

Managing Quality Entrepreneurship Course for Community College Students in Malaysia

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Abstract: A special entrepreneurship course for community college students was held in December 2008 through out Malaysia. This course was jointly organized by the Ministry of Higher Education and National Entrepreneurship Institute (INSKEN) at the Ministry of Entrepreneurship and Cooperative Development. A total of 56 entrepreneurship training consultants were appointed in each of the designated zones for managing the training programs conducted >5 days. The number of consultants by each zone were zones in the state of Johor (5), zones in the state of Negeri Sembilan and Melaka (5), North zones which include the state of Kedah, Perak and Penang (17), zones in the state of Selangor (11), zones in the state of Perak (7), East zones which include the state of Pahang (8), zones in the state of Sabah (2) and zone in the state of Sarawak (1). This study used a survey design. The whole population of the participants (2129 participants) who attended this special entrepreneurial course from all the community colleges were surveyed at the end of the course. The questionnaire used consists of five main sections. Section A consists questions on personal information; section B on participants' expectations; part C on the quality of instructors' delivery, section D on the relevance of the course materials and section E on the quality of the course management by the consultants. The results of the survey show that >90% of the students agreed that this course fulfill their expectations. In general, the quality of the instructors' delivery, course materials prepared and course implementatios' management is agreed as very good. However, other aspects such as self-identity, self-analysis, business plan, food and drinks served, accomodations and coordinators' relationships with the participants need to be improved. Finally, the students' overall entrepreneurship index was mean = 3.57. This value is just moderately high. The implications of this study are the quality of the entrepreneurship course provided to the community college students need to improved in certain aspects and the focus should be on the development of the students' entrepreneurship index.

Key words: Quality, entrepreneurship course, community college, management, INSKEN, Malaysia

INTRODUCTION

The tendency of college graduates to be self-employed or earn their own income is still very low. For example, Afiruddin and Armanurah reported the number of Malay graduates who were unemployed was about 48,100. Almost the same number (31,000 graduates) was reported in the Budget speech by the Prime Minister at the end of the 1st quarter of 2006 who were still unemployed. In a study done by the community colleges themselves in 2006, they found that 51% of their graduates were still unemployed. Most of them were still looking for work at that time. In details, the study found that 52.78% of the graduates would like to work with the government and only 22.4% planned to work on their own or become an entrepreneur. Although, entrepreneurship education has been implemented in schools and institutions of higher learning, the government still

provides various incentives to the entrepreneurs-to-be from various walks of lives. It seems that the entrepreneurship education received at schools and higher learning institutions had not given much impact on the graduates to be stand on their own two feet to pursue their entrepreneurship career.

The concept of entrepreneurial opportunities have been highlighted extensively in the context of various aspects of innovation and industrial development (Holmen *et al.*, 2007). According to Holmen *et al.* (2007), entrepreneurship opportunity drives economic transformation and newly acquired knowledge about resources and market linkages. Coulter describes entrepreneurial venture as an organization which recognizes and pursues entrepreneurial opportunities while entrepreneurs are individuals who adopt the innovation and seeking new entrepreneurial opportunities. Kirzner (1997) and Ventakaraman (1997)

state that entrepreneurship starts with an individual actions which exploit entrepreneurial opportunities to produce goods or services. Kruger and Norris (2000) define entrepreneur as a person who wants to develop a venture based on opportunities created. Many studies conducted abroad conclude that identify opportunities is a skill that can be taught and learned by entrepreneurs. Thus, this skill should be integrated in entrepreneurial education curriculum as the main skill that must be acquired (Rae, 2003; DeTienne and Chandler, 2004; Dimov, 2003; Young, 1997).

However, the situation for what topics should be included in entrepreneurship education and business education is still in debate (Gibb, 2002; Buang, 2005a). Despite the differences in the topics taught in entrepreneurship education varies according to institutions, the researchers agree that the concept of entrepreneurship should be different than the business education (Jones and English, 2004).

Business education equips students with business management skills which are needed by managers while entrepreneurship education provides students with the knowledge to pursue entrepreneurial career (Blawatt, 1998).

In entrepreneurship education, real entrepreneurship experience, business organizational skills and knowledge should be integrated to prepare students for starting a venture (Yu and Chan, 2004) when they leave schools or colleges. Entrepreneurship education should nurture young people to be innovative in creating new business ideas. The challenge for any educational institution in Malaysia now is to provide the appropriate entrepreneurship education for the secondary schools and undergraduates based on studies conducted by Nor Aishah (Brown, 2000; Blackford, 2008).

They conclude that the prevailing confusion among the curriculum designers is entrepreneurship education is similar to business education. The learning approach for entrepreneurship education is also different from the approach of teaching business education (Blawatt, 1998). A study conducted by Yap Poh Moi found that about 70% teachers who taught Commerce subject at secondary schools still practicing the method of lecturing (explaining) in teaching the entrepreneurship topics. According to Blawatt (1998), this method is not effective in teaching entrepreneurship which requires a lot of analytical and practical activities.

