

**TEACHING – LEARNING STYLE ATTRIBUTES THAT
INFLUENCE THE LEARNING OUTCOME IN
ENTREPRENEURSHIP EDUCATION (EE)**

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DECLARATION OF ORIGINAL WORK

‘I hereby declare that the work of this exercise is mine except for the quotations and summaries that have been duly acknowledge.’

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DEDICATION

To my cherished family especially to my dad, En. Mohd Nazmi B. Zainuddin, and to my mother, Pn. Fauziah Bt. Ayob, who help me in terms of finance and time in order for me to complete this project paper. There were some hurdles while doing this paper internally and externally. However, with my treasured family members and my friends who supported me, I was able to continue completing this project paper. Not to forget my friends who are being with me by working together giving ideas and suggestion; so that I can proceed with completing this paper with so much easier. Specially thank to Muhammad Arif Munzer, who help me with understanding the SPSS, my housemates, Mahsuri, Ariza, Syarifah Noratiqah, Rosliza, Ain and Rafizah, who stays up until late at night and we did the report for our project paper. Without all this people, I would not be completing this project paper successfully. I acknowledge their never ending support, motivation and attention. Motivational supports do helps a lot in this final year project paper and as well as for me to further my studies in the Master's degree in the future.

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ABSTRACT

This study purposes are regarding the Teaching-Learning Style Attributes That Influence the Learning Outcome in Entrepreneurship Education (EE). There are 4 types of teaching styles attributes (Authoritarian, Demonstrator, Facilitator, and Delegator) and 3 types of learning style attributes (Visual, Auditory, and Kinesthetic) that influence the learning outcome in entrepreneurship education. This research used a quantitative research method. Data were collected through questionnaires. The sample of this research comprises 97 people from the populations of two faculty from the two universities. Data were subjected to content analysis and according to the settings specified for the measurement analysis by the appropriate application. The method of data analysis will measured by using descriptive analysis by using an application called Statistical Package for Social Science (SPSS), in order to get an accurate results and relationship between independent and dependent variable. The result show that teaching style ($P=0.055$) and learning style ($P=0.026$) is positively related to learning outcome in entrepreneurship education.

Keywords: Entrepreneurship, Teaching Style, Learning Style, Education, Learning Outcome, Attributes

ABSTRAK

Tujuan kajian ini adalah mengenai pengaruh ciri-ciri gaya pengajaran dan gaya pembelajaran terhadap hasil pembelajaran dalam pendidikan keusahawanan (EE). Terdapat 4 jenis gaya pengajaran (Autoritarian, Demonstrator, Fasilitator, dan Delegator) dan 3 jenis gaya pembelajaran (Visual, Auditory dan Kinesthetic) yang mempengaruhi hasil pembelajaran dalam bidang pendidikan keusahawanan. Kajian ini menggunakan kaedah kajian kuantitatif. Data telah dikumpul melalui kaedah soal selidik. Sampel kajian ini terdiri daripada 97 orang daripada populasi dua Fakulti dari dua buah universiti. Data telah tertakluk kepada analisis kandungan yang tepat dan mengikut kepada ketetapan yang telah ditetapkan untuk diukur melalui aplikasi yang sesuai. Kaedah analisis data akan diukur dengan menggunakan analisis deskriptif dengan menggunakan satu aplikasi yang dipanggil pakej statistik untuk sains sosial (SPSS) untuk mendapatkan hasil yang tepat dan hubungan antara pemboleh ubah berubah-ubah dan pemboleh ubah bergantung. Keputusan ini menunjukkan bahawa gaya pengajaran ($P = 0,055$) dan gaya pembelajaran ($P = 0.026$) secara positif berkait dengan hasil pembelajaran dalam bidang pendidikan keusahawanan.

