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“I hereby declared that I had read through this thesis and in my opinion that this thesis is adequate in terms of scope and quality which fulfill the requirements for the award of Bachelor of Technology Management (High-Tech Marketing).”

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THE IMPACT OF TEACHING METHOD TOWARD THE EFFECTIVENESS OF
ENTREPRENEURSHIP TEACHING DELIVERY IN UTeM

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DECLARATION OF ORIGINAL WORK

“I hereby declare that the work I am submitting for assessment contains no section copied in whole or in part from any other source unless explicitly identified in quotation marks and with detailed, complete and accurate referencing.”

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DEDICATION

Special thanks to:

My beloved parents

Siblings

Friends

My supervisor: Dr. Amiruddin Bin Ahamat

For all the spirituals and moral support that had been given to me all the time.

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ABSTRACT

Teaching method is important to make sure the effectiveness of entrepreneurship teaching delivery. Effective teaching method can make the learning process go through smoothly and students can grasp the knowledge about entrepreneurship easily. This research aims at identifying the teaching method that can influence effectiveness of entrepreneurship teaching delivery. This research was conducted among students of UTeM. A number of 297 questionnaires were distributed using convenience sampling to UTeM students. The method used in analyzing data are descriptive analysis, multiple regression coefficients, and Pearson correlation coefficient analysis as there are five independent variables involved in this research which is traditional teaching method, direct instruction method, project based teaching, cooperative learning and action learning. Result and finding of this research show that all independent variables are positively associated with effectiveness of entrepreneurship teaching delivery. In general, the result and finding support all hypotheses except project based teaching and cooperative learning has no significant relationship with effectiveness of entrepreneurship teaching delivery in UTeM. In addition, this research provides managerial and theoretical implications as well as recommendations for future research.

ABSTRAK

Kaedah pengajaran adalah penting untuk memastikan keberkesanan penyampaian pengajaran keusahawanan. Kaedah pengajaran yang berkesan dapat membantu proses pembelajaran berjalan dengan lancar dan pelajar dapat memahami pengetahuan tentang keusahawanan dengan mudah. Kajian ini bertujuan untuk mengenal pasti kaedah pengajaran yang boleh mempengaruhi keberkesanan penyampaian pengajaran keusahawanan. Kajian ini dijalankan di kalangan pelajar UTeM. Sejumlah 297 soal selidik telah diedarkan menggunakan persampelan mudah kepada pelajar UTeM. Kaedah yang digunakan dalam menganalisis data adalah analisis deskriptif, analisis regresi berganda, dan analisis Pearson korelasi koefisien kerana terdapat lima pemboleh ubah bebas yang terlibat dalam kajian ini iaitu kaedah pengajaran tradisional, kaedah arahan langsung, pengajaran berasaskan projek, pembelajaran kooperatif dan pembelajaran tindakan. Hasil kajian ini menunjukkan bahawa semua pembolehubah bebas dikaitkan secara positif dengan keberkesanan penyampaian pengajaran keusahawanan. Secara umum, hasil kajian menyokong semua hipotesis kecuali pengajaran berasaskan projek dan pembelajaran kooperatif tidak mempunyai hubungan yang signifikan dengan keberkesanan penyampaian keusahawanan di UTeM. Selain itu, penyelidikan ini memberikan implikasi pengurusan dan teoritis serta cadangan untuk penyelidikan masa depan.

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LIST OF ABBREVIATIONS

| | |
|-------|---|
| UTeM | Universiti Teknikal Malaysia Melaka |
| ETD | Effectiveness of Entrepreneurship Teaching Delivery |
| TTM | Traditional Teaching Method |
| DIM | Direct Instruction Method |
| PBT | Project Based Teaching |
| CL | Cooperative Learning |
| AL | Action Learning |
| SPSS | Statistical Package for Social Science |
| FKEKK | Faculty of Electronic and Computer Engineering |
| FKE | Faculty of Electrical Engineering |
| FKM | Faculty of Mechanical Engineering |
| FKP | Faculty of Manufacturing Engineering |
| FTMK | Faculty of Information and Communication Technology |
| FPTT | Faculty of Technology Management and Technopreneurship |
| FTK | Faculty of Engineering Technology |
| FYP | Final Year Project |

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CHAPTER 1

INTRODUCTION

This chapter introduced the entrepreneurship education along with problem statement, research objectives, research questions, scope of study, and research limitations. This research demonstrated teaching methods that influenced students in learning entrepreneurship. Researchers have to study in-depth and understand the research background for this study before entered further chapters.

1.1 Background of Study

Jesselyn Co and Mitchell (2006) said that entrepreneurship is a young growth area which is important in the world of business environment. Increasing number of students who interested to start-up their business tended to increase the demand in entrepreneurship subject.

