The Role of Know About Business (Kab) Entrepreneurship Training in Creating Entrepreneurship Skills in Trainees of Technical and Vocational Training Centers in Sistan & Baluchestan

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Abstract

The role of training in promotion of entrepreneurship attitudes and behaviors has widely been taken into account nowadays. Population growth in developing countries has ended in a reduction in resources and facilities along with appearance of new social and economic requirements in these countries, and all of such needs have attracted the attention of institutions and authorities for periodical solutions. The purpose of this study was to explain the role of KAB in creating entrepreneurial skills of trainees in Technical and Vocational Training Centers in Sistan & Baluchestan. The study was applied according to the purpose. Furthermore, as the present study dealt with the feasibility of training entrepreneurship skills, the method was descriptive-survey. The population was all 290 students of Technical and Vocational Training Centers in Sistan & Baluchestan. Using Morgan table to determine the sample size, we selected 165 people as the sample. The sampling method used was simple random method, as each trainee had the chance to be selected as the sample. Studying the related documents and a researcher-made questionnaire were used to collect data in this study, whose validity has been confirmed by professors, experts, and reliability by Cronbach's alpha. Descriptive and inferential statistics were used for data analysis. Descriptive statistics were used for collection and classification of demographic data; the inferential statistics were used for rejection or confirmation of the hypotheses; and statistical tests such as univariate t-test and Friedman test were used. SPSS20 was used for data analysis. The results showed that entrepreneurship training based on KAB model had a positive effect on entrepreneurial skills (technical, personal and managerial).

Keywords: Entrepreneurship training, KAB model, Entrepreneurial skills, Trainee, Technical and vocational.

Introduction

The role of training in promotion of entrepreneurship attitudes and behaviors has widely been taken into account nowadays. Population growth in developing countries has resulted in a reduction in resources and facilities along with appearance of new social and economic requirements in these countries, and all of such needs have attracted the attention of institutions and authorities for periodical solutions. Given the surveys and current statistics, one of the most important problems for developing countries and even industrialized ones is unemployment. The collection of solutions presented to solve this global problem is called “entrepreneurship.” Entrepreneurship, as the most important weapon of economic growth in developing countries, can play a very decisive role in the economic development of societies. Thus, developing countries are required to develop entrepreneurship to achieve competitive advantage, solve common problems and issues of society like unemployment, and so on [1].

Entrepreneurship training programs are an
important introduction to which advanced countries have paid serious attention in the process of economic and social development and have set entrepreneurship at the top of their development plans.

The most important measure to be taken in developing entrepreneurship in these countries is to train entrepreneurship among young and educated forces and technical and vocational trainees. Studies show that entrepreneurs' plans in different countries have been successful with government policy and support. In Iran, the problem of employment and its balance with ready-to-work labor is one of the vital issues, and given its importance in developing economic and social progress, it is one of the purposes of development programs and effective training for business development.

It makes the necessary skills inevitable and attaches gives importance to the close relationship between the vocational and professional organizations [2]. Followed by the clarification of the importance of entrepreneurship, the needs for the attention to non-entrepreneurs and the training of entrepreneurship to them are of particular importance. Entrepreneurship training is a policy that directly affects the quantity and quality of an entrepreneur's supply in a society. Experts believe that an increase in the level of entrepreneurship can be attained by entrepreneurship training, as this training in the curricula of many member states of the union Europe is included with the main reason being that entrepreneurial skills can be trained and these skills are not an inherent characteristic of individuals [3].

Hence, technical and vocational organizations should create the motivation and competencies necessary for trainees to get economic development using effective educational strategies, so that the graduates of the organization, besides having the individual abilities and skills necessary to work, become key entrepreneurs of the community, and ultimately resolve some of the problems associated with the graduates' unemployment [4]. Technical and vocational institutions and other knowledge-producing institutions play more and stronger role as the driving force behind economic growth in the future [5]. This could be the case for an entrepreneurial organization if a transformation of the organization from the traditional space seeing its task as researching and teaching to an entrepreneur one. In Iran, with the focused of the third program of economic, social and cultural development on entrepreneurship, the adoption of the entrepreneurship development plan was conducted at universities and educational institutions of the country, resulting in activities of some universities in this regard [6].

Thus, training activities for training entrepreneurs were on the agenda of many entrepreneurship-training centers in Iran as it is necessary for the development of entrepreneurship. Moreover, given the government's emphasis on the fifth development plan that ten percent of people with the ability to rehabilitate the support cycle, the ten-per-cent empowerment and withdrawal, entrepreneurship training for deprived and poor people need more attention of governments to implement justice and reduce poverty.

