

The Relationship between Vocational Proficiency and Entrepreneurship according to Girls' Vocational High School Students' Perceptions

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Abstract

The aim of this study is to compare perceptions of girls' vocational high school students about vocational proficiency and entrepreneurship attendance than not attendance to in-the-job training. This study utilizes relational screening model. The universe of the study consists of the students of Uşak Central Anatolian Vocational and Girls' Vocational Schools in 2014-15 school year. No sampling was done for the study as the scale was applied to all of the students studying at child development, beauty and haircare, and textile technologies departments. 98 Twelfth graders who have attended to practical training and 70 ninth graders who have not attended have been classified separately. Data has been collected by using two different scales. One of these scales is vocational proficiency scale developed by Bozgeyikli. The other scale used, entrepreneurship scale, is a five level Likert-type scale developed by Yilmaz and Sümbül. It has been found out that there is a significant difference about vocational proficiency perceptions between the students who have attended on - the - job training and those who have not attended. It was revealed that the students who have attended on - the - job training have more positive perceptions towards vocational proficiency than those who have not attended. When compared to the students who have not attended, the students who have attended to on -the - job training had significant difference in their perception of entrepreneurship. The attending students of on -the - job training have a higher tendency towards entrepreneurship with respect to those who have not attended. The students' opinions also reveal that there is a high and significant relationship between tendency towards entrepreneurship and perception of vocational proficiency.

Key Words: Girls' vocational high school, on-the-job training, vocational proficiency, entrepreneurship.

1. Introduction

Entrepreneurship has an ever-growing importance and has become critical in countries' economic development. Education programs, vocational high schools and vocational universities designed to equip individuals with entrepreneurship abilities have become an important part of human resource development. A contemporary approach to entrepreneurship is the possibility of entrepreneurship being given to individuals by education (Saraçoğlu et.al, 2010). While entrepreneurship is being taught at primary and secondary levels in North American and European countries, it becomes part of education only at tertiary education in developing countries (Karadeniz, 2010). Entrepreneurship programs have rich curricula consisting of subjects such as globalization, crisis management, competition theories, business development, nanotechnology and entrepreneurship strategies (Yelkikalan et.al, 2010). One of the most important factors in developing entrepreneurship is to generalize the education programs to public and increase entrepreneurial abilities of the individuals. As well as being genetic, entrepreneurship is a learned behavioural change (Tağraf and Halis, 2008).

There are findings about entrepreneurship education affecting entrepreneurial tendency positively, but not sufficient alone (Balaban and Özdemir, 2008). Entrepreneurship could be developed by adding applied education to the given theoretical education. In this context, the objective of this study is to reveal the importance of applied education in developing entrepreneurial abilities.

1. Method

This study utilizes relational screening model. Screening models are researches which intend to describe a past or existing situation as it is. The event, individual or object subject to the research is described within the circumstances it is under and as is (Karasar, 2013).

1.1. Universe and Sample

The universe of the study consists of the students of Uşak City Central Anatolian Vocational and Girls' Vocational Schools in 2014-15 school years. No sampling was done for the study as the scale was applied to all of the students studying at child development, beauty and hair care, and textile technologies departments. 98 Twelfth graders who have attended to on-the-job training and 70 ninth graders who have not attended have been classified separately.

1.2. Data Collection Tools

Data has been collected by using two different scales. One of these scales is *vocational proficiency scale* developed by Bozgeyikli (2004). Items of this scale have been placed under deciding for vocation, vocational sufficiency, and realistic planning dimensions. Performing exploratory factor analysis on the scale for this study, the KMO was calculated as (, 862).

