

An Insight of Pedagogical Innovation in Entrepreneurship Education among UiTM Students

Muhammad Addin Burhanuddin, Siti Farrah Shahwir, Norlina M. Ali, Joeaiza Juhari

Abstract: This study aims to identify the best method used in developing interest among students in entrepreneurship field as a choice of career in future. The current pedagogical innovation implemented in UiTM consists of in class session, talk and seminars by key success of entrepreneur, consultancy, simulation, academic visit and business plan project/report. The finding of this research aims to determine whether entrepreneurship course in university matches the needs of undergraduate or not. Data collected through survey and direct interviews with respondents who are in final year students undertaking entrepreneurship course. The paper is hoped to contribute towards improving the quality of teaching in UiTM who identified as entrepreneurial university by using the best approach in delivering knowledge and experience.

Keywords: Entrepreneurship, interest, method, learning, students.

I. INTRODUCTION

It is become a main agenda of governance recently to focus on issues of reducing unemployment and promoting economic growth. The Ministry of Education in Malaysia began to change education policy by adopting the knowledge of entrepreneurship in the education system. It is important to instill the self-dependence attitude among students upon graduation where students are able to change their perspectives after graduated from being employed or to become an entrepreneur starts from scratch. Government that experiencing downturn in economic growth and loose labor market has relied on university entrepreneurship education to supply and delivered more entrepreneurs in creating job opportunities. Therefore, it is the role of the university to study the best mechanism of training and courses that truly meets the current requirements to compete and survive in the competitive business world. In this research, there are two objectives; firstly to study the method used in teaching subject of entrepreneurship and secondly to identifying the best method used in developing interest among students in the entrepreneurship field as a choice of career in future.

Concept of Entrepreneurship Education

According to Richard [19], entrepreneurs are someone who organizes and assumes the risk of a business in return for the profits. Entrepreneurship education has become a central issue for business studies. It is important to have skills, knowledge and experienced to sustain in business world. To gain knowledge of entrepreneurship, formal education is crucial to be possessed to those who are aiming to become an entrepreneur. Many philosophers have pointed out, why anyone should study entrepreneurship [10]. Its supported by Gibb [6] research which increasing the depth of knowledge on particular subject being studied will lead into the development of entrepreneur behavior, perception, skills and attributes of individual. However, the researcher who focus on entrepreneurship education do not give a clear pictures or tools of what really needs to be in place for a successful course in entrepreneurship and especially where the course is being offered along with technical skills in higher learning level.

To achieve effectiveness in delivering knowledge, most important is how educators conceptualize knowledge by using multiple methods to attract student's interest. The aimed of entrepreneurship education is to influenced individual attitudes, behavior, values and intentions towards entrepreneurship career. However, a challenge to academicians is to choose the best method of teaching to align with students course, objectives, environments and types of students in the program [5]. The benefit of studying entrepreneurship can be seen by helping students to develop their capabilities in making decision in the situation of ambiguity environment and able to deal with complexities. Peter et al. [14] and Arndt et al. [3] says that entrepreneurship program aims to promoting entrepreneurial spirit among students. However, there are some arguments which against the objectives of entrepreneurship education.

Teaching Methodology

A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning by students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. There are different types of teaching methods which can be categorized into three broad types. These are teacher-centred methods, learner-centred methods, content-focused methods and interactive / participative methods.

Revised Manuscript Received on April 07, 2019.

Muhammad Addin Burhanuddin, Faculty of Business Management, Universiti Teknologi MARA, Malaysia

Siti Farrah Shahwir, Faculty of Business Management, Universiti Teknologi MARA, Malaysia

Norlina M. Ali, Faculty of Business Management, Universiti Teknologi MARA, Malaysia

Joeaiza Juhari, Faculty of Business Management, Universiti Teknologi MARA, Malaysia

In this research we are focus on teaching centred methods which learning based on experienced, visits, training, simulation, and projects [12]. Some researchers say by the creation on understanding of how entrepreneurship education links up with the various model of learning able to enhance the students understanding towards what works and does not work in designing better courses for the future [18].

To determine which best method applied, it depends on objectives of education [14]. A research from Wasyl et al. [20] says teaching skills are not fixed or finite, but constantly responds to diversity of classrooms, the needs of learners as well as the expectations of curriculum and assessment frameworks. In research finding of Peter et al. [15] lead to result that activities that are more experiential in nature have a great impact on the decision to become an entrepreneur and able to make students more interested in entrepreneur as a career choice.