One of the good teaching method can be hands-on exploratory method which allows application of entrepreneurial knowledge and skills needed to develop a business venture. This method is effective method because it is a kind of active learning which include real

experience doing real problem solving in project works and group work (Jones and English, 2004; Kourilsky, 1995; Brown, 2000). These views are consistent with the findings of the studies of some research on effective teaching and learning methods for entrepreneurship such as Kourilsky and Carlon (1997) and Rae (2003). Following this, the focus of the education system in Malaysia should be shifted to the enterprise-centered learning system in order to develop entrepreneurship attitude, behavior and skills among students.

At Higher Learning Institutions (HLI), entrepreneurship education curriculum is also found to be lacking in the development of attitudes, values and entrepreneurial thinking which are important for preparing a student with the business opportunities identification skills.

De Tienne and Chandler (2004) found that students who are exposed to the business opportunity oriented learning method are able to innovative generate ideas. Barjoi pointed out that the number of graduate entrepreneurs born as a result of undergoing entrepreneurship programs at universities are still low due to lack of understanding of the concept and philosophy of entrepreneur. For example, a study on 61 former participants who attended the foundation course on entrepreneurship at Universiti Utara Malaysia between the years of 2002-2005 found that 57.4% were employed full time by employers instead of doing own business. Meanwhile, community college graduates tracer studies conducted in 2006 found that only 4.1% chose to earn on their own.

Another similar study done by Buang (2005b) on entrepreneurial career behavior of graduates from many local universities found that only 10% took intuitive entrepreneurial career path (open their own business immediately after graduated). The majority of the universities' graduates (43.5%) opened their own businesses after they had worked at firms and government departments.

Based on these data, she concludes that entrepreneurship education programs at the universities were not very successful in producing graduates who were confident to start their businesses immediately after finished studying (Buang, 2005a, b). However, this situation is not similar with the Babson College and Toronto's York University who found that many graduates started their own businesses after graduated (Blawatt, 1998).

This is because the entrepreneurship education programs implemented at these colleges tend to emphasize a lot on developing business opportunity skills within a given market context. The ability of entrepreneurs

is also found to be more limited among the Malays as compared to the Chinese and Indians (Mohamed, 1998; Buang, 2005a, b). According to Ruslan, failure in business among the Malays are often attributed to their inability to recognize and exploit entrepreneurial opportunities around them and no confidence to act in creative and innovative ways in exploiting resources. According to Ng and Ng, the Chinese people are more successful in business because they are more flexible, resilient and prepared for all the possibilities to come. Thus to enable potential entrepreneurs to identify business opportunities in an environment, they must be trained to be more sensitive or alert to the events in their surroundings from time to time to identify entrepreneurial opportunities (Kirzner, 1997).

Implementation of the foundation course for entrepreneurship for community college students in Malaysia: The Malaysian government had developed 37 community colleges through out the country to provide a variety of programs related to vocational skills for all individuals regardless of their education achievements. The goal of these community colleges is not only to produce technical skills workers but also graduates who can work on their own as entrepreneurs.

Thus, an introductory course on entrepreneurship was provided to the students of the final year diploma program. The 1st foundation entrepreneurship course was conducted in December, 2008 at several centers (selected community colleges) throughout the country. This course was jointly organized by the Ministry of Higher Education, the National Entrepreneurship Institute (INSKEN) and the Ministry of Entrepreneurship and Cooperative Development.

A total of 56 training consultants were appointed in the designated zones to conduct the course for >5 days. The breakdown of the number of consultants by zones are zones in the state of Johor (5), zones in the state of Negeri Sembilan and Melaka (5), North zones which include the state of Kedah, Perak and Penang (17), zones in the state of Selangor (11), zones in the state of Perak (7), East zones which include the state of Pahang (8), zones in the state of Sabah (2) and zone in the state of Sarawak (1).

At the end of the 5 days course, an evaluation was conducted on the quality of the teachings, course materials and overall management of the course by the organizers. The results of this evaluation will be used for making decisions to enhance the entrepreneurship course, formulating policy and action plan for developing better entrepreneurship programs in the future, training of trainers for the community colleges lecturers.

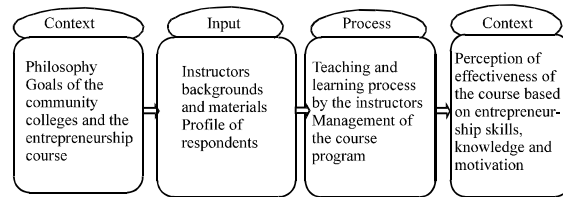


Fig. 1: CIPP evaluation model

Conceptual framework: This study was designed based on the CIPP evaluation model (Context, Input, Process and Product) introduced by Stufflebeam. This model was chosen because it features the most comprehensive aspects of the components involved to be evaluated such as the context, input, process and output. The context component in this model consists of the philosophy, vision and objectives of the course. The input component consists of the instructors’ background. In addition, the profile of the students who attended the entrepreneurship course is also included. The process component consists of the process of teaching and learning experienced by the students. The product component consists of entrepreneurship knowledge, skills and motivation (Fig. 1).

