

The Development of Entrepreneurial School in Malaysia: A Proposed Schoolpreneur Model

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Abstract

Entrepreneurship development in Malaysia has received much attention since the launch of the New Economic Policy (NEP) was made a major national agenda through a two-pronged approach to poverty eradication and societal restructuring. However, the goal of creating and developing a group of viable and competitive commercial and industrial societies has yet to be achieved. In this context, the National Entrepreneurship Policy 2030 (DKN) was created and made the backbone of all strategies for forming an entrepreneurial nation. Therefore, the formation of a Schoolpreneur model can catalyse the production of high-quality and credible young entrepreneurs in the future. Therefore, this paper discusses the determinants in the entrepreneurial ecosystem that are appropriate for the secondary school environment and proposes a conceptual framework of the secondary school model of entrepreneurship that will help improve the effectiveness of school entrepreneurship.

Keywords: Entrepreneurship Ecosystem, Schoolpreneur Model, Entrepreneurial School, Secondary School

Introduction

Entrepreneurship is one of the most important economic components in the world. The role and importance of the corporate sector in the economy cannot be underestimated. Entrepreneurship can serve as a platform for a country's social and economic development. Entrepreneurship has always been interesting for both developed and developing countries like Malaysia. For a developed country, entrepreneurship is an important tool to revitalize a stagnant economy through innovative endeavours and entrepreneurial value creation. Meanwhile, for a developing economy, entrepreneurship is a vehicle for growth and advancement in the country's economy.

Additionally, researchers, practitioners, and policymakers largely agree on the multiple social, economic, and developmental benefits that flow from entrepreneurship and have developed a broad consensus that entrepreneurship is very important. They are convinced that entrepreneurship can positively promote innovation and economic reform (Khattab & Al-Magli, 2017; Terjesen & Wang, 2013; Ullah, 2019). In addition, entrepreneurial ecosystems can provide major sources of job creation, innovation and social adjustment (Stam & Van De

Ven, 2021). Most countries promote entrepreneurship as a high priority and always focus on supporting micro, small and medium-sized enterprises as this encourages growth, innovation and wealth creation. In return, be able to create competitiveness against international countries.

Next, many past researchers have developed entrepreneurial models specialized in implementing an economic system. For example, Isenberg (2011) developed a model known as 'an entrepreneurship ecosystem for economic development. Because he argues that the success of entrepreneurship does not depend on one factor, he argues that providing purely financial support can be helpful in the early stages of a business, but that strategic direction, leadership development and mentoring are required to ensure the sustainability of the business. Then, the latest model of the entrepreneurial ecosystem was presented by (Spigel, 2017). According to Spigel (2017) an entrepreneurial ecosystem is an interdependent group of local culture (actors), social networks, universities, sources of investment, and economic policies (factors) coordinated in such a way as to create a good environment that enables productive entrepreneurship in a particular region.

Besides that, the entrepreneurship ecosystem broadens the perspective from the small business to the environmental level. It includes other key actors such as political agencies, incubators and accelerators, and venture capital providers (Sipola et al., 2016). The ecosystem perspective emphasizes that collaborating with others expands a participant's capabilities beyond their organizational boundaries and transforms knowledge into innovation. Thus, the ecosystem perspective includes members from the public and government, from research institutes and universities to ordinary users and citizens. Entrepreneurship exists in all societies but manifests itself differently depending on the context. Entrepreneurship is thus an environmental phenomenon (Turcan & Fraser, 2018).

Based on the above, implementing a situation-based holistic approach to promoting entrepreneurial practice focuses on different aspects that can support entrepreneurial success, such as developing networks, aligning priorities, building new institutional capacities and promoting synergies between different stakeholders (Khattab & Al-Magli, 2017). As such, this helps reduce barriers and facilitate better access to resources, thereby improving the entire entrepreneurial support system.

However, the formation of the entrepreneurial model in the economic system differs from the entrepreneurial model used in the school education system. Entrepreneurship in the education system includes training people to start a business and the broader concept of training entrepreneurial attitudes and skills, including developing specific personal qualities (Haara & Jenssen, 2016). Therefore, this paper aims to develop a holistic approach to entrepreneurship in schools by identifying the elements that can interact to create favourable conditions and thus increase the chances of entrepreneurship success at an early stage.

