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Entrepreneurship Kit (EK): The Acceptance among Faculty of Business Management Students

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Abstract: UiTM acknowledged twice as entrepreneurial university by The Ministry of Education (MOE). Currently, tertiary institutions in collaboration with The Ministry of Education (MOE) have undertaken various efforts to shape the minds and intentions of students to involve in entrepreneurship activities. Therefore, it is important to create an approach to develop students' interest toward small business to practice their entrepreneurship knowledge and skills. Entrepreneurship Kit (EK) was designed to assist the students in small business practice costing. Due to that, the researchers explore the level of acceptance towards Entrepreneurship Kit (EK) among Faculty of Business Management Students. In addition, this study identifies the feedback towards Entrepreneurship Kit (EK) for future enhancement. Finding show that using EK able to help business costing record easier and users can evaluate their business performance better. With the application of Entrepreneurship Kit (EK), students are tested with hands on experience in conducting a business. Therefore, the students exposed to a better understanding of entrepreneurship in small business practice. Moreover, this Entrepreneurship Kit (EK) could inspire students and sharpen their skills in business practice.

Keywords: Entrepreneurship, Student, Kit

1. Introduction

MOHE has played an important role in cultivating the entrepreneur interest among university students and graduates. The Critical Leadership Agenda Project (CAP) has been established under the Strategic Plan of Higher Education (PSPTN) to help the Institutions of Higher Learning (IoHL) to strengthen national and institutional aspects of leadership in the international arena (National Higher Education Action Plan, 2011 - 2015). Until December 2010, 22 CAPs have been identified and operated in terms of direction setting, implementation, and determination of indicators for measuring achievement of higher learning institution and one of the CAPs is entrepreneurship. In IoHL's views, it is important for the students in the Universities, Polytechnics, and Community Colleges to be exposed to the values and entrepreneurial skills and to take calculated risks and identify opportunities.

2. Problem Statement

The development of entrepreneurship theory requires motivations of people making entrepreneurial decisions (Shane, 2003). Human motivations will influence the entrepreneurial process, which is all human action is the result of both motivational and cognitive factors, the latter including ability, intelligence, and skills (Locke, 2000). The innovation to produce kit or approach to make ease in entrepreneurship skills is reliable. Taormina and Lao (2007) examined entrepreneurial motivation and found that striving of achievement, social networking, optimism,

and perceived importance as ‘highly and positively correlated with the motivation to start a business.’ Their study showed psychological characteristics and the factors pertaining to the business environment are both contributors to entrepreneurial motivation. Fakultas Business Management organized Trading Day in order to exercise entrepreneurship skill among students. Because of they need to do all calculation by themselves such as items, promotion tools and etc. The Entrepreneurship Kit (EK) was developing in order to guide students to easily allocate the expenditure by structure base such as operations cost, marketing cost and overhead cost.

3. Literature Review

Entrepreneurship education is related to delivering entrepreneurial knowledge, skills and abilities to the students for helping them to success as an entrepreneur (Teh, Rosni & Md. Aminul, 2014). Entrepreneurship education is important to foster entrepreneurial attitudes among young people (Pittaway & Cope, 2012). It becomes the agenda of institutions of higher learnings around the world. Entrepreneurship education can influence the thinking and acting of the students. According to Lu'thje and Franke (2003), the implementation of entrepreneurial practices including multidisciplinary educators, experimentation and discovery, innovative pedagogies, experiential approaches and cross campus reach is needed to produce more entrepreneurs. Institutions of higher learning can encourage students to become entrepreneurs by providing entrepreneurial sensitization, education and training. Effective method and approach, competent lecturer/facilitator, and teaching aids are very important in the learning process when applying appropriate pedagogical approach to encourage entrepreneurship among students (Paul, 2014). The main focus of entrepreneurship education should be the development of skills of how to start and run a business and must be supported with entrepreneurial activities, behaviors and mindsets (Ekpoh & Edet, 2011). Sri, Wawan, Rendra and Lenny (2014) suggested that the entrepreneurship learning process should taking into account various factors, namely: instructor, course to be delivered, method, techniques and tools that will be used in the learning process. According to Fayolle and Klandt (2006), creating active ‘hands-on’ course components can significantly influence the entrepreneurial spirit. The perception or acceptance of students towards the entrepreneurship education and programmes is also important to be examined because they are the potential entrepreneurs. The study conducted by Teh, Rosni and Md Amirul (2014) found that there were positive acceptance from the students toward the entrepreneurship education. The teaching methods and the assessment methods are to be able to reach students expectation. Students have a positive attitude towards entrepreneurship education and programmes and they appreciate the role it plays in developing entrepreneurship knowledge and skills (Norman, Douglas, Takaruzza and Morgen, 2016).

