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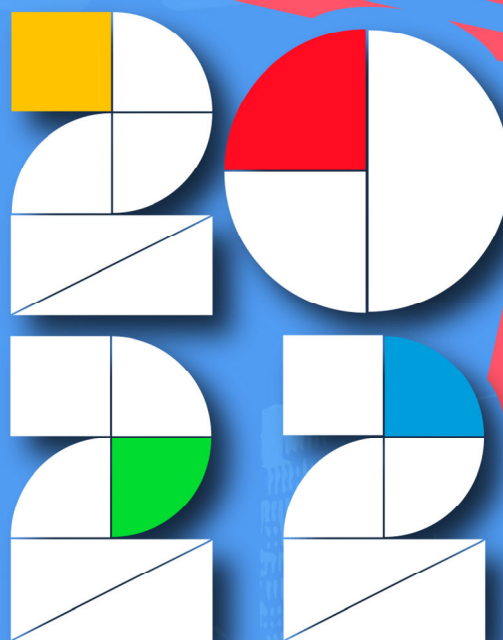
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Reengineering
Knowledge &
Creativity for
Global Excellence

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June



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TECHNOLOGY, SCIENCE, SOCIAL SCIENCES AND
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TeSSH 2022***

**Reengineering Knowledge and Creativity
for Global Excellence**

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30 June 2022
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UNIVERSITI TEKNOLOGI MARA CAWANGAN KEDAH

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Foreword

The papers compiled in these e-proceedings are papers presented online at Technology, Science, Social Sciences and Humanities International Conference 2022 (TeSSH I 2022) held on 30 June 2022 at Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kedah, Malaysia. With the theme, ***Reengineering Knowledge and Creativity for Global Excellence***, the conference has brought together presenters of diverse background who shared their conceptual and empirical papers in broad areas that are subsumed under the fields of Technology, Science, Social Sciences and Humanities. These e-proceedings comprise current researches that were undertaken with the rigorous endeavour of knowledge enhancement to ensure that the world of academia will continue to flourish. It is thus hoped that readers will significantly benefit from knowledge contained in these proceedings.

TeSSH I 2022 and these e-proceedings would not have been possible without the great efforts from the presenters, and the generous support from the TeSSH I 2022 committee members and the Rector of UiTM Cawangan Kedah, Prof. Dr. Mohamad Abdullah Hemdi. A heartfelt gratitude is extended to all involved. It is hoped that these e-proceedings will be an impetus to stimulate further studies and research that benefit the society at large.

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The Role Entrepreneurship Education In Moderating Intention To Be An Entrepreneur Among Students With Learning Disabilities In Malaysia

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ABSTRACT

Entrepreneurship can be an alternative to the disabled person to be self employed and run their own business. Rancangan Malaysia ke-12 (RMK 12) 2021-2025 prioritises fostering entrepreneurship and creating inclusive society especially for people with disabilities (PWD). This paper is focusing on the secondary school students who falls under the category of students with learning disabilities. The aim of this article discusses the framework which proposes a number of components that are thought to have positive relationship with the intention to be an entrepreneur. Theory of Planned Behavior (TPB) and the Self-Efficacy Theory are proposed to see the intention to be an entrepreneur with the inclusive entrepreneurship education for students with learning disabilities as the moderating factors. Persons with disabilities, like other disadvantaged groups, can benefit from entrepreneurial skills to become self employed and run their own business

Keywords: : Learning disabilities, entrepreneurship education, theory of planned behavior, self-efficacy, entrepreneurship intention.

