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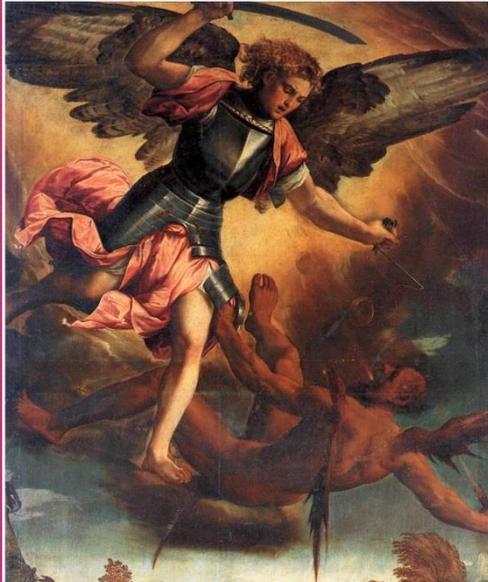
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Entrepreneurial Education on Entrepreneurial intention among School Teachers in Malaysia

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Abstract

Recently, the development of youth entrepreneurship has received a considerable attention from both the literature and the governments. Yet, most studies focus on developed countries. Therefore, this study was based in the Malaysian context through developing social entrepreneurial training program to inculcate entrepreneurship skills and knowledge. This paper aimed to analyse the entrepreneurial training determinants that successfully formed entrepreneurial intention among secondary school teachers. A survey via questionnaire was conducted among 73 teachers. Exploratory factor analysis and multiple regression analysis were utilized. The selected schools are among the large schools in the city and provide entrepreneurial knowledge, especially to students with disability. The findings yielded that knowledge of entrepreneurship positively affects students' intention mediated by, norms, attitude and self-efficiency.

Keyword: Entrepreneurial, Education, Entrepreneurial, intention, Teachers

Educación Emprendedora Sobre La Intención Emprendedora Entre Maestros De Escuela En Malasia

Recientemente, el desarrollo del emprendimiento juvenil ha recibido una atención considerable tanto de la literatura como de los gobiernos. Sin embargo, la mayoría de los estudios se centran en los países desarrollados. Por lo tanto, este estudio se basó en el contexto de Malasia a través del desarrollo de un programa de capacitación empresarial social para inculcar habilidades y conocimientos empresariales. Este documento tuvo como objetivo analizar los determinantes de la formación empresarial que formaron con éxito la intención empresarial entre los profesores de secundaria. Se realizó una encuesta por cuestionario a 73 docentes. Se utilizaron análisis factoriales exploratorios y análisis de regresión múltiple. Las escuelas seleccionadas se encuentran entre las grandes escuelas de la ciudad y brindan conocimiento empresarial, especialmente a los estudiantes con discapacidad. Los resultados arrojaron que el conocimiento del emprendimiento afecta positivamente la intención de los estudiantes mediada por normas, actitudes y autoeficiencia.

Palabra clave: Emprendedor, Educación, Emprendedor, intención, Maestros

Introduction

Youth disability is a major problem faced globally, especially in the developing countries. About 10 % or 650 million people in the globe are disabled (Disabled World, 2019). Out of this population, 180 and 220 million youth (aged between 15-24) are disabled worldwide (Saleh & Bruyère, 2018) with 80% from the developing countries (U.N. Division of Social Policy and Development., 2010). About 453,258 disabled Malaysians were registered in 2018 (Department of Statistics Malaysia, 2019). These figures show a rise by 71.87% from 283,204 in 2009 (Osman et al., 2016). Although this figure is relatively large compared to the size of the Malaysian population, it does not reflect the real figure, which is much higher. It is because registration is not mandatory and many of the disabled people do not register their names due to several reasons such as social shame, biases and environmental hindrances that prevent them from contributing well for society.

