

INSTRUCTOR'S PEDAGOGICAL CONTENT KNOWLEDGE, STUDENT'S ENTREPRENEURIAL PERSONALITY AND LEARNING STYLE AS PREDICTORS OF ENTREPRENEURIAL INTENTION AMONG COMMUNITY COLLEGE STUDENTS

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Abstract

Looking at broad perspective, we can conclude that education is about learning where most people agree that qualification (certificate or degree) are the products of that learning. If we as an educator think more in depth, we see that a higher grade or score in examinations cannot be the truest indicator to state that the students or graduate have become effective and independent learner. Similar as in this case of study, the more students or graduates that we train or taught in entrepreneurship education, it will not produce the same number of entrepreneurs. Yet the product (targeted number of entrepreneurs) out of the whole programs were still low due to many factors. Some factors such as how knowledgeable and experiences are the instructors in the subject matter and content knowledge and the students personality in creating their own entrepreneurial learning style will determine how deep is the student's entrepreneurial intention. This paper will discuss further on the role of instructor's pedagogical content knowledge, student's entrepreneurial personality and learning style in predicting entrepreneurial intention among students at community colleges. Thus, an appropriate training- teaching-learning in entrepreneurship education at community college could be obtain to get more promising outcome.

Introduction

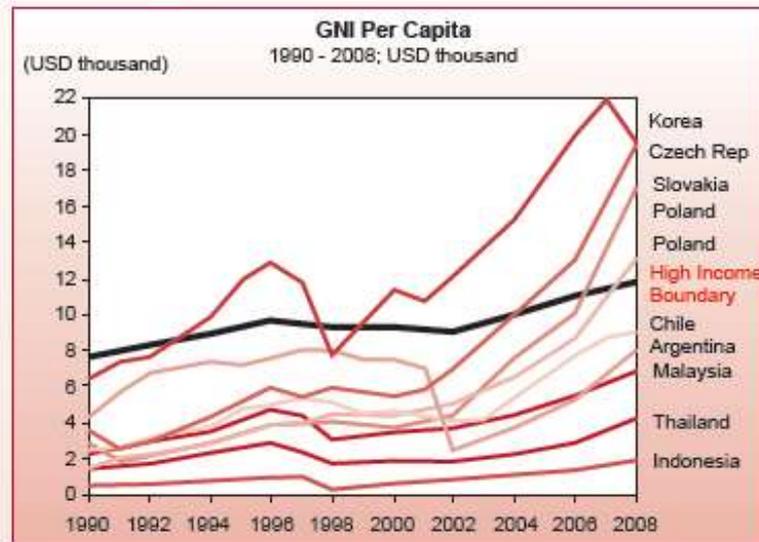
Malaysia has reached the defining moment in its development platform (NEAC, 2010). Vision 2020 cannot be achieved without economic transformation, social and government. From the Malaysian context, the aspects of entrepreneurship especially among the Bumiputera community has been given serious attention starting with the introduction of the New Economic Policy (NEP) in 1971 (NEAC, 2010). Through this policy, entrepreneurship development among indigenous communities have been used as an important national agenda in order to develop Bumiputera Commercial and Industrial Community (BCIC), which has been identified as the main approach to the restructuring of society and in ensuring active participation of Bumiputera entrepreneurs in country economic development. Against the backdrop of strong growth economics in the 1990's and the New Economic Policy (NEP), Malaysia managed to significantly reduce overall poverty levels across all ethnic groups.

Despite the slower growth after the Asian financial crisis in 1998, the incidence of poverty managed to declined continuously to 3.6% in 2007. Nevertheless, inequality remains a real challenge for Malaysia. In an executive report of Malaysia New Economic Model (NEM), NEAC wrote that Malaysian Growth Model showed an outstanding performance in three decades, which enabling Malaysia to provide healthcare and education to its citizens, largely eradicate poverty, build world-class infrastructure and become a major exporter globally (NEAC, 2010).

Nowadays, Malaysian were more wealthier, educated, lived longer, travel more and have greater access to modern technology. However, the progress Malaysian have achieved in the last half century, has now become slow and the prospects for economic growth also slowed. Malaysian got stuck in the middle-income trap and still not been recognised as a high income country globally. With the changes in the external environment, many of the policies and strategies that we have been used to achieve the position of the existing development at the present time cannot afford to take us to the next level. Malaysia briskly climbed the ladder to attain upper middle income status by 1992, but the economy slowed down since then (see Figure C) (NEAC, 2010).



