

# Entrepreneurial Managerial Skills and Application in Technical and Vocational Centers in KP

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**Abstract:** The administrators of vocational education need to lead their institutions in a unique manner, as technology related instruction demands change. The goal of this qualitative study was to learn more about entrepreneurial managerial abilities and how they are used by the leaders of technical and vocational centers. The study population comprised of heads of the Govt. Technical and Vocational Centers (GTVC) in KP province. The purposive sampling technique was used for sample selection. The relevant questions for semi-structured interviews were developed for interviewing from the participants. Data were analyzed by thematic analysis. The data were coded and themes were obtained. It was determined that the heads of the centers were managing with entrepreneurial abilities and talents. They were also facing some issues kind of knowledge, psychological, system and environmental in applying entrepreneurial skills while managing their institutional affairs. They need to more skills to overcome and manage such kind of problems.

**Keywords:** Technical, Vocational Centers, GTVC, Management, Entrepreneurial Skills

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## 1. Introduction

In the modern world of technology the educational system has also been witnessing the rapid changes in consolidation, competitive spirit, government patronage and frequent use of latest technology of communication or some of the driving factors to take educational processes to new heights of enthusiasm and interest among the young intellectuals. Generally in the educational institution and prosperity in economic, cultural and social life people take more interest in spending on quality vocational education as compared to the past. In such backdrop the managerial aspect of educational administration has also changed considerably taking the educational administration as an industry and to run such an administration at par with business organization (Aakrog, 2020; Perez, 2003; Munir & Naz, 2009). Educational administrators must make judgments in the same manner that company or industrial

executives do. Educational leadership is now viewed as a distinct subject of administration with distinct characteristics.

The current view of entrepreneurship management is offering some hope to educational managers to meet the multi-dimensional challenges. So, it entails not a separate psychological variable but a multi-dimensional display of knowledge skills and ability. It is a process of vision, creating something new to bring about a change for better. It also covers a capable entrepreneur who possesses the priorities of intelligence, tolerance and innovative skills. Such managers are visionary, confident, having a driving force to achieve their objectives. They are good communicators, having resources of literature and multiple use of entrepreneurship to create something new by devoting the time and efforts. They are ready to invest financial resources, undertake, psychic and social risk thus receiving the reward in monetary and personal satisfaction (Bush, 2007; Mehmood et al., 2019; Wolf, 2016).

According to Adeyemo (2009) if the talent (or a group of skills sometimes described to as capacities) provided is adequate, the labor is satisfied, and the organization is satisfied as well. If this procedure is continued, it will result in promotion, retention, and a longer tenure, all of which lead to increased productivity. With the establishment of TVC the trends towards vocational education are increasing as per demand for development of the standards of this field. The manager of the vocational centers are administering their institutes according to the changing requirements with innovative approaches by application of entrepreneurship skills for better results (Santilli et al., 2019).

In the recent past a great transformation in the scope and diversity of higher education has taken place. In the current century the rapid expansion to the global nature and increased number of institutions, the higher education has become a competitive enterprise. In several countries, students are facing competition for getting admission in universities against limited seats. The teacher of the 21st century must be capable to develop the competencies and attitudes in students considered fundamental, like innovation, change, adaptability in knowledge, versatility to different situations, discerning capacity, critical attitude, issues and solutions. It is undeniable that the educational system has changed dramatically over the last couple of decades and that it is presently in a condition of progressive growth. Neoliberalism, fast realignment, competitive pressure, state intervention, and educational partnerships, as well as the prevalent use of highly developed information communication technology and e-learning, are forcing educational institutions to reconsider their managerial operations in order to compete effectively (Perez, 2003).

Advancement and prosperity have been inextricably linked with economic growth since the 18th century's industrialization. Economists believe that 25% of the unemployed are out of employment due to skill oriented job mismatches (Hess, 2011). Academics believe that if the bulk of these opportunities were occupied, the current unemployment rate of 9.2% would be closer to 8%. Enterprises do not even recruit or prioritize their development offshore when finding skilled personnel is difficult and expensive.

