TRANSFORMATION TO ENTREPRENEURIAL UNIVERSITY: A STUDY ON EFFECTIVENESS OF ENTREPRENEURSHIP TRAINING PROGRAM FOR FACULTY DEVELOPMENT.

*Flt. Lt. (Dr.) Manmeet Sardalia
** Dr. Upasana Thakur

ABSTRACT

The concept of the "entrepreneurial university" is now recognized as a major driver for self-development and innovation and as an appropriate response to succeeding in highly turbulent and unpredictable markets. They play an important role as both knowledge-producer and a disseminating institution. Hundreds of years ago, universities were about providing academic training for a privileged elite. Today they are about training people for the workforce. Employers are extremely worried about the quality of graduates, universities are producing, and whether they are what is needed nationally and globally. Huge amounts of money and time is being invested on not only training the graduates but also faculty who are to deliver the curricula. Training the faculty is as important as adopting other approaches in order to tackle national and global challenges, which are needed to become more entrepreneurial. Universities should engage the faculty. A lot of the time the faculty in front of the class giving talks on entrepreneurship haven't been trained and have no experience, as they are talking from text books as well. It is important to realize that faculty needs two separate sets of skills. Firstly, they need to have subject matter expertise and secondly, they need to learn to transfer that information to the student ie instructional expertise.Most commonly the skills that are learned are traditional lecture style, which are non-interactive and not well suited for non-auditory learning styles.

This paper aims to contribute to a better understanding of the effectiveness of entrepreneurship training program for faculty development. It outlines and evaluates the concept of 'Train the Trainers' Workshop held as an initiative of the Center for Entrepreneurship and Small Business Development at the Mohanlal Sukhadia University (MLSU). Itreviews the effectiveness of the faculty development program,from the point of view of trainees and assesses the relevance of such programs. This research could cover significance of invaluable strategies to bring further benefitstoentrepreneurial educational institutions. Also whether resultantly there is scope of employability enhancement.

Keywords: Entrepreneurial Universities, Training, Effectiveness, Faculty Development, MLSU, Faculty members, Employability

*Flt. Lt. (Dr) Manmeet Sardalia -Teaching Consultant,Faculty of Management Studies,MLSU, Udaipur(Raj)
**Dr. Upasana Thakur – Teaching Consultant, University College of Commerce and Management Studies, MLSU, Udaipur(Raj)

1. INTRODUCTION

Technology and innovation are enabling today's rapid evolution, and universities are the drivers of innovation. As soon as this is realised, we must also realise that we have to evolve. As universities we can't stand still in the way we have been doing. Earlier Universities were providing academic training for a privileged elite, but today the workforce has to be trained. But we have lost the plot. How many of the graduates we produce are fit for purpose for the workforce? We've gone too far down the line where we measure the success of the university by the number of enrolments and graduates. We are not too worried about quality because then our subsidies will come down. Whereas, employers should be extremely worried about the quality of graduates produced and whether they are what is needed nationally and globally. Employers have to invest "huge amounts of money" and time on training graduates.Universities are also not responding sufficiently to the evolving knowledge economy. They have to change curricula and approaches in order to tackle national and global challenges, and needed to become more entrepreneurial.

One such step has been taken by Mohanlal Sukhadia University(MLSU) which in recent years has been a pioneer in adopting innovative practices and courses. University has adopted CBCS proposed by University Grants Commission in many courses. Many innovative courses have been started by university, to inculcate managerial abilities like operations skills, marketing skills, human resource management skills, accounting and managing finances.All of these courses were the choice of industry and popular among the students.

MLSU is ever willing to be part of developing entrepreneurial culture in nation. The popular belief that transformation of job seeker in to job providers is a sign of consistent growth in economy. This will require in the first place that a mindset be created where youth passing out of schools and entering higher education have a positive disposition for entrepreneurial activity. This requires sufficient exposure to entrepreneurship during course of their education.

MLSU has recently established Center for Entrepreneurship and Small Business Development
(CESBD). This center inculcates entrepreneurial skills by not only organizing short duration workshops but even designing certificate, diploma and degree courses focusing such exposure.