Based on Laukkannen (2000), entrepreneurship education has two different scopes. First scope is education about entrepreneurship. This scope included develop, construct and learn the theory regarding entrepreneurship, business creation, dedication to development of economic, business process and others. It considered undergraduate, master, doctoral students and others. The second scope is about education for entrepreneurship. This scope involved current and potentiality entrepreneurs with aim of growing and irritating the process of entrepreneurial by

providing all the necessary tools to start a new business. Pedagogy approaches are used in teaching entrepreneurship.

Pedagogical approaches have been utilized by educators based on students learning level and using varying teaching method for distinct subject. Pedagogical approaches have two type of teaching method which is teacher-centred approach and student- centred approach (Ismail, 2017).

Klandt (1993) stated that teaching method that has been used commonly involved reading, lectures, guest speakers, case studies, research papers, dissertations and seminars. The others teaching method that educators used included provide counselling for students and educational entrepreneurship which included video, hands-on work, writing business plans, role-playing games, joining student business club and others. There is some problem that happened among graduate of university.

Most of the graduates in Malaysia are lack of skill especially communication skill. This statement is supported by Jancarik, Jancarikova, and Novotna (2013) which stated that most of the graduate unable to speak well especially in English and lack of problem solving skill. Because of this problem, researcher decided to do this research to identify the teaching method that can influence effectiveness of entrepreneurship teaching delivery in UTeM.

Population of undergraduate students who take entrepreneurship subject in UTeM for year 2017 is around 1,348 students. If the students have an interest to be an entrepreneur after learning entrepreneurship in UTeM, this is a great opportunity for them to try and take the risk to start their own business and they don't have to wait for the bigger firm to employ them.

1.2 Problem Statement

Many hirer in Malaysia commented that graduate of entrepreneurship unable to consider out of the box, unable to reach their anticipation, lack of problem solving skills, lower social intercourse skills, have the attitude problem and unable to talk in English (Jancarik, Jancarikova, and Novotna, 2013). The correct teaching method and effectiveness of entrepreneurship teaching delivery is important to stimulate entrepreneur thinking among students.

Based on Timmon et al. (2011), entrepreneurship education is procedure of getting the students to start-up their own business. Entrepreneurship education focused on student ability to solve the problem in ambiguity situation (Arvanites et al., 2006). Students can learn how to cope with process of new start-up business by learning entrepreneurship (Biggs, 2003).

Entrepreneurship education can helped students to increase their knowledge and improve their skill by learning to the current situation (Bayona and Castaneda, 2017). Therefore, the purpose of this research is to determine the appropriate teaching methods that can affect the effectiveness of entrepreneurship teaching delivery in UTeM.

1.3 Research Question

- 1.) What are the teaching methods that can influence effectiveness of entrepreneurship teaching delivery in UTeM?
- 2.) What are the relationship between teaching methods and effectiveness of entrepreneurship teaching delivery in UTeM?

1.4 Research Objective

- 1.) To identify the teaching method that can influence effectiveness of entrepreneurship teaching delivery in UTeM.
- 2.) To investigate the relationship between teaching method and effectiveness of entrepreneurship teaching delivery in UTeM.

1.5 Research Scope

This research aims to study the teaching methods that can influence effectiveness of entrepreneurship teaching delivery among UTeM students. This research has been conducted within nine months. Researcher conducted this research in UTeM which is located in Melaka. To conduct this research, researcher used a questionnaire to obtain information from 297 respondents of UTeM students which sample size from a total population of undergraduate students who take entrepreneurship subject.

1.6 Research Significance

Importance of this research is to identify the impact of teaching method toward the effectiveness of entrepreneurship teaching delivery in UTeM. This research can help educators to understand which teaching method is preferred by most of the students in learning entrepreneurship. This is important because the interest of the students in learning entrepreneurship will affect the student to become an entrepreneur in the future.

1.7 Summary

This chapter is the introduction of this research. It discussed about topic of this research which included background, problem statements, research objectives, research questions, scope as well as importance of this research. The aim of this research is to identify the teaching method that can influence effectiveness of entrepreneurship teaching delivery in UTeM and to investigate the relationship between teaching methods and effectiveness of entrepreneurship teaching delivery in UTeM. The next chapter discuss about the review of extant literature that relevant to this research.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter discussed about the review of extant literature that relevant to this research. In this chapter, researcher has identified the teaching method that can affect entrepreneurship teaching delivery. Teaching method that adopted by educators is under pedagogical approach. Below is an overview of pedagogical approach.

