

CONCEPTUAL FRAMEWORK FOR DEVELOPING A HIGH-INCOME TVET ENTREPRENEUR CAREER PATH

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ABSTRACT--- *The construction of this conceptual framework is based on Ajzen's theory of planned behavior and Super's career development theory as well as several models adapted from both theories. The objectives of this framework study are to identify the models and theories of entrepreneurial career development pathways and to develop high-income entrepreneurship career development frameworks. The purpose of this study is to look at the behaviors that drive the entrepreneurial career choice as well as the factors that influence it such as attitude and behavior, subjective norms and perceptions of behavioral control. This study uses a systematic study based on past studies that categorize several things using keywords related to entrepreneurial career path. The findings of this study show that three elements of the theory of planned behavior influence the path of career development of an entrepreneur as their main career. In addition, the challenges they face as well as continuous skills learning can make high-income entrepreneurs.*

Keywords--- Entrepreneur; Theory of Planned Behavior; Career Path; TVET; TVET Entrepreneur

I. INTRODUCTION

Career aspirations are more important than research because the chosen career can influence one's life (24). Career aspirations have been proven to predict career sustainability, including continuing education and professional development (7, 33, 34). Entrepreneurship is the nucleus of entrepreneurial thinking and it is the culture of entrepreneurship. Based on global analysis, countries such as the United States, United Kingdom, Canada, Germany, Singapore, Thailand, Vietnam and Indonesia have introduced entrepreneurship-focused entrepreneurship policies and Small Medium Enterprise (SME) with a focus on streamlining entrepreneurship agendas. Most developed countries such as Canada apply their entrepreneurial policies to their respective innovation plans and industry strategies to foster a conducive innovation ecosystem to support the development of entrepreneurs in that country. On the other hand, for ASEAN (Association of Southeast Asian Nations) countries such as Vietnam and Indonesia, the entrepreneurship component has been implemented directly in the country's more macro and holistic development plan (23).

The British Government has implemented many initiatives to support innovation and entrepreneurship in the United Kingdom. Financial assistance, expert guidance, science parks and technology are available to innovators and entrepreneurs. Each region has a Regional Development Agency (RDA) that focuses on the

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industry sector with a focus on innovation. RDA offers financial assistance, helping companies develop their skills and processes through new technologies. Among the supports of the British government are to provide business cluster zones to share knowledge, technology and skills in specific industry sectors in the geographic region and establish University Innovation Centers (UICs) to focus on innovation and entrepreneurship as well as stimulate research and development by sharing knowledge and skills. which is the catalyst for the start of innovation and entrepreneurship in the region (Entrepreneur UK. 2019).

Various factors arise from the entrepreneurial career of the perceptions and influence the behavior of the person pursuing that career as well as the impact of subjective or social norms on fulfilling prior to going into business. In the end, this study aims to develop a conceptual framework based on Ajzen's theory of planned behavior and Super career development theory as well as several models adapted from these two theories. This study also examines the relationship between several factors that lead to the willingness to become a high-income entrepreneur.

II. PROBLEM STATEMENT

The entrepreneurial ecosystem in Malaysia has shown continuous improvement over the years. This is reflected in the nation's ranking in various global indices of entrepreneurship such as the Global Entrepreneurship Index (GEI), Global Competitiveness Report (GCR), Global Innovation Index (GII) and Doing Business. According to the GII (2018) report, Malaysia is the second developing country to rank in the top 50 behind China, ahead of other advanced countries such as Greece, Lithuania and Poland. However, according to National Entrepreneurship Policy (2019), a closer look at Malaysia's position at the sub-index level clearly shows that there is a significant gap in the Malaysian entrepreneurial ecosystem especially in relation to knowledge creation, knowledge workers, product innovation and technology absorption. These gaps are also closely linked to the legal and regulatory environment that may hinder the growth and development of entrepreneurship in Malaysia.

The next issue is the absence of a career path framework that contributes to student problems where a framework or map of career pathways such as school and work environment is in place. It is Amla's (2010) (6) point that this situation results in a lack of training and education networks with the job market being cut off and some of the workforce being unsuitable for work, not meeting the skills required, inadequate qualifications and more. The effects of these problems will be reflected in an economic environment where workers will be less productive and result in reduced productivity. From a career development point of view, workers will be less competitive, innovative and creative in the face of the challenges of the job world. In addition to not having a career path between the training and learning environment and the work environment, the absence of a self-developed career selection model has led to external models being used that are tailored to the local community (6).

