

EFFECTS OF TEACHERS' READINESS IN TEACHING AND LEARNING OF ENTREPRENEURSHIP EDUCATION IN PRIMARY SCHOOLS

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Abstract— Teachers' readiness in teaching and learning is very important in producing and creating effective teaching and learning methods, especially towards the mastery, practices and cultivation of entrepreneurial values among primary school students. Therefore, this paper will be discussing on a study of teachers' readiness in teaching and learning of entrepreneurship education in primary schools (KHSR) in Petaling Utama, Petaling Jaya, Selangor area. A set of questionnaire was used as the research instrument to assess the level of teachers' readiness in teaching and learning of KHSR in primary schools. The study showed that the level of teachers' readiness in teaching and learning of entrepreneurship education KHSR is on the moderate level.

Keywords— Entrepreneurship Education in Primary School, Teachers' Readiness.

I. INTRODUCTION

BUSINESS and entrepreneurship are the foundation of entrepreneurship education in the syllabus of KHSR. This field provides the students with the basic knowledge of business and entrepreneurship practices. Besides, through the application of this business and entrepreneurship field, the practices of fostering values and attitudes such as independent, self-confidence, initiative and competitive are also emphasized. Students are exposed indirectly to the methods of finding and using business opportunities wisely.

However, did the expected attitudes, skills and knowledge were able to be completely fostered and nurtured among the students? According to [1], based on the feedbacks from the participants of *Kursus Pendek Kelolaan Maktab* organized by Maktab Perguruan Sultan Mizan, Besut, Terengganu in year 2004 and 2005 that were participated by Living Skills subject teachers in Besut district, it was found that the

implementation of Living Skills subject was frequently interrupted by the filling of the examination subjects with various reasons. Meanwhile, according to [2], based on the monitoring results, there were a few significant weaknesses in the implementation of Living Skills education in schools in Sabah that need to be improved especially in terms of financial management aspect, panels and facilities such as workshops, tools and materials for teaching and learning.

The unsystematic and incomprehensive implementation of Living Skills subject in schools had also indirectly prefigured the neglect of entrepreneurship education. Thus, the goal of nurturing a wise and innovative human capital who is capable of creating job opportunities through business will be futile. Generally, a few oversea studies had proved that entrepreneurship is a key driver of economic growth of a country. This statement was also supported by [3], who mentioned that entrepreneurship development is very important in facing the competitive global economy which could also be triggered by the factors of innovation. Identifying the high quality entrepreneurship education and training for the students is one of the roles of the policy makers and educators (teachers). On the other hand, [4] felt that the number of entrepreneurs will increase as the result of positive views and development, and it can be achieved through the preparation of education starting from the early childhood education.

II. PROBLEM STATEMENT

Realizing the importance of entrepreneurship education in developing knowledgeable, confidence and competitive human capitals, it is important that the implementation of teaching and learning entrepreneurship education is given more attention starting at primary school level. This is because a clear

basic knowledge in entrepreneurship field could be improved to a higher level more effectively and practically.

Therefore, a study about the level of implementation of teaching and learning of entrepreneurship education at primary school level need to be done as a basic implementation benchmark. According to a study done by [5], the Living Skills subject in primary school was frequently neglected because it is not a subject of general examination such as *Ujian Penilaian Sekolah Rendah* (UPSR).

Developments in entrepreneurship education and increasement in the provision and resources in this area has increased the interest of policy makers and academicians regarding the effectiveness and efficiency of such programs, as well as the efforts of identifying and spreading the best practices that has been acknowledged [6]. Besides, [7] had also identified at least 18 evaluation criterias for entrepreneurship education programs, wheareas [8] emphasized on the importance of taking into account the delayed effects in the evaluation of such programs. Evaluation of a program's impact that is based solely on objectives achievement is a 'shallow' evaluation and can be confusing [9]. Therefore, this study is done to identify teachers' readiness towards teaching and learning of entrepreneurship education in primary schools.

