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**EDUCATIONAL ENTREPRENEURSHIP: THE RELATIONSHIP BETWEEN
ORGANIZATIONAL STRUCTURE AND INNOVATION**

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UTeM

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“I hereby declare that the work of this research is mine except for the quotations
summaries that have been duly acknowledged”

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DEDICATION

I dedicate this thesis to my parents Azizan Bin Chin and Sharifah Binti Baharum. Without their support and almost love, the completion of this work would not have been possible. ♥

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ABSTRACT

This study aims to investigate the relationship between organizational structure and innovation in educational entrepreneurship. The research question will guided this study: is the relationship between four dimensions of organizational structure (management support, work discretion, rewards/reinforcement, and time availability) and educational entrepreneurship in public education institutions. Other than that, this study confirms its importance in ongoing renewal policy efforts as a catalyst for change and innovation in public education. This assessment will be conduct in three local university in Malaysia such University Teknikal Malaysia Melaka (UTeM), University Utara Malaysia (UUM), and University Teknologi MARA (UiTM Bandaraya Melaka). Quantitative data collected from electronic survey, using random sample sampling as my research design with 90 respondents. The data will collect and then analyzed using the IBM SPSS Statistic 23.0. Additionally, two of the four hypotheses were confirmed in this study. A significant positive correlation was found between management support, and reward/reinforcement. Work discretion, and time availability was not significantly relationship with educational entrepreneurship It is proved that the researcher has achieved all research objectives in which there is a significant relationship between all the independent variables with the dependents variables in this study.

Keywords: educational entrepreneurship, organizational structure, educational entrepreneurship in public education institutions

ABSTRAK

Kajian ini bertujuan untuk mengkaji hubungan antara struktur organisasi dan inovasi dalam keusahawanan pendidikan. Soal penyelidikan akan membimbing kajian ini: adalah hubungan antara empat dimensi struktur organisasi (sokongan pengurusan, budi bicara kerja, ganjaran / penguatan, dan ketersediaan waktu) dan keusahawanan pendidikan di institusi pendidikan awam. Selain itu, kajian ini mengesahkan kepentingannya dalam usaha-usaha dasar pembaharuan yang berterusan sebagai pemangkin untuk perubahan dan inovasi dalam pendidikan awam. Penilaian ini akan dijalankan di tiga universiti tempatan di Malaysia seperti Universiti Teknikal Malaysia Melaka (UTeM), Universiti Utara Malaysia (UUM), dan Universiti Teknologi MARA (UiTM Bandaraya Melaka). Data kuantitatif yang dikumpulkan dari tinjauan elektronik, menggunakan sampel rawak sampel sebagai kajian penyelidikan saya dengan 90 responden. Data akan dikumpulkan dan dianalisis dengan menggunakan Statistik SPSS IBM 23.0. Di samping itu, dua daripada empat hipotesis telah disahkan dalam kajian ini. Satu korelasi positif yang signifikan didapati antara sokongan pengurusan, dan ganjaran / penguatan. Kebijaksanaan kerja dan ketersediaan masa tidak mempunyai hubungan yang signifikan dengan keusahawanan pendidikan. Ini terbukti bahawa penyelidik telah mencapai semua tujuan penyelidikan yang mana terdapat hubungan yang signifikan antara semua pemboleh ubah bebas dengan pemboleh ubah tanggungan dalam kajian ini.

Kata kunci: keusahawanan pendidikan, struktur organisasi, keusahawanan pendidikan di institusi pendidikan awam

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LIST OF SYMBOL

H_0	=	Null Hypothesis
H_1	=	Alternative Hypothesis
B	=	Beta coefficient
P	=	Significant value
R	=	Point of Estimate
R^2	=	Point of Estimate Square
%	=	Percentage
SPSS	=	Statistic Package for Social Science

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

This chapter will provide an introduction to the study beginning with the problem statement, research questions and research objectives of the study. The chapter concludes with definition of the key terms, significance of the study and its limitation.

This research focus the importance of entrepreneurial education to provide students with opportunities and the potential to choose a career as an entrepreneur, the Ministry of Education has demonstrating their commitment to their implementation. The entrepreneurial component has been introduced in the subject of “Kemahiran Hidup Bersepadu” at lower secondary school level. Based on that effort a study is needed to re-evaluate the impact of education entrepreneurship towards student aspirations in choosing entrepreneurship as a career.