1. In class

Lectures or in class training still being the most accepted teaching methodology even though a lot of suggestions of pedagogical are recommended. The main advantage of lectures or in class training is the knowledge and information can be delivered to a maximum number of students, who only listen what lecturers delivered, note it down on paper without critically thinking about the content [16].

The lecturer tells, explains, describes or relates whatever information the trainees are required to learn through listening and understanding. Despite the popularity of lectures, the lack of active involvement of trainees limits its usefulness as a method of instruction. In order to make lectures interesting and meaningful, the lecturer must get feedback from students on level of understanding and how to improve the lectures by asking conceptual questions [16].

2. Field Trip

The concept of field trips according to Martha et al. [9] is the method of experiential learning that bring student away from traditional classroom learning into a new mode of learning which visiting to industries or company. Field trips not only improve student's experiences but able to increase knowledge and understanding of the world in which student live. The method of field trips begins with students will be triggered student's stimulus by doing observation on internal and external environment using five senses. So that student will begin to understand, in a critical way. However, field trip method is less preferred by academicians because it will increase lecturer workloads such as have to spend more time of working hours, have to prepare a paper work to get approval, deal with industries and many more [11]. Some research agrees the benefit of field trips are able to bridging the gap between the theory of the books and real life incidents that be gained through books and lectures [11]. Research from Nicholas et al. [11] found out that the students seeing field trip as a situation which sharing real experiences from people who affected which bring into broader perspectives so that the aim of students to engage in deeper learning are achieved.

3. Simulation

Business simulation is one of experiential learning which can be defined as any knowledge gained through experience. It occurs when students involve in some activity, reflect upon the activity, derive insight from the analysis, and incorporate the result through a change in understanding [15]. According to Pittaway et al. [8] the research found that simulation is the best method to instill interest in entrepreneurship field because the students able to, experiencing and simulate what are the entrepreneurs should do. Other research says, business simulations bridge the gap between classroom and the world real life business decision through experiential learning experiences in which students will design, implement and control business strategies [21].

4. Seminars

The seminar method is a tutorial arrangement involving the instructor and group rather than instructor and individual. The advantage of seminar method is to provide general guidance for a group working on an advanced study or research project. It also purposely contribute in exchange of information on techniques and approaches that being explored by members of a study or research group. Entrepreneur talks can be exercised in several ways. One way is through providing living examples of the process of entrepreneurship or providing role models with whom students recognized [4]. In research of Peter et al. [15] says the interaction between students and guest speakers, real entrepreneur provided a good preview of entrepreneurship.

5. Consultation Basis

Consultation basis is fall under active methods. Consultation basis can be defined as those that require the instructor to facilitate learning, not to control and apply methods that enable student's self-discovery [5]. Discussion sessions can be led by the instructor, or can take place in groups. In either case, the goal is to meet the lesson objectives by allowing the trainees to:

- Relate relevant personal experiences or events which have occurred in the work setting.
- Contribute ideas or personal opinions.
- Apply what has been learned to familiar situations or solving problems.
- Express what had been learned.

Some researchers suggest a group of discussion during consultation meeting must be in a small group to build confidence, deeper understanding and good relationship. Furthermore, it helps students engaged actively in interaction activities and learning process [16]. In research finding of Wasyl et al. [20] says mentor acted as advisor during learning process which assist students gaining more fresh ideas from what students earlier suggest because of capabilities of mentor. In addition, consultation basis obviously increased the amount of depth in knowledge because it helps student to think about why students doing each activity instead of thinking that's a good idea but not having a reason why it's a good idea.



6. On Paper Project Report Assignment

Project report assignment are designed to assist students in reflecting on their learning and to reinforce the experience obtained through the in class exercises and experiments [18]. Mostly entrepreneurship education will assign students to prepare a business plan as project assignment instead of other types of assignment such as business simulation and visit [15]. Although common approach use business plan as project assignment, yet there is little research indicates the creation of business plan is most effective technique in entrepreneurship education. The main problem of business plan is lack in of consistency in performance related results associated with planning [15].

