

AN ENTREPRENEURSHIP FRAMEWORK IN THE NEW VENTURE CREATION AMONG ART EDUCATION STUDENTS

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Abstract: *Entrepreneurship education has a bearing on new venture creation of economic growth, promoting a variety of products and services, stimulating investments, and creating jobs. The main elements behind entrepreneurship particularly for new venture creation processes have been widely highlighted by researchers. The role of various media applications and platforms in learning can be accessed through the Internet enables to expand businesses globally. This study aims to build an entrepreneurship framework in the context of integrated entrepreneurship among university students. The study applied an action research approach conducted through focus group [N=20] involving 104 art education students attending the Integrated Entrepreneurship course. Data were collected through 14 weeks' observation of lectures and documents gathered. The observation emphasised students' creativity in producing a business plan, art product, and product advertisement video. The roles of entrepreneurship education are to educate students to understand entrepreneurial activities as well as developing an entrepreneurial attitude and the intention to lead a business. Therefore, this study had established a Cyclic Framework for Creative and Innovative Entrepreneurship by integrating ICT in the promotion of art products. Document analysis was conducted to identify the emerging factors in relation to the entrepreneurship environment among students. Findings from the study show that an entrepreneurship framework should have five factors to achieve better performance and higher productivity in academic entrepreneurship.*

Keywords: New Venture, Creation, Entrepreneurship, Education, ICT

Introduction

The current focus on globalisation and the rapid development of technology have vastly improved the potential for new venture creation among entrepreneurship education. The increasing awareness of global economic growth and rapid market expansion has served to create a wide and varied range of new potential businesses across international borders (Kirkley, 2016; European Commission, 2011; Knight, 2001). Because of this situation, students who are still studying in Higher Education Institutions (HEI) are encouraged to involve in the entrepreneurship field even they are still studying. The Malaysia Education Development Plan (PPPM 2015–2025), highlighted ten shifts, and the first shift is to produce holistic, balanced, and entrepreneurial graduates. Given the current needs, a student's ability is no longer measured by examination scores alone. Students are viewed from various aspects including communication skill, appearance, general knowledge, and the ability to solve problems and think like an entrepreneur. Overall, early exposure in enculturation of entrepreneurship is essential in the effort to produce educators with 21st-century skills and to implement lifelong learning (Zaidatol et al., 2002). In keeping with lifelong learning, students should take the opportunity to explore the entrepreneurship field through a structured programme under the Entrepreneurship Action Plan of Higher Education Institutions (2016–2020). By creating a new venture, the entrepreneur gains access to additional resources, which assist in increasing competitiveness of the new venture (Ozdemir et al., 2014). Nowadays, entrepreneurship is seen as an agent of change that can promote economic growth. Various efforts have been and are being made to encourage more people especially students to involve in the entrepreneurship field (Faradillah & Samsudin 2015). It is known that an entrepreneur is dynamic, dares to take risks, and can think creatively and innovatively in realising new ideas and products. Such characteristics can encourage competition in business (Faradillah & Samsudin, 2015). To name a few, Shane (2003) has explored how individual differences may influence the entrepreneur's decision making. She has further added that individual attributes (i.e. cognition, motivation and personality) may influence entrepreneurs in decisions making for discovering and exploiting entrepreneurial opportunities (Fadzil et al., 2017).

In tandem with modern times, the integration of information and communication technology (ICT) into entrepreneurship helps to produce and act as a catalyst for entrepreneurs. However, ICT is merely a tool that can help to expand the business of an entrepreneur. Literacy in the information technology field alone will not be able to realise a successful entrepreneur. An entrepreneur should have exacting entrepreneurship characteristics. Three main characteristics associated with the entrepreneur are interest in entrepreneurship, innovation of the product created, and business risks that need to be faced. Three characteristics in psychology such as cognition, motivation and personality of entrepreneurs have been dominated in entrepreneurship studies, in addition to existing theory of economic and sociological perspectives. Human cognition is different from one person to another due to information they have received from their past experiences and/ or personal background which greatly influence their personal judgment and decision to start a new creation (Fadzil et al., 2017). A part from capital, infrastructure, and supplies availability, those three main characteristics stated above are important intangible matters that can strengthen the entrepreneur. These factors are important in increasing youths' interest in entrepreneurship to enable them to become more creative and have self-confidence in everything they do, which can increase their appeal to employers.

