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Encouraging social entrepreneurship development in creative arts school in Malaysia

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Abstract

The study aims to investigate encouraging social entrepreneurship development in a creative arts school in Malaysia via comparative qualitative research methods. As a result, activities organized by the creative arts faculty can be classified into 2 programmes, entrepreneurial development and community programmes that have the potential to be developed as social entrepreneurship. In conclusion, as social entrepreneurship is relatively new at the arts faculty level, their knowledge of social entrepreneurship is quite limited and requires greater exposure.

Keywords: Social, Entrepreneurship, Creative, Institution, Activity.

Fomentar el desarrollo del emprendimiento social en la escuela de artes creativas de Malasia

Resumen

El estudio tiene como objetivo investigar el fomento del desarrollo del emprendimiento social en una escuela de artes creativas en Malasia a través de métodos comparativos de investigación cualitativa. Como resultado, las actividades organizadas por la facultad de artes creativas se pueden clasificar en 2 programas, desarrollo empresarial y programas comunitarios que tienen el potencial de desarrollarse como emprendimiento social. En conclusión, como el emprendimiento social es relativamente nuevo a nivel de facultad de artes, su conocimiento del emprendimiento social es bastante limitado y requiere una mayor exposición.

Palabras clave: Social, Emprendimiento, Creativo, Institución, Actividad.

1. INTRODUCTION

Malaysia is considered new in the field of Social Entrepreneurship and is still at a lower level compared to any other country (IBRAHIM, 2009). Many sectors are more than welcome to engage with Social Entrepreneurship as a core component of economic development. The Creative Arts Industry is still lacking Social Entrepreneurship even though anything related to creative products and services in the art industry can be a source of economic (MOHD, ANG & NORDIANA, 2018). The Creative Arts industry is still less engaged in Social Entrepreneurship than any other industry in the world (DACIN, DACIN & MATEAR, 2010).

Figure 1 shows data obtained from The Schwab Foundation for Social Entrepreneurship (The Foundation) on the involvement of arts and culture organizations in Social Entrepreneurship by less than 10 percent compared to 176 other organizations from various sectors (BOSMA & LEVIE, 2010).

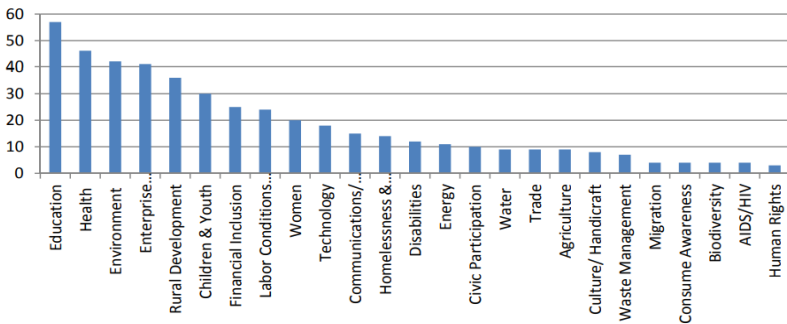


Figure 1: Number of Organizations by the Field of Social Entrepreneurship Activities

This shows that Malaysia lacks initiative and effort in relaying the creative and innovative ideas of successful entrepreneurs to the community. As a result, many good things are less shared with the community. Furthermore, many opportunities did not reach the community especially for the students to apply the creative skills they gained. Graduates also have a range of creative and innovative ideas that can evolve their skills into product and service development through entrepreneurial activities AMARAN (2015) and show it to the public (BURNETT, 2011). Thus, the involvement of the creative arts

faculty is essential to encourage graduate involvement in social entrepreneurship programmes and activities.

However, the understanding and tendency for social entrepreneurship development activities at the level of the creative arts are still unclear. Faculties are lack of awareness and are still confused by the concept of social entrepreneurship. In some other cases, faculty have engaged in social entrepreneurship in carrying out commercial entrepreneurship activities but due to lack of knowledge and understanding of the concept of social entrepreneurship, they did not realize this (PRABOWO, 2018). Entrepreneurial activities are also classified as commercial entrepreneurship or community development activities. This can be seen from the ineffectiveness of the existing Entrepreneurial and Social Entrepreneurship programs, the issue of quality retention and graduate identity generated through programmes and approaches that have long been linked (AMARAN & AHMAD, 2014). Therefore, there are needs to have other studies that show the difference between entrepreneurial, community and social entrepreneurship programs in order for faculty to be more transparent in order for the social entrepreneurship program to be positively impacted (NORASMAH & WAHID, 2014).