Concept of Entrepreneurial Education course in UiTM at Diploma Level

In nurturing knowledge of entrepreneurship, the formal teaching methodology used in ENT300 consists of lectures, consultation with lecturers, in class discussions and self-learning. However, lecturers are still free to use any other methods of teaching in attracting student interests in ENT300. Student assessments are divided into on paper exam and project basis. Final exam contributes 50 percent from total assessment meanwhile 35 percent comes from business plan project and another 15 percent are from midterm exam.

II. METHODOLOGY

The research design provides the basic directions in carrying out the study. It involves the location of the study (the study setting)/UiTM, type of study, the duration of the study, data collection methods, and the variables that will be measured and analyzed to test the hypothesis [17]. A research design states the structure of research problem and the plan of investigation used to obtain empirical evidence in relation to the research problem. Primary data collected through administered questionnaire from the respondents. The respondents consist of final year students who are taking entrepreneurship course. The total number of respondents who are participated is 450 respondents which female students consist of 321 respondents and 129 from male students. In developing the questionnaire, there are 18 questions for independent variables and four questions for dependent variable. Basically, the question focused on student preferences, teaching method effectiveness and interest tendency towards entrepreneurship career. The questionnaire was used likert scale as instrument where “1 for strongly agree to 5 for strongly disagree”.

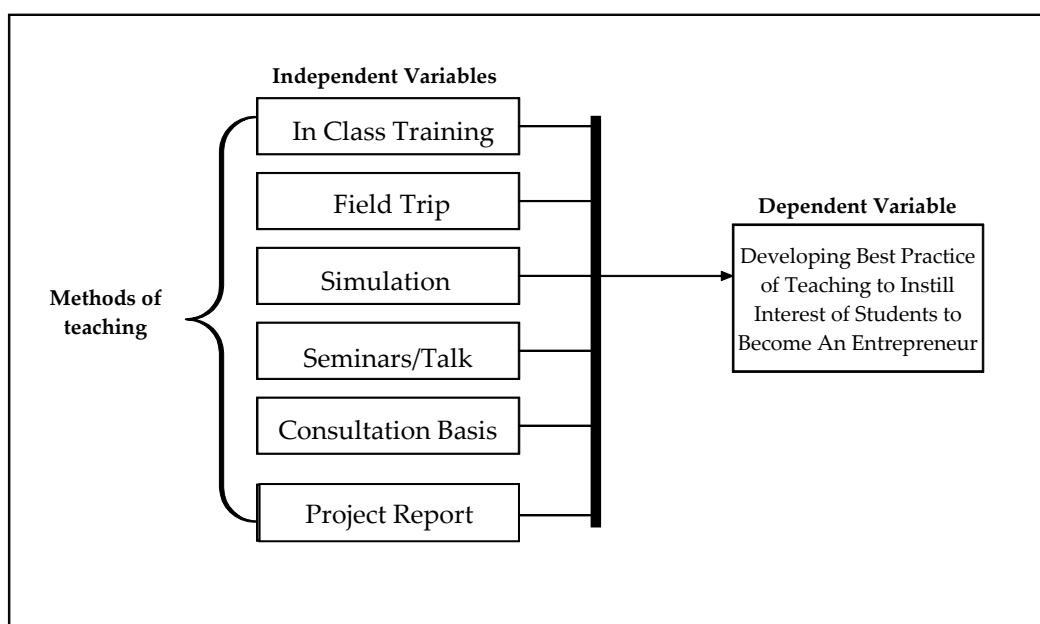


Figure 1. Theoretical framework on teaching pedagogical used in developing interest towards entrepreneurship course

This study is design to identify empirically the extent to which current entrepreneurship course influences UiTM students towards developing entrepreneurial tendencies and to investigate the effectiveness of pedagogical methods in university offering courses on entrepreneurship. In figure 1, methods of teaching became independent variables which lead into development of best practice of teaching in instilling interest among students to become an entrepreneur. The independent variables in this study consists of in class training, field trip, business simulation, seminars, consultation basis and project report (business plan).



