

Influence of Lecturers' Motivations in Entrepreneurship Course Teaching

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This study identifies the level of motivation of polytechnic lecturers who teach entrepreneurship courses through the encouragement perspectives obtained by each lecturer to teach entrepreneurship courses. Purposive sampling was used. Thirty lecturers from five departments responded. A questionnaire contained eight items about improving lecturer motivation. A pilot study investigated 15 entrepreneurship course lecturers with entrepreneurship experience over five years of experience at the Sultan Azlan Shah Polytechnic (PSAS). Motivation was found to be one contributor to increasing lecturers' professionalism. Lecturers' motivation in improving professionalism in teaching entrepreneurship courses is high, when the overall mean for teaching and learning indicators is 4.17. In a nutshell, the study suggests that the level of motivation plays an important role in improving the professionalism of lecturers teaching entrepreneurship to polytechnic students. The study implies that lecturer motivation can be enhanced by encouragement and initiative from employers, as well as good training to such lecturers.

Key words: *Motivation; Professionalism; Entrepreneurship; Polytechnic*

Introduction

The Institute of Entrepreneurship Development Policy (DPT IPT) was launched on 13 April 2010. It aims at more organised and holistic entrepreneurship education and development, among Higher Education Institutions (IPTs) students. The University of Higher Learning is significant for university students, polytechnics and community colleges. It exposes them to engaging with entrepreneurial values and skills which include leadership, innovation, creativity, endurance, competitiveness, self-reliance, risk-taking and the ability to identify

and seek opportunities for identification and creation, as contained in the document of the State Higher Education Action Plan Phase 2 (2011-2015) (KPM, 2007).

To achieve that goal, an organised and ongoing effort is needed, to empower entrepreneurship to be more attractive and not worthless, by emphasising education and training. For this purpose change and innovation are needed, to produce entrepreneurs by tertiary education (Binks et al., Kirby, 2004; Senam, Akpan & Mboho 2017). Implementation is expected to produce graduates of Higher Education Institutions (IPTs) with entrepreneurship values, ideas and attributes. This will increase the number of entrepreneurs among graduates who are really involved in business, as a catalyst for transforming the national economy from a middle-income economy to a high-income economy.

Therefore, the Polytechnic Department of Education (JPP) has made entrepreneurship courses available to all polytechnics. To achieve this, lecturers' professionalism is a measure of the implementation of teaching and learning of entrepreneurship. Therefore the Polytechnic Department of Education (JPP) should produce a professional lecturer qualified and skilled to produce successful entrepreneurs.

According to Foo (2005), when teaching professionalism models as well as lecturers are considered experts, this model also requires the certification process to ensure that the selection to become a lecturer is only for those who are truly eligible. The professionalism of lecturers should be given serious attention, as lecturers are the main agents in developing leadership and driving national economic development. There are various influences on the level of lecturers' professionalism, which enhance the business and interest of graduates in entrepreneurship. One is the motivation of lecturers to conduct lectures that attract students to entrepreneurship.

Entrepreneurship courses are offered to all polytechnic students whose courses relate to entrepreneurship, and focus on principles and concepts. These entrepreneurship courses focus on systematic methods for obtaining business ideas. Therefore, this article will discuss the level of motivation for lecturers to teach entrepreneurship courses. In this study, motivation refers to the motivation, enthusiasm and determination shown by the lecturers in implementing the teaching and learning process for entrepreneurship courses.

Entrepreneurship

Education courses in entrepreneurship are expanding not only to those involved in business studies but also to all who must study a polytechnic engineering course. Changes in the economy and labour requirements have led many Institute of Engineering to consider offering entrepreneurial education to their students (Hadi et al., 2014). This is to inculcate engineering

students in entrepreneurship concepts, before they step into employment, to reduce student unemployment rates. According to Zainal et al. (2013), preliminary exposure to entrepreneurial knowledge and skills is crucial in developing students into successful entrepreneurs. Faculty advisories, university management and entrepreneurship centres in the university should encourage students to actively participate in social entrepreneurship programs, by taking into account student engagement periods (Wahid et al., 2016; Shaed, 2018).

