ICoPS2023Bosnia

https://www.amerabra.org

International Conference on Public Policy & Social Sciences 2023

13-15 September 2023
Organised by Faculty of Administrative Science & Policy Studies, Universiti Teknologi MARA (UiTM), Seremban Campus, Negeri Sembilan, Malaysia, and International University of Sarajevo (IUS), Bosnia and Herzegovina,

Exploring Theories for Enhancing School Children's Path to Success as Entrepreneurs: A proposed systematic review

Farhatul Mustamirrah Mahamad Aziz[1], Norraidah Abu Hasan[2*], Memiyanty Abdul Rahim[1,2,3], Maria Atikah Abdul Rahman[1,4], Nazatul Syazwani Mohd Sobrl [1,5], Nurul Izzati Mat Aris[1,6]

Corresponding Author

[1] Faculty of Administrative Science & Policy Studies, Universiti Teknologi MARA, Shah Alam, Malaysia [2*]Institute of Continuing Education & Professional Studies (iCEPS), Universiti Teknologi MARA, Malaysia
[2] Socio-Economic Research Group, Universiti Teknologi MARA, Shah Alam, Malaysia
[3] The Institute of Big Data and Artificial Intelligence, Universiti Teknologi MARA, Shah Alam, Malaysia
[4] Mesin niaga, Malaysia
[5] Perfect Management Services Sdn Bhd he Institute of Big Data and Artificial Intelligence, Universiti Teknologi MARA, Shah Alam, Malaysia
[6] JS Corporate Services Sdn Bhd

farhatul@uitm.edu.my,norraidah@uitm.edu.my, memiyanty@uitm.edu.my, maria@mesiniaga.com.my, nazatul_syazwani@ymail.com, nurul_izzati511@yahoo.com
Tel: 0129739737

Abstract
The objective of this study was to investigate the fundamental learning theories that can be utilized to foster motivation and aspiration among students, with the ultimate goal of cultivating their potential to become successful entrepreneurs or business owners. There needs to be more research or scholarly inquiry about the learning theories and the determinants that impact students' motivation to succeed as entrepreneurs or business proprietors. The study employs Reporting Standards for Systematic Evidence Syntheses (ROSES). This study could enhance student motivation in dynamic educational settings that foster an entrepreneurial mindset.

Keywords: Self-Determination Theory; Social Learning Theory; Experiential Learning Theory; Entrepreneurship Intention.

1.0 Introduction
Family businesses are one of the major drivers of economic development and progress in the modern world, according to Motwani (2016). Family businesses are renowned for their flexibility, local emphasis, job development, and long-term outlook. Due to these qualities, family companies can significantly advance economic development within and outside their communities. Additionally, the family dynamics, family business roles, and succession planning that influence its operation are thought to make the family business

domain distinct (Yu et al., 2012). According to Mosbah & Kalsom (2018), it is difficult to locate official statistics on family businesses and other types of entrepreneurships in Malaysia. According to Mosbah and Alarbi (2020), Malaysia's family businesses "are frequently small, mostly belong to Chinese (Amran & Ahmad, (2011); Abdullah et al., (2015)), and represent a dominant business stock" (Ung et al., 2016).

The impact of entrepreneurship education is not limited to individual success but also has a positive impact on the economy. According to the Global Entrepreneurship Monitor (GEM) report (2020), countries with higher levels of entrepreneurship education have a higher level of entrepreneurship activity. Entrepreneurship activity contributes to economic growth and job creation, making it a crucial factor in economic development. It can be understood that higher education and entrepreneurship can have a significant impact on family businesses. Family businesses prioritizing education and entrepreneurship can benefit from increased innovation, growth, and sustainability. Additionally, education in entrepreneurship can help family business members manage the unique challenges of running a family business and promote the continuation of the business across generations.

Hence, achieving success in entrepreneurship necessitates individuals to possess knowledge, skills, and innovative ideas, all attainable through higher education. Nonetheless, students may need more incentive to pursue higher education if they are already involved in a family business. Therefore, it is essential to understand the underlying learning theories that can still motivate and inspire students to aim for success as entrepreneurs and business owners through higher education. This paper will explore several of these theories, including Social Cognitive Theory, Experiential Learning Theory, and Self-determination Theory, and how they can be applied to encourage students with family businesses to further their education.

