



National Institute of Public Administration (INTAN)

INTAN MANAGEMENT JOURNAL

Vol.15, No.1, 2019



National Institute of Public Administration (INTAN)

INTAN MANAGEMENT JOURNAL

Vol.15, No.1, 2019



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Scope

The INTAN Management Journal is published annually by the National Institute of Public Administration. It is an academic journal dedicated to promoting the study, research and dissemination of information on sound management principles and practices. The Journal invites articles on any aspect of management development and practices relevant to the Malaysian Civil Service. The criteria for selection relies on unpublished work that is empirical in nature.

The responsibility for facts and opinions in the articles rests exclusively with the individual writers. Their interpretations do not necessarily reflect the views or policies of the Institute or the Malaysian government.

Published by:
National Institute of Public Administration (INTAN)
Public Service Department
Kuala Lumpur
Malaysia.

<http://www.intanbk.intan.my>

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CONTENTS

Note from the Director	vii
Penghayatan Akidah dan Hubungannya dengan Nilai Integriti dalam Kalangan Penjawat Awam Norfaizah Omar	1
Pembudayaan Keselamatan ICT: Ke Arah Pencegahan Jenayah Siber di Sektor Awam Dr. Mahshitah Abdul Manan	25

Evolusi Konsep Keselamatan Melalui Landskap Keselamatan Bukan Tradisional 49

Abdul Rashid Abd Hamid

Measuring the Effect of Career Growth on Talent Retention: The Case of Malaysian Public Sector 71

Dr. Norasyikin Shaikh Ibrahim
Junaidah Hashim
Rozailin Abdul Rahman

Improving Public Sector Collaboration Outcome with Collaborative Governance 99

Sithra Devi Vellasamy
Dr. Shila Devi Ramadass
Dr. Kenny Teoh Guan Cheng

Halal Implementation: Situations Faced by Restaurant Operators in Selangor 125

Asnidar Hanim Yusuf
Idris Oyewale Oyelakin

Self-Employment Intention among University Students because of Entrepreneurship Education 143

Asmaul Husna Haris Fadzilah
Wan Mohd Hirwani Wan Hussain

The Concept of Entrepreneurial Marketing Practices: A Literature Review 159

Hazrita Ab. Rahim



NOTE FROM THE DIRECTOR

The emergence of transformative global forces such as megatrends have presented the world with a myriad of unprecedented challenges which can no longer be ignored. With its far reaching implications on all aspects, the advent of megatrends has reinforced the need for various sectors, including the public sector to redefine and reinvent their roles, strategies and their delivery system.

INTAN Management Journal Vol.15, No.1, 2019 offers a platform for civil servants to share their thoughts and findings on current issues and way forward to resolve the issues. In this volume, INTAN highlights eight articles examining various issues including ICT security acculturation, non-traditional threat and collaborative governance which will redefine the public service delivery system and thus, creating a need to reinvent public policies in Malaysia.

On behalf of INTAN, I would like to acknowledge and extend my gratitude to all the authors who have dedicated their time and efforts for their contribution and other officers in ensuring the successful publication of ***INTAN Management Journal Vol.15, No.1, 2019***. I hope that readers will benefit immensely from this publication.

Happy reading!

Datuk Dr. Kamarudin Min
Director
National Institute of Public Administration (INTAN)
Public Service Department
Malaysia





**SELF-EMPLOYMENT INTENTION
AMONG UNIVERSITY
STUDENTS BECAUSE OF
ENTREPRENEURSHIP
EDUCATION**



SELF-EMPLOYMENT INTENTION AMONG UNIVERSITY STUDENTS BECAUSE OF ENTREPRENEURSHIP EDUCATION

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Abstract

It is platitude that entrepreneurship education presents students with the knowledge and motivation that will encourage entrepreneurial success and increase self-employment. Presently, it is glaring to note that nations throughout the world wish to promote its entrepreneurial sector towards a vibrant and robust economy. The reason is that entrepreneurship education can provide opportunities if implemented properly through good education and orientation, using the invention and development of new products and services which motivate self-employment among the students. The major aim of this work is to enhance entrepreneurship education towards cultivating the intention of self-employment among university students. By doing so, the meta-analytic research approach will be used to exhaustively identify all relevant studies that meet the established criteria in existing literature and desk research. The findings of this study show that training programmes in university curriculum are able to enhance entrepreneurship education towards self-employment and it is becoming a new trend in developing the economy to achieve the aim of the Fourth Industrial Revolution. The current research recommends a supportive business environment, new institutional mechanism and incentives for seed capital funding while its limitations are lack of basic skills, capital and contacts. Hence, this study highlights that entrepreneurship education will address the financial bottleneck encountered by entrepreneurs.

