

Malaysian Polytechnic: Entrepreneurial Practice Amongst Lecturers



Hanim Zainal, Mohd Khata Jabor, Sarimah Ismail

Abstract: Polytechnic in Malaysia today have entrepreneurial education based activities Entrepreneurship is one of the elements of teaching and learning for lecturers and students especially in relation to real life experiences in the business world and thus it can apply the concepts and theories learned as a business approach to real life situations. The perception of preparation among lecturers is based on knowledge, practice and skills. A total 134 of lecturers from Northern Regional Polytechnic, East Regional Polytechnic and Southern Regional Polytechnic randomly selected to answer a questionnaire that was given. The data was analyzed to get descriptive statistics. The results shows the perception of the level of readiness about knowledge, practice and skills among lecturers is at a high level So that, lecturers has strongly to implement entrepreneurial activities and also about their teaching but the task of management needs more focus too and lecturers has to do also. Lastly, this study showed no significant difference amongst polytechnic lecturers in Malaysia on the entrepreneurial.

Keywords : Competency, Engagement with business, Entrepreneurship, Potential

I. INTRODUCTION

According to [15], entrepreneurship is the process of starting, creating, building and expanding an enterprise or organization, creating an entrepreneurial team and gathering resources to look for opportunities in the long term market meanwhile [9], the government recognizes the importance of entrepreneurship education being embedded in the national education system as entrepreneurship activities are an important component of economic growth, innovation and employment. There are some studies on entrepreneurship programs such as [4] and [10] find that most instructors lack the skills and experience in entrepreneurship. [8] It should be pointed out that faculty and educators need to be given skills in line with the technological and entrepreneurial

developments in the industrial sector. Other than that, the basic principles of competency clearly state that an educator can enhance his or her knowledge and skills in carrying out assignments from time to time in order to enable him to perform tasks more effectively. Through this method, lecturers are trained with the skills and techniques to ensure that their entrepreneurial knowledge can be successfully acquired and ultimately achieve national educational objective.

II. OBJECTIVE

Objective of the study is to :

1. Identifying level of entrepreneurship knowledge among polytechnic lecturer.
2. Identifying level of entrepreneurship practice among polytechnic lecturer.
3. Identifying level of entrepreneurship skills among polytechnic lecturer.

III. METHOD

The method uses quantitative study that a set of questionnaire to give on lecturers in Polytechnic Malaysia for get a level of readiness about the knowledge, practice and skills towards the implementation of entrepreneurship at polytechnic.

3.1 Population and sample

A total of 134 lecturers from Polytechnic Malaysia has given a set of questionnaire. Among lecturers come from engineering department, business department, agriculture department, information department, fashion and pastries department at the Politeknik Sultanah Bahiyah, Politeknik Sultan Abdul Halim, Politeknik Syed Sirajuddin, Politeknik Jeli, Politeknik Kota Baharu, Politeknik Mersing and Politeknik Sultan Ibrahim.

3.2 Instrument of study

In selecting the methodology or instrument of the research, the researcher chose to use the questionnaire method in which the form was distributed to the respondents. The questionnaire method is divided into 4 sections i.e. Part A, B, C and D. Section A deals with respondent demographics which uses multiple choice questions to collect data on respondents' background. Section B, C and D are created using Likert Scale which involves various variables in terms of practice, knowledge and skills. To determine the reliability of each completed item, the data from this pilot study will be processed based on the feedback form of the questionnaire to obtain the Alpha Cronbach's value.

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3.3 Analysis of data

Descriptive analysis used was mean score, percentage distribution and frequency. Descriptive statistics are used to identify the level of readiness for knowledge, practices and skills of lecturers in the implementation of entrepreneurial activities.

IV. FINDINGS

4.1 Practice

Table 1 shows a mean score of practice among lecturers and for detail explanation, referred in the text.

Table 1. Mean Score for Practice

3.97	High
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Findings from a table above show that practice among lecturers in Politeknik Sultanah Bahiyah, Politeknik Sultan Abdul Halim, Politeknik Syed Sirajuddin, Politeknik Mersing, Politeknik Ibrahim Sultan and Politeknik Kota Bharu have a high level of readiness while lecturers at Politeknik Jeli are moderate. Every entrepreneurial practice for a lecturer is not only subject to the workplace but also other influential factors such as skills and knowledge that can be gained by attending programs, courses and workshops seminar.

4.2 Knowledge

Table 2 shows a mean score of knowledge among lecturers and for detail explanation, referred in the text.

