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Entrepreneurship Education And Entrepreneurial Self-Efficacy Of Students At UiTM Sarawak

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Abstract
Although entrepreneurship education has been offered in higher education institutions (HEIs) for more than two decades, graduates, particularly Bumiputera graduates, are less willing to become entrepreneurs. The implementation of entrepreneurship education in universities also seems to have failed to nurture and develop the characteristics and quality of entrepreneurship among students. This study examines the relationship between entrepreneurship education and entrepreneurial self-efficacy amongst undergraduate students in UiTM Sarawak. For this study one hundred and seventy (170) usable questionnaires were collected and analysed accordingly to test the various hypotheses. The measurement items were rated with 5-point Likert. Goodness of measures were performed with SPP software and all the item measures were found to be reliable and valid. The results indicate that entrepreneurship education is positively correlated with entrepreneurial self-efficacy. In addition the study also found no significant differences in entrepreneurial self-efficacy based on gender. These results imply that entrepreneurship education in UITM Sarawak is highly correlated with entrepreneurial self-efficacy and that gender does not make a significant difference in the level of entrepreneurial self-efficacy. This study provides insights on the relationship between entrepreneurship education and entrepreneurial self-efficacy in higher education institutions (HEIs) The findings of this study can help the higher education institutions (HEIs) to better understand entrepreneurship education and its effect on entrepreneurial self-efficacy.

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INTRODUCTION

Numerous studies have shown that entrepreneurship education is significant in cultivating the spirit of entrepreneurship among graduates (Sexton & Upton, 1984; Ronstadt, 1987; Robinson & Hayes, 1991; Solomon et al., 2002; Katz, 2003). According to Kolvereid & Moen (1997), students who had majored in entrepreneurship, or had taken an entrepreneurship subject, had shown greater proclivity to become entrepreneurs. They also displayed more entrepreneurial behavior compared to other students not exposed to entrepreneurship studies. Entrepreneurship would help the graduates develop their own careers and expand the job market by easing the current unemployment problem (Norasmah 2004). Entrepreneurship was acknowledged by many researchers as a solution to the problem of unemployed graduates (Kamariah et al. 2004; Salmah 2006). The higher educational institutions started offering formal entrepreneurship education, and included it as one of the subjects in the curriculum of business and other courses; organizing seminars, conferences, short courses and training for the students (Cheng & Chan 2004). In another study, Webb et al. (1982) state that students are more likely to start their own business if they had participated or had taken part in an entrepreneurship program. Upton et al. (1995) found that among students who attended any courses in entrepreneurship, 40 percent founded their own businesses. The findings of Henderson and Robertson (2000) indicate that even if we cannot teach a person to be an entrepreneur, entrepreneurial skills needed to be successful can still be taught. These findings also highlight the need for entrepreneurship education to be a subject at all levels of higher institutions of learning in

developing countries, particularly Malaysia with its aspiration to achieve developed country status by 2020. According to Henry et al., (2005); Colette et al., (2005) and Matlay (2008), the actual effects of entrepreneurship education are still not known, and there is a need for more rigorous research investigating the impact of entrepreneurship education on entrepreneurial outcomes. Although entrepreneurship education has been offered in higher education institutions (HEIs) for more than two decades, graduates, particularly Bumiputera graduates, are less willing to become entrepreneurs. Evidence for this comes from a tracer study of Malaysian graduates in 2010, which revealed that only 24 (1.22 per cent) out of 1,968 graduates are self-employed. The implementation of entrepreneurship education in universities also seems to have failed to nurture and develop the characteristics and quality of entrepreneurship among students (Mohd Fauzi et al., 2007). This study intents to study the relationship between entrepreneurship education and entrepreneurial self-efficacy amongst undergraduate students in UITM Sarawak. The research objectives of the study are as follows:

a. To determine the level of entrepreneurship education amongst students in UiTM Sarawak.
b. To examine the level of entrepreneurial self-efficacy amongst students in UiTM Sarawak.
c. To identify the relationship between entrepreneurship education and entrepreneurial self-efficacy amongst students in UiTM Sarawak.
d. To determine the difference in entrepreneurial self-efficacy based on gender.