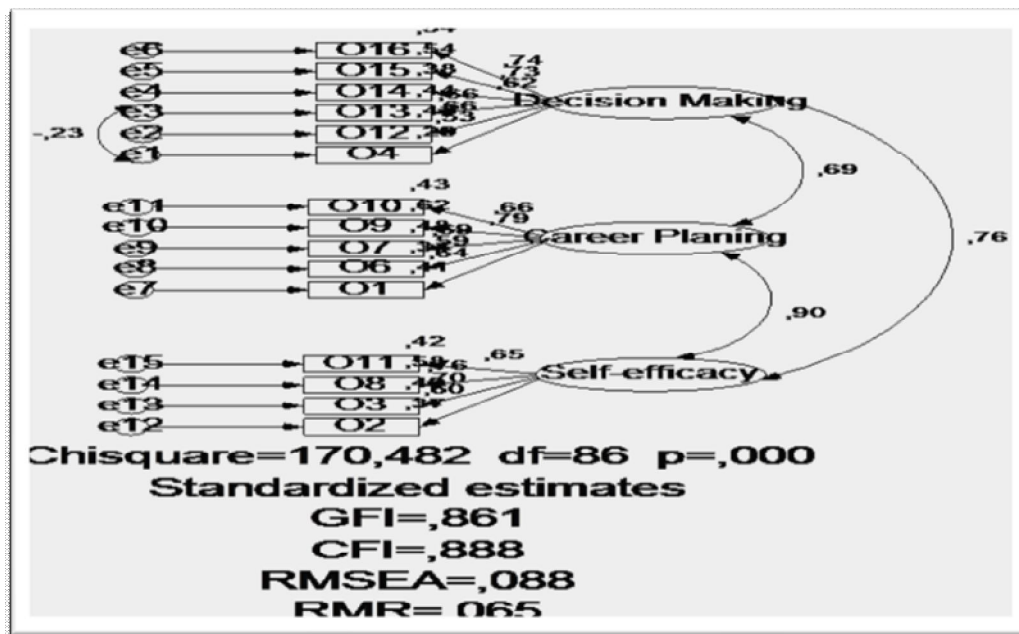


Figure 1: Confirmatory factor analysis of vocational proficiency scale

As can be seen in (Figure 1) the fit level of vocational proficiency scale was good (Bentler and Benet, 1980). A confirmatory factor analysis criterion of vocational proficiency scale has shown that table 1.

Table 1: Confirmatory factor analysis criteria

Categories	Fit Index	Fit Index Criteria
ChiSquare	170,47	GFI > ,850
P	,000	CFI > ,850
GFI	,861	RMSEA < ,080
CFI	,888	RMR < ,080
RMSEA	,088	P= ,000
RMR	,065	

Confirmatory factor analysis of proficiency scale has shown that (Table 1) fit index of the scale is acceptable. The other scale used, *entrepreneurship scale*, is a five level Likert-type scale developed by Yılmaz and Sümbül (2009). Items in this scale have been placed under single factor. Exploratory factor analysis on the scale for this study being performed, the KMO was calculated as (, 875).

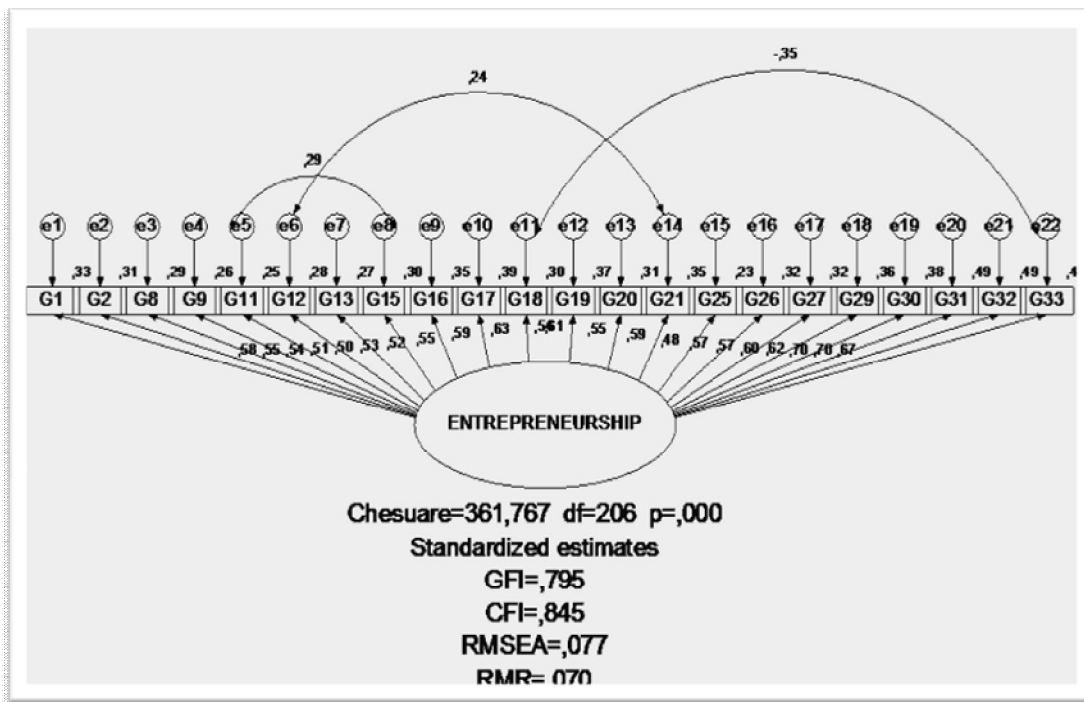


Figure 2: Confirmatory factor analysis of entrepreneurship scale

As can be seen in (Figure 2) the fit level of entrepreneurship scale was good (Bentler and Benet, 1980). Confirmatory factor analysis criteria of entrepreneurship scale has shown that table 2.