While St-Jean & Mathieu's (2015) (36) study also found that the desire to start a high school business was high on adolescents (37), but their lack of entrepreneurial experience could lead to unrealistic career plans. Therefore, the development of indicators and career path models for TVET entrepreneurs need to be realized as well as looking at gaps, problems in earning income and uncertainty in terms of entrepreneurship.

III. THEORIES OF CAREER PATH DEVELOPMENT

Career selection is a long process (Sauermaun 2005) and complex (43) that occurs in either a permanent, temporary or job-changing situation (32) where throughout the process, individuals will try to coordinate and adjust their work. to achieve job satisfaction (42). This section will discuss the theory of planned behavior (TPB), Holland's career theory, Super career development theory and entrepreneurial readiness (14).

III.1 Theory of Planned Behavior

Icek Ajzen (1991) (5) developed the Theory of Planned Behavior which can measure how human actions are perceived. It can predict the occurrence of certain behaviors, especially intentional behaviors. Intention is a trigger for behavior. Models represent three variables in which a theory predicts an intention for a given behavior. According to (18)) this theory says attitude refers to the overall assessment of one's behavior, subjective norms about one's beliefs about whether others give meaning or effect to what they are doing and the perceived control of behavior is determined by one's desire regarding there are factors that facilitate or hinder the conduct of a behavior. Whereas Gorgievski et al (2018) (13) studies of entrepreneurial career predictions on the value and theory of planned behavior regarding planned behavior (5) to develop predictions about the mechanisms by which values relate to entrepreneurial career intention. The TPB is well suited for this purpose, as it is experienced in explaining intentionally, the "high importance" of decision making, where each decision has important consequences for one's career (2). They focus primarily on entrepreneurial career intentions, as entrepreneurship contributes to society's economic success, especially economic growth and job creation, and is also found to be an extremely rewarding career choice for an entrepreneur (29). Ajzen's (1991) work is a strong model for explaining or predicting entrepreneurial intentions.

Ajzen (1991) defined attitude as one of the evaluations of whether or not a behavior is good. In a study conducted by Abidin and Md.Idris (2009) they argued that attitudes are tied to cognitive, affective and behavioral elements. Segal et.al (2005) (31) states that attitude toward behavior refers to the extent to which individuals perceive the attractiveness of the behavior as one who believes that the performance of a particular behavior will lead to a large number of positive outcomes and thus have a positive attitude towards the right behavior.

Subjective norms refer to a person's perception of social pressure to perform a behavior or related behavior (5). Segal et.al (2005) (31) is the social pressure seen to affect such behavior. Perceptions of social norms are a measure of social support behaviors with important people, such as family, friends, mentors and other role models. Furthermore, subjective norms are a belief held by someone who they feel is right and acceptable. It is also a person's confidence in the expectations of influential people. Subjective norms have two components namely;

- i. A normative belief is the perception or belief of another person's expectations for some individual had motivation to take action or not.
- ii. The motivation for adhering to belief is the level of motivation a person has to fulfill someone's expectations.

For the perception of control it also means the perception of the individual to the internal and external constraints of a behavior (5). This variable is one of the most important variables in the theory of planned behavior as it relates to the individual's perception of the level of enjoyment and difficulty in performing the behavior and is assumed to reflect past experiences as well as expected barriers (17). Ajzen (1991) concludes that the importance of behavioral control in determining the relationship between attitude and behavior has been proven in several empirical studies. This study supports the hypothesis that people with high control will have a strong intention to perform certain behaviors and will do so when the situation is right. Control perception has two components namely;

- i. Control belief is the belief in the resources and opportunities or opportunities needed to act.
- ii. Perceived power is an individual's perception of how powerful a control is in his behavior to the extent that he or she has difficulty in realizing it.

III.2 Theory of Career Development

The theory of Career Development was founded on Donald E. Super (1957; 1971) and is a continuation of Ginzberg's Career Development Theory that Super makes this theory more complex with a number of social, developmental and psychological aspects. This theory is based on the self-concept that an individual undergoes through the process of developing a career from one level to another as age and time increase. At each stage of the career development there are several tasks in the form of behavioral responsibilities or attitudes that he or she will undertake and will vary according to the level. At each stage of development, individuals are expected to fulfill tasks at certain levels. Individuals will make their own judgment by looking for strengths and weaknesses. In addition, the individual will see himself in terms of physical maturity, mental, emotional, potential, natural talent, interest, values, moral and ethical self, family self, social self, behavior and self satisfaction. The success or failure of fulfilling certain tasks will reflect the individual's place in the process of career development, which in turn reflects the level of maturity of an entrepreneur's career.