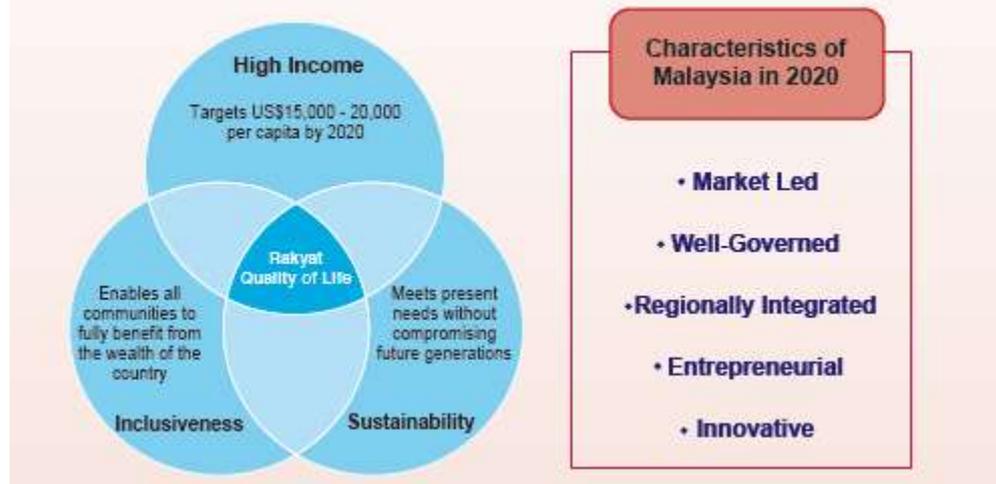
Figure C – GNI Per Capita (1990-2008; USD thousand)



Source: Nationmaster, UN, World Bank

NEM main goals are that Malaysia will become a high income advanced nation with inclusiveness and sustainability by 2020 (Figure D) and part of its main goals are for Malaysia to be entrepreneurial.

Figure D – The New Economic Model: Goals and characteristics



In 2000, the Lisbon European Council decided to become a competitive and dynamic knowledge based economy by improving education. This can be achieved by recognizing the changing role of teachers in a knowledge society and preparing teachers to play this role effectively. Hence, educational systems, especially those operating at the foundation level need to be manned by teachers competent to teach children to advance knowledge with processes like theorizing, inventing, innovating and designing in collaborative way (Tan, Hung & Scardamalia, 2006).

Background of Study

Entrepreneurship from the Malaysia Perspective

Again, another question arise, how do we get there (to the next level of economic growth)? NEM acknowledged the role of entrepreneurship as a catalyst for economic development. From the economic perspective, 'entrepreneurship' globally recognized as an

important factor in economic development (Schumpeter, 1934; McClelland, 1961) and NEM agreed that entrepreneurship has long been known and act as a major driving force in raising the level of innovation, creativity and competitiveness of a nation especially in developed and developing countries (NEAC, 2010). In describing the importance of entrepreneurs in the development process, Maslow (1968) with his renowned theory of human needs, points out that, "the most valuable hundreds of people to bring progress to society are not economic decline, or a politician, or an engineer, but hundreds of entrepreneurs". Cole and Cochran (in Kilby, 1971) again emphasized the critical role of entrepreneurship in economic growth. That is why NEM stressed 'entrepreneurship' as one of characteristics needed by Malaysian in the year 2020. NEM believe that now is the time that Malaysia need to change.

Entrepreneurship Education / Training in Malaysian Context

In 10th Malaysia Plan, the development and enhancement of the quality of teachers will be the focus towards driving improvements in student outcomes. Malaysia's future education system must be driven by national growth priorities to nurture the talent needed for an advanced nation. The education system should focus on achieving international quality standards by adopting best practices. A creative and critical thinking pedagogical approach should replace rooted out-of-date practices of memorisation learning processes.