Recognizing the gaps, this study will examine the entrepreneurial activities and community programmes that will encourage the development of social entrepreneurship programs in the creative arts faculty. This study will also examine the level of knowledge of the creative arts faculty on the concept of social

entrepreneurship and their involvement in entrepreneurship units at the HEIs. The purpose is to get a clear picture of the creative faculty's understanding of social entrepreneurship development. Next, to understand their views on the effectiveness of the HEI entrepreneurship program at the faculty level.

- i- To help the Faculty of Creative Arts to identify activities or programmes that are likely to develop social entrepreneurship

- ii- To Increase awareness of creative arts faculty on social entrepreneurship development

- iii- To Increase the faculty's awareness on the importance of the creative arts industry in the development of social entrepreneurship (RUTTEN, BEVEREN & ROETS, 2017).

2. METHODOLOGY

This study will use the semi-structured interview method where the researcher will ask a number of formal questions that were developed before the interview session, but the interviewer will also be given the freedom to ask questions and explore in-depth the respondents' answers to the formal questions asked.

The interview method was used because the faculty of the creative arts faculty in this study were limited in number because not

all Public Higher Education Institutions had the Faculty of Creative Arts. However, recognizing the importance of this sample in meeting the objectives of the study, there is a need to obtain feedback from this sample (MCQUILTEN, WHITE, NEVILLE & DEMBEK, 2015).

This planned interview was conducted to study the actions of the creative faculty in promoting the development of Social Entrepreneurship. Furthermore, there are many studies that have found less awareness among faculty members on the importance of cultural entrepreneurship. This awareness factor is a critical factor in determining the acceptance and implementation of this field in HEIs (AMARAN, (2016).

Six (6) officers from the Faculty of Creative Arts are selected among the Dean, Deputy Dean, and Coordinator. The following are the HEIs and the Faculty of Creative Arts selected for this study along with the justification of the sample selection for interviews.

Public Higher Education Institution	School of Creative Arts	Sampling Justification
Universiti Utara Malaysia (UUM)	School of Creative Industry Management and Performing Arts	There is a well-established Faculty of Creative Arts and Entrepreneurship Center. The first university to offer a bachelor's degree in entrepreneurship. One of the universities of management Establish the earliest entrepreneurship program compared to other universities.
Universiti Malaysia Kelantan (UMK)	Faculty of Creative Technology and Heritage	There is a well-established Faculty of Creative Technology and Heritage Recognition as a University of Entrepreneurship
Universiti Teknologi MARA (UiTM)	Faculty of Art and Design	There is a well-established Faculty of Creative Arts and Entrepreneurship

	Faculty of Film, Theater, and Animation	Center. There is more than one faculty or Creative Arts Center or faculty and there is an Entrepreneurial Unit or Center. This is to enable there are differences in the activities or programmes organized by each of the arts faculty and their impact on the development of the Social Entrepreneurial dimension of graduates. In addition to obtaining different views in the Creative Arts field.
	Faculty of Music	

3. FINDINGS

Table 1. Respondents’ background

Respondent	1	2	3	4	5	6
Gender	Male	Male	Female	Male	Male	Female
Age	45 years old	44 years old	42 years old	46 years old	47 years old	42 years old
Institution	Universiti Teknologi Mara (UiTM)	Universiti Utara Malaysia (UUM)	Universiti Utara Malaysia (UUM)	Universiti Malaysia Kelantan (UMK)	Universiti Teknologi Mara (UiTM)	Universiti Teknologi Mara (UiTM)
Name of School of Creative Art	Faculty of Film, Theater, and Animation (FITA)	School of Creative Industry Management and Performing Arts (SCIMPA)	School of Creative Industry Management and Performing Arts (SCIMPA)	Faculty of Creative Technology and Heritage	Faculty of Art and Design	Faculty of Music
Position in Creative Arts School	Deputy Dean of Student Affairs	Dean	Undergraduate Coordinator	Deputy Dean of Academic and International	Deputy Dean of ICAEN (Industrial, Community, Alumni, Entrepreneurship)	Coordinator ICAEN (Industrial, Community, Alumni, Entrepreneurship)
Service Period	Since 2003	Since 2000	Since 2003	Since 2007	Since 1995	Since 2000

Table 1 shows that 6 respondents were interviewed consisting of academicians holding positions in their respective Faculty of Creative Arts. 4 male respondents and 2 female respondents participated in this study. All of the respondents are more than 40

years old and have served more than 15 years in their respective institutions (DACIN, DACIN & MATEAR, 2010).