In this digital age, with the advance of ICT and telecommunication, e-commerce and other related businesses co-existed with it has started to flourish (Fadzil et al., 2017). The use of ICT

can also encourage innovative business start-ups. Next, they can enhance their roles in the community and economy. A few previous researchers revealed that countries use different ICT equipment support in developing entrepreneurship efficiency. The ICT equipment employed in each country depends on many factors, such as the sophistication of the technology adopted (Jagodica & Dermol, 2015). A study by Jagodica and Dermol (2015) stressed that the use of certain ICT equipment could enhance career development, teachers' competency in using ICT equipment, and the community's ability and convenience in utilising ICT in their vicinity (Aziz, 2016).

Literature Review

Nowadays, society is becoming more complex and highly demanding especially towards the younger generation. Both public and private sectors require flexible and competitive skills and workforce. Young graduates are unable to find a job despite their very high education qualification and commitment (Jagodica & Dermol, 2015). Because of this situation, policy makers across the world increasingly see entrepreneurship education as important for world economic growth (Bager, 2011). Therefore, Higher Education Institutions (HEI) often become the subject of criticism from various parties for producing graduates who are lacking in terms of skills and higher thinking capability (Graham & McKenzie, 1995) as the HEI emphasise more on technical contents in organising their undergraduate programmes (Candy, Crebert, & O' Leary, 1994) and they pay less attention to the broader goals of education. Specifically, in entrepreneurship education, the main challenge is seen as providing a solid conceptual foundation along with the practical application of concepts (Barroso, 2017). Entrepreneurship education is assumed to lead to more knowledge-intensive start-ups and more high-end innovation in existing firms, which are seen as basic drivers in long-term job creation. This has implications for the educational system, where an education does not by itself produce the needed entrepreneurial capacity and may even diminish this capacity through overdose of lecturing and limited involvement of the learners (Barger, 2011; Baumol, 2004).

Due to the existing constraints, researchers are increasingly believing in the importance of integrating ICT into entrepreneurship education. ICT support equipment allow the creation of several types of knowledge repository, building of foundation for the management and dissemination of information and knowledge, and learning at various levels of human interaction whether at personal, community, society, or global level (Bontis, 2002; Banker, 2003; Youndt et al., 2004; Damien, 2005, American Psychological Association, 2010). Technology can also be used to educate the younger generation and develop their awareness of the use of ICT equipment that could improve their job opportunities and self-capabilities. Currently, nearly all youths have basic computer knowledge. Various ICT equipment can also be used for free in entrepreneurship teaching and learning (T&L). In this study, the researcher identified the ICT equipment used in teaching and learning of Integrated Entrepreneurship course. Exposure to the use of ICT is important in starting a business in terms of creating business ideas, business plans, and business marketing process (Chen et al., 2015). The entrepreneurship and new venture takes the students along the entrepreneurial life cycle and covers start-up, growth and venture strategy, intellectual property rights, economic and finance.

One of the emerging problems is that most students do not have the knowledge or experience in the business world. Hence, they are uncertain of the role and concept of entrepreneurship in today's career. This weakness causes difficulties in understanding the basic entrepreneurship concepts and procedures that can obscure students' understanding and creativity to become an entrepreneur (Elena & Nevila, 2017). As such, teaching is focused on low level or technical cognitive development covering knowledge, understanding, and application at the basic level

only. Thus, competency development aspect involving high-level cognitive, behavioural, and digital skills are given less attention (Ali Aslan & Thomas ,2018; American Psychological Association, 2010). Prior studies proved that most graduates have problems in relation to interpersonal, communication, and digital skills (Pasi Juvonen & Päivi Ovaska, 2012). According to the studies, most graduates are not proactive nor realistic. Students who communicate less are usually classified in the diffident category, nervous to engage in debates and discussions when attending tutorials. This situation occurs due to the lack of interpersonal communication skills among students (Yusoff, 2008). Learning could not be gained effectively without mastering the interpersonal communication process.