Kata kunci: Keusahawanan, Gaya Pengajaran, Gaya Pembelajaran, Pendidikan, Hasil Pembelajaran, Ciri-Ciri

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LIST OF ABBREVIATIONS

NO.	TITLE
EE	Entrepreneurship Education
FPTT	Faculty of Technology Management and Technopreneurship
FEB	Faculty of Entrepreneurship and Business
UMK	Universiti Malaysia Kelantan
UTeM	Universiti Teknikal Malaysia Melaka
VAK	Visual, Auditory, Kinaesthetic
UMT	Universiti Malaysia Terengganu
MRA	Multiple Regression Analysis
PPPA	Pusat Pengajian Perikanan dan Akuakultur
RO	Research Objective
RQ	Research Question

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF STUDY

Entrepreneurship is where the business ideas is turn into a profitable business ventures or start-ups. Being entrepreneurs was not just someone who just starts a business or owns it; everybody can be entrepreneurs including corporate employers or employees. Technopreneurship typically refers to the blending of innovation, technology and entrepreneur in a one explanation. As for the Technopreneurs itself, the technology existence in a business is not necessarily an application of high-technology, medium-technology, or low-technology that affects the flows of business operation. It just needs know-how on the work applications.

There are no big differences between entrepreneurs and technopreneurs. It is just that an entrepreneur turns business into profit for the marketed products or services while technopreneurs works in a dynamic flow, innovations and profits will come after that (Presentation on *Technopreneurship Study Mission – South Korea*, 2012). Technopreneurs was said to be the new levels of business person or entrepreneurs. By being an entrepreneurs as the first step, with the presence of any innovation or invention in the products or services offered, you can be called as a technopreneurs (Speech by Sonekh.V on *Explaining Technopreneurship: A*

Combination of Theory & Personal Experience, 2012). Rationally, technopreneurs was an entrepreneurs whom creates something new which called as innovation; that will gives those entrepreneurs profits and competitive advantages.

There is no single definition to state or explain entrepreneurship education (Cheng and Chan, 2011). Entrepreneurship education (hereafter termed as (EE) is different from the normal business management programs as it requires a different teaching pedagogy and different sets of education objectives (Kirby, 2002; Cheng and Chan, 2004). If the objective of EE is to provide entrepreneurial knowledge, then one attains it though attending workshops, classes, lectures and seminars. However, if the objectives are to equip students with entrepreneurial skills which are directly applicable to the businesses, then the program is practical through relevant entrepreneurial training processes and doing it themselves or via business simulations and roles execution (Cheng and Chan ,2004).

Those explanations above regarding technopreneurs and entrepreneurs and entrepreneurship education are one of the reasons why nowadays it attracts the attention of academicians and policy makers to include entrepreneurship educations (EE) as one of the subjects or main course in the colleges or universities (Alexander Harsono, 2013). As there are numerous recent research that did topics on entrepreneurship and education states that, entrepreneurship has become one of the increasing economic factors in the worldwide. Besides that, techno-entrepreneurship was something new to explores and develop in the business market. In the Malaysian universities context, there are several public and private universities that offered TECE and EE as a combination of subjects or course to be taken by the students, as there are many benefits to be offered to the other generations. For this study, researcher will be focus on the adaptation of EE in the higher education institutions; which offers that subject's.

However, do students or graduates really adopt the knowledge learned in universities pertaining to the EE? Does those knowledge able to shape or mold specifically the entrepreneurial actions among them and useful for their career

development? What are the preferable teaching and learning styles by the students itself? The purpose of this research paper is to improve the learning outcome in EE by using the teaching-learning style attributes.

1.2 PROBLEM STATEMENTS

From the researcher own experiences, most of the students are not 100% able to memorize and recognize what they have learned during the first year of study. There are different factors that contributes to these problems. Thus, what are the relationship between the way they learned and the way they have been taught by their lecturers and it's after affects specifically on the future work or career choices? research problem statement is defined as Dr Baker, a professor of physics at a university in the USA, confessed that when he entered the teaching profession, he had a set of attitudes toward instruction and student– university teacher interaction. At the beginning of the semester, he would declare, in the presence of his students, that only 50 per cent would pass his class and his predictions, most of the time, came true (Godson A. Tetteh, 2015).