2.1 An overview of pedagogical approach

Noordink (2010) stated that pedagogical approach is the method that educators used to instruct students. Pedagogy approaches are utilized by educators based on students learning level and using varying teaching method for distinct subject. Pedagogical approaches have a few principles such as motivation and direction of activity.

Based on Robinson (2013), motivation is the principles of best pedagogy. Motivation is important to build or create closely relationship with the students, know students modern life view, knowing their interest and their experience and then teaching in the direction that are significance to students. The purpose of

teaching is to let the students know and understand outside environment that out of their previous experience. The next principle of pedagogy is direction of activity.

Direction of activity is also the principles of best pedagogy (Robinson, 2013). Learning by doing the activity is important. The best teaching is depending on the activity. The activity design for delivering the specific objective of learning must in the attractive way.

Nowadays, the teaching method that utilized by the university in entrepreneurship education is pedagogical approaches. Based on Ismail (2017), pedagogical approaches have two types of teaching method which are teacher-centred approach and student-centred approach.

2.2 Teacher-centred approach

Based on Bayona and Castaneda (2017), teacher-centred approach is educator transmitting the material or knowledge for students. Educator is the people who shared their knowledge with students and students are stimulating to remember the teaching material. If the students did not have any knowledge about the topic, this teaching approach can be dedicated by sharing the knowledge for students to ensure the students gain the needed intellectual and relate it to the theory (Dochy et al., 2003). There are another view about teacher-centred approach which discussed by different author.

According to Wingfield and Black (2005), teacher-centred approach is the major to strengthen student's foundation in entrepreneurship theory. The educators are more focusing on what teaching material they have to deliver during the lecture and they like to teach students in more details (Schug, 2003). Below is extension explanation about teacher-centred approach.

This teaching approach is a one-way communication that educators teach whereas the students listen. Teaching, distribute readings materials and also

discussion forum is an example of teacher-centred approach (Maritz and Brown, 2013). This teaching approach has negative comment but it's still used by educators until now. Some educators will ask students to illustrate and describe the main idea further instead of exclusively teaching (Thomas, 2016).

Teaching methods of teacher-centred approach are lectures, assigned readings, seminar and others. This teaching approach used the materials like slides show, notes and others to give the lectures (Lourenco and Jones, 2006).

Educators acts as the people who deliver the knowledge in order to let the students get the correct answer. Sometimes, educators will distribute some additional materials for students to read such as from the websites or online learning platform to increase the understanding of the students in certain topic (Ismail, 2017).

2.3 Student-Centred Approach

Student-centred approach is focused on learning of the theory and the students should exert their role in the learning process (Thomas, 2016). Students should use their previous knowledge and fresh experience to build the knowledge. For this teaching approach, educators not only responsible on guiding students but have to make and construct the term to teach (Thomas, 2016).

Student-centred approach is the new teaching method and this teaching approach is suitable for teaching entrepreneurship but the educator must think about the situation such as student's number in that class, environment, the teaching material availability and others (Thomas, 2016).

According to Walter and Dohse (2012), student-centred approach focused on the action based teaching. This teaching approach usually make the students participated in some activity that pushed them to response or give out their ideas and mention in what way they are going to use that ideas (Michael, 2006). Below is the extension explanation about student-centred approach.

Mostly, this teaching approach is on two-way communication that include lecturer and students and among students themselves. According to Michel et al. (2009), learning to the problem, collaborative learning, experiential learning and sharing learning is an instance of student-centred approach.

In this approach, educators are responsible on guide the students. Students learn entrepreneurship by using their own intellectual and students are participating in an activity by grouping, or alone based on the aim of activity (Ismail, 2017).

Teacher-centred Approach

2.4 Traditional Teaching Method

Most of the educators and students like to use Microsoft Office System. Nowadays, PowerPoint is a technology that selected by educators to give presentation for students. PowerPoint is an integrated presentation tools that can assist the educators to give the lecture or presentation (Segundo and Salazar, 2011). Traditional teaching method will bring the benefit for students.

Ozaslan and Maden (2013) mention that PowerPoint makes the teaching substance more attractive and it can attract the student attention in learning entrepreneurship. Based on Corbeil's study (2007), students will understood the content if educators use PowerPoint to give the lecture rather than using textbook because students can focus and understand the theory easily if there are attractive colours, animation and others in PowerPoint.

According to Zedan, Yusoff and Mohamed (2015), PowerPoint will bring the benefit for students such as obtain the main point of the lecture. Giving main point will attract the student attention to focus in class. PowerPoint is an easy method that use to give the lecture for students and make them comprehend the entrepreneurship theory faster and effective and the students can obtain the main point during lecture. However, some of the authors have different view about traditional teaching method.