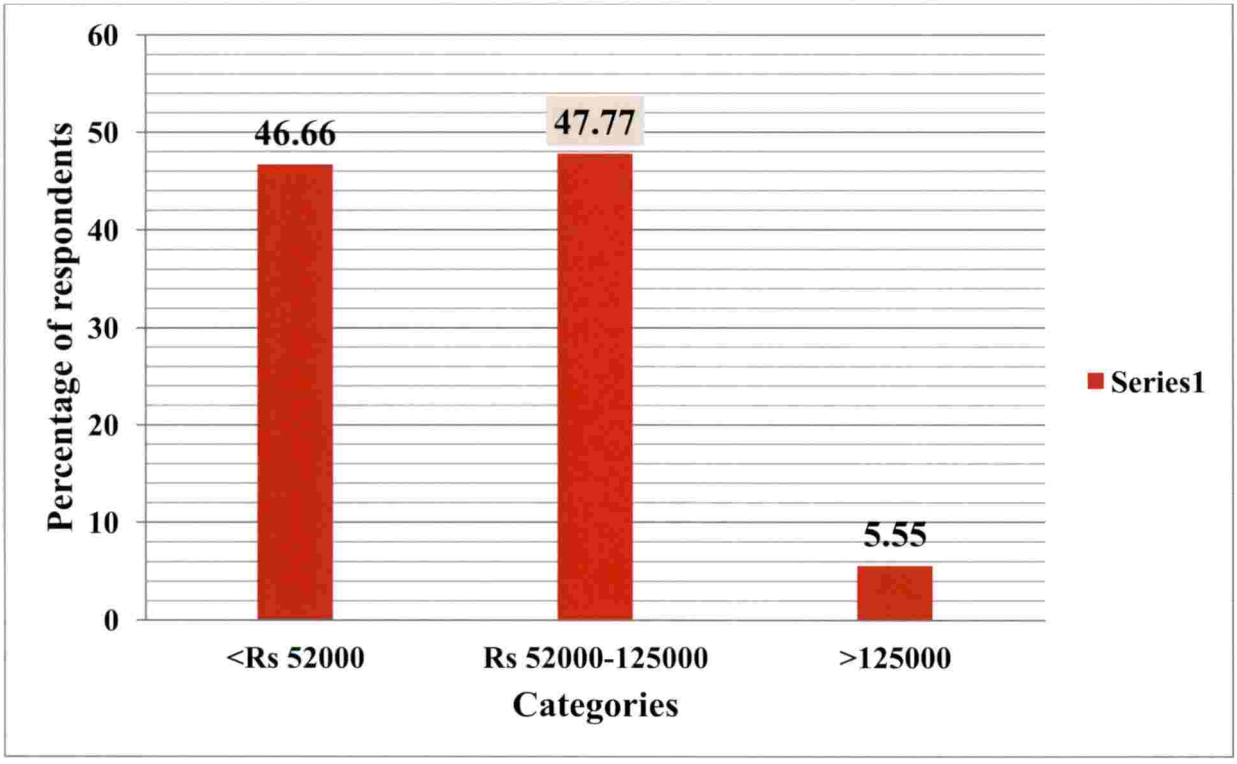

Figure 22. Distribution of respondents based on their family income

The parental occupation namely the father's occupation might have an influencing effect in the entrepreneurial behaviour. Here it was found that irrespective of parental occupation, respondents had a good entrepreneurial behaviour.The findings are in line with Nirmala (2001).

4.4.1.5 Distribution of respondents based on their family income

It is clear from the Table 32, that 47.77 per cent of the respondents were having a family income in the range □ 1, 25,000 – □ 2, 25,000. It was clear from table 31. that parental occupation of most (25.56 %) of the respondents were coolie/labourers and majority (30.76 %) [Table 4] of respondents were working as daily wage employees in college and linked institutions. The family income thus fell in to range near to 2.5 lakhs. The findings were in line with Sreenivasulu and Punna Rao (2005).

Table 32. Distribution of respondents based on their family income

Categories	Total N=90	
	F	%
<□ 1,25,000	42	46.66
□ 1,25,000 – □ 2 ,25,000	43	47.77
<□ 2,25,000	05	5.55

F-Frequency, %-Percentage

4.4.1.6 Distribution of respondents based on their family type

It is clear from the Table 33, that majority (70.00 %) of the respondents belonged to nuclear family and only 30 per cent belonged to joint family.

The changing trend to move on with a nuclear family is rising nowadays in the state, it might be because of the awareness in the state on population control for their own welfare. The nuclear nature of respondent family could have greatly

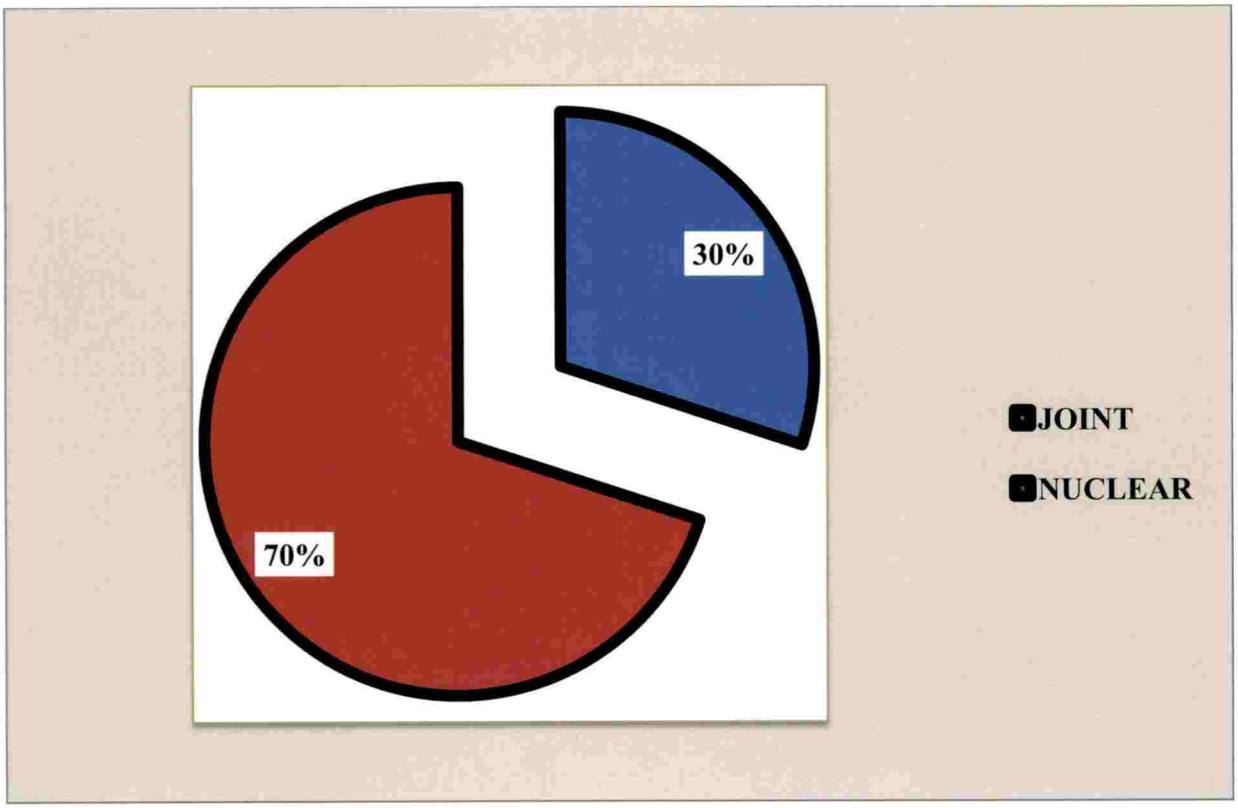

Figure 23. Distribution of respondents based on their family type

supported the entrepreneurial behaviour. The saving pattern of families also could have changed with this shift from joint to nuclear family.

Table 33. Distribution of respondents based on their family type

Categories	Total N=90	
	F	%
Joint	27	30
Nuclear	63	70

F-Frequency, %-Percentage

4.4.1.7. Distribution of respondents based on their organizational relations

Table 34 indicates the status of organizational membership of respondents identified in four categories *viz.* no membership, membership in one organization, membership in more than one organization and as office bearer.

Table 34. Distribution of respondents based on their organizational relations

Category	Total (N=90)	
	F	%
No membership	11	12.22
Membership in one organization	40	44.44
Membership in more than one organization	28	31.11
Office bearer	11	12.22

