

Strategy for Developing a Body of Knowledge on Graduate Entrepreneurship

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Abstract

The objectives were 1) to create strategy for developing a body of knowledge on graduate entrepreneurship and 2) to experiment strategies for developing a body of knowledge on graduate entrepreneurship. Qualitative research and quantitative research approaches were used. Data collection and analysis were done with In-Depth interview and focus group discussion for qualitative research. The experiment group composed of 60 students from Kamphaeng Phet Rajabhat University Maesot and was selected with Purposive Sampling Technique. The strategic for developing a body of knowledge on graduate entrepreneurship was composed of 3 system units as the followings. 1. Changing attitudes 2. Organizing activities 3. Developing a sustainability. The experimental results of the 60 students showed that their post-test attitude mean score with 4.33, was higher than their pre-test attitude mean score with 3.03. In addition, 83.33 percents of the students gained a better understanding on how to write a business plan, and they were able to real practice by setting up their own. The overall outcome of the strategy for developing a body of knowledge on graduate entrepreneurship was at good level. Those trained students had increased knowledge and ability of entrepreneurship than untrained with statistical significance at 0.0001. There were 56 students who can use body of knowledge on graduate entrepreneurship 60 students, 93.33 percents. Moreover, they have applied what they have learned into their real life. These outcomes have led us to believe that the students will be able to continue developing and improving themselves to be well-mannered entrepreneurs.

Key Words: *Development Strategy, Body of Knowledge, Entrepreneur*

1. Introduction

The national research period during economic crisis to national restore, it was concluded that Thai educational system could not develop Thai people quality with full competence and not for all. Moreover, it did not build the human to be able to think with moral and ethic as it should be. It needs to reform education to be an education for all (The National Economic Development Board Office of the Prime Minister, 2007). Problem of education system was accumulated for long time to systemically improve and correct but the facing problem at present that is problem of education. Particularly, the qualities of teaching-learning, teacher quality, quality of teaching-learning media were in both governmental and private sectors and in both formal and non-formal educational system. Problem of retired between the semesters of student, problem of unemployment from work of graduate, problem of no change for education and problem of national youth had change for increased undesirable and it causes social problem and health and sanitation. These affected to educational quality of nation in every levels (National Research Council of Thailand, 2004).

Since 2007, Thailand faced with economic crisis due to global economy. The unemployment was recognized by social interest. Information of National Statistical Office surveyed the state of working. There is a rate of working status and it was found that rate of unemployment of Thai labor with approximate at 1-2 percents of labor force since 2006 to middle of 2009 (National Statistical Office, 2010 and The National Economic Development Board Office of the Prime Minister, 2007).

Thai Health Promotion Foundation (2010) latent unemployment or lower payment employment or receive lower income. It might be vigorous and severe at level four. The new graduate or higher was mostly impacted, particularly, the program that is not congruent to the market demand. It was obviously seen that survey was conducted the demand of work force of work place in 2009 (The last year was surveyed) of National Statistical Office. It was revealed that unemployment of graduate or higher was at two folds of force labor number at bachelor or higher than the demand of work place. Conversely, the other educational levels, the work place had demand of labor force more than supply.

Particularly, at secondary school level or lower (proportion of unemployment to demand of lower labor force), except, occupational certificate had equal proportion. This might make the bachelor or higher must be accepted to work in lower level of education than the graduation.

The degree of graduation and the income is lower than that he should receive, Jeerawan Boonperm, Administrator of National Statistical Office expressed the survey results that the state of peoples who had works in monthly in April of 2010. It was found that state of unemployment of 4.51 hundred thousand or 1.2 percents when compared with the same period of 2009, the number of unemployment was decreasingly with 3.66 hundred thousand or 0.9 percents. It is obviously seen that the state of unemployment of population has good trend. However, if considering on new graduate, it is still high unemployment and it was classified according to age group, it was found that one who is 15-24 years and the youth had a rate of unemployment of 4.7 percents since this age group is new labor force, therefore this age group enters to market labor forces, then it has high rate of unemployment about 4-8 percents. From the past information, even though at present, the rate of unemployment of youth has decreased but it is still at high rate with 4.7 percents. Considering information from National Statistical Office, it was find that at present, the population with age group of working, there is 42.6 million or 64.0 percents of whole population. The major proportions were private employee with 38.0 percents. Subsequence was private business with 32.0 percents, family business with 18.0 percents, governmental employee with 9.0 percents and employer with 3.0 percents (Thiengkamol, 2007 and Thai Health Promotion Foundation, 2010).

Survey was conducted with the working of bachelor that graduated from governmental educational institute in Chiang Mai Province during 2006-2009, it was found that rate of graduate working in the first year before receiving the certificate, and most of graduate had occupation of employee in both government and private sectors. The proportions of working are interchanging in each year (Wikipedia, 2012).

