

Understanding the Need for TVET Dual-qualified Teacher in Entrepreneurial Learning

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Abstract

Technical and Vocational Education and Training (TVET) has recently been identified as the education system that offers entrepreneurship education to the new generation. Nevertheless, the TVET sector faced a serious problem of a shortage of teachers competent in pedagogical and entrepreneurial skills. The study highlights the importance of dual-qualified educators possessing a balanced combination of industrial experience and professional training in teaching, which can enhance entrepreneurship education in TVET programs. Referencing recent literature and *Dasar Keusahawanan Nasional 2030*, it highlights the gap between curriculum desires and teacher competence. Following that, conceptual perspectives suggested that TVET educators should not only become transmitters of knowledge but also entrepreneurial mentors. The article also has implications for curriculum building, teacher training programs, and educational reform. The findings offer valuable insights for policymakers, curriculum developers and TVET providers seeking to produce graduates with technical skills and an entrepreneurial mindset.

Keywords: Dual-Qualified Teacher, Entrepreneurship, TVET, Industry Experience, Teacher Competency

Introduction

Entrepreneurship education has been seen to be the key to developing self-reliant graduates in Malaysia. Aligning with the *Dasar Keusahawanan Nasional 2030*, entrepreneurship had become important in moulding the competitive human capital for long-term national development (MECD, 2019). As TVET institutions focused on hands-on learning, they were responsible for equipping learners not only with technical expertise but also with entrepreneurial competencies. However, the majority of TVET educators are well-equipped, pedagogically trained and technically certified but not adequately prepared to teach entrepreneurship through practical business experience (Omar et al., 2021).

This current scenario creates a gap in delivering effective entrepreneurship education. Although entrepreneurship is a subject in many universities, students are often still given theoretical knowledge without much practical or real-world industry experience. In Malaysia,

the entrepreneurship of TVET students is low as they had high intent but little ability or optimistic expectations (Omar et al., 2021). On this basis, the authors proposed an innovation model for TVET campuses. Arguing against this statement, Ramdzan et al. (2019) insist that poor instructional delivery in entrepreneurship education has led to a large number of unemployed graduates, which in turn hinders the development of proactive characters in these individuals.

The need of depth and relevance of entrepreneurial learning in TVET depends on the educator's ability to connect skills training with actual business competencies (Turan & Levy, 2024). Educators lacking in entrepreneurial exposure may struggle to create this connection. Therefore, this paper explores the need for dual-qualified educators in TVET who are trained in both teaching and entrepreneurship. The study identifies gaps in educator readiness and highlights the urgency of integrating entrepreneurial experience into educator development frameworks to improve the quality of entrepreneurship education in Malaysia's TVET landscape.

Literature Review

To prepare students for their future careers, TVET emphasizes practical skills and real-world application. However, there has been a shift towards training students to also work for themselves. Nevertheless, a review of existing literature reveals that at present, TVET faculty are not adequately prepared to offer both the technical and the entrepreneurial curricula (Omar et al., 2021).

Entrepreneurship education should be delivered by instructors who have experience in real-world business, as students prefer to understand practical examples that are far more effective than theoretical concepts (Lipinge & Shipanda, 2021). According to this, the entrepreneurial intentions of students increased after the teaching approach, introduced by lecturers with an entrepreneurial background, was implemented (Malawu & Waghid, 2022). This highlights the importance of dual-qualified educators who can provide contextualized learning and mentor students in business thinking.

In Malaysia, it has been observed that although instructors are competent in teaching, they lack knowledge about entrepreneurship, which is in a moderate state (Omar et al., 2021). Despite vocational training, students still lack entrepreneurial readiness due to limited exposure from instructors themselves (Junaidah et al., 2023). Due to that, these studies indicate a gap in the training of teachers' qualifications for entrepreneurship.

Another problem is that there is no clear framework for teachers to gain extensive exposure in teacher training programs. Without this, educators would be unable to develop relevant entrepreneurial perspectives to guide students effectively. Thus, industry-practice collaboration is viewed as a good initiative to support dual qualification (Junaidah et al., 2023).

Referring back to the literature, it is clear that the need to redefine TVET educator qualifications should be emphasized to include both pedagogical and entrepreneurial competencies.

Methodology

This paper adopts a qualitative approach through literature analysis. A total of nine peer-reviewed articles were selected based on their relevance to TVET education, educator competency, and entrepreneurship development. The selection focused on publications between 2019 and 2024 to ensure currency. Sources include journal databases such as ERIC, ResearchGate, and institutional repositories. The review examined three main themes: (1) the qualification structure of TVET educators, (2) entrepreneurship delivery in vocational education, and (3) the dual-role expectations of educators.