Purpose of the study: The main purpose of this study was to evaluate the effectiveness of the foundation of entrepreneurship course provided to the college community students in fostering entrepreneurship career interest. In particular, the objectives are:

- To determine the profile of the students (participants) who attended this course
- To determine the extent of the effectiveness of this course in fulfilling the students’ expectations
- To determine the quality of this course based on the following:
 - Instructors’ delivery
 - Course materials provided
 - Course implementation’s management
 - Students’ entrepreneurship index

MATERIALS AND METHODS

The design of this study is an evaluation method that employed a survey technique to collect data. The data on the effectiveness of the course is based on the students’ (participants) perception. All the participants in this course program that is a total of 2129 students were involved as students. They are those who attended the foundation entrepreneurship course provided to all the

community colleges' final year diploma students in December 2008. The survey was conducted at the end of the course session using a questionnaire which had been used in several other programs provided by the National Institute of Entrepreneurship Malaysia. The questionnaire used consists of five main sections. Section A consists questions on personal information, section B on participants' expectations, part C on the quality of instructors' delivery, section D on the relevance of the course materials and section E on the quality of the course management by the consultants.

RESULTS

The participants' profile: A total of 2129 students answered the questionnaire given to them at the end of the course. Table 1 shows the students from the Northern zones (Kedah, Perlis, Penang and Kelantan) made up the largest number (30.1%). The 2nd largest number of students come from the zone of Selangor (18.2%) followed by the East zone (Terengganu and Pahang) which consists of 13.9%, Negeri Sembilan and Melaka zones consists of 12.3%, zone of Johor consists of 11.2%, zone of Perak consists of 10.6 and only 2.2% come from the Sabah zone and 1.6% from the Sarawak zone. In terms of gender, more than half (55.5%) of the total number of students were male and the rest were female. For residential areas, more than half (54.4%) of the total number of students come from rural areas while the rest (45%) come from the urban areas. In terms of these students' secondary school education backgrounds, the largest number come from the arts stream (36.9%), followed by commerce and accounting stream (27.5%), technical and vocational education stream (21.6%) and lastly, the smallest number come from the pure sciences stream (14.1%).

About 84.2% of the students had never attended entrepreneurial course in any training programs before the course. However, almost all (85.4%) of them had followed activities related to entrepreneurship at their community colleges. Furthermore, most of the students (87.2%) had been involved in entrepreneurship related activities outside of the community colleges.

Overall entrepreneurship course quality: Overall evaluation of this foundation entrepreneurship course was based on the seven items asked in the questionnaire on whether it meets the students' expectations, course objectives, course content, course implementations' management and usefulness of the course to create interest in entrepreneurship. Table 2 shows that almost all students perceived the instructors' delivery method was effective (99.7%), they would recommend this course

Table 1: Percentage of students by demographic information

Demographic information	Number	Percent
Zone (n = 2129)		
Johor	238	11.2
Negeri Sembilan dan Melaka	262	12.3
Perak	225	10.6
Sabah	47	2.2
Sarawak	35	1.6
Selangor	387	18.2
Timur	295	13.9
Utara	640	30.1
Gender (n = 2129)		
Male	1182	55.5
Female	947	44.5
Place of growth (n = 2129)		
Rural	1158	54.4
Urban	971	45.6
Secondary school streams (n = 1912)		
Arts	705	36.9
Science	269	14.1
Technic and vocational	413	21.6
Commerce and accounting	525	27.5
Had attended entrepreneurship course/program else where before this course (n = 2103)		
Yes	310	14.7
Never	1793	84.2
Had involved in entrepreneurship activities at their community colleges (n = 1780)		
Yes	1520	85.4
Never	260	14.6
Had involved in entrepreneurship activities outside of their community colleges (n = 2111)		
Yes	1841	87.2
Never	270	12.8

Table 2: Percentage of responses based on the items

Instructor	Percentage	
	Yes	No
In your opinion, does this course achieve its objective? (n = 2109)	68.0	32.0
Is the time allocated for this course appropriate? (n = 2076)	70.3	29.7
Does the course contents meet your needs and requirements? (n = 1457)	98.2	1.2
Are the methods of teaching and learning for this course met your needs and requirements? (n = 1457)	99.1	0.9
Are the services provided by the secretariat satisfactory? (n = 2079)	98.5	1.5
Are those instructors qualified to deliver their course content effectively? (n=1453)	99.7	0.3
Would you recommend this program to a friend to follow? (n = 1453)	99.7	0.3

program to their friends (99.7%), the process of teaching and learning fulfill their expectations (99.1%), contents of the course able to meet their needs (98.8%) and finally, the implementations or management of the course provided by the consultants was satisfactory (98.5%). The majority of the students's opinion regarding the time allocated for this course was enough (70.3%) and achieved its objectives (68.0%). In general, students who attended this course was highly satisfied with the aspects asked in the questionnaire. Figure 2 shows the level of agreement of