The difficulty in conducting the Integrated Entrepreneurship course arises because it is a mandatory course for students pursuing the Bachelor of Education in Visual Arts (ISMP). This course focuses on ways to develop an art-based business, and it is integrated with the use of technology. Lack of interest and passion in entrepreneurship causes the students to take the course because they are required to do so. This happens because contemporary entrepreneurship education does not fulfil its venturing potential due to the narrow way it is usually understood and practised (Fadzil et al., 2017). Due to the stated problems, the integration of technology into this course is emphasised to attract the students' interest while improving the way that they communicate (Natashadora, 2013).

Based on the problems encountered, this study generated a framework of a creative and innovative cycle for entrepreneurs. In this framework, the students are exposed to all aspects that encompass all of the criteria needed to become a successful entrepreneur, as well as increasing their motivation and interest to venture into the entrepreneurship field. The grounded theory method was instrumental toward generating a theory for the study. The design of grounded theory uniquely allowed for the understanding and explanation of the phenomenon through the theoretical development process.

In this study, to cultivate entrepreneurship, improve performance, and achieve sustainable development, the elements required are motivation, creativity, innovation, leadership, and tolerance (Barroso, 2012; Salinas, 2014). This present study also has found that entrepreneurs' communication and computer competencies play a significant role in new venture creation amongst art education students. Studies on entrepreneurship, particularly regarding the new venture creation in e-commerce is still less investigated. Thus, this present study aims to develop an entrepreneurship cycle framework through an action study for the Integrated Entrepreneurship course at the Universiti Pendidikan Sultan Idris (UPSI) and to identify the roles of ICT competencies embedded in entrepreneurship framework in the new venture creation amongst art education students.

Methodology

The study conducted is an action study involving 104 students of Integrated Entrepreneurship course from a public higher education institution, which is the Universiti Pendidikan Sultan Idris (UPSI). Grounded theory facilitated the exploration of the art students' readiness in using ICT by focusing on the views of managers, educators and art students related to the unique skill set required to be a good entrepreneur in the new venture creation. The Integrated Entrepreneurship course is divided into three classes. Twenty groups were formed, and the students were requested to create their own subsidiary companies in the form of a partnership business comprising six to seven members for each company. Purposive sampling was used in this study. Respondents were determined as suitable for the study, and they could provide immediate feedback.

This study adapted the Johnson (2008) framework, which consists of five important steps in the action study implementation process. The steps are: (i) identify the problem, (ii) make plans on data collection and ways to collect the data, (iii) collect and analyse data, (iv) conclude, and (v) share the findings and action plan with other relevant parties. One distinguishing feature of this framework is the final step, in which the researcher discusses the research questions in a theoretical context. Based on the Johnson (2008) framework approach, this study will produce an entrepreneurship cycle framework that involves five key factors appropriate for the research context. The main strength of the framework is the emphasis on literature review in research and in the learning situation during lectures. The approach used is more flexible as the discussion of the research questions in the theoretical context can be done either before or after the research is conducted. However, the framework takes time to implement because it does not have more structured steps. Nevertheless, the framework is appropriate in the context of this study, which requires immediate feedback from the students.

Research Findings

The findings of the study are described based on the five steps of action research process of the Johnson Model (2012).

Step 1: Problem Identification

The first step is identifying the problems before developing the entrepreneurship cycle framework. Requirement specifications are produced in this phase to address the problems identified in the feasibility phase (Nor Syazwani, 2017). In this phase, the researcher identified the form of the instruction material to be developed and further determined the items required to build an entrepreneurship cycle framework in achieving the aims and objectives of the study. This phase involved identifying the problems and reference materials as well as the process of interviewing students based on the students' needs. Among the items that need to be determined in this phase are the goal, objective, target users, theory, teaching and learning strategy and technique, and the method for using ICT during teaching and learning as well as critical analysis from the literature review (Nor Syazwani, 2017). Through observation and face-to-face interviews, conversations were recorded using a tape recorder and notepad. Interview sessions began with basic questions in a general and easy form, which then led to more focused questions.

Step 2: Make Plans For Data Collection and Ways to Collect the Data

Before the teaching and learning process began, technology facilities were prepared in advance to facilitate the learning session. On contrary, instructional media and technology for learning can help provide a learning atmosphere in which students actively participate. Table 1 shows the analysis on the use of ICT in the Integrated Entrepreneurship course. Students' competence in using technology influenced their competence in handling ICT technology, which facilitated the teaching and learning process and could increase students' interest in the Integrated Entrepreneurship Course.

