

# A Study on Entrepreneurial Interests of Level Two Students

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**Abstract** - The attitudes and skills in applying entrepreneurial values by Design and Technology (RBT) teachers are very important in attracting students' entrepreneurial interests. This study was conducted to examine the entrepreneurial interests of level two students towards the implementation of entrepreneurship teaching and learning by RBT teachers based on two elements, namely attitudes and skills in the application of entrepreneurial values. The research design is descriptive, while the research method is quantitative, and data were analyzed using SPSS 26.0 software. The sample of this study was selected using the simple random sampling technique. A total of 86 teachers who teach RBT subjects and 59 level two primary school students were selected. The researchers used a questionnaire instrument to collect the data in this study. Descriptive analysis was used to identify the attitudes and skills in applying entrepreneurial values among teachers who teach entrepreneurship topics in RBT subjects towards the entrepreneurial interests of level two students as well as to identify the entrepreneurial interests of the level two students. Correlation analysis was also used to identify the relationship of teachers' attitudes and skills in applying entrepreneurial values with the level two students' entrepreneurial interests. The results of this study can give a true picture of the entrepreneurial interests of level two students along with the attitudes and skills in applying entrepreneurial values among primary school teachers in the district of Rompin, Pahang. The findings show that students' entrepreneurial interests in the implementation of entrepreneurship teaching and learning are at a high level with a mean score of 4.77, followed by the mean scores of 4.83 and 4.69 for teachers' attitudes and teachers' entrepreneurial value application skills, respectively. The researchers propose that further studies diversify the research instrument by using in-depth interviews or focus groups with teachers to obtain students' views and perceptions of entrepreneurial interests.

**Keywords:** Teacher Attitudes, Entrepreneurial Value Application Skills, Second-Level Students, Design and Technology

## I. INTRODUCTION

Entrepreneurship is an important element in the social and economic development of a country because its potential is positively traced to a variety of beneficial outcomes including innovation, competitiveness, job creation, and personal success (Porte, 2017). Entrepreneurship plays a very important role in the development of a country. As Malaysia aims to produce individuals with entrepreneurial characteristics because entrepreneurship can lucratively contribute to the country's economic development (Abdullah, Azizee, Laila, 2012), these entrepreneurial characteristics need to be nurtured in every Malaysian.

Efforts include cultivating entrepreneurship from the early stages of schooling to the tertiary level and all of these efforts will continue to be implemented until the objective of creating a competitive entrepreneurial community can be achieved.

Interest is one of the important elements that can be used as a basis for student involvement in entrepreneurship (Syazwani, Iklima, 2015). To cultivate the interests of level two students in entrepreneurship, teachers need to explore the students' interest in participating in entrepreneurship-related activities. A quality, knowledgeable, and effective teacher who implements teaching and learning is someone who can convey a concept, knowledge, and skills to students efficiently and effectively (Pella, 2015). Teachers play a role in the implementation of quality teaching and learning, which is crucial for the teaching and learning process. Therefore, teachers are regarded as the main agents in applying any changes in a curriculum. The failures of teachers in conducting effective and efficient teaching will most likely result in the teachers becoming an obstacle to a change in the curriculum that has been outlined (Tajularipin, Ahmad, Suriati, 2015). Besides, the ability of students in identifying opportunities and increasing sensitivity to any risk as well as being innovative and creative will give early exposure to the students in the field of entrepreneurship (Eriniwati, 2014). Therefore, in this study, the role of teachers is important in nurturing and unearthing the entrepreneurial interests of level two students.

## II. PROBLEM STATEMENT

Entrepreneurship curriculum can have an impact on students' interests in entrepreneurship (Abdul, Ahmad, Iklima, Marry, Toh, 2020). Students who are exposed to entrepreneurial elements have more interest in entrepreneurship than students who are not exposed to such elements (Ahmad, 2014). This previous study is related to the exposure of entrepreneurial elements, which focuses on students' interests but did not emphasize the level of teachers in terms of attitudes and skills in applying entrepreneurial values in influencing students' entrepreneurial interests.