This method was chosen to synthesize insights from multiple education systems while comparing Malaysia's TVET context to international experiences. The review aimed to identify consistent patterns in educator readiness, the impact of industry experience and suggestions for reform in educator training frameworks.

Findings and Discussion

Importance of Entrepreneurial Skills in TVET

In the current scenario, students from TVET institutions are expected to be well-equipped with the necessary practical skills to align with the demands of the modern workforce (Junaidah et al., 2023). However, TVET is now not only focused on job placement but also on preparing students to create employment through entrepreneurship. Malaysian TVET students have high entrepreneurial intentions, but they lack the confidence and skills to implement them in real life due to insufficient entrepreneurial exposure in their classes (Ibrahim et al., 2015). However, the quality of entrepreneurship education depends on educators' ability to connect technical content with business realities (Ramdzan et al., 2019). Without proper effort, students receive fragmented knowledge, which ultimately fails to build their practical readiness (Xu, 2024).

Additionally, entrepreneurship education helps reduce youth unemployment (Ramdzan et al., 2019). However, its success relies heavily on how it is taught. Therefore, entrepreneurial teaching should go beyond theory to include experiential, hands-on, and guided activities, which are best delivered by dual-qualified educators with entrepreneurial experience.

Shortage of Dual-Qualified Educators

Most educators in TVET institutions in Malaysia are well-trained in either teaching or technical fields, but only a few have entrepreneurial experience. Omar et al. (2021) highlighted that TVET instructors in vocational colleges generally demonstrate moderate entrepreneurial competency, which limits their capacity to deliver quality entrepreneurship education. In Namibia itself, instructors lacked business exposure, leading to a misalignment between the knowledge they had been delivering and what was needed for startup success (Lipinge & Shipanda, 2021).

Regarding that, lecturers with entrepreneurial backgrounds have a significant influence on students' intentions to pursue business ventures (Malawu & Waghid, 2022). This is because students are more likely to respond positively to educators who have practical experience and can share real business challenges and solutions (Xu, 2024).

Challenges in Educator Preparation and Practice

From the perspective of TVET education in Indonesia, vocational graduates often lack entrepreneurial competence because teachers themselves have not received training in entrepreneurship (Junaidah et al., 2023). Following that, there is a need to revise the education model of TVET teachers to integrate entrepreneurial development as a formal component of the curriculum (Lipinge & Shipanda, 2021). This lack of structured exposure affects not only what educators can teach but also their ability to inspire business confidence and knowledge in students.

Moreover, the entrepreneurial mindset among university students is shaped not only by the curriculum but also by the educator's ability to deliver applied entrepreneurial learning (Al-Mamun et al., 2019). If instructors lack business familiarity, they tend to rely only on textbook content, which does not resonate with entrepreneurial practice (Lipinge & Shipanda, 2021).

Attributes and Recommendations for Dual-Qualified Educators

Based on the multiple literature reviews, a dual-qualified educator must possess:

- I. Pedagogical skills to manage instructional delivery
- II. Entrepreneurial experience to provide real examples
- III. Mentoring ability to guide ideation and risk-taking for students, especially in business
- IV. Curriculum integration skills to embed entrepreneurship across disciplines

These attributes align with what Turan & Levy (2024) emphasizes regarding entrepreneurial knowledge exposure, which stresses the need for educators to provide meaningful and context-driven learning. The studies by Lipinge & Shipanda (2021) and Malawu & Waghid (2022) suggest that professional development programs, including industry experience and practitioner co-teaching, can help current instructors gain entrepreneurial competency.

This demonstrates that the presence of dual-qualified educators is crucial in transforming entrepreneurship education from a theoretical concept to a practical and inspiring learning experience. For future provisions, the focus should be on certification frameworks, incentives for industry involvement and curriculum co-design between educators and entrepreneurs.

Conclusion

In conclusion, integrating entrepreneurship education into TVET is crucial for producing graduates who are not only skilled workers but also potential job creators. However, the effectiveness of this integration is limited by the lack of dual-qualified educators who possess both pedagogical expertise and real entrepreneurial experience.

This emphasizes that if we do not equip teachers with these necessary skills, it is difficult for them to provide truly business-oriented guidance in their entrepreneurial content. With this in mind, the fourth industrial revolution presents educational stakeholders with an opportunity to transform the predominant teacher in the preparing model, replacing it with skills-oriented industrial internships and dedicated entrepreneurship training within the development process for TVET educators. Only through this approach can educators be

empowered to become the most effective agents of entrepreneurial growth, aligning TVET outcomes with national economic objectives.

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