III. METHODOLOGY

Demographic Profile

Table. 1 Demographic Profile

Demographic Profile		Respondents (Percent)
Gender	Male Female	28.7 71.3
Age	18 to 21 years' old 22 to 25 years' old 26 to 29 years' old 30 years and above	74.9 23.8 1.1 0.2
Religion	Muslim Non-Muslim	98.4 1.6
Course	Diploma level Bachelor/ degree level	46.2 53.8
Cumulative Grade Point Average (CGPA)	Between 3.5 to 4.00 Between 3.00 to 3.49 Between 2.5 to 2.99 Below 2.5	28.7 45.8 23.1 2.4
Do you think ENT300/ ENT530 is interesting subject?	Yes No	87.3 12.7
Total		100

Based on table 1, it can be seen that the highest contribution of percent came from female respondents which contributed 71.3 percent meanwhile the balance of 34.0 percent were came from male respondents. For the segment of age, there are four ranges which distributed from age of 18 to 30 years old and above. The highest percentage of respondents age is 18 to 21 years old which 74.9 percent and the least number among the categories is 30 years and above which display 0.2 percent.

Meanwhile, for religion status of respondents collected from the survey showed that most of the respondents were Muslim, which signify by the percentage of 98.4 percent. For course taken by the respondents, it can be seen that the most of the respondents were possess degree level since the

category contributed the highest percentage is 53.8 percent and they possess cumulative grade point average range (CGPA) between 3.00 to 3.49 which indicate 45.8 percent. Lastly, the result shows the majority of the respondents seem interested with entrepreneurship subject (ENT300) with the highest contribution of 87.3 percent.

In this study, the research objective is to identify the best method used in developing interest among students in entrepreneurship field as a choice of career in the future. There are several types of analysis that have been using such as descriptive analysis, regression analysis and Pearson correlations analysis. These types of analysis have been using to answer the two research objectives that have been stated.

Descriptive Analysis

Table. 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurial Intentions	450	1.00	5.00	2.3739	0.60924
Class	450	1.00	4.83	2.4607	0.63389
Seminar	450	1.00	4.33	2.3541	0.61928
Consultancy	450	1.00	4.67	2.2289	0.72411
Simulation	450	1.00	4.33	2.2378	0.72704
Visit	450	1.00	4.33	2.0393	0.73932
Project	450	1.00	4.75	2.5146	0.63183
Valid N (listwise)	450				

Table 2 demonstrate the value of mean for entrepreneurial intentions (2.3739), class (2.4607), seminar (2.3541), consultancy (2.2289), simulation (2.2378), visit (2.0393), and project (2.5146) factors. The value of mean indicates where the center of data is located and what are the feedback and response given by the respondents from scale 1 (strongly agree) to 5 (strongly disagree). Overall the respondents were agreed with all the factors that is class, seminar, consultancy, simulation, visit, and project are

important in developing entrepreneurial intentions among them. Based on the table above, project represents the highest number of mean which is 2.5146 and the lowest number of mean is visit with the number 2.0393.



Pearson Correlation Analysis

The outcome from the correlation (Table 3) represent the findings on the correlation between entrepreneurial intention and methods used in developing interest among students in entrepreneurship field. In this study, there are low positive correlation between factor of entrepreneurial intentions towards class, seminar, consultancy, simulation, visit, and project factors which represent $n=0.379$, 0.407 , 0.429 , 0.353 , 0.312 , and 0.314 respectively.

The result shows that entrepreneurial intentions can be developed by using class, seminar, consultancy, simulation,

visit, and project. All the independent variables were found to have a low positive correlation with entrepreneurial intentions. The findings indicate the entrepreneurial intentions is dependent on those six factors that are class, seminar, consultancy, simulation, visit, and project as a mechanism in developing interest among students in entrepreneurship field. Besides, the result also shows that the strongest factor influence entrepreneurial intentions is consultancy with a correlation factor $n=0.429$, while the least factor was visit factor with a correlation of $n=0.312$.

Table. 3 Pearson Correlations Analysis

		Entrepreneurial Intentions	Class	Seminar	Consultancy	Simulation	Visit	Project
Entrepreneurial Intentions	Pearson Correlation	1	.379**	.407**	.429**	.353**	.312**	.353**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	450	450	450	450	450	450	450
Class	Pearson Correlation	.379**	1	.519**	.428**	.421**	.343**	.501**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	450	450	450	450	450	450	450
Seminar	Pearson Correlation	.407**	.519**	1	.458**	.475**	.529**	.509**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	450	450	450	450	450	450	450
Consultancy	Pearson Correlation	.429**	.428**	.458**	1	.435**	.467**	.367**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	450	450	450	450	450	450	450
Simulation	Pearson Correlation	.353**	.421**	.475**	.435**	1	.520**	.389**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	450	450	450	450	450	450	450
Visit	Pearson Correlation	.312**	.343**	.529**	.467**	.520**	1	.314**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	450	450	450	450	450	450	450
Project	Pearson Correlation	.353**	.501**	.509**	.367**	.389**	.314**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	450	450	450	450	450	450	450

**. Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis

Table. 4 Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.521 ^a	.272	.262	.52342

A. Predictors: (constant), project, visit, consultancy, class, simulation, seminar

Based on the rules of thumb, R^2 value of more than 0.85 (85%) can be considered to be good and acceptable and can be used for forecasting purposes. In this study, based on above table the $R^2 = 0.272$. This means, 27.2 percent of changes in the dependent variable can be explained by all independent variables chosen. The remainder 72.8 percent cannot be explaining due to omission at some other variables.



Table. 5 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	.908	.122		7.424	.000
Class	.109	.050	.113	2.193	.029
Seminar	.139	.055	.141	2.519	.012
Consultancy	.197	.042	.234	4.695	.000
Simulation	.078	.043	.093	1.804	.072
Visit	.008	.043	.010	.183	.855
Project	.096	.049	.100	1.978	.049

a. Dependent Variable: Entrepreneurial Intentions

Class factor, Entrepreneurial Intentions

The class factor is a significant variable towards entrepreneurial intentions. It is clear shown that the p-value for class is less than 0.05 which is 0.029. It has significant relationship with beta = 0.109.

Seminar factor, Entrepreneurial Intentions

The seminar factor is a significant variable towards entrepreneurial intentions. It is clear shown that the p-value for seminar is less than 0.05 which is 0.012. It has significant relationship with beta = 0.139.

Consultancy factor, Entrepreneurial Intentions

The consultancy factor is a significant variable towards entrepreneurial intentions. It is clear shown that the p-value for consultancy is less than 0.05 which is 0.000. It has significant relationship with beta = 0.197.

Simulation factor, Entrepreneurial Intentions

The simulation factor is not significant variable towards entrepreneurial intentions because p-value is 0.072 greater than 0.05 where as it should be less than 0.05 ($p < 0.05$) to be significant. Since p value is not significant, simulation factor need to be remove from this model.

Visit factor, Entrepreneurial Intentions

The visit factor is not significant variable towards entrepreneurial intentions because p-value is 0.855 greater than 0.05 where as it should be less than 0.05 ($p < 0.05$) to be significant. Since p value is not significant, visit factor need to be remove from this model.

Project factor, Entrepreneurial Intentions

The project factor is a significant variable towards entrepreneurial intentions. It is clear shown that the p-value for project is less than 0.05 which is 0.049. It has significant relationship with beta = 0.096.

IV. CONCLUSION

Based on the findings, there are four methods show significantly relationship in instilling student's interest in entrepreneurship field. The findings indicate method used of normal class practice, conducting seminar session, consultancy with lecturers, simulation and completion of business plan project significantly able to boost interest among students to become as entrepreneur. Even though the finding shows all variables are low correlation between

these six methods, this research found out that consultancy is the best method that able to instill interest of students compare than others. According to Ramzan et al. [16] regular consultancy can help students engaged actively in the learning process. Meanwhile, in the research finding of Wasyl et al. [20] says that mentor acted as supporter and advisor during the process of learning which help students to gain more new ideas from what students earlier suggest because of mentor experienced and expertise.

In future recommendations, researchers should test and looking for another method in developing interest of students due to this research proved all variables are not really able to influence students in involving entrepreneur career. On future research, the researchers may include new practices such as study through online platform or digital technology learning method. Nowadays digital learning platforms is one of the most popular teaching learning methods in education. Using this platform can bring a positive impact for both students and educators in accelerating the learning process. As mentioned by Ahlem [1] he stated that integration of several technologies such as online learning can trigger the learners' interest especially who have grown up surrounded by all types of technologies. However, technology cannot replace the conventional teaching methods, but it can support teaching in different ways.

ACKNOWLEDGEMENTS

This research is fully funded by Aras Grant, Dana Kecemerlangan UiTM.