The involvement of the creative arts faculty is more of entrepreneurship development at the faculty level rather than entrepreneurial development at the university level in general. As shown in Figure 2, it is a brief summary of the functions of the HEI Entrepreneurship Unit and the Faculty Entrepreneurship Unit in promoting student entrepreneurship development. The Faculty Entrepreneurship Unit will play a role in ensuring that the faculty apply the creative arts skills and involvement of specific arts industries in entrepreneurial development activities. Meanwhile, the HEI Entrepreneurship Unit will play a role in developing entrepreneurial activities at the university level. However, these two units will have the same function in common of creating a network between Industry, Community, Alumni and Entrepreneurship and providing students with opportunities and platforms for entrepreneurial activity.

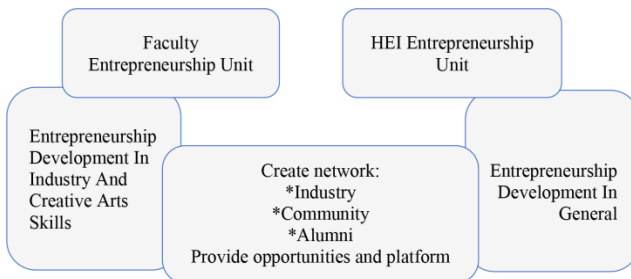


Figure 2: Functions of the HEI Entrepreneurship Unit and the Faculty of Creative Arts Entrepreneurship Unit in Student Entrepreneurship Development

The results of the respondents indicate that all the faculties stated that they have never been placed directly with the Entrepreneurial Unit at their Institution but the Faculty of Art has their own Entrepreneurial Unit. This is because the Faculty Entrepreneurship Unit will work to ensure that the students and alumni can use their creative arts skills in entrepreneurship development in the faculty. There are Educational Institutions that require each faculty to have their own ICAEN coordinator (Network of Industry, Community, Alumni and Entrepreneurship) including this faculty of creative arts. There are also officers who have not been placed directly under the HEI entrepreneurship unit but have been fellows at the Global Entrepreneurship Research and Innovation Center (GERIC) to assist with university and faculty entrepreneurship development (OTHMAN & WAHID, 2014).

All respondents were never involved in any social entrepreneurship activities or programs organized by universities or outside parties. This is because social entrepreneurship is still at the faculty level, and most of the faculty activities are community service but there is no entrepreneurial element to it. There were respondents who stated that they had difficulty obtaining voluntary involvement among academics and nonacademics staff in entrepreneurship courses or social entrepreneurship unless otherwise required (KIRBY & IBRAHIM, 2011).

The concept of Social Entrepreneurship is still new among the creative arts faculty and some do not know what Social

Entrepreneurship is. But after giving them a little enlightenment on the concept of social entrepreneurship, some of their views are said to be related to the concept of social entrepreneurship, including:

- Cooperate with other agencies
- Work closely with community development
- Related to the student's internal attributes
- Student activities that are more about the student service rather than the social entrepreneurship element
- Related with the community
- Profitless concern
- Communities over profits
- Does not involve payment in creative art skills
- Requirements in Sustainability

Each university has its own entrepreneurial unit. Various entrepreneurial programs or activities have been conducted to assist entrepreneurship development in Higher Education Institutions. Here

is a look at the effectiveness of this HEI entrepreneurship program for the creative arts faculty:

i- Effectiveness is Subjective.

This effectiveness is too subjective. Sometimes it is not effective but we do not see the effect. Instead, the students can make an impact. For example, the students who have experience in entrepreneurship programmes can boost their confidence level. Effectiveness also cannot be measured by the task alone, but rather by the effectiveness of the student's progressive ability. The impact of an entrepreneurial program may not be apparent at the time they are studying but the impact will be reflected in their change in attitude and behavior upon graduation.

ii- The Social Entrepreneurship Programme was conducted at the HEI Entrepreneurship Unit but not at the Faculty of Creative Arts.

