

The Effect of Learning Entrepreneurship Courses on PWD Students with Learning Difficulties in a Community College as a Motivator to Venture into Business

Rodziah binti Ibrahim^{a,*}, Norazlin binti Adan^b, Fazlilawati binti Fadzil^a

^aSelayang Community College, Selangor, Malaysia

^bPolytechnic METRO Kuala Lumpur, Kuala Lumpur, Malaysia

*E-mail: rfarhain@gmail.com

Abstract: The involvement of PWD students with learning difficulties in the field of entrepreneurship should be encouraged, starting from the educational institution level. Interest in entrepreneurship needs to be nurtured early during their admission to the learning institution, together with support from the Entrepreneurship Training Unit of the institution. It should also be instilled within the programs by offering them courses that are related to entrepreneurship to train and attract their interest in getting to know more about entrepreneurship while studying at the institution. The government's initiative has been implemented through the Ministry of Higher Education (MOHE) by encouraging the development of curriculum and entrepreneurship courses in higher learning institutions. This initiative aims to provide exposure, awareness, skills, and knowledge related to entrepreneurship, cultivate entrepreneurship in students, and subsequently produce graduates who venture into business as a future career. According to the Progress Report of the Plan of Action for People with Disabilities (PWD) 2016–2022, the number of PWD trainees participating in the Community-Based Rehabilitation (CBR) programs is still unsatisfactory due to the different levels of their disabilities. Therefore, it is recommended that different types of skills and entrepreneurship training be offered to PWD students with learning difficulties based on their abilities. In addition, the PWD policy that was formed strongly encourages them to get involved in entrepreneurship, which also prioritises equality rights that have opened up opportunities for PWD to get involved in the business. However, in general, the policy formed is not specified according to their PWD category. Therefore, according to their ability, Selayang Community College has provided systematic entrepreneurship courses in the Culinary Basic Certificate Programme for PWD students with learning difficulties. This study was conducted to examine the effect of entrepreneurship courses taught as a motivator for them to venture into business as their source of income. PWD students with learning difficulties taking the entrepreneurship courses at Selayang Community College were interviewed using a set of interview questions that had been developed. The recorded interview data were then categorised and translated into word form. The main factor based on the results of the interview data is the effect of learning entrepreneurship courses as a motivator for them to venture into business. Most respondents are interested in venturing into business and becoming entrepreneurs, continuing the legacy of the family business, and seeking experience working with other entrepreneurs (20). While other respondents have not yet decided to venture into business, 83% of the survey respondents had a high interest in getting involved in the business after their graduation.

Keywords: *Entrepreneurship Courses, PWD with learning difficulties*

Introduction

People with Disabilities (PWD) need support, assistance, guide, and guidance to improve various parties' daily economy. Therefore, for the younger generation of PWDs, education must be implemented, and it must start from schools to educational institutions. Moreover, these people should be encouraged to get involved in the business to secure their daily economy for survival. Therefore, to inculcate entrepreneurial activities and encourage the disabled to engage in business, even though, in general, several institutions are taking the

initiative and playing a role in supporting and assisting these people in the development of entrepreneurial skills by offering entrepreneurship courses as a mandatory module in studies.

The Action Plan for Persons with Disabilities 2016-2022 outlines several actions to increase the chances of the disabled being self-employed and involved in entrepreneurship. To further encourage the involvement of the disabled in business, the field of Technical Education and Vocational Training (TVET) is proposed to provide opportunities for the disabled to master basic business skills.

To support the government's efforts, the Department of Polytechnic Education and Community Colleges has taken the initiative to offer several courses for PWD's study programs for the special needs students in certain Polytechnics and Community Colleges. On this basis, Selayang Community College has also taken the initiative to offer a Special Skills Certificate program to disabled students and support the IPT's entrepreneurial policy by mandating study entrepreneurship courses to these people while in institutions. Furthermore, to practice and ensure the effectiveness of the entrepreneurship courses studied, incubator training spaces are specially provided for these disabled students.

The teaching staff and alumni guide the implementation of this training course to assist and provide comprehensive support from the management department to the business operations.

METHOD

A. Data Collection

This study uses a qualitative method by using an interview protocol. The interview will be on the questionnaire questions (Rahman & Abbas, 2017), which has modified to the form of interview sentences. Questions are in Malay, which respondents with learning disabilities easily understand. During the study, 24 students with learning disabilities took entrepreneurship courses in the Special Skills Program at Selayang Community College.

The sample of respondents selected are respondents who follow entrepreneurship courses and can provide feedback. Interview sessions were conducted individually and recorded. A lecturer role needs to help facilitate communication and interview sessions for low-level thinking respondents.

The management capability model (Osman & Rahim, 2014) has listed three characteristics of managerial capability: (1) information seeking skills, (2) problem-solving skills, and (3) persuasion skills. These three characteristics influenced the tendency to venture into business or entrepreneurship. Therefore, this theoretical framework identifies the management ability as shown in Figure 1.

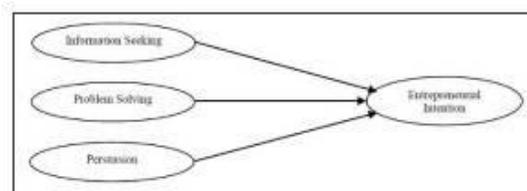


Figure 1. Theoretical Framework of Managing Abilities

B. Data Analysis

The recorded interview data are grouped and analysed based on the study's findings and translated into statements. They are grouped into three skills characteristics, namely information seeking skills, problem-solving skills, and persuasion skills. This statement also grouped to see the tendency to venture into business after taking an entrepreneurship course at Selayang Community College.

