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The Effect of Online Student Engagement (OSE) and Individual Entrepreneurial Orientation among University Students

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Abstract

Online learning is a trend in Education 4.0, higher education institutions (HEIs) need to make sure that their students can benefit from it. The COVID19 pandemic recently compelled many HEIs to abandon traditional classroom instruction and instantly switch to online learning. The emphasis of the entrepreneurship course, which emphasizes both theoretical and practical aspects, has also been moved online. The impact of online learning engagement on outcomes of entrepreneurship education is yet unknown due to changes in its delivery manner. The main objectives of this paper are to determine the relationship between skill, emotion, and participation of the individual entrepreneurial orientation. To ascertain the consequences of student participation in online learning and personal entrepreneurial orientation, this study attempts to create a novel model (IEO). This study employs Theory of Planned Behavior (TPB), Online Student Engagement (OSE) model and the concept of individual entrepreneurial orientation in developing the research model. Methods of quantitative research will be used in this investigation. Data will specifically be gathered using the survey approach of questionnaires. Students enrolled in an entrepreneurial programmed at a nearby public institution make up the population. To guarantee that the sample is representative of students from different faculties, stratified random sampling is used in the selection process. There will be descriptive, Pearson correlation, and multiple regression statistical analysis carried out. This research yields both literary and useful results. The results showed that all moderate linkages between online student engagement and personal entrepreneurial orientation is explained by a new model produced by literacy. In terms of practice, it pinpoints important elements that HEIs must consider while cultivating

student entrepreneurs. Additionally, it is essential for advancing government initiatives aimed at creating competitive entrepreneurs, such as the Economic Transformation Program (ETP) and the Malaysian Education Blueprint 2015-2025 (Higher Education).

Keywords: Higher Education, Individual Entrepreneurship Orientation and Online Student Engagement

1. Introduction

The COVID-19 epidemic, online learning has become a common practice in schools and a trend in Education 4.0. Higher education institutions (HEIs) must make sure that students can adjust to this flexible learning style and completing these online programmed successfully. Many HEIs have switched from the old classroom model to the online model, and many courses now must be delivered entirely online. Although HEIs have expanded their online study options, Redmond et al. (2018) claim that more research is needed to fully understand student participation in online learning. The impact of student participation on learning should be researched rather than exploited as an outcome (Meyer,2014). Additionally, student engagement should investigate a certain topic area or course (Whitney et al., 2019).

Entrepreneurship courses are typically available as electives or required courses in universities. Students are guaranteed to learn both academic and practical entrepreneurship knowledge by the way the courses are taught. However, the COVID-19 pandemic has caused a lot of people to use internet platforms. Since there was a change in the teaching and learning for entrepreneurship course; there was need to scrutinize on student engagement in online entrepreneurship course and its effects on entrepreneurial orientation in becoming an entrepreneur.

2. Literature Review

2.1 Individual Entrepreneurial Orientation (IEO)

The idea of planned behaviour and the concept of entrepreneurial orientation (EO) were both established in relation to organisational performance (Rauch et al., 2009). (Ajzen,1991). This theory holds that an actor's attitude determines whether that act is positively or negatively evaluated, making the behaviour a function of the beliefs that are important to that behaviour. The idea of firm-level entrepreneurial orientation served as the foundation for individual entrepreneurial orientation (IEO) (EO). The five dimensions of EO, according to Lumpkin and Dess (1996), are autonomy, inventiveness, a risk-taking, proactiveness, and competitive aggressiveness. Over time, academics like Bolton & Lane (2012) and Robinson & Stubberud (2014) have proposed that EO might be seen of as an individual-level construct.

Conceptually, EO and the notion of planning behaviour are connected. The concept of EO suggests that an individual's attitude toward the behaviour of taking risks or being entrepreneurial is determined by their own beliefs about the behaviour, whereas the idea of planned behaviour suggests that an individual's attitude toward a behaviour is determined by their beliefs about the behaviour. As a result, both the notion of EO and the idea of planned

behaviour are based on the attitude and beliefs of the individual and propose that the behaviour of the individual is a result of these attitudes and beliefs.

2.2 Online Student Engagement (OSE)

Researchers have conceptualized student participation in a variety of ways. The word "student engagement" is still not clearly defined, although it generally refers to how much a student actively engages with course material and instructors by thinking, talking, and interacting with them (Dixson, 2015). A crucial component of keeping students interested in the course was student interaction, which was of utmost importance (Dennen et al., 2007). First-year and senior students' levels of involvement in class were measured and collected by The United States National Survey of Student Engagement (NSSE). There are ten indicators, which are divided into four themes: academic challenge, peer learning, faculty interactions, and campus environment. The results are useful in assessing students' level of engagement and to measure the student success (Le et. Al, 2022). Mostly, student engagement is considered as a crucial element in the learning process because it affects the learning outcomes by Kucuk, S. & Richardson, J. (2019).