Entrepreneurship is considered the backbone of the country's economy. However, there are issues on the attitudes of Design and Technology (RBT) teachers, who consider the RBT subjects not as important and, thus, are

taking it easy because they are more concerned with the core subjects (Bakari, Hatta, Mohamad, 2007). This shows that schools still tend to be examination-oriented and kill the liveliness and excitement in the school environment (Tuah, 2007). There are also complaints regarding less creative RBT teachers with the deadening use of teaching aids and ineffective teaching methods (Maimun, Ruslan, 2005). Teachers need to master pedagogy, which is the method of teaching as the foundation of the teaching profession. Thus, teachers are often sent to attend courses on teaching and learning methods, but there are still teachers who do not practice and fully apply these methods while conducting real classes (Nordin, 2006).

Low teacher motivation has limited student learning and the ability to acquire knowledge (Abdul, Ariffin, Din, Ishak, 2002). Preliminary surveys have also shown that RBT teachers do not apply entrepreneurial values to students and are less skilled in communication, thus creating a gloomy and boring classroom atmosphere. Given the lack of students' basic understanding of entrepreneurship, a strong understanding at an early stage is required so that the students can continue the learning process and cultivate their interest (Elias, Lope, 2000). Therefore, a study needs to be conducted to look at the interest of primary school students in this topic and the level of students' perceptions of entrepreneurship teaching and learning by RBT primary school teachers in Rompin district from the aspects of attitudes and skills in applying entrepreneurial values.

Because entrepreneurship can be the backbone of the nation's economy, the issues of students' lack of interest in the entrepreneurship topic taught in RBT subjects should be addressed. Hence, this study examines the extent to which students' perceptions of the factors influence the students' interests in entrepreneurship. Specifically, this study addresses three objectives:

1. To identify the attitudes and skills in applying entrepreneurial values among teachers who teach the topic of entrepreneurship in RBT subjects towards the entrepreneurial interests of level two students.
2. To identify the entrepreneurial interests of level two students.
3. To identify the relationship of teachers' attitudes and skills in applying entrepreneurial values with the entrepreneurial interests of level two students.

### III. LITERATURE REVIEW

The implementation of teaching in entrepreneurship education is one of the main elements that increase and develop the potential of a student to become a successful entrepreneur in the future (Ahmad, 2013). Entrepreneurship education should provide early exposure to students, especially level two students so that they can understand the importance of entrepreneurship education that can solve the problem of unemployment in the future (Ahmad, 2013).

#### A. Teacher Attitudes in Teaching Entrepreneurship

Attitude can refer to a person's tendency to react to a person or an event, either positively or negatively (Chaplin, 2001). Attitude can also be termed as the feelings and views of a person who is influenced by his or her memory in the past (Azwar, 2010).

Attitudes and interests are the two elements that have a relationship with each other, where a person's attitude will determine his or her interest in something (Samiah, 2012). Thus, attitudes and interests can determine a person's tendency to react to something, while negatively motivated personal attitudes will result in obstacles to an individual's success to achieve something.

To efficiently produce more entrepreneurs in the future, the attitudes of teachers during the implementation of the teaching and learning process are crucial. A teacher's caring attitude towards students will attract the students' interest in the field of entrepreneurship. Besides, a teacher's attitude towards students may also contribute in terms of student achievement (Hashim, 2002). As the subject of Design and Technology (RBT) is a newly introduced subject, teachers must play an important role in conveying the objectives of the subject to the students. Thus, a positive teacher attitude is needed through continuous knowledge and skills so that the teachers do not incorrectly convey the concept or interpretation of a content standard of the subject. This is because such a situation will hinder the policies that have been outlined by the ministry of education.