Literature Review

The formation of this conceptual framework incorporated theories and models from previous studies as a basis and guide. The theories involved are the Theory of Planned Behavior (TPB) developed by Icek Azjen in 1988 and the Effectual Theory by Saras Sarasvathy in 2001. The models involved include the Isenberg model (2010), the Feld model (2012) and the (Spigel model, 2017).

Theory of Planned Behavior (TPB)

The theory of Planned Behavior emphasizes that intention is a motivational factor that influences behaviour, and this will increase an individual's willingness to try and make errors (Ajzen, 2002). Engle et al (2010) state that the individual will mobilize his or her planning to produce behaviours. Thus, in entrepreneurial training, behavioural intentions are triggered by individual control. Additionally, an individual has a high level of success driven by catalysts such as time, finance, skill, and collaboration.

TPB has three variables that can lead to an activity tendency: attitudes, subjective norms and perceptions of behavioural control (Figure 1). Attitudes, subjective norms and behaviour control perceptions will influence a person's propensity toward something that will indirectly affect their behaviour (Myers, 2014). Attitudes indicate a person's attitude toward behaviour that affects their assessment of that behaviour. If a person likes a behaviour, they will often do that (Chea, 2015). Subjective norms are functions of normative beliefs representing an individual society's perceptions and the pressures of the society involved to perform observable behaviours. Put more simply, a person will do things that draw close attention in society (Chea, 2015). Perceived behavioural control is a function of control beliefs that create an individual's perception of whether they have the resources, opportunity, ability, and power required to achieve that behaviour. Internal and external factors are involved in forming a locus of control and can be viewed as confidence levels to achieve behaviour and succeed (Myers, 2014).

The powerful impact of TPB on entrepreneurial behaviour makes it a predictive theory of entrepreneurship used as a basis for advanced research to develop concepts of entrepreneurial behaviour (Kautonen et al., 2015). A study from Moriano et al (2012) specifically measured entrepreneurial intentions with TPB. It showed that intention in entrepreneurship was more strongly influenced by attitude and perceived behavioural control than subjective norms. According to Linan and Alain (2015) entrepreneurial intent is the best predictor of an individual's entrepreneurship behaviour. Therefore, TPB is one of the appropriate theories to guide the formation of the newest entrepreneurial model in producing human capital with an entrepreneurial spirit.

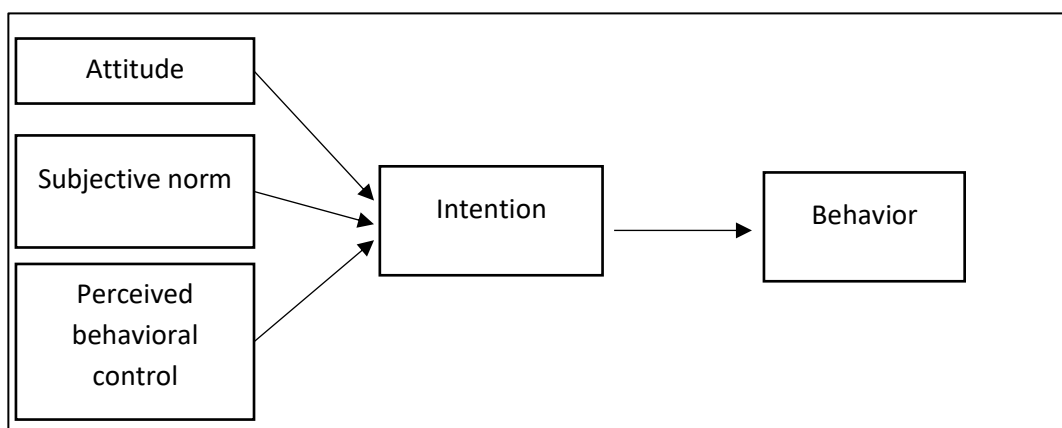


Figure 1: Model of Theory of Planned Behavior (TPB) (Ajzen, 1991)

Theory of Effectuation

Effectuation theory was developed by Saras Sarasvathy, beginning with interviews with the founders of 27 companies in different industries, asking each to solve a series of questions, including ten decision problem questions. Based on their answers, he analyzed their "decision

logic" and produced what is now referred to as effectual theory, which is how to approach decision-making and act on it (Bitga & Feige, 2020).