Ministry of Higher Education (MOHE, 2010) realized that everyone holding the great hope that the Malaysian graduates were able to master knowledge and high skills. At present, the functions and responsibilities of universities has increased, not only serves as a storehouse of knowledge and academic excellence, but also on producing graduates who are really high in quality and high in employability. That is why MOHE has taken several steps to produce quality and competitive graduates who can meet the needs and demand of the market. Among the measures implemented continuously is through introducing Soft Skills Development Module (soft skills) and Basic Entrepreneurship Culture Module to be taught in universities for all academic programs in 2010 (MOHE, 2010).

Statement of Problem

Teaching methods and practices are continually evolving, and even the purpose of entrepreneurship education seems to be unresolved (Pittaway & Cope, 2007). While the discipline of entrepreneurship may be mature (Katz, 2003, 2008), the pedagogy of entrepreneurship is not. Some prominent entrepreneurs even question whether entrepreneurship can be taught (Klein & Bullock, 2006). If entrepreneurship cannot be taught, what then is the purpose of entrepreneurship education? While educators within the field seem to be coalescing around the belief that core entrepreneurial skills can be taught (Kuratko, 2005), debate regarding the 'teachability' of entrepreneurship persists (Haase & Lautenschlaeger, 2011). As a result, consensus as to the fundamental goals of entrepreneurship education, such as whether entrepreneurship education can or should positively influence students' propensity to become entrepreneurs (von Graevenitz, Harhoff, & Weber, 2010), has not been reached. Entrepreneurship educators are among the most innovative in business schools and are aggressively learning by doing (Powell, 2013). In older, more developed fields, instructors can apply accepted educational techniques without fully understanding them. But in an evolving field such as entrepreneurship, instructors must proactively refine their techniques, and this requires a deeper understanding of their teaching methods.

And what is the relevance of entrepreneurship pedagogy? Do we feel the need for it (entrepreneurship pedagogy)? The relevance to it (entrepreneurship pedagogy)? Do we feel pedagogical emphasis in entrepreneurship education is appropriate? Do we think entrepreneurship and entrepreneurs should be taught and learned? Moreover, being taught in a formal setting? or you agree that quite simply, entrepreneurship is to learn from the experience itself? Do we agree that this learning approach (learning through experience itself) is suitable for all ages?, adult and youth? However like in any discipline, it is impossible to tell whether these professionals will be talented or not. The most relevance issues to be discuss now regarding entrepreneurial education is what should be taught and how should it be taught? (Ronstadt, 1987). Let us consider this



statement that said “*There is an on-going debate in the entrepreneurship academy about whether we can actually teach students to become entrepreneurs*”, (Fiet, 2001). Some people still argue that it is not so possible to teach entrepreneurship. For them, entrepreneurship is a matter of personality and psychological characteristics. One of the arguments that have been advanced is that talent and temperament cannot be taught (Thompson, 2004). But one could argue that this is true for many professions and professional situations. Nobody will dispute the fact that medicine, law, or engineering can be taught and yet there are doctors, lawyers and engineers who are talented and others who are not (Hindle, 2007).

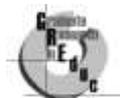
Hence, we still argue that it is indeed possible to teach and educate people in entrepreneurship and keep on debating till now that entrepreneurs can or cannot be taught (Neck, Greene, Branson, & Ash, 2011). Does entrepreneurs were a gifted person or can be created? Moreover; Neck *et. al.* (2011) also giving few example of successful entrepreneurs (and also being icon of the industry itself) such as Bill Gates (computer software), Steve Jobs (computer and communication technology), Mary Kay Ash (beauty and health product, fashion) and Richard Branson (news, airline) who did not hold a college degree but taught themselves about entrepreneurship through the real-world experiences. However, there were more entrepreneurs other than them, who experienced and faced failures and were seldom, been highlighted by the media. This statement support Drucker (1985) that entrepreneurial is not a mystique or magic or inherit from the gene, but it is a discipline which can be learned.