2.0 HYPOTHESIS DEVELOPMENT

In the context of entrepreneurship education, self-efficacy has been mostly applied in order to explain entrepreneurial attitude and intention of students (Wilson, Kickul & Marlino, 2007; Zhao, Seibert & Hills, 2005; Chen, Greene & Crick, 1998). Investigating the mediating role of self-efficacy in the development of entrepreneurial intentions, Zhao et al. (2005) discovered that entrepreneurial education was positively associated with higher levels of ESE. Moreover, the authors reported that a higher level of ESE was positively associated with entrepreneurial intentions. This finding is particularly intriguing since it suggests that entrepreneurial education may lead to greater levels of entrepreneurial activity by elevating an individual's confidence in launching a new venture. The relationship between entrepreneurship education and entrepreneurial self-efficacy is hypothesized as follows:

H1: There is a significant relationship between entrepreneurship education and entrepreneurial self-efficacy

The first dimensions of entrepreneurship education are curriculum. According to several existing research studies (Gartner & Vesper 1994; Kourilsky 1995; Gottlieb & Ross 1997; Gibb 2002), it has been demonstrated, that entrepreneurship curriculum is a critical factor in providing the best learning and training modes. Entrepreneurship education is viewed as skills taught to individuals, to enable them to develop new and innovative plans, and focus on expertise to initiate and commercialise a business opportunity. The relationship between entrepreneurship curriculum and entrepreneurial self-efficacy is hypothesized as follows:

H1a: There is a significant relationship between entrepreneurship curriculum and entrepreneurial self-efficacy**.**

Consequently, the research will explore the role of teaching methodologies of entrepreneurship, as an important variable and as a potential to influence entrepreneurial intentions. Individuals may be born with the propensities toward entrepreneurship, but the level of entrepreneurship activity will be higher if entry-level entrepreneurial skills are taught (Kuratko, 2003). The relationship between teaching methodologies and entrepreneurial self-efficacy is hypothesized as follows:

H1b: There is a significant relationship between teaching methodologies and entrepreneurial self-efficacy

The roles of universities are of prime importance in developing the students' entrepreneurial careers and inclination. The primary goal for entrepreneurship education in universities is to increase the awareness and understanding of entrepreneurship as a process. Most of the universities today focus on three major areas of entrepreneurship education which are entrepreneurial education, outreach activities with entrepreneurs, and entrepreneurial research. The trend in most universities is to develop or expand entrepreneurship programs, and design unique and challenging curricula, specifically designed for entrepreneurship students, which are more significant and with national recognition (Kuratko, 2005). The relationship between university roles and entrepreneurial self-efficacy is hypothesized as follows:
H1c: There is a significant relationship between university

roles and entrepreneurial self-efficacy.

Clear gender differences exist in entrepreneurial self-efficacy, with women tending to feel less efficacious, on average, about their entrepreneurial ability, compared to men. The study revealed that the positive effects of entrepreneurship education on entrepreneurial self-efficacy are stronger for women than men. Although these initial studies offer some provocative insights, we do not yet have a complete understanding of the factors that lead women to feel less efficacious than men about their ability to pursue an entrepreneurial career (Dempsey & Jennings, 2014). The relationship between entrepreneurial self-efficacy and gender is hypothesized as follows:

H2: There is no significant difference in entrepreneurial self-efficacy and gender**.**

3.0 LITERATURE REVIEW

3.1 Entrepreneurship education

Entrepreneurial education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them. It includes instruction in opportunity recognition, commercializing a concept, marshalling resources in the face of risk, and initiating a business venture (Jones and English, 2004). Entrepreneurship education can be seen as opportunity recognition, marshalling of resources in the presence of risk, and building a business venture (Kourilsky,1995). Entrepreneurship education provides students with motivation, knowledge, and skills essential for launching a successful venture company (Cho, 1998). Furthermore, Cho's (1998) study reveals that entrepreneurship education promotes the intention of venture creation because entrepreneurship-related knowledge and skills stimulate an individual's motivation to create a new venture. Entrepreneurship education focused on measuring students' entrepreneurial efficacy as a substitution of their intention and competence to become entrepreneurs (Wilson, Kickul & Marlino, 2007; Zhao, Seibert & Hills, 2005; Chen, Greene & Crick, 1998).