1.1 Systematic review
A systematic review is a rigorous and comprehensive literature review method that involves the identification, appraisal, and synthesis of all relevant studies on a particular topic. A systematic review aims to provide an evidence-based summary of the available research and identify the most effective interventions, theories, or strategies for achieving a particular outcome (Higgins & Green, 2011). By synthesizing the available evidence, a systematic review can identify the most effective interventions, theories, or strategies for achieving a particular outcome and can provide valuable insights into the factors that may facilitate or hinder the implementation of these interventions in practice.

2.0 Methodology
The methodology section of this research study aims to describe the systematic approach employed to investigate why students with family businesses tend not to further their study in higher education, utilizing a method of data collection through articles. By outlining the research method and procedures, this section seeks to provide transparency and reliability to the study findings.

The process of data collection through articles involved several stages. Firstly, a comprehensive search strategy was developed to identify relevant articles. Multiple academic databases, such as Scopus and Google Scholar, were searched using a combination of keywords related to family businesses, higher education, and student decision-making. Additionally, references from retrieved articles were scanned to identify additional sources.

The identified articles were then screened for relevance based on predefined inclusion and exclusion criteria. These criteria focused on selecting articles that specifically addressed the factors influencing students with family businesses not to pursue higher education. The screening process involved reading titles, abstracts, and full texts of the articles to determine their eligibility for inclusion in the study. From a total of xx articles, we have shortlisted xx articles to become the reference for the study.

Subsequently, the selected articles were critically reviewed and analyzed. Key information and findings from each article were extracted and organized into a comprehensive framework. Common themes, trends, and patterns were identified across the reviewed articles, allowing for a synthesis of the existing knowledge in the field.

To ensure the validity and reliability of the study, a rigorous and systematic approach was followed during the literature review process. The search strategy was designed to be comprehensive and inclusive, minimizing the risk of missing relevant articles. The screening and selection of articles were carried out independently by multiple researchers to reduce bias and enhance the objectivity of the study.

By employing this literature review methodology, this research study aims to provide a comprehensive understanding of the factors contributing to the decision of students with family businesses to not pursue higher education. The synthesis of existing literature will enable the identification of common themes and gaps in knowledge, which can inform future research and the development of interventions to address this phenomenon.

2.1 Reporting Standards for Systematic Evidence Syntheses
This study was guided by the Reporting Standards for Systematic Evidence Syntheses (ROSES) review protocol. Developing reporting standards for systematic evidence syntheses is an essential aspect of ensuring transparency, reproducibility, and quality in research.

ROSES encourages researchers to provide clear and detailed descriptions of the research question, study selection criteria, search strategy, data extraction methods, risk of bias assessment, data synthesis techniques, and reporting of results (Sriganesh et al., 2016). Transparent reporting enables readers to understand the study's design, methodology, and potential limitations.

By following the reporting standards outlined in ROSES, researchers can provide sufficient information for others to replicate their study or conduct similar syntheses according to Kamath Sriganesh, Harsha Shanthanna, and Jason W Busse in 2016. This promotes the reproducibility of findings, allowing for independent verification and validation of the results.

ROSES emphasizes the importance of assessing the quality or risk of bias in included studies by explicitly reporting on the methods used for quality assessment, researchers can provide a clearer picture of the strength and limitations of the evidence synthesized (Anaesth, 2016). This information helps readers and decision-makers evaluate the reliability and applicability of the study findings.

2.2 Resources

Resources or databases are utilized to find current research for the systematic literature review. This technique involves systematically exploring relevant sources to identify relevant studies that meet the inclusion criteria for the review.

When conducting a systematic literature review, researchers aim to comprehensively search for relevant studies that have been conducted on a specific topic. To do this, they often rely on a range of resources and databases that provide access to scholarly articles, conference proceedings, theses, dissertations, and other research materials.

Some commonly used resources and databases for finding current research include academic databases, online library repository, archives, and search engines. These are comprehensive collections of scholarly articles and research papers, covering a wide range of disciplines. Examples include Google Scholar, Scopus, and Web of Science. Many universities and research institutions maintain their own digital libraries repositories where researchers can access their publications. These search engines often index a wide range of sources, including academic journals, conference papers, and institutional repositories.

It's important to note that the selection of resources and databases may vary depending on the research field and the specific requirements of the systematic literature review. Researchers should always consider the relevance, quality, and accessibility of the sources they choose to include in their review.