Entrepreneurship skills are among the key 'soft skills' that must be owned by students from either the primary or tertiary level (Wahab & Amin, 2013). Additionally, entrepreneurship is the cornerstone of human development by generating human resources that can safeguard the country's economic, social and political stability. It is desirable that students at all levels of study master entrepreneurship (Esa et al. 2012). All students involved in entrepreneurial education have the potential to develop their knowledge and skill in entrepreneurship.

Entrepreneurs are formed with a special combination of chances to seek opportunities, take and bear risks, and persist in triggering an idea to make it reality (Entrepreneurship, 2018). According to Gartner (1990) entrepreneurship involves individuals with unique personality traits and abilities. Therefore, polytechnic graduates should be seen to be actively involved in entrepreneurship after graduation. An education and entrepreneurship development plan has been set up as critical in the country's strategic plan of higher education (PSPTN). This is because entrepreneurship courses can help graduates create their own jobs. According to Azlizan et al. (2012) entrepreneurship is often recognised as a catalyst in transforming and improving a community's standard of living. The involvement of polytechnic graduates in the field of entrepreneurship at presently at a low level. It requires awareness and commitment from all parties, through a holistic effort to cultivate and empower entrepreneurship among polytechnic students.

In cultivating entrepreneurial fields amongst students, lecturers need to raise their professionalism when teaching entrepreneurship. According to Hussin (1996), professionalism is closely related to one role and function. This value exists in a person whose work goals are productivity, efficiency and accountability. Professionalism is a collection of knowledge, expertise, character, values and attitudes in a profession. According to Muhammad et al. (2007) professionalism closely relates to the work function of a society. Therefore a professional deserves an appreciation of the goals and the will of the profession.

Professional quality also requires that all members undergo training, have dedication to carrying out duties, have autonomy in carrying out their duties, apply intellectual ability, participate in professional organisations and adhere to the professional code of ethics (Sulaiman, 2003). The professionalism of lecturers can be improved by mastering the skills

aspect. Lecturers' level of professionalism should increase with the improvement of the integrated dynamic development program (Ibrahim, 2007). The development program will help lecturers gain knowledge and diversify students' learning style, to attract students into the field of entrepreneurship.

The results show that lecturers in first year induction, placed in educational institutions, have a better quality of teaching, and indirectly improved the quality of learning (Humphrey, 2007; Siddiqui & Anjum 2013). Lecturers who were first exposed to new courses could also improve the quality of student learning, as a result of the improvement of the skills and quality of lecturers' teaching (Duke et al., 2006). For lecturers to have special skills and teaching expertise enables them to maximise the performance of their duties and functions (Ahmad, 2011; Sharif, et al. 2019).

In other words, lecturers' professionalism involves their being well-educated and trained, and having many experiences in the field. In addition to the encouragement of increased professional level training, professionalism contributed to a higher motivational level for lecturers. According to Ismail et al. (2002) teachers have their own way to develop their professionalism, and to help them increase their self-esteem and motivation as well as their abilities as educators. The professionalism of lecturers who teach entrepreneurship courses in polytechnics can be enhanced, if they have a high motivation to be professional educators. However, they can't choose courses to suit their field, and face many obstacles and challenges in carrying out their essential duties as lecturers and other ancillary tasks.

In applying students' interest in entrepreneurial courses, lecturers need to be guiding students into entrepreneurship. Various aspects need to be emphasised, to ensure that lecturers are fully prepared to teach entrepreneurship courses. Lecturers' motivation is one of the important aspects, to ensure students receive good guidance from lecturers.

Motivation

Motivation is important in human development and everyday behaviour. It is often associated with behaviour, either positive or negative. This can be seen from the work of a person by looking at good or excellent work and vice versa. One can be said to be highly motivated if one's work is found to be excellent, or less motivated if the work is not satisfactory. Lecturers are ordinary people who need to be rewarded for their contribution and effort to the Education Department. Therefore, management needs to be more sensitive to the needs and capabilities of lecturers, and identify factors that influence the motivation of lecturers.

The word motivation comes from the Latin word 'movere' which means 'to move' (Newman and Hodgetts, 1998). According to Ushioda (2013), 'motivation' means the choice of a

particular action, persistence with it and the effort expended on it. In other words, motivation is responsible for people deciding to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. Maintaining the level of motivation of lecturers is seen as enhancing their ability, in diversifying learning styles to attract students to study entrepreneurship courses. According to Wood (2004) motivation is the influence to do something without compulsion.