KAB is an entrepreneurship-training program that was developed in the late 1980s and early 1990s due to the World Trade Organization's vocational training program. Since then, the program has been translated into twenty languages and run in over forty countries. Considering the role of vocational training organization as the most important facilitator of formal education in Iran, the necessity of this organization's participation in providing technical and vocational training has been discussed more than ever.

The emphasis of the organization on entrepreneurship training besides learners' learning has led the organization to formulate a standard curriculum and to provide standard training for it using the organization's experts. In this regard, the proposed model by ILO, called KAB, has been selected and localized as a base. Thus, the researcher tries to answer the question of whether KAB entrepreneurship training model affects entrepreneurship skills of trainees in Technical and Vocational Training Centers in Sistan & Baluchestan.

Conceptual Model of Research
Given the importance and necessity of this in the education system of the country, especially the vocational education system, the main focus is "The role of KAB entrepreneurship training in creating
Entrepreneurship skills in trainees of Technical and Vocational Training Centers in Sistan & Baluchestan. Hence, the conceptual model is as follows:

![Conceptual model](image)

**Figure 1: Conceptual model [7, 8]**

**Hypotheses**

**The Main Hypothesis**
- KAB has an effect on creating entrepreneurial skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan.

**Sub-hypotheses**
- KAB has an effect on creating Personal skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan.
- KAB has an effect on creating Managerial skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan.
- KAB has an effect on creating Technical skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan.

**Methods**

The study was applied based on purpose. Furthermore, as the present study dealt with the feasibility of training entrepreneurship skills, the method was descriptive-survey.

Studying the related documents and a researcher-made questionnaire were used to collect data. The population was all 290 students of Technical and Vocational Training Centers in Sistan & Baluchestan. Using Morgan table to determine the sample size, 165 people were selected. The sampling method used was simple random method, as each trainee had the chance to be selected as the sample.

Descriptive and inferential statistics were used for data analysis. Descriptive statistics were used for collection and classification of demographic data; the inferential statistics were used for rejection or confirmation of the hypotheses; and statistical tests such as univariate t-tests and Friedman tests were used. SPSS20 was used for data analysis.

**Results**

**The Main Hypothesis**

KAB has an effect on creating entrepreneurial skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan. For testing this hypothesis, which was measured by the questionnaire, the test statistic is as follows.

\[
\begin{align*}
H_0 &: \mu \leq 3 \\
H_1 &: \mu > 3
\end{align*}
\]

The Mean 3 is a Mean, minimum score is 1 and a maximum 5 considered for Likert scale.

**Table 1: The results of t-test**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Sample</th>
<th>Mean</th>
<th>SD</th>
<th>Mean standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial skills</td>
<td>147</td>
<td>4.25</td>
<td>0.419</td>
<td>0.050</td>
</tr>
</tbody>
</table>

Source: Research findings

**Table 2: Test results obtained from univariate t-test**

<table>
<thead>
<tr>
<th>Concept</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Sig.</th>
<th>SD</th>
<th>Confidence interval of 95% difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low limit</td>
</tr>
<tr>
<td>Entrepreneurial skills</td>
<td>23.20</td>
<td>146</td>
<td>0.000</td>
<td>1.25</td>
<td>1.06</td>
</tr>
</tbody>
</table>

Source: Research findings
The test results have two outputs. The first one shows the descriptive indices including the number of respondents, the mean and the standard deviation. The second one shows the mean test results. The first column on the left shows the concept. The second column shows t statistic, the third one the degree of freedom, and the fourth one the significance of the test (Sig). Since the significance value is less than 0.05, the hypothesis is confirmed. The table above shows that the mean obtained from t test for testing entrepreneurial skills is 4.25, which is more than 3. Thus, at the error level of 5%, one can claim that the assumption H0 is rejected. This means that KAB business entrepreneurship training has an effect on creating entrepreneurial skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan. The sub-hypothesis1: KAB has an effect on creating Personal skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan. For testing this hypothesis, which was measured by the questionnaire, the test statistic is as follows.

\[ H_0: \mu \leq 3 \]
\[ H_1: \mu > 3 \]

The Mean 3 is a Mean, minimum score is 1 and a maximum 5 considered for Likert scale.