2.3 The systematic review process for selecting the articles

There are three phases that need to be considered in the systematic review process for selecting the articles, which are identification, screening, and eligibility.

2.3.1 Identification

One of the crucial steps in conducting a systematic review is the identification of relevant studies. The identification phase involves systematically searching for and selecting studies that meet predetermined inclusion criteria by using keywords. The goal is to ensure that the review includes all relevant studies that have been conducted on the topic of interest which can be referred to in Table 1 below:

Table 1 – Keywords and searching articles strategy.

Databases	Keywords used
Scopus	TITLE-ABS-KEY (("self-determination theory" or "self-determination in learning theory") AND ("social cognitive theory" OR 'social cognitive in learning theory") AND ("experiential learning theory" OR "experiential in learning theory"))
Google Scholar	TS = (("self-determination theory" or "self-determination in learning theory") AND ("social cognitive theory" OR 'social cognitive in learning theory") AND ("experiential learning theory" OR "experiential in learning theory"))

2.3.2 Screening

As for the second phase, screening involves applying predefined inclusion and exclusion criteria to assess the eligibility of studies for inclusion in the review. These criteria serve as standards to determine whether a study aligns with the research question and objectives of the review.

Inclusion criteria are the specific characteristics or factors that a study must possess to be considered eligible for inclusion in the systematic review. These criteria are determined in advance and are based on the research question and objectives.

Exclusion criteria, on the other hand, define the characteristics or factors that lead to the exclusion of studies from the systematic review. These criteria help researchers filter out studies that are not relevant to the research question or do not meet certain quality standards.

By clearly defining inclusion and exclusion criteria, researchers ensure transparency and consistency in the selection process. This helps minimize bias and ensures that the included studies are the most relevant and appropriate for addressing the research question of the systematic review as mentioned in Table 2 below:

Table 2 – The inclusion and exclusion standards.

Criterion	Inclusion	Exclusion
Document type	Research articles	Non-research articles, Systematic literature review journals, chapter in book, conference proceeding
Language	English	Non-English
Year of publication	Between 2008-2021	Below 2008
Subject areas	Social Science, Business Management, and Economics	Other than Social Science, Business Management, and Economics

2.3.3 Eligibility

The third phase is eligibility refers to the criteria used to determine whether a study is suitable for inclusion in the review. Eligibility criteria are established in advance and serve as a set of standards that a study must meet to be considered relevant and appropriate for the review. The purpose of defining eligibility criteria is to ensure that the included studies align with the research question, objectives, and

quality standards of the systematic review. Eligibility criteria typically encompass various aspects of the study, including the study design, population, intervention/exposure, outcome measures, and publication status.

By defining eligibility criteria, researchers establish clear and transparent guidelines for the selection of studies. These criteria are applied during the screening process to assess whether a study meets the predefined standards and should be included in the systematic review. By doing so, researchers aim to ensure that the included studies are relevant, appropriate, and of sufficient quality to contribute to the overall findings and conclusions of the review.

2.3.4 Appraisal of quality
To ascertain the quality of the articles' content, the remaining articles of 35 were presented to two experts for quality evaluation. Experts evaluate the design, conduct, and reporting of individual studies to determine their reliability and validity.

The appraisal of quality is an essential step in a systematic review as it helps researchers assess the strength of the evidence and the confidence that can be placed in the findings. It involves assessing the internal validity of each study, which refers to the extent to which the study design, methodology, and execution minimize bias and provide trustworthy results.

The appraisal of quality allows researchers to critically evaluate the strengths and limitations of individual studies, and it informs the interpretation of the systematic review findings. Studies with a lower risk of bias and higher methodological quality are generally considered more reliable and carry greater weight in the analysis and synthesis of the evidence. Discrepancies in the appraisal can be resolved through discussion and consensus among the reviewers or by involving a third reviewer if necessary.

2.4 Data Abstraction and Analysis
An integrative review data abstraction involves systematically extracting relevant information from the selected articles or studies to gain a comprehensive understanding of the topic under investigation analysis typically involves synthesizing the extracted data from the included studies to identify patterns, themes, or relationships. This process helps in organizing and categorizing the findings across the reviewed articles as shown in Table 3. These themes are related to the research questions and objectives of the studies, which will be further explained in the results and discussions of the article reviews.