F-Frequency, %-Percentage

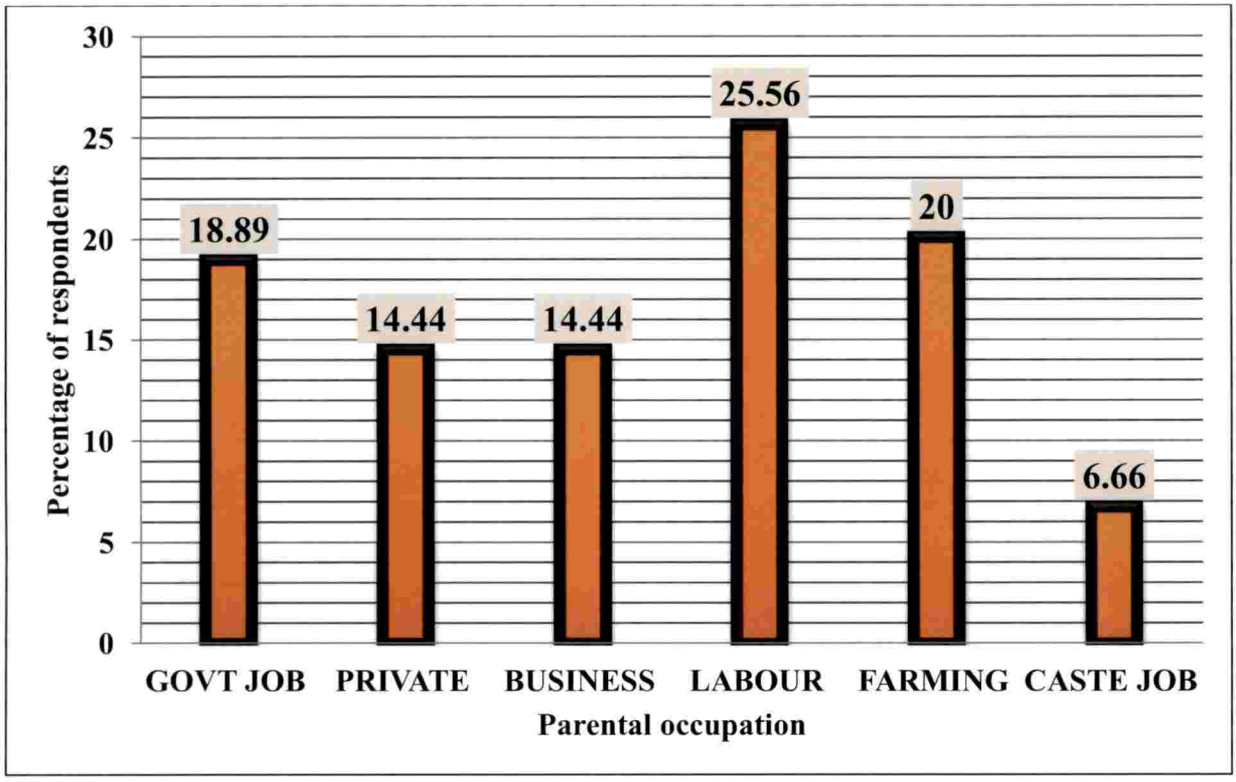

Figure 24. Distribution of respondents based on their parent occupation

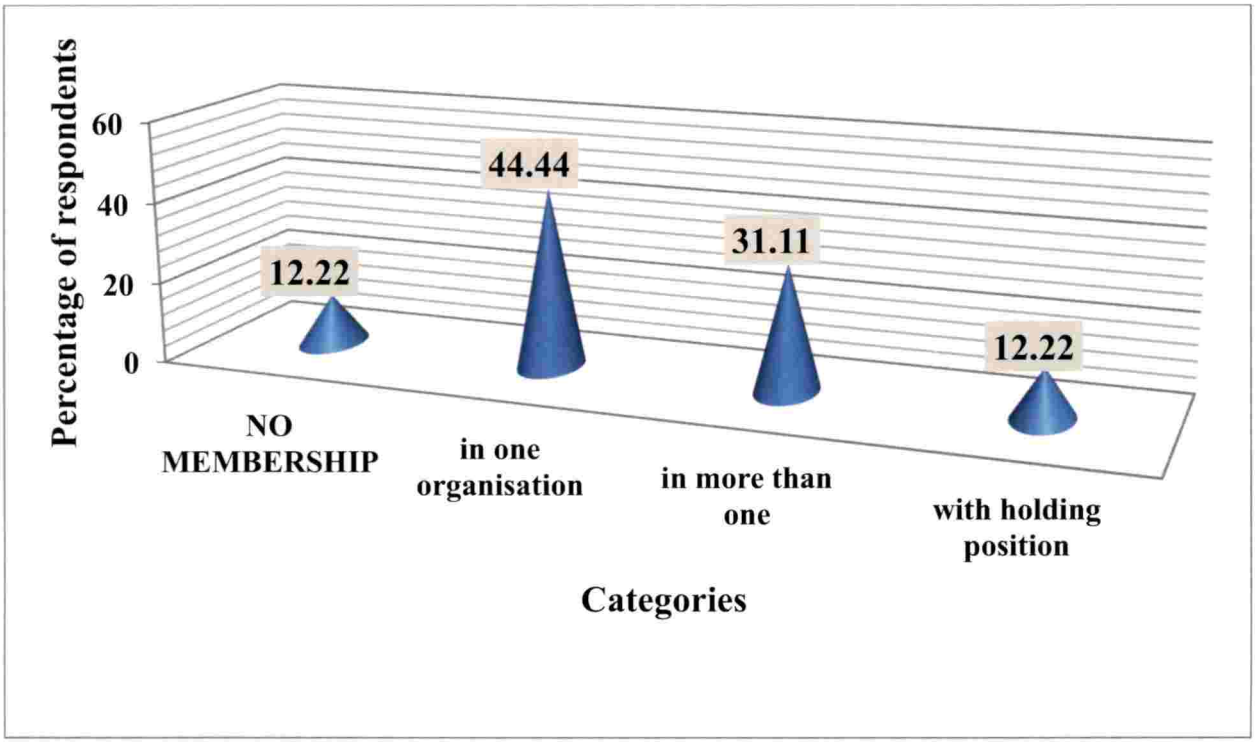

Figure 25. Distribution of respondents based on their organizational relations

It is clear from Table 34, that majority (44.44 %) of the respondents were having membership in at least one organization, 31.11 per cent of respondents were having a membership in more than one organization, 12. 22 per cent of respondents were office bearers and the same per cent of respondents were having no membership at all. The enterprise attachment module during the training had greatly influenced trainees.The exposure to various organizations like NGO s, Self Help Groups and other institutions had improved the organizational relation of the respondents. The findings were in line with Chandramouli (2005).

4.4.1.8. Distribution of respondents based on their mass media utilization

Mass media utilization was operationalised as the utilization of programmes *viz.* agricultural programmes, rural programmes, news and entertainment programmes, by the respondent on a regular basis.

Table 35. Distribution of respondents based on their mass media utilization

Categories	Total (N=90)	
	F	%
Agricultural programmes	04	4.44
Rural programmes	23	25.55
News	30	33.33
Entertainment programmes	33	36.67

F-Frequency, %-Percentage

It clear from Table 35 majority (36.67 %) of the respondents were regularly utilizing mass media for entertainment programmes, 33.33 per cent were utilizing it for news, 25.55 per cent for rural programmes and 4.44 per cent for agricultural programmes. The era of ICT tools had greatly influenced youth towards mass media and using it for various purposes. The FS curriculum consisted of a module on computer skill and this might have influenced and

equipped the trainees to use mass media effectively for entrepreneurial purposes. The findings were in concurrence with Kakhade and Kolar (2013).

4.4.1.9. Distribution of respondents based on their academic achievement

It is clear from Table 36 half (50.00 %) of the respondents had a second class in the qualifying examination last attended, 30 per cent of respondents were having first class, 12.22 per cent were having third class, and 7.77 per cent were having first class with distinction .

Table 36. Distribution of respondents based on their academic achievement

Categories	Total (N=90)	
	F	%
First class with distinction (>75)	07	7.77
First class (60 to 74.99)	27	30
Second class (74.99 to 59.99)	45	50
Third class (35 to 49.99)	11	12.22

F-Frequency, %-Percentage

The intellectual capacity of respondents are reflected in table 36 .Most of the trainees were with second class in the qualifying examination last attended. Here, an enhancement of entrepreneurial behaviour and managerial efficiency was found irrespective of their academic achievement. It might be because of the exposure of trainees to soft skill training, namely personality development segment in FS curriculum. The findings are in line with Ajit (2004).

4.4.1.10. Distribution of respondents based on their career preference

It is clear from Table 37 that, 36.66 per cent of the respondents opined for entrepreneurship as their career, 34.44 per cent of respondents opined for private jobs as career and 28.88 per cent of respondents preferred government jobs.

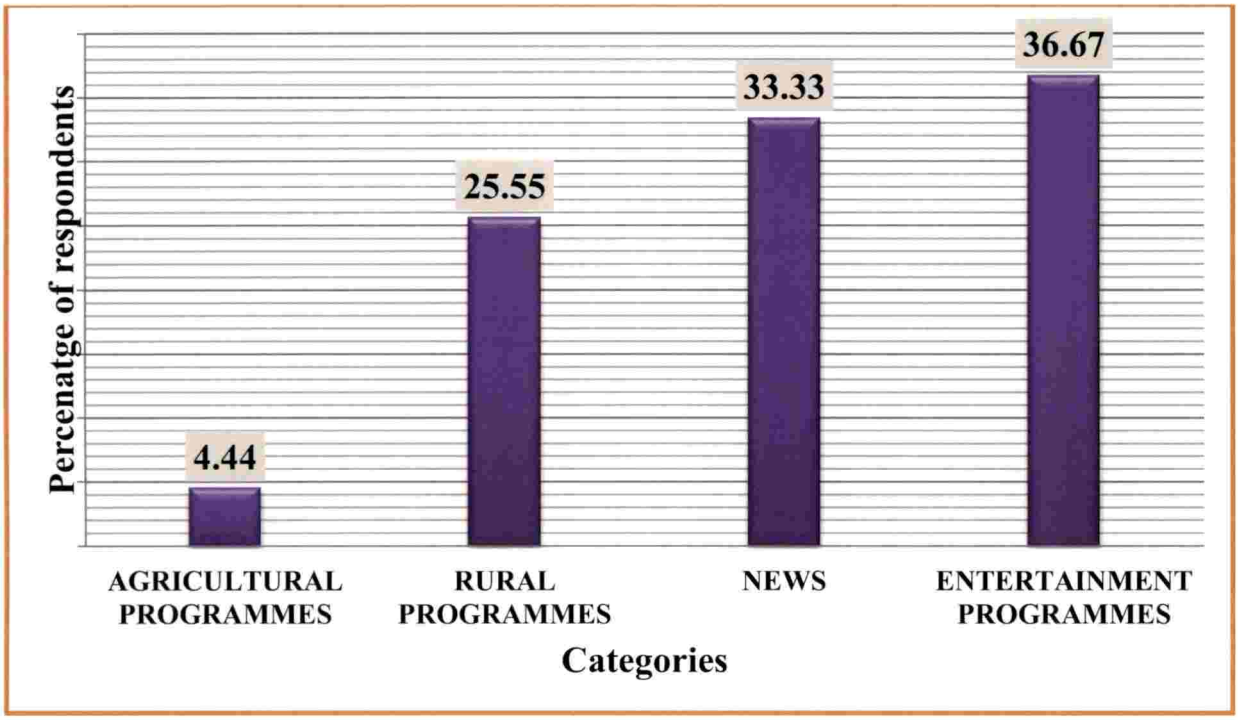

Figure 26. Distribution of respondents based on their mass media utilization

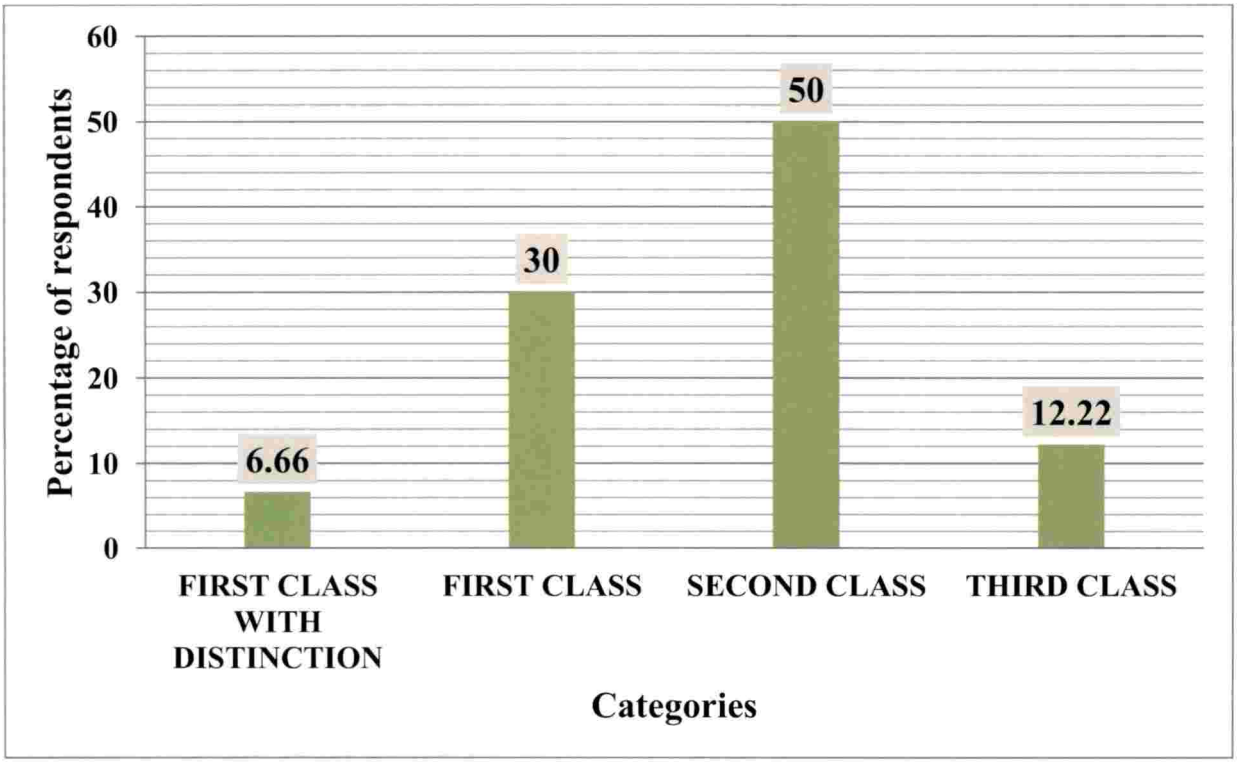

Figure 27. Distribution of respondents based on their academic achievement

Table 37. Distribution of respondents based on their career preference

Categories	Total (N=90)	
	F	%
Government job	26	28.88
Private job	31	34.44
Entrepreneur	33	36.66

F-Frequency, %-Percentage

The most attractive part of a government job was the pension benefits after retirement. But in Kerala, government had stopped the provident funds and allowances and changed into contributing pension schemes. This might be the reason for the decreasing affinity of youngsters to government jobs and moving towards entrepreneurship. The knowledge of the profitability and execution of entrepreneurship might have attracted the young respondent population. The results are in compliance with Goal *et al.* (2007).