3.2 Entrepreneurial self-efficacy

Self-efficacy represents the individual's judgment of her ability to perform a certain task within a specific domain (Bandura, 1982), with entrepreneurial self-efficacy denoting her belief of being able to successfully launch a business venture (McGee, Peterson, Mueller, & Sequeira, 2009). Entrepreneurial self-efficacy is students' judgments about their abilities to successfully create a new venture and play the roles and tasks of an entrepreneur (Chen, Greene & Crick, 1998). It is a personal motivational factor that enables students to choose entrepreneurship as their future career path and persist in the face of challenges and difficulties associated with a new venture creation and management (Kumar, 2007; Wilson, Kickul and Marlino, 2007; Shane, Lock and Collins, 2003). Entrepreneurial self-efficacy is a personal motivational factor that enables students to choose entrepreneurship as their future career path and persist in the face of challenges and difficulties associated with a new venture creation and management (Kumar, 2007; Wilson, Kickul & Marlino, 2007; Shane, Lock & Collins, 2003). Therefore, students with high entrepreneurial self-efficacy are more likely to explore entrepreneurial opportunities, exert effort in encountering with uncertainties and difficulties, and persist to achieve their vision (Zhao, Seibert & Hills, 2005; Erikson, 2003) while, those who perceive themselves as lacking entrepreneurial abilities avoid establishing a new business and simply give up if they face problems (Chen, Greene & Crick, 1998).

Self-efficacy has great influence on students' entrepreneurial knowledge acquisition, attitude, and intention,particularly at secondary schools (Wilson, Kickul & Marlino, 2007; Fillion, 1994). Students' entrepreneurial self-efficacy can be constructed and developed through entrepreneurship education (Fayolle, Gailly, & Lassas-Clerc, 2006; Rae & Carswell, 2000). Few studies have examined the effectiveness of entrepreneurship programs in enhancing self-efficacy (Chowdhury & Endres, 2005; Cox et al., 2002), these studies have been limited in scope and are inconclusive in their findings. Peterman (2000) found that participation in an entrepreneurship program significantly increased perceived feasibility of starting a business. In addition, those who perceived their entrepreneurship education to be a positive experience showed higher scores of perceived feasibility than those who thought their educational experience was negative. And, importantly for our research, a recent but limited study examining the role of education on entrepreneurial self-efficacy has suggested a gender interaction, with education playing a more significant role for females than for males (Chowdhury & Endres, 2005).

4.0 RESEARCH METHODOLOGY

A survey design was used to reach the research objectives. The research design was the cross sectional design, where a sample is drawn from a population at a

particular point in time. About 170 questionnaires were distributed to undergraduate students in three faculties namely, Faculty of Administrative Science & Policy Studies (FSPPP), Faculty of Applied Science (FSG) and Faculty of Business Administration (FPP) who have taken the Entrepreneurship (ENT300) course. The unit of analysis is the students who had attended the ENT 300 course in Semester 5 during the September-December 2019 session.

The instrument used to measure Entrepreneurship education is adopted from Parimala Rengiah (2013) and Entrepreneurial self-efficacy (ESE) was measured by a 6-item self-assessment scale. While simplified and reduced, the 6-item measure used in this study broadly relates to the entrepreneurial self-efficacy measures of Chen et al. (1998) and DeNoble et al. (1999) which have been compared and validated by Kickul & D'Intino (2003).The items on this scale represent competencies related to business/ entrepreneurial success, and were developed based on expert interviews with business leaders (Marlino & Wilson, 2003). The items included "being able to solve problems," "making decisions," "managing money," "being creative," "getting people to agree with you," and "being a leader." The respondents in all samples rated their self-efficacy level on a 5-point Likert scale (1 = a lot worse; 5 = much better). Self-ratings in each area were summed and the overall mean was used to create a composite entrepreneurship self-efficacy measure for the analyses. Higher scores indicate higher level of Entrepreneurial self-efficacy.The internal reliability for the ESE instrument was .82 in the MBA sample. Results of the instrument's Cronbach Alpha measurement show that the score of reliability is above .80 which indicates an acceptable level. This is summarized in Table 1 below.