### Table 3: The results of t-test

<table>
<thead>
<tr>
<th>Concept</th>
<th>Sample</th>
<th>Mead</th>
<th>SD</th>
<th>Mean standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal skills</td>
<td>147</td>
<td>3.89</td>
<td>0.4146</td>
<td>0.056</td>
</tr>
</tbody>
</table>

Source: Research findings

### Table 4: Test results obtained from univariate t-test

<table>
<thead>
<tr>
<th>Concept</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Sig.</th>
<th>SD</th>
<th>Confidence interval of 95% difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low limit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High limit</td>
</tr>
<tr>
<td>Personal skills</td>
<td>22.63</td>
<td>146</td>
<td>0.000</td>
<td>0.89</td>
<td>1.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.38</td>
</tr>
</tbody>
</table>

Source: Research findings

The test results have two outputs. The first one shows the descriptive indices including the number of respondents, the mean and the standard deviation. The second one shows the mean test results. The first column on the left shows the concept. The second column shows t statistic, the third one the degree of freedom, and the fourth one the significance of the test (Sig). Since the significance value is less than 0.05, the hypothesis is confirmed. The table above shows that the mean obtained from t test for testing Personal skills is 3.89, which is more than 3. Thus, at the error level of 5%, one can claim that the assumption H0 is rejected. This means that KAB business entrepreneurship training has an effect on creating Personal skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan. The sub-hypothesis2: KAB has an effect on creating Managerial skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan. For testing this hypothesis, which was measured by the questionnaire, the test statistic is as follows.

\[ H_0: \mu \leq 3 \]
\[ H_1: \mu > 3 \]

The Mean 3 is a Mean, minimum score is 1 and a maximum 5 considered for Likert scale.

### Table 5: The results of t-test

<table>
<thead>
<tr>
<th>Concept</th>
<th>Sample</th>
<th>Mead</th>
<th>SD</th>
<th>Mean standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial skills</td>
<td>147</td>
<td>4.26</td>
<td>0.4146</td>
<td>0.058</td>
</tr>
</tbody>
</table>

Source: Research findings

### Table 6: Test results obtained from univariate t-test

<table>
<thead>
<tr>
<th>Concept</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Sig.</th>
<th>SD</th>
<th>Confidence interval of 95% difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low limit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High limit</td>
</tr>
<tr>
<td>Managerial skills</td>
<td>18.84</td>
<td>146</td>
<td>0.000</td>
<td>1.09</td>
<td>0.979</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.21</td>
</tr>
</tbody>
</table>

Source: Research findings

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The test results have two outputs. The first one shows the descriptive indices including the number of respondents, the mean and the standard deviation. The second one shows the mean test results. The first column on the left shows the concept. The second column shows t statistic, the third one the degree of freedom, and the fourth one the significance of the test (Sig). Since the significance value is less than 0.05, the hypothesis is confirmed. The table above shows that the mean obtained from t test for testing Managerial skills is 4.09, which is more than 3. Thus, at the error level of 5%, one can claim that the assumption H0 is rejected. This means that KAB business entrepreneurship training has an effect on creating Managerial skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan. The sub-hypothesis3: KAB has an effect on creating Technical skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan.

For testing this hypothesis, which was measured by the questionnaire, the test statistic is as follows.

\[
H_0: \mu \leq 3 \\
H_1: \mu > 3
\]

The Mean 3 is a Mean, minimum score is 1 and a maximum 5 considered for Likert scale.

### Table 7: The results of t-test

<table>
<thead>
<tr>
<th>Concept</th>
<th>Sample</th>
<th>Mead</th>
<th>SD</th>
<th>Mean standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical skills</td>
<td>147</td>
<td>4.02</td>
<td>0.498</td>
<td>0.059</td>
</tr>
</tbody>
</table>

Source: Research findings

### Table 8: Test results obtained from univariate t-test

<table>
<thead>
<tr>
<th>Concept</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Sig.</th>
<th>SD</th>
<th>Confidence interval of 95% difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical skills</td>
<td>21.27</td>
<td>146</td>
<td>0.000</td>
<td>1.02</td>
<td>Low limit: 1.147, High limit: 1.38</td>
</tr>
</tbody>
</table>

Source: Research findings

The test results have two outputs. The first one shows the descriptive indices including the number of respondents, the mean and the standard deviation. The second one shows the mean test results. The first column on the left shows the concept. The second column shows t statistic, the third one the degree of freedom, and the fourth one the significance of the test (Sig). Since the significance value is less than 0.05, the hypothesis is confirmed.

The table above shows that the mean obtained from t test for testing Technical skills is 4.02, which is more than 3. Thus, at the error level of 5%, one can claim that the assumption H0 is rejected. This means that KAB business entrepreneurship training has an effect on creating Technical skills among trainees of Technical and Vocational Training Centers in Sistan & Baluchestan.