Table 3– Themes

Main themes(s)	Sub-theme(s)	
Self-Determination Theory	i.	Autonomy
	ii.	Competence
	iii.	Relatedness
	iv.	Intrinsic motivation
Social Learning Theory	i.	Providing role models
	ii.	Encouraging peer learning
	iii.	Providing mentorship
	iv.	Creating a supportive community
Experiential Learning Theory	i.	Providing hands-on experiences
	ii.	Encouraging reflection
	iii.	Fostering collaboration
	iv.	Personalizing learning

3.0 Findings

3.1 General findings and background of the studies included in the review.
The analysis of the included studies revealed three main themes related to adaptation strategies i.e. Self-Determination Theory, Social Learning Theory, and Experiential Learning Theory. Each theme encompassed several sub-themes, resulting in a total of 12 sub-themes related to adaptation strategies. The findings highlighted the importance of autonomy support, competence building, relatedness and social support, modelling and observational learning, vicarious reinforcement, social norms and expectations, active engagement and reflection, concrete experiences, immediate application of learning, and active experimentation in the process of adaptation.

A total of 30 articles were included in the proposed review and have been approved. The studies represented a diverse range of disciplines and were conducted in various geographic locations. The analysis of the included studies revealed that self-determination theory is a valuable framework for understanding learning and motivation in educational settings. SDT emphasizes the importance of autonomy, competence, and relatedness in promoting student engagement, intrinsic motivation, and academic achievement.

The analysis of the included studies indicated that social learning theory provides valuable insights into how individuals acquire knowledge, skills, and behaviors through observation, imitation, and social interactions. SLT highlights the importance of modeling, reinforcement, and social context in shaping learning and motivation. The analysis of the included studies highlighted the significance of experiential learning theory in promoting active engagement, reflection, and application of knowledge and skills. ELT emphasizes the importance of hands-on experiences, reflection, and immediate application of learning in enhancing learning outcomes.

The review identified key theories of learning and motivation that contribute to our understanding of educational contexts. Self-determination theory emphasized the importance of autonomy, competence, and relatedness in promoting student engagement and academic achievement. Social learning theory underscored the role of observation, modelling, and social reinforcement in shaping

learning outcomes. Experiential learning theory highlighted the significance of active engagement, reflection, and application of knowledge and skills in enhancing learning outcomes.

Most articles deliberating their studies in exploring and analysing a specific theory or concept within their respective field. This focused approach allows for a comprehensive examination of the theory's validity, supporting evidence, and any possible limitations or controversies associated with it. By concentrating on one theory, articles can provide a comprehensive analysis that contributes to the body of knowledge in that particular domain.
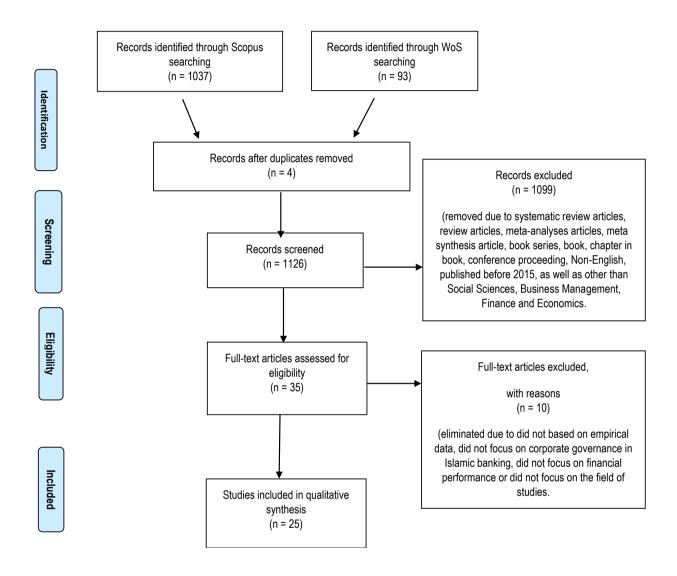

Figure 1. Flow Diagram of the study adapted from Shaffril et al. (2019).

3.2 Proposed Table for SLR

This section will be a discussion part of Learning Theories for students to instill motivation and aspirations to aim as successful entrepreneurs or business owner via higher education achievement regarding three main themes, namely Social Learning Theory (SLT), Experiential Learning Theory (ELT), and Self-Determination Theory (SDT), alongside a total of 12 sub-themes as illustrated in Table 3.