There is a lot of research paper regarding entrepreneurship education (EE) and entrepreneurial intentions especially on students; theoretically and practically explained. Thus, this paper will focus more on the empirical study on what is needed by the industries players and employers through skills and knowledge use for developing the new generations of technopreneurs. As entrepreneurship was considered as one of the developing career, there is an urge for everyone to make it possible and change every aspect of economy in terms of productions, manufacturing, services, or human lifestyles with the presence of innovations and inventions so that Malaysia can transform from developing nation to develop nation.

Rationally, when students are equip with the effective and efficient while learning in universities, it does influences the outcomes of the EE objectives course or programs by which from the aspects of career developments. However, do every

university that offers EE as a subject or course manage to produce students with entrepreneurial intention? Thus, do the methodology used such as teaching styles and learning styles practices by the students and the teachers relates with the learning outcomes and academic performances?

1.3 RESEARCH QUESTIONS

The formulations of the research questions in this study are:

RQ₁: What are the dominant teaching style preferences for an effective learning outcomes in EE?

RQ₂: What are the learning styles for most of the students which can provide an effective learning outcomes in EE?

RQ₃: What are the relationship between teaching styles and learning styles that can provide an effective learning outcomes in EE?

1.4 RESEARCH OBJECTIVES

The research objectives of the study are:

RO₁: To determine the dominant teaching style preferences for an effective learning outcomes in EE.

RO₂: To determine the learning styles for most of the students which can provide an effective learning outcomes in EE.

RO₃: To determine the relationship between teaching styles and learning styles that can provide an effective learning outcomes in EE.

1.5 SIGNIFICANCE OF STUDY

The significant of this study is that the university teacher may improve the teaching style through the results and provides an effective and efficient suggestion for both institutions. The analysis in teaching and learning style also will provide some suggestion for further improvement in the education systems. In additions, the findings of this study will provide the ideas for high institutions to recognize the factors or criteria in teaching-learning style that influences the learning outcomes in EE in order for them to develop programs or training courses for students to increase their entrepreneurial intentions and for their future career choice especially in entrepreneurships.

1.6 SCOPE OF RESEARCH

This research covers the study on the teaching-learning styles attributes that influence the learning outcomes in EE. The variables in teaching and learning styles and attributes of lecturer to improve the learning outcomes in EE will then being used as subjects to be included in the questionnaires. This research will be conducted with the samples of populations from two universities that offers entrepreneurship as one of the university course or programs; samples of students from the Faculty of Technology Management and Technopreneurship (FPTT), Universiti Teknikal Malaysia Melaka (UTeM) and samples of students from the Pusat Pengajian Perikanan Dan Akuakultur (PPPA), Universiti Malaysia Terengganu (UMT).

1.7 LIMITATION OF STUDY

There were few constraints while conducting this research. One of them is that past research only take undergraduates from different faculty on the same universities. Finding appropriate subjects and methods used in data collections is important for this research. Besides that, past researcher use mixed methods for questionnaires to collect the data. However, those obstacles are the risk to get the best results and data collections. Same as the other researchers, one of the risks in collecting the data are lack of respondents' knowledge on what are the learning preferences preferable by themselves.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTIONS

Entrepreneurs is a person who organizes, operates and assumes the risks for a business venture and hopes for a profit. Entrepreneurs also are someone who want to be their own boss and operates company by their own. There are entrepreneurs who got a formal and non-formal education especially in the EE.

Technopreneurs typically refers to the new level of entrepreneurs in the world of businesses. The first steps to become a technopreneurs, they must go through the phase by becoming an entrepreneur as the first steps. The explanations regarding the TEC must be fully explains so that the research topic can be understandable. Provided with the facts from the variety of resources, in this literature reviews, this topic will discuss on the past research regarding TEC; as well as how its skills and knowledge involved will effects on the career choices.