Keywords: Entrepreneurship education, Industrial Revolution, self-employment, economy

INTRODUCTION

Entrepreneurship education cannot be underestimated because it provides students with the basic knowledge and motivation needed to be self-employed, especially in a modern economy. This is because it has proven to be the mechanism to increase wealth and fight against unemployment. As a result, there have been researching interests in entrepreneurship education, due to its crucial role in economic, social and political aspects (Ladyga, 2015). The emergence of entrepreneurship education has triggered a new event that is now understood as a method of recognising and creating opportunities. This is why the contemporary world requires universities to consider entrepreneurship education as part of formal education by providing research programmes in this area. The reason is that, the highly competitive world requires the university to fight for students by providing the necessary education to stakeholders to assist with research funding and financing to fulfil the needs of students and at the same time generate revenue for the university.

Therefore, such a system assumes determining and providing resources, jointly for the entrepreneurs and the slot recognition, which are the key components of a potentially successful new project. In addition, the learning of entrepreneurship allows students to be more entrepreneurial spirit driven.

IMPACT OF ENTREPRENEURSHIP

The concept and the development of entrepreneurship together with the impact it has on society at large is becoming more significant. This is because the concept is now a world phenomenon. In terms of subject, entrepreneurship in general has legitimately found itself in the scholarly research fields and attained its status (Rondstad et al., 1988). As a result, a single universal definition of this phenomenon cannot be given because

it cannot be correctly defined (Anderson & Starnawska, 2008; Long, 1983; Audretsch et al., 2007). Hence, several definitions should be given to entrepreneurship in order to explain a conceptual picture of it. This is explained in Table 1.

No	Author	Item
1	Cantillon (1755)	The first usage of the idea of entrepreneurship or more definitely the concept of an entrepreneur, defined an entrepreneur as a self-employed person.
2	Shane & Venkataraman (2000).	Described entrepreneurship in terms of what an entrepreneur does.
3	Kistner (2015)	Entrepreneurship and entrepreneurs are the way out of the world's economic troubles and chaos. Attempted to universally explain entrepreneurship, agreed on elements such as opportunity, innovation, organising, creating and risk-taking.
4	Hisrich et al. (2002)	Most relevant to this study - proposed 10 comprehensive definitions. Their definition shows a possible range of antecedents that may encourage or discourage entrepreneurial aim in a country's youth.

Table 1: Definitions of Entrepreneurship

RIISING OF ENTREPRENEURSHIP EDUCATION

Previous literature on the United States of America reveals that there have been a series of policy incentives that relatively open up immigration policies that are followed by many structural factors. These were viewed as the driving factors coupled with a culture of determination, towards the success of the nation's entrepreneurial development. Records in previous researches indicate that the United States as one of the nations that continually has the highest entrepreneurship rates among the developed countries in Europe, North America, and Asia (Ozaralli & Rivenburgh, 2016). Katz, (2003) revealed

that the development of entrepreneurship through education and training could be traced back to the 1940s. The Harvard Business School initiated this when they launched the first course in entrepreneurship. As a result, a study was conducted in the United States, where a majority of about 51 percent of the study population said that they would prefer to engage in self-employment. In Europe, 58 percent of the total population of the study mentioned that they would prefer to work as employees rather than taking risks of venturing into self-employment.

ENTREPRENEURSHIP EDUCATION AND INDUSTRIAL REVOLUTION 4.0

A look at the previous studies show that there have been four major effects as a result of the Fourth Industrial Revolution. These effects can be seen on (i) Business and Customer Expectations (BCE); (ii) Organisational Forms (OF); (iii) Product Enhancement (PE); and (iv) Collaborative Innovation (CI). The BCE focus more on improving digital capabilities that will increase their value and nature at the epicentre of the economy. This is because contemporary technologies producing assets are now fulfilled. As a result, physical products and services are now durable, strong and above all resilient, leading to upgraded data and analytics up to the level they can be maintained. Furthermore, contemporary collaborations require a great deal of data based services and asset performance, including analytics as a form of new customer experience. This has been described by senior business executives and global CEOs as the major theme when engaging in communication with them because the speed of innovation and the velocity of disruption are difficult to comprehend or anticipated. Therefore, there has been a simple conclusion that, in most industries, having a main impact on businesses and customer expectation are the technologies that underpin the Fourth Industrial Revolution.