This center under the aegis of Faculty of Management Studies,MohanlalSukhadia University, Udaipur, focuses on three audiences:

a) As an established university catering to educational needs of students in the state, the center targets at this group. This group has been further subdivided on the basis of the requirements and profile of these students:

    (i)   The students doing graduation course.

    (ii)   Students in Post-graduation Course

    (iii)   Trainers of entrepreneurship education

    (iv)   Later expand to include students from high school, about to take up employment or enter higher education

b) The center also addresses the support and learning needs of local entrepreneurs / small business providers-

    (i)   It offers support in terms of education, training, and consultancy to this group at an affordable cost

    (ii)   It offers a platform similar to quality circles where they can discuss their problems and solutions individually and collectively.

As Udaipur is surrounded by tribal population, it has been center of attraction for educational development by both Government and private investors. The City has three state government universities and three private universities. The city has been hub for engineering, management and medical education for even neighbouring states. With this education drive and entrepreneurial orientation added, it proves to be a boon to 'Stand Up India' mission of the central government.

Moreover the University has also organized workshops and faculty development programs to train the trainers. This research work has been conducted on the Effectiveness of such training Programs. The first ever 'Train the Trainer's' Workshop conducted by Infosys was held to train the teachers as a part of Faculty Development Program.

2.   REVIEW OF LITERATURE

The review of literature has been devoted to contemplate briefly the findings of earlier studies of topical interest conducted in India or abroad and also to explore the probable

research gaps. It covers a broad spectrum of books, research papers, articles and studies that not only is relevant for the paper but also ensures qualitative scholarly work.

Drucker,1999 stated "The most valuable asset of a 20th century company was its production Equipment. The most valuable asset of a 21st century institution will be its knowledge Workers and their productivity."**Segalet al.,2005** mentioned that being an entrepreneur is often viewed as an aversive career choice where one is faced with everyday life and work situations that are fraught with increased uncertainty, impediments, failures, and frustrations associated with the process of new firm creation. Entrepreneurship research has also attempted to identify the situational and environmental factors that predict entrepreneurial activity, such as job displacement, previous work experience, availability of various resources, and governmental influences.**Munro and Cook, 2008** mentioned that one of the key criticisms of the Honey and Mumford approach is that thinking is treated as concluding not starting. In this model, which revises the Kolb and Honey and Mumford Models, it is suggested that the environment of the learner is integral to the development of the learner. This has formed the basis for a model, which outlines the three dimensions of enterprise in the forms of envisioning, energizing, and expediting. The key elements of students initially working in teams widens the immediate networks on which they can draw and with the mix in the team they can gain a synergy of vision, energy and expediting.**Janice A. Miller, SPHR and Diana M. Osinski,2002** Reviewed that"The purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services."

Kirby,2004 argued that "the traditional education system stultifies rather than develops the requisite attributes and skills to produce entrepreneurs. His proposes that if entrepreneurs are to be developed, considerable changes are required in both the content and process of learning. He also suggests that there needs to be a shift in the emphasis from educating "about" entrepreneurship to educating "for" it. Many individuals are entering self-employment such as creating a business as a means of escaping the unstable nature of the new work environment. According to Kirby [4] experience is the most important elements in motivate them to open business because experience had influenced their choices in participating business industry". **Matlay,2006** stated that entrepreneurship education can increase both the quality and the quantity of graduate entrepreneurs entering the industry.

Most of the initiatives were included a specific entrepreneurship agenda that sought to enhance entrepreneurial motivation and business competency amongst the expanding cohort of new graduates. Besides that, it was also stressed that the propensity of graduates to become growing entrepreneurs is influenced by existing socio-economic and educational conditions that are specific to the country and its position in the global economy. **Galloway et al.,2005**examine the potential of entrepreneurship education to develop skills, and of whether students perceive them as having value within the modern economy. The results also suggest that many students expect to work in new and small firms, and that skills developed by entrepreneurship education are applicable to both waged employment and entrepreneurship [7]. According to him entrepreneurship education seems to have much potential to develop skills appropriate for the enterprise economy. **Henderson and Robertson ,1999**show that education has important roles in providing challenges in being anentrepreneur and also encouraging skill development and self-sufficiency. Young generations must have sufficient knowledge of small firms and entrepreneurship as a chosen career. Studying a higher education could have influenced their choices in business venture startup.**V S Rama Rao,2010** was of opinion thatafter employees have been selected for various positions in an organizations training them for the specific tasks in which they have been assigned assumes great importance. It is true in many organizations that before an employee is fitted into a harmonious working relationship with other employees,, he is given adequate training. Training is the act of increasing the knowledge and skills of an employee for performing a particular job. The major outcome of training is learning. A trainee learns new habits, refined skills and useful knowledge during the training that helps him improve performance"