REFERENCES

1. Ahlem Chelghoum, "Promoting Students' Self-Regulated Learning Through Digital Platforms: New Horizon in Educational Psychology", American Journal of Applied Psychology, Vol. 6, pp. 123-131, 2017.
2. Asman Makhoka and Micheala Ongwae, Book of A14 Days Teaching Methodology Course, 1997.
3. Arndt Lautenschläger and Heiko Haase, "The Myth of Entrepreneurship Education: Seven Arguments Against Teaching Business Creation at Universities", Journal of Entrepreneurship Education, Vol. 14, 2011.
4. Eli Gimmon, "Mentoring as A Practical Training in Higher Education of Entrepreneurship", Journal of Education and Training, Vol. 56, pp. 814-825, 2014.



5. Ernest Samwel Mwasalwiba, "Entrepreneurship Education: A Review of Its Objectives, Teaching Methods, and Impact Indicators, Journal of Education and Training, Vol. 52, pp.20-47, 2010.
6. Gibb, A.A., "The Enterprise Culture and Education: Understanding Enterprise Education and Its Links with Small Business, Entrepreneurship and Wider Educational Goals", International Small Business Journal, Vol. 11, No. 3, pp. 11-27, 1993.
7. Isabella Hatak, "Innovation in Entrepreneurship Education in Europe: An Analysis of New Initiatives, Implementation Processes and Associated Success Factors", [Online]. Available:https://www.wu.ac.at/fileadmin/wu/d/ri/ricc/Forschung/Laufende_Projekte/researchreport2011_3.pdf. [Accessed: Aug. 15, 2018].
8. Luke Pittaway, Corina Edwards, "Assessment: Examining Practice in Entrepreneurship Education", Journal of Education and Training, Vol. 54, pp.778-800, 2016.
9. Martha L.Nabors, Linda Carol Edwards, R.Kent Murray, "Making The Case For Field Trips: What Research Tell Us And Site Coordinators Have To Say", Journal of Education, Vol. 129, No. 4, 2015.
10. Mohd Zahari Ismail and Syed Zamberi Ahmad, "Entrepreneurship Education: An Insight from Malaysian Polytechnics", Journal of Chinese Entrepreneurship, Vol. 5, No. 2, pp. 144-160, 2013.
11. Nicholas Gill, Michael Adams dan Christine Eriksen, "Engaging With The Unfamiliar Field Teaching In A Multi Campus Teaching Environment", Journal of Geography in Higher Education, Vol. 36, No. 2, 259–275, May 2012.
12. Norasmah Othman, Norashidah Hashim, Hariyaty Ab Wahid, "Readiness Towards Entrepreneurship Education: Students and Malaysian Universities", Journal of Education and Training, Vol. 54, pp.697-708, 2012.
13. Norasmah Othman, Norfadhilah Nasrudin, "Entrepreneurship Education Programs in Malaysian Polytechnics", Journal of Education and Training, Vol. 58, pp.882-898, 2016.
14. Peter Balan and Mike Metcalfe, "Identifying Teaching Methods That Engage Entrepreneurship Students", Journal of Education and Training, Vol. 54, pp.368-384, 2012.
15. Peter S. Sherman, Terry Sebora and Lester A. Digman, "Experiential Entrepreneurship in The Classroom: Effects of Teaching Methods on Entrepreneurial Career Choice Intentions", Journal of Entrepreneurship Education, Vol. 11, 2008.
16. Ramzan M. Mushtaq, R. Ansar, Bibi A., Sabah S., Mughala A., Nadeem S. and Wahed K., "Effects of Teaching Method on Assessment Outcome", Biomedics, Vol. 31, pp.209-214, Jul-Sept 2015.
17. Sekaran, U., "Research Method for Business. A Skill Building Approach", John Wiley & Sons, Inc., 4th ed., USA, 2003.
18. Sarah Robinson, Helle Neergaard, Lene Tanggaard, Norris F. Krueger, "New Horizons in Entrepreneurship Education: From Teacher-Led to Student-Centered Learning", Journal of Education and Training, Vol. 58, pp. 661-683, 2016.
19. UiTM Entrepreneurship Study Group, "Fundamentals of Entrepreneurship", Pearson Prentice Hall, Petaling Jaya, Malaysia, 2004.
20. Wasyl Cajkler and Phil Wood, "Mentors and Student-Teachers Lesson Studying in Initial Teacher Education", International Journal for Lesson and Learning Studies, Vol. 5, pp.8498, 2016.
21. Yang Xu and Yi Yang, "Student Learning in Business Simulation: An Empirical Investigation", Journal of Education For Business, Vol.85, pp. 223–228, 2010.