III. TEACHERS' READINESS IN PREPARING AND IMPLEMENTING TEACHING AND LEARNING OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship education should take into accounts the aspect of skills and not only emphasized on theoretical learning. [10] stated that, the process of entrepreneurship teaching should emphasized on "how" rather than "what". [11], [12] and [13] explained the aspects in managing and creating a business that could not be evaluated through conventional teaching method such as readings, lectures and watching films. The conventional approach is an effective method in providing knowledge on entrepreneurship and a few mechanical aspects about establishing business to students. But, for awareness-type of knowledge, motivation and other certain criterias, it could only be nurtured when the students gain experiences and participated in the process of creating a new business through the "negotiation" and "working with entrepreneurs" method of teaching. Both methods are among the best methods that could stimulate entrepreneurial characteristics among the students, followed with simulation teaching method, case study, role playing, paper work or thesis, and writing business plans [15].

Besides, in 1988, [16] found that teachers' readiness and suitable teaching approaches had a highly significant relationship to the levels of student motivation, academic achievement and overall perception on the effectiveness of the lessons. [17] in his study found that, highly-spirited teachers are consist of those who frequently using various kind of relevant approaches in their teachings in the classroom. Furthermore, an effective teacher need to master the subject matter knowledge of the subject that he or she teach, as well as the pedagogical knowledge related to the subject. Meanwhile, [18] also found that teacher's mastery of the subject content that will be taught will have effects on the curriculum transformation process that is being done by the teachers in the classroom. This can be seen from the modification of materials or content in the textbooks, as well as the terms that are used by the teachers in explaining a concept or principle.

Moreover, [19] and [20] explained about the importance of a teacher to have mastery on pedagogical knowledge related to the subject being taught. Those pedagogical knowledge will help teachers to modify their understanding regarding the subject content to the better pedagogical forms that will be more suitable with students' abilities and background. This type of knowledge is also called as a "conceptual map" or a guide for the teachers in making decisions on their teachings, including the objectives that want to be achieved, selection of suitable teaching methods and types of trainings or exercises that should be provided in the lessons. [21] added that, teachers who weak in their pedagogical knowledge will implement a more traditional type of teaching, where there will be only lectures and students only learn through recitation method. Teachers will also be less capable to detect students who have misconceptions about the concepts.

Sharifah [22] and [23] also agreed that an effective teacher is a teacher who shows positive attitudes towards the subject being taught. A study done by [24] stated that effective teachers showed positive attitudes such as interested with the students and the teachings, highly-motivated, open-minded, cheerful and always giving encouragements to the students. In addition, [25] summarized that a good teacher has to possess characteristics such as interested in students' learning, having a good knowledge on the subject being taught as well as knowing the best teaching method to deliver the knowledge to the students, capable to manage and control students' learning, diversify the teaching methods and participated in the non-teaching activities in the schools. A good teaching depends on the knowledge

factor that has been mastered by the teacher and appropriateness of the methods used. Therefore, it is important to ensure the Living Skills (KHSR) teachers' readiness in terms of teaching and learning when they are advised to teach entrepreneurship education in Living Skills (KHSR).

IV. RESEARCH METHODOLOGY

This is a descriptive type of study which used a survey method that has been done to a group of Living Skills subject teachers in primary schools in Petaling Utama, Petaling Jaya, Selangor area. This study aimed to obtain information regarding the level of teaching and learning of entrepreneurship education (KHSR) by the Living Skills subject teachers in primary schools.

According to [26], a descriptive study explains about a phenomena using the descriptive data analysis obtained from the questionnaires or other medias, whereas a survey research, according to [27] is a research on a presently happening events. This method involved with data collections, data scheduling, making interpretations, comparisons and summarizing generalizations.

This study was done at primary schools in the administration areas of Petaling Utama District Education Office, Petaling Jaya, Selangor. As much as 20 national schools (*sekolah kebangsaan*) had been selected from the total of 43 national schools in Petaling Utama zone area, Petaling Jaya, Selangor.

In this study, researcher had selected the national schools that are in the administration of Petaling Utama District Education Office as the research population. There are 43 national schools in the area of Petaling Utama. For the purpose of sampling, researcher had used the random sampling method to select 20 national schools, which involved with 100 Living Skills (KHSR) subject teachers.

The instrument used in this survey research is a set of questionnaire. The questionnaire was chosen as the instrument to gather data based on following reasons:

- a. Data obtained from questionnaire method is more accurate because the respondents are more willing to give feedbacks on the aspects being studied rather than by using interview method.
- b. Time, energy and cost of the study could be reduced by using this method and easiest method to obtained data.

