

The Tendency of the Institute of Public Skills Training towards Entrepreneurship

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Abstract: Entrepreneurial intention among student and the tendency of the institute of public skills training towards entrepreneurship are related. The main objective of this review is to explain student's entrepreneurial intention and the impact of curriculum among students in Malaysia. Previous study shows that more research works are needed in determining entrepreneurial intentions of students because in order to choose the right or ideal job and work career, it has to depend on many considerations and options. The findings can be used as a reference to identify entrepreneur and to train them for entrepreneurial development. The institute can also use the results to improve and update the curriculum and the content to develop entrepreneurs. The institute can create some entrepreneurship initiative to motivate and make it as a part of career path. In short, the Theory of Planned Behaviour can be used as a tool to identify and to target students who are serious in building their own business as entrepreneur through entrepreneurship initiative.

1 INTRODUCTION

This article reviews the student entrepreneurial intention and impact of entrepreneurial curriculum among students at institute of public skills training in Malaysia. The entrepreneurial development approach differs from traditional economic development which emphasizes on the role of governments and private sectors in creating job opportunities and facilities. Entrepreneurship development has been extensive in many countries in the early 1990s aimed at improving the weakness of the previous economic development policy (Nailya Kutzhanova, 2009). Entrepreneurship is important to improve the economic capability, create career opportunities, increase productivity and become source of innovation (Sylvia Nabila Azwa Ambad, 2016).

Based on the commitments and policies that have been introduced by the government, entrepreneurship is still open for everyone to explore. All Institute of public skills training need to change their mission and vision to produces skilled manpower with the ability to become entrepreneurs. It also allows institute of public skills training to make improvements in course offering, training

methods, financial support and so on. The result of previous study in this review can be used as guide by all government agencies to develop entrepreneurs. Businesses that operate either small or large will create a new market flow with the existence of cross-border products or services (BURDUS, 2010). The business network of entrepreneurs will embrace the economy of a country and the global world. Institute of public skills training in Malaysia is managed by different ministry based on their vision and goal. It differs from all higher education institute managed by Ministry of Higher Education. List of Institutes of Public Skills Training (Wan Nur Azlina Ibrahim, 2015) are shown in Table 1 :

Table 1 : List of Institutes of Public Skills Training.

Ministry	Institution
Ministry of Higher Education	Polytechnic, Community College and Vocational College (KV)
Ministry of Human Resources	Centre for Instructor and Advanced Skill Training (CIAST), Japan - Malaysia Technical Institute (JMTI), Advance Technology Centre (ADTEC) and Industrial

	Training Institute (ILP)
Ministry Youth and Sport	National Youth High Skill Institute (IKTBN) and National Youth Skill Institute (IKBN)
Ministry of Rural and Regional Development	MARA High Skill College (KKTm) and MARA Skill Institute (IKM)
Ministry of Agriculture	Agricultural Training Institut (ILPP)

2 OVERVIEW OF ENTREPRENEURIAL INTENTION

The term entrepreneurship is defined as the process of identifying, assessing viability, exploiting and expanding opportunities to create new products and services (Saeid Karimi, 2013). Entrepreneurs can be defined as a person who brings and combines the resources, labour, material and makes their value greater than in the past, makes changes, innovation and new ideas for the growth of a business (J.F. Maigida, 2015). They need to manage the resources and assume the risk of business to sustain their innovation or product and minimize the risks that might lie ahead (J.F. Maigida, 2015). Entrepreneurship is a method that converts economic knowledge to economic growth because the rate of economic development is based on deviations from an equilibrium rate of business ownership (Bige Askun, 2011). Continuous efforts are required to produce successful entrepreneurs. It requires commitment, investment, appropriates system to educate entrepreneurial practice in life. Entrepreneurial tendency has been studied by many previous researcher such as Abbas (Abbas, 2015), N.M. Tawil(N.M. Tawil, 2015), Malolos(Malolos, 2017) and Balwanz(Balwanz, 2012).

A review finds that theory of planned behaviour are widely used to examine attitudes, behaviour and subjective norms as a determinant of entrepreneurial intentions (Ng Kim-Soon, 2016)(Charitomeni Tsordia, 2015). Some researchers also use Entrepreneurial Intention Model (EIM) as a model to study about entrepreneurial intention (Zairon Mustapha, 2016). EIM is built based on theory planned behaviour.

