

Evaluation of the Implementation of the Module Basic of Entrepreneurship In College Community Ministry of Higher Education

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Abstract. Human capitals development is crucial for a developing country like Malaysia. To meet the needs of human capitals, the government plans to be more organized on education system in order to improve the quality of training and skills and enhance the lifelong learning programs. Interests and concerns about the subject of entrepreneurship have been highlighted among education and training institutions. This study aims to assess the implementation of the Module Basic of Entrepreneurship (MBE), which was implemented in Community College, Ministry of Higher Education (MoHE) based on the CIPP Model in the three components of evaluation. Product evaluation is to observe the achievement levels of entrepreneurial behavior in terms of cognitive and non-cognitive aspects. The data was collected from 105 students of the Business Accounting Certificate program at six community colleges. This survey used the form of questionnaires as the instrument. The findings showed that overall respondents agreed that the implementation of MBE in terms of products were at highly levels.

Keywords: entrepreneurship, entrepreneurial behavior, assessment, community college.

1. Introduction

[1] stressed that to meet the economic needs of the 21st century, a change in the education system towards the entrepreneurship or '*entrepreneurially-driven*' is really important. Although entrepreneurship education and training increasingly featured as one of the important agenda of education, and has gained a place in higher education institutions and schools, many researchers think that education and entrepreneurship in the country is still less favorable than in western countries [2],[3]. The effectiveness of entrepreneurship education and training programs need the concept of the true state of the world of entrepreneurship in teaching and learning approaches [4].

In Budget 2011, human capital development has become the main essence through the implementation of a training program of 1Malaysia. Since its inception in 2001, Community College give the opportunity to post-secondary students in education and training through the full-time and part-time technical and engineering programs. In addition, community colleges also provide skills and training in entrepreneurship through a lifelong learning program. Today in 10th Plan, a total of RM500 million is allocated to institutions such as community colleges and others. Thus, community colleges have played a large role in reskilling and upskilling programs in which benefits to 507,940 participants, including post-secondary students. Thus, the government has targeted that community colleges' total enrollment will increase from 31,000 students in 2010 to 120,000 students by 2014 [5].

In addition, MoHE has taking step in the implementation of the National Higher Education Strategic Plan (NHESP) for the period from 2008-2010 [6] on enhancing human capital development to empower higher education. A major strategy in the implementation of the NHESP's second core through the plan of improvement in the quality of teaching and learning, has been placed the community college to a major challenge to improve the quality of human capital that is knowledgeable, competent and able to meet market demands. The challenges start with the development of the curriculum in accordance with market needs and

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the dynamic changes of teaching and learning methods. Teaching and learning culture must change and transform in producing the quality of human capital such excellent knowledge, skills, creative and innovative. MoHE also put a few key performance indicators (KPI) and one of them is accelerating entrepreneurship education programs in universities, polytechnics and community colleges.

2. Problem Statement

In 2010 a total of 7,672 at the community college graduate with certificates and diplomas in order to meet the job market in a various sectors. A graduate tracer studies have been conducted by the Department of Polytechnic and Community College Education, DPCCE, MoHE in 2010 showed 53.1% community colleges graduates have been successful in pursuing their careers in respective fields. Tracer studies of community college graduates have been carried out starting in 2003 for obtaining feedback on the study and assess the employability of community college graduates.

The community college students graduate with skills in various fields of engineering and technical whom to be self-employed in the field of entrepreneurship is still less favorable. Graduates Tracer Study of Polytechnic and Community College in 2008 has shown the number of the community college graduates obtained employment was 1,797 (48.6%) while the number of those who do not work was 1,432 (38.7%). However, 56.7% of those who do not work stated that they are still looking for a job in the study. Community College Tracer Study Report 2010 shows the number of people who get involved in entrepreneurship by running their own company has the second highest number of 15.7% after working in the local private sector by 64.7%.

Implementation of entrepreneurship education and training programs in community colleges have a great impact on the number of self-employed graduates whom engaged in entrepreneurship is only 4.1%. Even so, they stated a higher aspirations to become entrepreneurs which is 75.8% [7]. Therefore, community college students are the target groups should be given attention and emphasis on increasing opportunities and entrepreneurial skills training program implemented by the government today. Moreover, community college graduates are the youth of the future entrepreneurs generation whom need to inculcate values, attitudes, knowledge and excellent skills in order to generate economic development of the country in the future.