According to Corbin and John (2011) the continued economic growth and developing the industrial base of the country is largely dependent on the institution's ability to train competent technological workers that emphasizes the relevance of technical education in the economic growth. The target of vocational education for all was implemented by representatives at the 2nd World Conference on Technical and Vocational Education in Seoul in 1999, declaring that it is among the vital tools for facilitating all community

members to face many challenges and consider their duties as productive members. It is a good way to boost community stability, absorption, and identity.

The government technical and vocational centers refers to the study of development of science and technology, as well as the practical experience skills, attitudes, comprehension, and knowledge requiring to professions in industries and social interactions. It faces new obstacles. The economy and society of the 21st era are drastically different, and this is expected to have a significant impact on TVC. Sustainability and viability, the ICT Transformation, and the knowledge development are all significant elements that the vocational system should adapt to. Choi and Majumdar (2014) went into greater detail into the improvements in vocational from several perspectives. By addressing developments in the teaching of technical education, he discussed advancement of technology.

In vocational centers, educational management plays a significant role. It is concerned with the faculty's administration and organisation. It is both a philosophy and a practise for organising and administering present education institutions and systems. It begins in schools and colleges and progresses through higher education and management workplaces. It is inextricably tied to both people and productive capacity. Students, parents, teachers, and personnel are among the human elements, while the material side concerns the completion of facilities, technology, and material activities. It also concerns with policies and guidelines, and management is the process of combining all of these elements into a cohesive. The management is involved with the educational purpose and goals. The education systems are guided by a goal and aims (Bush, 2003; Paul, 2018).

The importance of intimate ties between mission and administration cannot be overstated. The failure to meet goals is at the centre of the learning process management (Pfeffer, 2005). Management is a term that is interchangeable with two other terms: leadership and administration. In the United Kingdom, Europe, and Africa, for example, management is generally employed, whereas administration is preferred in the United States, Canada, and Australia. Leadership is a topic of tremendous interest in most developed countries today (Yukl, 2008).

The history of educational administration can be followed back to the eighteenth century. Education system has evolved and changed greatly from that time to the twenty-first century. The liberalisation, privatisation, and globalisation processes have indeed replaced conventional approaches with more effective professional approaches, and have established new era programs in response to market demands, which have greater economic benefits in today's world. With the passage of time, management education has acquired a new perspective. At first, advertising, financial services, and human resource management were regarded to be basic functions of management; however, education system now encompasses a much broader range of functional areas, including activities, information technology, global business, supplier management, and sales (Kumar & Dash, 2011).

The role of leadership in improving a state's knowledge and understanding has been brought into proper perspective as a result of globalisation and advancements in information technology. It has become necessary to examine learning programs from an industry point of view and to consider taking a strategic approach to try to align professional education with the needs of the world economy (Adner & Helfat, 2003; Akonkwa, 2013).Sanyal (2001) stated that external factors of higher education have happened,

including global political, globalisation, and developments in research and innovation, while addressing recent trends in systemic approaches. These have resulted in; place to develop to generate new types of graduates in adapting to variations market needs, tighter ties with business, and the development of new material, approaches and organizations.

To deal with ever-increasing issues, a manager must keep up with worldwide management trends. Education, as a business, must follow the same procedures as any other enterprise (Munir & Naz, 2009). Educational administration is now viewed as a distinct subject of management with distinct characteristics. In today's multifaceted difficulties, entrepreneurship is an approach for educational leaders. Entrepreneurial talent are employed in educational administration as a strategic paradigm. Entrepreneurship produces revenue, jobs, research and innovation, and inventions, creating economic advantages that are mostly higher than the individual advantages gained by the businessmen (Cedefop, 2017; Ungureanu, 2021). It is the act of integrating creativity and new ideas with strategy and operational abilities to bring people, capital, and assets with each other to meet a specific demand and generate income. Entrepreneurs are always looking for new ways to make money, thus they come up with different formations' or inventions. Several common qualities have entrepreneurs. Many have a craving for success, perceived self-efficacy, inclination toward instinctive instead of rational reasons, and a threat proclivity (Ungureanu, 2021).