With reason mentioned above, it needs to develop body of knowledge on graduate entrepreneurship by method of teaching-learning management. The body of knowledge of Maejo University and other universities had success as good fundamental pattern in collecting and developing body of knowledge on graduate entrepreneurship to be benefit for graduates. The lecturers and related persons would have body of knowledge on graduate entrepreneurship as teaching-learning management for student in university or educational institute. Moreover the academic can use the body of knowledge on graduate entrepreneurship and via real practice, therefore it affects to make student to realize and aware the importance of entrepreneurship and be able to be entrepreneur after graduation (National Research Council of Thailand, 2004).

2. Objective

The research objectives were as followings:

- 1) To create strategy for developing a body of knowledge on graduate entrepreneurship.
- 2) To experiment strategies for developing a body of knowledge on graduate entrepreneurship.

3. Methodology

The research design was implemented in steps by step as followings:

1. The qualitative research was used for strategy for developing a body of knowledge on graduate entrepreneurship. In-Depth Interview was used for data collection from 20 graduates who were business owners with business family and the others worked for 5-15 years before become business owners (Thiengkamol, 2011a). Focus group discussion was held with lecturer and administrator of every faculty of Kamphaeng Phet Rajabhat University (Thiengkamol, 2011a). There were 3 unit work systems of strategy development including;
 - 1.1 Attitude Changing.
 - 1.2 Promote and construct learning from real experiences.
 - 1.3 Constructing continuity for sustainability

The quantitative research was used for experimenting strategies for developing a body of knowledge on graduate entrepreneurship. The experiment group composed of 60 students from Kamphaeng Phet Rajabhat University and was selected with Purposive Sampling Technique.

4. Results

4.1 In-Depth Interview Results

The selected 20 graduate entrepreneurs of Kamphaeng Phet Rajabhat University were interviewed, they gave recommendations that the educational institutes should provide the additional knowledge of multi-disciplinary academics for student and provide an opportunity for student to have network of friend from other programs since to be an entrepreneur needs to have different knowledge and wide network to assist him to open his perspectives to search more careers. Moreover, it should suggest student to have a change to learn from real practice and have an opportunity to learn on benefit and loss, money administration, and planning including knowing about solving problems.

4.2 Focus Group Discussion Results

Focus group discussion, the participants gave various guidelines for problem solving and the conclusion was the promotion of learning to be entrepreneur, theory and practice. The results of activity implementation of clear development of target problem, the results were as the followings.

- 1) Body of knowledge on graduate entrepreneurship, it can be concluded that the guideline of development, holding the entrepreneur camp that emphasized on multi-disciplinary academic together and provide an opportunity for student to have a real practice and continuous promotion for sustainability.
- 2) Analysis the thinking model on "Development Strategy" from focus group discussion to know problem and components of problem structure and it concluded that information from real existing was analyzed with thinking model on "Development Strategy" by defining and analyzing the target problems as the followings.
 - a. Target problem was "lack of body of knowledge to be entrepreneur of graduate". All participants agreed that university lack of process of promotion for student to be entrepreneur or business owner because it emphasized on lecturer part with no practice or with less practice, therefore it should provide learning with practice for individual to learn together in problem analysis with learning process and reflecting continuously by working on real problems and reflecting based on their own experiences. Finally, the student will be able to propose guideline for solving problem and introducing the guideline to be practiced (Vanichcharoenchai, 2012).
 - b. Construct Component has cause and process that make target problem from conclusion of analysis among participants by method of data analysis of construct and 16 characteristics of teaching - learning as followings (Wikipedia, 2012).
 1. Regarding to individual difference
 2. Emphasizing on the need of learner
 3. Developing the life quality of learner
 4. Learning must be interesting not boring
 5. Implementing with mercy and kindness to learner
 6. Must be challenged for learner to eager to learn
 7. To be aware the appropriate time for learner to learn
 8. Must build the situation for learner to learn
 9. Support and promote for learning
 10. Must have aim of teaching
 11. Must be able to understand learner
 12. Regarding to background of learner
 13. Not holding only one method
 14. Good teaching and learning must be dynamic that is movement and changing all the time in terms of activity arrangement, circumstance building, learning pattern, content and techniques etc.
 15. Must teaching in thing that is not far from learner.
 16. Must be systemic planning for teaching-learning

Therefore, learning of learner would be more efficiency, if planner of teaching-learning considers on good characteristics of learning, method of learning, principle of effective learning, principle of effective teaching and characteristics of teaching –learning as mentioned above in order to be information for planning of learning further.

4.3 Experimental Results

The results of attitude changing of the experimental group of 60 students, it was found that the 15 issues of attitude, after training was implemented the mean score of every issue was higher than before training as showed in table 1.