Entrepreneurship is a part of Islamic values and livelihood. Islamic teaching ordained Muslim to involve in business and be innovative on it based on the concept of Rizq that all Muslim must strive to gain lawful livelihood (Faizal, Ridhwan & Kalsom, 2013). Besides that, entrepreneurial activities are considered as part of worshipping to Allah if it is carried out consistent with Islamic teaching (Faizal, Ridhwan, Kalsom & Suhaida, 2014). The Quran as the primary authority in Islamic teaching has pointed out the importance to gain wealth through entrepreneurship. It states, “And We have certainly established you upon the earth and made for you therein ways of livelihood. Little are you grateful.” (Surah Al-A'raf: 10). Similarly, the Quran also decree that “And out of His mercy He made for you the night and the day that you may rest therein and [by day] seek from His bounty and [that] perhaps you will be grateful.” (Surah Al-Qasas: 73). From the above verse, it is evidence that Islam summoned the Muslims to work and strive in this world for a better life but he is bound by the Sharia dan Islamic principle because entrepreneurship is regarded as part of worshipping Allah. In addition the Prophet Muhammad also stated, “A man’s work with his hands and every lawful business transaction.” (Al-Tirmidhi) which denotes that entrepreneurship is most encouraged to be practised by the Muslim community.

3.1 Entrepreneurship Kit (EK)

The Entrepreneurship Kit (EK) was developing to guide students in budget allocation. It is used to represent amount allocated in certain item. For instance under operations cost, students need to identify cost for each item need to be use in order to produce final product. Finally, student needs to address the mark up cost so that EK able to show them net profit from the sale.

4. Methodology

The questionnaire was divided into two section, namely section A (demographic profile) and section B (level of acceptance). Section A consists of 4 questions which were gender, age and religion of respondents. Section B consists of five questions regarding the level of acceptance and it was adopted and adapted from Azita Emami and Jalal Safipour (2013) that suited with our research questions. This survey used convenience sampling. The questionnaires were distributed to 50 students who were conducting “Trading Day 2016” event in 17th February 2016 to verify whether the Entrepreneurship Kit (EK) can be used in their event day. The result was analyzed using SPSS version 23.

5. Findings and Analysis

Table 1. Demographic profile of respondents

Demographic Profile	Frequency	Percent
Gender		
a) Male	25	50.0
b) Female	25	50.0
Age		
a) 18	0	0.0
b) 19	39	78.0
c) 20	11	22.0
Religion		
a) Muslim	44	88.0
b) Non-Muslim	6	12.0

Based on Table 1, we found the questionnaires were equally distributed between male and female respondents. As we were conducting the Trading Day 2016 event for business students, most of the respondents were at the age of 19 years old, which for seventy eight percent of the respondents. While for religion, eighty-eight of them were Muslim students.

Table 2. Level of Acceptance

Item : Level of Effectiveness	Mean	Std. Deviation
I do understand the EK tool kit used in “Trading Day 2016”	4.24	.716
I can simplify my entrepreneurship report by using EK	4.20	.638
I would recommend the other faculty to apply EK in their entrepreneurship program	4.46	.705

The result that I have from the EK was reliable	4.42	.641
The EK helps me to understand the elements in entrepreneurship	4.58	.498
Mean Acceptance	4.38	.262

As referring to Table 2, for the first item we had a mean score of 4.24 measuring that most of the respondents agreed that they understand the EK that been used in measuring their performance in Trading Day 2016. While for the second item, the respondents agreed that EK do simplified the event's report with 4.20 mean score. The respondents will also recommend the other faculty to used and implement the tool kit in their entrepreneurship program due to the mean score of 4.46. As the respondents were using the tool kit, they were able to measure the performance based on the calculation of their expenses and revenue and here, they agreed that the result that showed by the EK can determine whether they had strong, average or low financial performance on the event's day. The respondents also agreed that the EK will help them in identifying all four entrepreneurship element that been used due to 4.58 mean score. As summarization of the findings, the mean acceptance for all effectiveness elements were at 4.38 and pointed out that all of the respondents accepted the useful of the kit in their event day.

6. Conclusion and Recommendation

As a conclusion, entrepreneurship practise need to be encourage with a help qnd easier approach. UiTM has offered the entrepreneurship course to students in order to encourage them to get involved with businesses. In the class of entrepreneurship education, Donald F. Kuratko has stated that "unless students go to bed at night and feel their spines sweat; they will never know what it feels like to be an entrepreneur" (Kuratko, 2003). Zhao et al. (2005) stated that entrepreneurial education is justified because entrepreneurs can be at least encouraged, if not made. Thus, with the innovation of Entrepreneurship Kit (EK) can encourage students to become successful future entrepreneur due to the positive feedback in mean of acceptance at 4.38 in (Table 2). Last but not least, findings from this study may assist UiTM Pahang to create more opportunities for the students to be involved in business, especially within internal campus activities.

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