Institute Technology Management and Entrepreneurship

SELF-EFFICACY AND THE INNOVATION-DECISION PROCESS AT KOLEJ PROFESIONAL MARA MELAKA: IMPLICATION FOR A HIGHER EDUCATION INSTITUTION

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NOOR FAIEZAH YAAKUP

A thesis submitted

In fulfillment of the requirements for the degree of Master in Business Administration

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DECLARATION

I declare that the project paper entitles Self-efficacy and the Innovation-decision process at Kolej Profesional Mara Melaka: implication for a higher education institution is the result of my own research except as cited in the references. The project paper has not been accepted for any degree and not concurrently submitted in candidature of any other degree.

Signature   :
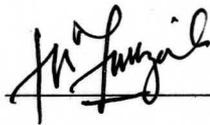
Name   :   NOOR FAIEZAH YAAKUP

Date   :   15 February 2008

DEDICATION

This dissertation is dedicated to my parents, Yaakup Hj. Abd Aziz (passed) and Aishah Hj. Zakaria, my husband, Mohd Amin Mohamad, my four children Muhammad Helmi, Najihah, Nadhirah, and Najwa Hani, all of my family members and my colleagues at Kolej Profesional MARA Melaka. Thank you for their understanding. Without their love and support, this journey could not have successful.

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LIST OF ABBREVIATIONS

1. KPMM (Kolej Professional MARA Melaka)
2. BPT (Bahagian Pengajian Tinggi)
3. MARA (Majlis Amanah Rakyat)
4. IPM (Institut Perdaganagan MARA)
5. GNVQ (general National Vocational Qualification)
6. DBS (Diploma in Business Studies)
7. DIA (Diploma in Accountancy)
8. Den (Diploma in Entrepreneurship)
9. e-brary (digital library)
10. (CTSES) College Teaching Self-Efficacy Scale
11. (GSE) General Self-efficacy
12. (IDPI) Innovation-Decision Process Indicator
13. (TLC) Teaching and Learning courses
14. (TTR) Technology for Teaching or Research

ABSTRACT

Abstract of project paper presented to the Senate of Universiti Teknikal Malaysia Melaka in partial fulfillment of the requirements for the Degree of Master of Business Administration.

SELF-EFFICACY AND THE INNOVATION-DECISION PROCESS AT KOLEJ PROFESIONAL MARA MELAKA: IMPLICATION FOR A HIGHER EDUCATION INSTITUTION.

By

NOOR FAIEZAH YAAKUP

November 2007

Supervisor   : **Professor Ir. Dr. Zainal Aripin Zakariah**

Faculty   : **Institute of Technology Management and Entrepreneurship**

The purpose of this study is to understand the underlying psychological processes that facilitate the adoption of innovations by higher education institution. Specifically, three types of self-efficacy (college teaching, teaching with technology, and general) were considered in light of demographic variables and Rogers' model of the innovation-decision process. Following the data analysis procedures used in this study, the research discovered an identical trend where college teaching self-efficacy, teaching with technology self-efficacy and general self-efficacy is higher in each subsequent

innovation-decision stage (knowledge, persuasion, decision and implementation) for the adoption of instructional technologies; however, none of the respondents have reached the confirmations stage of the innovation-decision stage. This suggests that none were responding to the confirmation stage as there were no opportunities for them to adopt instructional technologies because of the unavailability of such facilities for the teaching and learning purposes. Although the test of ANNOVA could not find any significant relationship between the college teaching self-efficacy, teaching with technology self-efficacy and general self-efficacy to the innovations-decision stage, the simple regression test found out that teaching with technology self-efficacy significantly correlate to the innovation-decision stage.

SELF-EFFICACY AND THE INNOVATION-DECISION PROCESS AT KOLEJ PROFESIONAL MARA MELAKA: IMPLICATION FOR A HIGHER EDUCATION INSTITUTION.

CHAPTER 1

1   INTRODUCTION

There is a perception that a variety of forces, both social and technological, are increasing the rate at which change is needed and occurring in higher education. Those institutions that are able to adapt, manage, and lead in this environment are likely to be the ones that will thrive on this increasingly changing landscape (Watson, 2001). There is also recognition that the primary means through which institutions change is via the creativity, innovation, pedagogy and scholarship of its faculty. Thus, by providing mechanisms through which faculty can continue to grow and flourish, colleges and universities can foster and influence the changes that occur within their institutions.