### Research Questions

The research questions of the study were to:

1. What are the different entrepreneurial managerial skills and level of application which are being used by heads of government technical and vocational centers in KP province?
2. What are the issues/gaps in the implementation of entrepreneurial management skills in vocational institutions, and what are some potential solutions?

## 2. Method

The study was qualitative type in nature. The heads of government technical and vocational centers (GTVC) in KP province were part of the population. There were thirty one vocational institutes/centers included in population. However, the sample was obtained via purposive sampling due to which twenty heads (ten from boys and girls) of government technical and vocational centers in KP province operating under GTVC were included in the study. The relevant questions were formulated for conducting semi-structured interviews with participants, after a careful review of the relevant literature. The experts in the field reviewed the interview questions and gave feedback on it. According to the suggestions received, the questions were modified. The time was taken from participants for conducting interviews for obtaining data. The response rate was less as expected by the researchers. Three participants were unable to give interview due to administrative responsibilities. Data were analyzed by thematic analysis. The data were coded and themes were obtained.

### 3. Findings and Results

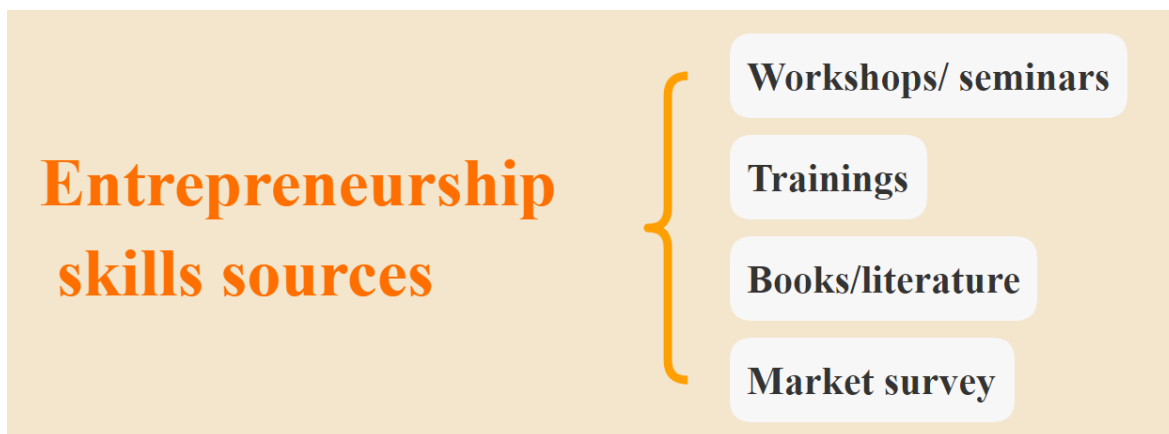
The following detailed results and findings were drawn after data analysis.

Figure 1: Entrepreneurial Managerial Skills and Application



Above figure is related to entrepreneurial managerial skills and its application used by heads of the vocational centers. There were five different aspects found like entrepreneurship skills sources, entrepreneurial managerial skills, skills achievements, application gaps, and needs or suggestions.

Figure 2: Entrepreneurship Skills Sources



Heads of vocational centers were well-versed in a variety of entrepreneurship abilities. The information sources were diverse with a total of five. Some of the heads received information via workshops/seminars, while others received training, both locally and internationally. During the study and market survey, just a

