

Evaluation on Entrepreneurship Module in Community Colleges: Students' and Lecturers' Perspectives

Rasmuna Hussain and Norasmah Othman

Abstract—The needs in developing the knowledgeable and skillful human capitals is vital. The government plans to be more organized in education system in order to improve the quality of training and skills, and enhance the lifelong learning programs. Interests and concerns about the subject of entrepreneurship have been highlighted among education and training especially higher learning institutions. This study aims to assess the implementation of basic entrepreneurship module (BEM), which was implemented in Community College, Ministry of Higher Education (MoHE) based on the CIPP evaluation model. Input evaluation is to observe the students' and lecturers' perspectives towards implementation of BEM. The data was collected from 105 students and 42 lecturers of the business accounting certificate program from six community colleges. The survey instrument used is in the form of questionnaires, which were then analyzed using descriptive statistics method. The findings showed that overall respondents agreed that the implementation of BEM in terms of input evaluation were at moderately high and high levels.

Index Terms—Assessment, community colleges, entrepreneurial behavior, perspectives.

I. INTRODUCTION

Ref. [1] stressed that to meet the economic needs of the 21st century, a change in the education system towards the entrepreneurship or 'entrepreneurially-driven' is really important. Hence, entrepreneurship is a major economic driver in the world that leads to create job as well as wealth [2]. Although entrepreneurship education and training increasingly featured as one of the important agenda of education, and has gained a place in higher education institutions and schools, many researchers think that education and entrepreneurship in the country is still less favorable than in western countries [3], [4]. The effectiveness of entrepreneurship education and training programs need the understanding of the world of entrepreneurship in teaching and learning approaches [5].

Lifelong learning programs is enhanced with the upgrading skills and reskilling offered by educational and training institutions like community colleges. In Budget 2011, human capital development has become the main essence through the implementation of a training program of 1Malaysia. Since its inception in 2001, community college gives the opportunity to post-secondary students through the full-time and part-time of technical education and vocational training (TVET) programs. In 10th Plan, a

total of RM500 million is allocated to institutions such as community colleges and others. Thus, community colleges have played a large role in reskilling and upskilling programs in which benefits to 507,940 participants. The government has targeted that community colleges' total enrollment will increase from 31,000 students in 2010 to 120,000 students by 2015 [6].

In addition, MoHE has taking strategies in the implementation of the national higher education strategic plan (NHESP) for the period from 2011-2015 [7] on enhancing human capital development to empower higher education and improving the quality of teaching and learning. This has been placed the community college to a major challenge to improve the quality of human capital that is knowledgeable, competent and able to meet market demands. The challenges start with the development of the curriculum in accordance with market needs and the dynamic changes of teaching and learning methods. Teaching and learning culture must change and transform in producing the quality of human capital such excellent knowledge, skills, creative and innovative. MoHE also put a few key performance indicators (KPI) and one of them is accelerating entrepreneurship education programs in universities, polytechnics and community colleges.

II. LITERATURE REVIEW

According to [8], if entrepreneurship education aims to create more entrepreneurs, the teaching approaches should give students practical exposure in a controlled environment. There is an important in educating the students that entrepreneur could come from various backgrounds and provides students with a positive view of the tremendous opportunities available in the future. Entrepreneurial skills acquired could be applied in all forms of employment or career. In fact, a person employed by a business entity can apply entrepreneurial thinking in the internal management of the business [5].

The National Mission (2006-2020) is the second core of the government plans to increase capacity and innovation and nurture first class mentality by encouraging technology entrepreneurs. In consistent with that, some universities have increase the efforts in producing knowledgeable and skilled people in entrepreneurship. These are ultimately realizing the mission to develop human capitals with first class mentality. In 10th Plan, the government is committed in developing creativity through initiatives such as mainstreaming of TVET to improve skills and quality of students. Entrepreneurship education curriculum was introduced to instill an element of innovation to stimulate entrepreneurship in education programs at several higher learning institutions either as a compulsory or an elective

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Rasmuna Hussain is with the Policy and Curriculum Development Division, Putrajaya Malaysia (e-mail: rasmuna.hussain@mohe.gov.my).

Norasmah Othman is with Faculty of Education, National University of Malaysia, Malaysia (e-mail: lin@ukm.my).

subject. Entrepreneurship curriculum and training model has been redrafted and built to enhance the knowledge and skills for various target groups. There are studies that have been conducted to see the acceptance of students from various fields of engineering and technology found they agreed to accept the subject of entrepreneurship as an elective subject or absorb into the programs [9].

