Identification of Lifelong Learning Characteristics and Entrepreneurial Motivation among Students in a Public University

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Abstract

Lifelong learning is an important factor in raising the level of knowledge and skills and improving the quality of life. For entrepreneurs, lifelong learning is the basis of long-term success because it encourages them to become open, creative and innovative leaders. Despite being said to be the solution to the narrowness of future job availability, entrepreneurship is still did not get enough attention from the students, whom are the future worker themselves. Past researches had reported that the students are lack of motivation and research related to the motivation factors also said to be scarce. On the other hand, studies regarding lifelong learning in education system had indicated several issues including lack of implementation of lifelong learning including level of student, low usage of teaching approach towards lifelong learning and lack in skills related to lifelong learning. Therefore, this study focuses on undergraduate students and aims to understand their entrepreneurial motivation in light of lifelong learning or whether their motivation is influenced by it. This study had adopted a quantitative research method. Total of 393 Bachelor Degree students from a public university in Malaysia had involved as the respondents selected through random sampling method. Data analysis was done using descriptive analysis and multiple linear regression. After the analysis, it shows that lifelong learning characteristics and lifelong learning tendencies were both able to explain 14.4% of the variation of entrepreneurial motivation and statistically significant ($R^2 = 0.144$; $F_{(2, 390)} = 32.88$, $p = < .000$). It means that the independent variable is statistically significant in predicting the dependent variable. Lastly, it is in the hope that this research can be a guide for the nations in producing a quality graduates that can become successful entrepreneur.

Keywords: Lifelong learning, entrepreneur, entrepreneurial motivation, student, university

1. Introduction

The concept of lifelong learning refers to a set of values and principles that govern the role of continuous acquisition, integration, and application of new knowledge throughout one's lifetime, as well as the practises and structures that enable professionals to remain relevant, effective, and engaged in their work (Nissen et al., 2014). The term "lifelong learning" has become so common in education that it has become a cliché or a catchphrase that can be interpreted in any way the user wants. Some educators have embraced the concept of continuous learning to argue against the need for ongoing training and courses after formal education (in school and college) has ended. Many people, however, do not believe that lifelong learning necessitates lifelong schooling. Lifelong learning can be classified into four distinct categories;

    i)   Formal learning (activities that take place in formal educational institutions and lead to accreditation or certification)

    ii)   Non-formal learning (learning that occurs outside of a formal educational setting and does not always result in a specific qualification)

    iii)   Individuals participating in activities to gain new skills or knowledge in specific areas related to their work or personal growth (exam private tutorials, technical courses, extension education, job-related training, community-based programmes, and other learning activities organised by public, private, or non-governmental organisations)

    iv)   Informal learning that comprises of generally unstructured learning activities that individuals

undertake to fulfil the need for knowing about certain things.

According to the Malaysia Strategy Blueprint Document on Enculturation of Lifelong Learning for Malaysia 2011-2020, lifelong learning is the acquisition and updating of all minds of abilities, interests, knowledge, and certifications from pre-school to post-retirement. It encourages people to obtain information and skills that will help them to adapt to a knowledge-based society and actively participate in all aspects of social and economic life, giving them more control over their destiny. It's also about appreciating all types of learning, including formal and non-formal education (Abiddin, 2013). Meanwhile, Love (2011) identified eight criteria of lifelong learning in his study, which specifies the precise characteristics that lifelong learners should possess. It outlines the skills that the faculty believes lead to the development of lifelong learner characteristics, as well as how these skills were included into the curriculum. It also said that the terms "lifelong learning" and "continuous education" have been used interchangeably.

Concerning future job challenges wherein the world's economy has begun to move forward, there is concern on the availability of jobs for everyone. Population increases create a demand for jobs, increasing the demand for employment. Multiple researches has been done due to this issues and solution has been concluded to be entrepreneurship (Alam et al., 2019; Fadillah & Thamrin, 2019; Mulyapradana & Anjarini, 2020; Munawar & Suryana, 2020; Sutela & Adnyani, 2021; et al., 2022). In spite of this, entrepreneurship has been taken for granted, especially by students whereby students has been reported to have low interest in entrepreneurship (Munawar & Suryana, 2020). Further, there have been very few studies that focus on factors that motivate students to pursue entrepreneurship careers and how they can be influenced by education (Yi & Duval-Couetil, 2018). This can be explained further by through their research that had reported the lack of entrepreneurship education leads to psychological fluctuations and mood swings among young people, which leads to a loss of faith in entrepreneurship (Wang et al., 2019).