PE, on the other hand, has been considered as the main focus on the aspect of supply of products. This is because, as viewed by many industries, existing industry value chains have been disrupted by the introduction of new technologies that come with contemporary methods of serving current needs. This has been viewed as important because, disruption comes from various aspects, such as in global digital platforms, innovative competitors, marketing, development, and sales, which all can be displaced faster by a well-established incumbent, especially with various improvements, like in the speed, quality or price at which value could be given.

In the context of Malaysia, there have been so many policies formulated by the government to take advantage of the enormous opportunities under IR 4.0 such as big data and robotics in the manufacturing industry. For example, under the Eleventh Malaysia Plan, which is a comprehensive five-year development blueprint prepared by the Economic Planning Unit (EPU) of Malaysia, one of the government's plans is to increase productivity and reduce dependency on inputs of labour. In the plan, the main solution is to increase industrial productivity, where there will be a higher adoption of automation and development of skills. Although such automation and robotics were implemented by the former Prime Minister Dato' Seri Dr. Mahathir bin Mohamad in 1983, however, there has been various challenges impeding its achievement. One of the main challenges was that Proton was the only car manufacturing company at that time (Bahrin et al., 2016).

ENTREPRENEURSHIP EDUCATION

Generally, entrepreneurship education can be said to be the education that impacts skills and knowledge required by individuals to start new business ventures. However, there has been much debate about the delivery mode. As mentioned by Hytti and O'Gorman (2004), there are many methods to offer entrepreneurship education but it will depend

on the objectives. According to them, increasing the understanding of entrepreneurship, public channels like media, lectures or seminars will be a good avenue to share such information. The reason for these methods is that they have been effectively used when disseminating information to a large group of audiences over a short period. However, if the objective is to equip individuals with adequate entrepreneurial skills, then industrial training will be considered as the best method to adopt. On the contrary, if the objective is the creation of entrepreneurs, a more controlled environment will be required to effectively facilitate experiments, via methods like business simulation and role-play. In all, regardless of the methods adopted, the point of these scholars is that the role of educational institutions cannot be overlooked in providing entrepreneurship education.

Largely, the impact of entrepreneurship education on students should be based on an understanding of a business purpose and relations with the economic structure. This should be possible through an educational system that welcomes innovation and development of new ideas in order to impart skills to individuals (Stevenson & Lundström, 2001; Klapper, 2004). In view of this, some researchers have suggested starting entrepreneurship education early in the national education system (Kourilsky & Walstad, 1998; Stevenson & Lundström, 2007; Kroon & Meyer, 2001).

Hence, this study will define entrepreneurship education as a formalised programme that will equip students with skills and knowledge in order to enable them to understand market requirements, customers' insights and to recognise business opportunities. It can also be referred to as a trigger for developing and implementing a business plan, having networking skills, evaluating internal and external business environment and finally creating ideas.

THE IMPORTANCE OF THE ENTREPRENEURSHIP EDUCATION

As suggested by many scholars, the idea of cultivating entrepreneurship spirit among graduates has been largely due to the important role played by entrepreneurship education (Robinson & Hayes, 1991; Sexton & Bowman, 1984; Katz, 2003; Ronstadt et al., 1988; Solomon et al., 2002). In some of the previous studies, such as Kolvereid and Moen (1997), it was mentioned that students who had taken an entrepreneurship course or subject displayed outstanding performance and the urge to become self-reliant. They further argued that compared to students without exposure to entrepreneurship studies, those who were familiar with entrepreneurship displayed behaviour that was more enterprising. Similarly, Henderson and Robertson (2000)'s research indicates the importance of teaching entrepreneurial skills, sustainability and successes even if it is not possible to teach people to be entrepreneurs. Many other scholars who have supported this argument opine that a student who has participated in entrepreneurial programme displays a higher tendency to start his/her own businesses compared to others who do not attend any similar programmes (Galloway & Brown, 2002; Carter & Collinson, 1999).

Therefore, the importance of entrepreneurship success and its development of a nation's economy cannot be overemphasised by various studies. Rahim et al. (2015) have suggested the need to introduce entrepreneurship education as a subject at all levels of higher learning institutions in developing countries, such as Malaysia.

In Malaysia, the realisation of Vision 2020 especially in the education sector requires acceleration of entrepreneurship education. The assumption is that early exposure to entrepreneurship education among university students can be a useful agenda to build an entrepreneurial culture in them.