Development programs in higher education institutions are the mechanism through which change may become manifest systemically. They have the potential to affect change locally, through interactions with individual faculty, and globally, as those faculties then exercise new ideas, practices, and technologies. Because of this influence, it is critical that lines of inquiry regarding how faculty development programs foster change and what role(s) that change has in the evolution of institutions be developed and explored.

Three general conclusions regarding research into higher educational institutions can be drawn from the literature:

1. Higher education is facing unprecedented challenges due to technology and changing student populations,

2. Higher education development is believed to be a means to promote and manage the changes needed in higher education, and

3. Best practices and strategies for faculty development have been articulated; however, little has been done to validate these practices or to explore the underlying psychological processes that are affected by these practices.

Therefore, it is important that a research that looks beneath the surface of higher institutions development practices to consider the psychological processes that make them successful or unsuccessful would serve to inform those practices in pragmatic ways. By informing higher institutions development practices, the rate of adoption of instructional and technological innovations that are believed to provide responses to the challenges facing higher education would be positively impacted (Watson, 2001).

In the context of Malaysia, educational technology contains an interesting series of paradoxes (Hedberg, 1990). At one time, it is possible to obtain the latest in educational technology and software, and at the same time, many classroom teachers are still working with simple, non projected, self made materials such as models and charts. He also pointed out that books are still precious items in Malaysia, despite the increase in the number of local books, which are published for classroom use. The dilemma also extends to the implementation of educational technology ideas.

While the educational technology ideas are adopted, there are problems with their execution. There is confusion about what are the key elements of the innovation and how

can they be employed in the Malaysian context (Hedberg, 1990). Educational technology in Malaysia has had considerable support from the Education Ministry and government authorities. For example, Malaysian school libraries are part of the Educational Technology Division of the Ministry and participate in the growing sharing of resources through Resource Centres at school district and state levels.

Malaysia has a strong belief in the role technology can play in teaching and learning. There is concern for what should be the main focus in the country and how it should be most effectively employed. The resource centre concept and its many ramifications for converging services have achieved this. The changing policy of the government to the use of languages has a bearing on the use of technologies, there is more emphasis now in bilingualism - meaning Bahasa Malaysia and English, in that order and that will develop an increase in the use of the current resources such as books and English language materials.

Hedberg (1990) also stated that Malaysians have indeed worked hard to provide teaching and learning materials with an appropriate national and cultural bias. The growing sophistication of production methods and quality of materials promises to assist the country achieve better educational methods and more enlightened practice. There appears to be a real movement away to the use of technologies toward an assessment of appropriateness and ease of implementation within the structures provided for dissemination. The unique mixtures are paying off and the growing professionalism of a group who are identifying themselves as educational technologists and who achieve national recognition is an important development.

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1.1 Background of Study

Kolej Profesional MARA Melaka (KPMM) is one of the higher educational institutions under the Ministry of Entrepreneur and Co-operative Development. The college and three other colleges in Beranang, Selangor, Indera Mahkota, Pahang, and Seri Iskandar, Perak are managed by the Higher Educational Division or Bahagian Pengajian Tinggi (BPT) of Majlis Amanah Rakyat (MARA). BPT is also responsible to oversee the operation of MARA colleges in Banting, Seremban, Kulim and Kuala Nerang.

The history of KPMM started with the establishment of Institut Perdagangan MARA (IPM) Melaka located at the old building of MARA in Jalan Tunku Abdul Rahman, Kuala Lumpur on the 16th July 1993. IPM Melaka was relocated to Jalan Hang Tuah, Melaka on June, 1994. At the beginning, with only 6 academic staffs, IPM Melaka offered LCCI and MICSA courses. Later, IPM Melaka handled GNVQ (General National Vocational Qualification) and preparatory courses.

The academic programs were restructured, and the name of IPM was changed to KPM in 1998. The main focus is to handle accountancy, business studies, entrepreneurship and information technology programs. Currently, KPMM is managing three diploma programs, Diploma in Accountancy (DIA), Diploma in Business Studies (DBS), and Diploma in Entrepreneurship (DEn). There are more than six hundreds students pursuing their three-year diploma programs at the Jalan Hang Tuah campus. In order to run the programs, the numbers of staff have been increased to 77; 48 academic staffs and 28 administrative staff.