Donald E. Super in Theory of Career Development presents a concept of career maturity. Osipow (1983) (28) defines career maturity as a combination of individual career behaviors and expected career behaviors for one's age. Super has suggested that there are certain behaviors at each level that are expected to occur at each stage of an individual's career development. Super has divided the development of the self-concept into five stages (39);

- i. Growth stage (from birth to 14)
- ii. Exploration stage (15 years to 24 years)
- iii. Establishment stage (25 years to 44 years)
- iv. Retention stage (45 to 64 years)
- v. Decrease stage (65 years and above)

Super says these five stages greatly influence the selection and stability of an individual's career. In the context of an entrepreneurial career, these stages influence every path of their career development from the beginning to the stability stage. This finding is consistent with Suhaila Nadzri et al (2015) (38) who stated that

career choice is an ongoing process beginning with children's perceptions of the world of work and then expanding into adolescence and early adulthood.

III.3 Theory of Holland's Career

John Holland describes career choices as expressions of personality that reflect one's motivation, knowledge and abilities. He introduced this theory with the aim of helping to explain the behavior of a career and provided some ideas and guidelines that were considered practical in making a career choice. Although her focus is on aspects of her career choice, she still cares about one's emotional functioning, creativity and personal growth.

According to Holland (1973) personality is a hereditary factor from infancy which influences one's choice of career. The formation of personality types emerged from Holland's experience as a career counselor in education, psychiatry and military. The experience made her realize that it is beneficial to categorize people based on their interests or types of work. Therefore, he divided his career into eleven types of fields namely acquiescent, artistic, conventional, enterprising, infrequency, investigative, masculinity, realistic, self-control, social and status. However, he focuses on only six areas, on the assumption that humans can be classified into one of six types of personal orientations in life, whether they are realistic, investigative, artistic, social, enterprising or conventional (10- 11, 16).

III.4 Taxonomy of Entrepreneurial Readiness

The popularity of self-employment is appropriate in the current context of a borderless and diverse world that requires increased self-reliance. According to Marco van Gelderen et.al (2008) (21), to understand modern careers and entrepreneurship, knowledge of factors that explain entrepreneurial intentions is essential. Figure 1 is the Taxonomy of Entrepreneurship Preparedness by Norashidah et.al (2008) in Norashidah et.al (2009) (25, 26);

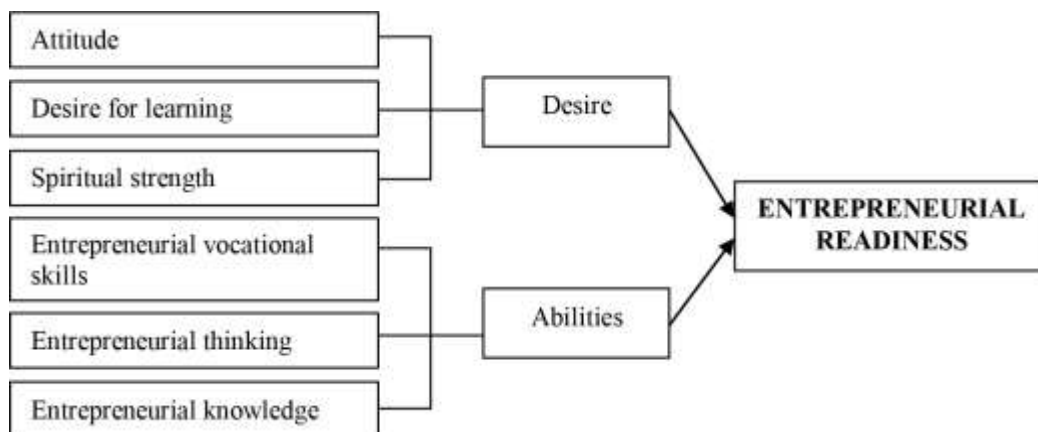


Figure 1: Taksonomi kesediaan keusahawanan

Source: (25)