#### B. Teacher Skills in Applying Entrepreneurial Values

The main purpose of the Ministry of Education Malaysia (MOE) and the Ministry of Higher Education (MOHE) is to develop world-class and quality education (Rohani, 2010). Teachers are individuals who play a role in increasing the inclination and interest of students by using various teaching approaches (Karin, 2004). Therefore, to ensure that the delivery of teaching is more effective, fun, interesting, and can stimulate students' interest in learning, teachers need to be more innovative and creative in the teaching and learning process.

Entrepreneurs are synonymous with innovation and creativity (Idris, 2009). Entrepreneurial values from the aspect of risk-taking in most studies show that traders and entrepreneurs seize opportunities while calculating the risks they need to take or face (Allen, 2003). In fact, entrepreneurs often try to minimize and manage it well. Therefore, entrepreneurs are excited to gain profit by finding new ways and opportunities from disruptions and changes in the process of doing business (Abu, 2007).

Entrepreneurs are also able to find differences while adding value to incredible systems, products, and ideas. In this regard, teachers need to master the nature of innovation and entrepreneurial thinking in order to facilitate the delivery of

IV. METHODOLOGY

entrepreneurial characteristics to students (Halim, Salleh, 2003). Commitment to innovation needs to be sown and nurtured in entrepreneurs (Aziz, 2003). As entrepreneurs see the problem as a challenge because each problem will be analyzed and studied carefully so that the best solution can be implemented (Khalil, 2003), teachers will, thus, educate students in generating new ideas or innovative problem-solving and creating more efficient alternative strategies to achieve business goals. Failure is a risk that must be faced by every individual who ventures into this field.

C. Student Interests in Teaching and Learning Entrepreneurship

Interest is one of the important elements that can be used as a basis for student involvement in entrepreneurship and it is also a tool for measuring effectiveness (PdP) in a classroom (Iklima, Syazwani, 2015). Additionally, entrepreneurial interests can be defined as the nature of motivation that encompasses a person in carrying out an endeavour in entrepreneurship (Hisric, Peters, Shaphard, 2008). High interest can burn a person’s spirit and push the person to be more persistent and strive when facing any problems and challenges (Ariffin, Sabaruddin, 2002). Thus, based on a detailed literature review on the entrepreneurial interests of level two students, the factors that drive the entrepreneurial interests of students include teachers’ attitudes and skills in applying entrepreneurial values of teachers, which contribute to students’ interests in the entrepreneurship field. Accordingly, the conceptual framework of this study was developed.

The design of this study is descriptive, and the researcher applied a quantitative method with cross-sectional data collection. The researchers also used a quantitative data analysis method to study the entrepreneurial interests of level two primary school students regarding the attitudes and skills in applying entrepreneurial values among RBT teachers in Rompin, Pahang.

The researchers conducted the study by involving RBT teachers and level two primary school students from the district of Rompin, Pahang. The researchers focused on primary schools in the district of Rompin, which includes a total of 41 schools. Before selecting these schools, the researchers ensured that all of the selected schools offer RBT subjects to level two students. The researchers also collected data on the number of RBT teachers who teach in Rompin, Pahang, for the purpose of selecting the research sample. The district of Rompin was chosen as the location of the study as there was a decline in student interests in entrepreneurship and academic achievement in the subject of RBT (Classroom-based assessment, 2021), which was quite alarming.

The sample of the study was selected using simple random sampling. Furthermore, the population of teachers who teach RBT subjects in primary schools constitutes 110 people (District Education Office, Rompin, 2021), while the population of level two students constitutes 70 people (2021). The researchers set the sample size in this study with reference to the method introduced by Krejcie and Morgan (1970). Krejcie and Morgan (1970) stated that the appropriate sample size for the teacher population is 86, while the sample size for the student population is 59.