Table 1: Analysis of ICT Use Checklist in Integrated Entrepreneurship Course (N=104)

Content	Duration (min)	Probability of Using ICT	Significance of ICT Use	Importance of ICT
Equipment				
Internet Connectivity (T&L)	120	100%	Very significant	Very important
Computers/Laptops (T&L)	120	100% (L)	Very significant	Very important
Projectors (T&L)	120	100%	Very significant	Very important
Mobile Phones (Simple study)	30	95%	Significant	Important
Computer and Digital Media Skills				
Interactive Boards (BMC)	30	80%	Significant	Important
Interactive Business Website (Brief survey)	60	75%	Significant	Important
Microsoft Office (product report writing)	Reporting	100%	Very significant	Very important
Web Blogging (Reflection and Brief study)	Reporting	92%	Significant	Important
Photography (final product presentation)	Product requirement	50%	Significant	Product requirement
Videography (final product presentation)	5	100%	Very significant	Important
Multimedia Application (final product presentation)	5	95%	Significant	Product requirement

L= Lecturer

T&L= Teaching and Learning

Table 1 shows that there is a need to use ICT in teaching and learning of Integrated Entrepreneurship. Based on the analysis of ICT use checklist in Table 1, it is found that ICT use is divided into two parts, namely, the equipment used and computer and digital media skills among art students. Overall, ICT equipment were used for 120 minutes in teaching and learning sessions in the classroom during lectures and group discussions. Meanwhile, computer and digital media skills were used by the students to complete individual and group assignments. The skills are important in preparing them to engage actively as well as collaborate and communicate with friends and the outside community instantly.

As a conclusion for the use of computer work stations with video, audio digitizing cards, printers, scanners and digital cameras allow students to produce electronic or digital portfolios about their business. They are a way of assessing student learning using technology. Physical and social development can be measured as well (Campbell, 1996). First creating, business plan and do the marketing via electronic portfolios can expand the size of the audience to include other lecturers, students and other people. Students become more motivated by the larger audience and make them more excited to learn and market their art business. As we know, photos, video clips, audio recording, animation, scanned drawings and writings, and hypertext make creating the art business more fun and interesting. Students also have the opportunity to be creative and exhibit their interests and hobbies. It is easier to satisfy the continual need to add to and update. Both students and lecturers need access to the equipment.

Data Collection and Analysis

This section describes the data collection and analysis techniques in action research conducted through observation and document analysis.

Qualitative Research Tools

Observation

This study conducted a critical observation of behaviours, ways of doing things, and the learning environment condition. Observation was conducted systematically using video recording. Data were collected through structured observation in which the observed aspects had been identified beforehand. The researcher observed, listened, and recorded the information based on the set of activities identified before class began. The checklist was prepared in advance to facilitate observation and assessment. An observation schedule was used to record the codes of the activities performed by the students during the teaching and learning process in the lecture room. A checklist was used to assess group presentations and creativity of the videos produced to market and promote their company's sales products. The emphasis on interpersonal communication in this study will be assessed through weekly presentation sessions in the classroom and advertisement videos produced by the students to market their art products.

Document Analysis

Documents can provide relevant information about the issues and problems being studied. Documents are the simplest and cheapest source of data that are the easiest to obtain. Examples of the types of document used in this action research are Business Model Canvas (BMC), quiz questions, and product advertisement videos. In this study, the researcher only needed to screen the information required. Meanwhile, journals were used to analyse and synthesise the required themes. Following the library study conducted, this study adapted a process from Triple helix for creative entrepreneurship (De Miranda P.C et al., 2009; Collins, M. A., & Amabile, T. M, 1999:4)

Summary of Research Findings

Based on the observations, interviews, and reflections of the students, it can be concluded that five main factors are required in the entrepreneurship framework. The framework is known as Pentagonal Cyclic Framework for Creative and Innovative Entrepreneurship. The five factors are: (i) people, (ii) personalised environment, (iii) culture, (iv) competences, and (v) activities/ICT. The factors have catalysts to smoothen the entrepreneurship education journey. Among the catalysts are (i) agents for transformation, (ii) productive factors, (iii) expertise, (iv) creative thinking, and (v) embedded context. The reason is that entrepreneurship is not only concerned with lucrative financial returns but should also include everything in life. By identifying the situation, the students will start filling in ideas into the product that they want to create through the integration of ICT in their product planning.