INTRODUCTION

Each year in December 3rd, the International Day of Disabled Persons was established in 1992 and is commemorated every year by the United Nations General Assembly resolution 47/3. The aims are to promote an understanding of disability issues and mobilize support for the dignity, rights and well-being of persons with disabilities. It also to increase awareness of gains to be derived from the integration of persons with disabilities (PWD) in every aspect of political, social, economic and cultural life (United Nation 2021). Malaysia is also celebrating National Day of Disabled Persons on December 3rd 2021 where the Prime Minister Yb Dato' Sri Ismail Sabri Bin Yaakob said that

government are always recognize the role of PWD in this country and will find the best way to support them in any field. This is suitable to new Malaysia's aspiration called "Agenda Keluarga Malaysia". There are many initiative created by Malaysia's government in order to help PWD in surviving their life where it is clearly stated in 12th Malaysia Plan (RMK 12) in the 5th strategy which is government always ensures that PWD will get all its best in any field they are involved with. From 548,000 in 2019 to 593,000 in 2020, the number of people with disabilities (PWDs) has grown by 8%, so our government have better plan through the implementation of programmes such as Job Coach, Community-based Rehabilitation, Independence Living Centre service, PWDs entrepreneurial programmes, and special job carnivals just to ensure this group will continue to be empowered. But from this figure, only 0.31 percents are employed in government sector (Berita Harian., 2019). This very far from the target which is 1% of PWD to be employed in government sector. there are only 1.7 percent of PWD are employed in the private sector. so that is why entrepreneurship will become an alternative to ensure PWD will have income for their survival. RMK 12 (2021-2025) had clearly stated that government give capital contribution and micro credit in order to help PWD in starting business. For example Kementerian Pembangunan Usahawan dan Koperasi introduced a program named Capable and Reliable Entrepreneur (CARE) lead by TEKUN Nasional and Jabatan Kebajikan Masyarakat just to help PWD in entrepreneurial activities. In October 2020, only 13,950.36 PWD's entrepreneurs registered with a scheme introduced by Suruhanjaya Syarikat Malaysia (SSM) called 1 OKU 1 Perniagaan (S1OKU1P). It is only represent 2.4 percent from 581,265 PWD registered with JKM (Berita Harian, 2020)

So in order to increase the chances for PWD to have their own income and decrease poverty, entrepreneurship can be an option for PWD (Jamaluddin & Mohd Ali., 2021) Entrepreneurship should be viewed as a new way to creating jobs people with disabilities (Rozali et al., 2017). Early entrepreneurship awareness must be started from school level boost up their interest (Dakung 2019). Special education is an important branch of service in the education system in Malaysia. There are three types of special education's at school which are Sekolah Pendidikan Khas (SPK) which focus to the students who have hearing, and vision disabilities (Norizan et al, 2013). Program Pendidikan Khas Integrasi (PPKI) is focusing to the students with learning disabilities and Program Pendidikan Inklusif (PPI) Arus Perdana is integration program to place students with learning disabilities in the same classroom with normal pupils. In 2020, there are 2649 students are registered in SPK, 74447 students in PPKI and 16855 students are in PPI programme (MOE 2020). Because of the number of PPKI students are higher than any other MBK categories, this study will focus to PPKI only. Although there are only 30806 PPKI students in secondary school compared to 42596 students in primary school, this study will focus to students in secondary school because they will go independently after finishing school and they are very potential to be polished to become an entrepreneurs. Many pupils with intellectual disability are found in schools specially designed to cater for their unique needs (MOE 2020) but it has been discovered that the kind of education given to these children is just like that of persons without any disability. They are well equipped with skill development and technical subjects like for example agriculture and pastries, but there is no specific subject in entrepreneurship. By looking at the syllabus of PPKI, This study is to find out on how the entrepreneurship education that is being given to these children van boost up their intention to be an entrepreneur. The other significance of this study would be the linkage of the practical skills provided through a vocation with that of the future occupation of the future of the children with intellectual to study because they will be leaving school and start new life and this will become the research gap.

The Theory of Planned Behavior (TPB) is used to better understand the extent to which factors influences entrepreneurial intention (EI) and its antecedents for MBK. This is the most widely used model for analysing entrepreneurial intention. (Ajzen 2015). the Theory of Planned Behavior (TPB) model measures entrepreneurial intention (EI) based on the variables perceived behavioral control (PBC), attitude towards entrepreneurship (AE) and subjective norms (SN).