Persons with disabilities are defined as individuals that possess impairments intellectually, physically, and mentally, who interact with surrounding obstacles that hinder from active participation with community at large

(Osman et al., 2016). Although the disabled people face a big challenge in accessing to job market, there are many programmes where they can get such skills to contribute significantly to their self-development as well as national economy. For example, providing entrepreneurship programmes and education can play a significant role in transforming disabled people from family and government reliance to self-independent through enabling them to open their companies. Studies (Muñoz, Salinero, Peña, & Sanchez de Pablo, 2019) found that no difference exists for motivation to open a company between disabled and normal students. Hence, both students have the tendency to become entrepreneurs. The literature suggests that entrepreneurial education is essential for youth alertness and intention to be entrepreneurs, especially the young ones (Cui, Sun, & Bell, 2019)

Based on the importance of entrepreneurship, most developing countries, including Malaysia, have recently embarked on entrepreneurial adoption in the educational sector at secondary schools by providing teachers with entrepreneurial skills and knowledge coupled with technical and technological skills. A study (Olugbola, 2017) asserted that entrepreneurial trainings that targeted students in Malaysia influence several aspects of their entrepreneurial readiness which include opportunity identification, motivational factors, resources, and entrepreneurial ability. Despite the importance of entrepreneurship in shaping students' intention and capabilities, two critical gaps still exist. First, in Malaysia and elsewhere entrepreneurship education has widely discussed and developed in the university students compared to school students. This, in turn, leaves a critical challenge in how to develop entrepreneurial culture and attitude because the development of entrepreneurial skills that influences school students' intention requires lifelong learning rather than simple courses in university. Second, the effect of entrepreneurial education on students' intention depends on both the quality of the programme as well as the delivery. Yet, the entrepreneurial education literature is still relatively scarce compared to business education curricula. A universally-recognised teaching mode with best practices has yet to be developed (Lin & Xu, 2017). This scenario creates another challenge in identifying the appropriate entrepreneurship programme as well as teachers, especially with skills in disabled teaching, who can convey this programme from theoretical to practical domains.

Literature Review

Social entrepreneurship

Social entrepreneurship (SE) focuses on entrepreneurial intention (EI) on the establishment of organizations that heed social problems, social wants,

social business responsibility and ethical conducts. The present hurdle of companies is the large gap between the haves and have-nots. Hence, it is vital to form effective innovative approaches that take into account for-profit methods to curb social problems where the new development of SE provides effective, innovative resolutions to society's social challenges (Mair, Battilana, & Cardenas, 2012; Rawhouser, Cummings, & Newbert, 2019). Social entrepreneurs must upgrade their existing skills to be at par with their competitors. Social innovation plays the role in securing social modification and attracts many realms (i.e., management, economics, sociology, and psychology). Theory and inquiry are comparatively restricted in distinguishing the social entrepreneurial intention antecedents (SEI). The theory of planned behaviour (TPB) is a psychological theory that has been utilized in the domain of EI, and the only theory that states intentions as influential predictors of behaviour, within the case of planned and goal-oriented behaviour. The TPB model asserts that the thought that intends to undertake behaviours is shaped by one who has to accomplish the behaviour and possess the arrogance to achieve it. Studies show that the TPB model is deemed appropriate as a theoretical platform for forming SEI (Mair, Battilana, & Cardenas, 2012; Rawhouser, Cummings, & Newbert, 2019). Another side of the TPB model related to SEI is that the initial TPB constructs are often transformed subject to the needs of a study. The urge to extend the TPB constructs to enhance the quality outcomes is paramount (e.g. Ernst, 2011).

About TPB

Ajzen (1991) model comprises personal attitude (PA), subjective norms (SN) and perceived behavioral control (PBC). PA refers to the degree whereby individual carries a negative or positive individual assessment of being an entrepreneur whereas SN is the perceived social pressure by the family members, friends, or important others who can influence the decision and pose a dilemma of pursuing an entrepreneurial business or not (Ajzen, 1991). Besides, PBC is the situational capability awareness that centralizes the perceived easiness or difficulty when participating within the attention behaviour (pleasant self-employed).

Entrepreneurial Intention

Typically, people are compelled to make a choice from state, self-employment, and employment (Nikolova, 2019). Entrepreneurial intention implies a personal call to manoeuvre from state or salaried employment to self-employment. The choice to be a freelancer covers voluntary, acutely aware and by plan design (Krueger et al., 2000). Liñán, Nabi, & Kueger,

(2013) stated that entrepreneurial intentions (EI) is acute awareness and belief by a person with the intention to secure a brand new business endeavour for future outlook. The intentions to freelance or open a company are included. Previous studies support the TPB and the Entrepreneurial Event Theory. Yet, the factors that hinder or boost entrepreneurial activities are seldom analysed (Ojiaku et al., 2018). Although, TPB covers the non-public and social factors that predict EI, conversely, the TPB model is not likely showing the likelihood of intentions being influenced by impediments which are beyond control (Ojiaku et al., 2018)