2.1 The Theory of Planned Behaviour and Entrepreneurial Intention

Malaysia is among the few economies in the Asian region where finance and physical infrastructure to support entrepreneurship are widely available (Malaysia, 2016). The Global Entrepreneurship Monitor (GEM) shows that entrepreneurial intentions among Malaysian aged 18 – 64 years only 6 percent in 2015/16 (Malaysia, 2016). The Theory of Planned Behaviour explains that a person’s attitude towards behaviour, subjective norm and perceived behavioural control are the significant factors that determine his intentions (Ajzen, 1991). The Theory of Planned Behaviour is linked between attitude and behaviour where behaviour can be planned (Ajzen, 1991).

2.1.1 Attitude towards Behaviour

Attitude towards behaviour is described as a tendency to respond consistently by giving a rating of likes or dislikes towards an object or matter. Attitude towards entrepreneurship behaviour refers to personal desire to become entrepreneur or self-employed with own business (Charitomeni Tsordia, 2015). Entrepreneurial attitudes influence an individual’s assessment of career attractiveness and attitude to ownership is found to be most important predictor of entrepreneurial intentions (Jason Fitzsimmons, 2005).

2.1.2 Subjective Norms

Subjective norms relates to someone perceptions and beliefs about a customary practice that can influence an action on something. They can be attracted to something related to entrepreneurship, making it as motivation (Ng Kim-Soon, 2016) and being interested to become entrepreneurs (Charitomeni Tsordia, 2015). The most influences entrepreneurial tendencies are family, friends, reference model and mentors (Norris F. Krueger JR, 2000).

2.1.3 Perceived Behavioural Control

Perceived behavioural control is a result of the experience that has passed through life (Ajzen, 1991). It relates to individual perceptions of the obstacles and difficulties that must be faced to do something (Zairon Mustapha, 2016). The perceived contextual barriers and support factors play a role for the entrepreneurial behaviour of technical students (Christian Luthje, 2003).

2.2 Entrepreneurial Curriculum

Entrepreneurship education refers to formalised and structured programme to equip students with entrepreneurship knowledge and skills to understand customer insight, market needs, market supply and demand, and recognise business opportunities (Hardy Loh Rahim, 2015). Learning to create a new business is about learning to integrate experience, skills, knowledge and source (Hardy Loh Rahim, 2015). Many country-level initiatives have been developed such as education for knowledge economy and customized it to the country specific in environment and needs (Badawi, 2013). Everybody should know about entrepreneurship and economy because we are living in the knowledge era and borderless world. Two main concepts of education having particular roles are technical and vocational education and training (TVET) and entrepreneurship education (Badawi, 2013). TVET and entrepreneurship education are closely related to each other. Entrepreneurship education could promote innovation and the self-reliance of learners, while TVET continues to play a major role in increasing the employability of students and trainees and empowering them with relevant knowledge and skills needed for labour market (Badawi, 2013). GEM 2016 global report shows Malaysia has total early-stage entrepreneurial activity (TEA) lowest rate in Asian region (Malaysia, 2016). Entrepreneurial curriculum needs to be thoroughly focused, including technical students not only academic students (Abbas, 2015). Currently, most TVET programmes in institutes of public skills training are basically designed to prepare students for paid employment and many focus on employment in large firm (Badawi, 2013).

3 ENTREPRENEUSHIP IN INSTITUTE OF PUBLIC SKILLS TRAINING

Previous study shows that researchers focus studies on high school students, universities, business firm, academic and others (Wan Nur Azlina Ibrahim, 2015). Only a few studies conduct in institute of public skills training.

Based on previous study in IKBN and community college (Wan Nur Azlina Ibrahim, 2015), 91.6% of students have entrepreneurial intention, only 29.8% students reported that they have pursued education related to entrepreneurship

at upper secondary level and 93.5% students have entrepreneurial knowledge. This study show that entrepreneurial curriculum is important in the development entrepreneurship awareness and entrepreneurial intention among students. Educational curriculum should always be improved, updated and customized with economic culture and globalization.