IV. METHODOLOGY

Document analysis methods and systematic reviews have been used to build the concept of high-income entrepreneurs. Systematic reviews are a compilation, evaluation and synthesis of findings from the best available studies on specific research issues, without regard to specific issues (8). According to Bowen (2009), document

analysis requires screening, careful reading and interpretation so that the findings can be analyzed and formulated comprehensively. Merriam (2002) (22) also stated that one strategy for collecting and analyzing information can be generated through careful reading of documents so that research can be done thoroughly. The same method was used by Rosli and Messenger (2013) (1) in exploring entrepreneurial career paths. The relevant information is obtained from various government agency reports, journals, books and electronic references through the relevant websites. Five journal databases and articles have been referenced to carry out studies namely EMERALD, EBSCOHOST, UKM Journal and SAGE. Five keywords have been used in information search namely Entrepreneur; Theory of Planned Behavior; Career Path; TVET; TVET Entrepreneur (20, 30).

V. RESULTS AND DISSCUSSION

This conceptual framework for the development of high-income TVET entrepreneurs uses Ajzen's (1991) theory of strategic behavior as the main theory in addition to the theory of career development (1957) and the taxonomic model of entrepreneurial readiness Norashidah (2008). The following is a conceptual framework for developing high-income TVET entrepreneurship career paths;

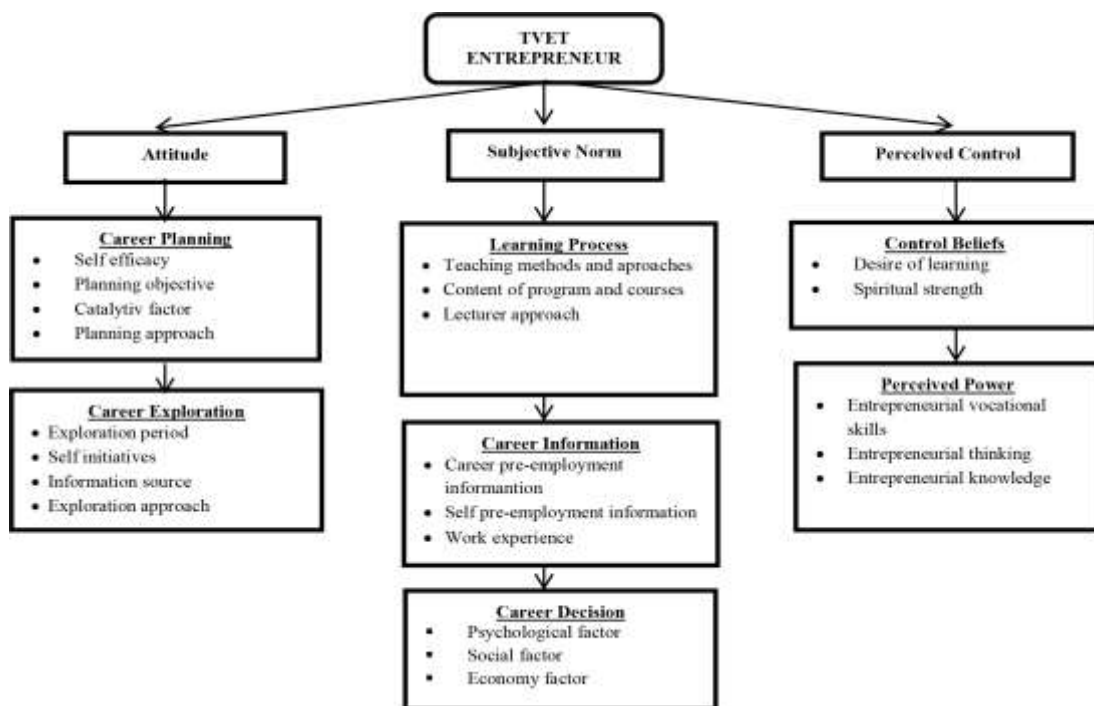


Figure 2: Conceptual Framework for Developing a High-Income TVET Entrepreneur Career Path

The purpose of this study was to identify the pathways for entrepreneurship development that can form high-income communities. In order to realize the purpose of this study, a conceptual framework based on Icek Ajzen's (1991) theory, Theory of Planned Behavior, can measure how human actions are perceived. It can predict the occurrence of certain behaviors, especially intentional behaviors. This theory represents three variables namely attitude and behavior, subjective norms and perceptions of control in which the theory predicts intentions toward a behavior. According to Kamarudin Ambak et.al (2011) (18) the theory is that attitude refers to the

overall assessment of one's attitude and behavior, subjective norms about one's beliefs about whether another person has the meaning or effect of a behavior that they are about to perform and the perceived control of behavior is determined by one's desire about factors that would facilitate or hinder the conduct of a behavior.