Motivation can be the keyword to have entrepreneurship as solution of job independent among students. Nevertheless, in reality it is quite different, given that entrepreneurial motivation is not encouraged well. Kanama (2021) reported that there has not been enough effort put into motivating the youth to embrace the entrepreneurial spirit within the country. Agreeing to this, Lu et al. (2021) had stated research on the role of entrepreneurial motivation (i.e., the drive to become entrepreneurs) is still relatively scarce. Consequently, the need for research into entrepreneurial motivation is vital in order to advance understanding and provide new insights to the field.

2. Objectives

The objectives of this study are:

    (i)   to identify the characteristic of lifelong learning among students in a public university of Malaysia,

    (ii)   to identify the entrepreneurial motivation among students in a public university of Malaysia.

3. Research Design

The population involved in this study consisted of all Bachelor Degree students from a public university in Malaysia. The sampling technique used was random sampling technique since each individual in the population has an equal probability of being selected (Creswell & Creswell, 2018). The total population of this study was 3060 students. The total sample needed for this study as refering to Krejcie & Morgan (1970), Johnson & Christensen's Sample Size Determination Table for the study activities (2004) was 341 students. Table 1 shows the population and sample for this study.

Table 1. Population and Sample

Sampling	Student
Population , N	3060
Sample, n	341

The research instrument is an important component in collecting data to answer the research questions that have been established. Researcher built research instruments in this study by adapting two set of questionnaires from previous study, which were Lifelong Learning Questionnaire (Kirby et al., 2010) and Entrepreneurial Motivation Scale (Vijaya & Tj, 1998).

Data analysis was conducted using Statistical Package for the Social Sciences (SPSS) 21 which involved mean and standard deviation. The results of data analysis were made to answer all of the related research questions. The interpretation of the mean value of the score is based on Table 2 below.

Table 2. Mean Score Interpretation Table

No	Mean Score	Interpretation
1	1.00 – 1.80	Very Low
2	1.81 – 2.60	Low
3	2.61 – 3.20	Medium
4	3.21 – 4.20	High
5	4.21 – 5.00	Very High

4. Results

4.1 Lifelong Learning Characteristics among Students: Research Question 1-What is the Characteristic of Lifelong Learning among Students?

Descriptive statistics for the lifelong learning characteristics questionnaires were reported in Table 3. Item means ranged from 2.19 to 4.11 (on the 1 to 5 scale) and standard deviations ranged from 0.78 to 1.17, demonstrating an overall moderate tendency toward lifelong learning and reasonable variability. According to Table 3, the overall lifelong learning characteristics for (item 11) are at a high level, with the highest mean score value of (M= 4.11, SD = 0.80). Item 6 has the lowest mean level for lifelong learning characteristic, with a score value of (M = 2.19, SD = 0.97). This might be due to the item being a reverse item, which results in the lowest mean score because it is a negative statement item. Among all of the five domains, domain of application of knowledge and skills showed highest mean score (M = 3.90, SD = 0.59) and domain of locating information showed lowest mean score (M = 2.49, 0.94). Overall, all items in this element are appropriate and important in lifelong learning characteristics among students.

Table 3. Lifelong Learning Characteristics Analysis

Item	Characteristics of Lifelong Learner	Mean	Standard Deviation	Level
	Goal Setting	*2.80*	*0.37*	**Medium**
1[r]	I prefer to have others plan my learning	2.21	1.05	Low
6[r]	I seldom think about my own learning and how to improve it	2.19	0.97	Low
7	I feel I am a self-directed learner	3.67	0.86	High
9	I love learning for its own sake	3.82	0.93	High
14[r]	When I learn something new I try to focus on the details rather than on the 'big picture'	2.13	0.85	Low
	Application of knowledge and skills	*3.90*	*0.59*	High
5	I am able to impose meaning upon what others see as disorder	3.64	0.84	High
10	I try to relate academic learning to practical issues	4.07	0.78	High
12	When I approach new material, I try to relate it to what I already know	3.99	0.79	High
	Self-direction and evaluation	*3.22*	*0.58*	High
8[r]	I feel others are in a better position than I am to evaluate my success as a student	2.34	0.93	Low
13	It is my responsibility to make sense of what I learn at school	4.11	0.80	High
	Locating information	*2.49*	*0.94*	Low

Item	Characteristics of Lifelong Learner	Mean	Standard Deviation	Level
11[r]	I often find it difficult to locate information when I need it	2.49	0.94	Low
	Adaptable learning strategies	*3.44*	*0.48*	High
2[r]	I prefer problems for which there is only one solution	2.86	1.17	Medium
3	I can deal with the unexpected and solve problems as they arise	3.77	0.86	High
4[r]	I feel uncomfortable under conditions of uncertainty	3.67	0.93	High

*[r] reverse item.