3.   RESEARCH GAP

After an intense study in the related field of entrepreneurial universities it was found that although a lot of study has been done on training measures taken by universities but so far no concrete research work was done on effectiveness of 'Train the Trainer' faculty development program. In specific the dimension of students employability vis a vis the trainees training has not been explored. This research gap motivated us to work on our set of objectives.

4.   RESEARCH METHODOLOGY

Objective of the study*:-*

1. To review the effectiveness of the faculty development programmes from the point of view of Trainees and assess the relevance of such programme.

2. To find out the relationship between Trainees' Age, Gender and year of experience with his view about effectiveness of Faculty Development Program.

Type of Research – Exploratory & Empirical Research.

Data Collection Method- Data was collected through mailed Questionnaire

Method of sampling - Convenient Sampling

Sample Size - 95 Faculty members of Mohanlal Sukhadia University who attended faculty development programme by Infosys.

Test- Chi Square test

Hypothesisframed for the study:-

Ho1: There is no association between Trainee's Stream and his view about effectiveness of Faculty Development Programme.

Ho:2 There is no association between trainee's year of experience and his view about effectiveness of Faculty Development Programme.

LIMITATION OF THE STUDY:

Questionnaire was sent to 120 Faculty Members of Mohanlal Sukhadia University who were trained on skill development. Questionnaire was prepared online by using Google Form which is based solely on Training Effectiveness. Only 95 out of 120 faculty members responded. Research was restricted to MLSU only and also majority trainees were of commerce stream.

© Associated Asia Research Foundation (AARF)

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories.

Page | 405

5. DATA ANALYSIS AND INTERPRETATION

Table 1: Demographic Profile of Respondents

Age	Frequency	Percentage
25-35	50	52.63157895
35-45	35	36.84210526
50 and above	10	10.52631579
Total	**95**	**100**
Gender	**Frequency**	**Percentage**
Male	50	52.63157895
Female	45	47.36842105
Total	**95**	**100**
Stream	**Frequency**	**Percentage**
Commerce	50	52.63157895
Management	25	26.31578947
Science	10	10.52631579
Law	10	10.52631579
Total	**95**	**100**
Year of Experience	**Frequency**	**Percentage**
1-5 Years	55	57.89473684
5-10 Years	30	31.57894737
10 and above	10	10.52631579
Total	**95**	**100**

Source: Own computation

Interpretation: Around 52 % of respondent were 25-35 years of Age. 50 % of the respondents were male and 45 % of respondent were female. Most of them were having 1-5 years of experience.

Table 2: Trainee's view about relevance of content covered during training programme

Trainee's view about relevance of content covered during training session	Frequency	Percentage
Yes	90	94.73684211
No	5	5.263157895
Total	**95**	**100**

Source: Own computation

Interpretation: Out of the 95 Respondents 90 said that content covered during training session were relevant to them.

Table 3: Trainee's view about effectiveness of training programme to improve their skills.

Effectiveness of Training programme to improve skills	Frequency	Percentage
Leadership Skill	40	33.33333333
Communication	35	29.16666667
Teamwork	45	37.5

Source: Own computation

Interpretation: Around 33 % of respondents said that after attending the training programme their Leadership skill is improved 29 % said that their Communication skills are improved. Most of them that is 37 % said that they learn to work into Teams.

Table 4: Trainee's view about Trainer's skills

Rating for Trainer for his preparation, communication and Body language	Frequency	Frequency
Excellent	45	47.36842105
very good	50	52.63157895
Good	0	0
Poor	0	0
Total	**95**	100

Source: Own computation

Interpretation: 52 % of Trainee's rate very good to trainer for his preparation, communication and body language. We found that not a single trainee found trainer's preparation and communication skill and body language as poor.