The researchers used a questionnaire to collect data because it can provide easy, fast, and cost-effective feedback (Seale, 2012). The questionnaire in this study was adapted from Rafidah’s (2016) study. It covers questions related to teachers’ attitudes and skills in applying entrepreneurial values as well as students’ entrepreneurial interests. The questionnaire was adapted and modified according to the requirements of the study and distributed using ‘Google Forms.’ All questionnaire items are based on a five-point Likert scale (1 = “strongly disagree” to 5 = “strongly agree”).

The questionnaire is constructed in two sets for the respondents, respectively for RBT teachers and level two students. The questionnaire to be answered by the teachers is divided into two parts. First, Part A entails the demographics of the respondents that consist of gender, age, race, teaching experience, field of specialization, and academic qualifications. Next, Part B entails the constructs on teachers’ attitudes and skills in applying entrepreneurial values.

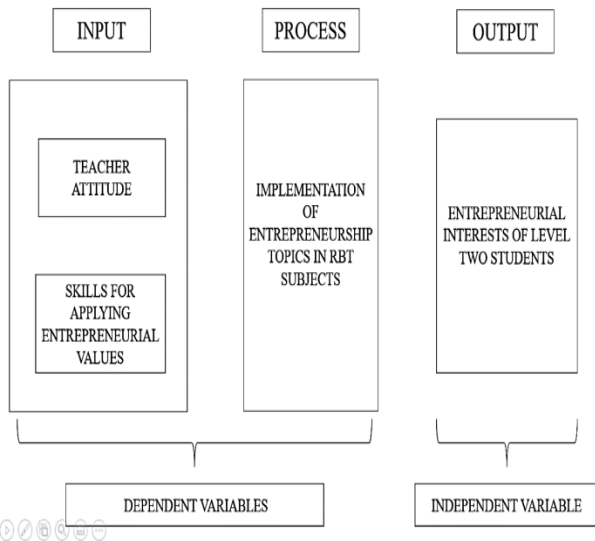


Fig. 1 Conceptual framework of the study

As shown in Figure 1, the independent variable entails the entrepreneurial interests of level two students, while the dependent variable entails the implementation of entrepreneurship topics in RBT subjects from the aspects of teachers’ attitudes and skills in applying entrepreneurial values.

TABLE I DISTRIBUTION OF ITEMS ACCORDING TO ELEMENTS IN TEACHER QUESTIONNAIRE

Element	Sub-Element	Dimension	Question Number	Number of Items
Teachers' levels	Attitude	Caring	B01–B04	4
		Supportive	B05–B07	3
	Entrepreneurial value application skills	Infusing	C01–C03	3
		Application	C04–C16	13
		Integration	C17–C23	7
Number of Items				30

The researcher also divided the questionnaire for level two students into two parts. Part A entails the demographics of the respondents that consist of gender, age, race, education level of parents or guardians, and income of parents or guardians. Part B, on the other hand, entails the element of the level two students' entrepreneurial interests.

TABLE II DISTRIBUTION OF ITEMS ACCORDING TO ELEMENTS IN STUDENT QUESTIONNAIRE

Element	Question Number	Sub-Element	Number of Items
Entrepreneurial interests of level two students	E1–E07	Entrepreneurial interests	7
Number of Items			7

The researchers used the Cronbach's Alpha method to measure reliability. The reliability value (Cronbach's Alpha) for the attitude element is 0.871 with a total of 7 items. Next, for the entrepreneurial value application skills, the value is 0.827 with a total of 23 items. As for the entrepreneurial interests of students, the value is 0.751 with a total of 7 items. Nunnally (1978) and Hair (2012) stated that a reliability value (Cronbach's Alpha) exceeding 0.70 indicates good reliability. Besides, validity analysis was also conducted by looking at the correlation between items. Based on the KMO Test, each aspect showed a value greater than 0.6, specifically 0.754 for teachers' attitudes, 0.815 for teachers' entrepreneurial value application skills, and 0.730 for level two students' entrepreneurial interests. This means that the validity and reliability values are good and acceptable; therefore, the questionnaires are suitable for use in the study.

