

Business Lecturers' Commitments of Entrepreneurship Subject in UiTM Pahang

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Abstract: The Ministry of Education (MOE) has emphasizes entrepreneurship element to be inculcated among the graduates. In conjunction with MOE higher education objective, UiTM took initiatives in introducing entrepreneurship subject/ENT300 to all faculties. It is a compulsory subject to the students in completing their program. In order to engage students with an entrepreneurial career, the lecturers should equip themselves with sufficient knowledge on how to teach the course. Therefore, this study was conducted to investigate the degree of commitment among faculty lecturers' who are currently teaching the course ENT300. The level of commitment in teaching has been significantly proved in literatures to have a positive impact on student's performance. A total of 33 self-administered questions are distributed to the Faculty Business Management (FBM) lecturers' in UiTM Pahang. The data was tabulated using SPSS version 20.0 for descriptive statistics. The results with the highest mean of 4.30 revealed that the respondents were fully committed to teach entrepreneurship, while mean of 4.15, revealed that teaching entrepreneurship really inspires them to give of their very best in the way of job performance. This was the most positive signs for the development of entrepreneurship education, will result in generating active entrepreneurial culture within the institution.

Keywords: entrepreneurship graduates, lecturers' commitment, lecturers' experience and lecturers' expertise.

1. Introduction

Entrepreneurship has emerged over the last few years in the Malaysia education system. The emphasize is to create and develop new manpower with high knowledge and skillful entrepreneurs. Entrepreneurial firms make two indispensable contributions to the market economies. First, they are an integral part of the renewal process that pervades and defines market economies. Entrepreneurial firms play a crucial role in the innovations that lead to technological change and productivity growth. In short, they are about change and competition because they change market structure. Second, the market economies are dynamic organic entities always in the process of "becoming," rather than an established one that has already arrived (Kuratko and Hodgetts, 2004).

Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks—in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshall needed resources; and fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko and Hodgetts, 2004)

In summary, entrepreneurship is more than the mere creation of business. Although that is certainly an important fact, it is not the complete picture. The characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to

reality combine into a special perspective that permeates entrepreneurs. An “*entrepreneurial perspective*” can be developed in individuals.

In order for an individual to become an expertise in certain field, it is clear that learning by doing is the preferred and predominant method of knowledge creation (Dalley and Hamilton, 2000). According to Garavan and O’Cinneide (1994), the major objectives of entrepreneurship education are to develop enterprising people and inculcate an attitude of self-reliance using appropriate learning processes. Entrepreneurship education and training programs are aimed directly at stimulating entrepreneurship characteristics in students. Lecturers who have experiences in real business and have high commitment have more advantages in passing the knowledge to the students in shaping successful entrepreneur graduates according to Myrah and Currie’s study (2006).

2. Literature Review

2.1 Lecturers’ commitment

The role of lecturers’ is important in building entrepreneurial capability in tomorrow’s entrepreneur. This need has been raised through the lecturers’ commitment to teaching the subject of entrepreneurship. According to Rohit (2014), those lecturers’ feel duly committed to teach entrepreneurship subject will put extra effort to ensure the student will become successfully entrepreneurs. Although, in turn will result in developing entrepreneurial culture within the institutional.

However, due to entrepreneurship subject is multidisciplinary area in nature, ranging from marketing, finance, operation and management, it is needed to have deep understanding and various knowledge to effectively teaching entrepreneurship (Rohit 2014, cited in Bennett, 2006). Otherwise, Bennett (2006) study reveals that teaching commitment to the entrepreneurship were not significantly associated with having received teacher training. Nonetheless, institutional support like in-house training would be useful for promoting lecturers’ commitment towards entrepreneurship subject (Bennett, 2006). Besides, the quality of entrepreneurship education will improve by providing infrastructural support for teaching (Rohit, 2014).

2.2 Lecturers’ experience

To become a good entrepreneur, experience is important. For that reason, experience in business formation is important characteristics that are significantly related with lecturers’ ability to teach successfully entrepreneurship subject. It was supported by Myrah and Currie’s study (2006), there’s becoming a necessity for the lecturers’ to have the practical business experience in order to teach entrepreneurship subject. Tih et al. (2006, cited in YY Liew, 2008), student will be able to translate business concept into practice if they’re guided by the experience lecturers’ and work closely with industry practitioners. So that, students can learn how to operate a business before they’re graduate.

Nevertheless, if lecturers’ lack of business experience, a more action-oriented learning is preferred in order to enhance learning process become effectively. According to YY Liew (2008), varieties of active learning can be applied by lecturers’ such as role plays, team projects and participative discussion sessions. As well to use more experiential based learning; learning in groups and reflecting on their experience via logbooks and presentation (Binks et al. (2006, p. 13 cited in YY Liew , 2008).