Table 5: Trainee's view about effectiveness of training material

Effectiveness of Training Material	Frequency	Percentage
Yes	95	100
No	0	0
Total	**95**	**100**

Source: Own computation

Interpretation: We found positive result from each of them for effectiveness of training material.95 out of 95 said that material provided during training was effective.

Table 6: **Effectiveness of training programme in improving trainee's own way of teaching**

Effectiveness of training programme in improving trainee's own way of teaching	Frequency	Percentage
Yes	70	73.68421053
No	0	0
Somewhat	25	26.31578947
Total	**95**	**100**

Source: Own computation

Interpretation: Around 73 % of the respondents said find improvement in their own way of teaching after attending the training programme.

Table 7: **Trainee's view about post training they are able to help students to become employable.**

Trainee's view about enabling students to become employable	Frequency	Percentage
Certainly	45	47.36842105
Maybe	50	52.63157895
Not at all	0	0
Total	**95**	**100**

Source: Own computation

Interpretation: Out of 95 trainee's who attended the training programme 45 said that post training they would be able to help the students to become employable. And 50 out of 95 said that they are not sure and not a single respondent given a negative response.

Table 8: **Trainee's view about overall effectiveness of training programme.**

Trainees view about overall effectiveness of training programme	Frequency	Percentage
Effective	80	84.21052632
Effective to a certain extant	10	10.52631579
Not at all Effective	5	5.263157895
Total	**95**	**100**

Source: Own computation

Interpretation: We found that 84 % of respondents said that training programme was overall effective in terms of training material, trainer's ability, relevance of content of training programme. Only 5 % said that training programme was not effective overall.

Hypothesis Testing:-

    Null Hypothesis: There is no association between Trainee's Age and his view about effectiveness of Faculty Development Program.

Table 9: Overall effectiveness in relation with Age

Trainees view about overall effectiveness of training programme	Age			
	25-35	35-45	50 & above	Total
Effective	50	30	0	80
Effective to a certain extant	0	5	5	10
Not at all Effective	0	0	5	5
Total	50	35	10	95

- Calculated value of Chi square is = 98

- Table Value at 5 % Level of significance and 4 DOF is 9.488

- D&C- Since chi square calculated is greater than table value so we **reject** null hypothesis at 5%LOS and hence conclude that there is association between Trainee's Age and his view about effectiveness of Faculty Development Program.

- With observation we can conclude that the young faculty members between the age group25-35 and between35-45 are found training program more effective.

Null Hypothesis: There is no association between trainee's year of experience and his view about effectiveness of Faculty Development Program.

Table 10: Overall effectiveness in relation with years of experience

Trainees view about overall effectiveness of training programme	Year of Experience			
	1-5 Years	5-10 Years	10 and above	Total
Effective	50	26	4	80
Effective to a certain extent	5	4	1	10
Not at all Effective	0	0	5	5
Total	55	30	10	95

Source: Own computation

- Calculated value of Chi square is = 40.998

- Table Value at 5 % Level of significance and 4 DOF is 9.488

- Decision & Conclusion- Since chi square calculated is greater than table value so we **reject** null hypothesis at 5% LOS and hence conclude that there is association between Trainees' years of experience and his view about effectiveness of Faculty Development Program.

- With observation we can conclude that faculty members who have less experience i.e. between 1-5 and 5-10 are of the view that Training program was effective as compared to faculty members who have more experience.

6. CONCLUSIONS

The objective of the study was to review the effectiveness of the faculty development programmes from the point of view of Trainees and assess the relevance of such program. Also an effort was made to find out the relationship between Trainees' Age, Gender and year of experience with his view about effectiveness of Faculty Development Program.

It was found it appropriate to study the employability dimension vis a vis their age and experience in order to access how it affects the implementation of what is taught in the draining program.

In this regard, perception of 95 faculty members was studied who could be contacted through questionnaire and mail. It was found that most of them found the training to be effective and

that the content of the training program to be sufficient. A very few number was of the opinion that the content was not relevant.