Also, this study will look at the Self Efficacy Theory by Bandura (1977). Self-efficacy, according to this concept, is an individual's belief in their capacity to do a specific task. Self-efficacy is viewed as an originator to the formation of intentions. If an individual believes that they have the ability to

achieve a goal, they are more likely to develop the intention to achieve the goal. By contrast, if an individual believes that they do not have the ability to achieve a goal, then they will not form intentions to pursue the goal. In this theory, there are few elements to be tested towards MBK which are personal, psychological and cognitive characteristics of MBK that leads to the intentions to be and entrepreneur.

OBJECTIVE OF THE STUDY

The following are the objectives of the study:

1. To look at whether Entrepreneurial intention exist among MBK.
2. To suggest other courses to be offered in these MBK to boost their entrepreneurial intention.
3. To access current curriculum of MBK whether it contribute to entrepreneurial intention.

RESEARCH QUESTIONS

This paper will answer descriptive questions as:

1. What is the relationship between Theory of Planned Behavior and Entrepreneurial Self Efficacy that can give effect to student's entrepreneurship intention?
2. How Entrepreneurial Self Efficacy can change student's attitude toward social entrepreneurship intention?
3. What is the relationship between Theory of Planned Behavior and Student' Entrepreneurship Intention?

SIGNIFICANCE OF STUDY

This research's findings will benefit society, graduates, and the Ministry of Education. The Ministry of Higher Education will be able to see if entrepreneurship subject can improve MBK's perceptions and intention towards entrepreneurship. This research will also inspire students to consider business as a career option.

For the researcher, this investigation will contribute in the discovery of important areas of entrepreneurship intention among students with special needs that previous researchers have been unable to investigate. As a result, a novel model may be developed.

SCOPE OF STUDY

The scope of this study is to understand the formation of entrepreneurial intentions among students after they get formal education from the teachers. This will examines the associations between Entrepreneurial Self Efficacy which are the variables of attitude toward entrepreneurship (AE), perceived behavioural control (PBC), and the impact of entrepreneurs' social environment on their entrepreneurial intention (EI), based on the Theory of Planned Behavior (TPB)

OPERATIONAL DEFINITION:

1. Learning Disability: is a neurological condition that impairs one or more of the basic psychological processes involved in interpreting and using spoken or written language. It is An inability to listen, think, talk, read, write, spell, or understand mathematical calculations.
2. Entrepreneurial Education: An entrepreneur is a person who starts a new business and carries most of the risks while gaining benefits. Entrepreneurship refers to the process of starting up a business. While entrepreneurship education is a set of structured teachings

that informs, teaches, and instructs anyone involved in the development of a firm. Entrepreneurship education is a pedagogical approach that promotes entrepreneurial actions, behaviours, and perspectives.

3. Self-Efficacy: Self-efficacy refers to a person's belief in his or her ability to carry out the actions required to achieve specified performance goals. It refers to a person's belief in their capacity to manage their own motivation, behaviour, and social environment. Bandura (1997)
4. Entrepreneurial Intention : Individuals' propensity to participate in entrepreneurial activity, to engage in entrepreneurial action, to be self-employed, or to start a new firm is characterised as entrepreneurial intention. Walter (2010)

LITERATURE REVIEW

Attitude Towards Behavior (ATB)

Individuals have a clear indication of whether they have a positive or negative ATB (Ajzen, 1991, 2001.) Some people take this as personal preferences, while others view it as a mindset toward being an entrepreneur. (Kautonen et al., 2015). Previous research has found that the ATB is the most influential element in deciding to pursue an entrepreneurial career (Radin Siti Aishah Radin A Rahman et al., 2016). There is acceptance in the TPB framework that ATB and Entrepreneurial Intention have a positive relationship. (Roy et al., 2017; Kautonen et al., 2015).