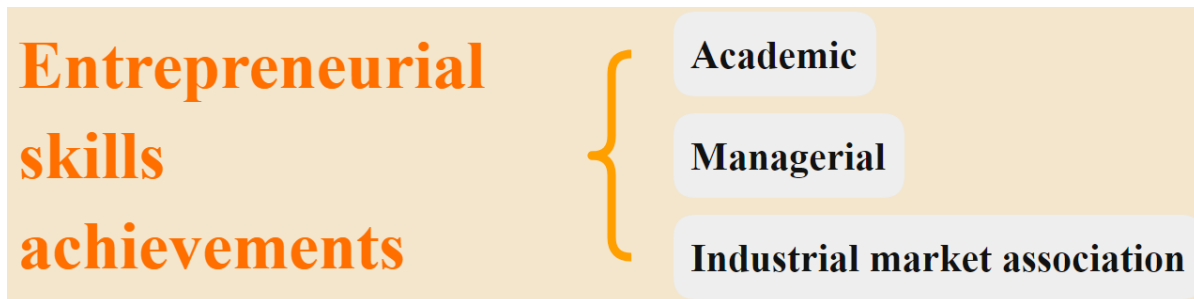
few individuals obtained information from books or literature. A huge number of individuals received training programmes or participated seminars. The rest of them did not obtain any entrepreneurship training or attend any workshops.

Figure 3: Entrepreneurial Managerial Skills



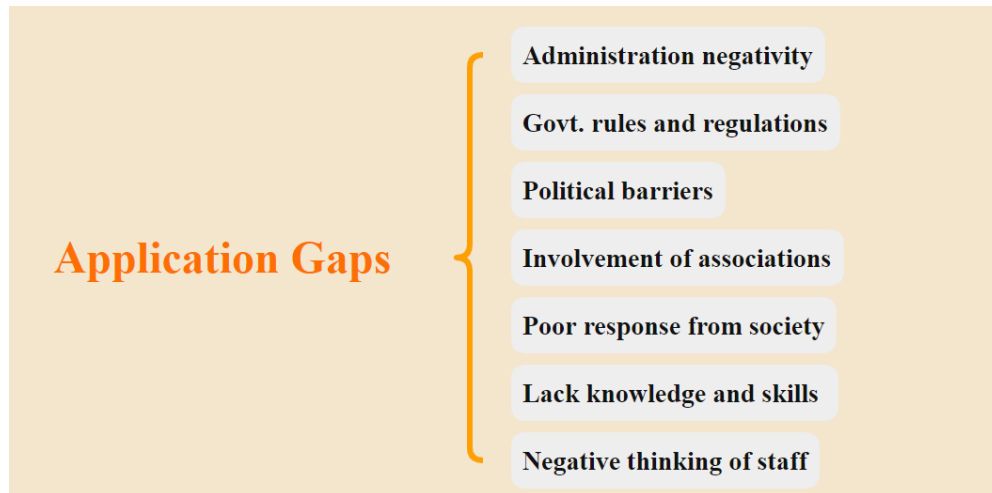
Innovative capabilities were identified as the most important skills used in institutional administration by the interviewees. Several respondents cited leadership skills, while others cited teamwork skill, prioritization, opportunity exploration, economic management, information exchange, methodical approach, motivating skills, and optimism property as essential talents used in vocational centers.