It is traditionally accepted that for any effective teaching, the teacher should have both the content knowledge and the pedagogy. Teachers’ knowledge about the subject matter to be learned or taught and that of content to be covered in the syllabus are very important and when applied well will promote effective teaching and learning (Arthur & Hisrich, 2012). Furthermore, (Seikkula-Leino & Ruskovaara, 2010) a teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills and how they develop habits of mind and positive dispositions toward learning. As such, pedagogical knowledge requires an understanding of cognitive, social, and developmental theories of learning and how they apply to students in the classroom. A thorough grounding in college-level subject matter and professional competence in professional practice are necessary for good teaching. Thus, learning is not accomplished through teacher’s approach to teaching and learning but rather how the teacher will integrate curriculum content to teacher’s own professional content knowledge to diverse interests and abilities of learners. The teacher is required to blend both the nature and the scope of the subject to achieve its purpose, goals and objectives. (Othman & Hussain, 2012) also agree that a person will have deep knowledge about entrepreneurship if they get more exposure through entrepreneurship education or training. A similar argument also can be made for distinguishing ‘entrepreneurship’ and ‘entrepreneurs’. Klapper & Tegmeier (2010) stressed that different teaching method and acquisition of knowledge should be practiced by teachers to help students in line with the continuous changing development and technologies and yet, there is still less research been done in studying the impact of entrepreneurship education (von Graevenitz, Harhoff, & Weber, 2010).

The Objective and Role of Community College

Community College was established through a Memorandum No. 398/2225/00 presented by the Minister of Education to the Cabinet on July 5, 2000. 12 pilot community colleges have begun operating in 2001. In 2004, the Cabinet has agreed to make Community College Lifelong Learning Hub. Now there are 81 community colleges across the country under the supervision JPkk. Among the objectives of community colleges is to provide lifelong education to individuals and local communities to improve the quality of life, and to coordinate the training and skills provided by the various ministries to meet the needs of the market and the local population. In summary, the role of community colleges can be summarized as:

1. To offer courses related to local economic activity to produce trained workers as well as provide educational opportunities at the grassroots level;
2. To produce knowledgeable and skilled workers in line with the concept of knowledge economy, and



3. To increased knowledge through various short courses.

In 2010, to further strengthen the role of community colleges in developing the potential of the local community, the establishment of entrepreneurship Community College (PUSKOM), Community College's *e-tech* Centre and new program offerings Sistem Modular Kebangsaan (SMK) was implemented. PUSKOM role is to coordinate and intensify the programs and activities of entrepreneurial culture among teachers and community college students. PUSKOM also assist JP KK in determining the policies, direction and development of entrepreneurs curriculum development at community colleges. While the SMK is a new program that offers skills and training to the community in a shorter period of time and flexible learning that allows the community to continue to learn on their own time, pace and ability (10MP, 2010)

Issues and Challenges at Community College

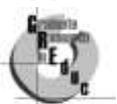
Comparison between the percentage of graduate from community college in 2008 to 2010 with the percentage of graduate who become entrepreneur is very small and the percentage differences is very noticeable (Ahmad, Don, Sakdan, Khalid & Daud, 2012). MOHE reported that out of 3,444 (52.8%) community college graduate who claim to be employed, only 7.8% were being self-employed (working with families or start a business) (MOHE Statistical Report, 2011). Furthermore, out of 2,370 community college graduate who were still unemployed, 1,371 (57.8%) graduate were still looking for work. After a decade in the education system since 2002 till 2011, with total graduate about 32,000 and about 820,000 of short courses participants, Community Colleges claimed that they have producing about 360 entrepreneurs (sources from Department of Community College Education and Ministry of Higher Education, 2012).

After the establishment of the Community College's Entrepreneurship Centre (PUSKOM), Community College *e-tech* Centre and the implementation of 'Kemahiran Insaniah' module with various programs / activities / approaches undertaken in earnest by the Department of Community College Education and the Community College itself to inculcate and encourage entrepreneurship to the students continuously from 2010 till now, why there are still Community College graduates who tend to be an entrepreneur but were not being enterprising? What has gone wrong? A mismatch entrepreneurship programs and activities or does the instructor's itself were having gaps in knowledge? Content? Context? Or merely in the pedagogy side? Various factors may contribute to this dilemma: the policies, the curriculum, the courses design, the instructional approach, the instructors, the students, the environment and so forth. However, the ability of Community College instructor's to be able to analyse and synthesis the entrepreneurship knowledge an implementing it in the teaching and learning environment is much more important. To close this gap, we investigate whether entrepreneurship education affect entrepreneurial intention uniformly or whether it leads to greater sorting of students or entrepreneurial intention is form by individual personality or learning style.