In January 2013, there has been a research regarding the relationship between the benefits of technoentrepreneurship education affect career intentions of college students, Alexander Harsono (2013). Starting from the year 2010 till year 2015, more than 10 research around the world from numerous sholars in different fields such as in psychology, in economics and from sociology that focusses on the technopreneurship, entrepreneurship, educations and its affect on the technopreneurial or entrepreneurial intentions among students as well its importances on the economy in this paper (Siti Nor Wardatulaina and Urbano, 2011).

However, there are a lot of past research on the benefits of EE that attracts many stakeholders including academicians that provides many programs or courses

related to entrepreneurship. Besides that, the objectives for each institutions that offers EE as one the course or programs are to produce graduates with an entrepreneurial intentions in order to an entrepreneur's. In order for the students to acquire the knowledge in entrepreneurship, they must have grabs the chances by perceived the skills and knowledge in EE. Thus, attributes in teaching-learning style do effects the learning outcome in EE among students. Bloom *et al.* (1956) define knowledge involving the recall of specifics and universals; the recall of methods and processes; or the recall of a pattern, structure or setting (Bloom *et al.*, 1956 p. 201). Bloom's Taxonomy has three classifications or domains that university teachers set as learning objectives for students to acquire knowledge. The three classifications or domains are cognitive domain, affective domain and psychomotor domain. The main objective or goal of university teachers is to equip the students to achieve these three main classifications or domains. Nonetheless, there are several studies on the teacher's approach to teaching (that is – how they teach) and the conceptions they hold about teaching (what they believe about teaching), and the approach to learning from the student's perspective which needs to be investigated (Godson A. Tetteh , 2015).

2.2 DEFINITION OF TERMS

2.2.1 ENTREPRENEUR

Entrepreneur is someone who start-up their own business with their sources of funding with revenues as their focus. To be a successful entrepreneurs, they possesses necessary skills, creativities, innovations, motivations, attitudes and behaviors (Alexander Harsono, 2013). Becoming an entrepreneur was not necessary someone who decide entrepreneurship as the first choice of career's because everybody can be an entrepreneur as long as they have all those skills and knowledge to be an entrepreneurs' (Presentation on *Technopreneurship Study Mission – South Korea* ,2012).

2.2.2 ENTREPRENEURSHIP

In the meanwhile, for entrepreneurship, it is all about creativity, innovation and growth, a way of thinking and acting relevant to all parts of the economy and society as well as the whole surrounding ecosystem (Alexander Harsono, 2013). Alexander Harsono (2013) also states that entrepreneurship is a process that results in creativity, innovation, and growth. There are four requirements in the process; money, target market analysis, staff, and environment (Presentation on *Technopreneurship Study Mission – South Korea*, 2012). Growth in entrepreneurship research over the past decades has expanded the scope of entrepreneurial studies and during the last 25 years there has been an explosion of interest in the entrepreneurship field in the USA that has led to the institution of courses and degrees at several levels for undergraduate and graduate (Iacobucci D. and Micozzi A., 2012).

2.2.3 ENTREPRENEURSHIP EDUCATION (EE)

Entrepreneurship education is the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked, and to have the insight, self-esteem and knowledge to act where others have hesitated (the Center for Entrepreneurial Leadership clearinghouse on Entrepreneurship Education: www.celcee.edu). Entrepreneurship education (EE) was designed as a formal education for entrepreneurs. These two programs does attributes to develop the skills for anybody as the first stage of becoming entrepreneurs or technopreneurs through education. There is no definite explanations to define or state on what is entrepreneurship education (EE) is about. As stated in *Entrepreneurship-Technopreneurship Education for Undergraduates: Practicality Vs Curriculum*, Sariwati et al. (2012), through the perspectives of experts and academicians, EE was all about the adaptation of skills, experiences, and knowledge within the learner's to provide him with the know-how on the elements or skills that are important in