When probed in detail it was revealed that a small session was on speaking English and probably those of arts stream found it irrelevant.

It was also found that most of them were of the view that there was improvement in leadership, communication and teamwork skills. Job related or technical skills was not responded to as all were from different stream.

All of the respondents agreed that the trainer's preparation, communication skill and body language were up to the mark. The trainers seemed to be well prepared and the material provided by them was sufficient and relevant.

Very few respondents found little improvement in their own way of teaching after attending the training program. A majority found scope of improving their teaching skills after the training.

As regards employability the view was divided, while almost half of the faculty members were of the opinion that post training they would be able to help the students to become employable while other half were not too sure.

When the question arose of overall training effectiveness including all dimensions such as trainer, content, duration, infrastructure, material, delivery etc majority fount the overall training program to be effective.

In our efforts, we also tried to find the association between the age of trainees and his view of effectiveness of program. In accordance to our expectations we found that the young professionals were keener to adopt new skills and deliver the same to students. Senior faculty members were a little hesitant to adapt these new teaching methods.

We also researched the association between trainee's year of experience and his view about effectiveness of Faculty Development Program

It was found in that those faculty members who were young, were of the opinion that the training program was quite effective. They were positive about the delivery of the same to students and their skill enhancement thereafter.

As expected those faculty members who were a bit senior ie they had been serving for about more than 10 years in comparison found the training to be less effective. This could be

attributed to the fact that to unlearn and change previous teaching habits is a bit difficult as one becomes older.

A vital point to be noted is that the senior faculty members were very content and satisfied with the training program but willingness to adapt new techniques is easier by those who are new to the system than those who have been there for some time. They need to understand that change is inevitable and the sooner we adapt to it the better it is.

The study also revealed few interesting facts, of the 95 respondents, a whooping majority were of opinion that the training should be "off the job" as there were many disturbances due to interferences during training program by college staff in light of pending work. Even personal work was a hindrance in smooth flow of the program.

An attempt was made to identify which whether the trainees would recommend the program to their peers and not a single respondent was of the view that they would not recommend their peers and colleagues to attend such program.

Most of them also felt that such programs should continue in future as it is a positive move of MLSU towards being an entrepreneurial University.

6. References

[1]G. Segal, D. Borgia and J. Schoenfeld, "The motivation to become an entrepreneur,"International Journal of Entrepreneurial Behaviour and Research, vol. 11, no. 1, pp. 42-57, 2005.

[2]C.M. Praag and J.S. Cramer, "The roots of entrepreneurship and labor demand: individual ability and low risk,"Economica, vol. 68, no. 269, pp. 45-62, 2001.

[3]Janice A. Miller, SPHR and Diana M. Osinski, SPHR, Training Needs Assessment, February 1996 Reviewed July 2002

[4]J. Munro and R. Cook, "The small enterprise as the authentic learning environment opportunity (SEALEO),"Aslib Proceedings: New Information Perspectives, vol. 60, no. 6, pp. 686-700, 2008.

[5]D. A. Kirby, "Points of view Entrepreneurship education: can business schools meet the challenge?"Journal of Education and Training, vol. 46, no. 8-9, pp.510-519, 2004.

[6]Drucker, P. (1999). "Knowledge-Worker productivity: the biggest challenge."

[7]K. Lewis, "The best of intentions: future plans of young enterprise scheme participants,"Journal of Education and Training, vol. 47, no. 7, pp. 470-483, 2005.

[8]H. Matlay, "Researching entrepreneurship and education: what is entrepreneurship education and does it matter?"Journal of Education and Training, vol. 48, no. 8-9, pp. 704-718, 2006.

[9]L. Galloway, M. Anderson, W. Brown, and L. Wilson, "Enterprise skills for the economy,"Journal of Education and Training, vol. 47, no. 1, pp. 7-17, 2005.

[10] R. Henderson and M. Robertson, "Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career," Journal Education and Training, vol. 41, no. 5, pp. 236-245, 1999.

[11] V S Rama Rao on December 27, 2010, Need for training, at http://www.citeman.com/13010-need-for-training.html#ixzz1bOCZip