According to Sarasvathy (2001) describes the process of entrepreneurial thinking as distinct from the causal view of how entrepreneurs enter into new ventures. An entrepreneur who works in a cause-and-effect approach will start with the desired result. Effectuation theory can also show that entrepreneurs are more likely to be involved in effective decision-making than those trained in traditional management (Anne Bitga & David Feige, 2020). However, the effectuation theory is less developed as a new entrepreneurship theory, which is quite limited in this scope. However, more and more theoretical construction features have already been studied on this theory (Arend et al., 2015).

Based on this study, the application of effectuation theory in the conceptual framework of entrepreneurship development is through the organization of actions based on excellent conditions to take advantage of unexpected things. Entrepreneurship at schools trains students to be effective entrepreneurs who tend to choose opportunities over the long term, analyze strategic partnerships versus the competition, utilize unexpected knowledge, and focus on controllable aspects.

Model Isenberg

Isenberg (2010) argues that there is no right combination of factors to create a successful entrepreneurial ecosystem. However, policymakers should gradually focus on understanding local conditions and their value in creating an entrepreneurial ecosystem. Isenberg (2011) also shows that entrepreneurial ecosystem strategy stimulates economic prosperity and is important for cluster strategy, innovation system, knowledge economy and national competitiveness policy.

From Isenberg model (2010), the entrepreneurial ecosystem needs to include six key aspects that incorporate twelve elements. These are Policy (leadership, government); Finance (financial capital); Culture (success stories, social norms); Support (infrastructures, support professionals, non-government institutions); Human capital (labour, educational institutions); and markets (early customers, networks) (Figure 2). Isenberg (2011) contends that each context requires its ecosystem, as the system's components comprise a set of entities and parts that interact differently depending on the context of entrepreneurial activities.

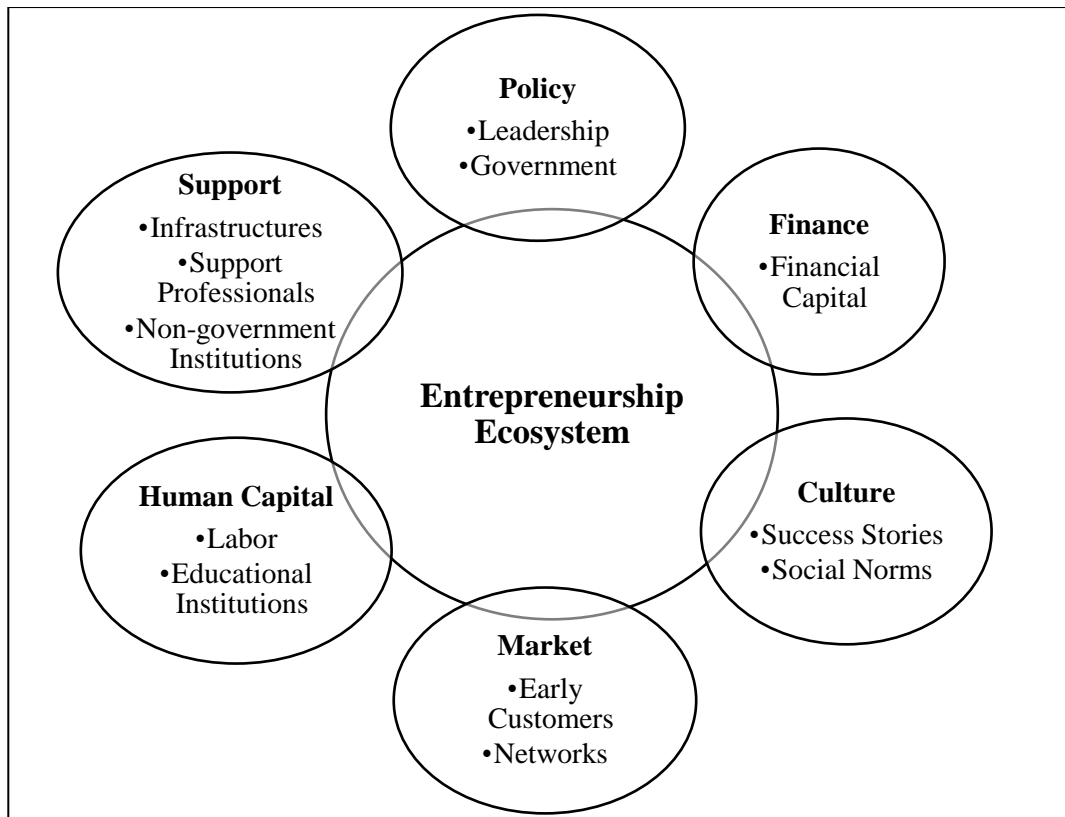


Figure 2: Isenberg's Model of Entrepreneurship Ecosystem (2011)

Model Feld

Feld (2012) showed that nine factors play an important role in the success of an entrepreneurial ecosystem (Figure 3). The emphasis on access to resources and the role of government support and context alongside the interaction of entrepreneurs and the entrepreneurial ecosystem is central to this Feld model.