4.4.1.11. Distribution of respondents based on their assertiveness

It is clear from the Table 38. that, 55.55 per cent of respondents were having medium level of assertiveness, followed by 25.55 per cent of respondents were with high and 18.89 per cent of respondent were with low level of assertiveness.

The gender, marital status and self confidence played a major role in the assertive behaviour of respondents. Most of the respondents were males who were unmarried and with moderate (44.44 %) to high (35.55 %) levels of self confidence [Table 8]. The training given to respondents to enhance personality traits might have positively influenced their assertiveness. The result is in compliance with the findings of Sundaran (2016).

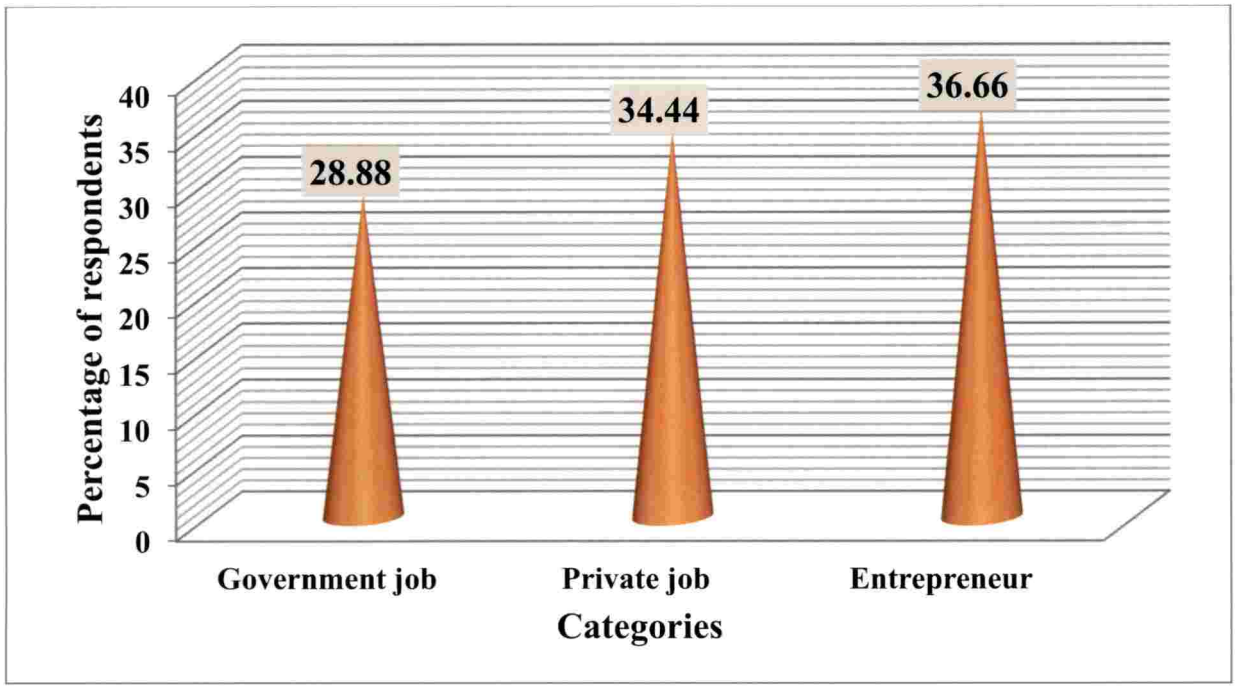

Figure 28. Distribution of respondents based on their career preferences

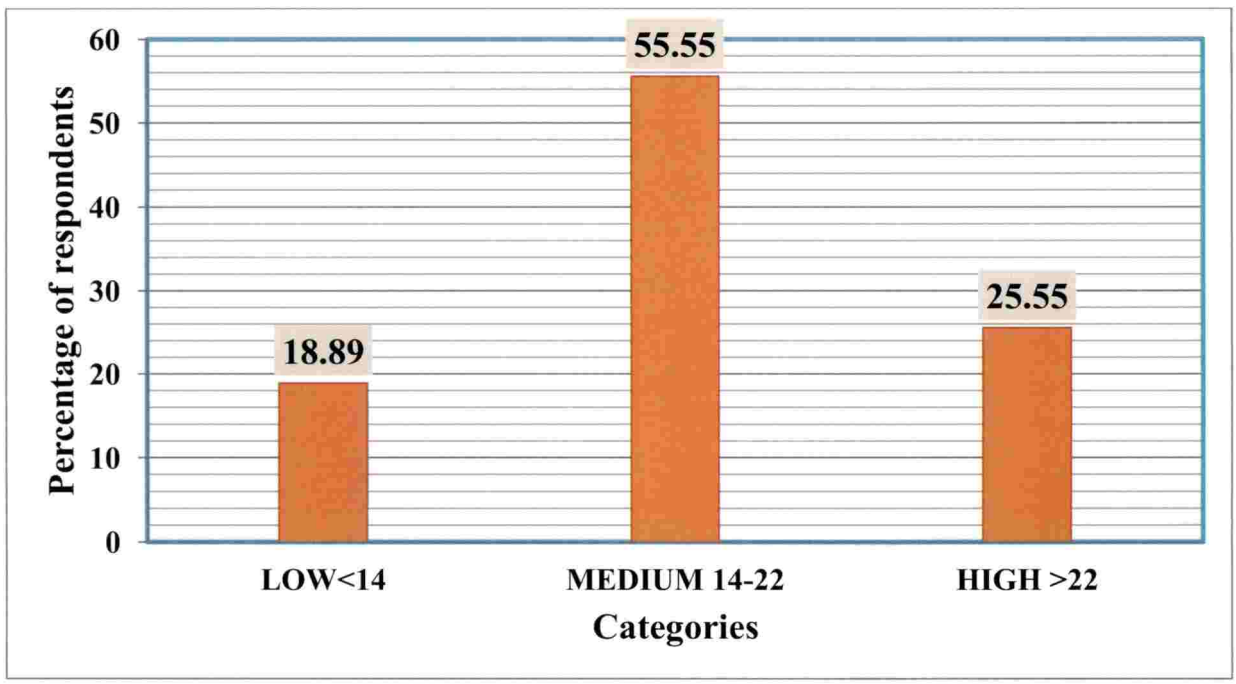

Figure 29. Distribution of respondents based on their assertiveness

Table 38. Distribution of respondents based on their assertiveness

Category	Score range	Total (N=90)	
		F	%
Low	<14	17	18.89
Medium	14-22	50	55.55
High	>22	23	25.55
Q1=14,Q3=22,Expected score range=7-35, Data score range=15-33			

F-Frequency, %-Percentage

4.4.1.12. Distribution of respondents based on their leadership ability

It is clear from the Table 39. that, 61.11 per cent of the respondents were with medium leadership ability, followed by 22.22 per cent of respondents with high and 16.66 per cent with low leadership ability respectively.

The leadership ability of respondents might have improved because of the skill training in team building and management in the soft skills module in the initial phase of training in the FS curriculum. These finding is in line with Taufiq *et al.*(2011) .

Table 39. Distribution of respondents based on their leadership ability

Category	Score range	Total (N=90)	
		F	%
Low	<11	15	16.66
Medium	11-13	55	61.11
High	>13	20	22.22
Q1=11,Q3=13, Expected score range=5-15, Data score range=7-15			