## V. FINDINGS AND DISCUSSION

### A. Identifying Teachers' Attitudes and Skills in Applying Entrepreneurial Values While Teaching Entrepreneurship Topics in RBT Subjects

Regarding the objective of the first study, teachers' attitudes, and skills in the application of entrepreneurial values while teaching the topic of entrepreneurship in RBT subjects are at a high level. The total mean value of the teacher attitude element is 4.83 and the standard deviation value is 0.17. According to Wiersma (2000), the mean value for this element indicates a high level. Besides, based on the constructed items, specifically (B01, B02, B03, B04, B05,

B06, B07), the RBT teachers paid attention and provide support to level two students during the process of teaching and learning entrepreneurial elements. There are four items representing the "caring" dimension (B01, B02, B03, B04), followed by three items (B05, B06, B07) representing the "supportive" dimension. Overall, the findings show that RBT teachers have a high level of attitude. Next, item B01 for 'I am concerned about students' attitudes towards entrepreneurship' recorded the highest percentage of 97.7%, where 84 teachers chose the 'strongly agree' option. Meanwhile, item B07 for 'Giving entrepreneurship guidance to students always recorded the lowest percentage of 73.3%, where 63 teachers chose the 'strongly agree' option.

Furthermore, the overall mean value for teachers' entrepreneurial value application skills is 4.69 and the standard deviation value is 0.13; thus, the score for the element of entrepreneurial value application skills is at a high level. There are three dimensions in teachers' entrepreneurial value application skills, namely infusing, application, and integration. Based on the constructed items, (C01, C02, C03) constitute the infusing dimension, while (C04, C05, C06, C07, C08, C09, C10, C11, C12, C13, C14, C15, C16) constitute the items for the application dimension. Finally, (C17, C18, C19, C20, C21, C22, C23) constitute the items for the integration dimension. The findings show that RBT teachers have a high level of skills in applying entrepreneurial values. Besides, item C23 for 'Encouraging students to devise strategies to face the risk of loss' recorded the highest percentage of 79.1%, where 68 teachers chose the 'strongly agree' option, while item C06 for 'Enjoy listening to students' ideas related to entrepreneurship during learning sessions' recorded the lowest percentage of 59.3%, where only 51 teachers chose the 'strongly agree' option.

### B. Identifying the Entrepreneurial Interests of Level Two Students

The total mean value for the element of entrepreneurial interests of level two students is 4.77 and the standard deviation value is 0.23. According to Wiersma (2000), the mean value for this element is at a high level. Therefore, the findings of this study show that the level of entrepreneurial interests of level two students is high.

Seven items (E01, E02, E03, E04, E05, E06, E07) were used to test the level of entrepreneurial interests of level two students. The findings indicate that teachers' attitudes and skills in applying entrepreneurial values are important to create entrepreneurial interests among level two students. The results also show that the level two students have a high level of entrepreneurial interests. Additionally, item E01 for 'A career as an entrepreneur intrigues me' recorded the highest percentage of 94.8%, where 55 level two students chose the 'strongly agree' option. Meanwhile, item E04 for 'Being an entrepreneur will give me a high satisfaction'

recorded the lowest percentage of 69%, where only 40 level two students chose the 'strongly agree' option.

*C. Identifying the Relationship of Teachers' Attitudes and Skills in Applying Entrepreneurial Values with Entrepreneurial Interests of Level Two Students.*

*H<sub>01</sub>*: There is a significant relationship of teachers' attitudes and skills in applying entrepreneurial values with the entrepreneurial interests of level two students.