Feld (2012) also emphasizes the importance of entrepreneurship. He proposes the "Boulder Hypothesis," which includes four important characteristics of a successful entrepreneurial community:

- Entrepreneurs must lead the startup community.
- Leaders must have a long-term commitment.
- The startup community must be inclusive of anyone who wants to participate.
- The startup community must have ongoing activities that engage the entire entrepreneurial stack
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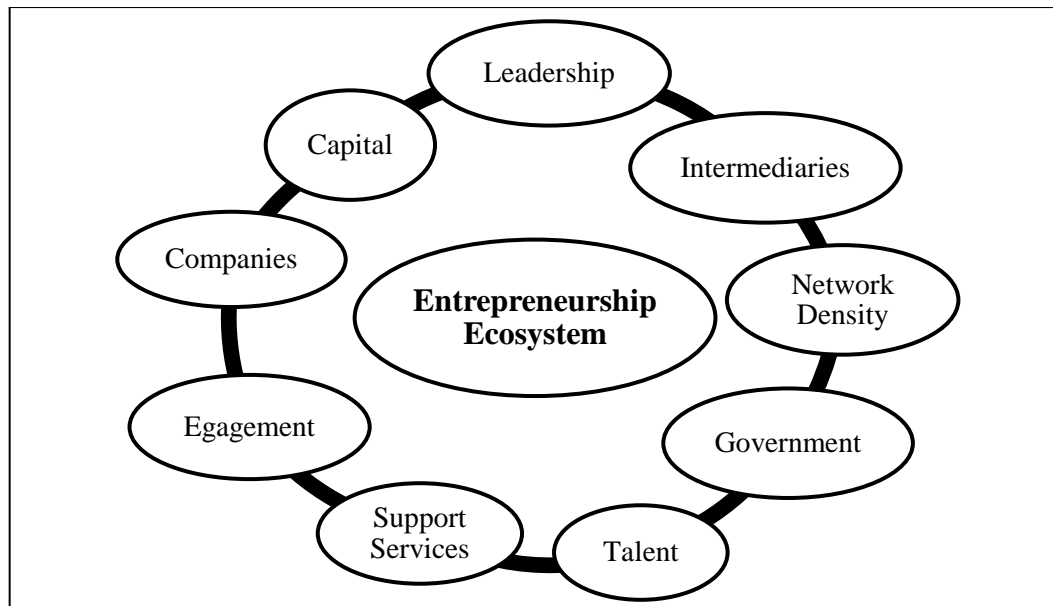


Figure 3: Feld's Entrepreneurship Ecosystem Model (2012)

Model Spigel

Spigel (2017) argues that successful ecosystems are not determined by high rates of entrepreneurship but rather by how the interaction of these traits creates a supportive regional environment that increases the competitiveness of new businesses. Entrepreneurial ecosystems are combinations of social, political, economic and cultural elements in a region that support the development and growth of innovative start-ups and encourage aspiring entrepreneurs and others to take the risk of starting, funding and supporting a high-risk venture area (Spigel, 2017). Spigel identifies ten core cultural, social, and material attributes of entrepreneurial ecosystems (Figure 4). These attributes provide resources that new local ventures could not otherwise access, such as managerial experience or a skilled workforce. A region's underlying cultural values and attitudes impact its entrepreneurial spirit. The most important cultural characteristics of the startup ecosystem are cultural attitudes and the history of startups. The social qualities of a region are resources developed or acquired through social networks. Entrepreneurial ecosystems have four primary social characteristics: networks, investment resources, mentors and dealmakers, and worker talent. Material characteristics of an ecosystem are those that have a physical presence in the area. This presence can shape a physical facility, such as a university, a formal norm, an entrepreneurial policy, or a locally embodied, well-regulated market. The four essential characteristics are universities, support services and infrastructures, policies and governance, and open markets.