Government aims to make entrepreneurship especially the small and medium industry sectors as a major contributor to job opportunities new, and further assist development the country's economy in the 21st century. Various efforts is carried out to achieve the future. Among these are special efforts done by the Ministry of Construction Entrepreneurs, Ministry of Agriculture, Ministry Youth and Sports and Ministry of Education.

The field of entrepreneurship is said to be important to produce more entrepreneurs have the knowledge and skills in doing business. According to Isaac, Ahmad, Isnaini and Ismail (2011), exposure in the world of entrepreneurship not only focus on adults but also the children are in elementary school again. The sector of entrepreneurship in Malaysia is largely evolving as a result of aid various stakeholders in providing space for entrepreneurs to participate this entrepreneurial aspect. Through Kuratko's, he states that entrepreneurship need one the application of energy and spirit towards the creation and implementation of new ideas and creative solutions and ultimately identify opportunities where others see chaos, contradictions, and confusion ' (Kuratko, 2014, p. 5).

Innovation is an innovative idea, practice or object that is considered new and better. Innovation is created by creative human beings that can build new trends and use maximum opportunities even in highly competitive ecosystems. Social innovation is also commonly defined as new ideas (products, services and models) that at the same time meet social and social needs establishing a new social or collaborative relationship involving all parties irrespective national government, private sector, civil society and all social organizations as well economy (Grisolia and Ferragina, 2015).

The 2014 Budget presentation has pushed the youth to focus on it to entrepreneurship. Through this entrepreneurship job opportunities will be open to the public. This is in line with the efforts of making Malaysia a countries that can provide employment opportunities. Therefore, is through the co-operation of the school, parents, environment and corporate support as well as the cultural community are seen to be able to work and are drawn to the younger generation. For example, on the part of the school, can create a sense of interest among students to explore knowledge entrepreneurship and business through more creative and interactive

1.2 Problem Statement

The research is meant to identify factors that impede the application of characteristics entrepreneurship in teaching and learning in schools according to perceptions in terms of the relationship between organizational structure and innovation. According to, Carpenter & Hughes (2011) Public education, a system operating with economic, civic responsibility, self-realization, and human relationship purposes is in a current state of crisis. Data in 2009 showed that for the period from October 2008 to April 2009, a total of 30,650 employees in Malaysia have been dismissed (Wahid, M. A. 2014). However, the number of people who are receiving a job loss due to loss of employment is likely to reach numbers bigger. Entrepreneurship skills are one of the key skills in soft skills that must be owned by students either level of study or higher education (Othman et.al, 2003). These skills involve the students' ability to explore opportunities and develop awareness of risks, creativity and innovation in activities related business and occupation which includes the ability to identify business opportunities, the ability to design business planning and abilities to work alone.

The increase in public demand seems far away surpassing the ability of the public school system to reconcile the request. Recorded timely response shortages to changing environmental factors resulting in increased public surveillance in relation to rising trust the public school system does not have the ability to meet the needs of all students (Hess, 2006). However, scholars have noted adverse effects on school innovation due to the perpetual use of standardized tests as a measure of student progress and teacher effectiveness (Goatley & Johnston, 2013; Ohler, 2013). Additionally, bureaucratic control mechanisms, such as limited reciprocal communication networks and/or collaborative decision making processes often prevent educators from deviating from pedagogical norms (Bernier & Hafsi, 2007; Kearney, Hisrich, & Roche, 2010; Sadler, 2000).

Levin (2006), the problems that exist in the public school system are related to the school's determinants structures include school culture and complex environments that are inevitable changing and mutating need a genuine reform effort that states, "Schools often have greater influence in changing reforms than reforms in changing schools". The application of entrepreneurial education is a key milestone in determining the skills and value of innovation in a student.

1.3 Research Question

- i. What are the level of organizational structure?
- ii. What are the level of innovation in educational entrepreneurship?
- iii. What are the relationship between organizational structure and innovation in educational entrepreneurship?

1.4 Research Objective

- i. To identify the level of organizational structure
- ii. To identify the level of innovation in educational entrepreneurship
- iii. To study the relationship between organizational structure and innovation in educational entrepreneurship.