Research hypotheses

Entrepreneurial knowledge

Entrepreneurial information is to signify an essential resource of entrepreneurship (Barney 1991). specifically, alterations of human capital where an individual's awareness of his or her power concerning totally on different entrepreneurial traits that underwrite to a lot of accurate attitudes of entrepreneurial actions (Ajzen, 2002). Entrepreneurial information comprises 2 components; understood knowledge and expressed knowledge. While understood information must be digested internally and at times implanted through association with individual's psychological feature procedures (Daft & Lengel, (1986), thus, requiring more time to be effective, expressed information is often distributed in short entrepreneurial courses or management workshops. Although it is onerous to live the amount of understood information, students have empirical proof for expressly modeling information is associated with precursor of intention (Swanson, Power, Kaur, Carter, & Shepherd, 2006). Furthermore, some authors have employed entrepreneurial information as a predictor of EI (Roy, Akhtar, & Das, 2017). To a definite extent we are able to say, information is central to TPB model, wherever discernment as a background issue influencing management. The prognostic power of TPB is enhanced by expressly modelling information as a construct. Overall, entrepreneurial information is essential for EI improvement by stimulating a likely entrepreneur's aptitude to recognise opportunities and track them (Shane, S. and Venkataraman, 2000). The institutional level entrepreneurial information acquisition is many-sided; information of latest technology, new customers and new markets (Shane, S. and Venkataraman, 2000); information of strategy, competitive analysis, managing growth and finance (Fiet, 2001).

H1: Social entrepreneurship knowledge among school teachers significantly influences their entrepreneurial intention

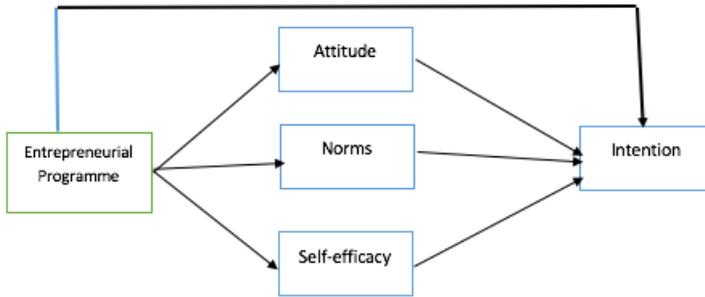
H2: social entrepreneurship knowledge among school teachers significantly influences their entrepreneurial attitude

H3: Social entrepreneurship knowledge has significant effect on subjective norms that exist in a society

Attitude towards Entrepreneurship

Attitude, the primary element of TPB is substantiated over a comprehensive studies of scientific themes specifically, shopper behaviour, pure sciences, leisure researches, birth prevention behaviour, EI and others (Ajzen, 1991). Subjective norms mirror the apparent prospects individuals have toward noticeable others (Ajzen, 1991). Subjective norms form negative view on a person's mind by conveying title, kind message, reference cluster for friends, family, and others. People pursue or do not-pursue entrepreneurial career based on expectation of family members' of him/her to ascertain necessary primary skills and techniques to start up a business (Dyer & Handler, 1994). Self-efficacy will be achieved through individual's belief (A Bandura, 1977). PSE is the strongest single indicator of career selection (Albert Bandura, 1986). The belief facilitates people to understand the handiness of resource and anticipation of hindrances, hence, stimulating people to assess their ability wherein acting a specific behaviour reflecting the behaviour convenience (Gist & Mitchell, 1992). Thus, high PSE might contribute to the of voluntary intent mixture which, in turn, might lead to high authority level when completing any entrepreneurial task i.e., beginning a brand new business. TPB can predict intention through a meta-analytic review, confirming the prognostic validity of the speculation (Armitage & Conner, 2001). On EI context, the prediction ranges from twenty first percent (Yli-Renko, Autio, & Sapienza, 2001) to fifty fifth percent (Liñán & Chen, 2009). Applicably, the young S&T graduates understand the likelihood of ensuing entrepreneurial career through the TPB complicated lens. TPB has seen in depth successful application in the Western civilization but its application is still vague in alternative cultures. Hence, it is high time to examine the TPB replicability in Malaysia. Thus, our hypothesis is as follows:

H4: Entrepreneurial intention is completely associated with perspective toward entrepreneurship (Hypothesis 1a), accessory subjective norms (H1b) and self-efficacy (H1c) in Malaysian faculty academics



Methodology

Questionnaires were administered to teachers in Melaka secondary school who were the participants of social entrepreneurship programme in July 2019. The selected schools were among the largest schools in the city and they offered entrepreneurial knowledge, especially to the disabled students. A random sampling method was used to choose the target sample size. Out of 93 dispersed surveys, 73 surveys were gathered back with about 78.5 per cent return rate. 12 returned questionnaires were rejected as they were not fully completed, leaving the final samples to be 61 of which (66 per cent) was filled by male respondents while the remaining 48 per cent by female, whereas the remaining 52 per cent of the respondents were male.

Measure

The questionnaire consisted of five parts:- first, an independent variable ,entrepreneurial knowledge, through social entrepreneurship programme which were measured by five items adopted from (Liñán, Rodríguez-Cohard, & Rueda-Cantuche, 2011). Second, a dependent variable which refers to entrepreneurial intention which was measured by (five items) was adopted from (Liñán & Chen, 2009; Tessema Gerba, 2012). Third, personal attitude/attraction which was measured through five items adopted from (Usman & Yennita, 2019). Fourth, subjective norm which was measured through (four items) adopted from (Roy et al., 2017). Finally, self-efficacy/perceived behavioral control (eight items) (Vuorio, Puumalainen, & Fellnhofer, 2018). The respondents were asked to state their agreement/ disagreement on statements on a seven-point Likert type scale with 1 – strongly disagree; and 7 – strongly agree. The descriptive analysis of all the variables in the framework of the research evaluation: entrepreneurial education, entrepreneurial, accessibility, intention to Use, e government use. The following sections were presented accordingly. Consequently, the

normality and reliability of each construction was presented inclusively. As mentioned above, all of these descriptive analyses must recognize any range value, mean values, skewedness and kurtosis, as well as the inter-correlation of items and corrected item-total correlation. Essentially, it is used to check all variables for possible breakdown of the assumption of structural equation modelling as one of the statistical approaches used to answer research questions. The mean, skewed and kurtosis values of the entire items were presented in table 1 for the respondents ' understanding how entrepreneurial education (entrepreneurial knowledge) influence entrepreneurial intention through entrepreneurial attitude, social norms and self-efficiency. The cumulative mean value for the construction on a 7-Likert scale was almost above indicating that respondents have good road accident perceptions.

Table 1 Descriptive statistics for constructs

Item' Description	Mean	Skewness	Kurtosis	Cronbach's Alpha
	Statistics	Statistics	Statistics	
Entrepreneurial Knowledge				
I am aware about entrepreneurs' activities	3.5	-0.563	-0.035	0.804
I have the capability to distinguish between bad and good entrepreneurs	3.46	-0.629	-0.122	
I have good understanding about business development	3.87	-0.852	0.753	
I have good understanding about how to reach the needed resources for starting business	3.55	-0.674	-0.134	
I know about young entrepreneurs trainings	3.4	-0.514	-0.252	
Entrepreneurial Intention				
I am ready to carry the aim to become an entrepreneur	3.7	-0.85	0.51	0.810
My central goal is to be a success entrepreneur	3.44	-0.482	-0.197	
I will do anything to build up my own business	3.57	-0.717	0.158	
My future orientation is to follow entrepreneur	3.43	-0.455	-0.213	
I've got the firm intention to start a firm some day	3.44	-0.439	-0.409	
Entrepreneurial Attitude				
I believe that being entrepreneur has more advantages compared to disadvantages	3.8	-0.237	-0.127	0.817
Entrepreneurship as a career is better for me	3.76	-0.352	-0.265	
If I have the capability of gaining fund and technical training would start my firm	3.84	-0.559	0.017	
If I became entrepreneur, I would be more satisfied	3.78	-0.465	-0.078	
Among variety of opportunities, I would rather be an entrepreneur	3.33	-0.409	-0.631	
Entrepreneurial social norms				
My parents would be supportive if I have opportunity to do business	3.54	-0.687	0.253	0.858
My friends would encourage me if I have opportunity to do business	3.76	-0.352	-0.265	
I am a determinant person and my parents opinion is not so important	3.54	-0.687	0.253	
I can say that the opinions of my close is always supportive	3.33	-0.409	-0.631	
self-efficacy/perceived behavioral control				
I will be able to achieve most of the goals that I have set for myself	3.42	-0.494	-0.313	0.813
When facing complicated tasks, I am sure that I will achieve them	3.46	-0.555	-0.245	
In general, I believe that I can gain results that are significant to me	3.54	-0.687	0.253	
I believe I can succeed at most any e mind	3.73	-0.352	-0.225	
I will be able to effectively overwhelmed many obstacles	3.14	-0.627	0.253	
I am self-confident that I have the ability to achieve successfully on many diverse jobs	3.42	-0.494	-0.313	
I have the capability to do most tasks very well as compared to others	3.54	-0.687	0.253	
I have the capability to achieve quite well regardless the taught situation	3.33	-0.409	-0.631	