Motivation is also defined as someone who is motivated to act because they want to act (Weather and Davis, 1996). This means people will act if they want to act, to do or get something. Normally, motivated individuals will take action in a positive act which will meet and satisfy the will. This statement is supported by Siron (1999) who clearly states that employees will be motivated to complete their jobs if satisfied with their work. Job competition is one example of motivation which leads to feelings of success, responsibility, working habits, progress and pay rises (Ayob, 2002; Shokanov, et.al 2018).

Motivation is also a common variable in descriptions of factors in an organisation that maintain, direct and direct behaviour towards a goal or direction (Chaplin, 1985). There are two aspects to the motivation of a lecturer, namely intrinsic and extrinsic motivation (Razak and Othman, 2011). Motivation from lecturers themselves is intrinsic motivation. For example, if a lecturer really aspires to become a lecturer, then it must have been that the lecturer has been prepared through education. Extrinsic motivation comes from our environment; such as peer pressure, parental encouragement, family and so forth.

Paimin (2001) researched work motivation among lecturers at Faculty of Engineering Technology, University of Technology Tun Hussein Onn College. His study found that salary, work situation and workload influence the motivation of lecturers.

Research methodology

Sample and population

Population and sampling are important in conducting a study. According to Acharya (2013), a sample is a subset of the population, selected as representative of the larger population. According to Johari (2003) sampling is taking a number of individuals or objects from the population. However, the researchers have used all the population as a sample of the study. The population of the study was 30 people in all Ungku Omar Polytechnic Department Malaysia as a sample of the study. Table 1 shows the distribution of the number and percentage of respondents according to the Polytechnic Department.

Table 1: Distribution of the Number and Percentage of Respondents Ungku Omar Polytechnic Department

Department	Frequency	Percentage (%)
Civil Engineering Department	5	16.7
Electrical Engineering Department	7	23.3
Mechanical Engineering Department	9	30.0
Shipping Engineering Department	1	3.3
Department of Commerce	8	26.7
Total	30	100

Among the respondents 86.7% had higher academic qualifications at the Bachelor's Degree level and 13.3% had higher academic qualifications at the Master's Degree level. All respondents have also taught entrepreneurship for more than one year. Table 2 shows the percentage of years of experience for the study respondents.

Table 2: Experience Teaching Entrepreneurship Courses

Experience (Year)	Frequency	Percentage (%)
< 2	15	50.0
< 4	12	40.0
< 6	3	10.0
Total	30	100

Research instrument

This study uses a qualitative method to collect the study data. A questionnaire was used. Questionnaires are often used in qualitative studies. Questionnaire items consist of two sections, part A, which focuses on respondents' background which includes information of independent variables such as gender, educational background, subject matter specialisation, place of study and teaching experience. Respondents were asked to select an appropriate answer from the options in the answer box. Part B focuses on the interests and encouragement of increasing the motivation of lecturers in teaching entrepreneurship courses. The 5 points score used is Very Disagree (1), Disagree (2), Uncertain (3), Agree (4), Strongly Agree (5).

Pilot study

A pilot study obtained the validity of this study. The pilot involved 15 entrepreneurship course lecturers with experience in entrepreneurship, and more than five years of experience at Polytechnic Sultan Azlan Shah (PSAS). It obtained the reliability of the questionnaires to be tested using Cronbach's Alpha method. According to Sekar (1992), Cronbach's Alpha is the reliability coefficient which shows that the study questions relate to each other. Respondents were selected by purposive sampling. The pilot evaluated reliability through an internal consistency method that used Cronbach's Alpha coefficient. According to statistical method, the closer the alpha value of Cronbach's (α) to 1, the higher the internal consistency. Therefore, motivation factors among lecturers were tested for their reliability. The reliability value (α) for the motivational factor is 0.819.

Table 3: Cronbach's Alpha Values for Motivational Factors

Instrument	No. of Items	Item Delete	Cronbach's Alpha
P : Motivation	10	-	0.819

Data analysis

All the questionnaire data were analysed using a statistical package for social science, version 21.0 for windows (Statistical Package for Social Sciences, or 'SPSS'), using descriptive statistical methods and the Spearman correlation test, percentage, frequency and mean score to formulate responses for respondents from respondents. Part A, data findings are analysed using frequency and percentage to obtain the distribution of respondents according to demographic characteristics. Part B is for analysing the data to get the percentage and minimum for each item filled by the respondent.