F-Frequency, %-Percentage

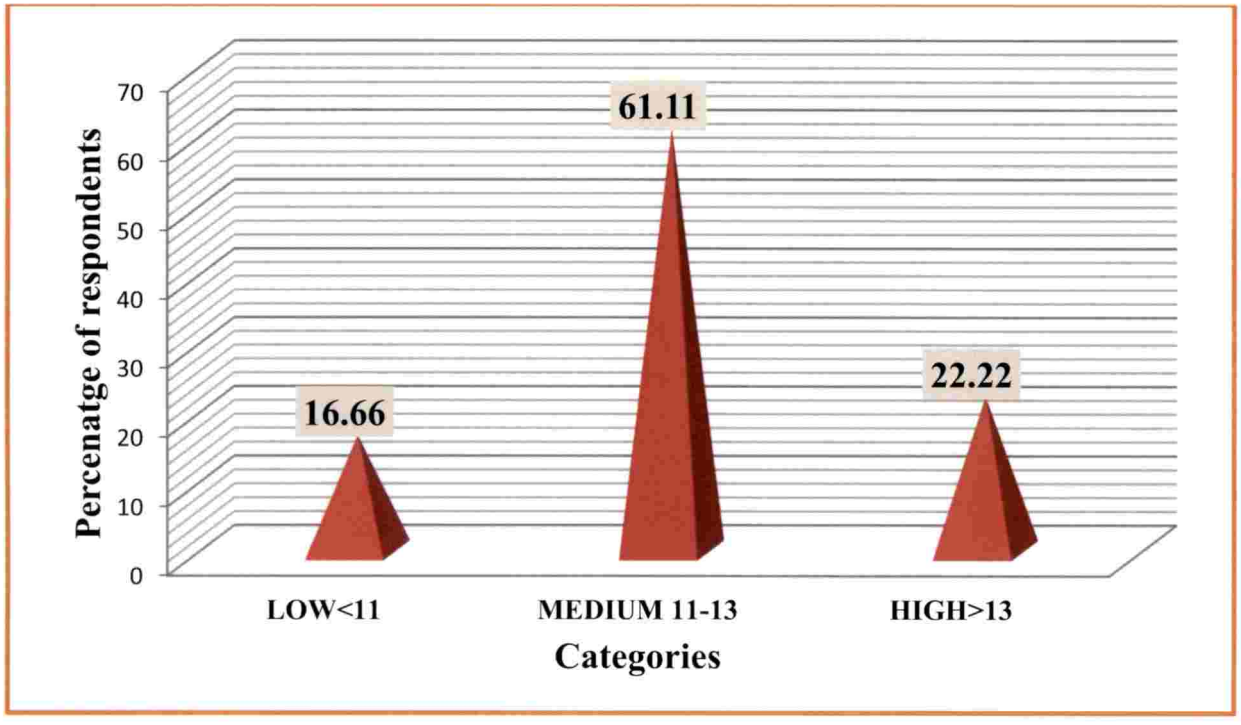

Figure 30. Distribution of respondents based on their leadership ability

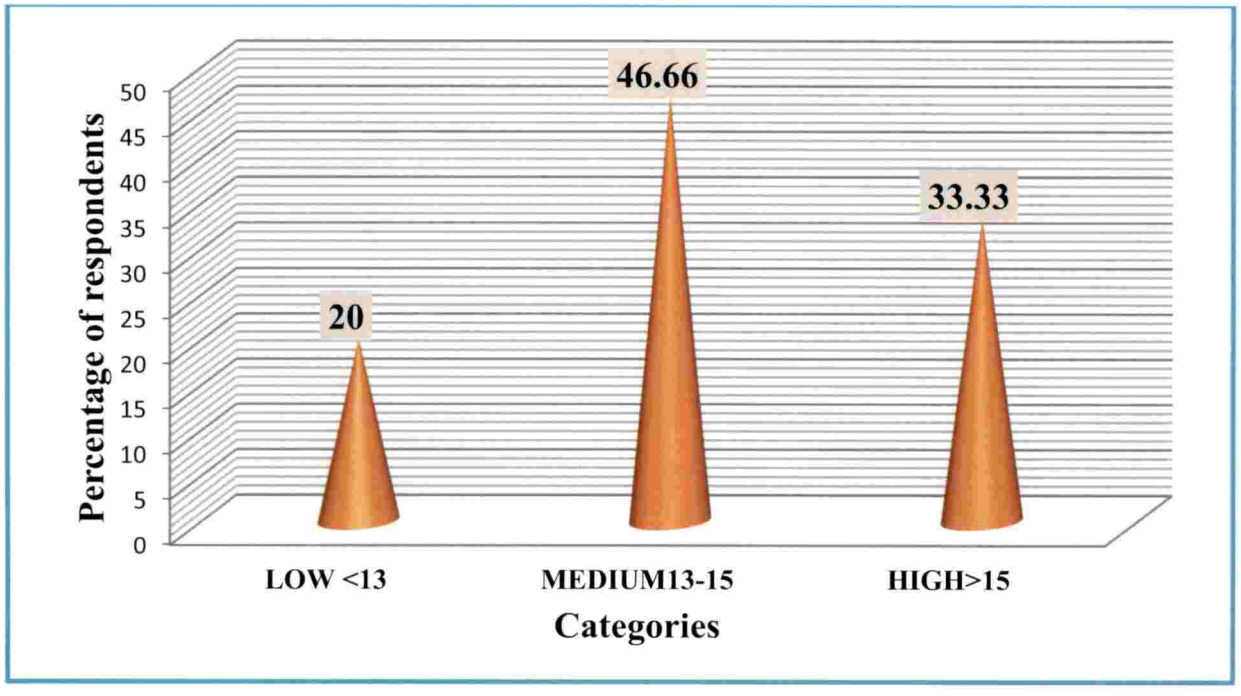

Figure 31. Distribution of respondents based on their Decision making ability

4.4.1.13. Distribution of respondents based on their decision making ability

A glance of Table 40, revealed that 46.66 per cent of the respondents were having medium level of decision making ability, followed by 33.33 per cent of respondents were with high and 20 per cent were with low decision making ability

.

Most of the respondents were in the age group of 25 to 35 years and most of them were males and unmarried owing them to make decisions without any hindrances or consultations. Decisions were well made when there was enough knowledge and presence of mind. The data is in line with the findings of Kiran (2000), Solanki and Soni (2004) and Kumar (2001).

Table 40. Distribution of respondents based on their decision making ability

Category	Score range	Total (N=90)	
		F	%
Low	<13	18	20
Medium	13-15	42	46.66
High	>15	30	33.33
Q1=13,Q3=15, Expected score range=5-15, Data score range=7-14			

F-Frequency, %-Percentage

4.4.1.14. Distribution of respondents based on their attitude towards self employment

Regarding the attitude of respondents towards self employment, Table 41 implies that larger percentage (40.00 %) of respondents had medium attitude towards self employment. It was good to note that 36.67 per cent of respondents were having a high positive attitude towards self employment and 23.37 per cent were having low attitude towards self employment, complying to their career preferences for entrepreneurship. Results are in compliance with the findings of Patel (2005).

Self employment is the term with wide diverse of arenas to create job for one self by engaging in gainful economic activity by utilizing ones creativity skills for earning a livelihood. A positive attitude towards self employment is a favorable sign to take up self employment rather than waiting for employment in any formal sector. This high attitude of respondents towards self employment might be because of the enhancement of skills and personality traits in them and the gender factor also might have influenced it. The survey shows that the finishing school programme and the module on entrepreneurship development might have created positive attitude in respondents.

Table 41. Distribution of respondents based on their attitude towards self employment

Sl.No	Category	Score range	Total (N=90)	
			F	%
1	Low	<27	21	23.33
2	Medium	27-29	36	40
3	High	>29	33	36.67
	Q1=27,Q3=29, Expected score range=8-40, Data score range=16-36			

F-Frequency,%-Percentage

4.4.1.15. Distribution of respondents based on their level of aspiration

It is clear from Table 42, that 48.89 per cent of respondents were having higher levels of aspiration, followed by 28.89 per cent of respondents were with medium and 22.22 per cent with low level of aspiration.

The practical and presentation classes dealt by professional resource persons might have guided them to aim for success and wellbeing in life, leaving the impossible factor aside .The findings are in compliance with Jyothi (2011).

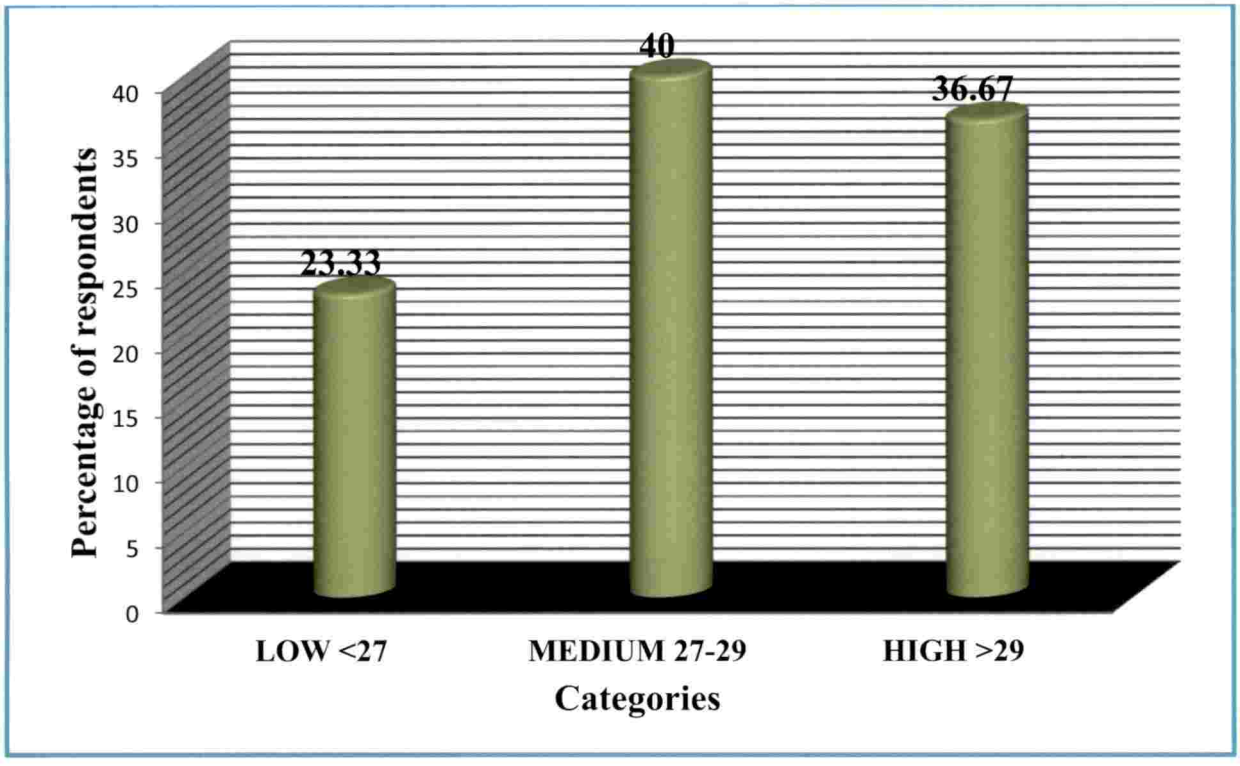

Figure 32. Distribution of respondents based on their attitude towards self employment

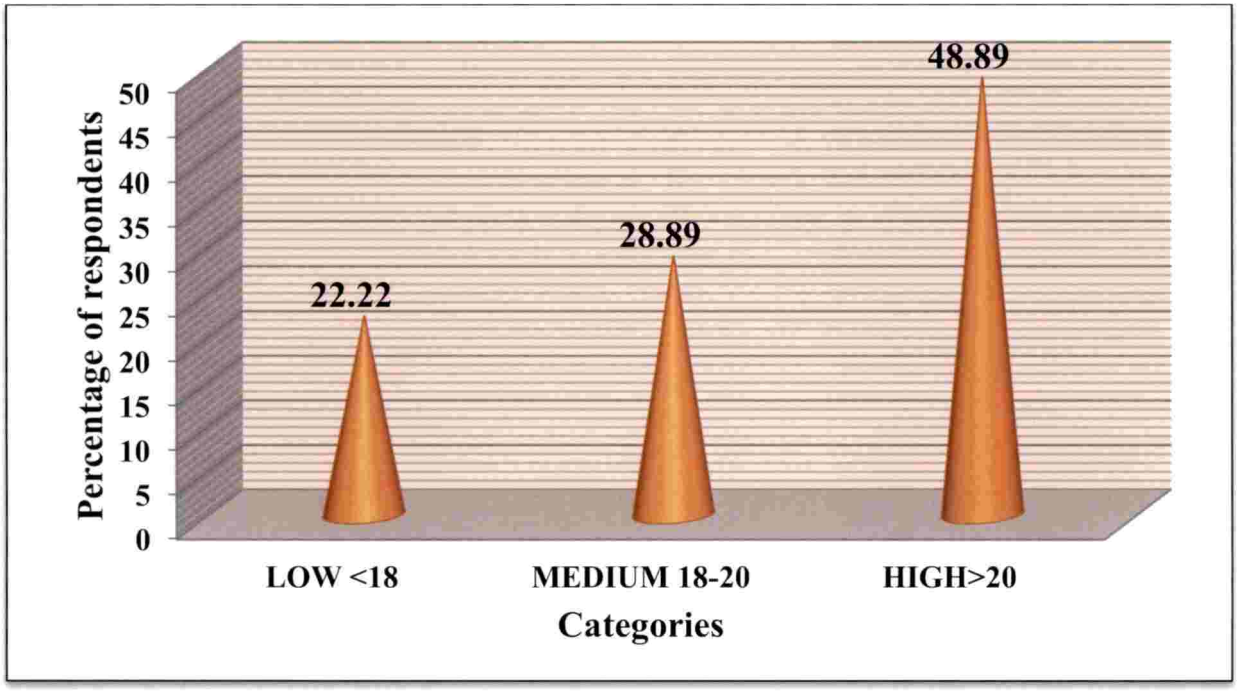

Figure 33. Distribution of respondents based on their level of aspiration

Table 42. Distribution of respondents based on level of aspiration

Sl.No	Category	Score range	Total (N=90)	
			F	%
1	Low	<18	20	22.22
2	Medium	18-20	26	28.89
3	High	>20	44	48.89
	Q1=18,Q3=20, Expected score range=3-30, Data score range=6-27			

F-Frequency, %-Percentage

4.5 RELATIONSHIP BETWEEN SOCIO PSYCHOLOGICAL CHARACTERS AND ENTREPRENEURIAL BEHAVIOUR OF THE RESPONDENTS

Table 43. Relationship between socio psychological characters and entrepreneurial behaviour of the respondents

Sl.No	Variables	Pearson's correlation coefficient
1	Age	0.160
2	Family income	0.068
3	Academic achievement	0.058
4	Mass media utilization	0.281*
5	Career preferences	0.298*
6	Organizational relations	0.393**
7	Assertiveness	0.401**
8	Leadership ability	0.019
9	Attitude towards self employment	0.283*
10	Decision making ability	0.053
11	Level of aspiration	0.111

**Significant at 0.01 level *Significant at 0.05 level

The results of correlation between the socio-psychological variables of the respondents and their entrepreneurial behaviour are furnished in Table 43.The mass media utilization (0.281*), Career preferences (0.298*) and attitude towards self employment (0.283*) of the respondents had a positive and significant (at 0.05%) correlation with entrepreneurial behaviour.