2.3 Lecturers' expertise

There are quite a number of researches shown the importance of demographic background included marital status, educational level, family size, ethnicity, area of specialization and other factors that contribute to entrepreneurship. Looking at the influence of lecturer's specialization towards commitment in teaching entrepreneurship, Trivedi (2014) revealed that most of the lecturers who teach entrepreneurship had financial management as their expertise and followed by marketing management, entrepreneurship and strategic management. This finding indicates that the lecturers are from various background and expertise; which prove that they do not have entrepreneurship as their core specialization.

Bennett (2006) found that the lecturers need to possess knowledge and information in management and other discipline in order to emphasis management skills in entrepreneurship programs. Meanwhile, this research highlighted that, lecturers who acquire knowledge in a business subject will value the subject highly compared to economists, sociologists and political scientists who prefer to teach entrepreneurship on a more general level.

3. Findings And Discussions

3.1 Demographic profile of respondents

Table 1 shows the demographic profile of respondents. From 33 respondents, 36.4 percent were males and 63.6 percent were females. The largest number of responses came from the less than 30 years old age group range (54.5%) and the lowest was from the group above than 50 years of age. From the total respondents, 28 people were lecturer (84.8%), while 5 were senior lecturers (15.2%). The respondents in this research, 17 were permanent (51.4%), 15 were part-time full-time lecturers (45.5%) and only 1 was permanent but not confirmed.

Table 1. Demographic profile of respondents

Variables	Number	Percent
Gender		
Male	12	36.4
Female	21	63.6
Age (years old)		
Less than 30 years old	18	54.5
31 – 40	10	30.3
41 – 50	3	9.1
51 years old and above	2	6.1
Title		
Senior lecturer	5	15.2
Lecturer	28	84.8
Current working status		
Permanent	17	51.5
Permanent but not confirm	1	3.0
Part-time full-time	15	45.5
Area of academic discipline		
Business Management	18	54.5

Banking	11	33.3
Economics	4	12.1
Length of service in UiTM Jengka		
0 – 5 years	22	66.7
6 – 10 years	7	21.2
11 – 20 years	4	12.1
Business experience		
I never intended to start my business	6	18.2
I have intended to start my business but never taken steps for starting	12	36.4
I have taken steps to start business but never made it	3	9.1
I have started the business but I quit	4	12.1
I have started the business and I am still active	8	24.2

Respondents for this study consist of 18 lecturers of business management programs; 11 lecturers of banking program; and 4 lecturers of economic courses. The majority of respondents (66.7%) who teaches entrepreneurship courses fall within the length of service between 0 to 5 years. In terms of business experience, six respondents said that "I never intended to start my business", while 12 respondents (36.4%) said "I have Intended to start my business but never taken steps for starting". Of the 33 respondents, only 8 (24.2%) respondents said that "I have started the business and I am still active." The remaining three respondents (9.1%) said "I have taken steps to start a business but never made it" and 4 respondents (12.1%) said "I have started the business but I quit".

3.2 Normality Test

Test of normality for all variables was needed to be done before further analysis. Normality test are used to determine whether a data set is well-modeled by a normal distribution or not ("Normality Test", n.d). Chua (2008) stated that in social science and education, data distribution with skewness between ± 2.0 can be considered to be approximately normally distributed. If the test is statistically significant (e.g., $p < 0.05$), then data do not follow a normal distribution, and a nonparametric test is warranted. As shown in Table 2, all of the committed items did not follow a normal distribution.

Table 2. Normality Test Commitment

Items	Skewness	Sig.
I feel fully committed to my work as a lecturer of entrepreneurship	-1.095	.000
I would be unwilling to exchange my current entrepreneurship teaching for teaching in other subjects	-.465	.001
I am willing to put in a great deal of extra effort over and above that normally expected	-.199	.000
Teaching entrepreneurship really inspires me to give of my very best in the way of job performance	-2.118	.000
I was "volunteered" to teach entrepreneurship courses rather than my choosing to teach this subject	-.385	.001
My institution is keen to develop entrepreneurship education	-.792	.001
My institution has provided me with substantial amounts of training and staff development	-.897	.000

I would like to focus my entrepreneurship teaching on developing students' attributes but institutional resource constraints prevent me from doing this	-.503	.000
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3.3 Construct Reliability

Internal consistency of commitment dimensions in the research instrument was measured using the Cronbach's Coefficient Alpha. Measurement of internal consistency is intended to determine the reliability of the questionnaire to ensure the study is free from random error. Table 3 shows the result of analysis of the Cronbach's Alpha Scale for commitment.