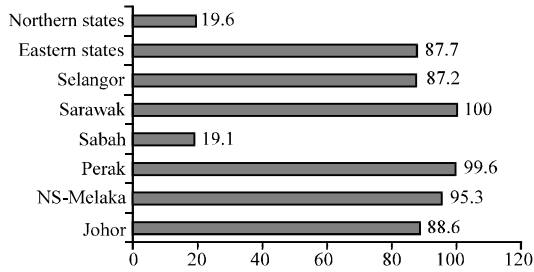


Fig. 2: Percentage of responses on item 1 achieve objectives based on zones

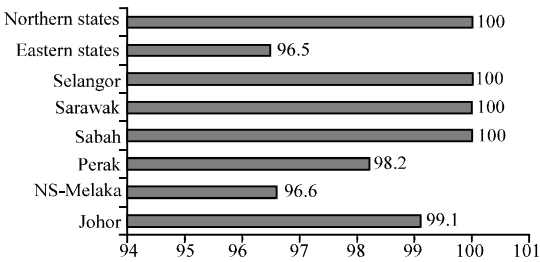


Fig. 3: Percentage of responses on item 2 sufficient time allocated based on zones

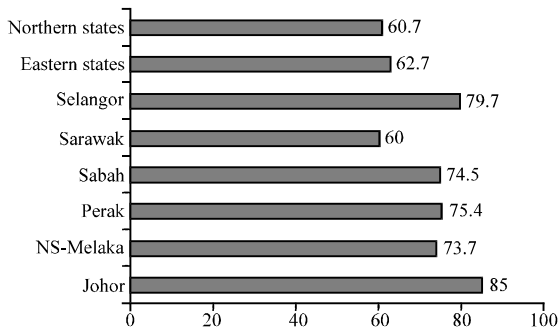


Fig. 4: Percentage of responses on item 3 content appropriateness based on zones

students in terms of achieving course objectives. Students from the zones of Johor, Negeri Sembilan and Melaka, Perak, Sarawak, Selangor and East zone shows a high percentage of agreement that this course achieve its objectives (between 87.2-100%). While the Northern zones and Sabah zone show far lower percentage of agreement which is 19.1 and 19.6%, respectively. Figure 3 shows the level of agreement for items which asked whether the time allocated for course is sufficient.

Overall, all students from the various zones highly agreed (≥ 98.2) that the time allocated for this course is appropriate. Figure 4 shows the level of agreement for items which asked whether the contents for course is appropriate. In contrast with the scores of other items, the level of agreement of the students for this item

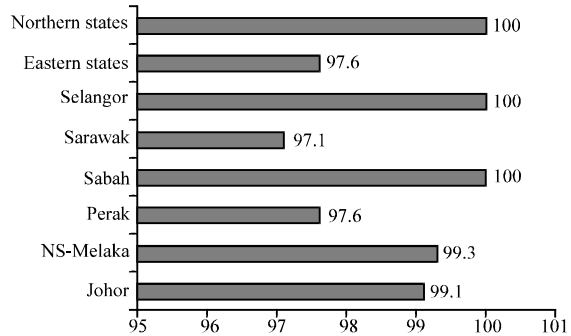


Fig. 5: Percentage of responses on item 4 course delivery quality based on zones

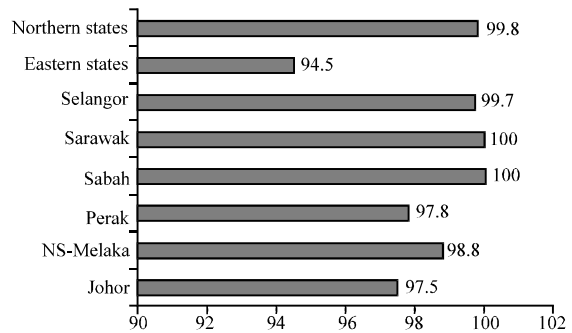


Fig. 6: Percentage of responses on item 5 course management efficiency based on zones

is much lower that is $\geq 60.7\%$. The Johor zone scored the highest that is 85%. This shows that the content of the course need to be relooked. Figure 5 shows the level of agreement for items which asked whether the course delivery in terms of teaching and learning process is effective. Overall, all students from the various zones highly agreed ($\geq 94.5\%$) that the course delivery is effective. Figure 6 shows the level of agreement for items which asked whether the course implementation's management by the consultants company is efficient. Overall, all students from the various zones highly agreed ($\geq 98.4\%$) that the course implementation's management is efficient.

Figure 7 shows the level of agreement for items which asked whether the instructors provided by the consultants company are qualified to teach the topics in the course. Overall, all students from the various zones highly agreed ($\geq 98.4\%$) that the course instructors are highly qualified.