TABLE III PEARSON'S CORRELATION TEST

Element	Particulars	Teachers' Attitudes	Teachers' Entrepreneurial Value Application Skills
Students' Entrepreneurial Interests	Pearson's correlation coefficient (r)	.684**	.555**
	Significant value	.000	.000
	n	145	145

r = Pearson's correlation value \*significant at p < 0.05

The results of Pearson's correlation analysis in Table III show a positive relationship between students' entrepreneurial interests and teachers' attitudes. Specifically, there is a moderate strength rate for the construct of teachers' attitudes ( $r = 0.684, p > 0.05$ ). Thus, teachers' attitudes create a positive relationship with students' entrepreneurial interests. There is a positive relationship between students' interests and teachers' entrepreneurial value application skills. Specifically, there is a moderate strength rate for the construct of teachers' entrepreneurial value skills ( $r = 0.555, p < 0.05$ ). Therefore, teachers' entrepreneurial value application skills also have a positive relationship with students' entrepreneurial interests.

study to identify teachers' attitudes and skills in applying entrepreneurial values while teaching the topic of entrepreneurship in the subject of RBT, teachers' attitudes and skills in the application of entrepreneurial values towards students' entrepreneurial interests are at a high level. This is because the RBT teachers have fulfilled their responsibilities as caring educators and provide support to students when teaching the topic of entrepreneurship. The process of applying and cultivating entrepreneurial values at a low level is important in developing the national economy because an entrepreneurial culture is needed to create a creative, innovative, scientific, progressive, and far-sighted society that can compete with other countries.

These findings confirm the study by Rafidah (2016) on the implementation of teaching and learning of business and entrepreneurship among primary school Life Skills teachers in Batu Pahat district based on the perceptions of students. Rafidah (2016) showed that students' perceptions of teachers' attitudes towards teaching and learning are at a high level; thus, the finding is contrary to the findings reported by Boon and Bohari (2010) in which students' perceptions of teachers' attitudes towards teaching and learning were at a moderate level. However, Mohd Bokhari (2006) found that students' perceptions of business and entrepreneurship presented by their teachers were high with 81.5% and an average value of 3.86 as well as a standard deviation score of 0.69. This finding is also supported by the findings of Hashim and Md Yasin (2011), where the perception level of Universiti Teknologi Malaysia students towards entrepreneurship was positive or high.

Furthermore, the teachers' levels of attitudes and skills in the application of entrepreneurial values in this study show that students' perceptions are at a high level. This further show that the RBT teachers in the district of Rompin, Pahang have practiced or implemented teaching and learning by using the approach of infusion, application, and integration, which are appropriate for the abilities of level two primary school students. Students have also been instilled with entrepreneurial values so that they become individuals who have entrepreneurial qualities such as creative, innovative, neat planners, professional, and wise in dealing with business risks. Interest is important in the implementation of teaching and learning. In this study, it can be concluded that students' perception of entrepreneurial interests is high. Based on the findings, teachers play an important role in producing human capital in the field of entrepreneurship so that they become educated members of entrepreneurs in developing the future national economy. The implication of this study is that it can increase the entrepreneurial interests of level two students. Therefore, RBT teachers must master the attitudes and skills in applying entrepreneurial values in teaching and learning to increase the entrepreneurial interests of the students.

**VI. CONCLUSION**

This study concludes the entrepreneurial interests of level two students towards the attitudes and skills in applying entrepreneurial values among primary school teachers in the district of Rompin, Pahang. Based on the objectives of the

The researchers have also listed some suggestions that can be considered and applied by certain parties. Among the suggestions are to further diversify the research instruments by using in-depth interviews or focus groups with teachers to obtain students' views and perceptions of entrepreneurial interests. Next, the relationship between the types of entrepreneurship programs conducted in schools with the application of entrepreneurial values among primary school students can also be studied. Future researchers can also examine the relationship between teachers' interests and the effectiveness of teaching and learning entrepreneurship education. Based on this study, teachers play an important role in producing human capital in the field of entrepreneurship so that students become knowledgeable and educated entrepreneurs in developing the national economy in the future.

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