Subjective Norms (SN)

SN was defined by Ajzen (1991) as an individual's social influence on an intention or behaviour. When to start a business, people must consider the consent of close relatives (Kautonen et al., 2015). Previous research has shown mixed results on SN: Schlaegel and Koenig (2014) found it to be the most important component in predicting EIs, Other research has revealed it to be a non-significant predictor of EIs (Roy et al., 2017). But because the impact of "reference individuals" is recognized in the decision to become an entrepreneur, a positive association between EIs and SN would be logical (Ajzen, 2001).

Perceived Behavioral Control (PBC)

PBC, according to the TPB, correlates to a person's trust in their ability to carry out a planned behaviour and their belief that they have control over the behaviour (Ajzen, 1991). Others define it as a person's capacity to judge the ease or difficulty with which they can execute entrepreneurial activity (Cardon & Kirk., 2015)

Entrepreneurial Intention

"Intent" according to Ashokan and Suresh (2012) is defined as "a state of mind that directs a person's attention toward a certain item or path in order to achieve something." While Wu Wu (2008) and Guerrero et, al., (2008) stated that entrepreneurial intention is defined as a desire to start a new firm or establish a new value driver inside an existing enterprise.

Entrepreneurship Education (EE)

Ramayah et al. (2012) and Linan (2004) defines EE as "A collection of formal teachings that enlighten, train, and educate learners who are interested in starting a business," according to the definition of EE. - that aims to instil in participants the desire to engage in entrepreneurial behaviour and intention, or some of the factors that influence that desire, such as entrepreneurial knowledge,

the attractiveness of the activity, or its feasibility (Piperopoulos, 2012). Those who studied entrepreneurship are more likely to have a propensity for an entrepreneurial career than students who did not study entrepreneurship. EE helps students explore, create, and take advantage of possibilities by preparing them and encouraging them to do so (Westhead & Solesvik, 2016). Westhead and Solesvik (2016) also agreed that EE is an educational process aimed at influencing people's entrepreneurial attitudes, intentions, and behaviours.

UNDERPINNING THEORIES

Individual entrepreneurial intention is acknowledged as an important and ongoing construct factor in entrepreneurship theory and research (Carr & Sequeira, 2007; Hmieleski & Corbett, 2006). Entrepreneurial intention is a lot more than simply a fancy way of saying "I want to start a business." It's a useful and legitimate construct that may be used as a dependent, independent, or control variable (Thompson, 2009). With this study, it can add to the body of knowledge on the subject by analyzing entrepreneurial intention from the perspective of disabled students. The Theory of Planned Behavior (TPB) is used to better understand the extent to which factors influences entrepreneurial intention (EI) and its antecedents. This is the most widely used model for analyzing entrepreneurial intention (Ajzen 2015).

THEORITICAL FRAMEWORK

As described in the theoretical framework, the Theory of Planned Behavior (TPB) model measures entrepreneurial intention (EI) based on the variables perceived behavioral control (PBC), attitude towards entrepreneurship (AE) and subjective norms (SN). The direct relationship between subjective norm and entrepreneurial intention, on the other hand, remains an open question. Some studies claim that subjective norms can considerably explain entrepreneurial intention, while others claim that there is no link between subjective norms and entrepreneurial intention. Thus, Krueger believed that this relationship should be consider in the further researches

According to Bandura, an individual's intention and behaviour are significantly influenced by his or her belief in his or her ability to perform this specific task effectively, whereas the theory of planned behaviour also claims that people's perceptions of behavioural control and attitudes toward behaviour are influenced by their control beliefs (Ajzen, 1991). A person's belief can impact his or her purpose and action, and a person's attitude toward activity can be influenced by his or her belief in the consequences of that behaviour. A person with great confidence in their abilities to execute a certain activity may have a strong desire to reach this goal (Bandura 2000; Solesvik., 2012). By adopting the planned behavioral theory and self efficacy theory, this would examine the relationship with entrepreneurial intention