This questionnaire is divided into two parts which are Part A and Part B. Part A is about the demography aspect of the respondents. Meanwhile, the Part B is about the level of teaching and learning of entrepreneurship education (KHSR) in school which

covered the teachers' readiness aspect towards the teaching and learning of entrepreneurship education in primary schools.

In this study, the data was analyzed using the SPSS software. Descriptive analysis was used. Descriptive statistics such as percentage mean and standard deviations are used to simplify the sample information involved in determining teachers' readiness towards teaching and learning of entrepreneurship education (KHSR) in primary schools.

V. RESEARCH FINDING

In this section, the findings of the research regarding the respondents' readiness towards teaching and learning entrepreneurship education (KHSR) in primary schools will be discussed. Information presented in the forms of frequency distribution, percentage and mean score. Determination of the level of readiness aspect and the problems faced by the respondents are based on the mean average.

TABLE 1: ITEM ANALYSIS BASED ON TEACHERS' READINESS IN TERMS OF SKILLS

Item	Statement	Mean
1	You always diversify your teaching and learning methods in entrepreneurship education (KHSR) in school.	4.40
2	You put a clear understanding and correct application of teaching and learning in entrepreneurship education.	4.52
3	You take a logical and systematic approach for each activity in teaching and learning entrepreneurship education.	4.42
4	You can use an external source (Internet/seminars/journals) in teaching and learning entrepreneurship education.	3.28
5	You are more comfortable using traditional methods (Chalk and talk) in teaching and learning entrepreneurship education.	1.62
6	You create a relationship between the subject matter with the real atmosphere of entrepreneurship globally.	4.33
7	You associate the current technological development of business opportunities to the students in teaching and learning entrepreneurship education.	4.47
8	You practice a controlled openness to all your students in developing entrepreneurial characteristics according to their own patterns and molds.	3.62
9	You are concerned with achieving the objectives and learning outcomes of a topic particularly in entrepreneurship education.	4.66
10	You often conduct an assessment of attitudes, interests and characteristics of entrepreneurship among your students.	4.50
Mean Average = 3.88		

Table 1 show that the item analysis based on the level of teachers' readiness in teaching and learning of entrepreneurship education in schools. The data obtained showed that, as overall, in the area of national schools in Petaling Utama, Petaling Jaya, Selangor, the level of the Living Skills (KHSR) subject teachers' readiness in teaching and learning of

entrepreneurship education is on the moderate level, with the 3.88 mean average.

VI. DISCUSSION AND CONCLUSION

As overall, the research findings showed that the level of respondents' readiness in terms of skills aspect is on the moderate level. This showed that the respondents were less prepared to use the suitable pedagogical knowledge and skills in the teaching and learning of entrepreneurship education.

According to [29], an effective entrepreneurship teacher needs to make preparations in three aspects which are the entrepreneurship knowledge, pedagogical knowledge and pedagogical content knowledge. These knowledge are important to enable teachers to make the relationship between the subject content and ways to deliver the content. Teachers always need to improve their knowledge for these three aspects to be able to compete with the current development of entrepreneurship knowledge. Therefore, teachers have to alert to the current needs globally especially in the context of entrepreneurship education.

The result of this study has provided an overview to teachers that their readiness in terms of knowledge, skills, attitudes and interests play an important role in producing and creating effective teaching and learning methods. With the existence of these elements, then the dominance, practices and cultivation of entrepreneurial values among students could be created.

In the efforts of producing competitive entrepreneurs, the elements of entrepreneurship education play crucial roles. This is because not only entrepreneurship education is capable to produce entrepreneurs as a career, but also capable of educating the society to foster their entrepreneurial characteristics and values such as innovative, creative, relevant risk-takers, confidence, hard working and courageous spirit in every fields that they are involved in [30].

Aware of this, the result of this study was expected to be able to provide guidance to teachers, school administrators, District or State Education Office that the responsibilities to establish and produce successful entrepreneurs lies on their shoulders and it should be given more serious attention. Previous studies had shown that there were many people who possessed entrepreneurial potentials and characteristics, but then unable to become entrepreneurs [31]. However, if the students are provided with proper education and motivation, they may be able to become successful entrepreneurs.

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