Table 3– Social Learning Theory (SLT), Experiential Learning Theory (ELT), and Self-Determination Theory (SDT) themes

AUTHORS	Self-Determination Theory (SDT)				Social Learning Theory (SLT)				Experiential Learning Theory (ELT)			
	Autonomy	Compet ence	Related ness	IM	PRM	EPL	PM	CSC	PHE	ER	FC	PL
Luo, Li, and Liang, 2015.	/		/									

	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
Gagne, Marwick, Brun and Wrosch (2021)	/	/		/		
Ryan and Deci (2020)	/	/	/	/		
Shroder and Rodermund (2013)	/	/	/	/		
Deci, Olafsen, and Ryan (2017)	/	/	/	/		
Al-Jubari (2019)	/	/	/	/		
Boldureanu, Ionescu, Bercu, Grigoruta, and Boldureanu (2020)			/			
Serdiuk, . Danyliuk, and Chaika. (2018)	/		/			
Al Jubari, Hassan, and Linan (2018)	/	/	/	/		
Hui, and Tsang. (2011)	/	/	/	/		
Legault (2017)	/	/	/	/		
Bilal, Chaudary, Amber, Shahid, Aslam, and Shahzad (2020)	/	/	/	/		
Jeno and Diseth. (2014)	/	/		/		
(Cardella, Hernández-Sánchez & Garcia, 2020)					/	/
(Boldureanu, Ionescu, Bercu, Bedrule-Grigoruta, & Boldureanu, 2020)	/	/	/		/	/
(Chlosta, Patzelt, Klein, & Dormann, 2010)					/	
(Suratno, Narmaditya, & Wibowo, 2021)					/	
(Abun, Foronda, Fredolin P. Julian, & Magallanes, 2022)					/	
(Diegoli, Guetierrez,					/	

18

Reference	SDT	SLT				ELT			
	IM	PRM	EPL	PM	CSC	PHE	ER	FC	PL
& Salmones, 2018)									
(Lorenzetti, Nowell, Jacobson, Lorenzetti, Clancy, Freeman, Paolucci, 2020)			/	/	/				
(Mills, Barakat, & Vykarnam, 2012)			/	/					
(McLaughlin 2020)		/							
Vargas-Madriz and Konishi (2021)			/		/				
Fox, Muldoon & Davis (2023)					/				
Stone and Lewis (2018)						/			
Kim et al., (2018)						/			
Moon (2013)							/		
Hatton and Smith (1995)							/		
McInnerney and Roberts (2004)								/	
Vygotsky (1978)								/	
(Deci & Ryan, 1985)									/

Self-Determination Theory (SDT)
IM = Intrinsic motivation

Social Learning Theory (SLT)
PRM = Providing role models
EPL = Encouraging peer learning
PM = Providing mentorship
CSC = Creating a supportive community

Experiential Learning Theory (ELT)
PHE = Providing hands-on experiences
ER = Encouraging reflection
FC = Fostering collaboration
PL = Personalizing learning

4.0 Conclusion

In conclusion, the integration of Social Learning Theory (SLT), Experiential Learning Theory (ELT), and Self-Determination Theory (SDT) within higher education programs can significantly contribute to individuals' success as entrepreneurs. The examination of the studies included reveals that social learning theory offers valuable perspectives on how individuals gain knowledge, skills, and behaviors by observing, imitating, and engaging in social interactions. SLT underscores the crucial roles of modeling, reinforcement, and social context in influencing learning and motivation. Similarly, the analysis of the studies underscores the importance of experiential learning theory in fostering active participation, reflection, and practical application of knowledge and skills. ELT emphasizes the significance of reflection, and immediate implementation of learning in improving learning results. SLT promotes observing and modeling successful entrepreneurial behaviors, ELT emphasizes hands-on experiences and reflective learning, while SDT highlights intrinsic motivation and autonomy. Future research is recommended to investigate how social learning theory and experiential learning theory can be integrated to gain a comprehensive understanding of learning processes, particularly in diverse contexts such as entrepreneurship education. This exploration holds the potential to provide valuable insights into designing innovative educational interventions and training programs that cultivate holistic and impactful learning experiences.