1.1.1 The Course Structure

Diploma in Accountancy

Sem	Subject Code	Subject	Credit Hours	Contact Hours	Status	Pre-requisite
1	ACC 1154	Financial Accounting 1	4	3L + 1.5T	Core	
	BUS 1113	Introduction to Business	3	2L + 1.5T	Core	
	MAT 1113	Business Mathematics	3	3L	Core	
	CSC 1113	Computer Application & Data Processing	3	2L + 2B	Compulsory	
	ENG 1113	Fundamental English	3	3L	Compulsory	
	ISL 1112	Penghayatan Islam	2	2L	Compulsory	
		Total	18	20	-us	-
2	ACC 2154	Financial Accounting 2	4	3L + 1.5T	Core	ACC 1154
	BUS 2113	Principles of Management	3	2L + 1.5T	Core	
	ECO 2113	Microeconomics	3	2L + 1.5T	Core	
	QMT 2114	Statistics	4	4L	Core	MAT1113
	ENG 2113	Practical English	3	3L	Compulsory	
	ISL 2111	Amal Islami	1	1.5T	Compulsory	
		Total	18	20	S-	-
3	ACC 3154	Financial Accounting 3	4	3L + 1.5T	Core	ACC 2154
	ECO 3113	Microeconomics	3	2L + 1.5T	Core	
	LAW 3113	Commercial Law	3	2L + 1.5T	Core	
	ACC 3213	Cost Accounting	3	2L + 1.5T	Core	
	ENG 3112	English Communication	2	1L + 1.5T	Compulsory	
	MPW 1143/ MPW 1153	Pengajian Islam / Pendidikan Moral	3	3L	Compulsory	
		Total	18	20.5	-	-
4	ACC 4154	Financial Accounting 4	4	3L + 1.5T	Core	ACC 3154
	ACC 4273	Management Accounting	3	2L + 1.5T	Core	
	FIN 4253	Financial Management	3	2L + 1.5T	Core	
	LAW 4113	Company Law	3	2L + 1.5T	Core	
	ACC 4213	Accounting Information System	3	2L + 2B	Core	
	ENG 4112	Business English	2	1L + 1.5T	Compulsory	
		Total	18	22	-	-
5	ACC 5154	Financial Accounting 5	4	3L + 1.5T	Core	ACC 4154
	ACC 5183	Accounting Theory & Practice	3	2L + 1.5T	Core	
	ACC 5413	Auditing	3	2L + 1.5T	Core	
	ACC 5513	Taxation	3	2L + 1.5T	Core	
	ETR 5113	Entrepreneurship	3	2L + 1.5T	Core	
	MPW 1133	Pengajian Malaysia	3	3L	Compulsory	
		Total	19	23	-	-
6	ITR 6156	Industrial Training	6	12 weeks	Compulsory	
	MPW 1113	Bahasa Kebangsaan*	3	CT	Compulsory	
		Total	9		-	
		Total	100			