Self Efficacy acting as the moderator to look at the relationship between variables towards social entrepreneurial intention. Many researchers in the entrepreneurship literature have been interested in the reasons why students intend to start their own firm or not (Leakovleva et al., 2014; Mariano, et al., 2012). The previous research have made significant contributions to the entrepreneurial literature; yet, issues about the impact of self-efficacy on entrepreneurial intention remain to be answered (Tsai, 2014). Linan (2008) came out with the conclusion that perceived behavioural control and attitudes toward behaviour are influenced by personal perceptions about one's capacity to carry out a certain activity, thereby affecting the intention to carry out this behaviour. As a result, the consequences of entrepreneurial effectiveness on business start-up intention and attitudes toward entrepreneurship should be considered. Subjective norms, which represent important people's expectations in terms of carrying out an individual's specific conduct, may have an impact on his or her self-efficacy. However, a many scholarly research like for example Linan (2009) and Miranda (2017) has concluded that the relationship between subjective norm and the desire to engage in a certain conduct is still unclear. As a result, more study is needed to see if

subjective standards have direct or indirect effects on entrepreneurial intention via self-efficacy. Many prior research have looked into the relationship between entrepreneurial self-efficacy and intention. Utamin (2017) said that When students have a high level of self-efficacy, they are more likely to want to start their own business. The TBP model can be analyzed is shown in Figure 1.

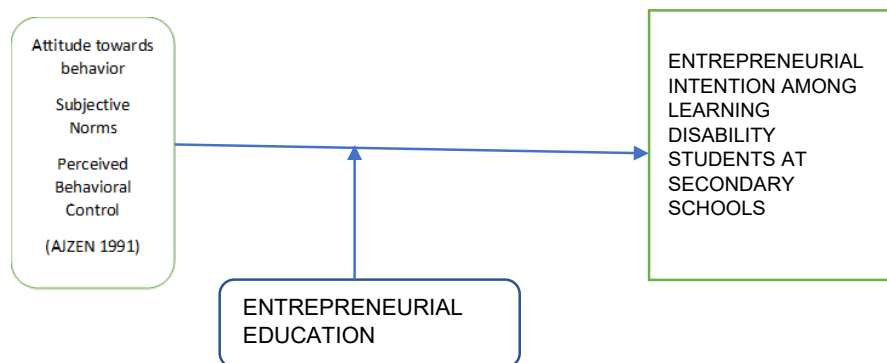


Figure 1:Conceptual framework of the Theory of Planned Behaviour. Adapted from Ajzen(1991)

RESEARCH HYPOTHESES

- H1 : There is positive relationship between attitude and entrepreneurial intentions of the disabled students.
- H2 : There is positive relationship between subjective norms and entrepreneurial intentions of the disabled students.
- H3 : There is positive relationship between perceived behavioural control and entrepreneurial intentions of the disabled students.
- H4 : Self Efficacy give positive relationship to entrepreneurship intention.
- H5 : Self Efficacy moderates the relationship between the theory of planned behavior and entrepreneurial intention.
- H6 : Entrepreneurship education mediates the relationship between TPB and the entrepreneurship intention.

METHODOLOGY

We collected quantitative data through a self-administered survey. The target population are learning disabilities students at secondary schools level aged 16-18 years old who will graduating from school and get ready to find jobs to survived. The respondents were randomly selected using convenient sampling method with the help of their teachers because most of them are having problems in understanding the real meaning of the questionnaires. Since we are dealing with students with special needs, informed consent was obtained from all the participants prior to the survey, and the confidentiality and anonymity of the responses were ensured. For data collection, we used the Entrepreneurial Intentions Questionnaire (EIQ) designed by Liñán and Chen (2009) with additional demographic questions (age, gender, course, father occupation, etc.).

CONCLUSION

Entrepreneurship education provides students with a unique perspective on the business, whether or not they choose to start their own firm. The main goal of the study is to develop a theoretical framework for students' with learning disabilities attitudes about entrepreneurship education and how it affects their entrepreneurial intentions. Students with learning disabilities from secondary schools level will be our respondents just to measure the relationship between the

variables. The study is limited to three variables, i.e., attitude toward entrepreneurship, subjective norms and perceived behavioral control . The three variables were selected due to their suitability for students' characteristics and increasing entrepreneurship education.

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