III. PROBLEM STATEMENT

In 2010 a total of 7,672 graduates with certificates and diplomas from community college in order to meet the job market in various sectors. A graduate tracer studies have been conducted by the Department of Polytechnic and Community College Education, DPCCE, MoHE in 2010 showed 53.1% community colleges graduates have been successful in pursuing their careers in respective fields. This Tracer studies of community college graduates have been carried out since 2003 for obtaining feedback on the education and assess the employability of community college graduates.

The community college students graduate with skills in various fields of engineering and technical whom to be self-employed in the field of entrepreneurship is still less favorable. Graduates Tracer Study of Polytechnic and Community College in 2008 has shown the number of the community college graduates obtained employment was 1,797 (48.6%) while the number of those who do not work was 1,432 (38.7%). However, 56.7% of those who do not work stated that they are still looking for a job during the study. Community College Tracer Study Report 2010 also show the number of people who get involved in entrepreneurship by running their own company has the second highest number of 15.7% after working in the local private sector by 64.7%.

Implementation of entrepreneurship education and training programs in community colleges have a great impact on the number of self-employed graduates whom engaged in entrepreneurship is only 4.1%. Even so, they stated a higher aspiration to become entrepreneurs which is 75.8% [10]. Therefore, community college students are the target groups should be given attention and emphasis on increasing opportunities and entrepreneurial skills training program implemented by the government today. Moreover, community college graduates are the youth of the future entrepreneurs generation whom need to inculcate values, attitudes, knowledge and excellent skills in order to generate economic development of the country in the future.

IV. METHODOLOGY

This evaluation study conducted in a quantitative approach. There are 144 community college students pursuing business accounting certificate program in ten community colleges and undertaking an entrepreneurship education and training using MBE in their final semester. Samples of students are taken from the six colleges such as Kulim Community College Kedah, Kuala Langat Community College Selangor, Selandar Community College Malacca, Bentong Community College Pahang, Pasir Gudang Community College Johore and Pasir Mas

Community College, Kelantan.

This study used questionnaires as the research instrument. Questionnaires are used in the evaluation of inputs, processes and products. Data were collected from a sample of 105 students and 42 lecturers. Descriptive statistics are based on frequencies and percentages to describe the background of the respondents while the size of central tendency (mean) and measure of variability (standard deviation) are used to see the perception of lecturers and students on the implementation of BEM in community colleges.

V. FINDINGS

Data obtained from 105 respondents, 60.9% ($n=64$ persons) of respondents were female and 39.1% ($n=41$ persons) of respondents were male. From the 105 respondents, the majority of 70.5% ($n=74$ persons) has not been pursuing a course/training in entrepreneurship, while a total of 29.5% ($n=31$ persons) respondents who had attended any courses / training in areas related to the findings entrepreneurship. Majority of lecturers are females, 88.1% ($n=37$ persons) and 11.9% ($n=5$ persons) are males. 61.9% ($n=26$ persons) possess degree, with 73.8% ($n=31$ persons) is categorized in business education and 26.2% ($n=11$ persons) in other areas.

The result covers two respondents' perspectives towards BEM. The milestones of their perceptions is the result of evaluation of BEM in the input evaluation can be referred to the mean score interpretation adapted from [11] as follows: Mean score of 1:00 to 2:00 is low level; Mean score of 2:01 to 3:00 is moderately low level; Mean score of 3:01 to 4:01 is moderately high level; Mean score of 4:01 to 5:00 is high level.

A. Lecturers' Perspectives

TABLE I: LEVEL OF LECTURERS' PERSPECTIVES TOWARDS IMPLEMENTATION OF BEM

Item	Mean	SD	Intp.
C2 I am very kin on teaching BEM	4.02	0.75	H
C9 The infrastructure is prepared adequately when teaching BEM	3.45	0.67	MH
The Overall Mean (10 questions)	3.73	0.69	MH

In this study, the level of lecturers' perspectives were measured by ten questions as a whole. Table I shows the respondents agreed that the item, C2 "kin on teaching BEM" is the most robust at 4.02 and a standard deviation of 0.75. For items, C9 "Basic infrastructure is prepared adequately" has a mean lower mean of 3.45 and 0.67 of standard deviation. Findings indicate items on the lecturers' perceptions in the input evaluation shows the mean score of students at the moderately high level of 3.73 and 0.69 of standard deviation. This means that lecturers have a moderately good perception and ability towards performing the task of teaching and learning BEM.