Figure 8 shows the level of agreement for items which asked whether the students will recommend this course to their friends in the future. Overall, all students from the various zones highly agreed ($\geq 98.4\%$) that they will recommend this course to their friends. In terms of gender difference on the agreement for each item, only two items

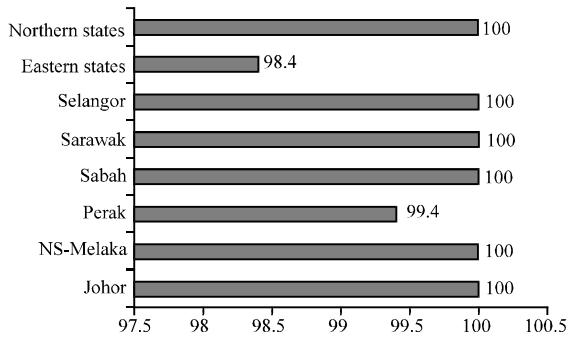


Fig. 7: Percentage of responses on item 6 instructors qualifications based on zones

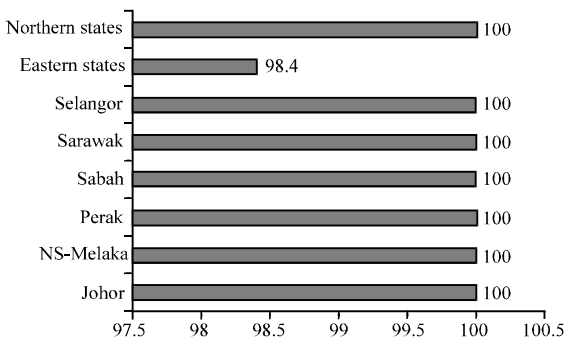


Fig. 8: Percentage of responses on item 7 will recommend to friends based on zones

scored lower than the other five items. Both item 1 and 3 even though, they scored the lowest for both male and female students, the range between them is quite close. Item 1 on whether the course achieve its objectives' scored between 62.6% (male students) to 74.7% (female students). Item 3 on whether the time allocated for the course is appropriate scored between 69.2% (male students) to 71.7% (female students). Other items scored very high on students' agreements starting from $\geq 98.3\%$ (Fig. 9).

Quality of instructors' delivery: Evaluation of instructors' delivery quality is made based on the 7 different topics being taught in the course. They are self-analysis, self identity and new economics policy, business idea, feasibility study and project viability, how to establish a business and how to plan a business and Business loan schemes. Table 3 shows that the highest percentage of highest level of agreement is for the instructors who taught the topic of how to plan a business that is 62.6%. This is followed by the instructors who taught the topic of business idea that is 58.6% and the instructors for the topic of feasibility study and project viability that is 57.1%. The rest of the topics scored below that 50% for the highest level of agreements. Figure 10 shows that the mean scores for the level of agreements between the male and female students

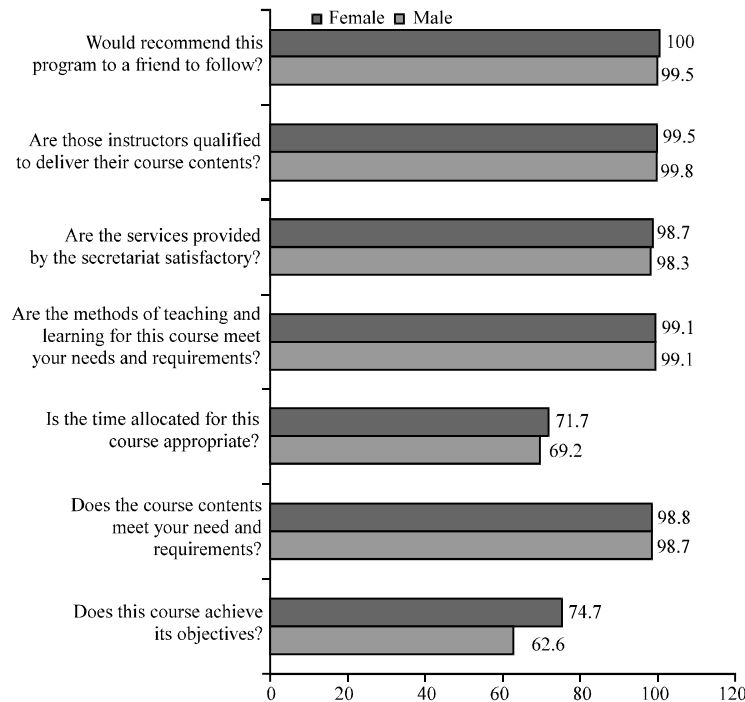


Fig. 9: Percentage of students according to gender based course evaluation items

Table 3: Percentage of agreements for the quality of instructors delivery method (overall)

Instructor	Percentage		
	3	2	1
Instructor 1: Self-analysis (n = 2128)	47.3	51.6	1.1
Instructor 2: Self identity and new economic policy (n = 2129)	40.5	57.9	1.6
Instructor 3: Business idea (n = 2129)	58.6	32.4	9.0
Instructor 4: Feasibility study and project viability (n = 2129)	57.1	41.6	1.3
Instructor 5: How to establish a business (n = 2128)	47.5	47.5	5.0

Table 4: Percentage of students agreements on the quality of the course materials

Course topics	Percentage		
	3	2	1
Instructor 1: Self-analysis (n = 2123)	42.7	54.3	3.0
Instructor 2: Self identity and New economic policy (n = 2126)	45.7	51.3	3.0
Instructor 3: Business idea (n = 2126)	37.7	48.4	13.9
Instructor 4: Feasibility study and project viability (n = 2126)	60.3	36.8	2.8
Instructor 5: How to establish a business (n = 2126)	57.6	28.8	13.6
Instructor 6: How to plan for a business (n = 21296)	43.0	51.1	5.9
Instructor 7: Business loan scheme (n = 2119)	47.7	43.0	9.3