3.1 Support

The government provides business support to anybody who is interested in becoming entrepreneurs through various agencies (Ida Nadia Hamidon, 2016)(Malaysia, 2016). Table 2 shows entrepreneurial support programs provided after graduates:

Table2: Entrepreneurial support programme.

Agency	Programme
TEKUN Nasional	Young Agropreneur Programme 2017, Graduate Entrepreneur Development Programme (PPUS), Bumiputera Young Professional Entrepreneur Development Programme
Federal Agricultural Marketing Authority (FAMA)	Farmer's Market Entrepreneur Programme, Fresh Fruit Stall Entrepreneur Programme, Kedai Rakyat Agrobazaar & Three-Wheeled Motorcycle Entrepreneur Programme
Selangor State Development Corporation (PKNS)	Graduate Realizing Opportunities Way Forward (GROW) Programme
Majlis Amanah Rakyat (MARA)	Entrepreneur Training Programme, Technopreneur Development
National Entrepreneurship Foundation (NEF)	Skim Usahawan Siswazah (SUS)
Higher Institution Department (JPT)	PUNB Graduate Apprentice, Entrepreneurship Education Programme

In the GEM Report 2015, Malaysia ranks sixth out the 60 countries on the motivational index where Malaysian entrepreneurs choose to pursue an opportunity on the basis of their entrepreneurial motivation, rather than starting out a business out of a necessity (Malaysia, 2016). Business support by government can drive motivation on entrepreneurs. The government needs to focus on developing and empowering the existing entrepreneurship

programme with specific target group and targets of achievement (Norziani Dahalan, 2015).

3.2 Initiative

The effort to develop entrepreneurs in higher level institution is considerably high in Malaysia with commitment to build entrepreneurship centre, development of entrepreneurs, programme offered and high competencies lecturers (Hardy Loh Rahim, 2015). The entrepreneurship development strategy in higher education institution aims to produce graduates with entrepreneurial mind set and increases graduate entrepreneurs (Badariah Hj Din, 2016). The management of institute of public skills training needs to learn from high level institution in implementing entrepreneurship development among students.

Previous study shows that for enhances entrepreneurial intention among students, it needs to provide them with attitudes, knowledge, entrepreneurial skills, hands on learning activities, business plan development and running simulated or real small business (Aiste Capiene, 2017).

3.3 Entrepreneurs or Skill Employment

The graduate unemployment rate has increased since 2011 where job opportunities have been filled by foreign low skilled and non-skilled workers (Ibrahim, 2017). When economic crisis, millions of worker in the world lose their job (Badawi, 2013).

Combination entrepreneurship education and skill development may help workers secure jobs (International Labour Office, 2010). Entrepreneurship education needs combination of an integrated curriculum across the disciplines, intensified training programme, a closer link with industry, structured process and evaluates the impact of entrepreneurship education and entrepreneurial intention (Mansheng Zhou, 2012). A surprising finding reported shows students close to complete their studies, reported having lower entrepreneurial intention compared to first year students who are just introduced to entrepreneurship (Charitomeni Tsordia, 2015). However, entrepreneurship education programmes have been able to develop students' entrepreneurial capabilities and improve their chances to success as a entrepreneur (Ng Kim-Soon, 2016). It is important to find a strategy on how to attract students on the advantages of being an entrepreneur (Sylvia Nabila Azwa Ambad, 2016).

Entrepreneurship education in institute of public skills institution can support the career decisions of

individuals. Students who have entrepreneurship knowledge as a general skills are able to optimize their work experience and empowering them to take career decisions (Badawi, 2013).

4 CONCLUSIONS

Both commitments are needed from educators and student towards entrepreneurship. Entrepreneurship development demands policy makers (Christian Luthje, 2003)(Dr. Amran Md Rasli, 2013)(Bige Askun, 2011), practical experience, effective pedagogical (Ida Nadia Hamidon, 2016) and teaching method (Aiste Capiene, 2017), as well as competent mentor (Hardy Loh Rahim, 2015).

For creating required professional, well-educated human resources are expected to supply entrepreneurs oriented to economy. (Bige Askun, 2011). To sustain and develop entrepreneurs, entrepreneurship education must be integrated into TVET programmes to empower entrepreneurs and potential trainee as innovators (Badawi, 2013). Students who are really serious to start a business should develop entrepreneurship initiative (Ng Kim-Soon, 2016).

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