B. Students' Perspectives

Besides lecturers' perspectives elements, there are

students' perceptions elements in this study which were measured by ten questions also. According to Table II, item D5 "Many new things being learned" showed the highest mean of 4.35 and standard deviation of 0.72. Respondents agreed that the item, D7 "Time allocated for BEM is adequate" is the lowest mean at 4.06 and standard deviation 0.73. Therefore, the overall findings of the study showed those items on the students' perceptions in input evaluation shows the mean score of students at the high level of 4.21 and 0.68 of standard deviation. This means that students have a very good perceptions and confidence towards implementation of BEM. They believe that BEM could enrich their entrepreneurial behaviors in future.

TABLE II: LEVEL OF STUDENTS' PERSPECTIVES TOWARDS IMPLEMENTATION OF BEM

Item	Mean	SD	Intp.
D5 I learned many new things	4.35	0.72	H
D7 Time is allocated adequately for BEM	4.06	0.73	H
The Overall Mean (10 questions)	4.21	0.68	H

VI. DISCUSSION

In curriculum development programs, results and the need for the supply of topics that have direct relevance to the scope of the requirements of a career skills and disciplines. Entrepreneurship education curriculum should be consisted business education-oriented emphasis on career skills required. As [12] says that an entrepreneurship education are able to influence students to choose entrepreneurship as a career. Content topics offered by the BEM must be relevant to the needs of the development of entrepreneurial behavior in students.

The result showed that the mean score for the item of interest is teaching BEM is the highest mean of 4.02 and standard deviation of 0.75. Mean scores for items lecturer in the basic facilities needed to teach the BEM is 3.45 and the standard deviation of 0.67 which is lower than the mean overall perceptions of lecturers towards BEM. The findings showed that community colleges faculty have a moderate interest to teach the BEM. Although the level of the lecturers on the BEM content showed moderately high, facilities needed in teaching and learning proses is still not satisfactory.

However, the perception of lecturers on the BEM as a whole is moderately higher at the mean level of 3.73 and standard deviation of 0.69. This concluded that community colleges lecturers have good views and ability in implementing the basic entrepreneurship module to students. This study is consistent with the findings [13] for evaluating the implementation of Islamic Education Curriculum at Polytechnic MoHE reflects the input dimension evaluation in Islamic Studies lecturer. Similarly, this research study align to [14] in the input evaluation indicates that teachers are confidence and found to be effective towards their teaching skills and training.

The result is that students strongly agreed that they learned new things through BEM shows the highest mean score of 4.35 and standard deviation of 0.72. Students

stated that the provision of adequate learning time is 4.06 mean score and standard deviation of 0.73. However, the mean is lower than the overall mean. Students' perception of BEM was generally high level of 4.21 and standard deviation of 0.68. This means that community college students agreed that their exposure to entrepreneurship module and it is very necessary to develop the entrepreneurial behavior in them fully.

Methods of teaching and learning activities can encourage students to be motivated in applying the business environment [15]. Therefore this study can confirm the prediction that the evaluation input in student and lecturers have been affecting the performance evaluation of this module. Their high perception will have an impact on student achievement in terms of development of entrepreneurial behavior among the students are better. Therefore, lecturers must ensure that students in the entrepreneurship program are innovative and competitive, both mentally and physically.

VII. CONCLUSION

The culture of teaching and learning in community colleges need to be changed and transform in the quality of human capital, excellent knowledge and skills that can generate socio-economic improvement and community with a high income. The students of community colleges have to increase their confident so that they can become a successful entrepreneur.

The study that will be carried out are also expected to be leveraged by the students in enhancing entrepreneurial skills and knowledge acquired during the exposure study at another institution. Next it will provide guidance to educators, particularly at community colleges to develop entrepreneurial behavior and thus can be applied to students during the teaching and learning process.

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Rasmuna Hussain is currently a lecturer in business accounting education at the Kolej Komuniti Kuala Langat, Selangor. She is presently pursuing her studies in PhD. of Business and Entrepreneurship Education at the Universiti Kebangsaan Malaysia.

She also obtained her Masters of Business and Entrepreneurship Education from Universiti Kebangsaan Malaysia and her Bachelor of Business Administration and Economics, majoring in Finance from California State University, Sacramento, USA. She has been presenting several papers in international and national seminars and conferences. Her research interests include teaching and learning strategies, entrepreneurship, entrepreneurial intention and business venturing.



Norasmah Othman obtained her bachelor's degree in Finance from the University of Minnesota, Minnesota, USA. She received her master's in finance from the University of New Haven, Connecticut, USA and her Ph.D. in entrepreneurship education and assessments from University Putra Malaysia, Malaysia.

She is currently an associate professor in Business and Entrepreneurship Education at Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Malaysia. She has written many journals articles, books, book chapters and papers at the national and international levels in the area of entrepreneurship education.