The quality rating scale: 3 = High; 2 = Moderate; 1 = Low

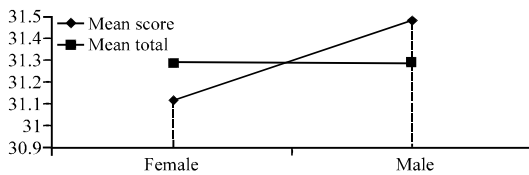


Fig. 10: Mean scores of agreements for the quality of instructors delivery method

are not much different. The mean score for the female students is 3.12 and the mean score for the male students is 3.14.

Quality of course materials: The quality of the course materials rating scale is based on the 5-points Likert scale ranging from very low (1) to very good (5). The data obtained were then converted into three levels such as high (3), medium (2) and low (1). Table 4 shows the topic of feasibility study and project viability received the highest number of students agreed of its high level of quality its materials followed by how to establish a business (57.6%), business loan scheme (47.7%), self-identity and new economic policy (45.7%), how to plan a business (43.0%), self-analysis (42.7%) and business ideas (37.7%). Figure 11 demonstrates the results for each of the topics showed in Table 4 which had been evaluated by the students based on the seven items relating to

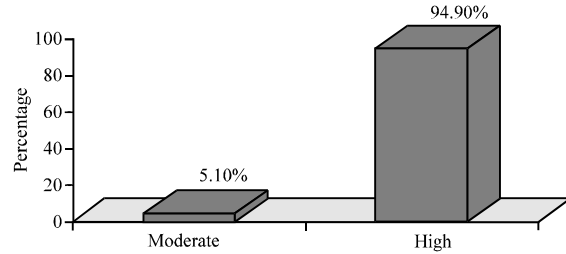


Fig. 11: Percentage of students' agreements on the quality of the course materials

quality (Table 2) added altogether and then divided into three levels of agreements. The results show that almost all students agreed that the course materials for all the seven topics were of high quality (94.9%). Only 5.1% of the students rated them as of moderate quality.

The overall mean scores of the course materials' quality (30.5) is compared with the mean scores of each zone and gender. Figure 12 shows students from the zones of Johore, Negeri Sembilan and Melaka, Northern states and Sabah rated the course materials as of good quality. The students from the zones of Sarawak, Perak, Selangor and Eastern states however rated the course of less quality (Fig. 12). Students to the zones of Johor, Negeri Sembilan and Malacca and North Sulawesi to assess the course materials provided by instructors as quality. While students to the zone of Sarawak, Perak, Selangor and the East was to assess the course materials are provided as a lack of quality.

Figure 13 shows that there was a gap in the quality assessment of course materials based on gender. The male students agreed that the level of quality of the course materials higher (30.9) than what is aged by the female students.

Quality of course implementations' management:

Students were asked to rate the quality of the course implementations' management based on the 5-point Likert scale from very good quality (5) to low quality (1) for each of the quality items based on the criteria shown in Table 2. The scores were then converted into 3 levels such as high (3), moderate (2) and low (1). Table 5 shows that hotel rooms and services' received the highest percentage of agreements on the high scale of 3 (56.4%). This followed by lecture rooms (55.5%), coordinators' relationships with participants (49.0%), food and drinks served (45.8%), overall management of the course (39.4%) and lastly, the audio visual aids (30.1%). In conclusion, the quality of the course implementations' management conducted by the consultant companies was just moderate. The scores based on the quality items

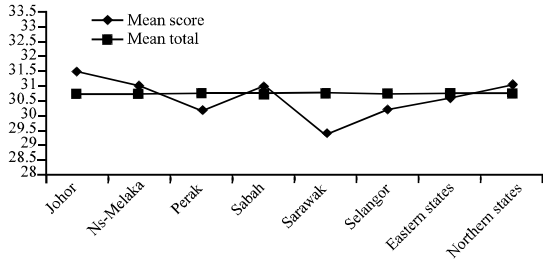


Fig. 12: Mean scores for rating the course materials based on zones

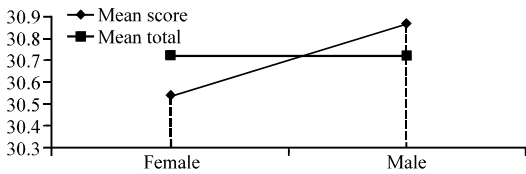


Fig. 13: Mean scores for rating the course materials based on gender

Table 5: Percentage of students' agreements on the quality of the course implementations' management

Items for quality rating	Percentage		
	3	2	1
Lecture rooms	55.5	35.9	8.6
Audio visual aids	30.1	56.6	13.2
Food and drinks served	45.8	42.6	11.5
Hotel rooms and services	56.4	34.1	9.5
Coordinators' relationships with participants (students)	49.0	44.7	6.3
Overall management of the course	39.4	48.4	12.2