Table 1: Reliability Analysis

Variables	Number of items	Cronbach's Alpha
Entrepreneurship education	24	0.932
• Entrepreneurship curriculum	8	0.911
• Teaching methodology	8	0.843
• University roles	8	0.821
Entrepreneurial self-efficacy	6	0.857

Table 2: Profile of respondents

Demographic		Frequency	Percentage
Profile			(%)
Gender	Male	42	24.7
	Female	128	75.3
Race	Malay	90	52.9
	Iban	37	21.8
	Bidayuh	19	11.2
	Others	24	14.1
Age	21 years old and below	55	32.4
	22 years old and above	115	67.6
Faculty	FSPPP	77	45.3
	FPP	60	35.3
	FSG	33	19.4
Program	AM228	77	45.3
	BA242	60	35.3
	AS202	33	19.4
CGPA	2.00-3.00	36	21.2
	3.00-4.00	134	78.8

Out of 170 respondents, (24.7%) were males and (75.3%) were females. A high majority (52.9%) of respondents are Malay, (21.8%) are Iban, and others (14.1%), followed by Bidayuh (11.2%). Those in the age range of 21 years old and below (32.4%) while at the age 22 years old and above (67.6%). Majority of the respondents are from FSPPP (45.3%) followed by FPP (35.3%) and FSG (19.4%) which is a small faculty, hence the smaller contribution to the sample. Majority of the respondents have CGPA between 3.00– 4.00 (78.2%) and below 3.00 (21.2%). Generally, the sample profile is quite consistent with the population of students this study.

4.1 Level of Entrepreneurship education

The first objective is to determine the level of entrepreneurship education for Bachelor Degree student from UiTM Samarahan Sarawak

Table 3: Mean and standard deviation of entrepreneurship education

	N	Mean	SD
Entrepreneurship	170	3.77	0.47
Education	170	3.89	0.59
Entrepreneurship	170	3.75	0.52
Curriculum	170	3.68	0.49
Teaching Methodology			
University Roles			

Sources: Developed for the research

Table 3 shows that the level of entrepreneurship education is high (M=3.77, SD=0.47). Meanwhile, the highest mean is for entrepreneurship curriculum is

(M=3.89, SD=0.59) and the lowest mean is for university roles (M=3.68, SD= 0.49)

4.2 Level of Entrepreneurial self-efficacy

The second objective is to examine the level of entrepreneurial self-efficacy for Bachelor Degree student from UiTM Sarawak.

Table 4**:** Mean and standard deviation of entrepreneurial self-efficacy

	N	Mean	Sd
Entrepreneurial efficacy	self-170	3.72	0.58

Sources: Developed for the research

Table 4. shows that the level of entrepreneurial self-efficacy is high (M=3.72, SD=0.58) . This indicates that UiTM students generally have high entrepreneurial self-efficacy.

4.3 Entrepreneurship Education and Entrepreneurial self-efficacy

Table 5. Correlation between Entrepreneurship Education and Entrepreneurial self-efficacy (N=170).