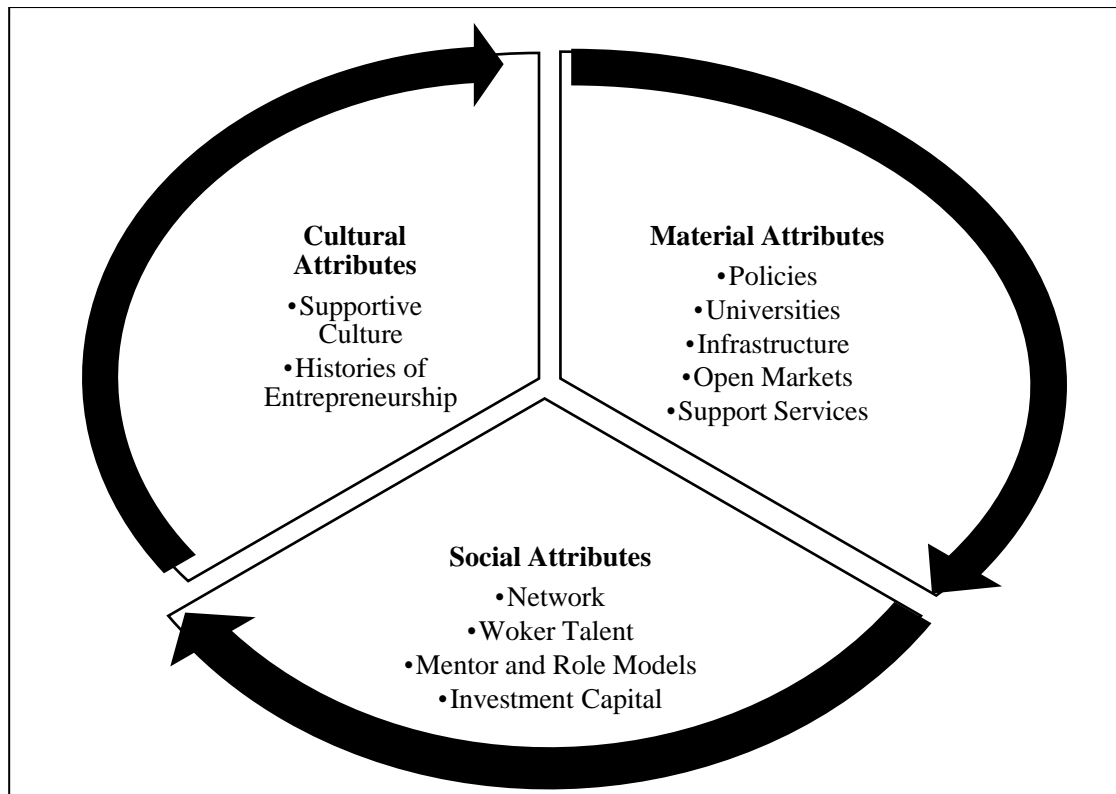


Figure 4: Spigel's Entrepreneurship Ecosystem Model (2017)

Conceptual Framework

The developed conceptual framework is based on previous studies, and it considers several factors that researchers have identified as suitable for forming entrepreneurship models at secondary school. The proposed conceptual framework can provide an overview of the components that need to be considered when designing entrepreneurship at an earlier stage to improve the quality and effectiveness of entrepreneurship at secondary school.

Thus, based on studies results, 11 elements, namely individual personality, culture, government policy, incubator, role models, professional support, talent skills, entrepreneurship education, financial resources, mentor and family background, were selected as the determinants of the effectiveness of entrepreneurship in school. Accordingly, the conceptual model is formulated as presented in Figure 5. Next, all the elements will be explained below.