3. Methodology

This evaluation study conducted in the form of a quantitative approach. There are 144 community college students pursuing Business Accounting Certificate program in ten community colleges and undertaking an entrepreneurship education and training that is MBE in their final semester. However, researcher will take samples of students from the colleges such as Kulim Community College Kedah, Kuala Langat Community College Selangor, Selandar Community College Malacca, Bentong Community College Pahang, Pasir Gudang Community College Johore and Pasir Mas Community College, Kelantan.

This study used questionnaires as the research instrument. Questionnaires are used in the evaluation of inputs, processes and products. A checklist of observation documents and analysis used during the implementation process of evaluation of MBE teaching and learning.

Data were collected from a sample of 105 students. Analysis of data is created using the package SPSS for Windows version 11.0. Descriptive statistics based on frequencies and percentages to describe the background of the respondents while the size of central tendency (mean) and measure of variability (standard deviation) are used to see the perception of entrepreneurial behavior and achievement of students in community colleges.

4. Findings

Data obtained from 105 respondents, 64 persons (60.9%) of respondents were female and 41 persons (39.1%) of respondents were male. From the 105 respondents, the majority of 74 persons (70.5%) has not been pursuing a course / training in entrepreneurship, while a total of 31 persons (29.5%) respondents who had attended any courses / training in areas related to the findings entrepreneurship.

The result covers two aspects entrepreneurial behavior is cognitive behavioral and non-cognitive behavioral. The milestones of entrepreneurial behavior is the result of evaluation of MBE students in the evaluation of the product can be referred to the mean score interpretation adapted from [10] as follows:

Mean score of 1:00 to 2:00 is low level.

Mean score of 2:01 to 3:00 is moderate low level.

Mean score of 3:01 to 4:01 is moderate high level.

Mean score of 4:01 to 5:00 is high level.

4.1. Entrepreneurship Cognitive Behavioral

In this study, the level of entrepreneurship cognitive behavioral were measured by twenty questions as a whole. According to Table I below, the respondents agreed that the item “I think that entrepreneurs should be capable of preparing a business plan” is the most robust at 4.41 and a standard deviation of 0.549. For items “I can be a model to others” has a mean lower mean of 4.12 and 0.60 of standard deviation.

Overall findings indicate items on the achievement of product evaluation in the cognitive aspects of entrepreneurial behavior shows the mean score of students at the high level of 4.29 and 0.58 of standard deviation. This means that students have the cognitive behavioral of a very good entrepreneurial.

Table I Level of Entrepreneurship Cognitive Behavioral Performance

Item	Mean	SD
J2 I think that entrepreneurs should be capable of preparing a business plan.	4.41	0.549
J7 I can be a model to others.	4.12	0.600
The Overall Mean (20 questions)	4.29	0.577

4.2. Entrepreneurship Non-Cognitive Behavioral

Besides cognitive behavioral elements, there are non-cognitive behavioral elements in this study which were measured by twenty-five questions. According to Table II, item I think that “to become a successful entrepreneur I have to use my weakness and strength” showed the highest mean of 4.34 and standard deviation of 0.586. Respondents agreed that the item “I only venture into a successful business in the future” that is at min 4.01 and standard deviation 0.753.

Therefore, the overall findings of the study showed those items on the achievement of product evaluation in the cognitive aspects of entrepreneurial behavior shows the mean score of students at the high level of 4.16 and 0.67 of standard deviation. This means that students have a very good entrepreneur non-cognitive behavioral.

Table II Level of Entrepreneurship Non-Cognitive Behavioral Performance

Item	Mean	SD
K8 I always defend my opinion if someone else does not agree.	4.00	0.809
K25 I think that to become a successful entrepreneur I have to use my strengths and weaknesses.	4.34	0.586
The Overall Mean (25 questions)	4.16	0.668

5. Discussion

The findings indicate that entrepreneurial behavior among college students is high in terms of both cognitive and behavioral non-cognitive. Overall behavior of the items of cognitive and non-cognitive behavioral mean score indicates a high average. Cognitive behavior shows the mean scores between 4.01-5.00 in which the cognitive behavior of student entrepreneurship is high. In the context of this research, including cognitive behavioral knowledge possessed by students in matters related to the knowledge of the functions of his career, goal formulation, planning and problem solving.