The quality rating scale: 3 = High; 2 = Moderate; 1 = Low

shown in Table 2 for each of the items in Table 5 were added and divided into three levels of quality. Figure 14 shows that 94.9% of the students rated the quality of the course implementations management as high (scale of 3) and only 5.10% rated at the moderate level (scale of 2). Figure 15 shows that there are gaps in the quality of lecture rooms between zones. Students from the zones of Sabah, Selangor, Northern states, Johor, Negeri Sembilan and Melaka rated the rooms of better quality than the students from the zones of Sarawak, Eastern states and Perak. Figure 16 shows the students from the zone of Sabah rated the quality of the audio-visuals aids used during the course implementations the highest compared to other zones (mean = 4.47). The zone of Sarawak scored the lowest means among all the other zones (mean = 3.89). The other zones rated quite close to each other between the means 4.12-4.19. Figure 17 shows the students from the zone of Sabah again rated the highest for the quality of the food and drinks served during the course implementations compared to other zones (mean = 4.57).

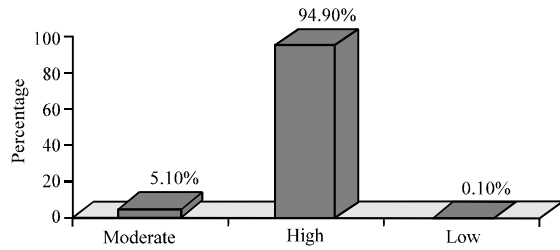


Fig. 14: Percentage of agreements on the overall course implementations' management

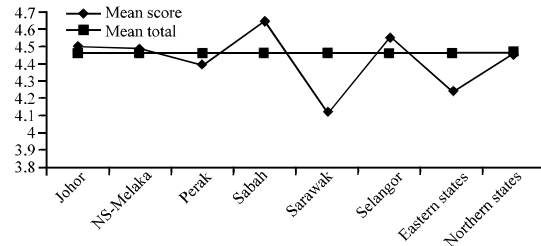


Fig. 15: Mean scores for the quality of course implementations' management based on 5-point likert scale for lecture rooms

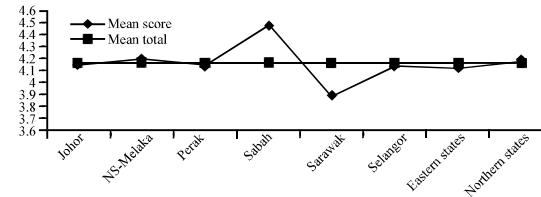


Fig. 16: Mean scores for the quality of course implementations' management based on 5-point Likert scale for audio-visual aids

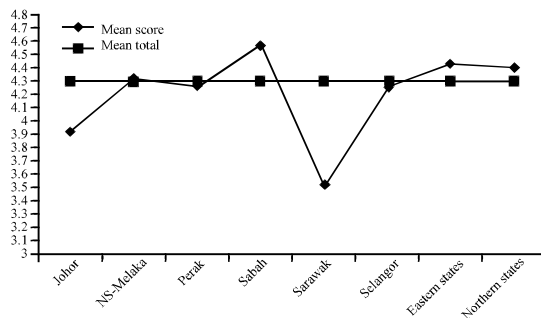


Fig. 17: Mean scores for the quality of course implementations' management based on 5-point Likert scale for food and drinks served

The zone of Sarawak again scored the lowest means among all the other zones (mean = 3.51) followed by the zone of Johor (mean = 3.92). The other zones rated quite close to each other between the means 4.26-4.4. Figure 18 shows similar pattern with Fig. 16 and 17. The students from the zone of Sabah again rated the highest for the

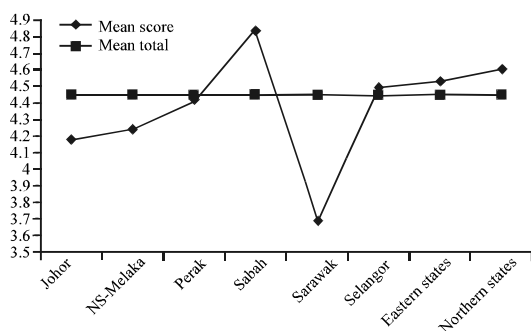


Fig. 18: Mean scores for the quality of course implementations' management based on 5-point likert scale for coordinators' relationships with the participants (students)

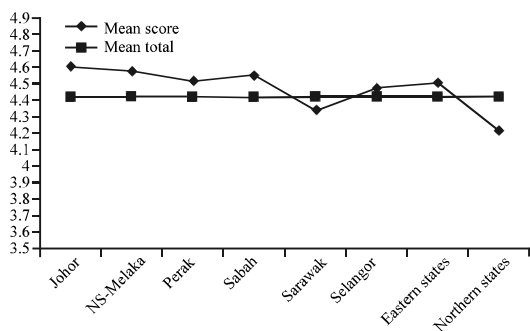


Fig. 19: Mean scores for the quality of course implementations management based on 5-point likert scale for overall management of the course

quality of the coordinators' relationships with the participants (students) during the course implementations compared to other zones (mean = 4.83). The zone of Sarawak again scored the lowest means among all the other zones (mean = 3.69) followed by the zone of Johor (mean = 4.18). The other zones rated quite close to each other between the means 4.24-4.6. Figure 19 shows a different pattern than discussed before in the study. This time, the zone of Johor rated the overall course management as the highest means compared to all other zones (mean = 4.6) followed by the zone of Negri Sembilan and Melaka (mean = 4.57). However, the Sabah zone is just two levels below the zone of Johor. The Northern zone scored the lowest means this time that is 4.21 and followed by the Sarawak zone (mean = 4.34). Other zones rated the quality of the overall course management quite closely that is between the means of 4.46-4. Figure 20 shows the male students tend to rate the quality of each item in the course implementations' management higher than the female students through out. This is an interesting finding which need to explored further in future study.