Table 1 *Attitude Changing of Experimental Group*

Attitudes	Before	After	Changing
1. To be an entrepreneur is more interesting than to be employee.	3.22	4.52	1.30
2. To be an entrepreneur is good because he needs not to get order from anyone.	2.88	4.42	1.55
3. To be an entrepreneur makes you to be able to freely think.	3.09	4.45	1.36
4. To be an entrepreneur is an occupation that one can gain worth benefit more than others.	2.91	4.36	1.46
5. If you are an entrepreneur, you are willing to take risk of investment.	3.03	4.36	1.33
6. You think that the success of entrepreneur is depended on success searching, brave to risk, create thinking, and leadership.	3.25	4.33	1.08
7. You think that to be an entrepreneur, you might be perceive as one who had not much ability to work in a large organization.	2.53	3.79	1.26
8. You think that to be an entrepreneur, should be a person who brave to face with unexpected risk.	3.22	4.36	1.14
9. You think that to be an entrepreneur, it makes you to be proud and gain self confidence.	3.00	4.30	1.30
10. To perceive the success of other entrepreneurs, it make you want to be an entrepreneur.	3.03	4.30	1.27
11. The change of economic status affects to make you want to be an entrepreneur.	2.97	4.39	1.43
12. At present, training course of entrepreneur, it makes you want to be an entrepreneur.	2.97	4.24	1.27
13. The present society accepts for to be an entrepreneur increasingly, it makes you want to be an entrepreneur.	2.91	4.36	1.46
14. To reach the funding and supporting of both government and private sectors, it makes you want to be an entrepreneur.	3.00	4.27	1.27
15. If you are an entrepreneur, you think that family, culture and society play an important part to support.	3.44	4.52	1.08
Overall Mean	3.03	4.33	1.30

From table 1, the training course of strategic implementation of attitude changing, the experimental group changed their attitudes in all 15 issues but the first order of changing was to be an entrepreneur is good because he needs not to get order from anyone with 1.55, the second were to be an entrepreneur is an occupation that one can gain worth benefit more than others and the present society accepts for to be an entrepreneur increasingly with 1.46, it makes you want to be an entrepreneur and the third was the change of economic status affects to make you want to be an entrepreneur with 1.43.

4.4 Comparison Body of Knowledge on Graduate Entrepreneurship Pre-test and Posttest

After training, the mean scores of 60 students were compared with before training, it revealed that the mean score of post-test was higher than pre-test with statistical significance at 0.0001 level as showed in table 2.

Table 2 *Comparison Body of Knowledge on Graduate Entrepreneurship Pre-test and Posttest*

Training	Posttest		Pretest		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
Knowledge	15.30	1.63	11.55	2.58	10.41	.000***

Statistically significant level of 0.0001

4.5 Satisfaction Result of Strategic Implementation

The satisfaction of 60 students who received training course of strategic implementation as entrepreneur, the strategy of attitude changing, it was found that the Process/step of Implementation at the high level of 4.47 and overall average satisfaction of students at the high level of 4.42.

Table 3 *Training Satisfaction Level*

Items	\bar{X}	SD	Acceptance Level	Percent	Order
1. Process/step of Implementation	4.47	0.58	High	89.47	1
2. Official and Trainer	4.41	0.68	High	88.25	3
3. Conveniences	4.33	0.60	High	86.58	4
4. Service Quality	4.47	0.53	High	89.47	2
Overall Satisfaction	4.42	0.59	High	88.44	

From table 2, the training course of strategic implementation of attitude changing, the experimental group had satisfaction at high level in 4 aspects of Process/step of Implementation, Official and Trainer, Conveniences and Service Quality.

5. Discussion

Research results revealed that the most essential of strategy for developing a body of knowledge on graduate entrepreneurship for student are changing attitudes, organizing activities and developing a sustainability with holding the training and let student to have an opportunity with real practice. There is Maejo University and other universities had success as good fundamental pattern in collecting and developing body of knowledge on graduate entrepreneurship to be benefit for graduates with real patterns and via real practice. Therefore, focus group discussion of both groups of graduate students who are family were business family and the another group use the work experience as employees with certain period before investment. The important strategy for developing a body of knowledge on graduate entrepreneurship was created and developed by graduates who are really understand and share benefit from the development. Therefore after developing strategy, it needs to be experimented by implementing in the real situation and determining the trained students satisfaction. Moreover, it needs to use the method of data analysis of construct and integrated with essential 16 characteristics of teaching - learning as mentioned above. Therefore, learning of learner would be more efficiency, if planner of teaching-learning considers on good characteristics of learning, method of learning, principle of effective learning, principle of effective teaching and characteristics of teaching -learning as mentioned above in order to be information for planning of learning further.

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