Table 3. Cronbach's Alpha Scale for Commitment

Item-Total Statistics

	Cronbach's Alpha
I feel fully committed to my work as a lecturer of entrepreneurship	.687
I would be unwilling to exchange my current entrepreneurship teaching for teaching in other subjects	.732
I am willing to put in a great deal of extra effort over and above that normally expected	.648
Teaching entrepreneurship really inspires me to give of my very best in the way of job performance	.679
I was "volunteered" to teach entrepreneurship courses rather than my choosing to teach this subject	.701
My institution is keen to develop entrepreneurship education	.711
My institution has provided me with substantial amounts of training and staff development	.726
I would like to focus my entrepreneurship teaching on developing students' attributes but institutional resource constraints prevent me from doing this	.735

The reliability scores for all items extracted were high. Thus, the commitment instrument was reasonably satisfactory to be used for this study. The result of Cronbach's Alpha values ranging from 0.648 to 0.735 fulfilled the minimum requirement level of reliability. The value of Cronbach's Alpha shows that these measures are good and reliable.

Table 4. Descriptive Statistics for Commitment

Items	Mean	Sd.
I feel fully committed to my work as a lecturer of entrepreneurship	4.30	.684
I would be unwilling to exchange my current entrepreneurship teaching for teaching in other subjects	3.55	1.252
I am willing to put in a great deal of extra effort over and above that normally expected	3.88	.781
Teaching entrepreneurship really inspires me to give of my very best in the way of job performance	4.15	.755
I was "volunteered" to teach entrepreneurship courses rather than my choosing to teach this subject	3.70	1.159
My institution is keen to develop entrepreneurship education	3.76	.969
My institution has provided me with substantial amounts of training and staff development	3.39	.966

I would like to focus my entrepreneurship teaching on developing students' attributes but institutional resource constraints prevent me from doing this 3.70 .810

Table 4 indicates the result for commitment level. It shows that the respondents feel fully committed to their work as a lecturer of entrepreneurship with (highest mean of 4.30 SD = .684). They also feel that teaching entrepreneurship really inspires them to give of their very best in terms of job performance (mean of 4.15 SD = .755). Commitment of lecturers in teaching the subject of entrepreneurship can also be seen when respondents are willing to put in a great deal of extra effort over and above that normally expected (mean of 3.88 SD=.781).

Table 5. Business experience versus commitment

	Commitment	
	Mean	SD
I never intended to start my business	3.69	.317
I have intended to start my business but never taken steps for starting	3.70	.114
I have taken steps to start business but never made it	3.42	.042
I have started the business but I quit	4.00	.265
I have started the business and I am still active	4.09	.221

Table 5 shows mean of commitment according to the respondents' business experience. Respondents who have started the business and still active in their business shows the highest commitment (mean of 4.09 SD = .221). It was followed by the respondents who have started the business but then they quit (mean of 4.00 SD = .265). The lowest mean is shown by respondents who have taken steps to start business but never made it mean of 3.42 SD = .042)

Table 6. Area of academic discipline versus commitment

	Commitment	
	Mean	SD
Business Management	3.74	.124
Banking	4.03	.154
Economics	3.44	.329

Table 6 shows mean of commitment according to the respondents' area of academic discipline. Lecturers of banking shows the highest commitment in teaching entrepreneur subject (mean of 4.03 SD = .154), followed by lecturers of business management (mean of 3.74 SD = .124). The lowest mean of commitment is represent by the lecturers of economics (mean of 3.44 SD = .329).

4. Conclusion And Recommendation

As lecturers play an important role in influencing the successfulness of entrepreneurship education, it is necessary to raise the lecturers' commitment in order to teach entrepreneurship subject. As for the commitment of lecturers in teaching entrepreneurship, a mean of 4.30 show that respondents were fully committed to teach entrepreneurship (mean of 4.15) they feel that teaching entrepreneurship really inspires them to give their very best in the way of job performance. Lecturers are encouraged and inspired to teach as well as start a business and be active in their business. It was supported by respondents who have started the business and still active in their business and yet show their highest commitment with a mean of

4.09. It indicates that business experience is associated with the ability lecturers to teach entrepreneurship subject successfully. Furthermore, it was found that most of the respondents showed the highest commitment in teaching entrepreneurship subject, even though they're mostly specialized business management, banking and economics. This are the most positive signs for the development of entrepreneurship education, which the potentials of generating active entrepreneurial culture within the institution.

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