KEY : L-Lecture B-Laboratory/Workshop T-Tutorial CT-Credit Transfer

Diploma In Business Studies

Sem	Subject Code	Subject	Credit Hours	Contact Hours	Status	Pre-requisite
1	ACC 1154	Financial Accounting 1	4	3L + 1.5T	Core	
	BUS 1113	Introduction to Business	3	2L + 1.5T	Core	
	MAT 1113	Business Mathematics	3	3L	Core	
	CSC 1113	Computer Application & Data Processing	3	2L + 2B	Compulsory	
	ENG 1113	Fundamental English	3	3L	Compulsory	
	ISL 1112	Penghayatan Islam	2	2L	Compulsory	
		Total	18	20	-us	-
2	ACC 2124	Financial Accounting 2	4	3L + 1.5T	Core	ACC 1154
	BUS 2113	Principles of Management	3	2L + 1.5T	Core	
	ECO 2113	Microeconomics	3	2L + 1.5T	Core	
	QMT 2114	Statistics	4	4L	Core	MAT1113
	ENG 2113	Practical English	3	3L	Compulsory	
	ISL 2111	Amal Islami	1	1.5T	Compulsory	
		Total	18	20	S-	-
3	MKT 3153	Principles of Marketing	3	2L + 1.5T	Core	
	ECO 3113	Microeconomics	3	2L + 1.5T	Core	
	LAW 3113	Commercial Law	3	2L + 1.5T	Core	
	MGT 3213	Organizational Behaviour	3	2L + 1.5T	Core	
	ENG 3112	English Communication	2	1L + 1.5T	Compulsory	
	MPW 1143/ MPW 1153	Pengajian Islam / Pendidikan Moral	3	3L	Compulsory	
		Total	17	19.5	-	-
4	MGT 4413	Human Resource Management	3	2L + 1.5T	Core	
	FIN 4113	Money & Banking	3	2L + 1.5T	Core	
	FIN 4253	Financial Management	3	2L + 1.5T	Core	
	LAW 4113	Company Law	3	2L + 1.5T	Core	
	ACC 4254	Managerial Accounting	4	4	Core	
	ENG 4112	Business English	2	1L + 1.5T	Compulsory	
		Total	18	22	-	-
5	MGT 5513	Industrial Relations	3	2L + 1.5T	Core	
	MGT 5613	Business Ethics	3	2L + 1.5T	Core	
	MGT 5713	International Business	3	2L + 1.5T	Core	

	MGT 5313	Management Information System	3	3L	Core	
	ETR 5113	Entrepreneurship	3	2L + 1.5T	Core	
	MPW 1133	Pengajian Malaysia	3	3	Compulsory	
		Total	**18**	**20**	**-**	**-**
6	ITR 6166	Industrial Training	6	12 weeks	Compulsory	
	MPW 1113	Bahasa Kebangsaan*	3	CT	Compulsory	
		Total	**9**		**-**	
		Total	**100**			

KEY : L-Lecture B-Laboratory/Workshop T-Tutorial CT-Credit Transfer

Note : Students who get P7 or P8 for this subject (Bahasa Kebangsaan) in SPM must sit for the July paper and attain at least a credit. This subject will not be offered as student who gets at least credit for the subject will be given a transfer credit from LAN.

Diploma In Entrepreneurship

Sem	Subject Code	Subject	Credit Hours	Contact Hours	Status	Pre-requisite
1	ACC 1134	Principles of Accounting	4	3L + 1.5T	Core	
	ETR 1153	Introduction to Business & Entrepreneurship	3	2L + 1.5T	Core	
	ECO 1153	Business Economics	3	2L + 1.5T	Core	
	CSC 1133	Computer Application & Data Processing	3	2L + 1B	Core	
	COM 1123	Business & Communication English I	3	3L	Compulsory	
	ISL 1112	Penghayatan Islam	2	2L	Compulsory	
		Total	**18**	**19.5**	**Status**	
2	ETR 2253	Islamic Business & Entrepreneurship	3	2L + 1.5T	Core	
	MKT 3153	Principles of Marketing	3	2L + 1.5T	Core	
	QMT 2153	Mathematics & Statistics for Business	3	3L	Core	
	COM 2143	Business & Communication English II	3	3L	Compulsory	
	MPW1133	Pengajian Malaysia	3	3L	Compulsory	
	MDR 2132	Mandarin I	2	2L	Compulsory	
	INS 2182	Insurance and Takaful	2	2L	Compulsory	
		Total	**19**	**20**	**Status**	
3	ACC 4253	Managerial Accounting	3	4L	Core	
	ETR 3553	Service Management	3	3L	Core	
	ETR 3453	Entrepreneurial Creativity & Innovation	3	2L + 1.5T	Core	
	MPW 1143/ MPW 1153	Pengajian Islam / Pendidikan Moral	3	3L	Compulsory	
	COM 3162	Business & Communication English III	2	2L	Compulsory	