Results

In improving the level of professionalism of lecturers teaching entrepreneurship, motivation is seen as one contributor. In examining the importance of researcher's motivation, eight research items give the perspective of encouragement from the employer, as well as the initiative to help improve the professionalism of lecturers, to teach entrepreneurship courses in polytechnics. Table 4 shows the frequency distribution and percentage of items based on every aspect of motivation for entrepreneurial courses.

Table 4: Frequency Distribution and Percentages of Motivational Aspects of Lecturers

No	Item	Score					Min	Std. Deviation	Level	
		1	2	3	4	5				
Motivation										
1	I paid fairly with the work I did	F	0	0	3	17	10	4.23	0.63	High
		%	0	0	10.0	57	33			
2	Communication between lecturers in my department is good	F	0	0	0	13	17	4.57	0.25	High
		%	0	0	0	43	57			
3	My head department is fair	F	3	0	2	16	9	3.93	0.57	High
		%	10.0	0	6.7	53	30.0			
4	I like the people who work around me	F	0	0	0	18	12	4.40	0.50	High
		%	0	0	0	60.0	40.0			
5	I am satisfied with the benefits I receive	F	1	1	0	17	11	4.2	1.14	High
		%	3.3	3.3	0	57	36.7			
6	I love my career	F	0	0	1	16	13	4.40	0.50	High
		%	0	0	3.3	53	43.3			
7	I have many side tasks to do at work	F	0	0	0	18	12	4.4	0.89	High
		%	0	0	0	60	40.0			
8	I was given training to teach the course given to me	F	2	6	7	14	1	3.2	0.56	Moderate
		%	6.7	20	23	47	3.3			
TOTAL MIN						4.17	0.38	High		

Referring to Table 4, based on the eight items studied, the findings show that the lowest mean score (mean score = 3.200) was for the training given to teach each course. In support, 3.3% of respondents strongly agree with the frequency of one person. This shows that lecturers are not given special training to improve teaching, to increase their motivation to teach entrepreneurship courses.

The highest mean score (mean score = 4.567) compared to other items is the item for 'communication between lecturers in my department is good'. The strength of this item is

also indicated by the percentage of respondents who strongly agree with 56.7%, and a frequency of 17 people.

Overall, the findings show that the level of lecturers' motivation is improving the level of professionalism in teaching entrepreneurship courses, at a high level when the overall mean of teaching and learning indicators is 4.17.

Discussion

Based on the analysis, the researcher found that the items related to the motivation of the lecturer got a mean score on the high level. From the item analysis, 'the communication between lecturers in my department is good' has the highest mean value. This shows that the communication of entrepreneurship course lecturers is at an excellent level.

According to Owen (1998), stating the need for motivation is very important to a lecturer for self-esteem, competence and respectability, seen as an achievement-oriented individual, an influential professional in the organisation. In addition, motivation can also grow the individual's opportunity for success.

As to total motivation there is only one item on the medium scale; ie for the lecturer item 'I was given training to teach the course given to me'. This means that some lecturers who teach entrepreneurship have never been given a course to teach entrepreneurship.

At the same time lecturers have been burdened with ancillary and essential tasks. This clearly demonstrates that their motivation is very high in carrying out their duties and they are comfortable with the working environment. This is in line with Halimah's (2006) study on the attitude and motivation of novice lecturers, which showed that lecturers have a positive attitude towards their teaching career despite the fact that these professions are challenging and stressful.

Motivation is important in shaping the quality of an educator's teaching (Robert, 1992). Overall, this study finds that lecturers teaching entrepreneurship have high self-motivation in carrying out their essential and ancillary tasks at work.

Conclusion

The study shows that the level of motivation is important in raising lecturers' professionalism, when teaching entrepreneurship to polytechnic students. This is because motivation encourages lecturers in communicating knowledge about entrepreneurship, making it more interesting and easier to understand. With a good level of motivation, this will help lecturers diversify effective learning styles in applying entrepreneurial elements to



polytechnic students. The study shows that the motivation of lecturers can be enhanced by encouragement and initiative from employers, as well as by good training for lecturers who teach entrepreneurship in polytechnics. Opening more internal and external courses on entrepreneurship for lecturers and students also helps to encourage interest in entrepreneurship.

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