The Theory of Planned Behavior has incorporated some elements of the Super Theory which are limited to such things as attitudes and behaviors as well as knowledge and skills. Researchers use Planned Behavior Theory because it supports aspects of the entrepreneurial career path with the addition of constructs such as learning processes under the elements of knowledge and skills. In addition, the addition of perceived behavior control elements creates a sense of control and perceived power using the model of Entrepreneurial Readiness (25) supported by the theory of planned behavior (4, 5).

Subjective norms in the context of knowledge and skills have three elements namely learning processes, career information and career decisions. The elements of the learning process under the subjective norms of this study are adaptations of Fayolle and Gailly (2005) (12). Entrepreneurship research found that the components of the learning process include teaching objectives, content, duration, methods and approaches of teaching, student types and disciplines, sensitivity, frequency, number of teachers and profiles. teaching and lecturer approach. Overall, this research will not only identify students' entrepreneurial intentions, it will also contribute to efforts to further their entrepreneurial intentions through learning processes that can influence student entrepreneurship intentions. According to Fayolle and Gailly (2005), Focusing on these factors, the study aimed to determine whether or not the presence of any association between the teaching and learning process with entrepreneurial intentions and the determinants of student career upon graduation. This construct not only measures the level of entrepreneurial intentions of students but also exposes the link between the learning process of social entrepreneurship principles and links the learning process and entrepreneurial intentions with the career decisions made by students. In short, this framework outlines the relationship between the learning process and the student's career decision to become an entrepreneur.

Perceptions of behavioral control in Entrepreneurial readiness break down the elements into two constructs namely trust and ability. The theory of Ajzen (1991) is supported by the Model Norashidah et. al, (2008) is a belief that encompasses a desire for spiritual learning and strength. In addition to the elements of competence in this framework, elements of entrepreneurial vocational skills, entrepreneurial thinking and entrepreneurial knowledge complement the perceived behavioral control that links the path of entrepreneurial career development with intention to behavior. This model along with Ajzen's theory complements the self-concept of Super Careers in how one evaluates oneself and influences academic achievement and career choice (27, 35, 43) in line with Ajzen (1991) in the perception of control viewed as an individual's perception of the internal and external constraints of a behavior. This variable is one of the most important variables in this theory of planned behavior as it relates to the individual's perception of the level of enjoyment and difficulty in performing the behavior and is assumed to reflect past experiences as well as expected barriers (17). Ajzen (1991) concludes that the importance of behavioral control is seen in determining the relationship between attitude and behavior because those with high control will have strong intentions to perform certain behaviors or behaviors and will do so when the situation is appropriate.

Control beliefs are the belief in the resources and opportunities or opportunities needed to act such as learning through various training and enhance existing skills with new skills and accumulate experience in

achieving career maturity upon graduation. In addition, spiritual strength is a driving force in entrepreneurial readiness through self-identification and stability in controlling emotions and thoughts especially in entrepreneurial readiness. Perceived power is an entrepreneurial vocational skill that includes a person's skills in their respective fields as well as the management of relevant resources in ensuring ongoing competence. Leibenstein (1968) explains that an entrepreneur is optimizing all the resources needed to produce and market a defective product in the market. In addition, entrepreneurial thinking that combines the generation of continuous ideas as well as the skills of the individual in integrating every opportunity to meet their needs further enhances their skill set. (19). Finally, entrepreneurial knowledge of ethics and responsibility to religion and society such as Schumpeter (1942) sees an entrepreneur through the eyes of a leader and contributor to the optimum process of creativity. Next is business management, cash flow management and business growth. One's ability to demonstrate that entrepreneurial readiness plays an important role in the entrepreneurial career path is to achieve high-income community status.

VI. CONCLUSION

Human differences in ability, interest and personality are the impetus for choosing one's career path. An entrepreneurial career that colors certain patterns, personality traits, interests and personality traits makes this career through the process of selection and customization an ongoing process. This framework should be a career map for a person to pave the way for his / her entrepreneurial career to achieve high income.

VII. ACKNOWLEDGEMENT

The work was supported by Universiti Kebangsaan Malaysia grant GG-2019-045

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