According to Koe et al., the concept of student involvement in online learning differs from that in typical classroom settings since students are cut off from their instructors and peers, making it impossible for the instructors to see and feel them (2021). Research on students' participation in online learning is still lacking. As a result, a thorough research is needed to determine online student participation. For OSE, a model and a set of measurements were developed by Dixson (2015). Skills, participation, emotion, and performance are the four elements. Previous research had been successful in linking online learning engagement to academic performance and success. It was discovered that student performance in online courses had a substantial association with student involvement, with high performers displaying higher engagement levels than low performers. Student engagement in online course was found to have significant correlation with student performance, in which good performers showed that higher engagement level than low performers (Rajabalee et al., 2020). Therefore, it is important to examine the effect online student engagement with the one of the outcomes of entrepreneurship course, namely individual entrepreneurship orientation. Based on the above studies, this study proposed that:

H1: Skill (S) positively effect on the individual entrepreneurial orientation (IEO) among university students.

2: Emotion (E) positively effect on the individual entrepreneurial orientation (IEO) among university students.

H3: Participation (P) positively effect on the individual entrepreneurial orientation (IEO) among university students.

3. Methodology

An established and trustworthy research tool was used to gather data from the sample. Data were obtained, and correlation and multiple regression analysis were used to analyse them.

While multiple linear regression analysis was used to ascertain the contribution of each predictor or independent variable to the variance of the criterion or dependent variable, correlation analyses were used to ascertain the link between independent and dependent variables. The participants in this study were undergraduates from different faculties who enrolled in the Principles of Entrepreneurship course at a public university. By using the open and distance learning (ODL) method, the course was delivered online. 680 people have signed up for this course in total. 290 students were chosen at random to represent the sample and were used in the study. The sample size was deemed appropriate because at least 248 samples are needed for a population size of 700 (Krejcie, R. V., & Morgan, D. W., 1970).

4. Result and Discussion

4.1 The Respondents

A total of 290 respondents have participated in this study. Majority of them were female students (n=238; 82.1%) while male (n=52; 17.9%). Most of them (n=235; 81%) were from faculty of business and administration.

4.2 Means and Pearson Correlation

The variables in this study were measured through continuous data; mean values were determined, and Pearson Correlation analysis was conducted. Specifically, the strength of correlation between pairs of variables was determined through correlation coefficient (r). The mean values of each variable and r values were summarized in Table 1. In the correlation analysis, all variables were significantly correlated to each other. Precisely, emotion (E) has recorded the highest r value 0.827 with individual entrepreneurial orientation (IEO).

Table 1: Mean values and Pearson Correlation Coefficient values

	S	E	P	IEO
Skills (S)	1			
Emotion (E)	0.827**	1		
Participation (P)	0.721**	0.723**	1	
Individual Entrepreneurial Orientation (IEO)	0.599**	0.673**	0.642**	1

**. Correlation is significant at the 0.01 level (2-tailed).

4.3 Multiple Regression Analysis

In relation to the question of what the best predictor for individual entrepreneurial orientation among student, a multiple regressions analysis was conducted. As depicted in Table 2, the table shows that F-statistic value obtained was 96.67 (p-value≤0.01). Therefore, it proved that the model was statistically fit. Moreover, the R^2=0.503 implied that the variations in IEO

(dependent variable) was explained by the skills, emotion, and participation (independent variable) as much as 50.3%, while other factors explained the variation as much as 49.7%.

From the standardized Beta Coefficient (β) values, the results showed that emotion (β = 0.432; p-value ≤ 0.01) and participation (β=0.323; p-value ≤ 0.01) significantly influenced IEO. Emotion was found to be more important than participation in influencing individual entrepreneurial orientation. However, skills (β = 0.009; p-value ≤ 0.01) did not show any significant influence on IEO. Therefore, H2 and H3 were supported, while H1 was rejected.

Table 2. Multiple regression analysis

	Standardized β	**p-value**
Skills (S)	0.009	0.905
Emotion (E)	0.432	0.000
Participation (P)	0.323	0.000
F Statistic = 96.67, p-value ≤0.00		
R-square = 0.503		

Dependent variable: Individual Entrepreneurial Orientation.

The result above, there are only two hypotheses are accepted which are emotion and participation. The significant value for emotion is at 0.000 which is less than 0.01 and Beta value 0.432. Thus, hypotheses H2 was accepted with a substantial value of less than 0.01. The significant value of participation was in 0.000 and the Beta value was 0.323.

5. Conclusion

This paper concluded that students' emotion was rated as the top component in online student engagement (OSE). This study further suggests that building a good rapport among the learners is important in ensuring high student engagement in online learning environment, which subsequently leads to achievement of learning outcomes. Particularly, teachers could help the learners to know each other before the commencement of class and design an enjoyable course outline. The contributions of this study include enriches knowledge of important component of OSE and provides suggestions to enhance university learners OSE.

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