In addition, entrepreneur's computer skills are also one of the significant factors that contribute to the success of the new venture creation amongst art education students. Using ICT, their past working experience using the computers has significantly helped them in setting up the business. Moreover, their knowledge in computers has also strengthened their skills in exploring the internet to create new platforms such as blogs, websites and social media in expanding their business. Entrepreneurs with basic computer skills are usually one step ahead from the others as they are more advanced in dealing with this technological force. The past

study reveals that factors such as technological advancement, market opportunity, competition, customer demand and prevailing market conditions have a significant influence on the decision- making process involved in creating a new venture amongst entrepreneurs (Kirkley, 2016).

Sharing of Findings and Action Plan with Other Relevant Parties

Based on the implementation procedure of the action study, this study produced a framework for the entrepreneurship cycle involving creativity and innovation for the Integrated Entrepreneurship course. In principle, educators could conduct various types of research on their students to identify the difficulties faced by them in understanding the subject or topic taught. The research conducted will provide educators with information that can be used to formulate an action to be taken, followed by reviewing the effectiveness of the action taken. If it is not effective, new information will be collected for follow-up action to be followed by another revision.

The research is conducted continuously until a solution to the problem is found. Therefore, an action study can be said as a link between research and action so that the action taken by educators is based on fact or information obtained through research conducted by the educators themselves as practitioners. An action study is a reflection of one’s own teaching, conducted in a cycle of change in which the main focus is to improve self-practice. In conclusion, the study found that the use of ICT in entrepreneurial activities creates a new experience for users at any time, any place, and on any device. At the same, it improves social skills and communication with the surrounding community as well as fostering interpersonal spirit in the students. The Pentagonal Cyclic Framework for Creative and Innovative Entrepreneurship is shown in Figure 1.

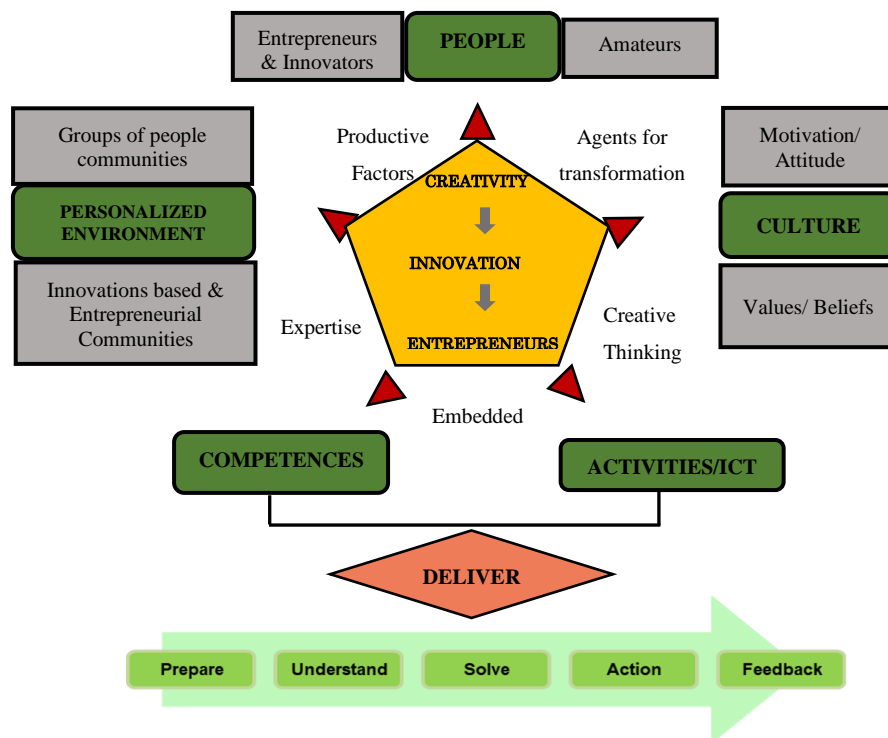


Figure 1: Pentagonal Cyclic Framework for Creative and Innovative Entrepreneurship

Source: Adapted from Triple Helix for Creative Entrepreneurship (De Miranda P.C et al., 2009; Collins, M. A. & Amabile, T. M (1999:4))

A detailed description of the Cyclic Framework for Creative and Innovative Entrepreneurship is provided in Table 3 below.