It was revealed in the study that largest per cent (36.66%) of the respondents preferred to be entrepreneur as their career (Table 37).This might be the reason for the position and significant correlation between them. It was found out that the largest per cent (36.67 %) of the respondents were interested in entertainment programmes (Table 35) .This could be justified with their young age and it also indicated their open mindedness to take new initiative or risks in life. Their attitude is also reflected towards self employment which might be the reason for the positive and significant correlation of entrepreneurial behaviour with mass media utilization and attitude towards self employment.

It is also clear from the table 43 that there exists a positive and significant (at 0.01 %) correlation with organizational relations (0.393**) and assertiveness (0.401**) with the entrepreneurial behaviour. It was found that the largest per cent (31.11 %) of the respondents were having a membership in at least one organization (Table 34).This could be justified with the enthusiasm created within them in exploring several organizations through field visits involved in FS curriculum and highlighted their interest to perform as a member of such organizations. Their assertiveness was found to be the trait which helped them attain desirable goals in agri-business ventures. The findings are in line with Kumar (2017).

4.6 RELATIONSHIP BETWEEN SOCIO- PSYCHOLOGICAL CHARACTERS AND MANAGERIAL EFFICIENCY OF THE RESPONDENTS

The results of correlation between the socio-psychological variables of the respondents and their managerial efficiency are furnished in Table 44.The age (0.223*) of the respondents showed a positive and significant correlation (at 0 .05

%) with the managerial efficiency of respondents. As the majority of the respondents belonged to the age group of 25-35 years (82.22 %) (Table 28) followed by respondents in age group of less than 25 years (11.00%). It should be interpreted that the young age of respondents might have supported them for better managerial efficiency. The social domain of the respondents namely mass media utilization (0.301*), organizational relations (0.257*) and decision making ability (0.255*) of the respondents had a positive and significant (at 0.01 %) correlation with managerial efficiency. The utilization of mass media and organizations for informative purposes gives clear evidence for better managerial efficiency. These results are in agreement with findings reported by Suresh (2004), Ajit (2004), Mohak *et al.* (2005) and Chidi (2014).

Table 44. Relationship between socio- psychological characters and managerial efficiency of the respondents

Sl.No	**Variables**	**Pearson's correlation coefficient 'r'**
1	Age	0.223*
2	Family income	0.003
3	Academic achievement	0.017
4	Mass media utilization	0.301*
5	Career preferences	0.282**
6	Organizational relations	0.257*
7	Assertiveness	0.734**
8	Leadership ability	0.179
9	Attitude towards self employment	0.457**
10	Decision making ability	0.255*
11	Level of aspiration	0.001

**Significant at 0.01 level *Significant at 0.05 level

The career preferences (0.282**), assertiveness (0.734**) and attitude towards self employment (0.457**) of the respondents had a positive and

significant (at 0.01 %) correlation with the managerial efficiency of respondents. The career preference of respondents (36.66%) showed an increased interest towards entrepreneurship. The respondents who opined for entrepreneurship had got enough managerial ability to succeed in a venture. Also majority (55.55%) [Table 38] of respondents had medium assertiveness which showed a positive and significant relationship with managerial efficiency. The findings are in line with the results of Ramu (2005) and Savitha *et al.* (2009).

4.7 GAP ANALYSIS CONDUCTED AMONG THE RESPONDENTS

A gap analysis of the finishing school programme was conducted among the respondents to identify if any lacunae existed in implementing the programme.

Table 45. shows the percentage of respondents in agreement /disagreement with the statements of gap analysis questionnaire. The 'least' percentage of agreement to the statements was found out to identify the major gap. Table 45 indicated that major gap was identified in the area of providing a hand holding support for the successful candidates to take up an enterprise as only 55.55 per cent of respondents agreed with the particular statement. The other gaps were found in the inability to prepare bankable projects (58.88 %) and confidence to carry out a MS Word/ MS PowerPoint document without assistance (60.00%).

Table 45. Gap analysis conducted among the respondents

S N	Statements	F	%	Rank
1	Monitoring and evaluation during the course of programme was adequate.	88	97.78	8
2	Are you able to find out an article of your interest from web without any assistance.	85	94.45	7
3	Did the apprenticeship programme aided you to	55	61.11	4

	discover opportunities in your area of interest.			
4	Do you feel a sense of readiness/strength when you are in a team.	62	68.89	6
5	Exposure to high –tech agricultural enterprises/innovations.	57	63.33	5
6	Were you been able to find your strength and weakness in soft skill module of the course.	57	63.33	5
7	Confidence to carry out a MS Word/MS PowerPoint operation on your own.	54	60	3
8	Handholding support for starting an enterprise from the project.	50	55.55	1
9	You are good at preparing bankable projects.	53	58.88	2
10	You are confident to give a speech.	55	61.11	4

F-Frequency, %-Percentage

The results of the study indicated that the career preferences of respondents are more towards entrepreneurship (36.66 %) but practically only 28.88 per cent of respondents had actually took up enterprises. This difference of eight per cent is highly reflected in the gap analysis which reveals that the lack of hand holding support might help the rest eight per cent to fulfill their entrepreneur dream.

4.6 CONSTRAINTS EXPERIENCED WHILE IMPLEMENTING THE PROGRAMME

Constraints analysis was executed for both respondent group as well as the implementing authority so that the overall constraints while implementing the programme was identified and listed out.

4.6.1. Constraints of implementing authority

It was clear from table 46. that most rated constraint amongst the implementing authority was the large number of candidates per batch. Majority (93.33 %) of officials in implementing authority felt that the number of candidates per batch is too large, 73.33 per cent of implementing authority felt difficulty in the timely disbursals of stipend to apprentices. In case of constraints faced by the officials in implementing authority of Padannakad, 66.66 per cent of officials quoted difficulty on the less area of instructional farm and delay in arrival of students to classes.

The number of candidates in each batch is liable for change according to performance of the candidates. The first batch of finishing school programme started with fifteen candidates in 2011-2012 at College of Agriculture, Vellayani, and Trivandrum. The notification given in newspaper and online media were the main modes of awareness of candidates, right from the beginning of finishing school. The benefits of confining the number of candidates per batch at least to twenty were plenty. The main advantage was the ease in dealing with each and every module of finishing school programme in detail. It becomes more manageable and could give hands on support to each.

Table 46. Constraints experienced by implementing authority

Sl.No	Constraints of implementing authority	F	%
1.	The number of candidates per batch is too large.	28	93.33

2	Difficulty in disbursal of stipend to apprentices.	22	73.33
3	The less area of instructional farm makes it difficult for demonstration.	20	66.66
4	The trainees from distant areas come very late for classes.	20	66.66
5	The very young age of trainees makes them difficult to grasp the level of skill teaching and also it deter them from taking up enterprise.	15	50

F-Frequency, %-Percentage

4.6.2 Constraints felt by respondents

The major constraint felt by the respondent group while implementing the programme (Table 47) was the short duration of the course with majority (75.55 %) of respondents actually felt this constraint, 72.22 per cent of respondents felt the allotment to departments were not on basis of interest. 64.44 per cent of respondents felt the constraint that weightage of finishing school certificate is not beneficial to make start ups followed by 33.33 per cent of respondents felt that they are not provided with accommodation facilities and 28.88 per cent of respondents felt the constraint of lack of hand holding support from the authority.

Table 47. Constraints felt by respondents

Sl.No	**Constraints felt by respondents**	**F**	**%**
1	The duration of programme in first phase of training is short.	68	75.55
2	Allotment to departments during apprenticeship	65	72.22

	programme were not based on interest of trainees.		
5	Finishing school certificate is not beneficial to avail subsidies to make start up.	58	64.44
3	The candidates are not provided with accommodation facility	30	33.33
4	Hand holding support from the authority is lacking	26	28.88

F-Frequency, %-Percentage

As envisaged the programme is comprised of two phases *viz.* skill training phase followed by six months apprenticeship programme .During the apprenticeship programme ,the candidates are paid an amount of Rs 6000 per month as stipend and the authorities can no way extend the duration of programme due to lack of funds. The FS curricula are designed such that the higher performance in written examination will lead them to departments suited for them. Regarding the accommodation facility to the trainees, it was already cumbersome to provide accommodation for regular B.Sc (Agri.) students. Though finishing school is not giving hand holding support after the apprenticeship programme is not envisaged in the objectives. The implementing authority ensure that every effort would be made to give support to these trainees as they are highly trained.

The main aim of the programme is to equip candidates with employability skills .The programme is designed such that the VHSE (Agri.) holders just after the declaration of higher secondary results get notified about this skill training programme and get rolled in. The implementing authority had an idea of a short duration yet efficient programme that cost candidates less time and effort to get empowered to become employed or take up enterprises of their interest.

4.7 SUGGESTIONS FOR IMPROVEMENT OF THE FINISHING SCHOOL PROGRAMME IN SUBSEQUENT YEARS

The suggestions put forth were found to be the most valuable information for the improvement of the programme in future years. Officials from State Department of Agriculture and the Kerala Agricultural University were very patient enough to discuss their constraints, feedback and suggestions to impart more quality to the programme. [Table 48].

Table 48. Suggestions for improvement of the finishing school programme in subsequent years

Sl.No	Suggestions	F	%	Rank
1	The programme needs to be more practically oriented to impart more skills to trainees.	29	96.66	1
2	The curriculum of finishing school should change according to the major reforms in education system of VHSE.	28	93.33	2
3	The finishing school programme should be linked with Kerala Academy for skills excellence(KASE), Additional Skill Acquisition Programme (ASAP) .	27	90	3
4	Inventorisation as per the expertise of the respondents can be prepared and handed over to Department of Agriculture to place them in newly launched projects like eco shops , Agri clinics etc	26	86.66	4
5	The apprenticeship programme should be	25	83.33	5

	linked with incubation centres.			
6	The course duration of first phase of training should be extended from 60 days to 90 days.	25	83.33	6
7	The accommodation facility should be provided to the required candidates.	23	76.66	6
8	Designing the skill development training after a SWOT analysis would improve the effectiveness of finishing School programme.	24	80	7
9	Finishing school programme can be designed according to the age group of the respondents.	24	80	7
10	A session of self skill development should be included for improving their common housekeeping characters/inbuilt characters.	15	50	8

F-Frequency, %-Percentage

The major suggestions put forth to find solutions are listed out

1. About 96. 66 per cent of officials suggested that the programme needs to be more practically oriented to impart more skills to trainees. This was the mostly concerned factor while discussing with the officials, for which curriculum changes would be made to make it more interesting with more practical sessions.
2. About 93.33 per cent of officials suggested that the curriculum of finishing school should change according to the major reforms in education system of VHSE. Recently, VHSE had made its way clear to include new areas of

vocational training in higher secondary level. Curriculum is modified to give emphasis on skill improvement. Government of Kerala had issued orders to stop appointment of fresh professional graduates in vocational higher secondary schools, instead government is looking forward to appoint persons having much skill and planning to impart specific skills to students. So, finishing school methodology should be made such that it is flexible for changes accordingly.

3. About 90 per cent of officials suggested that, it would be good enough if the finishing school programme be linked with such endeavours like Kerala Academy for skills excellence(KASE), ASAP (Additional Skill Acquisition Programme) etc.
4. About 86.66 per cent of officials suggested that inventorisation as per the expertise of the respondents could be done and handed over to Department of agriculture to place them in newly launched projects like eco shops, Agri clinics etc.This would enhance enthusiasm in candidates and thus better competitiveness and performance.
5. About 83.33 per cent of officials suggested that the apprenticeship programme should be linked with incubation centres.Incubation centers are the highly flexible combinations of business eco system for young entrepreneurs and also for those who wish to take up enterprises. It is a platform where they perform for nurturing their viable business ideas through expert mentoring and ca n also find initial funds and networking.
6. About the same percentage (83.33 %) of officials suggested that the course duration of first phase of training should be extended from sixty days to ninety days. Many of the respondents seek for a long term programme rather than a short one. It is the skill training phase of training that attracted and developed the personality as well as the employability of respondents.So, consideration to make the training a long term is an issue to ponder over.
7. About 76.66 per cent of officials suggested that, in case of batches in Padannakad, Kasargod, half of the candidature are from distant places

from the centre of training and it becomes a little cumbersome for the candidates coming late for classes. Considering this, suggestion concerning the provision of accommodation facilities was made to the required candidates.