Faculty do not seem to be aware of the context of introducing social entrepreneurship but only at the university level in general because it is practiced at the university level. Therefore, the understanding of social entrepreneurship is somewhat less than the knowledge of entrepreneurship itself. Most faculty still do not see courses specific to social entrepreneurship. They are just looking at entrepreneurial trends from a marketing standpoint and profitability is at the faculty level (Kang'ethe & Mafa, 2015).

iii- The market needs with the community

Part of the entrepreneurial activity itself is the application of social entrepreneurship values to the students because whatever activities they do have an impact on the client. This means that whatever the students do needs to be collaborated and connected with the community again. They need to sell their expertise, but before they can sell something, they need to get feedback and conduct market research from the community. So they know what they need to contribute and produce in meeting the needs of the community and making improvements for the community.

iv- There are some weaknesses in entrepreneurship programs that are being carried out.

- No follow-up action or monitoring after the workshop.
- The faculty only provides programme content and does not direct the participants or workshops directly due to the cooperation of the relevant parties.
- Market demand limits the intention of the faculty to educate the public.
- Lack of involvement of art students in large university projects.

v- The difference in students' awareness and their intellectual capacity

There are many factors that cause this to be less effective, among other than the awareness of the students themselves, the students are still lacking in awareness of this field of entrepreneurship, they do not understand and they still feel that all the information can be obtained through the fingertips and do not need to participate in the programmes that require them to create papers, design programs, and so on. Sometimes these students have different intellectual capacities.

vi- Ecosystem support

The ecosystem of the place itself needs to support the activities that are being carried out. For example, university support is needed in promoting volunteer activities and providing more opportunities for students. Strong ecosystems will also create awareness among students. For instance, the university should give credit to voluntary students, although voluntary activities do not require reciprocity or recognition. The university can give an award or reward to give credit for each volunteer activity that the student performs. We complain our students are not interested in entrepreneurship activities but we do not study why they are not interested. In fact, they are not given enough exposure and opportunity. Furthermore, their ideas are not supported. Maybe the support needed is in terms of advice, finances and so on.

vii- Dependence on HEI Entrepreneurship Unit

The faculty can also play a role in incorporating volunteerism elements in each course. This effort will help the university increase students' awareness of engaging in volunteer activities and not rely solely on the HEI entrepreneurship unit.

4. CONCLUSION AND DISCUSSION

All in all, none of the creative arts faculty members are directly involved in the HEI entrepreneurship unit. This is because the Faculty of Creative Arts has its own Entrepreneurial Unit which has a similar function but is more specific to entrepreneurship development in the creative arts industry. The faculty also is not involved in any social entrepreneurship activities or programmes as the term itself is relatively new to them. However, they are heavily involved in community service activities but lack the entrepreneurial element. As social entrepreneurship is relatively new at the arts faculty level, their knowledge of social entrepreneurship is quite limited and requires greater exposure.

There have been some negative views on the effectiveness of the entrepreneurship development programme developed by the HEI entrepreneurship unit. All these views need to be taken into account by the HEIs' entrepreneurial unit in order to evaluate the entrepreneurial development programme that has been organized.

Figure 3 shows the conclusion of social entrepreneurship in the creative arts faculty. From this perspective, activities organized by the creative arts faculty can be classified into 2 programmes, entrepreneurial development programmes and community programmes that have the potential to be developed as social entrepreneurship. Thus, those potential entrepreneurial development programmes include social elements, meanwhile, the community-based programmes include elements of entrepreneurship. However, there are programmes and activities that have the tendency to contribute to the development of social entrepreneurship in the creative arts faculty. Such programmes should be supported and strengthened in order to inculcate the elements of social entrepreneurship in their creative art skills.

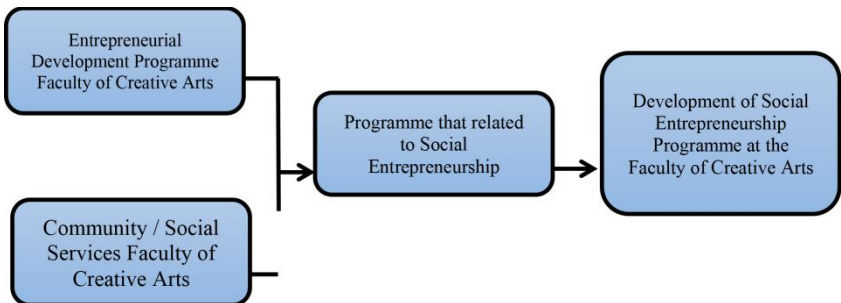


Figure 3: Development of Social Entrepreneurship at the Faculty of Creative Arts

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