Figure 4: Entrepreneurship Skills and Achievements



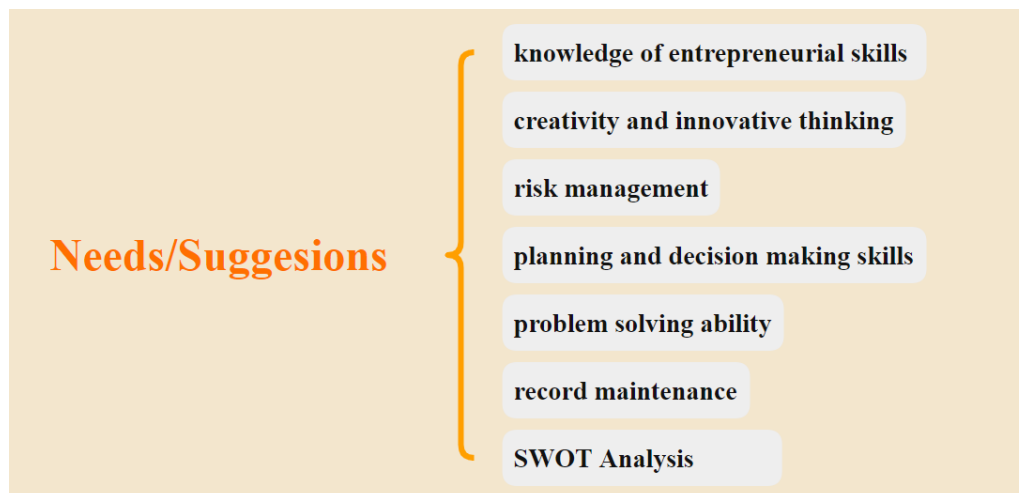
After employing entrepreneurial skills, the respondents claimed to have achieved progress or satisfaction in their profession. By using entrepreneurial skills, a substantial percentage of respondents were able to attain academic achievement (curriculum evaluation, commencement of new courses, cascaded training, and increased enrolment). As a result of applying entrepreneurial skills, several respondents claimed managerial accomplishments (project planning, material use, and increased finance supply). They were also successful in forming an effective team. A small number of respondents developed a strong corporate connection between the use of entrepreneurial abilities and the implementation of those talents. A few people were also there who had little success in their career after employing entrepreneurial talents.

Figure 5: Application Gaps in Entrepreneurship Skills



Many of the interviewees said they had difficulty applying entrepreneurial abilities to administering college matters. Few people indicated they had no difficulty applying entrepreneurial abilities to managing centers. Administration's negative replies served as a barrier to the participants' use of entrepreneurial talents in managing college matters. Government laws and regulations were cited as a hurdle by some responders. A number of the responders had to deal with political obstacles. Organization engagement was cited by participants as a hindrance to using entrepreneurial skills to manage college matters. As a hurdle, they also had to deal with a negative response from the surroundings. The participants stated a lack of sufficient knowledge and negative administrative staff attitudes as a hindrance to using entrepreneurial talents to manage college operations.

Figure 6: Needs/Suggestions for Skills Applications



A group of participants believe that heads of vocational centers in education should have understanding of entrepreneurship abilities. More expertise in the field of creative and inventive thinking is needed, according to the respondents. They believe they need more understanding in the field of risk management. They also necessitate a greater understanding of planning. They wish to improve their team-building

abilities. Some of these necessitate additional decision-making and challenge expertise. They also require extra knowledge in the field of records management as well as a better understanding of contextual analysis.

#### 4. Discussion, Conclusions, and Implications

The heads of vocational centers are adequately skilled and trained, and they manage their centers with entrepreneurial abilities. As a result of applying entrepreneurial talents at the administrative level, the heads have achieved rational results. These findings were in accordance to Adeyemo (2009) and Ungureanu's findings (2021) that entrepreneurs have a desire for success, a tendency to think intuitively and logically, and a willingness to take risks. A list starts from system hurdles, challenges, interpersonal conflict, and knowledge are among the concerns that the heads face in applying entrepreneurial abilities to administering matters of vocational centers. The heads stated that they require more knowledge in the areas of entrepreneurial competences such as dynamic and imaginative mindset, risk management, organisational, interpersonal, decision-making strategies, problem-solving processes, documentation or record management skills, contextual analysis and these findings are also supporting to the work of Cedefop (2017). Despite the fact that all vocational training heads are professionally educated and trained, having entrepreneurial skills, all may be beneficial in their career when administering institutional matters. It is suggested that to overcome psychological and knowledge barriers, heads of vocational centers may be engaged in educational entrepreneurial ventures. The necessary training, seminars for directors and teachers working in technical accredited vocational centers are proposed to address system barriers. The vocational centers have already begun training master trainers for youth social enterprise and persons who have obtained capacity building abroad. The policy makers for vocational centers need to cater the prerequisite of training of the heads just to cope with the new challenges and particularly to tackle with the issues and barriers in the way of implementing the policy objectives.

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