8. About 80 per cent of officials suggested that designing a skill development training after a SWOT analysis would improve the effectiveness of finishing School programme. It's necessary for a training programme to identify the respondents' strengths and weakness and plan the course accordingly and thus owing to high performance.
9. About 80 per cent of officials suggested that the finishing school programme can be designed according to the age group of the respondents. The selection criteria of the programme is such that it is designed for VHSE (Agri.) certificate holders and its obvious in a state like Kerala that students choose for higher education .But the officials suggest that there should be two types of trainings according to the age group they belong to viz. an orientation programme for freshers and a full course training for individuals in age group above 25 years.
10. About half (50.00 %) of the officials suggested that a session of self skill development should be included for improving their common housekeeping characters/inbuilt characters. The basic mannerisms and etiquettes can be included in the curriculum for personality development.

Plate 11. Respondents filling the questionnaire

Plate 12. Interaction with the finishing school trainees


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SUMMARY

CHAPTER 5

SUMMARY

Skills are the most demanded and lacking entity at same time in today's world. In the context of increasing demand for skilled workers due to technological changes and the need to become globally more competitive, graduates would be expected to find employment without difficulty. However, against expectations unemployment has been increasing among young people with tertiary qualifications since 1995. Over the last decade, vocational training has gained prominence in policy discourse and is seen as a facilitator of employment and social mobility. While the importance of transferable skills at secondary level is emphasised globally, there is limited evidence on the extent to which young people develop these skills at school in low and middle-income countries. The ministry of skill development and entrepreneurship has come up with several skill development platforms to make it to the employability and entrepreneurship skills of the seekers. Such a skill development platform *a.k.a* the Finishing School programme(FS) for the Vocational Higher Secondary Education (VHSE) Agriculture certificate holders was the collaborated idea of Kerala Agricultural University and state department of agriculture ,which got started off in 2011-2012 and been a success all these years.

An effectiveness study of the finishing school programme is the first of its kind and can be termed a follow up study on the present status ,entrepreneurial behaviour, managerial efficiency and feedback of the respondents .The appraisal of entrepreneurial capability, employability skills and managerial efficiency is the major motto of finishing school programme . Thus, with the contention, the present study entitled 'Impact analysis of "Finishing school programmes on VHSE (Agri.)" by Kerala Agricultural University (KAU)' was undertaken with following specific objectives:

1. To study the impact in terms of entrepreneurial behaviour and managerial efficiency of the respondents.

2. To identify present status of the respondents.

3. To study the personal socio-psychological characteristics of the respondents.

4. To delineate constraints felt by the respondents while implementing the programme.

5. To conduct a gap analysis among respondents.

6. To highlight suggestions for improving the finishing school programme in subsequent years

The research project was undertaken in the state of Kerala, as the finishing school programme is a endeavour of Kerala Agricultural University with three main centers of instruction *viz.* College of Agriculture, Vellayani, College of Agriculture, Padannakad and centre of e-learning, Vellanikkara. Selection of ninety respondents from the above mentioned centers were made such that sixty respondents were from Vellayani and thirty respondents were from Padannakad by giving more weightage to self employed and employed categories of respondents. Likewise another forty respondents who were unexposed to finishing school from the presently enrolled batch were selected to compare entrepreneurial behaviour and managerial efficiency for an effectiveness study. Thirty officials from State Department of Agriculture and Kerala Agricultural University were also selected. Thus, a total of 130 respondents were selected from the two centers constituted the sample for the study.

Fifteen independent variables comprising age, gender, marital status, family type, family income, parent occupation, academics achievement, career preferences, organizational relations, mass media utilization, assertiveness, leadership ability, decision making ability, attitude towards self employment and level of aspiration. These variables were quantified using standardized procedures. The dependent variables identified for the study was entrepreneurial behaviour and managerial efficiency, which were measured using standardized

scales. The effectiveness of the programme in terms of entrepreneurial behaviour and managerial efficiency of the respondents were ruled out by performing a student's t-test, for identifying significant difference in the dependent variables. Principal Component Analysis (PCA) of the entrepreneurial behaviour and managerial efficiency were carried out to determine the sub dimension which was contributing to maximum variance for both dependent variables scores of respondents. The relationship between the dependent and independent variables were studied using Pearson's product–moment correlation coefficient. Constraints and suggestions in undertaking the finishing school programme were recorded.

The data were collected using a pre tested structured interview schedule prepared for the study. The statistical tools employed in the study include frequency, percentage analysis, quartile deviation, student's t–test, Principal Component Analysis (PCA) and correlation analysis.

The salient findings of the study are presented below:

5.1 Out of the 323 candidates who were sent post/email, the present status of all responded candidates were identified in self employed ,employed, pursuing higher education ,PSC coaching and unemployed categories. It was found that, most of the candidates were pursuing higher education. Out of these responses. Selection was made from self employed, employed and pursuing higher education categories only. It was found that in respondents were engaged in farming/livestock/fish culture start ups ,followed by operating own mechanic shop , bakery or stationery , tailors, food caterers in rented building and were drivers owning vehicle as self employed . In employed category majority of the respondents were daily wage employees in KAU and other related institutions followed respondents working as lab technicians , farm assistants, Lower Division Clerks (LDC), car showroom attendees, life insurance agents and respondents working abroad. Most of the respondents pursuing higher education was in to B.A/M.A./B.Sc degrees and diploma courses.

5.2 The analysis of the entrepreneurial behaviour attributes of respondents who were exposed to Finishing School (FS) and unexposed to FS has shown that, the risk taking ability, innovativeness, self confidence, personal responsibility, persuasive ability, managerial ability, persistence and hard work and achievement orientation were medium for those who were exposed to FS and was low for those who were unexposed to FS. Similar study was made for managerial efficiency attributes and similar results were observed. The analysis all attributes of entrepreneurial behaviour and managerial efficiency, it was found to be advanced for respondents who were exposed to FS.

5.3 The effectiveness study of the programme in terms of entrepreneurial behaviour and managerial efficiency was carried out by performing a student's t–test. It was revealed that there existed a significant difference between categories for the dependent variables. Principal Component Analysis (PCA) was carried out to find out that the knowledgeability, innovativeness and risk taking ability were the major contributing dimensions towards the enhanced entrepreneurial behaviour of respondents. Also, it was revealed that the organizing and planning abilities were the major dimensions contributing towards the managerial efficiency of respondents.

5.4 The study examined as many as fifteen independent variables relating to socio –psychological characters of respondents. Majority of the respondents were in the age group of 25-35 years (82.22 %).

5.5 It was noted that majority (58.89 per cent) of the respondents were males and 41.11 per cent were females. The common trend of males opting for employment is found here.

5.6 It was found that 60 per cent of the respondents were unmarried and 40 per cent were married. Most of the respondents were males and according to survey only few were married and almost all the females were married.

5.7 Majority (47.77 %) of the respondents were having a family income in the range □ 1,25,000 – □ 2,25,000. Parent of most of the respondents were coolie/labourers according to survey and major part of respondents were working as daily wage employees in college and linked institutions.

5.8 Majority (70 %) of the respondents were belonging to Nuclear family and only 30 per cent belonged to joint family. The changing trend to move on with a nuclear family is rising nowadays. it may be because of the awareness in the state on population control for their own welfare

5.9 The parental occupation of 25.56 per cent of respondents was coolie/labourers and 20 per cent of respondent parents were engaged in farming occupation as per the survey.

5.10 Nearly half (44.44 %) of the respondents were having membership in at least one organization 12. 22 per cent of respondents were having a membership with holding position in the respective organizations.

5.11 Majority (36.67 %) of the respondents were utilizing mass media regularly for entertainment programmes and 33.33 per cent were utilizing it regularly for news. The era of ICT tools had greatly influenced youth towards mass media and using it for various purposes.

5.12 Half (50 %) of the respondents had a second class in the qualifying examination last attended followed by 30 per cent of respondents were having first class.

5.13 Most (36.66 %) of the respondents opined for entrepreneurship as their career, followed by 34.44 per cent of respondents opined for private jobs as career.

5.14 More than half (55.55 %) of respondents were having medium level of assertiveness, followed by 25.55 per cent of respondents with higher level of assertiveness.

5.15 Majority (61.11%) of the respondents were with medium leadership ability, followed by 22.22 per cent of respondents with high levels of leadership ability.

5.16 Nearly half (46.66 %) of the respondents were having medium level of decision making ability, followed by 33.33 per cent of respondents with high level of decision making ability.

5.17 The larger percentage (40 %) of respondents had moderately favorable attitude towards self employment. It was good to note that the 36.67 per cent of respondents were having a high positive attitude towards self employment, complying to their career preferences for entrepreneurship

5.18 Nearly half (48.89 %) of respondents were having higher levels of aspiration followed by 28.89 percent of respondents with medium level of aspiration.

5.19 The results of correlation between the socio-psychological variables of the respondents and their entrepreneurial behaviour, reveals that the mass media utilization (0.281^{*}), Career preferences (0.298^{*}) and attitude on self employment (0.283^{*}) of the respondents had a positive and significant (at 0.05%) correlation with entrepreneurial behavior, as is evident from the entrepreneurial preferences and favourable attitude on self employment of the respondents. The findings make it clear that there is a positive and significant (at 0.01 %) correlation with organizational relations (0.393^{**}) and assertiveness (0.401^{**}).

5.20 The results of correlation between the socio-psychological variables of the respondents and their managerial efficiency, reveals that age (0.223^{*}) of the

respondents showed a positive and significant correlation (at 0 .05 %) with the managerial efficiency of respondents. As the majority of the respondents belonged to the age group of 25-35 years followed by respondents in age group of less than 25 years .It is evident from the data that the young age of respondents supports them to manage efficiently. The social domain of the respondents namely mass media utilization (0.301*), organizational relations (0.257*) and decision making ability (0.255*) of the respondents had a positive and significant (at 0.01 %) correlation with managerial efficiency.

5.21 Gap analysis was conducted to identify the major gap in the area of providing a hand holding support for the successful candidates to take up an enterprise. It is one of the important findings of the study give good emphasis to meritorious and highly performing candidates will be good base for supporting them.

5.22 Constraints analysis was executed for both respondent group as well as the implementing authority .A majority 93.33 per cent of authority actually felt this constraint of large number of candidates per batch. The major constraint felt by the respondent group while implementing the programme was the short duration of the course as 75.55 per cent of respondents actually felt this constraint.

5.23 The major suggestion by the implementing officials was that the programme needs to be more practically oriented to impart more skills to trainees. This was the mostly concerned factor while discussion with the officials, for which curriculum changes would be made to make it more interesting.

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ABSTRACT

IMPACT ANALYSIS OF "FINISHING SCHOOL PROGRAMMES ON VHSE (AGRI.)" BY KERALA AGRICULTURAL UNIVERSITY (KAU).

by

KARISHMA ZEN

(2016-11-073)

Abstract of the thesis

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Faculty of Agriculture

Kerala Agricultural University

DEPARTMENT OF AGRICULTURAL EXTENSION

COLLEGE OF AGRICULTURE

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2018

ABSTRACT

Impact analysis of "Finishing school programmes on VHSE (Agri.)" by Kerala Agricultural University (KAU).