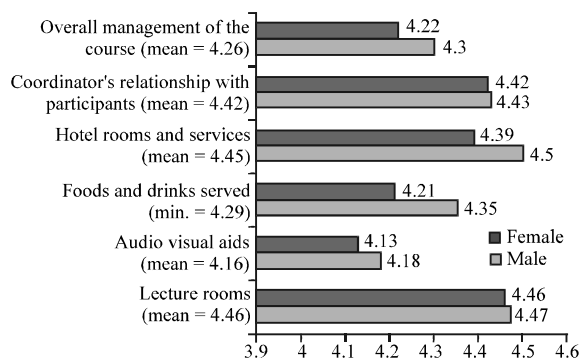


Fig. 20: Mean scores for the quality of course implementations' management based on 5-point Likert scale for gender

Table 6: Students' entrepreneurship index according to zones

Zones	N	Mean index	SD
Sarawak	35	3.74	0.44
N. Sembilan-Melaka	262	3.68	0.49
Perak	225	3.65	0.48
Johor	238	3.64	0.48
Sabah	47	3.64	0.49
Selangor	387	3.63	0.48
Northern states	640	3.47	0.50
Eastern states	295	3.46	0.51
Total	2129	3.57	0.50

Quality of the students' entrepreneurship index: The entrepreneurship index of the students was measured at the end of the course to determine if the course if effective in strengthening the entrepreneurship attitude among them. The dimensions for the index were calculative risk, tacit knowledge, creativity, business interest, power seeking, like freedom, persuasion skills, managing challenges, buiding social network, self-esteem, honesty, assertive, religious deeds, beliefs and efficacy. Table 6 shows the means of entrepreneurship index for each zone.

The zone of Sarawak scored the highest mean that is 3.74 and followed by other zones such as Negri Sembilan and Melaka, Perak, Johor, Sabah, Selangor and Northen states and lastly, the Eastern zone. Since, the scores of the entrepreneurship index are not >4.00, it shows that the index of all the students is not very high or just moderate.

CONCLUSION

Based on the results obtained, some conclusions can be made according to the research objectives. In terms of the students' profile, more than half of the students were male and most of them had been raised in the rural areas. Almost all of them had never attended the entrepreneurship course or trainings programs in a more

formal setting before this course. However, almost all of the students had been involved in entrepreneurship-related activities at their community colleges and outside. Thus, community colleges can play a role in providing the platform for these students to gain real hands-on entrepreneurship activities for their students. In terms of the quality of the course, the students perceived that overall this course met their expectations. Improvements should be made for the future course to meet its objectives and the time allocated for each topic lectured should be increased.

The students however rated the instructors' delivery quality as very good. However, for the topics of self identity and new economic policy, the teaching delivery need to be improved. In terms of the course materials, the students rated them as of good quality except for the topics of self analysis, self identity and new economic policy and how to plan for a business a little bit less. They also rated the course implementations' management as good quality except for the food served which need to be improved.

The zone of Sabah was the best among other zones in managing this course from all perspectives while the zone of Sarawak scored the lowest mean. The male students tend to give more positive ratings for all of the aspects of the course and implementations. Overall, the entrepreneurship index for the students was just moderate that was mean = 3.57 (SD = 0.50). Even though, Sarawak scored the lowest quality in terms of the course implementations, she scored the highest entrepreneurship index of her students that was mean = 3.74 and the Eastern states zone scored the lowest entrepreneurship index of her students that was mean = 3.46.

IMPLICATIONS

Implications of this study are the backgrounds of the community college students who come from the rural areas plays an important role in determining their entrepreneurship index. These students need to be given more exposure on the entrepreneurship activities by the community colleges because that is the only platform they have to gain the experience that they cannot get from their homes and parents who earned low income in general, low level of education and worked with an employer. High school education background also plays an important role in developing these students' entrepreneurial attitude. This means that these students need early exposure in order to help them develop the understanding of the entrepreneurship careers. On the other hand, the training consultants need to look into certain aspects of their course topics that need improvements in the future. These

topics are related to self development of the students. The training consultants also need to look into why the female students tend to rate the quality of the course implementations lower than the male students. Are this course biases towards male students and so on. Overall, the community college students need a course in entrepreneurship in their formal curriculum, since this study showed that the short course gave a lot of good effects on the students' entrepreneurship knowledge, skills and attitude.

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