Table 3: Summary of Pentagonal Cyclic Framework for Creative and Innovative Entrepreneurship

Factors	Description	Catalyst
INTERNAL FACTORS		
Creativity	<ul style="list-style-type: none"> - Novelty of the idea. The idea itself - Think about new things - Insightfulness/foresight - Self-efficacy - Curiosity 	Productive Factors
Innovation	<ul style="list-style-type: none"> - Create something new and integrate with technology - Unique value delivery 	Technology
Entrepreneurship	<ul style="list-style-type: none"> - Create value in the market - Process on identifying and exploring needs/problems well ahead of potential competitors and through the use of unique and creative approaches. 	Production and Distribution
EXTERNAL FACTORS		
People	<ul style="list-style-type: none"> - Involvement of entrepreneurs, innovators, and amateurs - Function at the core of creative production as agents for transformation - Teaching venture creation in developing entrepreneurial mindsets, behaviour and intention - The entrepreneur at a start-up is the presence of a team of suitably qualified and experienced personnel to assist in the development and exploitation of innovative business ideas. 	Agents for transformation
Personalised Environment	<ul style="list-style-type: none"> - This factor involves public community and the community involved in entrepreneurship - To stimulate creativity - Supporting new entrepreneurs. Entrepreneurial capacity in emerging and existing organizations. - Needs/Problem identification 	Productive Factors
Culture	<ul style="list-style-type: none"> - Helps to motivate people and create value - From the cultural aspect [whether in anthropology or more functional], as it is related to value creation - Entrepreneurial decision-making models - Entrepreneurs are influenced by the social and cultural contexts within the operate and more focuses on providing 	Expertise

Competencies	- Ability to use existing knowledge and skills	Creative thinking
Activities/ ICT	- Seek information - Collaborate with partners - Expand new ideas - Reflect on process and outcome - Identify plans for developed projects - Core strategic activity - Technology advancement also enables entrepreneurs to design products or services that are flexible and can be easily adapted to customer needs	Embedded Context
LEARNING OUTPUT		
Prepare	- In each class activity, lecturer/facilitator uses ICT equipment in teaching and learning session - Descriptions of the entrepreneur and the use of technology are given in detail	None
Understand	- Students understand the importance of using ICT in creating an appealing product - Students are required to use all the latest technologies to market and promote the products they created - An entrepreneurial economy	None
Solve	- Knowledge spill over from universities - Creation of the final product ends with a presentation session	None
Action	- Lecturer plays an important role during the presentation session	None
Feedback	- Feedback from members of different groups - Reflection is done after the presentation session ends, which includes sessions for trading and advertisement video show of the product created	None

Conclusion

In conclusion, the personal entrepreneurial competencies such as communication and computer skills have largely contributed to the new venture of business in Malaysia. Good communication skills will highly influence the customer's trust and confidence before they make any decision to buy the products. Five crucial factors were discovered in this study, namely sensitivity towards the personalised environment, people, culture, expertise, and activity improvement using ICT. The Integrated Entrepreneurship course was more effective with the presence of these factors. A person will be more creative and innovative when he or she creates experiences based on existing knowledge and can solve problems in various situations. As such, the person will have the courage to strive in creating new art products with the integration of technology. Advertisement videos for marketing and promoting the students'

products were shared on social media platforms such as Facebook, Instagram, and YouTube. Besides that, business situational environment requires the new venture of e-commerce entrepreneurs to focus more on how to attract potential customers at different locations via online platforms like blogs, website or social chat rooms. It is indeed a must for every entrepreneur to have the ability to use computers, especially on how to set up and maintain the blogs, websites and other social media as it is important during the whole process of business start-up. Through the experience presented, the students felt more motivated to develop creative thinking, as activities in the classroom challenged them to think further and create the best new products. To become successful, creative, and innovative entrepreneurs, students need to improve their social entrepreneurial skills first. Students need to familiarise themselves with the community and environment as well as understanding the needs and wants of the surrounding community before starting a business.

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