The present study entitled 'Impact analysis of "Finishing school programmes on VHSE (Agri.)' by Kerala Agricultural University (KAU)." conducted during September 2016–May 2018 focused on effectiveness of Finishing school (FS) programme in terms of entrepreneurial behaviour and managerial efficiency of the respondents, identifying the present status of respondents, the constraints experienced by the respondents and their profile characteristics followed by suggestions for streamlining the project in subsequent years. The study comprised of ninety respondents who successfully completed Finishing school (FS) programme. These respondents were purposively selected from three categories namely self employed, employed and pursuing higher education with more weightage to self employed and employed categories. Another forty respondents who were not exposed to FS training programme were also selected for a comparative study of two dependant variables. Entrepreneurial behaviour with nine components and managerial efficiency with six components were selected as two dependent variables. Fifteen independent variables were selected through judges' rating.

A structured interview schedule was used for data collection. Statistical tools such as, quartile deviation, frequency, percentage analysis, correlation analysis, student's t-test and Principal Component Analysis were used for analysis.

The present status of the respondents who were exposed to FS were identified in three categories *i.e* self employed, employed and pursuing higher education categories. It was found that 28.88 per cent and 57.77 per cent of respondents were in self employed and employed category respectively where as 13.33 per cent were in higher education category.

Based on analysis of data, it was found that 65.55 per cent of respondents who were unexposed to FS training programme and 56.66 per cent of respondents who were exposed to FS training programme were in low and medium entrepreneurial behaviour respectively. Fifty per cent (50%) of respondents who were unexposed to FS training programme and 55.55 per cent of respondents who were exposed to FS were in low and medium managerial efficiency respectively. Result of student t-test revealed that there was a significant difference between the two categories of respondents with respect to dependent variables. The effect of each component of the two dependant variables were studied through Principal Component Analysis. It was revealed that , knowledgeability, innovativeness and risk taking ability contributed to the entrepreneurial behaviour whereas planning ability, supervising ability and organising ability turned out to be the major contributors to managerial efficiency.

Majority (82.22 %) of the respondents were in age category of 25 to 35 years, were males (58.89 %), unmarried (60%), having a family income of □ 1,25,000 – □ 2,25,000 (47.77 %) and belonged to nuclear family (70%). Regarding the parent occupation, 25.56 per cent of respondents' parents were labourers and 36.66 per cent of respondents preferred entrepreneurship as their career preference. .

The correlation between entrepreneurial behaviour and fourteen independent variables revealed that career preferences, organizational relations, mass media utilization, assertiveness, and attitude towards self employment was found to be positive and significantly correlated. In case of managerial efficiency, variables such as age, career preference, organizational relations, mass media utilization, assertiveness, attitude towards self employment and decision making ability was found to be positive and significantly correlated.

A gap analysis conducted among the respondents, revealed that lack of handholding support to the trainees for taking up future projects was the major gap.

Regarding the constraints, short duration of first phase of training was the major constraint felt by respondents where as the large number of candidates per

batch was the major constraint felt by the implementing officials. The programme needs to be more practically oriented to impart skills to the trainees was the major suggestion by the experts.

To conclude, it was revealed that there was a significant difference in the entrepreneurial behaviour and managerial efficiency of respondents who were exposed and unexposed to FS programme. Regarding the present status , 28.88 percent and 57.77 percent of respondents were in self employed and employed category respectively. Gap analysis was also conducted to streamline the project in future. Constraints from both the implementing officials and respondents were identified and suggestions were incorporated.

APPENDICES

APPENDIX I

KERALA AGRICULTURAL UNIVERSITY
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Sir/Madam,

Mrs. Karishma Zen (Ad. No. 2016-11-073), the post graduate scholar in the Department of Agricultural Extension, College of Agriculture, Vellayani is undertaking a research study entitled "Impact analysis of "Finishing school programmes on VHSE(Agri.)" by Kerala Agricultural University(KAU)" as part of her research work. Variables supposed to have close association with the study have been identified after extensive review of literature.

Considering your vast experience and knowledge on the subject, I request you to kindly spare some of your valuable time for examining the variables critically as a judge to rate the relevancy of them. Kindly return the list duly filled at the earliest in the self-addressed stamped envelope enclosed with this letter.

Thanking you

Yours faithfully

G. S. Sreedaya

OBJECTIVES OF THE STUDY

The objective of the study is to estimate the effectiveness of KAU's Finishing School Programmes on VHSE (Agri.) holders in terms of their entrepreneurial behaviour and managerial efficiency. The study also aims at identifying the constraints while implementing the programme

Variables are given in bold cases and their respective meaning is explained for easy understanding of intended meaning. You may please rate the statement with a tick mark in the appropriate column against the statement with special reference to its importance to meet the objectives of the study.

Sl. no.	Variable	Operational definition	Relevancy rating (R - relevant)				
			Most R	More R	R	Less R	Least R
1.	**Sex**	Refers to dichotomized variable having only two categories namely 'male' and 'female'.					
2.	**Educational status**	Refers to the highest academic qualification possessed by the respondent at the time of data enumeration.					
3.	**Occupational status of respondent**	Refers to as the main vocation pursued by the respondent at the time of interview..					
4.	**Family size**	Refers to the number of family members in each respondent's household.					
5.	**Birth order**	Refers to birth position of the respondent in the family i.e., whether he/she was first born, second born or					

		third born and so on.					
6.	**Caste**	Refers to the hierarchy of a group member whether belongs to upper/backward/SC					
7.	**Family type**	Refers to whether the respondent belongs to nuclear/ joint family.					
8.	**Marital status**	Refers to whether the respondent is single, married, widowed or divorced.					
9.	**Parental occupation**	Refers to the the the main vocation undertaken by parent or guardian for a long period.					
10.	**Province of birth**	Refers to actual region within the country where he/she was born and raised. It shows a wide diversity in respondents behavior.					
11.	**Academic achievement**	Refers to the the level of schooling successfully completed by the respondents and grades obtained by them which shows their ability to attain success in studies.					
12.	**Family support**	Defined as the the integrated network of community based resources that strenghthens the qualities in respondents					
13.	**Information seeking behavior**	Refers to the extent of interest towards attaining more information through out the programme.					
14.	**Level of aspiration**	Defined as the strongest desires in the respondents to aim for success					

15.	**Progressivity**	Refers to the extent to which one is relatively early in venturing or putting the innovations to practice					
16.	**Innovativeness**	Defined as the interest and desire of the respondents to implement changes in existing techniques in their vocations of agriculture and allied fields.					
17.	**Social participation**	Refers to the Social participation refers to the participation of the respondents in various formal social institutions either as a member or as an office bearer					
18.	**Risk taking ability**	Refers to the degree to which the respondent is oriented towards risk and uncertainty and have courage to face the problems associated with starting an enterprise.					
19.	**Assertiveness**	Refers to direct confrontation of problem, communicate what expected of others and addressing those who fail to perform as expected.					
20.	**Work commitment**	Refers to taking personal sacrifice and additional efforts to accomplish objectives.					
21.	**Perception about feasibility of farming**	Refers to the as the pre determined knowledge on the practicality of a proposed project or system of farming.					
22.	**Goal setting**	Refers to to the ability of respondents					

		for fixing of goals which are viable and attainable.					
23.	**Mass media exposure**	Refers to the the degree to which respondents are exposed to various mass media channels.					
24.	**Self confidence**	Refers to the extent of feeling about one's own abilities and resourcefulness to perform any activity which the respondent desires to undertake.					
25.	**Attitude**	Regarded as a mental or natural state of readiness, organized through someone experience, exerting a direct or dynamic influence on the individual's response to all objects and situations relating to the finishing school programme.					
26.	**If any other, specify**						

DEPENDENT VARIABLES

1. **Entrepreneurial behaviour**

SL No.	**Variable**	**Operational definition**	**Relevancy rating (R- relevant)**				
			Most R	**More R**	**R**	**Less R**	**Least R**

1.	**Annual income**	Refers to the total earnings of all the family members of the respondent annually.					
2.	**Expenditure pattern**	Refers to the the total amount spent on food , non food consumptive items, agriculture, livestock etc.					
3.	**Agency contact**	Refers to the as the proximity of respondents to various extension personnel.					
4.	**Market perception perception**	Refers to the degree of business approach that focuses on identifying and meeting the stated or hidden needs of market.					
5.	**Self employment perception**	Refers to perceptions of respondents to generate income directly from a consumer as opposed to being an employee of another person, firm or government.					
6.	**Economic motivation**	Describes the degree to refers to the extent to which the respondent is oriented towards attaining maximum economic benefits.					
7.	**Competitive effectiveness**	Refers to the degree of effective competitive behavior of the respondents at the time of interview					
8.	**Job satisfaction**	Refers to the as the range of issues which affect an					

		individual's experience of work, or their quality of working life					
9.	**Work commitment**	Refers to the feeling of responsibility that the respondent has towards the mission and goals of a particular employment.					
10	**Risk orientation/ risk taking quality**	Refers to degree to which the respondent is oriented towards encountering risks					
11	**If any other, specify**						

2. Managerial efficiency

SL No.	**Variable**	**Operational definition**	**Relevancy rating (R- relevant)**				
			Most R	**More R**	**R**	**Less R**	**Least R**
1.	**Training design**	Defined as as the actual outline or plan of various curriculum involved in the course programme from which respondents plan their study					
2.	**Course difficulty**	Defined as any kind of hindrance caused to the smooth learning behavior due to the curriculum aspects of finishing					

		school programme					
3.	**Out of class practices**	Represents the number of field visits and related exposures executed during the course of programme.					
4.	**Education status of trainers**	Refers to the highest academic qualification possessed by the respondent through formal and informal education at the time of survey					
5.	**Training performance**	Refers to degree of behavioural attributes of respondent in presenting things on evaluation during the course of programme.					
6.	**Training staff support**	Refers to the degree of assistance or compliance with the training staff involved in the programme.					
7.	**Financial literacy**	Refers to a combination of awareness, knowledge, skill, attitude and behaviour necessary to make sound financial decisions and ultimately achieve individual financial wellbeing.					
8.	**Decision making ability**	Refers to the referred to the cognitive ability of respondents in selecting a logical choice from the available options..					
9.	**Number of trainings attended**	Refers to the total number of training sessions attended by the respondent during the course of					

		programme.					
10.	**If any other, specify**						

Appendix II

Relevancy scores of profile characteristics

Sl.No	Variables	Mean relevancy score
1	Age	3.91
2	Gender	4.10
3	Marital status	3.95
4	Parental occupation	4.23
5	Family income	4.12
6	Family type	4.00
7	Academic achievement	4.32
8	Organizational relations	3.97
9	Mass media utilization	4.43
10	Career preferences	4.10
11	Assertiveness	4.35
12	Leadership ability	4.36
13	Decision making ability	4.43
14	Attitude towards self employment	4.47
15	Level of aspiration	4.25

APPENDIX III

IMPACT ANALYSIS OF "FINISHING SCHOOL PROGRAMMES ON VHSE (AGRI.)" BY KERALA AGRICULTURAL UNIVERSITY (KAU)

INTERVIEW SCHEDULE

1 .Personal details : Date :

Name in full : Respondent No :

Father's name :

Gender :

Email Id :

2. Profile Characteristics :

1. Age :

2. Marital status : Married/unmarried/widowed

3. Father's occupation :

4 Family type : Joint/nuclear

5. School name and place:

6. Qualifying examination details

Sl.No	Qualifying level	Score	Total	Percentage
1	10 th class			
2	12 th class			

3	Other examination			

7. Assertiveness

Please indicate your response against each statement by ticking Always(A),Frequently(F),Sometimes(S),Rarely(R),Never(N).