	MDR 3152	Mandarin II	2	2L	Compulsory	MDR 2132
		Total	**16**	**17.5**	**Status**	
4	ETR 4653	Internet and E-Commerce	3	3L	Core	
	FIN 4153	Entrepreneurial Finance	3	2L + 1.5T	Core	
	LAW 4153	Business Law	3	3L	Core	
	MGT 4413	Human Resource Management	3	2L + 1.5T	Core	
	COM 4182	Business & Communication English IV	2	2L	Compulsory	
	MDR 4172	Mandarin III	2	2L	Compulsory	MDR 3152
		Total	**16**	**17**	**Status**	
5	ETR 5753	Entrepreneurial Business Strategy	3	3L	Core	
	MGT 5613	Business Ethics	3	2L + 1.5T	Core	
	MGT 5713	International Business	3	2L + 1.5T	Core	
	ETR 5353	Managing New Venture	3	2L + 1.5T	Core	
	ETR 5853	Issues on Entrepreneurship	3	3L	Core	
	MGT 5813	Operations Management	3	2L + 1.5T	Core	ACC 4253
		Total	**18**	**19.5**	**Status**	
6	ITR 6244	Industrial Training*	4	12 weeks	Compulsory	
	MPN 1113	Bahasa Kebangsaan**	3	CT	Compulsory	
		Total	**7**		**a**	
		Total	**94**			

KEY : L-Lecture B-Laboratory/Workshop T-Tutorial CT-Credit Transfer

Note : * Entrepreneurship Motivation & Business Project selection will be given during the first 2 weeks beginning of the semester.

       ** Students who get P7 or P8 for this subject (Bahasa Kebangsaan) in SPM must sit for the July paper and attain at least a credit. This subject will not be offered as student who gets at least credit for the subject will be given a transfer credit from LAN.

1.1.2 Academic Staff

Table 1.1 Languages and General Studies Department

No.	Name	Specialization/ Field	Experience T	Experience I	Diploma in Education	First Degree	Masters
1.	Kamisah Ngalim (Head of Department)	Business Studies	21	1	√	√	-
2.	Norhayati Abd Bari	English	20	-	√	√	√
3.	Salehan Abd Ghafar	English	13	1	√	√	-
4.	Noormila Mohd Pahmi	English	7	-	√	√	-
5.	Shaiful Anuar Wagiman	English	3	-	-	√	-
6.	Haziani Jasmani	English	1	6	-	√	-
7.	Noribrafaziyah Ibrahim	Pengajian Islam	8	1	√	√	-
8.	Zainuddin Mohd Zain	Pengajian Islam	15	-	√	√	-

8

9.	Zarina Begam Abd. Kadir	Pengajian Malaysia	10	-	√	√	√
10.	Mohair Nizam Johari	Law	6	-	√	√	-
11.	Norzelawati Umar	Law	7	-	√	√	-
12.	Farakhshima Dahalan	Law	1	3	-	√	-
13	Ngew Kim Liang	Mandarin			-	√	√
	Total				9	13	3

Note: T = Teaching experience, I = Industry experience

Table 1.2 Statistics and Computer Department

No.	Name	Specialization/ Field	Experience		Diploma in Education	First Degree	Masters
			T	I			
1.	Alina Mahmud (Head of Department)	Economy	14	4	√	√	-
2.	Masriah Mansor	Computer	14	1	√	√	-
3.	Mohd Syzry Affendy Mohd Said	Computer	4	1	√	√	-
4.	Siti Marliah Harris	Computer	7	-	√	√	-
5.	Laihawi Ismail	Mathematics/ Statistics	14	-	√	√	-
6.	Zarina Khalid	Mathematics/ Statistics	13	-	√	√	-
7.	Suzana Omar	Mathematics/ Statistics			√	√	-
	Total				7	7	0

Note: T = Teaching experience, I = Industry experience

Table 1.3 Economics and Business Studies Department

No.	Name	Specialization / Field	Experience		Diploma in Education	First Degree	Masters
			T	I			
1.	Noor Faiezah Yaakup (Head of Department)	Business Studies	14	-	√	√	-
2.	Rahimah Abu Said	Business Studies	5	3	√	√	-
3.	Norzarmila Azura Abd. Hamid	Business Studies			√	√	-
4.	Amalina Mohd Noor	Business Studies	8	6	√	√	-
5.	Marini Mohamed Azhari	Business Studies	4	3	√	√	-
6.	Nassrul Hakim Md Jani	Business Studies	7	2	√	√	-
7.	Suraini Saaia	Business Studies	10	1	√	√	-
8.	Fazila Daut	Business Studies	5	1	√	√	-
9.	Syirin Hanim Jalis	Business Studies	6	1	√	√	-