RESULT AND DISCUSSION

Result(S)

A. Demographics

The respondents comprised 24 students with learning disabilities, 8 girls and 16 boys. The age category ranges from 17 years to 22 years. In addition, the respondents were Malays, Chinese, and others. Table 1 indicates the demographic information of the survey respondents.

Table 1. Respondent Demographic

Respondent (R)	Demographic				
	Gender	Age	Race	Disability Category	Course
R1 – R8	Female	20 - 21	8 Malay	Learning Disability	Entrepreneurship
R9 – R24	Male	17 - 21	13 Malay 2 Chinese 3 Others		

B. Managing Skills; Course Success

The study found that almost all respondents had moderate managing skills. However, managing skills applied in entrepreneurship courses according to modules or topics that focus on the work process of the coursework. Therefore, all the survey respondents took the course according to the work process and instructions from the course lecturers. In addition, respondents search for information related to entrepreneurship courses and review the requirements of the equipment and materials used in the course modules/topics. As a result of this survey, most respondents prefer that they are more comfortable solving problems and finding solutions independently. Meanwhile, additional advisory and information services are to be applied when needed.

A small group of respondents (2) did not like to ask questions to avoid confusion. However, respondents of the autism category (2) also constantly ask and repeat questions to get certainty. Some only (3) carry out tasks according to the instructions. Some of these respondents (3) followed the work routine without looking for additional sources of information. Despite this, there are still respondents of the autism category who need the support of other colleagues and are entirely dependent on the lecturer. To manage the survey, respondents (17) were confident that they could think and find a solution to the problem without assistance and know the work procedures that need to be solved event of a problem. Most survey respondents agreed they tried first and needed help if they could not solve the problem.

The study found there was a balance in the persuasive skills category. Seventeen of the survey's 24 respondents agreed they could get the support of other partners and try to convince them. Half of the respondents agreed with the help of friends who supported the idea and

made the respondents feel good about carrying out the training in the entrepreneurship courses learned.

The findings showed the information search skills stated by the survey respondents due to the interview data. Themes are grouped to table 2, 3 and 4 as follows.

Table 2. Information Search Skills

Features	Sub Features	Number of respondents
Information Search Skills	Without Help	17
	Fully Assisted	2
	Help by situation	5

Table 3. Problem Solving Skills

Features	Sub Features	Number of respondents
Problem Solving Skills	Understanding the problem	17
	Finding and trying the solution method on their own	2
	Follow the instructions and wait for settlement assistance	5

Table 4: Persuading Skills

Features	Sub Features	Number of respondents
Persuading Skills	Strive for support and always try to convince other friends to engage and accept the respondent's ideas in business	17
	No attitude to persuading or convincing other friends	7

C. Tendency to Venture into Business

All the respondents showed a tendency to venture into business after entrepreneurship. Eight (8) respondents are determined to open a business after taking the course and graduating. While four (4) respondents continued their business with their families, eight (8) respondents wanted to find work experience first. Four (4) respondents have yet to decide to venture into business after graduation even though they are pursuing an entrepreneurship course at the institution. Refer to Table 5 for data on the tendency of disabled students to venture into business.

Table 5: Tendency to Venture into Business

Features	Sub Features	Number of respondents
Tendency to Venture into Business	Interested in becoming involved in business	8
	Continuing the legacy of the family business	4
	Looking for experience working with other scholars.	8
	Undecided	4



Figure 2. Part of the Entrepreneurship Course



Figure 3. Expose Skills Communication in Public



Figure 4. Practice Entrepreneurial Skills



Figure. Persuasive Skills



Figure 6. Undergo Training with External Entrepreneurs



Figure 7. Practical Training and Sharing Knowledge

Discussion(s)

The findings of this study clearly show that there is management ability in most respondents. They exhibit the characteristics of an entrepreneur in terms of information seeking, problem-solving and persuasive skills. Most respondents are interested in venturing into business and becoming entrepreneurs, continuing the legacy of the family business, and seeking experience working with other entrepreneurs. At the same time, other respondents have not yet decided to venture into business. A total of 83% of the survey respondents had a high interest in getting involved in the business after graduation.

A study by Ortiz García & Olaz Capitan (2021) showed that the ability to persuade has a positive influence on entrepreneurial tendencies. In comparison, information search and problem-solving get a negative impact. In contrast to the findings of this study, information retrieval and problem solving had a positive influence. Not only that, but the study also found that respondents have positive characteristics to persuade and convince friends.

The TVET technical training that respondents had followed during the entrepreneurship course provided an opportunity to gain experience on the Inspired Kitchen platform daily, causing them to repeat the experience (Muñoz et al., 2019). So, the level of inclination of all the students involved in Inspired Kitchen and Ausome Cafe is high.



Figure 8. Respondent is Ready to be an Entrepreneur



Figure 9. Confidence Skills in Public



Figure 10. Communication Practice

The institution's efforts to offer entrepreneurship courses to students with disabilities align with the demand (Abbas & Khair, 2017). to create entrepreneurial culture among students with disabilities. It is also supported by Muñoz et al. (2019) requests for the establishment of relevant support programs and resources and disclosures.

CONCLUSION

It can be concluded that all respondents have management skills and entrepreneurial characteristics at a moderate level, while practicing persuasion skills require them to be more focused to develop self-confidence when dealing with society and competitors later.

The study of the effectiveness of entrepreneurship courses for students with special needs at Community Colleges as a driving factor to venture into business is focusing on students with learning disabilities in semesters 3 of 2020 and 2021. Further research can be done on developing entrepreneurship courses for people with Down syndrome to produce a positive

impact on this group. The study results can support professional bodies, relevant agencies, and NGOs for the disabled to play a role in supporting the development of entrepreneurship courses, especially in educational institutions.

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