The findings of this study match the findings of the study [8] which also shows the level of the overall student entrepreneurial behavior are high, particularly in the dimensions of knowledge work and planning

function, but moderate in the formulation of goals and solve problems. As [9] says that a person will have deep knowledge about entrepreneurship if they get more exposure through education or training in these areas. Community college students have high knowledge on entrepreneurship after given exposure through entrepreneurship module.

Further findings from this study are also consistent with the studies by [10] who showed cognitive behavioral entrepreneurship among Aboriginal youth in Peninsular Malaysia is high. The findings of the study also found that respondents have a high mean score (4.23) in the element of start a business. The study also shows community college students have a deep knowledge of business must be capable of providing a business plan (4.41). As a whole before starting a business matter of high concern include the ability to provide good business plan and effective.

If the findings of this study is to measure the index percentage of entrepreneurial behaviors, the study findings will also show the community college has a high percentage of the index. Further findings will match the findings of the study by [8] who found that the dimensions of knowledge about the functions of his career is high for students from institutions of higher learning. Students from the training center also has index percentage in the formation of a higher goal than university students. Thus, community college students who are also students of higher education institutions of education and training is also a high percentage index in all aspects of cognitive behavioral.

From these findings it is proposed that exposure to entrepreneurship education and skills training should be given to all community college students based on the needs of today's economy. All these efforts will allow the existence of many more young entrepreneurs [11].

The study also looked non-cognitive behavioral outcomes for students of entrepreneurship. Overall behavior items of non-cognitive mean score indicates a high average. Non-cognitive behavior shows the mean scores between 4.01-5.00 where as entrepreneurial behavior for students is also high. Behavioral items of non-cognitive is embracing the external control factors, internal control self-tolerance of ambiguity and can be controlled by others and self-assessment.

Attitudes and characteristics include all the features necessary for entrepreneurship is such as far-sighted entrepreneurs, optimism, a desire to succeed, not satisfied with what is seen by others and did not hesitate for a point to be involved in, confident, freedom, self-reliant, creative and innovative. Non-cognitive behaviors are a characteristic of a special entrepreneurship which cannot be taught by others [12].

The study found that students felt that to become successful entrepreneurs need to use the weakness and strength showed the highest mean of 4.34 and 0.586 standard deviation. These findings are consistent with the studies by [10] who also found that the behavior of entrepreneurial non-cognitive in all aspects of behavior. [13] also believes that those who know the strengths and weaknesses before engaging in business can be an individual who has the potential to succeed.

The findings of this study also found that the respondents agreed that the item I only venture into a successful business in the future at min 4.01 and standard deviation 0.753. This indicates that the student agree that to become entrepreneurs but not to become a successful entrepreneur, even though it is possible to achieve. Students felt that an entrepreneur should be adventurous and take risks to become a successful entrepreneur. According to [14] entrepreneurs who have a level of high internal locus of control will take action to change himself and the environment around them to achieve a successful business venture through action on the opportunities that exist. Therefore, it is very important in the students to prepare and strengthen themselves with the knowledge and the necessary entrepreneurial skills.

6. Conclusion

The importance of the development of entrepreneurial behavior for all students is very important, is based on previous studies conducted by previous researchers of the need for a prospective graduates that have entrepreneurial behavior in the creation of entrepreneurs in the future. The culture of teaching and learning in community colleges need to be changed and transform in the quality of human capital, excellent knowledge and skills that can generate socio-economic improvement and community with a high income. The students of community colleges have to increase their confident so that they can become a successful entrepreneur.

The study that will be carried out are also expected to be leveraged by the students in enhancing entrepreneurial skills and knowledge acquired during the exposure study at another institution. Next it will provide guidance to educators, particularly at community colleges to develop entrepreneurial behavior and thus can be applied to students during the teaching and learning process.

7. References

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