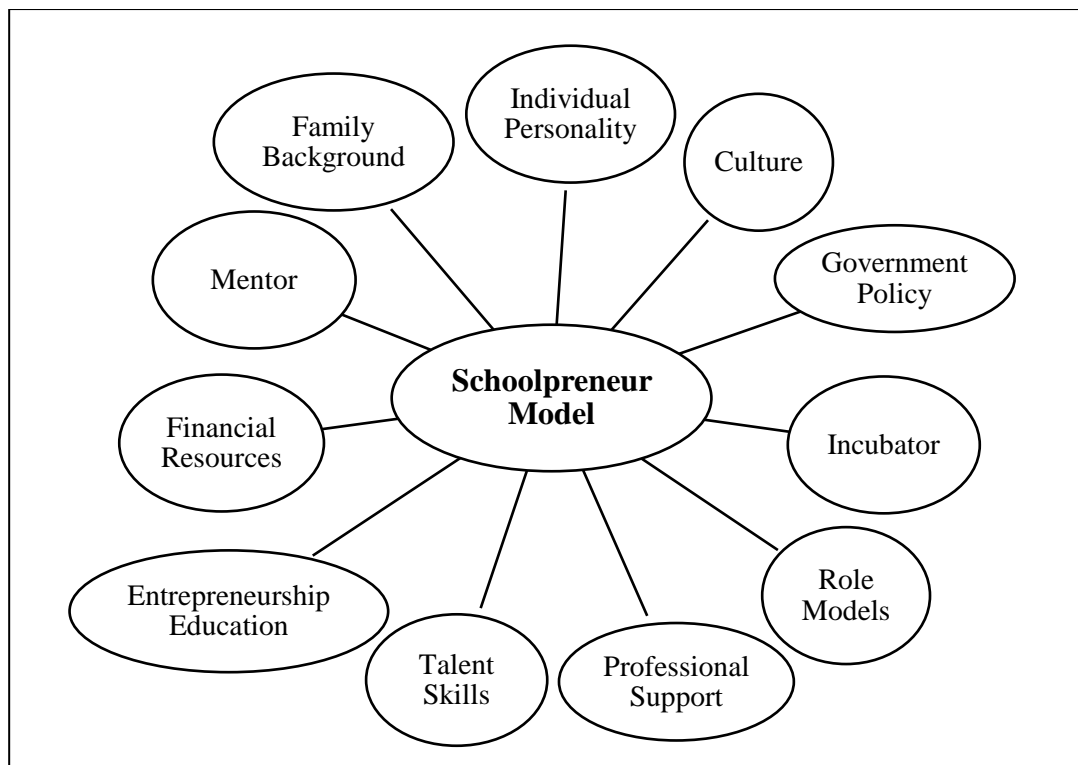


Figure 5: A Proposed of Conceptual Framework for Schoolpreneur Model

Individual Personality

Personality generally refers to an individual's character, attitude, personality or personality. The word personality is taken from Latin, which means "persona", which is a "face mask" worn by Greek theatre actors on stage to suit the character they bring (Zulelawati & Yusni Zaini, 2015). The Big Five personality model developed by Allport (1961) is a multidimensional approach to identifying an individual's personality based on five measurement criteria, namely openness, conscientiousness, extraversion, agreeableness, and neuroticism, that has been widely used. A good personality must be inculcated in an individual, and Self-personality can guarantee overall excellence (Ghani & Zakaria, 2011). This personality also relates to attitude. Personal attitudes can influence individuals' entrepreneurial inclinations, including those who are creative, innovative, astute at managing risk and efficient at identifying unique opportunities (Mustapha & Selvaraju, 2015). They have a positive attitude, like a strong identity, do not give up easily, and are persistent in accomplishing a task. Therefore, a person with high entrepreneurial motivation will have a high tendency to become an entrepreneur (Seun et al., 2017).

Culture

Culture comprises beliefs, norms, attitudes, symbols and stories. Hofstede's (1980) concept shows how culture manifests itself in different forms and how cultural values are influenced by national culture on an individual or societal level. In addition, cultural reflection at the individual level is also important to developing entrepreneurship (Harms & Groen, 2017). Culture comprises several elements: failure rate and risk-taking, fostering self-employment and success stories, creating a positive image of entrepreneurship, and blessings for innovation. When these factors and cultures drive new business creation and self-

employment, entrepreneurship and levels of business ownership can increase (Davari & Najmabadi, 2018).

Government Policy

Anderson (2015) explained in his book that a policy is an intentional action taken by an actor or group of actors in dealing with a problem of concern. Meanwhile, asserted that a policy is a statement or action by the government that reflects a key policymaker's decisions, values, or goals. Competent here means that a policy can convey the intentions and values supported by the government on issues of interest to society and the country. Laws and policies generally include tax rates, tax incentives, entrepreneurship facilitation, and increased transparency to encourage entrepreneurship. Some studies have also shown that national governments and laws must provide a supportive environment for combining activities to accelerate and encourage business growth and improve business performance (Davari & Najmabadi, 2018).