### Conclusion

According to data analysis based on the conceptual model, there was a significant relationship between the business model KAB and the Technical skills of the trainees. This means that the proposed causal relationship between KAB business training model and Technical skills through t value and fitting indices of the model was meaningful. This aspect focuses on individual aspects and personal characteristics of individuals for entrepreneurship. Hence, training on success, risk taking, creativity, and so on increase the entrepreneurship Technical skills of the individuals. In KAB entrepreneurship training classes, through practical exercises in the classroom and confronting trainees with real issues, they try to strengthen and institutionalize features such as risk-taking.

Trainees have also acknowledged that the mentors manage the way the classroom and the content of the KAB course are to make them more courageous and realistic. The trainees also acknowledged that their attitude to work and entrepreneurship development has changed. In fact, individual abilities are the factors that can guarantee the entrepreneurial personality. Graduates of technical and vocational centers cannot succeed in entrepreneurial activities in lack of self-confidence, creativity and risk-taking.
This finding was consistent with Chavoshi et al. (2010) and inconsistent with Farahani et al. (2010). In this regard, brokers and educational planners have to pay special attention to designing and developing curricula and textbooks for training on succession, risk taking, creativity, and so on, which improves personal entrepreneurship skills [9, 10, 11].

Given the statistical surveys, there was a significant relationship between entrepreneurship business model KAB and apprenticeship management skills. The results of this hypothesis indicated that KAB entrepreneurship training model can increase the features and skills such as planning and setting goals, decisions, human relationships, marketing, etc. that consider the relationships of individuals with other people in the business environment. One of the most common activities in KAB training classes is the ability to interact with others and a team to generate the idea of building a job.

In their groups, the trainees should be given practical lessons for a new job, under the supervision of the trainer, according to the specified resources. This was inconsistent with the results of Chavoshi et al. (2010) and Farahani et al. (2010) that physical education curriculum is poor in providing entrepreneurship management skills. Thus, educators and curriculum planners and designers should pay attention to creativity training projects boosting the Technical skills of entrepreneurs, which results in the operationalization of Article 21 of the Law of the fifth development plan of the country, i.e. the implementation of validation plan of governmental technical and vocational training centers [12, 13].

Studying sub-hypotheses 3 showed that entrepreneurial business training KAB has a significant relationship with the technical skills of trainees in technical and vocational centers. Thus, these training, as well as personal and Technical skills has a significant relationship with the technical skills of the trainees, which is inconsistent with the results of Chavoshi et al. (2010) and Farahani et al. (2010).

In this sphere, two reasons may be proposed for the results of these three hypotheses:

First, ILO has developed this entrepreneurial training model specifically for technical and vocational centers also applicable to secondary education and higher education.

Second, Iran's vocational training organization, in its 2011 review of the model, has changed the model content by obtaining permission from the ILO to 25%, adapting it to the national and regional conditions.

Therefore, one can state that the reason why there is a significant relationship between business model training KAB and personal, technical and Technical skills of entrepreneurship is that the subjects - the agents and designers of the curriculum - based on the training entrepreneurship is familiar with the business model (KAB).

Moreover, individual creative entrepreneurship skills, facultative and practical training, and explicit and hidden curriculum in short, medium, and long term courses in face-to-face and non-attended classes and distance learning, or even virtual education are other reasons for this relationship. One of the limitations of this model is the limited time (according to trainees) and the limitations in scientific resources and research related to the business model (KAB).

The result is that the findings of this research on the business model (KAB) deepen the implementation of entrepreneurship instead of job finding on the one hand, and the more operational goal, according to Obeid (2012), in developing skills, attitudes and the entrepreneurship on the other hand among young men and women. It contributes to development and creation of an entrepreneurial general and specialized culture at universities and industrial and industrial centers.

Thus, it can be stated that based on the conceptual framework, the effect of business model KAB on Technical skills among the students was revealed. The reason for this could be the base for the theoretical and practical model development for the design and implementation of educational programs and a lesson to better new entrepreneurial practices instead of finding employment in vocational centers.
In other words, one can state that Technical skills - such as Technical skills like perseverance and leadership, anticipation, risk taking, innovation are realized for the students through the application of the business model KAB. Moreover, the ability to manage change, and management skills - such as planning, business start-up, and financial skills are realized for the students through the application of the business model KAB. Furthermore technical skills - such as coaching skills, acting and role playing in micro and macro groups, or micro and small teamwork skills, writing, listening, oral communication or visual and verbal communication, monitoring of technical and vocational environments, business management and work, collaborative management, management of educational and executive affairs of Information Technology (IT), IT and educational IT, internal skills, and interpersonal business environment - are realized for the students through the application of the business model KAB.

References

5. Bakhti Gh R (2011) An Investigation of Organizational Entrepreneurship Barriers in Mazandaran University, Master's Degree in Management of Public Administration, Mazandaran University.