Sl.No	Statements	A	F	S	R	N
1	I often have a hard time to say "no"					
2	I am open and frank about my feelings					
3	There are times when I just can't say anything					
4	I express my opinions , even if others in the group disagree with me					
5	I appreciate peoples view even they differ from mine					
6	I like to control others.					

8. Leadership ability

Please indicate your response against each statement i.e Always(A), Sometimes(S),Never(N).

Sl.No	Statements	A	S	N
1	In my daily life, I enjoy to responding to peoples requests and concern			
2	I myself takes Initiative for organising any programmes			
3	Village people regard me as good source of information on agripreneurship			
4	Managing people and resources are one of my strengths			
5	When problems arises, I immediately address them			

9. **Decision making ability**

(Tick mark your response)

Sl.No	Statements	SELF decision	Consulted
1	I joined VHSE science group in higher secondary		
2	Admission in my present discipline		
3	Deciding my partner		

4	Identifying the importance of Job		
5	Decision to remain in this job or motivation to improve		

10. Aspiration level

Imagine a ladder with 10 steps suppose we say that top of the ladder represents "best possible life" and bottom of the ladder represents "worst possible life" where on the ladder do you feel.

A) You personally stand at present? Step number……..

B) You personally stood at 5 years ago? Step number……

C) You personally standing 5 years from now? Step number……

11. Attitude towards self employment

(Please indicate your response by tick marking in Strongly Agree(SA),Agree(A),Undecided(UD),Disagree(DA),Strongly Disagree(SDA) for each statement.)

Sl.No	Statements	SA	A	UD	DA	SDA
1	I feel having a job either private/public is better than starting an enterprise.					

2	I feel subsidies and incentives provided by the government for entrepreneurs are not adequate and supporting.		
3	Entrepreneurship development programmes conducted from time to time provide adequate knowledge and expertise in people to start an enterprise.		
4	I want to become a role model for other entrepreneurs by succeeding in my own enterprise		
5	Entrepreneurship is not essentially a creative activity.		
6	Expert advices makes entrepreneurial activities productive		
7	Seasonal agri-enterprises are not remunerative		
8	Entrepreneurs should be optimistic / positive in nature.		

12. Mass media Exposure

Which will you prefer to watch in your Mobile ? (Tick Mark)

Sl.No	Programmes	Response
1	Agricultural programme	
2	Rural development programme	
3	News	
4	Entertainment programmes	

13. Career preference

Which is most preferred career for you ?(Tick Mark)

Sl.No	Profession	Response
1	Salaried work a) Government job	
2	Private job	
3	Entrepreneur (business)	
4	Any other	

14. Organizational relations

Your status of membership in organizations?

Sl.No	Categories	Response
1	No membership	
2	Membership with one organisation	
3	Membership in more than one organisation	
4	Office bearer	

15. Family income: (tick mark)

Sl.No	Income (in Rs)	Response
1	Up to Rs 1,25,000	
2	Rs 1,25,000 to 2,25000	
3	Above Rs 2,25000	

I. Entrepreneurial behavior

(Please indicate your response by tick marking in Strongly Agree(SA),Agree(A),Undecided(UD),Disagree(DA),Strongly Disagree(SDA) for each statement.)

a. How much risk bearing are you?

Sl.No	Statements	SA	A	UD	DA	SDA
1	I will consider a risk worth taking only if success is 60-100%					
2	Trying entirely new product in enterprise by an entrepreneur though involves risk but worth.					
3	It is better for an entrepreneur not to try new entrepreneurial methods unless others have used them successfully.					
4	Instead of crying over losses an entrepreneur should always be cautious and take calculated risks.					

b. How much innovative are you?

Sl.No	Statements	SA	A	UD	DA	SDA
1	While others see nothing unusual in the surroundings, perceive in it new opportunities for business					
2	I find it difficult to come with new ,wild or even crazy ideas.					

3	It is better to enjoy today and let tomorrow taken care by fate.					
4	It is too risky to try new ways to sustain the enterprise.					

c. Are you confident in yourself?

Sl.No	Statements	SA	A	UD	DA	SDA
1	I accomplish most when I 'm alone, under no direct supervision of anyone					
2	I doubt my ability to cope under new untested conditions.					
3	I have given up several times while doing certain things because it was beyond my abilities.					
4	I feel myself a successful person.					

d. Have good orientation?

Sl.No	Statements	SA	A	UD	DA	SDA
1	I want to earn only as much as to attain a comfortable way of life.					
2	I don't mind routine, unchallenging work if the pay is good					

3	I take pleasure in responding to challenges, so competition makes me work harder					
4	I don't like the job for the good pay I get but for the satisfaction and sense of accomplishment I derive from it.					

e. Knowledgeability

Sl.No	Statements	SA	A	UD	DA	SDA
1	The knowledge, experience and training I have on my proposed business is inadequate					
2	I don't see the importance of reading the newspaper everyday.					
3	The knowledge, experience and training I have on my proposed business is good enough.					
4	I know how to make a project plan of a enterprise					

f. Persuasive ability

Sl.No	Statements	SA	A	UD	DA	SDA
1	I don't find difficulty in convincing other people to trust my ability to succeed					
2	I Know exactly when to compromise and make an agreement					
3	I tactfully challenge the views expressed by others.					
4	I am able to stimulate and direct others.					

g. Personal responsibility

Sl.No	Statements	SA	A	UD	DA	SDA
1	I wait for other people to originate ideas and action					
2	I believe success in a product of luck and fate rather than personal effort					
3	I can't wait and watch things happen; I prefer to make things happen.					
4	I am willing to accept both positive and negative consequences of my decisions and actions.					

h. Managerial ability

Sl.No	Statements	SA	A	UD	DA	SDA
1	It is not necessary to be scientific and rational about management as long one has the will to do what he wants done.					
2	I believe that sole proprietorship is the best form of ownership for business to succeed					
3	I find it difficult to win friends and influence people.					
4	As an entrepreneur, I need to practice basic managerial skills so that my business need not be a one man show but concerted effort of myself and those who work for me.					

i. Are you a Hardworker?

Sl.No	Statements	SA	A	UD	DA	SDA
1	I don't allow failures to discourage me.					
2	I am willing to work more than eight hours of a day.					
3	Once I have started on a task, I usually carry it to its completion.					

4	I am unable to work consistently on a goal when I face some obstacles					

II. Managerial efficiency:

(Put a tick mark for suitable response i.e Always (A), Frequently(F),Sometimes(S), Rarely(R)),Never(N) against each statement)

a. Planning ability

Sl.No	Statements	A	F	S	R	N
1	I will take adequate care in planning day to day works and manage your investment carefully.					
2	I will plan your next day in advance.					
3	I will have a good money managing plan in advance and make an account of everyday expense.					
4	I will consider any past experiences while planning .					
5	I will be highly influenced of social issues and I respond to that.					

b. Organising ability

Sl.No	Statements	A	F	S	R	N
1	I prioritise a work assigned to me before hand.					
2	I assign my works to friends and family					
3	I will organise every inputs I need, for the timely use.					

c. Supervising ability

Sl.No	Statements	A	F	S	R	N
1.	I will supervise all the major discussions going on in my family.					
2.	I will try to resolve any kind of problems or rivalry in the society or in my village.					
3.	I will supervise in any occasion of social functions.					
4.	I will supervise any agriculture related activities in my home .					

5.	I will supervise on purchasing any kind of goods in my family					
6.	I will supervise in any educational activities in my family.					
7.	I will supervise in personally for timely completion .of any work.					

d. Communication ability

Sl.No	Statements	A	F	S	R	N
1	I give clear instructions to friends and family about a problem or work .					
2	Interact with other persons to get new ideas.					
3	I participate in discussion with higher members in society.					
4	I listen to grievances of others.					
5	I gather information on social issues from different sources					

e. Coordination ability

Sl.No	Statements	A	F	S	R	N
1	I arrange all the inputs at right time and right place for carrying out any operation.					
2	I maintain good relation with others for timely progress of any operation.					
3	I synchronize money with every operation for better utilization					
4	I seek neighbors co operation for smooth running of any operation.					

f. Controlling ability

Sl.No	Statements	A	F	S	R	N
1	I will take remedial measures when something goes wrong .					
2	I ensure alternative input arrangements to meet emergencies .					
3	I will maintain an inventory for making decisions.					

4	I will assess the expenditure to avoid overspending.					

CONSTRAINTS

(Please tick mark the appropriate response against each statement as

Most Important(MI),Important(I),Least Important(LI) or Not Important(N.I))

Sl.No	Statements	M.I(4)	I(3)	L.I(2)	N.I(1)
1	Difficulty in getting a permanent job either in college/department.				
2	Duration of experiential learning is short.				
3	The weightage of the finishing school certificate in making in to a employment /higher education is lacking.				
4	The insufficiency of the stipend provided while on apprenticeship.				
5	The absence of follow up after the completion of programme.				
6	The lack of providence of hand holding support to startup a business for successful apprentices.				
7	The less importance given to VHSE students than normal science stream				

	students.				
8	The visits are confined only to nearby places to station of study.				
9	Regulation of classes need to be much more subject oriented and practically attached.				
10	The apprentices is not any getting any specific importance while applying for higher studies.				
11	The government is not yet aware about the pitfalls of VHSE education.				

APPENDIX IV

IMPACT ANALYSIS OF "FINISHING SCHOOL PROGRAMMES ON VHSE (AGRI.)" BY KERALA AGRICULTURAL UNIVERSITY (KAU).

GAP ANALYSIS INTERVIEW SCHEDULE

1. Name in full : Date:
2. Age : respondent no:
3. Gender : Male/Female
4. Marital status : Married/unmarried/widowed

- **Please tick mark the appropriate response against each statement given below:**

Sl.No	Statements	Yes	No
1.	Were you been able to find your strength and weakness in soft skill module of course?		
2	Are you confident to give a two minutes speech on anything of your interest?		
3	Do you feel a sense of readiness/strength when you are in a team?		
4	Are you equipped/confident enough to carry out a MS Word/MS Powerpoint operation on your own?		
5	Are you able to find out an article of your interest from web without any assistance?		
6	Have you been exposed to any high –tech agricultural		

	enterprises/innovations?		
7	Do you have the basic knowledge of planning and preparing bankable projects?		
8	Did you get any handholding support for starting an enterprise from the project?		
9	Did the apprenticeship programme aided you to discover opportunities in your area of interest?		
10	Were you been monitored and evaluated during the course of programme?		

APPENDIX V

IMPACT ANALYSIS OF "FINISHING SCHOOL PROGRAMMES ON VHSE (AGRI.)" BY KERALA AGRICULTURAL UNIVERSITY (KAU)

SUGGESTION RATING FORM

1. **Name:**
2. **Designation:**

Sl.No	Suggestions	Most relevant	Relevant	Least relevant
1	The course duration of first phase of training can be extended from 50 days to 90 days.			
2	The enterprise attachment module can be given more importance and experiential learning to be given a boost.			
3	The evaluation conducted in native language can be made in to English as it can aid in language handling.			
4	The students could be exposed to weekly interactions with successful entrepreneurs rather being confined to modular teaching.			
5	The students can be made to attend classes with B.sc Agri/Msc Agri. students in weekly basis to aid for interactions among themselves and to improve			

	subject matter knowledge.			
6	A move to appoint a few more finishing school assistants to look into the success of the programme.			
7	The strength and weakness of candidates should be identified at a initial stage owing to more flexible nature of modules dealt in finishing school programme.			
8	The student stipend if increased will attract more candidates to programme.			
9	A hands on training while in the period of programme to improve their entrepreneurial characters.			
10	A session of self skill development in improving their common housekeeping characters/inbuilt characters.			