Research Aims and Objectives

The aim of this study is to investigate the nature of pedagogical content knowledge developed in entrepreneurship subject / course (by the educators) and its association with personality and learning styles towards entrepreneurial intention among students at Community Colleges. Therefore, several objectives have been identified in this study:

1. To identify the instructor's pedagogical content knowledge in entrepreneurship teaching and learning currently in Community Colleges.
2. To identify the student's entrepreneurial personality at Community Colleges.
3. To identify the student's learning style at Community Colleges.
4. To identify student's entrepreneurial intention at Community Colleges.
5. To explore and investigate the characteristics of instructor's pedagogical content knowledge, student's entrepreneurial personality and learning style in Community Colleges in predicting student's entrepreneurial intention.



In order to achieve research aims and objectives, the following research questions is develop:

1. What is level of the instructor's pedagogical content knowledge in entrepreneurship teaching and learning currently in Community Colleges?
2. Does it enough to support entrepreneurship teaching and learning currently in Community Colleges?
3. What kind of personality characteristic's own by students at community college?
4. Does they develop the correct entrepreneurial personality towards increasing entrepreneurial intention?
5. What kind of learning style practice by students at community college?
6. Does they develop the correct learning style towards increasing entrepreneurial intention?
7. What is the status of students entrepreneurial intention at community colleges?
8. Is demographic factors also contributing to the entrepreneurial intention?
9. Does entrepreneurial personality and learning style become mediator between instructor's PCK and students entrepreneurial intention?
10. What are the main factors that contribute to the student's entrepreneurial potential?

Significance of the study

Theoretical significance

The entrepreneurial behaviour as the creative destruction leading to innovation, increases the economic wealth of nations and can be one element which contributes to the improvement of the economic condition of entire countries (Schumpeter, 1997). However, the correlation between entrepreneurship training and entrepreneurial intention is intriguing if we consider the economic relevance of entrepreneurial activity mentioned by past researchers. Some researcher also has shown that there is a significant relationship between entrepreneurial training and the propensity to become an entrepreneur (Fayolle et al., 2005; Kolvereid & Isaksen, 2006; Kolvereid, 1996; Mwasalwiba, 2010). Fayolle, Gailly, & Lassas-Clerc (2006) found that attitudes and intentions towards becoming an entrepreneur can be influenced through attending entrepreneurship classes.

Practical significance

In the 10th Malaysia Plan, the government has placed their trust in the community college as one of the major player institutions in the field of Technical Education and Vocational Training (TEVT) in Malaysia by introducing SMK as one of the new short term programs to increase enrolment in community colleges. In addition, the 2010 budget speech also has granted RM79 million fund to community college to train local communities in various skills under the 1Malaysia Training Programme (PL1M). This has put a new landscape of community colleges in the national education system that will provide and give potential impact on the development of society and nation. The number of participants in lifelong learning community colleges also reached 200,000 in 2011, which shows the Community College as preferred choice to the community to gain new skills and knowledge. This study should be conducted to improve the effectiveness of community colleges in planning, coordinating and implementing the most suitable programs in encouraging and instilling entrepreneurship among students and the local community.

Scope and Limitations / Delimitations of the research

This study will only took college community instructor's and students as the population and only can be generalize for the improvement of the community college itself. However, a certain findings and best practices may be used as a reference to other similar skill-based institutions in Malaysia such as ILP and Giatmara. The instructor's selected will be whom who has attend additional courses in teaching entrepreneurship or already holding a degree or certificate related to business or entrepreneurship and were still teaching entrepreneurship during the study. Students selected will be students who has already taken entrepreneurship module or courses conducted by community college.



Assumptions of the study and Summary

This study assume that with the enhancement and improvement of instructor's pedagogical content knowledge in entrepreneurship will help to increase community college student's entrepreneurial intention hence will increase the percentage of graduate who become entrepreneur or getting self-employ after graduating. The study also seek to prove that the personality and learning styles will have mediating effect between instructor's pedagogical content knowledge and students entrepreneurial intention. Henceforth, the most influenced personality and learning style in predicting entrepreneurial intention could be obtain.

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