

**THE RELATIONSHIP OF ACTIVE TEACHING AND LEARNING
APPROACH WITH ENTREPRENEURIAL INTENTION AND
INTEREST**



**RESEARCH MANAGEMENT INSTITUTE (RMI)
UNIVERSITI TEKNOLOGI MARA
40450 SHAH ALAM, SELANGOR
MALAYSIA**

BY:

**NIK FAKRULHAZRI NIK HASSAN
ANITA MD. SHARIFF
ZALEHA MOHAMAD**

MAY 2010

ACKNOWLEDGEMENTS

Bismillahiramanirrahim.

Researcher would like to thank to Allah S.W.T for his blessing and grace. It is with his blessing that this study is completed. Researcher hope that this study will provided valuable information to everybody especially to entrepreneurship study development in generally.

Researchers would like to take this opportunity to acknowledge the group members, Puan Anita Md. Shariff and Puan Zaleha Mohammad for the help and support in finishing this study. Their understanding, ideas, comments and suggestion provided was valuables in order to finish this study.

Researchers also like to acknowledge the UiTM Terengganu, Kampus Dungun especially PJIA, RMI Unit lead by Assoc. Prof. Dr. Hj. Azemi Che Hamid, Assoc. Prof. Narudin Mansor and Assoc. Prof. Hj. Wan Manan Wan Muda (MEDEC) now MASMED UiTM Terengganu for the Excellent Fund Grant to complete this study and Universiti Malaysia Terengganu (UMT) for their commitment and support. Last but not least, researchers would like to pay tribute to our family members for their patience and understanding and also to our respondents for their cooperation.

Thank you.

ABSTRACT

Entrepreneurship course at UiTM and UMT offers the students an educational experience based on active teaching and learning concept. The success of the course in improving the graduates' intention and interest towards entrepreneurship is being studied. This research attempted to identify the contents of Entrepreneurial course that emphasize active teaching and learning approaches and their relationships towards enhancing students' entrepreneurial intention and interest. Critical aspects of the course's seven main contents are being tested. The course contents include business plan initial preparations, business plan developmental stage, business plan presentations, lectures and tutorial, learning materials, seminar, and examinations. Results of the test conducted with one hundred and thirty five respondents, show high validity and reliability of the questionnaire. All course contents have strong correlations with entrepreneurial intention and interest. However, Independent T-test and One-way ANOVA indicated that the whole demographics background of respondents do not shows any significant differences with active teaching & learning, entrepreneurial interest and intention accept under institution categories and CGPA score levels with entrepreneurial interest. By the ways, respond given by respondents shown that 92 per cent supported the statement about attending entrepreneurship course will able to promoting entrepreneur profesion to them. Though, the findings could help in identifying the core element considered to have strong relationship towards developing entrepreneurial intention and interest among graduates. It is recommended that greater focus are given to these core contents particularly in fine-tuning the course syllabus and in allocating the necessary educational resources for entrepreneurial educations at higher learning institutions.

CHAPTER 1

1.0 INTRODUCTION

The Malaysian government has initiated various entrepreneurship programs to encourage the people's involvement in small scale business or Small and Medium Enterprise that has been identified as a key contributor to the nation's economic growth and the society's well-being. Entrepreneurship courses in universities are among the key steps towards inculcating entrepreneurial spirit among graduates as early exposures to entrepreneurship skills are essential towards developing future entrepreneurs (Basu and Virick, 2008). Nevertheless, the program's effectiveness in meeting its fundamental objective- turning graduates into entrepreneurs is still uncertain. According to the Ministry of Higher Education, only 5.4 per cent of 108,273 Malaysian university graduates in 2006 became entrepreneurs upon graduation (Hasnan, 2008).

The low involvement rate was found to be related to various reasons including family background, environmental factors, monetary aspects as well as self-belief of own competency and characteristics etc. Albeit, entrepreneurship course at universities was designed to allow students discover and nourish, throughout the learning process, their own potentials, skills and interest towards entrepreneurships, as part of vital preparations to become an entrepreneurs. The entrepreneurial course content at most local universities adopted both active teaching and learning concepts. Active teaching and learning approach involved proactive element implemented on the students and educators teaching and learning process that encourage critical thinking and problem solving skill among students (Hayn, 2006).

1.1 BACKGROUND AND PROBLEM STATEMENT

Early exposures to knowledge and entrepreneurship skills are important factors in developing successful entrepreneurs.

TABLE OF CONTENTS

		PAGES
Letter of Report Submission		ii
Letter of Offer (Research Grant)		iii-iv
Acknowledgements		v
Tables of Contents		vi
List of Tables and Figures		vii
Abstract		viii
1.0	Introduction	1
	1.1 Background and Problem Statement	1-2
	1.2 Purpose of Study	2
2.0	Literature Review and Hypothesis Development	3
	2.1 Perceived Behavioural Control	3
	2.2 Entrepreneurial Intentional Model	4
	2.3 Entrepreneurial Education	4
	2.4 Role of Government and Private Agencies	4
	2.5 Entrepreneurial Curriculum Education	4-5
	2.6 Hypothesis	5
3.0	Research Methodology	6
	3.1 Research Design	6
	3.2 Sampling Technique	6
	3.3 Population, Sample and Location	6
	3.4 Conceptual Framework	7
	3.5 Data Collection	7
	3.5.1 Primary Data	7
	3.5.2 Secondary Data	9
	3.6 Data Analysis	9-10
4.0	Data Analysis and Result	12-15
5.0	Conclusion and Recommendation	27
6.0	References	28-29
7.0	Appendices	30-38