ENTREPRENEURSHIP EDUCATION IN MALAYSIA

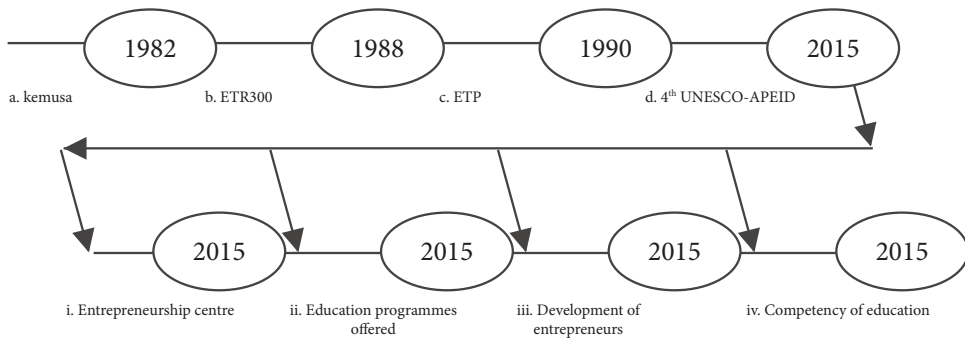


Figure 1

Figure 1 describes how entrepreneurship education in Malaysia started with the introduction of the Kembara Usahawan otherwise known as the KEMUSA co-curriculum in June 1982 by one of Malaysia's renowned public institutions of higher learning, Institut Teknologi MARA (ITM). According to Abdul Latif et al. (1996), the programme was introduced to create awareness on entrepreneurial opportunities among students. In 1988, a comprehensive entrepreneurship course called Fundamentals of Entrepreneurship (ETR300) was made a compulsory subject and introduced to all diploma students from the same institution. As a result, it is clear that the emergence of Entrepreneurship Education in Malaysia started with the implementation of KEMUSA and ETR300 by ITM. This is because it was seen as a focal point for well-structured dissemination of entrepreneurial knowledge, which thereafter better equip students in higher learning institutions (HLI) with the necessary competencies that will enable them to venture into business on their own.

Rapid entrepreneurial progress in the 1990s in many western countries has resulted in Malaysia focusing on self-reliability among its citizenry. As such, the country has witnessed various developments of entrepreneurship training programmes (ETP), including initiatives which will foster self-reliance and self-dependence among the

people (Zakaria et al., 2011). This is why the Government of Malaysia has established various agencies that play a crucial role in promoting entrepreneurship programme through national plans. Besides that, entrepreneurship education has been included in the various Malaysian universities' curriculum to spur this initiative.

Currently, in Malaysia, four major elements have been identified and regarded as the focus of the country's entrepreneurship education. These are; (i) Development of Entrepreneurs (DE); (ii) Entrepreneurship Centre (EC); (iii) Competency of Educators (CE); and (iv) Maturity of Education Programs Offered (EPO).

CHALLENGES OF ENTREPRENEURSHIP EDUCATION

Based on the foregoing discussion, there have been different supports provided by the Government of Malaysia to university students especially in the area of entrepreneurship education. However, most of these students are still lagging behind or having difficulties when it comes to effective implementation of entrepreneurship education. This is due to various challenges affecting the implementation of entrepreneurship education in Malaysia.

Findings have shown that financing is one of the major issues even though there has been financial support from various agencies towards the cause of entrepreneurship education. However, the loan acquiring process is still considerably tedious for many students. Furthermore, Yusoff et al. (2014) mentioned that, even though many universities have taken a bold step in offering seed capital (soft loans), one could see that the amount of the available funds given to these students is still low. Besides that, the management of the fund has been revolving because it has continually experienced a shortage due to the erratic and low repayment rate. Secondly, there is a lack of commitment to entrepreneurship education from both educators and university students. On the part

of the students, priority is placed more on academic grades. As a result, engaging in business activities and studying have been a challenge (Hamidon, 2014). On the part of the educators, academic tasks have been their main challenge and excuse (Rahim et al., 2015), depriving them from engaging in any practical business activities.

RECOMMENDATIONS FOR FUTURE RESEARCH

Measuring the effectiveness of a training intervention on entrepreneurs has very clear importance and further research with respect to the training programmes and specific group such as women entrepreneurs is still required. Therefore, this study has suggested approaches that could stimulate further research on these important issues. The following opportunities and recommendations have been identified during the course of this study, namely:

- More studies on effectiveness with the use of control groups and longitudinal designs are needed so that findings from research such as this can have greater external validity;
- The ideal situation will be to measure the experimental group after 18 months and three years to really determine the impact that the Women Entrepreneurship Programme (WEP) has on the experimental group's businesses. A longitudinal study in which the same respondents are measured for four or five times will make a valuable contribution to the field of entrepreneurship training interventions;
- It is also recommended that for effectiveness, studies that make use of longitudinal designs should incorporate a co-variance model within the study; and
- Finally, a supportive business environment, new institutional mechanism and incentives for seed capital funding are also recommended.

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