Incubator

Incubators provide entrepreneurs with a conducive business environment to help them start and grow their businesses. Providing one-stop services like this can reduce facility-sharing overhead and improve new and small businesses viability and growth prospects in the early stages of business development (Logaiswari et al., 2019). Noha (2020), in his research on incubators and their impact on the country's economic growth, also noted and emphasized that business incubators play an important role in creating, starting and activating businesses by promoting jobs and generating income in the local community. Jamil et al. (2016) argue that incubators create wealth, generate wealth and drive economic development by creating jobs, bringing new products or processes to market, promoting R&D activities, collaborating with universities and research institutes, and supporting the development of start-ups.

Role Models

According to Lockwood (2006), a role model is a person who exhibits the type of achievement a person is likely to achieve and who often gives the behavioural guidelines necessary to achieve success. Also, we will compare ourselves to a notable individual if that someone seems relevant, and the outcome of this comparison will depend on the achievement of the individual's success (Adesola et al., 2019). In addition, Morgenroth et al. (2015), stated role models were divided into three categories: role models as behaviour models, role models as possible representations, and role models as inspirations. In general, a role model in entrepreneurship depicts a person who sets an example for others to follow and can motivate others to make career decisions and achieve specific goals in the field (Bosma et al., 2012).

Professional Support

Professional support is a formal source of support that includes support such as business people, charities, and private consultants. The presence of professional support at the organizational level is viewed as an organizational resource and activity to create, develop and maintain relationships to foster individual and community relationships (Xue, 2018). In addition, professional support between universities and companies as partners who have access to new knowledge sources and share research infrastructure can support entrepreneurial programmes (Ganzarain et al., 2014). Teachers, lecturers or staff associated with their professional support as individuals who help effectively impact the development of

entrepreneurship in a student. Nurzulaikha and Noor Aslinda (2021) stated that educators should play an important role in encouraging, supporting and early exposure of students to engage in entrepreneurship.

Talent Skills

Norita et al (2010) defined "talent skills" as a person's ability to do something. In the context of entrepreneurship skills, it refers to the expertise or practice required to develop and run a business. According to Suhaila et al (2013) entrepreneurial skills refer to the individual's ability to take advantage of ideas and start businesses, whether small or large and are fundamental not only to personal interests but also to the interests of society and the country. They derive entrepreneurial skills into three main aspects: personal, managerial, and technical. Syafiq et al (2021) argue that the formation of effective human capital in entrepreneurship in terms of entrepreneurial leadership skills can be seen under individual skills. In general, leadership is organising group activity to achieve goals. In addition, the study of Wan Mohd Zaifurin et al. (2016) found that people with good entrepreneurial skills and knowledge tend to become entrepreneurs. Even training, coaching and entrepreneurship education activities can shape positive business practices among entrepreneurs (Buerah et al., 2017).

Entrepreneurship Education

Entrepreneurship education is one of the most important elements in building human capital to venture into entrepreneurship. Knowing the possibilities and being able to explore all issues related to entrepreneurship will reinforce their intentions and inclinations towards entrepreneurship (Tomy & Pardede, 2020). According to González Moreno et al (2019), entrepreneurship education becomes one of the formal teaching activities that educates, informs, and trains people interested in starting a business or expanding a small business. At a broader level, entrepreneurship education can be seen as entrepreneurship education, without it being necessary to refer to someone starting a new business, but as referring to any person with innovative behaviours related to the activities they engaged. Implementing a structured curriculum and co-curriculum can give students a rough idea of life in the school environment and the reality of real life after graduation (Norita et al., 2010). Therefore, the knowledge imparted early in entrepreneurship education offers the opportunity to naturally increase students' interest in entrepreneurship in the long term.

Financial Resources

Financial services are financing packages financial institutions offer to entrepreneurs to help them fund their businesses. Most researchers agree that financial resources are fundamental in shaping entrepreneurial success. The study of Kamunge et al (2014) found that entrepreneurs' access to finance can positively impact company performance. Because of this, entrepreneurs have more chances than ever to boost their operations' efficiency. In addition, Kee et al (2019) also found that funding is the most important source of growth and survival for start-up companies. Good access to finance can support the creation of new businesses, innovation processes and the growth and expansion of existing businesses. Therefore, implementing entrepreneurial activities in secondary school also requires good resources so that each activity can be carried out well.