Acknowledgments

References

Abdullah, M., Evans, L., Fraser, I., & Tsalavoutas, I. (2015). IFRS Mandatory disclosures inMalaysia: the influence of family control and the value (ir)relevance of compliance levels. Accounting Forum, 39(4), 328-348

Aissa Mosbah & Jaithen Alarbi (2020). Family Business Research inMalaysia: Thematic and Methodological Assessment. International Journal of Management, 11(11), 2020, pp 603-613.

Al-Jubari, I., Hassan, A. & Liñán, F. Entrepreneurial intention among University students in Malaysia: integrating self-determination theory and the theory of planned behavior. Int Entrep Manag J 15, 1323–1342 (2019).

Al-Jubari, I., Hassan, A., & Liñán, F. (2019). Entrepreneurial intention among University students in Malaysia: integrating self-determination theory and the theory of planned behavior. International entrepreneurship and management journal, 15, 1323-1342.

Amran, N A, & Ahmad, A. C.. (2011). Board mechanisms and Malaysian family companies" performance. Asian Journal of Accounting and Governance 2, 15-26

Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.

Barti Motwani (2016). Impact of Factors of Family Business on the Performance: A PLS-SEM Study. Institute of Management and Research, Information Technology, Vijay Nagar Indore, Madhya Pradesh-452010, India.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.

E. Pastrapa, D. Sdrali, H. Theodoropoulou. (2007). Children's involvement in family business. Harokopio University of Athens.

Global Entrepreneurship Monitor. (2020). Global Entrepreneurship Monitor 2019/2020 Global Report. Retrieved from https://www.gemconsortium.org/report/50731

Higgins, J. P. T., & Green, S. (2011). Cochrane handbook for systematic reviews of interventions (Version 5.1.0). The Cochrane Collaboration.

Institute For Family Business. (2020) Institute For Family Business (UK) https://www.ifb.org.uk/resources/succession-planning-in-family-business.

Kueh, C. C., & Ong, D. L. (2021). Entrepreneurship education in family business succession: A systematic review. Journal of Family Business Management, 11(1), 63-89.

Latham, G. P., & Locke, E. A. (2007). New developments in and directions for goal-setting research. Journal of Management, 33(4), 425-453.

Lu, J., & Wei, Y. (2019). A systematic review of entrepreneurship education and family business succession in China. Journal of Small Business Management, 57(3), 1016-1032.

Lussier, R. N., & Sonfield, M. C. (2004). Entrepreneurship education in American universities: An examination of teacher perceptions. Journal of Small Business Management, 42(3), 302–317.

Maqbool, S., & Ahmad, S. (2016). Expectancy theory of motivation: Motivating by altering expectations. Journal of Public Administration and Governance, 6(3), 1-12.

Morris, M. H., Webb, J. W., Fu, J., & Singhal, S. (2013). A Competency-Based Perspective on Entrepreneurship Education: Conceptual and Empirical Insights. Journal of Small Business Management, 51(3), 352–369.

Mosbah, A., & Kalsom, A. W. (2018). Chinese Family Business in Malaysia: Development,Culture and the Family Business Philosophy. International Journal of Academic Research in Business and Social Sciences, 8(5), 1013-1021.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68-78.

Set, K. (2013). Tourism Small and Medium Enterprises (TSMEs) in Malaysia. International Journal of Business and Social Science, 4(16), 58-66

Sharma, P., & Manikutty, S. (2005). Entrepreneurial education in family vs. non-family firms: A resource-based analysis. Journal of Business Venturing, 20(6), 873–896.

Tan, J., Li, H., & Tan, D. (2010). Family control, education and entrepreneurial experience, and small business performance: Evidence from the UK. Journal of Small Business Management, 48(4), 467–490.

Ung, L, Brahmana, R., & Puah, C. H. (2016). Does retrenchment strategy induce family firm'svalue? A study from Malaysia. International Journal of Management Practice, 9(4), 394-411.

Van Praag, C. M., & Versloot, P. H. (2007). What is the value of entrepreneurship? A review of recent research. Small Business Economics, 29(4), 351–382.

Yu, A., Lumpkin, G. T., Sorenson, R. L., Brigham, K. H. (2012). The landscape of family business outcomes: A summary and numerical taxonomy of dependent variables. Family Business Review, 25, 33-57.

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. Handbook of self-regulation, 13-39.