1.5 Scope of Study

This research scope only involved at three public education institution in Malaysia that take educational entrepreneurship as a survey. This scope will help to see the relationship between this variable that will give impact or not to the educational level. In this study to examine the relationship between organizational structure and educational entrepreneurship in public education institutions. Research scope also focuses on organizational entrepreneurship (management support, work discretion, rewards/reinforcement, and time availability) and as independent variables and educational entrepreneurship (innovation) as the dependent variables. This research subject also choose based on random sampling method.

1.6 Limitations of Study

Sample of this study are limited to subordinates on the public educators' institutions in three local university such University Teknikal Malaysia Melaka (FPTT), University Utara Malaysia (UUM), and University Teknologi MARA (UiTM Bandaraya Melaka). This research will be conduct by questionnaires as a research instrument such by using electronic surveys and face to face. Besides that, the measurement in this research were based on the items that were adjusted from the previous researcher. Even though the value of trustworthiness was high, it just limited to the context in the research and the loyalty in answering the questionnaires is out of control.

1.7 Significance of the Study

This research is anticipated to provide new perspectives and perhaps reveals a different interpretation of linkage the relationship between organizational structure and educational entrepreneurship within K-12 public education institutions. The focus is essentially on four dimensions of organizational structure (i.e. management support, work discretion, rewards/reinforcement, and time availability).

1.7.1 Contribution to Knowledge

Entrepreneurship aspects was common issues to be discuss. Even though the concept was too huge, a researcher think that is suitable to conduct a research about the specific relationship between entrepreneur education and entrepreneur intention among students. This research is conduct to give knowledge about entrepreneurship intention that can help student to choose an entrepreneur as a job in the future and also know the common basic in real life in organization. This research also conducts to knowledge to the previous research inside and outside the country. From this research, researcher hope to give new ideas, information and become a reference to the future researcher and also to the academic members that might interest in conducting a research based on entrepreneur education.

1.7.2 Contribution Practice

This study is expected to provide awareness to subordinates about the importance organizational structure and innovation to educational entrepreneurship, especially in Malaysia. Exposure to the importance of this aspects of organizational structure is expected to continued policy reform efforts as a catalyst for change and innovation in public education. Entrepreneurial activity has long been recognized as a catalyst for economic development while acting as a major driver in raising the level of innovation, creativity and competitiveness of a country. Entrepreneurship is seen as one of the important aspects in development and success of a business, discussion, disclosure and review it is still in its early stages (Brinckmann, S., 2008) especially in Malaysia.

1.8 Definition of Concept and Operational

Researcher have provided a number of definition and concepts for each of the key words used in this research. It aims to enable the reader to understand the basic of key word before reading detail.

1.8.1 Educational Entrepreneurship

The field of entrepreneurship is said to be important to produce more entrepreneurs with knowledge and skills in doing business. As a result, students have been exposed to entrepreneurship education starting from school to create a person's interest in entrepreneurship through formal education in “*Kemahiran Hidup*” subjects from 1-3 and “*Perdagangan*” subjects in Form 4 and 5. Williams, (2006, p. 18) states that today's business development is able to nurture self-esteem and increase the thinking of those who want to succeed through entrepreneurship education. Otherwise, entrepreneurial

education refers to a process of acquiring knowledge and skills about any activities done by entrepreneurs through teaching and learning (Nor Aishah Buang, 2006) whether formal or informal. It is an effort to build the potential of individual entrepreneurship through the implementation of entrepreneurship curriculum and teaching and learning activities. Kuratko and Hodgetts (2007) defines entrepreneurship as a process of innovation and creation through four dimensions ie individuals, organizations, environment and processes network cooperation in government, education and constitution. In this research we can see educational entrepreneurship is very important to individual development, family, community, country and religion

1.8.2 Innovation

Surveys such as that conducted by Des & Lamp Kane (1996) have shown that to apply new ideas, new experiences, new technical processes and procedures and creative processes that lead to new products and services (Des, Lamp Kane, 1996). GarcíaMorales, Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez (2012), there are many researchers suggest that innovation can improve organizational performance, but organizations are not able to develop innovation to the level or degree they desire. In an ever changing, competitive world, the continuing success and survival of an organization depends on its ability innovation and pursuing entrepreneurial activities (Mumford & Licuanan, 2004).