Variables	Entrepreneurial self-efficacy (r value)
Entrepreneurship Education	.655**
• Entrepreneurship Curriculum	.568**
• Teaching Methodology	.614**
• University Roles	.574**

** Correlation is significant at the 0.01 level

Based on the correlation in table 5 there is a positive correlation between entrepreneurship education and entrepreneurial self-efficacy (r=0.665, p<0.05). Thus, higher entrepreneurship education is associated with higher entrepreneurship self-efficacy. Thus, hypotheses H1 which stated that significance relationship between entrepreneurship education and entrepreneurial self-efficacy is accepted. There is a positive correlation between entrepreneurship curriculum and entrepreneurial self-efficacy (r=0.568, p<0.05). Thus, higher entrepreneurship curriculum is associated with higher entrepreneurship self-efficacy. Thus, hypotheses H1a which stated that significance relationship between entrepreneurship curriculum and entrepreneurial self-efficacy is accepted. There is a positive correlation between teaching methodology and entrepreneurial self-efficacy (r=0.614, p<0.05). Thus, higher teaching methodology is associated with higher entrepreneurship self-efficacy. Thus, hypotheses H1b stated that significance relationship between teaching methodology and entrepreneurial self-efficacy is accepted. There is a positive correlation between university roles and entrepreneurial self-efficacy (r=0.574, p<0.05). Thus, higher university roles are associated with higher entrepreneurship self-efficacy. Thus, hypotheses H1c stated that significant relationship between university roles and entrepreneurial self-efficacy is accepted.

4.4 Entrepreneurial self-efficacy and Gender

Table 6 : Entrepreneurial self-efficacy and Gender (N=170).

	Gender	N	Mean	Std. Deviation	t-value	p-value
Entrepreneurial self-efficacy	Male	42	3.73	0.65	.035	.972
	female	128	3.72	0.55		

Based on the Table 6 above , there is no significant difference in the level of entrepreneurial self-efficacy between male and female (p>0.05). Thus, H2 is rejected.

5.0 DISCUSSION

The study found that the level of entrepreneurship Education and entrepreneurial self-efficacy amongst undergraduate students in UITM Sarawak is high (Telkin, 2012). Entrepreneurship Curriculum has the highest mean score meaning that the entrepreneurship program is very relevant and suitable to promote entrepreneurial self-efficacy amongst the students. The result showed that there is a positive significant relationship between entrepreneurship education components and entrepreneurial self-efficacy (p<0.05). This proves that entrepreneurship education gives a positive impact on entrepreneurial self-efficacy. These findings are consistent with findings by Cho's (1998) study which reveals that entrepreneurship education promotes the intention of venture creation because entrepreneurship-related knowledge and skills stimulate an individual's motivation to create a new venture. This study is in line with Gartner & Vesper (1994) et al that stated that the entrepreneurship curriculum is a critical factor in providing the best learning and training models. This study is also supported by Parimala Rengiah's (2013) view in which entrepreneurship education is initiates and commercializes a business opportunity where skills taught to individuals to enable them to develop new and innovative plans, and

focus on expertise and that teaching methodologies of entrepreneurship, as an important variable and as a potential to influence entrepreneurial self-efficacy. This result is supported by Kuratko (2005) who says that a university's roles are to develop or expand entrepreneurship programs, and design unique and challenging curriculum, specifically designed for entrepreneurship students, which are more significant and with national recognition. The study found no differences in entrepreneurial self-efficacy and gender. This is contrary to previous studies by Dempsey & Jennings (2014),that there are differences between male and female where women are less likely than men to express intentions to start their own business and to be engaged in venture creation activities and Allen et al (2008), mentioned that women are less interested to become business owners.

6.0 CONCLUSION

This study focuses on the relationship between entrepreneurship education and entrepreneurial self-efficacy of undergraduate students at UiTM Sarawak , Kota Samarahan. The major findings of the study was that entrepreneurship education has a positive relationship with entrepreneurial self-efficacy. This research highlighted that entrepreneurship curriculum, teaching methodology, and the university's roles have a strong influence on entrepreneurial self-efficacy of students. This implies that entrepreneurship education should be taught at university level to enhance the entrepreneurial self-efficacy of students at higher education institutions (HEIs) to become future entrepreneurs in the sharing economy which help to lessen the high unemployment rates of university graduates. This study has a major limitation in that the sample is small and was drawn from a branch campus of a public university, so it limits the generalization of results to other universities in Malaysia.

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