Table 2. Mean Score for Knowledge

3.97	High
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Dimension of knowledge shows the level of readiness of lecturers in Politeknik Sultanah Bahiyah, Politeknik Sultan Abdul Halim, Politeknik Syed Sirajuddin, Politeknik Mersing, Politeknik Ibrahim Sultan and Politeknik Kota Bharu have a high level of readiness while lecturers at Politeknik Jeli are moderate. This is likely due to the relatively low number of respondents obtained from the Politeknik Jeli causes the mean score for lecturer's readiness in terms of knowledge is relatively low. This means that the lecturer's readiness for entrepreneurship activities is well informed. It is also supported by [12] which states that effective teaching requires a broad knowledge of the subject matter and an understanding of the learning aspects of students. The conclusion clearly shows that without a sufficient knowledge base, the lecturer could not translate it into effective teaching and could not teach as much as possible with minimal effort.

4.3 Skills

Table 3 shows a mean score of skills among lecturers and for detail explanation, referred in the text.

Table 3. Mean Score for Skills

3.821	High
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In conjunction with skill point of view it shows the level of readiness of lecturers at Politeknik Sultanah Bahiyah, Politeknik Sultan Abdul Halim, Politeknik Syed Sirajuddin,

Politeknik Mersing, Politeknik Ibrahim Sultan, Politeknik Jeli and Politeknik Kota Bharu have high levels of proficiency for lecturers depending on their academic qualifications and knowledge gained from the various programs and research conducted.

V. DISCUSSION

The findings from a practice show that lecturers in Politeknik Sultanah Bahiyah, Politeknik Sultan Abdul Halim, Politeknik Syed Sirajuddin, Politeknik Mersing, Politeknik Ibrahim Sultan and Politeknik Kota Bharu have a high level of readiness while lecturers at Politeknik Jeli are moderate. Every entrepreneurial practice for a lecturer is not only subject to the workplace but also other influential factors such as skills and knowledge that can be gained by attending programs, courses and workshops seminar. At the same time he found that lectures of Polytechnic Malaysia were more willing to implement entrepreneurial activities. They are more positive towards something. Even the support of the lecturers towards the implementation of entrepreneurial program is high. This finding is supported by a study by [14] who believes that as an educator should be helpful in meeting the needs of the students and the needs of the community which is an important aspect of realizing the success in the implementation of entrepreneurial activities. It can be concluded that lecturers are confident and ready to undertake entrepreneurship program in polytechnics. The findings from knowledge show the level of readiness of lecturers in Politeknik Sultanah Bahiyah, Politeknik Sultan Abdul Halim, Politeknik Syed Sirajuddin, Politeknik Mersing, Politeknik Ibrahim Sultan and Politeknik Kota Bharu is high while lecturers in the Politeknik Jeli are moderate. Possibility due to the relatively small number of respondents obtained from the Politeknik Jeli causes the mean score for lecturer's readiness to the knowledge aspect is relatively low. This means that the readiness of lecturers towards the implementation of Entrepreneurial program from the knowledge dimension is good. This is supported by [12] which states the same thing where effective teaching requires extensive knowledge of subjects and has an understanding of student learning aspects. The conclusion clearly demonstrates that without a sufficient knowledge base, the lecturer cannot translate into the form of effective teaching and cannot teach maximally with minimal effort. The findings from the skills aspect show the level of readiness of lecturers at Politeknik Sultanah Bahiyah, Politeknik Sultan Abdul Halim, Politeknik Syed Sirajuddin, Politeknik Mersing, Politeknik Ibrahim Sultan and Politeknik Kota Bharu is high compared with lecturers in Politeknik Jeli which are only at moderate level. The skills that the lecturers possess may depend on the academic qualifications they possess and the knowledge gained from the various programs and research conducted. The skills that focus on this study are based on the skills to implement the entrepreneurial program, which is related to business and entrepreneurship skills. Based on the study of [11] which has obtained high mean results of lecturers' readiness in the aspect of skills towards the implementation



of soft skills implementation at Institute of Higher Education. Even according to [14], the study states that the skills required by educators are very important for the purpose of engaging in entrepreneurial project is aligned with the educator's knowledge and skills. This finding summarizes that lecturer's skills are high in meeting the needs of this entrepreneurship goal.

VI. CONCLUSION

This entrepreneurship leads to the creation of job opportunities involving businesses. Coaching and advice from lecturers about the entrepreneurship need to be improved so that students can inculcate interest in the business environment. This importance can be seen as a catalyst and drive to the production of quality graduates with high self-esteem to become a successful entrepreneur.

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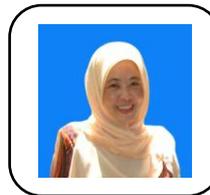
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