4.2 Entrepreneurial Motivation Among Students: Research Question 2 - What is the Entrepreneurial Motivation among Students?

Descriptive statistics for the entrepreneurial motivation were reported in Table 4. Item means ranged from 3.92 to 4.43 (on the 1 to 5 scale) and standard deviations ranged from 0.73 to 0.99, demonstrating an overall moderate tendency toward lifelong learning and reasonable variability. According to Table 4, the analysis showed that all 27 item posit high level of mean score. The highest mean score was from item 2, be independent (M = 4.43, SD = 0.73) while the lowest mean score belongs to item 5, utilize the concessions or loans from the Government (M = 3.92, SD = 0.97). However, the mean score value is still consider to be high. Among all five domains, the highest mean score belongs to domain economic core with mean score 4.26 (SD = 0.60) and lowest mean score belongs to domain of social core (M = 4.02, SD = 0.67). Overall, all items in this element are appropriate and important in entrepreneurial motivation among students.

Table 错误!文档中没有指定样式的文字。. Entrepreneurial Motivation Analysis

Item	Entrepreneurial Motivation	MEAN	Standard Deviation	LEVEL
	Entrepreneurial Core	*4.25*	*0.61*	Very High
1	Make effective use of my risk-taking ability and succeed	4.23	0.75	High
2	Be independent	4.43	0.73	Very High
3	Provide good service or products to the community	4.35	0.81	High
4	Help people by providing them employment	4.31	0.79	High
5	Utilize the concessions or loans from the Government, Banks, etc.	3.92	0.97	High
	Work Core	*4.21*	*0.59*	Very High
6	Get complete job satisfaction	4.13	0.93	High
7	Utilize my keen business sense	4.30	0.80	Very High
8	Exploit my innate talent & potential in a profession	4.13	0.81	Very High
9	Do something creative/innovative	4.23	0.77	High
10	Do something/achieve something that others usually do not	4.26	0.78	High
11	Use my decision-making/problem-solving skills to profit in a career	4.17	0.82	Very High
12	Compete with others and prove to be the best	4.22	0.79	High
	Social Core	*4.02*	*0.67*	High
13	Be a leader	4.09	0.92	Very High
14	Be an employer, never an employee	3.88	0.93	Very High
15	Attain high social status	3.94	0.99	High
16	Show that I am inferiors to none	3.88	0.99	Very High

Item	Entrepreneurial Motivation	MEAN	Standard Deviation	LEVEL
17	Earn the respect of people	4.33	0.89	Very High
	Individual Core	*4.19*	*0.67*	High
18	Acquire lots of wealth for self	4.09	0.91	Very High
19	Have my own preferred workstyle and lifestyle	4.35	0.81	Very High
20	Enjoy the best luxuries of life	4.16	0.93	Very High
21	Get over monotony, experience change	4.15	0.83	Very High
	Economic Core	*4.26*	*0.60*	Very High
22	Get over shortage of money	4.08	0.86	High
23	Make my family rich	4.39	0.80	High
24	Get the best monetary returns for my talent	4.22	0.82	High
25	Supplement the family income	4.31	0.76	High
26	Ensure financial stability of children	4.27	0.82	Very High
27	Make money to clear debts	4.28	0.88	High

5. Conclusion

By identifying the dominant aspect of two domains in 21st Century education namely lifelong learning and entrepreneurial motivation, there will be an expansion on the current understanding of the students in terms of characteristics of lifelong learning and entrepreneurial motivation. This study will provide a clear presentation on these elements of students, giving some insights on which teaching and learning is more appropriate and useful for them. Furthermore, student will be directly benefited from this study as its findings may encourage them to consider their entrepreneurial motivation and enhance other lifelong learning characteristics. They may have better understanding on their learning preferences which will help them in designing their own learning process. Moreover, a detail presentation on the entrepreneurial motivation and lifelong learning characteristics involved in this study may serve as a tool for future studies. The developed instrument that will be used in this study can be used for future study in different scope of student while the result can be used for future discussion on the characteristics of lifelong learning and entrepreneurial motivation among higher education institution students.

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