The threshold for measurement items according to Pallant (2011) and Kline (2011) is that the skew and kurtosis value scores for measurement items should be between -1 to +1 and the results for all items within the acceptable range of -1 to +1. The reliability of the Identify Specialized Strategies ' overall perception scale showed a good internal consistency with the alpha value more than 0.80 of the Cronbach.

Regression Analysis The multiple regression analysis was used to perform the statistics measurements through three steps. First model, the regression was used to measure the relationship between independent variables (entrepreneurial knowledge through social entrepreneurship programme) and dependent variable entrepreneurial intention. As shown in Table 2, model 1, there was a significant relationship between educational knowledge that provided by social entrepreneurship and entrepreneurial intention of the teachers at B coefficient of 0.101 and P. value of $0.04 < 0.05$. Second model, the regression was used to measure the relationship between mediate variables of entrepreneurial attitude, social norms, self-efficacy and entrepreneurial intention. Table 2, model 2, there was a significant relationship between educational knowledge that was provided by social entrepreneurship and attitude, norms and self-efficacy of teachers at B coefficient 0.229, 0.235 and 0.198 respectively. Finally, the regression was used to measure the whole model. In this step, the independent variables and a mediating variable were introduced and the relationship with dependent variable company performance was measured. Table 2, model 3, shows that the relationship between entrepreneurial knowledge and teachers entrepreneurial intention was mediated by their attitude, norms and self-efficacy

Table 2: Regression Results and Hypotheses Testing

Relationship	Model 1			Model 2			Model 3		
	B	Std.	P-Value	B	Std.	P-Value	B	Std.	P-Value
EK > EI	0.101	0.081	0.041	0.201	0.11	0.01	0.0372	0.213	0.000
EK>EA				0.229	0.098	0.002	0.219	0.079	0.003
EK>SN				0.235	0.121	0.001	0.221	0.132	0.001
EK>SE				0.198	0.096	0.003	0.103	0.131	0.03
EA>EI							0.226	0.231	0.002
SN>EI							0.276	0.097	0.000
SE>EI							0.121	0.192	0.01

Conclusion

Entrepreneurship has proven its ability in the economic environment at both the public and individual levels. Governments have therefore developed policies in support of entrepreneurship development by introducing them as a compulsory subject for students, particularly in postgraduate studies. However, deficiencies in previous studies remain the dominant position, especially in how to develop the students' entrepreneurial intention, since the development of entrepreneurial skills and knowledge is a cumulative process influenced by the environment and family culture. Thus, many countries including Malaysia made initiative to introduce entrepreneurship in secondary school as training to improve students' entrepreneurial intention.

The development of intention adoption models provides a good understanding of the mechanisms of applying them in entrepreneurial arena which has become the main concern in the entrepreneurship literature (Liñán & Fayolle, 2015). The intention of social entrepreneurship and TPB applicability is the central objective of this paper. Therefore, the aim of the paper was to scrutinize entrepreneurial intentions in social entrepreneurship. The Social Entrepreneurship Project is one of the programs offered by the UTeM targeted school teachers. One of this project goals is to assist teacher in developing their entrepreneurial skills that help students with disabilities to be successful entrepreneurs. The finding of this paper shows the important of social entrepreneurship on society development, especially in education. The outcomes of the study contribute to the entrepreneurship education literature in many ways. The findings have contributed to government policies and society through education. Particularly, school teachers have gained insights on how to structure social entrepreneurship business and mould their attitudes to become entrepreneurs. Yet, This study focuses on teachers rather than both students and teachers. Therefore, future research should include both teachers and students.

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