Mentor

A mentoring system is a process in which a more experienced and knowledgeable person becomes an advisor, consultant, or tutor to someone with no experience in a particular field (Abdullah et al., 2017). Mentors are usually people who already have experience giving help and advice to those in need. A study conducted at colleges shows that students who follow the mentoring program perform encouragingly academically and outperform other students not participating in the mentoring program (Guhan et al., 2020). Mentors are often discussed in terms of their role, particularly when an experienced entrepreneur takes on the role of mentor in a particular relationship with a new entrepreneur (St-Jean & Audet, 2012). Another study from Hägg and Politis (2017) examined how formal mentoring by external business experts (mentors) facilitates learning for students studying entrepreneurship. Therefore, mentors are always seen as experienced people and have the knowledge and wisdom that students can see as valuable experience or knowledge for them.

Family Background

Family is one factor that provides opportunities and space for a person to venture into the field of entrepreneurship. According to Nurazwa and Nor Kamariah (2020), most people are interested in entrepreneurship because of families with their businesses. The family background of a company can inspire entrepreneurial aspirations in students who want to venture into entrepreneurship (Harun, 2010). In addition, the influence of family, friends and people around is very important in influencing an individual to engage in the field of entrepreneurship (Zaifurin et al., 2016). Marques et al. (2018) also agreed that family background, particularly parents' occupation, influences children's lives since their parents' values and standards can directly or indirectly determine children's attitudes and behaviour. Thus, many researchers have found strong evidence that different individual relationships and experiences can give individuals greater confidence in their chances of becoming entrepreneurs (Galvao et al., 2018).

Conclusion

A specific entrepreneurial model for the secondary school environment in Malaysia has yet to be established. The inconsistency in implementing entrepreneurship in secondary schools, which includes several types of schools in Malaysia, has led to a proposal to form a specific model for implementing school entrepreneurship. This Schoolpreneur model is based on the theory of planned behaviour (TPB) and theory of effectuation. Each theory contributes significantly to the development of entrepreneurship in secondary schools. The idea of planned behaviour theory suggests that the criteria for human behaviour can be predicted based on the individual's purpose or plan to perform the behaviour. Individuals plan to create behavioural patterns, such as the tendency to engage in entrepreneurial activities. Effectuation theory has shown that entrepreneurs are more likely to make effective judgments in the long term. In secondary school, students can be trained to become influential entrepreneurs who identify long-term opportunities, analyze strategic partnerships versus the competition, use unexpected information and focus on areas that can be controlled if given good exposure to entrepreneurship. Accordingly, behaviour planned theory and effectuation theory must be incorporated into the formation of this model to lead the development of human capital with an entrepreneurial spirit, entrepreneurial skills and entrepreneurial characteristics.

In addition, the Schoolpreneur model is fundamental to enable the implementation of school entrepreneurship development programs to be more structured and adapted at the national level to support the implementation of the National Entrepreneurship Policy (DKN) 2030. This policy reflects the government's commitment to realise Malaysia as a leading entrepreneurial nation by 2030. Based on the first strategic thrust of this policy is to cultivate entrepreneurship at all levels of society and give exposure to the community instilling creative, innovative, daring risk-taking and opportunities as the basis of entrepreneurial culture. Thus, the involvement of students from various backgrounds requires a comprehensive entrepreneurship implementation model to cultivate strong entrepreneurial talent, thinking and values. Furthermore, the high composition of secondary school students is significant to developing human capital in line with the long-term plan of the Shared Prosperity Vision (WKB) 2030. Next, the government, school administration, advocacy groups, and other interested parties need to emphasise entrepreneurship in secondary schools to manage better and help guide the development of an entrepreneurial mindset in the next generation. In this regard, the government should have paid particular attention to implementing Technical and Vocational Education and Training (TVET) as an approach to the country's economic empowerment. Strengthening TVET must follow the DKN 2030 and WKB 2030 together with strengthening entrepreneurship at secondary school.

In principle, the formation of the Schoolpreneur model is essential so that the implementation of school entrepreneurship development programs becomes more organized and can be adapted at the national level. In addition, this study draws the attention of stakeholders to form a comprehensive model and provides the best opportunity for practitioners, policymakers and academics to invest strategically in the management and organization of entrepreneurship development in secondary schools. Other than that, secondary school students are the ideal individuals to nurture an attitude towards entrepreneurship and improve their knowledge and entrepreneurial abilities to form a high potential entrepreneur in the future. Thus, this model needs to be further examined using empirical data in the Malaysian context to gain more comprehensive insights that can contribute towards a clear coherence and effectiveness of entrepreneurship in secondary schools.

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