Table 2: Confirmatory factor analysis criteria

Categories	Fit Index	Fit Index Criteria
ChiSquare	361,76	GFI > ,850
P	,000	CFI > ,850
GFI	,795	RMSEA < ,080
CFI	,845	RMR < ,080
RMSEA	,077	P= ,000
RMR	,070	

Confirmatory factor analysis of entrepreneurship scale has shown that (Table 2) fit index of the scale is acceptable.

2. Findings

T-test has been performed in order to find out whether there is a significant difference between the opinions about vocational proficiency and entrepreneurship of the students who have attended on-the-job training and those who have not attended. Furthermore, correlation and regression analysis have been performed to see if there is a significant relationship between the students' entrepreneurship perceptions and vocational proficiency perceptions. It has been found out that there is a significant difference about vocational proficiency perceptions between the students who have attended on-the-job training and those who have not attended. It was revealed that (table 3) the students who have attended practical training have more positive perceptions towards vocational proficiency ($\bar{x} = 4.06$) with respect to those who have not attended ($\bar{x} = 3.79$).

Table 3: Independent samples t test by vocational proficiency

Categories	Students	Percent	\bar{x}	t	F	P
I participated in the practical training	98	71,9	4,06	,07	,214	.04*
I didn't participate in the practical training	70	27,3	3,79			

*P<.05

The attending students of on the job training ($\bar{x} = 4.06$) have had a higher professional qualifications respect to those who have not attended on the job training ($\bar{x} = 3.79$). When compared to the students who have not attended, the students who have attended to on-the-job training had significant difference in their perception of entrepreneurship (Table 4).

Table 4: Independent samples t test by entrepreneurship

Categories	Students	Percent	\bar{x}	t	F	P
I participated in the practical training	98	71,9	4,03	2,05	2,26	.04*
I didn't participate in the practical training	70	27,3	3,78			

*P< .05

The attending students of on-the-job training ($\bar{x} = 4.03$) have a higher tendency towards entrepreneurship with respect to those who have not attended ($\bar{x} = 3.78$). According to the students' perceptions also reveal that there is a high and significant relationship between tendency towards entrepreneurship and perception of vocational proficiency (Table 5).

Table 5: Correlation matrix

	Deciding for future	Vocational proficiency	Career planning	Entrepreneurship
Deciding for future	1	,845**	,574**	,629**
Vocational proficiency	,845**	1	,864**	,767**
Career planning	,574**	,864**	1	,668**
Entrepreneurship	,629**	,767**	,668**	1

**p< .001

General opinions of twelfth graders who have attended to on the-job-training and ninth graders who have not attended have shown significant and positive relationship between perception of vocational proficiency and perception of entrepreneurship ($r = .76$). Linear simple regression analysis performed (table 6) on the answers given by all of the students has shown that perception of the students about vocational proficiency and its dimensions predicts perceptions about entrepreneurship significantly ($\beta = .76$).

Table 6: Linear multiple regression analysis

Model	R	R Square	R ²	F	t	Beta	P
Vocational proficiency						.767	.000**
Deciding for future	,767 ^a	,588	,585	180,0	13,4	.183	.000**
Career planning						.131	.000**

**p< .001 Dependent Variable: Entrepreneurship

Girls' vocational high school students' perceptions explain their tendency towards entrepreneurship ($R^2=, 585$) for about 58 percent, which shows that changes on the perception of entrepreneurship significantly depends on changes on the perception of vocational proficiency.

3. Conclusion and Discussion

This study has revealed that the students who have attended on-the-job training have a more positive perception about vocational proficiency and entrepreneurship with respect to those who have not attended. There is a positive and significant relationship between the perception of vocational proficiency and tendency towards entrepreneurship. Perceptions about vocational proficiency explain tendency towards entrepreneurship for 58 percent. It could be stated that on-the-job training has a positive effect on the perception of vocational proficiency. Koegel et al (1977), Lambing and Charles (2000), Green (1996) and Greinert (1989) have shown that the teachers who attend on-the job training at practice schools have higher problem solving skills and know their profession better. Smith (2001) concluded that individuals who have had hands-on training have higher job performances. Therefore implementing application-based curricula at vocational schools could ease bringing up qualified human resource and help them pace with rapidly changing conditions. Accordingly, therefore it could be concluded that it is essential to implement application-based curricula in vocational high schools which are originally designated to bring up technical staff.

4. References

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